## DEVELOPMENT OF THE NERVOUS SYSTEM.

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as shown by ataxographic experiments, etc., the child has not a matured power of control until well into the school period, and long after severe school requirements of accuracy are demanded; (5) that the evidence goes to show that the sensory kinæsthetic sensations, essential in psychological theory, for definite voluntary movements are, in general, in a very immature state until eight to ten years; (6) that while the early years of school life are doubtless the period of nascency for finger and hand movements, nevertheless there is evident need of a clear realization of these physiological conditions on the part of teachers, not only intelligently to direct the training of these movements, but also to guard against unhygienic requirements; (7) that there are manifest dependent relations between general mental ability and power of accuracy of hand movements; (8) that steadiness of the trunk or central movements (fundamental) necessarily precedes ability to be accurate in peripheral (or accessory) movements.

In conclusion, some of the more general suggestions of this review may be restated briefly as follows: 1. The brain grows in its finer structures until a late period in life. There has been a failure to substantiate connection of differences in mentality with the differences in gross anatomy of the brainshape of skull, weight of brain, form of convolutions, etc.

2. The order of development of the independent parts of the physical and nervous system is, as a general principle (subject doubtless to minor exceptions) from that which is oldest in racial history towards that which is most recent; that those portions which are oldest are most fixed, determined, and least capable of modification by present environment, and those which are relatively most recent are most plastic and subject to modification by education and environment. Among the important pedagogical inferences which follow from this principle, the following might be mentioned :

I. That, taking the activities independently, there is an early period in the development of each part or process, when the purpose of education must be to follow the fixed innate hereditary line of tendency, and to allow the racial instincts fullest play of development (fundamental education).

2. That there follows a later period, in an activity's development, when it passes partially out of the fixed control of racial habit, and becomes more plastic to present environment (accessory education).

3. That the order of logical connection of subject matter belongs, educationally, to the period of approximate maturity of an activity's development, and must not be introduced in