



Fig. 2.

GROUND PLAN OF AN OCTAGON SCHOOL-HOUSE.

This lobby is to finish eight feet high, the inside wall to show like a screen, and rising to the roof, and the space above be open to the school-room, and used to put away or station school apparatus. This screen-like wall may be hung with hats and clothes, or the triangular space next the window may be inclosed for this purpose. The face of the octagon opposite to the porch, has a wood-house attached to it, serving as a sheltered way to a double privy beyond. This wood-house is open on two sides, to admit of a cross draught of air, preventing the possibility of a nuisance. Other wing-rooms (AA) may be attached to the remaining sides of the octagon, if additional inconveniences for closets, library, or recitation-rooms be desired.

The mode here suggested of a lantern in the centre of the roof for lighting all common school-houses, is so great a change from common usage in our country, that it requires full and clear explanations for its execution, and plain and satisfactory reasons for its general adoption, and of its great excellence in preference to the common mode. They are as follows, viz.:

1. A skylight is well known to be far better and stronger than light from the sides of the building in cloudy weather, and in morning and evening. The difference is of the greatest importance. In short days (the most used for schools) it is still more so.

2. The light is far better for all kinds of study than side light, from its quiet uniformity and equal distribution.

3. For smaller houses, the lantern may be square, a simple form easily constructed. The sides, whether square or octagonal, should incline like the drawing, but not so much as to allow water condense on its inside to drop off, but run down on the inside to the bottom, which should be so formed as to conduct it out by a small aperture at each bottom pane of glass.

4. The glass required to light a school-room equally well with side lights would be double what would be required here, and the lanterns would be secure from common accidents, by which a great part of the glass is every year broken.

5. The strong propensity which scholars have to look out by a side window would be mostly prevented, as the shutters to side apertures would only be opened when the warm weather would require it for air, but never in cool weather, and therefore no glass would be used. The shutters being made very tight, by calking, in winter, would make the school-room much warmer than has been common; and being so well ventilated, and so high in the centre, it would be more healthy.

6. The stove, furnace, or open grate, being in the centre of the

room, has great advantages, from diffusing the heat to all parts, and equally to all the scholars; it also admits the pipe to go perpendicularly up, without any inconvenience, and it greatly facilitates the ventilation, and the retention or escape of heat, by means of the sliding cap above."

Educational Intelligence.

UPPER CANADA.

Gratifying Indications of Educational Progress in Upper Canada.

Extract from the Correspondence of the *Toronto Christian Guardian*.—"During my stay in the country, I was anxious to discover what was really the under current of feeling pervading the people generally, in regard to those two great social questions which interest the community: Religion and Education—more especially elementary education. I knew that from the greater oneness of feeling, singleness of aim, and absence of those conventional forms or barriers which the different parties and sects aggregated closely together in cities and towns have thrown up to protect themselves from the prying eye of their neighbours, I could more easily detect the indications of true popular feeling on these subjects. This was a pleasing task. The genuine characteristics and charms of rural life—its native candour and simplicity of purpose soon revealed the tendency of its sympathies. That they were intellectual or educational, was not so obvious from external appearance; but upon conversing with several clergymen and persons of influence, and from a few practical instances of a highly interesting character which came under my own observation, I was much pleased and gratified to find, that upon no subject has there been so great an improvement in popular feeling as on that of elementary education. I was tempted to enquire to what cause was to be attributed this increased interest on the part of the people on a subject, though so vital to themselves—yet hitherto so universally neglected or overlooked.—Religion flourished, because it had its faithful ministry—Temperance prospered because of its many warm advocates—but Education languished, because no man had appeared "to be a leader and a guide to the people," it had few friends, and though, like a beautiful maiden in the olden times, it appeared bewildered and forsaken, yet no champion had chivalrous Knight-errantry enough to step forward to 'do battle' in behalf of the forlorn and fallen. The answer which I received contained much true philosophy, and exhibited the entire *rationale* of the success of our educational system during the last two or three years. I was also much struck with the uniformity with which it was given. It was this: '*We have a leader now*'—a man prominent and officially before the public as the organ of popular sentiment in regard to education—a zealous leader too, who is not at all disposed to let the matter proceed at its own too frequently irregular and truant pace, but even in despite of listlessness and opposition, keeps the subject of universal education, in its '*freest*' sense, so continually before the public, in one shape or another, that the momentum he has given it is felt in almost every section of the Province. The *Journal of Education* and the Normal School have been the two grand levers in the hands of a Superintendent every day becoming more and more popular. And justly too—for a man who has successfully guided the helm of our educational affairs for the last few years truly 'deserves' as the French patriotically term it, '*well of his countrymen*'—their thanks and co-operation.

"The evening of the day on which I arrived at my destination, I heard an assemblage of Teachers and others—ladies and gentlemen—which had been convened at a neighbouring village by an esteemed young Minister and an active educationist. At the meeting various short addresses on important topics connected with their profession and the interests of Schools were delivered by the Teachers and by the Minister. The District Superintendent and other influential individuals, lay and clerical, were expected also to take part in the proceedings. I heard too, of extensive plans of visitation and lecturing about to be undertaken to promote the interests of education.

"These indications of the progress of enlarged and correct sentiments and views in regard to one of the grand elements of our future national greatness as a religious and intellectual people were peculiarly cheering, and heightening, in an eminent degree, the unalloyed pleasure which I experienced during my visit."

Teacher's Institutions are being formed in one or two instances in the Gore and Prince Edward Districts.

The Governor General and the Common Schools.—In the last No. of this *Journal*, we noticed the recent visit of the QUEEN to several Educational Establishments—Primary and Collegiate—on the route of Her Royal progress through Ireland and Scotland, as indications of Her Majesty's deep interest in the intellectual welfare of Her people. During