

perceptions. These conclusions are simple and direct, and hence are necessarily as real to the mind as the perceptions themselves. Consequently they carry with them the same positive authority as the perceptions.

(b) As a necessary consequence of the transformation named in (a) a marked characteristic of youth is developed—namely the habit of drawing conclusions from insufficient premises. This habit is the natural result of the direct method of making inferences practised in infancy and childhood. So strong does it become before commencing a course of training where rigid demonstrations are required, that the mind refuses to recognize as necessary the series of steps on which a conclusion is based. The conclusion is perceived and in a certain sense as a conclusion without taking into account in logical order the premises on which it rests. This condition of things is the reason why so many bright children, possessed of marked perceptive powers, strongly dislike the demonstrative sciences. If, however, such children are properly guided by their teachers, they will very soon become intensely interested in the examination of data and premises for the purpose of determining whether the conclusions drawn are legitimate and in accordance with the truth of things.

(c) Other very important characteristics of youth have their origin in the condition of things stated in the above proposition. For example, boys and girls during this period are naturally sceptical, conceited, and positive even to obstinacy. They think they know things just as they are, and that there is little to be known outside of what they have examined. This is a legitimate consequence of the peculiarly new and authoritative nature of their present intellectual products. The child's perceptions of the objective-world are intensely real to him. He

entertains no doubts regarding them. He looks with astonishment at any one who would call in question these perceptions. In this peculiar sense the child may be said to be very sceptical. In this third period a similar condition of things prevails regarding the perceptions of the reasoning powers. These perceptions are also new and authoritative, and contain, to the young mind, just about the whole truth. Hence, as in the case of the child, grave doubts, which assume frequently the form of conceit and obstinacy, are entertained of anything that seems to contradict this authoritative experience. Young men and young women in this good sense are sceptical, conceited, and even obstinate; but this scepticism, conceit, and obstinacy, properly directed and controlled by competent teachers, become most desirable qualities in building a strong and vigorous manhood and womanhood.

22. *The social nature at the beginning of this period commences to assert control, and hence demands the special attention of parents and teachers.*

(a) During infancy and childhood the element of sex has played but a small part in the social intercourse of boys and girls. They have thus far associated together in sports and common enjoyments. They have formed attachments growing out of these associations. Now, however, another and more suitable element than sports and common enjoyments determines the attachments formed. Now, to the boy the society of girls is becoming more attractive than that of boys, and to the girl the society of boys than that of girls. This condition of things is in the order of nature. The evident duty, therefore, of parents and teachers is to direct and control, not to crush, this inherent and refining natural tendency of our being.

(b) The emotional nature and the imagination play a very important