

at the start. The outcome of effort does not depend on hurry or acceleration of movement but on the display of sustained and progressive effort executed through the course of time.

The psychology of effort, as we see it, is based on this sense of gradation throughout the sportive education.

The philosophers of the middle ages had already proved that there exist a cumulative and progressive continuity in all things implicated in natural evolution. They used to say : « *Natura non facit saltus* » (nature does not proceed forward in leaps and bounds but moves slowly). This principle can be applied to training in all forms of sports since we can affirm, that it has never yet happened that an athlete was able to reach fame after his initial performance without passing through this intermediary stages. If, ever an athlete should reach an attainment infinitely superior to his actual stage of development, this phenomenon would be looked upon as a fluke purely accidental, and not considered as a genuine attainment since he could not repeat this achievement successfully twice running.

From this statement, one sees, that previous to the actual physical training, the practice of the sustained effort becomes a training of the mind. If the physiological side is comparatively simple on account of

it being based on hygiene and regular practice, one must not forget that the psychological element of sportive education is infinitely more complex, placed on a higher level, since it calls for the double action of the intelligence and willpower : the intelligence is the faculty of assimilating a knowledge acquired from the outside while willpower is a faculty of strictly carrying out an assimilated knowledge.

One cannot desire what one does not know. The experience in sports allows us to confirm that, the man who has striven to direct his effort towards a clearer understanding of the obstacle, while leading it back to its initial stages, must reach a high level of performance, provided he is in normal physiological conditions.

What makes the value and superiority of training in American colleges, is undoubtedly, the strictness with which the physical training instructors maintain the enthusiasm of their pupils in the understanding of the various stages of sport effort. The man who, in the presence of the pupils belonging to primary schools, could sneer at the importance given to a primary school certificate, by speaking to them of the difficulties in obtaining degrees in either medicine or mathematics, such a man would be entirely lacking in psychological insight. A school certificate has the same value in a child's mind as an University degree to an adult.

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FIANÇAILES PRINCIÈRES  
AU C. I. O.

Nous sommes heureux d'annoncer que Son Altesse Royale le Prince Jean de Luxembourg, membre du C. I. O. pour le Luxembourg, a célébré ses fiançailles en novembre dernier avec Son Altesse Royale la Princesse Joséphine-charlotte de Belgique. La chancellerie du C. I. O. a adressé, au nom du président et des membres, ses vives félicitations à Leurs Altesses Royales. S. A. R. le Prince Jean a aimablement répondu par le télégramme suivant :

« Tous mes plus vifs remerciements pour les aimables félicitations que vous avez bien voulu me présenter au nom du Président et des membres du C. I. O.

*Jeun de Luxembourg. »*

ROYAL ENGAGEMENT  
AT THE I. O. C.

We have much pleasure to announce that H. R. H., Prince Jean de Luxembourg, Member of the I. O. C. for Luxembourg, has celebrated, last November, his engagement to H. R. H. Princess Joséphine-Charlotte of Belgium. The I. O. C.'s Chancellery on behalf of the President and its Members, has conveyed to their Royal Highnesses, its heartiest congratulations. H. R. H. Prince Jean has kindly replied by the telegram herewith :

« Tous mes plus vifs remerciements pour les aimables félicitations que vous avez bien voulu me présenter au nom du président et des membres du C. I. O.

*Jean de Luxembourg. »*