Teaching dialectic stage children Logic, then, the science of reasoning well, of determining truth from error and of valid inference, is critical. Logic gives children the tools they need to question accurately and arrive at valid conclusions. Dorothy Sayers, in her famous essay *The Lost Tools of Learning*, says about its importance:

“Is not the great defect of our education today--a defect traceable through all the disquieting symptoms of trouble that I have mentioned--that although we often succeed in teaching our pupils ‘subjects’ we fail lamentably on the whole in teaching them how to think?”

In our homeschool, the subject of Logic replaces the subject of Grammar in the curriculum. Logic includes the study of inductive and deductive reasoning. Formal Logic deals with deductive reasoning, and Applied Logic, of which the scientific method is a part, deals with inductive reasoning. A more thorough explanation of Logic can be found in *The Subject of Logic*.

In the other subjects, the focus is on the analysis of the subject material. In history, a grammar stage child wants to know what happened; a dialectic stage child wants to know why it happened the way it did. Events and persons can be compared and contrasted; cause and effect can be explored. In the classical languages, the transfer is made from learning vocabulary exclusively to learning grammar - how the vocabulary is strung together. In science, the spotlight moves from learning the facts of the natural world, to learning why and how the laws of nature affect the natural world the way they do. Geography, the study of the physical features and the nations of the earth in the grammar stage, is in our homeschool replaced with government, the study of how the nations of the earth organize themselves into functioning societies, why this government or that one is either a good or bad organization, and what the Bible says about it all.

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