

cellent teachers. Pupils and teacher were discomfited. No one seemed to know the cause. The same teacher would have succeeded with a method prepared by herself. All teachers are not adapted to all methods. All methods are not adapted to all classes. All classes are not in the same mental condition. Hence it behoves the teacher to form, not only her own method carefully but to keep a firm hold on the mental pulse of her class.

When the lesson prepared fails to reach the end, do not feel you are breaking every law of education when you depart from your plan if by so doing you awaken thought. The plan that may be adapted to your class may not be that one with which your fellow teacher will succeed ; therefore, be broad. Your way may be good, but there are many "roads leading to Rome."

Said one teacher : " While I teach my way I get along very well, but I feel I must teach as Miss A. does, for she is such an excellent teacher." It was suggested that her own way should be used, and results compared with Miss A. at the end of the term. She did so, and discovered the progress of her class fully as great as the class of Miss A. We have all seen an idea, originated in one class, spread through a school until what was a benefit became an injury. We have enough repetition marks in our school-rooms.

If your fellow teacher is successful, rejoice with her, but do not imagine your success lies only along the path she has trod. Many teachers have learned this truth from sad experience. A power of discrimination is essential on the part of the teacher to enable her to select only such methods as are adapted to her class. But it is

greater to create than to imitate, no matter how excellent the imitation may be. " The untrained mind is satisfied to accept a model to represent its thought ; " the trained mind fashions its own model. The enthusiasm created by your own effort will flash out through your work, making it possible to awaken the intellect that may be felt in coming years. Remember it was original teaching that stirred the schools of Rugby.

Perception of values determines intellectual strength. An educated thinker sees the value in devices and constructs his own. The mind that selects a thought here and a truth there, culling only the best, is never at a lack for material with which to build. Edison was not the only man who knew there was a giant caged in electricity, but he was the only man who knew how so to turn its forces as to make its wonders known. Educated independence means much on the part of the teacher. A servile following of any system or method narrows the mind. Careful study, discriminate reading, will broaden the power of the teacher.

We are told that Pestalozzi's greatness consists in his working out the convictions of his own soul. The working out of the convictions of your soul may be the impulse that shall accomplish much. If it is true, " What's best administered is best," we shall then see, not only a more enlightened exemplification of the theories of the great masters, but greater results in our pupils. So far follow your individuality as a teacher, that it shall be after all the " teacher, teaches."

Remember, " Nor truth nor knowledge cometh from without."—*The School Journal*.