

analysis, inquiring into the use and function of each particular which he inventories. The roots, the trunk, the branches, the leaves, the flowers, the fruit—all of them dead results in his first inventory—are to become vital or living by having their causal relations unfolded; each must be seen in its process as causing a new result and being itself the result of a cause lying back of it.

At first the dead results are separate items without unity. But when they have been interpreted by placing them in the causal process they get a unity through that process and the mind thinks them all in one inclusive thought. When we think things in their causes we think multiplicity into unity—many into one. Therefore in what we have called mental digestion, each fact is enlarged into a process and not any of the fact gets wasted but all of it is preserved and elevated into a higher form of reality.

2. Should pedagogy include medical and surgical pathology?

There is a movement in cities towards the appointment of examining or supervising physicians who are to inspect the schools periodically with a view to prevent the spread of contagious diseases. This movement is undoubtedly in the interest of public health and every city should consider its adoption. But there is another movement which looks towards the conversion of the teacher into a practicing physician or surgeon, and this is not to be commended. It is not well for the influence of the teacher that he become a specialist in diagnosing diseases. There is a psychological reaction upon the

mind in the study of pathology. The successful physician trains his powers of observation into the narrow field of morbid bodily condition. He trains himself to see symptoms of disease. And so nature and man come to be looked upon by a pathologist teacher as objects in a hospital or sick room. It is evident that no such habit can be formed in the mind of a teacher or a clergyman without diminishing his power in the school or the church. To cultivate one's observation in the question of pathology is to withdraw by so much one's power to notice defects in habits of study and to give the proper instruction required by the pupil in the mastery of lessons in mathematics or history or literature. It is not desirable to have the teacher's mind on the constant lookout for bodily abnormalities. Hence it is not best to require teachers to make a daily physical inspection of pupils in order to ascertain what diseases are incipient or chronic. Such inspection is perhaps desirable from time to time in city school systems but it should be performed by regular physicians.

What is said here of habits of observation directed upon disease may be repeated with more or less force against anthropological study when it goes so far as to become a hobby of the teacher. It may distract the teacher's attention from the proper instruction of the pupil in the course of study and in the matters of his behavior or deportment, and such a distraction will distinctly lower the capacity of the teacher for his proper work.