often of as high a temperature as our bodics, 98 1/2 \* Fahrenheit. It is generally much cooler, and becomes heated by contact with us. Hence, put outlets in the top and it will rise Then "make a to them and away. hoal, and all the air will come in of itself." But the "hoal," if not of a particular kind, may sometimes allow the air to blow too directly on the teacher's neck, for example, producing unpleasant consequences, especially if it is already blowing hard out of doors. Hence, the teacher may not despise a few hints as to various devices for breaking up a current of air, or directing it above his head, especially if the devices be of so simple a nature that he can, at once, introduce them himself.

1. One such may be adopted by raising the bottom sash of the window, and filling up the opening by a piece of board. You will not see much gain from this until you remember that a broad air duct has been thus constructed, opening upwards between the two sashes, and directing the current of air upwards.

2. Double panes, with a slit at the lower part of the outer and at the upper part of the inner, will act in the same way.

3. So will a board set in the window frame an inch or so inside the open sash.

4. Boards sloping upwards from the top of the upper sash may be used.

5. Perforated boxes running around the room, and having connection at one or two points with the outside air, may diffuse small streams of "this commodity" from their numerous perforations.

6. Wire screens and other contrivances will be found described in some papers which will find place in our next Annual Report.

The third principle that I laid down,--that the air must be pure,-- it might seem almost superfluous to mention, and yet how often does it hannen that the air supplied to our roo.us—school-rooms as well as others —is taken from halls (where it has already done its part), from cellars, from dirty yards, and often, in addition, is made to traverse flues containing the accumulated dust and rubbish of months and years. I can point to several public buildings in Toronto where this, and worse, has taken place.

It would be very interesting o describe the various procedures for determining the purity of air and sufficiency of means of ventilation, but time will fail us, and I will merely show you a little portable instrument for recording the velocity of currents of air, and which would be very useful to those charged with the sanitary inspection of schools.

## FIRE ESCAPES AND READY EXIT.

Before leaving the architectural part of my subject, I should refer to two other closely connected precautions for the saving of life. If I mention the Sunderland disaster, and the fire panic in New York, you will know what I mean. Good broad stairs, doors opening widely outwards, and efficient fire escapes, are some of the requirements needed. L. this connection I would desire to allude in terms of commendation to the action of some of our school authorities in exercising the pupils in firedrill, and would express the hope that this action may become more general, as also the systematic sanitary inspection of schools. A good work in this latter direction has been this year performed by the Medical Health Officer of Toronto, Dr. Canniff.

Closely connected with the subject of pure air in and around school buildings is that of the disposal of sewage; but as I have caused to be placed on the platform, a number of