

the children to be educated will be called upon, as men and women, to perform, and also with the condition of body and mind needed for the best service to others and for the greatest personal happiness. It implies a clear conception of the knowledge, power, and habits which future citizens will need.

2. He must be acquainted with the process of education as it takes place in the mind of the child. He must know all the activities, physical, intellectual, æsthetic and moral, which result in the transformation of the child from what he is at the beginning of the process into what he should be at the end. He must know the relative amount of these various activities and the necessary order of their sequence; otherwise he cannot adapt his programme to the developing minds of the children, and to their successive states of knowledge of the same subject matter.

3. He must know the different classes of educators, and the part that each class is to perform in the work of education. He must separate the duties of the family, civil society, the state, and the church, from those of the school; and he must assign to each its proper functions. If he has not done this, he is likely to undertake to give the child his entire education in school; thus assuming the duties of all the fundamental agencies of education and putting upon the school the responsibility which should be shared by the family, civil society, the state, and the church.

4. He must know the means needed for causing in the child that part of the process of education which should be performed in school. He must understand the office of direct observation. He must know what part of the mental activity needed for the equipment of the child with knowledge and power can come from direct perception alone. He must under-

stand the office of minerals, plants, animals, atmospheric phenomena, and the movements of the heavenly bodies, in the excitation of the mind to action. He must know the place of oral instruction in education; and he must see clearly the use, and the time for the use, of books as stimulants of the mind. Without this knowledge it will be impossible to arrange a course of study with the proper coordinations and subordinations of subjects. It will be impossible to arrange for the taking up of different subjects at the right time and in the right order, so that subjects will begin together that ought to begin together, and so that those which ought to follow will follow in due order, and so that the different parts of the same subject will succeed one another in an order corresponding to the successive stages of the mind's different kinds of activity.

5. Before a man is prepared to make a course of study, he must be fairly familiar with the doctrine of educational values. He must be able to distinguish between the knowledge and mental training resulting from the pursuit of any branch of study, and to estimate the value of each separately and of both together. He must be able, for example, to take the subject of arithmetic under consideration, and to decide just what amount of knowledge of addition, subtraction, multiplication, division, denominate numbers, common and decimal fractions, percentage and its applications, powers and roots, mensuration, and so on, is essential to the duties of the future men and women, who, as children, are to be educated in the schools. Then he must be able to understand clearly the effect upon the minds of the children of acquiring this knowledge. And, finally, he must be able to decide whether there is any additional training of the mind, either in the development of power or