

policies, have developed elaborate school systems. The juvenile world now goes to school and has its brain titillated and tattooed, and we have entirely forgotten that men have been not only good citizens but great, who were in idyllic ignorance of even the belauded invention of Cadmus. Now, if this tremendous school engine, in which everybody believes now with a catholic consensus of belief perhaps never before attained, is in the least degree tending to deteriorate mankind physically, it is bad. Knowledge bought at the expense of health, which is wholeness or holiness itself in its higher aspect, is not worth what it costs. Health conditions all the highest joys of life, means full maturity, national prosperity. May we not reverently ask, what shall it profit a child if he gain the whole world of knowledge and lose his health, or what shall he give in exchange for his health? That this is coming to be felt is seen in the rapidly growing systems of school excursions, school baths, school gardens, school lunches, provisions for gymnastics of the various schools, medical inspection, school polyclinic, all of which have lately been repeatedly prescribed and officially normalized.

—There was never a system of school organization against which there could not be raised a ready argument. Mr. A. W. Rankin, in the Wisconsin *School Journal*, has found something to urge against the graded school, and this is it:—"One evil resulting from our graded system is the exclusive association in school work of children of the same age. A shrewd man once told me that he wanted his children always to be in the lower of the two classes in a room. The younger children of a family generally develop more rapidly than does the oldest one. There is somewhat of ambition in the mind of a child, which makes him emulous of accomplishing the work of those next him in age or strength. I have noticed that a high school is more likely to get pupils of the eighth grade if the two departments sit in one room. Do you not remember how the little ones in the country school determine to stick to school long enough to find out what their big brothers could see in X and Y, in circles, squares or parallels? When our modern city eight-year-old is kept busy with shoe pegs, the old time boy might be listening to find out what became of Washington after he started out with Braddock. (Of course, you say, he might, and again he might be causing as much disaster to the recitation as the Indians brought to the expedition.) Xenophon tells us that one of the excellencies of the ancient system of education among the Persians was that of allowing the young pupil to