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METHODS OF TEACHING—THEIR USES AND ABUSES.

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Since the term "Method of Teaching" conveys many differing ideas to different teachers, it is necessary at the outset to consider what is meant by the term, that we may have a common understanding of that about which I am to speak.

Methods of teaching are divided into two classes—*analytic* and *synthetic*. By the *analytic method* the pupil's attention is first directed to the object, or the subject matter as a whole, and then to its several parts; after viewing it as a whole, it is taken to pieces, and each part carefully examined and the facts observed are noticed. This process is also called the *deductive method*.

By the *synthetic method* the pupil's attention is first directed to the parts of the object, or the subject matter, and then the parts are put together, and the result noticed. This process is called the *inductive method*. By this method we proceed from the particulars to the general. By the analytic method we proceed from the whole to the particulars. Since neither of these methods is completely adapted to all subjects of instruction, it must be evident that any plan of teaching, which is limited to either of them, cannot be generally successful. Hence an attempt to make all modes of teaching conform to either one of these methods would be an abuse of that method.