

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