

a social problem of more than ordinary interest to every family circle. Mothers particularly have to do with it, and teachers are desirous of drawing out innate power in its various forms, just as varied and peculiar as the phases of the human countenance. The brain, the chief part of the nervous system, must be built up in keeping with the development of the whole body, the one depending greatly on the other, in order to arrive at the greatest degree of power and perfection, either as to organization of structure or performance of function. Dr. Maudsley, in his Gultonian lectures for 1870, says:—"The time has come when the immediate business which lies before anyone who would advance our knowledge of mind unquestionably is a clear and searching scrutiny of the bodily conditions, of its manifestations in health and disease; he must recognize how entirely the integrity of the mental functions depends on the bodily organization, in fact, must acknowledge the unity of mind and body. The brain, the seat of the mind, possesses a mechanism peculiar in itself, and a power diversified in character, presenting various phases and peculiarities throughout the highest order of intellectual development in the *genus homo*. In the crude and almost rudimentary state of cerebral pulp—soft, pliant and undecided in cerebral type, as to inherent mental power or capacity, more than ordinary care must be observed in suddenly straining the structure nature has put in the cranial cavity. The drawing out process embraced in the true education must be conducted with care, caution, and more than ordinary guidance and observation. It is here that mental hygiene operates, embracing as it does all that relates to development, exercise and the maintenance of mental activity—in fact education, in the most comprehensive sense. The brain may be con-

sidered a central telegraphic office, constantly distributing messages to every part of the system; and in order to attain success in the working of the complicated nervous machinery, it is absolutely necessary to know something of the physiological principles involved in the promotion of a single thought or idea. It is a well known fact that the growth, training and employment of the young aid in the building up of a brain. On this basis Dr. Brown-Sequard proposed the systematic training of the left hand in children, in order to develop the right side power of the brain equal to the left. In fact it is necessary for the building of a powerful brain that all the bodily organs should take their part. Brain labour or exercise in the work of the school, now termed cerebration, is the problem which to-day is occupying the attention of close observers in the path of intellectual development. Taking into consideration the pliant character of young brain tissue in the very midst of the formative process of thought and ideality, the degree of exercise to the point of mental strain must be guarded most carefully and patiently. As the normal performance of a function strengthens and develops the organ itself, so the brain becomes similarly influenced. Here student life comes in, with its advantages and disadvantages, and in order to attain the highest degree of intellectual development, reason, rather than cramming, is likely to bring about the desired object. While brain tissue is in the elementary stage, let elementary education be the pabulum of thought. As Huxley has remarked, "freshness and vigour of youth must be maintained in mind as well as body." The more closely we examine the subject of mental hygiene the more closely it partakes of the common-sense inquiry how best to educate and train to achieve the greatest degree of culture, embracing all the