

wrong in the atmosphere of a school where the pupils do not look upon the teacher as a counsellor and friend. I have spoken of the adolescent period. The teacher should be "the guide, counsellor, and confidential friend of the adolescent pupils, guarding them with solicitude and watchfulness in this period of unstable equilibrium, when the nature is plastic and responsive to the promptings of the highest ideals, and when, on the other hand, the danger is so great of the beginnings of perverted habits and criminal tendencies, arising if the pupils are neglected and allowed simply to 'grow up' like Topsy or Ruth Bonnython." *

Finally, while child study is too young a science to be able to boast of a great body of firmly established conclusions, there can be no doubt that not only have old truths been given a new emphasis, but that greater insight has been gained into the laws of physical, mental and moral growth. The old deductive psychology has given exclusive attention to the adult mind. It has assumed that the logical processes suitable to it are appropriate to the mind in all stages of growth. It has set forth fixed principles of education from which methods suitable to all ages could be deduced. It has been quite ignorant of the complex of forces which we are now beginning to see enter into the child's development. The new psychology may never be able to speak with the assurance of the old, it may never be able to regard itself complacently as completed science. But if it can determine more accurately the order of development of the mental powers; if it can show us the order of disorder, the law of apparent lawlessness; if it can reveal to us the meaning of those forces which we have so lightly brushed aside or tried to annihilate; if it can bring us nearer to nature's own methods; if, above all, it can discover the laws of moral growth, so that we may know when the nature will be most responsive to the inculcation of certain moral ideas, we are surely entering upon a new era of educational progress, the possibilities of which can hardly be foretold.

What can the teacher do? The best results will, I believe, be obtained by using all the methods described in due proportion. Let the teacher be on the alert to observe children in all relations, let him jot down his observations. For con-

* Prof. J. G. Hunt, *The Value of Psychology*, Canada Educational Monthly, Aug.-Sept., 1897.