

moral as well as mental and physical growth. They should wisely encourage and interest the child in the lessons to be learned, teaching him to observe and think for himself, remembering that education is in a great measure the development of the faculties rather than the imparting of knowledge. They should teach the importance of self-control, and should be able to infuse joy and gladness into the heart of the child. They should understand physiology and hygiene and learn that there are conditions of the nervous system that must be wisely handled, that there are functions of girlhood that cannot be ignored, remembering that the excitement of school life often hides from the teachers the pupil's weakness. The teacher should so instil the distinction between right and wrong into the mind of the youth that there will crystallize into the life all that is best of the moral, intellectual and physical world.

Education is development of power and a storing up of that which will give strength of character, penetration of mind and endurance of body. Childhood is the moulding time of life, where weakness of intellect and organism is to be overcome; when deformities of mind and body are to be corrected.

The science that aims to give better health, longer life and greater happiness to man should be paramount to all others; it is of vastly more importance to the youth to know what will prevent misery now, than to know that centuries ago Alexander sorrowed because there were no more worlds to conquer.

Make the study attractive to the student, stimulating the mind to further investigation. No child is too young to learn. Sow the seeds in the kindergarten. Let the truths be gathered all along the pathway of knowledge. Teach the children that cleanliness means health and strength. Teach them filth and dirt infect the air we breathe, the food we eat and the water we drink, and that it breeds

pestilence and transmits disease. Children should be taught not only the truths of the science of hygiene, but also the practical use of the knowledge obtained. The mind and the body should be trained to perform all their functions and live as nature intended.

No false ideas of modesty should prevent the teaching of the evil effects of youthful vices, and the danger of bringing wretched manhood and misery to those who sin through ignorance. These things would better be learned in school from wise teachers than in the street from evil-minded youths.

The older young woman should be taught the importance of motherhood and all it implies. The appalling darkness that surrounds this subject, and the ignorance shown by most young women at this period of their lives is an outrage against humanity.

At no time of life is the mental, moral and physical growth so rapid as in childhood. During that period most children are in school.

The first consideration of the teacher should be "how to keep the growing child well," aiming to improve the moral and physical, as well as the mental condition.

The high pressure system of education with its daily grind of study, followed by the severe strain of examinations, exhausts the mind, causes loss of appetite, interferes with sleep, making the child listless, and is responsible for a large share of the increasing nervous troubles. There are children who will bear crowding, but the majority with their soft pliant brains, will not stand the strain. The per cent. of myopic cases increase as the pupils advance from grade to grade. This is due largely to close application with poor light, bad printing and defective blackboards.

Forming bones, growing muscles developing nervous system and the constantly changing conditions of childhood need exercise.

Mind and body should be systema-