

will not do it in school, he probably will not do it later.

The curriculum, especially from the high school up, should be elastic enough to adapt to the different kinds of pupils. Original nature endowment, interests, neuro-muscular skill potentialities, all differ. There is evidence that the distribution in these qualities is nearly normal; but the same individual may be relatively higher on the curve in one element than in another. In the high school, electives in the mental curriculum are offered to meet this situation. The same should be true in physical education. Some groups should emphasize the fighting types of activities more than other groups. The individualist should have some choice in the more individual activities, such as track and field, handball, tennis, golf, apparatus work, swimming, and the like. The aesthetically inclined should be allowed to elect more dancing. This means different classes with different balance of activities - probably there should be a warp of fundamental skills running through all.

This curriculum should be continuous from the kindergarten to the college, but should allow more rapid promotion physically than mentally, or vice-versa, to meet the needs of the individual. It should be possible to give a rather complete physical education by the age of sixteen. If such an education is not started until high school or college, as is true in too many cities now, it is possible to give a physical education, but it is working against the current of habits of mind and body, and usually little of educational value is accomplished. This could be remedied, however, with better and more equipment, better trained teachers and smaller classes.

In adapting to sex differences, it would seem important to determine objectives for women even more carefully than in the case of men. The shifting of women from the home to industry and the professions, competing with men on an equal footing and with no mean physical and physiological handicap, introduces an element to be reckoned for. For what should women be trained? Should we stress aggressiveness and fight, or aesthetics and individualism, or both? What should be the balance of these types of activities, and why? These are questions which would appear to be fundamental if we are to educate women through physical activities. The physical educational questions of anatomy and physiology need less dogmatic statement and more controlled experimentation.

7. The material should be selected for content, and not for form; for efficiency, not for looks. The important question is not, "How does it look from the gallery," but, "Will it accomplish the results?" To illustrate the point, we shall very briefly discuss dancing as now taught to women.

Dancing - at least the natural variety - was primarily the portrayal of the feelings through bodily movement. In this sense, the wild jumps into the air of the ardent rooster when the home team makes a touchdown is natural dancing of a very crude type. In evolution of dancing, a technique was developed to express the finer emotions through appropriate movement. This differed from the crude type in much the same way as the soulful playing of a Paderewski differs from the off-key whistling of that happy individual who just must express himself musically or burst. In between the extremes will be found all kinds and degrees of dancing; but it should all be of a type, such as will educate in the expression of something within the in-