

huge mistake to give such students, on the supposed grounds of utility, a kind of psychology which lacks in its general cultural advantages practically everything which strictly scientific psychology possesses, and which, by way of compensation, brings hardly one advantage which could not easily be had in connection with the more fundamental study. In other words, scientific adult psychology leads on naturally to the discussion of child, genetic, and applied psychology while one cannot be supposed to really understand these latter without that critical analysis and definition of terms which this basal psychology gives.

One other point is worth raising in this connection, namely, the nature and place of the science or philosophy of education on the curriculum for teachers-in-training. When this subject is discussed without the definition of terms used, as this may be drawn from scientific psychology it must surely become a kind of anomaly. If psychology be not recognized as the only natural or secure foundation for the discussions undertaken under the name of science or philosophy of education, where can one possibly look for such a foundation? It seems practical, therefore, to have one man give both the psychology and the science of education, for a large part of such discussion must be of the nature of applied psychology, or, failing that, it should be placed beyond peradventure that whoever lectures on the science of education shall at least be thoroughly conversant with the results of scientific psychology. Much time could be saved by making sure that the teaching in psychology and science of education were made consistent and to this must be added the by-no-means insignificant fact that only by so doing can either have its full educational value for the student.

The objection that Scientific Psychology is too difficult for beginners may be met as follows :—At the Normal College, Hamilton, for the session 1906-07, I lectured to a class of some two hundred students. The result of the Christmas and May examinations with certain other work prescribed during the session was the following :—

13	University graduates (men) averaged . . . . .	78.7	per cent.
37	Non-University graduates (men) averaged . . . . .	74.5	"
34	University graduates (women) averaged . . . . .	72.43	"
103	Non-University graduates (women) averaged. . . . .	71.7	"
187	Students graduates	averaged 74.33	"