

the deeper insight that each capability of self supplements all his other capabilities, and that education comes of co-ordinated and concentrated effort. These simple, far-reaching truths came to us like revelations. We could now understand that while the mental powers are elemental, mental acts are wonderfully complex. We could now better understand Herbart's apperception, and Lewes's assimilation. In the light of these and similar truths we began over again our lessons in psychology and education, and the art of teaching. All possible helps were sought. As each improved telescope compels the astronomer to revise his science of the heavens, so this deeper insight compelled us to revise our work. From the history of education, and from the methods of the world's great educators, we gleaned invaluable lessons. We joyously seized upon truth wherever found. I would gladly credit each discoverer, but this is now impossible. I can only express my deepest gratitude to educators and to the members of my classes. Everything gained was assimilated into these lessons, which have grown into the Applied Psychology and the Art of Teaching.

Sister, brother, you are a *teacher*, or you intend to be one. You will now be my class. Together we will venture anew on these voyages of discovery. Psychology and education are as old as the race and as young as the latest human consciousness. Through a knowledge of self, to a knowledge of others, is the divine law. Each new teacher must create a new psychology and a new education. You are entitled to the thought and experience of the race, but at every step you must build on your own experience and your own insight. I will be happy to lead and to suggest, but that success may attend our efforts you must discern everything, feel everything, do everything. This is no easy task. It will require your best efforts, but you will be rewarded by becoming able to lead others.

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