

ples are mastered, larger numbers may be used and written work assigned. One of the essential conditions of good work is a right feeling between teacher and taught, and nothing will develop this like sympathetic oral teaching. A word of help at the right moment, a smile of encouragement, a directive question—all these are the natural accompaniments of good oral teaching, and they are lacking in seat exercises.

Teachers should not fail to take advantage of the opportunity afforded by this study for developing in pupils the power and habit of attention. This power is necessary not only in the solution of problems, but is demanded in a high degree in the formal exercises in the simple rules. Above all is it called forth in that oral teaching which is employed when new principles are being introduced.

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In this book rules and definitions are called for in very many cases. It should be kept in mind that the making of a rule by a pupil is a valuable thought exercise, and that clear definition is necessary to clear thought. Percentage was introduced in the previous grade, and is now dealt with more formally under the headings Profit and Loss, Commission, Insurance, etc. Many business forms are presented, and others should be supplied by teachers. It is again urged that the logical processes be emphasized. Frequently pupils may be asked to indicate only the steps of analysis that would lead to the correct solution of a given problem.