

tabulating them in the sub-sciences of physics, chemistry, geology, astronomy, science saw man himself and his environment affected by the forces of heat, light, and electricity, and finding in these the evolvers from a lower to a higher condition of life, from the jelly-fish to the kings of men, laid the foundation-lines of a new branch of science and called it Biology; and so in the same way, education, having tarried long near the outs and ins of empiric methods, came to discern its foundation-lines in the "new education,"—in the psychology that was ready to father the true pedagogy, and took to indentifying the natural laws that affect the mind on its way from a lower to a higher activity. With Cosmology as a classifying knowledge of the world in its physical aspects, and with Biology as a knowledge of the laws of nature found in the activities of its vital order, science had to take a further step in advance when it came to see that the present was but a developed past or an undeveloped future, when it came to detect the laws within us and without us but not of us, that are said to work for righteousness; and that step, it is needless to say, was the movement in favor of the "new philosophy" that fathers the science of Sociology.

In these three great families of sub-sciences, Cosmology, Biology, and Sociology, we have the right hand terms of a second striking analogy between the developing stages of the world's knowledge, and the developing stages of the sub-science of education. And as Sociology may be looked upon as the crowning glory of all science, in which the function of the individual is identified as the issue of a natural law, co-ordinating with the other social energies in the environment, so may the moral value of the individual be considered the most seriously important of the problems the educationist has ever been called upon to consider. Sociology is the science of the sciences, including Cosmology and Biology, just as character-building includes physical culture and mind development. The close inter-relationship is undeniable in both cases. A sound mind in a sound body is a necessary part of moral responsibility. The three go hand in hand. *Mens sana in corpore sano* is a good enough adage to force us to keep always in view the necessity for physical culture in school, be it vocal drill or calisthenics. And, as I have another adage, with a reform twinge about it to guide me in the right while working for