

## Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for scanning. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of scanning are checked below.

L'Institut a numérisé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de numérisation sont indiqués ci-dessous.

- |                                     |   |                                     |   |
|-------------------------------------|---|-------------------------------------|---|
| <input type="checkbox"/>            | Coloured covers /<br>Couverture de couleur  | <input type="checkbox"/>            | Coloured pages / Pages de couleur   |
| <input type="checkbox"/>            | Covers damaged /<br>Couverture endommagée   | <input type="checkbox"/>            | Pages damaged / Pages endommagées   |
| <input type="checkbox"/>            | Covers restored and/or laminated /<br>Couverture restaurée et/ou pelliculée   | <input type="checkbox"/>            | Pages restored and/or laminated /<br>Pages restaurées et/ou pelliculées   |
| <input type="checkbox"/>            | Cover title missing /<br>Le titre de couverture manque  | <input checked="" type="checkbox"/> | Pages discoloured, stained or foxed/<br>Pages décolorées, tachetées ou piquées  |
| <input type="checkbox"/>            | Coloured maps /<br>Cartes géographiques en couleur  | <input type="checkbox"/>            | Pages detached / Pages détachées  |
| <input type="checkbox"/>            | Coloured ink (i.e. other than blue or black) /<br>Encre de couleur (i.e. autre que bleue ou noire)  | <input checked="" type="checkbox"/> | Showthrough / Transparence  |
| <input type="checkbox"/>            | Coloured plates and/or illustrations /<br>Planches et/ou illustrations en couleur   | <input checked="" type="checkbox"/> | Quality of print varies /<br>Qualité inégale de l'impression  |
| <input checked="" type="checkbox"/> | Bound with other material /<br>Relié avec d'autres documents  | <input type="checkbox"/>            | Includes supplementary materials /<br>Comprend du matériel supplémentaire   |
| <input type="checkbox"/>            | Only edition available /<br>Seule édition disponible  | <input type="checkbox"/>            | Blank leaves added during restorations may<br>appear within the text. Whenever possible, these<br>have been omitted from scanning / Il se peut que<br>certaines pages blanches ajoutées lors d'une<br>restauration apparaissent dans le texte, mais,<br>lorsque cela était possible, ces pages n'ont pas<br>été numérisées. |
| <input checked="" type="checkbox"/> | Tight binding may cause shadows or distortion<br>along interior margin / La reliure serrée peut<br>causer de l'ombre ou de la distorsion le long de la<br>marge intérieure. |                                     |   |
| <input checked="" type="checkbox"/> | Additional comments /<br>Commentaires supplémentaires:  |                                     | Continuous pagination.  |

To the Trustees of \_\_\_\_\_

School Section, No. \_\_\_\_\_

in the Township of \_\_\_\_\_

# JOURNAL OF

Upper



# EDUCATION,

Canada.

VOL. X.

TORONTO: MARCH, 1857.

No. 3.

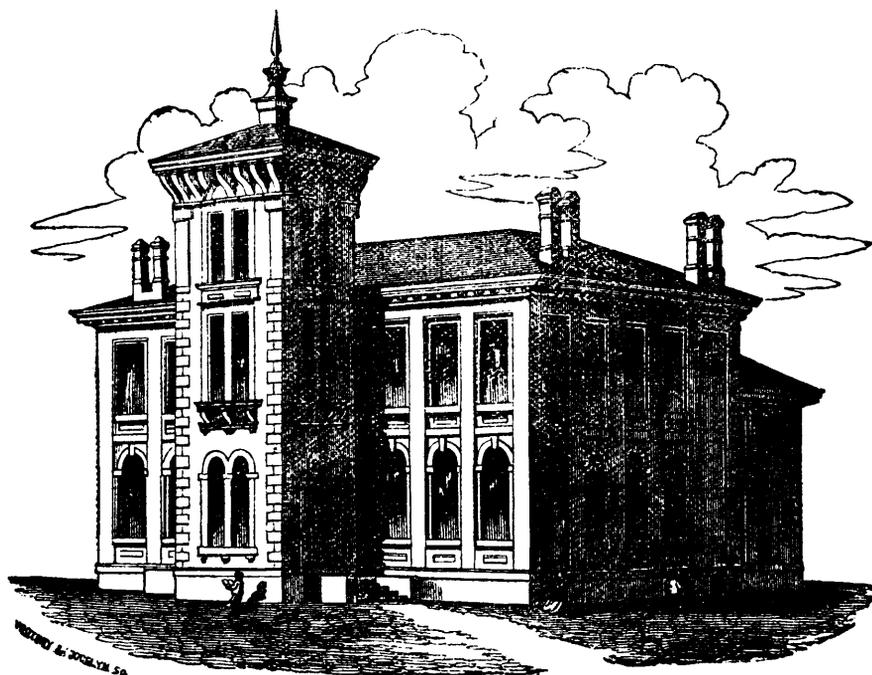
### CONTENTS OF THIS NUMBER.

	PAGE
I. School Architecture (continued) thirty-one Illustrations.....	33
II. Opening of the McGill Normal School, Montreal.....	43
III. Recent Deaths: 1. Rev. Dr. Hincks. 2. Dr. Kane.....	45

	PAGE
IV. Papers on Practical Education: 1. School Management. 2. Oc- ular teaching. 3. The Parents duty in regard to School Matters.	46
V. EDUCATIONAL INTELLIGENCE.....	47
VI. DEPARTMENTAL Notices and Advertisements .....	48

### SCHOOL ARCHITECTURE.

(Continued.)



PLAN NO. VI. PERSPECTIVE VIEW OF ONE OF THE TORONTO CITY WARD SCHOOLS.

In 1854, the Board of Trustees for the City of Toronto, erected three School-houses similar to the above in the city. Three others of a different construction were erected in 1852. This building will accommodate nearly 500 pupils. The six School-houses will accommodate about 2,500 children. The

cost of this building, including fittings, etc., was \$12,000. The plan of the interior arrangement, seats, &c., has not been published. It, however, includes the recent improvements as detailed in the accompanying diagrams. Play-yard and sheds are in the rear.

School house No. vii. has just been erected in Rochester. It is a substantial and elegant building, and in its general arrangement, and a adaptation to school purposes, is superior to any other school house in that section of the State. One fault of several of the school houses built within the last few years, is the large size of the rooms designed for the primary scholars. The fault is not because there is room to spare—for those of the largest size are full to overflowing, and so many



PLAN NO. VII. PERSPECTIVE OF SCHOOL HOUSE, FENCE AND GROUNDS.

are assembled in one department without recitation rooms, that it is found necessary to employ two teachers in the same room. This necessarily creates confusion, often prevents the preservation of good order, and leads to other serious annoyances. After scholars have passed the primary department a larger number may be assembled in one room to advantage, if there is a full complement of recitation rooms adjoining. A plan of the school rooms is given herewith.

The size of the building on the ground is 84 feet 8 in. by 60 feet 8 in.

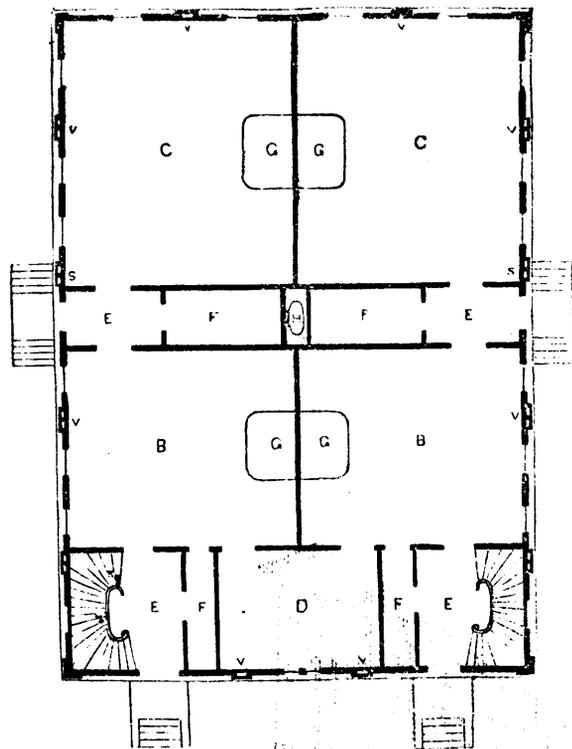


FIG. III.—PLAN VII. FIRST FLOOR.

- B. Intermediate Rooms, 28½ by 25 feet.
- C. Primary Rooms, 28½ by 33 feet.
- D. Recitation Room, 19½ by 15 feet.
- E. Halls, 15 by 14 feet.
- F. Wardrobes, 15 by 4 feet.
- G. Teachers' Desks.
- H. Furnace Register.
- V. Ventilating Registers.

The building is heated by two of Chilson's Furnaces in the basement.

It will be seen that there are two primary rooms, in each of which can be comfortably accommodated as many as one teacher can instruct. The intermediate rooms, though about the same size as the primary, will be occupied by older pupils, pursuing a greater range of studies, and they will seat more than two teachers can well instruct. The third teacher will occupy the adjoining recitation room, which it will be seen communicates with both of the intermediate rooms, so that classes can be received from either or both as circumstances may require.

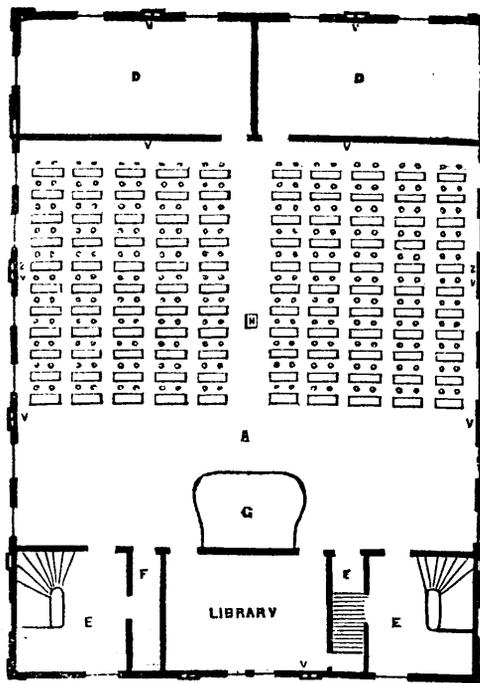
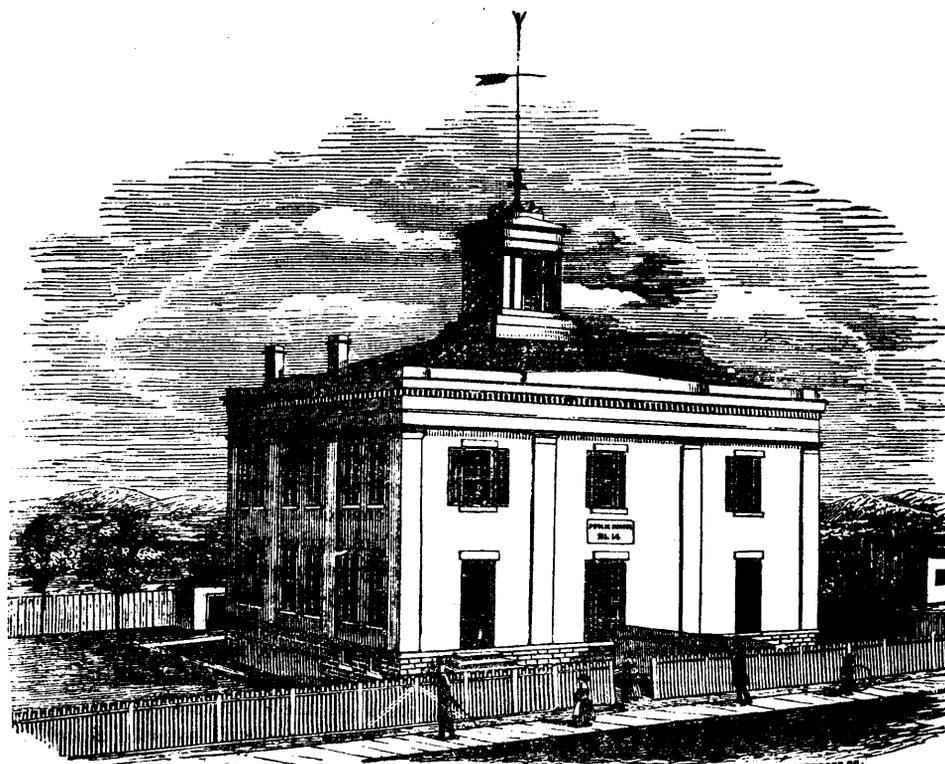


FIG. III.—PLAN VII. SECOND FLOOR.

- A. Senior Room, 50 by 58 feet.
- L. Library and Teacher's Room, 19½ by 15 feet.
- D. Recitation Rooms, 28½ by 15 feet.
- E. Halls, 15 by 14 feet.
- F. Wardrobes, 15 by 4 feet.
- G. Teacher's Desk.
- H. Furnace Register.

The senior department, without being unduly crowded, will seat 220 scholars. The recitation rooms in the rear of the building, are so arranged that classes make the least possible disturbance in passing to and from the main school room. The library room in the rear of the Master's desk is sufficiently commodious for a recitation room, in addition to the other purposes for which it is designed, and may be used for that purpose if necessary. With slight alteration in the arrangement of doors, and one or two other points easily remedied, a school house for the accommodation of 500 pupils could not be better arranged. It will doubtless be a model, in its general arrangement, to be followed hereafter whenever houses of similar size are to be constructed.



PLAN NO. VIII. FRONT PERSPECTIVE OF SCHOOL HOUSE.

