

EDUCATION THROUGH PLAY

Two decades ago physical education was not an integral part of the educational program of our American colleges. Up to that date it was given time in the school activities rather grudgingly. It was the best that education could offer, to meet the growing demand for some type of hygienic training.

The progress of physical education was suffering a two-way block. Educators were frowning upon a system which lacked a well-organized body of thought to support it. The men and women who were leading the cause of physical education had received their professional training in special physical training normal schools, outside of the life and atmosphere of general education. Consequently they were partially ignorant of the general educational tendencies.

The earlier system was primarily structurally minded and thought only in terms of anatomy and muscular physique. The whole plan was lost in a single groove, - that of structural vigilance and care of the physical body, with no thought of functional relationship to education in general.

The main function of education is to train the human mechanism toward efficiency as an instrument of self-expression, with reference to the various opportunities and responsibilities of life. All agencies of education should aim at these common ends.

One century of American pioneer work in physical education showed the place of motor activity in the school curriculum, and, despite the incompleteness of the plan, kept the idea alive until educators could present a program which was physiologically and psychologically sound and pedagogically acceptable. The new type of physical education maintains an organic relationship with the educational program. It stands foursquare as a neuromuscular program to aid education not only in rounding out the physical, mental, social, and ethical being in its care during the four years of college life, but in sending the