

stupor in childhood. The great Isaac Barrow's father used to say that, if it pleased God to take from him any of his children, he hoped it might be Isaac, as the least promising. Clavius, the great mathematician of his age, was so stupid in his boyhood, that his teachers could make nothing of him till they tried him in geometry. Caracci, the celebrated painter, was so imapt in his youth, that his masters advised him to restrict his ambition to the grinding of colors.

"One of the most popular authoresses of the day," says an English writer, could not read when she was seven. Her mother was rather uncomfortable about it, but said, as everybody did learn, with opportunity, she supposed her child would do so at last. By eighteen, the apparently slow genius paid the heavy but inevitable debts of her father from the profits of her first work, and before thirty, had published thirty volumes." Dr. Scott, the commentator, could not compose a theme when twelve years old; and even at a later age, Dr. Adam Clarke, after incredible effort, failed to commit to memory a poem of a few stanzas only. At nine years of age, one who afterwards became a chief justice in this country, was, during a whole winter, unable to commit to memory a little poem found in one of our school books.

Labor and patience are the wonder-workers of man—the wand by whose magic touch he changes dross into gold, deformity into beauty, the desert into a garden, and the ignorant child into a venerable sage. Let no youth be given up as an incorrigible dolt, a victim only to be laid upon the altar of stupidity, until labor and patience have struggled with him long enough to ascertain whether he is a "natural fool," or whether his mind is merely enclosed in a harder shell than common, requiring only a little outward aid to escape into vigorous and symmetrical life.—*Journal of Education.*

The foregoing statements deserve the serious consideration of every parent.—We could add to this list, that of a lad at eighteen whom his preacher pronounced too dull to make a decent parson, and after a six month's trial of Latin, advised his return to the farm, who has however acquired a very extensive reputation in the world of intellect.

But it is rather to the philosophy involved in these facts than to the facts themselves, that we would invite special attention. As nature waits till her trees have become well grown before she loads them with fruit, so for children to bear large crops of mental fruit while growing, abstracts so much strength from them that too little remains for growth. If children do not make body and brain at the growing season, or up to twenty, they cannot of course have them to use in subsequent life. To consume on work or study those vital powers requisite for the formation of brain, dwarfs them mentally for life. The energies of these dull boys were all exhausted during this stupid period, in laying a deep and powerful physical foundation to support their future herculean cerebral exertions. We like lazy boys. They are laying in the strength requisite for becoming powerful men. But these bright lads are killing the goose that lay the golden egg. The greatest error of modern juvenile education is hurrying them forward, to the neglect and premature exhaustion of their physical power, which soon wilts; and then mind, too, wanes, and premature death follows.

A fellow in Albany is going to have his life insured, so that when he dies he can have something to live on, and not be dependant on the cold charities of the world, as he once was.

Physiological Department.

PHYSIOLOGY.

The following very sensible remarks we copy from the Providence, R. I. *Mirror*, of Dec. 27, and we commend them to the careful consideration of all. Than the subject of learning the laws of the body, and how to preserve health, the greatest of physical blessings, nothing except a knowledge of the mind itself can be more important. Nor can the latter science be successfully studied and understood without a knowledge of the former. How preposterous the idea for parents to take in charge the training and development of a child, bodily and mentally, with no more knowledge of the laws of Phrenology and Physiology than they have as farmers, of navigation, or as navigators, of managing a cotton manufactory, a paper-mill, making watches or steam-engines. We claim of him who makes our boots an education to the business he assumes to practice. We would prosecute a man as a charlatan and a swindler who, without an apprenticeship to the art, mystery and philosophy of the trade should attempt to shoe a horse and injure him in the process. The physicians, when it can be proved, through ignorance of his profession, he has killed a patient, is justly tried for manslaughter. But the mother assumes the duty of feeding, clothing, medicating, and managing her children with as little knowledge of the laws of their bodies as a street-paver has of the mechanism of a watch. Parents and teachers assume the management of the immortal minds and characters of children, who are as ignorant of the laws of mind as the tailor is of practical blacksmithing or shipbuilding.

How long shall this ignorance be regarded as unimportant, not to say morally criminal? Do we think more of the proper qualification for his vocation of him who makes our shoes or those of our horses, than we do of those who mould the minds and care for the health and development of the bodies of our children? Alas for the health and lives and morals of society, it is too true.

