

tive reasoning may be developed practically, by suggesting lines of thought to the child mind, but there should be no teaching, properly so called. Subsequent to this stage—i.e., the stage of brain-growth—economy of mental energy is not less important than the guidance of such force as may be liberated, or exercised, on lines calculated to develop and train the faculties for useful work. There are exercises which are needful for what seem to be purely educational purposes—that is to say, for the effects they produce on the mind or brain reflexly. For example, the dead languages, the higher mathematics, and perhaps logic, are chiefly valuable for the influence they exert in eliciting and training certain faculties or forms of thought. Such exercises are, in a practical sense, among the most important to the future integrity and efficiency of the brain which the educator can employ. The mere accumulation of what is called knowledge is not brain-training, but brain-burdening, and may easily be pushed to the extreme of brain-straining, with the result of a complete and ruinous breakdown. This is especially likely to arise when, as often happens, there has been little or no wise training in early boyhood, and the mind or memory is so severely taxed for examination purposes later in youth.

A multitude of cases might be instanced in which boys, who have not been trained for intellectual exercises at the outset of life have been urged or lured to make a great effort, and have been mentally ruined in consequence. No care bestowed on the manner of work can suffice to compensate for an original lack of power, or obviate the defects of a disorderly constitution of the intellectual apparatus and functions. It is no more possible to make an intellectual giant of a mental dwarf than it would be to develop a Hercules out of a mannikin. By the artifice of mind forcing and "cramming," the memory—a low class faculty often prominently developed in the case of idiots—may be made to retain for a time the necessary material for exhibition at some examination table; but if the undeveloped mind is incited to intellectual action in the process, the result must be untoward. The untrained boys who survive the process of forcing and cramming, and retain their mental health, are for the most part those of somewhat obtuse and insensitive cerebral capacity, who take in their knowledge as beasts of burden carry a load—without either interest or worry. A sensitive boy, who has been untrained,