

These seem to be wise and useful measures. The name applied to the scheme, embodying them was "the grading system," not altogether a satisfactory designation, to be sure, but the error is not of great importance.

Thus, it seems to us, that the criticisms of the Commissioner upon martinet grading is sound, but inapplicable to the case in hand, while his alternative of a misnomer is true but not of much importance. Surely this movement in Wisconsin has been productive of great good to the rural schools, and no check should be given it except for the most weighty reasons.

USE YOUR OWN METHODS.

—The repetition of a sound maxim in the hearing of those to whose work it is applicable gives an emphasis to it which cannot well be overlooked; at least, such is our excuse for returning to this subject, which was referred to in our previous issues by our contributors. The *Teacher* says to the progressive teacher, you should become as familiar as possible with all approved methods and devices used in the school-room, but not for the purpose of copying them in your own work. Such an attempt will always result in failure. You must be yourself and devise your own methods if you would succeed. You may properly enough use your knowledge of the methods and devices of others as a help in preparing your own. Thus far you may safely go but no farther. This doctrine the *Teacher* has frequently and earnestly urged. But young teachers, and sometimes even older ones, are strongly tempted to use, without modification or change, the cut-and-dried work that makes up so large a part of some of our educational journals and of the work of some institute instructors, so that it does not seem possible to repeat the caution too often or too strongly. And in support of such a suggestion it publishes the following extract from the writings of Dr. Stearns, which states in an impressive and pointed way what we have in mind:

"Good teaching is a direct, economical and effective effort to accomplish clearly defined purposes with the pupils who are under instruction. Its excellence does not consist in the novelty, nor in its cleverness, nor in its peculiar methods, but in its effectiveness for the specific end in view and in the wisdom with which this end is conceived. This very evident truth is in danger of being lost sight of in the pursuit of new