

wiser to leave this important part of the subject to others better able to deal with it".

PART I.

CHAPTER I.—HOUSE.

The site of a school should be dry and cheerful, and easily accessible to the great bulk of the population. No trees should be allowed to grow very close to the house in either front or rear. Trees too near a building generally render the walls damp; they are, besides, gloomy, as they more or less exclude the light and obstruct the view. These are matters of importance in an ordinary dwelling-house—much more so in a school-house.

A school should be large enough "to accommodate conveniently the largest daily attendance which the locality is likely to furnish." In estimating the proper size of a school, eight square feet, at least, should be allowed for each child in average attendance. By the adoption of a proper organization and furniture arrangement, the school business can be carried on with small inconvenience, and with sufficient freedom of movement, even if the room be so crowded on any particular day, or succession of days, as to allow only six square feet to each child *actually present*. Allowing eight, therefore, provides for a fluctuation of about a third over the average. Thus a room 30×16 will accommodate an average of 60, and is sufficiently large for an occasional attendance of 80. With this number, however, the room would be much crowded, and would require the most careful and thorough ventilation.

The walls of a school should never be less than twelve feet high, and in all large schools they require to be still higher. Anything lower than this will scarcely allow sufficient head room for ventilation, or wall space for maps.

The best general shape for a school-room is that of a plain rectangle, having the length twice the width. If an attendance sufficiently large be expected, to warrant the appointment of an assistant, a class room, *immediately off the principal room*, will be found a most useful appendage. If the principal room be very large, it will be better to have two moderately sized class-rooms than one very large one. Observe, however, that a detached class-room is of scarcely any use, unless there is a second responsible teacher in the school. If the room be small, the fire-place may be in one end; if large, either it should be in the middle of one side, or there should be two—one at each end. The fuel should never be exposed to view.

The next subject in order is the floor, which he recommends to be of wood in preference to any other material, as this is used in this country Mr. Joyce's remarks are not applicable

CEILING, WINDOWS, OFFICES.

If the house be of only one story, comfort and health both require that the room be ceiled. The room is subject to all vicissitudes of temperature in the absence of ceiling. If the ordinary plaster ceiling be thought either too heavy or too expensive, the room may be covered neatly with a sheeting of thin boards, which should always be white or of some light colour.

It must be borne in mind, though it is frequently forgotten in practice, that a house is furnished with windows for *two* purposes—to give light and to afford ventilation. For the latter it is quite necessary to have them in at least two opposite sides of the room. They should be raised at least five feet from the floor, so that they may be beyond the reach of the idle children either to gaze through or to break, and that sufficient wall space for black boards, tablets and maps, may be secured, and that the currents of air may pass over the heads of those in the room. If the sill of the windows be less than five

feet from the floor, the lower panes should be muffed or screened. Both the upper and lower sashes should be made to open for purposes of ventilation; the cheapest and simplest contrivance for opening and closing being the common side pulleys.

No school should be without suitable out-offices; they should be neither in immediate proximity to the school, nor yet so far removed as to render frequent supervision inconvenient. In schools attended by both sexes, there should be separate out-offices, either at opposite sides of the school or with opposite approaches—in the latter case completely separated by a high wall.

(To be continued.)

Joyce's School Management.

The copy before us of Dr. Joyce's "Handbook of School Management" is one of the fourth edition and of the seventeenth thousand, and therefore it is to be presumed that the work is already in the hands of a large number of teachers. Indeed, the book has to some extent made its reputation. But its success so far has been greater in Ireland than in the other parts of the kingdom, and there are a great many teachers, school managers, and others in England and Wales, as well as in Scotland; who will be glad to be informed that there is a really practical work on school management to be obtained at a reasonable price. Upon a subject like this there is so much lecturing, so much dissertation, so much theorising, and airing of individual opinions, that those who are in want of simple and business like help and not mere talk are not able to judge by the mere title of such a work as this, that it is the kind of work of which they stand in need. Let it be understood, then, at the outset, by those who are unacquainted with Dr. Joyce's book, that it is just what it professes to be—a handbook; that it affords instruction and good guidance on the whole range of the duties of teaching and the conduct of elementary schools, and that every paragraph in the two hundred and twenty pages is the result of abundant, varied, and intelligent experience. "There is not, I believe," says Dr. Joyce, "a plan, opinion, or suggestion in the whole book that has not been carried out successfully, either by myself or by others under my immediate direction."

The work is not for teachers and managers only, but for members of School Boards; for it begins not when the children are assembled in the school room but at the interesting stage when a site is being selected for a school. The author insists, for example, on dryness, light, and cheerfulness in the ground and situation; and he asks that no trees shall be growing near the building, as "they render the walls damp," and are "gloomy." Then he goes into the questions of the size of the rooms, height of ceiling, floors, windows, furniture, construction of desks, and all the teaching apparatus. By the aid of a number of simple diagrams he shows how the desks should be arranged, and the manner in which space should be left for the teaching of drafts from classes standing in a semi-circle round the teacher, the tablet, or the black-board. Many of these points have been a great deal under discussion among managers and school management committees, and in some cases recourse has been had to Dr. Joyce's book for suggestions; but there are many more cases in which difficulties have been encountered and needless experiments have been made for want of the help of so excellent and experienced a guide. Dr. Joyce is not always right, perhaps, and we have no doubt that if he were now, towards the close of 1873, to go among the school management committees of the