

April 18, 1938.

Coach Andrew McDonald,
Southwest Missouri Teachers College,
Springfield, Missouri.

Dear Andy:

I am sending you copy of my letter to Mr. Briggs regarding the basketball goals. From the way you describe your field house it would fit in perfectly.

As soon as I get the specifications I shall send them on.

Sincerely yours,

Director of Physical Education,
Varsity Basketball Coach.

FCA:AH
Enc.

SOUTHWEST MISSOURI
STATE TEACHERS COLLEGE
SPRINGFIELD

ROY ELLIS, PRESIDENT

Mar 30th 1938

Dear Doc:

Thank you for your good letter of
Mar. 14th.

Relative to further information as
to space between the wall and end-line
of our new court I find that we will have
10 feet or more. The problem, as I see it,
is to have as much clearance as possible
behind the goal for playing space & to
avoid possible injury from the supports
of the goal.

We would appreciate any further information
and suggestions you could give us.

Awaiting your reply, and with kindest
personal regards. I am

Sincerely yours,
Andy Mc Donald

March 29, 1938.

Mr. Floyd S. McNair,
1035 Blakeslee St.,
Neodesha, Kansas.

Dear Floyd:

It was mighty fine of you to write me as you did on March 28, enclosing the clipping on the banquet given to the basketball team. I assure you that I appreciate your mailing it to me.

A fellow never gets tired of trying to do a good job, and if some one is kind enough to tell him so he all the more appreciates it. I wish that you would personally thank the writer of the article that appeared in the Neodesha Daily Sun on March 25 for his very complimentary remarks. I realize that it is more than I deserve, but I have to admit that it pleased me.

I assure you it was a great pleasure to be with the boys, and it was a very happy occasion. It was good to see you, Floyd, and George Caldwell, Ham Hamilton, and the rest of the good friends.

With every good wish, I am

Very sincerely yours,

Director of Physical Education,
Varsity Basketball Coach.

FCA:AH

The University of Oklahoma
Norman, Oklahoma

INTERCOLLEGIATE ATHLETICS

May 16, 1938

Dear Phog:

Many thanks for your very
kind letter.

The new job will keep me
plenty busy for there is a lot
to be done. I will miss the
tumult and the shouting but
ninteen years of such should
satisfy one.

I, too, have enjoyed our
relations and I retire some
what bloody but unbarred leaving
you the field.

Best of luck, Phog,

Sincerely

Tommy Dermott

May 9, 1938.

Mr. Hugh McDermott,
Director of Physical Education,
University of Oklahoma,
Norman, Oklahoma.

My dear Mac:

Congratulations on your new appointment for next year! I want you to know that I prize the association and contacts that we have had through our competitive inter-collegiate athletics.

It is a pleasure for me to know that you will not be leaving the institution, but we will see you each year when we come to Norman to play our game.

With every good wish for your continued success, I am

Sincerely yours,

FCA:AH

Director of Physical Education,
Varsity Basketball Coach.

May 4, 1938.

Mr. Henry McCurdy,
90 MacDougal Street,
New York City, N.Y.

Dear Henry:

I am sending you my "Better Basketball"
duly autographed.

I want you to know how very much I enjoyed
the fine dinner and the excellent visit that we had at
Atlanta. Personally, I treasure that visit as one of the
finest that we have had. It was certainly good to see you
and to hear of your continued success. It is always
splendid to see Kansas sons blazing the trail.

By the way, Allen Wilbur and Alfred "Scoop"
Hill stopped in the office day before yesterday enroute
to their various destinations. I told them of the fine
visit I had with you and they were glad to learn, as both
of them had previously, of your progression.

With every good wish to you, the good
wife and family, I am

Faternally yours,

Director of Physical Education,
Varsity Basketball Coach.

FCA:AH

June 29, 1938.

Dr. C. H. McCloy,
Department of Physical Education,
State University of Iowa,
Iowa City, Iowa.

Dear Dr. McCloy:

I want you to know how very happy we are that you could come for our State Educational Summer Conference here at the University on Monday, June 27. You made a real contribution to the success of the program.

Your auditors were very much impressed with your ideas of physical education, many of whom still had the old conception that they had learned twenty years ago. Your presentation of the newer trends in physical education was very stimulating and constructive.

I have heard many enthusiastic comments on the whole program, and we are grateful to you for cooperating with us.

With all good wishes, I am

Very sincerely yours,

Director of Physical Education,
Varsity Basketball Coach.

