

est, and one of the sublimest of studies, which if pursued will yield a harvest the richness of which cannot be overestimated.

As to the possibility of this subject being successfully taught in our schools, it presents no more difficulties than are to be found in the teaching of Grammar, Arithmetic, or Geography. Of course, to expect the pupil to go into the higher problems would be just as foolish as to expect him to undertake the study of quaternions, or of the calculus.

In teaching this subject it is of vastly more importance *how* it is taught than *what* is taught.

Roughly speaking, we may divide subjects of study into two classes. First, those which depend principally upon the memory. Second, those which depend principally upon the reasoning faculties. In the first we may include History and Geography. In the second are Arithmetic, Algebra, Geometry and Logic. Economics belong to the latter class of studies. As these two classes of studies depend upon two different faculties, the method of teaching should be very different. No amount of cross-questioning can develop in the mind of the pupil the idea that William the Conqueror came to England in 1066. That is a fact which must be communicated to him, and which must be lodged in his memory, but when we come to the question of Economics, the student is already acquainted with a large number of the facts, and the principal duty of the teacher is to enable him to deduce the relationship of these facts, to enable him to co-ordinate these facts.

Allow me to give a brief description of two different teachers and their classes, and pardon me if I give exaggerated cases, in order to bring into stronger contrast the two different methods of teaching.

Teacher number one assigns a lesson—so many pages to be read and committed to memory—the time for recitation having come something like the following takes place.

"What is wealth?" asks the teacher.

"Wealth consists of those commodities that possess exchange value," replies the pupil.

"And how many conditions are necessary to exchange value?"

"Three."

"Name these three conditions."

"First, utility; second, exchangeability; third, scarcity."

"And what do you mean by utility?"

"The power to satisfy some desire."

Thus proceed question and answer, the pupil trying to store in his memory and repeat parrot-like the words or ideas of the text book.

Teacher number two proceeds in a different fashion. On the blackboard he writes the word "potatoes," beneath this he writes the word "digging," and between them draws a line, so that they stand in the form of a fraction thus—

$$\frac{\text{potatoes}}{\text{digging}}$$