

average of the three items rates 4.5. Under "active qualities" perhaps the average of the eleven items might be 3.9, etc. The teacher would then use this profile as a guide to the needs of the individual. Thus, one individual may be exceedingly well developed and rate high in "leadership", "positive active qualities", "positive mental attitudes", and "qualities of efficiency", but be relatively low in the others; he may be a poor sportsman, lacking in cooperation and low in self-control. The teacher would then endeavor to utilize this profile just as one uses a diagnostic test to find out what needs to be emphasized for each individual and to endeavor to produce changes for the better. The same ratings will be made upon the same individuals at the end of the experimental period.

The teacher and students making these ratings should be exceedingly careful not to allow their personal desires for the success of the experiment to change the ratings. There is no evidence that this method of approach will be successful. The endeavor of the experimenters should be to find out what the facts are even though they may demonstrate that the method proposed is not a valid one.

Other rating scales which may be used by the classroom teacher and by parents of the same individual will be prepared. These scales will endeavor to rate the same types of qualities in other situations. The endeavor being to ascertain whether there is any transfer of training. These ratings should also be made at the beginning and end of the experimental period and the two eventually compared.

GENERAL CONSIDERATIONS:

In addition to the above there are a number of rather general items which must be kept in mind. In the first place the teacher must constantly be seeking to produce such character changes. This may not be always possible. Teachers frequently have a limited contact with the individual, but such limited contacts should be utilized to the fullest. The attitude of the teacher should be that of the good athletic coach who is constantly seeking specific improvement upon the part of specific individuals and who is not simply broad-casting a certain generalized educational procedure. It needs to be individual emphasis.

One should endeavor to produce such changes as rapidly as possible. Some individuals make rapid character strides in a few weeks. The fact that the average individual proceeds slowly should not deter the teacher from endeavoring to secure rapid strides. It may be more possible than we think.

Emphasize group activities. The largest number of the objectives desired are social ones and practice must be given in social group units. This involves cooperative planning and projecting. Endeavor to seek the integration of the physical education program with other phases of the individuals experiences. These may be in other social institutions, in the home or elsewhere. The best educational system will utilize the largest proportion of these. Our 'teamwork' should not all be on the athletic field.

SELECTION OF TYPES OF ACTIVITIES:

In the development of an activities program the types of activities selected for this character education phase of the program should be such as offers in abundance situations in which choices in line with these objectives occur. Formal calisthenics offers few or no such choices and regardless of its alleged "body building" effects is of little value in character education. Games and competition activities, however, abound in such possibilities and should, we believe, be selected more widely.

A SAMPLE PROJECT ACTIVITIES PROGRAM:

The type of activities program applicable to high school and older groups, which has the strength of the project approach is given below. This type of program has come from the experiments of Messrs. Lavcaga and Paynter in the Hyde Park Branch of the Y.M.C.A. in Chicago. Adaptations have been made on this general principle.

Begin by ascertaining, as suggested above, individual preferences. In presenting such a questionnaire, however, one needs to be sure that the individuals know what the various items mean. If apparatus work has never been taught, perhaps some demonstrations will be in order. If stunts mean little, the teacher should show what they are before presenting the questionnaire.

When the questionnaires are tabulated the relative numbers of individuals interested in any given type of activity will be known.

The scheme outlined here for a gymnasium class begins with a general warming up of approximately three to five minutes, depending upon the weather and the temperature of the gymnasium. This warming up may be formal or informal. It will perhaps best resemble the type of warming up given to an athletic team. Sometimes a few simple Danish exercises are used together with jogging, to warm and stretch the muscle group and "loosen up".

This should be followed by squad activities, with this exception; that the squad is not a pre-determined squad but one determined by the interest of the time. Suppose in a group of forty, it was found that twelve indicated a preference for apparatus exercises, ten a preference for wrestling, fifteen for tumbling, eighteen for track and field, eight for boxing, twenty for basketball. It will be seen here that there must be many duplications. There may be an elementary and a more advanced squad on the horizontal bar, each with a squad leader; there may be another squad of wrestlers, one of tumbling, one of field exercise, which might for this one day be the running high jump. There may, also, in one end of the gymnasium be a basketball squad, which in this period will not play the game but will simply be trained or coached in the fundamentals of basketball. Each of these groups would have a squad leader with whom a program will have been outlined. He should be a leader capable of carrying out that particular program assisted from time to time by the instructor. The individuals are permitted to go to any squad they desire and may change squads the next day. The same activities need not be presented day after day but at another time a different track event may be made available, boxing may take the place of wrestling, other apparatus may be used, perhaps volley-ball will take the place of basketball, etc. The choice of activities will be determined from time to time by the choices of

the individuals. These may be determined by a committee of the class, by the instructor, or by the whole class functioning as a committee. Various devices may be utilized according to the group involved. This phase of the activity may last any place from fifteen minutes to half an hour according to the time available.

The next phase of the activity may well be relatively more formal training in fundamentals in the form of imitative calisthenics. The short space of time usually available makes advisable some more concentrated exercises than are frequently obtained in large classes in games alone. If this form of calisthenics is utilized, training may be given in skills which have already been practised in the "whole" method and are now practised by the "part" method. This phase of the work may last from five to fifteen minutes.

The next phase may be one of games or athletics in which again there may be a number of groups working. The track enthusiasts may go to the running gallery if such be available. Basketball might be played crosswise at one end of the floor. The other half of the floor may be used for some other type of activity. It is difficult to generalize because of the widely varying equipments.

Obviously the above is simply one sample of program. In institutions having only half an hour for the actual activities program only parts of this may be used. This sample is given, however, to illustrate the principle of permitting and encouraging the exercise of individual differences of interest rather than making all activities obligatory for everyone.

AN EDUCATIONAL EXPERIMENT

For such institutions as wish to undertake scientific experimentation in the field of character education, it is suggested that two comparable groups be selected, first equating them by pairing one against the other at the beginning of the semester. In school systems these should be, if possible, of the same grade. Both groups should be rated at the beginning and at the end of the experimental period, which should be as long as possible. It will frequently be limited in schools to one semester. Where possible, ratings should be given also by classroom teachers and parents.

