

of conducting examinations cannot be approved.

You hear a good deal said at the present time about high pressure in our Public Schools. Is there a cause? Now, on this matter, I will venture to tell you what I really think.

There are many points in school life, of which you as teachers are the best judges, and upon which you need pay very little attention to what grumbling parents choose to say. But it is not so as to the point now before us. Here the parents have a right to speak and you to listen, and if the evil to any extent prevails, you all, from the Inspector downwards are bound if possible to find a remedy.

Now bear with me when I unhesitatingly assert that there is too high pressure, and that very often the parents or elder sisters have to do much of the teaching while the teachers hear the lessons recited.

Some may deny this, but I know it to be a fact; and if the school children and parents of Toronto could hear my voice to-night, and were called to answer the question "Is this so?" you would hear a chorus that would pierce the innermost chambers of the Education Office. To my mind school is the place for brain and book work—home the place for housework and handwork and recreation. Our children up to the age of twelve or fourteen ought never to be allowed to take their books away from the school-house at all. What they can do by strenuous efforts in five or six hours there should be done, and what cannot be thus accomplished should be left undone. Even in the best graded classes there must be a wide range of difference in ability. What some can do in a few minutes without an effort others will not accomplish in as many hours. The attempt of the slower ones to make up by hours of evening toil for their lack of natural quickness is what injures

their bodily and mental health, and distresses their parents. But you say, who is responsible for this? I answer you are, in a certain degree, but only partially so. You yourselves are just as much sufferers by the high-pressure system as your scholars are. It is the spirit of the age. We are all living too fast, and trying to do too much.

The course of school studies is to blame. Much of the English grammar, the arithmetic, the geography and history are not worth the time which is spent on them. Beyond some simple principles of analysis, I place scarcely any value whatever upon the English grammar as puzzled over by our younger scholars, when they ought rather to be learning practically to put together correctly in speech or writing their own language.

The geography is largely a mass of mere names crammed into one ear and shortly after dropping out of the other. But I know you are not the persons chiefly to blame in this. There is the course, and you and your pupils, full of generous emulation, are bound to make the best figure you can in it. Whoever is to blame, there is something wrong in the whole business.

The very fact that clear distinct, intelligent and tasteful reading—which is the outcome of the whole culture of the child—should count for so little, is one of those symptomatic facts which speaks volumes.

Shall I tell you kindly how I think this thing ought to be. Less should be attempted, and that lesser amount should be reviewed, and reviewed, and reviewed; and then reviewed again until things that are worth remembering are wrought like the multiplication table indelibly into the very fibre of the brain.

A certain portion of the school time should be devoted to the preparation