

activities associated with the innate interests of life. There are many activities that are interesting and either satisfying or annoying out of all proportion to the superficially apparent situation. A small boy throws a stone. The very act of throwing gives a satisfaction of a far greater amount than would be the case were he to simply make a throwing motion with nothing in his hand. If he throws a stone and hits a cat, in violation of all the principles of the Society for the Prevention of Cruelty to Animals, that boy derives a satisfaction which is in direct opposition to the feelings of the cat and all out of proportion to apparent reason. A grown man in a gym class playing a game of spud, who throws an indoor baseball with speed and accuracy so as to strike solidly in the midsection of a wildly fleeing companion, derives a satisfaction which is hard to explain by any superficial or rational theory which does not take into account the inheritance of certain tendencies. The individual who is otherwise a perfect gentleman, in a game of baseball has the third strike called by the umpire. Something rises up within him, again out of all proportion to the apparent importance of the incident. He is much more annoyed by this situation than he would be by the decision of a judge that he should contribute five dollars to the city because he had exercised the privilege of parking too long. These activities, as enumerated, have in them elements which went back to the beginning of human history. They present situations that are genuinely satisfying to almost any individual when attended by success and genuinely annoying when attended by failure. The situations employing these activities present an educational potency beyond all apparent reason. One hour of such activities has more educational possibilities than a day with a volume from Dickens. The physical educator should employ to the limit these instinctively satisfying activities.

3. The individual learns positively, according to the educational psychologist,² when he is interested and ready for the activity and when the result is satisfying. The individual learns to not do or to not like a thing when he is forced to do it when not interested or ready, and when the result is the reverse of satisfying.

To illustrate: Mr. Jones wants to play golf. His friends are going to play golf and the day is just right. Mrs. Jones however wants him to go to a tea - and Mr. Jones is not an addict. If he plays golf, and especially if he wins, he will thoroughly enjoy it. He will form the habit more firmly and will come home with a feeling of utter peace in his soul. If he goes to the tea, he will be miserable and will tend to hate teas all the more resolutely. He either gets the golf habit more firmly fixed or he gets the aversion to the tea habit more thoroughly established, and is even less inclined to attend the next time.

The futility of endeavoring to form habits which are not in harmony with the interests of the individual is illustrated by the soldier who is forced to get up in the morning at 5:30 for perhaps twenty years. When he is discharged from the army he sleeps until he has to get up. He has not formed a real habit of arising at that time.

4. The individual learns by doing, not by being told that he should do it. From the beginning of school education, children have learned by doing. They have learned arithmetic by the solving of problems in arithmetic. They learned writing by much practice of writing. They have learned reading by practicing reading, etc. Habit-patterns are developed by practicing under the proper conditions, not by wishing that one had those habits. This doing should be along the lines significant to the individual. The process of