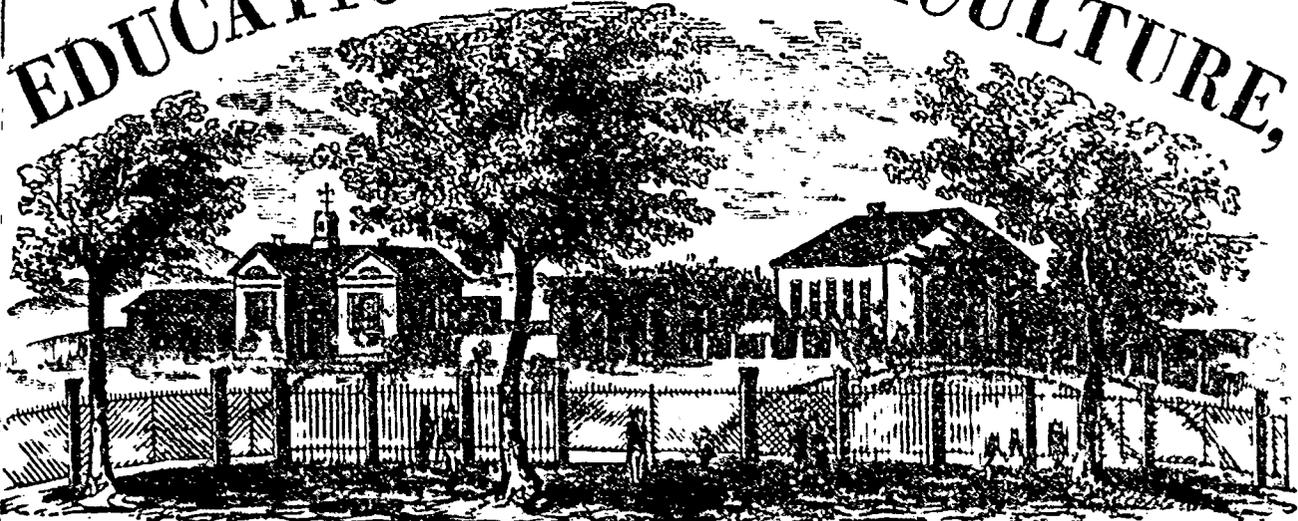


# THE JOURNAL OF EDUCATION AND AGRICULTURE,



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

FOR THE PROVINCE OF NOVA SCOTIA.

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Vol. I.

Halifax, Nova Scotia, August, 1858.

No. 2.

## EDUCATIONAL.

### I.—THEORY OF EDUCATION. PHYSICAL EDUCATION.

In our last we presented an outline of the subject-matter of education. We showed that, in accordance with the primary signification of the term, the education of the young consists in the developing and strengthening of all their energies and powers, and that the grand and only specific for effecting this object is exercise or the practical use of all the organs of the body, of all the faculties of the intellect, and of all the properties of the conscience. We specially insisted on the necessity of exercising all these powers simultaneously, and that mainly on the ground that it is impossible to do anything like justice to one and all of these component parts of our being, unless they are, in their use, all blended together in one harmonious whole, unless, in fact, the young are treated just as they are, with body, intellect and conscience in inseparable union.

We proceed now to view these great branches of the theory of education, separately, taking up, first of all, the subject *physical education*.

The body, as is well known, is possessed of various parts, which are called organs or instruments, because they perform

certain functions or offices. These organs, in so far as the educator is concerned, may be regarded under so many classes or systems;—the nutritive, the supporting, the cutaneous, the locomotive or muscular, and the nervous; and by physical education, we are plainly to understand the enlarging and consolidating of all these organs, by the use of legitimate and appropriate means.

This is a branch of education just beginning to receive the attention and to assume the position to which it is entitled.—The ancients, and particularly the Greeks and Romans, cultivated it very extensively; indeed, this constituted the chief burden of all their educational work,—their object being more to qualify their youth for athletic feats in the Olympic and other games, for valorous exploits in the field of combat, and for patient endurance of hardship and privation in the prosecution of their military pursuits, than to impart knowledge or to cultivate their intellectual and moral powers. Now, whilst there cannot be a doubt that this education is well fitted to give vigour and strength, as well as gracefulness of attitude, to our physical frame, and thereby to act as a powerful preservative and promoter of its health, it were to take a very limited and circumscribed view of the whole subject to make this its grand aim or its sole object. Physical education is of immense consequence in the training of the young, but it is so mainly as a means leading to great and important ends. And the principal of these are the arresting and keeping up of the