



as Pres. Woolsey of Yale put it. "It is one of the chief functions of the school to train the pupils power to acquire knowledge from books, to master the printed page.

These three methods may be profitably combined in one lesson. By a simple object the pupils may be led not only to observe but to know by thinking more than the senses disclose and by the telling of some fact their curiosity and interest will be aroused and sustain the needed attention.

There are other methods often mentioned in works on pedagogy which I will discuss briefly. First the Analytic which is taught by beginning with a whole and proceeding by analysis to the constituent parts or elements. For example a word is taught and then its letters and sounds.

Second the Synthetic which is beginning with the parts and proceeding to the whole as for example teaching sounds or letters and finally forming the word.

These methods are of necessity closely related and combined and a method takes its name from which ever of these methods it begins with. There does not seem to be sufficient ground to base general methods of instruction on a union of these two methods. These terms are more properly applied to processes as in the expressions, chemical analysis, botanical analysis, phonic synthesis and synthetic construction.

The processes of Induction and Deduction are also made a basis of method of instruction. Induction means that which begins with particular facts and proceeds to the whole.

Deduction means that which proceeds from the whole to the included facts.

Since many subjects cannot be considered as a whole as for example history and many generalizations would be reached through induction which would not be truths; therefore these methods are too limited to be called general.

Correlation is also exploited as a method and while useful in many subjects such as history and geography, it too often means a mere sandwiching of two subjects and should be considered as a principle which may give valuable results in some cases and not a