

given to the evaluation of the methods used, to the exchange of experience, to suggestions for the improvement of technique and of the instruments used, and to planning the next year's program.

SUMMARY

This paper has made an attempt to outline a process of seeking specific character developments through planned-for learnings, direct, associate, and concomitant. Beginning with the objectives of the individual, taking into account what satisfies and what annoys him, and how he learns, it proceeds to formulate educational objectives and to specifically build up the requisite concept, emotional organization, and habit patterns, within the activities of the physical education department. It then seeks to formulate a method for securing transfer of training and to devise a rating instrument which will permit of a certain degree of measurement.

This process implies many things too extended to treat in this paper. The content of the program must be such as to lend itself to education of this kind. This content will probably be more natural than traditional. It will be a program more of games and competitive activities than of formal exercises, but it is quite probable that certain types of but semi-natural activities will assume a fairly permanent part in the program.

This program would provide for the integration of the physical education learnings with learnings in other fields, and the integration should be not only in the school system but in all phases of the individual experience. It may be in the classroom, in a boys' group, Y.M.C.A., a Sunday School, a playground, or in the Scouts, to mention only activities for boys.

The securing of results from such a program would imply in the first place a group of teachers who are trained not only in the techniques of physical education but in the educational theory and in the processes implied. It would further demand that these teachers themselves be possessed in large measure of these character qualities they were endeavoring to inculcate; for the example of the teacher will be one of the strongest elements in the situation. A process of the nature here outlined can only develop to the point of efficacy through intelligently directed, controlled experimentation. The limitations of such a relatively short presentation are thoroughly recognized. I shall be glad to answer by correspondence such specific questions as I may be capable of answering. Reproduction of this document or any part of it is hereby authorized, credit being given.

C. H. McCloy

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