

of her body a dozen times a year, are intended to be fountains of power, and not hindrances to her.

Woman, in the interests of the race, is dowered with a set of organs peculiar to herself, whose complexity, delicacy, sympathies and force are among the marvels of creation. If properly nurtured and cared for they become a source of strength and power, while if neglected and mismanaged they retaliate on their possessor with weakness and disease. The growth of this peculiar and marvellous apparatus, in the perfect development of which humanity has such a large interest, occurs during the few years of a girl's educational life. No such an extraordinary task as this is imposed on the male.

The importance of having our methods of education recognize this peculiar demand for growth, and for making due allowance for the healthy development of these vital organs, and for the establishment of their periodical function, cannot be overestimated. Who has not seen instances where this special mechanism we are speaking of remained in an undeveloped condition? The young lady may have graduated from school or college with the highest honors and amidst the plaudits of her admirers, but with a woman's curse—weak and undeveloped organs of generation.

Later on they marry, and are either sterile or suffer all the untold agonies which so often confront the physician. Hence I claim there can be no greater demand on our educational system than that of making provision for the catamenial week, for the process of evolution and for the perfection of the reproductive system. From the ages of thirteen to eighteen, inclusive, opportunity must be periodically allowed for the accomplishment of this task. Both muscular and mental work must be remitted in full or in part to yield sufficient force for the work, for if the reproductive machinery is not manufactured at this period it will never be. If we are to have healthy mothers we must take into account the sexual education as well as the mental.

Every young girl should have three or four days free from school labor each month, or at least a very great relaxation of mental and physical labor, for a careless management of this function is apt to be followed by the most serious consequences. The more completely our system of education ignores this very important matter the larger will be the number of these pathological cases among its graduates.

Dr. Clark in his admirable work says that "the number of these graduates who have been permanently disabled to a greater or less extent by these causes is so great as to excite the greatest alarm, and to demand the serious attention of the community. If these causes should continue for the next half century, and