FCA:AH

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CABLE ADDRESS
PACHAMAC NEW YORK

Publishers

TELEPHONE
ALGONQUIN 4-2100

SIXTY · FIFTH AVENUE · NEW YORK
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May 9, 1938

Mr. Forrest C. Allen
Director of Physical Education
University of Kansas
Lawrence, Kansas

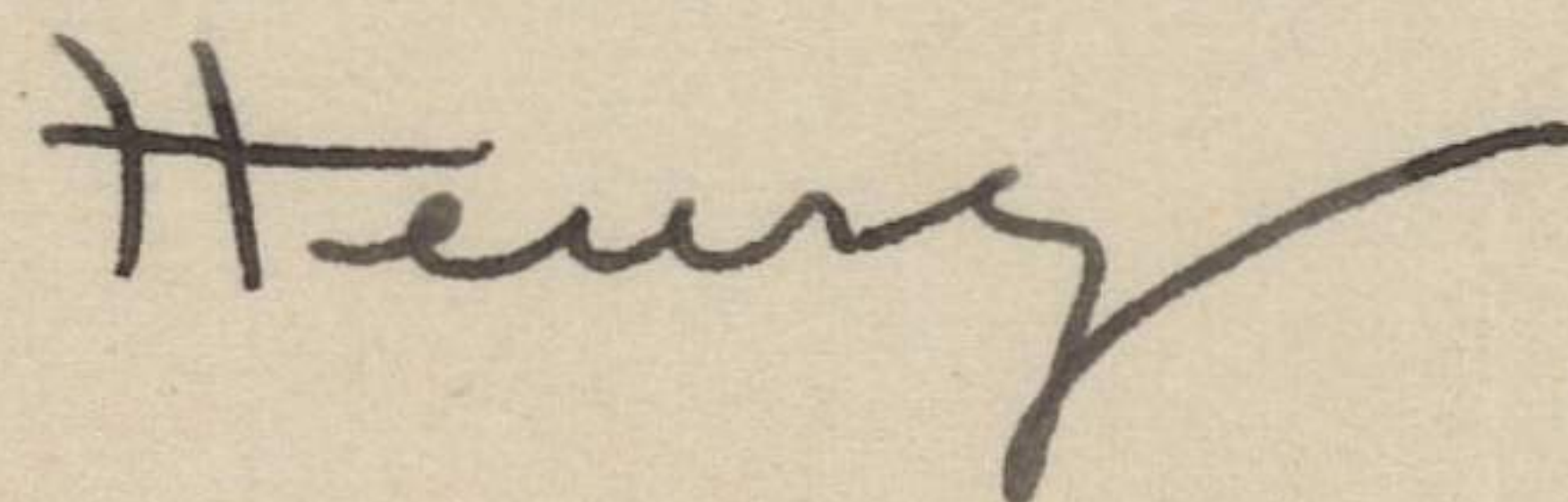
Dear Phog:

I am hastening to let you know that your letter of the 4th and the package containing your book entitled BETTER BASKETBALL arrived last Saturday. I am delighted with the book and greatly appreciate the friendliness of the autograph. This morning Martin, now seven and a half, woke me up at 6:30 to have me read all about the bandages. Apparently he has been studying the book with great care and is looking forward to a chance to see a real basketball game. I only wish that I could initiate him into this sport by letting him see one of your teams play Nebraska or Missouri.

Your report on Allen Wilbur and Alfred Hill came as a surprise to me. I had been looking for Alfred Hill in New York during the past week and I sincerely hope that he did not pay his visit here during my recent absence. I always look forward to a good visit with him.

With kindest good wishes, I am

Sincerely yours,



hbm:afr

July 8, 1938.

Mr. Andrew McDonald,
Southwest Missouri State Teachers College,
Springfield, Missouri.

Dear Andy:

I am returning your clipping from the Tulsa Tribune "Sports Cavalcade" column by Ed Kerrigan. I also want you to know that I enjoyed your letter of May 20, and thank you for doing what you could for Joe Giamangelo. I got him lined up with Fran Welch, at Emporia Teachers College, and I trust that he will get along satisfactorily.

I notice that you have a new football coach, and I imagine that will be pleasant news to you in that you will not do double duty for a single salary.

Answering your question regarding Vera Wilkins and Jud Benson talking about insurance, I might say that no fellow can tell what he can do until he tries it. A great many people have tried to get me to go in the insurance game, but I have always turned it down because I have liked smaller remuneration in money but greater returns in working with the boys. I am sure that you can make good in this field, however, Andy, should you ever attempt it.

Brutus Hamilton, from California, just dropped in the office to say "hello". It was mighty good to see Brutus again and to talk about old times.

Lots of luck to you, Andy.

Sincerely yours,

Director of Physical Education,
Varsity Basketball Coach.

FCA:AH

SOUTHWEST MISSOURI
STATE TEACHERS COLLEGE
SPRINGFIELD

ROY ELLIS, PRESIDENT

May 20th 1938

Dear Doc:

I received your letter concerning Joe Giannangela, and I have delayed answering it until I could give you some kind of an answer. Last week was a most busy one with our may day program early in the week followed by our conference meet at Maryville thurs., fri., and Sat.

