

will more abundantly qualify them for meeting life's responsibilities, we are not completely discharging our duties as educators. We think that, on mature reflection, very few will be prepared to make the assertion, and defend it, that our public school system, although it has undergone vast improvement in the last twenty years, is not yet susceptible of advancement in some directions. The subject of hygiene has, thus far, been almost entirely neglected, and we have been sending our children out to commence the battle of life sadly unenlightened on questions which are to them of the greatest practical importance. There can be no doubt that many matters legitimately ranging themselves under the subject of hygiene are of infinitely greater value to our children than some of the subjects at present embraced in our public school course—although we are free to admit that there are few, if any, in our present curriculum the study of which is not improving. If it became a matter of choice, however, between the subject of hygiene and some of the other branches now embraced in the curriculum, there should be no hesitation in selecting that of hygiene as yielding altogether the most valuable practical results.

It may be asked, What is meant by instruction in hygiene? We answer, first, that our children's recreations, while at school, should be rational in their nature, and systematic in their distribution. There is little doubt that some forms of recreation are advocated, for our boys especially, which, to say the least, are of questionable value,—gymnastics, in many of their recognized forms, do not commend themselves as altogether healthful in their tendency, to say nothing of the positive danger associated with them. They are only safe for the expert, and even with the expert serious accidents are possible

at any time. What is known as high physical training is not only dangerous to the weak, but of questionable value to the strong.

Further, our children should be made to understand, as thoroughly as possible, the best way of preserving their health in the school-room. We are persuaded that, in this important particular, there is much need for systematic instruction. It may be said that the teacher should attend to this, but it must be apparent to any one that there are many matters which can best be attended to by the teacher, by giving careful instruction to the pupils.

There should be intelligent instruction imparted upon the various points coming under the head of clothing. The amount of absolute ignorance in society upon this subject is astounding. Even the more cultivated portion of the community is sadly astray upon many of the important details regarding dress, and our children are growing up in utter ignorance of how seriously they are imperilling their life and health. There is scarcely a young mother in a hundred who knows how to dress either herself or her infant child. The consequence is, that before she has acquired the knowledge necessary for the healthy growth of her children, one or two must needs be sacrificed out of every family. It is no exaggeration to say that thousands of children die every year from mothers not properly understanding how to clothe and feed them. A system of education, therefore, which does not provide for proper instruction in this matter is still imperfect. The maintenance by proper food of vigorous life and healthy growth should constitute another important feature in hygienic education. None but those daily brought face to face with the sad results of ignorance upon this