

are raised and from the investigation of which they must be finally solved, if, indeed, they are susceptible of solution at all.

The teacher is not a metaphysician and he need not be taught metaphysics but he should have some rather definite idea as to what these great problems are and how they arise, and it would be well if he had a sound basis of fact on which he can stand if he fail to reach a satisfactory solution of them. There is no way more accessible and from the point of view of time, more direct, which leads to this desirable end than that found in psychology properly presented.

But here one may well enter a plea along the line of the teaching of psychology. The *psychological* history of these great problems, especially as it has developed in Great Britain, should always be sketched in connection with the discussion of the problems. If this be not done the strong probability is that the teacher will fail to touch the real difficulties of the students and will simply give them another theory to place beside the ones they have already met in a more or less indefinite way. This practice is certainly to be condemned from a strictly educational point of view, for it must have the air of dogmatism to the student, however it be meant by the teacher and instead of real understanding of the solutions taught and appreciation of their value, it leads invariably to pure memory work, the very thing against which all educationists of insight must protest most strongly.

*In the second place*, psychology is of value to the teacher in that it is calculated to give him a sound introduction to and a clear idea of scientific method and the general relations of the various groups of sciences to each other.

Students follow scientific method in studying physics, chemistry, biology, physiology, etc., as well as in the higher work in literature, history, etc., but in no one department can they get more than such method as used in that one science and then, generally speaking, they get it only in practice and hardly ever realize the meaning of the method they follow—i.e. it is not definitely pointed out and discussed.

In teaching psychology, the very fact that it is, in its strictly scientific aspect, a recent development—it is not yet more than about fifty years old—almost compels one to discuss scientific method in an explicit way. This method is equally applicable to every science, for, since science can investigate only those facts of which someone