

experience of the child. He should try to find out the relation between what the child already knows on the one hand and what he is giving to him. He has to link the old with the new. Information, skill or appreciation has to be associated with the past experiences of the child. There is no doubt it is valuable to link up new information with the past one but of greater importance than this is linking it up with some form of past activity, mental or physical. But it may not be possible to link every information, skill or appreciation with an active experience of the child gained in the past and the teacher should try to do so, as much as possible.

3. The Principle of Interest. Learning takes place when the learner feels the need of it. The stronger the need the greater or more effective is the learning. The child feels interested in what satisfies his propensities, desires and purposes. The teacher's task is to study needs and purposes of the child and arouse and sustain his interest in the lesson.

4. The Principle of Definite Aim. There should be a definite aim for every lesson. The teacher should be clearly aware of the aim and would let the pupils know the purpose of the lesson to be taught, for, if they are kept in dark about the specific aim or objectives of the lesson they will not attend to it. For example, if the teacher's aim is to teach a certain language skill (i. e., skill in reading or comprehension) he must be clear about it and the pupils should also be made clear about conscious of the aim.

5. The Principle of Selection. Once the teacher decides what specific objectives he wants to achieve through teaching a particular lesson, he has to select very carefully those teaching points which will serve his purpose most. For example, if the aim of teaching a poem is its appreciation, the teacher will have to select only words or idioms which will help him in his objective. He cannot deal at length with every new word or idiom that happens to come in the poem. The success of the lesson will depend upon the ability of the teacher to select well.

6. The Principle of Division. A lesson has to be presented in definite steps or stages because it is only then that the child can follow it. As one step leads to another, so bits of knowledge are swallowed one by one. If the material to be taught is not so divided into definite steps, the presentation is liable to become mixed and confused. For example, when a knowledge lesson is being taught, the subject matter may be so divided that the child may clearly perceive the steps the teacher is following.

7. The Principle of Revision or Recapitulation and Practice. Practice increases the speed of the learning process. It is particularly true of skill lessons where practice forms the major part. Even when new knowledge is being imparted it becomes necessary to revise it at the end

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