

the earlier instinctive period, in conflict with strong evolutionary tendencies.

4. In an extremely loose sense, clearly recognizing the principle that the organism develops by parts, each of which has a different time of beginning its development, a different rate of ripening, and a different period of reaching maturity, nevertheless we may regard the period of infancy as one of predominating nascencies of the oldest fundamental activities largely in control of the lowest level of the nervous system; the period of childhood from two years to puberty as the period of predominating nascencies of the special sense and their association one with the other: the period of adolescence as the period of predominating nascencies of the highest form of associations, *i. e.*, those which have been developed in the history of the human race.

5. The child's hand at the age of commencing school is relatively immature in power of rapidity of movement, strength and precision. Roughly it would seem that at the age of six the child has acquired only about 20 to 75 per cent. of the power at 16 years of age. It is clear that the period from 6 to 10 years is one of extreme nascency.

6. Deficiencies in the structure of the hand and in freedom of its movements are significantly frequent as accompaniments of deficiency in intelligence. The human hand in early childhood needs opportunity for the fullest possible development which in general proceeds from fundamental to accessory movements. This statement is consequently far from justifying many of the systems now employed in the schools which ignore the principle.¹

¹ The educational writings of Dr. E. N. Hartwell, particularly his report as Director of Physical Training in Boston schools for 1894, are of especial value on this problem. References to his articles will be found in Mr. Louis N. Wilson's Bibliography of Child Study, 1898.