

destructive competition is the only means to survival. I think that evidence from history does show that this pugnacity and aggressiveness, insofar as it is destructive of others, can be directed into sports and games so that the glamour and desire for war or conquest is transported into constructive and enjoyable channels.

Mr. Rapert Now, in the past, Dr. Wheeler, physical education has not attempted to keep pace with psychology. In the United States we are behind other countries in this respect. Do you think that the science of psychology has much to offer physical education?

Dr. Wheeler You have me on the spot, Jim. In spite of the fact that it may sound like tooting one's own horn, experiments show beyond doubt that physical education can be made adequate only as it applies the laws of psychology and physiology. There are definite psychological principles to follow in acquiring bodily coordination, in achieving skill along any line. There are psychological laws to follow in promoting interest in physical education.

Mr. Rapert Yes, that is quite true, Dr. Wheeler. For example, in the teaching of physical education here at the University of Kansas I've carried on some experimental work. On the basis of the results of my experimental work I've found that the method of teaching which I have called the "recreational method" in physical education is the best method for teaching skills and games in physical education. We can teach students the elements of boxing and fencing and tennis in an extremely short time so that they can enjoy the game as quickly as possible, if our teaching is consistent with the laws of psychology and physiology. In other words, we approach the student as an individual psycho-physical whole. Dr. Wheeler, could you tell us a little more about one of these psychological principles, and the way in which we acquire bodily coordination?

Dr. Wheeler Yes, indeed. It might interest the radio listeners of this community to know that Dr. G. E. Coghill, who was formerly head of the Department of Anatomy at the University of Kansas, while he was here made a very important discovery about how the nerves of the body control the muscles in the course of acquiring coordination or skill. We do not begin by making movements of the different parts of the body separately and independently of one another. Skill is not built up by putting together so many pieces of movement like bricks in building a house. Instead we proceed the other way. We make mass movements first and finally learn how to manipulate a specific muscle by discovering the part it has to play in the course of moving the body as a whole. The body as a whole is in action even though it looks as if we were moving only our hands or feet. It is too long a story to tell here in detail, but an illustration may make the point a little clearer. Can you wiggle your ears, Jim?

Mr. Rapert No, I don't believe I can, Dr. Wheeler.