

from the simple to the compound, from the known to the unknown, from the particular to the general." This maxim is true as far as it goes, but it must be observed that it covers simply the pursuit of knowledge, and that this is only one of the four products which a true method of education should invariably produce.

And just here let me state that the assumption seems to prevail from the Primary School to the University, that the chief if not the only work to be done during the various stages of an educational course, is to acquire a wide range of knowledge, hence the cramming of which we hear so much complaint at the present time. This assumption is a fatal mistake. Knowledge is a very important factor, but I maintain, that in the process of education, it should be subordinate to the other three factors; namely, the development of power, the formation of right habits, and the development of a correct and elevated taste. The old maxim, that "Knowledge is power," has deceived many. Knowledge is power in the limited sense, that a sharp two-edged sword is power. Knowledge, like the sword, is capable of doing execution when wielded by a man of power, of right habits, and of a correct and elevated taste; but alas for the man of knowledge where these are lacking.

Once more let me ask you to note that the process of induction is used only in acquiring first-hand knowledge; hence, its sphere from an educational standpoint is comparatively limited. By far the greater part of our knowledge is second-hand, and is accepted on faith rather than as the result of original inductions. In fact the inductive process should be used in the school-room, not so much to acquire knowledge, as to give to the mind a certain kind of discipline, and hence develop strength and habits of work, which can be gained only in this way. Believing as I do, that acquiring knowledge, either first-hand or second-hand, is only one and, perhaps, the least important of four classes of results, which should be secured to the pupil in the course of his education, I unhesitatingly state that far too much importance is attached by certain educators to the inductive method. This method should have its place in school work, but a great mistake is made when it is assumed that a large share of the mental discipline in Elementary Schools and Colleges should be of this nature.

In bringing this brief and hence necessarily imperfect paper to a close, I cannot perhaps better illustrate the fact that the teacher's labors, and, indeed, the process of education generally, lies largely outside of the so-called Inductive and Deductive Methods, than by indicating propositionally in one or two cases the nature of the work the teacher should perform for his pupil.

1. The teacher should seek at every stage of his work to place the pupil in such a position as will develop the power of acquiring new