

PUBLIC OPINION.

MENTAL AND PHYSICAL WORK.—The late Professor Nussbaum, the celebrated Munich doctor, wrote just before his death an article in the *Tägliche Rundschau* on the important subject of establishing a just proportion between mental and physical labours, from which we extract the following: "During the whole of my medical experience," he says, "I have met with but few patients who had been made ill by over-straining their bones or their muscles; but, on the other hand, I have had to treat many hundreds of very serious cases of illness brought on by mental overwork—illnesses which were often most troublesome and difficult to cure. I am thoroughly convinced that the human body was not intended for the study-table, but for manual labour. I have always found that the healthiest and cheerfullest people are those who work in fields and gardens, and move about the greater part of the day in fresh air. A wretched future lies before the man whose mind is over-worked while he is still a child. It is a thoroughly mistaken notion to believe that a child of nine years old learns more in seven or eight hours a day than four or five hours. Children should be in bed by nine o'clock, and should not be allowed to get up before five or six, otherwise the brain does not get enough rest. I hold that the principle of keeping a child occupied the whole day is an excellent one; only a large proportion of the time should be devoted to bodily exercise, to the education of limbs and muscles, and, whenever it is possible, in the open air. It would be a good thing if gymnastics were everywhere made an obligatory part of education. I am

certain that, in time, everyone will come round to my conviction that, for a child to be healthy, bodily exercise must be hourly alternated with mental work. And I am equally certain that the mind will learn more easily if the body is properly strengthened, and the muscles used as well as the brain. As soon as a child's mind is tired, learning becomes a misery to it, and what it learns it does not really understand. Time given to exercise is not time taken from learning. On the contrary, it will make learning, instead of misery to many children, a pleasure; and it will prevent the foundation, in childhood, of many of those nervous diseases which ruin the whole career of many a man." *The School Guardian*.

In a view of "Two Extremes of Discipline" in *The Parents' Review*, Lady Frederick Cavendish writes as follows: "I have advisedly dwelt on some length upon this picture of past methods of education to show that I have no admiration for the harshness of those times. But none the less do I deprecate the violence of the reaction that has of late years set in. I would on no account deny that in most respects the change of manners is immensely to the good. It is well that the early years should be full of joy, and the nearly total disappearance of *harsh* discipline is as much a matter for congratulation as the contemporaneous disappearance of black doses and blue pills. But in these days we are not content with abolishing *harsh* discipline—all discipline is becoming conspicuous by its absence. We spend time and trouble, which