This school house was also erected in the City of Rochester. It differs little from the preceding in its general arrangement. An improvement might, however be made by converting either of the primary rooms B into a gallery room, with bench seats rising one above

the other, with a foot-guard on each. The end of both rooms might be fitted up in this way if desired, so as to embrace in the same room a gallery and a school room. Galleries form a valuable and important feature in the arrangements of the U. C. Model Schools at Toronto.

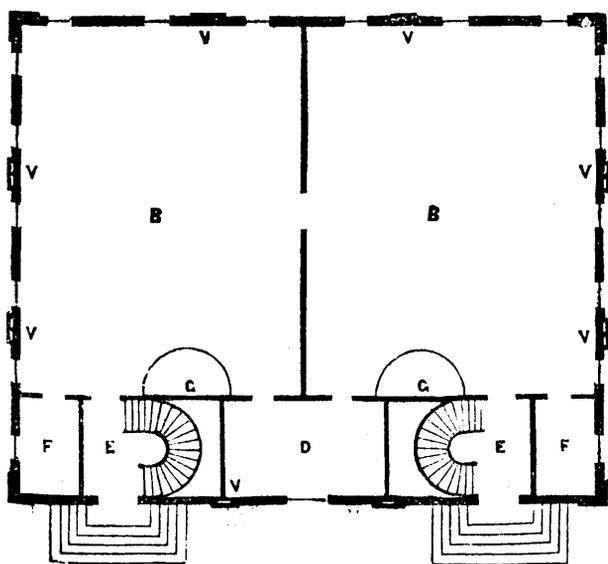


FIG. II.—PLAN VIII. FIRST FLOOR.

- B. Primary and Intermediate Rooms, 33 by 41 feet.
- D. Recitation Rooms, 16 by 10 feet.
- E. Halls, 15 by 10 feet.
- F. Wardrobes, 8 by 10 feet.
- G. Teacher's Desks.
- V. Ventilating Registers.

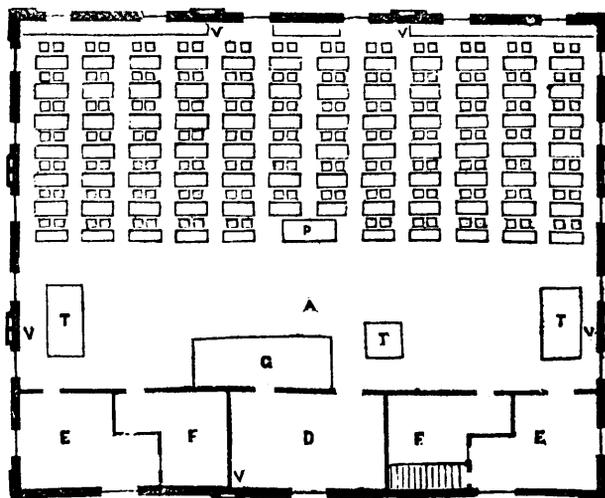
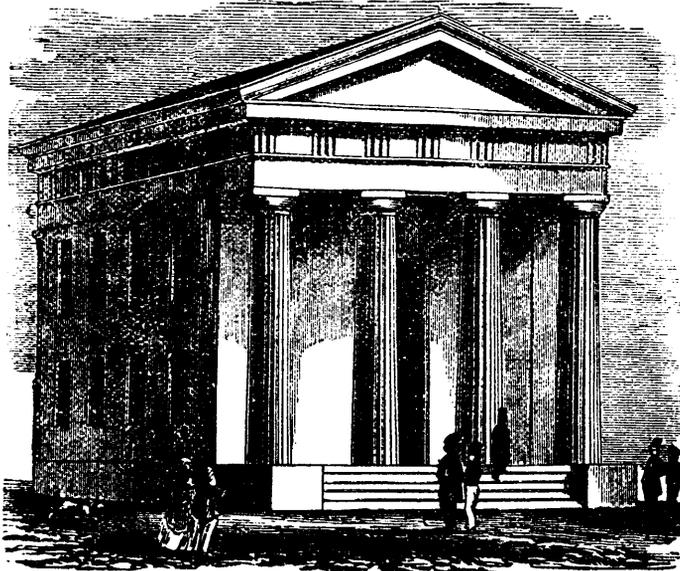


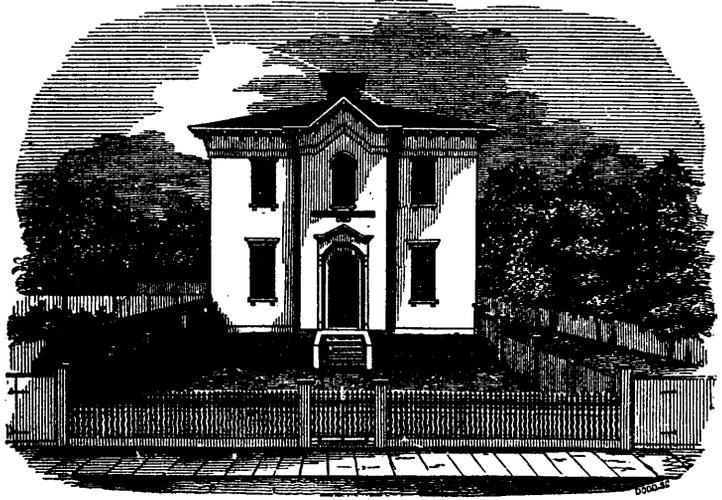
FIG. III.—PLAN VIII. SECOND FLOOR.

- A. Senior Room, 66 by 42 feet.
- D. Library and Teachers' Room, 17 by 10 feet.
- E. Recitation Rooms, 14 by 10 feet.
- F. Halls, 10 by 9 feet.
- T. Drawing Tables.
- G. Teachers' Desk.
- P. Piano Forte.
- V. Ventilating Registers.

The size of the building on the ground is 68 by 56 feet.



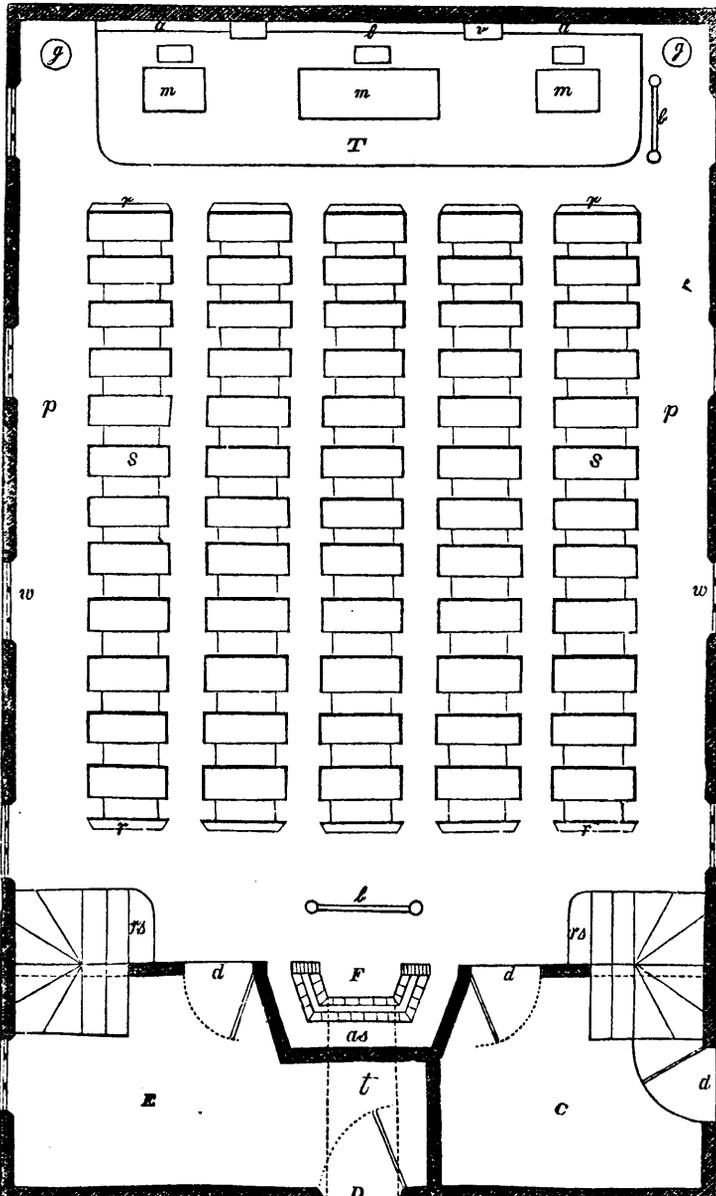
PLAN NO. VIII., FRONT PERSPECTIVE—FIG. I.  
SCHOOL FOR ONE HUNDRED AND TWENTY PUPILS.



PLAN NO. IX. PERSPECTIVE VIEW, WITH GROUNDS, &C.—FIG. I.

The lot on which this school-house is erected is 225 deep and 100 feet wide for a depth of 125 feet, and 161 feet wide for the remaining 64 feet. It is divided into three yards, as exhibited in the ground plan, (Fig. 2,) each substantially inclosed, and planted with trees and shrubbery. The dimensions of the building are 62 feet by 44 on the ground. It is built of brick. Each room is ventilated by openings, controlled by registers, both at the floor and the ceiling, into four flues carried up in the wall, and by a large flue constructed of thoroughly seasoned boards, smooth on the inside, in the partition wall, (Fig. 3, x.) The whole building is uniformly warmed by two furnaces placed in the cellar. Every means of cleanliness are provided, such as scrapers, mats, sink with pump, wash-basin, towels, hooks for outer garments, umbrella stands, &c.

The tops of the desks are covered with cloth, and the aisles are to be cheaply carpeted, so as to diminish, if not entirely prevent, the noise which the moving of slates and books, and the passing to and fro, occasion in a school-room.

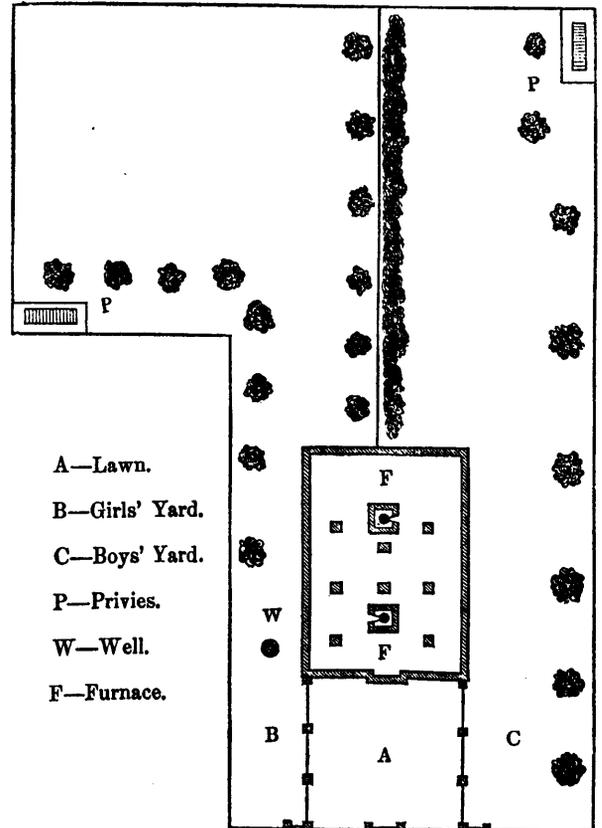


51 feet by 31 feet outside.]

[Scale 8 feet to the inch.

D. Entrance door. E. Entry. F. Fireplace. C. Wood closet. T. Teacher's platform. a. Apparatus shelves. i. Air tube beneath the floor. d. Doors. g. Globes. l. Library shelves. m. Master's table and seat. p. Passages. r. Recitation seats. s. Scholars' desks and seats. r s. Stairs to recitation rooms in the attic. v. Ventilator. w. Windows. b. Movable blackboard. a s. Air space behind the fireplace.

FIG. II.—PLAN IX. OUT GROUNDS.



- A—Lawn.
- B—Girls' Yard.
- C—Boys' Yard.
- P—Privies.
- W—Well.
- F—Furnace.

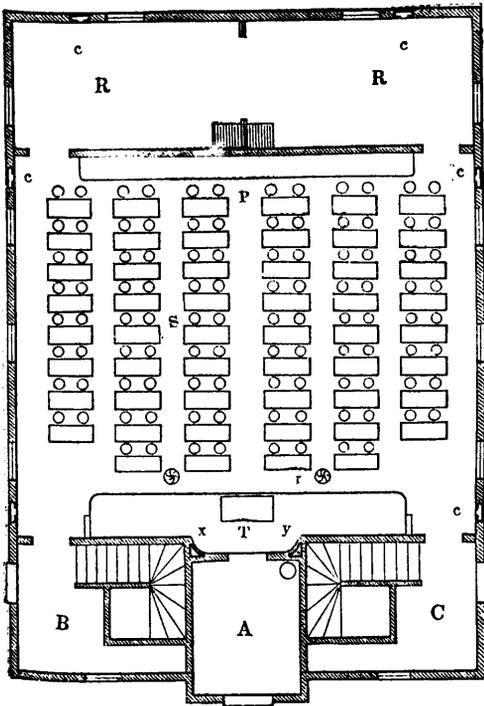
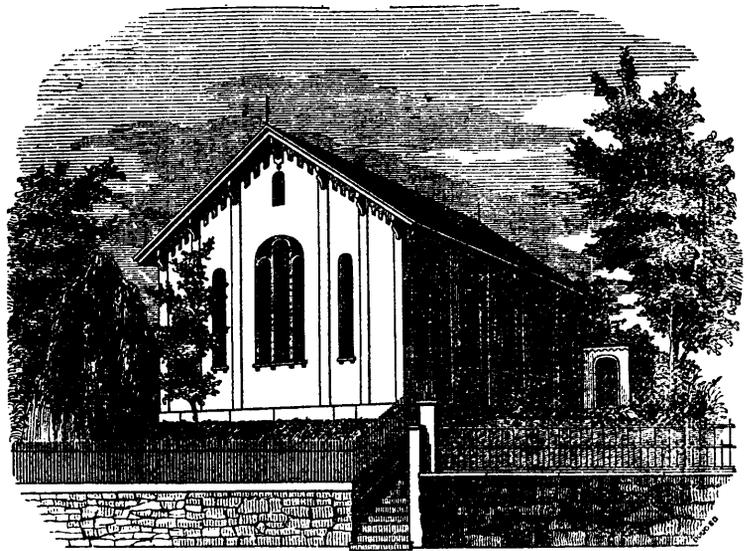


FIG. III.—PLAN IX. FIRST FLOOR.

