

fresh from college, a young lady—there are no girls—sent home according to order, is the most supremely ridiculous.

Is the training of such schools calculated to give mental vigor and independence of thought? How many of the girls who study French and Spanish ever acquire more than a mere smattering? Nine out of ten never wade half-way through Ollendorff's First Lessons.

If a young girl is to have the advantages of a liberal education and expects to pursue a regular course of study, let her study the languages; but if she can attend school only a limited period of time, it is more than useless. A girl, too, must be fitted with an education as the milliner fits her with a dress.

Education is a growth—a development. It does not consist in a long array of studies, in "going over" so many pages in botany, astronomy, and 'dear, delightful French.' True, many parents judge of the progress of their daughters only in this way. No wonder they have become dissatisfied with the plain schools of less pretensions. Mental growth and strength of mind cannot be measured by the volume. Young girls, who are on the point of finishing your education, exercise your common sense. Which would you prefer: to be able to write a correct and elegant letter in English to your future husband, or to favor him with an exquisite little French billet-doux? Would you have the power of educating your children in common things, or would you prefer to teach them painting? Do you imagine that your "finished education" will be of much service to you in real life? If you think to dazzle young gentlemen with boarding school accomplishments, most certainly you are laboring under an egregious error. Think you that a man with his eyes wide open will mistake a peacock for a nightingale? or, with his ears wide open, will mistake French for common sense? You may be flattered by the butterflies of society, but those whose esteem and love you would really wish to win, will never be deceived by the flimsy veil of accomplishments.

Girls, be sensible. Don't imagine that you can be turned out finished scholars at the advanced age even of fifteen or sixteen. If you wish to be a woman, acquire the education of a woman. If you wish to become belles and butterflies, make use of the quack nostrums of education which are paraded rightly in the same column with patent medicines. Don't think of finishing your education before you begin it.—*California Teacher.*

### Physical Education.

(From the *Montreal Herald* of Jan. 8th.)

We have recently witnessed the exercises of the boys of our High School at a public exhibition, given by our friends with the worthy object of contributing to the funds of the House of Refuge; and we were impressed with the health-bestowing exercises of the gymnastic portion of the entertainment. Subsequently, Mr. Barnjum, the manager, gave a selected exhibition of a young ladies' class, at which we were present. The movements were graceful and health invigorating, each muscle of the body was brought into play, and duly exercised. The class was composed of little girls ranging from 7 or 8 to 15 years of age. The various exercises consisted of walking, running, dancing the dumb-bell exercise, and the exercise of the rings, all being accompanied by appropriate music. These various exercises are based on those first introduced by Ling of Stockholm, and are calculated to be of the greatest benefit to muscular development. It is a fact worthy of note that many of the ailments of the body proceed from a system of mental cramming of the young at the expense of muscular energy. Youth is the season of growth both of body and mind, and so sure as mental training is forced, and bodily exercise neglected, there will result disease of the neglected body in some form. In the education of youth it is desir-

able that harmony should be consulted, by this we mean that harmonious development of the body with the intellectual faculties, each depending on one another, and each equally essential to perfect and uninterrupted health. Many of the ailments of the young, especially spinal curvatures, are due to a want of tenacity in those muscles which are intended to support the weight of the head and upper extremities. If these muscles are neglected as they too often are, by permitting young children and more especially young girls to be content with the amount of exercise they receive by a walk or drive to and from their school, it is almost certain to result in disaster, or at best, in feeble development which may, and often does, end in serious and permanent injury. What would be thought of the stock breeder who fearful of his young animals breaking their legs or getting into some mischief in the field, was content in driving them to water and back again to be shut up in a close stall for the rest of the day? Man is, after all, but an animal, subject to the same laws and having the same beneficent hand to guide him, and it is absurd for him to carve out a way of his own, as regards the nurture of his offspring, at once in direct violation of the most apparent truths. We regard exercises similar to those which we witnessed the other evening of greater importance in a moral sense, as it will be found that those who freely indulge in athletic sports are less liable to give way to temptation and seek amusement in the various debasing passions of which man became heir at the fall. It is aptly said by Rousseau that "the weaker the body the more it encumbers and weakens the soul." Gymnastic exercises ought to be an essential and indispensable part of education for both sexes; in speaking of gymnastics it is not to be understood we refer to the converting oneself into a whirligig or Catherine wheel; these are feats which answer for the sterner sex, but free and beneficial exercises can be indulged in without any apparatus whatever.

The benefits to be derived by a steady course of exercise are incalculable, but to be indulged in at all it is necessary that a competent instructor should be in attendance.

These benefits may be thus hastily summed up.

Frequent exercises render the muscles firm and increase their development; they render more active the general circulation, so that each portion of the body receives its due amount of nourishment.

They render the muscles more subservient to the will, so that the movements of the body are more graceful, the various extremities acquiring a pleasing firmness, steadiness and dexterity in motion.

Gymnastic exercises develop the capacity of the chest, giving increased capacity for the free play of the lungs, they tend to the symmetric development of the body as a whole, so that no one portion increases in size at the expense of another part.

They prevent occurrence of obesity, which is an evidence of a feeble state of health of certain portions, most frequently the result of excesses in alimentation.

The healthful tone of the skin is promoted by free gymnastics, thus rendering it less liable to the injurious influences and alternations in temperature—a common source of ill health.

And above all they give to the individual that self reliance which should be possessed by each one, so that under trying circumstances, or in the hour of danger, resources are at hand by the exercise of which life or limb have been frequently saved. These, then, are a few of the benefits to be derived by a steady perseverance in muscular exercises, and we can heartily recommend to the heads of families the advisability of permitting their children of both sexes to seek the health invigorating exercises which are to be derived by attendance at the gymnastic institute of Mr. Barnjum.—*Canada Medical Journal.*