

the body do just what the mind commands.

2. This should be followed by a training in the technique of the natural racial activities. Every individual should be able to run, jump, vault, throw, swim, climb, scale walls, mount and dismount from bar or elevated object, and strike effectively with implement or hand; and he should know at least the rudiments of self-defense, as given in hand-to-hand fighting, boxing, wrestling, and defense with a walking stick. If possible, he should know how to handle a boat or canoe, and how to ride. These activities are those useful in emergencies, and those that are connected with the type of activities most valuable in giving a physical education.

3. There should be the ability to coördinate the special senses with the movements of the body, as in judging distance, speed, height, and time in adaptive reactions. Upon such coördination may depend life itself in such everyday activities as avoiding the ever-present automobile.

Character → 4. There should be much training, looking towards the development of psycho-motor skill in quick, adaptive choice and judgment with accompanying adaptive action; keeping cool in emergencies and doing the right thing. Classroom training tends towards deliberation and maturity of choice. There are many emergencies which demand instant action, where to "stand shivering on the brink of action" may prove fatal. The ability to think and act adaptively must be greatly emphasized in physical education.

5. The individual should be trained in physical expression. By this is meant expression of emotional or mental states by appropriate bodily activity. As the artist expresses emotion with the brush, or the sculptor with the chisel, and the musician with his instrument or his voice, so should the artist in each individual, to the limit of his original endowment, be able to express himself with his body, that natural instrument given to all. The most obvious of such activities is dancing, but we believe that there is an expression side to athletics and other forceful activities which is possible of attainment and has been almost entirely neglected. The expression of the driving force that is in man should be developed to the point where it becomes conscious and can give an emotional outlet which may be extremely useful in mental hygiene as well as in the development of the character of the individual.

III. Applied Knowledge and Habits

It would be easy to enumerate a long list of such items as should normally fall under this classification. We shall enumerate only a very few.

- associated learning* →
1. A knowledge of personal and group hygiene, applied as personal habits. This should be inculcated in classroom instruction (coördination with mental education) and in the training regime of athletics. This should be real laboratory education, an application to one's own life.
tests on sheets
 2. Knowledge of the rules, technique and playing methods of the activities used in physical education, especially of those types which the individual can make use of in later life.

There are many other types of applied knowledge which should be added, such as first aid, treatment of medical emergencies, sex knowledge,