

and their reading to the sand which runs in and out, and leaves no trace behind. Others are the good readers, and these he compares to the slave in the Golconda mines, who retains the gold and the gem, and casts aside the dust and the dross.

In these days of book-making, every one who cares for the health and development of his mind should acquire the art of skipping—that is, the art of noting and shunning that which is bad, or frivolous, or misleading, or unsuitable to one's individual tastes and needs. It is of paramount importance to acquire the art *not* to read, for, as one modern writer says, "Every book that we take up without a purpose, is an opportunity lost of taking up a book with a purpose; every bit of stray information which we cram into our heads without any sense of its importance, is for the most part a bit of the most useful information driven out of our heads and choked off from our minds."

We conclude with some of James Russell Lowell's words of humorous wisdom on the subject:—

"We are apt to wonder at the scholarship of the men of three centuries ago, and at a certain dignity of

phrase that characterises them. They were scholars, because they did not read so many things as we. They had fewer books, but these were of the best. Their speech was noble, because they lunched with Plutarch and supped with Plato. We spend as much time over print as they did; but, instead of communing with the choice thoughts of choice spirits, and unconsciously acquiring the grand manner of that supreme society, we diligently inform ourselves, and cover the continent with a network of speaking wires, to inform us of such inspiring facts as that a horse belonging to Mr. Smith ran away on Wednesday, seriously damaging a valuable carryall; that a son of Mr. Brown swallowed a hickory-nut on Thursday; and that a gravel bank caved in and buried Mr. Robinson alive on Friday. Alas! it is we ourselves that are getting buried alive under this avalanche of earthly impertinences! It is we who, while we might, each in his humble way, be helping our fellows into the right path, or adding one block to the climbing spire of a fine soul, are willing to become mere sponges, saturated from the stagnant goose-pond of village gossip."

PHYSICAL TRAINING FOR GIRLS.

BY BARBARA FOXLEY, FORMERLY SCHOLAR OF NEWNHAM COLLEGE, CAMBRIDGE.



WHEN Elizabeth Bennet walked a few miles along a country road to visit her sick sister, the gentlemen thought it an extraordinary instance of sisterly affection, while the ladies hardly concealed their opinion that her conduct was eccentric, if not indelicate. Few people now-a-days would blame the conduct of Miss Austen's charming heroine, even though it resulted in a heightened colour and muddy petticoats. But the physical training of our girls is often sadly neglected. I wish to-day to give a few hints on this subject to parents and teachers. We

may classify it, for convenience sake, under the heads of Formal Training or Drill, and Informal Training or Games.

I. *Drill*.—Most teachers would include some drill exercises in their scheme of work for their pupils; but this drill is very often imperfect in method and deficient in quantity. There are two characteristics of a good method: first, it must be adapted to those for whom it is intended; and secondly, it must give, as far as possible, a systematic progressive training, not merely to one set of muscles, but to the whole body.

To many persons Drill suggests the drill-sergeant.

It is not for me to criticise the bearing of the British soldier, yet I must say that the stiffness and angularity of military deportment do not come up to my ideal of *feminine* grace and beauty. Neither can I think it desirable to entrust any portion of a girl's education to an illiterate, and possibly vulgar, man. But there are other objections to military drill for girls: it does not fulfil the conditions I laid down as essential to a good method of training. It is a system intended, not to develop the muscles of a growing girl, but to turn the raw recruit into the smart soldier. The exercises are too violent for our purpose, and they do not even profess to give anything like a complete or progressive training.

At the other extreme lie the calisthenics of the dancing school. Very pretty they are, and useful in their own way. I may mention specially the graceful Spanish exercises in use in many schools, which are very helpful in cultivating grace and elegance; but all such exercises need to be supplemented by something more systematic and more complete.

Yet another way of supplying the demand for physical training is to go to a boys' gymnasium, and order a similar set of apparatus for the girls. Now, all apparatus needs very careful using if it is to be really helpful, and many of the feats which come quite easily to a boy, accustomed to live an active life, are absolutely dangerous for his sisters; besides this, the initial expense and the large space required make this method very often impracticable.

But is there no system of drill at once practicable and scientific? There are various methods, prepared

by men of undoubted scientific knowledge, and tested by experience. Among these, Ling's Free Exercises take the first place. They are no new thing; their Swedish inventor died in 1839, and since then they have gradually made their way on the Continent and



INDIAN CLUBS.

in this country. The system is a very simple one; it can be mastered by any person in sound health who will give a little attentive study to it. Dr. Roth's small book on this system, "Gymnastic Exercises without Apparatus," contains enough for some years of school work. The exercises are arranged in tables for class practice, and there are diagrams with full explanations, and warnings as to faults to be avoided. With this, or some similar manual, any teacher could sufficiently master the system to practise it with her girls.

As to the time which should be devoted to this subject, I can lay down no fixed rules; it must necessarily depend on the circumstances of each case. But I would suggest that some time, however short, should be given to it every day. Constant practice is most essential, and even ten minutes a day is enough, if well used, to produce very good results; and the teacher will find this daily practice much more satisfactory than a longer lesson given once or twice a week.