Our board of regents has decided on a reorganization of our dept. when Mr. Briggs was unable to continue with football in 1934 I was asked to take it over. What a job!

SOUTHWEST MISSOURI
STATE TEACHERS COLLEGE
SPRINGFIELD

ROY ELLIS, PRESIDENT

have had trying to bring football out almost single handed. I am glad to say it is in the best shape now that it has been during those four years. But of course the board has made the deduction that we haven't won enough games. Now they are ready to add the help that I have asked for during this time. They expect to hire a football coach and make him director of athletics. Following the idea they used a M. H.

Naturally it takes a load off my shoulders and I should be glad of that. I remain at the same salary as basket ball coach probably as a football coach and instructor of Phy. Ed.

SOUTHWEST MISSOURI
STATE TEACHERS COLLEGE
SPRINGFIELD

ROY ELLIS, PRESIDENT

I talked with Pres Ellis this morning about Joe, but he was hesitant to offer any encouragement at this time.

We could sure use him as I have had to be the coach, trainer, and for of the time the equipment man. I appreciate your good letter concerning Joe & I wish I was in a position to help him. Ed Hall would have been a big help, ^{to me} a few years ago but they didn't feel they could give me any help at that time.

Mr. Briggs is quite upset over the shake up. but only more or less as he has been

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SOUTHWEST MISSOURI
STATE TEACHERS COLLEGE
SPRINGFIELD

ROY ELLIS, PRESIDENT

the past five years.

I saw Joe Reed last week and he seems quite happy at Maryville.

If I find there is any possibility of using Joe, I shall be glad to let you know.

With kindest personal regards, I am

Very sincerely yours

Andy Mc Donald.

P.S. Doc, Sam Wilkins and Fred Benson have talked to me the past two years about going into insurance confidentially. What do you think? Andy (over)

As you know my first love is coaching and
I am as enthusiastic about it as ever. But
one does ponder the future of the two
professions. Also enclosed you will find a
clipping in which Bill Miller was most
kind in his words. I wish you would kindly
return the clipping as it is the only one I have.

I didn't notice until now or rather I had
forgotten that Kerrigan had doxed your
game with M.L. What the dope that is
what you like to do isn't it?

Audrey

BOX 2112, BURGESS
SPRINGFIELD
STATE TEACHERS COLLEGE
SOUTHWEST MISSOURI

CHARACTER BUILDING THROUGH PHYSICAL EDUCATION*

C. H. McCLOY

State University of Iowa
Iowa City, Iowa

Physical educators have for years claimed to be builders of character. Not infrequently such claims are buttressed by reference to a few students who have engaged in physical education programs and who have changed in the course of a few years from being individuals of rather inconspicuous personality to individuals of outstanding character and ability. The physical educator has been prone to claim the credit for such metamorphoses. Examination of the evidence has not been impressive. The literature is strangely silent with regard to those individuals who took the same courses or belonged to the identical athletic groups at that same time but who have changed for the worse.

When one examines the methodology proposed to produce character education through physical education one usually finds such processes based upon faulty psychology and on methods of education long since abandoned by the leading educational philosophers.

Recent studies by competent investigators⁽¹⁾ have thrown much doubt on the character building efficacy of a number of institutions. When these studies are analyzed and compared with what is known of the learning process the wonder is not that character results have failed to come through either physical education or other such movements but that anyone should have expected such results to be forthcoming when the methods used were not specifically planned to secure changes in character and were not in harmony with modern educational techniques. We have in far too many cases trusted rather blindly to an all-wise Providence and to G. Stanley Hall.

This paper is an attempt to outline a process of character building through physical education, laying down the foundations of the process upon our present-day knowledge of how man learns.

DEFINITIONS

Before proceeding to discussion it would perhaps be well to define our terms. The term 'character' as used in this paper, is not in any sense limited to the realm of morals. It has been defined by Dewey as the 'interpenetration of habits'.⁽²⁾ Dewey, in his book *Human Nature and Conduct*, uses habits in the sense of learnings. This definition may be rephrased as the interpenetration of learnings. If everyone had read Dewey's book and understood his description of character this definition might be adopted as adequate.

* The writer is indebted to numerous authors in the field of character education. His greatest indebtedness for this paper is to Dr. W. W. Charters from whose book *THE TEACHING OF IDEALS* much has been drawn. The principal other sources aside from educational psychology are *HUMAN NATURE AND CONDUCT* by Dewey, *NATURE OF CONDUCT* by Symonds, the teachings of Professor Judd concerning the importance of verbal responses in transfer of training, and the interpretation of Dewey's philosophy by Professor Kilpatrick. The writer has drawn freely from these sources and wishes to acknowledge his indebtedness.

C.H.McC.

