

girth of chest is in itself a powerful argument for physical education; and when we remember how much more room will be thereby given for the free play of the lungs, and how much new vigour must at once be imparted to the circulation of the blood, and so to the working of the brain and mind as well as the rest of the nervous muscular system, need there be another word urged on the subject?

Now, we all know that we would not to-day enjoy the comforts and privileges we do if it had not been for the physical vigour of our forefathers amid the pioneer work of this noble land; but they make a grand mistake who imagine that because the circumstances of the country and the arena of its conflicts have changed, physical hardihood is no longer an essential factor in the problem of life. Without it our children would dwindle and fail, and our nation go backward, instead of *onward* and *upward*, as it has been doing, among the most prosperous and influential nations of the time. To secure a continuance of this we must not only foster in our young people a love of open-air exercise, but give them systematic physical training *outside* the school, and *inside* it systematic instruction in at least the outlines of physiology and hygiene. When we deliberately consider the matter, is it not a monstrous educational error that our young people should grow up better acquainted with the structure of Horace's odes, or even Euclid's problems, than with the structure of their own bodies? Side by side with the maps on the wall, let there be hung such charts of physiology as will familiarize them with the manner in which we have been so "fearfully and wonderfully made" by our great Creator, and let all receive such rudimentary instruction as will facilitate the after and more extended private prosecution of similar researches, to their salvation from a thousand terrible

evils which afflict mature manhood, as well as many which are ever preying upon the rising generation.

So much for the moral and physical parts of the subject. And now a few remarks as to the need of a more practical turn being given to the more distinctly mental education of the day, that our youth might be trained with a view to the position that a large proportion of them must occupy in the future, as dependent for their success in life upon their ability to develop the material resources which lie around them, waiting only the application of skilled enterprise to yield a generous reward. And I submit that it is extremely desirable that this class should be increased, to the relief of the over-crowded professional and mercantile walks of life. Indeed for all, such an education as would distinctly aim at teaching youth to use the knowledge acquired, and training the mind to seek in every direction fresh acquisitions, would prove extremely valuable. In order to this the motto of the ancients must be revived and enforced *non multa, sed multum*—not many things, but much—or, in other words, choose well: what shall be taught, and see that that be thoroughly mastered. Of course the three R's must form the basis of procedure. These fairly acquired, let them be followed by such a course as shall join with the study of the youth's own language, and the geography and history of his own country, such an outline of natural philosophy and the natural sciences as shall give him some knowledge of what is going on in the material world around him and fill him with the desire to know more, and put him in the way of making endless conquests in the new world thus opened up to him. Upon the back of this let there be a system of options, wisely followed out, which would give courses of scientific agriculture, mechanics, engineering, chem-