

but certainly the teacher should, especially in this land of nervous haste, set the example by remaining away from the summer school.

"He should seek rest and recreation which Nature offers at every step and turn, even in the vicinity of the great metropolis."

A noted physician of Brooklyn, Dr. Briggs, says: "The teacher should avoid the summer school and courses in pedagogy and psychology as he would the microbe of a pestilence. The favorite courses in psychology, etc., make him morbid, self-analytical. He should get out of himself and in close contact with Mother Nature, and Antæus-like renew his strength by the contact, for his wrestlings with his Herculean labors in the school room. He should play tennis, yacht, hunt, fish, botanize only in the open air, listen to the music of the waves or commune with Nature on the mountain-top. Above all, he should let his mind lie fallow, as the farmer does his field, firm in the belief that only in this way can he repair the waste of nervous tissue and the drain on his vitality caused by the mental strain of class-room work. The intellectual harvest of a summer spent in this way will be greater; he will thus gather a store of mental energy that will stand him in good stead during the long school term. He can then, without danger of nervous prostration, work in the coming term. He will thus renew the fires of his enthusiasm and will be able to enkindle in his pupils' minds a kindred spark by his illustrations drawn from the reminiscences of his own studies and musings at the shrine of Mother Nature."

This theory of the Doctor's is founded on years of experience. It is confirmed by the practice of the best teachers and principals of the city, who, like our superintendent, do not attend teachers' conventions

or summer schools. They have found the strain, coming as it does at the end of a long term of protracted mental strain, is too great to compensate for the few advantages. Those who do go, while benefited by the contact with their professional brethren and the summer school course, come back to school in September worn out, and unfit for the work they are paid to do.

Take the summer schools I have attended. I found teachers struggling with courses and laboratory work often beyond their powers. Even when their previous college courses had enabled them to cope with the work they undertook, the hollow cheek, the fagged expression, their lassitude at the end of the course, showed that they had been straining their powers. Think of wrestling with the problems of psychology with the thermometer at ninety in the shade. Pursue the eye, measure the reaction time of the various individuals under such conditions, and your measurements and results are nullified and made practically valueless by the condition of both observer and the subject experimented upon. Nor is summer the time to listen to long lectures, in which the lecturer is forced, owing to the four, six, or ten weeks of the summer school, to condense a year's work in his department of investigation; nor is the teacher unable to do more, at best, than get a faint idea of what his professor is driving at or trying to elucidate. At best, the teacher is forced to say, "I will pursue this subject in a winter course." But he finds he has no time to do it in the winter, because he is exhausted by his class-room work, whereas if he had rested he would have been able to undertake it without undue strain.

But, you may say, the teacher may confine himself to one laboratory course and one lecture course and