

made the duty I had proposed for myself during a talkative moment anything but an irksome one.

"Dear me," as I said to myself, sinking into my easy chair, "how much more work would be done in this world if man's humanity towards his fellow-man were founded on a basis of co-operation. The *to be* of a willing heart is too often the *not to be* of his environment. Alas! how often men jeer at the project that is not their own, simply because it is not their own. How ready society is at any moment to revise the decalogue," and in such a train of thought I am afraid I continued far too long. At last, arousing myself from the contemplation of that "inhumanity which makes countless millions mourn," I turned to the contemplation of my task. According to promise, I had first to make my collection of memory-phenomena, and then, according to the inductive method, I had to establish whatever pedagogic principles I could draw from them as inferences. But had I really started in the right way? My experiences would probably be interesting enough to the reader. I can describe, as I continued to say to myself, the first time I was forced to compare the limitations of my own memory with those of a competitor's. I can give a whole chapter on the peculiarities of memory I have seen in my neighbors,—in my schoolmates, pupils and friends. I have also in my library material from which I can draw in making a collection of the experiences of men possessed of all varieties of memory. But would it not be better for me to begin with some pathological example, such as Laura Bridgeman, in whose developing consciousness and power of acquiring knowledge the memory could be seen as the groundwork of the mental activities. Such an example would form an excellent concrete starting-point for an investigation of the various functions of the mind, and for perhaps a later consideration of the methods that are proper and improper in the training of children.

There was certainly something in the idea, and I consequently determined to go no further with my task until I had made search for some pathological instance that would suit my purpose. The succeeding chapter will show how far I succeeded in my search.

Editorial Notes and Comments.

The return from the holidays is always an event of the greatest interest alike to teacher and pupil. The disinclination to face the worries of duty is only, after all, an exceptional feeling