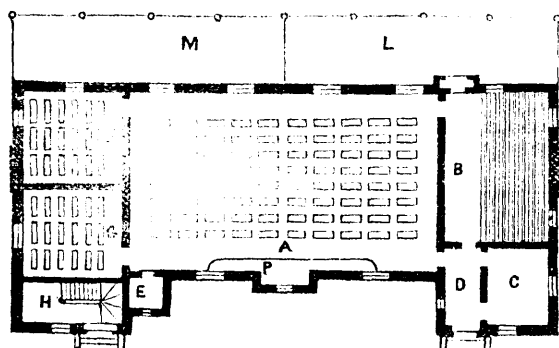


no crowding when school is dismissed. The doors to school and class-rooms are made to open outwards, in accordance to the suggestions contained in the *Journal of Education* for December, 1851, pp. 180, 181.

The gallery-room will accommodate 120 pupils, and has a door, protected by a porch, opening on the covered play-ground. The gallery-room is an important feature in the construction of school houses, and its adoption has been strongly urged by the school authorities of Upper Canada, in various numbers of the *Journal of Education*.

The large school-room accommodates 160 pupils, with fixed seats and desks, like those manufactured by Jacques & Hay, Toronto, under the sanction of the Educational Department for Canada; and each class-room opening off it has similar desks and seats for thirty-six pupils.

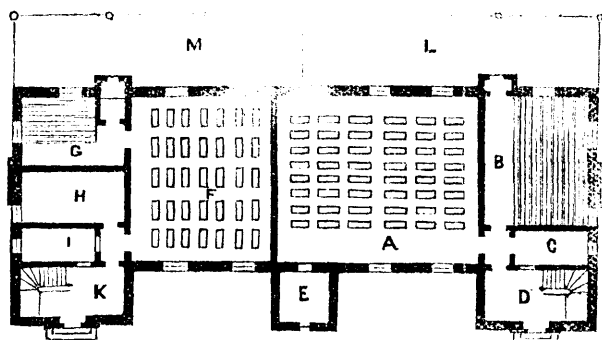


DESIGN NO. 1.—GROUND PLAN.

- |                          |                                |
|--------------------------|--------------------------------|
| A. Girls' School.        | F. G. Class Rooms.             |
| B. Gallery Room.         | H. Staircase and Boys' School. |
| C. Cloak Room.           | L. M. Covered Play Shed.       |
| D. Entrance Hall.        | P. Platform.                   |
| E. Book or Library Room. |                                |

The boys enter the door in the left wing, and ascend a broad staircase to the second floor, where there is a large school-room, with seats for 160 pupils; two class-rooms for 48 pupils each; a gallery for 112 pupils; and a large cloak room. The bell-tower contains book-closets or library rooms on each floor, with the bell-rope leading down into them.

The basement is 6 ft. 6 in. high. The whole area of the building has been excavated, so that any system of heating may be adopted. The rooms on the ground floor are 14 ft. high. The large room on the upper floor has an open roof, 17 ft. to the ceiling, and the class-rooms a height of 14 ft. All the rooms are ventilated by flues in the walls, carried up into the roof, from whence the foul air escapes by an open ventilator on the ridge.



DESIGN NO. 2.—GROUND PLAN.

- |                                 |                            |
|---------------------------------|----------------------------|
| A. Girls' School.               | G. Gallery Room.           |
| B. Gallery, or Infants' School. | H. Class Room.             |
| C. Cloak Room.                  | I. Cloak Room.             |
| D. Staircase.                   | J. Staircase.              |
| E. Book or Library Room.        | K. Staircase.              |
| F. Boys' School.                | L. M. Covered Play Ground. |

Design No. 2, of which the ground plan only is given, accommodates the same number of pupils as the preceding, but it is so arranged that the greatest number of pupils in any one room is ninety-six. It can be adapted to same exterior as Design No. 1, and presents another system of internal arrangement which may be adopted at pleasure. The same general remarks apply to either design.

