

convince no one on a rational or scientific basis; they may be the club which the teacher in distress will use but they are not the educator's natural weapons. These can only be facts or the knowledge of facts reached in a thoroughly scientific way.

One reason at least, if not the great reason, why the teacher's voice is not more carefully heeded and, indeed, listened for, is that the average teacher's observation of the facts is coupled with an almost complete lack of critical analysis in his report on them and in his estimate of the defects of the school system. For this condition the teacher himself can hardly be held accountable, for he is the result of a system of training which largely left out of account the very things needed for such a case. A teacher cannot be supposed to be able to do such careful critical work unless he has had some training to equip him for it. For this there is nothing more fundamental than scientific psychology.

On the basis then, of these four aspects of the value of psychology to the teacher, I hold that no subject can take its place on the curriculum for teachers-in-training and thus the above points are the answer to the question why teach psychology to teachers-in-training.

The second part of the subject still remains to be discussed, namely, what kind of psychology do teachers need?

The answer to this question has, of course, been to a certain extent presupposed in the former discussion, for whatever method or phase of the subject be given these outlined results should be reached; nevertheless, the above references are not so specific that any competent teacher should not be able to accomplish what is suggested if he be only reasonably exact or scientific in his presentation of the subject.

It must also be borne in mind that the subject is being discussed on the assumption that students have had no previous knowledge of psychology, or at least that any knowledge they have is largely of an unsystematic character.

In the first place it may be laid down as a fundamental principle that applied psychology, genetic psychology, child psychology or so-called educational psychology cannot be successfully taught until the student have a thorough foundation, even if that be only in outline, in scientific adult psychology. All of these secondary phases of the psychological investigation, at least as they are ordinarily presented, lack the very properties which psychology can and ought to have for teachers-in-training. It is nothing but a