

fitting that this convention should give earnest consideration to the subject of school hygiene, which is second in importance to only one other subject that could occupy your attention—the hygiene of the nursery.

I have endeavoured to make this paper supplementary to an able address on School Hygiene delivered by Dr. Oldright before the Provincial Teachers' Association, which I hope may be printed in the Annual Report of the Board of Health, where it would be read by many who may not see the printed proceedings of the former body.

School Hygiene naturally admits of treatment under two classes of topics, one referring to the character and conditions of the school house and its appurtenances, the other to the exercises specially designed and practised to promote the health and develop the strength of the children. It is to the former class of topics chiefly, and as rural schools particularly are affected, that I now invite your attention. These topics will be treated in the following order:

- 1st. Site.
- 2nd. Ventilation and Warming.
- 3rd. Water-supply.
- 4th. Sewerage.
- 5th. Furniture.
- 6th. Cleanliness.
- 7th. School age.

SITE.

In rural sections where land is comparatively cheap, and choice not confined to one particular spot, there is seldom excuse for locating the school in an unwholesome or unsuitable situation. In my district, only about eight per cent. of the schools are located in unnecessary proximity to swamps or stagnant water, or on sites extremely difficult or impossible to drain properly. Very few sites

contain less than half an acre, still fewer more than one acre. A site of two or three acres with ample room for woodshed, play-shed, outhouses, rows of trees, flower plots, and a teacher's residence exists only in the dominion's dreams. Not very many of the sites are drained, and very few have suitable provision for outdoor play and exercise in wet and stormy weather. Trustees seem, in selecting a site, to bestow more attention on its elevation than on its aspect. If it costs a few dollars more to purchase a site affording a southern aspect for the school-house than one that makes the school open towards the north, they buy the cheaper. On the roads running east and west in the district, there are nearly as many houses facing the north as the south. The former are, as a rule, colder and more comfortless, with a larger consumption of fuel, and consequently greater expense therefor; and in such, there are more trouble and more necessity to keep the outside porches and storm-doors in good repair. They lack the genial and health-giving influence of an open doorway filled with sunlight on the bright spring days; the front yard remains damp and muddy much longer, and the flower-beds, where such are made, are not so attractive. It is generally preferable to build the school-house near the back of the site. Then the front door opens out into the playground, and affords the teacher opportunity for supervision of the children during play-time; the windows are less liable to be broken than if the school-house were in the middle or front of the yard, and the boys' and girls' private yards can be more effectually separated.

VENTILATION AND WARMING.

The problem of ventilation is at once the most important and difficult