

processes of nature—man uses them to advantage only as he knows what the facts and laws are. His knowledge is not calculated to change what has *actually* been done, it can only change what man has *attempted* to do. Hence, the more useful a method has been found in relation to a certain end, the more valuable will such a method be if that end be sought, but such experience can never establish that, were the facts of consciousness clearly known or scientifically understood either the end or the method would be highly esteemed. This might be illustrated fully from the history of physical science, for almost every great discovery has brought with it the condemnation of old practices and the introduction of new and more natural "methods."

Then, too, the exact knowledge of the processes taking place in teaching and learning is calculated to give the teacher a deeper sympathy with his pupils in practically every relation. For example, we know quite well that clearness of statement alone is not sufficient for the understanding of an author's works; to catch the standpoint of the author is even more essential—indeed the clearness of statement is only appreciated when the standpoint is realized. This means in practice that the teacher is led to realize in much more than the ordinary theoretical way that the standpoint of the boy or girl must be reckoned with, and that to use this well is at least half the art of teaching.

*In the fourth place*, psychology should both interest the teacher in and equip him for doing valuable work in the investigation of the psychological problems of general interest which arise in the class-room.

It seems to me that this side of a teacher's value to the community has been too often quite overlooked and hence no effort, or at least very little effort has been put forth to train him for this work or to compel him to realize the existence of such a duty. A teacher should do more than instruct the boys and girls who come to him, he has a duty also toward the community at large and especially toward those who lay down the courses of study and who largely make the conditions under which these are to be carried out in practice. This duty the teacher takes up in conventions and his voice is then heard in advice to or censure of the government and its officers, and doubtless good may be done in this way, but, after all, it is neither the most profound nor safest way of reforming the educational system. Majorities may move politicians but they