

FIG. II.—BASEMENT.

- A. Lecture Room and Chapel. D, D, D. Janitor's rooms.
B. Laboratory. E. Entry.
C. Furnaces. F. Hall.

furnaces, in the basement, and a change of air is secured by ventilators at the top of the rooms, and also near the floor, opening into flues

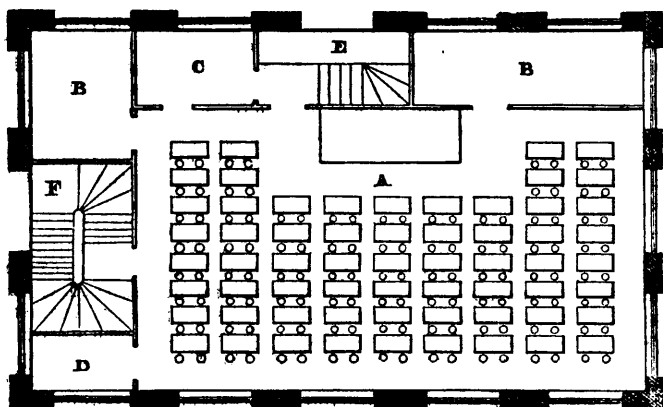


FIG. III.—PLAN OF FIRST FLOOR.

- A. Boys' School Room, with 124 seats. D. Closet for Apparatus.
B. Recitation rooms. E. Entrance for Boys.
C. Dressing room. F. Entrance for Girls.

which are carried up in the chimneys. The warmth imparted by the smoke which passes up in the adjoining flues secures a good draft. In

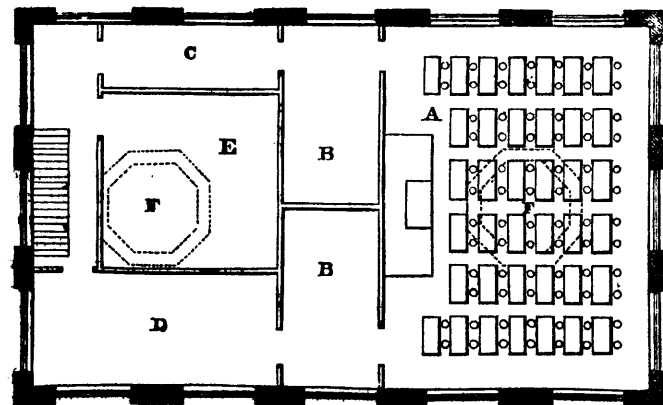


FIG. IV.—PLAN OF SECOND FLOOR.

- A. Girls' School Room, with 76 seats. D. Primary Department.
B. Recitation rooms. E. Library, lighted by sky-light.
C. Dressing room. F. Skylight in ceiling.

the upper story additional means of ventilation are furnished by the sky-lights, which can be partially opened. *Illustrations on this subject will be given at the close.*

The supports are of wood, however, instead of cast iron, and the seats are easy Windsor chairs. Both seats and desks are firmly secured to the floor by small iron knees and screws. *For pattern see illustration at the end.*

The School and recitation rooms are all furnished with large slates set in the wall in the room of blackboards.

Patterns of the teachers' desks in the School rooms will be given at the end.

The whole cost of the building, including furnaces, scholars' desks and chairs, slates and inkstands, was about \$6,000. As many of the School houses now about being erected in several of the Towns of the Province at about the cost of the building illustrated in the Number, the plans and interior arrangements carried out in this building will be an excellent guide in approximating to the cost of one adapted to the wants and resources of the Town in which it is designed to erect one or more superior School houses.

[To be continued.]

Papers on Practical Education.

FONDNESS FOR TEACHING.

The question is often asked by those about to engage in teaching:—"I wonder if I shall like teaching." Now, one of the first requisites for success in this vocation is a fondness for the occupation,—an ardent love for the work; and we would have beginners in the profession enter upon their labours with nothing less than a determination to *love* the work. This determination, before a practical trial has been made, cannot, as we think, be regarded as premature or inconsiderate. No person should engage in teaching, without having first studied the nature of the calling, and his fitness for its duties; and public sentiment now quite generally demands, also, some special professional training for the work. In the case of an individual who has thus studied his vocation and himself (we used simply the masculine pronoun for the sake of convenience, including, of course, teachers of both sexes), and also, perhaps, made some special preparation for engaging in it; and who still has a desire to make a trial at teaching; it is fair to presume that their is enough in such a person's tastes and predilections to constitute a guaranty, that the labours of the teacher will be, in a good degree at least, congenial to him. Hence we think such a beginner in teaching may safely resolve to *love* the work.

Entering upon the labours of the schoolroom with this resolution, the young teacher will be in a frame of mind to understand properly the nature of his work, to grapple successfully with its difficulties, and to bring the full strength of a willing mind to bear upon the discharge of his duties. This, most assuredly, will lessen his trials. Such a state of mind is to him the achromatic glass, through which he clearly sees the many perplexities and provocations he necessarily encounters, in their true relations, without distortion, and without the confused colourings of a dissatisfied mind. And it is to him, likewise, the astronomer's planet-seeker—the *far-seeing glass*. It enables him, reading the hearts of his pupils, to discern those little points of light, not obvious to common vision, to understand those little peculiarities and traits of character, to discover those little signs of encouragement and success, so cheering and so valuable to him, and which by a doubting, wavering, and indifferent teacher are never seen.

But there are teachers, too many indeed, who do not love their work. It is not very uncommon to hear one of that class remark:—"I would not follow teaching, if I could get out of it. I am in the business, and am not fit for anything else." Alas, that such a teacher should not understand himself, as well as others understand him! While he is conscious, or fancies himself so, that he is "fit for nothing else," it is a matter of deep regret that he is not also conscious of his utter unfitness for the very business in which he is engaged.

According to our idea of the feelings which a teacher ought to cherish for his calling, the schoolroom must seem the most unsatisfactory place in the world to a teacher who regards his labours as mere drudgery, and looks upon them with disgust. It would seem to be a kind of slow, but real, torture. Small, indeed, must be the pleasure that such a teacher derives from his daily labours. Not only is he a loser himself in this respect, but he inflicts a great wrong upon the community. He is without the proper spirit of a teacher, and he cannot labour with success, or profit to others. His work will be unskillfully and badly done; and he will send forth his pupils infested with his own bad temper, and without that harmonious development of their powers and character which is the true end of education. He owes it to himself, but more especially to the welfare of the community, to cultivate and exhibit a fondness for his calling; or to step aside, and give his place to others who are qualified to discharge its important and delicate duties.

Such is the character of the age, that the teacher has a great work to perform,—great, not only in respect to its arduous duties, but in respect to its consequence upon our own, and upon future times. No one qualification is more indispensable for him than a love for his work,—the true teacher's spirit. The teacher who has it will take delight in his labours, and will be willing to spend his strength and his days in moulding the character of the young. And let him not fear lest he