

In the past the sole aim of modern education has seemed to consist in an attempt to develop the mind at the expense of the body. Happily we are waking up to this error, and our system of education is being moulded to provide for physical education as well as mental.

But even yet there is room for improvement, in curtailing the number of subjects taught our children, and in lessening the amount of home study. The strain of modern civilization imperatively demands this.

One writer has said of this evil: "We impart to the child by heredity and example an ambition to know everything, or if he does not happen to have that ambition, we proceed to hammer everything into him. We reach out eagerly to grasp and incorporate all the affairs of the universe into our course of instruction. The burden is too heavy, and just as surely as effect follows cause in natural law, so surely is our generation of children being weakened and unbalanced, and a still weaker generation will follow. Our great public school system, designed to bless the nation, will become a national curse. As with individuals, so with races in the struggle for predominance, the weakest will go to the wall."

The advent of the school-going age presents many serious problems. It is contended by many authorities that children are sent to school at too early an age, and compelled to do an amount of mental labor incompatible with the healthy growth of their physical organization. With regard to this it may be stated dogmatically at the outset that as far as children under twelve years of age are concerned the danger of brain overwork has been unduly exalted, for, with a very few exceptions, their natural inattention and playfulness are their safeguards. After twelve years of age the question of brain overwork really begins to assume proportions worthy of serious consideration, for it is then what we may term the fancy work of education begins. They are then subjected to a process of mental gymnastics sufficiently arduous to strain the powers of an adult, to say nothing of children who are approaching that very important physical crisis—puberty.

In this connection I wish to refer particularly to the matter as it affects our girls who are to become them others of the race. Those grievous maladies, leucorrhea, amenorrhea, ovaritis and prolapse, etc., which torture a woman's earthly existence, while indirectly affected by food, clothing and exercise, are really directly affected very seriously by our present method of education, which makes no allowance and virtually ignores the establishment of the catamenia.

This periodical movement, which characterizes and influences woman's structure for more than half her terrestrial life, and which in theirebb and flow sway every fibre and thrill every nerve