

which can be drawn on, and of which, for the immediate purposes of life and practice, the aggregate of physical sensations is of the first, but by no means of sole or even of the highest, importance.

This will become clearer as we proceed in our more detailed exploration of the purely intellectual region of the field of consciousness.

## II.

The development in the course of our life of the purely intellectual process begins much later than the acquisition of bodily and mental habits. These, having as it were the first entry, retain their hold and also influence very largely, though frequently unconsciously, the process of clear reasoning which forms such an important attainment in later life.

Neither the primitive man nor the child of to-day is introduced into conscious existence by those processes which we now consider to be the fundamental elements of knowledge.

But the difference in the educational process to-day from that which must have been practised by primitive man is very marked.

Comparatively early in life the child is now introduced to artificial devices which have taken long ages to bring into the form in which they are now presented to its mind. These devices are, *inter alia*, pictures, models in the shape of toys, letters of the alphabet, numerals, geometrical figures, maps, &c., &c.

It will be seen from this incomplete list that the