

same time, if a suitable punishment is properly inflicted, the whole school receives a deeper impression of the necessity of the law, the estimation in which it is held by the teacher, and the guilt of disobedience—and that impression has a tendency to keep them from doing wrong. The punishment may reform the offender. It is very desirable that it should. But if he is perfectly incorrigible, he must be expelled from school,—not simply to cut off his wrongdoing, but as an example and warning to others.

Let the teacher thoroughly understand the necessity and reason for inflicting punishment; let him also, by familiar talks and illustrations, make his scholars understand the same things; then let him, by his manner in inflicting punishment, show that he does it from a sense of duty, for the good of the school, not because it gives him pleasure,—let the teacher do these things, and he will find school government much easier than he supposes.—*R. T. Cross, in National Teacher.*

THE RELATION OF PSYCHOLOGY TO TEACHING.

ORDER OF PRESENTATION OF A SUBJECT.

There is that in the nature of every subject that determines in some degree the manner and order of its presentation. This can not be overlooked, whatever be the character of the teacher or the method determined upon. However, there are certain general principles embracing all study that may very briefly be stated.

The saying, "from the simple to the complex," etc., lies at the foundation. The difficulty lies in the errors that occur in attempting to realize the idea, which cause such indifferent results as to bring discredit on the teacher and the plan of which this is the basis. From the simple to the complex is easily said, but to determine what will seem simple and what complex to the mind of the child requires a keen thoughtful observation and careful study, both of the matter presented and the manner of presentation. To one who has learned to think and combine many statements in one general expression, simplification has a widely different meaning from that it must have when used in regard to the work of a child. That this is unknown—or, when known, disregarded—we have but to refer, with a half-score of exceptions, to the text-books prepared for the children's use.

To illustrate. The matter of an arithmetic lesson is greatly simplified for a teacher by comprehending it in a single statement, as,—“the value of a fraction varies directly with the numerator, and inversely with the denominator;” but it would be most unwise to present this at first to the consideration

of the class. When considered with reference to all the facts it embraces, it is indeed more simple, but much more complex than any one of them considered alone. To begin with the simple, we must analyze every subject, separating it into its elemental parts, postponing the generalization until the child has acquired a sufficient number of facts, together with the ability to generalize for himself. It requires but a little thought to make clear that this is the natural method, or the method by which the world has come to its present knowledge of any subject. In every discovery, knowledge and practical use of a large number of simple facts must long precede the statement of the science in which they are comprehended. For science is but the arrangement in a systematic manner of facts long known. To begin, then, with the enunciation of general principles is to reverse the normal order; and the worse feature of this is that it cuts off the child completely from anything like self-help, and makes him entirely dependent upon his book and his teacher. If the teacher use the true method of instruction, he is in a great measure thrown upon his own resources, and when he uses text-books he must treat them as if they were Chinese, and work from the last page to the first.

I am inclined to think that pupils in the more advanced grades suffer most from this abnormal arrangement of their work, every possible device being utilized to make them wholly dependent on others. Their works