

part in the sports of his pupils or not. Those pupils who most need physical exercise are the least likely to take part in the school games. The strong and healthy require but little incentive to join in a game of cricket or lacrosse. It is the physically weak who most generally abstain from all those sports in which the healthier and stronger boys delight. This, perhaps, is because they feel that they are not capable of holding their own against the more favoured sons of nature, and because they are afraid of being rather roughly jostled in a promiscuous crowd. Such pupils, I fancy, would not have the same fears if the teacher were on the field and actively engaged in the sport. His presence and example would prove a most wholesome stimulant to them, and they would soon be as eager as any to share in the sport. The exercise, if not too violent at first, soon shews its effects upon them. A greater vivacity of manner—more colour in the face—a more cheerful look—soon indicate that the exercise has not been wasted, and thus a lad who gave promise of being a sickly man, or of filling an early grave, is endowed with vigorous health. Many parents, particularly the parents of physically weak children, are greatly afraid that their children may indulge in too violent exercise, and thus break down their already weak constitutions. There is danger of this certainly, and it ought to be carefully guarded against. But such parents would have some assurance that their children would not be so apt to run into this fatal extreme if their teachers were present to oversee and participate in their sports. A judicious teacher could easily prevent excessive exertion without making it apparent that the pupils were the objects of his supervision while at their play. Were this done, one of the great evils of school sports would be prevented, and

they would be made more effectually to perform their legitimate function—the development of the child's physical nature. That many school-boys are not very choice in their language while at play is a well-known fact. The habit of swearing and using foul language, as every teacher knows, is one which it is almost impossible to eradicate. Most of us have no idea of its extent. It induces many parents to object to their children mixing promiscuously with their fellow pupils. Some even go so far as to take their children away from our public schools, and send them to a private institution to be more under the direct care of the teacher and free from the danger of becoming corrupted in their language and their thoughts. Now anyone who takes an interest in the matter will find that this evil habit most prevails where the boys are under no restraining influence while at play, and that it prevails least where the teacher takes part with his pupils in their sports. I know of a school at which the lads were left to themselves on the play-ground, and at which swearing had become very prevalent. A new teacher was appointed. He joined his pupils on the play-ground, and swearing gradually disappeared. If it is true, then, that a teacher's presence on the play-ground tends to check and finally to abolish this corrupting custom, surely parents will be pleased to have the teachers of their sons taking part with them in their sports, and those parents who are afraid of their boys becoming demoralized at school will thus have the grounds for their fear to a great extent removed.

I have now endeavoured to point out some of the beneficial effects of out-door sports upon the health, mind, and character of the young. So far it will be noticed that I have drawn my illustrations from those games that are usually played by boys. I would