

THE JOURNAL OF EDUCATION AND AGRICULTURE,



PROVINCIAL NORMAL, AND MODEL SCHOOLS, TRURO, N. S.

FOR THE PROVINCE OF NOVA SCOTIA.

TABLE OF CONTENTS.

EDUCATIONAL DEPARTMENT.		PAGE.			PAGE.
I. THEORY OF EDUCATION.—Physical Education—Temperature of School-rooms,		65	Milton, near Liverpool, Queen's Co.		73
	Intellectual Education—What it means,	67	Musquodoboit,		73
II. PRACTICE OF EDUCATION.—Preliminary Remarks on Teaching the Alphabet,		68	Opening of Winter Session of Normal School,		73
III.—OFFICIAL NOTICES.		69	V.—REVIEWS OF SCHOOL BOOKS.—Twelfth Book of Lessons of Irish National Series,		74
A Word to Parents, and especially to Mothers, on Infant Education,		69	AGRICULTURAL DEPARTMENT.		
A Word to Trustees respecting School Property,		70	I.—THEORY OF AGRICULTURE,		74
A Word to the Commissioners of Schools on the Division of the County or School Section into Districts,		71	II.—PRACTICE OF AGRICULTURE.—Effects of the growth of the Turnip,		76
IV.—HUBCANTONAL INTELLIGENCE.—Nova Scotia—Educational Visits by the Superintendent,		72	Deep Ploughing,		77
Education and Progress at Bedford,		62	Dairy Management—Milk,		78
			SCIENTIFIC.—Lower Carboniferous Coal—Measures of Nova Scotia,		78
			The Comet.—Original Historical Contribution,		79
			Advertisements, &c.		80

Vol. I.

Halifax, Nova Scotia, November, 1858.

No. 5.

EDUCATIONAL.

I.—THEORY OF EDUCATION.

PHYSICAL EDUCATION—TEMPERATURE OF SCHOOL ROOMS.

In the third number of the Journal, we discussed, at some length, the subject of the ventilation of school houses, and we would now offer a few observations on their temperature.—These two things are very closely allied, and have a direct bearing not only on the health and comfort of teacher and taught, but on the efficient discharge of their respective duties.—Were it merely the physical or temporal welfare of the parties concerned that were involved, the matter were of comparatively minor importance, but when it is recollected that the whole intellectual and moral culture of the young is essentially dependent on the ventilation and temperature of the school room, it assumes a very different aspect and demands the utmost possible care and attention. We have already seen how much the want of proper ventilation mars the whole efficiency of the school. Everything else may be well adapted for the accomplishment of the end in view—the teacher may be in every way qualified for his work, the scholars well disciplined and desirous of progress; the books, apparatus and other arrangements of superior order, but, if the ventilation is

bad, all these advantages become comparatively useless. And so is it, to a certain extent, with the temperature of the school room. If it is either too low or too high, or very uneven, both the teachers and the scholars will be in a great measure unfitted for their work, and the objects for which the institution was established, will not be fully served, irrespective of any other injurious results.

What, then, constitutes the proper temperature of the school room, and how may this temperature be most perfectly and economically secured? are the questions before us.

The first question is very easily answered. The thermometer in a school room—and no school room should be without one—should range from 62° to 65°—that is, its minimum should be 62 and its maximum 65. This temperature will keep the physical frame in the most comfortable condition, and thereby give the mind full scope to do justice to itself. The grand point to be aimed at is evenness of temperature. This will require no ordinary amount of watchfulness, as the carbonic acid gas exhaled by the scholars, being about blood heat, will, in a very short time, produce the most marked effects upon the temperature of the room. These effects should be carefully noted and immediate remedies applied.

The next question, What is the best and cheapest means of securing an even temperature in our school rooms? is not so easily answered. If the school house is large and commodious, with several apartments, and capable of containing 300