

"applied," and making it difficult for such a course to secure footing. Physical education is still the educational orphan in this regard, not fully adopted into the educational family. There will always be a place for many teachers of mediocre talents, as is the case in mental education where all too often the teacher is the person that can be secured rather than the ideal. These lesser lights, however, should be thoroughly trained in the constructive use of the educational phase of physical education, especially in the use of the educational methods developed by research experts in that field and standardized for general use while further study is going on. In a phase of education so little standardized as physical education, we feel that relatively better trained teachers are needed for the rank and file than is the case in mental education where there is much better standardization of method. The need of contagious character and personality on the part of the teacher cannot be too highly emphasized. Schools of physical education which teach little but a smattering of biological sciences and physical technique should be placed on probation. "Without a vision, the people perish."

2. The methods to be used in activities, in teaching technique, in developing tests and standards of achievement, and in the measuring of qualities developed should be based upon investigation and objective research, not solely upon opinion. It is perhaps true that in the beginning, the methods used must be based upon the best thought of the few scientific and educational minded physical educators we have, but such a curriculum should be outlined with a rapid evolution based upon research in mind. Men who are trained in physical education, in educational theory, and in research technique should be secured, attached to institutions with adequate support, released from the usual twenty hours a week of teaching and given abundant encouragement and opportunity to find themselves in the important problems immediately demanding solution. There is ample precedent in mental education, and the task should not be nearly as difficult as in most pioneer tasks of this kind. It is especially essential that schools or educational institutions offering opportunities for such work be in the larger cities where adequate opportunity exists to secure data. It should be obvious that the important point of attack should be the grades and the high school, not the university, where it is usually rather late for extensive educational results. This research should not be handicapped for lack of funds. If thousands can be expended to devise a method to improve handwriting five per cent, it would seem as though funds might be available to improve character through physical education. Ten years of applied research on the part of even ten good men, with adequate assistance, could easily improve physical education five hundred per cent. A mixture of constructive thinking and moral courage, applied on a base of the scientific knowledge of educational psychology we now have, could effect an immediate improvement of at least one hundred per cent.

3. An adequate detailed manual of teaching technique should be developed as soon as possible, together with detailed laboratory manuals of the activities to be taught. There has been a pendulum swing as to syllabi in America. At first, there were syllabi in great detail, as in the case of the New York State Syllabus, the Michigan Syllabus, and many others copied from them, a mixture of material produced by different individuals, very uncorrelated, and not at all calculated to give the best results. There was a swing from this to the very sketchy outline type now so extensively used, which depends much upon supplementation by supervisors. We believe, at present, that there should be a detailed syllabus, but one written as a course of study, experimented with and improved, and