ADORNING OF COUNTRY SCHOOL ROOMS.

The memories of the schoolroom cling to us through life, and influence us in no slight degree; hence it should be the brightest of all places. There, youth, with its love of beauty, its keen appreciation of tasteful adornment, its never-failing admiration of the beautiful in nature or art, spends much of the first years when all impressions are lasting. As the heliotrope seeks the sunlight, so the soul of the little learner turns to beautiful things, grows in contemplation, and drinks in their sweet qualities. The highest purpose of education is to make the person receiving it a better and happier, as well as a more useful individual Beauty, like all other things of supreme worth, is almost limitless in its application and influence. Little children are invariably delighted with the most striking forms of external beauty. Flowers, pictures, and music find sincere admirers in tiny boys and girls. It is only when worldliness creeps into their hearts that they become in any sense callous to these natural joys. Innocence and the love of beauty thrive in the same soil, a fact which cannot be taken too strongly into consideration where the training of children is concerned. For the love of beauty, though an inherent possession of man, is, like most precious things, of delicate quality. It needs encouragement and careful nurture if it is to continue a permanent element of character, and an abiding influence for good in life. Beautiful schoolrooms among pleasant surroundings should be the rule, and not, as they now are, the exception. It is an injustice and a cruelty to children to compel them to spend their days within bare and unsightly walls and amidst rude and uncouth environments. It is vaguely supposed that education and refinement have some essential connection with each other. But the supposition seems little more than mockery when we see a lack of everything beautiful in many cities, as well as in almost all country schools. Something very like torture is is no doubt often endured, conscientiously by teachers and unconsciously by scholars, from the dirty walls, hacked benches, and general cheerless and hovel-like appearance of nasty school rooms in rural districts. The indifference of parents in this matter is surprising. Children go from homes which are models of neatness and and taste, to study and recite their lessons, and to sit for hours in places akin to barracks. No wonder their school work seems simply an alloted task, a business matter purely—at best, a task, to be got through with as expeditiously as possible. The contrast between a pleasant home and a dreary schoolroom is of itself depressing to a sensitive child Where there is no pleasant home for contrast the matter is even worse. An opportunity for the exertion of an influence of an impressive, permanent, and high kind upon a child's mind and morals, is lost when the schoolroom is not much better in appearance than a bare and miserable home. From such homes many public school children come Such children, if not vicious and diseased, are usually cowed and spiritless. Their aesthetic natures have been cramped, and all their pure ambitions crushed. They need the stimulating influence of brightness and beauty constantly about them to arouse their dormant faculties, to take away their too frequent and abnormal stolidity In education too little account is taken of silent external influences by which senses are most readily and deeply affected. The trouble here, as in other educational shortcomings is that our schools have been too largely ruled by an idea—the acquisition of the greatest amount of facts in a given time A more philosophical view of education considers the development of the whole of a man's many-sided nature.

External or sensuous beauty refines character, through the emotions and the moral sense rather than through the intellect. It is an old, old idea that night and gloom are more conducive to crime than day and sunshine. There can be no doubt that men would be more virtuous if they could always have bright ness and beauty infused into their everyday lives. The very fact that splendor makes vicious places so attractive proves that men crave satisfaction for their natural aesthetic tastes. But the usual coarse splendors of vice would not be so alluring if men's finer feelings had not been so often repressed or misdirected in childhood. A child may and should be taught to be discriminating in regard to beautiful objects, love, harmoy, delicacy, and beauty of form as well as brightness and color. Teaching of this kind is the cultivation of aesthetic tastes so essential to a well-rounded character. Like other culture it is best given during the formative period of life, or in school days. Its requires special teaching. But no special teaching can be adequately effective unless it is sustained by the permanent illustrations or object lessons provided by beautiful surroundings.

In cities, teachers are brought into close competition with each other, and nearly every one makes an attempt to beautify the room where her pupils congregate, but, from lack of funds or judgement, the attempt is often futile. Few rooms are actually decorated, but many have in them some curious and tasteful objects that break the monotony. Few city schoolrooms are utterly devoid of beauty. Very few country schoolrooms are ever adorned by any of the thousand beauties that might be placed in them. The acme of bare, blank dreariness is reached in these schools Who does not remember the expanse of rough smoky wall, relieved by nothing save, perhaps, a dusty line of cobweb along the angles? The old rusty stove, broken, perhaps, and minus a leg, the drunken pipe that zigzags its way to the smokiest part of the room, the dilapidated wood-box, the patched blackboard, the dusty, uncurtained windows, the grimy, uncomfortable benches, where little forms lose all their grace, and little faces grow weary and pitiful—all these are parts of the average district school. Yet fond parents send their children to these places, and earnest teachers stand there working for them, and both think they ask a possible thing when they urge the young creatures to be good, to be ambitious, to practice all the virtue. *Can a child be good* when the love of beauty and comfort which God has planted in his heats is *outraged* every hour by its surroundings? Teachers parents, school directors, ask yourselves this question; ponder it carefully, then answer it in *works* not *words*. If the above be a picture of your schoolroom, begin the work of beautifying it to day. The labor belongs to parents as well as to teachers and directors, but, I know, by experience, how hard it is for teachers to impress parents and directors with this fact, especially in district schools, in whose behalf I write. I say, however, to every teacher, "begin the work," the children will prove earnest helpers, and often impart their enthusiasm to the apathetic parents. The first requisites are soap, water, and whitewash. Cleanse the building and the plat of ground surrounding it. If you can, take Saturday for the work; this will show that you do not desire to interfere with the school program; that you are willing to sacrifice something for the beauty of the room, and will inspire the pupils with a desire for one of "aunt Diana's clarin'-up times." On this day encourage the "big boys" by judicious smiles, and they will do all the hardest work, leaving the easy and ornamental part for the girls. The uncomfortable benches cannot be remodeled, but they can be cleaned; the smoky walls whitened; the stove polished; the floor and windows washed; and the yard freed from all its debris.

