

scholarship, or a ruined physical system, trembling with the spasmodic twitching of overtaxed nerves and weakened by chronic indigestion. The mind cannot *safely* receive more information than it can appropriate, by healthful digestion, to its own development. In this respect the mental functions are analogous to the physical. Overtask any muscle, and you weaken it, and induce general physical debility. Hence, after an unusually hearty meal, when the digestive organs are taxed beyond their normal ability, great lassitude prostrates the whole system, often ending in sleep. The great natural law governing these cases is this, that when the exercise of any function becomes excessive, the increased vital power needed in the emergency must be abstracted from other parts of the system. There can be no creation of vital power to meet the demands of the extraordinary activity of any one function.

The mind operates by means of the *brain*, which is the most impressive and the most complicated physical organ in man. By the susceptibility of this organ to external impressions, the mind acquires all its knowledge of the outer world, and by the mysterious inter-working of the mental powers within this finely elaborated structure thought is developed and ideas find expression. There can, therefore, be no undue excitement of the mind which does

not proportionately press into undue activity all the brain-power of the body. And through the brain the nervous system will be affected and a general prostration of the physical energies will ensue. Especially will the digestive organs be weakened by the withdrawal from the stomach of that cerebral force so necessary to its healthful and vigorous action.

If the physiological compact between the brain and the stomach be disregarded, by extraordinary and unnatural drafts upon the brain-power through excessive study, the stomach will soon avenge itself upon the health of the man, by the loss of appetite and all the pains of an obstinate dyspepsia. There are hundreds of scholars who have brought upon themselves constant bodily pain, and have enveloped themselves in the dense gloom of blue melancholy for life, by the fatal mistake of overtaking their brain in youth.

Fellow teachers, awake to the importance of this subject, and use your influence to correct the morbid desire of parents to encourage the precocious growth of the minds of their children. Study well the laws of that compound organism which God has committed to your training, and be guided by them in your teaching, and a generation of men and women of highly cultured minds and healthful and vigorous bodies will rise up to bless you and reverence your memory.—*Ohio Educational Monthly.*

THE *Philadelphia Times* says:—"There should be a great deal more oral instruction, and a great deal less of text-books. Especially should there be a less stringent and exacting rule in regard to memorizing from text-books. A teacher who cannot teach history or geography without requiring a pupil to answer questions in the exact lan-

guage of the text-book is not fit to be a teacher. Some teachers exact from pupils a degree of accuracy and verbal memorizing in this regard which the teachers themselves could not attain to, and which not a single member of the School Board could reach, even if they had to be 'kept in after school' every day in the year."