By 'interpenetration' we might understand a sort of integration or inter-relatedness, or it might be thought of as a sort of mutual linking up of cause and effect. In Dewey's terminology, 'habit' would be anything learned. It is not restricted here to habits of action, but means as well habits of thinking, of attitudes, or of emotional states.

The definition which I should like to propose, however, is the learning basis of conduct, or the determiners of conduct.⁽³⁾ Let us discuss this definition a moment. A situation arises which calls for choice and the decision must be made as to whether to do A or B. The individual decides to do A. Why did he decide to do A and not B? This decision was based upon certain elements of his heredity but more upon elements of his education. These learnings may have been due to teaching or may have simply been "picked up" from some experience or experiences in the past. It is these determiners of his choice resulting in conduct, these things learned in some way or other, that we should call his 'character'. These learnings do, indeed, interpenetrate. The physical educator must to a large extent ignore the hereditary bases of conduct, for these are already pre-determined. As an educator he is concerned primarily with what he can do with the individual as he is. This definition of learning would involve all of the social and personal qualities which the individual exhibits in his day by day activities. It includes perseverance, cool headedness, and a general tendence towards initiative as much as it does moral courage and social ethics.

The question may arise as to whether such a definition of character does not assume that desirable changes of conduct (even though they may be the result of quite insincere motives) indicate desirable changes in character. The educator must face this dilemma. He desires to change motives but he can not measure motives or tell what they are from the individual's conduct. It would, therefore, seem that we are forced into assuming that while with any given individual, improvement in overt conduct may not be accompanied by like improvement in motive, yet general improvement in overt conduct, where such conduct is not unduly influenced by artificialities of the situation such as an over-emphasis upon rewards, is probably accompanied in most cases by improvement in motives.

THE BASIS OF ATTACK ON THE PROBLEM

The psychology of physical education is peculiarly poor in scientifically proven results. We have little in this field which gives us a direct approach to character building through physical education. I have thought, therefore, to approach this problem from the standpoint of a philosophical research. In the last thirty years educational psychology has taken great strides. Much is now known of the original nature of man, of his social inheritance, of the differences between individuals, and of the learning process. It seems rather evident that conduct involving character is just as much related to the processes covered by educational psychology as is the conduct involved in multiplying two numbers together or in reading and comprehending a book.

The individual is undoubtedly as much limited by his innate capacities or incapacities in the character qualities as in those of intellectual endeavor. As we have intellectual morons and geniuses so we have equal extremes in many of the specifically outlined character elements. One may be a genius in certain types of cooperation and a moron in differentiating between some kinds of social and unsocial conduct, just as one can be a genius in mathematics and a total loss in languages.

The social inheritance so ably discussed by writers on educational sociology perhaps applies even more justifiably to the field of conduct in this character realm than to the field of conduct in the classroom. There are individual differences as in that of intellectual endeavor. Some unpublished studies lead to the conclusion that these character qualities are, as is the case of most intellectual and physical qualities, normally distributed and vary all the way from practically none at all to stages of highest development.

It seems quite evident that learnings in character would be subject to the same laws and principles as learnings in the ordinary intellectual fields and the commonly taught, and in this day generally understood, laws and principles of the learning process should be applicable here and in almost any other phase of learning. This being true it would seem to me that we might carry over by analogy what we know in the intellectual field into the field of the learning basis of conduct. What remains then is to produce a philosophy of character education which corresponds to an hypothesis in this field. Upon the basis of that hypothesis we can experiment and revise our theory upon the basis of our experience. We must, however, see to it that our educational procedure is purposeful and that we seek directly and specifically to accomplish predetermined objectives. Direct learning, however, will probably be the smallest part of the processes. Associate and concomitant learnings must be as carefully planned for as the direct learnings. Concomitant learnings have in the past been assumed to be what happened that was not planned for. That was, unfortunately, quite frequently true. The capable educator, however, can plan for concomitant learnings as wisely as he plans for his direct learnings.⁽⁴⁾

An understanding of that which follows depends upon a reasonably comprehensive grasp of two things. First, an understanding of the laws and principles of the learning process. In a short treatise such as this, it would be impracticable to present these and to discuss them thoroughly. Ample discussions of these laws of learning will be found in any modern text book on educational psychology.⁽⁵⁾

The second need is an understanding of the general educational principles involved in such processes as the project method of instruction. The differences between the direct, associate, and concomitant learnings, and the use of coercion, as opposed to other forms of motivation. One of the best books for such study is the Foundations of Method by Kilpatrick. Other references will be found in the suggested bibliography appended.⁽⁶⁾

