

we remember that it was their mothers who placed it there, what more convincing proof need we ask of the advisability, nay the absolute necessity, of imparting to women the largest possible measure of useful knowledge, seeing that they contribute so materially by wise household government, or the contrary, to make or to mar the health and usefulness of the rising generation, apart altogether from their own inalienable right to a share in the intellectual banquet of life?

If there happens to be no baby in the family, little girls of the working class are still expected to help actively in household work, at times when boys are generally sent out to amuse themselves, in order, as the mothers often express it, "to get them out of the way." Some kinds of household activity, such as cleaning rooms and boots, washing up, running errands, etc., afford capital exercise to both boys and girls, but it frequently happens that most of the fetching of water and coals is left to the girl, while the stronger boy is playing in the streets. Again, the girl when she comes home from school, is often set down to needlework, a useful and necessary occupation I grant, but one which is monotonous in the extreme, wearisome to active little brains, almost always pursued in a stooping posture, and which, as a physical exercise, to use the words of an excellent and judicious teacher of girls, "may almost be pronounced bad in its very nature." It calls into action a limited number of muscles of the hand and arm only (and it may be remarked that those muscles which are active in sewing get plenty of exercise during school hours), while it hardly calls forth any activity in the muscles of the thumb, which good physical education ought to develop to the utmost—the thumb being that part of the hand which is most essentially human in its characteristics. Knit-

ting, especially in the German way, is far superior to sewing as a manual exercise; and there is much to be said in support of the proposal made by a lady member of one of our provincial School-boards, that boys should be taught to knit as well as girls, as a good and useful manual exercise.

Little girls of the middle and upper classes, whose parents do not look to their labour as a right which is to take precedence of the claims of education, exercise and play, are often, strange to say, at a greater disadvantage than even their poorer sisters, in regard to the means afforded them for physical education and development. They are, as already stated, most unsuitably dressed. Their education is neglected, on the plea of their brothers' greater needs, if the family purse is small, they are not allowed, for fear of becoming unfeminine, to make up for the want of good teaching by living in the open air and growing strong of limb, active, observant, enduring, and fearless, or they are immured in school-rooms for many hours of the day, tormented with accomplishments which they seldom accomplish, and, on pretence of pushing them forward intellectually, and making them the equals of their brothers, they are taught the same lessons without being given the same correctives of over-activity of brain, in the play which their brothers enjoy when they rush out of school wild with exuberance of spirits, and eager for fun.

The danger of intellectual forcing of girls is great in our own day, awaking as we are to the educational wants of women. High Schools are growing up in all our large towns for middle-class girls, and girls of the working classes are being slowly but surely gathered into Board Schools. There is not much danger that girls' minds will be too well stored, although it is a startling fact that conscientiousness in doing their lessons well is apt