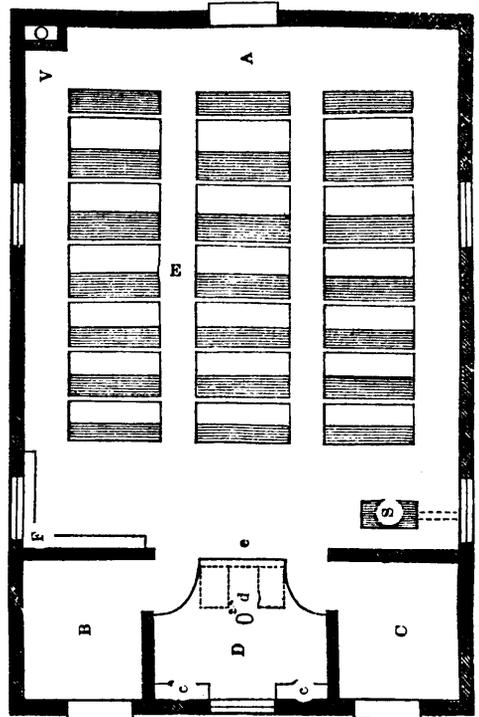




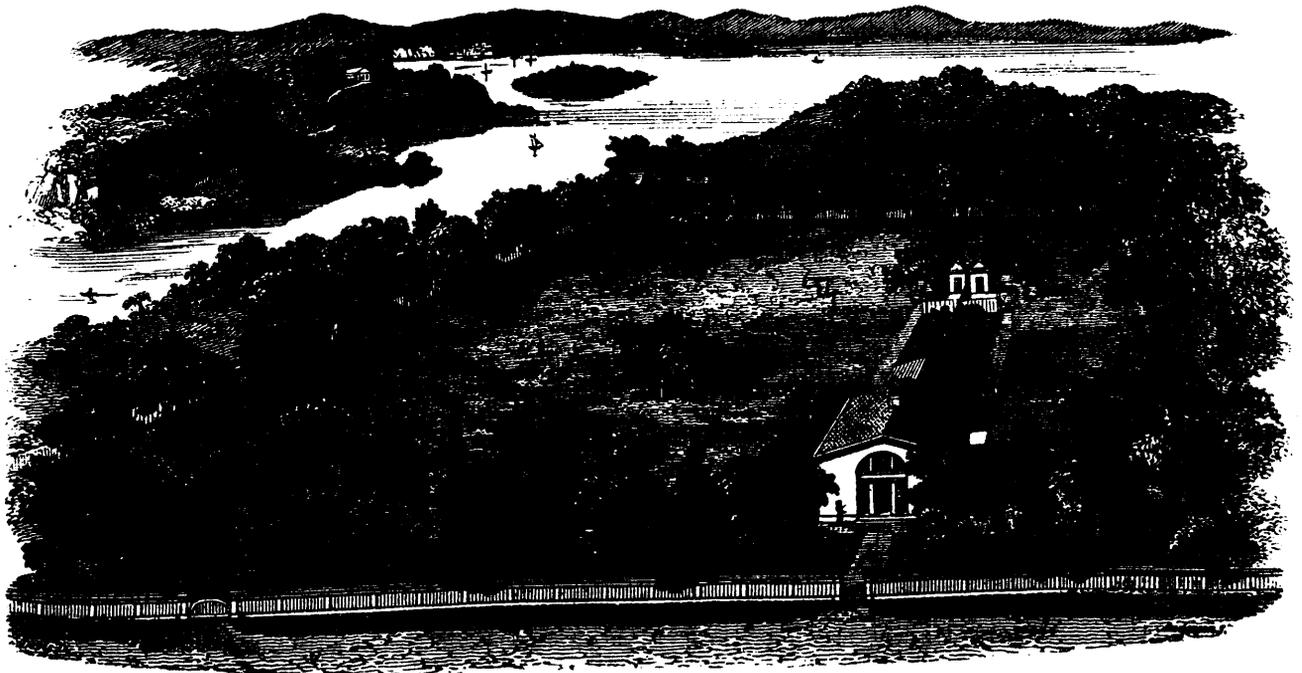
PLAN NO. 9.—END AND SIDE PERSPECTIVE, WITH GROUND, ETC.—FIG. I.

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|--|---|
| <p>A. Front entrance.
 B. Girls' entrance and lobby.
 C. Boys' do. do.
 D. Teachers' Platform.
 E. Seat and desk for the pupils.
 S. Ventilating school stove.
 V. Flue for ventilation.</p> | <p>F. Seats for classes at recitation.
 d. Teacher's desk.
 e. Library of reference in front of teacher's desk.
 c. Closets for school library and apparatus.
 f. Fence dividing back yard.</p> |
|--|---|



PLAN NO. 9.—GROUND FLOOR.—FIG. II.

PART III.—SCHOOL SITES, TREES, SHRUBBERIES, &c.



PLAN No. 1.—PERSPECTIVE VIEW OF SCHOOL-HOUSE, OUTBUILDINGS, AND GROUNDS.—(Adapted to Plan No. 1, on page 38.)

In the February number of this *Journal* we introduced some remarks on the proper sites of school-houses, and the various kinds of flowers, shrubs, and trees with which the school-grounds ought to be ornamented, and which can easily be procured in this country—they being indigenous to our soil and climate.

The above perspective of school-house, out-buildings and grounds furnishes another and a beautiful illustration of what we would recommend on this subject. The size of school lots must, in some measure, be determined by the facility with which land in desirable situations can be obtained. In country places, and in many towns and villages, school lots of at least half or quarter of an acre each, can be easily procured. But in all cases, whether the grounds be large or small, they ought to be laid out and prepared with a view to

both convenience and taste. Every thing around, as well as within a school-house should be attractive to the eye and improving to the taste of the pupils. It is in connexion with the school-house that they receive many of their earliest and most durable impressions. Those impressions should be on the side of neatness, virtue and cheerfulness. This is not likely to be the case where the site of the school-house is in a noisy, dirty thoroughfare of the city, or in a low, damp, or bleak, unsheltered place in the country; nor if all attraction to comfort and decency be neglected in the internal furniture and out door arrangements of the house itself. How different will be the associations, impressions, and feelings of a pupil where the house and grounds are provided as represented in the above engraving, from those of a pupil attending school where the house is dirty and com-