

(c) The arrangement should be such that each step will rouse the pupil's inquisitiveness with reference to what is still in advance; in short, will leave the mind dissatisfied with its present experiences of the subject under consideration, and create in it a thirst for farther light, and clearer and more extended experiences.

(d) The arrangement should be such as will naturally and necessarily prepare the pupil's mind to receive and understand all subjects directly related to the one under consideration.

(e) The arrangement should be so natural that no waste of mental energy is required of the pupil in fixing the products of his efforts in the memory, so that they may be readily recalled into consciousness, vividly and in their integrity.

2. *The use of an illustration, or series of illustrations, by which the mind of the pupil may be placed in near and vital relation to the real object he is investigating or seeking to understand.*

In the use of this means the following should be carefully noted:

(a) The object of every illustration should be to place what is under consideration in such relation to the pupil's mind that he may be able by his own effort to perform the work assigned. When illustrations are carried beyond this point they are an evil and great injury to the pupil.

(b) All illustrations 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) An illustration fails of its purpose if the pupil's attention is so diverted that the illustration itself becomes the object of study instead of the thing illustrated. This is frequently the result where complex and dazzling illustrations are used.

3. *The use of questions is the third and perhaps the most important means of teaching.*

Questions, with reference to the teacher's work, may be grouped under three classes, namely: Stimulating Questions, Testing Questions and Developing Questions. Each class differs from the other two in the end which the questions serve, and hence in the form and nature of the questions. An explicit statement of the relation of these three classes of questions to each other, and the use to be made of each by the teacher, must be reserved for another article. The following suggestions, however, should be noted:

(a) The pupil should be as much the questioner as the teacher. Indeed, until the pupil can ask intelligent questions on the subject under consideration he gives no clear evidence that he understands it. But more, until he can question himself closely upon his subjects of study he has not acquired the true power or art of study, and can receive but little benefit from his efforts.

(b) From what has just been said it follows that the teacher should encourage, in every possible way in his power, the habit, in the pupil, of sharp self-questioning as a means of solving and explaining difficulties, and of gaining clear views of truth. Only such questions should be asked by the teacher as the pupil fails to ask, or is incapable of asking of himself.

(c) The teacher's questions should be of such a nature as to stimulate the pupil to question himself, and to put forth special efforts to master his subject without the assistance of others.

(d) Each question asked should originate in a present and conscious weakness or difficulty of the pupil, which is clearly perceived by the teacher.

(e) Each question asked should be