

the head upon going to sleep, even though they may have soft feather pillows to rest it upon; and, moreover, I can strongly recommend any of my hearers who may suffer from insomnia to try placing the hand under the head, palm upwards, and in nine cases out of ten they will go off comfortably to sleep, but whether they will dream of their gorilla ancestors I am not prepared to predict. Then, again, the prehensile tendency in the hands of infants, and the peculiar love for climbing trees, which is common to boys and girls alike, all point to inherited tendencies from our simian ancestors.

There is a wild tribe of men called Veddahs in the island of Ceylon who have no fixed habitations, and who make their beds at night in trees with sticks and leaves, very much after the fashion of gorillas and chimpanzees. Then, again, the love of sport, which is so strong in some natures (I have it myself), is probably inherited from primitive man, when the supply of food was dependent upon the sportsman, and he became renowned in proportion to his success. Again, the taste for keeping game until it becomes high probably dates back to primitive ages, when it was necessary to hang venison and other kinds of game in trees or caves for future use.

But if all these inherited habits and tendencies still cling to us after a lapse of countless ages of time, how much stronger and more varied must those tendencies be which we have inherited from our numerous and more recent ancestors, and how complicated the growing brain of a young child must be when it is pregnant with inherited tendencies utterly unsuited, maybe, for the circumstances into which that child has been born.

Hence the care and caution which are necessary in diagnosis of brain power, and brain tendencies, and the patience and perseverance which are required on the part of the teacher in order to be enabled to divert the growth of the brain into the most elevating channels.

To show how much may be accomplished by care and patience on the part of the teacher, I will give a case which came under my own notice. It was that of a boy at one of our great public schools in England, who, although a good boy in other respects, was so densely stupid that the masters could do nothing with him. A consultation was held, and it was determined to ask the boy's parents to remove him from the college. The house tutor went to inform him of the decision, and to his astonishment found the boy in the college library and museum absorbed in a deep work upon natural history. Investigation proved that the greater part of the boy's play hours had been passed in the library and museum studying works on natural history. The house tutor asked that the decision for the boy's removal might be rescinded, and that he might be allowed to take him in hand. He did so, and set him to work on natural history and science, and immediately the latent talent was evoked, the special inherited impress upon the brain at once responded to the call, and so far from its being necessary to remove that boy from the college, he became one of its most brilliant ornaments. Now, in this case, the boy's thoughts were so concentrated upon his one talent that he became absent and oblivious to other impressions; but no sooner did his mind get free play upon its special channel than it at once relieved the repressing force upon his other faculties, and left them at liberty to expand. Had it not been for the care and patience of his house tutor, the whole tenor of that boy's life might have been changed.