

at games and at home is very objectionable from the fact that she always thinks she knows how to do everything in the best way, and is not satisfied without trying to impress the same on all around her.

The shy girl undoubtedly suffers under the new *regime*. Her shyness often conceals a beautiful fine nature and a true desire to be helpful. In the old days she would have been so drilled at school that society would have had no terrors for her in comparison with school ordeals. Her self-consciousness would have found relief in the necessity for observing small points of etiquette. Hardest of all is the case of the girl who in the desire not to appear shy, only succeeds in being rude and abrupt in manner.

The impulsive girl is a familiar type. She enters rooms like a whirlwind, drops books and collides with desks, and rushes away in the morning without a "Good morning" to the mistress, or with one tossed hurriedly back over her shoulder.

But the last class is, undoubtedly, the largest of all. The majority of girls *wish* to be courteous and gentle. They possess the essentials of good manners, but lack the power of expression. Without the least intention of showing disrespect, they yet assume a "Hail-fellow-well-met" tone towards their elders, and treat them to a patronizing nod in the streets; they stop a mistress in the passage to consult her about some small affair of their own with a calm assumption that the matter must appear as important to her as it does to them, and this even though she may be engaged with some one else, or hurrying to a class.

The manners of the present day are, in fact, characterized by a lack of reverence. They undoubtedly show less spite and coarseness, a better tone towards inferiors, and kinder

feeling towards equals, but no sense of the advantages conferred by age and experience. I believe our system is in some measure to blame for this. We sharpen the child's intellectual faculties, and encourage it to independence of thought and action, at an age when it is unable to discover the true proportions of things. The child fails to recognize any other claims to respect than those of intellectual superiority, and the result is a self confidence, an assumption of equality that is essentially ill-mannered. O. W. Holmes says, "Under bad manners as under graver faults lies very commonly an estimate of our especial individuality, as distinguished from our generic humanity."

And now the great question arises—how can we best remedy matters?

And, firstly, I think that, while endeavoring to encourage independence of thought, we should place more limit to the independence of action which is increasingly allowed to children. Let them see that though they may not understand the reason, they are not yet considered competent to direct their own lives, even in what they may consider little things. "A teacher has to foster, often to create, an instinctive deference to home ideals, at a time of the girl's life when independence is apt to be the prevailing spirit." Undoubtedly the teacher suffers under a disadvantage in not having any one to whom she herself can show this deference in her outward behaviour, else were the lesson much simplified, but, as far as precept goes, she must not fail. A mistress can do much by her example to discourage undue haste and consequent lack of ceremony. However hurried, let us try not to appear so to our girls, and let us encourage to a greater extent dancing, and all those gymnastic exercises, which aim, not only at