

vote of thanks to the Trustees for the energy and economy displayed by them in erecting the building, which was seconded by Mr. Waterman, and unanimously agreed to. At this stage a collection was made for the purpose of procuring a bell to the building. The sum was more than made up. It was afterwards agreed that the building should be named "The Anderson School-House," as a memento of the chairman's arduous labours.—*London Free Press*.

—THE LATE WILLIAM MERCER WILSON, LL.D.—At the recent session of the Board of Examiners of the County of Norfolk, it was moved by James Covernton, Esq., and seconded by Augustine J. Donly, Esq., and resolved—"That it is incumbent upon the members of this Board to take the first occasion of their assembling after the death of the late Judge Wilson, to express their deep regret at that much-deplored event, and to record their belief that the Educational interests of this county have sustained thereby a severe loss."—*Com.*

IV. Papers on School Hygiene and Gymnastics.

DR. MARSDEN, OF QUEBEC, ON SCHOOL HYGIENE.

Dr. Marsden, who took the chair at the recent meeting of the Quebec Protestant Teachers' late convention, read an able paper on School Hygiene. The *Montreal Gazette* reports it and the discussion as follows:—

He said the teacher should be an autocrat in his own dominion, though subject to appeal; he should be kind and sympathizing, and have all other requisites to make the pupil what he ought to be. The natural powers of the pupil should not be overtaxed, for there was sure to be a reaction in consumption and other diseases. Science said that the habits of man are those which are to blame for many diseases, from a want of ventilation, and other manifest sanitary precautions. He alluded to a report recently made at the British Medical Association, calling attention to and demanding the protection of the health of children in public and private schools. After dwelling on the subject of hygiene in schools, the speaker instanced a matter that had come under his own observation—Pres de Ville School—saying that a ventilation of the matter in the press had finally closed it up. He further spoke of the incipient disease engrained in the frames of young children by a too close observance of dogmatic rules by the scholastic pedagogue. The teacher was never to interfere with the eating and drinking habits, or other natural wants of the scholar. The teacher must also know the limit of brain power of the pupil; better let a healthy child grow up a healthy man, than rack his system by hard mental training, which destroys his digestion and leaves him infirm, mentally and physically. Co-ordinate development of the mind and body was what the teacher had to look to. The question with the teacher was how to do this. Parents should assist them by sending their children well in body and mind, and strive to arrange that their mental training should not sacrifice physical health. Needless discipline was capable of doing vast harm, and teachers who neglected natural exercise, almost always became thin and sickly, and often broke down, and so with over-taxed pupils. Mr. Wilkie, of the Quebec High School, said that, in his opinion, no pupil should be interfered with in any of his necessary natural functions, and he was in favour of not only sending air into the building, but also sending bad air out of the building. He alluded to the desire of boys for fresh air, and expressed his opinion that his system of ventilation should commend itself to all. A shaft-hole was built about two feet from the floor, and the fresh air obtained from an open door. Some said the door was to be left open, and the vitiated air would go of itself, but the bad air must be forced out, and heat must be employed to force it out. Mr. Frank Hicks, of Montreal, congratulated the Association on the able paper read before it by the Chairman. He agreed with the Chairman in almost every respect, but would himself, as a teacher, disclaim as far as possible any responsibility as to providing for the hygienic wants of invalids or exceptional scholars. The teacher was bound to consider first, the case of the average scholar—average in health and strength and in capability, and then provide for exceptional cases. With respect to ventilation the present system of assembling the entire school in one large room every half an hour or so, and then dispersing the different classes to their recitation rooms, would by the intermittent motion of so many scholars, and the opening and closing of all the doors, provide to a large extent for the ordinary want of air. As to prizes, he differed from almost all the elder teachers of his acquaintance. They condemned the giving of prizes for various reasons, but for his part he thought that the boy who had learnt properly to compete for prizes in the school-room, had learnt a lesson which would be very useful in his subsequent career when he strove with men for more important prizes. As to punishment, he was not altogether op-

posed to the system of keeping from an occasional meal—that is, as regarded the average scholar. The average scholar could well stand the deprivation, and it was a less hurtful and perhaps less humiliating punishment than many others. Still, however, the teacher would have to use careful judgment in this as in all other means of punishments. Rev. W. C. Watson advocated fresh air and exercise, and deprecated over-work. He had known many a gold medalist who never amounted to anything after taking the reward, and held that the system of prize-giving was pernicious when carried to that extent. Dr. Wilkie, Rector of the Quebec High School spoke in favour of ventilation as a necessity, and gave an illustration of how he expelled the foul air, which he said must be expelled. To do this, science was called in, and hot air made to do the work.—*Montreal Gazette*.

PROTECTION FOR CHILDREN.

Among the many prudent and commendable suggestions made by the British Medical Association at its recent meeting was one calling for legislative action to secure the health of children attending public and private schools. Pointing out the manifest deficiency of sanitary arrangements, especially in the majority of private schools—the unfitness of the buildings themselves, the lack of cubic space and ventilation, the absence of playgrounds or other means of physical training, etc.—it is proposed that all persons acting as teachers be required to obtain from an educational examining board a certificate of their competence including some knowledge of the laws of health; that no premises be allowed to be used as schools unless certified by a surveyor and medical officer of health as in every respect adapted to educational purposes;—that the maximum number of children to be admitted to each school be fixed, and that the Medical Officer of Health have access for inspection at all reasonable hours. That a similar reform is still more urgently needed in this country, is known to most all persons who have paid any attention to such matters. Many of the schools throughout the country, public as well as private, are models of what schools ought not to be. In the construction of many such buildings no attention whatever seems to have been paid to ventilation, and when crowded with pupils the air for inhalation is fairly poisonous, being tainted with the exhalations of the inmates. In the warm weather ventilation can be had by keeping the doors and windows open; but in the winter months, and it is then that the schools are crowded, these are shut and the children wedged still closer. Many of the schools in the country are but little better than pens, and in such health-destroying and life-sapping institutions thousands of children pass the day. Many a parent who looks with anxiety at the pale faces of his children, attributes the pallor to over-study, when it is only the result of the most gross abuse of the laws of health. In many such cases the child is kept from school for a time in order to recruit; but when the bloom returns to the cheek and the eye again grows bright, the little one is returned to the care of the pedagogue who knows or cares little for hygiene. His duty he feels is to "advance" the pupils, not to study how to build up their constitutions. In a matter of such vital importance to the future welfare of the country, it is time some action were taken to remedy the evils we have briefly referred to. We should at least treat our offspring with as much consideration as we show our convicts, by requiring certain specified sanitary conditions in the places of their confinement, and fixing the minimum allotment of cubic space for each.—*St. Catharine's Journal*.

PHYSICAL EDUCATION, OR YOUNG MEN'S AMUSEMENTS.

It is only of late years that the advantages of physical education have begun to be understood in this country. In this respect the Greeks and Romans were far in advance of us, for we find that their systems of education were arranged in such a manner as to carry out, at one and the same time, the improvement of the mental and the development of the physical powers. Physical strength, when combined with mental vigour, in our day, carries with it quite as much respect as it monopolized in the days of Achilles and Ajax. What has been termed impious slang, "muscular Christianity," would seem to have for its object the development of the physical powers for the sake of themselves alone. But physical education, properly so-called, has, or ought to have, a very different aim. It ought to be pursued on the principle that, existing as there does, a mysterious sympathetic connection between body and mind, whatever tends to benefit one will contribute to the advantage of the other. The History of the Olympic games has a moral which may still be useful to the athletes of our more civilized age. It is this: