The nineteenth century ushered in a new Era in the matter of studying of child. Pedagogic system was replaced by paedocentric education. Paedocentric, on the other hand, lays stress on the development of child's mind and as a bi-polar process. Previously child study was not given adequate attention as a positive science. Educationists now busied themselves with probing into the intricate workings of mind. They accepted individual difference as a matter of fact. Scholars and researchers fumbled for some solution of the difficult problem of working mind and upheld interest and ability as the possible relief, of which a guide or counsellor has very little to do with ability which seems to be god given, but he has much to do with interest which he can use for purposive ends. The child takes particular fascination for a subject - that is his interest.

The primary source of all interest is to be found in our native desires and urges, our instincts. Living beings are so constituted that they are interested in certain things from their very birth because they satisfy their native desires. Therefore interest is the feeling which prompts us to spontaneous activity. It has been described as 'the felt value of an end'. It is something urgent active and stimulating.
The strength and direction of the individual's interests, attitudes, motives represent an important aspect of his personality. These characteristics materially affect his educational and vocational adjustment of his daily living. 'The study of interests has probably received its strongest impetus from vocational and educational counselling'. An individual's aptitudes and abilities ordinarily are not so highly specific that he can be given guidance solely on the basis of aptitude tests. Motivation, influenced by one's interests in addition to aptitudes and abilities can determine the selection of a course of study or an occupation. 'If there were an instrument by which to measure desire, one could foretell achievement: Desire, however, is akin to interest; and interest can be explored and inventoried'. However, an interest may be described as a tendency to make consistent choices in a certain direction without external pressure and in the face of alternatives.

The shaping of a career is never finished. Certain doors are closed if a person does not get the right training at the right time, but whatever training he does get leaves many options. Interests never become entirely fixed. 'Interests

1. Anastasi - Psychological Testing. P-528.
help a student choose between broadlines of training, but in that training and subsequent experience he will modify his interests and make further career decisions. In using interest tests for counselling the first assumption is that interests are stable, as the predictions have to do with satisfactions throughout a career.

Before examining the relative strength of different interests, their stability or variability and their relation to abilities, we must agree on the meaning of the term 'interest'. An interest is a tendency to become absorbed in an experience and to continue it, while an aversion is a tendency to turn away from it to something else. Interests and aversions are dynamic. It is the nature and strength of these tendencies which have meaning for educational and occupational plans. We, therefore, define interest not only in terms of the objects and activities which get attention and yield satisfaction, but also in terms of the strength of the tendencies to give attention to and seek satisfaction in these competing objects of interest. 'H.H. Remmers defines interests as the reflection of attractions and aversions in our behaviour, of our feelings of pleasantness and unpleasantness, likes and dislikes'.

The outward and visible signs of interests are generally obvious in the behaviour of the interested person. The subjective aspects of a person's interests are revealed directly, in his behaviour toward the stimulating situation, and indirectly in what he says about his feelings with respect to it.

Most research work on childhood interests has merely tabulated interests at various ages. Individual scores, when obtained, were usually designed to reflect the 'maturity' of interests. In junior high the pupil begins to form some picture of adult occupations and of the branches of knowledge. He also begins to form a conscious picture of how he differs from other persons. As he pursues more specialised high-school courses, reads more adult magazines and indulges in hobbies, his interests become more definite. A student who enters high school with greater-than-average liking for persuasive activities should enroll in courses and activities that will test and clarify that interest.

As regards the assessment of interest of an individual the interest inventory gives more information that could be obtained by asking the person what fields of work he would like. Students are asked to report the strength of their various interests.

When an individual is asked to check items of interest in a list of activities and occupations his interests are said to be inventoried. This has some resemblance to the use of a questionnaire for a study of expressed interests.
Individuals are continuously expressing their likes and dislikes of activities, objects, tasks or occupations. Most people are ready to respond to questions evoking decisions of preference or indifference. Most counselors usually consider expressed or claimed interests as unstable and of little value for diagnosis or prognosis. A manifest (observed) interest is synonymous with participation in an activity or an occupation. Direct observation can rarely be used by a counselor and when it is used the results are difficult to interpret. When a counselor introduces information collected from the observations of parents, friends and teachers, he is using a type of indirect observation. Information of this kind is useful.

Tested and measured interests have received more experimental attention than have the other methods of investigation. Tested interests are those measured by objective tests. High achievement, for example in a history test with lower achievement in a general science test may indicate an interest in history greater than in general science. The counselor must not however assume that inventory scores are more valid than expressed interests. When claimed and inventoried interests disagree, the counselor will want to make sure that the expressed interest is based on mature consideration, but he would be unwise to dismiss it as 'wrong'.
So in guiding a child particular care should be given to interest and ability. It is the vital question to the psychologist to know which of them is more important or dependable. In so far as guidance is concerned. In fact we have yet to determine the exact relationship between interest and ability.