

—of too many. They are frequently, I almost think in the majority of cases, built as close to the public road as they can be placed, with a very small area of ground about them, quite too small for a play-ground, for ornamentation or any useful purpose. They are very often without a tree near them and the most prominent feature in the school landscape (sometimes placed on the opposite side of the road to accentuate its importance) is, in hundreds of cases, a very unsightly though suggestive-looking building, whose utility may not be disputed, and is usually self-evident, but the appearance of which is neither ornamental or prepossessing. There is no occasion for making it the most prominent feature in the school's landscape.

How can pupils who receive such education as they get, under such untoward circumstances, be expected to derive the full benefit from the efforts made to instruct and train them? Can they be reasonably expected to acquire those habits of tidiness and cleanliness which ought to prevail in every house, farm-yard and stable, and without which several of the branches of Agriculture, notably those of milk and its products cannot be so profitably and successfully carried on as they would be if more order and neatness were developed in the rising generation, And so far as such schools are concerned, how can neat and orderly habits be instilled into the pupils when so many of the schools themselves, with their squalid surroundings, furnish such strong object lessons, ever before the children's eyes, inculcating directly the opposite. The children are not to blame in the matter. They are the parties sinned against, not sinning. And there is not the slightest occasion for so many or for that matter *any* of the schools and school premises being in this condition.

Why are the schools placed so close to the public highway, where every passing vehicle distracts the pupils' attention and disturbs them in their work? It requires very