

3. The material selected should be well balanced, and should be used only when justified by results. The law of diminishing returns applies to the use of any teaching device as well as in economic fields. For example, if twenty per cent of the time spent on dancing gives what the instructor would think of as a fifty per cent result, and thirty per cent of time spent would give a seventy-five per cent result, the extra ten per cent would be justified. If a further increase of time to forty per cent gives an increase in result of only five per cent, this last ten per cent is not justified by the results. Hence we need scientific, controlled experimentation to determine just how much time should be spent at each stage of the curriculum on each type of activity, in order to cause the curriculum to give a maximum return for the time spent. At the risk of repetition, it should be again stated that every part of every curriculum must pay its way.

4. The teaching material should be selected with a view to future results, not just to the present "unfolding" of the child. It is a current conception in certain schools of educational philosophy that the "life" of the child at the time he is being taught is the most important thing and that this should guide the main thought of the educator. There is no doubt that the child's interests and efforts will be concerned practically altogether with activities that are of immediate concern to him, and that the educator must keep this in mind in the planning of a curriculum; but on the other hand, the physical educator must be looking ahead to the final result, and must plan a curriculum that will lead to that result, while at the same time being in many places disguised as to form, sugar-coated by presenting it as a simple game or contest, when ideally more progress could be made if there could be direct coaching in technique. It has been our experience that where the objective was clear enough in the pupil's mind, and was an objective which he felt was worthwhile, that much direct coaching in technique could be very easily motivated.

5. Fundamental activities should be stressed out of all apparent proportion to their direct values. To illustrate, it has been found that with a group of fifty Chinese students of physical education, who had had at least one and two-third years of careful training in the technique of track and field and athletic game activities, the correlation between records in four track and field events and skill (not "value to the team" which may be largely courage and fighting ability, coupled with fast thinking and experience) in basketball and soccer football ran from .75 to .92 according to the method of judging the skills. The average of correlations of able judges who knew the men well, and who rated them first by the Scott Rating Scale method, and then checked it by ranking them, was .86. This would indicate that these activities had enough elements in common with athletic games to justify their inclusion in a training scheme far out of proportion to their obvious educational value.

CRITERIA OF TEACHING FOR PHYSICAL EDUCATION

The material given here presents nothing new to the philosophy of education, being merely a re-statement of some of the important principles of the psychology of education. It is given here because of its general neglect in physical education and because the writer desires to give a rounded picture of the whole problem.