

Physical 'Ed' Program ^{6/28}

Outlines New Program For Education Group At Meeting

A six-point program for physical education and recreation was submitted at the afternoon session of the summer educational conference at the University of Kansas by Alfred O. Anderson, director of physical education and recreation at St. Louis, and vice-president for the central West of the National Physical Education Association. His program:

1. Leisure time activities should be constructive and educational.
2. Educators should guide the program, since it is so essentially educational in character.
3. There should be a pooling of community assets for recreation, including school grounds and buildings, armories, church recreation halls, and the like.
4. The program should be for all—boys and girls, and adults, too.
5. The program should be for the whole year; after-school playgrounds are as important as vacation playgrounds.
6. The program should be tax-supported.

Mr. Anderson suggested that the growing demand for the use of school properties for community recreational and physical educational projects demanded that educators study the added problems of administration, the question of leadership that the extra-curricular activities should have, and the matter of financing the program. Should the added cost of light and heat and custodial service be provided in the school budget, or should there be a rental charge to cover actual costs?

The speaker added that whoever conducted the program should consider the wishes of the community. A school curriculum, he said, could be laid down, and the children be required to follow it, but a recreation program, to be most successful, must supply community wants and needs, and not be a program handed down by someone above.

Athletic Skill Is Cultural ^{6/28}

Dr. C. H. McCloy Sees Great Satisfaction In Sport

A perfectly executed play in tennis, golf, or basketball may give the player just as much satisfaction as the reading of Carlyle, and the one is just as cultural as the other, according to Dr. C. H. McCoy of the University of Iowa, president of the American Physical Education Association, speaking at the opening session of the state educational summer conference at the University.

"Just as there is no cultural value in trying to read a foreign language with two fingers in the dictionary, but a satisfaction that is cultural comes when we can read well enough to get the flavor of the language, so is there satisfaction and cultural value in physical skills.

"I recall a tennis game in which I hit the ball with the wood and it struck the net, finally going over, by accident, for my point. Again, I struck the ball with full force, exactly with the center of the racquet, and although two inches out of bounds and opponent's point, I felt the thrill of a well made shot.

"As teachers of physical education we should begin early to teach those physical skills that will be useful later, such as poise and posture, both for sitting and standing. We should teach even the children how to handle their bodies efficiently for games and for the routine movements.

"Why should it be necessary for a varsity basketball coach to teach fundamental footwork to his players? As a child, that player should have played tag, and other games to develop nimbleness and quickness of movement. Such physical skill is highly essential in these days of darting automobiles."

Dr. McCloy urged improvement in teaching of physical education courses, not only "vertically" within the subject itself, but "horizontally" to show the part that well developed physical being had in the enjoyment of the more academic but, to his mind, no more cultural subjects.

"After all, it would be better to raise a million people ten "culture-feet" than to raise 100 persons a thousand "culture-feet," he said.