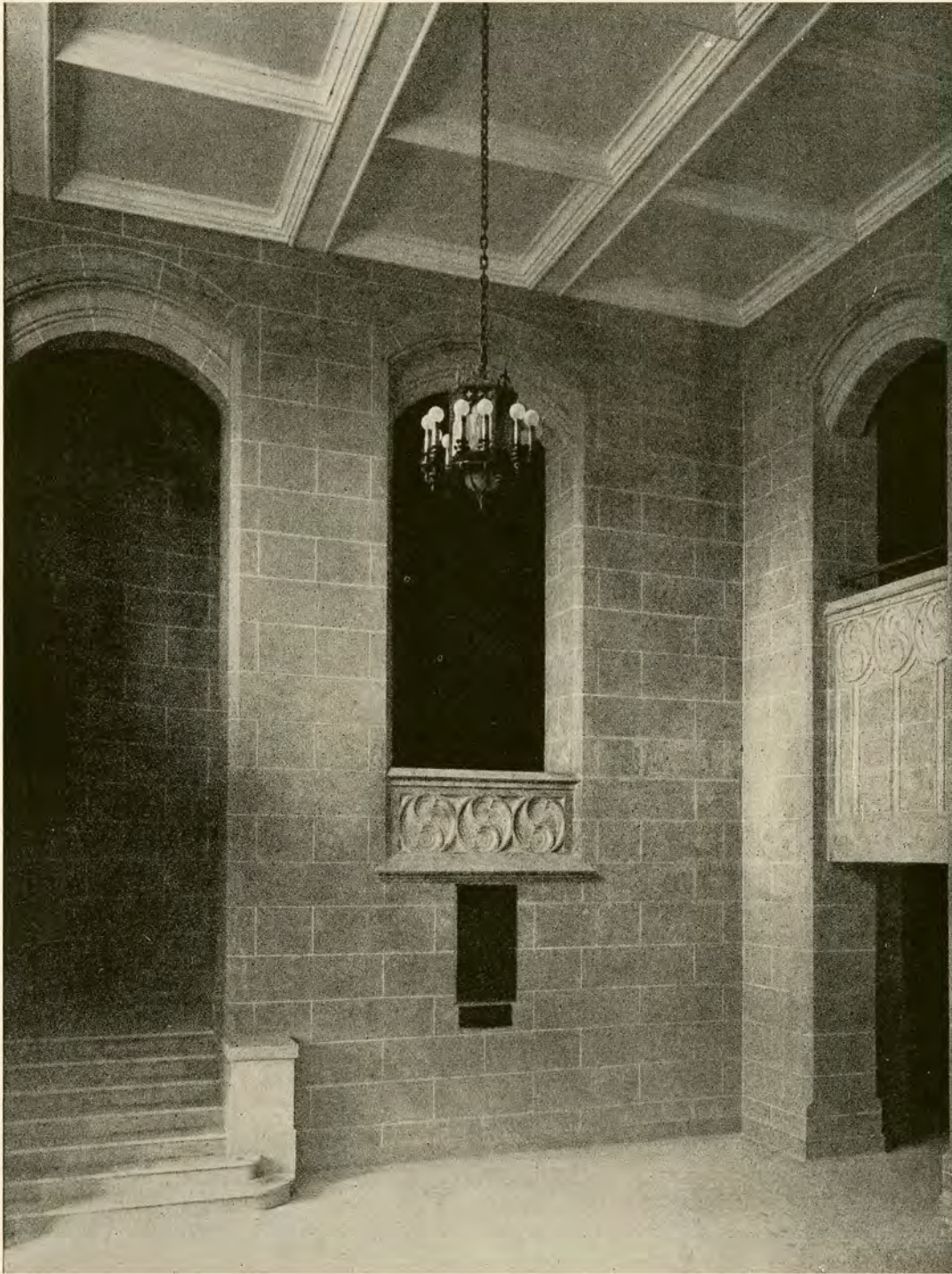
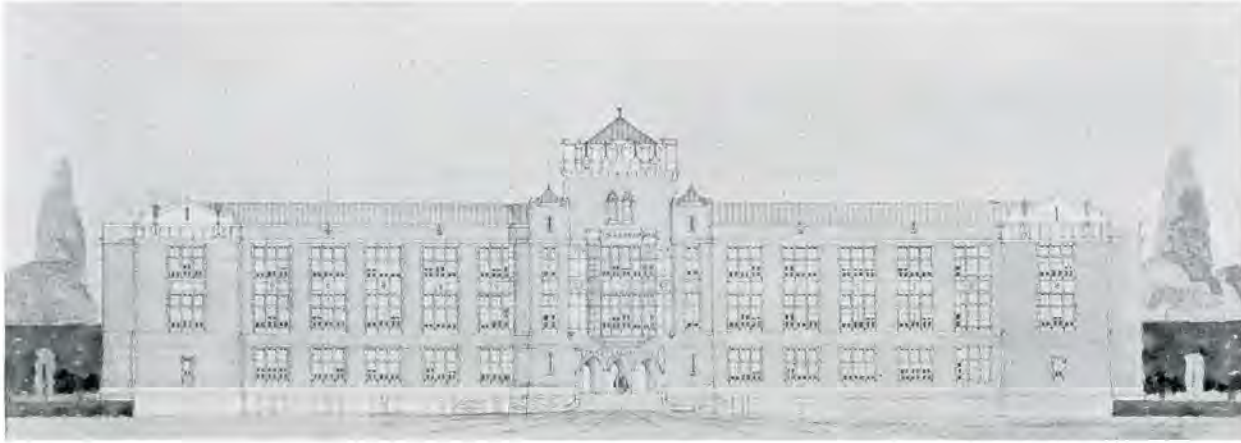




