

develop that type of qualities, emphasis upon aesthetic dancing is less needed than emphasis upon competitive sports. There is less need to "protect the delicate nervous system of girls from the dangers of excessive competition" than to progressively develop the kind of nervous system that will be developed by such competition rather than harmed. To my mind, those programs of physical education for women which are still majoring solely on the softer and more aesthetic phases of physical education are today anachronisms.

It needs to be kept in mind that so long as America holds to the present ideals of democracy, one of the prime essentials to be kept in mind by physical educators is that they must produce citizens who will function in such a democracy. I question much of the present project method content upon these grounds. I feel that it is yet to be demonstrated that the "do-as-you-please," "do-only-what-you-wish" type of teaching will give adequate training for meeting the hard-boiled political situations of this alleged American democracy. In a democracy, men must fight for progress and must struggle to attain their wills. Life is not all sugar-coated. I think that physical educators must keep in mind in educating future citizens in the United States not the ideal democracy of the visionary but the practical situation that one sees.

It would seem to me that the fundamental question is not, are there educational values in physical education? It would seem clear enough that when the obvious relationships between physical activities of the more natural, rational, competitive types, and instinctive original nature of men are taken into the picture, physical education can be seen to embrace perhaps an even greater educational opportunity than does any other form of education. The real question is - how make it effective and how make certain the realization of its educational possibilities. Dynamite can be used to clear fields for cultivation or to destroy bridges. In the hands of the inexperienced, it frequently destroys lives. The dynamite that is inherent in the competitive physical education activities is equally potent for both good and evil - and as educators we must learn to use it expertly and constructively.

I cannot close without stressing what should be obvious to all, that physical education should not be considered as a water-tight compartment, but should be constantly thought of in the light of its contribution to the whole man. While the peculiar service of the directors of physical education will be largely thru programs peculiar to physical education, yet in the formulation of aims, objectives and programs, the widest service of the whole institution must be kept in mind and the objectives and program of the department of physical education planned to integrate with the complete service to the individual through all other departments or divisions.

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