

from using the strap or rod. Use these seldom and only as a last resort. The wise man says, "Foolishness is bound in the heart of a child, but the rod of correction shall drive it far from him." "The rod and reproof give wisdom," &c. No teacher is likely to succeed in the thorough discipline of his school without a deep sense of the infinite importance of the work. The training of the young is no doubt one of the most important and responsible positions, even superior, in some respects to that of the sacred ministry. If our youth be trained in habits of regularity, punctuality, perseverance, unwavering truthfulness, respect and obedience to proper authority, they will become loyal, useful and happy subjects, a blessing to their parents, and the world.

EDUCATION VERSUS CRIME.—Let me repeat once more that school houses are cheaper than jails—teachers than officers of justice; moreover they stand towards each other in an inverse ratio. By employing more good teachers and keeping them by sufficient remuneration in the profession, by bringing our educational facilities as near perfection as possible, the fewer of the other class will be required, until at last they, we doubt not, will disappear altogether. From Dr. Ryerson's report we learn that the cost of each pupil for the year 1870 was \$3.87; the cost of each prisoner in our common jails we find from Mr. Langmuir's report was \$16.03 without including some expenses such as the salaries of our judges, &c., that might justly be added. Of these prisoners 1,722 or 27 per centum could neither read nor write, and 417 of them were under sixteen years of age. The Commissioner of Education for the State of New York avers that 85 per cent. of the crimes in that State is committed by the uneducated. Eighty per cent. of the crime in New England, in 1870, was committed by parties whose education had been wholly neglected or nearly so. The statistics of our own Penitentiary but too surely corroborate these lamentable facts. Of 11,420 juvenile offenders committed to jail in England in one year, only 196, or less than 2 per cent., could read and write well! Moreover, General Eaton, the United States Commissioner of Education, after making very diligent and extensive inquiries on the subject, concludes that "the mere power to read and

write increases the productive faculty of the laborer fully 25 per cent." apart altogether from the happiness it confers. The education of the masses, in connection with the moral and religious training of youth, constitutes the only efficient means for drying up the sources of crime; our public schools constitute the only lever long enough and strong enough to raise the whole fabric of society to a higher level; and compulsory attendance at school is absolutely necessary, if we would secure, in the highest degree within our reach, the greatest good to the greatest number, the elevation of all classes, the progress of society in virtue and happiness, and the welfare and safety of the state.—*From Report of A. Macallum Esq., M. A., Inspector, Hamilton.*

VENTILATION OF SCHOOLS.—The normal quantity of carbonic acid gas in healthy air is four parts in 10,000. The highest sanitary authorities declare that when the proportion exceeds that of six in 10,000 the air is positively poisonous. Keeping these facts in mind we shall be prepared to appreciate the force of certain experiments recently made in New York by the chemists of the Health Department, for the purpose of determining the sanitary condition of the air in our schools and other public buildings.

Seventeen public school-rooms were visited, and as many samples of air obtained. A careful analysis of these samples showed that all were poisonous, the presence of carbonic acid varying from 9.7 to 35.7 parts in 10,000. That is, the least offensive sample contained more than twice the normal or healthy quantity, while the highest extreme contained nearly nine times the proper quantity. The average proportion was 20.3, or five times the proper amount.

Dr. Endemann, the chemist who made the analysis, reports that the ventilation in nearly all these buildings is faulty, and that the proper amount of fresh air can only be obtained by opening the windows, a practice often very detrimental to persons sitting near the openings and in the current thereby produced. In one of the schools where there were ventilating flues in the walls, experiments were made to test their efficiency as follows: First the air was taken, while one of the windows were open, and found to contain 17.2 parts in 10,000. The window was then closed, and