The group which we shall call the "experimental group" may now be subjected to the type of process herein outlined and every endeavor should be made to secure changes in character in the direction considered by the teachers to be desirable. The other group, which we shall call the "control group" should go on as they have hitherto, with no special emphasis being placed upon character development other than what has already been the practice. The methods should be the same methods as those previously used.

At the end of the experimental period the individuals in each group should be rated in every item on the rating scale. Changes should be noted and distributions made of such changes, whether 'positive', 'zero', or 'negative'. That is, the number of changes in each item and of the total score should be recorded.

If this has been done, those teachers and administrative officers interested in the experiment should meet often enough so that thorough consideration can be

given to the evaluation of the methods used, to the exchange of experience, to suggestions for the improvement of technique and of the instruments used, and to planning the next year's program.

SUMMARY

This paper has made an attempt to outline a process of seeking specific character developments through planned-for learnings, direct, associate, and concomitant. Beginning with the objectives of the individual, taking into account what satisfies and what annoys him, and how he learns, it proceeds to formulate educational objectives and to specifically build up the requisite concept, emotional organization, and habit patterns, within the activities of the physical education department. It then seeks to formulate a method for securing transfer of training and to devise a rating instrument which will permit of a certain degree of measurement.

This process implies many things too extended to treat in this paper. The content of the program must be such as to lend itself to education of this kind. This content will probably be more natural than traditional. It will be a program more of games and competitive activities than of formal exercises, but it is quite probable that certain types of but semi-natural activities will assume a fairly permanent part in the program.

This program would provide for the integration of the physical education learnings with learnings in other fields, and the integration should be not only in the school system but in all phases of the individual experience. It may be in the classroom, in a boys' group, Y.M.C.A., a Sunday School, a playground, or in the Scouts, to mention only activities for boys.

The securing of results from such a program would imply in the first place a group of teachers who are trained not only in the techniques of physical education but in the educational theory and in the processes implied. It would further demand that these teachers themselves be possessed in large measure of these character qualities they were endeavoring to inculcate; for the example of the teacher will be one of the strongest elements in the situation. A process of the nature here outlined can only develop to the point of efficacy through intelligently directed, controlled experimentation. The limitations of such a relatively short presentation are thoroughly recognized. I shall be glad to answer by correspondence such specific questions as I may be capable of answering. Reproduction of this document or any part of it is hereby authorized, credit being given.

C. H. McCloy

May, 1930

DEPARTMENT OF PHYSICAL EDUCATION
BEHAVIOR RATING SCALE
 (Character Education Study)

Date of Rating.....

Name of person rated.....Grade.....Age.....

In what group.....Institution.....

Physical condition: Excellent.....Good.....Average.....Poor.....Very Poor.....

Physical skills: Excellent.....Good.....Average.....Poor.....Very Poor.....

Attended.....times. Length of membership in organization.....

Name of rater.....Relation to person rated.....

Rater's Assurance. 0 - a mere guess. 1 - slight inclination. 2 - fair assurance. 3 - positive assurance.	Rater's assurance	Frequency of Observation					Score
		Never	Seldom	Fairly Often	Frequently	Extremely Often	
<u>LEADERSHIP</u>							
1. Achieves leadership in group.		1	2	3	4	5	
2. Advances ideas to which group pays attention.		1	2	3	4	5	
3. Schemes, works underhandedly to get his way.		5	4	3	2	1	
<u>ACTIVE QUALITIES</u>							
4. Attempts to dominate others.		1	2	3	4	5	
5. Avoids disagreeable duties through excuses, fake injuries, etc.		5	4	3	2	1	
6. Stands up to heavier opponents; shows courage.		1	2	3	4	5	
7. Quits when badly roughed.		5	4	3	2	1	
8. Plays a driving, aggressive game.		1	2	3	4	5	
9. Gives of his best efforts even when team is losing.		1	2	3	4	5	

	Rater's Assurance	Never	Seldom	Fairly Often	Frequently	Extremely often	Score
<u>ATTITUDES</u>							
10. Teases or razzes fellow player who does poorly.		5	4	3	2	1	
11. Alibies for mistakes and deficiencies.		5	4	3	2	1	
12. Gets by when he can by bluffing.		5	4	3	2	1	
13. Complains he is discriminated against.		5	4	3	2	1	
14. Is cheerful		1	2	3	4	5	
<u>SELF CONTROL</u>							
15. Controls himself when provoked.		1	2	3	4	5	
16. Swears freely.		5	4	3	2	1	
17. Fouls purposely.		5	4	3	2	1	
18. Plays fair when others foul.		1	2	3	4	5	
19. Makes loud-mouthed comments, criticisms, etc.		5	4	3	2	1	
20. Is cool-headed in exciting situations; does not "blow-up".		1	2	3	4	5	
<u>COOPERATION</u>							
21. Hogs the ball (or other equipment)		5	4	3	2	1	
22. Plays a team game.		1	2	3	4	5	
23. Plays to the gallery.		5	4	3	2	1	
24. Disturbs meetings by talking, laughing or roughhouse		5	4	3	2	1	
25. Is cooperatively obedient to accepted authority.		1	2	3	4	5	
<u>SPORTSMANSHIP</u>							
26. Acts like a good sport towards opponents.		1	2	3	4	5	

	Rater's Assurance	Never	Seldom	Fairly Often	Frequently	Extremely often	Score
27. Razzes, teases or bullies opponents.		5	4	3	2	1	
<u>ETHICAL</u>							
28. Takes decisions, wins and loses in good spirit.		1	2	3	4	5	
29. Takes advantage of lax officiating.		5	4	3	2	1	
30. "Crabs" about officiating.		5	4	3	2	1	
<u>EFFICIENCY</u>							
31. Seems willing to merely get by.		5	4	3	2	1	
32. Is punctual at meetings, practice and games.		1	2	3	4	5	
33. Makes good on promises and responsibilities assumed.		1	2	3	4	5	
34. Thinks ahead of the play.		1	2	3	4	5	
<u>SOCIABILITY</u>							
35. Shows timidity, hurt feelings, over-sensitiveness.		5	4	3	2	1	
36. Makes friendly approach to new members of group.		1	2	3	4	5	
37. Is chosen by others of group as a preferred companion in some activity.		1	2	3	4	5	

CHARACTER RATING PROFILE

Name of person rated

In what group? Date

	0	1	2	3	4	5
Leadership						
Active Qualities						
Attitudes						
Self Control						
Cooperation						
Sportsmanship						
Ethical						
Efficiency						
Sociability						

Name of Rater

INSTRUCTIONS

Average the score (given in the last column of the individual rating scale) under each of the general headings given above. Draw a line out to the point on this scale (as indicated by the numbers over the lines) equal to the average.

