

subject can form any conception of its importance. Badly nourished children are not alone to be found in the dwellings of the poor. Some of the most lamentable specimens are seen in the very lap of luxury, where no excuse can be advanced for ignorance. False notions about the proper forms of nourishment, the result in the main of faulty education, are here the source of the evil. Every girl in our public schools, as soon as she has reached a certain age, should be taught to cook properly, and to prepare the best kind of nourishment for young children. Above all things she should be instructed about those unwholesome kinds of food, both for adults and children, that are to be scrupulously avoided.

The great importance, also, of regularity of habit, for the preservation of health, as well as for the accomplishment of the greatest amount of labour in a life-time, should be impressed upon children. How many of us would have been thankful for such instruction during our school-days! We cannot escape the fact that habits are then acquired which leave their impress upon character in after-life; and hence, the almost infinite importance of having our education well directed, particularly as to the hours for rest, the hours for work, and the hours for recreation.

Many other questions in hygienic education suggest themselves; but there is one claiming serious attention which we must here notice. It is an appalling fact, coming within the cognizance of professional men every day, that many of our young people are being ruined beyond remedy by a secret vice, of the disastrous consequences of which the vast majority of them have not the most remote idea. We do not hesitate to say that, through a false delicacy, or an entirely mistaken notion of duty, many intelligent

teachers and highly-cultivated fathers and mothers are allowing children, growing up around them, to indulge in habits of self-abuse which will land many of them in hopeless idiocy. Is this right? Is any man doing *all* his duty by the child for whom he is responsible, by permitting it to grow up in utter ignorance of the consequences of a habit which is sure ultimately to lead to imbecility, if not to an absolute dethronement of reason? The uneducated man is not responsible for what he does not know; but as public educators it is our duty to supply his children with the information which will aid them in escaping the terrible consequences of habits which to their uninstructed minds appear to be entirely harmless.

It may be asked, How is all this additional information to be overtaken by the children in our public schools? If your curriculum is already burdensome, you should not aggravate the evil by the addition of another extensive subject. In answer, we say, if the curriculum is already too extensive, either dispense with some of the less practical subjects altogether, or make them optional with the pupils. But by all means let there be a systematic course of instruction in hygiene provided as speedily as possible. Let it be confined to the more advanced classes, say to the two highest of our boys and girls. If books upon the subject are placed in the hands of the children at all, they should be suited to their comprehension. We think, however, that, if a good work upon hygiene, as free as possible from technicalities, were placed in the hands of teachers, they would be able to gather from it sufficient to enable them to communicate a valuable amount of information to their pupils, and so cover all the important aims of hygienic education.