

ought it to be therefore with those who superintend the education of young persons, to avoid the application of too great a strain on the natural spring of the intellectual powers.

It is questionable whether at any period of life the correspondence between the external world and the sensitive and intellectual faculties of man, is so rapid, so vivid, and so effectual, as during that space which is intermediate to infancy and adolescence: and this fact, if it be so, may be explained by that principle of our nature, on which depends the love of novelty; namely, that susceptibility of the nerves which makes them capable of being stimulated more vehemently by new, than by accustomed impressions: for certainly this principle is likely to be more exercised in proportion as we are nearer the period of infancy; since every impression is then either absolutely new, or has not yet rendered the nerves dull by too frequent a repetition of its application. Another happy instance of the harmony that exists between the nature of man and the external world, is the readiness and confidence with which at this early period of life the impressions of sense are received. Where all is new, and therefore equally matter of wonder, there is yet no room for doubt. Nature teaches the mind to receive every thing without distrust, and to rely implicitly on those inlets to knowledge, the impressions of sense,