

“What fresh and vital forces, can'st thou guess,
Spring from my commerce with the wilderness?”

Experimental psychology has shown some of the exceedingly delicate influences of a physical sort, e. g.: Haller noted that the noise from a drum increased the flow of blood from an open vein. Mosso observed that the approach of a lamp toward a patient whose brain was exposed, increased the volume of the brain substance. M. Payot claims to have witnessed the passage of a cloud over the sun increase the respiratory rhythm and pulse rate of a sleeping infant. M. Fere found that slight sensations of smell or taste oft affected a man's dynamometric force. The more patent effects of food, light, air, etc., are self-evident; the growth and metamorphosis of animals can be entirely controlled thereby. To mention some of the analogies in a broader sphere between man and nature—we have day and night in the latter corresponding to waking and sleeping life in the former. The Seasons are four, man's temperaments, four. Epidemics and nervous outbreaks are said always to succeed social neuroses or uprisings. The character of the African continent, isolated and unbroken, its extreme climate and the monotony of its tropical year, all have their exact counterparts in the mental and moral turpitude of the Negro, in his “hot blood” and in his monotony of life. Cold climates nourish a sluggish people, while temperate climates, a susceptible one. The Alps and Scotch Highlands are mirrored in the hardy and virtuous characters of their inhabitants.

None can afford to ignore in his education the physical element. What a tremendous advantage, physically, the child of the prairie or forest has over the slum-child, to whom fresh air is a luxury and to whom a grassy play-ground is a merry treat. A New York physician, writing in the *Forum* of March, 1894, says (that of six hundred children of slum parents treated in a child's hospital for diseases of various sorts) the diseases are “usually acquired and not inherited.” Environment is stronger than heredity in this, as in many other elements of early life. True, this is but one example, but we are doubtless warranted in assuming that educational theory has thus far reckoned too sparsely with the physical element. The determination of a large per cent. of the race for life is effected by the combined educational forces of the very earliest years. Nature is, to be sure, constantly educating us, whether we are conscious of it or not. The maxim, “The burnt child dreads fire,” is true of adults in a thousand