

have produced. It is in early life that the foundation is laid for many of those habits of life which prove to be so injurious and pernicious in determining and modifying the thinking, feeling and acting of the individual in the years to come. While in many of these individuals the regime and control carried out in school life exercises a beneficial influence in that they are made to recognize the principles of self-control, discipline and authority, yet too often their unstable make-up is not recognized even by present methods of school inspection. Furthermore, the few hours spent under schoolroom supervision cannot possibly counteract the influence of the lack of control and management during the extra-school time.

Dr. Crampton, director of the physical training in the department of education of New York City, stated "that the great failure of education of today is the inability to recognize the fact where it is absolutely essential that it should, that children differ in rapidity of development, both physically and mentally." This, if true and there is a great deal of evidence in support of the statement, is of particular importance in regard to the treatment and management of them during the educational period.

We are coming to see more and more that the mental environment of an individual is quite as important for the acquisition and maintenance of good health as that of other external conditions. We are recognizing more and more that the mental environment affects not only the mental and nervous activities, but also more or less definitely the various physical functions of the