

perambulator. The child is naturally fond of running about, and playing in the open air with other children. But the mother fears lest it might become rough and unmannerly by such unrestrained mixing in play with its fellow little ones; so it must therefore stay at home, and renounce playmates and childish games.

This pernicious system is continued in elementary schools. At school every possible exertion is expected of the mind, but the body is left to itself. No time is left for exercise or play. Even in infant schools we see education pursue this unnatural course. For unnatural indeed it is, to drag the little ones from their cheerful and free life of youth from the fresh and invigorating air, to crowd them together in the close atmosphere of a room, there to be trained to sit still, and to be crammed with indigestible intellectual food. Parents and teachers take all possible pains to produce, as early as possible a dangerous *polymathy* in their little ones, forgetting that too often the consequence is the early fading of the tender plant. In infant schools especially the development of the tender body of the child should be the first care, and suitable games should furnish the first occupation of the mind. Special bodily exercises, adapted to their age, should accustom them to attention and order. The younger the children, the more unnatural is it to compel them to sit still, keeping the body long in one attitude. The fashion is now to commence the mental training of children as early as possible. Experience shows, however, that physically healthy and vigorous children soon overtake the physically weak ones. It is an acknowledged fact, that long hours passed on school forms, without change, especially in the case of lively children, is the source of manifold evils.

In higher educational institutions, where the demands on intellectual activity are far higher than in elementary schools, the mind is still more burdened; and, besides the hours devoted to instruction, little time is allowed for systematic and regular exercises for all, during all seasons and weathers.

What are the consequences of such an unnatural and defective education? A premature and excessive straining of the mind engenders precocity, and thereby moral and physical development is arrested. The entire vital activity is directed to the brain, which thus receives a premature and one-sided development. The excessive amount of vital force monopolised by the brain is taken away from the other parts of the body, and an early cessation of growth is the consequence. This produces men unfitted for exertion and for the battle of life, who too often, after a sickly existence, sink into an untimely grave. Depression of the heart, irritability of the nervous system, weak digestion, rheumatism, consumption, vertigo, curvature of the spine, and a host of other diseases, are increasing among our present generation, in consequence of sedentary life, insufficient exercise, and muscular weakness. Especially do the evil consequences of neglected physical development show themselves in the female sex, with whom bodily exercises are entirely neglected. The changes introduced by modern life have a deteriorating influence on the race. Men have left, and are leaving, the fields, and the cultivation of the soil, and congregate more and more in towns. In these crowded resorts hundreds of thousands are chained to the desk, millions to the workshop. It has been proved, it is true, that the average duration of life is now higher than in former times. But this is owing, not to the habits of life, but to the progress of the science of health and of comfort, which now preserves the lives of many who in former times would have succumbed. If we would establish a correct comparison between the present and former times, we must not consider mere longevity, but

the proportion of prevalent diseases, and the general sanitary-state of the community. Many a life is now kept on going from year to year, to transmit, in many cases, the questionable boon of ailing life to a feebler progeny.

The consequences of a too early development of the intellect only, to the neglect of the body, are sadly manifest also in a moral point of view. There is no doubt that an early and too rapid intellectual development, taxing especially the memory and imagination, often leads to a life of sensuality, and the fading away of many in the prime of life. Weakness of body induces feebleness of will, despondency, irresolution, a tendency to abandon work which does not succeed at the outset. Weakness of the body further induces a lack of the conscious independence of freedom. Man is like the reed, bending with the wind; tossed on the waves of fate, without will and energy, he has no heart to confront danger alone, trusting in his own strength. A too early sedentary existence, a too one-sided intellectual education, want of vigorous open-air exercise, suppression of the innocent enjoyments of life, arrest the development of the senses, and with it also the cultivation of the understanding and the heart. What has been obtained in a short time by superexcitation, is soon again lost.

The injurious consequences of such a mode of education are felt in the state as well as in the family; in a political, social, and military respect. Many more evil consequences of exclusive mental training might be mentioned. It must not be imagined, however, that I speak of our present intellectual education as excessive. Let us develop the mind in a natural and comprehensive manner, at the right time; but let us aim, at the same time, to establish harmony between mind and body. Not the power of intellect alone will avail us in time of need; not intellectual attainments alone will secure our happiness; we must also have health, strength, bodily skill, generous sentiments, and firmness of will.

We need a change in our system of domestic, and school education. Out of school-hours our youth should be led to the gymnasium, there to develop their physical powers, to renew their spirits, and arouse their youthful ardour in invigorating exercises and games.

Every philanthropist, and in particular every teacher of youth, should therefore lend his helping hand to bring about the resurrection of "the daughter of the Hermes," Gymnastic Art, the restorer of youth, the dispenser of health. Gymnastics reinstate the human body in its functions; they strengthen also the chest, steel the muscles, give wings to the feet, cause the blood to course in a livelier flow through the veins, invite to the enjoyment of the pure air of the fields, and maintain and spread, as it were, an everlasting youth over all the ages of man's life.

Many are, at present, prejudiced against gymnastics; they entertain a low notion of them, seeing in them but useless, if not dangerous, performances of showy feats of strength. Others think that they may be useful in towns, but only there. Few appreciate gymnastics as a part of general education of youth, as a means to train not only the physical, but also the intellectual and moral faculties. True happiness and perfection in man exist only when he is in full possession of all his faculties. The great educational object of gymnastics is to promote that fine harmony between mind and body, which was presented to us in the life of the ancient Greeks. This can only be done by a thoroughly scientific system of gymnastics, as a part of the regular school-curriculum, and conducted by thoroughly trained teachers. At present, gymnastics have attained a degree of perfection. But they have until now been practised by comparative