

orations, dishes, dress—in everything that has to do with real living. Education prepares us for *living* and for *making a living*.

The exterior of the school building is also important. Instead of a plain square building painted a hideous red, yellow or blue—or perhaps not painted at all—it should be well proportioned, follow pleasing lines, and have at least one or two bay windows to break the monotony. The bungalow style of school house is particularly pleasing. With a dark brown shingle stain, spacious verandas and partially hidden with shrubbery it can be attractive indeed. There should be a shrubbery and perennial flower border along the fence at one side of the grounds if it is not feasible to plant three sides. In front there should be a well-kept lawn, with clumps of shrubbery where the walk meets the public road. *Don't plant anything in the middle of the lawn.* The play ground should be at the back of the school house.

What is the educative value of all this? Besides the unconscious esthetic effect, it gives a model for these children to follow by-and-by when they build homes of their own. Even earlier, it may be the pattern of remodelling the old homestead. The child who has grown accustomed to attractive, sanitary surroundings at school will be satisfied with nothing less at home. We know how the girl who comes home from "the States" after having been there a few years soon begins to try to modernize the old home and the old folks at home. Why should she have had to go away from her own community to learn how to live? If her own home had not given her cultured tastes and a knowledge of what was best, her school should have done so. Lectures at school will never give us this culture. We must *live with it* in order to absorb it.

Your home did all these things for you? That is good! Congratulations! But think of your poorer neighbor's home, whose children have no such advantages. For their sake, modernize your school. The school is for those who need it. It belongs to everyone and is supported by everyone. Let everyone see that it is fulfilling its missions.

What about Health? The improved school will look after that. It will install sanitary drinking fountains, individual towels, and drinking cups. It will provide a hot noon lunch for those who do not go home at noon. It will see that windows are so arranged and shades so adjusted that no eye trouble will ensue. Instead of the stove in the middle of the room roasting those near it while those farther away are cold, a jacketed stove in the corner or a furnace in the basement will distribute heat evenly throughout the room. This, with correspondingly good ventilation, will insure the children against colds, throat trouble, and their attending ills.

Out doors will be suitable play apparatus, so that in

good weather the children may learn to play happily together *under the supervision of the teacher*. Happiness means health. Happy employment also means health. This will be provided in the "school garden," which will in most cases be the flower and shrubbery border already mentioned. Mowing the lawn is not unpleasant if the same person does not have to do it too often.

A home-like school such as this will help keep the children contented, and prevent the migration to town. To enjoy such a school, the children must help to make it. If they have an active part in the improvements, they will realize what it all means, and will appreciate it the more.

Will conditions like these ever arrive? Yes! They are already here. Not all these improvements have yet been made in any one school in Nova Scotia; but one or more of these desirable features has been installed in each of three or four dozen rural schools. The start has been made. That is the hardest part of any innovation. Many of our teachers are awake to the needs of school improvement. Their influence is showing in many ways and in many places. We look for better conditions in the comparatively near future. Let us all work hard for them.

POETICAL LITERATURE IN ELEMENTARY EDUCATION

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(Continued from last issue).

Take the poem "The Pied Piper of Hamelin." What impression does the teacher try through this poem to leave with the class? A truth which you and I have not fully learned, a truth which all children should be taught. It is given in the last two lines of the poem, which lines are not in the reader. The teacher who does not read these lines fails to grasp the full significance of the story.

"So Willie, let you and me be wipers of scores out with all men especially pipers,

And whether they have piped us free from rats or from mice, if we've promised them aught let us keep our promise."

Willie Macredie was a small boy who was confined to his bed through illness. His father and Browning were very great friends. The boy was fond of drawing, so this poem was written to afford him subjects to draw and through this pleasure to teach him the necessity of keeping his promise.

There are poems in the readers that show the influence of flowers, how they affect the thoughts and influence the mind. Wordsworth, one of the Lake Poets, was out walking along the shore of one of the Cumberland lakes. He was in a troubled state of mind. His