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## Typical Schools of the Province of Ontario

By C. E. CYRIL DYSON, Architect to the Toronto Board of Education.

FOLLOWING the series of articles on "Elementary Schools in Canada and the United States," by Mr. Rawson Gardiner, this is the first of a further series describing Schools in Canada. As the previous treatises have dealt fully with the description of the details of the school building, I am not attempting to cover similar ground, but rather to illustrate schools that are typical of those erected in the Province of Ontario.

There is presented, therefore, a series of plans showing types of buildings such as are to be found in rural, urban and city centres.

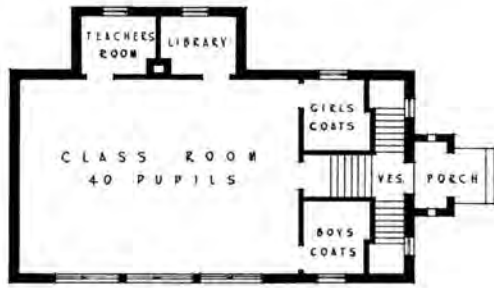
The backbone of our educational systems in Canada has been, and for many years yet must be the rural schools. A large proportion of the leaders in the affairs of our Dominion have received their early education in rural communities and the Educational Department of Ontario has made splendid efforts to encourage the development of the rural school. In this direction the Department has, from time to time, prepared plans interpreting the requirements of the school regulations as suggestions to rural Boards. In so doing, the Department is not entering into the field of building, but merely offering guidance to rural Boards and their Architects. We are indebted to Mr. White, of the Ontario Department of Works

for the plans of types of small schools illustrated herewith.

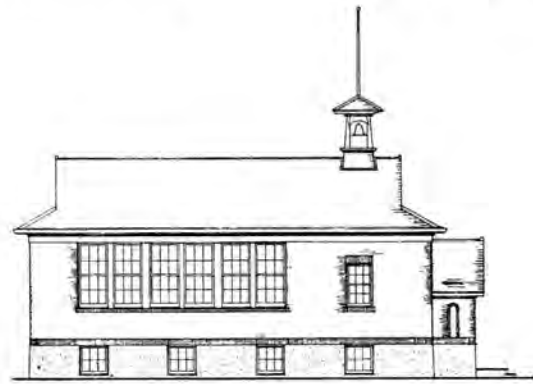
The one room little red school house is giving place to the more complete building illustrated by Type 1, which makes proper provision for coats, School Library and Teacher's Room. Basements are suggested by the Department even in these small buildings, and this usually leads to the introduction of a furnace system of heating in a building that would otherwise have perpetuated the old fashioned stove.

