

2. *The mind can exercise only a definite amount of energy at any one time. This amount varies with age, natural capacity and degree of development.*

Hence, the teacher, in performing his work, should regard the following :

(a) The undeveloped mind, such as that of the child, can give attention only to one thing at a time.

(b) In all explanations only one step should be presented at a time, and that step should be held before the mind until it is so sharply defined that it requires but little energy to hold it while a new step is undertaken.

(c) All illustrations should be simple and familiar in order that the mental energy of the pupil may not be diverted from the very thing illustrated.

3. *The mind proceeds from the simple to the complex, from the known to the unknown, from the particular to the general.*

Hence, the teacher should arrange, in all cases, the pupil's subjects of study,

(a) So that what is complex is preceded by the elements of which it is composed ;

(b) So that the unknown is made manifest through its relations to the known ;

(c) So that a sufficient number of particulars must be examined before general propositions or statements are required.

4. *The mind perceives wholes first, then parts ; differences, then similarities.*

Hence, the teacher, in performing his work, should regard the following :

(a) The first perceptions of every complex object of study are vague and indefinite. They are made distinct, definite and comprehensive, by comparison, by which the whole is analyzed into its distinct parts or elements.

(b) Any object or subject of investigation should be studied by resolving it, first, into such parts or units as the mind can view in one act or take in as a whole, then these parts into other parts, and so on.

(c) Each object or subject of study should be analyzed by the teacher into such dependent parts or units as the pupil can take in as a whole ; and these parts should be assigned to the pupil for study and to be analyzed by him into other dependent parts or elements.

(d) The parts or units into which the teacher should analyze an object or subject of study should vary in breadth or size according to the strength of the average mind of the pupils for whom the analysis is made.

5. *The mind must gain through the senses its knowledge of every thing external to itself.*

Hence, the teacher, in performing his work, should regard the following :

(a) The greatest care should be taken to develop the power of each sense by constant and properly arranged exercise.

(b) In every case where possible, when an object is first studied, it should be present to the sense.

(c) When the object studied cannot be present to the sense, as in geography and similar subjects, models should be used, and where this cannot be done, drawings and pictures should be used.

6. *Words, either spoken or written, are simply instruments through which the mind recalls past experiences into present consciousness.*

Hence, the teacher, in performing his work, should regard the following :

(a) The meaning of a word consists of the entities or realities which the word serves to call into consciousness ; first, when the word is used alone ; second, when used in connection with other words.

(b) Words are used for two pur-