of education, the more recent researches into the embryology and evolution of the brain, as connected with the natural order of development of its various functions, have for the first time revealed the real principles on which a true science of education can be built. Though we are still unable to say very definitely at what periods of life the elaboration of structure in the different cerebral centres is complete, we already know sufficient to prove that this elaboration of the various parts of the brain of the child and the youth does not proceed at random, but in a definite natural order, and that there is therefore a certain time in the life-history of each individual when certain mental functions ought to be stimulated and cultivated by education—the period, namely, when the centres corresponding to these functions are in a certain stage of natural structural evolution. It is also equally obvious that the best time for cultivating certain of our mental powers may be allowed to pass by unimproved, and that an undue strain upon any of the centres at a time when their structural evolution does not admit of such strain may do very serious injury. It is found to be just at that period in the history of each nerve-centre when growth-activity, though becoming less energetic, is still present, and functional activity, although still feeble, is gradually gathering strength, that most may be done, and that most easily too, to stimulate and foster the special function. By skilful management this nascent period of functional activity may be indefinitely prolonged, and a superior anatomical substratum provided for subsequent developments; but by undue or untimely forcing it may be seriously curtailed, or by negligence it may be allowed to slip past unimproved.

His remarks on the important bearing of physiology upon education furnish another very striking instance of the signal and wide-reaching importance and influence of recondite and painstaking researches such as those on embryology and on the minute structure and structural evolution of the brain—researches of a kind which many of the so-called "practical" men amongst us are too prone to sneer at as useless or unimportant. In this very practical subject of education, upon the successful regulation and ordering of which the success and progress of individuals and nations must so much depend, the schoolmaster and the legislator will, if they are wise, be guided in future by the teachings of physiology and physiological psychology.

PHYSICAL EDUCATION.

On this subject the *Brooklyn Eagle* writes as follows: Absolute health is only attained when the body is equally developed in all its organs and members. The man with muscles of steel and a diseased heart cannot be said to be in good health, and diseases of stomach, heart and nervous system are often—it may even be said usually—produced by that system of development known as training. At a recent rowing match in Philadelphia, two plucky lads in contesting boats fainted as soon as the race was over. Their condition, which was apparently good, was actually abnormal, and their systems gave way because the strain which their muscles met was too great for their vital functions. Yesterday a similar but more serious calamity occurred at Sag Harbor. A Brooklyn lad who had taken part in a pedestrian contest, when removed from the track, fell down dead. He had prepared himself for walking and running, and depleted his vital organs to build up his limbs. When the