- A—Front entrance for Masters, &c.
- B—Girls' entrance, with mats, scrapers, hooks for clothes, a sink, pump, basin, &c.
- C—Boys' entrance, with do. do.
- R—Recitation rooms, connected by sliding doors.
- P—Platform for recitation, with a Blackboard in the rear.
- T—Teacher's platform.
- S—Seats and desks. See *Journal of Edu-*

- cation for January and July, 1840, pages 13 and 101.
- Q—Library and apparatus.
- w—Windows with inside Venetian blinds.
- c—Flues for ventilation in the outer wall.
- x—Flue for ventilation, lined with smooth, well seasoned boards.
- y—Bell-rope, accessible to the teacher by an opening in the wall.
- r—Hot air registers.



PLAN NO. X.—PERSPECTIVE VIEW OF SCHOOL HOUSE—FIG. I.

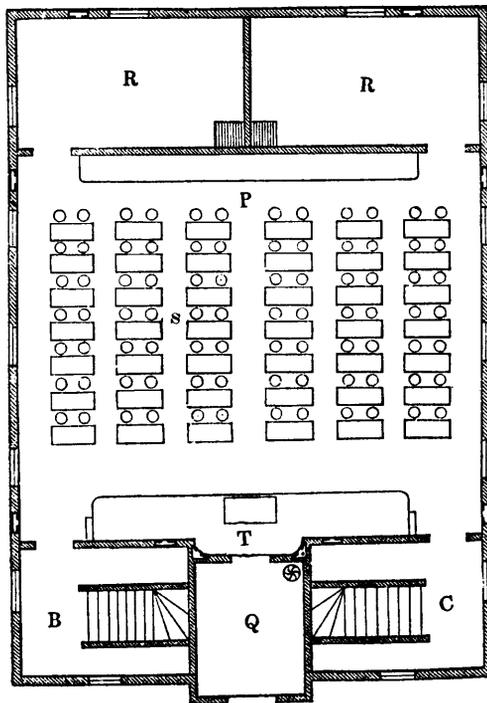


FIG. IV.—PLAN IX. SECOND FLOOR.

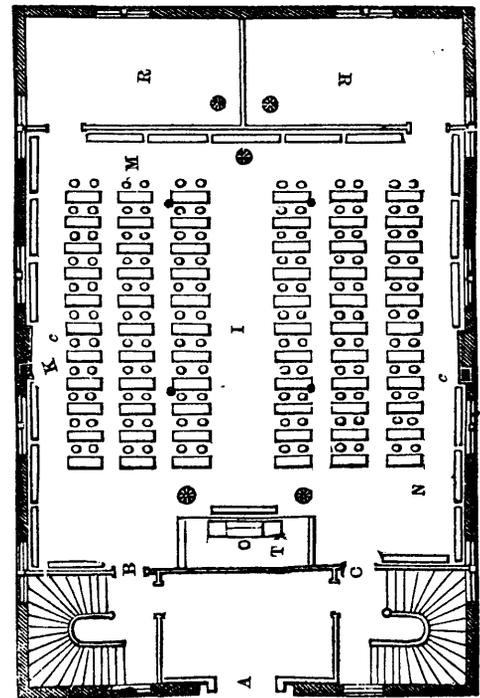


FIG. II.—PLAN X. FIRST FLOOR.

- A.—Front entrance.
- B.—Girls' entrance.
- C.—Boys' entrance.
- I.—Centre aisle, eight feet.
- L.—Aisle between each range of seats and desks, two feet four inches.
- K.—Side aisle, four feet four inches.
- M.—Space five feet wide.
- T.—Teachers' platform and desk.

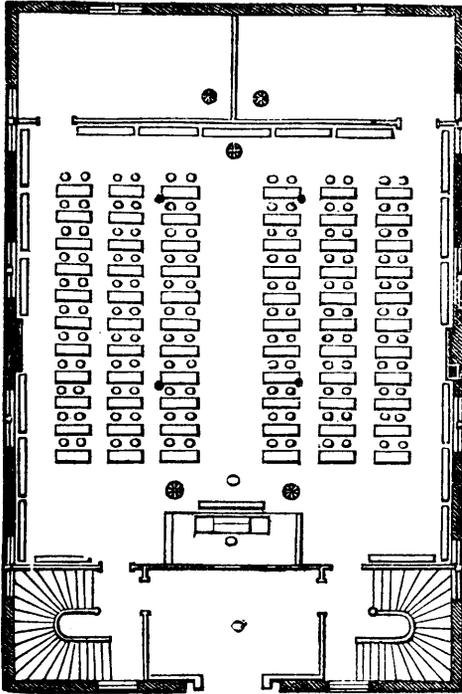
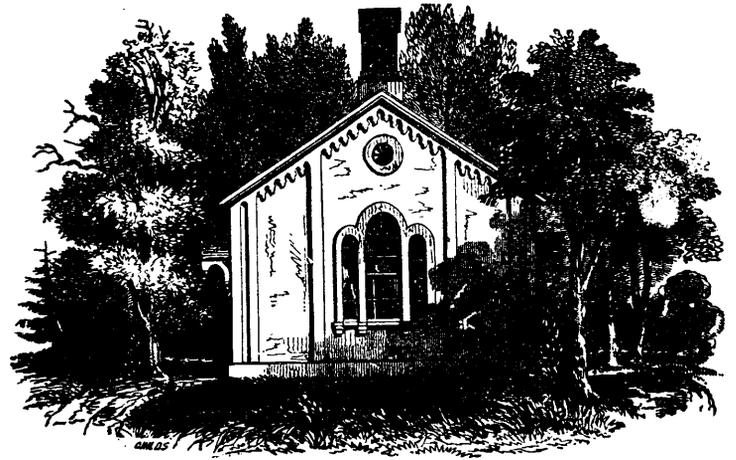


FIG. III.—PLAN X. SECOND FLOOR.

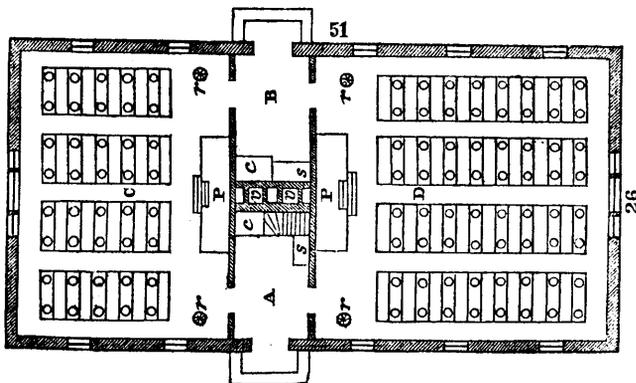
R.—Recitation rooms, each twenty-three feet by twelve, furnished with twenty chairs, seven inches from the wall and thirteen inches apart.  
 Q.—Library and apparatus, from eleven feet by fourteen feet.  
 N.—Kimball's desk and two chairs.  
 O.—Piano.  
 ●—Hot air registers.  
 c.—Ventilating flue or foul air duct. N. Settees.



PLAN NO. XI.—END PERSPECTIVE OF A PRIMARY AND SECONDARY SCHOOL-HOUSE.

FIG. I.

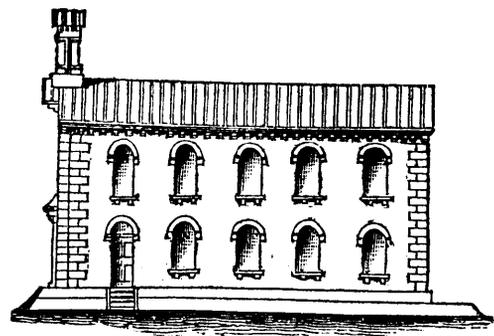
This engraving represents the end elevation of a Primary and Secondary School-House for 130 pupils. The School-house stands back from the highway, on an elevated site,—as School-house sites ought always to be—and for beauty of design and convenience of arrangement is not surpassed we believe by any similar structure in Canada. It is 51 feet long by 26 feet wide, and 13 feet high in the clear, with two departments on the same floor. The style of the building is very neat and tasteful, and has something approaching to the Tuscan cast in it. The entrance doors of the boys' girls' and respectively are on and scholastic appearance.—There are five prettily shaped arched windows in either side—three on one side and two on the other side of the entrance door. Their size and appearance are the same as that of the centre either side. The handsome characteristic projection over each door may be seen in the engraving. The belfry and double chimney issuing from the centre of the roof are neatly designed, and give the building a finished one in the triple window inserted in either end of the building, and as seen in the one facing the reader. The gable is slightly ornamented, and is furnished with a circular ventilating window, as seen in the engraving. The trees and shrubbery around the School-house give it an air of cheerfulness and repose,—so essential in contributing to the health, the comfort, and the success of the pupils and masters.



PLAN XI. FIRST FLOOR. PRIMARY AND SECONDARY SCHOOL-HOUSE. FIG. 2.

The accompanying Fig. 2 exhibits the Ground Plan of the foregoing School-house, and is designated to afford accommodation for a Primary and Secondary department in the building. C is the Primary, and D the Secondary or Grammar School department. The room C is 25 feet wide by 25 long, with desks and seats attached for 60 pupils. The room D is 25 feet wide by 30 feet long, with desks and seats attached for 70 pupils. A is the boys' entry, and is 6 feet wide by 10 feet long. B is the girls' entry, and is of the same dimensions as that for the boys. P, in either room, is the Teacher's Desk and Platform. The seats for the younger pupils are placed immediately in front of the Teacher's desks, and are slightly lower, in their elevation above the floor, than those in the rear of the School-room—as seen in the Section on seats and desks at the close of this article. r, r, r, r, are Registers for the hot air, for heating the School-rooms, which issues

from the furnace in the basement of the building, as described on page 85. v, v, are flues for ventilation, and will be described in the article on the subject at the close. C, C, are the closets for the dinner baskets of the pupils who have come from a distance. S, S, are the water sinks connected with the boys' and girls' department of the School. The smoke pipe is carried up between the ventilating flues v, v, and is made to branch off into two separate chimnies as it issues from the roof, so as to accommodate the bell—a very neat and convenient arrangement. The stairs seen in the Ground Plan lead up into the attic.



PLAN NO. XII.—SIDE ELEVATION OF A BRICK GRAMMAR SCHOOL-HOUSE.—FIG. 1.

(On a reduced scale.)

The foregoing represents a design for a handsome Union or Grammar School-house. It is a very chaste and ornamental building, and in excellent keeping with the correct proportions requisite in a School-house of this description.

