

form—that of examining into the *results* of the general instruction, and administering that advice and assistance required in each individual case.

Many teachers are at as great a loss to know *how to teach*, as the pupils are *how to write*, and the sight of such a teacher roving among listless pupils is a pitiful one indeed, but common to behold. In imparting special *instruction you should*:

1. See that every pupil is writing in the *right place*, copy, column, word, and if guide-lines are ruled as in Beatty's copy-books, on the *right lines*, spaces, etc.

2. See that the *pen* is held correctly and the *writing position* of the body, fingers, etc., is maintained by each pupil.

3. See that every pupil clearly comprehends *what is to be done*, and *how to do it* as directed. Experience will enable you to do all things at a glance, and administer the necessary instruction readily where needed.

It will thus be apparent that faithful, conscientious teachers will not allow their attention to be diverted from the writing, or to be divided between teaching and other subjects, such as writing up records, footing up registers, gossiping, etc.

The ruling in the copy book should be explained,