

THAT physical training should go hand in hand with intellectual culture, that neither the mind nor the body should be trained to the neglect nor at the expense of the other and that for the highest development of brain power a sound body is a prerequisite, are facts which are acknowledged by all whose opinion upon matters educational is worthy of respect and consideration. Though, however, these facts are so generally accepted as truths how little attention is paid at our educational institutions to the proper care and development of the body? It is true that at almost every school and college there is to be found a foot-ball or a baseball club or some other similar organization. With such we have no fault to find but this, they are not sufficient. Only for a short time at the beginning of the session can these sports be indulged in. During the long months of winter the students have no outdoor sports which call into play their muscles and tend to keep up the physique required in the perfect man. How can this defect in the education of a college student be overcome? By the establishment of a fully equipped and properly conducted gymnasium. The authorities of Queen's may reply we have tried the plan and it has failed. We would most respectfully answer, you have and you have not. 'Tis true a gymnasium has been in existence at Queen's for a number of years and that it has been a most perfect example of a most complete failure. The gymnasium was started with what by a little stretching of our editorial conscience we will call a full set of apparatus. No instructor, however, was employed and attendance was optional. The Alma Mater Society recognizing the fact that a well conducted gymnasium was an essential in every university took the matter in hand and employed at considerable expense a competent instructor. This plan failed in accomplishing the good expected of it, but succeeded in

plunging the Society in debt. Latterly an athletic club or association has had the matter in hand and so far success has not attended their efforts. After so many trials and so many failures some might be led to conclude a successful gymnasium at Queen's is among the impossibilities. We do not think so. What were the causes of failure in the past? We think they were these: I. The management was changed every session. Those who were in charge one session were away the next and new ones were appointed. II. Attendance was optional. We believe it should be compulsory. III. The want of a competent instructor who has the authority of the University Senate to sustain him. Our plan, then, would be that the Senate undertake the management of the gymnasium, make attendance on it compulsory so many hours every week, charge every student a fee sufficient to defray expenses, and appoint a competent instructor, who shall be required to spend a certain number of hours every day in the gymnasium to superintend the exercises of the students, to take care of the apparatus and to report to the Senate the non-attendance of any student who sees fit to absent himself. We firmly believe that this plan would be a success and that in a short time the students who at first might object would be convinced of the utility of a gymnasium. What says the Senate?

The entire difference between education and non-education (as regards the merely intellectual part of it) consists in this accuracy of reading. A well educated gentleman may not know many languages,—may not be able to speak any but his own,—may have read very few books. But whatever language he knows, he knows precisely; whatever word he pronounces he pronounces rightly; above all, he is learned in the peerage of words; knows the words of true descent and ancient blood at a glance from words of modern canaille; remembers all their ancestry—their intermarriages, distant relationships, and the extent to which they were admitted, and offices they held, among the national noblesse of words at any time. But an uneducated person may know by memory any number of languages, and talk them all, and yet truly know not a word of any; he has only to speak a word of any language to be known for an illiterate person.—*John Ruskin.*