

is in earnest about it ; from the very beginning she is a worker. On the contrary, her brother is so confident of his ability to master our most difficult science and art in three years that he very often devotes the first of the four years of study required by law to seeing life and pursuing other pleasures more or less harmful to himself or the property of the citizens. But the medical student is an honest fellow, and he frankly admits, when the perspiration is pouring down his back, towards the end of his fourth year, that he would have spent his first year very differently if he had to spend it over again. The example of the hard-working girl students would surely benefit him in this respect. So far as we can learn, the objection to the admission of female students has come principally from male students ; three explanations for this may be given :—

1st. He may object to her studying medicine at all, but this will not prevent her from studying, for if she cannot get her education here she will go elsewhere for it. We quite agree with the students that it would be far better for women to devote their energies to that which they are so much better suited. In bearing and nursing children men can never take their place—at least not with any degree of success—while it seems clearly to have been the Creator's intention that she should be a wife and mother, and if she does those duties well she will find her hands and arms full. We cannot view with any satisfaction the tendency of the women of this age to shirk their manifest and divine destiny ; but, in spite of all this and the many physical disabilities under which the female doctor must labor, there will be female doctors. As long as women labor under the delusion that it is an easy way to earn a living, it would be unjust and ungenerous for us to throw any obstacles in their path. We may as well welcome them to our ranks, and let the fittest survive in the struggle.

2nd. He may object to the restraining influence which their presence in a class might have upon him ; but this, we have already shown, would be for his own good. In fact, it is just what he most requires, any little coarseness in his jokes and stories would soon be replaced by delicate refinement. Polish in manners is an asset of no small value to the practising physician. Surely the presence of educated ladies in the class could not fail to have a refining influence.

3rd. The male students might object that the presence of ladies in the class or at the bedside might cause the professor an awkward feeling of constraint. In fact, that when he came to discuss the etiology and treatment of diseases of the sexual organs he would not dare to call a spade a spade, and that the male students would thereby be the losers. In proof of this we may refer to an incident which occurred some years ago when the experiment of co-education was first tried in a western college, when the girl students left the physiology class in a body because the professor indulged in an unnecessary double *entendre*. For our part this objection could have no weight with us, for we tell the students nothing but what is necessary for every doctor, male or female, to know, and what would be very useful for every girl to understand. The objection of indelicacy to co-education seems to us absurd when we consider the relation of the male accoucheur and gynecologist to his female patients. We never refuse such patients because it would be indelicate to ask them questions and give advice. Why then object to the relation of male teacher to the female student ? The presence of a few female students, and many female nurses at the Women's Hospital has never prevented us from speaking plainly, although decently on the most delicate subjects. It being evident that women doctors must be educated somewhere and that there is no valid objection to their being co-educated with men, what college will open freely its