

general condition which we call "health". Doubtlessly, however, there are other elements that need to be taken into account. More activity will not produce or preserve health. The question of food, of general habits of living, are certainly as important, and a program of physical education that restricts itself to the concept of activity is likely to fail in achieving the objective of health. For that reason I would most earnestly urge an expansion of the concept of physical education to include all phases of living that are likely to contribute to the well-being of the organism. You must have something to activate before you begin an activity program.

Allen

I quite agree with you, Dean Schwegler. It seems to me that if any given aim or program does not serve or is not compatible with the philosophy or ultimate goal of the individual, or group for which it was formulated, then that aim or program has no justification. The successful administrators in the field of physical education have weighed these requisites, and after research and experimentation have arrived at a program that is compatible with the activity and needs of the human animal in his present environment. Is it not true that an adequate conception of physical education must include not only the factor of physical growth and well-being, but also the factor of psychic growth and well-being?

Schwegler

Certainly. The current conception of physical education, restricting itself, as it does, in the minds of many persons, to the concept of public athletic spectacles, is most unfortunate. It conceals the fact that physical education, properly conceived, not only involves the physical well-being of the individual in terms of health and vigor, but also the psychic unfoldment of the individual in terms of his ability to achieve more efficient, more wholesome adjustment to the world in which he lives. It should equip him with an expanded set of tools by means of which to attain his wants. In so doing it will inevitably improve his mental outlook and his mastery of life as no other phase of education or of experience can hope to enable him to achieve mastery. Frankly, athletic activities are only a narrow segment of the total program of physical education, and I believe that we are unwise when we over-emphasize them and forget those more vitally significant phases of adjustment which concern every boy and every girl in our schools.

Allen

I quite agree with you, Dean Schwegler. I remember that you once brought out graphically the three phases of physical training. You spoke first of the service side of physical education, as that activity in which the students of the college improve and maintain their bodily vigor. The second phase was the function of the school of education in this plan, wherein a physical education major might increase his knowledge and efficiency as a teacher by following the prescribed courses in the school of education. And lastly you pointed out the competitive or intercollegiate side of athletics in which the obstacle of physical activity was emphasized. In your opinion, do intercollegiate athletics, as they are now administered, fit into the educational situation?