

introspective analysis of one's own mental states are apt to be vitiated by the presence of personal idiosyncrasies and slight abnormalities. These variations from the norm are discovered and corrected by the study of race-psychology.

In the second place, psychology is beginning to carry its investigations into the realm of the child-mind. This, like many another rich territory, has lain for ages at our doors; but previous to the present century, it apparently never occurred to scientists to consider whether it would repay the labour of investigation. Now, however, with the growing interest in everything "genetic," there has awakened an interest in "psychogenesis"—if I may employ this word to designate the infancy of mind—and from this point of view psychology is just entering on what promises to be an exceedingly rich and fruitful field. In the psychic life of childhood we see, to some extent at least, the human mind in a naïve and unconventional state. It requires but a very few years for the growing intelligence to become all encrusted over with conventionalities, customs and habits obtained by imitation of others. So that, in studying the adult intelligence you see only the side presented to the world, and not the real inner man—as in the case of Wemmick, who was one man at the office down town—in his official capacity—and quite another man at his own house—in his private and personal capacity. To put the matter in a word, the main advantage of child psychology is that in its study we approach mental phenomena in a comparatively simple stage, before they have become complicated by convention and custom and teaching.

It is a very strange fact that the growing mind of the little child has been usually held in such slight esteem, that many a man who manifests the keenest interest in the development of young horses and dogs, would actually hesitate to acknowledge any enthusiasm over the development of his child. Such a condition of things, however, cannot long continue, when we consider that such eminent scientists as Preyer in Germany, Perez in France, Sully in England, and Stanley Hall in America, are leading the way in the patient, careful and enthusiastic study of the infant mind.

The chief value of child-psychology, will prove to lie, I believe, in its pedagogical bearings. When we reflect upon the teacher's work, its nature and purpose, it becomes at once apparent how supremely important it is for him to understand, as thoroughly as possible, the nature of the child whom it is his constant business to train.

It has long been a commonplace, that in every profession or