

number of young teachers ready every year with scholarly papers for our association meetings, if they would only get to work. True, there is a sore lack of libraries, but if all were in earnest that lack could be remedied in some way or other. Why do not the so-called specialists of our profession get to work on some branch of the departments to which they have devoted themselves, and then give us the results of their investigations? It is very difficult to get anyone to read papers of any kind at our meetings, and unfortunately the majority of those that are read are on some pedagogical topic, or they are a defence of a particular department or an attack on other departments. Let us be done with this, and let us add to our programmes subjects of a scholarly character, the results of our own patient investigations, and make the proceedings of the Ontario Educational Association a credit to our profession and to our country. Certainly the Proceedings are not a very fitting organ for the expression of the scholarship of a country, but let us not complain of the organ until we have shown we are worthy of a better one. As soon as we have a little band of investigators who can really say something worth listening to, the ready listeners will be easily found, and the worthy organ or organs will

come into being. Not a few fruitless attempts have been made in our country to found high-class journals, and in every case I venture to say the failures have come about more from the lack of articles than from the lack of readers. We are continually making the mistake that it is improvement in literary style which we need, while as a matter of fact it is greater knowledge. We are dying for lack of knowledge, and we won't believe it.

To bring this too long paper to a close, let me repeat in concise form what seem to me the only things we can do at present to increase the efficiency of the higher parts of our educational system:

(1) Raise the standard of matriculation by a wise selection of subjects, as well as by a raising of minimum percentages.

(2) Raise the quality of the undergraduate work by attempting specially to excite a love of knowledge for its own sake amongst students and a curiosity which will lead them to make independent investigations.

(3) Let all of us, but particularly the younger members of the profession, begin to study in a thorough fashion some limited portion of some department of knowledge, and let us present it to some part of our Association in the form of papers to be published in the Proceedings.

RESTFUL TEACHING.

BY ANNIE PAYSON CALL.

TO teach with quiet nerves and free muscles, to transmit directly and clearly, from one's mind to the mind of another in a manner to develop individuality and original thought in that other—this is an ideal which every teacher will allow to be

before him. Unfortunately, there are many instances, especially among women teachers, where it can be truly said: "I should be more glad than I can express to reach that ideal, but it seems impossible when every day I get so over tired." No one