

fists and toes, and in the noises he can make, and in his success in furnishing entertainment, has been remarked by many observers. After a little this interest manifests itself in mimic arts and industries, and in juvenile deeds of daring and emprise. It may, by skilful nurture, become a strong inclination to some useful industry or devotion to an art. The child's interest in his own achievements, which always shows itself early, is a most important factor in the whole process of his education. By and by it will enter into the youth's ambition, and that will be noble or base, wise or misguided, according to training and influence. Out of this interest will arise that which in a large degree will determine the aims and ideals of life.

The egoistic interest of the child is not long in showing itself, perhaps first in baby's listening for mamma's coming, and in the lively joy that greets her when she appears. Appreciation of the immediate needs of self and regardlessness of concern beyond self now characterize the early months. This self-interest must grow and widen until far on in the future it becomes foresight, prudence, and care for what is most precious and substantial in life.

Out of this self-interest must come, eventually, interest in the things of others. To transform this egoistic, into a lively sympathetic, interest and then into a general social interest is one of the exceedingly delicate tasks of child-training.

The development of the æsthetic and the religious interests, beginning a little later, is dependent more than the others upon nurture and training.

The development of interest then belongs to the general life process which forms the individual. It is a part of the evolution of a person, and is likely to be as imperfect as the

development of the character in other respects. But the interest of the child at any period of its life is as susceptible of special cultivation as any other factor of his character. To understand how to nourish a weak, or to correct a perverted, interest is no more difficult than to remedy any other equally fundamental weakness or perversion. To find this way, in a particular case, must be the task of the one whose case it is, just as it is her task to find out how to develop ability to see or think or speak correctly where the power is wanting.

1. The primary condition of arousing interest is a well-nourished, vigorous brain. There is little use trying to develop a strong, healthy interest in anyone whose physical processes are feeble or deranged. The playground, the gymnasium, the fields and woods, where mirth and action abound, nourish interest, because they generate brain power.

There is a law of life which is too little regarded—the law of rhythm. In it may be found a secret of power and of the growth of interest. It requires the rightly timed alternation of rest with exertion, of physical with mental activity, of the light with the heavy, of the comic with the serious, of the calm and placid with the wild and impetuous. We must not demand a steady, constant flow of interest. If we would call to strong, earnest action we must give place to relaxation. The teacher who requires his pupil to be at his best all the time, never gets his best out of him at any time.

If interest wanes or fails, ascertain first of all whether it may not be a symptom of brain fatigue, or of feeble circulation, or insufficient nutrition, or impure air. When you have made sure of the physical conditions then

2. Turn your attention to apperception. Give your pupils that to learn which will fit them. What they ought