

panied by a certain amount of excitement and interest which acts as an agreeable and healthy stimulus to the nervous system. Running and leaping, being more violent, should be used more sparingly. For children, the rapid and continuous exercise which they spontaneously take in their various games and amusements in the open air is the best. The exact quantity of exercise to be taken is not precisely the same for different persons, but should be measured by its effect. It is always beneficial when it has fully employed the muscular powers without producing any sense of excessive fatigue or exhaustion.

It should be remembered, also, that the object of exercise is not the mere acquisition or increase of muscular strength, but the proper maintenance of the general health. A special increase of strength may be produced to a very great extent by the constant practice or training of particular muscles. Thus the arms of the blacksmith and the legs of the dancer become developed in excessive proportions; and by the continued practice, in a gymnasium, of raising weights, or carrying loads, the muscular system generally may be greatly increased in force. But this unusual muscular development is not necessary to health, and is not even particularly beneficial to it. The best condition is that in which all the different organs and systems of the body have their full and complete development, no one of them preponderating excessively over the others. The most useful kind of exercise, accordingly, is that which employs equally all the limbs, and cultivates agility and freedom of movement, as well as simple muscular strength.

In all cases, also, the exercise which is taken should be regular and uniform in degree, and should be repeated as nearly as possible for the same time every day.—*From PHYSIOLOGY & HYGIENE—By J. C. Dalton, M. D.*

#### A Sound Mind in A Sound Body.

Much as has been said and written of late years about education, the full import and true meaning of the term are still far from being generally understood. It is not the least of the many evils that resulted from the introduction of the Revised Code that education in the minds of the public has been considered synonymous with proficiency in the three Rs. The progress of education has been measured year by year by the increased percentage of children who, at the annual examination of Her Majesty's Inspector, succeeded in fulfilling the requirements of the six standards. Thus it has come to pass that an undue amount of attention has been bestowed upon the merely mechanical part of education, to the neglect of other branches as important if not more so. Englishmen are not so much theorists as practical men. If they see a work which requires doing, they do it, and do it with their might. But for want of a correct general view of the matter in hand, their efforts are not always proportionate to the value of the work, nor do they always begin at the right end. Much attention has of late years been paid to mental cultivation, and some regard given to the moral training of the children in our elementary schools, while little or no care has been exercised to secure that which should be considered as foundation of mental culture—viz., a sound systematic training of the body. Physical education has not been altogether forgotten, nor have its claims been completely ignored. The efforts, however, to secure it have been few and feeble, and we are in danger of training up a race of men who will be as inferior to their predecessors in physical power as they will surpass them in mental culture.

The efforts of educationists should be directed to the securing of a sound mind in a sound body. Unless the soundness of body be attained, it will be impossible to obtain soundness of mind. Of the two, the training of the body should be attended to before the culture of the mind. The former is the necessary foundation upon which the educator of the mind may build. Our complaint is, that too often the latter is urged on to the detriment of the former. There is no reason why, after a certain age, the two should not proceed together. Systematic provision needs to be made for physical training in all grades of schools. This training should be regularly inspected, and grants made on its account. At present, not only is no encouragement given by the Education Department to this branch, but unnecessary obstacles are put in its way. The time to be devoted to drill is restricted to a minimum amount, and the teacher is not permitted to exercise his boys until he has received from some recognised authority a certificate of competency. Several School Boards have, in two or three ways, evidenced their desire to educate physically as well as intellectually the children in their schools. Playgrounds have been, or are to be, provided in connection with each of the permanent schools erected by the London Board, and a drill instructor has been appointed, whose chief work for some time must necessarily be to drill the teachers and assistants, and will afterwards include the superintendence of the instruction in drill given to each school by its teachers. But drill alone is not sufficient properly to develop the physical capacities of children. Gymnastic apparatus of some kind should be provided in connection with every school. The London Board has refused to sanction the purchase of apparatus for its schools, as we understand, because of the danger which attends the use of such apparatus when used without proper supervision. To appoint an instructor in gymnastics to each school would be out of the question; but there are several descriptions of apparatus, at once simple and efficient, that might be employed with no risk, and requiring no skilled instructor. The dumb-bell exercise, climbing ropes and poles, and the horizontal bar may be instanced. An exercise twice a week with the dumb-bells for ten minutes would of itself form a valuable physical training. The time devoted to such exercises would be well spent; and we question whether the intellectual results would not in the year gain rather than lose by the time devoted to the training of the body.

Still, with our present means and appliances, much more might be done than is done. This is too wide a subject to be treated fully in the present article; but we would direct attention to two points mentioned at the recent Social Science Congress. The regular inspection of the cleanliness of all children before morning and afternoon school was advocated. There are schools where this has been done for many years with the best results. In some cases, there is not the necessary accommodation for the purpose; but, where possible, there are few things which would be more beneficial than the forming of children in lines previous to their marching into school, and the systematic inspection of their persons and dress. Cleanliness is one of the first things it is necessary to teach to children, notwithstanding that it is not among the subjects required by Government. With such an inspection of the cleanliness of the scholars it is necessary that each school should possess sufficient accommodation for the cleansing of such as come in a dirty condition. It is not every school that possesses a lavatory suited to its size. Some even of the new permanent schools erected by the London Board are deficient in this respect—an evidence of the truth of our remark that the physical training of children has not received its just share