

covered by law than a teacher's. Nothing but his own wilful violation of the school law can prevent him receiving it.

Teachers also who work hard and bring on well the children under them have the sympathy and co-operation of the section. Scarcely anything delights parents so much as to know their children are progressing in knowledge; and the person who is thus the means of their progress is almost sure to receive the thanks and respect of the parents.

Another feature of encouragement is that of later years teachers are becoming more respected. This of course impels them to still go on in the ways of respectability and virtue, to not only retain, but also if possible increase the public esteem on their behalf.

They have also a good deal of time to improve themselves either in body by exercise or in mind by reading, studying, &c. Teachers need not be more unhealthy than other persons in similar occupations. They have plenty of time for bodily exercise if they would only use it. They have also as much, if not more, time for improving their minds than most persons in similar vocations.

Teachers have also the satisfaction of knowing that their labours will in the future make those under their care intelligent men and women, and that almost in every way their teaching will prove an invaluable blessing to them. If the teacher is a christian—one who is converted and has the love of God shed abroad in his heart—so much the better. His holy consistent life, and the influence of his Christian tempers may be the means of leading at least some of his pupils, in after years, to seek the "love of Christ which passeth knowledge."

J. S. ROSS.

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### III. Papers on the School Room.

#### 1. WHAT EVERY SCHOOL-HOUSE SHOULD HAVE.

In the first place, it should have a pleasant location, where it will not be exposed too much to the noise and dust of the highway, nor have noisy factories, nor distilleries, nor pork-houses, as its near neighbours. Nor is it advisable to locate it, as is often seen, close by the burying-ground. Its surroundings are educators not to be neglected.

It should have separate entrances for the sexes, and entrance-halls large and light, well supplied with nails, or wardrobe-hooks, to accommodate the outer and upper garments of the pupils. An umbrella-stand, and boxes, or pigeon-holes, for overshoes and dinner-pails, are desirable. If the school be large and graded, the primary scholars should have separate entrances, and separate grounds. Otherwise, they will always be exposed to injury from the larger pupils.

Every school-house should have a room which can be made comfortable for the pupils, to be occupied by them at noon, or when the teacher is away. Most of the damage to school-houses is done at noon by those who remain, often expressly to be rude and noisy. A plain room, with only a single stout bench around the wall, will answer. This can be put into the ordinary small school-houses between the two doors. It can be used as a recitation room, and it will generally repay very large interest on its cost.

Every school-house should have a well, and a place for washing. What thirsty creatures school-children are can only be realized by teachers, and by those who live near schools. Most mothers are aware of the startling facility with which the hands and faces of their little ones become "of the earth, earthy." And to save annoyance, to teacher and to neighbours, and to enforce cleanliness, water and the means of using it should be supplied.

Every school-house should have an ample play-ground, especially in villages, so that the scholars can have room for active amusements without being on the street, or in the neighbouring premises. And this should not be made a garden, or closely set with trees. Ornamental shrubbery is out of place in a play-ground. A row of shade-trees around the outside is well, but no cramping the play ground should be allowed.

Every school-house should have a large floor-space unoccupied by desks. There should be a wide passage-way outside the desks, entirely around the room. No teacher wants scholars lolling against the wall, or leaning on the window-sills. The walls are thus free to be used for blackboards, and classes can be placed on either side of the room at convenience. There is then room for visitors at examinations where they can sit apart from the pupils. A teacher can pass entirely around the room with freedom.

Every school-room should have a suitable place to keep its books and apparatus under lock and key when not in use, a closet; with glass doors, if there is anything worth displaying, but something safe and strong, where the globe can be kept from revolving too often,

and the dictionary be secure from that "play upon words" which is sometimes indulged in.

Every school-room should have its windows so that they can be lowered from the top, as the safest cheap ventilation practicable.—*Illinois Teacher.*

#### 2. A PLEA FOR BEAUTIFUL SCHOOL ROOMS.

Happily for coming generations, the old notion has passed away, that *shelter* is the chief element in school architecture. In the memory of our fathers it was thought enough if, externally, the school house had four sides, a floor and a roof; and internally, a fire-place and a row of benches. At best it was an uncouth box, into which children were whipped, and from which their instincts prompted them to run. Neither without nor within was their anything to attract children. There was a general impression that learning was a good thing, and that children *must* go to school, *nolens volens*. There was no attempt to make the school such an attractive place that children would find their greatest enjoyment there. Nor was this the result of a hard necessity. The homes from which these children came were made pleasant in various ways. White walls, tidy furniture, carpets, music and pictures made home a pleasant spot, pleasanter, perhaps when contrasted with the dreary school room.

Now, however, school architecture studies *beauty* as well as *utility* and there is a general recognition of the truth that beauty has high and essential uses. Had we no needs but clothing and food, there might be some ground of distinction between the beautiful and the useful; but so long as we have an immaterial nature yearning for culture and development, we must use nectar and ambrosia to satisfy the needs of our divine being. In respect to true manhood, a flower garden may be more truly useful than a potato field, an oil painting than a blank cheque, a piano than a locomotive.

In human culture, the most potential forces are intangible ones. They proceed from unrecognized sources, and their ministrations are so unconscious that they scarcely seem to have any existence. In the work of school discipline, he governs best who seems not to govern at all. The true disciplinarian is a centre from which proceed forces silent in their operation, and potential in their results, and potential in proportion as they are unobserved. Such a person knows that his school is orderly, but how or why, he can not tell. Neither do pupils themselves know. There is some invisible, intangible force at work upon heart, mind and muscle, and to this force no resistance can be made, because its very existence is unnoticed and unknown. This "unconscious tuition," as Dr. Huntingdon calls it, resides in *things* as well as in persons; and it is to a consideration of this fact that we wish to direct attention. The very appointments of a school room may invite disorder or prevent it—they may either co-operate with the teacher in securing good discipline, or they may counteract and neutralize his best efforts in this direction.

In this "Plea for Beautiful School Rooms" we have in mind not only the modest school houses by the country road-side, but also the costly and beautiful buildings in our towns and cities. In all these much has been done in the direction of good taste and beauty at public expense, but opportunity has been wisely left for individual enterprise and taste. Common taxation usually provides a beautiful exterior, as well as light, warmth, white walls and varnished furniture within; but it does not furnish carpets, pictures, flowers and other ornaments necessary to make the school room a truly beautiful place. It is best that all these things are not provided at public expense. Why is it that school property is so wantonly destroyed? The boy who scratches or cuts his desk at school would not think of doing such a thing in his mother's parlor. Why is there this difference? Evidently for the reason that in one case there is a feeling of ownership, or a regard for the rights of others, while in the other there is neither of these things. The school building and contents belong to many persons in general, but to no one in particular. Hence any injury done to such property affects a given individual so slightly that it scarcely seems to be a positive violation of right. Before the rights of such property will be respected, there must be in the school room a feeling of personal ownership; and this feeling can be established in no other way so successfully as by a real investment in something bought for the common good. Hence we say that in providing ornaments for the school room, they should be bought by teachers and pupils, and not in such a way as to leave the impression that their ownership is fictitious, and that they can be injured without individual loss.

The first step towards the work under consideration is to arouse a lively interest among pupils; and this calls for some tact on the part of the teachers. Have pupils pleasant homes? Why are they so pleasant? Why have their parents bought pianos, carpets, elegant furniture, books and pictures? How much time do they spend in those beautiful parlors? How much in the school room?