

that will extend this incentive down to the most poorly equipped individual, who is the one who needs it most.

There are two principles which should be considered in an interclass contest.

*First*, it should, as far as possible, include and interest every member of the class no matter what his athletic ability; and should be an incentive for every member to take part.

*Second*, it should be an incentive for every member of the class to improve his athletic ability.

While these conditions may seem ideal, yet these are the ends towards which we, as directors, should aim: there are enough to keep looking on the present and the easy.

Can these conditions be fulfilled? There are two ways in which it may be done. We can get some new sport which will produce the result, or we may vary our present athletics so that they may be more effective. There have been several attempts to do each of these, but it seems to me as if the latter were the better procedure.

The easiest of the athletic events to arrange in this way is the cross-country run. If we can get the class interested enough to take hold of this event there is an easy way to include the whole class.

We do not need to change the event at all but simply change the method of scoring. This method is not new, but it is not used, because we have not pushed it as it ought to be pushed, nor made it an inducement to count in this way. The method is simply to give the first man the number of points corresponding with the number of contestants, the next man, one less, and so on through the line, the last man getting one point. This makes it an inducement for the slowest man to hasten that he may make one point or more for his team. Then the total points won by the team is the test of that team's ability. This it seems to me involves the two principles above quoted, for the greater the number of entries the greater the number of points, and the better the individual the more points can he make.

There is no prettier sight than to see two or more whole classes start out on a cross-country run, for if there is any benefit in it the whole class should partake of that, and not simply a few who hardly need it.

There are several variations which may be introduced to make the contest more equal. We may count only the first forty or one hundred if that would equalize the classes from the standpoint of numbers actually in the class, though I do not favor a compromise on this matter when there are other factors which give the smaller number an advantage in some other respect.

For example the freshman class is always large, but the other classes have had one or more years' training and should be better able to get all their men out for such an event.

Another variation, which may be made, is to score the men according to the time it takes them to run the course, e.g. if the course should be run in 20 minutes then the man running it in that time should have 100 points, the man who makes it in 21 minutes should have 90 points and the man running it in 22 minutes should get 80 points and thus he would get 1 point for every six seconds that he cut the course under 30. This would be fairer, for then every man would get value for his run and there would be an inducement for every man to do his best instead of merely waiting to win out ahead of the man nearest.

This seems to me the best method of scoring where the contestants are nearly of the same ability, but if there is a natural difference in the personnel of the class there might be allowance made for this; e.g. in a high school there is a difference in age for the younger presumably has not reached his best as compared with one a few years older. In one school we attempted to arrange this by taking the difference between the ages from the points of the older, thus giving the younger and less mature the benefit, though this handicap was slight yet when the whole class was considered there was established some equality between the classes.

Track athletics form the greatest field for the interclass contests. Even though they lack the personal contact of the may-pole or the cane rush, they may be the means of doing good work among the classes. But in order to do this we must meet up to the two principles laid down for class contests, viz. to get every member of the class interested, and to get every member striving to do better.

I know of no better way than that used by Dr. Gulick in the modern pentathlon, where each individual gets the reward of his efforts regardless of how meager that may be. This plan has been used for the individual and there is no reason why it should not be used for the class. There would thus be an incentive for the class, and for the individual.

The plan which has been tried is to take three events and allow the individual to compete in one or all of these events, scoring him for his work. We selected the three events, 440, high jump and shot put, as being typical of running, skill and strength. We felt that too many events would make it cumbersome and too few would keep some out. Each of these events can be done to some degree by every person, and each is capable of advance. Thus the 440 has the element of speed, but mere speed will not do