

phyletic emphasis, and what lacks this must at best be feeble, and if new powers are unfolding, their growth must be very slow and they must be nurtured as tender buds for generations. Thirdly, too little regard is had for the vast differences in individuals, most of whom need much personal prescription."

In recent years, the psychological pendulum has swung in the other direction and the physical educator has found many of his fundamentals challenged. It has been very competently stated by educators who in general have not been well-versed in the science of physical education, that there was every probability that these virtues were not cultivated in those participating in physical activities programs, but that if perchance they were cultivated that they did not transfer. It is well that we pause and consider just what is known of the matter.

It should be stated at the beginning that there is very little experimental evidence available in this field to offer either to support or to contravert the theory that there are educational values in physical education as such. When experimental evidence is lacking, one must perforce fall back upon what is known in related fields and apply it by the methods of the philosopher, and that is what I propose to do.

Education involves change in the individual. From what we know of the education process, we can assume the following important elements with a fair degree of confidence in the validity of our assumptions:

1. The individual himself cannot be changed directly; one cannot operate upon his brain-paths and re-integrate them like he would re-distribute the twigs of a vine. The educator, to secure changes in the individual, must influence the surrounding and contiguous environment. This environment is complex and extensive. It involves the home, the school, companions, the library, the streets, the movies, pool rooms, bowling alleys, the playground, the country and all else that surrounds and makes impact upon the individual - all that the individual meets in his day of twenty-four hours. The individual responds to this environment and the response may make for favorable change or for unfavorable change - or for no change at all. The task of the educator is to influence as many of these elements as he can for the better.

2. When one looks upon the multitude of these situations inherent in the environment, and reflects upon the small number of hours in a day given to these activities, one is inclined to pessimism - the situation looks rather hopeless. There are however encouraging elements in the situation.

In the first place, situations differ in their educational potency. One might for example go down the cellar stairs one thousand days in succession and not know how many steps were there. If, however, upon going down those stairs the first time he should have bumped his head upon a projecting beam, he would have learned permanently to forever avoid that accident in all subsequent trips down those stairs. The intensity of the one situation rendered it far more potent as an educational factor than could have been true with a situation involving a less intense stimulus. Many if not most of the situations of life are routine, colorless and commonplace. The individual passes them by with little thought and with no interest and they influence his life but little. There are other situations which are full of potentiality, the reactions of which are intense and either enormously satisfying or exceedingly annoying. Amongst these very potent situations are things which involve