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I. HOW SCHOOL-HOUSES SHOULD BE CONSTRUCTED.

A school-building, as well as any other, should be adapted to the special purpose in view: it should be constructed with direct reference to utility; and to do this, the necessities of the school must be consulted. There is as much difference in school-houses as in school-teachers, and that is about as strong as the case can be put. A school may be kept in almost any place; but it cannot be properly taught except in a building where the convenience and comfort of both teachers and scholars have been made a special care. The following remarks are commended to the attention of such boards of directors, or other parties, as contemplate building new school-houses—not so much for what they express, as for what they imply and suggest.

Locality.—The first question is, where shall the house be located? The location should be as central and accessible as possible, to prevent loss of time in going and returning, and detention from bad roads and bridges, swollen streams, etc.; but mere centrality should never be insisted upon at the expense of more important considerations. The site should by all means be salubrious and pleasant, to prevent loss of energy in study on account of impaired vigor, or absence on account of sickness; and that the attractiveness of the place and its surroundings may invite to regularity of attendance. It should be sufficiently remote from the street or road to secure freedom from noise and dust, by which the attention is distracted, and time lost in cleansing soiled hands, faces and apparel. Ample

play-grounds should be attached, because otherwise the attractions of sport would detain the children till the last moment, at places remote from the building, and be a constant temptation to tardiness; because, arriving in hot haste, perspiring and excited, much time would be lost before they would be cool and calm enough for study; and because without such grounds there would be strong life or limb, or to annoy travellers or those passing, and to temptation to seek the street, or thoroughfare, at the peril of trespass upon the premises of neighbors, who, in turn, would make complaint and seek redress, thus involving loss of time and irritation to both teachers and scholars. Be careful to make no mistake in these respects; for an error of location is almost without remedy, and will surely affect the whole subsequent history of the school, no matter how able and faithful your teacher may be. Of this we have many sad proofs.

Size.—Having decided upon a site, you are next to consider the size of the proposed building. This is easily determined. It should be large enough for the accommodation of all who are entitled to attend the school, allowing for the aisles and passages, and not less than twelve square feet for every two scholars. If the accommodations are not thus ample and comfortable, there will be constant confusion, and the tranquil exercise of the mental powers and quiet movement of the current of school life will be impossible. Many of our school-houses are so small that the scholars are obliged to stand and sit "by turns," causing weariness, noise, irritability, and so utterly defeating the purpose of the school. In determining the question of size, the probable future wants of the district should also be considered, as well as its immediate wants. It will cost you far less to make the building a little larger at the outset, even if some of the seats or rooms are temporarily vacant, than to enlarge the house, or build another, when the necessity arrives.

Seating.—The house being located and built, the point next demanding your attention is the very important one of the kind of desks and seats that should be provided. The essential conditions here are, that each pupil be left to pursue his studies without interruption or hindrance; that all temptation to idleness and sport be removed; that the position of the body be easy and natural; and that the utmost economy of time be secured by such an arrangement as will admit of prompt ingress and egress. It is self-evident that these necessary con-