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THE EDUCATION OF GIRLS, AS CONNECTED WITH THEIR  
GROWTH AND PHYSICAL DEVELOPMENT.\*

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ONE of the most encouraging signs of the times is that the attention of the public is being directed more and more to physical improvement. There are undoubtedly serious objections to some of the ways in which this interest is manifested, especially as connected with athletic sports and games. The matter here may be carried too far for the physical and moral interests of those engaged in them. Where this improvement is most needed is in early training in the family, combined with an educational system. Physical improvement should become a leading object both in the family and in the school, and, through all the stages of education, the culture of the body should go hand in hand with that of the mind. It should be made to apply especially to those who need it most, whose organization is weak and defective—where some parts are imperfectly developed or not well balanced, and there is lack of strength and

harmony of function. There should be in all schools a system of gymnastics or physical exercises of some kind, wisely adapted to the varied wants of the pupils.

In advocating a more strict observance of the laws of health and life, and objecting to the present modes of education, it should be distinctly understood that no one department of mental culture, no particular mode of teaching, neither the higher education of woman, nor co-education, are here singled out for criticism; neither is it intended to oppose or object at all to female education; but on the other hand, we advocate the highest possible mental culture for girls that is compatible with their whole organization—that harmonizes with both the physical and mental systems. This constitutes the only sure basis or foundation for all true culture, and its laws are the certain tests of its correctness and success; for, guided by these laws, there is no theory, no experiment, no failure.

In making application of the princi-

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