

through these the relation between things which the states represent. Here we see the need of right and healthy training of the organs previously mentioned in order that the decrees of the senses by which the judgment must act may be safe and trusty guides. Nothing is more important to the pupil than to develop in him the power of forming right concepts, since the correctness of the judgment must depend upon the correctness of the concepts between which the mind judges. Vastly more important to the mind is this than the much-talked-of power of reason. Reason must have for its basis judgments; judgments depend upon concepts; and these in turn upon observation, sensation and perception. Reason is the process of enriching our mental stores by drawing out more truths from judgments already rendered.

But underlying the activity of the other organs, and upon which the correctness of their decisions largely rests, is attention. Concentrated attention should be cultivated from the very commencement of a systematic course of educational training. Dr. Baldwin writing on the subject says:—"This training of the attention should begin at the earliest possible period. The child should be taught to observe continuously something that interests him, and encouraged to ask questions about objects and their relation. In very early life these things should be left to his own selection, until the laws of apperceptive synthesis are developed, that is, until he learns somewhat to connect things and events and see their bearings."

To accomplish this very important task, the teacher should know something of the physiological conditions of attention. All distractions should be carefully guarded against since they practically call upon the child to attend to several things at once. The period of study had better be too short than too long, for if the child grows tired the effort becomes painful, and the attention lost. Great care should be exercised in the surroundings until the habit of attention is thoroughly fixed. It then becomes application which is voluntary and agreeable, and with this basis the pupil can devote himself to subjects of thought for longer periods.

But there are also physical conditions in the cultivation of attention which should be known to the teacher. No one can possibly attend continuously to an object that does not change. The object must develop before the mind showing ever new features. If we wish to keep our attention upon an object, we must seek constantly to find out something new.