PSYCHOLOGY AND SOCIAL PRACTICE. *

In coming before you I had hoped to deal with the problem of the relation of psychology to the social sciences—and through them to social practice, to life itself. Naturally, in anticipation, I had conceived a systematic exposition of fundamental principles covering the whole ground, and giving every factor its due rating and position. That discussion is not ready to-day. I am loath, however, completely to withdraw from the subject, especially as there happens to be a certain phase of it with which I have been more or less practically occupied within the last few years. I have in mind the relation of Psychology to Education. Since education is primarily a social affair, and since educational science is first of all a social science, we have here a section of the whole field. In some respects there may be an advantage in approaching the more comprehensive question through the medium of one of its special cases. The absence of elaborated and coherent views may be made up for by a background of experience, which shall check the projective power of reflective abstraction, and secure a translation of large words and ideas into specific images. This special territory, moreover, may be such as to afford both sign-posts and broad avenues to the larger

* Address of the President of the American Psychological Association, New Haven meeting, December, 1899.