

contend for the memorizing of facts and definitions is rapidly decreasing.

Everywhere teachers are demanding ways and means to accomplish their work in view of advanced ideas. There is an earnest desire on the part of every true teacher to be abreast of the times. Teachers realize as never before the need of careful preparation and scientific methods. Anxious to secure the highest results they look about them for the means to accomplish the desired end. Believing that successful teaching lies along the line of a good method they select one of the excellent ones in which our educational papers are rich. They study the method carefully; in fact, every detail is committed. The teacher brings before her class the plan she is to follow. The questions are asked and facts called forth just as the method required. Yet, as she ends the lesson, she is conscious that something is wrong; she tries to close her eyes to the fact that her pupils have not grasped the thought. She tries again the next day, and the next with the same results. What can be the trouble? Surely, it cannot be the method. It must be her class are unusually dull. She begins to commiserate herself on having to teach such a class. She has followed her receipt. Is it her fault if the result is a failure?

An occurrence in the school of a large city may illustrate the case.

A class in one of the lower grades were to have a lesson in numbers. All the physical requirements were met, and the fifty pair of eyes were turned toward the teacher. As the lesson proceeded we watched with interest each stage of development. During the twenty minutes given to the lesson the teacher's mind did not once go out laden with the thought of the lesson to meet the little minds stumbling in the dark.

The wheels, 'tis true, went round and round,
But in that mill no grist was ground.

The little hands moved the beads and the class said the answers as directed, but beyond those beads and those answers their minds were not led. The smile of satisfaction on the face of the teacher showed she was content. On the part of the class there was no comprehension of the truth to be taught. Yet the method was taken word for word from a work of excellent authority. As the lesson ended we could not refrain from thinking truly, "It is the letter that killeth."

In how many class-rooms dry bones, in the form of a method, without the soul are brought before the classes. The body without the spirit, the machine without the power, the locomotive without the steam. What can we expect?

A teacher must be greater than her method. She must shine through it and around it. Her thought must be the steam that shall move the wheels that drive on the train of thought. Have you ever noticed what a simple thing is the telegraphic instrument apart from the wires? What a wonderful one when connected with the current! Our method may be but simple, but if we send through it a current of enthusiasm, we cannot fail to awaken the idea that may stir a century. Any method can be of use only when it leads along paths formerly traversed into newer and brighter beyonds; when the new comes upon the old so gradually that the old seems new and the new but a part of the old.

It is to unfold matter so logically that the learner hardly realizes he is taught until the fact is entirely within his grasp. Method is to the matter as is the brush to the artist, the pen to the writer; it is but a tool for the work. When matter is lost in method, then the usefulness of the latter is past. The cloth is not for the pattern, but the pattern for the cloth. We have all seen some of the most approved methods fail even in the hands of ex-