

As to the value of psychology as an introduction to the philosophical enquiries, an objection might be raised that all of them, philosophy, æsthetics and theology, claiming to deal with the true, the beautiful and the good as ideals, are ultimately based on metaphysics, and the less we have to do with metaphysics the better.

Modern philosophy, however, should not be confounded with the much-misunderstood and much-maligned mediæval disputations any more than modern chemistry with alchemy, or modern biology and medical science with the views of Theophrastus Bombastus Paracelsus. And even the superseded past should be remembered with some gratitude and respect as the progenitor of the present. "Honor thy father and thy mother." Those who cry out most loudly against metaphysics, past or present, are in almost every case the unconscious victims of the shallowest and most erroneous forms of metaphysical speculation.

It is philosophical speculation carefully conducted which has done most to expose false principles and to amend crude and erroneous standpoints. If we mean by philosophy, reflection on the meaning of experience, reconsideration of the significance of the results gained in scientific investigations, then, instead of saying no one should have anything to do with philosophy, we should rather say everyone should have something to do with philosophy.

Everyone who reflects on the meaning of life and its experiences, who desires to pass beyond the mere appearances and discover their worth and importance for life, conduct and destiny, is to that extent a philosopher.

It is necessary to specialize in science to gain results. But every scientist in every field has not only the privilege but also the duty to give more than mere details connected with his specialty. He should endeavor to give hints concerning their ultimate meaning as this is revealed to him. At any rate, the teacher cannot be a mere pedant. He must be a man as well as a scholar, and he will give a respectful hearing to such investigations and cultivate an intelligent interest in them. For this, psychology is a useful introduction and preparation. May we not conclude that psychology stands in such a central position and in such intimate connection with every branch of enquiry that it is peculiarly fitted to assist in their co-ordination?

## II.—THE TEACHER AS STUDENT.

It is scarcely necessary to say anything about the importance of continual study to the teacher. He must keep alive his interest in

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