

printed, and when it had become too late to make any important alterations in its character." Again, "it is a cumbrous and unwieldy piece of machinery, calculated only to involve the profession in unnecessary expenses, while conferring exclusive and extravagant powers upon the Council for which it provides, and more particularly for the President. The Bill is certainly, in my opinion, more fitted to create and perpetuate a 'one man power,' than to be of lasting benefit either to the profession or the public." From the opinion thus expressed by Dr. Clarence T. Campbell, of his namesake—the framer of the Bill—it would appear that, like one of the characters in Molière's play, "Les Fourberies de Scapin," he was disposed to exclaim,—

"Que diable alloit il faire dans cette galere."

THE MEDICAL ASPECTS OF FEMALE EDUCATION.

A little more than a year ago, Dr. Edward H. Clarke, lately Professor of *Materia Medica* in Harvard College, delivered a lecture before the New England Women's Club, in Boston; and now we find this lecture reproduced and enlarged in the form of a book published under the title of "Sex in Education." For a very instructive review of this little work we refer the reader to the *American Journal of the Medical Sciences* for January, 1874. Additional facts are therein stated, which, with the author's, deserve to be well pondered by all interested in the education of girls, and the cultivation of the female intellect. In some part, we believe, the errors perpetrated in the United States are practised through like ignorance in the higher schools of this country; and it will be well, therefore, to rouse the attention of thoughtful and observant medical practitioners in Canada to this important subject.

In this work Dr. Clarke shows that the educational methods of the day as practised in American schools and seminaries, completely ignore the teachings of physiology. He maintains that it is a great mistake to employ for girls the identical methods, used for, and perhaps well adapted to, boys. It is ignored that during her school days the girl is passing through the most critical change in her life, and that, in developing womanhood and establishing a new function, the vital powers

are severely taxed. And yet, though for a time during each month, the school girl experiences a great and unaccustomed drain upon her vitality, this drain has not been allowed to lighten her tasks a particle. In the schools, seminaries and colleges for girls in the United States no heed whatever seems to be paid to the physiological laws which pertain to sex. No account is taken of those periods when nature needs all the available power for the performance of a new and arduous function. Day after day the pupil must work with her brain, and stand and walk and exercise, just as if periodicity had no place in her system. Instead of resting both body and mind for a few days, she is expending the nerve-force which should give tone to the uterus, and exhausting menorrhagia occurs, which, of course, in turn places the system in a still worse position for the next period. The system of keen competition among the scholars permits of no provision for periodical rest. Any lost time must be made up, lest the pupil should fall behind hand and so be disgraced and humiliated. This terrible routine may go on till the health is completely broken down, and prostration compel removal from school. Other disturbances of the uterine functions as amenorrhœa, and incomplete or non-development of the reproductive organs take place as a consequence of mental overstrain during early menstruation. The tendency toward sterility, so marked among American woman, is attributed by Dr. Clarke to a diversion of the vital forces from the reproductive system to the brain.

To remedy these defective methods in female education, Dr. Clarke advises as a first duty to modify the order of study, discipline, diet and exercises in schools and colleges, so as to make them conform to physiological requirements. The boy's school ought not to be made a model for the girl's. Judicious experiment is required, founded on the observation of physiological laws. Four or five hours daily, he thinks, it may be assumed, is as much study as should be required of a girl from fourteen to eighteen years old. Absolute rest, or diminished labour should be enforced every month. The competitive system should be so far relaxed for girls, that the periodical remissions should not be allowed to involve loss of standing.

Pursuing his inquiries abroad, in the view that the almost uniform vigour of foreign and the