

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