

We have not two hundred suitable School Houses in the State. The furniture is of the rudest kind. No maps or black-boards have been provided.

"In these badly built, rudely furnished, and inconveniently located houses, Teachers are placed to instruct from twenty to fifty children, with none of the comforts or conveniences of a decent School.

"We need not be surprised at the result. The public money has been spent and no good accomplished.

"My advice most emphatically is, to give all possible attention to this subject and secure all attainable means for building the Teachers' work-shop—provide the requisite working tools—put every thing in good order for successful work, and *then* with competent workmen, under vigilant supervision, begin the work.

"Enlist mothers and sisters in the good cause. If men will not pay taxes, then by contributions, fairs, pic-nics and similar plans, let funds be raised, and neat School Houses built all over the State, which will be the pride of each neighborhood, and attract the attention of strangers to the zeal of the people in Educational progress, and the determination of parents to give their children reasonable personal comforts while they are acquiring useful knowledge."

As relevant to this subject, I venture to appropriate an editorial from the Baltimore Sun, which, since the uniform system of Public Instruction was announced, has been earnest in advocating General Education on the most liberal basis.

After speaking of the importance of convenient buildings to the comfort and health of children, the Editor continues:

"But there is something more than these to be effected—the tastes and habits of the children are to be formed, their ideas of the beautiful, their whole moral nature are to be influenced in the school room—and all these are colored by external objects. If the boy looks for years upon ill-shaped apartments and gloomy walls, upon the externals and the interior of a school room from which harmony of proportion, brightness of coloring and variety of outline have been banished, his character will proportionately become impervious to the amenities which the constant presence of the beautiful imparts to all, even those apparently insensible to its effects. When the boy grows up, the desire of having a pleasant, cheerful home, surrounded by flowers, where the sunlight kisses the gay petals, and the birds carol their sweetest songs, will not move his efforts if he has been habituated at school to satisfy his ideas of comfort in the dreariness of a neglected, forlorn apartment. We would have the walls of the interior, not bare as they now are, but cheerful with maps, engravings and drawings; even the bright landscapes which the paper-hanger can, for a few dollars, put upon the walls, all afford food for thought, subjects of study, means of moral and mental improvement to be taken in through the silent urchins' restless eyes, and to be impressed upon their quick beating hearts. Flowers, and trees, too, ought to be properly distributed about the buildings, with a view to shade and ornament. How much will they effect towards the softening and refining of the taste; besides, under the judicious direction of teachers, affording means of innocent and healthful recrea-