from that of some accepted version of Enclid, is ce tainly very discouraging to intelligent teaching. I think we should make earnest efforts to get examinations of this class improved. I beg your sympathy for the efforts that the Association for the improvement of Geometrical teaching is making to induce Oxford to improve these papers

The best examinations are those in which there is active concert between the teacher and the examiner. The teacher should prescribe the character of the examination, and the field over which it extends; the actual questions proposed are all the better for being somèwhat different from those to which the pupils have been accustomed.

The real answer to the objector who maintains that teaching confessedly bad must be adopted in order that the pupils may pass examinations is that it is, or ought to be, no concern of ours whether the pupil passes or not. Where we have the power of withholding the pupil from the examination, we should exercise it whenever we know that he does not know his subjects. Where we have not the power, we are not responsible. It is not the examination so much as the preparation for it that is at fault. Examinations are good if we do not prepare for them.

What we have to do, that for which we are responsible, is to teach to the best of our ability. The pupil in the examination room has to answer the questions to the best of his ability. It is no disgrace either to us or to him that someone else answers them better. It is a disgrace both to us and to him that we should strive to enable him to answer the questions without understanding the subject the knowledge of which they are intended to test; and we can hardly claim to be doing our duty to the best of our ability if we wittingly so teach as not to give him the full benefit that the study of mathematics is capable of affording.—*The Educational Times.*

METHODS 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."