

elocution. 3. By familiarity with the products of human imagination. Need of a graded course of reading involving use of imagination. From fairy stories, through fables, animal stories, tales of adventure and discovery, poems of action and of nature, up to the best literature, biography, and history. Good pictures in the school room. 4. By encouraging imaginative production. Imagination in children's games. The story telling propensity. Imaginative compositions. In all these ways the imagination to be encouraged and guided, not repressed.

RECAPITULATION AND CONCLUSION.

Literature : The standard works on general psychology, particularly :

James Sully : *The Human Mind*, N. Y., 1892, Vol. I. pp. 277-294 and 362-387. *Outlines of Psychology*, N. Y., 1891, Chs. VII. and VIII.

William James : *Principles of Psychology*, N. Y. 1890, Vol. VII. Ch. XVIII. *Psychology*, N. Y., 1892, Ch. XIX.

Karl Lange : *Apperception*, Boston, 893—*The Public School Journal*.

THE NEW PSYCHOLOGY.

THE problem which the teacher has to solve in these days is how to obtain the best results with the least possible waste of time. It is not an easy one, and it is daily becoming more difficult. In the leisurely days of our grandfathers teaching was a comparatively simple business ; now it is complicated and hard : what it will be two generations hence it is impossible even to imagine. But science has done something to aid the school-master, and may reasonably be expected to do much more. The lines upon which help is likely to be given are suggested, if not indicated, in a remarkable article contributed to the December number of the *Forum* by Mr. G. Stanley Hall, President of Clark University, Worcester, Mass. According to Mr. Hall, the teacher who would succeed in his profession must study his pupils—not casually and *en masse*, as has been the practice in the past, but individually and scientifically. He must pay as much attention to them as a trainer pays to a promising colt or filly—that is to say he must make himself thoroughly

acquainted with their several capabilities, physical, mental, and moral. How is he to do this? Mr. Hall explains the method in a sentence. If children are to be gauged as an exciseman might gauge beer barrels, "they are taken two or three at a time into the dressing room of the school where the calipers are applied for the diameter of head or body, the tape for lengths and circumference, scales for weighing, dynamometers for testing strength, and many other more special devices ; teeth, eyes, lungs, nose, throat, hearing, accuracy, and rapidity of movement, etc., are tested with every precaution for uniformity and for the avoidance of error." Varying the words of Hamlet it may be said that to consider so is to consider very curiously indeed. A simpler plan has, however, been adopted and found successful. This is to note "in the most accurate and objective way any salient act or remark of a child," and enter it in a register. When it becomes necessary to take account of the child's idiosyncrasies the register is consulted, with the