

gestions. Suppose the young woman's class were addressed somewhat in this way: "It is probable that all of you, in one capacity or another, will have the care of young children, and that for the majority it will be the chief duty of your lives. There is, then, nothing in the whole vast range of learning so important to you as knowledge on this subject." This for a general statement to begin with. As for the particular subjects and their order, common sense would ask, first, What does a young mother want to know first? First, she wants to know how to keep her child alive, how to make it strong to endure or defy disease. She needs to be taught, for instance, why a child should breathe pure air, and why it should not get its pure air in the form of draughts. She needs to know if it makes any difference what a child eats, or how often, and that a monotonous diet is injurious. She needs to know something of the nutritive qualities of different kinds of food, and why some are easy of digestion and others not, and in what way each kind builds up the system. She needs to understand the chemistry of cookery, in order to judge what kinds of food are calculated to make the best blood, bones, and muscles. She needs to have some general ideas in regard to ways of bringing back the system from an abnormal to a healthy state; as, for instance, equalizing the circulations. Learned professors, women physicians, will know how to deliver courses of lectures on all such subjects, and to tell what books have been written on them, and where these books may be found. And, as for the absurdity of teaching these things beforehand, compare that with the absurdity of rearing a race to hand over to physicians and undertakers, and choose between. And even apart from their practical bearing, why are not such items of knowledge as well worth learning, as simply items of knowledge, as the hundreds of others which, at present, no young woman's course can be without? There is no doubt that if mothers were given a knowledge of these matters beforehand, instead of being left to acquire it experimentally, the present frightful rate of infant mortality (nearly twenty-five per cent) would be reduced. Plenty of light has been thrown on this subject, but the community does not receive it. Here is some which was contributed to one of the Board of Health reports by a physician:

"The mother," he says, "requires something

more than her loving instincts, her ready sympathies. With all her good-will and conscientiousness, mistakes are made. The records of infant mortality offer a melancholy illustration of the necessity of the mother's previous preparation for the care of her children. The first-born die in infancy in much larger proportion than their successors in the family. The mother learns at the cost of her first child, and is better prepared for the care of the second, and still better for the third and fourth, whose chances of development into full life and strength are much greater than those of the oldest brothers and sisters."

Think of the mother learning "at the cost of her first child," and of the absurd young woman learning beforehand; and choose between. Also please compare the "previous preparation" here recommended with the mere bureau-drawer preparation, which is the only one at present deemed necessary. Another writer, an Englishman, speaking of the high rate of infant mortality, says "It arises from ignorance of the proper means to be employed in rearing children," which certainly is plain language. Such facts and opinions as these would make an excellent basis for a course of lectures at the "Institute," to be given by competent women physicians. The advertisements of "Mrs. Winslow's Soothing Syrup" would be remarkably suggestive in this connection. A mother of three little children said to me, "I give the baby her dose right after breakfast; and she goes to sleep, and sleeps all the forenoon. That's the way I get my work done." We all know why the baby sleeps after taking its dose. We do not know how many mothers adopt this means of getting their work done; but the fact that the proprietor of this narcotic gained his wealth by the sale of it enables us to form some idea.

The importance of educating nursery-girls for their calling, and the physical evils which may arise from leaving young children entirely to the care of nursery-girls, would be exceedingly suggestive as lecture subjects.

But, supposing a mother succeeds in keeping her child alive and well, what knowledge does she desire next? She desires to know next how to guide it, influence it, mould its character. She does all these, whether she tries to or not, whether she knows it or not, whether she wishes to or not. Says Horace Mann, "It ought to be understood and felt, that in regard to child-