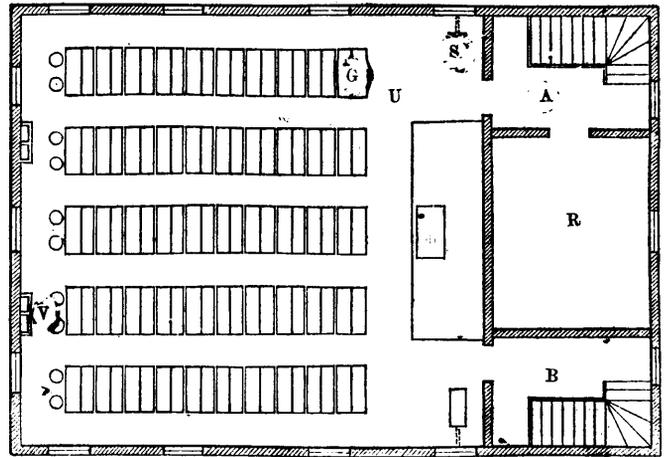
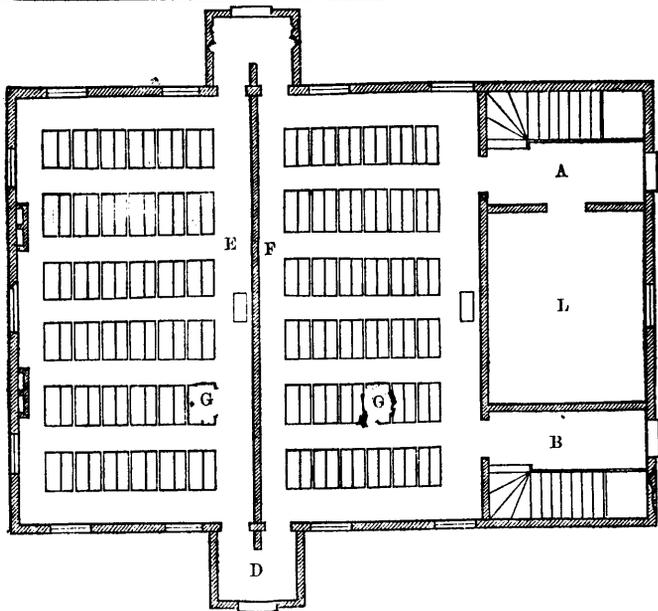
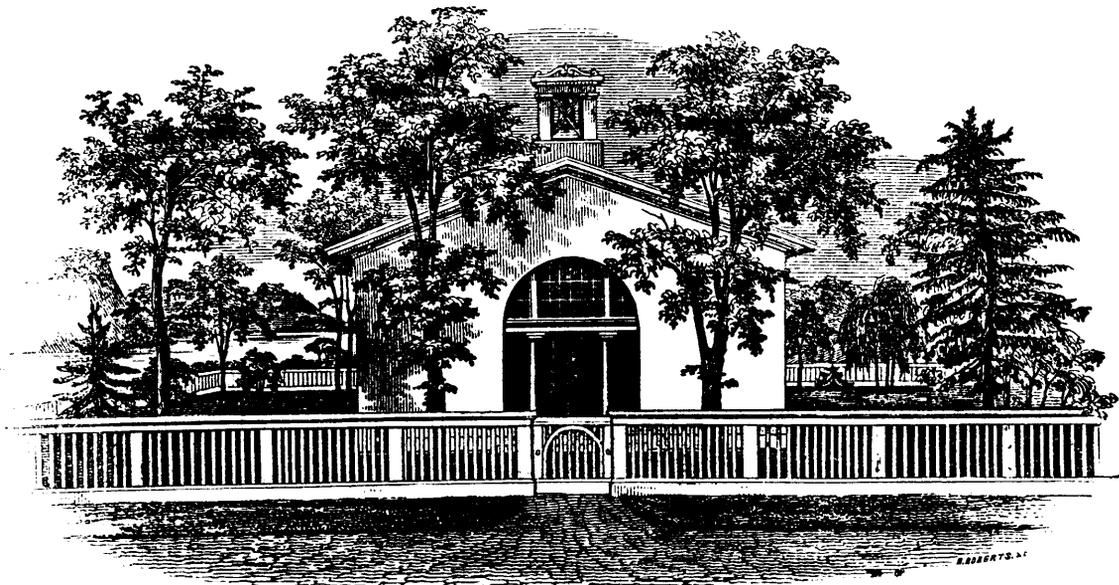


FIG. II.—PLAN OF FIRST FLOOR.

- A—Entrance for Girls to Secondary School, U.
- B— “ “ Boys
- C— “ “ Girls to Primary, E, and Intermediate School, F.
- D— “ “ Boys
- E—Primary School-room.
- F—Intermediate “
- U—Secondary “
- R—Recitation Room.
- G—Seat and desk attached, for two pupils, with iron ends.
- L—Manton Gloucester Library of 900 volumes.
- S—Stove.
- V—Flue for ventilation.

PART II.—PLANS FOR PRIMARY SCHOOLS IN VILLAGES AND RURAL SECTIONS.

PLAN NO. I.



Front Projection of a Schoolhouse, with Trees, Shrubbery, &c.

The foregoing plan of a very neat Primary School-house is taken from the "School and School-Master." The construction is simple, and the *toute ensemble* pleasing in the extreme. The situation is well chosen, and the grounds planted with beautiful and appropriate trees and shrubbery. This should always be attended to in selecting sites for School-houses. On this point the writer remarks:

"So much do the future health, vigor, taste, and moral principle of the pupil depend upon the position, arrangement, and construction of the school-house, that every thing about it is important. When the most desirable situation can be selected, and the laws of health and the dictates of taste may be consulted, it should be placed on firm ground, on the southern declivity of a gently sloping hill, open to the southwest, from which quarter comes the pleasant winds in summer, and protected on the northeast by the top of the hill or by a thick wood. From the road it should be remote enough to escape the noise, and dust, and danger, and yet near enough to be easily accessible by a path or walk, always dry. About it should be ample space, a part open for a play-ground, a part to be laid out in plots and flowers, and shrubs, with winding alleys for walks. Damp places in the vicinity of stagnant pools or unwholesome marshes, and bleak hill-tops or dusty plains, should be carefully avoided. Tall trees should partially shade the grounds, not in stiff rows or heavy clumps, but scattered irregularly as if by the hand of nature. Our native forests present such a choice of beautiful trees, that the grounds must be very extensive to afford room for even a single fine specimen of each; yet this should be, if possible, for children ought early to become familiar with the names and appearance of these noblest of inanimate things. The border of a natural wood may often be chosen for the site of a school; but if it is to be thinned out, or if

trees are to be planted, and, from limited space, a selection is to be made, the kingly, magnificent oaks, the stately hickories, the spreading beech, for its deep mass of shade, the maples, for their rich and abundant foliage, the majestic elm, the useful ash, the soft and graceful birches, and the towering, columnar sycamore, claim precedence. Next may come the picturesque locusts, with their hanging, fragrant flowers, the tulip tree, the hemlock, best of evergreens, the celiets, or sweet gum, the nyssa, or tupelo, with horizontal branches and polished leaves, the walnut and butternut, the native poplar and the aspen.

"Of extremely beautiful American shrubs, the number is so great that I have no room for a list. What place intended to form the taste of the young, should be without the kalias, rhododendrons, cornels, roses, liburnums, magnolias, clethras, honeysuckles, and spiræas? And whoever goes into the woods to gather these, will find a multitude of others which he will hardly consent to leave behind. The hill top should be planted with evergreens, forming, at all seasons, a barrier against the winds from the north and east."

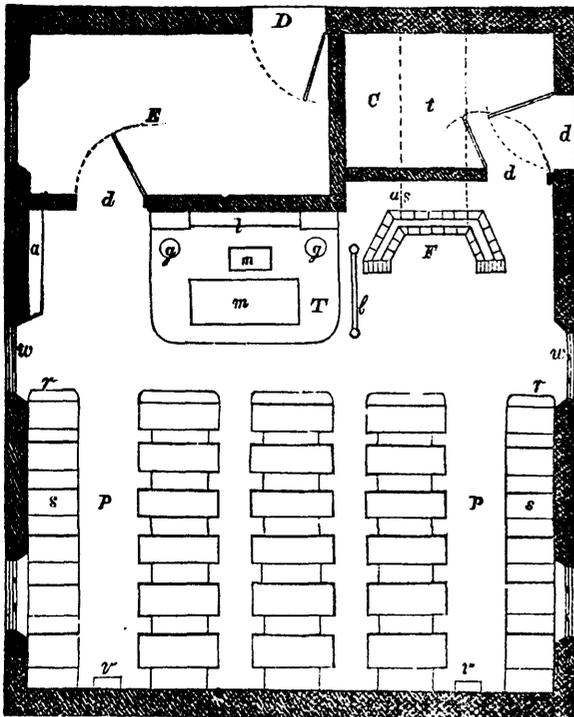
Of the flower plots, little may be said. They may be left to the taste of the teacher, and of the cultivated persons in the section. We can only recommend our wild American plants, and again remind the reader, that there is hardly a country town in Canada, from whose woods and meadows a hundred kind of flowers might not be transplanted, of beauty enough to form the chief ornament of a German or English garden, which are now neglected only because they are common and wild. Garden bowers need not be excluded; and if either these or the former are cultivated, the great object, to present something to refine and reform the taste, will be, in some degree, accomplished.

If proper enclosed play-grounds are provided, the master may often be present at the sports, and thus become acquainted with the characters of his pupils. If children are compelled to resort to the highway for their amusements, we ought not to wonder that they should be contaminated by the vices, brawlings, and profanities, which belong to frequenters of highways.

The room of the School-house should be sufficiently large to allow every pupil, 1. To sit comfortably at his desk; 2. To leave it without disturbing any one else; 3. To see explanations on his lessons, and to recite without being incommoded or incommoding others; 4. To breathe a wholesome atmosphere.

If the first three objects are fully provided for, the space on the floor will be sufficient. But to secure the advantage of an adequate supply of air, the room must not be less than ten, and, if possible, twelve or fourteen feet high.

SCHOOL FOR FORTY-EIGHT PUPILS.



24 feet by 28 feet outside.]

[Scale 8 feet to the inch.]

- D. Entrance door.
- E. Entry.
- F. Fireplace.
- C. Wood closet, or recitation room.
- T. Teacher's platform.
- a. Apparatus shelves.
- t. Air tube beneath the floor.
- d. Doors.
- g Globes

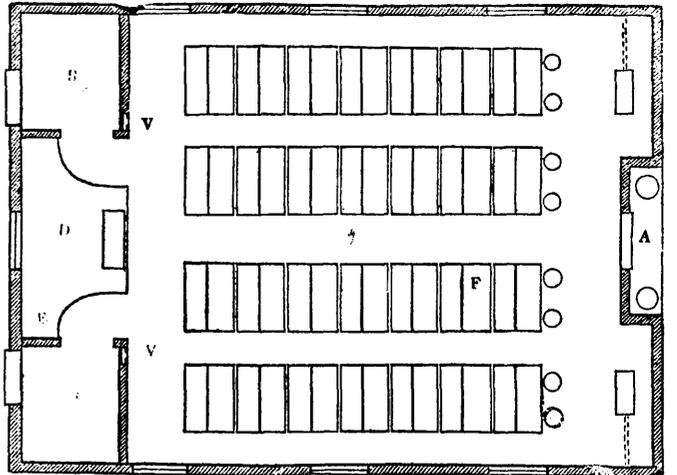
- l. Library shelves.
- m. Master's table and seat
- p. Passages.
- r. Recitation seats.
- s. Scholars' desks and seats.
- v. Ventilator.
- w. Windows.
- b. Movable blackboard.
- as. Air space behind the fireplace

GROUND PLAN OF A SCHOOL FOR FORTY-EIGHT PUPILS.

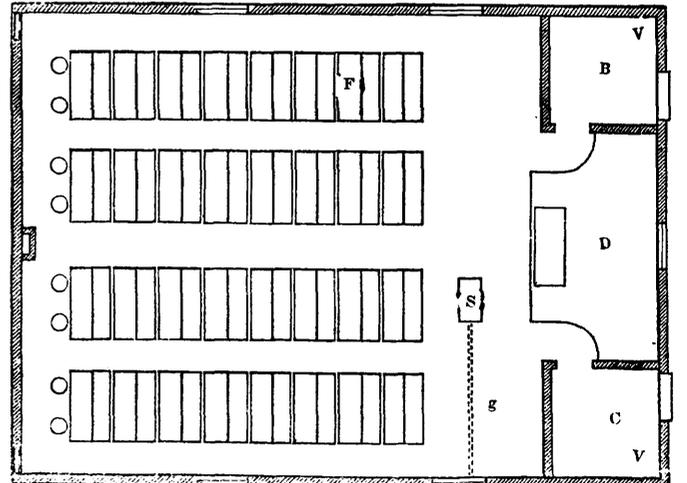
The foregoing Ground Plan of a Primary School is designed to accommodate forty-eight children. It is 24 feet by 28 feet outside. The scale of the Plan is eight feet to the inch. D. represents the entrance door, &c., see list, attached to the engraving.

We give two additional ground plans which may be adopted with some slight variations required by the nature of the site, or the peculiar views of the majority of the Trustees, or of the building committee in each case. The following plans present some of these modifications. The first is 34 ft. by 25, and the second, 36 ft. by 27.

PLAN NO. 1.—FIG. III.



- A—Front entrance.
- B—Girls' do.
- C—Boys' do.
- D—Teacher's platform.
- E—Library.
- S—Ventilating stove.
- V—Flue for ventilation.
- F—Seat and desk, with iron ends.
- g—Cold air duct.



This is a commodious and substantial edifice. Though the plan only shows seats for forty-two pupils in each room, it will easily seat fifty with single, and sixty with double desks. The whole building will thus comfortably accommodate from two hundred to two hundred and forty. This number will fully employ six Teachers—one master and five assistants, for the whole building; or, one master and two assistants, for each floor. The communicating doors between the main rooms, and the glass partitions between the main and class-rooms, admirably favor this arrangement. While two of the Teachers on each floor are conducting



PLAN NO. 2. FRONT PROSPECTIVE WITH GROUNDS, &c. FIG. 1.

recitations in the class rooms, the third can preserve order and promote the studies in the two main rooms, which will be, at the same time, fully in view of the Teachers in the class-rooms.

In schools of this rank the largest provision of black-board should be made. Five feet in height, of the partitions between all the class-rooms, commencing two feet from the floor, and the whole length of the partitions, should be devoted to this purpose. The wall or partition at the back of the book closets, and that opposite the stairs, in each main room, as shown on the ground plans of both stories, should also have the same height of black surface.

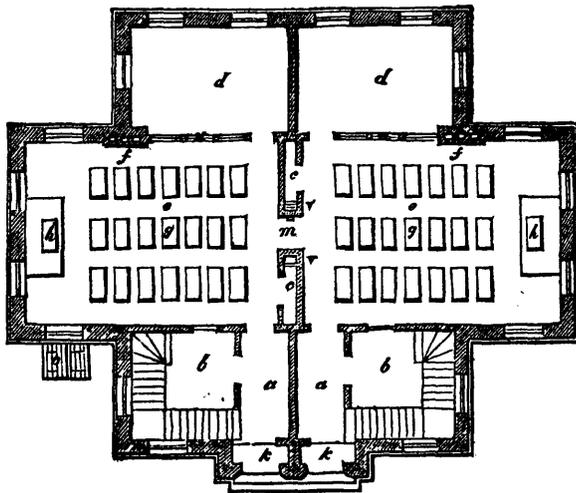


FIG. II.—PLAN 2. FIRST STORY.

