

and the rules that should govern us in everyday life? If, then, a selection must be made, why not take the most intensely practical subjects? For of what use, so far as life is concerned, is culturing so highly the mind if the body is too weak to bear the strain and pressure of life's battles? Of what use garnishing the jewels till their resplendent lustre dazzles all beholders, if both casket and jewels so soon are to be thrown into the pit? Why be so anxious to increase the size and value of the cargo, if the vessel is so poorly built that the storms will surely wreck her in mid-ocean? Now we are very much mistaken if this instruction and training for which we plead is not really more practical and important in everyday life than some of the subjects usually found in the curriculum of the school. Let us take, for example, ancient history. Outside of the professional walks in life, of what practical value is the amount of ancient history usually received at school? Leaving out

of consideration the mixture of myth and mystery, of truth and fable, of error and exaggeration usually found on the historic page, can anyone for a moment doubt that hygiene and physiology would be of more practical use to nine-tenths of our pupils than this branch of study? The very many questions which ancient history presents for our study and investigation may be interesting enough to the historian and pleasant enough as a pastime, but to us in this practical age are not of as pressing importance as more recent problems. Whether Thebes had a hundred gates, whether Romulus did found Rome, whether Alexander untied or cut the Gordian knot, whether the vision of Constantine was an illusion or a reality, may have been burning questions in the early ages, but after a lapse of a few thousand years they have lost something of their freshness and interest, and hardly arouse as much enthusiasm in St. Thomas as the burning question of the great sewer."

## THE MEDICAL EDUCATION OF WOMEN.

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AT present all classes of men and women are much occupied in propounding and discussing theories about the position and the education of women. The theories advanced are numerous, and are as opposite as the antipodes. One class denounces in unmeasured terms the injustice of the present position of woman, and demands for her educational and civil privileges identical with those accorded to man; nay, their advocacy would advance a step further, and obliterate, at once and forever, the lines which have hitherto, with more or less clearness, defined the spheres of the sexes. Others regard woman

as an inferior being, in many respects, doubtless, a useful member of society; but considered legally, and in relation to civil rights and privileges, merely an object. The sentiments of this class have recently been voiced by the Attorney-General of Massachusetts, who has stated officially that, whatever a woman may be, in the eyes of the law she is not a person. Another class, while admitting the equality of the sexes in every respect, counsels contentment with the existing state of things. The advocates of this theory fear that if woman presses her claims and secures identical civil, legal, and educational privi-