

An individualized interest makes a teacher as careful of his pupils as a fond mother is of her children. He is on the alert to see that the physical well-being of the child is not neglected. Has the child bad habits of sitting, or studying, or walking, or breathing? He discovers the cause and endeavors to correct kindly, wisely, and at once. Proper physical habits conduce to health and morality.

Is the child untidy or unmannerly? The teacher leads him by example and considerate advice. The child is respected and is taught to respect himself. Is the child dull and stupid? The teacher endeavors to find out if ill-health, or poor food, or ill-usage at home, is the cause; he encourages the child to play, and soon it will turn out that the teacher is found visiting the home and endeavoring to arouse parental solicitude and gain parental co-operation. This teacher will not neglect lighting, heating, or ventilation; he will be careful not to unduly fatigue his pupils, and will be found supervising their plays without officious interference. He will even be found guarding the out-houses and walls from the desecration of perverted vandalism. He will be the guide, counsellor and confidential friend of the adolescent pupils; guarding them with solicitude and watchfulness in this critical 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.

Let us now recall some examples of assistance from psychology, in arrangement of time table and presentation of the subject of study.

The thoughtful teacher will distinguish between the more severely logical and mathematical subjects, and the historical and literary. For the former, more concentrated attention is required, and therefore, these should be placed in the early part of the programme. When it comes to reviewing, it will turn out that the second class of studies requires more repetition and reviewing. Pupils should, however, be taught to recall directly what they have previously read and studied, without using the book to assist them. The memory should be trained in self-reliance. Perhaps it is in connection with memory that most people would think of the assistance of psychology to the student.

Kant says memory may be mechanical, ingenious, or judicious. I think it must be confessed that the earliest attempts to apply psychology in assisting and directing memory training, were chiefly of the

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