



school-room this is clearly impossible, and children often suffer from being wrongly blamed.

3. *Neatness.*—All admit the importance of early associations; but habits of neatness and order, no matter how carefully they may be taught at home, cannot be successfully practised in a crowded school-room.

4. *Long Sessions.*—The next consideration is the over-time which pupils must be kept in the school-room in order to give them any instruction whatever. It is clearly impossible for any teacher competently to instruct a large number of pupils in the six hours usually allotted to them. The aid of older scholars is sometimes called in, but even this assistance fails to render the teaching adequate. We once asked of a parent in the country if the school was not very full. "Yes," was the reply, "but Hannah Jane [the teacher] has the knack of getting along." Now, we submit that no teacher, no matter how much "knack" he or she may possess, can successfully instruct more than a reasonable number of pupils.

If it be possible, then, let this evil be remedied. Never let the school-room be over-crowded; but in localities where it is not possible to grade the school, even there do not crowd in so many pupils that they cannot receive adequate instruction.—E. M'V. MOORE.—*Pennsylvania School Journal.*

2. HYGIENE IN SCHOOL AND SCHOOL HABITS.

The visitor to an average district or primary school can hardly fail to notice the violation of certain very plain rules of health, by both teacher and pupils. The air—especially near the close of the day, when it sometimes becomes almost pestilential—indicates a sad lack of ventilation and much uncleanness of person and clothing. The dietetic habits of the children will inevitably attract attention. They eat before school, at recess, after school, sometimes during school hours—eat pies, doughnuts, fried meat, and other heavy, indigestible food, sure to ruin the health early or late. In so commonplace a matter as "passing the water," the absurdest practices prevail. We have seen a pupil stopped in his reading, to swallow great gulps of water for which he probably had no thirst. The correction of these evils is quite within the teacher's province.—*Michigan Teacher.*

3. DRAMATIC REPRESENTATIONS IN SCHOOLS.

*Circular to the Directors of Colleges and Academies in our Diocese.—Salutem in Domino.*

I have hitherto tolerated, with much regret and misgiving, the practice of having plays and dramatic representations in our Colleges and Academies.