

during the course, and not during the first three or four years of the latter. The "simple rules" "compound numbers," and "common fractions," are taught entirely through blocks, the "arithmetic frame," and diagrams upon the blackboard. The facility and ability with which little girls of eight would solve a complicated problem in fractions in this manner, called forth my admiration and astonishment.

The reading book—if so it may be called—answers as the text book in history, geography, and grammar; thus: for geography the reading lesson is a description of some part of the country and is committed, and as the teacher draws the map upon the board, the whole subject is thoroughly developed. So also the reading lesson is made a "language lesson," and the pupil is drilled in the classification of sentences and parts of speech, the declension of nouns, articles and adjectives etc. And, if this can be done so successfully with that most complicated of languages, the German, how much easier with our own uninflected language. For let no one suppose, that because it is his mother tongue, a German child is not obliged to learn the use of the article and the case endings. I assure you he finds it no trifling task—as my observation amply confirms.

ELLIOTTE.

ECONOMY OF MENTAL STRENGTH.

Many students make a mistake in attempting to learn too much. They have this or that study that they would "bring up," or some other study that they would take as an elective. They are ambitious, and like a man in search of gold, they are never satisfied. One can be just as avaricious in pursuit of lore, as in pursuit of wealth. Greediness is no more excusable in the votaries of Pallas than in those of Plutus. The student who overtasks his brain and effeminates his body by applying himself too zealously to his books is to be pitied for his weakness, his

want of manly strength, rather than lauded for the number of text-books which he has gone through. One should have enough mental work to do, and it should be of such a kind as to come just within the grasp of the intellect, and draw it out and lead it on to something higher. If we attempt to do too much work, we not only do ourselves an injury physically, but also are rather apt to lose than to gain mentally.

The mind may be rudely compared to a measure which will hold so much, but if we attempt to heap on more after it is full, something must be lost off. Every student knows what it is to have the brain so wearied and crammed that it would seem for every drop of knowledge gained, two must be lost. This feeling of satiety comes from overtaxing the intellectual powers, and the disease when once contracted can only be cured by a change of some sort.

And these changes are not always efficacious. When we have eaten too much of any kind of food, it becomes repulsive to our taste; if we then wait long enough before partaking of the food again, our relish for it may be restored, but not always; it sometimes happens that the taste is completely destroyed. "Cramming," and overtaking the mind, may only impair the mental faculties for a time; a vacation or change of work may restore our vigor; but it does sometimes happen that our full vigor and powers, intellectually and physically, are not wholly restored by any such means. An excessive amount of brain work may destroy our taste for certain studies just as gluttony may destroy our relish for certain kinds of food.

Then, again, forcing the mind beyond what it is capable of sustaining, is not a good way to economize either time or strength. It is not economy for a student to spend three or five hours a day in recitation, and eight or ten hours in study. Four or five hours in study and three in recitation is as much time as any student of ordinary ability ought to spend in men-