

cruel. Laws of life are before laws of education. "*Sana mens in sano corpore*"—but you cannot have the *sana mens* without first the *sanum corpus* and insanity is by the most scientific of the present day now regarded not as a disease of the mind, but as the result of a disease of the body—of the brain chiefly. Nor by the observance of the above simple rules, will the teacher lose time. The law of change, or, as I will call it, the law of new nerve influences, must be observed by all who will succeed with the young. Is not this one great secret of the success of the Kindergarten system—the most philosophical, indeed the only philosophical system of education yet proposed, and which, if carried out all through our educational fabric to the end of the university career, would lead to results as yet not only not attained, but not dreamt of. Let me here, too, stop to put in a plea for troublesome boys—the ones who so often suffer castigation simply from nature's asserting her unchanging laws. The most troublesome, restless pupils are often the most talented. Did you ever notice that boys who make little progress with books, and are very inattentive in school, often show great practical talent; when you really test the extent to which they have observed in the outside world, know far more than your quiet and so-called studious ones. Their intellects refuse to be crammed—they wish legitimate knowledge got by contact with facts, not books.

They have vigorous bodies—they cannot tolerate the restraint of the school-room as it exists now—they want to use their hands as well as their heads, as all young workers should, and their restlessness is simply nature's rebellions against our somewhat unphilosophical methods—artificial methods.

I speak now the result of my repeated observation in a school of 400 pupils for two years, and on a smaller scale for many years. Do not, of course, suppose that I thus excuse all bad boys or all misconduct in school. But I can certainly say, that among the 400 that I just now referred to, the best of them, for any practical matter, was a boy whose restlessness was such that no teacher had ever succeeded in keeping him, quiet. Those succeeded in getting the most work out of this boy who gave him the little business messages, etc., of the class to perform. Let us consider well before we strap such boys. Nature may avenge herself on us.

With a view to escaping this awful worry which acts on us like friction on machinery—first putting it out of order and then smashing it up—allow me to insist on the observance of system and order in school work. This is certainly one fine feature in our modern systems. I fear we even go to extremes in the classification of our pupils in the large cities—making divisions that look well on paper but which do not exist in nature, yet which the necessity of the case demand from the limited means with which we carry on the great work of education. People will pay less for Education than they will for mere luxuries—for empty show, as good old Roger Ascham said in his day. Some do pay more for the training and breaking in of a colt than for the education of the minds of their sons.

The subject of pastimes, games, amusements, etc., in relation to health, beyond showing, as has been done, how they act physiologically on the principal of all the systems—the nervous—must be passed by at present, also the subject of muscular development, etc.—and, indeed, no systematic treatment of the subject