

us in a very painful way. Mr. A. S. Morrison, one of our most popular men, and a husky chaser of the spheroid ball, was unlucky enough to have his leg broken some three weeks ago in a practice game with the "Tigers." Everybody is glad to know that he is coming along well in the General Hospital, and while the game has lost him for the year, he will be back with us in due time to help teach. No doubt he will return with a redoubled interest in physiology.

* * *

The Backward Boy.

NEARLY every person is fond of theorizing, and instructors in the art of teaching are probably as fond of this as any one else. Not that it is wrong, as very few if any theories are entirely devoid of truth, and if we expend enough time and thought to find out this truth we should probably be benefitted by it.

To say that a teacher should not proceed any faster than the most backward boy in a class is able to go, is in my opinion an extreme statement. It means not only the time but also the opportunity of ever obtaining an education, is in the case of many more brilliant boys, lost forever. More than this, it means that the less backward boys lose interest in the work and very soon become careless and indifferent regarding education. The question to me is whether we should sacrifice either the brilliant or the backward student, or by pursuing a middle course keep up the interest of the former and at the same time give the latter his due share of attention. I can understand that the tendency among teachers is to be carried away by the brilliant pupils and it would be well perhaps for every teacher to be guided by a pupil who is if anything a little below

the average. Many of the best pupils are slow in fully understanding a subject, and very often more backward in one subject than another. In such cases the teacher must use judgment and may find it necessary, perhaps, to do some private teaching. But in the case of a pupil who is proverbially lazy and dull, I do not think that any teacher is justified in giving that pupil extra attention.

If in this as in other questions we are to take into account the statement that the history of the race is the history of the individual, we shall see the folly of basing our rate of progress on the most backward. I am very much afraid that pupils will always be found who will be behind the rest just as in the larger school, the world, certain classes or nations seem bound to be behind in the onward march of civilization.—L. B.



The Psychologist's Outfit.

The studio of a progressive psychologist will be provided with a number of interesting persons and things. It is not exactly a bear garden, though something of a "zoo." It would appear absolutely necessary to keep on hand at least one idiot, a wild boy or girl in a cage, a Papuan or some other aboriginal Terrible, a "spinal" frog, a "mesencephalic" frog, a pet dog or two for mild experiment, three or four puppies or kittens with trepanned or excavated crania, a healthy monkey, lots of brains bought from the disconsolate relatives of deceased freaks, and a number of the oddest and most impious looking machines to be seen anywhere. The studio should be in or within easy reach of a well stocked lunatic asylum. All these things require taste and care in selection. They cost money, and that is why there are so few earnest amateur psychologists.—ADAM.