

the grandeur of the effect would be destroyed by reading "like Lucifer" fast.

"And when he falls, he falls—like Lucifer,
Never to hope again."

I have heard Macready, the elder Vandenhoff, George Vandenhoff, and Mr. Bellow read this passage, and all read "like Lucifer" in slow and solemn time.

Examples might be multiplied to show that the *nature* and not the *value* of the simile is the safe guide for the elocutionist.

PHYSICAL CULTURE.

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I.

It is only within the last few years that the necessity for physical in connection with mental development in our Public Schools has been taken into serious consideration. Nor is it entirely the fault of the Teacher, though many grave charges are laid at his door, that even yet, in many schools, little or no attention is being paid to Physical Culture.

It will, I fear, be some time before public opinion will become convinced that the Teacher is employed for other purposes than for the teaching of the famous three R's, and for the burdening of children's memories with historical events, and dates, which are generally dry bones, into which no life has ever been breathed, geographical information concerning Siberia, Patagonia or some other outskirt of Creation, and grammatical rules, power over which often renders the students rulers of very empty realms! Whether, in accomplishing this mission, the Teacher lays the foundation for confirmed invalidism, imbecility or insanity,—or whether he consigns his victims to untimely graves (which may upon the whole be preferable) is seldom taken into consideration.

We have all heard, and in a passive sort of way we all believe, that a sound mind requires a sound body, yet we seldom associate high physical health with great mental capacity. Indeed, I think we have all observed the physical characteristics of a scholar: stooping shoulders, drooping heads, impaired eyesight, a cadaverous complexion, contracted chest, lax muscles, a shuffling gait, a hacking cough, and a voice, in comparison with which the sound of filing a saw or the scream of a guinea hen is sweet music. Added to these attractions, when in company an embarrassing uncertainty regarding the proper place to locate arms and legs, which gives very decided evidence that, though our wise man may have learned the Greek for a *chair*, he has never learned how to sit upon one.

We do not often hear the personal beauty of such a man descanted upon, yet we often hear the exclamation in tones of warm admiration: "Oh, he is so intellectual looking."

Does it not cast a sort of stigma upon mental attainment, this suggestion that it precludes the possibility of grace, comeliness, and even bodily health?

So accustomed have people become to associate physical weakness and plainness with mental capacity that it is not unusual for parents to set aside to mental pursuits those children who give early indications of delicacy of frame, never dreaming that in so doing they are condemning them to suffering that is often worse than death, besides imposing upon society a set of incapable practitioners whose incompetency brings a stigma upon the noblest professions. It is a lamentable fact that many such are to be found filling the offices of physicians, preachers and teachers. "Only fit

for a Teacher" is an expression that has often come to my ears in connection with children physically weak. Not a year ago, I had in my school a lad, whose mother urged me to keep him closely at his books in school and to assign him heavy home tasks, that he would have no time for play assigning as a reason, that, as he seemed weakly, and sickly, and *good for nothing*, she thought she would make a Teacher of him, and she wanted to get him through as soon as possible. Had I acted upon her suggestions I do not know but I might have got him through the cares of this life sooner than she intended. I know another, who, as a boy, possessed every condition of a sound constitution, and, naturally speaking, had every prospect of a long and useful life. As he gave evidence of considerable mental capacity, his parents consigned him to a course of instruction, where from childhood the mental faculties were strained to the utmost, while he was carefully kept from participating in physical recreations, his father declaring that it was waste of time, and took his mind from his work. A year ago, after a brilliant course of study, in which he delighted the hearts of his parents and instructors, he succeeded in carrying off the highest honors of his classes; but before he had entered upon the practice of the profession for which he had prepared, outraged nature gave way, and the victim died, not, as people said, from hard study, but from want of physical development.

With such evidences of public opinion before us we can understand the difficulties which meet and hinder the Teacher in his attempts to make his school a school for the body as well as for the mind.

The time spent by the Teacher in promoting the physical health of the pupils is in many cases regarded by the parents as a wilful waste of the hours, the Teacher being, in their opinion; ready and willing to shirk his duties upon every possible occasion, and I have known them, in consequence of this fancied neglect on his part, institute a series of annoyances, which might be compared to the stings of wasps, so small as to be scarcely perceptible, but, at the same time, so extremely exasperating and tiresome that one can scarcely wonder that the Teacher becomes discouraged, and resigning all attempts to do more than keep within the conditions of his contract, fills the hours in any way calculated to secure to himself the least interference and annoyance.

But when we remember that we are working not so much for the gratification of the caprices and prejudices of a few, as for the advancement of humanity, not so much for the present as for the future, not so much for time as for eternity;—when we reflect that in every right impulse we impart we enjoy a glorious immortality, I am sure that we will not only acknowledge but rejoice that the duty of developing the interest which has recently been awakened in physical culture devolves upon the Teachers of Public Schools. I do not know that it is in the power of the Teachers of our Province to reanimate the spirit of the Olympian days, but I do think they may do much towards changing from a truth to an untruth, or towards rendering altogether obsolete, the saying that "every generation grows wiser and weaker."

It does appear that intellectual excellence is purchased at a very high price when its possession implies the forfeiture of all that renders life enjoyable or even endurable.

"A sound mind requires a sound body."

It is sometimes objected that the enjoyment of high physical health disinclines one to intellectual pursuits, as it involves an amount of bodily action that hinders mental application. The man who neglects his bodily health in order to arouse action of mind cannot exercise a healthful influence upon his fellow creatures. At one time he is in a state of ecstasy which, if his attention be turned to religious subjects, develops into fanaticism, and the next hour he is plunged into the very slough of despond, where