

can sit still for any length of time unless he is engaged in some special work. For instance, in our tests the children were requested to stand still, and then to sit still. We went through the grammar grades. We only had them sit still a minute; then we reduced the time to a half-minute, and we did not find a single child who could sit still one-half of a minute; limbs, tongue, hands, fingers were certain to move. Of course, with a little attention it made it all the worse. We saw the secret which has brought premature gray hairs to school-masters and school-ma'ams. We found that the idea that children can sit still must be abandoned, and that teachers must learn to possess their nerves and patience if the children do not sit still.

We are almost compelled to say that a child can't do any such thing as to think purely. If he ever comes to any thing like pure thought it is late in life. We find that unless the muscles have full and free play you can't get any thought. If there is anything in pure thought it comes from sending out pure unfettered motions. To illustrate this close connection between thought and muscular activity, I have heard of a pianist whose fingers were made lame when he listened to good piano playing, because we cannot think without moving a little our muscles of thought. For children to sit still is to repress their muscular energy, just at that stage when it ought to have its perfect work.

Closely connected with this is the necessity of good strong muscles. Every time and every where that the teacher can add to muscle development and activity she is adding a new source of power. If you can have the child think when he is sitting erect it is better than when he is collapsed. But muscle culture is important not only for the production of thought; it is important for the development of will. We are coming to realize that thought depends upon it, and I doubt not but we are going to be compelled to say that will depends upon it. I once studied the will with one of the great teachers in Germany. When I told him I wanted to study the mind he told me to study one of the seventeen muscles of the leg of a frog. I thought, "What sort of work is this? I have spent several years in the study of psychology, and now I am told to take up the study of one of the tiny muscles of a frog's leg as a means of continuing my study," and I was almost repelled. But I stuck to it, and after months of work I began to realize that I was studying a sample of the same stuff that has done all the wonders of man's work in the world; that I was face to