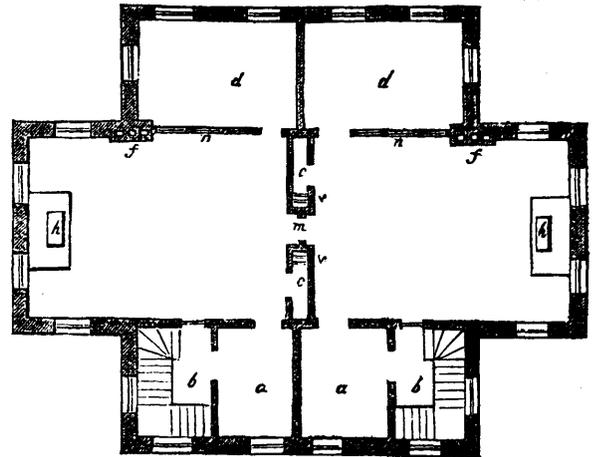


FIG. III.—PLAN 2. SECOND STORY.

- aa.* Entrances.
- bb.* Clothes rooms.
- cc.* Closets for books, &c.
- dd.* Class-rooms.
- ee.* Passages, 2 and 3 feet wide.
- ff.* Flues for warm air and gas.
- gg.* Seats for two pupils each.
- hh.* Teacher's desks.
- kk.* Outside porches.
- m.* Passage for Teachers.
- nn.* Glass partition.
- o.* Cellar door.
- vv.* Ventiducts.

- aa.* Clothes rooms.
  - bb.* Entrances or lobbies.
- The other letters represent the same parts, as in the first story.  
For the accommodation of greater numbers, the remaining plans in this class have all two flights of stairs.

**SPECIFICATION.**

In Schools of this kind there is little use or need for a Teacher's platform and desk, except at time of opening and closing the exercises. One Teacher will necessarily be in charge of two of the main rooms, if there be a Teacher with a class in each recitation room at the same time, and while thus engaged will have no time to sit. A small platform, near the communicating door between the main rooms, will thus probably be found sufficient, and most suitably placed. This slight change will not only save space, but turn the eyes of the pupils from the light.

These represent the plan of a building measuring thirty-seven feet on the front, and forty-seven deep, with projecting wings of twelve by twenty-three feet on each side; the first story is fourteen feet, and second thirteen, each in the clear; twelve feet pitch of roof; elevation of first floor two feet. In this specification reference may be made to all similar work in the following plan in this class.

The material in this building may be stone or brick; and for the arrangements of the interior, reference is made to the plans and explanations of the same.



PLAN NO. 3. FRONT PROSPECTIVE WITH GROUNDS &C. FIG. I.

This plan is designed for sixty-four pupils. By placing seats opposite the flues, if required, it will contain that number of pupils, and will answer for a small village or thinly settled rural vicinity. The platform and black-board should be extended to the book closets, on each side of the Teacher's desk, in the places of the two seats for four

pupils each. This building will be found convenient and ornamental when properly surrounded with trees, shrubbery, &c.

The size of this building is thirty by forty feet on the outside, story thirteen feet high in the clear, and pitch of roof nine feet.

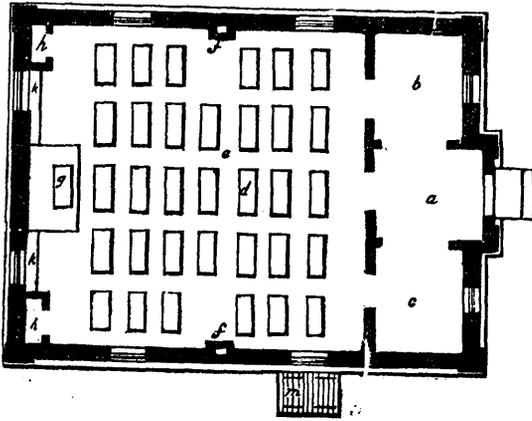


FIG. II.—PLAN 3. FIRST FLOOR.

- a.* Lobby and entrance for both sexes.  
*b.* Boys' clothes room to be used for recitation, 8 by 10 feet.  
*c.* Girls' clothes room to be used for recitation, 8 by 10 feet.  
*d.* Seats for two pupils each.  
*e.* Passages two feet wide.  
*f.* Flues, one intended for smoke, and the other for ventilation.  
*g.* Teacher's desk on a platform 5 by 8 feet.  
*h.* Closet for books, &c.  
*k.* Seats for four pupils each.  
*m.* Entrance to the cellar.

## SPECIFICATION.

The materials of the walls should be brick, and the cellar walls built up above the level of the ground, eighteen inches thick, with cellar door-way, and window openings secured with iron guards. A cut stone door sill will be required for the front door, twelve inches on the top face and eight inches rise. The walls from the surface of the ground upwards will be of brick; the outside four inches, to be the best quality dark stretchers with the joints smoothly struck; the thickness of the wall at the base and pilasters will be sixteen inches; in the recesses twelve inches, being a nine inch wall spread on the base, making an opening of three inches in the centre of the wall; the two surfaces to be bonded together with alternate headers every fifth course; the projection of the base to be finished on the top with headers. The flues will be made eight by twenty-four inches, thoroughly and smoothly parge-ted and topped out on the roof for ventilators. The work to be done in a substantial and workmanlike manner, with mortar composed of clean, sharp sand and wood burnt lime. Plastering on the interior will be done in the same manner as

the last; the jambs of the windows will be plastered and the angles rounded.

## CARPENTER WORK AND MATERIALS.

The flooring joists will be eight by fourteen inches, and ceiling joists two by twelve, placed sixteen inches between centres, and the flooring joists strengthened with two lines of lattice bridging, well secured to the same; a raising piece will be spiked on the ceiling joists, and the rafters heeled against it; alternately the rafters will be continued over the wall, forming cantilevers to support the eaves; those from the gables will be framed into the outer rafter. The rafters will be framed and one and a half inch plank collar beams well spiked across the same. The rafters will be lathed and covered with the best white pine shingles, butted and jointed. A bell turret will be built according to the plan. The window frames will be made plank front or casing, and double hung. The sash and shutters to be made and hung as usual on the flank and back of the building; but on the front, inside shutters in one pair to each window, will be made and hung to open against the wall, and recesses in wall will be made to receive them; the sub-sills of the windows will be made of heart pine. A circular transom sash will be made over the front door. The doors will be made and secured as usual, excepting that in the partition between the lobby and clothes rooms, folding doors will be made and hung, so that they may be opened into one room for recitation or class purposes. The closets will be shelved in the usual manner, and the platform for the Teacher's desk made with eight inch rise. Wainscoting, black-board, inside dressings and jambs of doors, pinrails and hooks in recitation rooms, slats in main room for maps, cellar door and steps, and outside steps (of wood) and privy and fencing, will be done in the best manner.

## PAINTING AND GLAZING.

The wood work usually painted, will receive three coats in plain colors, with pure white lead and linseed oil. The sash all to be glazed with the best glass; the size of the glass will be thirteen by sixteen inches, eighteen lights in each frame on the side and back; the front frames to have twelve lights in each.

All the materials and workmanship to be of the best quality, and every thing to be furnished, requisite to complete the building in all its parts, in a substantial and workmanlike manner, and to the satisfaction of the Trustees.

## ESTIMATE.

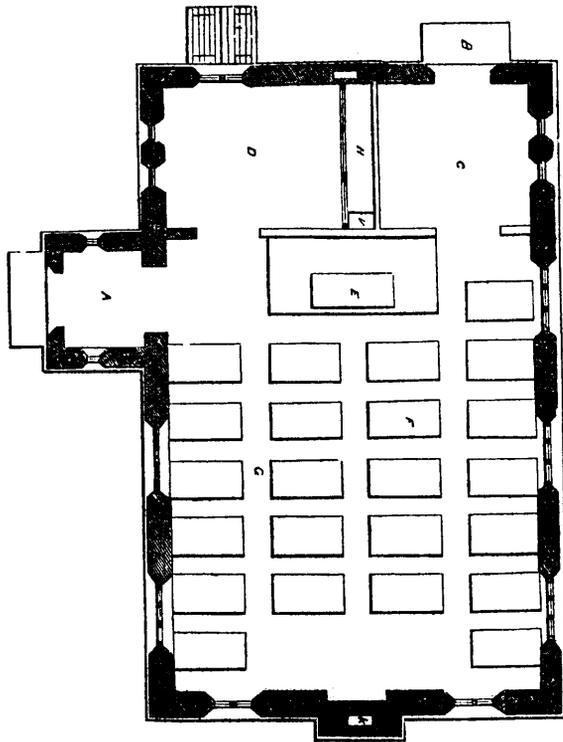
A building according to this plan, would cost nine hundred and fifty dollars without the cellar; or eleven hundred dollars with a cellar complete, as in the specification.



PLAN NO. 4. SIDE PERSPECTIVE, &amp;C. FIG. I.

This plan is designed for forty-six pupils, but can be arranged for forty-eight or fifty. It may be of stone or brick.

The artist has provided a separate entrance for boys and girls, though they are to sit together in the same room.



GROUND FLOOR OF PLAN IV.

- |   |                               |
|---|-------------------------------|
| A. Outside porch and girls' entrance.         | F. Seats for two pupils each. |
| B. Boy's entrance.                            | G. Passage 2 feet wide.       |
| C. Boys' clothes room.                        | H. Library.                   |
| D. Girls' clothes and recitation room.        | K. Chimney flue.              |
| E. Teacher's desk on a platform, 4 by 9 feet. | L. Cellar entrance.           |
|   | V. Ventilator.                |

The size is twenty-three by thirty-four feet, and pitch of roof eleven feet; the story twelve feet in height in the clear, with a side porch; the walls of undressed stone or brick.

The cellar will be excavated under the building, with entrance, &c., and foundation trenches for the porch two feet below the surface of the ground. In regard to the details of the mason and carpenter's work, they can be determined upon by the Trustees, and inserted in the specifications. The specifications of the preceding plan will be a guide in this respect. The details of seating and warming will be given at the end.

(To be continued.)

## OPENING OF THE M'GILL NORMAL SCHOOL.

(From the Montreal Gazette.)

The interesting ceremony of opening this useful Institution was conducted with the greatest *eclat* on the 3rd inst., in the large hall of the McGill Normal School. At three o'clock, the Hon. P. J. O. Chauveau, Superintendent of Education for this section of the Province, took his seat on the platform, supported on his right by His Lordship the Anglican Bishop of Montreal, and on the left by Mr. Principal Dawson, and the Rev. Canon Leach, D. C. L., Vice-President of the University of McGill College. On the right of the platform were His Excellency Lieut.-General Sir William Eyre, K.C.B., &c., &c.

The ceremonies of the day were opened with prayer by the Rev. Canon Leach.

The Chairman, on rising to introduce the proceedings, was received with great applause. He said:—

This event—as important in the history of Canada as the celebration of the opening of any of our Railroads or the storming of any fort or citadel—this event is nothing more than one fact, in a succession of facts, that are marking the steady and unswerving progress of Canada. Since the opening of the first school at Quebec, in 1632, what a change has taken place! That first school was conducted by Father Lejeune. The second year of its existence, it had but twenty pupils, some of them Indian boys, whom the Missionaries had collected together from the wigwams in the forest, perhaps poor

and helpless children, whom their parents thought unfit for the noble pursuits of war hunting. Others, hardy peasant boys, whom their sires, simple-hearted emigrants from Brittany or from Normandy, sent from their farms at great distances every day to reap in the town—a new kind of harvest, unknown, perhaps, to themselves in the old country. Such was Father Lejeune's school, and, considering the great work he was then beginning, dreaming, as perhaps he did, of the great edifice, the corner stone of which he was laying, well might the good father have written to his superior in France that he would not change his class for the best university in Europe. And now we have, according to official statistics, 5 universities, (3 in Lower Canada and 2 in Upper Canada,) 35 colleges, (25 in Lower Canada and 10 in Upper Canada,) 208 Grammar Schools and Academies, (114 in Lower Canada and 94 in Upper Canada,) 4 Normal Schools, (3 in Lower Canada and 1 in Upper Canada, 6335 Model and Elementary Schools, (3599 in Upper Canada, and 2736 in Lower Canada,) giving altogether a total of 6578 educational institutions, of which 3710 are in Upper Canada and 2868 in Lower Canada, with a total number of pupils of 373,586, of which 240,817 are in Upper Canada and 134,769 in Lower Canada.

