

STANDARDS I AND II.

Definite health talks dealing with the value of cleanliness of person and surroundings (care of the hair, nails, care of the teeth, &c.); sunlight and fresh air; ventilation of school and home; sleep and rest; food suitable for children; value of milk, green vegetables, fruit; harmfulness of excess of sweets, of pickles and condiments, &c.; danger of drinking water from ponds or using public vessels; value of exercise; correct posture, &c.

STANDARDS III AND IV.

Instruction should be on the same lines as indicated for Standards I and II, but somewhat more detailed and adapted to the understanding of older pupils. The function of the heart, lungs, and blood-vessels treated in a general way without detail.

Lessons to be given on the necessity for temperance in eating and drinking, with special reference to the harmful effects of alcohol. In this connection teachers are recommended to consult the special pamphlet and specimen lessons supplied with the approval of the Health Department.

The treatment of minor injuries, such as cuts, bruises, sprains, &c.

STANDARDS V AND VI.

Function of the heart, blood-vessels, lungs, &c. Somewhat more advanced knowledge of the requirements for healthy living with regard to cleanliness, clothing, fresh air, and sunlight, exercise, rest, food. How food should be handled and kept in the home, particularly meat, butter, and milk. The effect of alcohol and tobacco, and the dangers of intemperance. Importance of good posture. Elementary first aid for use in common accidents—*e.g.*, in the treatment of wounds. What to do in case of broken limb or dislocated joint, &c. Restoration of the apparently drowned.

TEMPERANCE.

Instruction to be given in all standard classes. Meaning of temperance in its widest sense. Evils of intemperance in the use, for example, of food and games. Special dangers of intemperance as applied to the consumption of alcoholic liquors. Production of alcohol. The characteristics of pure alcohol. Proportion of alcohol in beer, wine, and spirits. Harmful effects of alcohol on the body, including the effect on the brain and nervous system, on the power of the body to resist disease, on the digestion of food, and body-temperature. Accidents in relation to the drinking of alcoholic liquors. Medicinal value of alcohol. Wastefulness of excessive drinking of alcoholic beverages; the nation's drink bill. Social evils resulting from alcoholic excess; methods of preventing such evils. The safest course for young people.

PHYSICAL EDUCATION.

INTRODUCTION.

Physical education has for its aim the formation and fixation, through conscious efforts, of correct habits of posture in standing and sitting, of grace and ease of carriage, of quick, quiet, and graceful movement, and also the harmonious development of the nerves, muscles, and organs of the body. Good physical habits, once fixed, profoundly affect character and health, and, as these are the most important factors in complete living, this phase of education is considered to be of the highest importance. The Education Act requires that at least fifteen minutes instruction per day shall be given in every school.

PREPARATORY DIVISION.

In this division the natural love of play and movement should be exploited to begin the formation of habits of correct posture, correct breathing, and quiet movement. From natural unorganized play should be evolved a love of ordered movement, and the beginning of a sense of fair play and mutual forbearance. Games in which children can find an outlet for their high spirits will effect more than formal drills or tiresome formations. Bouyant spirits must not be repressed, but directed to effect not only physical but also moral and intellectual development.

An appreciation of rhythm and a readiness to respond to stimuli should be developed through such exercises as those of the Dalcroze Eurhythmics.