

We get ventilation, but we get colds—or the ventilation is good at one time and poor at another. Each teacher, however, who comprehends well what is aimed at, and who is observant and painstaking, will do much by the exercise of ingenuity and common sense. But close observation and the observance of system are essential—else the hard-working enthusiastic ones will forget all about this matter, and pull, as it were, against the current. A brief notice as to how vitiated air acts on the economy will be worthy of careful consideration.

(1.) The effete animal matters irritate the air passages, and may provoke bronchitis if other circumstances favor its onset. They may be absorbed again into the blood, and so poison it.

(2.) Carbonic di-oxide acts on the economy in large quantity like opium—is a stupifier—hence the unconsciousness that follows from strangulation. A limited quantity of this gas renders the subject who inhales it listless—dull to perceive—it acts on the nerves, irritating them. This, when extreme, may culminate in a convulsion as in the case of animals hanged, when, of course, all the carbonic di-oxide of the body is retained. Its minor effect is great restlessness and irritability. I beg to call especial attention to this latter effect, for it has led to not a little misconception and injustice.

It is an observation with which all teachers will agree that from three to four o'clock in the afternoon the management of a class is more difficult by far than at any other time of the day. Part of this difficulty is due to the weariness both teacher and pupils experience at that hour. But this is not all—perhaps not the greater factor in the case. The air has been growing more and more unfit for respiration

—yet it must be inhaled—the pupil is weary—his vital processes are being carried on with less vigour and correctness. His blood is getting impure—his nerves feel the effects—they are irritated by this blood loaded with poisonous matters that nature made a special provision to get rid of, but which society contrives to keep in—the nerves are irritated by it just as the tongue is by acids, and a general feeling of uneasiness ensues—general because the nerve distribution is universal. When your class is restless and you do not know what is the matter, lay aside the strap and let in fresh air.

The state of things referred to is aggravated by the irritability of the teacher. She exaggerates the conduct of her class because she is constantly annoyed from the same cause as that which is her source of worry as far as her pupils are concerned.

Now, however poor your arrangements for ventilation, this much can be done by anyone. At every recess, open all the windows—at noon time leave these open for a considerable time, stirring up the fire in winter if necessary—so that the pupils will always return, at least to rooms full of pure air. When you open the windows, if this be the only method at your disposal during the school recitations, if there be danger of some catching cold—let the class stand and go through some simple gymnastic exercises which by producing a more rapid blood-flow will obviate the danger from draughts, and will relieve and brighten up the little workers who soon get very fond of this. It is useless, it is against all physiological rule to insist that any young animals shall remain perfectly quiet and motionless for hours together—and those who enforce such quiet are acting the tyrant over nature and, unwillingly it may be, are