I am aware that strength does not always side with numbers, and I would not be prepared to boast of those statistics, encouraging as they are, were I not convinced that great progress has been made in the method of teaching in our common schools, and had not our colleges and academies given themselves the best of evidence of their efficiency, by the many men of learning whom they have produced, and of whom I see such a brilliant array in this hall. If in the number of schools and the number of pupils, Lower Canada appears at present not to equal the other section of the Province, it must be remembered that our system of common schools had found great difficulties to contend with in establishing itself, through the imperfections of our Municipal Institutions, and that we are rapidly gaining ground and may expect soon to approach the lofty figures to which our brethren in the West have so happily attained. The Jacques Cartier Normal School opened this day with 18 male pupil teachers on the roll. McGill Normal School with 5 male pupil teachers and 25 female pupil teachers, and the Laval Normal School—which I hope, we shall be able to inaugurate in a few weeks with something like 20 male pupil teachers—as a beginning—will complete our system of public instruction, by placing, as it were, between our colleges and primary schools, what I may call *reservoirs* which will distribute to the latter the streams of knowledge they will receive from the former. The word Normal, as every one knows, comes from the Latin word *norma*, which means rule. It is very much like the word *forma*, from which you have your word form. Rule is to the moral world, what form or shape is to the physical world. It is impossible for our imagination to conceive a physical object without a shape, and it is equally impossible to dream of any moral being, or of anything in the moral world, without a rule that governs it. Religion, philosophy, jurisprudence, are recollections of rules for the guidance of mankind, in the various circumstances of life. Religion of course, is the rule of all rules, given by God himself; it is the great normal school of humanity, by which preceding generations of men had been enabled to train other generations to the love of God and of mankind, and to the practice of virtue, thereby enabling them to fulfil every holy and pious duty. If anything requires rule, it is certainly education. Nothing could be more dangerous than spontaneous or capricious action on the part of each individual teacher. Although nature has imparted to parents an instinctive knowledge of the art of teaching, they have still a great deal to learn from experience, and those who do not apply themselves earnestly and strenuously to the work fail most lamentably. But teachers, who have to supply the place of parents, without having received, in relation to other children than their own, the natural gift with which Providence has blessed the father and mother of every family, and who do not find in children, to the same extent, that natural affection, that implicit confidence, that veneration in which love and fear are so happily blended, and which parents can turn to such good account,—teachers require training before they can venture to assume functions so delicate and so important—before they can become, if I may be permitted to use the term—the artificial parents of their pupils. Such training, however, cannot be completed by precept alone. Here, as elsewhere, theory requires to be confirmed by experience, and the practice of teaching must go, *pari passu*, with the expounding of its rules. This is nothing more than what is done in relation to all other professions. A young man who wishes to be admitted to the Bar, does not confine himself to the lectures of his professors, or to the reading of his books; he attends Courts of Law, and so familiarises himself with the practice of his profession. The same thing takes place with the student of medicine, who follows his professor in the hospital. All kinds of trades, even the meanest, are prepared by some apprenticeship. A Normal School, therefore, must

consist of two distinct departments. The one, the Normal School proper, where the rules of the art of teaching are expounded; the other, the Model School, where they are illustrated by practice. Such institutions have now become most popular in every country.—They were first organized in Germany; France then adopted them, and Ireland followed. They are now numerous throughout the whole of North America, and have recently been introduced into England. Upper Canada, Nova Scotia, and Prince Edward's Island have preceded us in the establishment of Normal Schools; and had it not been that our numerous colleges, and still more so, our numerous girls' academies, have supplied in part, the absence of such institutions it would be difficult to comprehend how we have arrived at our present condition in relation to public instruction—having but few efforts to make to stand equal to other highly favored nations.—The McGill Normal School is chiefly intended to meet the wants of the whole Protestant population of Lower Canada. As to its material condition, it has been placed in a building, an inspection of which will show that nothing has been spared to render it worthy of the great and noble object we have in view. It is located in a commanding position, from which students may contemplate the rapid progress of this great commercial city, as it extends itself in every direction; from which they may view the chimneys of its manufactories and the glittering spires and domes of its churches and of its many monuments. As to the moral direction of the McGill Normal School, it comes under a code of general rules prepared for all our Normal Schools, and of special regulations, which, from time to time, will be framed for its government. In the supervision which the law has confided to me, I have been happy to associate with myself the governing body of McGill College. The interests which the citizens of Montreal have so nobly evinced towards that institution, by their liberal subscriptions in its favor, will dispense with the necessity of any further allusion to its efficiency. I can only state that the views of its founder could not have been better carried out than they are now, by its Governors, and by the able principal whom they have placed at the head of the institution. If the memory of the dead be sacred, if the names of the good men who have left this world always carry with them deep sentiments of veneration, it is still with greater emotion that the name of one who has left behind him a lasting monument of his love of mankind must be uttered. The name of the late Hon. James McGill, which we have felt pride in giving to this School, will be now remembered by the people of Canada, with those of the Laval, the Plessis, the Painchauds, the Girouards, the Ducharmes, and all the founders of our Colleges, now so numerous and so flourishing. The teachers, who under that name will undertake the great work we are now inaugurating, will have before their eyes the duty of keeping its glory untarnished, in addition to all the other motives which must guide them in the fulfilment of their engagements. To them I have but one word to say,—Let them be the worthy representatives of the late James McGill. To the pupil teachers who are here assembled I would say,—“You are now beginning to share a fearful responsibility which will but increase day by day. But your ever showing yourselves equal to it will mainly depend upon your present exertions. The tree will be judged by its fruit, and you are to be the first fruits of the one we are this day planting. It remains with you to give a name and a character to this institution. More than that, it will be in your power to discourage or to enhance the great experiment the country is making by the establishment of Normal Schools. Indeed, you would be unworthy of your position, unworthy of the interest which the government and the whole community are extending to you—if it required one word more to stimulate you in the prosecution of your duties.”

The Hon. Superintendent of Education resumed his seat amidst loud and protracted cheers.

The Chairman concluded by calling on the Lord Bishop of Montreal to address the meeting.

The BISHOP said:—I am sure, Sir, that the able and eloquent speech which you have just delivered has been listened to with the greatest interest by us all, wherein you have given so full an account of the progress of education in this province, and also of the steps taken to found this establishment; and as others will address this meeting after me, better able than I am to enter into any statements respecting the manner in which the work of training and education is to be carried on in these schools, I will rather confine myself, at this commencement of our operations, to some remarks on the general principles upon which the Institution is established. I need not occupy your time now for the purpose of endeavoring to prove that there can scarcely be any more important question for the consideration of statesmen and philanthropists than that of the general education of the people; nor need I enter into any details to convince those here present, that notwithstanding all that has been already accomplished, there was much work to be done in this department in the Province of Lower Canada, while without the active interference and influence of the government there was no prospect of any general or effectual progress being made. And one of the great-

est wants to be provided for was deficiency of teachers, I mean as regards their regular training and fitness for the work to be intrusted to them. In a country like this, where there is no recognition of any particular faith, as representing the Church, which is to receive the especial countenance of the State, it is certainly no easy task to carry into operation any general system that shall approve itself to the several religious communities. For myself I have not one particle of faith in the notion that society can be regenerated or vice eradicated by any amount of mere secular instruction,—by any amount of knowledge of the sciences or languages. There is still the educated and accomplished villain; of such persons certainly David speaks, when he says: “My heart showeth me the wickedness of the ungodly, that there is no fear of God before his eyes.” It is clear, however, that in an establishment like this, supported by the public funds, and admitting persons of various communions, there must be some modification of faith provided—some compromise allowed. And there are more who may be in consequence inclined to refuse their co-operation because they cannot have the entire management in their own hands, and everything at their own will. We cannot, however, stand still; we must be doing something for the education of the people; and I conceive that it is our wisdom to do it patriotically as best we can with the means offered to us. And while I protest against the ignoring religion, as the basis of all sound education, while at all times and on all occasions I shall reiterate that protest, and accept the present organization, not as in itself the best, but the best attainable one; and while, by the arrangements provided, we seek to bring all the students in the school into some direct connection with their clergymen and under specific religious training, I, and those who act with me, will endeavor, as far as any small portion of the task may depend upon us, in all good faith, to work out for the benefit of this Lower Province the objects of this institution. And while I hope that those engaged in this Institution will act in good faith one towards another, I trust the Church of England and other religious communions who have an especial interest in the McGill Normal School and the Protestant schools throughout the Province will continue to receive fair and liberal treatment. We are, even when thus associated together, but a small minority in this Lower Province; but we are, nevertheless, not an unimportant part of the community. Still, when it was decided to place the education of this portion of the Province under the direction of a single Superintendent, we could not have expected that he should have been selected from that minority. On this account, we have no right to be dissatisfied; but have some right to expect that in the distribution of the annual Parliamentary grant, as coming through a Superintendent who is of the faith of the majority, that if there be any favor shown, the balance should rather be thrown on the side of the minority. I am quite aware that you will have no easy task to fulfil in the administration of your office. Hitherto, as far as I can learn and my own observation has gone, you have given very general satisfaction to all reasonable minds. And, certainly, all must acknowledge the attention and energy and talents with which you have applied yourself to the work before you. At present, to the great credit of this portion of the Province with which your office is connected, there is, I think, very generally, an exceeding kind and good feeling between all classes of the population, consisting of such different races and different creeds—a state of things which, I hope, may long continue; and while I will leave others to note the progress that is making in commercial greatness, in arts and manufactures, I would wish to be able if life be spared to us, to chronicle, as years pass, by the increasing success of these institutions whose commencement you are now inaugurating, and the good effects of all our efforts in the cause of education, and above all, that while our people advance in intelligence and worldly greatness, that intelligence may ever be sanctified by heavenly grace, and their earthly treasures far surpassed by those enduring riches which are being laid up in Heaven, not for the worldly wise nor worldly mighty, but for the followers of the meek and lowly Jesus.

After the applause incident to his Lordship's remarks had subsided, the chairman called upon His Excellency General Eyre, who made a few remarks and the proceedings terminated.

#### DEATH OF THE REV. DR. HINCKS.

The demise of a gentleman who occupied so distinguished a position in religion and science as the Rev. Dr. Thomas Hincks cannot be permitted to pass with the brief notice which appears in our obituary. Distinguished quite as much by the amiability of his disposition as by his profound erudition, and those great powers of mind which he preserved unimpaired to the latest moment of his existence, the reverend deceased was universally esteemed during life, and is generally regretted being dead. He had far transcended the span allotted to

human life. 'Stead of "three score years and ten," he had been spared to his friends and family for a much longer period, and had he lived till the 24th of June next, he would have completed the patriarchal age of ninety years. The venerable deceased was born in Chester, in the June of 1767, and early evinced a studious tendency. He was a student in the Dissenting College, Hackney, in which Drs. Price, Rees and Kippis were tutors. He passed through his collegiate course with great credit, and settled as minister in the Protestant Dissenting congregation of Princes'-street, Cork. Zealous, earnest and indefatigable in his sacred calling, he directed his attention to the mental culture of all around him, especially the young; he founded the Royal Cork Institution, of which he was secretary, and for several successive years he gave courses of lectures on various branches of natural science. His labours, at this early period of his long and useful career, are still affectionately remembered in "the beautiful citie;" and not many months since his last days were gladdened with a highly complimentary address from the Cork Institution. From Cork the reverend deceased removed to Fermoy, where he opened a school which soon attained distinction. After some time he removed, about the year 1821, to the Royal Belfast Academical Institution, in which he became classical head-master and professor of Hebrew. These important offices Dr. Hincks held for many years with the highest credit; and, after having given up the classical head mastership, he still continued to be the Hebrew professor till not very long since. We do not exactly know at what period of his career the reverend and learned gentleman became LL. D., and was enrolled member of the Royal Irish Academy; but few who ever bore these distinctions was more entitled to them than he was. Dr. Hincks was also member of the Belfast Literary Society for many years, and early became associated with the Belfast Natural History Society, of which eminent body he was more than once president. His papers read at the meetings of the latter association were remarkable for their clearness and precision of detail; and, on botanical subjects, he was looked up to as an authority. Notwithstanding the numerous calls upon his attention, the gifted deceased found time for the production of many works of great merit. He published several books, which were among the best of their day, although most of them are now superseded. But his School Greek Lexicon is still regarded as the best of its kind; and it is to be regretted that a more extensive work, on the same subject, for which he made preparations on a large scale, was never completed, owing to want of proper encouragement. The ability which marked, in so eminent a degree, the reverend deceased, descended also to his children. His sons have all made themselves eminent in their several walks in life. The Rev. Dr. Hincks, F.T.C.D., Rector of Killileagh, is known to the learned world by his works on the Sanscrit language. The Rev. W. Hincks is Professor of Natural History in the University of Upper Canada; the Rev. Thomas Hincks is Rector of Derrykeighan; the Rev. John Hincks, deceased, was minister of the Unitarian congregation, Renshaw-street, Liverpool; and the Hon. Francis Hincks, after a no less useful than brilliant career, in connexion with the government of Canada, is now Governor of Barbadoes. Notwithstanding his great age, the reverend and learned deceased enjoyed all his faculties, as well mental as physical, in an astonishing degree of perfection. A few months ago only his bodily powers seemed to fail, and he was occasionally confined to his bed. But his eyesight was remarkably clear, and he never ceased till the approach of his latest moments to manifest an interest in the doings of everyday life. He breathed his last on Tuesday at his residence, Murray's-terrace, in the bosom of an attached family—children, grandchildren, and great grandchildren—beloved, revered, and regretted.—*Belfast Mercury*.

#### DR. KANE, THE ARCTIC NAVIGATOR.

At a recent meeting of the American Geographical Society, the Rev. Dr. Hawks thus referred to the memory of the lamented Dr. Kane:

In my observation of human nature it has seldom fallen to my lot to meet a fellow-being possessed of more striking excellences, or in whom there was a combination more rare of seemingly opposite qualities; in him, however, they were all harmoniously blended, and it was precisely this fact which made him to me an object of deep and affectionate interest.

To a fine mind, inquiring and analytical, he added great industry; and what he deemed worthy of study at all he studied thoroughly. The range of attainments, too, was varied, and he had roamed largely over the wide spread field of physical science. Both varied and accurate as were his attainments, there was a beautiful simplicity and modesty so blended with them that no one ever could suspect him of feeling his superiority in learning over those with whom he mingled. He had not studied for ostentatious display, but for usefulness in

his station. The strong trait in his character was his indomitable energy. In his small and feeble frame there was combined an iron will, a giant power of resolute purpose. Impulsive, ardent as he was by nature, one might have expected that his would be just the disposition to leap prematurely to conclusions; but a very slight acquaintance soon proved that such was not his habit of mind.