In Type 2 plan a further development is shown by the introduction of a platform which encourages the operation of a fuller community programme. The platform may be shut off by folding doors and used for a small entrance class. As an Architect is not, as a rule, called in to design these one room schools, the suggested elevations are leading to a better class of building than is usually considered by rural trustees.

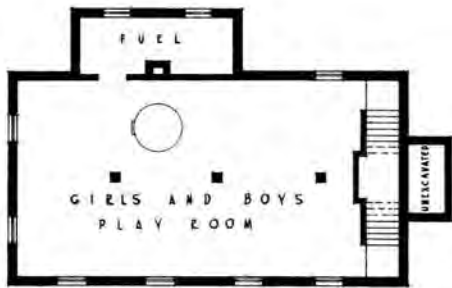
Type 3 plan illustrates a three room composite school, the feature of which is the use of the Basement as a Community or Assembly Hall. Provision is made here in a small way for Domestic Science and Manual Training. The Ontario Regulations now, however, do not permit of classes in these subjects being housed in Basements.



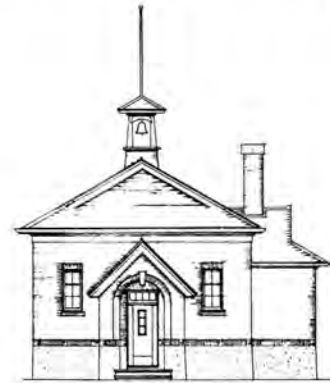
FIRST FLOOR PLAN



SIDE ELEVATION

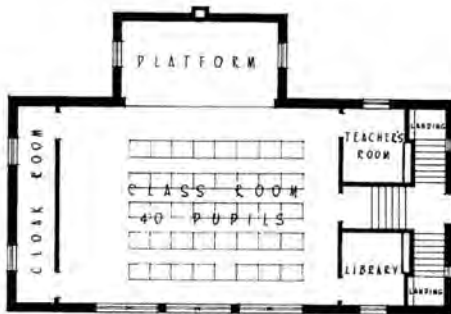


BASEMENT PLAN