Learning is a laboratory process. We have tended to consider the laboratory as the exercising ground of the physicist, the chemist, and the biologist. This is, however, a narrow view. When we learned handwriting, one of our earliest experiences in school, we learned it not by listening to a lecture but by laboriously doing it. We practised the making of letters; this practise was laboratory work. We learned to read by laboratory work in reading, and we learned arithmetic by the solving of countless problems. For some reason, however, exponents of character education, particularly those representing the church and the Sunday school, have seemed to feel that a peppy exhortation delivered perhaps once a week could take the place of learning by doing. This I believe to be fallacious, and I believe also that we as physical educators must plan our educational curriculum to give a graded laboratory course in character. Each thing should be done for a purpose. This of course raises many problems; for instance, should one emphasize only activities that are of use in later life. I believe that many activities that in themselves are of no use whatever in later life may have extremely great value at one point in the educational process. The average boy who plays football will

not play it after he leaves high school or college. Nevertheless, the laboratory training which he gets from participating in games like this may have made playing the game worthwhile. We do not usually continue the study of arithmetic past the grades; we pass on to the study of algebra, to geometry, to trigonometry, and to the calculus. Each in its turn leaves a deposit of use in later life though that use may be an indirect one.

The problem is raised also of the dilemma of "education for later life" versus the philosophy that education is life. It would seem to me that both of these can be true and that we as educators can plan an education that is life to the participant today while preparing him also for life later on.

THE CHARACTER EDUCATION PROCESS

The development of such an educational process involves a number of steps and of separate procedures.

The first of these is the determining of the objectives of the individual. Recent studies of the individual objectives of physical education indicate that interests, mind-set, and objectives in general are not the same.⁽⁷⁾ Just as tastes in music run from the classics to jazz so do tastes in physical activities run from basketball to calisthenics, from dancing to apparatus work, and from water polo to weight lifting. Some of these interests are probably due to individual differences in innate tendencies. More of them are probably due to differences in local situations and conditions. The director of physical education who ignores these interests and individual objectives, however, loses values inherent in the project approach and sterilizes much of his character building process.

DETERMINE THE OBJECTIVES OF THE INDIVIDUAL

One of the best methods of determining such objectives is to prepare a comprehensive check list. We suggest that such check lists be prepared as in the illustration given below with omissions and additions according to the exigencies of the local situation.

"Read the following list of physical education activities and make an X in the column that represents your feelings or desires:

Enjoy or would enjoy doing very much	Enjoy or would enjoy doing very much	Would like a little but not much	Averse to doing	I should like specif- ic coaching in
---	---	---	-----------------------	---

- Apparatus work
- Archery
- Baseball (indoor)
- Baseball (outdoor)
- Basketball
- Boxing
- Calisthenics
- Diving
- Fencing
- Golf
- Group Games

Gymnastic Dancing

Handball

Hiking

Horse Shoes

Indian Club Swinging

Life Saving

Marching

Mat Exercises

Roller Skating

Rowing

Running

Squash

Swimming

Tennis

Track and Field

Volleyball

Wrestling

Now look back to the items you checked in the first column and mark the one you like best with a Figure 1, your second choice with a Figure 2, and your third choice with a Figure 3."

After determining these individual likes and dislikes, tabulate them in numbers and by individuals and take them into consideration in the building of the program. It is difficult to give directions for doing this in such a general paper, because of the fact that local equipment, teaching staff, course of study requirements, and other factors render any generalized treatment ineffective. One method of approach that is exceedingly effective with groups from the senior high school ages and up will be given a little later in this paper.

DETERMINE THE TEACHERS OBJECTIVES:

The second thing to be taken into consideration is the objectives of the teacher. The director of physical education should know what his character objectives are, what qualities he is seeking to develop, what habits of conduct he wishes to build.

In the development of his list of objectives the practical physical educator as contrasted with the teacher interested in pure psychology is faced with a dilemma. The psychologist of today will tell him that there is no such thing as a generalized trait; that there is no such thing as honesty, as cooperation, or as sportsmanship. He will say that there are hundreds of specific honesties; that one may be scrupulously honest in rendering expense accounts and not be able to count over seven in golf; or that a man may have perfect vision for seeing the mote in his neighbour's eye and be utterly unable to see the beam in his own eye.

If we were to hold to this teaching of the psychologists we should have to produce a list of many hundreds of specific objectives. The practical educator, however, recognizes that this will not do. In the first place man thinks in terms of words and there are no specific words for most of these objectives. One who does not have the word for a quality and can not express himself feels balked. This is seen perhaps as clearly as any place in the field of esthetics or in love-making. The individual who is moved by great emotions but who can not express

himself either in music, in verse, through adequate adjectives, or similar outlets, feels strangely impotent. Professor Judd, I believe, rightly emphasized the importance of words or names in the human learning process.⁽⁸⁾ We tend, practically speaking, to put these specific objectives together into bundles. Those that have a number of common elements are, in a way, knotted together and carried by one verbal handle. From this point on I shall use the word 'trait' quite unblushingly and here define it as a term which brackets a number of specific habits or action patterns having certain obvious things in common which fall, in general, under one heading and which we have become accustomed to call by one term. This may be poor psychology but I believe it is good education.

