

concern to the educator, because education deals primarily with the development or training of intelligence. The teacher must grapple with problems of the development of intelligence, and of individual differences in intelligence, not occasionally and incidentally, but constantly. These are the very gist of her work. Without a thorough understanding of the modern investigations along this line, and their significance, it is impossible for the teacher to know what she should aim to do or what methods she should employ in the accomplishment of her aims.

The teacher of to-day needs a knowledge of the modern psychology of intelligence. She must know when it is desirable to try to bring a backward pupil up to grade, and when it is not, and why it usually is not. She should realize that the exceptionally bright child who seldom troubles her may be her greatest problem. She should understand the sources of the errors teachers often make in their estimates of brightness and dullness, such, for instance, as the failure to take properly into account differences in age. She should be familiar with the concept of mental age and with the method of classifying children as superior, dull, or normal by its aid more accurately than in any other manner. The teacher should know that intelligence has a physical basis, and should understand the relation of intelligence to the brain and to physical defects. This relation places heavy responsibilities upon her. Further, she ought to understand the part played by the various mental processes in the make-up of intelligence, and the interrelationship and organization of these processes. She should comprehend the relationship between mental ability and success and failure in school work, in order to determine upon the proper treat-