

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