Without interfering with play grounds it would be comparatively easy to have a plot of grass and perhaps also borders of flowers in every school yard. The children could be led to take pride in keeping the grounds in order, especially if the responsibility was placed on their shoulders. This could be done by dividing the school into companies, each company to have the care of the grounds for some stated period of time. In this as in all other thing pertaining to education, it should be ever kept in mind, that children need guidance, rather than absolute rules.

There is no good reason why every schoolroom should not be attractive. Given cleanliness and respectable furniture, the children, with a little encouragement from their teacher, will often do the rest; put growing plants in the windows, hang pretty prints and other ornaments upon the walls, and provide many things which will add a homelike appearance to the schoolroom. In these pleasant ways moreover, latent tastes and capacities of boys and girls may be developed and utilized, and thus a work more directly educational be done. What is of still more importance, children acquire a sense of attachment for and possession in the schools they attend School rooms should seem, in some degree, like second homes instead of mere places of work and confinement. A fruitful source of antagonistic feeling being in this manner removed, the minds of pupils would naturally become more receptive. And by the simple presence of beautiful surrounding, a surer foundation for intellectual acquirement might be laid, and the work of conscientious, earnest teachers, would perhaps be less often in vain.

Last and not least, however, comes the teacher and her appearance. It is not necessary that she should possess a faultlessly beautiful face and figure. But there should be on her face a kindly and intelligent expression, which constitutes the chief charm of any countenance. A teacher's attire should be in good taste, and suited to the dimensions of her purse. However cheap the material, let it never be slovenly, gaudy or monotonous. With this room, and this teacher, few children will turn from school with hatred. A new interest in the place, and care for it, will instantly be manifest, and a weeks enjoyment will amply repay all trouble and expense.

G. A. WALKER,
County Supt. of Schools.

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A CASE OF INTEREST TO EVERY WOMAN.

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From the Evening News, Detroit, Mich.

Mrs. Henry Younghans, of Detroit, Mich., who resides at 1003 Grand River Avenue, said: "Ever since our last little one came I was an invalid. For years I have had the most painful experience and would have to lie down most of the time. After the last baby was born I was unable to attend to my housework: I could hardly stand up and had dizzy spells. I wanted to sleep all the time and was treated by several of the best physicians. I would have the most fearful cramp, for which hot applications were used. I used these hot applications until I blistered myself severely.

"Before our child was born I had been a strong, healthy woman and was scarcely ever sick. After he was born I grew weak and thin, and received scarcely any help from the medicine left by the doctors. They said I was not properly cared for and that the baby was too strong for me. My back seemed to be breaking and I was scarcely ever without a severe headache. Could not tell you how many different prescriptions I have taken, but every doctor had a different plan of treating my case. I wore supports and laid for weeks with my limbs elevated, but without avail. One day my husband suggested that I try Dr. Williams' Pink Pills for Pale People, as he had read several articles in the paper about women who had been helped by them. I was discouraged and thought I must always be an invalid, but said I would try them after I had taken the bottle of medicine I was then using.

"A few days after he brought me in a box and asked me to give them a trial. I started taking Dr. Williams' Pink Pills for Pale People that day and put the other medicine away, thinking it would please him if I tried the pills. Before I had taken one box I felt better. My husband noticed the improvement and bought two more boxes. I kept on using them until I had taken four boxes, and I was entirely cured.

"I keep them in the house now and use them occasionally, as they are a great help to all women. You would not have known me two years ago. What I am to-day is owing to Dr. Williams' Pink Pills for Pale People."

(Signed) MRS. H. YOUNGHANS.

Mrs. H. Younghans, being duly sworn, states that she has read the above and that it is true in every particular.

ROBERT E. HULL, JR., *Notary Public.*
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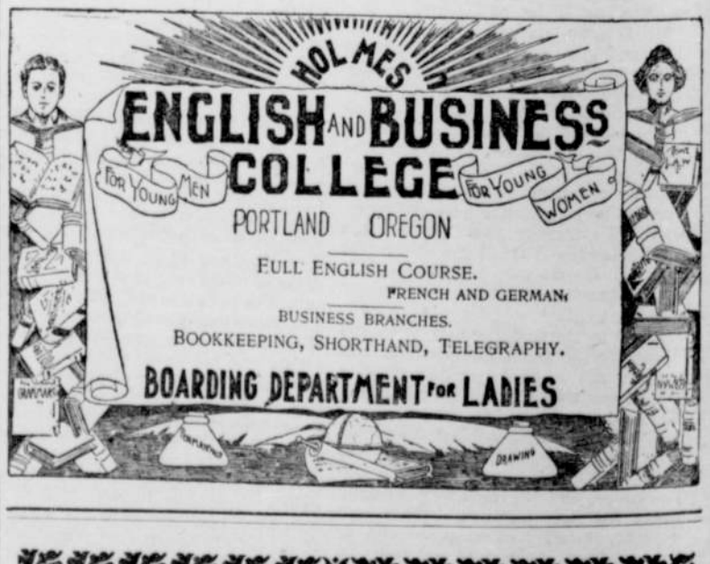

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