

classes, which is almost as effective as having smaller classes.

(b) There should be adequate bathing facilities for all, even in the elementary schools. Exercise which produces profuse perspiration should be done in uniform, and should be followed by a bath.

(c) There must be enough teachers to do this work well, to organize intramural activities, and to do the necessary clerical work connected with the administration of such a scheme.

(d) There should be a really adequate medical service, both for examinations and for remedial stunt health work. This is available in very few school systems today.

In most schools in this country, we fall short of the above. The attempt should not be to just adapt to conditions, but to attain to the ideal. Thirty years ago, few schools had adequate laboratories for science teaching. Persistent propaganda on the part of intelligent educators secured it. The same must be done for physical education. Not only must facilities be given, but more time. The minimum should be five hours a week.

If the material for physical education be selected according to the above ten criteria, it would seem that a few things should stand out clearly in our minds:

1. The educational objectives can be best accomplished for both sexes by using the more highly organized hunting and fighting games, competitive athletics, some of the "stunt" type of activities, and - especially with girls - natural dancing. These should be the types of activities which would directly lead to the accomplishment of the objectives in the most effective manner, if properly presented by the teacher and mastered by the student. In every case, the teacher should proceed from the objectives to be accomplished to the methods to be used to accomplish them.

2. All students are not equally skillful, and most are not skillful enough to utilize these activities advantageously, they must be led up to it gradually. This should be done by carefully grading the students and the activities, and by arranging, the teaching material in such a manner that every day's work leads to the next. For example, if students are not skilled enough in basketball to use it advantageously as an educational device, other games or contests containing the elements of basketball should be taught. These may be relays containing passing, shooting, or dribbling as part of the race, or they may be simpler games containing these elements, with less physical contact, and giving the player time to make his reactions - for much poor basketball is due to too hurried thinking. Then there may be a teaching of the fundamentals in a type of imitative calisthenics, a sort of mass coaching, as it were, followed by work on these elements in squads. The same sort of thing to a lesser degree can be done for track and field athletics. The elements first taught en masse, and then practiced in squads for form, not for performance, and finally used in competition. The same principle can be used for many other activities. At present, most men are taught these activities by the same technique one uses to teach a pup to swim - throw him in; if he swims fairly well, give him more practice. If he drowns, pass him up as hopeless, and let it go at that!