Rarely have I seen so much impulsive warmth blended with the soberness of patient, laborious inquiry, and sound practical judgment, as in him.—Thus, for instance, the strong conviction he had of the open Polar sea, which he lived long enough to discover, was founded on no hasty or happy guess.—In conversations which he held with me on the probabilities of its existence, when our discussion turned entirely on scientific considerations, I found that he had reasoned out his conclusions by a chain of induction almost as strictly severe as mathematical demonstration; indeed, part of his process was mathematical. Before he sailed, he told me he was sure there was open water around the pole, and that if he lived to return he hoped to be able to tell me he had seen it. He no more proceeded on conjecture merely than did Columbus in his assertion of the existence of our hemisphere. But with these intellectual traits, and with great personal intrepidity, he had a gentleness of heart as tender as a woman's.

There was an overflowing kindness in his soul which stirred up his benevolence to its lowest depths when he encountered human misery, whether of body or mind. He spared not time, nor toil, nor money, to relieve it. I may not violate the sacred confidence of private friendship under any circumstances, and least of all when the grave has for a time sundered the ties which bound us as earthly friends together; but were it lawful to speak all I know on this point, both as his almoner and adviser, I could move your generous sensibilities even to tears, by stories of as pure, disinterested, liberal, self-sacrificing efforts for others as any it has been my lot to meet with in the records of human benevolence. Alas! my countrymen, what is his early grave but a noble testimonial to his humanity? He is dead himself, because he would snatch others from death.

Another remarkable trait in his character was the power he had of commanding and exercising an irresistible influence over men. You, sir (Mr. H. Grinnell), can bear witness with me to this. You have seen him when, with gentle firmness, when love and resolution were both unmistakeably present, and both marvellously blended—you have seen him encounter the unequivocal purpose of insubordination and rebellion in the person of the enraged, reckless and desperate seamen who refuses obedience, and who possessed a physical power that could have killed him with a blow.

You have seen that light, frail frame, that, alas, now sleeps in death, approach with quick, firm step, and with no weapons but such as nature gives, he but fixes his keen eye on the offender, and the clear sound of his voice rings upon the ears, in no tone of passion or anger. He but talks, and there is some strange magic in his manner and his words; for presently the tears begin to roll down the rugged, sunburnt cheeks of the hardy seaman; he has humanized him by some mysterious power made up of love and reason mixed. Rebellion dies, and in its place is born a reverence and affection so deep, so devoted, that to the end of our dead friend's life, none loved him better than the vanquished rebel.

These were some of his qualities as a man. Of what he has done in the cause of science, and of our chosen department in particular, there is but little need that I should speak. In a short career of but 35 years, he has left upon the times in which he lived his impress so indelibly stamped that science numbers him with her martyrs, and will not let his memory die. He has told, too, so beautifully and modestly the story of his last suffering pilgrimage in her cause, and that of benevolence, that his remembrance will be kept green in the land of our fathers as well as in our own; for the English language is our common property, and that which is registered in the literature of that tongue, I love to think, is destined to a long existence and wide diffusion on our globe. Had he done less in science England would not forget him, for his benevolent heart led him to seek the relief of Englishmen, undismayed by the horrors and perils of an Arctic voyage; but what he accomplished in science secured to him the generous tribute of acknowledgement and admiration from England's scientific men. He received there the medal of our sister institution, the Royal Geographical Society, her highest tribute to eminent service and geographical discovery.

And as for ourselves, there is little danger that we shall forget him. He was a noble specimen of man, and he was our countryman. Letters may yield a graceful tribute to his worth in language fitted to her mournful theme; science may rear his monument, and tell the world she weeps over one of her most gifted sons, and this is all right; but there is a more touching tribute to his memory than either of these:

"Affection shall tenderly cherish his worth,  
And memory deeply engrave it,  
Not upon tablets of brass or stone,  
But in those fond hearts where best 'twas known."

## Papers on Practical Education.

### SCHOOL MANAGEMENT.

#### WHAT ARE THE DUTIES OF THE MASTER OF AN ELEMENTARY SCHOOL?

The duties of the Master of an elementary school may be classed under Superintendence, Instruction, Examination, Punishment and Visiting.

#### I. SUPERINTENDENCE.

Considering the elements of which it is composed a school should never be destitute of superintendence. It is doubtless desirable that children should be trained to depend upon themselves; to do right from no lower motive than because it is right; it is an evil also to imply distrust and suspicion, yet there is so much of thoughtlessness, ignorance, and occasionally of worse elements in a school as to render vigilant oversight necessary. A portion of every day should be devoted by the master to superintendence, and when otherwise engaged he should delegate the duty to subordinates.

The objects superintendence is to secure are,—

(1.) *An infusion of the spirit of work into every part of the school.* The presence, example, and spirit of the master must pervade every class, and must be specially felt in the weak ones. All temptation to idleness must be prevented.

(2.) *Order in the classes and regularity in the changes and movements.* Where classes get disarranged, where slovenly postures are assumed, where time is not kept, and where disorderly marching is permitted, a silent influence is at work which cannot but have an injurious effect on the character and habits of the future.

(3.) *Uniformity of treatment and protection from evil influences.*—In the absence of efficient control, children are subjected to a variety of treatment at the hands of apprentices and monitors, which is alike injurious to their character and to the authority of the master. From this it is his duty to preserve them. Besides which there is a sort of moral protection required from him; such as screening them from improper words, by carefully removing any which may have been written on the walls or elsewhere; and by taking such measures as will prevent the repetition of the offence; separating the children whose mutual influence is demoralizing or in any way evil; and removing entirely any child whose influence is pernicious. Further, there is what Heinroth calls "corporeal protection" required; that is, protection of the health, by attention to the position of the children, to the necessary physical exercises, and to the ventilation.

#### II. INSTRUCTION.

Responsible for the efficiency of his school as a place of instruction, the following points will require his attention:—

(1.) *The selection and adaptation of the subjects of instruction to the wants of the various classes.*—He must take care that the subjects are taught in their right order, with especial reference to the periods of mental development, and that the essential subjects, reading, writing, arithmetic, and Scripture, have most time and labour devoted to them.

(2.) *That each subject is taught by its appropriate methods.*—This is a point requiring great vigilance. Situated as elementary schools are, with subordinates who are necessarily very ignorant of method, it becomes the duty of the master to show how to teach as well as to fix what to teach. This he may partly accomplish by his own exemplar teaching; by instruction in method; and by careful inspection and criticism of the methods employed.

(3.) *The nature and amount of his own personal teaching.*—The day is passed in which the master was considered merely the director of the machinery. No longer the mere policeman of the establishment, he has taken his right place as its teacher and educator. Were any consideration necessary to show the reasonableness of this, they are to be found in the claims of the children on his superior skill in intellectual and moral training; and in those of his subordinates to witness exemplar teaching. (a.) His teaching should not be restricted to any subject or to any form of instruction. Even in those which are the most technical and mechanical, his subordinate should have the benefit of his example, and the class the infusion of his spirit. (b.) The daily amount of his teaching will be determined primarily by the size of his school, and by the character of the teaching power at his disposal; but he ought to claim for himself the privilege, and impose upon himself the duty of coming at least once daily into personal contact with each child. (c.) In the distribution of his labour each division has a claim; but the middle and lower classes require the greater share. It is well to secure the morning for his own teaching, making the afternoon a season chiefly of learning and superintendence.

#### III. EXAMINATION.

To successful school keeping, whether viewed in relation to the internal progress of the school, or to the estimation in which it is held

out of doors, one of the most important things is the practice of periodical examinations. We do not here refer to public examinations, valuable as they are to the growth and prosperity of a school, but to monthly examinations for the threefold purpose of advancing the proficient, recording the progress, and criticising methods and results.

(1.) *The first of these* is necessary to the harmonious working of the school, and to the efficient and systematic instruction of a class. A course of lessons for a given period and that a short one, with the certainty of an examination at its close, will excite and sustain a spirit of healthy emulation, at the same time removal of the successful, keeps the class more equal in point of attainment.

(2.) *A monthly record of the position of each child in the various subjects of instruction*, with an indication of its chief wants, often leads to the discovery of weak points in the instruction both in relation to the school and child. Statistics are thus furnished which form a valuable body of reference, by which managers and inspectors may form an estimate of the work done in a school. They enable the teacher to apply the proper tests to the progress of a child, whether it is in accordance with its age, its length of time in the school, and the labour bestowed. They also enable the master to supply the parents with monthly or quarterly reports, thus strengthening their interest in the school and in the progress of their children, and increasing their confidence in the master.

(3.) *The periodical criticism of his methods with a record of their results* will commend themselves to every one who is thoroughly aware of their importance educationally. Education is one of the inductive sciences. Theory must be tested by facts, and principles and methods must be generalizations from such facts. Some masters are content with the mere application of what others have discovered; they never deviate from beaten track; theirs is a dog-trot, in which they never mend the pace nor alter the course from what is customary. Others, aware that mental and moral growth are much affected by the circumstances and surroundings of an individual, and by the influences to which he is exposed, are constantly observing facts, and modify their practice accordingly. Such teachers need no inferior motives to appoint times of examination for the purpose of recording facts in the light of a dispassionate criticism. Here they are presented with an opportunity of testing, after careful and lengthened trial, the efficiency of different methods on different minds, and in various hands; and of testing the application of various methods to different subjects and at different ages. Besides, as much of the instruction is necessarily committed to inexperienced teachers, all of whom have claims on his superior skill, and all of whom should be encouraged and stimulated by the fact that their work is inspected, it is advisable to enter in a book for reference his criticism on their methods and results.

#### IV. PUNISHMENT.

The administration of personal chastisement ought never to be delegated to subordinates as that involves a breach of faith, the teacher alone being *in loco parentis*. To permit it is unwise, as it never fails to beget a strong feeling against the school, while its decided tendency is to lower the master's authority. Much judgment and kindness, in sorrow rather than in anger, should mark its infliction. Never at the moment of the offence; never when the child is not expecting it, such as approaching it unawares and striking it; never when under provocation; and when serious chastisement is required, never in the presence of the other children, as the disparity in the ages and strength of the parties seldom fails to enlist the sympathies of the others in favour of the culprit.

#### V. VISITING.

It may be matter of question whether the visiting of his children at their homes is one of the master's duties; but it has advantages which no earnest teacher would like to forego. His interest in particular children is deepened; he becomes acquainted with their difficulties; he gains a keener insight into their character, and thereby obtains the key to the most effectual mode of treatment. Besides, their attachment to him is strengthened; a salutary check on their conduct is established; and the means obtained of promoting regular and punctual attendance, by enlisting the co-operation of the parents to an extent that would not otherwise be practicable. G.

—Papers for the Schoolmaster.

#### OCULAR TEACHING.

The main thing which we ought to teach our youth is to see something—all that the eyes which God has given them are capable of seeing. The sum of what we do teach them is to say something. As far as I have experience of instruction, no man ever dreams of teaching a boy to get to the root of a matter; to think it out; to get quit of passion and desire in the process of thinking, or to fear no face of man in plainly asserting the ascertained result. The common plea that anything does to "exercise the mind upon" is an utterly false one. The human soul, in youth, is not a machine of which you can polish the cogs with any kelp or brickdust near at hand; and having

got into working order, and good empty and oiled serviceableness start your immortal locomotive, at twenty-five years old or thirty express from the Strait Gate, on the Narrow Road. The whole period of youth is one essentially of formation, edification, and instruction. I use the words with the weight in them, in taking of stores, establishment in vital habits, hopes and faiths. There is not an hour of it but is trembling with destinies,—not a moment of which once past the appointed work can ever be done again, or the next blow struck on the cold iron. Take your vase of Venice glass out of the furnace, and strew chaff over it in its transparent heat, and recover *that* to its clearness and inbred glory when the north wind has blown upon it; but do not think to strew chaff over the child fresh from God's presence, and to bring the heavenly colours back to him—at least in this world.—*Ruskin's Modern Painters.*

#### THE PARENTS DUTY IN REGARD TO SCHOOL MATTERS.

First—Be careful to send your children to school regularly, and at the appointed time: irregularity of attendance is opposed to a child's progress, for what he learns in one day, if not kept up, may be forgotten the next. Let nothing short of sickness induce you to keep your child away from school; although you may find little advantages to yourself by making use of him for odd jobs at home, recollect that in doing so you would be depriving him of his time,—the only time he may ever have for being under wholesome discipline and religious training and teaching. Recollect that what your child now loses, after years cannot restore to him; many things can only be acquired in youth, and the age will soon arrive, when he will be forced to work for his daily bread. Now, therefore, is the child's time; do not rob him of it, it is sinful to do so; you had better suffer an inconvenience and even loss, than rob your child of that only period in which his mind and soul may be cultivated for time and for eternity.

Second—Take care that your children return home when the school hours are over. Why? Because if they stop to play, they may take up with bad habits and get into mischief. All that the school teacher may do for them, in the way of moral training, by a morning's labour, may be overthrown by a very short ramble with bad companions. In every town or village there are numbers of loose boys; the roughs and blackguards of the place, prowling about to tempt others to idleness and wickedness. If you suffer your children to have the greater part of the time between school hours to themselves, the probability is, that all your efforts at home, as well as those of the teacher at school, will prove useless, and that they will grow up swearers, liars, and thieves. "Evil communications corrupt good manners," "Whoso meddleth with pitch shall surely be defiled," says the proverb. One bad companion is sufficient to ruin any child, even the best; for as I told you before, children are great copyists—they fall into vice as they do into virtue, by imitation. What folly it must be in a parent, to think that his children can play with the profane, the idle, the passionate, and the impious lads in the streets, without defilement. No, my friends, if you value your own peace or your children's happiness, you must resolutely keep them from the streets, and from the society of improper characters. If you do not do this, expect to spend your old age in mourning over the ruin of their bodies and souls, with the bitter reflection that the fault is yours.

