

THE PLACE OF ATHLETICS IN MODERN EDUCATION

"The building of a finer and richer life; the development of a well integrated personality - to these athletics can make their contribution."

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In order to see what part athletics has to play in modern education, we must first look at education in relation to life and to the building of personality. In this wider setting we can then better see what to ask of athletics.

First of all, life is or ought to be - something good to live. Let us have done, once and for all, with any idea that we should bemoan or renounce or reduce life. Control and direct, yes. Take others into account so as to wish a like good life for them, yes emphatically. But let us honestly and openly and avowedly seek to make life as good and as fine and as rich as we know how - good and fine and rich for everybody all together.

THE MEANING OF "GOOD"

When we use the word good in connection with life, there is apt to be confusion, as to what is meant. There are two meanings to the word good: This apple is good to eat; John is a good boy. The first is a consummatory good: This apple is good to eat and enjoy; the water is good to drink; good music is music good to hear and enjoy; a good house is a house good to live in; a good picture is a picture good to look at and enjoy; a good poem is a poem good to read and think about and take in; "the good life" is life good to live and enjoy.

The second good is moral good. It is, I am here arguing, the practice and wish to live the life good to live and enjoy will prevail, really so to act that by what I do and the way I act here and now all concerned may best enjoy "the good life", enjoy life as far as possible all together. In the first meaning of good, we think of life as being something possibly and properly good to enjoy. Then in the second meaning, the moral goodness, we wish this kind of life, so far as we can manage it, to prevail for all; and we propose to act accordingly, to make our acts conform to this rule. I hope it is now clear that I am here concerned with finding out how to enrich life and not reduce it, enrich life all along, all during life and for all together, reasonably and defensibly enrich it, not simply do as I happen to wish at this moment - I must take other moments also into account. Not simply do as I myself would like: I must also take others into account. But after all and all we are honestly and openly trying - as a kind of summation aim - to make life a finer thing to live, as fine as we can manage.

Then follows our first main question: Considering our wish to make life finer and richer, how does education enter? How shall we think about education and how manage education so that through it we can make life better and finer? Let me hasten to say that I am not going to attempt any full answer to this question. The time is too short.

THREE OBJECTIVES.

Keeping in mind that our one big aim is to make life richer and finer to live, three things especially concern us here.

1. Bodily health as the physical basis of all else.
2. A healthy well integrated personality as the psychological and moral basis of all else.