

has implanted in boys and girls, and it behoves us to beware that we respect in our systems of physical education the laws of development of each sex.

We have then to consider that, from their general conformation and the special maternal functions for which nature is slowly and silently fashioning them, gymnastic exercises for girls must be less violent, perhaps more frequent, but certainly less prolonged, than those designed for boys. In later girlhood girls may even require occasional short intermissions on account of temporary weakness or trifling indispositions, whence it is obvious that it is most consistent with delicacy and propriety that the gymnastic exercises of girls should be performed under the direction of thoroughly qualified and efficient women teachers, who can best estimate the varying physical capacity of the developing girl, and who can, as a matter of course, question her pupils on health subjects which cannot with any propriety be discussed by a man with young girls. Again, into the question of gymnastics for girls the consideration of the relatively large size of their pelvis, the position of the organs contained in it, and their liability to congestion, displacement and strain in consequence of ill-directed gymnastic exercise, or still more pernicious rivalry between girls of unequal physical power, enters largely. In short, the gymnastic training of girls involves so many questions of detail and of compromise between the general and the particular that I fail to see how any one but a woman, qualified for the work by nature and by the best and most thorough training, can carry it out satisfactorily. A woman also can far more efficiently than a man train young women teachers, appreciating, as she only can do, the weariness and actual hard work that it is to them, with their consolidated frames

and disordered muscles, to master exercises which are mere child's play to supple young girls.

So far Ling's exercises, the so-called Swedish gymnastics, have been found most suitable for girls; but I confess I look forward to a time when some woman of genius shall, with all the learning of the schools at her command, joined to her own special feminine instinct, have given us something even better and more completely adapted to the requirements of girls than Ling's system of gymnastics.

In all system of gymnastics—and perhaps this is more necessary for girls than for boys, as women's lives are spent more at home, and manual dexterity is of even more moment to them than to men on account of the variety of work for which handiness is demanded in a household, although, alas! it is often demanded in vain—training of the hand ought to hold a prominent place.

The left hand especially requires to be reinstated in its natural position of equal co-operation with the right from which centuries of misdirected educational efforts have driven it. Instead of striving to prevent a child from making use of its left hand, and forcing it to use almost exclusively the right, our endeavour should be to make it equally expert with both hands, not alone for the sake of the increased capacity for all kinds of manual work thus gained, but also as a means of indirectly developing the right or corresponding half of the brain, on which muscular activity reacts as a powerful stimulus. Education has taken a direction so entirely false in regard to the left hand that it has created a wholly artificial necessity for special left hand gymnastics, to counteract not only actual wrong teaching but inherited wrong tendencies; for the very slight preference which perhaps a small majority of infants give to the right hand over the