

Fig. 6.—PLAN AND SECTION OF VENTILATING SHAFT FOR DESIGN.

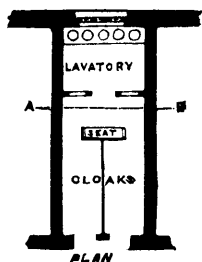


Fig. 7.—LAVATORY AND CLOAK-ROOM COMBINED.

is it a good plan to utilise one or both sides of a porch or entrance passage with lavatory fittings. For wherever the washing process is carried on there is sure to be more or less of sloppiness or untidiness, which is best placed apart and away from the eye in a separate,

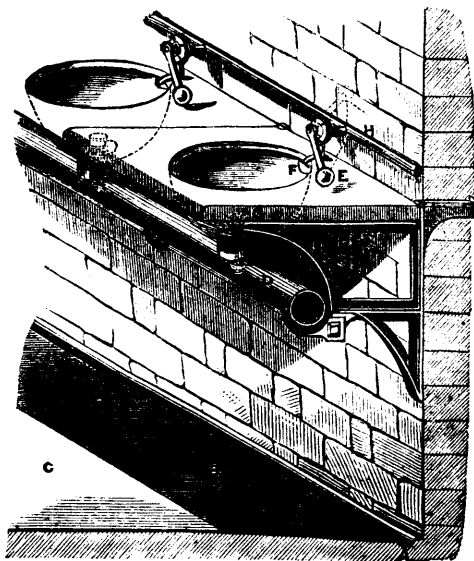


Fig. 8.—SKETCH SHOWING MECHANISM OF LAVATORY.

- References.
- A. Gutter in floor, under lavatory.
  - B. Portion of floor sloped.
  - C. Level floor.
  - D. Iron Drain.
  - E. Tap, with lever and ball of lead or iron.
  - F. Overflow in enamelled iron basin.
  - G. Slate slab.
  - H. Supply pipe.

flammable pipe, to be provided for supplying PURE AIR to each stove, connecting with the outer air through the foundation wall, and carried up through the floor directly under and to within 3 in. of the bottom of the stove. This pipe to be fitted with a damper with rod coming through the floor close to the base-board, to regulate supply of air.

Each stove is to be fitted with a common sheet iron or galvanized iron jacket (Fig. 4), leaving a space of 6 in. on all sides between it and the stove, except about the door and draught (Fig. 5), where it is to be turned in all around close against the stove. This jacket to fit tight to the floor, and to have a cover open 3 in. for the escape of hot air into the room on one side only, that next the teacher's desk; the cover to project over the opening and to bend downwards. The jacket is to be carried up to the cover on the side above the stove door (Fig. 4), and also on the other two sides; the stove pipe to pass through the cover or jacket, and to be fitted tight into the smoke-flue.

PAINTING.—The whole of the outside woodwork to be painted three coats of the best London white lead in linseed oil as required, the last coat to be of such colours as shall be directed.

The interior woodwork to be stained and varnished one coat. The roofs to have one coat of coal tar or mineral paint.

As intimately connected with the internal economy of the school-room, we insert the following remarks from Mr. Robson's book, on Lavatories :—

“The washing-rooms for children should not be so placed as to involve possible cold or wet feet in reaching them, as when a yard or playground has to be crossed. Neither

though small apartment, convenient of access from the school-room. The common method of placing the basins across one end of the cap and cloak-room (Fig. 7) should not be adopted where the general plan admits, without extravagance, of a better arrangement, for the caps and cloaks are thereby liable to become splashed and wetted. The wood cut (Fig. 8) shows a kind of lavatory which has proved best under all circumstances. Instead of being made to tip up on a pivot, the basin is fixed, but the removal of a couple of screws is sufficient to release it for the removal of any stoppage. The plug cannot be removed, and lost, as when attached to a chain. For letting out the water, it is lifted half an inch and turned half round. The water cannot be left running, for the removal of the child's finger lets drop the leaden (or iron) weight and turns off the tap. An overflow should always be provided from the basin, so that in case of accident the room be not flooded. In the floor, and immediately under the line of basins, there should be a gutter to carry away the water always splashed on to the floor.”

## I. Education in Various Countries.

### 1. ANOMALOUS CONDITION OF HIGH SCHOOLS.

We have already more than once called attention to the anomalous and unsatisfactory condition of a large number of our High Schools. We also deprecated the motives which too often influenced many of those who controlled them. So far from there being, as a general rule, any improvement in these respects, the efforts to obtain large grants, without making any corresponding improvement in the quality and value of the instruction given or in the efficiency of the schools, seems to have been redoubled. The necessities of the schools and their utterly inadequate local support are urged as an excuse, and here is the root of the evil, local ambition causes the establishment of these schools, and local neglect reduces them to misrule. It is time, therefore, that an effectual check should be put upon this gradual deterioration of our High Schools. They were designed by the Legislature to be a distinct and independent class of institutions, occupying a place midway between the Public Schools and the University, where a really superior English or classical education could be obtained. But do they at all, as a rule, occupy anything like that position? certainly not. With the exception of about a dozen creditable High Schools and Collegiate Institutes, a large number of the rest take no higher rank than that of inferior Public Schools. And what is worse, they are not only very poor High Schools, but where they exist they prevent the growth of the Public Schools, and effectually destroy the efficiency of both.

Owing to the standard adopted for admission to the High Schools, the effects of late have been to entirely deplete the Public Schools of its fourth and fifth classes, and rush them wholesale into the High Schools, so as, by their large average attendance, to draw as large a share as possible of the High School grant. Then again, not content with depleting the Public Schools, many of the High School Boards seek to carry on their schools with a single master, or with a master and pupil-monitor, or pupil-assistant. In extenuation of this anomalous and unsatisfactory state of things, many of the High School Boards plead poverty and the unwillingness of County Councils to make anything like adequate provision for the support of the High Schools. They reduce the grant to the minimum which the law allows, they curtail the boundaries of the High School district to the mere village in which the High School exists, and thus prevent the trustees from obtaining that support from a respectable High School district, which is absolutely necessary to support the school. Under these circumstances it cannot be wondered at if the trustees of High Schools should resort to means to sustain their schools, which the Legislature never contemplated and which their own judgment condemns.

### 2. NORMAL SCHOOL, TORONTO.

On the Report of the Central Committee of Examiners as to attainments, and of the Principal as to ability and aptitude to teach, the Chief Superintendent has granted the undermentioned Certificates to students of the Normal School, under the Act 37 Vic., Cap. 27, sec. 31 (12).

Dated 22nd December, 1874.

#### CLASS I.

Grade B.	Grade C.
Mr. Jamieson, Hugh Alfred.	Mr. Campbell, Cassius.
	“ Hotson, Alexander.
	Miss Allen, Amelia M.
	“ Cornor, Mary M. L. J.
	“ Newman, Margaret.
	“ Paoel, Eleanor, F. L.