

in the Township of _____

JOURNAL OF

Upper



EDUCATION,

Canada.

VOL. X.

TORONTO: AUGUST, 1857.

No. 8.

CONTENTS OF THIS NUMBER.

	PAGE
I. The Physiology and Hygiene of the School-Room	113
II. SCHOOL ARCHITECTURE—(Continued.) Gymnastics and Calisthenics. With thirteen illustrations	115
III. Gymnastics as a Branch of Education	116
IV. PAPERS ON PRACTICAL EDUCATION.—1. Treatment of Dull Children. 2. School Discipline. 3. Effective Primary Instruction. 4. Earl of Carlisle's Advice to Teachers.....	119
V. MISCELLANEOUS.—1. First Grief, (Poetry.) 2. Family Prayer. 3. Power of Maternal Love. 4. Beautiful Classical Allusion. 5. The Royal Family. 6. Longitude of Quebec and Chicago. 7. Death of Douglas Jerold. 8. The Bible. 9. Sir Jamsetjee Jejeebhoy, Baronet. 10. Destruction of the Nankin Porcelain Tower. 11. Indian Native Newspapers.....	121
VI. EDUCATIONAL INTELLIGENCE.—1. Canada—(1) Convocation, Universi- ty of Toronto; (2) Bishops' College, Lennoxville; (3) McGill Nor- mal School; (4) High School Department of McGill College. 2. British and Foreign—(1) The National Society; (2) Oxford Middle Class Examinations.....	126
VII. LITERARY AND SCIENTIFIC.—1. Atlantic Submarine Telegraph	128
VIII. Departmental Notices.....	128
IX. Advertisements	128

THE PHYSIOLOGY AND HYGIENE OF THE SCHOOL-ROOM.

When we consider the many hours of a child's time that are passed in the school-room under the guidance of a teacher ; the peculiar tasks allotted for the three consecutive hours of each half-day for ten half-days in a week ; the school-room itself with its furnishings, in its best as well as in its worst estate ; the nature of the beings upon which the teacher is to operate ; the necessity which demands



ROTARY SWING. (See page 115.)

that a community of children assembled for purposes of instruction, be orderly, quiet, and attentive all the while ; —the natural energy and activity of all their physical functions constantly rebelling against restraint ; the expectation of those from whom the teacher derives his authority, that a certain amount of intellectual training be accomplished within a prescribed time ; and that " public opinion," which fashions our system of education, —we are led to exclaim, in behalf of both teacher and taught, " Who is sufficient for these things ?" And yet, at the appointed hour, thousands of little feet are wending their way to the school-houses that are scattered broadcast over the land, and the teacher's chair is always graced with its occupant : the former resorting thither in obedience to parental authority ; the latter, from choice. And being a matter of choice, the teacher is presumed to possess the requisite quali-

cations for rightly discharging all the duties of the office. Let us see.

That it is the duty of the parent to care for the *health* of the child, is conceded by all. Now health is a term of vast import : it signifies the right development and harmonious action of all the physical, mental, and moral powers of man. " Health is order ; and order is the law of good in undisturbed operation : it is the will of God as expressed in the perfect individual existence of other beings. As it respects a conscious and rational creature such as man, constituted in relation to the natural as well as to the spiritual world, health is the correct and pleasant performance of all the functions of life and mind as evinced in the body." The parent, in sending the child to school, transfers for the time much of his responsibility to the teacher. The teacher then stands "*in loco parentis*."

A knowledge of medical science is by no means the exclusive privilege of the physician. The lawyer requires an acquaintance with medical jurisprudence ; the pastor, in his counsels to the young, and consolations to the afflicted, needs to speak with authority concerning the laws of health and disease ; but in these professions, their spheres of action are chiefly among the mature in life. To the school teacher belongs, not only the " delightful task to rear the tender thought," but also to aid in the development of the physical powers of childhood. It should be an ever-present thought in the teacher's mind, that he is dealing with the *young* subject ; that growth and development characterize its whole being ; nothing is yet complete, all is in the formative stage ; and let him see to it, *that disease and deformity are neither engendered nor fostered in the school-room*. This suggests our topic : —a *knowledge of Physiology and Hygiene necessary in a school teacher*. To fortify our position, we must proceed to point out some of the sources of danger, and suggest the means of defence.

Should a child at school fall in a fainting fit, or be brought in from the play-ground severely injured, the teacher would not wait for orders, — the natural promptings of humanity would decide his duty to the sufferer. These startling occurrences, however, are comparatively rare, while not an hour of school time passes without demanding his vigilance, so insidiously and constantly is disease assailing the young constitution. Take, for instance, the subject of

VENTILATION.—All agree that a pure atmosphere is essen-