

proportion. We cannot see the woods for trees. Blue books and journals and stately volumes try to enlighten us and succeed in confusing us. We are oppressed by information, and the daily press adds ceaselessly to the pile!

For this second difficulty some relief is in sight. Great publishing houses have gone seriously to work to prepare books on the war for teachers and pupils. Educational authorities throughout Canada will probably make selections from these books for use in school libraries. It is even probable that some Departments of Education will authorize certain books for purchase and use by the children. In the meantime THE SCHOOL calls the attention of its readers to the war books advertised in its columns.

Better Certificates.—Are you interested in the instruction of defective or abnormal children? Do you wish to obtain Model Entrance, Normal Entrance, or Faculty Entrance certificates? Do your professional tastes draw you towards art, or music, or physical culture, or manual training, or household science, or agriculture, or commercial work? Do you hope some day to possess a degree in arts or a degree in pedagogy? If these are your interests and hopes, and if you cannot abandon your schoolroom duties in order to realize them, why not inquire about the free Summer Courses conducted by the Department of Education or the Summer Courses conducted by the Universities of Ontario? Or why not write to this office? It might be well worth your while.

Too Much Teaching.—Vice-Chancellor Sadler of Leeds University calls attention to the danger that lurks in the very thoroughness of the German school. To this thoroughness it is due that "the process of instruction is insistent throughout the whole period of school training". The school is always open, the pupil is always present, and the schoolmaster is always teaching. Persistent instruction leaves the pupil little opportunity for self direction. In fact, says Mr. Sadler, the greater the teacher's skill, and the more majestic his authority, the less vigorous may be the pupil's initiative. In the end he may come to think and act as authority suggests. "Hence (to use a rude word) he is rather gullible. He is prone to swallow the fashionable theory of his time. He is easily swept off his legs by the current of a prevailing doctrine".

There is probably a warning here for us. We teach too much. One of the greatest teachers of High School mathematics in Ontario was a man of few words and little action. He seemed always to be idle in the classroom and yet when most idle he was really most busy!

But there is also encouragement here for us. In our new courses of study we have continued to replace the theoretical by the practical. In