

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

FOR THE PROVINCE OF NOVA SCOTIA.

TABLE OF CONTENTS.

•	· · · · · · · · · · · · · · · · · · ·	Pagk.	Pior
	EDUCATIONAL DEPARTMENT.	T William	British America.
I,	THEORY OF EDUCATION. Physical Education of Organs, &c. Intellectual Education.	- 81 - 82	Tato's Natural and Experimental Phil- osophy, - 9
ij	Muntal Arithmelio-Introductory Rema. Practice of Epocation Hints on Physical Training,	rks, 80 87	Admicentonan derantaleat.
	Teaching of the Alphabet. L. Orricas - A. Worst to Teachers on the Responsibility of their office.	- 87 tiča: - 89	I. Theony of Agriculture Organic Manures, II. PRACTICE OF Agriculture Choice of Cattle. Comparative Merit of Broods.
IV V.	. Revertional Intelligence. Colonial Nova Scotia, . Reviews of School Books. Thomson's Treaties on Arithmetic.	- 10	Keeping of Sheep. Mangold Wurtzels How to manure Trees in Grass Lands. Butter Making.
_	Hodgins' Geography and History	-oţ	Advortisoments, &c

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Xo. 6.

EDUCATIONAL.

I.---THEORY OF EDUCATION.

PHYSICAL EDUCATION OF ORGANS—THE BONES OR THE SUPPORTING SYSTEM—GRADING OF SEATS AND DESKS.

We have now discussed at length the principles involved in the ventilation and temperature of school-houses, grounding all upon the nutritive or assimilative system of organs,—the orgins of digestion, circulation and respiration. We proceed in this article to the consideration of the second proposition.

II. That it is the duty of all interested in the education of the young to use every means for the purpose of imparting size, solidity and strength to the lones.

Every department in the kingdom of nature has its appropriate support. The soil derives its adhesiveness and tenacity from the alumina it contains. The stalks of plants are mainly supported by silicious matter. The supporting system of organs in the animal is the bones.

The bones of the human body amount to about 260. This large number is evidently owing to the incalculable variety of movements required from man, and they are all so admirably connected by articulations that they admit of precisely that kind of motion which the animal requires from it, and of no other.

The advantages of this arrangement are not less obvious than admirable. Had the esseous framework consisted of one entire piece, not only would men and animals have been incapable of motion, but every external shock would have been communicated immediately to the whole system. Whereas by the division of its parts, and by the interposition of elastic cartilages and ligaments at the joints, free and extensive motion is secured, and the impetus of every external shock is deadened in its force and diffused over the body, in the same way as, to a person riding in a carriage, the jolt of the wheel, passing over a stone, is diminished by being equally diffused over the whole vehicle in consequence of the elasticity of the springs.

Bones consist of two kinds of substances, viz., those of an animal and those of an earthy nature, the former imparting life and growth, and the latter solidity and strength. The proportions of these animal and earthy substances vary at different ages. In childhood and youth the animal preponderate, and, in more mature years, the earthy. And, hence, in early life the bones are less heavy, more pliable and elastic, and possessed of greater vitality, and in old age their semibility is diminished and a lower degree of life exists. And hence, too, it is that bones broken in youth reunite in one third of the time necessary for their reunion in advanced life.

And what is the great and important practical lesson taught parents and teachers by this diversity of composition in the bones? If the bones in the young are in consequence of the