

vital importance to realize that we must consider man as a whole. Great mistakes have been made and are being made from regarding mind and body apart.

As a matter of fact we never know them apart. We have to do with that complex whole we call man. We only know the mind through the body, and, speaking generally, so far as we can see for every psychological manifestation, there is a correlated or corresponding physical process.

It is of importance not only to concede this in a theoretical way, but to be fully convinced of it, otherwise our education will labor under those misconceptions, irregularities and inadequacies which have beset it in the past.

We get at the mind through the body. To one devoid of all sensation the world is as good as non-existent, and such an individual would be a mere vegetative organism incapable of any appreciable development.

Apart from the senses there are probably no avenues to the mind for us.

The dependence of the mind on the body in this broad way is then clear. It is not, however, very fully recognized yet, that what hinders the development of the body, or stands in the way of physical vigor or growth, must be in a corresponding degree an impediment to the growth and development of the mind.

Modern psychologists are more and more regarding the mind as a growth and development; and undoubtedly when this great fact and the complete inter-dependence of mind and body are recognized, we will be free from misconceptions that have fettered educators of all kinds in the past.

The teacher who realizes this inevitable relation of mind and body cannot be indifferent to the hygienic conditions and physical state of his pupils. The condition of the atmosphere of the schoolroom, the temperature, the quality and the direction of rays of light will be as much considered as the three "Rs," for in fact they are of vastly more importance in the development of the organism, as a whole, with which he is concerned.

Up to this point I have been endeavoring to show that the educator, in proportion as he has correct and comprehensive views of human nature, is supposed to devise methods that accord with them. Even with such views he may not become a very successful teacher, because teaching is an art, and it is one thing to understand in the abstract, and another thing to apply. But given the natural aptitude for the art it is surely plain that the application will be more in harmony with our nature if that be understood. And in the application great skill will be required, so that the individual will not be lost sight of. In fact, it is just here that the art of so many falls short. They lack the insight to recognize just what constitutes the individuality in each case, and to adapt to this.