Third—Never give heed to any complaint made by your children against the teachers, till you have had an opportunity of making a proper enquiry. Nothing is more common than for children to come home and make complaints against their teachers, and the better the discipline of the school, the more prone troublesome children are to do so; they dislike correction, they do not like tasks or control, and they frequently come home with gross misrepresentations, tending to excite the ire of their parents. In all cases of complaint, therefore, go to the schoolmaster or schoolmistress, speak in a mild and friendly manner and let him or her fully understand that you do not come there to find fault, but to enquire. At the same time show your readiness to support them in their duties, if you think they are properly performed. If you do this, the teacher will listen to anything you have to say, and you will co-operate together cordially and happily for the benefit both of your children and yourselves.

Fourth—Make a point of holding communication with the school-teachers from time to time. Let them see that you are anxious for your children's improvement—shew your readiness to assist them in their labours to the best of your power—ascertain from them not only the intellectual progress your children are making, but their moral behaviour also—don't conceal their faults from them, but ask their assistance in correction. Do not interfere with the school-teachers in their duties—often undertaken, be it remembered, from the purest motives, and carried on with the warmest zeal, under the prospect of a very inadequate reward; the school-teacher, as I have already told you, is one of your best friends.—*Extract from How do you manage your Young Ones.*

## Educational Intelligence.

### BRITISH AND FOREIGN.

— MAP AND APPARATUS DEPOSITORY FOR THE NATIONAL SCHOOLS IN IRELAND.—A gentleman connected with the National Schools in Dublin, in a recent letter, writes as follows:—"We are getting a large room built in our central establishment for the exhibition and sale of school apparatus; and already it is becoming a most important auxiliary in the improvement of our schools. Another important step has been the appointment of one of our head inspectors, with ten or twelve very clever assistants, to organize the schools in the most important districts. They are now in Belfast, and will reorganize and supply with apparatus all the schools in the neighbourhood, so as to bring them all into a high state of discipline, and an uniform system. The present arrangement is for them to devote a month to each circle of schools; one organizer to each school; the whole superintended by the head Inspector." Important results are expected to flow from this salutary improvement in the Irish system of superintendence and inspection. In this matter Canada has already taken the initiatory, so far as the supply of apparatus, &c., is concerned. The other feature of the scheme is well worthy of our imitation and extension.

— THE NEW ENGLISH EDUCATION BILL.—Sir J. Pakington and Mr. Cobden's Bill, to "Promote Education in Corporate Cities and Boroughs in England and Wales," has been printed, prior to a second reading, which it now awaits at the hands of the House of Commons. One hundredth part of the persons assessed to the poor-rate in any borough may require the mayor to take the sense of the borough whether the Act shall be adopted or not. A majority of the rate-payers will decide the question; if in the negative, the decision will hold good for one year. If the Act be adopted, a "school committee will be elected, to consist of twelve persons in every borough of which the population shall not exceed 50,000; of eighteen where the population shall be under 100,000; and of twenty-four persons where it shall exceed 100,000. The qualification for membership is property of the rateable value of £20 a year, or real property of the value of £500. The electors will be those assessed to the poor-rates not in arrear. One-third of the school committee must retire annually, but the retiring members will be re-eligible. The school committee will be a body corporate. The committee will admit such schools "into union" as are situate within the borough, and where some fee or remuneration is paid for every scholar, in addition to the payment to be made under this Act. There is a proviso for mixed and free schools. Except as regards certain regulations laid down at length, the committee may not interfere with the management or constitution of any school into union admitted. Parents may send their children to any school that is in union with the committee. If all the regulations be complied with the school committee will pay certain fees to the managers of such schools,—for every boy above seven years of age 3d. per week, and for every girl above seven years of age 3d. per week; for every infant between four and seven 2d; and in respect of free scholars 6d. per week for boys, 5d. for girls above seven years of age; and for every infant 4d. A fourth part of these payments will go for the purchase of books, &c., and three-fourths for the payment of teachers. For raising the funds required the school committee may make orders of contribution on overseers out of the poor-rates, and enforce them as boards of guardians.

— GYMNASIACS AND MANLY EXERCISES IN HARROW SCHOOL.—Lord Ebrington has recently presented to Harrow School seven massive silver cups, in cases lined with velvet and satin, to be held by the champion for the time being for the following games and pastimes, namely—running, eaping, swimming, batting, bowling, fielding, and rackets. They are all engraved with the arms of the school, and bear the following inscription:—"Champion Cup, presented by Viscount Ebrington."

— THE TURKISH LANGUAGE IN EUROPE.—The Turkish Government is about to send some learned Turks to Europe, who are to establish courses of instruction in the Turkish language at Paris, London, Brussels and Vienna.

— THE QUEEN'S COLLEGES IN IRELAND.—Reports of the Presidents of the Queen's Colleges of Galway and Belfast have just been published and presented to Parliament by command of the Queen. At Belfast the number of students in the session of 1855-56 amounted to 193. Their success in competing with the students of other universities and colleges for public appointments is quoted as a proof of the excellent instruction imparted in this college. The principle of mixed education is fully sustained, and the professors of all creeds receive together in the same halls the advantages of an education "such as expanding science and the advancing age require, amid the existence of perfect harmony and a generous feeling pervading the whole body of the students." In the last session 33 students belonged to the Established Church, and 106 to the General Assembly. Sixteen were non-subscribing Presbyterians, nineteen Romanists, and the rest dissenters of various sects and persuasions. Those of the General Assembly are in a large majority. At the College of Galway, in the session of 1856-57

41 students entered, including 21 Romanists, 15 members of the Established Church, and 5 Presbyterians, &c. The total number entered since 1849-50 is 305, including 155 R. Catholics, 116 of the Established Church, and 34 Presbyterians, &c. In 1855-56, the following lectures were attended by the following number of students, viz:—Greek, 21; Latin, 20; Mathematics, 25; English, &c., 22; modern languages, 29; Celtic, none (and only three in the course of seven sessions); natural philosophy, 21; natural history, 30; logic, &c., 13; chemistry, 19; geology and mineralogy, 10; engineering, 9; agriculture, 7; anatomy and physiology, 22; *materia medica*, 8; surgery, 6; midwifery, 4; medicine, 6; English law, 5; and jurisprudence, political economy, &c., 9. These colleges, and more especially the College of Galway, have to contend with certain obstacles which are pointed out in his Report by Mr. E. Berwick, the president of the latter college. They include the want of residence halls, the want of preparatory schools, and, above all, the preposterously extensive character of the *curriculum* required by the Queen's University in Ireland from all who go for the degree of A. B. That of Dublin University was deemed already so extensive by the commissioners appointed to inquire into the matter that they declined to recommend any addition to it beyond the introduction of one modern language. Now, the "additional" subjects compulsory in Trinity College include ethics alone, whereas in the Queen's Colleges they include no less than nine, such as natural history, chemistry, English language and literature, a modern language, history and metaphysics, or jurisprudence and political economy. In short, fourteen subjects are required for a degree in the Queen's University, but only six in Trinity College. The intelligent author of the Report before us recommends for the colleges (especially for Galway) the establishment of halls of residence, the foundation of intermediate classical schools, and a modification of the present monstrous *curriculum* in the Faculty of Arts. Pending the application of these remedies the beneficial operation of the colleges will be sadly limited.

### Departmental Notices.

The present Session of the Normal School terminates on the 15th of April. The next session will commence on the 15th May. All applicants, possessing the requisite qualifications and intending to devote themselves to the profession of teaching will be admitted. A certificate of good moral character, dated not less than a month before the commencement of the Session is necessary.

### SCHOOL REGISTERS.

School Registers are supplied gratuitously, from the Department, to Grammar and Common School Trustees in Cities, Towns, Villages and Townships by the County Clerks—through the local Superintendents. Application should therefore be made direct to the local Superintendents for them, and not to the Department. The supply for the present year has been sent out.

### SPECIAL NOTICE TO TEACHERS.

Public notice is hereby given to all Teachers of Common Schools in Upper Canada, who may wish to avail themselves at any future time of the advantages of the Superannuated Common School Teachers' Fund, that it will be necessary for them to transmit to the Chief Superintendent, without delay, if they have not already done so, their annual subscription of \$4, commencing with 1854. The law authorizing the establishment of this fund provides, "that no teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate, of one pound per annum." This proviso of the law will be strictly enforced in all cases; and intimation is thus early given to all Teachers, who have not yet sent in their subscriptions, to enable them to comply with the law, and so prevent future misunderstanding or disappointment, when application is made to be placed as a pensioner on the fund.

### SCHOOL FURNITURE.

JACQUES & HAY continue to make School Desks and Chairs of the most approved patterns, and can execute orders promptly and at moderate prices. Toronto, March 3, 1857.

### The Canada Educational Directory & Calendar, for 1857-8.

EDITED BY THOMAS HODGINS,

B. A., UNIV. COLL., TORONTO.

Joint Editor of the Educational Manual for Upper Canada,

CONTAINING an Almanac and the following:

**THE SCHOOLS.**—Historical Sketch of the Grammar and Common Schools Education Departments and Officers for Upper and Lower Canada; Normal and Model Schools in ditto; Upper Canada Grammar Schools, and Lower Canada Colleges, and their Principals or Head Masters, and other Officers; subjects for Examination of Candidates for Masterships of Grammar and Common Schools, and for Provincial Certificates from the Normal School, &c. &c.; Local Superintendents and Inspectors of Grammar and Common Schools in Upper and Lower Canada; County Wardens, Treasurers and Clerks.

**THE COLLEGES AND UNIVERSITIES.**—Subjects for Matriculation, Scholarships, &c., and the Degrees, in the Faculties of Arts, Medicine and Law; Senates, Councils, Professors and other Officers of Instruction; Graduates, and Matriculated Students, with dates of their Degrees, &c.; Scholarships, Fees and Terms, &c., in the following Institutions: University of Toronto, University College, Upper Canada College, Victoria College, Queen's College, Trinity College, McGill College, University of Laval, Bishop's College; Regiopolis College, Bytown College, St. Michael's College, Knox's College, United Presbyterian Divinity Hall, Congregational Institute, &c., together with an historical sketch of each.

**THE PROFESSIONS.**—Subjects for Examinations of Law Students and Barristers; Regulations of Medical Boards, and of Provincial Land Surveyors in Upper and Lower Canada.

**LITERARY AND SCIENTIFIC ASSOCIATIONS.**—Provincial, Collegiate, and Metropolitan, and their Officers.

**MEMORANDA.**—Digest of the Decisions of the Courts of Queen's Bench and Common Pleas on School Questions, plans of School-houses, &c.

Price 1s. 3d. May be procured at the book stores.

### ILLUSTRATED HAND BOOK

OF THE GEOGRAPHY AND HISTORY OF BRITISH AMERICA,

BY J. GEORGE HODGINS, M. A.

WILL be published about the end of May a HAND BOOK OF THE GEOGRAPHY AND HISTORY OF BRITISH NORTH AMERICA. This Hand Book is designed to accompany two Maps of the British Provinces, prepared by the author under the authority of the Chief Superintendent, for the use of the Public Schools of Upper Canada, and published in the Irish National, and W. & A. K. Johnston's, Series of Maps.

In addition to the usual Geographical information, this Hand Book will contain a summary of the history of each of the British Provinces, and a short sketch of the Indian Tribes of Canada, and of the lives of those individuals whose names are associated with our earlier Colonial history, &c., &c.

With numerous illustrations. Cloth, gilt, lettered; pp. 76. Price \$3½ per dozen; 37½ cents each.

Toronto, March 18th, 1857.

### TEACHERS WANTED.

REQUIRED for the COMMON SCHOOLS of the City of Toronto, well qualified TEACHERS to fill the following Situations, namely: HEAD MASTER—Salary, £175 per annum.

PRINCIPAL FEMALE TEACHER—Salary, £100 per annum.

SENIOR FEMALE ASSISTANT—Salary, £80 per annum.

Applications, with testimonials, to be forwarded (prepaid) to the undersigned; and none but Teachers of decided ability and practical experience, need apply.

By order, Board of School Trustees.

G. A. BARBER, Local Supt. and Secy.

Toronto, April 3, 1857.

### TO SCHOOL TRUSTEES, &c.

WANTS a situation, a Person of liberal education, who has had several years' experience in teaching. He has a First Class Certificate, and is competent to teach the HIGHER as well as the COMMONER Branches of an ENGLISH EDUCATION, also, the Mathematics, French, Latin, and Greek Languages. He is well acquainted with the Normal method of Instruction. Address, stating salary, C. M. D. Galt, P. O., C. W. March 23, 1857.

ADVERTISEMENTS inserted in the *Journal of Education* for one penny per word, which may be remitted in postage stamps, or otherwise.

TERMS: For a single copy of the *Journal of Education*, 5s. per annum; back vols. neatly stitched, supplied on the same terms. All subscriptions to commence with the January number, and payment in advance must in all cases accompany the order. Single numbers, 7½d. each.

All communications to be addressed to Mr. J. GEORGE HODGINS, Education Office, Toronto.

TORONTO: Printed by LOVELL & GIBSON, corner of Yonge and Melinda Streets.