

4. Drill work in important skills should be thorough to the point of over-learning. The high correlations between these fundamental skills and skill in the more complicated team games is significant.

5. The situation must be considered in all its phases - equipment, size of classes, grading of pupils, grouping of competitors - everything as completely arranged for, as it is in mental education in the best school systems.

6. The teaching must emphasize the formation of associations which will cause the traits and characteristics developed in the physical education situations to become generalized, or to have rich connections with the ordinary and extraordinary situations of life. The teacher should constantly but unobtrusively hold before pupils the ideals and ideas connecting desirable traits and characteristics stressed in the physical education practice with analogous elements in other fields of life. To this end the utmost use should be made of appropriate catchwords and phrases - "sportsmanship," "quitter," "hit the line hard," "it isn't cricket," "teamwork," "play the game," and many, many others. These should have their scope widened by the teacher to include all the activities of life. It is at this place where a great deal of skill and attention should be focused. Without transfer, there will be but a very partial physical education; and this transfer will not, the writer is persuaded, be automatic, except insofar as a rich motor experience in activities that involve ideas and word phrases - which transfer not a little - tend to give some degree of transfer. There is abundant experience, however, to demonstrate that skillful teachers do secure transfer to a very large degree. I feel that more real study is needed on this phase of physical education than on any other phase, for results hang more on this than on all else.

7. The teacher of physical education (why not all teachers?) should have the attitude of the coach rather than the traditional attitude of the teachers. The difference is, the traditional teacher attitude is that of teaching or presenting certain material to a class or group. The attitude of the coach is that of developing the abilities of each individual to the limit of his potentialities. The coach tries to make A. the best halfback it is possible for him to become, and to make B. the best tackle in the country. The traditional method of teaching physical education is to just teach activities and trust to luck that they will do some good. The attitude of the coach should, and will, cause the students to feel the real interest of the instructor, and will cause the instructor to demand results of his teaching for each man.

Where the above kind of teaching has been the rule, satisfaction in progress and in the exercise of the skills involved has been demonstrated to follow. In other words, learning takes place.

To secure any general attainment of these possibilities, at least the following three things should be essential:

1. The professional training of physical educators must be brought to a much higher standard, especially the "theoretical" or educational part. There must be a better selection and more rigid elimination of the candidates for admission to the better schools, and adequate recognition and reward to those taking the work. The college of arts and sciences is too often the obstructive agent here, denying recognition to anything