

THE PUPIL

LESSON I.

THE TEACHER AND HIS WORK.

INTRODUCTORY.

He who would succeed as a teacher must know the truth and appreciate it; must understand his pupils and sympathize with them; and must perfect himself as the chief active agent in instruction and discipline. This booklet deals directly with the second and third requirements, and only indirectly with the first.

Stages of Development.—The life of a human being naturally divides itself into periods, which, although they imperceptibly merge into one another, have their outstanding characteristics. Infancy, childhood, youth, manhood—each has its needs and its possibilities. The teacher must have continual regard to these in his efforts at instruction and discipline. A man is not merely an overgrown child. The two differ in bodily proportions and in details of bodily structure. The intellectual and moral differences are even more marked than the physical. Because of bodily differences it is generally recognized that food, exercise and rest must vary with age and development. It is not so clearly recognized that in intellectual, moral and spiritual culture there should be "milk for babes and strong meat for men." In these pages an attempt will be made to indicate the chief characteristics of each of the four periods mentioned, and to suggest the pedagogical bearing of such truths as are enunciated.

Teaching as Life Building.—The highest conception of teaching is set forth in the divine utterance, "I am come that they might have life, and that they might have it more abund-