

of late both on this and the other side of the Atlantic on the subject of Animal Physiology, and there are few subjects more important, more interesting and more useful. It has been said, and we believe with truth, that one half of the diseases under which the human family are labouring arises from the palpable violation of the laws of our physical nature, and that by reason of the utter ignorance that prevails in reference to these laws; and could there then be a finer field of philanthropy than is furnished to the physician and others in imparting to their fellow-creatures a knowledge of the laws of health, and of the means of avoiding those diseases to which they are more particularly exposed; and in laying before them such information as shall be needful, in order to the highest improvement of their physical organization, and the transmission to posterity of unimpaired constitutions. Would not this be acting out the principle in our physical nature so universally admitted in reference to our moral, "Prevention is better than cure!" But be this as it may, it is our decided conviction that an immense amount of misapprehension, ignorance and scepticism prevails on the subject of physical education, and particularly in its relation to intellectual and moral education; and as this, in our opinion, can alone be dissipated by the dissemination of sound views on the organs, the functions and the laws of our corporeal system, so is it our intention in a series of articles to bring before our readers those features in animal physiology that bear more directly and immediately on the elucidation and importance of our theme.

## II.—PRACTICE OF EDUCATION. SCHOOL ORGANIZATION.

By School Organization is meant the systematizing or arranging of all external matters connected with a school establishment. This supposes the pre-existence of a plan or scheme in the mind. In every enterprize there is great advantage to be derived from forethought, but perhaps nowhere is the advantage greater than in the business of teaching. Now though it may not be in the power of the Teacher to have a plan in his mind, applicable at all times and in all cases, yet there may and there ought to be a plan, in its great leading lineaments, capable of being modified or altered according to circumstances. One of the more prominent of these lineaments or features is the appropriation of every minute of time in which he is to be engaged in school. In such an appropriation respect must be had to three things, namely: the time for recitations, the time for recesses, and the time for resting or whispering. In reference to the first of these points, it is our decided conviction that these recitations should not last longer with very young children than fifteen minutes, and with more advanced than twenty or twenty-five minutes, and that two subjects or branches of learning are sufficient for the hour. This will occupy forty minutes, leaving of the hour twenty minutes. The first ten minutes of this time may be given to music or marching, or both, or, if by any protraction in the lesson the time is much reduced, to whispering; the other ten minutes at the end of the hour should be spent in the play-ground. Twenty minutes of every hour devoted to such purposes may appear to not a few altogether unreasonable, or, to say the least, a great waste of time. So far from this being the case, we believe it is attended with many advantages. By this arrangement, all interruptions during the

recitations will be avoided, and this is of immenso consequence both to Teacher and taught, as it will enable them to give their undivided attention to the subject in hand, and thereby to do ample justice to it in all its bearings and aspects. Besides, we believe that twenty or twenty-five minutes of severe application to any one subject, and particularly when that subject is in any way complicated or hard to be understood, is as much as any class of children can safely stand.

The next point in the plan should be the allocation of the different studies for each recitative period. And here it may be observed, that every effort should first be made to reduce the classes in any one branch of learning to the smallest possible number. The teacher may not have it in his power to diminish the number of the branches taught, but the classes, or the different stages of the same branch of study, he can arrange in the way that best suits his own convenience, and the accomplishment of the object contemplated. And these classes, I again repeat, the teacher should endeavor to reduce as much as possible. In some branches, such as writing, drawing, mental arithmetic, and the like, if the school is of a miscellaneous character, he can have all the scholars in one class;—and it were well for all parties concerned, did he occasionally do this with English Grammar, Geography, &c. At all events, he should strive not to have more than two sections in the same branch. This will give him so much more time to handle the subject thoroughly, to bring it before his pupils, in all its diversified aspects and in all its figurative illustrations, and thereby fix it in the understanding, even of the most stupid and obtuse. By this means, too, the sympathy of numbers would be more extensively felt. In proportion to the number of scholars will be the diversity of endowment and attainment; and whilst this will furnish a more powerful stimulus to all, it will, at the same time, elicit the peculiar gifts of each. It were well, also, that the Teacher in this plan of arrangement has respect, in the succession of study to which the attention of his scholars may be called, to the nature of the subject in its effect upon their mental powers. If, for example, the first twenty minutes of the hour are occupied with a branch of study that calls forth an unusual amount of mental energy, such as that of the higher departments of mental arithmetic, the second twenty minutes should be directed to a branch not only widely different, but to one which will not impose such a tax on the energies of the mind. It is with an eye to this that the afternoon diet is generally devoted to those subjects that are more mechanical in their nature. The number of branches and classes may be so great, that it is found impossible to overtake them all in one day, so as to do justice to each and all. In such a case the principle of alternation may be introduced; that is, some studies may be recited Mondays, Wednesdays, and Fridays,—and some other studies with other classes take their places on the alternate days. It is decidedly better for the teacher to meet a class, especially of older pupils, but twice or three times a-week, having time enough at each meeting to make thorough work, than to meet them daily, but for a time so short as to accomplish but little. The idea is a mischievous one, that every class must be called out four times a-day, or even twice a-day—except in the case of very young children. It may be compared to nibbling at a cracker as many times in a day, without taking a hearty meal,—a process which would emaciate any child in the course of three months. These scanty nibblings at the table of knowledge, so often and so tenaciously practised, may per-