

stand why the Bible, which is the peculiar basis of spiritual education, should be a necessary factor of physical and intellectual education.

(b) The truth of the proposition is now generally accepted. Scientific observation and experiment establish beyond a doubt the power of what may be called the law of reflex action in the development of our being. Even common observation cannot fail to make apparent to all the general effects of the reflex action of mind upon body, and of body upon mind. It is an undeniable fact that diseases of the body may be induced either by deranged states of the physical organism, or by deranged states of the mind. Not unfrequently does the body become permanently diseased as the result of the reflex action of simply immoral thoughts upon the nervous system.

(c) The law of reflex action extends much farther than is usually supposed. It takes in the entire man. Not only does the body affect the mind and the mind the body in a general sense, but each organ of the body has a reflex influence over every other organ, and each faculty of the soul over every other faculty. There is a perfect interdependence running through the entire being. It is literally true, whether we refer to body or mind or the union of both, that "if one member suffer all the members suffer with it, or if one member be honoured all the members rejoice with it." In view then of the power and ever-operative nature of the law of reflex action, is it not clear that the body and intellect cannot be symmetrically developed independent of a corresponding and parallel development of the moral and spiritual nature?

THE BODY AND ITS ORGANS.

2. *The human body is composed essentially of two classes of organs,*

known as the apparatus of organic life and the apparatus of animal life.

(a) The function of the apparatus of organic life is to construct and to keep in working repair and order every organ of the body; that of the apparatus of animal life is to place the mind in conscious and mechanical relations to the body itself and to the external world. The apparatus of animal life is composed—1st, of the cerebro-spinal nervous system, which includes the brain, spinal cord, and the nerves connected directly with these centres known as the sensory and motor nerves; 2nd, the skeleton, which includes the bones, cartilages and ligaments; and 3rd, the muscles. These parts are united together in such a manner as to form two classes of devices, known as the sensory organs and the motor or mechanical organs.

(b) The body, viewed with reference to education, may be regarded as a structure containing a series of organs or machines—such as the eye and the hand—which constitute the instruments by which the mind performs its work. These organs or machines compose the apparatus of animal life. This is the only part of the body that can be educated. It possesses the power of adapting itself to the varying conditions with which the body may be surrounded, and to be impressed by these conditions, and hence has the power of forming habits.

3. *The healthy development or growth of the entire body is a necessary condition to the natural and efficient exercise of the sensory and motor or mechanical organs.*

(a) The healthy development of the body demands that healthful food be received into the system, in the right manner, at right intervals of time, and of the right kind, to supply, in proper proportions, the aliment required by nerves, muscles and bones.