

dividual. This expression may be the expressing of a fine, sensitive, emotional nature, or the cruder, rougher expression of the emotions of the coarser natured fighter, but it should be expression, not calisthenics.

The content of dancing now taught in physical education contains much of the highest value, and much which is of no educational value at all. The types of dances that evolved from the history of a people - as did some of the better folk dances - and the types which have been developed to really express something, such as the natural dances of Miss Margaret N. H'Doubler, Miss Gertrude Colby, and others, are usually of educational value. The type that have been invented in the enthusiasm of that individual who wanted "something different" is usually of little or no educative value. The type of clog dance that expresses the nature of the negro of the plantation has much of value in it. Much of the invented clog dance, the writer believes, is nothing but a rather difficult kind of calisthenics, in which the dancer is more intent upon getting the steps just right than in expressing anything within. The same is true of much of the stage type of so-called aesthetic dancing. Out of all this wealth of material should be selected only that which expresses, and the rest discarded entirely. Whether it be a masculine or a feminine type of dancing, it should be chosen for content, not for just exercise, for looks, or for technique. The same principle should apply to other kinds of teaching material.

8. In-so-far as possible, the material should be modern. The content of the traditional physical education teaching material is largely military. We conceive of the function of our schools to be that of primarily training students to be citizens, not soldiers. Incidentally, the real qualities developed in a scientific program will be such as to make one a good soldier - look over the objectives again. America thinks that she believes in a social democracy. If so, let us train students to be citizens of such a democracy. This would eliminate much of the old type of regimentation which was primarily intended to mould the mass into an unthinking machine, or to develop some mythical discipline. Track athletics are of more value than the same time spent on marching; defensive exercises with a walking stick are of more value than fencing with a foil; learning how to defend oneself from a thug is better than the same time spent in wand exercises. We should think in terms of today's need, not in terms of the eighteenth century.

9. The material selected should be selected because it is the best possible, not because it is just good. It should be good enough to displace some other material. It must be worth the time spent on it, or in other words, it must pay its own overhead. It must be of such a nature that it can be taught effectively where it comes in the curriculum.

10. The material selected must be adapted to the equipment available. Most of this teaching is in cities where grounds and gymnasias are limited, and this situation must be kept in mind while making the curriculum. There are a few essentials, however, that must not be lost sight of:

(a) The writer does not believe it possible to get first rate results with classes much larger than thirty. The classroom has pupils five hours a day, and feels that forty individuals is a large class. The physical director seldom has them more than forty or forty-five minutes, and must have action or get little result. Classes of fifty to one hundred in one gymnasium preclude physical education - all that can be done is exercise. If there are sufficient grounds or gymnasias and a sufficient number of well-trained leaders, a large class becomes, in reality, a number of smaller