

tion, the student is examined physically as he would be for admission to the army or navy—his measurements and records are all made and preserved, and he is not allowed to engage in any athletic exercises which might tend to impair his physical development. This method is adopted in some of the High Schools in the city of Brooklyn, U.S. By means of these examinations are ascertained his physical condition, his peculiar defects or weaknesses, the excessive development of some muscles or the imperfectly nourished state of others, variations from the normal standard of relative height, weight, chest measurement, his personal history or habits, inherited predisposition to organic or functional disease. These are all carefully noted and recorded. Then certain exercises are prescribed which are best adapted to overcome his peculiar defects or give required strength, just as though he were in charge of a physician for his health. Harvard is said now to have the finest gymnasium for the purpose of physical culture in America—it is named after the donor who gave \$110,000 for its erection.

The following rules, laid down on good authority, may be quoted as illustrating the general scientific principles upon which a system of physical culture may be based :

1. All gymnastic exercises should be devised with a due regard to the structure and functions of the body, and should, therefore, be founded on an accurate knowledge of anatomy and physiology.

2. Every exercise should have a definite aim, and be localized so that its action be understood.

3. Every part of the body should be exercised in turn, and having due regard to physiological function, not any part in excess of another.

4. Harmony of function, including suppleness, should be regarded as of

equal importance with the mere development of muscular power.

5. All exercises, while selected to the development of strength, should be kept within the vital capacity of the individual.

It is worth while for us to consider how much of the evil results of the so-called "cramming system," or over-study in our schools, may justly be ascribed to lack of physical education and to unsanitary surroundings. Of one thing, however, we are certain, that physical culture and healthful surroundings in connection with our present educational system and our invigorating climate should yield that mental energy and vigour which are essential elements for success in the world.

It has been said with truth that an ounce of talent plus a pound of energy, is worth more than a pound of talent, plus an ounce of energy.

Man indeed receives the heritage of vigour or of debility, of health or of illness, which his childhood has bequeathed to him, and therefore we cannot be too careful to watch over this decisive period of his life.

Among the various external influences in school life which will affect the development of bodies of pupils and engage the attention of the Medical Health Officer are the following :

1. Condition of the atmosphere as to impurities, degree of moisture, temperature, etc.

2. Lighting, heating and ventilation of school rooms.

3. Position of pupils at seats and desks, character of physical exercises and out door sports.

4. Effects of studies and methods of instruction on the physical development and health of pupils, defects in vision of pupils.

5. The age at which pupils should enter schools being guided by health temperament or hereditary tendencies.

6. The studies best adapted to the