

any kind is worth much who has not made mistakes—and profited by them. It is the most wholesome kind of discipline. One never forgets the lesson of a mistake. It is like a mnemonic burr, that sticks so tightly it would pain you to get it out. The first year or two of any teacher's experience is sure to be checkered by mistakes. But instead of being therefore, a depressing period of life, as it too often seems to be, it ought to be a time of perpetual thanksgiving, for throughout it all wisdom is conferring her most precious gifts upon the novice. For every perceived and acknowledged mistake you receive, as a voucher, one of the golden coins of experience—and more than that, fortune supplies you with a safety-vault in which to keep your wealth! For if you had learned these very lessons theoretically, you would be apt to forget some of them, but having learned them through the hard discipline of mistake, you will never forget one of them so long as you live. "Blessed be drudgery!" cries Wm. C. Gannett. "Blessed be mistakes!" we respond; for the soundest and sweetest fruit of experience is made up of amended mistakes.

But perhaps the most effective of all the agencies of self-development in practical school-room work is experiment. I fancy I see some conservative educator start at this statement, as if it were rank heresy to claim the right of experiment for the average teacher. But heresy is at the front nowadays, as one of the world-moving forces. It is right in touch with the spirit of the age. Why, then, should we not import a little of this modern, vivifying force into education? I repeat my assumption, that the teacher is entitled to the right of experiment in school-room work. We have had too much cut-and-dried instruction in elementary education. We have had too much subordination of the individual to prescriptive method. It is high time that the element of personality were taken into the account.

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