en sint al cost PREPACE Carton get

intersection suited and souther the

EAST.

点贸易点!

THERE are two mehods of teaching: the synthetic, and the analytic. In the synthetic method, the pupil is first presented with a general view of the science he is studying, and afterwards with the particulars of which it consists. The analytic method reverses this order : the pupil is first presented with the particulars, from which he is led, by certain natural and easy gradations, to those views which are more general and comprehensive.

The Scholar's Arithmetic published in 1801, is synthetic. If that is a fault of the work, it is a fault of the times in which it appeared. The analytic or inductive method of teaching, as now applied to elementary instruction, is among the improvements of later years. Its introduction is ascribed to PESTALOZ-ZI, a distinguished teacher in Switzerland. It has been applied to arithmetic, with great ingenuity, by Mr. ColBORN, in our own country.

The analytic is unquestionably the best method of acquiring knowledge; the synthetic is the best method of recapitulating or reviewing it. In a treatise designed for school education, both methods are useful. Such is the plan of the present undertaking which the author, occupied as he is with other objects and pursuits, would willingly have forborne, but that, the demand for the Scholar's Arithmetic still continuing; an obligation, incurred by long-continued and extended patronage, did not allow him to decline the labor of a revisal, which should adapt it to the present more enlightened views of teaching this science in our schools. In doing this, however, it has been necessary to make it a new work.

In the execution of this design, an analysis of each rule is first given, containing a familiar explanation of its various principles; after which follows a synthesis of these principles, with questions in form of a supplement. Nothing is taught dogmatically; no technical term is used till it has first been defined, nor any principle inculcated without a previous developement of its truth; and the pupil is made to understand the renson of each process as he proceeds.

The examples under each rule are mostly of a practical nature, beginning with those that are very easy, and gradually advancing to those more difficult, till one is introduced containing larger numbers, and which is not easily solved in the minds then in a plain, familiar manner, the pupil is shown