

or woe—they develop together, mature together, decay together, ever dependent on each other, reacting upon one another, sympathizing, suffering with each other. When we strengthen the body we invigorate the mind; when we starve and neglect the body we starve and enfeeble the mind. It follows, therefore, that for the proper development of the individual, the body must be considered and cared for as well as the mind.

Recognizing the elementary principle of social economic law that the continued existence of a free country depends on the general intelligence of its people, the State has assumed the right to enforce the education of her future citizens. The State has also assumed the right to prescribe the kind of instruction that shall be given in the public schools, and has thus become responsible for the results of such education.

The trend of recent educational thought has been in the direction of encouraging the proper development of the physical body as an aid to mental advancement. "A healthy mind in a healthy body" should be the motto for all public school teachers who have not set up a false standard of judging of education. It ought not to be considered that a boy or girl is fitted to graduate into the world of business activity, if he or she has attained to a certain intellectual standing which is meant by ability to procure answers to certain kinds of questions. The State pays large sums of money for educational purposes in order to qualify her citizens to hold their position, not only in the race of man against man, but in the race of nations for superiority.

It has been pointed out by Herbert Spencer that the first requisite of success in life is to be a good animal, and that a nation of good animals is the first condition to national prosperity. Now what is the very laudable object of the State in establishing public schools? It is to ensure the proper development of the individual so that each citizen may be in a position to advance the interests of the State and thereby his own interests. According to nature's plan, body and mind develop simultaneously, not alternately. While bone, muscle and nerve are growing, the child is busy observing, testing, comparing, gaining a knowledge of his environment, and learning to think and reason. So the process goes on; but soon the child is sent to school. Is the same plan of development continued? Do teachers realize that