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MECHANICAL v. PROGRESSIVE METHODS.

In the October number of the REVIEW, a short editorial appeared regarding teachers taking an active interest in the lives of their pupils, and questions which might lead to the teachers considering the subject of making allowance for certain of their charges, were raised.

Since publication of the said article many opinions have been passed, as to same, by the teachers. Whilst a number acquiesced in every detail, there were a few who appeared to think that practically no instructors among children failed to note certain qualities or defects among those

under their charge, who did not make the necessary allowances.

We were most interested to know that the "Heart to Heart Talk," aroused so much interest, as we value the thoughts and criticisms of our readers.

Although by far the greater proportion of the teachers give much evidence of their knowledge of human nature, and the details regarding the lives of the individual scholar are carefully considered, there are a few teachers who show a lack of interest in both class room work and personality of those under their care. To such the editorial was written.

Is it not easy to get into a mechanical way regarding the conducting of classes; to forget the professional training, and to drop into a rut? The same applies in almost every grade of life, profession or business. Take for instance the gardener; many show a most deep and practical interest in the welfare of their gardens. From the breaking of the soil, to the opening of the bud, tenderness and care is expressed. But there are others who simply do their work in a mechanical fashion, with the pay envelope as their one interest. Possibly the former know that the more interest they take, the better results, in increasing responsibility and remuneration, while the latter feel that their situations and wages being fixed, undue exertion is unnecessary.

The teacher is in one or other of these classes. He has his choice, as to which he may be in. Is he the unambitious laborer or the one to keep abreast of modern movements and tendencies in education, who ferrets out advanced methods, up-to-date devices, etc., and who endeavors to make, not only the story hour interesting, but who transforms the most dull lesson into a time which children look forward to.

In an editorial published in "The School," it is pointed out that important positions are open to teachers of this type, good salaries are paid for this kind of work, and goes on to ask the question:

What agencies exist for the purpose of making available to teachers the newest and the best in educational progress, after they have left the training school?

There are several. This is the *raison d'être* of