

experiences and new knowledge, without any aid from the living teacher.

I suggest that this can be done most successfully :

(a) By arranging the pupil's work in such a manner that each step prepares him thoroughly to perform the step immediately following without any aid from the teacher or other sources. The arrangement of the work should in every case be adapted to the age, strength, and peculiar environments of the pupil.

(b) By the use of an illustration or series of illustrations which will place the subject under consideration in such relation to the pupil's mind as will enable him, by his own effort, to perform the work proposed. All illustrations used for this purpose should be selected from what is known and familiar to the pupil, should be simple and clear, should be new, striking, and forcible, and should be presented so as to direct attention sharply to the thing illustrated.

(c) By proposing a question or series of questions which will place the pupil's mind in a condition to apprehend clearly the work to be done, and which will enable him by his own effort to do what he apprehends.

In pursuing this course only such questions should be asked as will stimulate the pupil to question himself, and hence enable him by his own effort to perform the work proposed. Each question should originate in a present and conscious weakness or difficulty of the pupil, and should be directed to the pupil's weakness or difficulty in such a manner as to render him simply the help necessary in his present condition.

(d) By giving the pupil a direction or suggestion which will place him in a proper condition to do his work.

Such directions or suggestions should not be in the form of specific rules which the pupil is to follow blindly. They should simply indicate the work to be done, and hence confine the pupil to the kind and course of effort necessary to do it.

2. The teacher should seek, at every stage of his work, to place the pupil in such a position as will cause him to form habits of doing mental work, that will enable him, unaided by the teacher or other help, to examine new subjects in such a manner as to reach reliable results.

I suggest that the formation of the following habits of doing mental work will accomplish the end here proposed.

(a) The habit of giving close attention, or of excluding from the mind everything that does not pertain to the subject under consideration.

(b) The habit of making observations and experiments in an orderly, accurate, and exhaustive manner.

(c) The habit of reasoning closely and accurately upon all subjects studied.