

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 studies on the one hand and the more historical, discursive, and literary on the other. For the former more concentrated attention is required, and therefore these should come in the early part of the programme. When it comes to reviewing it will turn out that the second class of studies require 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 "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 repetition.

A deeper insight will indicate more "judicious" methods. The great rule for memory is, "Take care 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 on 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 on one subject is subtracted from all others. 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 results to be attained, carefully selects the most efficient means, and with solicitude and interest observes 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