

we as students so often commit—spending too much time over our books, forgetting that we can do more work by taking more exercise, and following it by concentrated study. We would lay down the rule that the child should not be sent to school til at least eight years of age.

Now suppose our boy at school, under proper hygienic conditions and with a fair supply of mental work; there should open up to him two avenues to physical culture, both of which he should be encouraged to follow—recreative sport, and systematic gymnastic exercise. The first of these has its advantage in its freedom from care, in its complete diversion of the mind, and thus while it exercises the physical it rests the mental. Here, too, he is taught that he must play the man in other ways than in the mere exhibition of brute force; here he learns the ultimate laws of right and wrong. Here he comes to admire the honest and straightforward; to despise trickery and double-dealing. In short, the influence here brought to bear is probably more powerful in moulding the character than any other in the whole course of his life.

So well was the Duke of Wellington assured of this fact, and such faith did he have in the great national game of England to develop the man in every point, that he has been bold enough to say that the battle of Waterloo was won on the cricket fields of his native country. And under the patronage of our worthy President, who knows how many battle fields may be won, by the illustrious members of the McGill U. C. C. In sports the end aimed at is skill, and physical culture is only an accident. Those parts of the body exercised, the legs and generally the right arm, are developed at the expense of the rest, and it is a fact well known, that you will seldom ever see a man whose legs are not all they should be, while a man not mal-formed in his chest or arms is a great rarity. While it is our duty to encourage sports in every way, let us not stop here. Sport may be sufficient to keep the body in health after it has attained to its full growth, but it fails of itself to produce that harmonious development which we have set up as our ideal. Now, when the body is young, pliable, impressible, capable of being moulded to almost any shape, is the time to supply the greatest engine of physical culture, systematic gymnastic exercises. This when

correctly applied modifies the growth and distributes the increased resources of the body so that each organ shall receive its legitimate share, gives additional strength to the weak and corrects the many mal-formations so common among the young. But before we can persuade people of the importance of this, we must correct an erroneous idea they have, that it only develops the muscular.

And in this intellectual age people may reasonably ask what is the use of mere brute force to the professional man. Although its effect on the muscular system is the most obvious, it must be borne in mind that it is the least useful. Its great value arises from the fact that it strengthens all the delicate organs within the body which have to do with those vital processes by which we live and have our being, and therefore it becomes more useful to him whose brain gains him his livelihood than to him who lives by the work of his hands. During school life, when the body is still pliable, we would expect the most favourable results from educational exercises, but it should not stop here, it should be continued through college, in fact, during one's whole life. And here we shall make a practical digression. How very few of the students of McGill Medical College avail themselves of the advantages of a gymnasium, and under existing circumstances we do not see how they well can. We need a gymnasium in connection with our college, supported by compulsory contributions, quite as much as we do a reading-room.

Suppose, now, that our hero has attained maturity, that to all appearance he is well developed, well nourished, sound in body and mind, there does not now exist the same necessity for the continuance of the exercises that have made him what he is, but they must not be discontinued altogether.

As every chain has its weakest link, which is the measure of its strength, so any man, either from inheritance, or from accident, has his weak point, where disease will attack him first. Let him, therefore, by continuing those exercises which more immediately affect this part, and by attention to the laws of his being, so fortify his weakness that it may become strong or at least resist disease as long as possible.

Not only have we a complaint to make about the *inattention* paid to physical culture in the education of the youth, but about the