

his mind on which to write original experiences. Reason, imagination, and other mental faculties must be cultivated as well as the memory, in order to secure intellectual symmetry and a healthy development of mind. It is possible for a child to make his little finger stronger than any other finger by lifting and carrying heavy weights with it, but of what use will it be? It will deform the hand, cost a deal of pain and labor, and be of little or no use to him in after-life save as a deformed little finger. Nature never designed it to be strong as the arm, and it should never be forced to do the work for which it was not designed. So with the memory, it should perform its functions evenly, naturally, and not be made the chief attribute of the mind. Any piece of paper large enough, with the aid of a pen or a pencil, can be made to carry more facts and figures than the most tenacious memory of any child or any adult even.

These remarks in relation to cramming apply with equal force to our common schools and colleges. Children in many of our day-schools are overtasked and taught in a hurried and superficial manner. They are expected to commit to memory lessons in geography, grammar, history, philosophy, physiology, music, arithmetic, spelling, analysing, and other studies. It is impossible for the average scholar to be perfect in all these various lessons. He can devour them, but he cannot digest them! He can swallow them as wandering mountebanks swallow swords and stones, but he cannot get intellectual nutriment out of all of them. They do not assimilate with the juices (so to speak), and become "part and parcel" of a healthy mental circulation. Would it not be better to have shorter lessons and fewer of them, and to master them thoroughly in our schools?

The boy who eats the most and the greatest variety of food does not grow to be the strongest and the ablest man. What becomes of our precocious lads and lassies who race ahead of all competitors in our common schools? Do they distinguish themselves in after life any more than the juvenile "gormandisers" who eat as though they were churns and not children? The more you fill a churn the

firmer it will stand; the more you fill a child the less it can stand.

The writer spent one winter as a reporter in the Legislature at Albany several years ago. Among the legislators from the city of New York at that time there were some who could not write their names. When reminded of their lack of scholarship by a country member, one of these unlettered members replied that he could eat as much as any member from the country. Another excused himself for not writing his name on the ground that he had been drinking hard and had the "horrors." These churns were filled and they represented other churns. Why is it that so many young men, graduates of colleges, are out of employment, while others with fewer advantages have plenty to do? In nine cases out of ten, it is because the former know a little of many things and not much of anything, while the latter know enough of something to earn a living. Of all "horned cattle," said Mr. Greeley, "the college graduate is the least useful." What class of graduates did he refer to? The class which was crammed! In some of the colleges young men are crammed as dealers in poultry cram chickens and geese and turkeys, that they may weigh well on the scales and fetch more than they are worth in the market. I wish the men who create and who control public sentiment in our churches and schools would wage war against the custom of cramming the minds of our fair maidens and beautiful boys with lessons which they cannot digest, and which tend to derange their intellectual and their physical organization.—*The Hive*.

GIVE out your best thoughts to your scholars. Do not be afraid that they will not understand you. Whatever is true, whatever is beautiful, will appear to them as readily as to you. Only, put things in simple, attractive forms, suited to the years and understanding of those you teach. Through the week you will meet with many incidents that you can introduce into the Sunday talk, or work up into the lesson. If your eyes and heart are open, you will find that the six days are full of instruction which you can use for your scholars, on the seventh day.