

trade, one of the most important requirements is to understand the nature of the materials upon which you work. The husbandman must understand the nature of soils and vines; the stock-raiser, of cattle; the potter, of clay. But only since the days of Froebel has it been generally deemed necessary that the teacher should understand child-nature. Now, surely, the most direct route to this knowledge is by way of study of the child himself—in all the ways you please of observation and experiment and practice. And surely the proposition: *Every teacher should be a child-psychologist*, will be so obvious to all who have looked into the subject, that it requires only to be stated to find immediate acceptance. It is with the highest satisfaction, therefore, that we note the introduction of psychology into the curricula of our normal schools and schools of pedagogy, and the formation of "National Associations for the Study of Children."

In the third place the psychology of the present day is laying claim to the field of mental pathology. The conditions of "normal" mental states—especially the neural and cerebral conditions—may often be to a great extent determined by an investigation of states which are a departure from the normal, through disease or other causes. Hence the psychologist of recent years has given much time to the study of the insane, the idiotic, the melancholic, the epileptic, and every other form of mental and physical aberration. It is obvious that here the logical method of difference can be most successfully applied. If a certain phenomenon appears constantly in connection with another given phenomenon, and disappears only with the disappearance of the latter, the inference is irresistible that the two are connected in the way of causation or dependence. Or, to make the matter concrete: If the phenomenon which we call memory be always found in connection with a cerebral system of a certain structure; if the ability to utter words be found always in connection with a certain convoluted tract of that cerebral structure; and if, on the destruction or impairment of that cerebral system, or of that convolution, memory or speech, as the case may be, were annihilated, the inference is irresistible, that these faculties are connected in some way which renders them dependent upon the cerebral structure spoken of.

It was the privilege of the writer, during the winter of 1893, to study the patients in the State Asylum of Massachusetts. Hundreds of cases, of the most interesting kind, were investigated; and the conviction was reached, that sanity and insanity are not utterly and absolutely different from each other, but that mental aberration, in the great majority of cases, is only an exaggerated form of what may be seen every day outside the asylums.