An adequate selection of objectives might be classified in numberless ways. One must remember that the simple listing of objectives has no effect upon the character of the individual. It is equally true, however, that the teacher who does not have in mind the results he is seeking to accomplish is apt to miss his goal. It is, therefore, desirable to list such objectives, to think them through, keep them in mind and from time to time to review them, checking up on one's processes.

A tentative list from which to select objectives is appended herewith. It will be noticed that these objectives are grouped under nine general headings. This grouping is simply to put together types of things that in ordinary human thinking go together. This is purely a matter of convenience to assist the teacher of physical education to keep in mind the goals he seeks. The sub-headings or descriptive words to each general heading are in many cases not mutually exclusive, but are semi-synonymous. My idea being not to set up specific objectives so much as to make the field clear in the mind of the teacher.

A TENTATIVE LIST FROM WHICH TO SELECT CHARACTER OBJECTIVES

I. Qualities of Leadership

Inspires respect; can inspire devotion to a cause; has prestige with groups; others admire and like him; can discipline others.

II. Positive, Active Qualities

Is decisive, quick, and aggressive; has initiative, resourcefulness, and courage; is persistent and persevering and never quits; exhibits an abundance of energy and 'fight'.

III. Positive Mental Attitudes

Has self-confidence, self-reliance, and morale; feels he has 'class'; shows alertness and enthusiasm; has moral courage and conviction; no feeling of inferiority; does not alibi. *but ANA Ixtoral*

IV. Self Control

Control in confusion-producing circumstances; is cool-headed; is controlled under provocation, controls temper; does not bully.

Sadist

V. Social Cooperation

Obedient to accepted authority, a good follower; a good team worker, a hard worker for the group, unselfish, and will sacrifice his own glory; is loyal to his group and institution; will deny himself for good of group; knows how to assume his share of responsibility.

VI. Social Action - Standards of the Gentleman

Respectful to others, modest, magnanimous (holds no grudges); is cheerful, not grouchy; is courteous, truthful and trustworthy - a real sportsman. Doesn't alibi.

VII. Ethical Social Qualities

Respects rules and officials; plays fairly, and only asks justice; respects property of others.

VIII. Qualities of Efficiency

Plans and thinks to the point; is thorough and dependable; can follow directions; finishes what he starts; he carries responsibility; is adaptable; he recognizes the value of time; tries for high standards.

IX. Sociability

A good mixer; friendly, people like him; he likes to be with others and others like to be with him.

In the use of the above list of objectives given, many of them will probably need to be omitted in some groups. The nervous development of the child may not have reached the point that renders some of these objectives possible of accomplishment. Some objectives will have been satisfactorily accomplished almost throughout.

In endeavoring to make this list of objectives function in the thinking processes of the teacher a further process must be encouraged, for which we offer no example here because of limitation of space. This process involves the detailed thinking into each of these general terms and developing specific objectives in terms of physical education situations. To illustrate in the matter of self-control, one might think up many specific objectives having to do with control of temper when fouled by an opponent, control of temper when treated unjustly by an official, control of temper when reprimanded by the teacher or when scolded by his playmates, etc. There may be dozens of such specific situations or specific objectives lined up under each of these more generalized terms. I should suggest that where a group of individuals expects to undertake such an experiment the different individuals list such specific objectives in some such way as Charters has done on page 82 ff. ⁽¹⁰⁾ Then let this group get together and combine their lists and think them through. The important thing is not that every teacher shall remember a long list of specific objectives but that having thought them through at least once, he shall recognize situations and opportunities as they arise in order that he may use them for additional ends.

When the teacher determines his objectives it does not mean that he assumes entirely the center of the stage and directs the show. A clever teacher can utilize the project method almost in its extreme form and still not relinquish his guidance of the process. Methods of doing this will be presented below. I should, however, like to stress one point here. The prevailing emphasis upon individual psychology has, in my opinion, led too many of us to neglect the equally applicable teachings of social psychology and of educational sociology. We should not forget that the human animal is a social animal. The larger number of his qualities and virtues are social ones. The laboratory practise in these qualities must be given in social group units. This involves the obligation to utilize natural groupings to the fullest, to utilize the knowledge of how to form such natural groups and to emphasize cooperative planning and projecting.⁽⁹⁾

