

To this list should also be added a scrubbing brush for the floor and a white-wash brush for the walls; and the more they are all used, the better for the health and habits of the pupils.

UMBRELLA STAND.—In wet weather the entry, or the corners of the school-room, are often flooded with the drippings of Umbrellas. The one-half of a water tight barrel placed in one corner of the entry, would receive the umbrellas of the whole school, and prevent this annoyance. In the larger schools something more complete should be found. A water-tight trough one foot wide and one foot deep, and two, three or four feet long, according to circumstances, painted inside and out, with four legs a foot high, and a guard or slat around it about one foot above the top edge for the umbrellas to lean against, would be a neat article of furniture, cost but little, and contain a large number of umbrellas. There should also be a hole in the bottom of it, with a cork to run off the collected water into a bucket.

FIRE-IRONS.—If the school is heated by means of a wood stove, a pair of tongs and a fire shovel, with an ash-bucket or pan, will be indispensable. If coal is used, a pair of tongs will also be necessary, with a small shovel and a poker, a coal scuttle and a sieve for the cinders. In both cases an axe and a saw to cut the wood or the kindling, will also be needed.

CLOTHES HOOKS.—In all new school-houses enough of these to allow one for each pupil, should be embraced in the contract for building. In old houses they should be at once put up. One should be assigned to each pupil and numbered, and each should be required to use his or her own, as in the Model School, Toronto. There is a very cheap kind of cast iron hooks, which are rarely worth the trouble of fastening to the wall. They break off with the slightest degree of strain.

The better kind should be procured, or wooden pins, well slanted upwards, should be used.

DINNER CLOSET.—In the country many pupils, living at a distance, necessarily bring their dinners with them, and require a safe and fit place for it, during the forenoon. A closet, with a lock and key, should be placed in the entry or clothes room for this purpose. When this is done, the closet should be locked by one of the pupils appointed for that purpose, after all are in. Thus the baskets will be properly and safely kept, and the untidy practice of having them standing under the desks or along the walls in the school-room, avoided. This will also prevent those liberties being taken with the dinner baskets by mischievous pupils while passing in and out during school hours, which often create disturbance, when the baskets are left in the clothes rooms without being locked up.

MODE OF OBTAINING THESE ARTICLES.—Several of the articles just named are indispensable and will not be refused by any Board of Trustees. Others may be. In that case it will be in the power of the teacher, by showing a disposition to keep the school-house in good order and condition, and by a respectful representation of the utility and necessity of additional articles, to induce a reasonable Board to allow them. If not, he has the pupils to appeal to. By proper explanation of the uses and value of the desired conveniences, and of the habits dependent on them, he will rarely fail in creating such a feeling in the school as will supply all that is requisite, till the Trustees shall discover their own duty in the matter.

MODE OF USING THESE ARTICLES.—Most of them, such as scrapers, mats, basins, buckets, fire-irons, clothes-hooks and dinner closets, are in daily use, and only require a little constant attention on the part of the Teacher, to render them greatly conducive to the neatness and good condition of the school, and of the formation of right habits. But others, such as brooms, sweeping brushes, scrubbing and cob-wed brushes, and above all white-wash brushes, only come into use occasionally, and will require an effort on the part of the teacher to develop their full use and value. But this effort, if properly made, will be its own reward. If the larger pupils be requested to meet the teacher in the school-house during a Saturday forenoon once a month, or even every six weeks, for a general sweeping, scrubbing, and, if necessary, white-washing, the effect on the school—both personal and necessary—will be found most salutary, and the object will be accomplished. Children like to feel themselves of use to those whom they respect, and, if properly governed, they delight in improving their own things. The teacher is their best friend and the school is their own. Their nature will incline them, if it be properly guided, to oblige the one and beautify the other.

In addition to this thorough cleansing, there should be a general arrangement of the books, apparatus, furniture, &c., of the school-room every Friday afternoon, before dismissal for the week.

II.—SCHOOL-ROOM FURNITURE.

SEATS AND DESKS.—These constitute the main portion of the furniture of the room, and upon their form, construction and arrangement, will depend much of the comfort of the pupils and the order of the school.