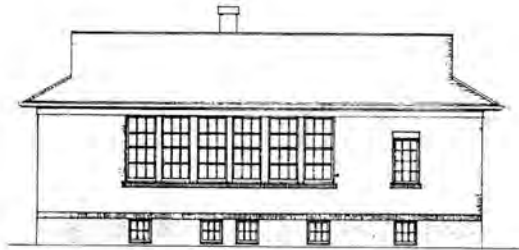


FRONT ELEVATION

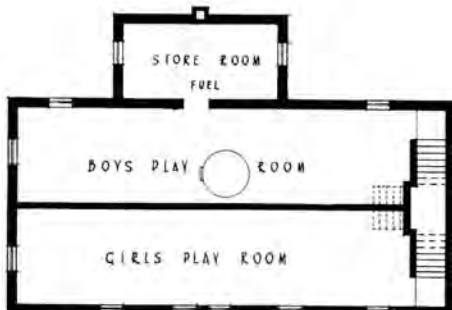
TYPE No. 1



FIRST FLOOR PLAN



SIDE ELEVATION

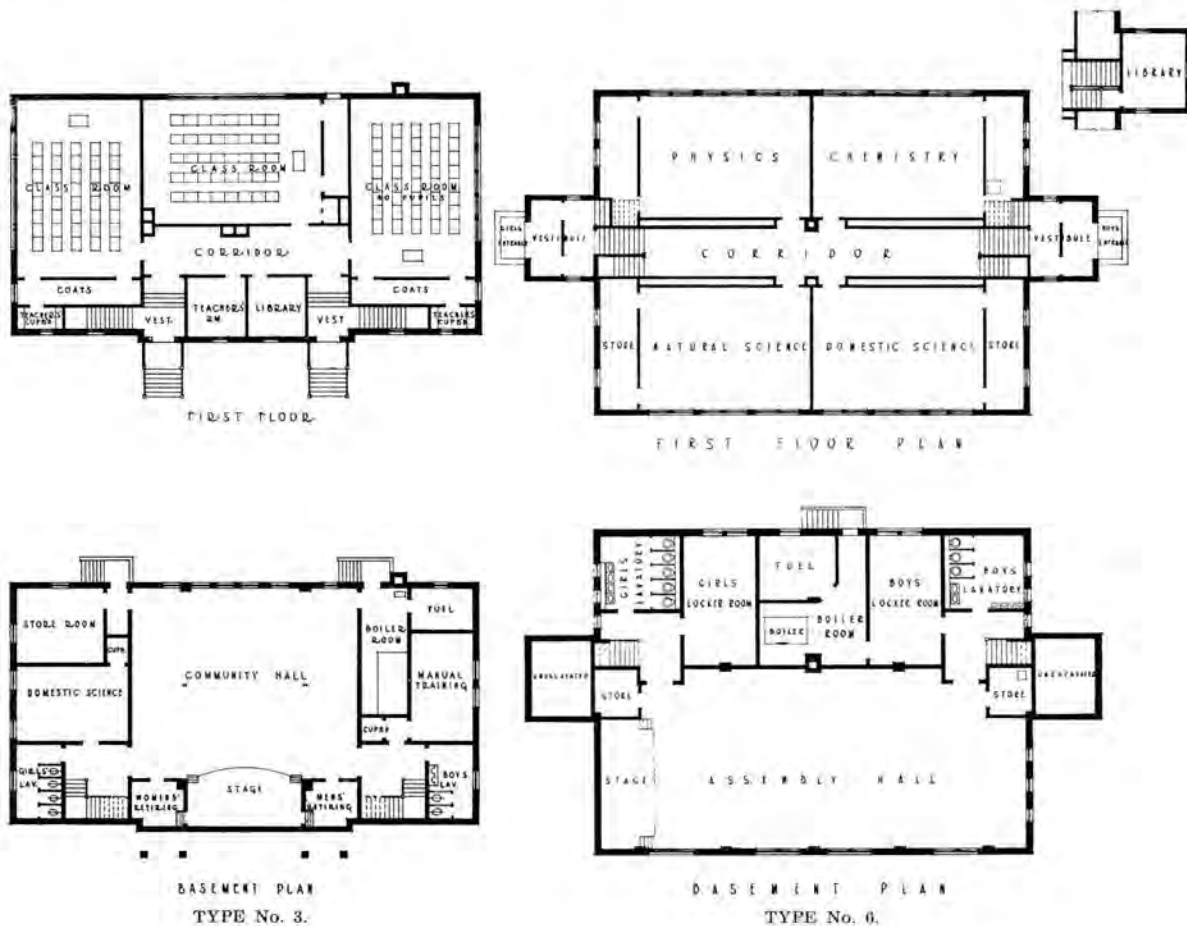


BASEMENT PLAN



FRONT ELEVATION

TYPE No. 2.



A six room school, arranged from the same plan in two storeys, is illustrated in Type 4. The arrangement of the plan permits of good architectural treatment of the front elevation. These plans are suggestions for small country places where it is not anticipated that the buildings will have to be enlarged and the plans do not make provision for extension such as should always be considered for larger towns.

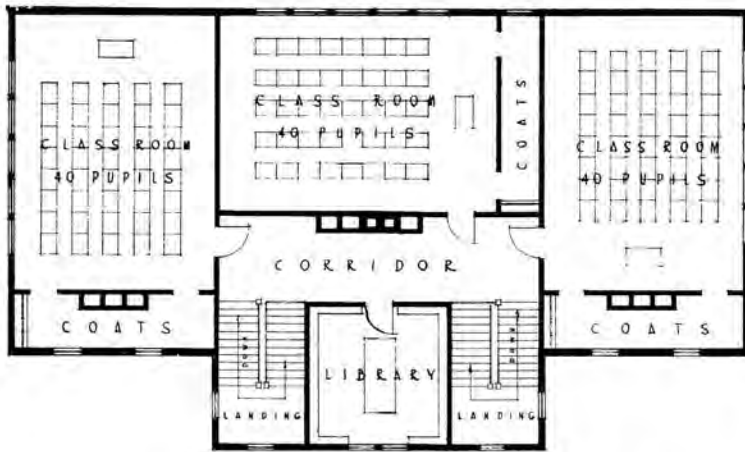
A four room simple and economical unit is shown in Type 5, which is a two storey building. This plan is often used where there are continuation classes which occupy the Second Floor and are thus separated from the Junior School.

