

tion must not be charged to the school work alone; the ambitious and unwise parents should bear their share of the blame. How often these unfortunately brilliant pupils are driven by the flattery of friends and the applause of the public, to make efforts outside of the school-room.

We see in our schools many such children, and they should be provided for in the very best manner possible. In fact, they require better training than others, and any system of training that ignores this fact, cannot result otherwise than disastrously.

"To the nervous temperament belong social and intellectual gifts and graces, originality, intensity, poetry, art, philanthropy, without which we should be great losers. Within reasonable limits, the nervous temperament, if fairly trained, is a great benefit to the society of the world."

It is not necessary for me to argue before this society the value of physical health. To many in the school, nature—through a good parentage—has vouchsafed a goodly share. It is for those not so fortunate I would make my appeal.

The system adopted by most of the schools of our State pre-supposes that each pupil has inherited a good constitution and a normal mental organization, and all are required to accomplish the same routine work. No plan has been adopted to ascertain the capability of the child. Often, if he be mentally dull, he becomes an object of dislike rather than solicitude to his instructor.

Many children have unfavorable home influences, living in crowded, dirty rooms, eating unwholesome food, and are deprived of the moral element of education.

Some are sent to school at too early an age, to relieve the home of their noisy presence, when they should have remained there laying the foundation for a healthy body by well directed physical exercise.

Undoubtedly children under the age of twelve years, are confined too many hours in the school-room without the much coveted exercise. Pupils so young cannot

bear much, if any, more than an hour's continuous study without harm.

To adjust the school work according to the age of the pupil, or to different degrees of health and strength, especially to the different manifestations of nervous constitution, is a problem for medical men to solve.

"In the city of Brussels each school is visited weekly by a trained medical inspector, who examines the school-rooms for suggestions regarding improvement in construction, ventilation, heating, etc. He looks after the condition of the air, drains, and all matter affecting the health of the pupils. He sees that the temperature of the rooms has been recorded four times a day, and he compares for himself the temperature at different places—near the floor, on a level with the pupils' heads, and towards the ceiling. He prescribes the various means and methods of exercise, including the out-door gymnastics; directs the walks, excursions, and instruction in swimming, carefully looking over each child to see whether he or she is strong enough for the full routine in these exercises as well as the matter of studies. If in summer the temperature exceeds 82.4 Fahr., he dismisses the school, and may order pleasant walks in place of regular school duties. He is to superintend the physical development of the pupils, and to advise against too fatiguing methods or courses of study. He keeps records, taken at regular intervals, of the height, weight, general condition, etc., of each pupil, which constitute a sort of life history, to be carried home and kept by each one upon leaving school.

"He instructs the teacher how to recognize infectious diseases in their early stages, and sees that the regulations regarding them are enforced. He devotes especial care to weak and sickly children, to see that they get the best possible result from the school training, supplying to them medicines, chiefly tonics, free of cost. Children under fourteen years of age, after each three-quarters of an hour's study, have fifteen minutes' recreation,