

is the result? There is no genuine enthusiasm in the work,—there is little delight in conscious progress, because there is no exciting and rewarding sense of power. Even the prodigy of the class has little delight in the language which he studies, as a living embodiment of thought and feeling. The drill is admirable, as it must be if the exactions are severe, but the sense of monotony soon becomes intolerably dreary. The preparation for the class-room is mechanical; the recitations resemble the wearisome round of the mill-horse. As the result of the whole, the prodigy of grammar—the one boy among ten—studies philology and Sanscrit in order that he may teach grammar to another generation. Of the remainder, two or three become, by much painstaking, good Latin and Greek grammarians, who bring from their studies valuable results as the reward of the pains taking application and the severe intellectual gymnastics to which they have been subjected for years. But they retain because they have formed but few fresh and exciting associations with the sentiments and life of antiquity, and their impressions are comparatively feeble of the wonderful precision and flexibility of the diction for which the classic writers are so conspicuous. To read a Latin author has become, to but very few of the many who study Latin, a positive pleasure. To read Greek prose is to the most of them a task, and so when the college curriculum is over, the majority of the class smile significantly when advised to read a single Latin author for enjoyment, while the best scholars respond to the suggestion with no enthusiasm, and, with few exceptions, fail to put it into practice. The teacher has the satisfaction of having taught the languages in a truly scientific method, of having drilled his classes with the most exacting severity, and sharpened their faculties by the most perfect milling process that could be conceivable. He has laid a broad foundation, as he calls it, for the future study of the languages, *provided the pupil, after his seven years of school and college, shall give a sufficient portion of the following years to the mastery of the vocabulary, and the correct reading, as literature, of the great masters of ancient thought and feeling.*

We contend that with a different method, the same or better attainments would be achieved in scientific grammar and comparative philology, with the addition of a far richer vocabulary, of the power of reading easily Latin and Greek prose, and of an insight into and a sympathy with the peculiar life of antiquity; and above all, of a more intelligent appreciation of that which is excellent in English literature and English diction, and a more refined enjoyment of whatever Christianity and science have done for modern literature. We contend that the method of classical study and instruction which we have sketched is the only method which is truly scientific, because it alone follows the laws of psychological development and adapts its methods to the changing capacities of the recipient. It is not one of the least of its advantages, that it compels the instructor to study the capacities of the individual pupil, and bring himself into close and affectionate sympathy with every new class which comes under his care; in short, to be perpetually young again, as he must perpetually renew his youth, with the young minds and the young hearts which the Creator and renewer of life brings freshly to his love and guidance with each returning year. If the remark of Coleridge may be accepted, that the secret of genius is to carry the feelings of childhood into old age, it is preeminently true of the genius for teaching, which in this respect, like every other divine gift, "blesseth him that gives and him that takes."

—*New England Journal of Education.*

Light and Air in the School-room.

We can understand, obviously enough, how that mistaken principles may be applied to certain buildings which would result in entirely or nearly deficient ventilation with but little direct injury to a few persons, owing to exceptional circumstances.

A similar defect in the ventilation and cognate appliances of a school-house, however, might be attended with disastrous results. The respiration of the same air again and again by adults, for instance for a couple of hours on a Sunday, is never so mischievous in its consequences as when experienced every day for five or six hours, and sometimes longer, by children of tender years. If the freshness and purity of the air breathed by older persons has an important bearing on health, as witness the difference between men and youth whose daily occupations confine them much indoors, and those who follow an outdoor occupation, how much more in the case of a child kept long in a school-room with many others?

The temperature and quality of the air which is to enter the lungs becomes, then, subjects for hourly consideration in the school-room, as contributing by its purity or impurity to all the vital functions, directly or indirectly.

To rebreathe the air which has once passed through the lungs is not agreeable. Nature thus early warns us, through our sense of smell, of a deficiency in the life-giving oxygen, and this warning is continued throughout the further progress of deterioration. The constant breathing of a vitiated or over-heated atmosphere will directly tend to undermine the constitution of a child, and, for the time, even render it more susceptible to sudden changes of temperature when leaving school. And even, as an intelligent writer on the subject says, "when occurring (vitiation) in less degree, as in rooms where partial ventilation exists, much of the restlessness, inattention and apparent stupidity, often observable among the children, is due more to want of freshness in the air than to dullness in the scholar. A teacher will find his or her task materially facilitated, if carried on in a light, cheerful, warm and airy room. However important in all rooms and collections of rooms, let us understand, once for all, that proper 'warming and ventilation' is seldom of such vital moment as in the school-room, and that education cannot properly be carried on without it." (1)

Of almost parallel value and importance is the consideration of proper and sufficient lighting and the arrangement of seats in the school-room.

Mr. Robson, the author of an excellent work on school architecture, recently published in London, says:

"Some may think that so apparently trivial a question as that of school desks could not justify much discussion. Medical authorities think otherwise, and lay the greatest stress on the proper shape and proportion to be used in every part, as well as on the admission of suitable light in a suitable manner to the children seated at the desks.

"According to Dr. Leibreich, the noted ophthalmic surgeon, in London, the change in the functions of the

(1) The principal of Public School No. 9, in Brooklyn, has recently put into operation a simple and efficient remedy for over-heated class rooms.

Small blanks, which contemplate the record of hourly observations of the thermometer during the school hours, are placed under the control of the teacher, who is required to fill them up. The effect of thus systematizing a series of observations of this character, has already been notably beneficial in maintaining the temperature of the several class rooms, at a point where the health and comfort of all concerned is subserved.