

lawn onto the faster clay or hard surfaced courts. In every case, they are getting more difficult. People don't object to difficulty, so long as it interprets itself as challenge, rather than as drudgery.

I know it isn't one of the sacred cow subjects. I know that some academicians esteem it rather condescendingly. But as a looker-on in Venice, I venture the opinion that Physical Education in some of its aspects at least has apparently realized more of what I am trying to say than any other unit in the curriculum. With its physiology, its charts and instruments, it had its scientific but dull approaches. Where it is still obsessed with being scientific, it continues to be dull and uninspired in most of its health program, for example, or in its research experiments program, or its solemn body building program. I don't know why we should feel that we must leave adventure behind to be scientific. Scientific exploration has in it the essence of intellectual romance. But when we come into its august presence we seem to resign our sense of humor; we seem to become suspicious of inspiration. We seem fatally prone to make drudgery of it. And the moment we do that, the sense of adventure appears to fly out the window. We don't have to do that. It's only custom. Playing chess is scientific, but still it's fun. The physics department of the University of Chicago is doing some interesting exploring in this connection. They are scheduling their laboratories so students, even in other departments, can come in and perform interesting experiments for the fun of it. They are making the physics laboratory a sort of intellectual recreation center. They are staging scientific verities with something of dramatic art and appeal.

In part of its disciplines at least, Physical Education seems to the observer on the sidelines to have been the department which has taken the lead in changing to that approach. Years ago it had its calculated and exact calisthenics drills,