

And these activities must form the basis of a course of Physical Education if it is to be interesting to the student and sound from a stand-point of the pedagogue. But you may say we have got passed this necessity for physical strength and it is mentality alone that counts. Is that so? How many broken arms and sprained wrists would be prevented by a knowledge of how to keep ones feet on a slippery pavement, or how to fall properly, for that matter? How many costly lives are lost by the inability to swim, or jump, or climb, or dodge? It is not entirely a jest to say that the advent of the automobile has divided people into two great classes,—the quick and the dead. Clumsiness and physical carelessness should get the blame that is so often put on a long-suffering Providence for those special dispensations which we call accidents.

These fundamental activities are the basis of all games that have survived to the present time, but the average game is ill-adapted for use in the regular college work, because it is so casual and takes so much space and time for the educational result that it gives. Just as our habits of life are made artificial by the necessities of community-life, so must our play be made artificial to counteract it and, as it were, intensified and condensed like the active principle of a drug into tabloid form to fit the conditions of college life. It takes a field, 110 yards by 60, to accommodate thirty men in football; twenty-four in lacrosse, or eighteen in baseball; but last spring 400 men were exercised on the same space in similar movements by modifying them for class work. By such modification also, the course can be made progressive and logical from the teaching standpoint. To be specific,—in developing the action of climbing, the student is first examined and marked as to his ability to climb a rope by his arms. If he cannot do so at all, as is the case with about 40 per cent. he begins by being taught to pull his weight up by both arms and to dismount; then to jump and catch the rope and pull his weight up by his arms, then to catch the rope with the arms and legs and to climb by the use of both, and so on until he is able to climb with ease, by using the arms and legs or the arms alone, carrying the rope up after him; how to tie a loop in which he can rest; how to descend with one arm disabled, and how to do so carrying a burden. He is then examined and passed in that method of locomotion. The same system would apply to swimming—a most important exercise that should include besides, the various strokes and combination, instruction in life saving and the resuscitation of the apparently drowned. Boxing and wrestling are analyzed for class purposes; the positions of defence, the leads, left and right; the guard, first simple then in combination, all increasing in complexity, with and without foot work; until a good knowledge is obtained of those methods of defence all in the form of gymnastic drills.

I now come to the place in University life occupied by athletic sports, and the amount of supervision of such that the University should maintain. The actual conduct of Intercollegiate or Collegiate athletic contests may well be left to a great extent in the hands of the students themselves, as part of their social training, but the University should require two things, first,