

so expressed and so directed to the pupil's weakness or difficulty as to render him just such help as he is incapable, in his present condition, of rendering himself.

(f) Each question asked should be short and free from ambiguity.

(g) The order in which questions should be asked should always be determined by the condition of the pupil's mind with reference to the result to be secured.

4. *The use of specific directions or suggestions is the fourth means of teaching.*

Such directions or suggestions should conform with the following :

(a) The object in giving directions or suggestions to the pupil should be simply to place him in a proper attitude or condition to perform for himself the work required.

(b) Directions or suggestions should never be in the form of specific rules which the pupil is required to follow blindly in performing his work.

(c) They should simply indicate to the pupil how he is to find out what he must do to secure the required result.

(d) They should be such as will confine the pupil strictly to the kind and course of effort necessary to secure the required results.

III. QUALIFICATIONS FOR TEACHING.

Qualifications for teaching are both natural and acquired. Teaching is an art as well as a science. And, in as far as it is an art, so far power and efficiency, is largely the product of severe and persistent training. The sculptor, painter, or musician, however great the natural talent, cannot rise to the first rank among masters if he neglects or is unwilling to submit to the severe training necessary to place his whole being in the right condition to execute his pure and exalted ideals. Teachers must, in like manner, whatever their natural

gifts, submit to severe training if these gifts are to be fully and efficiently utilized in their profession.

The following propositions and suggestions regarding the teacher's qualifications should be carefully noted :

1. *The teacher should possess the power of holding vividly in his mind, while conducting his class, the results which he seeks to secure and the general course the pupils must pursue to reach these results.*

(a) This power is largely the product of constant practice in making analyses and in forming descriptions, definitions, etc., not by recalling the words of another, but from the picture held in consciousness of the thing analyzed, described, or defined. Where this course is persistently followed, it will develop, in time, the power of forming vivid mind-pictures of everything undertaken.

(b) The exercise of this power depends upon having formed the habit of retracing carefully, after a result is reached, the course pursued in reaching it, and noticing the mistakes made. A teacher who has formed this habit, when required to guide another in doing a piece of work, will at once recall a vivid picture of the course he regarded as the best when he performed the same work himself.

(c) Where the teacher is defective in this power, every step in his work must necessarily be detached. What he does for his pupils must lack unity and point, hence the pupils' efforts must be largely wasted upon what has nothing to do with the result sought.

2. *The teacher should possess the power of perceiving quickly and sharply, while performing his work, the real condition of the pupil's mind with reference to the results sought to be secured.*

This power is largely the product of (a) The teacher's sympathy with his pupils in their work. Where this