METHOD

By a *method* of education is meant the peculiar way in which a subject is learned or taught. In a more comprehensive sense: A method of teaching comprehends, not merely the way in which the subject matter is treated, but also the means, artifices, devices, forms of expression, etc., that are employed in conveying instruction to a class of children.

Strictly speaking, there are two methods: *Induction* and *deduction* or *synthesis* and *analysis*. In the method of *induction* or *synthesis* we ascend step by step from examples to rule, from known to unknown, from simple to complex, from the individual to the general formula; in the method of *deduction* or *analysis* we descend from rule to examples, from the general to the individual, from the abstract principle to the various particular forms which it comprehends.

A few examples will make clear the difference between the two methods: In teaching geography, to begin by definitions of geography, of the different terms used, then to treat of the different great divisions of the earth, is to follow the *deductive* method; on the other hand to begin at the schoolroom, where the sun rises, where it sets, the intermediate points, plan of the schoolroom, the surrounding locality, the village, town or city in which the school is situated, the county, the neighboring counties, the province, etc., is to follow the inductive method. In language, to begin by formal grammar and much later on to take up composition is to follow the deductive method; while to begin by composition and to take up formal grammar later on is to follow the inductive method. In grammar, to begin by definitions is to follow the deductive method while to begin by getting the child to make a number of statements about different subjects, then to lead him to discover the functions of the words used and to get him to define these words is to follow the inductive method, etc., etc. Dexter & Garlick, in their excellent Primer of School Methods, Longmans, Green & Co., 39 Paternoster Row, London England, give the following as the:

CHIEF DIFFERENCES BETWEEN THE TWO METHODS

1. Particulars (*i, e*, single cases) were first dealt with, and from these particulars cases general laws were inferred. This method of reasoning is known as **Induction.**	1. The general law was first enunciated, and particular cases were then shown to be examples of this general law. This method of reasoning is known as **Deduction.**
2. Induction is the method of *education.*	2. Deduction is the method of *instruction.*
(*a*) It is an *upward* movement of thought leading to definition, or rule, or principle, or theory.	(*a*) It is a *downward* movement of thought leading to a more perfect comprehension of the general principle, rule, theory, etc.