

admitted that it is often overlooked in the daily work of Education; while the disregard of these fundamental principles results in wasted effort, dwarfed and distorted intellects.

Whatever influence is to be exerted upon the mind by the process of education must be in accordance with the nature of the mind and the laws of mental growth. Many facts concerning the mental nature are now known and the laws of mental growth considerably understood. And if these facts have been logically arranged and systematized, we have a science of education, since a logical, systematic arrangement of facts on any subject constitutes a science.

It has been shown that the teacher must have a knowledge of the material upon which he works. He must understand the nature and laws of the human mind and body, or he is not prepared to train and develop them. He must have learned the science of the body which is Physiology, but more especially the science of mind and soul which is Psychology or he is in no degree fitted to assume the office of teacher.

It has been said that "for one with no knowledge of Psychology to undertake to educate the young, would be as absurd as to attempt to produce a sonata while ignorant of the laws of musical composition and harmony."

Psychology gives us a knowledge of the nature of the mind and soul; it reveals the laws of activity and growth of the mental and moral powers. It is a science with solid foundation, a scientific basis; a science of the first rank and the foundation of all social and educational studies. Upon this as a basis has the effort been made to establish a scientific Pedagogy; and though the latter does not yet exist in the degree attained by scientific Psychology, yet it has passed beyond the state of transition from vulgar experience to scientific, becoming a science in its early development with scientific Psychology as its basis.

Important as the fact may be, we must guard against giving to Psychology too great a place in our ideas of education. The teacher cannot make cast-iron rules but must be guided more or less by the mental differences with which he comes in contact. He should study human nature as manifested in the great variety of mental phenomena and seek to discover methods therefrom.

Having satisfied ourselves of these facts, let us next consider the direct benefits of Psychology to the factors in education. In the work of mental development whereby the child becomes a man, exchanging weakness for strength, ignorance