Type 6 is a development of the previous plan for four rooms on one floor or eight rooms on two floors. This plan was a suggestion for an Agricultural School but the same arrangement is suitable for a Grade School. In Types 4, 5 and 6 an Assembly Hall is arranged in the Basement.

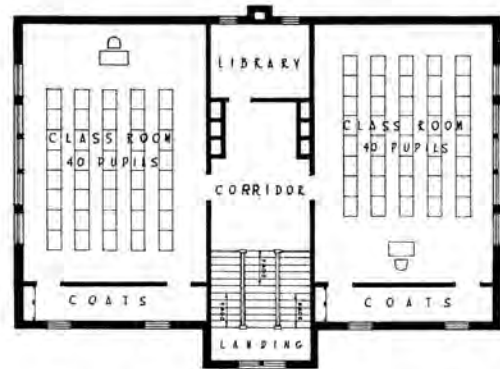
The one storey school with central hall is a popular type for small communities, but for cities where sites are costly it is not an economical proposition. A few years ago the Cleveland Board of Education developed fully the one storey type

in fairly large schools, but in recent years they have not built any more. In London, Ontario, a very good example of this type of school was built a few years ago from design by Messrs. Watt and Blackwell. In this school the rooms are top lighted by saw-tooth skylights. There is advantage in one way of having even and steady lighting which is all from the North, but this is also considered a disadvantage for elementary schools which should, where possible, be arranged so that sunlight enters each room at some part of the day. Windows are arranged in two sides of the London School, but these, of necessity, have drawn blinds to prevent cross lighting.

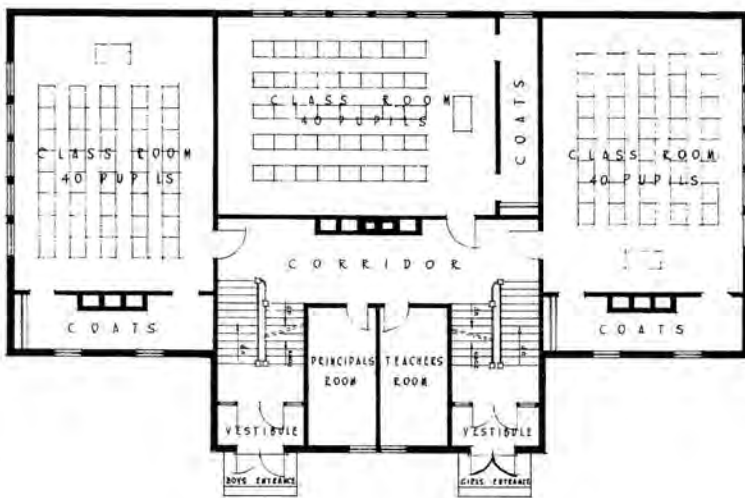
In small towns in Southern Ontario there are a number of one storey schools, the plan of which is to arrange the classrooms around a central hall. The illustration of Dixie School, designed by Messrs. Smith & Wright, is a characteristic example of this type. The classrooms are arranged around a central hall and some of the rooms are separated from this by folding doors which permit extended seating accommodation in the hall. The view illustrated was a preliminary study for this school and shows the possibilities of sloping roofs. Most of this type have been built without Basements,



