

"Oh, sextant of the school-house, which sweeps
And dusts, or is supposed too! and makes
fires,

O, sextant I there are 1 kermoddity
Worth more than gold, which doesn't cost
nothink—[?]

Worth more than anything except the sole
of mann:—

I meen power are, sextant; I meen p:wer
are!

O, it is plenty out o' doors, so plenty it
doant no

What on airth to do with itself, but flies
about

Scatterin' leaves, and blowin' off men's hatts;
In short, it's "jest as free as are" out dores.

But O, Sextant, in our school-house it's as
scarce as hen teeth—

"U shet 100 girls and boys,

Speshaly the latter, up in a tite place,—

Sum has bad breths, none ain't 2 swete,
Sum is fevery, sum is scroffous, sum has bad
teeth, and some ain't over clean;

But every 1 of em brethes in and out, & out
& in,

Say 50 times a minit, or one million & a half
breths an our;

Now how long will a school-house full of are
last at that rate,

I ask you? Say 15 minits, and then what's
to be did?

Why then they mus brethe it all over agin,
And then agin, and so on till each has took
it down

At least 10 times, and let it up agin. And
wots more

The same individdible doant have the
privilege

Of breathin his own are & no one's else
Each one must take whatever comes to him.

Oh, Sextant, doant you know our lunks is
bellusses,

To blo the fire of life and keep it from
Going out; & how can bellusses blo without
wind?

And ain't wind Are? I put it to your con-
shuns.

Are is the same to us as milk to babies,
Or water is to fish, or pendlums to clox,

Or roots and airbs unto a injun doctor,
Or little pills unto a omeopath,

Or boys to girls. Are is for us to breathe.
Wot signifies who teaches if I can't breathe?

What's Profs. & Profeses to children who
are ded?

Ded for want of breth? Why, Sextant, when
we dye,

It's only coz we can't breathe no more—
that's all.

And now, O Sextant, let me beg of you
2 let a little are inter our school-house.

It ain't much trouble—only make a hoal,
And all the are will cum of itself.

It laves to cum in where it can git warm,
And O how it will rouse the childers up,

And sperit up the teacher, and stop gapes
And yawns & fijits."

We have come to the consideration of the MEANS FOR CHANGING THE AIR in the school-room, the means for getting in this "kermoddity," and we shall find that there are two more little modifications in the "pome" which I would not make, for fear of spoiling its vigour by too much matter-of-fact, but to which we must allude when we come to the matter-of-fact subject of ways and means. Whilst the air "doesn't cost nothink" "out dores," it costs a little (not much in proportion to its worth) to get it into the right place and "git it warm:" and whilst it "ain't much trouble to make a hoal," it requires much thought and time and trouble—and this all means money—to get the "hoals" in the right places, for different seasons and under varying circumstances. And it is this question of money, combined with a want of proper understanding of the consequences, and of the whole subject indeed, that stays the hand of those who have not yet appreciated the fact that the question at issue is of the value of children's and teachers' brains and bodies *versus* the cost of a few ventilating tubes, and the ingenuity required to devise and manage them, and the cost of fuel and enlarged school-rooms.

First, then, what should be the *size* of the "hoal" or holes—for it wants some to let the bad air out as well as to let the good air in. This will depend upon the rapidity of currents of air that may be borne, and this again upon whether the air is warmed when introduced; but, as a rule, about five feet per second may be borne. There are 3,600 seconds in an hour, and we want 3,000 feet of air in that time, *i.e.*, five-sixths of a foot per second for each individual, this with a