

little effort stumps can be eradicated and stones picked out, or, if too large, they can be sunk in the holes dug by their sides. But there is this about it. If you admit that the teacher is not expected to do the labor, then let him or her not be pleased to walk over them in silence. There is danger they would soon speak about him if he would not say anything about them to his trustees. Same thing applies to dirt, weeds and scattered sticks. Also those unsightly outhouses can be screened by shrubs or removed from the front into the back corner of the plot, and there hidden behind trees and shrubs. Something must be done in this respect, as also there should be two separate houses, for it is hard to see how the teachers can preserve cleanliness of thought and habit and morality in children confided to their care with those unfavorable conditions prevailing.

How stripped of proper clothing our schoolhouses are can be only seen when we compare them with the schools properly fenced and treed. Almost every school in our community is in position of falling among thieves, and perchance we come in that way and pass on the other side. If it were not for the fair British flag, it would be difficult to tell a school from other buildings. Just think of a roof seen over the tops of shrubs among many other roofs, and how will you know it is the place where citizens of tomorrow get their education? How will you know the place, if on coming nearer you see weeds round the four walls? Perhaps a scattered wood-pile or the outhouse would serve for identification, were it not for the British flag.

Now, think of the impression you receive on seeing such school. Then what impression does it produce on the delicate senses of the child who is there five days out of every week? No wonder teachers have difficulty in enforcing discipline. It cannot be otherwise. A boy who sees disorder, untidiness is unconsciously taught to be disorderly because physical surroundings influence

his mental attitudes, and consequently we cannot manage him.

It is said that western visitors, when viewing in the galleries of Chicago Art Institute, reverently take off their hats before the beautiful masterpieces. Some stand gazing for many minutes, while tears of joy appear in their eyes.

The rough nature of men in lumber and construction camps reaches its climax in their camps, but in places having a dignified appearance their toughness disappears and they become gentle and meek in spirit.

This goes to show that pleasing surroundings ennoble man's soul, and, eliciting his best qualities, make him the paragon of animals; and on the other hand, displeasing appearances dishearten, degrade and are partly responsible for many evil thoughts and deeds.

Therefore it is necessary to think of the boy, who is the father of man, when difficulty confronts us in our efforts to beautify the school grounds. The results cannot be marked in dollars and cents. But there are higher things in life. Above all, it is necessary to think of the boy—of his eyes that see, of his ears that hear, of his mind that thinks, and of his heart that feels. What if a man without love for beauty, without respect for life? High German culture is overshadowed and fades from the sight of civilized world, when we think of thousands of lives killed and butchered. And we can imagine the Kaiser reading that horrid news of death with, perhaps, satisfaction. Oh, it is necessary to think of the boy of today who is the citizen of tomorrow, and teach him to love beauty, to respect life, which is beauty.

Boys and girls like to have a garden by their school, and a garden is one of the most beautiful things for the school ground. It is said, What is home without a mother? But it might be equally forceful to say, What is school without a garden? It was said before that school gardening is compulsory. (Now I lack audacity to say that we