

whom were subsequently cut off by putrid fever, caused by the dreadful effluvia and corruption of the air. But there have been parallels to such cases even in our own day. Need we refer to what occurred on board the Irish Steamer *Londerry*, on the night of the first December, 1848, when of 150 passengers, crowded together in a narrow cabin, on account of the stormy nature of the weather, not fewer than 70 were suffocated before morning.

But it is time, and more than time, that we apply the foregoing remarks to our subject,—that is, to the proper ventilation of school-houses, and need we say that the great majority of our school-houses are miserably defective in this respect; that neither in their original design, nor in their execution, has there been the smallest provision made for their ventilation. And the result is but too apparent in the hard-earned experience, physical and mental, of both teachers and scholars.—Contrast, for example, the conduct of the children in a crowded school-room during the former and latter parts of the forenoon session, or still more during the forenoon as compared with the afternoon diet. At first all is attention and mental energy and proper behaviour. Gradually and imperceptibly, a languor, a listlessness, an inactivity and an inattention, steal over them; all this is followed by an utter indifference to, because disqualification for, study. And this again takes vent in mischievous plottings and pranks, as the only alternative of the ever-active children. The teacher, ignorant, it may be, of the cause, and ascribing the whole of this conduct to mental or moral stupidity and indifference, is all the while increasing in his own slowness and fretfulness, being under the influence of the same hallucination; till at length he can hardly look with complaisance even upon good behaviour, and in his peevishness is disposed to magnify the most trifling departure from the rules of propriety. He scolds, he threatens, he dragoons, he flogs, but all to no purpose; for the atmosphere which both scholars and teacher are inhaling, is becoming more and more vitiated, increasing the yawning and trickery of the one, and the irritability and despotism of the other. And this repeated day after day, and week after week, what is the result? The scholars are becoming continually more ungovernable and the teacher more unfit to govern, or, if government is maintained at all, it becomes the end instead of the means, and the real work of education occupies but a subordinate position. Now, need we depict the saddening and the desolating effects of this state of things upon the scholars and the teachers; all the worse because the change in the atmosphere from purity to impurity, from a healthful to an infectious state, is not sudden, but gradual, is not palpable at once, but creeps on imperceptibly. Need we speak of these effects in so far as the bodies of the scholars and teachers are concerned. There are many children whose health is sufficient to enable them to engage in other pursuits, but who are either unable to attend school at all, or who become unable so soon as they begin to attend, or, if they do persevere in their attendance, are subjected to headaches, faintings and the like—all traceable to the causes above mentioned. Thus are abundantly sown in early life the fruitful seeds of disease and premature death. All this, too, explains why the business of teaching has acquired, and justly too, the reputation of being unhealthy,—and why we find so many efficient teachers disabled and laid on the shelf before they have reached the meridian of their days, and others retiring in fear and alarm after they have been engaged but a few weeks or months at the work. There is, however, no

reason why the health of either teacher or pupils should sooner fail in a well regulated school, taught in a house properly constructed and suitably ventilated, than in any other business. The evil in question can at once be removed by the application of a suitable remedy.

Need we speak of the effects of such school-houses on the tempers and dispositions of teacher and scholars. This discloses the true cause why so many teachers, who are justly considered both pleasant and amiable in the ordinary domestic and social relations, are obnoxious in the school-room, being there habitually sour and fretful. This, too, explains why children that are amiable at home are mischievous in school, and why those that are troublesome at home are frequently well-nigh uncontrollable in school. To what is all this sourness and irritability of temper to be traced? The grand and influential cause is badly ventilated school-houses.—Or, again, need we speak of the effects of this state of things on the intellectual progress and moral well-being of the scholars, or on the success of the most painstaking and enthusiastic ~~teacher~~ ~~instructor~~ ~~instructor~~ of ~~Common~~ ~~on~~ ~~this~~ ~~subject~~, than whom there is not a higher authority in the whole range of animal physiology: "It is now many years since, on the occasion of a visit to one of the classes of a great public seminary, my attention was first strongly attracted to the injury resulting to the mental and bodily functions from the inhalation of impure air. About 150 boys were assembled in one large room, where they had been already confined nearly an hour and a half when I entered. The windows were partly opened; but, notwithstanding this, the change from the fresh atmosphere outside to the close contaminated air within, was exceedingly obvious, and, most certainly, was not without its effect on the mental faculties, accompanied as it was by a sensation of fulness in the forehead and slight headache. The boys with every motive to activity that an excellent system and an enthusiastic teacher could bestow, presented an aspect of weariness and listlessness, which the mental stimulus they were under could not overcome." And if such were the effects on the mental energies in a comparatively comfortable school, such as the one here spoken of, and in an hour and a half after the business of the day had begun, what must it be in this Province with too many of our schools! The pupils may attend, and the teacher may carry on his operations for five or six hours every day, but, in so far as any real work is concerned, as much may be done, and that far more perfectly, in one half, yea, in one third of the time, and that too without any physical or moral injury. And what does all this demonstrate? Clearly and distinctly that two-thirds of the time of both pupils and scholars are lost, and worse than lost. Would that parents and trustees could be brought to consider this matter as they ought! Would that they saw and thoroughly believed that infinitely the most economical school-houses are those which make the best provision for a due supply of atmospheric air, whatever be the original cost!

And this brings us to speak of the provision requisite for this end, and what does that provision consist of? It consists of two things—1st. *That the school-room be of sufficient size for the children likely to occupy it, and, secondly, that due provision be made for thorough ventilation.* And what, it may be asked, should be the accommodation provided for each scholar? Generally, we reply, that the room should be capacious enough to prevent the air becoming offensive and poisonous in the course of one session. But, more particularly, 150 cu-