

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