

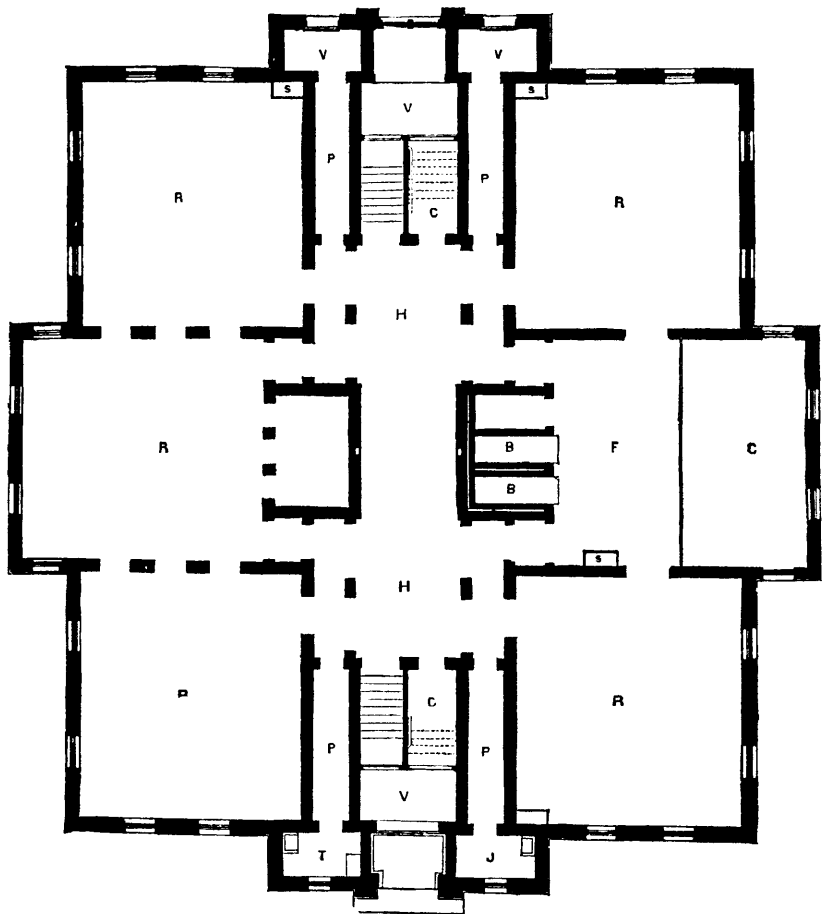
shall be offered in sacrifice. Let us banish such idolatry from our city. If our school board have determined to erect a school-house with few stories, and thus save our scholars from the disastrous effects of excessive stair-climbing, let us strengthen their hands in this good work. The only ground of complaint I have with the School Board is that they consent that any part of the school building shall be three stories.

What is the testimony of the oldest and most thoughtful teachers of our State in regard to the influence of excessive stair-climbing? That it is evil, and only evil, and that continually. Hear them: "Stair-climbing very frequently gives rise to female complaints, or aggravates the condition already existing. Many girls ask to be excused from writing and drawing (on the third floor) from this cause." "Stair-climbing is very injurious to many girls, especially as the period of puberty approaches, and following this period. *It has been a great damage to the schools.*" "If my opinion is of any consequence, I would say that if the West would imitate the East in lofty buildings, they must provide elevators, and keep them in constant use." "I approve, most emphatically, of all you said in regard to stair climbing. My views have agreed with yours for the past twenty years." "I am very glad to give my testimony against lofty structures for school purposes." "I am glad of the opportunity of entering an emphatic protest against lofty school buildings." The testimony of teachers whose opinion is of any value is uniform on this subject. To disregard such testimony, and let the question of symmetry determine the form of our school buildings, is not wise. The dress-maker has had an eye to symmetry, and the result has been tight lacing. Our girls have symmetrical forms, and die of consumption. The boot-maker has studied symmetry, and the result is elegantly tight boots and plenty of corns. Let us have higher ideas for school architecture. Let the first and great thought be the *health, comfort, and safety of our scholars*; and then secure such architectural effects as shall not be destructive of these objects.

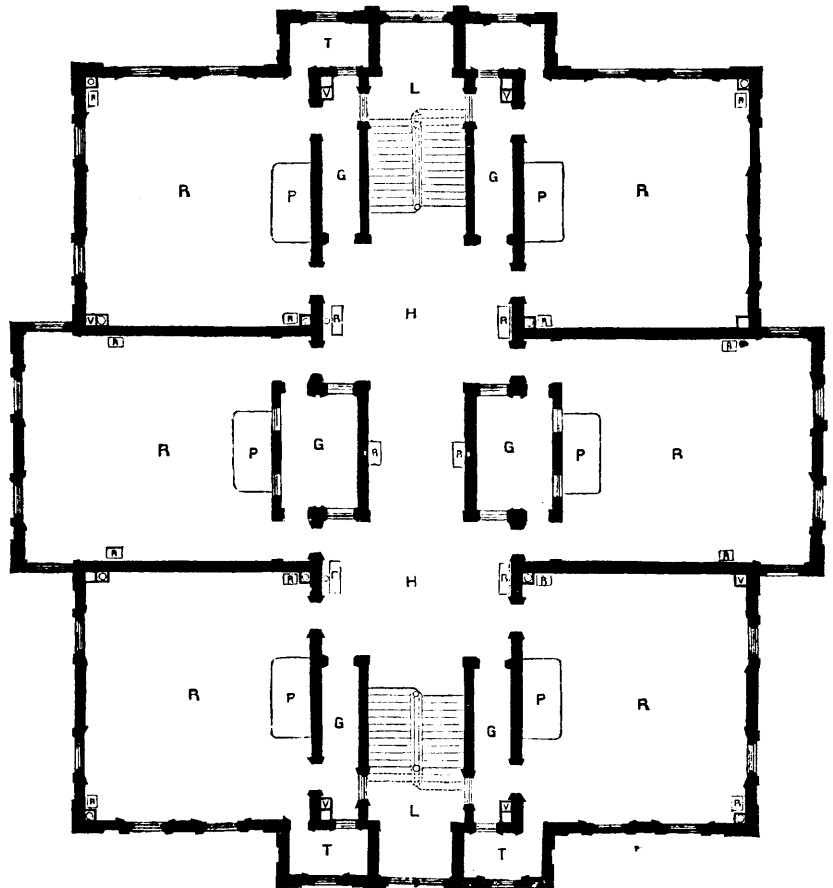
Grant that the carrying out of these ideas would "introduce a new style of architecture," it must be remembered that the modern school-house is comparatively a new field in architecture. It is not to be moulded after the type of classic temples, with their lofty columns and majestic proportions; for these, so far as use was concerned, were all one-story. What would we say about the taste of a man who would build a three-story dwelling and live in the third story? Yet the school-room is the living-room of the scholar during school-hours.

2. NEGLECT OF VENTILATION IN SCHOOLS.

Comparatively few school rooms are constructed with proper arrangements for adequate self-ventilation. For the most part they are simple box-like structures with no provision for the escape of the vitiated, unwholesome air, constantly accumulating in them, or for the ingress of pure air from without, except what is afforded by the doors and windows. The proper and sufficient use of these as means of ventilation, is left to the care of the teacher. It thus becomes really a part of a teacher's qualifi-



Plan of the Interior of a double School-house, No. 1. (See next page).



Plan of the Interior of a double School-house, No. 2.