But it shall not be our fault if this ignorance in some good measure be not chased away from the horizons of public sentiment. Thousands yearly go to untimely graves, and other thousands to untimely and unnecessary degradation and misery, who might have been saved to themselves and to society by such mental and physical training as any person of common capacity to learn can adopt by reading a single volume of the Phrenological Journal. Any mother who is capable of administering her culinary department, who can make a loaf of bread and dress a steak for her family, can learn so much of Physiology and Phrenology as would make her equally qualified to conduct their mental and physical management.

PHYSIOLOGY.—This is the most important yet most neglected branch of Education. Very few of the teachers of our schools understand any part of it, and yet they are considered perfectly competent to teach the young and rising generation. Since Mr Wieting commenced his course on the subject, in this city, one of our female teachers was asked if she intended to attend his lectures. Her answer was that she did not, for it was a subject she was not interested in at all! A young lady—a teacher, and not interested in the subject of Physiology!—Suppose one of her scholars should ask her—and children often ask questions that require knowledge to answer—why the heating of school rooms, with the windows and doors closed and no chance for ventilation, makes her head ache and produces an irritation of the lungs so that nearly all the scholars begin to cough like so many little consumptives? Why, 'I am not interested in it! What else could she say?

"The fact is, education goes like everything else—by fashion, and it is fashionable to learn, not only all English branches, but French, German, Latin, instead of the far more important science of Physiology. A child is early taught that it is highly necessary to learn how to die right, but they never hear of learning how to live right in a physical sense. They see and hear

lamentations of woe at the loss of children and friends, to be resigned to the will of Providence,' but they are not taught that these premature deaths and all this distress come from man's own transgression, and that Providence is sure to help and keep in the vigor of life and health those who know how to, and do actually take the best care of themselves. We protest against this impious practice of charging the consequence of our own sins to Providence. It is almost blasphemy. Let us learn all about 'the house we live in,—the way best to take care of it—the best diet and drink, the value of air, exercise and cold water, and not be complaining about 'mysterious dispensations,' as long as we are constantly bringing them on ourselves.

"Dr Wieting is now lecturing in our city. He has manikins that he can take apart and exhibit all parts of the human body, and can give more information in one lecture than could be studied—without the skeletons and manikins. Whoever neglects to go and get information at so cheap a rate should never complain if they are doomed to swallow all the doctor prescribes, and foot the bill to the bargain."

MISMATIC FEVERS AND THEIR TREATMENT.

BY SOLOMON FRIESE, M. D.

The symptoms of fever are so well known where they prevail that it is hardly necessary to mention them here. I will, however, say that the leading premonitory symptoms are headache, aching of the limbs, bad taste in the mouth, furred tongue, and generally constipations of the bowels.

The first thing to be done when these feelings are experienced, is to stop eating, and take about two wet sheet packs, of an hour each, a day, and wear a wet bandage around the bowels the rest of the time. After the fever has fairly set in, which is usually accompanied or preceded by a chill, and the characteristics of bilious remittent, or intermittent are manifested, they must be treated accordingly, but the same general principles of treatment will be applicable to each.

If there is a foul stomach and a disposition to vomit, drink freely of warm water to assist the vomiting. If the bowels are constipated, give copious tepid water injections to move them.—If there is fever, whether it be continued, as in Billious and Remittent, or periodical, as in Intermittent, the object must be to reduce it. For this purpose fill a half-bath, or common wash-tub, about two thirds full of water, 80 or 90 degrees temperature, get the patient into it, and pour water of the same temperature over the head and body, till the fever is well subdued, and the pulse reduced to its natural standard, or nearly so. Colder water will accomplish it quicker, but I think not so well, in most cases. Frequently there is chilliness at the time of the fever. In such cases, I consider water of ninety degrees, cold enough. If the cooling process is continued too long, a fit of rigors may be brought on. This must be guarded against, and you will not be so likely to do it with tepid, as with cold water. There need generally be no fear of this, as long as the pulse is above 80, when the patient is composed, even if there is chilliness present. The cold wet sheet, changed as often as it becomes warm, will accomplish the same object as the other baths, and may be better in some respects, but it is more troublesome to use them. As often as the fever arises it should be reduced, if it is three or a dozen times a day.—After cooling, as above recommended, the extremities will often become cold: in such cases, warm applications may be made to them, or they may be rubbed with the hands of an attendant. At any time when the feet are cold and the head hot, this should be attended to, and cold cloths applied to the head.

Wet sheet packs are generally proper at any time, and should be taken as much as twice a day, whether the fever is continued or intermittent, but I do not recommend a cold sheet at the time of the chill. At this time, I have used a full warm bath with advantage, and greatly mitigated the suffering, but a tepid bath with active rubbing is preferable. A wet bandage should be worn around the bowels most of the