

"Concurrently with the progress that has been made in general education there has been progress in the field of physical education, although perhaps the application has not been as general, nor has the modern point of view been as widely accepted. The old traditional beliefs and opinions about physical education still exist, and the general conception of many, even today, is that the sole purpose of physical education, is the acquisition of rapid response to command, the development of uncanny skill, profuse perspiration, the excitement of a contest and a winning team, or the musculature of an ox. "P.T." or "Physical Jerks" have been thought a kind of panacea, but a grave mistake was made because the mental attitudes and interests in exercise were largely ignored and the development was chiefly for physical skill or endurance. These are ends in themselves but are utterly futile in their relation to more wholesome living. Physical education is a means to an end. Just as the attitude in education has turned or is turning, from dictatorial compulsion or coercion to a sympathetic and understanding attitude by appealing through the interests and natural tendencies of the child, so similar changes have taken place in physical education. As a contribution to education it is a new attack on an age-old problem. It seeks to offer as a laboratory of expression, activities, which, through the fundamental interests of the individual, will so contribute to living that those so aided may become better fitted physically, mentally, morally and socially to take their places as more worthwhile citizens.

"The young men and women who go out from our schools and colleges year by year, carry with them habits, attitudes and powers of judgment that have been moulded and developed by their experiences as undergraduates. They are, or become a part of the best informed ~~portion~~ portion of society, and progress in a large measure depends thereon; the recognition and approval of the standards and practices of the future are in their hands. Is it not our duty to see, that in addition to the relation the graduates bear to their special or professional spheres of life, that they bear the right relationship, or have the right ideas and ideals of health in its broadest aspect, physical, mental and social, and thus become more powerful factors in living to the fullest as desirable citizens. Our knowledge of the human mechanism with all its complex inter-relations has vastly increased in recent years. The traditions of the past must be faced with a bold and fearless attitude - from them we must extract the good and discard the bad, guided always by the desire to grasp and use those scientific facts which we know to be applicable in the promotion of better citizenship. This is our responsibility.

It is then, our obligation to:-

- 1."Protect the individual and the student body by a thorough medical examination.
- 2."Ensure satisfactory hygienic and sanitary conditions - habits of living more efficiently.
- 3."Provide an adequate opportunity to participate in activities from which physical and mental, moral and social benefits will accrue.
- 4."Protect our investment in the student and aid him through rendering service to the temporarily unfit.