

the thinking habits of the youth. There is not a subject of study, from the infant school to the University, which may not be prosecuted to a greater or less degree, mechanically, that is, in such a manner as to make the smallest possible demands upon the thinking powers of the pupil. And there is reason to fear that teachers too often make the mistake of supposing that it is the business of a skilful instructor to lead his pupil to

facts and results by the shortest cuts and with the least possible expenditure of time upon principles and processes. On the other hand there is no branch, not even the most elementary, in the school curriculum, which may not become, in the hands of a skilful teacher, a means of stimulating the thinking faculties, and so of developing thinking power and cultivating thinking habits.

(To be concluded in our next.)

THE PHYSICAL EDUCATION OF GIRLS.*

INFANTS only need to be allowed to kick and fling about their little limbs freely, untrammelled by tight or voluminous clothing. Their life is spent between sleep, food, and exercise, with a large margin for the latter. Even sickly infants require medical supervision chiefly in order that their surroundings may be wisely regulated, that suitable food, air, and exercise, may be ensured, and that the infant organism may be placed in the best possible conditions for returning to the healthy standard from which some mischance has caused it to deviate. Healthy infants do not require systematized gymnastic exercises. If their limbs are allowed full play, they will invent the best of exercises for themselves, some of them complicated and comical enough, as, for instance, the feat common to all babies, and which no physical educator has ever attempted to rival, of thrusting the toes into the mouth—a feat which requires for its successful accomplishment much steady and persevering preparatory exercise of whole groups of muscles. Sickly infants may re-

quire parts of their muscular system to be specially acted upon and strengthened, so as to restore the lost balance, and bring all parts of the body into harmonious relation; but healthy infants will thrive all the better for a little of that wholesome neglect which consists in letting them play and even use their left hand unchecked.

Little children in a Kindergarten intelligently conducted may be said to live in an atmosphere of healthful activity. Daily orderly exercise gives them such command over their various groups of muscles that they accomplish, with unconscious grace and vigour, movements which the ungainly child goes through clumsily and awkwardly. Of course, little children who grow up in the country, and lead a free out-door life, sliding, jumping, swimming, climbing trees, throwing stones, and engaging in all kinds of work and of laborious play, may acquire such control over their muscular system as leaves little to be desired. It is the great merit of the Kindergarten that it is adapted to the wants of town-bred children, debarred from such natural pastimes, as well as to the wants of all indolent, ungainly children, and that it renders even the

* From a paper read at the Annual Meeting of the Froebel Society, London, by Frances Elizabeth Hoggan, M.D.