

When the teacher suggests that his work might be better done, the pupil appears surprised and aggrieved. Such a child should be shown that he is right in not being discouraged over his own efforts, but wrong in thinking that his work does not admit of improvement. A pupil of the second type is continually imagining that the teacher treats him unjustly, that the other pupils slight or injure him, that, in short, he is an object of persecution. Such a pupil should be shown that nobody has a grudge against him, that the so-called slights are entirely imaginary, and that he should take a sane view of these things, depending more upon judgment than on feeling to estimate the action of others toward him.

D. Sex Differences.—Boys differ from girls in the predominance of certain instincts, interests, and mental powers. In boys the fighting instinct, and capacities of leadership, initiative, and mastery are prominent. In girls the instinct of nursing and fondling, and the capacities to comfort and relieve are prominent. These are revealed in the games of the playground. The interests of the two sexes are different, since their games and later pursuits are different. In a system of co-education it is impossible to take full cognizance of this fact in the work of the school. Yet it is possible to make some differentiation between the work assigned to boys and that assigned to girls. For instance, arithmetical problems given to boys might deal with activities interesting to boys, and those to girls might deal with activities interesting to girls. In composition the differentiation will be easier. Such a topic as "A Game of Baseball" would be more suitable for boys, and on the other hand "How to Bake Bread" would make a stronger appeal to girls. Similarly in literature, such a poem as *How They Brought*