

students." Last year I had a class of teachers-in-training composed of pupils coming from six High Schools, and on one occasion a selection from Goldsmith formed the subject-matter of a lesson. Curiosity prompted me to ask whether, in consequence of their study of that author during the previous year, they had been led to read any of his other works. A prompt reply in the negative was given by every member of the class—one young lady evidently expressing the general opinion by declaring that she "used to like him, but now she hated him, and never wished to read a line of him again." And this was the result of her literature lessons! A positive distaste created. I did blame some person for such a result, but that person was *not* the teacher.

I have already said enough, perhaps too much, and must now draw my remarks to a close, and in doing so let me plead again for the earlier

introduction of literature into our schools, and for more literature; for the abolition of the sixteen selected lessons, or any other set of extracts, and for the substitution of a complete work; for nobler ideas, on the part of our examiners, of what literature is placed in the school curriculum for; and for truer methods of teaching, methods which shall create and foster an abiding taste, absorbing love for literature, methods which shall make our pupils when they leave school gladly consort with the company

"Of those immortal dead who live again
In minds made better by their presence,"

learning from them the

"Thoughts sublime that pierce the night
like stars
And with their mild persistence urge men's
minds
To vaster issues."

VENTILATION.—On this subject Dr. Russell, in *The Glasgow Health Lectures*, pertinently says: "Minimize as we may the progressive contamination of an inclosed inhabited space, the contamination is still progressive, and, without renewal of the air, in a few hours you will reach the boundary beyond which lies impaired health. All through the day, remember to have a small chink open at the tops of your windows; or, better still, raise the lower sash, close the opening beneath with a piece of wood fitting closely, and so the air will enter at the junction of the sashes, and pass upward without draught. The secret of ventilation without draught is *a little and constantly*. The mere fact of living in a close atmosphere begets a shivery, susceptible condition of the body, which is intolerant of the slightest sensation of chill. If you accustom yourself and your children to fresh air, you become robust, your lungs play freely, the vital heat is sustained, and even a draught becomes exhilarating."

"If a system of schools is to yield its richest points, its teachers must be allowed a large amount of freedom. All good teachers are strongly individual, and it is only by freedom that a teacher's individuality can be sustained and developed." This is what Superintendent Hancock, of Dayton, says. There is good deal in what he says, and the remarks are timely and important, because there is a tendency among superintendents and school boards (perhaps there always will be) to introduce methods and ways at the expense of the teacher. Of course, a poor teacher must be guided continually; but a poor teacher is worthless, anyway. The worth of a good teacher is in his individuality, and it should be held sacred. To be forever telling him, by rule and regulation, to do this, that, and the other thing; to be continually measuring him with yard-sticks and weighing him with pennyweights, is absurd, unjust to the teacher and pupil, and a waste of time and money.—*Boston Journal of Education*.