

fullest capacity, then the organs of generation must suffer, and the foundation is laid for lifelong female troubles, such as ovarian neuralgia, etc. This is the experience of most of the gynecologists with whom I have spoken on the subject, namely, that the average girl has not enough blood to meet the enormous demands of the brain required by modern education, and at the same time to allow her organs of generation to grow as they should. This seems to the writer to be the explanation of the large number of cases of infantile uterus we meet in grown up women. This infantile uterus either will not conceive, or if it does it will almost surely be torn at the first labor. In my opinion, therefore, every month girls should be excused for a few days, during which they should either rest, if they are in pain, or stay out in the sun or fresh air without anything to call the blood away to the brain. According to present methods of education nothing is allowed to interfere with the process of developing the brain by rigorous attendance at classes and the study of a multiplicity of unnecessary subjects. According to the method the writer and many of his colleagues would advocate, nothing should be allowed to interfere with the girl's physical development, *all the education in the world being of no account whatever compared with the possession of robust health.* It is a pleasure to notice that in many schools on this continent a great deal of attention is being given not only to the teaching of hygiene, but also to the practice of it by allowing the girls to engage in outdoor games, which are of the greatest possible value in developing the muscles. In the writer's opinion there should be a complete change in the subjects taught to girls during the last few years at school. Algebra, euclid, botany, chemistry, mythology, astronomy, Greek and Latin, should be cut out, and the time devoted to dressmaking, millinery, cooking and domestic economy, including the care of the baby, the making of the home, and even the care of the husband. In fact, when a girl leaves school at sixteen or seventeen she should be thoroughly prepared to become the best possible wife and mother at eighteen. In the writer's opinion this is the age at which every woman ought to be married, instead of waiting until twenty-six or twenty-eight. What has made the average marrying age gradually rise from sixteen to twenty-eight during the last hundred years? What has made the divorce rate gradually increase during the same time? Simply because women have been gradually educated to want more and to be able to do less, so that marrying a poor young man for love is