

I would bring to your recollection, in passing, that the last enactment (40 Vict., ch. 22, art. 32) adds to this Programme the teaching of Drawing "in all the Schools".

I depend on you to cause this programme to be followed to the letter, and I should consider it a grave infringement of your duty if, owing to misplaced kindness, you should make to me a favourable report of any School in which all the branches, according to its class, are not taught. I wish to learn, from your reports, the truth and nothing more or less. You have no occasion to study to please any one, in this respect, and should be strict in all cases. Establish a knowledge of the facts, whatever these may be. If extenuating circumstances exist, it is for the Council and for me to judge concerning them. I do not insist further on this point because you will comprehend the inutility of having a large number of schools of inferior quality; a School does not derive its efficiency from its name, but from the quality of its instruction, and in this instance, above all, it is true that "the flag does not cover the merchandise". In short, for example, I do not so much desire to know the number of Schools styled "Model Schools" as of those which furnish, efficiently, instruction in the branches prescribed for Model Schools by the official programme.

You should not fail to transmit to me the names of the male and female teachers who keep the best schools, conformably to the programme. Their zeal will be worthily recognized by the authorities.

III.

There is much room for reform in the material organization of our schools, and this is one of the objects which most merit your attention.

The school-house, its dependencies and equipments, are, to the School itself, what the body is to the mind. Doubtless, it happens occasionally that one meets with a well-conducted School in a miserable locality; but this is an exception.

1. Of the site.

The ground chosen for a school building ought to be dry, well aired, and furnished with good water; in the country, it should be, as far as possible, in an elevated situation, detached, and, in a town, separated from the nearest dwellings. It should be so situated that the noise from without cannot affect the order and quiet of the interior of the school. The approaches ought to be unobstructed, and without danger to the health or morals of the scholars. The site should be free from the influence of miasma, and at least 500 feet distant from any cemetery.

2. Of the extent of Site and Buildings.

The extent of a School site should correspond with its objects. The School population may be computed, approximately, at 20 per cent of that of the district, and it will be well to make allowance for probable future increase. The play ground should have at least five times the area of the School house. There should be separate entrances for the pupils of both sexes, and, in the country, a garden of at least half an acre, as near as convenient to the buildings.

3. Plan of Construction.

School houses should be of plain appearance without

being altogether divested of architectural style. The apartments should be on the ground floor, or in an upper story—never below the surface of the soil. Whatever can engender or attract moisture should be avoided. To this end, the outside walls should be with of the thickness of at least $1\frac{1}{2}$ inches.

The floor should be of wood and double, laid upon a bed of saw dust 4 inches in depth when the object is to exclude moisture or cold; and, when the purpose is to deaden the sound of footsteps on the first floor, there should be a layer of dry earth underneath.

A wooden wainscot, 4 feet high, should be placed on the plastering, in all the School rooms, corridors and stairways. Special care should be taken in the building of the staircase. The steps should be upright, and as nearly as possible, five feet long and a foot wide and the risers seven inches high. The banister should be firmly fixed, breast high for children, and constructed so as to prevent them from striding over it, and sliding on the hand-rail, or passing through the railings. The handrail should be provided with wooden or iron buttons one foot apart. There should be a landing place at about every 15 steps. There should be no angular steps. The corridors should be at least eight feet wide.

4. Lodgings for the Teacher.

The quarters for the teacher should be, as far as possible, isolated from the class-rooms. When this is impossible, if they be on the same flat with the class rooms, there should be a good wall of separation, with two doors of communication, always to be kept closed during school hours. If the teacher's lodgings be on an upper floor, the stairway should be entirely separated from the class rooms. Care should be taken, if the lodgings be on the attic story, that a space between the floor and the ceiling below be closely filled with saw dust, to prevent the passage of sound.

The teachers quarters should comprise, at least, the following accommodations:

- (1) A parlour or study.
- (2) A room for preparing and taking meals.
- (3) An adjacent lavatory, with chimney and pump, if possible.
- (4) Two or three sleeping apartments.
- (5) Suitable accommodations for fire-wood and other requirements.

In the country, there will be further required, a stable and an apiary if there be room.

The size of the apartment for cooking and taking meals should be at least 60 square feet in area, and the height of all the apartments not less than 10 feet.

5. School Rooms.

When children of both sexes are received in the same school, the school room should be divided by a partition of sufficient height to prevent the scholars from looking over during school hours, and that the teacher may exercise an effective surveillance over all.

The size of a school room should be computed at not less than 3 feet square (that is 9 square feet of area) for each scholar, allowing for the dais; the height from floor to ceiling should be 10 feet. The room should be of rectangular form, with the corners slightly rounded. The colour of the walls should be light grey tending to blue, and that of the ceiling a dull white.

The windows should be on the side walls, and when it is impossible to have these on both sides, they should be situated on the left side of the scholars. If possible