

ral, but good teaching also requires the ability to trace the processes of mental action for each particular subject and part of a subject. The history of education gives account of the trial of various devices and their probable success or failure. It is, therefore, a necessary adjunct of method. Without the history of education, the deviser of method will be guilty of digging up and using the stone-axes, bone-spears, and brick-kettles of the barbarous past.

The philosophy of education is required to fix the true aim for method. It also discriminates the real relative value of the different means to be employed.

One thing else is required, which is not a part of the science of education; viz., experience. This properly belongs to the art, but is all essential as a condition.

The foregoing are the necessary general pre-suppositions of method. It has, also, its specific pre-suppositions in each subject or part of a subject. These are as follows:—

1. The particular nature of the subject.

2. The particular nature of the mental activity necessary to the desired result.

3. The particular aim, both as knowledge-aim and power-aim.

4. The particular means or devices to be employed in realizing the aim.

5. The mode or manner of applying the means to the desired end.

The determination and use of each one of these elements is a part of method. More exactly speaking, the last—viz., the adjustment of the means to the end sought—is method. But this is too narrow a view, as it is possible only when closely connected with the other elements.

This broader view of method, if generally held, would do much to free teaching from one of its worst enemies; namely, the rule of thumb. It would, also, render the use of our ever-increasing army of devices intelligent, and thus more effective. Mere unintelligent imitation would give way to an understanding use of means consciously applied to realize rational ends set up by the teachers' professional intelligence.—*Journal of Education* (N. Y.).

THE TEACHER'S OWN CULTURE.

“SOCIETY expects to find excellence in the schoolmaster, notwithstanding his own peculiar difficulties.” This excellence may be shown either in his learning or in his moral character. The special functions of the teacher are to cultivate and discipline others, and, if he attempts this, he must necessarily educate and discipline his own mind, and it is to this point that I wish more particularly to draw attention. We are constantly being told that we are behind countries on the continent

in our system of education, and that “technical and higher grade schools,” with the special education they give, will have to become more numerous if the engineers, mechanics, etc., of England are to compete, in the workshop, with our foreign neighbours. The teachers of our country must see to it that they are fitted to fill the post of honour that will be assigned to them, in the future. A man's superiority is soon recognized beyond the walls of his school-room, and he will form the minds of those who, in