Such a system as this is well calculated to develop and strengthen the muscles. But in girls we look for grace and elegance, as well as strength; for this purpose the Swedish drill should be supplemented by musical drill. The earlier tables of exercises in Dr. Roth's book can be advantageously practised to

music, and to these may be added the Spanish exercises alluded to above. The music should be strongly marked in rhythm, and of a lively character. Singing, too, may be introduced in marching, &c. Such lessons can hardly fail to be interesting, and I would specially commend them to teachers for use on wet days, when outdoor exercise is impossible; their effect on spirits and temper, both of pupils and governess, will be found quite magical. Doctors tell us that such drill is one of the best remedies in many of the nervous disorders of children. It will be found, too, a help in the teaching of music, training the ear and cultivating the perception of rhythmic form.

II. *Games.*—The importance of play, as a factor in girls' education, is often overlooked. I do not wish to see games becoming the chief object in the life of our girls, but I do wish for more variety and activity in the play-hours. In some schools cricket and football have been introduced without the girls becoming rough or hoydenish, and I have never heard of any accident occurring in such games. But whether or not we introduce these particular games, we must give our girls something to encourage that accuracy of eye and precision of hand which we observe in their brothers. Tennis, battledore and shuttlecock, the old-fashioned "Les Graces," played with small hoops flung from sticks, the American bean-bags, rounders and the countless ball games, skipping, swinging—there is no real lack of variety if only we will avail ourselves of it. If the teacher will set the example of joining in games, and will take an active part in their organisation, she will generally find her pupils ready to second her; they will soon get over the notion that it is either childish or unladylike to play, and they will come, in time, to take as keen a delight in active exercise as their brothers do.



DUMB-BELL DRILL.

Finally, let me plead for good easy clothing for our girls. It should be warm enough, but light and loosely fitting. Tight stays and high heels should be ruthlessly excluded from the schoolroom, and flounces and furbelows discouraged as far as possible. Our girls should be stimulated to feel a pleasure and a pride in the exercise of bodily strength and skill,

instead of being mere bookworms or mere fine ladies.

The gain both to health and to character which such a changed ideal implies is so great, that I am sure neither parents nor teachers will regret the time and attention which they may bestow on the physical training of their girls.

THE CHARITY COMMISSION : ITS ORIGIN AND WORK.

BY GEORGE HOWELL, M.P.—SECOND PAPER.



THE Charity Commission, as at present constituted, was created by the Charitable Trusts Act, the 16 and 17 Vict., c. 137 (dated August 20th, 1853). All former Commissions had been Commissions of Inquiry only; by the Act of 1853 the Charity Commission became an Administrative body, as well as a

Commission empowered to Inquire. Previously to the creation of the present Charity Commission, it had been established by the decisions and practice of Courts of Equity that (a) Charities were entitled to special facilities of access to such Courts, through the medium of the Attorney-General, and otherwise; (b) No dealings with the *corpus* of Charity property could safely and advantageously be made without the approval of the Court; (c) No steps could be taken to facilitate the improved administration of Charities, other than those which might have been expressly prescribed by the founder, except by or with the sanction of the Court. It was notorious, in the early part of the present century, that the protection which the system in practice was intended to afford was not secured by it. The expense and delay of litigation, incident to a recourse to the Court, in order to procure the protection sought, was ruinous to the Charities, and often ended in failure. What was everybody's business was nobody's business, and so Charity property was exposed to fraud, to misapplication, or at best to neglect. Since 1855, Trustees are, by statute, forbidden to sell charitable properties, or to grant a lease for more than twenty-one years at a rental, except under the authority of the Commissioners, or of the Court, and with the express authority of Parliament.

To remedy the evils which had grown up, the several Reports, already referred to, specifically indicated those of the powers, up to that time exercised solely by Courts of Equity, which should be conferred upon the authority proposed to be constituted, with the object of securing the improved administration of all charitable property, without distinction, and which, it appears, was so obviously needed. These powers were: (1) To inquire into the administration of Charities; (2) To compel the production of, and

when produced, to audit, the accounts of the expenditure of Charity Funds; (3) To facilitate the administration of Charities, both as to the development of the property, and as to the direct execution of the trusts, by supplementing the powers of Trustees when defective; (4) To secure the safe custody and due investment of the property of Charities; (5) To frame Schemes for adapting the administration of Charities to altered circumstances, whether of Charity property, of the locality, or of society generally; (6) To control, to facilitate, and to diminish the cost of legal proceedings taken on behalf of Charities. The principles thus formulated have formed the basis of the Charitable Trusts Acts, and other Acts administered by the Charity Commission, from 1853 to the present time. Trustees of Charities are bound by statute to render accounts annually to the Charity Commission; and the Commissioners can, and do, when necessary, call for vouchers, statements, &c.; but they do not, except under special circumstances, audit the accounts. The jurisdiction to make Schemes was conferred by the Act of 1860; but varying the objects for which charitable property was left, has only been exercised recently.

The Charitable Trusts Act of 1853 created the permanent authority needed, in the shape of the Charity Commission. To that Commission were transferred most of the powers formerly exercised by Courts of Equity. From time to time these powers have been extended, but generally not beyond the scope of those previously, and in some cases still, exercised by the Courts of Law. The two great objects of the Charity Commission are essentially remedial and protective: remedial, by supplementing the means provided by founders for giving effect to their intentions, where those means are inadequate to give full effect to the purpose of the foundations; and protective, by securing the property of Charities against waste and loss, and so preserving it for the purposes to which it was dedicated by the founders. In the exercise of those powers, whether by the Court or the Commissioners, Trustees of Charities have from time to time resented the interference, and called in question the jurisdiction, as being antagonistic to their interests, and restrictive of the powers entrusted to them by the will of the founders; forgetful of the fact that they are as "public