

pleteness, what the facts of these complex processes are. Much is known but seemingly much more remains to be discovered. In the absence of all the facts, those facts which are known should be used, as they are in all the sciences, as a basis for strictly scientific speculation regarding the undiscovered facts, and thus the theory be made which may be used as a means of gathering up and expressing what is now known, and of leading to still more discoveries. Such a stimulating theory of complex mental operations is needed in a theory of education, for the teacher is one who may well be looked to to test the theory in a rough way, and so be able to throw out suggestions to those who may be able to test it accurately.

4. The last contribution which need be mentioned is already hinted at in the last paragraph. We may state it as follows: When speculation along educational lines goes beyond the facts of experience, as these have been discovered, which it certainly must do, experimental psychology should be regarded as the corrective and check on such speculation at every step, since, particularly in a theory of education, agreement with fact rather than mere logical consistency must be regarded as the test of the acceptability of any hypothesis.

This latter contribution is, after all, the abidingly necessary one, for through it alone will the educationist and the psychologist be kept in living touch with one another. When the educationist speculates as to the facts, he has always the means of ascertaining whether his guess is valid or not by simply trying it, or having it tried experimentally, and he would do well to look upon his speculations continually in that light. It is healthier for him, and it is better for science. If a discovery is made our knowledge is advanced one step; if his theory be proven false perhaps a not less important advance has been made, for he is set to work again along probably more profitable lines, and the rising generation has been spared the all-too-sad results of an error applied to educational practice. This latter is, after all is said and done, just what everyone wishes to avoid, for the purpose of education is to train children not according to this, that or the other theory, but to train them as they alone can be trained, namely, in accordance with the conditions which consciousness prescribes in its very constitution.