

manity, "whether Jew or Gentile, Scythian, bond or free."

By the differentiation of occupations, which is the result of diversity of intellectual taste and inclination, we have fallen into a large number of fallacies respecting the word "work." The clergyman sitting day after day works; the student sitting grinding out Greek works; the president of a bank sitting examining papers works; the clerk at the books works; the sexton who sweeps and dusts the church works; the woman who scrubs the bank floor works; and a car-horse works. This diversity of occupation has existed in some communities during generations, and has produced results which physical educators say demand the introduction into our educational institutions of the special department called "physical culture." The writer believes that, irrespective of occupation or social standing, bodily activity is indispensable as a means of maintaining health. In looking further into the subject we shall instance only the requirements of students of various ages, other cases may be compared by the readers.

IN SCHOOLS.

The term physical culture evidently includes more than mere bodily activity, hence we must begin by advocating gymnasiums, because in them the greatest variety of exercises may be obtained, and special deformities may be counteracted.

Why is physical culture necessary for children while attending school? The answer is because, first, the length of time during which children must remain quiet in school is positively injurious to the bodily health of the child; second, so much sitting produces special deformities of the bones which must be counteracted by special exercise and apparatus. At this point it may be suitable to define our subject. "Physical culture is the

obtaining and maintaining of a properly formed, normal sized, healthy body." This includes the theoretical and practical knowledge of three conditions, viz.: proper activity of body in both kind and amount, the right amount of proper food, and a sufficient length of time spent in rest of body, especially sound sleep. We shall in this article be able to speak of only the first of the three named conditions. What is proper activity in kind and amount? Without examining technically the various theories of its nature and production, we can say there is a power in our bodies by which they move and continue their being. Respecting its quantum we require a certain amount of good muscular tissue, daily use of such tissue, a certain amount of rest each twenty-four hours, and a regular supply of food to replace waste tissue. Both the size of an organ and the power to perform its function are dependent on the amount of strength supplied to it each day.

This brings us to the question to be discussed, viz.: Are the children who attend schools from 9 to 12 a.m., and from 1 to 3 or 4 p.m., as healthy as children who do not go to school? There are several difficulties in the way of answering this question. The first is age. A child four, five or six years old should not be kept sitting and quiet as long a time as one ten, eleven or twelve years old; and children of these ages should not be treated respecting bodily quiescence as boys and girls over sixteen years of age are. Then, again, there are children of different dispositions. Some quite young may be able to sit and study a longer time without injury than those who are older. Assuming then that even if school hours are not injuriously long, yet they should be counteracted by and interspersed with time devoted to bodily activity, let us discuss what should be