

I assume, therefore, that the modern teacher has, or will presently have, the right to import his 'or her personality into school-room work and conduct classes in accordance with personal talents and aptitudes. This includes the necessity, to a certain extent, of experiment. This tentative process, however, need not exceed in any way prescribed educational principles and customs, so far as these are universally admitted to be beneficial. It may simply be applied to the best methods of imparting instruction entirely within the limits of these prescriptions, but with the element of the teacher's personal aptitudes and fitnesses taken into the account. It is in this adjustment of personality to the needs of the school-

room that the teacher gains much of that higher self-teaching which is necessary to successful professional work. If teaching is a science, then this is the true inductive method of pursuing it.

Such, then, are some of the means of school-room culture for teachers. It is a sad mistake to think that when one enters upon the active work of teaching, the period of preparation for that work has passed. On the contrary, the most important stage of it has just begun. The school-room is a post graduate normal course, and, like all post graduate courses, it furnishes the most advanced and important and valuable instruction which is obtainable.—*The Educational Record.*

METHOD IN TEACHING.

THE method of teaching will vary with the nature of the subject to be taught and with the age of the children receiving instruction in that subject. The right method takes into account the process of the growth of intellect in children. Three periods in school life are generally indicated, which are marked by three distinct stages of intellectual and physical development. The method applicable at one stage will not do as well at another. Great judgment and discrimination are necessary on the part of the teacher as regards matter and method, especially in elementary instruction where he has to form the mind of the children. No doubt acquisition of knowledge must be to a certain extent the scope of teaching, but in the earlier stages of instruction the educative value must take precedence; and therefore the method of imparting is of very great importance in primary instruction.

During infancy the child becomes acquainted with the external world, and his senses are in a state of constant activity. He is constantly making discoveries, and making progress more and more into the regions of the hitherto "unknown" to him. By the acquisition of new facts, and by their combination with those already known, the child gradually acquires knowledge and corrects errors into which he may have fallen. These processes of the child in his own acquisition ought to be the guide for the teacher. This is expressed in various forms and all may be summed up in one rule, "Follow Nature." This is the process by which children learn when left to themselves. But when the child is placed in charge of the teacher, the latter, while trying to make the child an instrument in his own instruction, smooths the way and renders the work of the child lighter and more interesting. If the method