

likely enough to prepare for it an early death or an inebile manhood; but nothing can be better than the careful fashioning of its intellect into a trained instrument by which knowledge may be acquired readily, and with habits of accuracy, and the formation of a stable character which, through the constant practice of self denial obedience, self control, shall embody those lessons of a good moral experience which the events of later life will not fail to enforce rudely."

Such being the opinion held by so high an authority upon the value of proper self-control, does it not seem eminently right to make every possible provision for a full development of this trait; which is undoubtedly of much importance in the "Vocation of living"? and inasmuch as perhaps the greatest amount can be accomplished in this direction during the earlier and more impressible years of life, it does seem to me that the school course, which is so important an element in the life of the child and the youth, should be modelled with a view to attaining this end. Is it possible that we may not reach to that "best education" which, according to Maudsley "would be the strongest barrier against mental derangement, which it would be possible to raise?"

Now while it is easy enough to dream of results, it is not so easy to suggest methods which will give us the results we seek. Nevertheless there are a few matters worthy of reference which may possibly be indicative of the direction our quest should take.

As to the effect of formal education upon the brain cells, we are without definite information. We know that the cells are already formed and are numerically complete at birth, and that any change effected thereafter is only in the direction of modification—not of multiplication. School training however, strengthens formed structures and arouses dormant elements to further growth and organization, and the importance of this can scarcely be over estimated. Thus Donaldson asserts: "The intensity with which any form of exercise is carried on during the growing period leaves its trace, and the absence of it at the proper time is for the most part irremediable. Thus any lack of early experience may leave a spot permanently undeveloped in the central system—a condition of much significance, for each locality in the cerebrum is not only a place at which reactions, using the word in a narrow sense, may occur, but by way of it pass fibres having more distant connections, and its lack of development probably reduces the associative value of these also."

Notwithstanding our lack of positive knowledge of the influence of educative processes upon the development of the central cells and in spite of our ignorance as to the relative order of development of the cells