Example: If in the individual rating scale, under the general heading LEADERSHIP, item #1 was rated 4, #2 was rated 2, and #3 was rated 4, the average would be $(4+2+4) \div 3$ or $3 \frac{1}{3}$. The line would then be drawn out past the vertical line labeled '3' and $\frac{1}{3}$ of the distance from the '3' to the '4' line.

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PHYSICAL EDUCATION AS PART OF GENERAL EDUCATION

C. H. McCloy, (From an article by the author published in the Journal of Physical Education, November, 1928)

Physical Education has for many years proceeded upon the assumptions that Christian virtues were cultivated in the individuals participating in physical education activities and that these virtues in some way could be assumed to influence all of life's activities. In modern educational psychological parlance, it was assumed that these virtues were learned and that they transferred.

These assumptions were based largely upon the writings of a past generation of psychologists who believed in the development of "faculties" of mind, such as memory, reason, moral appreciation, etc., which were applicable to almost any related problem when once they were developed. In addition, this psychological teaching was often taken out of its context in order to make a point. A quotation like the following from G. Stanley Hall:¹

"The motive of bringing out latent, decaying or even new powers, skills, knacks, and feats, in full of inspiration. Patriotism is aroused, for thus the country can be better served; thus the German Fatherland was to be restored and unified after the dark days that followed the humiliation of Jena. Now the ideals of religion are invoked that the soul may have a better and regenerated somatic organism with which to serve Jesus and the Church. Exercise is made a form of praise to God and of service to man and these motives are re-enforced by those of the new hygiene which strives for a new wholeness-holiness, and would purify the body as the temple of the Holy Ghost. Thus in Young Men's Christian Association gymnasiums the gospel of Christianity is preached anew and seeks to bring salvation to man's physical frame, which the still lingering effects of asceticism have caused to be too long neglected in its progressive degeneration. As the Greek games were in honor of the gods, so now the body is trained to better glorify God, and regimen, chastity, and temperance are given a new momentum. The physical salvation thus wrought will be, when adequately written, one of the most splendid chapters in the modern history of Christianity Strength is prayed for as well as worked for, and consecrated to the highest uses. Last but not least, power thus developed over a large surface may be applied to athletic contests in the field, and victories here are valuable as fore-gleams of how sweet the glory of achievements in higher moral and spiritual tasks will taste later."

was not followed by its next paragraph, which reads as follows:

"The dangers and sources of error in this ideal of all-sided training are, alas, only too obvious, although they only qualify its paramount good. First, it is impossible to thus measure the quanta of training needed so as to rightly assign to each its modicum and best modality of training. Indeed no method of doing this has ever been attempted, but the assessments have been arbitrary and conjectural, probably right in some and wrong in other respects, with no adequate criterion or test for either save only empirical experiences. Secondly, heredity, which lays its heavy ictus upon some neglected forms of activity and fails of all support for others, has been ignored. As we shall see later, one of the best norms here is

phyletic emphasis, and what lacks this must at best be feeble, and if new powers are unfolding, their growth must be very slow and they must be nurtured as tender buds for generations. Thirdly, too little regard is had for the vast differences in individuals, most of whom need much personal prescription."

In recent years, the psychological pendulum has swung in the other direction and the physical educator has found many of his fundamentals challenged. It has been very competently stated by educators who in general have not been well-versed in the science of physical education, that there was every probability that these virtues were not cultivated in those participating in physical activities programs, but that if perchance they were cultivated that they did not transfer. It is well that we pause and consider just what is known of the matter.

It should be stated at the beginning that there is very little experimental evidence available in this field to offer either to support or to contravert the theory that there are educational values in physical education as such. When experimental evidence is lacking, one must perforce fall back upon what is known in related fields and apply it by the methods of the philosopher, and that is what I propose to do.

Education involves change in the individual. From what we know of the education process, we can assume the following important elements with a fair degree of confidence in the validity of our assumptions:

1. The individual himself cannot be changed directly; one cannot operate upon his brain-paths and re-integrate them like he would re-distribute the twigs of a vine. The educator, to secure changes in the individual, must influence the surrounding and contiguous environment. This environment is complex and extensive. It involves the home, the school, companions, the library, the streets, the movies, pool rooms, bowling alleys, the playground, the country and all else that surrounds and makes impact upon the individual - all that the individual meets in his day of twenty-four hours. The individual responds to this environment and the response may make for favorable change or for unfavorable change - or for no change at all. The task of the educator is to influence as many of these elements as he can for the better.

2. When one looks upon the multitude of these situations inherent in the environment, and reflects upon the small number of hours in a day given to these activities, one is inclined to pessimism - the situation looks rather hopeless. There are however encouraging elements in the situation.

In the first place, situations differ in their educational potency. One might for example go down the cellar stairs one thousand days in succession and not know how many steps were there. If, however, upon going down those stairs the first time he should have bumped his head upon a projecting beam, he would have learned permanently to forever avoid that accident in all subsequent trips down those stairs. The intensity of the one situation rendered it far more potent as an educational factor than could have been true with a situation involving a less intense stimulus. Many if not most of the situations of life are routine, colorless and commonplace. The individual passes them by with little thought and with no interest and they influence his life but little. There are other situations which are full of potentiality, the reactions of which are intense and either enormously satisfying or exceedingly annoying. Amongst these very potent situations are things which involve

