

exists he will be sensitive to the pupils' wants and difficulties and will be ready at once to render necessary help.

(b) The habit of observing closely the countenances, acts, language and manners of the pupils, and reading from these their wants and difficulties.

3. *The teacher should possess the power of inventing simple and pertinent illustrations at the time they are required in class, which will call into service the pupil's present knowledge, and hence place him in a position to understand the difficulties encountered and to perform the required work.*

(a) This power, so far as it is acquired, is the product of a persistent effort, to note the difficulties that may occur, from all possible standpoints, and to devise simple illustrations, by which these difficulties can be made clear to a pupil occupying any one of these standpoints. This effort be put forth, while examining the subjects, before presenting them to the pupils.

(b) When the teacher prepares his work for classes as indicated in (a), he will form the habit of noting difficulties and how they can be made plain, and hence will very soon accumulate a large range of illustrations which will only require to be slightly changed to apply them to new difficulties as they occur in class.

4. *The teacher should possess sufficient knowledge to enable him to guide the pupil properly in acquiring a correct and thorough knowledge of the subject taught.*

This includes, at least, the following:

(a) A correct and exhaustive know-

ledge of the subject presented to the pupil;

(b) A thorough knowledge of such subjects as have a necessary connection with the subject presented:

(c) A correct and thorough knowledge of each pupil's present attainments, and of his present and past environments;

(d) A correct and thorough knowledge of the connection which the subject presented sustains to the pupil's previous work.

5. *The teacher should make special preparation upon each subject before attempting to present it to his pupils.*

This includes at least, the following:

(a) He should fix in his own mind definitely and clearly the results which he proposes, in the course of the discussion of the subject, to fix in the minds of his pupils.

(b) He should analyze the subject to be presented into separate dependent parts or units, adapted to the peculiar stage of progress of the pupils, and he should hold these parts in his own mind as a unit, that he may be able to present them to the pupils in the order of their dependence, to study and analyze into other dependent parts.

(c) He should note the *root thoughts*, or important points in the lesson around which details are naturally grouped, that he may emphasize thoroughly these points in his teaching.

(d) He should select with great care all the points in each lesson that need special explanation, and prepare, before going into the class, simple and pertinent illustrations, by which each of these points can be made plain to the pupils, and fixed in their memories.