

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