

towards bringing to perfection that spiritual structure which will endure when earthly structures have crumbled into ruin. The teacher should aim to conserve the individuality of the pupil. "Perfected self hood" says Froebel, "is the goal of culture." The personality of the pupil should be considered as sacred and inviolable.

How often do we see the pupil enter school full of originality, with curiosity intense, his mind awake and in hearty response to nature, bold in his opinion and eager for expression. But after a few years of drill we find him hesitating, timid, slow, the intellectual activity destroyed: and all because his training has not been in accordance with the laws of mental awakening. How many minds are hopelessly spoiled during the first few years of school life. These facts should lead us to deplore the neglect of Psychological knowledge by the teachers of primary schools.

We have already stated that the laws of mental activity must be understood and defined in order to lay the foundation of a science of Education. Among those awakened early in life we find observation, comparison, classification, sense-perception and memory. Study the child at play. You see that after observing qualities he naturally compares them; these are alike, those unlike. This act of classification is complex; it rests upon sense-perception, but holding in the mind some quality as a standard.

From this it may be seen that the learning of isolated facts is not appropriate at an early stage of development, nor should anything be taught which depends upon the activity of reason, reflection or judgment. Very early all the studies that bring into play the association by similarity and contrast of one thing with another can be taught.

It is thus that the science of education causes to be made a correct classification of studies proper to be pursued in a school, and the scientific teacher to set before his pupils mental food appropriate to his age. Being well adapted and prepared, it is easily taken and assimilated and by it the strength of the mind is rapidly promoted. On the other hand the unscientific teacher, with no knowledge concerning the capabilities of his pupils, sets before them requirements of such a character as to disgust them with learning.

After observation, comparison, classification and sense perception have been awakened, the next great event in consciousness is the activity of judgment; that is the discovery and assertion of relation between mental states and