

DESCRIPTION OF THE BUILDING.

The Normal and Model Schools for Upper Canada—now in progress of erection—are situated upon the centre of an open square, bounded on the north by Gerrard Street, on the east by Church Street, on the south by Gould Street, and on the west by Victoria Street, in the City of Toronto. The distance from the Bay is about three quarters of a mile. The situation is a very beautiful one, being considerably elevated above the business parts of the City, and commanding a fine view of the Bay, Island, and Lake. The Square, which contains seven acres and a-half of ground, was purchased in August, 1850, from the Hon. PETER MCGILL, of Montreal, by the Council of Public Instruction, for £4,500, in cash. The estimated value of the property is about £1,000 per acre. The amount of the Legislative Grant for the purchase of the site and the erection of the buildings, was £15,000. The amount of the contract for the erection and completion of the building, is £8,790, exclusive of extras, Architects' commission, warming, &c. It is estimated that the furniture, &c., for the building, will cost about £1,000 or £1,200.

In a building of so great an extent, it appeared to be neither desirable or expedient to adopt a rich or highly finished style of embellishment. The whole has been designed with a view rather to utility than for effect, care being taken however to maintain that fitness of decoration by which the purpose and importance of the Institution may be characterised and upheld.

The principal Normal School Building, as seen in the perspective, fig. 1, will be 184 feet 4 inches frontage, by a depth on the flanks, east and west, of 85 feet 4 inches.

The front will be in the Roman Doric order of Palladian character, having for its centre, four pilasters of the full height of the building, with pediment, surrounded by an open doric cupola, of the extreme height of 95 feet. The principal entrance (to the Offices of the Educational Department, &c.) will be in this front; those for the male and female students being placed on the east and west sides respectively, C and D. In the centre of the building will be a large central hall, (open to the roof, and lighted by a lantern,) with a gallery around it, at the level of the upper floor, at B, in fig. 3, approached on each floor by three corridors—south, east, and west—and opening on the north to the Theatre or Examination Hall.

On the East side, the accommodation on the ground floor will be as follows:—

School of Art and Design, No. 1,	36' : 0" x 28' : 0"
School of Art and Design, No. 2,	36 : 5 x 28 : 0
Male Students' Retiring Room,	36 : 0 x 30 : 0
Council Room,	39 : 0 x 22 : 0
Male Students' Staircase A,	17 : 6 x 11 : 0

On the West side:—

Waiting Room,	22' : 8" x 14' : 8"
Ante-Room,	22 : 0 x 14 : 3
Chief Superintendent's Room,	28 : 0 x 21 : 0
Depository for Books, Maps, &c.,	28 : 0 x 21 : 0
Depository for Apparatus, &c.,	22 : 8 x 14 : 8
Female Students' Retiring Room,	36 : 0 x 26 : 10
Recording Clerk's Office, with fire proof vault,	37 : 11 x 23 : 0
Second Clerk's Office,	22 : 0 x 14 : 3
Female Students' Staircase A,	17 : 6 x 11 : 0

North of the Central Hall is the Theatre, with Lecturer's entrance in the centre, and side entrances east and west, *d, d*, for male and female students respectively. Here the aisles are marked *a, b*, and *c*, with seats arranged between them: the Lecturer's platform being placed between *B* and *c*. This portion of the Theatre is designed to accommodate 470 persons, and including the galleries, 620. Around the Theatre, and beneath its gallery, are east and west corridors, by which the students will reach the Model School.

By this arrangement it will be seen, that except when actually in the presence of the Masters, the male and female students will be entirely separated.

Passing (by the corridors last named) to the Model School, which is 175 feet 6 inches frontage, by 59 feet 6 inches, the students enter the boys and girls' schools by doors to the east and west, each of which has a large school room at its centre, 56 feet 6 inches x 33 feet, capable of accommodating 300 children, with four smaller class rooms adjoining it, about 17 feet x 15 feet 6 inches each. The boys

and girls' entrances (like those for the students of the Normal School already described) are at the east and west ends of the building—such entrances having each a hat and cloak room and master's (or mistress') room on either side. These schools therefore will together accommodate 600 children.

Returning to the Normal School, and passing to the upper floor: on the landing of the staircases A, A, are entrances to the gallery of the Theatre, which is designed to accommodate 150 persons.

On the upper floor is the Central Hall, with its gallery B, connecting the east and west corridors, communicating with the following rooms:—

Class Room, No. 1,	56' : 0" x 36' : 0"
Class Room, No. 2,	56 : 0 x 36 : 0
Class Room, No. 3,	45 : 2 x 23 : 0
Class Room, No. 4,	32 : 8 x 28 : 0
1st Master's Room,	22 : 0 x 19 : 5½
2nd Master's Room,	22 : 0 x 19 : 5½
Museum,	42 : 0 x 22 : 0
Library,	39 : 5 x 22 : 0
Laboratory,	21 : 6 x 12 : 0

In addition to the accommodation thus enumerated, there are, in the Basement, rooms for the residence of the Janitor, together with furnace rooms, from whence warm air will be served to the whole building. Great attention has been bestowed upon the efficiency of the warming and ventilating, and it is confidently anticipated that the system adopted will be highly successful.

LAYING FOUNDATIONS—THE TEACHER.

Men are wisely careful in laying the foundations of their dwellings. They dig deep because they have learned that there is a disturbing agent which upheaves the surface of the earth. They do not throw together cobble-stones, but rift the massy rock, and pack its fragments in cementing mortar. All this costs money and takes time; yet men who build at all, almost universally lay such foundations. This is excellent economy. He who builds his house upon the sand, has been called a foolish man by the highest authority. The wise man builds on a rock.

The teacher is a *mind-builder*. To lay foundations is his *great work*. If he is an honest and skilful workman, much of his work will be underground and out of sight. No man will do this work *well*, but an honest and independent man. Temptations to neglect it will assail him from every side. Like other men, he loves to see immediate and brilliant results, and grows weary under drudgery and toil, to produce what no eye sees and no lips praise. Besides, circumstances generally combine with this desire to lead him to seek such results. Many of his patrons never look below the surface, but measure both his capacity and success by what appears above. His very bread may depend on his doing his work superficially. The multitude applaud him who raises a showy intellectual structure, while they condemn him who spends years in laying massive foundations. They talk well. They mean to give their children a good education, but they insist upon two things—it must be done with despatch, and cheap. As a consequence, which they seem not to perceive, it must be wretchedly done. We find many men in every community who talk finely about the education of their children, and still by indulgence or avarice cheat them out of it. They cannot spare them to *study* more than three months, although they can spare them to *labor* for *wages*, or to amuse themselves at home and abroad, month after month and year after year. The child that would not be taken from the mill or shop a day in six months, would be taken from school twenty days in half that time, for the most trivial reasons. Men feel the loss of silver much quicker than the loss of sense. With all their fine talk, they do not afford the time and means to their children, for that solid mind-building which is true education. These hindrances meet every teacher; still, if he be a true man, he will not heed them. *He must lay foundations.*

Let us consider more definitely the application of our subject to the operation of the school-room.

1st. The *discipline* of the school should be such as to implant in the mind right principles of action, and accustom the pupils to habitual self-control. Such discipline will lay a good foundation for a correct moral character. The reign of the school-room should