

by far, the most important point is that a large preventable loss of life is the result of school attendance at ages under five years, the difficulty being in the greater proportion of the deaths, commencing by the overstrain of the brain in the very formative process of thought. The important point is the death rate from communicable diseases, under five years of age, is greater and the fatality more than in ages higher. Physical training and the cultivation of observation and discipline are precedent in the young child, but any serious attempt at intellectual education, before five years, is contra-indicated by the present knowledge of brain structure and function.

Fortunately, in Canada, children rarely attend school before five or seven years, and every degree of care and prudence are exercised to guard the gradual development of intellectual activity.

Nowadays, we really want our young people trained so as to become, in every possible way, useful members of society. Right judgment is only developed by discipline, all of which springs from method and study. No educational training, no turning over of the pabulum of thought, the brain, will at once fit a lad for any particular calling in life. The chief test of education is the outcome of his life at maturity. This constitutes the practical examination of life, and the practical verdict is the outcome at the period of manhood. Here we have the very process of development and the result attained. This training is the actual building of a brain. It is difficult to give even an outline of the extremely delicate and complicated operation of the human brain, of which there are not two alike in the entire human family, and yet we frequently expect equal results of brain power, contrary to the very gifts of natural capacity. The school of life is the one for which our young generation has to be fitted, and, as Bishop Creighton of London has ably expressed it, the chief teacher is the actual experience which one undergoes. The best built brain is that which arouses some interest which will follow through life, and lead to results of a practical and telling character. Thus, the mind becomes equipped so as to enable it to grapple successfully with the emergencies of life. This is in fact the very basis of technical education, so much in keeping with the progress and general advancement of the age. The indispensable object of education is to build a brain, and, if possible, to build one strong and vigorous, guarding carefully surrounding circumstances, so that strength of body and strength of brain may constitute the balance, so requisite for a useful and practical calling.

In brain weights and intellectual capacity, according to Esquirol, no size or form of head is incident to idiocy, or to superior talent. The