

to do so, with the understanding that I should present my views simply in outline, and in a somewhat propositional form, leaving time and opportunity for a thorough discussion by Members of the Association of the positions outlined.

There is much in the discussions of educational subjects at the present time, that is very misleading. This arises largely from the prevailing use of educational maxims and peculiar educational phrases, which, in a limited sense, embody some truth, but which, when made the foundation of a system of truth, lead to the most absurd conclusions and fatal results. This, I believe, is somewhat true of the subject now before us. It seems to sound very learned and scientific to talk of "Inductive and Deductive Methods in Education." Yet, if compelled to define the exact meaning of each of these methods, some difficulty might be experienced in determining in what sense education can either be inductive or deductive. In view of this fact, it is necessary before we proceed farther to fix in our minds clearly just what we mean by education.

EDUCATION DEFINED.

1. Education, in a broad sense, may be defined as that development or growth of a human being which is the product of the joint action of inherent natural powers and of external conditions or environments. In the ordinary or restricted sense, however, education means the legitimate development or growth of a human being which is the product of the joint action of inherent natural powers, and of external conditions or environments supplied by the agency of a teacher. This defines education simply as a product, but it must be noted that it is no more a product than it is a process. Hence I must add, that as a process, education means the course of training, instruction, and discipline through which a human being passes to acquire the full and legitimate exercise of all the organs of the body, the full and legitimate exercise of all the powers of the mind, and so much systematic knowledge as will fit him to use in an intelligent and efficient manner the organs of his body and the powers of his mind in performing physical, intellectual, and moral work.

In the discussion of our subject, it is important also to distinguish clearly between a general and special or professional education. Hence, I add still farther, in the way of definition, that a general and symmetrical education should include such a course of training, instruction, and discipline as will produce and maintain a normal and harmonious action of all the organs of the body, and of all the powers of the mind, and, hence, develop at the proper time and in proper proportions, physical and mental power, physical and mental habits, a comprehensive grasp of systematic knowledge, and a pure and elevated taste.