

and, worst of all, they are never taught how to learn. The time given to lessons is too long to be advantageously employed. It is impossible that it can be good for either the mind or body of a growing girl to spend nine or ten hours a day in head work, particularly when the greater part of the time is passed in an overcrowded, stuffy school room. Boys have a great advantage over girls in this respect. Their class rooms are much larger, more numerous, and better ventilated. They are not hung with curtains, or covered with carpets which can scarcely be kept free from dust. Then, too, boys have another advantage over girls in the liberty they enjoy during play hours. They are not constantly under inspection. Their games of cricket and football are admirable tonics after a morning of hard work. The healthy glow of exercise sends a fresh current through the tired brain, and completely changes the course of their thoughts. But of this invigorating sensation the properly brought up school girl knows nothing. She is not allowed to warm her feet by a good run or her hands by a boxing-match. The nearest approach she ever gets to healthy exertion is the weekly dancing lesson. If she is allowed to have riding lessons they are not of much use, for she is probably obliged to work after hours to make up for the lost time. There is certainly no care taken that she shall have something to eat and half an hour's quiet when she returns home tired after her canter. Instead of resting her back she is perhaps doomed to an hour of singing, and receives a scolding for not being in good voice. The culpable negligence with regard to the health of the girls in most boarding schools cannot be too severely censured. There is plenty of care and attention forthcoming when once the doctor has to be called in and he pronounces his patient really ill; but then it is often too late to do much. The seeds of future incurable delicacy are laid in many cases from want of a little timely thought, for which no after kindness can compensate. Few schoolmistresses have any real knowledge of physiology or of the laws of health, and yet no woman is qualified to have the care of young people who is not intimately acquainted with the general functions of the human body and with the best means by which to keep them in good working order. She should know how to distinguish between irritability and indigestion, and between idleness and illness. Childish complaints which under favorable circumstances might not be serious often become severe illnesses because no one has sense to observe the symptoms which any rational person would recognize as the precursors of some feverish disorder.

The severity of an attack of measles or scarlatina often depends on the care taken of the patient while it is incubating. A walk in the wet or a sleepless night from overwork may induce symptoms for which there is no cure. Then, too, the mind requires as much care as the body. It is quite possible to wear out brain power by over-stimulation, and the clever girl who carries off a number of prizes may fade into an ignorant commonplace woman who lies all day on the sofa reading novels, and is unable to sleep without chloral. With regard to the intellectual education given to half the girls in the boarding schools, it is not too much to say that it is worse than none, for the reason that it disgusts the children with learning. This is of all others the one to be avoided. The compulsory lessons learnt at school ought only to be the scaffolding for future building up. That the term "finished" should be used of a girl of 17 shows the hollowness of the system, and proves that the people have, as a rule, no idea of what education means, and that they never reflect whether the number of things usually taught can be taught pro-

perly in the time given. To insist that children shall not talk anything but French does not mean that they learn to converse in French. It simply means that they are allowed to jabber a *patois* in which gender and grammar are set at defiance, and in which mongrel words are coined in every sentence to save trouble. It means that any amount of silly talk may be carried on if partly expressed in a foreign language. It means that English conversation on sensible subjects is unknown and uncared for. There is no attempt made at meals by the presiding schoolmistress to interest the girls in the topics of the day. They never see a newspaper, nor are they encouraged to supplement the ancient history with which they are so plentifully crammed with some knowledge of the political events going on around them. All that is required of them is to be able to remember correctly a few hundred dates, many of them quite unimportant, and to commit to memory the incorrect statistics of killed and wounded in certain famous battles. They scarcely know who is the Prime Minister: have not the foggiest idea as to how their own country is governed; do not understand the meaning of such words as Poor Law, Consols, Trade Unions, Income Tax, Disestablishment, Home Rule. A girl may be able to say by rote all the rivers of Europe, and yet not to give the faintest sketch of the changes which the great European wars have made in the divisions of the several countries, not even of what France lost by its campaign with Germany. She may have learnt to play with tolerable brilliancy, and yet not be able to give even a slight sketch of the difference between the music of Mozart and Beethoven, or of Rossini and Wagner. She may have arrived at compound fractions in her arithmetic studies, and yet be incompetent to keep an ordinary house account book or to make quickly a simple mental calculation. The sort of knowledge gained by cramming is painfully evanescent. It melts away with want of use, leaving nothing whatever behind. To retain for any length of time precise information on any subject requires a keen interest to have been aroused in the learner, and this is the last thing usually aimed at by school teachers.—*Saturday Review*.

The Art of Deception.

One of the most singular inconsistencies to be observed in everyday life is found in the different manner in which the habit of deception is regarded according to the age and position of those who practice it. Children, as soon as they become capable of distinguishing right and wrong, are taught to look upon deceit as one of the worst sins that can be committed. Boys at school are not only taught the beauty of truth by their masters, but, in a certain rough fashion reverence it among themselves. A boy, for instance, who parades ostentatiously to his master an assumed steadiness of principle and submissiveness of demeanour is very soon branded with the odious title of sneak. On the other hand, occasions arise in schoolboy life when by sticking to a deliberate falsehood, a boy may gain for himself the reputation of a hero among his fellows. This, however, is a detail of the curious system of school-boy morality, the unwritten laws of which might afford an interesting matter for study. Girls, it would seem, are more inclined to untruthfulness than boys; but this inclination is really very often the result of moral cowardice, a defect which may be said to be as common to boys and men as to girls and women. But in the one case there are deterrent influences, absent in the other;