

tically trained, together growing in strength and power. Forcing either at the expense of the other is dangerous. To cram the brain of a poor sickly body, without the vital force to use the knowledge, is to make an unbalanced human being. Cultivate good, active minds supported by the brawn and sinew of sound bodies, and they will wield an influence on this swiftly moving civilization.

Muscular tissue will not improve without muscular action. Exercise develops and tones up muscle and nerve force, thus increasing the heart's action, causing the lungs to expand and send richer blood to the brain, which brings clearness of thought and a more practical turn of mind. Manual labor and exercise should be wisely interspersed with study. Physical culture will give to our boys and girls more grace and finer physiques; the shuffling walk will be less often seen, the bent bodies will become more erect and awkwardness will disappear. Special exercises should be given to strengthen the weakest parts, fun and recreation forming part of the exercise. Motion is often rest to a child. Dr. Wey found that twelve of the dullest boys in school, after a course of physical training, without their knowing why it was done, increased their rank in their classes from 45 to 74 per cent.; their minds becoming more active, facial expression more intellectual and eyes brighter.

The children of civilized nations spend too much time in-doors. Long school hours should be avoided. Make the hours of study accord with the age of the pupil, who should rest each half hour. The French primary schools with their three grades, the first of three and one-half hours, the second of four and one-half hours, and the third of five and one-half hours for mental work and two hours for bodily exercise, have improved the mental and physical condition of their pupils. In the half-time schools of England, the children working half a day with three hours of study, pass

the fourth grade in nine and one-half years, while the full time children studying six hours a day do not show the same aptness, and are ten and one-half years accomplishing the same result.

The studies should be made interesting, cheerfulness being encouraged. Forced stillness in a school-room is painful. It shows too rigid a discipline, is wearing on the pupil and tends to suppression of the spirits that are needed to make a boy or girl an energetic man or woman.

All children have not equal ability to gain knowledge, and different organisms will not endure the same amount of work.

Rigid rules can not be enforced with safety; growing youth has peculiarities that can not be bound by human laws. The calls of nature must be attended to; because children make it a pretext to go out of doors, teachers are not relieved from the criminal responsibility for the destroyed health of a child. The strain that comes to the young girl rapidly developing into womanhood is enormous, and a wise judgment should be used in meeting the dangers to her moral, mental and physical life. The brightest pupils in school do not always achieve the grandest success in life. Machine work will not make capable men and women; the practical should be woven into the web and woof of children's lives, and their reasoning powers developed. Thoughtful meditation is worth more than impulsiveness.

Crowded education without due regard to the laws of health is responsible for the alarmingly increasing defects of childhood. The tendency to heredity, defective eyesight and hearing, pulmonary troubles and deformities, disordered digestion and shattered nervous systems threatens us as a nation.

Education should so improve the mental and physical condition of the child that he will rise superior to his inherited tendencies; then will each