

with the best interests of the individual.

5. Teaching material and method should be as natural as possible. By this is not meant that there should be no direction or organization of the teaching, but that the activities used and the method of presenting them should be such as to make maximum use of the original nature of the individual. To this end, the following items might be emphasized:

(a) The "racial activities" should be used where possible to the exclusion of the artificial activities. Neuro-muscular skills that have innate elements should be stressed to the exclusion of those entirely lacking these elements.

(b) The various parts of the body should be used according to their natural function, so far as possible. This would eliminate much apparatus work, and the most of formal calisthenics.

(c) The posture of the body should be dynamic, not static. That is, the posture should be the posture of action, not of "attention," of efficiency, not of rigidity. There is absolutely no educational or physiological value in doing movements in the posture of the soldier.

(d) There should be every attempt to conserve the reciprocal innervation of the antagonistic muscles, and to avoid resistance of antagonists and general rigidity. It is the not uncommon experience that a few years of gymnastics ruins an individual for athletics. It can hardly do otherwise when the movements are done under tension, and with resistance of antagonists. There should be every effort to secure grace and economy of effort and to eliminate stiffness and inefficient neuro-muscular habits.

6. Physical education should be adapted and graded to the individual. The curriculum should be devised to fit the age, the sex, and the bodily and psychological development of the individual as definitely as the general mental curriculum. At present, the mental curricula of the country are roughly standardized. A pupil from a school in one state can, at the end of the school year, go to another school in another state and fit into the next grade without having to make too great adjustments. This is not even remotely true of physical education. Not only has there been no attempt at national standardization, but many school systems are without such activities altogether, with the result that in any high school freshman class pupils with physical "educations" and skills ranging from the kindergarten to the college are combined in one large, ungraded group, with no possibility of getting any appreciable educational results. This situation is not at all flattering to our national pride in our alleged educational efficiency.

It would seem that, having in mind the objectives to be attained, the activities most valuable in attaining them should be selected. As these will be largely the more highly organized athletics, games, and dances, demanding much skill to secure the best educational result, these skills should be taught systematically, usually presented as simpler games or contests, but also in massed-class calisthenic type of coaching, one thing leading to the next step, until the whole educational value can be secured. When the value has been secured, drop that thing and go on. (When the individual is physically educated, stop requiring exercise of him, but present electives and let him carry on himself with encouragement. If he

*Standardized
Fit community*