

one kind of result and have been proud to do so well on one scale of achievement. Everyone should welcome the rise of a broad-visioned profession in physical education, which appraises in terms of all kinds of consequences: Physical, aesthetic, intellectual, emotional and social--perhaps even political and economic, too.

While we are considering wholesome personal satisfaction and social usefulness we must not forget that our colleges and high schools have a responsibility in educating the general public athletically, and an even greater responsibility in educating their own students.

If it is true that individuals like to attend activities with which they are familiar, or of which they have an understanding, or if it is a fact that one appreciates those things which one understands, then it certainly becomes the responsibility of colleges and high schools to make a better understanding of athletics possible. Physical education is therefore important in educating the spectator. It would seem that a better understanding of athletics means a finer appreciation of them.

As in the case of all social institutions and human activities, the conception of the purpose and scope of organized recreation has undergone great changes in the past few years. Never before has there been such a tremendous national consciousness concerning the need for and the development of the skills necessary to the profitable enjoyment of leisure time. This consciousness has been stimulated by the rapid multiplication of agencies directly concerned with promoting or conducting leisure time activities. In addition to such familiar agencies as the public recreation departments, public schools, community centers, parks and playgrounds, the National Government has some 35 separate offices, bureaus or agencies actively engaged in some form of recreational work. In addition some states are rather comprehensively organized. Numerous counties throughout the States are doing likewise. Added to these are many semi-public institutions such as Y.M.C.A.'s, Y.W.C.A.'s, Boys and Girl Scout organizations, service clubs, churches and the like. Moreover, private golf clubs, athletic clubs, hunting clubs, summer and vacation camps and other similar organizations are providing recreational facilities and equipment for memberships. The modern leisure-time program simply continues on and dovetails in with

the activities of the school, and each serves to supplement the other.

Since modern leisure-time programs are now predominantly educational in nature, it seems that the school is the best institution to organize and coordinate these agencies for the "social betterment in a democracy." Is not this an important enterprise for the Health and Physical Education Supervisors to undertake?

Youth is assuming the responsibility for helping to plan and execute a program of healthful living. This is evidenced by the fact that in a great many States the physical educators are getting behind safety programs. Accident prevention and health go hand in hand.

From these homely and common observations it is only a step to realization that more health yields more of the good of life, whether physical, social or intellectual.

In closing let me summarise by saying that physical education is important in our Education System because:

1. Of the opportunities for growth under living conditions which consistently provide for normal physical and mental development.
2. Guidance toward wholesome personal satisfactions and social usefulness.
3. Better understanding of athletics through education of spectators.
4. Self-expression through organized recreations and companionship.
5. Participation in the affairs of a democratic State.

There are others, many others. These have not necessarily been selected because they were the most important.

Does our State Department consider Health and Physical Education important? It does.

Our State Board of Education about two years ago passed a regulation that beginning September 1, 1937, teachers of Physical Education in Class "A" high schools shall present a minimum preparation of fifteen semester hours of college credit in physical education, ten semester hours of which must be in the field of health, physiology, first aid, or school hygiene.

You physical educators are in the most strategic position to suspect and detect early deviations from the normal--yours is a unique position--power to you and the best wishes from your State Department of Education.