

young mind gradually developing under his fostering care—is apt to forget that the young student has a physical frame as well as a mind to be matured, and that if undue attention be paid to the one, to the neglect of the other, both may be ruined. A strong mind in a weak body is a rare occurrence. When the body becomes weak the mind as a rule suffers with it. Health of body and soundness of mind generally go together. How careful, therefore, ought the teacher to be that he does not allow his zeal for intellectual culture to make him forgetful of his pupil's physical condition. The physical health, then, of his pupils ought to be an object of especial care to the teacher who desires to see them succeed in their studies. Exercise is the best tonic for both body and mind. If any part of the brain is allowed to lie idle it becomes weak; if it be kept in exercise it becomes strong.

We now come to ask what kind of exercise should be recommended to students? First, let me enter my protest against an opinion commonly held by parents, that their children can get plenty of exercise at home in doing work about the house or in the garden. Of course I do not mean to say that because a child is attending school he should be exempt from those duties which a parent has a right to expect him to perform at home. Far from it. But what I do mean to say is that the work referred to does not afford the exercise most needed by a young person of a studious disposition. Let him attend to these duties by all means, but let him have something more. Let him have exercise that will not only divert his mind from the work of the school-room, but will produce a pleasant excitement and thereby afford pleasure. These accompaniments I would particularly insist upon. When a diligent pupil leaves the school for the day he is weary.

The exhaustion of the mind produces lassitude in the body. He requires something to rouse the one and invigorate the other. Mere routine work around the home will not do this. Besides being monotonous it lacks interest to him. Something is needed that will not only divert and stir the courses of his blood, but cheer his spirits, and make him forget his studies for the time. Let him enter heartily into some social game, a game in which the players are divided into sides, each bent on victory. The mind is thus fixed upon an object of ambition totally different from that after which he strives at school, and thus the mind is led completely away from serious thoughts, becomes relaxed, invigorated, and thus fitted for the renewal of the intellectual struggle. Students' sports then should be outdoor, innocent, exciting, pleasure-giving, and capable of diverting the mind from the more serious work of the school. The beneficial effects of outdoor sports upon the physical health of the pupils, and the reflex action of that health upon the mind are not alone to be considered. Young people almost invariably love pleasure, and their pleasantest remembrances are always associated with whatever is the source of that pleasure, whether schoolfellow or school. Hence that institution at which the pupils are compelled to go through endless intellectual drill day after day will not engage the minds and affections of the pupils so effectually as the one in which the work of the school is intermingled with healthful play, which affords a pleasure totally distinct from that which a studious boy or girl finds in study. All teachers will at once agree with me that it is desirable that pupils should love the school they may be attending. This love may be generated by love for study, or by love for the teacher; but it may also be created by love for out-door school