

to develop uncomfortably early in little girls as compared with little boys. We need not fear that women will become too learned, but we have reason to fear that their intellectual training will be pushed too far at an early age, to the detriment of their physical, and especially of their muscular, development.

Teachers are not all to blame for this. There is in them a natural leaning to exaggerate the importance of the subjects they individually teach, which, however, makes them all the better teachers, if it is counterbalanced by similar feeling in all the other teachers in the school, and greater breadth of view in the head mistress. Too much is demanded of teachers and schoolmistresses by parents and guardians. A girl is expected to have made too great and sustained intellectual efforts by the time she leaves school, and school life is regarded far too much as a time for laying in a stock of intellectual provision for the whole of life. With this feeling abroad, teachers have not fair play. They are driven on by competition to force their pupils' brains; and if they attempt to introduce reforms—to give, for instance, more time and attention to gymnastic exercises for girls—the parents are very apt to tell them that they pay their money for education and not for gymnastics.

At least a third of a school-girl's life ought to be spent in sleep. Many girls require even more than eight hours' sleep, and it is poor economy of time to stint them of it when this is so. Of the fifteen or sixteen working hours of the day, not more than one-third should be spent in preparing lessons and in class work throughout childhood, and the little girls of from seven to ten or eleven years of age ought to have even shorter hours of work. The remaining hours of the day ought to be devoted to taking

food, and to training the body. The latter, in the natural healthful conditions of country life, would consist of long walks, to which it is easy to bring even young children by regular practice, rambles in search of natural history specimens, climbing hills or mountains, swimming, rowing, skating, riding, lawn tennis, and one or two other really useful modern games, according to the time of year, while for wet days there would be dancing in-doors, battledore and shuttlecock, the old-fashioned games of fives, and of cup and ball, which make the hand so nimble and so obedient to the will, and, for all weathers and seasons, looking after and playing with the animals, which go so far to make up the pleasure and usefulness of a country life to children of both sexes. Several hours a day spent in active and varied exercise in country air, with a little sensible supervision and steady discountenancing by the mother of all listlessness and moping, would make every girl strong, supple, surefooted, able to walk and to run, quick and steady of hand and eye, clear-headed, large-brained, ready, after passing safely through the critical period which leads from childhood to adolescence, to throw herself vigorously into intellectual work, and capable of learning in a year, at sixteen or seventeen years of age, as much as has been compressed into the whole school life of a young girl of average education. There are few kinds of knowledge which cannot be better taken in by the rapidly unfolding brain of the girl entering upon young womanhood than by the brain of the child; and happily even languages, which are so easily acquired by children, need involve no strain of the immature intellectual faculties, as it is merely the imitative part which it is essential to teach in early childhood.

*(To be continued.)*