

This is the process by which children learn when left to themselves. But when the child is placed in charge of the teacher, the latter, while trying to make the child an instrument in his own instruction, smooths the way and renders the work of the child lighter and more interesting. If the method of instruction is rightly chosen with due regard, as has been said, to the matter and to the receptive capacity of the children, the latter are taken from the known to the unknown by gradual steps that render acquisition of knowledge and cultivation of the power a thing of easy and gradual growth. The right method contemplates teaching any branch of instruction by a series of lessons carefully arranged and graduated like the steps of a ladder, one step leading to another, till the end is reached. The teacher may attempt all these; but one condition must be fulfilled so that all his endeavours may bear fruit, *i.e.*, the regular attendance of the pupil. It unfortunately happens that in most of our elementary schools much of the efficacy of teaching is lost by the irregular attendance of pupils. The rules for examination under the results systems are partially to blame. Half-a-day's attendance of a pupil is taken as a whole day's attendance for purpose of eligibility for the examination of a pupil. For the cultivation of the powers it is essential that any scheme of lesson worked out by a teacher is fully grasped by the pupil and that no intermediate steps are lost. If regular attendance is secured, for which the earnest and active co-operation of the parent is essential, especially in the case of little children, the teacher will find it his duty to resort to the various means at his disposal to promote their attention and diligence in connection with their school work.

Strictly speaking there are only two methods of instruction, the Inductive and the Deductive methods. These

two methods have also been called the Analytic and the Synthetic methods. The use of these latter terms has been condemned by nearly all writers on education on the ground that great confusion exists as to their precise meaning, and "different authors have not come to an understanding as to the use of these terms." In the application of the Inductive method, the teacher starts with facts, and having made his pupils observe and test them, classifies them and leads the pupils to a law. By the Deductive method the teacher starts with truths, rules and definitions, explains and makes them understood, and then passes to the application of these rules, &c. to the particular cases that fall under the rules. These two methods are not always used exclusively in teaching, they frequently intermix, each being introduced to test and confirm the work of the other in the minds of the children. These being indicated as the fundamental methods of teaching, we should consider in what manner the knowledge is to be transmitted to the pupil. The method may be inductive or deductive; but it will make a great difference as regards the impressiveness of the instruction which of the following forms of communicating knowledge to the pupils be adopted. The teacher may by means of a continuous uninterrupted discourse, state by either method what he has to say; or he may, by means of questions and suitable hints and suggestions, lead the pupils to comprehend what is placed before them. Hence we may indicate two subordinate methods, the method of Exposition and the method of Interrogation.

Each of these methods has its own advantages and disadvantages in relation to its sphere of application. While one is the suitable method to resort to, another is to put a square thing in a round hole.—METHOD in *Madras J'n'l of Ed.*