activities associated with the innate interests of life. There are many activities that are interesting and either satisfying or annoying out of all proportion to the superficially apparent situation. A small boy throws a stone. The very act of throwing gives a satisfaction of a far greater amount than would be the case were he to simply make a throwing motion with nothing in his hand. If he throws a stone and hits a cat, in violation of all the principles of the Society for the Prevention of Cruelty to Animals, that boy derives a satisfaction which is in direct opposition to the feelings of the cat and all out of proportion to apparent reason. A grown man in a gym class playing a game of spud, who throws an indoor baseball with speed and accuracy so as to strike solidly in the midsection of a wildly fleeing companion, derives a satisfaction which is hard to explain by any superficial or rational theory which does not take into account the inheritance of certain tendencies. The individual who is otherwise a perfect gentleman, in a game of baseball has the third strike called by the umpire. Something rises up within him, again out of all proportion to the apparent importance of the incident. He is much more annoyed by this situation than he would be by the decision of a judge that he should contribute five dollars to the city because he had exercised the privilege of parking too long. These activities, as enumerated, have in them elements which went back to the beginning of human history. They present situations that are genuinely satisfying to almost any individual when attended by success and genuinely annoying when attended by failure. The situations employing these activities present an educational potency beyond all apparent reason. One hour of such activities has more educational possibilities than a day with a volume from Dickens. The physical educator should employ to the limit these instinctively satisfying activities.

3. The individual learns positively, according to the educational psychologist,² when he is interested and ready for the activity and when the result is satisfying. The individual learns to not do or to not like a thing when he is forced to do it when not interested or ready, and when the result is the reverse of satisfying.

To illustrate: Mr. Jones wants to play golf. His friends are going to play golf and the day is just right. Mrs. Jones however wants him to go to a tea - and Mr. Jones is not an addict. If he plays golf, and especially if he wins, he will thoroughly enjoy it. He will form the habit more firmly and will come home with a feeling of utter peace in his soul. If he goes to the tea, he will be miserable and will tend to hate teas all the more resolutely. He either gets the golf habit more firmly fixed or he gets the aversion to the tea habit more thoroughly established, and is even less inclined to attend the next time.

The futility of endeavoring to form habits which are not in harmony with the interests of the individual is illustrated by the soldier who is forced to get up in the morning at 5:30 for perhaps twenty years. When he is discharged from the army he sleeps until he has to get up. He has not formed a real habit of arising at that time.

4. The individual learns by doing, not by being told that he should do it. From the beginning of school education, children have learned by doing. They have learned arithmetic by the solving of problems in arithmetic. They learned writing by much practice of writing. They have learned reading by practicing reading, etc. Habit-patterns are developed by practicing under the proper conditions, not by wishing that one had those habits. This doing should be along the lines significant to the individual. The process of

education should be the doing of purposeful activities which lead to satisfying self-expression. It is probably not necessary that this purposeful activity should be self-initiated, as is insisted by one school of educational philosophers. Good teachers successfully cranked students for years before educational philosophers discovered the educational self-starter. Physical education prevents exceptionally potent laboratory opportunities, opportunities for doing things which offer exercises in certain types of educationally constructive response.

5. Things learned in one situation in general do not of themselves transfer to all of life. It is equally true however that they can be made to transfer if learned in the proper manner. To assure transfer, it is necessary that the specific response be developed into a generalized attitude. It is necessary that ideas and ideals concerning the situations of other phases of life should be associated with the situation in which the specific response is learned. It seems important to me that these associations should function both ways. The situation in which the response is exercised should be made to suggest the general situations and the general situations should be caused to have associations with the specific situation.

Just insofar as the physical educator meets these conditions, will he educate. Let us examine for a moment what this involves.

It would seem to involve first of all a clearer knowledge of the desired results. From the educational standpoint the physical educator should desire to cause the individual to develop the attitudes, habit-patterns and ideals which would make for the development of socially useful qualities. The following might be enumerated among such objectives:

Attitudes and behavior-patterns leading to

1. Positive, individual qualities of leadership and aggressiveness, such as persistence, courage, aggressive action and fight. The habit of taking the initiative, of doing rather than waiting for some one else to do.
2. Positive mental states or attitudes of mind, such as self-confidence and self-reliance, the never-willing-to-quit spirit, alertness, enthusiasm, self-control in confusion-producing situations, and general morale; elimination of the unsocial qualities, such as selfishness and bullying; the development of a feeling of pride of kind, in "class."
3. Development of social qualities such as cooperative discipline - the kind of discipline that is willingly given to advance the good of the group, loyalty to team, to school, and to other institutions, cooperation, teamwork and self-sacrifice. Respect for the rules and the authorities of the game. This is not to be confused with formal discipline.
4. The development of the essential action-qualities of a gentleman, such as respect and thoughtfulness for the rights of the opponents, control of temper and emotions, fair play and justice - that combination of mental habits which we call sportsmanship.³

With a clear knowledge of the goals, the next step would be to develop techniques of teaching and content of teaching material such as will enable the physical educator to present the situations that will bring the desired psychomotor and emotional reactions. This it seems to me will be the line along which the next great advance in physical education will be made.

Techniques of activities-teaching are at present well-developed. Organization and administration need a little more attention. The techniques of securing educational results however are as yet in their infancy.

To attain these educational goals, it would seem at this stage of development of the physical educational philosophy that there should be at least the following essential elements involved:

1. Teaching material should be sifted and chosen in order to select a content which will be educational. It is highly desirable that the activities taught should be more than just exercise. A wealth of teaching material is now available in the field of physical education, material which lends itself to educational uses as well as to producing physiological changes. Where possible therefore the activities should have this double value.

In order to achieve this end, there is a need for the adoption of some criteria upon which to base such a sifting out of teaching material. This subject has been discussed at some length elsewhere and will not be elaborated here.³ The essential thing is that knowing clearly the educational ends sought, the physical educator shall intelligently choose the physical activities to be incorporated in his teaching content in such a way as to definitely and specifically attain those ends and shall discard as non-essential all that will not lend itself to that purpose.

2. The teacher of physical education must cease thinking of physical activities programs as ends in themselves, and think of them only as educational means for accomplishing physical educational objectives. Thus the promotion of coaching of basketball should not be considered as a means of just securing good basketball teams, but as a tool for the securing of educational situations which can and will be so presented as to cause such responses in the individual under such psychological conditions as will make for the changes in attitudes and concepts, that will bring the desired educational results. This will in my opinion require almost an entire change of attitude on the part of most of the professional schools of physical education.

