

houses are evidence of progress, but proper ventilation must be carried to such ceilings, otherwise they will become receptacles for foul air, to vitiate the entire atmosphere of the room. Fresh air is about the most important food of the system, and at no time more than during school life should there be a proper and well-regulated supply. It is a well-known fact that every individual poisons fifteen cubic feet of air every hour, in consequence of which thirty cubic feet should be supplied every hour. If we desire to stay the progress of epidemic diseases, there should be every effort made to limit the number of pupils to the area of class-room accommodation. Well might Dr. Thomas Rochester remark, at the Medical Society meeting at New York in June, 1876, that "Education was not in all instances the unmistakable blessing which it seemed to be, for it became necessary to acquire it at too great a risk," and, under such circumstances he recommended that every school district should have a competent and well-paid medical director, who should devote himself thoroughly and conscientiously to the many hygienic duties of the position. It is impossible to over-estimate the importance of this sub-

ject which at present is engaging the attention of public men in every country. Dr. Bowditch in his address at the International Medical Congress, Philadelphia, 1876, stated that over 200,000 persons are annually slaughtered in the United States by preventable diseases. What the death rate in the school children of the Dominion may be, or of the Province of Ontario, now numbering 496,000, between the ages of five and sixteen years, I could not offer an estimate. From personal observation, I fear that the cramming system of the present day is not likely to produce a generation equal to the one now passing away. The most useless individuals in society are those who know everything and can do nothing. Our country is rapidly developing and we require workers; workers not converted into drones by excessive, ill-directed application in the buoyant period of youth. Let our education be directed towards the object in view, governed by the principles of common sense, and the outcome will be more lasting, the results more practical. The rising generation will then be one better able to grapple with the varied emergencies of certainly a trying age.

In a capital article by Prof. Goodenough in the *Ohio Educational Monthly*, we read, "It will be seen that Industrial Drawing is the principal factor in a large number of industries, and hardly one can be named that does not depend more or less on it. In our Public Schools it is almost the only subject at present that leads pupils to think of industrial pursuits."

THE true education is to unfold and direct aright our whole nature. Its office is to call forth power of every kind—power of thought, affection, will, and outward action; power to observe, to reason, to judge, to contrive;

power to adopt good ends firmly, and to pursue them efficiently; power to govern ourselves, and to influence others; power to gain and to spread happiness. Reading is but an instrument; education is to teach its best use. The intellect was created not to receive passively a few words, dates, facts, but to be active for the acquisition of truth. Accordingly, education should labour to inspire a profound love of truth, and to teach the processes of investigation.—*Channing*.

SPEAKING of singular and plural verbs, which is the correct form in the following 7 and 4 are 12, or, 7 and 4 is 12?