

takes place in other portions of the human frame, where when bones, tendons, and such like, are injured, nature comes to the relief, by new tissues, in every respect analogous to the part destroyed. This forms *the key note* to the subject matter in hand, and demonstrates beyond doubt with what care and watchfulness nerve tissue should be guarded, to retain intact normal mental vigor and ordinary nerve power.

Passing now from minute cellular facts to general principles, I am confident you will agree with me in the statement that "brains rule the world and the individual." The great problem of the present day, with which our educationalists, as a whole, have to deal, in the midst of a varied practical experience, is "How to build the best brains out of the material at our disposal;" not for men only, but for women as well. The best possible brains for both sexes is the surest way of strengthening the fabric of our generation. As good a brain is required for the management of the home, as for the guidance of the State; as in both sexes the force evolved, more than any other force in the system, enables men and women by independence and normal aptitude, to bear the burdens of life, and perform their duties and responsibilities with dignity, grace and home spun individuality. These are the peculiarities which make a people and crown with success their efforts in life. The great social problem of the present day is "The building of the Brain," and the influence exercised in this direction devolves largely on our teachers, the very pioneers of our Educational System. It must be built up with careful attention to the rest of the body, as no perfect brain crowns an imperfectly developed body. As the brain furnishes the physical support of mental activity, it is reasonable to expect this will vary with the precise condition of this organ. Excessive brain work tends to exhaust nervous energy and, at the same time, to lower mental power and efficiency. In children, where the stock of brain vigor is in proportion to structural development, the indications of fatigue crop out much sooner, and it is exceedingly important that brain energy should not be overtaxed, but rather in proportion to the normal supply. As Herbert Spencer has charmingly expressed it, "The development of the higher mental faculties is only safe, and in fact normal, when a firm basis of physical strength and well-being is laid down." To force on the functions in advance is likely to endanger the very structure of the brain, and in time diminish seriously intellectual activity. Fabre tells us that "childhood is a time of endless learning," not of endless cramming, and, fortunately, this view of the subject is gaining ground rapidly. Beecher said, "the power of doing is education, not how much a man knows, but how much he can accomplish by putting his faculties into