

fortless, where the play grounds are the high-way or the street, and where indecencies are almost imposed as a necessity from the absence of the requisite provisions against them.

In the above engraving, it will be observed that the situation is represented as retired, dry, and pleasant; that the ground is made smooth, and sown with grass, planted with shady trees, tastefully arranged in groups, and round the sides, and protected by a neat and substantial inclosure. In the rear of the building the yard is divided by a high and close fence; each portion appropriately fitted up and provided with suitable conveniences,—the one assigned for the exclusive use of the boys, and the other for that of the girls. The entire premises exhibit an aspect of seclusion, neatness, order, propriety and cheerfulness, and the absence of everything calculated to defile the mind, or wound the most sensitive modesty.

We present next a block plan of school premises. In respect to one part of it we remark, that we think the fence or partition which separates the one part of the grounds from the other, ought to extend from the school-house to the wood-house, as well as from the latter to the rear of the premises.

**POSITION.**—It is very desirable that the front of the school-house be towards the south; that the north end be occupied by the master's desk; that this end may or may not be a dead wall; that the desks be so placed that pupils, as they sit at them, will look towards the north. Some of the advantages of this arrangement are, that the pupils will obtain more correct ideas upon the elements of geography, as all maps suppose the reader to be looking northward; that the north wall, when having no windows, will exclude the severest cold of winter; that the pupils will look towards a dead wall, and thus avoid the great evil of facing a glare of light—or, if a window or two be allowed in the north wall, the light coming from that quarter is less vivid, and therefore less dangerous, than that which comes from any other; lastly, that the door being in the south end, will open towards the winds which prevail in summer, and from the cold winds of winter. If from necessity, the house must front northward, the master's desk should be still in the north end of the room, and the pupils, when seated, look in that direction. (See plan on page 36.)

**SIZE.**—In cities and towns, it is generally impossible to obtain School grounds of proper size, in convenient localities, without great expense, and their dimensions must therefore depend on circumstances. It might be remarked, however, that it would be better for pupils to walk a considerable distance, than that the limits of their play-ground should be so narrow as not to admit free exercise for the whole school.

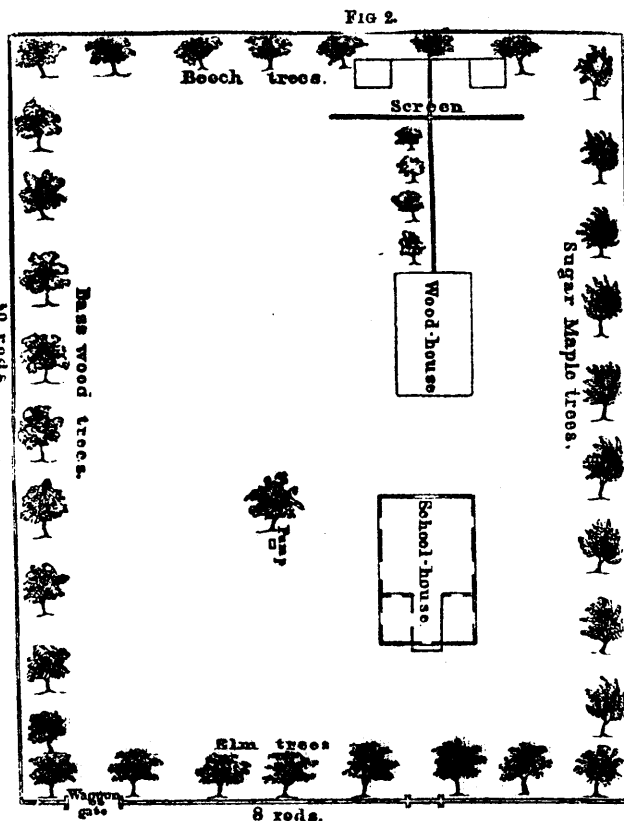
**ACCESSIBILITY.**—A central site, even considered in reference to population, should be, to some extent, controlled by accessibility. Some pupils may reside at a short distance in a straight line, from a proposed site, yet an intervening stream or mountain may render miles of travel necessary to reach it. Some, on the other hand, may live twice as far off, yet, having none of these impediments to contend with, may reach the school with less actual walking than the former. The apparent distance of each class in a straight line from the school, is therefore not always to be regarded, but the actual distance to be travelled, taking into account the natural and unavoidable barriers in the way. Impediments of this kind ought always to be taken into view, in the first sub-division of a school section; and, if possible, they should be made the boundaries between schools. But where this is impracticable, they must be taken into full account in the location of the house. Where the territory attached to a school is traversed by a large stream or mountain, if there be a bridge over the one or a gap in the other, the vicinity of either will be, in point of mere accessibility, a fit location for the school. Territory level in its surface and undivided by considerable streams, is generally traversed in opposite directions by a system of public roads. If due and prudent advantage be taken of these, the accessibility of the site may be greatly promoted. On the whole, a central position, like accessibility, consists in promoting the convenience of the greatest possible number of pupils.

Wherever land can be had at reasonable rates, half an acre is the least amount that would well subserve the purposes of an ordinary school, and an acre would be none too much.

**SKETCH OF GROUNDS, ETC.**—The following plans represent, each, the first named quantity; but their application to a full acre will be a matter of no difficulty, and the addition will be greatly promotive of all the effects intended to be produced.

A different use, however, may ultimately be made of the other half acre that prudent foresight may add to the School grounds, and which will perhaps be the best that could possibly be made of it. Teaching has now assumed the rank of a profession. To retain it such, it must have its known permanent locality. The Clergyman resides near the church. The Lawyer has his office and his residence near the law courts. The Physician places himself in the town, or other densest portion of the population to be benefitted by his skill. This is also the law of other avocations, whether mechani-

cal or commercial. Each is found to have its appropriate locality. The same law will undoubtedly be found to govern the profession of teaching, when it shall be more fully developed and shall have occupied its proper place, as well as its true rank, in the land; and therefore, the Board of Trustees who shall earliest provide a residence for the Teacher, will be found most surely and most fully to have promoted permanency in the improvement of their schools.



Highway.

Plan of Grounds, &c

#### TEACHER'S HOUSE.

The erection of a Teacher's house, on a portion of ground sufficiently large for a garden and the other purposes of a family, will be found economical as well as beneficial in many particulars. A fair estimate of the rent of the premises will reduce, to that extent annually, the compensation to be paid for his services. His vicinity to the school-house will enable him to guard it and the grounds from injury, when the School is not in session. His supervision over the play and out door conduct of the pupils will be greatly increased for good. Those frequent changes of Teachers, which now so much retard the progress of scholars, will be materially lessened in number. The standing and influence of the Teacher will be promoted, by placing him in and before the community, as a resident official member of it, laboring for its benefit in the most important department of its interests. In short, from whatever point it may be contemplated, the Teacher's house assumes an importance, in the building up of the Common School system, only secondary to that of the school-house.

It is not of course, intended to intimate, that this addition to the necessary agencies of the system should at once be made, nor even that the means of any section should be over-strained to promote it. But it is very certain, that the prudent forecast which shall now provide for its ultimate accomplishment, will be most abundantly justified and rewarded in the end.

**SHAPE.**—The most dry and beautiful grounds are those which slope