3. The director of physical education should predicate his teaching upon a thorough and practical knowledge of physical educational psychology and physical educational philosophy. This means that in the preparation of his situation, he will work in harmony with the laws and principles of learning to secure both learning and the transfer of learning. This will necessitate a development of more adequate techniques of physical education teaching than we at present possess.

4. The director of physical education will have a comprehensive plan for educational progression. This involves a very difficult problem of integrating the need for adequate member-participation in planning and conducting the activities and the need for progressive planning of the course. My present reaction to this problem is that those directors of physical education who are not thoroughly prepared in the very difficult techniques of the project

method should, when confronted with this dilemma in an acute form, decide in favor of the progressive plan rather than be thrown out entirely by passing whims of the relatively vocal group of members. I should like to emphatically state however that I do not want to convey the impression that by this I mean a complacent continuance of the present director-controlled methods. Every intelligent effort should be made to see that "purposeful activities" are presented and to attain this result by securing group participation in the planning from the very beginning. Where owing to inadequate training or experience on the part of the director in the techniques of this relatively difficult method of teaching, this cannot be done efficiently without losing the educational continuity of the program, I should advise holding to the older method. The new methods, it should perhaps be pointed out, have as yet not had such adequate proof of their marked superiority as to warrant the risk of using them poorly as over and against using the older methods with a surer technique.

5. There must be more of an emphasis on skills in the activities that are educational vehicles of expression. I have the feeling based upon nothing but analogy in the mental education field that future experimentation will demonstrate that there is an educational skill level below which practically no constructive character and personality education results are obtainable through that particular group of activities. Above this level, such results can probably be attained in rapidly increasing measure up to a second level, above which it is quite probable further increases in skill, while satisfying to the individual, are not productive of increased amounts of educational results. If this be true, there is a definite need for experimental evidence as to the skill levels between which the maximum educational results can be obtained. Furthermore it should be the aim of every director of physical education to cause every individual under his tutelage to attain to this level of skill. More efficient practice in this matter will wait upon the development of suitable testing devices, particularly diagnostic and practice tests, which will both give the director adequate knowledge of the individual and his needs, and will motivate practice for progression upon the part of the individual.

6. The whole of objectives, methods and teaching emphasis must be harmonized and integrated with the sociological situations of today. The virtues of the stone age are not infrequently the vices of today. The vices of this generation may become the virtues of tomorrow. City civilization with its artificiality may demand departures from the more natural activities and demand in consequence the development of motivating devices to attach the conditions of readiness and satisfyingness to their practice. There is the need for a greater emphasis upon the attainment of character and personality education than upon the attainment of physical prowess. Health today is of more importance than strength.

The changes in physical education content, due to changing sociological phenomena, can be strikingly illustrated in the case of physical education for women. Twenty years ago, when woman looked upon her normal sphere as the home and when she demanded the protection of man as her natural heritage, physical educators probably rightly assumed that the gentler and more aesthetic activities should be the proper physical education content. Today, woman competes with man in practically every sphere of life which does not demand excessive muscular strength. She has to meet every competition and fight for her own in every sphere, industrial, business, political and professional. She has to meet competition and to possess the "character" qualities which will enable her to defeat man at his best. If physical education for women is to

develop that type of qualities, emphasis upon aesthetic dancing is less needed than emphasis upon competitive sports. There is less need to "protect the delicate nervous system of girls from the dangers of excessive competition" than to progressively develop the kind of nervous system that will be developed by such competition rather than harmed. To my mind, those programs of physical education for women which are still majoring solely on the softer and more aesthetic phases of physical education are today anachronisms.

It needs to be kept in mind that so long as America holds to the present ideals of democracy, one of the prime essentials to be kept in mind by physical educators is that they must produce citizens who will function in such a democracy. I question much of the present project method content upon these grounds. I feel that it is yet to be demonstrated that the "do-as-you-please," "do-only-what-you-wish" type of teaching will give adequate training for meeting the hard-boiled political situations of this alleged American democracy. In a democracy, men must fight for progress and must struggle to attain their wills. Life is not all sugar-coated. I think that physical educators must keep in mind in educating future citizens in the United States not the ideal democracy of the visionary but the practical situation that one sees.

It would seem to me that the fundamental question is not, are there educational values in physical education? It would seem clear enough that when the obvious relationships between physical activities of the more natural, rational, competitive types, and instinctive original nature of men are taken into the picture, physical education can be seen to embrace perhaps an even greater educational opportunity than does any other form of education. The real question is - how make it effective and how make certain the realization of its educational possibilities. Dynamite can be used to clear fields for cultivation or to destroy bridges. In the hands of the inexpert, it frequently destroys lives. The dynamite that is inherent in the competitive physical education activities is equally potent for both good and evil - and as educators we must learn to use it expertly and constructively.

I cannot close without stressing what should be obvious to all, that physical education should not be considered as a water-tight compartment, but should be constantly thought of in the light of its contribution to the whole man. While the peculiar service of the directors of physical education will be largely thru programs peculiar to physical education, yet in the formulation of aims, objectives and programs, the widest service of the whole institution must be kept in mind and the objectives and program of the department of physical education planned to integrate with the complete service to the individual through all other departments or divisions.

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NEW WINE IN NEW BOTTLES

C. H. McCloy, (Published in the Journal of Physical Education,
November, 1927)

While the principles, methods, and philosophy of general education have, in the past twenty years, been growing in definiteness and content, adding convolutions and general height of brow, the principles, practice, and philosophy of physical education have been an educational Island of Reil, buried at the bottom of the Fissure of Archaic Tradition, its function and educational connections more than dubious, and apparently all too-well protected from the external stimuli of research and experiment to be forced to progress except through the slow process of accidental contact with the overwash from the teachings of the more vigorous of the philosophers of general education. The fact that it possessed its share of the educational cortex was apparently almost overlooked. We shall endeavor, within the limits of a paper of this length, to uphold the thesis that there are sufficient bases at this time for the construction of a system of physical education which could be an integral and necessary part of the educational process, and to present briefly the more important fundamental principles involved in the formulation of such a system.

