

built to function as a whole. The poorer teacher can follow it to advantage, and the exceptional teacher can do as he has always done and always will do, depart from it in various degrees and blaze new trails.

This discussion of problems in the field of physical education has been limited by space to a few of the more obvious and important ones. The principles given are simply a review of the general elements from an educational philosophy in which the writer has confidence, with an application to the field of physical education. The contributions which, it is hoped, stand out in this paper are the emphases on the contentions that, (1) the system of physical education formulated should be built to meet scientifically formulated objectives and criteria, not just warped to partially meet changing educational demands; (2) there should be as much or more emphasis placed upon devising a means of securing educational results with the physical educational tool as upon devising the tool itself; and (3) adequate attention should be given by educational institutions to furthering better training in physical educational philosophy and teaching technique, and to fostering experimental study and research in this field to enable it to base its methods upon ascertained facts rather than upon speculation and logic, and to catch up, in some degree, to its older brother, mental education, and insure its educational as well as its health efficacy. The real root-problem from which may grow a genuine science of physical educational program and curriculum, and a real art of educating through physical activities, is the problem of the application of scientific method to the developing of physical education. The age-old patching of the old garments should cease, to be replaced by the creation of new garments cut by educationally competent hands; modeled in many ways on the proven parts of the old, but designed to fit the educational as well as the health needs of the pupil, not to perpetuate the stiff-collared educational fashions of the past. If this be done, progress will follow, and a real science of physical education will arise and prove itself worthy to be adopted into the educational family on a basis of full equality of respectability and accomplishment.

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