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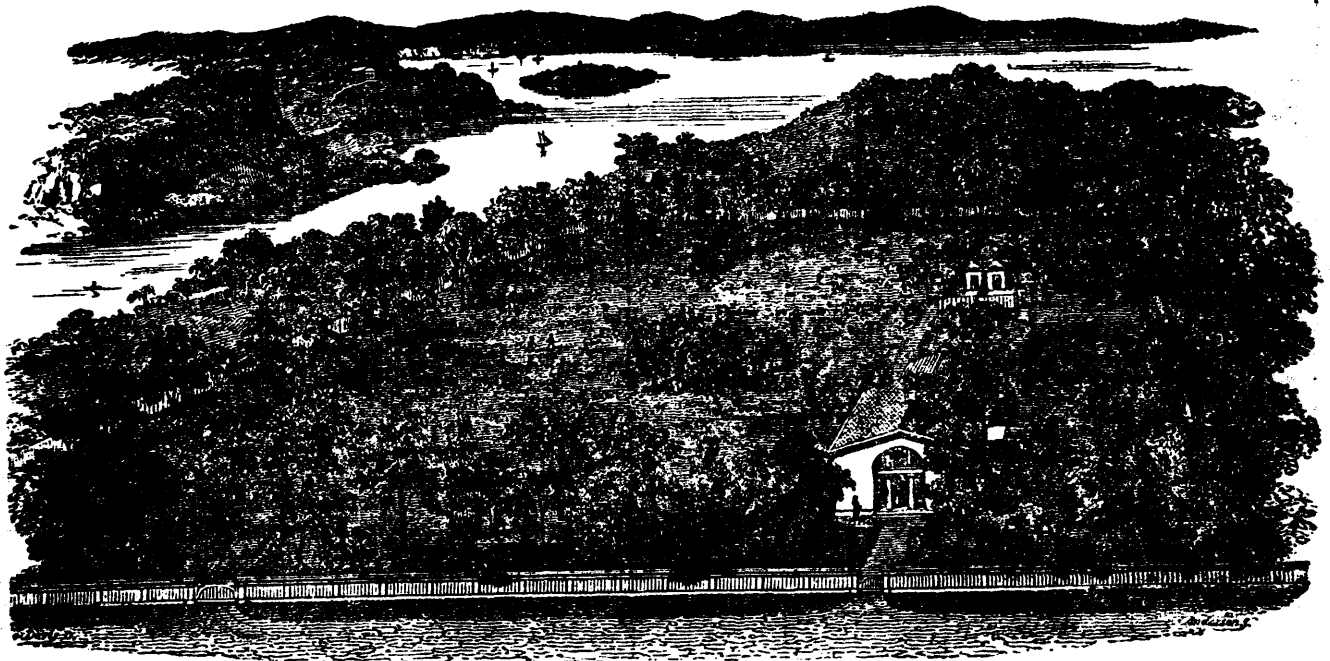
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School Architecture.



Perspective of Schoolhouse, Outbuildings, and Grounds.

In the October 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 the attention 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 comfortless, where the playgrounds 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 every thing calculated to defile the mind, or wound the most sensitive modesty.

We present next a *Ground Plan* of school premises. This plan requires no further explanation than that which will be found on the next page.