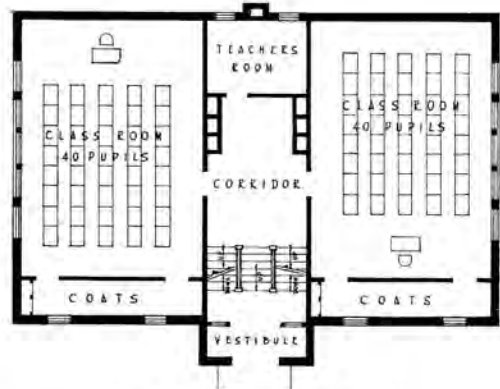
SECOND FLOOR PLAN



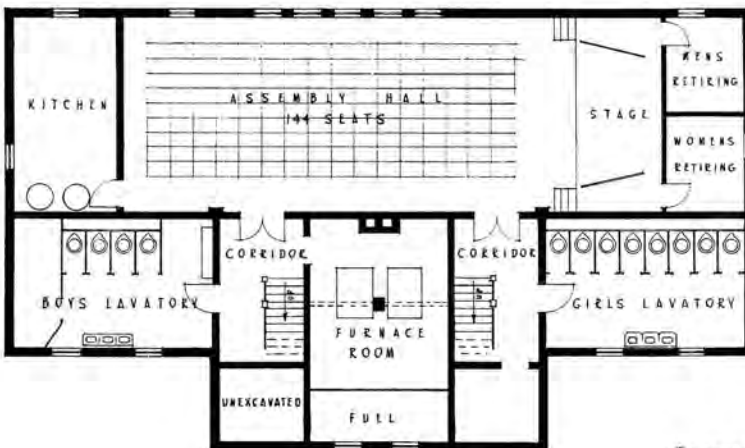
SECOND FLOOR PLAN



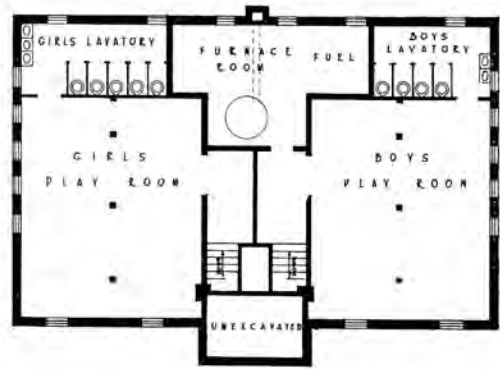
FIRST FLOOR PLAN



FIRST FLOOR PLAN



BASEMENT PLAN  
TYPE No. 4.



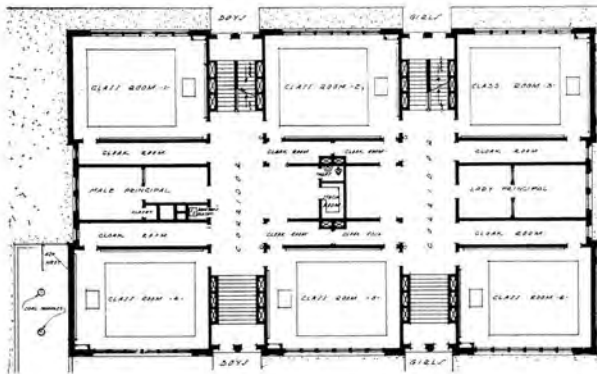
BASEMENT PLAN  
TYPE No. 5.

though a few have Basement play rooms and toilets. The Ontario Education Act provides for a system of separate schools for the Roman Catholic denomination functioning under separate Boards. A twelve room school recently erected by the Windsor Separate School Board from designs by Messrs.

Jacques & Allaster, and known as St. Angela School, is shown. These designs were selected in a competition confined to Architects practising in Windsor. The arrangement of the plan which divides the building in the centre was necessitated in consequence of the boys and girls being taught separately, the girls being taught by the Ursuline Sisters and the boys by the Christian Brothers, each having their own principal. The Basement is arranged with a central Gymnasium which may be used by either the boys or the girls.



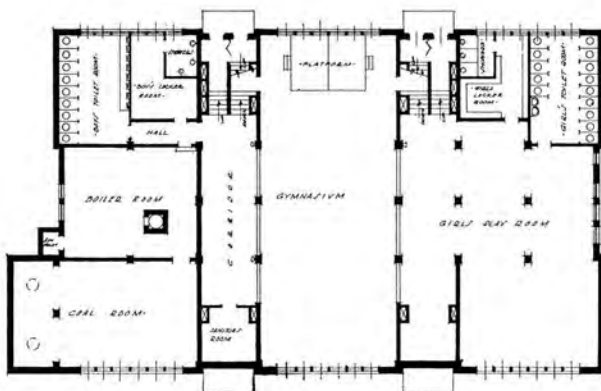
ST. ANGELA R. C. SEPARATE SCHOOL, WINDSOR, ONT.  
*Jacques & Allaster, Registered Architects.*



FIRST FLOOR PLAN.



