

- Miss Byrn You were fortunate in having the opportunity to learn so many different activities. Many girls come to the University having had very little opportunity to explore the possibilities of various skills. Some girls come from schools where the only activity offered is basketball or tumbling, and if the activity offered is not interesting to every girl or she is not good enough to make the team, her opportunity to participate is lost.
- Miss Bell Well, Miss Byrn, I can easily understand how a girl coming out of a school with such a narrow program might easily learn to dislike physical activities. Almost all of the girls in our high school looked forward to their hour in the gymnasium as a period in which to have a good time. Our instructor was anxious that we have a good time. Consequently, we regarded each new activity as it was presented to us as an opportunity to enjoy ourselves. This was an attitude not present, certainly, in the other classes I attended, and I suppose it was for this reason more than any other that I decided to prepare myself to teach in this field. It looked as if that field of endeavor somehow possessed a guarantee that I should continue to live.
- Miss Byrn Yes, Virginia, I believe that our field of physical education is unique in that respect. Every normal child loves to play. We are not faced with the problem of creating a desire to learn the subject matter in our curriculum unless we have students conditioned unfavorably by previous faulty teaching. Our problem really lies in deciding what it is we wish to accomplish by directing the skills and activities that constitute our program. What things other than skills should be learned in physical education classes? Is the girl who is an expert swimmer or a champion tennis player necessarily "physically educated"? Is the poor sport physically educated, even though expert at games? How about the girl to whom winning is paramount? How about the girl who plays beyond the point of her endurance? Are these girls physically educated?
- Miss Bell No, Miss Byrn, I don't believe we can call our job done when we have taught the skills that constitute an activity or a sport. We all know girls who are so proud of their accomplishment in one particular sport that the opportunities to learn new and stimulating activities are overlooked. These girls have narrowed their appreciations and limited the possibilities of enriching their experience immeasurably.
- Miss Byrn Yes, Virginia, I believe you are right in thinking that the narrowing of one's experience to an appreciation of one small field of activity and thereby attaining a degree of perfection not otherwise possible, is not a worthy objective. It is my feeling that this unfortunate individual is a product of the type of leadership present in many schools. The practice of perfecting techniques -- insisting upon a prescribed way of accomplishing a given end, has robbed much of our teaching of its value and dulled the natural interest of the average student. We lead our instruction with so much detail that the urge to play the game is lost.
- Miss Bell I think that is true, Miss Byrn, but I think we have agreed that the fun of doing things, lies largely in being able to do them well and unless we are instructed in the way of doing an activity most efficiently, it seems to me that much of the thrill of executing a perfect tennis stroke, for instance, would be lost to us.