

and the like, which have been omitted because they are items in which instruction is really classroom instruction, and while concerned with a physical content, are taught by methods of mental education.

IV. Development of Character and Personality *to Church ed*

The following are given as the types of such objectives which seem most important and possible of attainment:

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 someone 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, "class."

3. Development of social qualities such as cooperative 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, cooperation, team-work 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.

The items given under these headings are those requiring a teaching technique which will give a transfer of training, as well as seeing that these qualities are taught in physical-activity situations. This will be discussed later.

V. Cultural

Under this heading might come a great many rather indefinite items. The discussion will be confined to only a few.

1. Habits of recreation through life, as the habit of seeking mental and physical refreshment through such activities as tennis, handball, golf, dancing, swimming, skating, rowing, riding, tramping. It is of real cultural value to have such habits ingrained from youth.

2. The habit of the frequent bath. I believe that it was Gulick who stated that, "There is a great social gulf separating those who take a bath every day from those who don't." The physiological necessity of the daily bath has yet to be proven, but it has undoubted value as a producer of morale among Anglo-Saxons.

3. The mental attitudes which go with a training in real sportsmanship.

There will be many questions in the minds of educators reading the above, but we should like to ask a suspended judgment until the evidence is in.