

Some of you who hear me wonder that I have not yet said one word about schools or schooling, and others wonder that I have not yet reached athletics. I cannot wonder at your wonder, but there is method in my madness. I have not mentioned schools because I think that our ordinary school is not run very successfully as an educational institution. In fact, as we are here considering education, I think the traditional school is little concerned with education and often in much that it does, it seems an enemy to such an education. I hope the time will soon come when schools shall be run very consciously on a genuinely educational programme. To help bring that good good day, is why I am talking about education and not schools. The school needs to be remade in order to become more actively and effectually educative. It is life that educates, and I am wishing for the schools to learn this fact and to rebuild themselves on a basis of actual living.

#### ATHLETICS IN THE GOOD LIFE.

I have postponed a discussion of athletics because I wanted to have a proper picture in which to fit in. Possibly we are now ready for it. We have seen that we honestly and avowedly mean to make life good and rich, good to live and enjoy. We are not selfish in this and we mean not to be shortsighted. We mean to run life, each one his own life, on a basis that, as best we can make it out, promises best in the long run for all concerned. In such a programme, we know, each from his own experience, that there come many slips and failures. The present wish is often so enticing that in spite of a broader and better view beckoning us on, we may choose the near view, the present pleasure, just because it is near and present and ours. Education, then, if it is to help the really good and reasonably defensible life prevail over mere present impulse must work in season and out to that end. Our problem then is: What athletics as part of education can do to help in thus making life better.

Before we come to closer grips with the problem of athletics, one further thing must be said. When we confront a situation and respond to it, the whole organism in a true sense and degree co-operates in the response. When a boy is trying in a basketball game to put the ball in the basket, he is not simply moving his arms. His whole body is co-operating, so to speak, with his arms. Probably every muscle in his body, and all their correlative fibers, are engaged in a co-operative effort to get that ball into that basket here and now. But this is still not all; the boy is thinking as hard as ever he can of all the pertinent factors in the case, where he is with reference to the goal, ~~where~~ where the other players are, both teammates to help and opponents to hinder, and how they are all placed with reference to his proposed play. And in this, certain players stand out, to his mind. One opponent is particularly capable; the ball must get by him.

Nor are body and mind all that are engaged in this one act. This boy is feeling all the excitement of the occasion. What are these feelings? Is it anything to win, even including unfair tactics if he can get away with it? Is he feeling a general rivalry that would rather lose the game than make an unfair play? Or is he so intent on winning that hate and unfairness find full sway? Mind, soul and body, all that the boy has, so far as it is now pertinently organized in him for effectual action, is engaged in that one act. And - be sure of this - the learning effects extend as far as does the responding. As he is responding all over and through, so he is building, or rebuilding, himself all over and through. Bodily movements, thinking, feeling, glands of internal secretion - all co-operate to make the act a success, and learning accompanies accordingly. All that co-operated toward success - as the boy sees it - is joined the better together for future co-operation for a like purpose next time. The learning effect depends on what the boy puts into the act and how well he is satisfied with the outcome.