

taught in secondary schools, and in what order; (2) what method of presentation is the most efficient; (3) how many week-hours per year should be devoted to each subject taken up; (4) what tests of proficiency in every such subject can be devised. The value of such an investigation as this is apparent. Its results will fix the standards of secondary school work in the United States, and great benefits will accrue not only to such schools but to the elementary schools and the colleges as well. To carry authority, however, the specialists must be selected with great care and their conclusions must be compared and co-ordinated by a representative body. The conference selected as such a body a committee of ten, as follows: President Charles W. Eliot, of Harvard University (chairman); Dr. William T. Harris, Commissioner of Education; President James B. Angell, of the University of Michigan; Mr. John Tetlow, Master of the Girls'

High School, Boston, Mass.; President James M. Taylor, of Vassar College; President James H. Baker, of the University of Colorado; President R. A. Jesse, of the University of Missouri; Mr. O. D. Robinson, Principal of the Albany (N.Y.) High School; Mr. James C. MacKenzie, Headmaster of the Lawrenceville (N.J.) School, and Prof. Henry C. King, of Oberlin College. This committee was confirmed first by the Council and then by the Board of Directors, and twenty-five hundred dollars were appropriated to pay the expenses of the investigations. This is a noble use of the funds of the Association, and, so spent, its value will increase a hundredfold. If this experiment is as successful as its friends anticipate, other investigation will undoubtedly follow, and, in undertaking them, the National Educational Association will become a practical power for good in the land.—*Educational Review*.

MIND STUDY—INDUCTION AND DEDUCTION.

GEO. P. BROWN.

SOME of those who have been reading these studies from month to month have requested that something be said about induction and deduction, and analysis and synthesis. This is a very natural request when we consider the confusion that must exist in the minds of learners after reading certain popular books on psychology and pedagogy. One of the most popular and widely read little books, by an author who speaks with authority to many teachers, declares that deduction is an analytic process, and that induction is a synthesizing process. Perhaps the next book read by the teacher declares that deduction is a synthetic and induction an analytic process.

When these doctors disagree, the really earnest student is prompted to seek for light by which he may solve for himself the mystery involved in his contradiction. If he should discover that each of these processes is both analytic and synthetic, his respect for his favourite authors may be preserved, and the entire subject cleared up in his own mind.

Induction always starts with a particular fact in its method of thinking. Its purpose is to discover the *law* by which the fact came to be. It seeks to explain the fact; that is, to discover its meaning.

Now, a *law* is something governing and common to a whole body of facts. The fact is the particular; the law