

primary law of existence. There may be some growth in parts of the body without much exercise, but it cannot be continued long in a vigorous and healthy manner.

There is what may be called a normal growth—a regular order—in which all parts of the body should be so exercised and nourished that every part, in its own time, may be increased in vitality and strength. If the laws regulating this divine order—this natural growth—are not observed; if certain parts are unduly cultivated, while others are greatly neglected, the consequences must be very injurious, and perhaps ultimately disastrous. This is very well expressed by a distinguished female writer in the following language: "During youth the development of the body must be the first care; its strength, its beauty, the complete establishment of every function, the first conditions for its harmonious growth, must be our ruling principle. There is no possibility of avoiding this necessity—this primary predominance of the material organization: it is Divine law; every violation will bring its own punishment; and woe to the people or the race where this order is systematically inverted: disease, vice, and rapid degeneracy will inevitably mark its history." Because these evils do not follow at once, their danger does not seem to be apprehended. Such is the nature of those evils, resulting from the violation of physical laws, that their effects are not fully witnessed in one generation, but are developed more and more by the laws of inheritance. It may require several generations for their development, but unless the causes are removed, these evils are certain to come, just as sure as any penalties attached to the violation of the laws of the Almighty.

From six to sixteen years of age girls are confined closely to school, except about twelve weeks' vacation each year. No systematic provision

for physical culture is made at the school, neither is there sufficient exercise taken outside for a proper and healthy development of the body. These ten years constitute also the principal time in life for the growth and development of all parts of the system. The period from twelve to sixteen is especially a critical time in the growth and health of girls. These years in the high school or seminary are crowded with most difficult studies, combined with examinations, reviews, and exhibitions, which make a tremendous strain upon the brain and the nervous system.

In examining the effects of such a course of study, the laws of physiology must be our guide. If we should consider, in all its bearings, the relation of the mind to the body through life, it would seem as though the latter should receive as much attention during these ten years as the former. It is a question whether by such a course the great objects of existence might not, in a larger measure, be secured. It is a fact that many young people who grow up in the country, with very limited schooling, excel in scholarship and attainment those trained in the schools of the city. It is also a fact that, where the half-time system of schools has been conducted a long series of years, the pupils (working half of the time) have made as much progress in learning as those attending school all the time.

That we may obtain more definite views of the effects of education as now conducted, let us consider some of the physiological changes produced by it. The muscles and the brain constitute the two leading forces in the human system, and may be represented by the motive and nervous temperaments. It is of the highest importance that these two temperaments should both be fully developed and made prominent in the growth of the body; otherwise the organs included in the other two