

as boys and girls, are more amenable to discipline under co-education. Dr. Weir-Mitchell says: "The time taken for the more serious instruction of girls extends to the age of eighteen, and rarely over this. During these years they are undergoing such organic development as renders them remarkably sensitive. . . . To-day the American woman, to speak plainly, is unfit for her duties as woman, and is perhaps, of all civilized women, the least qualified to undertake those weightier tasks which tax so heavily the nervous system of man. She is not fairly up to what Nature asks from her as wife and mother. How then will she sustain herself under those still more exacting duties which now-a-days some are so eager to have her share with man? In consequence of the great neglect of physical exercise and the continuous application to study, together with various other influences, large numbers of our American women have altogether an undue predominance of the nervous temperament."

One objection to our present methods of education of girls is the unintermitting demand for brain work. It is impossible that the system should, at the same time, do two things well—develop the body in all its wealth of special characteristics, and at the same time perfect the intellectual processes. Good productive thought implies a healthy brain, and a healthy brain implies an abundant supply of good healthy blood. But this cannot be supplied to the brain without detriment to the functions of the developing physical organism.

Throughout our colleges and schools there is no greater need to-day than that systematic education for the body be given to both boys and girls and to young men and women, such as will prevent the more intellectual, ambitious and worthy from falling a prey to the disabilities which hamper their usefulness, and hand down to posterity the highly-wrought brain and feeble constitution which are so rapidly increasing the numbers that fall as victims of insanity, and cause the present to be a time marked—as never was any age before—by diseases of the nervous system. Our present methods of education provide for the non-survival of the fittest. If you find the boy or girl of clear brain, high ambition and lofty motive, you find parents and teachers alike urging that all attention be given to the cultivation of the mind, to the neg-

lect of the body; and the average result is that those whom Nature endowed most favorably with the graces of head and heart, either fail in the race or increase in their person and in their children the number of those whose over-wrought nervous organization is characteristic of this age.

Though our children have grown weary, and some have been mentally and physically stunted and others have gone through life bearing its duties and responsibilities as if they were burdens, and have plodded on with discordant nerves, steps that showed no buoyancy and with health much below par, while others have let go their hold upon life before its normal cycle had passed—all through the one-sidedness of our education and in satisfying the demands of the machine; yet there are indications that wiser counsels are prevailing, that we are coming to understand that the beauty and power and usefulness of the intellectual, the moral, and the spiritual have a natural relation, that may not be ignored, to this physical tenement which is a necessary concomitant of our existence here. The girl who learns to swing the clubs, use the vaulting pole, run a mile without tiring, poise gracefully in every natural position, and becomes free from every restraint that hampers and retards the healthful exercise of important organs, becomes thereby the honored bearer to humanity of greater blessings than she who acquaints herself with all the rules of art. The boys and girls who are learning the elements of physiology and hygiene, and who through practice are learning the use of every group of muscles and due discipline and control of the nervous system, who are securing for themselves due development of important tissues and organs, are not they who will be most likely to fall victims to the wiles of the quack in science, politics, or religion, and will not make recruits to fill up the ranks of the various isms and fads and frauds that abound in our time. It has been shown that they who give most attention during their school days to physical culture are not drones in the recitation room. They are full of life and vigor, are the influential men upon the campus and in society, but especially are they the successful and aggressive men in after life. Let us, in our young country, build up a system of education commencing with the children and going up through every grade of school and college life,—a system that will be as broad as the needs