

MENTAL CULTURE.

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In the advancing knowledge of physiology it has been discovered that all mental culture should be based upon the brain—that education should be pursued in harmony with the laws of life and health, and that where these are violated, the advantages of the former afford poor compensation. Formerly, no attention or scarcely any was paid by school boards and teacher, in the matter of education, to the condition of the body or the development of the brain, and even at the present day very little is paid them, compared with what should be given those great physical laws which underlie all mental culture. The lives of a multitude of children and youths are sacrificed every year by violating the laws of physiology and hygiene, through mistaken or wrong methods of mental training; besides, the constitution and health of a multitude of others are thus impaired or broken down for life. Nowhere else in society is a radical reform needed more than in our educational systems. Inasmuch as the laws of the body lie at the foundation of all proper culture, they should receive the best consideration. But in educating the boy or girl, from the age of five to fifteen, how little attention is given to the growth and physical changes which necessarily occur at this most important period of life! The age of a child should be considered; the place of schooling, the hours of confinement and recreation, the number and kinds of studies, together with the modes of teaching, should all harmonize with physical laws—especially those of the brain.

The system or mode of treating, in education, all children, as though their *organizations were precisely alike*, is based upon a false and unnatural theory. Great injury, in a variety of ways, results from this wrong treatment; in fact, injuries are thus inflicted upon the sensitive organizations and susceptible minds of young children, from which they never recover. That many of our most independent and clear-headed educators themselves express so much dissatisfaction with the working and results of our schools, affords evidence that something is wrong in the present system. As we contemplate the great improvements made in education for the last thirty or forty years, and are surprised that educators were content to tolerate the state of things then existing, so will the next generation, when still greater and more radical changes shall