

that they should do so with minds educated to any level that you please to name within the limits of natural possibility. I should therefore like to see all girls' schools professedly regarded as places of recreation no less than as places of education—as places of bodily, no less than as places of mental culture. And if this is considered too strong a statement of the case, it must at least be allowed that far more permanently beneficial work would be done by girls, both at school and after they leave it, if more permanently beneficial play were allowed. At present in most schools, with all indoor romping sternly forbidden as unladylike, and all outdoor games regarded as impossible recreations for girls of their age and social position, the unfortunate prisoners are restricted in their exercises to a properly prison-like routine—a daily walk in twos and twos, all bound by the stiff chains of conventionality, with nothing to relieve the dull monotony of the well-known way, and one's constant companion being determined, not by any entertaining suitability of temperament, but by an accidental suitability of height. Could there be devised a more ludicrous caricature of all that we mean by recreation.

Do we want to know the remedy? The remedy is as simple as the abuse is patent. Let every school whose situation permits be provided with a good play-ground, and let every form of outdoor amusement be encouraged to the utmost. Schools situated in towns, and therefore unable to provide private play-grounds, might club together and rent a joint play-ground—care, of course, being taken that the social standing of all schools which so club together should be about equal. Some such arrangement would soon be arrived at by town schools if parents generally would bestow more thought on the importance of their children's health, and turn a deaf ear

to all the qualifications of a school, however good, which does not provide for the proper recreation of its pupils.

Of course I shall be met by the objection that, by encouraging active outdoor games among schoolgirls, we should rub off the bloom, so to speak, of refinement, and that, as a result, we should tend to impair the delicate growth of that which we all recognize as of paramount value in education—good breeding. I can only say I am fully persuaded, by the results I have seen, that such would not be the case. The feelings and the manners of a lady are imparted by inheritance and by the society in which she lives, and no amount of drilling by schoolmistresses will produce more than an artificial imitation of the natural reality. Therefore, once let a girls' school be a little society of little ladies, and we need never fear that active play, natural to their age and essential to their health, will make them less ladylike than does the stiff restraint of the present system. Rather would active play, during the years of bodily growth, by developing the co-ordinated use of all the muscles, tend to impart through after-life that grace of easy movement which we all admire, but the secret of which is truly revealed only to the children of nature.

So much, then, for bodily recreation in girls' schools. As regards their mental recreation, I should begin by recommending less mental work. In most of the higher-class girls' schools, as in boys' schools, a great deal more work is required than it is either judicious or desirable to require. The root of this evil is that a girl's education is usually made to terminate at the age of seventeen or eighteen, and, as a consequence, she is expected to gain during these early years of life a sufficient amount of book-learning to serve for the rest of her days. In many cases it is, no doubt, unavoidable that a girl's education should end when she