

instruct young ladies in the laws of health, we are called on to contend with insurmountable obstacles, not only with an utter indifference to all subjects of health and repugnance to many topics connected with it, but with enfeebled powers from a neglected or misdirected childhood, and with vitiated tastes from the substitution of artificial excitements for natural healthy enjoyments; it is also impossible to find the necessary number of teachers inspired with that respect for Divine laws which would give them insight into matters of health and the true order of education. This combination of difficulties makes the task of education in health almost a hopeless one, unless the individual be placed in a fresh educational atmosphere where the objects and methods of education are entirely changed. Health education should train the body—of which the brain forms part—into well-balanced strength, giving full command of the various faculties and power to meet the demands of future life. To accomplish this work the hearty co-operation of the individual is essential; such education cannot be forced from without: it must be accepted by the will. All the mixed motives which act upon human nature are needed to vanquish indifference and excite enthusiasm: large and beautiful arrangements in building and grounds; the sympathy of numbers; the stimulus of honours and rewards; the increased prospect of establishment in life. All the motives which act upon young men, stimulating their zeal in college life, are also needed by young women. The