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## OUTLOOK NOTES

THE schools are suffering more today from bigness than from all other evils put together. This bigness shows itself in classes that are unnatural monsters. How many **LARGE CLASSES** high schools in the country have beginning classes of sixty and seventy, and even more? Teaching under such circumstances is bound to degenerate immediately into keeping school. The so-called teacher can be little more than a police officer, and does very well to maintain a fair degree of discipline. If parents fairly understood the situation, those who could possibly afford anything else would never allow their children to attend public schools where the classes were above thirty-five in number. The ideal class in high school studies is undoubtedly twenty-five—for lecturing to large classes has no place either in the theory or practice of secondary teaching. Small classes are, really, the Gibraltar of the private school. In that respect the worst private academy is apt to be better than the best public schools. Teaching and learning are, after all, influences exerted and received very largely as matters of personal contact, and will be so long as spirit and not matter dominates the world. Perhaps the worst feature about the evil of large classes is the fact that the mischief wrought thereby is of so intangible a kind that the public is very slow to recognize it. If there are not seats enough for all the pupils there is a public protest at once; if there is no water for pupils to drink the parents very quickly become interested. But if a bright and conscientious teacher has so many pupils that any real teaching is impossible, the tragedy of the situation is seldom noted outside the walls of the school room. The good public needs much educating along this line.

C. H. T.