

after the lapse of ten minutes another examination gave 32.2 parts of carbonic acid, or an increase of 15.6 parts. The air now became to the teacher and children so oppressive that the experiment was not continued. Dr. Endemann says: "If the accumulation of carbonic acid had been allowed to continue, we might have reached within one hour the abominable figure of 110."

We presume the sanitary condition of the air in these rooms to be no worse than that of most of the public and many of the private crowded school-rooms throughout the whole country. The same is true of many lecture and committee-rooms, court-rooms, crowded family apartments, close sleeping-rooms, and ill-ventilated offices and counting-rooms.

The ventilation of a large part of the church edifices, throughout the country is little, if any, better. Sunday-school halls and class-room are particularly obnoxious to these criticisms. In nineteen cases out of twenty the air in them near the close of a crowded service is surcharged with the poisonous carbonic acid. We could easily specify instances. They abound on every hand. Not long since a quantity of air taken from a packed infant class-room just before the dismissal of the pupils was submitted to the proper analysis and found to contain as high as 37.3 parts of the poisonous acid in 10,000 of air, a proportion nine times too great for the safety of those who breathed it! And this condition was described by the teachers as not unusual.

We need not expatiate at length upon the importance of these facts. They should engage the immediate and earnest attention of all who have anything to do with the erection of any public edifices, especially of school buildings and churches. Let these edifices be thoroughly ventilated. Let it be done at once.—*Christian Advocate*.

—Teach what will be used in after life. Teach as we use in after life. Teach from the known to the unknown. Teach pupils to do things. Teach the how before the why. Do not tell, but draw out. Teach as much as possible by application. Teach by topics. Teach at every recitation something not found in the books. Give class instruction as much as possible. Remember that change is rest.

### THE BEAUTY OF LIFE.

"Truly the light is sweet, and a pleasant thing it is for the eyes to behold the sun."

*Solomon.*

Life is beautiful; its duties

Cluster round each passing day,  
While their sweet and solemn voices

Warn to work, to watch, to pray.

They alone such blessings forfeit,

Who through sloth, their spirits cheat;

Or, in selfish stupor sitting,

See the rust their armour eat.

Life is beautiful; affections

Thrill with Joy its golden string,

In its opening blossoms nestle,

Bird-like 'mid its branches sing;

Smiling rock its cradle slumbers,

Guard with pride its youthful bloom,

Fondly kiss its snow-white temples,

Dew the turf that decks its tomb.

Life is beautiful with promise

Of a crown that cannot fade;

Life is fearful with the threatening

Of an everlasting shade.

May no thoughtless worldling scorn it,

Wandering wide in folly's maze;

Duty, love, and hope, adorn it,

Let its latest breath be praise.

### GLEANINGS.

—Knowledge may increase sin if the heart be not educated as well as the head.

—To clean blackboards, rub with a cloth wet slightly with kerosene. All the dust will adhere to the cloth and the board be left clean as when first slated.

—The facts which a child learns at school are of less practical value than the habits of thought and feeling which he acquires. The mental act is more important than the acquisition.

—It will always bring a rich reward of respect to be polite to your pupils. Children relish and appreciate an "if you please" and a "thank you," and it adds to their self-respect, without which there is no true worth. Give your example to your precepts. Children can detect sham as well as grown people, and will often notice inconsistencies in walk and conversation that older people might pass unobserved.—*IOWA SCHOOL JOURNAL*.