

# THE JOURNAL OF EDUCATION AND AGRICULTURE,



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## TABLE OF CONTENTS.

EDUCATIONAL DEPARTMENT.		PAGE.			PAGE.
Introduction to Volume Second,		1	State of Education in Newfoundland,		11
I. THEORY OF EDUCATION.—Moral Education—Imperfections of Natural Theology—Necessity of Bible as an Infallible Guide—How Bible should be used in Schools,		2	Britain,		13
II. PRACTICE OF EDUCATION.—Mental Arithmetic—Fundamental Rules,		6	America,		18
III. OFFICIAL NOTICES.—Statement respecting the Provincial Normal School,		7	AGRICULTURAL DEPARTMENT.		
The Teacher's own Example, &c.,		8	I. PRACTICE OF AGRICULTURE.—Special Work for this Month,		14
The Co-operation of Parents,		9	Haymaking,		14
IV. EDUCATIONAL INTELLIGENCE.—Nova Scotia—Education at Digby Neck,		10	Rotation of Crops,		14
Communication from Annapolis Co.,		11	Chemical Advantages of Draining and Subsoiling,		15
			Fruit Trees,		15
			II. AGRICULTURAL INTELLIGENCE.—To the Secretaries of the Nova Scotia Agricultural Societies,		15
			ADVERTISEMENTS,		16

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### INTRODUCTION TO VOLUME SECOND.

THE attentive reader of the first volume must have observed how rigidly we have adhered to the plan laid down at the outset, in discussing the two great subjects to which our Journal is devoted. We stated it to be our purpose to consider both these subjects in their theoretical and practical bearings, and to this we have strenuously endeavoured to conform.—Our object in adopting this mode of treatment, in reference both to Education and Agriculture, was to show that each of these two important branches of a nation's welfare ought to be regarded as a science as well as an art; and not only so, but that the true way of making advancement in the latter, is by a sound and thorough knowledge of the former. Nothing, perhaps, has so much impeded the progress of the one or the other of these as their being treated purely in their practical aspects, without any reference to the principles involved.—Matters in this respect have, it is true, undergone a material change, and to this may be traced the great improvement that has recently taken place. To what do we owe the rapid strides that have been made in the practice of Education and Agriculture, within the last twenty-five years, but to a better acquaintance with the philosophical principles lying at the foundation. And it is our firm belief that in very proportion to the progress made in the science will be that of the art; and hence the vast importance of giving every possible en-

couragement to the study of the science, and to the appropriation of the public funds towards its furtherance. Men are slow to admit this position. They can understand and appreciate the practical and the utilitarian view, and that just because they can see and feel its effects;—but, as to the scientific, they have no apprehension of its importance, and they, consequently, care little or nothing about its promotion. Nevertheless, it is our intention to continue to press this relationship, assured that it is the only way by which to elevate the practice both of Education and Agriculture to a higher and more commanding platform, and thereby promote man's economic and moral welfare. We are well aware that in pursuing this course we are running the risk of failing to secure the amount of popularity which we might otherwise do, but we cannot sacrifice the useful for the sake of what may seem to not a few the more agreeable, without frustrating the very object we had in view in the publication of our Journal. We shall endeavour to furnish even a greater number of important practical facts in this than in the preceding volume, but we must persevere in viewing these facts in connection with the philosophical principle or principles involved; and that not merely for the purpose of elevating the employment of the Teacher and Farmer above a mere mechanical process, but of imparting greater importance and magnitude to the facts themselves.

Our readers must also have observed the consecutiveness