DEVELOPING THE CONCEPT, THE IDEAL AND THE HABIT

The third step⁽¹⁰⁾ in this process based upon a knowledge of the objectives of both student and teacher would seem to be the real beginning of an application to the needs of the individual. Let us assume for the purpose of this paper that we are dealing with individuals who are just making their beginnings in certain characteristics and traits. The teacher frequently loses sight of the fact that an idea that is very real to him is perhaps utterly unknown to the individual. Let me illustrate in this paper with but one quality, that of 'teamwork'. Any other would do as well. The word 'teamwork' together with its concept may be merely a new noise to the individual in the group even though he may have been engaged in cooperative tasks in the home or school. The first step in this process of application then would be to cause the individual to form the concept or, in popular slang, "to get the idea". Let us consider this process. Kilpatrick⁽⁴⁾ has given us an excellent illustration upon which I shall draw, phrasing it in my own words. A little child who has never seen a dog or a picture of a dog and has no notion of what a dog is, sees as his first dog experience one of these small woolly animals that a woman carries in her muff. On asking what that is he is told it is a dog. He examines it with care and decides he knows what a dog is. Perhaps his next experience in dogdom is a Great Dane about the size of a six-months-old calf. On asking what this is he is told that this is a dog also. How confused he must be! But after seeing mastiffs and poodles, greyhounds, airdales, terriers, and collies, eventually it dawns on him what 'dog' really means and he "gets" a concept of dogness. It is a kind of ideational Gestalt, and like the old puzzle pictures where we used to try to look for the beautiful lady in the shrubbery we sought and sought in vain until suddenly she sprang at us and after that we could see nothing else in that picture; so when one learns a new concept it is by synthesizing many experiences having in them a common element until we get this ideational pattern.

Remember that the individual does not have the same idea of what these objectives mean as the teacher has. To him a term such as 'sportsmanship' may carry no meaning. The teacher will need to attach a name to each situation involving such trait-action as it arises. For example, let us suppose that an individual who has not absorbed the concept of teamwork is in a group of boys playing soccer. Suppose John is constantly trying to 'dribble' and loses the ball consistently. The teacher may tell him in the hearing of the others that he should not have tried to 'dribble' in this way when guarded because "it is poor teamwork". He is told

that he should have passed to Will under such and such a circumstance. Probably teamwork to John will now mean pass the ball to Will. As he passes to Will the next time, perhaps an opponent is standing by Will and secures the ball and the bewildered John is now told that it was not good teamwork to pass to Will, that he should have passed to James; that would have been good teamwork under these circumstances. At first he is as confused as the baby with the dogs, but eventually as enough situations arise having in them this common element of cooperation and teamwork, it dawns upon John what 'teamwork' is. Perhaps, he could give a fair definition of it in his own terms. In such ways as this, different situations are utilized to press upon the consciousness of the individual what this thing means; to convey to him the ideational pattern that goes with a relatively complex concept. In the terms of the correct educational psychology one wants to use the principle of analogy and the principle of partial activity to cause those prepotent elements of the situations to stand out and to be associated with satisfactions in such a way as to cause them to become active connections in his mental functioning.

The question will arise, does not this sort of thing happen to the individual in any case? Does he not generalize from his experiences and has he not been having this sort of experience all his life? The difference it would seem to me lies in that while he has undoubtedly been having many experiences yet these have not in most cases been tied up to verbal expressions in the nature of generalizations and intellectualizations but have simply happened as isolated things. It will be the more intelligent individual who will generalize upon the common elements. In the process here outlined the teacher plans to have such generalizations and intellectualizations going forward systematically, pointing towards a desired goal.

The next step, and one which goes on concurrently with the development of the concept, is the forming of the emotional organization or drive centered around the idea so that it becomes a goal to be desired. The teacher, in the process of teaching what the concept is, is at the same time utilizing the laws and principles of learning in such ways as to cause the individual at the same time or immediately after he forms the concept to decide that it is a desirable type of conduct in which to engage habitually. The next step is that of forming the habit of constantly acting in this way. This, which is the culmination of this educational process, is the forming of ideo-motor connections that result in conduct habits.⁽³⁾ I shall not discuss here the psychology of habit formation for that is discussed in almost any good textbook on psychology.

Expressed in another way these last three elements are habits of thinking, feeling, and acting in the way desired by the educator. Hence, these three elements must all be stressed and inter-related with the individual as ideo-ideal connections, ideo-motor connections, and ideal motor connections.

May we stress at this point the fact that such a character education scheme as here proposed will only function where the teacher has his objectives in mind and is constantly endeavoring to utilize situations that arise to mold the concepts, the ideals and the action habits of his pupils. It must be an individual emphasis, not just teaching something to a class. He will have to allow for individual differences in interest, in previous conditioning, and in generally determined mind set. Some individuals learn a thing more quickly than others. Some are easily interested in certain objectives, others are not. The teacher must learn to adapt to these individual differences.

