

# 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.	AGRICULTURAL DEPARTMENT.		PAGE.
I. THEORY OF EDUCATION.—Physical Education,		129	I. THEORY OF AGRICULTURE.—Botany—Organs of Vegetation,		139
Intellectual Education—Consciousness,		131	Agricultural Education,		139
how cultivated and improved,		131	Of Gypsum,		139
II. PRACTICE OF EDUCATION.—English Reading or Elocution,		132	Ammonia,		139
III. OFFICIAL NOTICES,		134	Roots cannot grow without Leaves,		140
IV. EDUCATIONAL INTELLIGENCE.—Nova Scotia,		134	Treatment of Live Stock,		110
Britain,		135	How to Increase the value of a Cow,		141
America,		136	Care of Sheep—Mutton,		141
POETRY.—The last Good Night,		137	Raising and Feeding Roots,		142
			Comparative value of Roots,		142
			III. AGRICULTURAL INTELLIGENCE.—Ancient Roman Agriculture,		143
			Advertisements, &c.		144

Vol. I.

Hallfax, Nova Scotia, March, 1859.

No. 9.

## EDUCATIONAL.

### I.—THEORY OF EDUCATION.

#### PHYSICAL EDUCATION.

IN a former exercise the general subject of Education was discussed under its three grand divisions; Physical, Intellectual, and Moral Education. We shall now consider the first branch, Physical Education, somewhat more at length.

That it devolves upon some person or persons who may have the charge of children, to see to it that their physical organs be not injured by improper treatment, but be strengthened by every possible means, will be readily granted by all. Many will say, however, that this responsibility rests entirely with the parent, that the teacher has nothing to do with the physical or moral elements of the constitution, that his province is confined to the intellect, in other words, that no importance attaches to the bodily condition of the child while in school. This is an erroneous and a dangerous opinion. The child, when at home and under the immediate charge of his parents, is, true to the impulse of nature, always on the move. Except when asleep, he is not perhaps five minutes at one time in the same position.

He gambols about, indulging in all kinds of sport, running, jumping, singing and shouting. This is the very thing that nature requires and impels him to do. But when the child is sent to school, he is generally confined five or six hours of the day to the school room, and this at an age when all his bodily organs are most susceptible of injury. If, as too often happens, he is perched up on a bench nearly high enough to form a comfortable seat for Goliath without any support to his back, and made to sit there in a close room for two or three hours without relief, who, on entering that school room, and perceiving the vitiated condition to which the atmosphere must be reduced, and the nervous uneasy motion of the little feet in their vain attempts to find a resting place, and the inclination of their bodies which must follow, who, we ask, would not be instantly forced to the conviction that the constitution of every child in that school room was being speedily undermined! Those concerned in the education of youth cannot neglect the means for preserving bodily health without serious consequences to the body itself. But, again, the connection between the body and mind is so close that the state of the one materially affects the other. Hence the cultivation of the intellect cannot be successfully carried on unless care is at the same time taken to keep the bodily organs in a healthy tone of action.

In considering this subject we shall discuss the different systems of organs in their turn, and the means to be adopted to preserve in them healthful and vigorous action.