

interfere with his class standing or the date of a projected graduation. The writer would not be understood as advocating the abolition of systems and grades. It is needless to say that schools cannot be properly conducted upon other principles. Neither does the writer advocate the indiscriminate changing of grades without just and adequate consideration. Neither does the writer ignore the fact that grades are frequently changed for good and sufficient reasons. The writer advocates more systems and more grades. The writer advocates a system of physical examination in schools by which we may *know* the condition of a child's health, and not trust to chance or circumstances to detect it; and he advocates more and shifting grades, commensurate with the physical condition of defective children. In other words, the writer does not believe in the wholesale education of the rising generation, which is our country's hope, its bulwark and defence, and whose physical as well as moral and mental condition is a sacred trust which we must guard and cherish. The writer does not believe in thrusting these little yielding, impressionable, often sickly lives into a common crucible, to be moulded and turned out with identical exactitude and precision. He believes that children should not be damaged by their educational existence, but should emerge from the portals of the American public schools in better physical, mental and moral condition than when they were entrusted to its fostering care, and that steps should be taken calculated to bring about the fulfilment of this plain and imperative duty.

While the physical examination of children should include *all* children, rich and poor, young and old, it is to the poor and neglected child that they must of necessity become the most useful. The children of well-to-do and intelligent parents are usually, though not always, well cared for through parental love and solicitude, and their slightest ailments ministered to by the medical adviser, but it is quite otherwise with the children of the tenement, the hovel and the slums, who frequently are parentless or—God knows—might better be. If education is worth anything in the broadest sense, and if it passes beyond the borders of dilettanteism into the broad realms of those influences which stand for human uplift, then it should reach down, down to the very dregs and bottom of the social scale, and pull up the most unfortunate of the human race and place them on a par with their fellow-men. We all know that education will perform this great evolutionary process, and the writer claims that it is the inalienable, inborn right of every citizen of this great,