The older systems of physical education in current use are, in most cases, educational anacronisms - hangovers from the semi-military European systems of physical education; developed in nations constantly exposed on all sides to threats of war; invented by and for militarists, and impregnated throughout with the angular never-to-be-used-in-life movements devised by the orthodox military mind. Some of these systems were then elaborated by anatomists with no knowledge of the psychology of learning or of modern educational principles and who thought only in terms of anatomical parts, not in terms of living, dynamic man. These older systems were further complicated by teachers of gymnastics, few of whom were scholars, who too-often thought in terms of "stunts," of inventing new movements to do, most of which were of no conceivable educational value.

Since the development of the modern educational philosophy, there have been three general types of reactions on the part of physical educators: (1) A large group have stood pat, defiantly closing their minds to the demonstrated facts of modern educational science, and making changes only when forced to do so by a waning attendance upon voluntary activities. (2) A second group, who became imbued with the new wine of educational philosophy, tried to put it in the old bottles, patching up the old skins, and "adapting" until the old medieval warrior - to change the figure - became outwardly dressed in modern clothing and talked the modern educational jargon, but still retained the rigid soul and the inefficient educational outlook of the old, to largely sterilize the result. (3) A third group could see no other hope than to throw away everything formal and turn the physical educational period into anything which might carry the name of being "natural" - dancing games, athletics, - all-too-often poorly selected, and frequently the product of little constructive thought. Whatever faults might be found in the old systems, they

at least showed thoroughness of preparation in the selection of the activities which they thought should be used, even though these might be based upon wrong premises.

It is not flattering to physical educators in general that such a condition exists, for it would seem that there are sufficient facts available from the modern general educational sciences to build far better than we have done. There are some notable exceptions to the general pessimistic situation outlined above, but, in the main, the statements there made can be successfully defended. A survey of the literature of modern physical education shows little upon which to base a more optimistic statement. After careful consideration of the facts involved, one is convinced that the educators in this field of education would do well to scrap much of the present philosophy of physical education and to start afresh with a study of modern educational philosophy and put the new wine in new bottles.

Good marksmanship is usually accompanied by careful aiming at the right target, and not by shooting with closed eyes and then ascertaining what was hit. It would seem that the formulation of an intelligent and scientific system of physical education should rest upon the same basis, that the objectives possible and desirable of attainment should first be carefully determined, with the limitations and the demands of the environment of present-day civilization kept in mind.

With the objectives outlined, it would further seem that the teaching material of physical education should then be surveyed, to decide upon a content which would accomplish the objectives in the most efficient manner. From the selection of this material, however it would be necessary to first formulate the important criteria essential to a scientific selecting of this teaching material.

After these steps, the next thing should be to formulate a technique of teaching which would make possible and probable the accomplishment of the desired results, educationally. It would seem to me even more important to learn how to secure results with the teaching material than to simply formulate the curriculum.

The term, "physical education," tells its own story. It is, or should be, education through big-muscle, psycho-motor experience. Far from being a handicap, this is its real strength. Big-muscle, psycho-motor experience goes back to the tap-roots of human education and beyond. From the time when man as a species first saw the light of day, even until years after the founding of this country, he learned the great lessons of life in association with those racial activities connected with hunting and fighting, and with playing at hunting and fighting, such as the activities of running, chasing, jumping, throwing, striking, pouncing upon, vaulting over or upon, climbing, defense from attack, kicking, swimming, and others of the same type which need not be enumerated here. Associated with the exercise of these activities in response to situations, he learned facts, and developed traits and characteristics adaptive habits of muscle and mind, those elements of that mosaic which we designate by such terms as character and personality. From those

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prehistoric times, man formed these traits by reacting to situations where action was demanded. The successful response was often necessary to survival; but the relative success, and the satisfaction or annoyance proceeding from it, determined the direction of future reaction, and eventually crystallized into the individual's character and personality. Physical education was the sole form of education in those days; it was a project-laboratory course in character and personality. Our psycho-motor instinct patterns are still tuned in on this racial wave-length and we "get" the educational character and personality response best by seeking it through the physical approach.

In the situation of the twentieth century city civilization, factual education, or what may be called intellectual content-education, has developed with amazing speed. We have developed many devices for giving a laboratory education in mental skills. From the laboratory work in handwriting, the carefully elaborated systems of problem-solving in arithmetic, and the drill and repetition of reading - a type of laboratory work - in the elementary school, through the science laboratory work of the high school, to the experimental research of the college and university, these devices for efficiently attaining the mental educational content-objectives have been carefully and systematically sought; but we have given much less thought to evolving a physical educational laboratory curriculum of such physical activities as will insure the development of character and personality as well as assist in the development of a strong body and organic health. The educator of today is too often content to rely upon occasional exhortations to "be manly," to "be a real American," - whatever that may be - given in "that peculiarly unsuccessful method of instruction," the lecture. Others pass on the responsibility to the home, which all-too-often has no system at all, leaving it to the mercies of an all-wise Providence, which if not totally negligent in the matter, is at least wholly inexperienced in the devising of an educational method with which to attain results in character and personality. The school system of today devotes years of time and thousands of dollars to reformulate an arithmetic curriculum which will be a five per cent improvement on what was used in the past, and then dismisses the task of developing a curriculum in character and personality to the ministrations of someone without a vestige of training in the educational fundamentals involved, and gives no thought to the result, or depends upon the incidental overflow of such results from the general situation. It is not meant to imply that character and personality are not developed or given attention in general education, for it not infrequently is given a large place. It is believed, however, by the writer that the physical education content gives a much better opportunity to develop this phase of the individual than does the mental educational content, and that physical education should stress this much more than it does, even now. It would seem that this situation in physical education should be given more urgent attention. Physical education should be educationally recognized for what it can be, not for what it seems to be now. It should be organized as a laboratory course of natural big-muscle activities, formulated and taught in such a manner as will give abounding health and organic vigor, and by demanding suitable expression, will insure the exercise and development of such traits and characteristics essential to a well-rounded character and personality as can be developed through physical education. Such a

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curriculum, scientifically formulated and taught, often under the emotional stress of keen competition with its deep and swift instinctive and emotional under-currents, offers possibilities of character education not often present in a classroom. I believe that the content of the physical education curriculum should be limited to the attainment of the above ends. Dramatics and pageantry and similar activities should be taken care of by other departments. The department of physical education shall, of course, cooperate in such activities, but they should not unduly encroach upon the small amount of time that physical education is apt to secure in this decade, with the limited equipment usually available.

