

II. THE TEACHER AS STUDENT.

It is scarcely necessary to say anything about the importance of continual study to the teacher. He must keep alive his interest in what he is teaching by continually enriching his mind by new inquiries 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 himself should be of this type, and he should have psychological insight to enable him to guide his pupil to attain to this standpoint.

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 correct presentation of the subject of study; the stage of development and powers of the pupil, and the laws and processes 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 standpoint. 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 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 that pupil's improvement. 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 standing, or walking, or breathing? He discovers the cause, and endeavors to correct, kindly, wisely, and at once. Proper physical habits conduce to health and to 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