

**EDUCATIONAL PSYCHOLOGY  
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INDUCTIVE VERSUS DEDUCTIVE  
METHODS OF TEACHING: AN  
EXPERIMENTAL RESEARCH**

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Educational Psychology Monographs, No. 11. Inductive Versus Deductive Methods of Teaching:  
An Experimental Research by W. H. Winch

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**INDUCTIVE vs. DEDUCTIVE METHODS  
OF TEACHING**

Educational Psychology Monographs

Edited by Guy Montrose Whipple

No. 11

Inductive versus Deductive  
Methods of Teaching: An  
Experimental Research

By  
W. H. WINCH

External Member of the Psychological Board of Studies for the University of London  
Chairman of the Committee of the Teachers' Guild of Great Britain and Ireland  
on Psychological Research in Schools; Lecturer for the London County  
Council on Pedagogical Methods in Schools.

*Author of "Problems in Education," "German Schools," "When  
Should a Child Begin School," etc.*



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### EDITOR'S PREFACE.

It affords me great pleasure to call editorial attention to this interesting and instructive contribution to experimental pedagogy. Mr. Winch writes with the authority of long experience born of his professional duties as one of the official inspectors of English schools. He is, indeed, well known as the first Englishman to bring the technique of experimental and statistical methods to bear upon the actual practical problems of the school.

Those who have followed with any care the modern developments of educational theory know how significant is that trend of investigation which seeks to study the concrete problems of education at first hand in the classroom and with all the exactness of experimental control. The movement for experimental pedagogy is yet in its infancy, but it has already shown the possibilities that lie before it. In the *Journal of Educational Psychology*, with which this series of *Educational Psychology Monographs* is affiliated, there has appeared of late an important series of articles which show for various school subjects what important problems offer hope of solution by experimental investigation. This monograph presents what is at the very least a first approxima-



tion toward the solution of one of these vexed questions of educational practice: Is it better to follow deductive or inductive methods in the teaching of various types of subject-matter? The presentation has the special merit of being sufficiently detailed that any teacher who desires to do so may of himself repeat the experiments and verify the conclusions.

G. M. W.

### AUTHOR'S PREFACE.

This is, I believe, the first attempt to decide between the conflicting claims of 'inductive' and 'deductive' methods by experimental procedure. In the 'world of science' it is not usual for results to be accepted unless the methods by which they have been obtained are described in such detail as enables other workers to repeat, corroborate, or modify them. Nor are they regarded as valid unless they are obtainable under widely differing external circumstances. To produce similar evidence for educational science will be the aim of all serious workers in education during the next two or three decades, and I am therefore offering this research as a contribution to the scientific knowledge of the results of inductive and deductive methods in actual application under school conditions.

I am quite well aware that much valuable knowledge is collected by school administrators and school inspectors during the ordinary course of their work. They know much about the results of the application of different methods in different schools. But to disentangle all the contributory factors—even to realize them—is very difficult, and inspectors are likely to be misled; for the teacher is, naturally, mainly desirous of showing that his school is a good one, and not of

settling, by experimental tests, the value of a particular method. The work reported in this monograph is not subject to this source of error, since the teachers, in this case, were working *with* the experimenter, and not *against* him. It is my firm and ever-growing conviction that without that kind of co-operation on the part of teachers there can never be, in an applicable sense, a 'Science' of Education.

W. H. W.

London, September, 1912.