

fects among rural children from recent surveys, is found to be greater than that of town children regardless of economic status. Perhaps the school house with its unhygienic equipment may in part be responsible for this. How many of our rural schools have stone foundations with draught proof floors? How many have been built so that the light falls from the left and back of the pupils? How many are provided with good window shades in working order? How many have replaced the old tin bucket by sanitary drinking fountains? These are but a few of the requirements which hygienic school buildings must meet.

The old box-like school house with a door at one end, the chimney at the other, with windows evenly spaced on each side is too common to need description. Our homes today show prosperity, comfort and increasing good taste. Our school houses should do more. A school house should continually look forward and should be built for the present and the future. Many of the school houses, today, were built for the past but have persisted into the present. Can we produce progressive future citizens in these unhygienic, uncomfortable, unattractive school houses to be found in some of our rural districts?

The reports of the military authorities during the late war showed an appalling amount of physical defects due to causes which in their inception were entirely preventable. The present generation must awake to their responsibility as guardians of our future citizens and keep them "fit." A few of the requirements which must be met by the school house in order to prevent some of these more common physical defects will be mentioned here.

The lighting is most important. The common arrangement of windows on both sides of the room is universally condemned. Reports from schools with windows arranged according to standard requirements show that "insufficiency of light and improper arrangement of light, and not the amount of use of the eyes, are mainly responsible for the defective eyesight among school children." The windows should be banked on the north or east side of the building. The class room seating should be so arranged that the light will fall over the left shoulder of the pupil. One or two small windows may be placed in the rear for summer ventilation and additional light on dark days. They will, also, add to the exterior appearance. These windows should be covered with dark shades, except when in use, to save the teacher's eyes. These windows should be placed high enough to afford blackboard space beneath. The window shades will be most useful if attached at the bottom and run upward by a cord and pulley. This plan cuts off light at the bottom and admits it from the top, which is best.

The usual plan of heating is by means of a stove in the centre of the room. Frequently this stove does not have sufficient radiating surface to warm the whole room, if heated red-hot. The children in the corners and along the sides of the room suffer from the cold, while the ones near the stove suffer from heat. This scheme of heating is bad and should be replaced by a large jacketed stove with an intake of fresh air, admitted directly from outside. This stove should be large, with sufficient radiating surface to conveniently heat the room. Several modern schemes of heating by means of a jacketed stove are on the market at a reasonable price. These schemes also provide for the ventilation of the room and the temperature may be kept uniform.

The open tin pail and common drinking cup should be replaced by drinking fountains. The open pail is an excellent contagion spreader and has no place in the modern school. Drinking fountains supplied by a tank are being installed at reasonable expense in many rural schools today.

The progressive rural school must also provide opportunity and training for hand-work. This need may be met either by use of a basement or a small workroom 9 x 12 being added as an ell to the school building. This workroom should be equipped with apparatus for Domestic Science and Manual Training. A well-equipped carpenter's bench will serve for the latter. The teacher need not be a manual training instructor to help the boys work out simple constructional problems. The oil-stove will also afford the means of providing hot lunches at noon time. If a basement is used for this purpose, a part should be partitioned off for a playroom to be used on stormy days.

A cloak room is an absolute necessity and some provision should be made for a teacher's rest-room. The teacher's duties are so arduous that some provision for a few moments rest should be provided in every rural school.

"Man's life is more than meat," so the school must consider the necessity of caring for the aesthetic side of the child's nature. Each rural school should have a good library. This may occupy a cheerful corner of the room with a table and chairs for use of the pupils. The books for general use may be left on open shelves; the reference books should be in a closed cabinet. The cataloging and care of the library may be delegated to certain pupils under the supervision of the teacher.

The walls should be clean and tastefully decorated. The school house should be kept in perfect repair. How can we teach habits of neatness and thrift with large hunks of plaster hanging from the walls or with soiled, blistered paint on the wood work? The walls should be hard and smooth; rough plaster gathers dirt. The walls and ceiling should be tinted in light colors if the room