

Then, as everyone knows, the spirit of our age is scientific. The characteristic of Science is patient, thorough, systematic enquiry. Science needs no apology for its existence. It has established itself by doing its work, thus enforcing a lesson on the value of acting out our convictions if we wish others to believe in them. The influence of scientific thought and literature is felt by the student before he enters the university, and no one can take a university training without becoming more or less familiar with scientific methods. Since Bacon wrote his "Instauration of the Sciences" and exposed the various "*idols*" that hinder the attainment of truth, authority has been discredited in science. One of the first things a student of science learns to do is to mistrust his previous opinions. In many enquiries they appear to him as mere prejudices, preventing him from seeing the truth and giving an impartial decision.

Science.

We started with the assumption that we were to exclude all critical investigation of Ethics, and employ only the dogmatic method. But, as we have seen, the other influences that we have enumerated all concur in destroying the student's respect for the dogmatic method.

From the student's natural desire to exercise his own critical faculties and judge for himself; from the influence of critical and controversial literature; and from the more exact criticism employed by science, he is led to treat the dogmatic method with less and less respect. Mere authority becomes less and less trusted. Opinions that are supported only by authority, and shrink from critical examination, become suspected. The presumption is that they will not bear the light of investigation; that those who profess these principles, suspecting their weakness, are afraid of having them examined, thus proving that they themselves do not really believe in them. So reasons the young man. I do not ask you to take my word for it—that would be to employ the dogmatic method—but I think that if you carefully consider the matter you will reach the conclusion that those who employ the dogmatic method, with the very best intentions, nevertheless fail to reach the results they aim at, and instead of establishing anything or conserving it, lead to a distrust of the very principles that they consider too sacred for investigation.

Summary.

Results.

The dogmatic method of teaching is not, properly speaking, teaching at all, nor is learning in the dogmatic way, "study." It is