

refined ages. The Roman matrons did not abandon their infants to mercenary nurses. They regarded the careful nurture of their offspring, the rudiments of their education, and the necessary occupations of their household, as the highest points of female merit. Next to the care bestowed in the instilment of virtuous morals, a remarkable degree of attention seems to have been given to the language of children, and to the attainment of a correctness and purity of expression. Cicero informs us that the *Gracchi*, the sons of Cornelia, were educated, *non tam in græmio quàm in sermone matris: in the speech more than in the bosom of their mother.* That urbanity which characterized the Roman citizens showed itself particularly in their speech and gesture.

The attention to the language of the youth had another source. It was by eloquence, more than by any other talent, that the young Roman could rise to the highest offices and dignities of the state. The *studia forensia* (*forensic studies*) were, therefore, a principal object of the Roman education. Plutarch informs us, that among the sports of the children at Rome, one was pleading causes before a mock tribunal, and accusing and defending a criminal in the usual forms of judicial procedure.

The exercises of the body were likewise particularly attended to; whatever might harden the temperament, and confer strength and agility. These exercises were daily practised by the youth, under the eye of their elders, in the Campus Martius.

At seventeen the youth assumed the manly robe. He was consigned to the care of a master of rhetoric, whom he attended constantly to the forum, or to the courts of justice; for, to be an accomplished gentlemen, it was necessary for a Roman to be an accomplished orator. The pains bestowed on the attainment of this character, and the best instructions for its acquisition, we learn from the writings of Cicero, Quintilian, and the younger Pliny.

School Architecture.

The engraving on page 81 presents a view of the village school-house erected by Z. Allen, Esq., at Allendale, North Providence, after designs by T. A. Teft, of Providence. It is situated in a beautiful grove, on a little knoll which admits of a basement room in the rear, originally designed for a library and reading-room for the village, but now occupied by a primary school. It is built of stone in a style very common in structures of this kind in England. The main room, which is intended for a school-room, although for the present used for lectures, and religious exercises, is very appropriately finished—the walls being made to represent stone work of a very subdued neutral tint, and the ceiling, supported by wooden tracery, is finished partially in the roof, leaving the necessary open space above to protect the room from the effects of excessive heat and cold. The ceiling, wainscoting, seats, desks, and doors, are grained in imitation of oak. It is thoroughly ventilated, and warmed by air heated in a chamber below.

In this very pleasing specimen of the Elizabethan style, and other varieties not commonly introduced into structures of this kind, Mr. Teft has broken, in Rhode Island at least, the dull monotony of the wretched perversions of architecture which characterize the village and country school-houses of New England. We have already in the second Volume of this *Journal* presented a few specimens of the Elizabethan style, in front and side elevations, for large and small schools, which can be easily modified to suit the wants of particular localities.

In many neighbourhoods it is a matter of economy to build of stone, and where this is the case, the style of architecture should be adapted to the material:

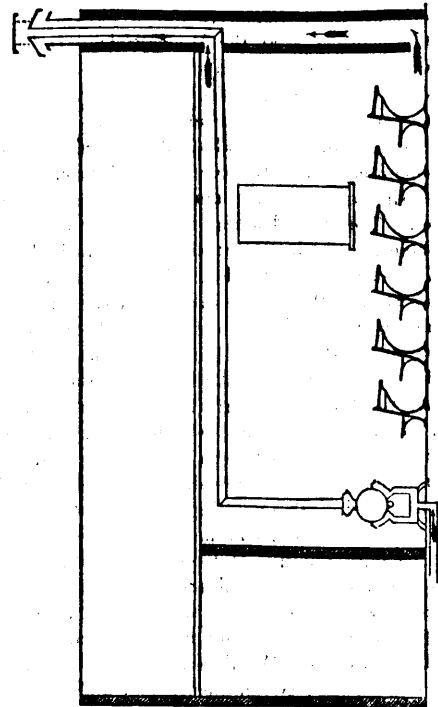
The style and arrangement of the seats and desks is indicated in figures 2 and 3. The end pieces are of cast iron, and so shaped, as to facilitate the sweeping of the room, and the pupils getting in and out of their seats, and at the same time are firmly attached to the floor by screws. This building is 30 feet by 20 feet.

The room is heated by a *ventilating school stove*, designated both for wood and hard coal. Fresh air is introduced from outside of the building by a flue beneath the floor, and is warmed by passing along the heated surfaces of the stove as indicated in the following section.

The smoke-pipe is carried in the usual way, high enough to prevent any injurious radiation of heat upon the heads of the pupils

below, to the centre of the opposite end of the room, where, after passing through the ceiling, it enters the ventilating flue, which, commencing at the floor, is carried up through the attic and out above the roof, as shown in figures 2 and 3. The heat of the smoke-pipe produces a lively upward current of the air in the upper portion of the ventilating flue, sufficient to draw off the lower stratum of air near the floor, and at the same time draw down, and diffuse equally through the room, the fresh air which is introduced and warmed by the stove at the opposite end.

FIG. 2.



- 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.
- F—Seats for classes at recitation.
- d—Teacher's desk.
- e—Library of reference in front of teacher's desk.
- e—Closets for school library and apparatus.
- f—Fence dividing back yard.

FIG. 3.

