

"ingenious" kind, discovering curious and arbitrary connections in accordance with the law of the association of ideas, through similarity, contrast and contiguity.

Many text-books seem to be constructed with the view of employing the "mechanical" memory. It is supposed that the briefer the summary, the easier it will be to learn and remember. The student is supposed to con over the tables and learn them by sheer repetition.

A deeper insight will indicate more "judicious" methods. The great rule for memory is "take care of the knowing and the recollecting will take care of itself." Let the subject be taught and studied logically, systematically, thoroughly, and woven as widely as possible into the warp and woof of the mental interests and thoughts of the pupil. In this way the time spent in one subject is not taken from all others, but is contributing to all others. It is a popular fallacy to suppose that all the time spent in one subject is subtracted from every other.

The trained and experienced teacher educates all the powers of his pupils, and utilizes every subject for this purpose. He keeps clearly before his view the result to be attained, carefully selects the most efficient means, and with solicitude and interest observes and directs the process. He desires the full and harmonious development of *all* the powers and capabilities of the pupil, physical, mental, social, moral and religious. He is aware that he is co-operating with the pupil in the formation of character. Is there anything of higher value? This thought makes the teacher reverent, it impresses him with a sense of his responsibility; it also enables him to respect his profession and see in it one of the noblest efforts of human endeavor. Although our Public Schools are sometimes accused of giving a merely intellectual drill, no teacher worthy of the name is limiting his efforts to this. He is bending every energy to attain discipline and training of character, by means of the intellectual and the disciplinary; he strives to inculcate ideals and form habits of faithfulness, honesty, uprightness, industry, truthfulness, obedience, reverence.

Mark, he is not teaching *definitions* of these, that would be a "merely intellectual drill." He is moulding the character into these moral habits. It is just because the Public Schools are so efficient that Sunday School and home continually desire to relegate more and more to the Public Schools. The careful and reverent study of the child is destined to react upon home, Sunday School and Church. If child-nature had been studied should we find the text "Except ye