

development of the individual. That is the attribute, if we may so call it, of recklessness. In acquiring skill it is necessary to take a certain amount of risk, and in mature life we are unwilling to subject ourselves to danger, consequently, the period of life when the element of danger appeals to us is the proper time for the development of that skill which can come only through taking risks. It is necessary, therefore, that we utilize this phase of the youths' character to develop those very attributes for which this special condition was given. For instance, there is a time when it is comparatively easy for a young man to learn to swim, because he lacks that fear of the water which will later greatly hamper him in the acquisition of this ability. It is, therefore, unnecessary, and even inadvisable to eliminate all risk from the athletics of this period. Instead of eliminating them they should be utilized at the same time that all possible safeguards are thrown about these events. It is unnecessary to subject an unskilled individual to a risk that might better be postponed to a time when the risk is minimized and a certain amount of skill has been acquired. Take for example a common statement that the best way to teach a boy to swim is to throw him into deep water and allow him to get out with his own resources. In this case the risk is altogether out of proportion to the probability of acquiring the skill demanded. But there comes a time, when the movements of swimming have become reflex, that it is necessary for the individual to forget his inhibitory processes and to launch out. If, therefore, there is any end to be gained in acquiring certain phases of skill, this is the period of life in which to acquire them. At the same time the element of risk should not be an intrinsic part of the game, but should be a punishment for not doing the act in a proper manner.

A fourth phase of the athletics of this period is the development of self-confidence. This is the period of life when the individual is apt to go to one of the two extremes; either he becomes an egotist, with an exalted opinion of himself and his abilities, or he hides himself and his abilities in the activities of the gang. Neither of these extremes produces the best results. But the best development is dependent upon the consciousness of the individual that he is able to accomplish certain results, but at the same time is willing, when called upon, to sacrifice his own glory for the good of the common cause. A game in which team work predominates gives an opportunity for the backward individual to hide behind the team; on the other hand, the purely individualistic tends to develop in the party an exaggerated idea of his own prowess. Consequently, the ideal game for this period is the open coöperative game where the success of the team is dependent upon the individual skill of the player, upon his willingness to assume responsibility, and his ready coöperation with

the other members of the team. Such games are: baseball, lacrosse, soccer, basket ball and English rugby. These games demand and develop these attributes, and would bring the individual to the university with a capacity for progress and further development.

If a game or an event is one where skill is demanded, it is necessary that those who instruct the high school student should be acquainted with and understand the best form in which this event should be conducted. It is no uncommon thing to find a freshman entering college with a reflex well established, in an impossible form which prevents the individual from making the most of his ability in college sports. He has been permitted to adopt the easiest method by which he could make a temporary showing and win possible points instead of by a slower process, acquiring that form which he could use to advantage when he wished to make further progress. It is no uncommon thing for a college coach to be compelled to entirely change the form of the high jumper, pole vaulter or shot thrower. In other words, he must break down the reflexes which the individual has spent years in acquiring, and must build up new, beginning away below that which the individual is capable of doing at the time. This is a waste of time and of energy for the student, a disappointment for his coach and a complexity of reflexes which renders him unable to do his best work. Too often in our high school athletics we imagine that anyone can coach an athletic team if he has had some experience in the particular sport, whereas, it is necessary to understand the mechanism of the human body and the laws of physics to properly apply the experience which he has had. It is more important that the coach of high school athletics should understand the principles of motor activity than that he be able to develop a team which can make more points than the one from some other school.

The thing that is most needed in high school athletics to-day is some standard by which we can measure the athletic standing of the individual other than his ability to do some one thing better than some other student. So far as college athletics are concerned it would be better to make every matriculant come up to a certain standard of all-round athletic ability, with good form, than that a few should show exceptional ability in some one event. This might be accomplished to a certain extent by a wise choice of the sports in which the student engages. Second, by a combination of sports which will demand the attributes which are desirable and by insisting that each individual shall be judged by his total ability rather than by his specialization. No university would admit the student, however expert he may be in mathematics, who is deficient in all of his other subjects, yet this is the common tendency in athletic activities. It is com-