

poses, namely: to record present consciousnesses and experiences of the mind for future use; and to make known the consciousnesses and experiences of one mind to another.

(c) The intelligent use of a word must always be preceded by a perception of the realities which the word is used, by good authorities, to call into consciousness.

(d) The intelligent statement of a definition must always be preceded by a clear and distinct perception of each of the elements that compose the thing defined.

(e) The intelligent statement of a rule or formula must always be preceded by a clear perception of each step in the process expressed by such rule or formula.

(f) The intelligent statement of a cause, principle, or law, must always be preceded by a perception of the facts which make manifest the true nature of such a cause, principle, or law.

(g) The intelligent statement of a course of reasoning must always be preceded by a clear perception of the data on which the reasoning is based; of the conclusions to be established; of the relation of each subordinate conclusion to its premises; and of the relation of each subordinate conclusion to the final conclusion.

7. *The mind reproduces or recalls its former states and experiences through the association of these states and experiences with what is present at the time they are to be recalled.*

Hence, in order that the knowledge and experiences acquired by the pupil may be kept fresh and vivid, and may be of practical use in after life, the following course should be pursued:

(a) The pupil's work should be conducted so that, as far as possible, the knowledge acquired will be associated with what will occur in the ordinary experience of an average life.

(b) The pupil's knowledge of facts, principles, laws and processes should always be acquired through, and in connection with, the conditions that will actually exist when they are to be recalled for use in after life.

(c) All the pupil's knowledge and experiences should be sharply associated with the words which will constitute the pupil's working vocabulary, so that they may be constantly recalled by the use of these words in practical life.

(d) The knowledge of a language should be acquired by associating its words with the words of the pupil's mother-tongue and with the experiences which will occur in the pupil's daily life, so that the vocabulary of the acquired language may be kept constantly fresh in the mind.

## II.—MEANS OF TEACHING.

Teaching proper may be defined as the process by which the teacher places the mind of the pupil in such a condition as will, through its own activity, produce in him, in its integrity, a required feeling, perception, concept, judgment, course of reasoning, action, course of action, taste or habit.

The means by which the process of teaching should be carried on may be grouped under four heads.

1. *The use of special arrangements of the work to be performed by the pupil, or of the elements of the subject-matter under his examination.*

The teacher, in using this means in carrying on his work, must have regard to the following hints:

(a) The work of the pupil as a whole, and each daily exercise, should be arranged with the strictest regard to his age, strength and peculiar environments.

(b) The arrangement should be such that each step prepares the pupil thoroughly to perform the step immediately following with the least possible assistance from the teacher.