OBJECTIVES

Research in the field of physical education has been so small in amount that little is known as to what really can be accomplished. Much that is unproven has been assumed and defended upon either a priori grounds, or upon the shaky grounds of uncontrolled experience-observation. What is given here under this heading of "objectives" comprises a very brief resume of what the writer believes can be accomplished. It is advanced only as opinion, based upon the same experience-observation, and is subject to radical revision when experimental facts give any basis for a revision. The fact that the human race in the past has developed most of these traits when big-muscle activities and the situations associated with them, were the sole educational content, is of some value as evidence that these objectives can probably all be accomplished, and are, in fact, relatively easy of accomplishment. The suggested list of objectives follows:

The objectives given here are the writer's arrangement. There is little that is new presented, but the list is given here for the sake of completeness, and for the information of those who have given little thought to the matter. Other excellent presentations of objectives may be found in the American Physical Education Review, June 1920 and May 1921.

I. Physical Objectives - Concerning the Body Only

1. The development of a sound physique, as sound and well-balanced as the heredity of the individual will permit; free from structural and functional defects, resilient and adaptable to all normal and abnormal conditions; strong enough and with sufficient speed and endurance to meet any reasonable demands of the emergencies of life- and just a little bit more -, in other words, with a factor of safety.

2. Soundly functioning organs; health and physiological soundness; a surplus organic vigor.

The above two categories might be broken up into many sub-groups, but the essentials of the physical needs of man are there. To accomplish the above, there must, of course, be a thorough cooperation with the medical agencies through effective physical examination and the elimination of remedial physical defects. There must also be an emphasis on the hygienic life in its broader phases, of which more is mentioned below.

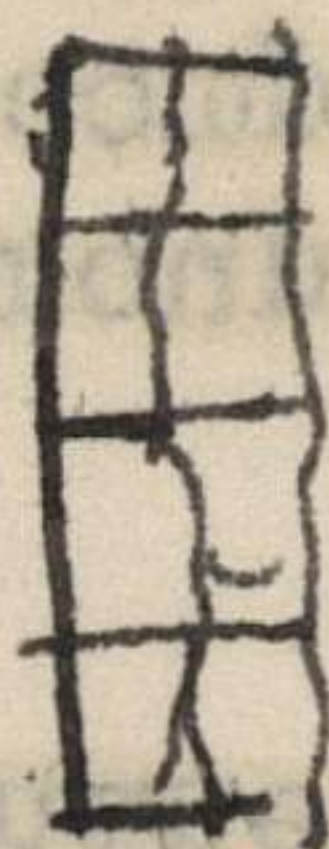
II. Skills and Abilities

1. There should be training in general bodily control, in efficiency of movement, in movement without waste of energy, in the ability to make

Have skills so that all will enjoy contests
all of group should have about same level of performance

skilled in B.B. was to track & field .90

' ' Track + soccer — .80



girls must learn where pass should go
ground girls rules.

1. associate learning must have a motivator
motivator

the body do just what the mind commands.

2. This should be followed by a training in the technique of the natural racial activities. Every individual should be able to run, jump, vault, throw, swim, climb, scale walls, mount and dismount from bar or elevated object, and strike effectively with implement or hand; and he should know at least the rudiments of self-defense, as given in hand-to-hand fighting, boxing, wrestling, and defense with a walking stick. If possible, he should know how to handle a boat or canoe, and how to ride. These activities are those useful in emergencies, and those that are connected with the type of activities most valuable in giving a physical education.

3. There should be the ability to coördinate the special senses with the movements of the body, as in judging distance, speed, height, and time in adaptive reactions. Upon such coördination may depend life itself in such everyday activities as avoiding the ever-present automobile.

Character → 4. There should be much training, looking towards the development of psycho-motor skill in quick, adaptive choice and judgment with accompanying adaptive action; keeping cool in emergencies and doing the right thing. Classroom training tends towards deliberation and maturity of choice. There are many emergencies which demand instant action, where to "stand shivering on the brink of action" may prove fatal. The ability to think and act adaptively must be greatly emphasized in physical education.

5. The individual should be trained in physical expression. By this is meant expression of emotional or mental states by appropriate bodily activity. As the artist expresses emotion with the brush, or the sculptor with the chisel, and the musician with his instrument or his voice, so should the artist in each individual, to the limit of his original endowment, be able to express himself with his body, that natural instrument given to all. The most obvious of such activities is dancing, but we believe that there is an expression side to athletics and other forceful activities which is possible of attainment and has been almost entirely neglected. The expression of the driving force that is in man should be developed to the point where it becomes conscious and can give an emotional outlet which may be extremely useful in mental hygiene as well as in the development of the character of the individual.

III. Applied Knowledge and Habits

It would be easy to enumerate a long list of such items as should normally fall under this classification. We shall enumerate only a very few.

- associated learning* →
1. A knowledge of personal and group hygiene, applied as personal habits. This should be inculcated in classroom instruction (coördination with mental education) and in the training regime of athletics. This should be real laboratory education, an application to one's own life.
tests on sheets
 2. Knowledge of the rules, technique and playing methods of the activities used in physical education, especially of those types which the individual can make use of in later life.

There are many other types of applied knowledge which should be added, such as first aid, treatment of medical emergencies, sex knowledge,

Sex education Bibliography

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and the like, which have been omitted because they are items in which instruction is really classroom instruction, and while concerned with a physical content, are taught by methods of mental education.

IV. Development of Character and Personality

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The following are given as the types of such objectives which seem most important and possible of attainment:

1. Positive, individual qualities of leadership and aggressiveness, such as persistence, courage, aggressive action and fight. The habit of taking the initiative, of doing rather than waiting for someone else to do.

2. Positive mental states or attitudes of mind, such as self-confidence and self-reliance, the never-willing-to-quit spirit, alertness, enthusiasm, self-control in confusion-producing situations, and general morale; elimination of the unsocial qualities, such as selfishness and bullying; the development of a feeling of pride of kind, "class."

