

teacher who reads it. The medical man, the clergy, the W.C.T.U., S.P.C.A., Women's Councils, School Superintendents, Sewing Guilds, Delsarte demonstrators are all clamoring for the privilege of enriching our programmes says the writer.

"Is it not time for some one to cry a halt and let the reasoning faculties draw the breath of life?"

In the school, as elsewhere in this busy age of emulation, of turmoil and competition, we attempt too much—eagerness takes the place of earnestness—and we are out of touch with the good old-fashioned virtues of thoughtfulness and thoroughness.

The cure? If we have fallen into error let us acknowledge it. Put back the clock. Lop off the enrichments (I had almost said the excrescences), and get back to simpler conditions. Attempt less, and if we only teach a little, let us teach that little philosophically, livingly and lovingly, and (shall I say it?) trust your teachers a little more, oh, parents individually, school boards and framers of programmes! Almost every theorist under the sun has been allowed to curtail a teacher's usefulness by binding him down to cast-iron programmes and by courses of study.

The real teacher, and by this I mean one who looks beyond the mere passing of examinations and satisfying of the "powers that be" to a tribunal that deals with the roots of things and to whom mere externals and pretences are abhorrent, is longing and hungering to do real teaching. Give her a chance and see how willingly she will throw off the shackles of grind and cram.

For my own part I have been reckless enough this last year to have the regular course for days at a time to look after itself, while together my pupils and I have explored the by-ways of literature and have had many a comfortable talk together, talks which, although not labelled "instructive and profitable," served to make us better friends.

Nine-tenths of our teachers to-day would do the same thing if you would only let them. I say, give them the chance."

—THE value to the general work of the school of special effort for an exhibit of school work is inestimable. The special effort becomes in time the ordinary effort. This fact seems to be very generally recognized by teachers, if one may judge from the admirable exhibit of ordinary