

by Government, includes many elements as necessary parts of our Common School education formerly ignored in elementary education or relegated to and it is to be hoped favourable time for securing the recognition of Systematic Physical Education in our Common Schools.

Thorough Physical Education may be divided in three parts:—

I. Physical Cleanliness.

II. Physical Development, by training or exercise.

III. Physical Government, or the regulation of the bodily functions.

I. **PHYSICAL CLEANLINESS.**—This is a first requisite in all Physical Education, and a necessary condition of its being carried out. Our children should be trained to scrupulous cleanliness in person, dress, and habits. To encourage and secure this, there should be a daily careful inspection of the children in all our schools, much of the same nature as that carried out in all "Hospitals" for boys and girls. At this inspection, as regards the person, the state of the skin, hands, head, nails, hair, ears, nose, and teeth should be examined; in dress, the state of the clothes and boots, and the manner of their putting on looked to, defects pointed out suggestions made for improvement, and care taken that these are acted on the following day. The aim should be to train to cleanliness at home, as the improvement effected in school would be merely superficial where the home practice continues bad. The great endeavour should be to generate a love and spirit of cleanliness that will pervade the school and influence all its members. Dirty children should be sent to the lavatory until reformed habits are secured. But cleanliness of the whole body should be fostered, and not merely of the exposed parts, the children being trained to wash regularly all over. To secure this, bathing should be encouraged, and the teacher should occasionally, and if possible periodically, take the children to the neighbouring sea, river, or loch, to see it done, and to practise swimming, which should be an accomplishment of all our children. Perhaps, some day, when education in all its breadth is understood and secured, we shall have baths for swimming and bathing in connection with all our Common Schools.

Few things required to be impressed more on the nation than the "gospel of soap," and the best pulpit from which to preach it, as also the best field for its exercise and the best centre from which it can spread to the nation, is the schoolroom, and the best evangelists of this important truth are the teachers of our Common Schools.

(1) *Games and Amusements.*—There is one kind of muscular exercise common in all schools, and practised, no doubt, since "boys were boys," that is, the exercise given by the games and amusements of the playground, the street, and the field. This is a very important part of Physical Education, and should be valued and encouraged more than it is in our Common Schools. It is not mere "play," it is education of a valuable kind. It is recommended by our medical men as important for physical development, and by educationists as having good mental and moral results. Instead of being curtailed in our advancing education, as there is a tendency of its being by some ignorant Boards and over zealous teachers, it should be extended, by increased facilities for its being more thorough than it is. As is well stated by Mr. MacLaren, of Oxford, one of the best advocates of Physical Education,—"*Nothing* should be taken from playtime, and nothing should be introduced into playtime but play." The great value of games as exercise, if rightly conducted, lies in the spontaneous, self-conducted exertion, and they are, therefore, largely self-educative in firmness, decision, self sustained effort and arrangement, and like

manly qualities. They increase courage and the power of bearing pain. Being spontaneous and pleasant, they produce a racy and healthy flow of the nervous and animal "spirits," which is greatly conducive to health. They have, also, certain important moral results; they exercise in the "give and take," and the thousand elements of social body life, which become very good training for the tear and wear of the greater social life of society and the world.

This suggests another important matter—the time spent in the playground. This should not be grudged; it will not, by a wise teacher. The intervals allowed during the day should be frequent and regular. I advocate an interval of five minutes at the end of every hour. I was educated under the system, and look back with pleasure on the wise and happy practice. It is an excellent system. It gives invigoration and freshness for the next hour's work which is all the better and brighter, and will be longer retained, from the romp under the blue heavens in the life-giving air. The oxygen inhaled becomes literally transmuted into physical strength and intellectual and moral life and sweetness, which amply repay what may seem lost time to men that have not tried it. I hope to see the system universal in our schools.

(2) *Class Drill.*—There is another kind of physical exercise which is carried on more or less in all schools, which I may designate as Class Drill. It includes many elements, such as the attitudes of the children at all times, movement in and out of seats and on the floor, class arrangements for all purposes, marching, walking, positions in reading, writing, singing, &c., and the general bearing of the pupil. It is to be observed, that this is not military drill, which, I think, should be avoided in all class work. Class drill should be governed entirely by the laws of natural action and taste, and should aim at producing the style and deportment of good breeding and good society. Mistakes are often made in this matter by teachers, and military constraint and unnaturalness substituted for naturalness and ease in manner and movement. I cannot name any book on this important part of Physical Education which affects school so greatly. A special textbook should be written on the subject. There is abundant material, and it is to be hoped that some competent teacher or other educationist will set himself to furnish it. It would do much good in making our general class movements more easy, orderly, healthy, and graceful in producing greater alacrity, physical and mental, and in saving much valuable time. It should give full directions as to the general attitudes of the children at all times and in all work: in standing, walking, marching, facing, class forming, and in reading, regarding which there are certain well defined principles that are constantly violated; in writing and singing, neglect of physical laws in these exercises leading to certain evils and even diseases; the proper movements in marching, defiling, facing, going in and out of seats, the attitudes at desks and on seats, bad attitudes producing grave evils pointed out by medical men—a special part being a full directory for varied and beautiful infant school and gallery exercises, which should be done to music.

(3) *Military Drill* is another means of Physical training, and one to be greatly commended for its many good effects in school. It exercises certain muscles, produces an erect bearing, trains to movements at command and to regularity and simultaneity of action and produces general smartness and activity. Its effects are not only physical, but mental and moral. I have observed, with pleasure, and not seldom with surprise, the brightening and enlivening effects, especially on country children,