The whole of the interior arrangements has been the result of careful study and examination on the part of the architects. The plans embrace all the valuable improvements and suggestions

which have appeared, from time to time, in the *Journal of Education* for Upper Canada. They are most creditable to the architects, Messrs. Messer & Jones, who, in the exterior and interior of the building, have united elegance of design with economy and appropriateness of arrangements.

## II. THE EARLY HISTORY OF GEOGRAPHY.

The ocean is formed by a multitude of tiny drops of water, the river and the mountain brook alike contributing their respective quotas. So is it with the science of Geography. Though, but one vast subject, it has been made up of a multitude of little facts and discoveries, drawn now singly, now many together, from a hundred different sources.

Its history is in itself of a most instructive character, particularly in its earlier branches, as it enables us to estimate more justly the amount of civilisation and knowledge possessed by our predecessors in the bygone ages of the world; and induces us to endeavour to add our mite to its ever increasing store.

Why then should this science become so frequently irksome to the young? Simply because it is often not well taught. A little child commits to memory with vast labour the names of a great number of places, of whose real character he is utterly ignorant. Perhaps he can repeat by rote every market town in his native country, and is looked upon as the pattern geographer of his class; perhaps also he can tell us for what productions each of these places are famous; but it is all learned as a parrot learns his lesson, and must not be estimated above its intrinsic value. A real knowledge of Geography embraces a far wider field than this. It teaches us not only the names of certain localities, but their character also—not only for what productions they are famous, but why they are so famous—not only of what historical events they have been the theatre, but why they were chosen to be the fields of such deeds. It teaches us not only how man may alter the face of the earth on which he dwells, may build cities, and change the wilderness into a garden; but how the earth itself may act upon man—how the love of freedom and of country is engendered by dwelling in a mountain region—that of thrift by a residence in the open plain—how the nature of the soil acts upon the vegetation with which it is clothed, and that again tells upon its human occupants—how the differences of its climate brace or enervate the mental and physical energies of man. All these, and a hundred similar topics, are included in a proper study of Geography, that world-wide science.

Our object in this paper has been simply to point out the importance of this subject and to shew in what way it may be studied to the greatest advantage.

Let us now turn our attention to ancient Geography a little more in detail, and we shall find that when rightly examined it conveys to us a vast amount of information. To understand its real value, however, we must look at it under several points of view, such as the amount of knowledge possessed by the ancients, their means of increasing their knowledge, their allegorical and traditional accounts of what was not yet clearly understood by them, and their manner of delineating or representing what they did know.

A primitive people in a state of barbarism would know little or nothing of the nations or countries that surrounded them; but as intercourse with these nations increased, their knowledge would increase also—they would begin to compare their neighbour's country with their own—to mark its differences and to notice its productions, and then they would insensibly take the first step in the knowledge of Geography beyond their own little centre. Hence it is evident that the amount of geographical information possessed by any ancient people marks the degree of intercourse it had established with others, but the character of that information will vary as the intercourse has been of a warlike or commercial character, or the result of individual labours. If of a belligerent nature, the character of the country, its warlike defences, its mountain passes, its fordable rivers, the courage or pusillanimity of its inhabitants, will be prominently noted down. If commercial, the productions of the country, its means of transport, the wants and the skill of its inhabitants will be the principal objects of notice. If the information is derived from the accounts of individual travellers it will refer principally to the remarkable features of the country, to its animal, vegetable, and mineral curiosities, and to the habits and manners of its people. Thus in the name given to our own land by the Phœnicians, "The Isles of Tin," we at once perceive that the intercourse was of a commercial character, while that given by the Spaniards to the southern extremity of South America, "Terra del Fuego," (the land of fire) equally marks a name given neither by an invading army nor a commercial company, but by individual adventurers.

We have dwelt somewhat longer on this subject because we were anxious to point out how much information might be gained by its judicious study which could not so easily be obtained from other