3. Development of social qualities such as cooperative discipline - the kind of discipline that is willingly given to advance the good of the group, loyalty to team, to school, and to other institutions, cooperation, team-work and self-sacrifice. Respect for the rules and the authorities of the game. This is not to be confused with formal discipline.

4. The development of the essential action - qualities of a gentleman, such as respect and thoughtfulness for the rights of the opponents, control of temper and emotions, fair play and justice - that combination of mental habits which we call sportsmanship.

The items given under these headings are those requiring a teaching technique which will give a transfer of training, as well as seeing that these qualities are taught in physical-activity situations. This will be discussed later.

V. Cultural

Under this heading might come a great many rather indefinite items. The discussion will be confined to only a few.

1. Habits of recreation through life, as the habit of seeking mental and physical refreshment through such activities as tennis, handball, golf, dancing, swimming, skating, rowing, riding, tramping. It is of real cultural value to have such habits ingrained from youth.

2. The habit of the frequent bath. I believe that it was Gulick who stated that, "There is a great social gulf separating those who take a bath every day from those who don't." The physiological necessity of the daily bath has yet to be proven, but it has undoubted value as a producer of morale among Anglo-Saxons.

3. The mental attitudes which go with a training in real sportsmanship.

There will be many questions in the minds of educators reading the above, but we should like to ask a suspended judgment until the evidence is in.

CRITERIA FOR THE SELECTION OF
TEACHING MATERIAL

If the objectives selected are to be attained, it is essential that there be first formulated definite criteria by which the teaching material can be evaluated and the wheat sifted from the chaff. The following criteria are proposed for tentative use:

1. Physical education should be an integral part of the whole system of education, with health, and with character and personality education as its primary field. Teaching material should be primarily adapted to accomplishing these things, and should not encroach on other fields of education. The curriculum of physical education should be so organized that it will cooperate with mental and moral education, and these other fields of education should cooperate with physical education. At present, the physical educator knows too little about general education, and the general educator knows too little about physical education. The result is too much water-tight-compartment organization in the educational field, with resulting loss of educational efficiency.

2. Physical education should be educational. This does not mean that health and the purely physical values should be neglected. On the contrary, it should be emphasized that the health of the body is of the utmost importance, and the physical educator should have it in his plans constantly. Most of the activities listed as physical education activities, however, have sufficient exercise content to be used as health producers, but many of such activities have no other value. There is a sufficient wealth of physical education teaching material to enable us to select carefully and use only those activities which will give positive educational values as well as health. In other words, physical education teaching material should be selected for effectiveness as an educational tool, not just for exercise.

3. Every activity taught should be purposeful and useful, rather than traditional. That is, it should be selected to accomplish the objectives sought, and should be useful for that purpose. This would exclude more than half of many curricula today, for in too many places, either there is a blind teaching of the traditional, or the desire to "develop first-team material" is the determining factor. This last leads to the seeking only the immediate, and a neglect of the real objective, which is the developing of a man. This criterion would call for the teaching of activities for use in later life as well as for immediate educational use. All activities should be utilized as a means to the end, not as the end themselves.

4. All teaching material should be beneficial to the individual. This would seem quite obvious, but the promotion of not a little marathon running and the use of men's basketball rules for girls would indicate that the criterion is worth stating. In addition to the eliminating really harmful activities, it would seem wise to emphasize the positive side. Classroom education as well as the general high-tension life of today burns more than a normal amount of nervous energy. It would seem wise to endeavor in the physical education activities to give as few nerve straining situations as possible; and where necessary to use them to secure educational results, to present them in instinctive situations where there will be as great a normal motivation as possible. The attention-straining response to artificial command, and the memorized drill work would seem to have little of value and much that is not in harmony

with the best interests of the individual.

5. Teaching material and method should be as natural as possible. By this is not meant that there should be no direction or organization of the teaching, but that the activities used and the method of presenting them should be such as to make maximum use of the original nature of the individual. To this end, the following items might be emphasized:

(a) The "racial activities" should be used where possible to the exclusion of the artificial activities. Neuro-muscular skills that have innate elements should be stressed to the exclusion of those entirely lacking these elements.

(b) The various parts of the body should be used according to their natural function, so far as possible. This would eliminate much apparatus work, and the most of formal calisthenics.

(c) The posture of the body should be dynamic, not static. That is, the posture should be the posture of action, not of "attention," of efficiency, not of rigidity. There is absolutely no educational or physiological value in doing movements in the posture of the soldier.

(d) There should be every attempt to conserve the reciprocal innervation of the antagonistic muscles, and to avoid resistance of antagonists and general rigidity. It is the not uncommon experience that a few years of gymnastics ruins an individual for athletics. It can hardly do otherwise when the movements are done under tension, and with resistance of antagonists. There should be every effort to secure grace and economy of effort and to eliminate stiffness and inefficient neuro-muscular habits.

6. Physical education should be adapted and graded to the individual. The curriculum should be devised to fit the age, the sex, and the bodily and psychological development of the individual as definitely as the general mental curriculum. At present, the mental curricula of the country are roughly standardized. A pupil from a school in one state can, at the end of the school year, go to another school in another state and fit into the next grade without having to make too great adjustments. This is not even remotely true of physical education. Not only has there been no attempt at national standardization, but many school systems are without such activities altogether, with the result that in any high school freshman class pupils with physical "educations" and skills ranging from the kindergarten to the college are combined in one large, ungraded group, with no possibility of getting any appreciable educational results. This situation is not at all flattering to our national pride in our alleged educational efficiency.

It would seem that, having in mind the objectives to be attained, the activities most valuable in attaining them should be selected. As these will be largely the more highly organized athletics, games, and dances, demanding much skill to secure the best educational result, these skills should be taught systematically, usually presented as simpler games or contests, but also in massed-class calisthenic type of coaching, one thing leading to the next step, until the whole educational value can be secured. When the value has been secured, drop that thing and go on. (When the individual is physically educated, stop requiring exercise of him, but present electives and let him carry on himself with encouragement. If he

*Standardized
Fit community*