Certain conclusions have been arrived at with reference to seats and desks, by the experience of well conducted schools, which may now be admitted as settled principles applicable to all schools. These are

1. That every pupil, whether old or young, should have a desk as well as a seat; 2. That both should be made as comfortable and as well adapted to their object as possible; That the seats and desks should be so arranged as to permit each pupil to pass to and fro from his own, without disturbing any other in so doing. To these may be added, 4. That the more neatly and substantially the seats and desks are made at first, the longer they will last, and the greater will be the saving to the district in the end.

The desk is as necessary for young as for older pupils, for several reasons. Children should not be long confined to one attitude—frequent change of position seeming to be a want of their nature. After sitting upright in their seats for some time, they soon lean on the back of the chair or bench; but this posture before long also becomes tiresome, and they will be observed to lean sideways upon each other. At this time it is that restlessness and disorder begin to manifest themselves amongst the younger pupils, and at this time the forward support afforded by the desk, both for the person and the book, would form a relief to the scholars and tend to the quiet of the School. Moreover, it is now admitted by all good teachers that the slate and pencil should be put into the hands of every pupil the very first day of his entrance into School; and this renders a desk indispensable, if for no other reason.

To render the seat and desk comfortable and convenient, both should bear a proper proportion in height and form, to the size of the pupil; so that when seated, his feet should rest firmly on the floor, and his arms should have easy action on the desk, without either raising them above the proper level for free use, or compelling him to stoop so as improperly to bend the body and contract the chest. The seat should in all cases have a comfortable back, and be slightly higher before than behind, so as to give a firm position to the person upon it. The desk, being designed to retain the books or slate without the necessity of holding them upon it with the hand to prevent them from sliding off, should be very slightly inclined from front to rear, with a level space at the extreme rear for pencils, pens, &c.

It needs no argument to show that every pupil should have free access to his own seat. This is generally admitted with regard to the older scholars; but it is equally if not more requisite, in the case of the younger, who are more uneasy and require to leave their places more frequently. This object can only be effected by the use of single or at most double desks—that is desks at which no more than two pupils sit. The former would be the more desirable in all cases; but as they occupy too much floor space, when arranged with a passage at each end, the double desk is now in use in all, except the highest grade of schools.

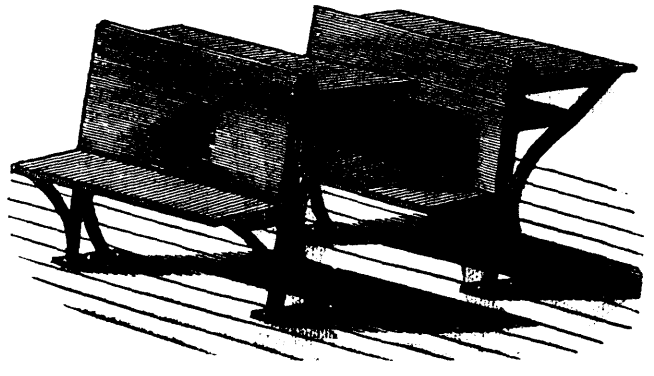


FIG. 1.

SEATS AND DESKS FOR PRIMARY PUPILS.—Various kinds are now in use for this class of pupils; all seeking to unite comfort with neatness and durability. The combined seat and desk represented by Fig. 1, seems to comprise all these requisites. The legs or stanchions are of cast iron and the remainder of wood. The seat of one pair of pupils is connected with the desk of the pair behind them, but the whole being firmly secured to the floor, will not be liable to shake, so as to cause disturbance to either. Properly constructed and handsomely painted, this would form a neat as well as comfortable article of furniture.

We next present two engravings of seats and desks of a similar construction. It will be seen that the upper surface of the desk in Fig. 2 is level; and that of Fig. 3 is sloped, except about three inches of the most distant, being the ratio of one inch in a foot. The edges of the seats are in a perpendicular line with the front of the seats.

Each pupil should be provided with a seat and desk properly adapted to each other, as to height and distance, the front of the latter constituting the back or support of the former—as shown in Fig. 3. The desk should slope about $2\frac{1}{2}$ inches in 16, as indicated in the same Figure. The seats should vary in height from 9 $\frac{1}{2}$ inches to