

ment of the best mental, moral and physical life of which the child is capable." While there is no work in the State more important for its well-being than the mental development of the child, yet this must never be obtained at the expense of the physical. As Herbert Spencer says, "People are beginning to see that the first requisite to success in life is to be a good animal."

Was it not a lamentable oversight of our Legislature when they made education compulsory that they forgot to provide for the proper nutrition of the body, without which it is practically impossible to develop the mind, and the State has no right to attempt to do so. When it compels a child to attend school, it is the duty of the State to see that that child is properly protected, physically and morally. This is the individual right of the child and the right of the community.

Is it not incumbent then upon the municipality or the State, to see that the rooms in which these children are confined are in a perfectly sanitary condition, and from a hygienic standpoint, properly equipped.

Medical inspection for schools was organized early in the nineteenth century in Austria, Sweden, France and Germany, but was not introduced or adopted in England until 1889, and in Scotland in 1892, and in the U. S. early in the nineties, in Boston, Philadelphia, New York and Chicago, and is now adopted in all the leading cities in the States. When we consider what hot-beds public schools are for all infectious diseases, the necessity of medical inspection, even for this alone, is self-evident. Where systematic inspection has been adopted there has been a very marked decrease in contagious diseases among children, and in many cases epidemics have been averted by early removal from the schools of mild forms of the various diseases. The neglect of this safeguard to the pupils and to the community would, therefore, seem to be inexcusable in any Board of Education or Board of Health. Of no less importance, however, is the health of the mind than that of the body. The ill effects of overwork, over-mental strain from too prolonged concentration on any one subject, routine examinations, etc., has resulted in nervous breakdowns and nervous reactions. Much has been done in recent years, and much is being done to overcome this by the writings of such men as Pestolozzi, Froebel, Oppenheim, Spencer, Bain, Pauli, Stanley Hall, and many others, all of whom disapprove of test examinations in the schools. All authorities on the nervous diseases of children are agreed as to the ill effects,