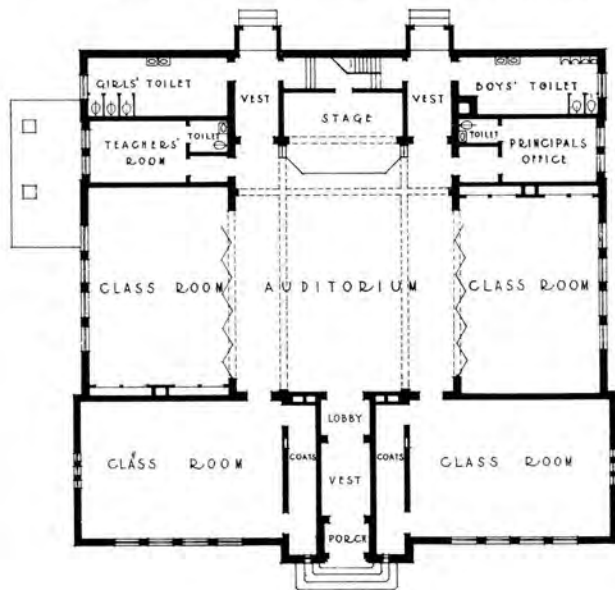
SECOND FLOOR PLAN.



BASEMENT PLAN.

ST. ANGELA R. C. SEPARATE SCHOOL.

The large city presents a problem different from the town and smaller community. There is nearly always the difficulty of obtaining suitable sites. City blocks are generally only 200 feet from street to street, and the Architect is forced to plan his building according to the limits of the site. The illustration of General Mercer School shows a modern Toronto Public School. In congested districts this type has been built with three storeys and Basement, with twenty-nine classrooms and combination Kindergarten and Assembly Hall. The Basement provides for playrooms and toilets. The Kindergarten room is a storey and a half high, without Basement under, and at the rear plats are



FIRST FLOOR.

ONE STORY SCHOOL, DIXIE, ONT.  
*Smith & Wright, Architects.*

arranged to allow full vision of the platform when the room is used for Assembly. A system of rolling shutters between the Kindergarten and the corridor permits of an overflow assembly, the corridor floor level being higher than the floor of the room. The small rooms at the side of the platform are used as coat rooms and retiring rooms. The arrangement of the plan is governed by the necessity of erecting the building in sections, the first unit being twelve rooms which must accommodate administration offices. This feature does not allow

of the proper location of administration rooms. In recent years in Toronto only one Public School has been built in a complete unit.

Another type of Toronto School, the Rose Avenue School, was illustrated in the May issue of *The Journal*. This school has since been enlarged to include Kindergarten, Assembly Hall and Household Arts room.

The Hillcrest Junior School which is illustrated by plans and photograph, was built specially for Kindergarten and Primary pupils. It contains five classrooms and Kindergarten room and it is proposed to add two more rooms at a future date. It is in a purely residential district and colonial type of domestic architecture was followed as nearly as possible to harmonize with the residences around, and also as the building was to be considered a stepping stone from the home to the main school which adjoins. The "Gift" room at the South end is a large bay with French casement windows.

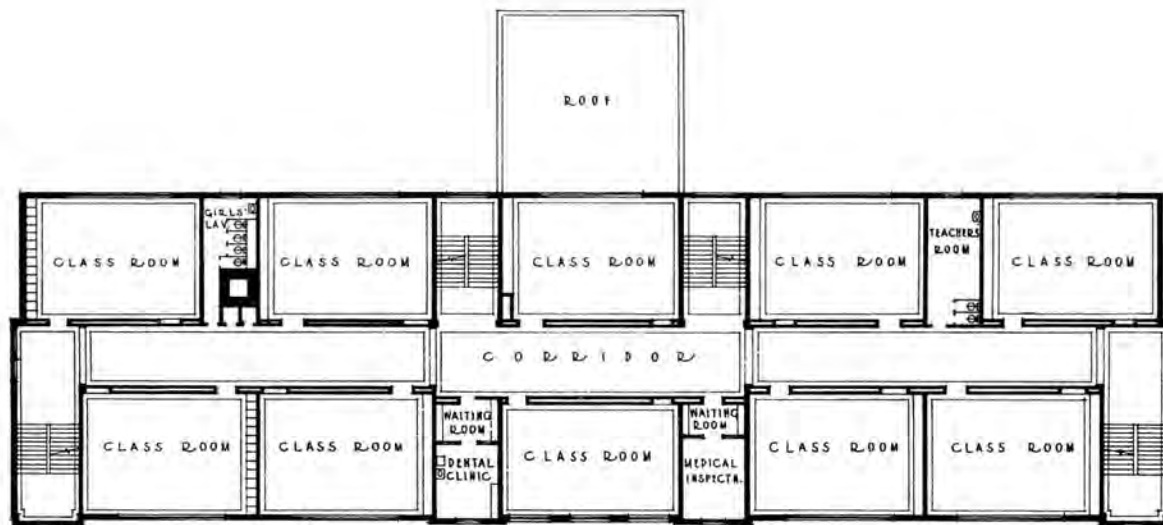
The Ontario Regulations for Public and Separate Schools require for each pupil a floor space of at least eighteen square feet and an air space of 225 cubic feet. This suggests as a standard size of classroom for forty pupils, 32 feet long by 23 feet wide with a ceiling height of 12 feet 3 inches. The window provision demanded is a net glass area of at least one-sixth of the floor area.

