

cities and towns so much neglected. You may stand on many of them for weeks together, and not see one sharp, hot game of ball, or of anything else, where each contestant goes in with might and main, and the spectator becomes so interested as to hate to leave the fun. Foot-ball is a game as yet not at all general among us. Excellent is it for developing intrepidity and other manly qualities. The Duke of Wellington is reported to have said that her foot-ball fields were where England's soldiers were made. The short, hasty school recess in the crowded school-yard, or play snatched in the streets—these will never make robust and vigorous men. Yet these are too often all that our boys get, their cramped facilities for amusement soon bringing their natural results in small vital organs and half-developed limbs.

Many of our large cities are wretchedly off for play-grounds. Such open spaces as we have are fenced around, and have signs nailed all over them saying, "Keep off the grass!" at the same time forbidding games on the paths. One part of Boston Common used to be a famous play-ground; and many hard-fought battles has it seen at foot-ball, base-ball, hockey, and cricket. Many an active school-boy there has more than once temporarily bit the dust. But now rows of street lamps run through that part of the Common, and the precious grass must be protected at all hazards. New York is scarcely better off. Central Park, miles away from the great majority of the boys in the city, is elegant enough when they get to it; but let them once set their bounds and start a game of ball, or hares-and-hounds, or try a little jumping or running, on any one of those hundreds of beautiful acres, save in one solitary field, and see how soon the gray-coats will be upon them. The Battery, City Hall Park, Washington Square, Union Park, Stuyvesant Square, and Madison Square are well located, and would make capital play-grounds, but the grass there is altogether too well combed to be ruffled by unruly boys. If a boy's cousin comes in from the country, and he wishes to try conclusions with him, he must confine his efforts to the flagged sidewalk or the cobble-stoned street, while a brass-buttoned referee is likely at any moment to interfere, and take them both into custody for disorderly conduct.

Again, outside of a boy's ball-playing, scarce one of his other pastimes does much to build him up. Swimming is excellent, but is confined to a very few months in the year, and is seldom gone at, as it should be, with any regularity, or with a competent

teacher to gradually lead the boy on to its higher possibilities. Skating is equally desultory, because in many of our cities winters pass with scarcely a week of good ice. Coasting brings some up-hill walking, good for the legs, but does practically nothing for the arms.

So boyhood slips along until the lad is well on in his teens, and still, in nine cases out of ten, he has had nothing yet of any account in the way of that systematic, vigorous, daily exercise which looks directly to his weak points, and aims not only to eradicate them, but to build up his general health and strength as well. He gets no help in the one place of all where he might so easily get it—the school. So far as we can learn, no system of exercise has been introduced into any school or college in this land, unless it is at the military academy at West Point, which begins to do for each pupil, not alone what might easily be done, but what actually ought to be done. It will probably not be many years before all of us will wonder why the proper steps in this direction have been put off so long. Calisthenics are here and there resorted to. In some schools a rubber strap has been introduced, the pupil taking one end of it in each hand, and working it in a few different directions, but in a mild sort of way. At Amherst College enough has been accomplished to tell favourably on the present health of the student, but not nearly enough to make him strong and vigorous all over, so as to build him up against ill-health in the future. At another college certain exercises, excellent in their way, admirable for suppling the joints and improving the carriage, have for some time been practised. But this physical work does not go nearly far enough, nor is it aimed sufficiently at each pupil's peculiar weak spot. It also neither reaches all the students, nor is it practised but a small part of the year. In the great majority of our schools and colleges, little or no idea is given the pupil as to the good results he will derive from exercise. The teacher's own experience in physical development is often more limited than that of some of his scholars.

The evil does not end here. Take the son of the man of means and refinement, a boy who is having given him as liberal an education as money can buy and his parents' best judgment can select, one who spends a third or more of his life in fitting himself to get on successfully in the remainder of it. That boy certainly ought to come out ready for his life's work, with not only a thoroughly trained mind and a strong moral nature, but with a well-developed, vigorous phy-

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