

education should be the doing of purposeful activities which lead to satisfying self-expression. It is probably not necessary that this purposeful activity should be self-initiated, as is insisted by one school of educational philosophers. Good teachers successfully cranked students for years before educational philosophers discovered the educational self-starter. Physical education prevents exceptionally potent laboratory opportunities, opportunities for doing things which offer exercises in certain types of educationally constructive response.

5. Things learned in one situation in general do not of themselves transfer to all of life. It is equally true however that they can be made to transfer if learned in the proper manner. To assure transfer, it is necessary that the specific response be developed into a generalized attitude. It is necessary that ideas and ideals concerning the situations of other phases of life should be associated with the situation in which the specific response is learned. It seems important to me that these associations should function both ways. The situation in which the response is exercised should be made to suggest the general situations and the general situations should be caused to have associations with the specific situation.

Just insofar as the physical educator meets these conditions, will he educate. Let us examine for a moment what this involves.

It would seem to involve first of all a clearer knowledge of the desired results. From the educational standpoint the physical educator should desire to cause the individual to develop the attitudes, habit-patterns and ideals which would make for the development of socially useful qualities. The following might be enumerated among such objectives:

Attitudes and behavior-patterns leading to

1. Positive, individual qualities of leadership and aggressiveness, such as persistence, courage, aggressive action and fight. The habit of taking the initiative, of doing rather than waiting for some one else to do.
2. Positive mental states or attitudes of mind, such as self-confidence and self-reliance, the never-willing-to-quit spirit, alertness, enthusiasm, self-control in confusion-producing situations, and general morale; elimination of the unsocial qualities, such as selfishness and bullying; the development of a feeling of pride of kind, in "class."
3. Development of social qualities such as coöperative discipline - the kind of discipline that is willingly given to advance the good of the group, loyalty to team, to school, and to other institutions, coöperation, teamwork and self-sacrifice. Respect for the rules and the authorities of the game. This is not to be confused with formal discipline.
4. The development of the essential action-qualities of a gentleman, such as respect and thoughtfulness for the rights of the opponents, control of temper and emotions, fair play and justice - that combination of mental habits which we call sportsmanship.³