The various methods of making provision for pupils' cloaks are interesting. Many of the modern Public Schools have systems of wardrobes instead of cloakrooms. The system generally in vogue in Toronto elementary schools is a group



PUBLIC SCHOOL AND COMMUNITY BUILDING, DIXIE, ONT.  
*Smith & Wright, Architects.*

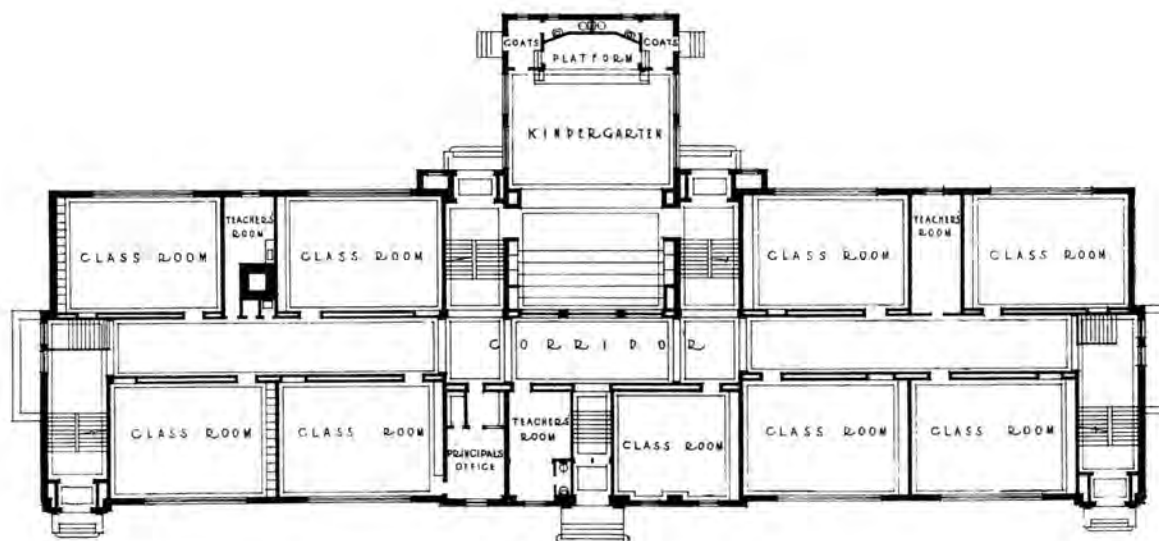




SECOND FLOOR.  
GENERAL MERCER SCHOOL, TORONTO.

of built-in wood lockers in the back of the class-rooms. These are ventilated with grilles in the bottom of the doors and in tops of lockers, from which ducts are connected to the exhaust ventilation system. Each locker accommodates four pupils. The Dixie School illustrated has wardrobes with double doors which fold into the jambs of the wardrobes. Some schools have on the ward-

robes counter balanced doors which, when raised, expose the coat pegs to view. To obtain the necessary accommodation in these two latter types of wardrobe, the pegs have to be arranged in tiers, generally three, which are placed in front of and above the tier below. The objection to this is that the coats which are placed on the lower or back tier are hidden by those placed on the other tiers,



FIRST FLOOR.  
GENERAL MERCER SCHOOL, TORONTO.  
*Architectural Dept., Toronto Board of Education.*