

often, a peep into the playground may even solve the problem. Can a teacher be thoroughly successful who does not study his pupils when engaged with their sports? Can there be found any more effective way of gaining the sympathy, the confidence, and the affection of pupils, than by taking an interest in just what is dearest to them? By experience it has been proved that a little time thus spent is better than an unlimited amount of argument from birch-rod impositions or the logic of cold abstractions, which are powerless with young minds because they cannot by them be fairly understood. Why expect a child to act to-day in view of a good that is perhaps twenty years off? At least, why trust to that alone; why keep to it when it fails before our eyes daily? Moreover, we run counter to nature that decrees the child, the young animal, must chiefly use its body and its senses. Now let me assume that each reader is convinced of the importance of the question here broached, for if not, then he must feel comparatively little interest in what sports do, or do not, tend to advance physical development.

In attempting to create a scientific basis on which this subject can profitably, and with a fair proportion of agreement on cardinal points, be considered, let us lay down and discuss briefly two or three propositions:

1. Inasmuch as man's being is a compound, made up of a series of systems, so far as his *physique* is concerned, it is of the utmost importance that all these parts or systems should be proportionately and harmoniously developed.

2. The highest degree of development of each, consistent with the general harmony, is desirable.

3. When a moderate degree of development of the whole system (series) is reached, it is sometimes wise to

then direct attention to the greater growth and development of some one part, in view of the position in life the particular individual may wish to fill.

The old fable of "the belly and the members" illustrates, in a popular way, the mutual relation of parts in our physical organization; but a somewhat more exact account of things will not fail to make us appreciate the matter. To repeat one or two facts now perfectly well established in physiology, and which cannot be too well understood, let me say, that the healthy growth and nutrition of a part require that:

(1.) The part itself shall be in a normal state as regards structure. Healthy blood may be sent to a cancer, but such healthy blood will there produce, not normal structure, but cancer cells.

(2.) An abundant and healthy blood supply.

(3.) A certain nerve influence.

If the main artery leading to a part be tied or the nerve cut, in the one case, death of the part will ensue from starvation; in the other, either death or serious derangement. Of course minor evils will ensue from lesser degrees of violation of the above principles.

The healthy blood is dependent on an adequate supply of food, and a healthy condition of the digestive organs, as well as of the circulatory, lymphatic and glandular systems. The nervous system soon becomes deranged when the blood is poor in quantity or quality. Witness the headache after loss of blood and the neuralgias of anæmic persons. So that, trace the matter as far as we may, the mutual dependence of one part on another is ever more and more manifest.

But simple as this is in theory, in practice it is a very complicated problem. All the efforts of the physician are, as a rule, directed to maintaining