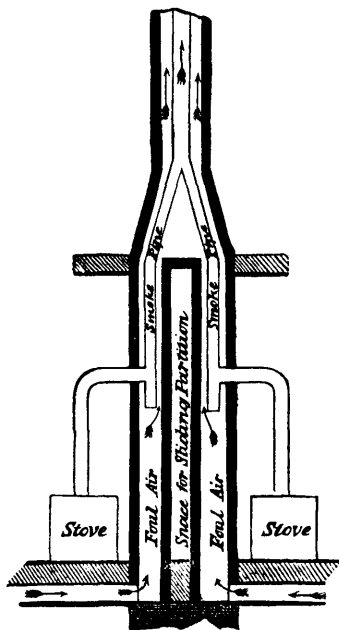


with a register to open or shut at pleasure, and connected air-tight with the tube under the joists.

A circular opening to be made in the ceiling of each* school-room and fitted with register, having a cord carried above ceiling joists and in the wall to platform, so that the Teacher may open and shut at pleasure. A clay, sheet iron, galvanized iron, or other unflammable pipe, to be provided for supplying PURE AIR to each* stove, connecting with the outer air through the foundation wall, and carried up through the floor directly under and to within 3 in.



PLAN AND SECTION OF VENTILATING
SHAFT FOR DESIGN, NO. 5.

of the bottom of the stove. This pipe to be fitted with a damper with rod coming through the floor close to the base-board, to regulate supply of air.

[Each* stove is to be fitted with a common sheet iron or galvanized iron jacket, leaving a space of 6 in. on all sides between it and the stove, except about the door and draught, where it is to be turned in all around close against the stove. This jacket to fit tight to the floor, and to have a cover open 3 in. for the escape of hot air into the room on one side only, that next the Teacher's desk; the cover to project over the opening and to bend downwards. The jacket is to be carried up to the cover on the side above the stove door, and also on the other two sides; the stove pipe to pass through the cover or jacket, and to be fitted tight into the smoke-flue.]

PAINTING.—The whole of the outside woodwork to be painted three coats of the best London white lead in linseed oil as required, the last coat to be of such colours as shall be directed.

The interior woodwork to be stained, and varnished one coat.

The roofs to have one coat of coal tar or mineral paint.

Russia, adds the *Gazette*, are the students, as the Netchayeff trial proved; and it attributes the attraction to a defective system of education.—*Pall Mall Gazette*.

VI. Papers on Practical Education.

1. PREPARATION REQUIRED IN THE TEACHER.

No less important than a resolute, sincere purpose, is an intelligent preparation for the work of teaching. One great defect in our teachers is, that they are too much inclined to avail themselves of the appliances by which teaching is made easy. Nothing is more fatal to good teaching. Let the teacher make use of text-books, manuals and the like, to simplify tasks for his pupils, as far as he thinks judicious, but he should train himself to an absolute independence of them, rather than an easy use of them. An intelligent teacher will no more lean upon such supports, than a well man will walk with crutches. The best remedy for this trouble would be the providing of higher instruction for teachers. Am I unjust in saying that even the normal schools are not up to the needs of the time?—*Professor Agassiz*.

2. MONTHLY EXAMINATIONS IN SCHOOLS.

The practice of marking the recitations of pupils has been discontinued in a considerable number of schools in Ohio, and written examinations, usually occurring monthly, have been substituted to determine the pupils' progress. We have taken some pains to ascertain how this change has affected the daily preparation of lessons. The general testimony is that the examinations are as effective an incentive to study as the daily record, while the greater freedom of both teachers and pupils has improved the character of the recitations. The teachers are less narrow and text-bookish in their instruction, and they give increased personal attention to those pupils who were not doing satisfactory work. Much, of course, depends on the spirit of the school and the manner in which the teachers do their work. When the time of examination is announced several days in advance, and the intervening time is devoted to the special preparation of the class for the ordeal, pupils learn to depend on this cramming, and there is less faithfulness in daily study. Examinations are most constant and effective as an incentive when they are held without previous notice and are made a test of the pupil's daily work. They are a poor incentive when the vigorous crammer stands higher than the faithful student.—*National Teacher*.

V. Papers on Education in Various Countries.

1. EDUCATIONAL PROGRESS IN RUSSIA.

The Russian papers are very busy just now in discussing educational questions. According to the *Russian World*, the sums expended in education in the Empire are out of all proportion to the results achieved. In the Imperial Budget 28,000,000 roubles (£3,500,000) are appropriated for this purpose, besides the local contributions from each province; yet the number of schools is far too small to meet the educational requirements of the country, and the want of teachers is even greater than that of schools. In the nine universities of the Empire 202 professorships out of 622 were vacant at the beginning of the present year, and in the middle schools there were only 1,903, instead of 2,102, the number borne on the establishment. The *St. Petersburg News* points out that in "the Governments of the Vistula" (Poland), on the other hand, education is progressing in a remarkable degree. Besides the elementary schools, these governments now possess eight special schools for training schoolmasters. These special schools contain more than 500 pupils, all belonging to the peasant class, and they have already trained 250 young men who are employed as masters in the national schools. The *Moscow Gazette* treats the same subject from a different point of view. It ridicules the expectation of the International Society to find a favourable field for its labours in Russia. "Our country," it says, "is so situated that it can afford no scope for those social problems which agitate the masses elsewhere on the European Continent. Each individual, as a rule, finds himself able easily to obtain the means of existence. Conscientious and assiduous labour is always sought and well paid for in Russia.

Moreover, hired labour does not with us constitute the exclusive profession of distinct classes. The immense majority of our workers is composed of villagers with a certain amount of property in land, who work as artisans, &c., in order to increase their means." The only people who are attracted by Socialism in

3. TEACHERS IN THE JUNIOR CLASSES NEGLECTED.

There is a work waiting to-day for the intelligence of the young women all over the country—a work so important that if they could rise to a sense of it, it would go far to mitigate the public evils from which we suffer. This is the true education of the young. It is a crying sin and shame that though so many years have elapsed since Miss Elizabeth Peabody first introduced the German idea of the Kindergarten to this country, we have as yet no schools or school systems based upon it—that the old methods are still followed—and the old sing-song routine and text-book formulas still used, as patent extinguishers upon the child's brains, if it should happen to have any. Where are all our bright young girls that they do not study out a Kindergarten system for themselves, with the aid of books and objects already provided, and start Kindergarten schools all over the land, in cities and country?—schools where the system of teaching shall be principally oral and illustrated by pictures or specimens of the subject—where the recitations shall be varied by physical exercises—where music and singing shall form a necessary part of the programme, and where self-development, growth in ideas, and beauty and power of expression, shall denote excellence in scholarship, not the mere parrot-like repetition of words, or the faculty of holding the shoulders at an acute and painful angle. For these schools—endowed by beauty, by the cultivation of flowers, inspired by genius, and a real love for the work—children are everywhere waiting. They might not bring great emoluments, but they would bring a worthy purpose, honourable livelihood, and distinction to those who are capable of achieving their highest possibilities. Those who talk of work as if there was nothing for them to do, only show their own incapacity—there is plenty of work, good work, waiting for those who will do it truly and well.—*Jennie June*.