

what he is teaching by continually enriching his mind by new enquiries and acquisitions.

Our studies should be organized. Each new discovery should be made to throw light upon everything we already know.

By reflectively, actively organizing in this way the mind gains strength and insight, keeps alive its old interests and creates new ones. Thus study is made delightful and fruitful, thought is trained to become consecutive and successful. The teacher should himself be a thinker of this type and he should have psychological insight to enable him to guide his pupils to attain such an intellectual culture.

III.—THE TEACHER AS EDUCATOR.

What the teacher acquires and gains in his own self-culture is, as teacher, a means; the end sought by him is the training of pupils. He must stimulate and awaken interest. He desires to make the subject of study a means to transform the whole character of the subject who studies. In order to accomplish this, the teacher must keep in mind the logical order of a correct presentation of the subject of study; the stage of development and powers of his pupil and the laws of his mental growth; that he may gain the result, the developed pupil. In order of presentation, he must proceed from the simpler to the more complex, and the simpler is not the most abstract but the most concrete, for he must also proceed from the known to the less known. He must arrange the presentation so that a puzzle or problem is proposed and suggested to the pupil, and his curiosity aroused to endeavor to solve it.

The teacher must sympathetically place himself at the pupil's standpoint, if he desires the pupil to advance to his point of view. In order to do this, he should endeavor to recall the stages and processes whereby he as pupil proceeded, when he was at the stage now occupied by his pupil. The ability to do this, probably accounts for the fact that, in many cases an English-speaking teacher will be more successful in teaching pupils the rudiments of a foreign language than a native. It may also account for the fact that so large a proportion of young and inexperienced teachers succeed as well as they do.

The most important service of psychology to the teacher, is that it leads him to consciously and systematically study his pupils, and thus awakens or intensifies his interest in them. Surely, if a doctor becomes interested in the discovery of new diseases and new remedies for them, a teacher should be interested in each new pupil and in each experiment for his improvement.