

wet, and they would not have nearly so many colds and allied complaints. On days when mothers may know from condition of the weather, roads, or shoes, that their children can hardly avoid getting their feet wet they ought to provide them with an extra pair of stockings to be exchanged for the wet ones on their arrival at the school-house. Few causes will more certainly produce sickness than sitting all day with wet feet resting on a cold floor.

LIGHTING.

A few years ago it was not uncommon to place windows in the end of the room in front of the children. But the increase of hygienic knowledge and the demand for more black-board have almost removed this evil. In Germany, by law, light must be admitted either from the ceiling¹ or from one side only, and the seats and desks must be placed so that when the pupils are reading or writing the light will be supplied from their left. The height of the window-sills from the floor should always be as great as possible. The nearer the approach to lighting from the roof the better. Robson, the best English authority on the subject, says the sills should never be less than five feet from the floor, and may be even more, with advantage both for lighting and ventilation. Dr. Linell, of Norwich, Conn., who has studied the subject very carefully, says that windows should always be on the *side* of the room, and there should be thirty square inches of window space to every square foot of floor space. He has recently examined the eyes of 700 school children varying from seven to eighteen years, and found that only 61 per cent. of them had normal vision. In that number there were 87 cases of myopia, the ratio of myopia increasing with the ages of the scholars. Much responsibility rests on the

teacher in this matter. Diseases of vision from causes peculiar to the school-room most frequently arise from improper postures of the body, and wrong habits of holding the book. The teacher must be blamed if the children, during the writing exercises, crouch over the desk until their noses are within two or three inches of the slate or paper.

WATER SUPPLY.

In rural schools, even more than in urban, a plentiful supply of wholesome water is necessary, because the children at the former do not go home for their dinner, but at noon hour eat a dry luncheon, generally swallowed hurriedly, as they are in haste to proceed with their play. I say *generally*, because a few teachers require the children at the beginning of the noon recess to get their dinners from their baskets, return to their seats, spread a napkin or piece of paper, and, in an orderly manner, partake of their repast before they go out to play. Sitting in a dry, hot room produces thirst; this, many of the children increase by bolting a luncheon at intervals in the middle of exciting play, and that, during the warmest hour of the day in the summer; consequently they drink a comparatively large quantity of water. They are not often over fastidious as to the quality of the liquid with which they wash down their luncheons or quench their thirst. If the pump is not in working order, or the pail be empty, they eat snow or run to the nearest spring. I have heard of their dipping water out of the road-side ditch. A good well in a school-yard is invaluable. It ought to be carefully lined with stone or brick; the upper part of the lining should be laid in water-lime to make it impervious to soakage from the surface or the burrowing of rats, frogs, etc.; it should be supplied with a strong pump, hav-