It seems to me wise to call attention at this point to a fact that has been too often overlooked by the educational administrator. The director of physical education, because of the very nature of his athletic situations, has under his control more powerful satisfiers and annoyers than does any other educator. A boy who strikes out at a critical point in the game is vastly more annoyed than when he misses the third problem in arithmetic. He is correspondingly more elated when he knocks a home run than when he solves the problem correctly. The little child is playing with powerful satisfiers and annoyers in a game of tag, and this whole gamut of physical expression lends itself most admirably to conditioning the individual in one way or another. Character education is always taking place. It is the duty of the physical educator to see that the process is moving in the right direction.

One will perhaps not need to warn a teacher of physical education that from the standpoint of the individual participant in a program of physical education the most important thing is the joy of doing, of accomplishing, and the sheer delight of self-expression through skilled activity. The student should not be depressed by the reformer-like emphasis upon some mystical gain. The character education process is a process manipulated by a skilled teacher who sees to it that a favorable educational wind is heading the student's travel in life towards the desired goal. Hence the principal emphasis will be an indirect one.

It is usually held by character educators that the indirect method of instruction should be used almost exclusively although Charters is inclined to question this. In the indirect method the individual is influenced so far as his habits are concerned without his realizing that there is any true emphasis upon character traits as such. I hold that this can be somewhat over-done. In the first place certain habits of feeling and acting can be developed in a given environment, which function only in that environment because they are based on nothing deeper than the seeking of the approval of the teacher or the group. It would seem to me that permanent improvement which would result in transfer will come only when, in addition to a realization of the wider scope of the concept, we have a conviction that the behavior pattern in question is a desirable one. As propaganda shows us, much conviction is based simply on reiteration upon the part of "authority". In the interests of the better educational process, however, it would seem that such conviction should be based primarily upon a realization of the social values involved and that some form of a direct approach should be combined with the indirect to produce such a result. No very acceptable method of doing this has come to our attention. A small pamphlet entitled "Character Education on a Practical Basis" by Agness Boysen, published by F. E. Compton and Company is suggestive.

THE PROCESS OF TRANSFER⁽¹¹⁾

The process given above would be narrowly circumscribed if it went no further. Some method must be found which will cause learnings in the physical education field to have a wider spread of influence. With this end in mind it becomes necessary to devise educational procedures which will capitalize the common elements in the various types of situations covered by the same general trait-name, and to cause the individual to generalize them and, as far as possible, to intellectualize the process; this would seem to be a matter of pointing out such common elements from time to time and of helping the individual to such generalizations and intellectualizations. More important still, I believe, is

the need for the cooperation of the whole faculty or staff of an institution in an attempt to integrate into one whole the non-physical and the physical aspects of education. To illustrate, suppose the teacher of physical education were to mimeograph the list of objectives sought for each group during the current period and the types of laboratory experiences used in the seeking, and were to distribute this list to the staff or faculty of the institution explaining it briefly and seeking cooperation. Probably this teacher would have to talk with each faculty member individually. Suppose the class in English is studying *Ivanhoe*. The English teacher is too prone to forget, just as is the teacher of physical education, that words do not necessarily convey meaning. While the group is studying this classic the teacher of English might kill two birds with one stone by associating certain of the episodes of this story with the words used in connection with the physical education character education process. Certain of the processes of chivalry can be associated with the term 'sportsmanship'. Some of the episodes of the book exhibit good teamwork. The student is given a richer comprehension of this classic in terms of his own experience, and the specific learnings which he has developed in the gymnasium or on the athletic field are spread to wider fields.

The teacher of civics has also a rich opportunity to cooperate in this scheme and to secure both an attitude of readiness towards civic cooperation and social ethics and to enlarge the character scope of things learned in physical education. Probably enough has been said to illustrate this process of transfer. An alert teacher working with a cooperative staff in his own and in other departments has, it seems to me, a perfectly obvious possibility of securing these character results. I should like to stress the fact that character building is not confined to physical education. The physical educator should be cooperative in the same way with the character education efforts of other members of the faculty or staff. Because of the specific needs of my subject, however, I am not discussing that phase of the process.

The same process can be carried out by the staff of such social-educational institutions as Y.M.C.A.'s, Y.W.C.A.'s, Boy and Girl Scouts, etc. The staff members, group leaders and others have equal opportunity to stress this type of transfer of training. Teachers and others who are poorly acquainted with the principles of the transfer of training should refresh their memories by again studying these principles in any modern textbook of educational psychology.⁽⁵⁾

It should be pointed out that in this process the largest contribution made by the physical educator is not that of producing the transfer of training. It is rather that of giving the base upon which transfer can take place. Concepts do not come from an intellectual vacuum. They arise out of previous experiences whether these be physical, intellectual, or emotional. The individual who has experienced things that are significant and meaningful to him and has experienced them in functions of life that do not seem artificial, and in addition has had the common elements in such experiences tied into common bundles with verbal handles, tends the more easily to develop general concepts. The physical educator is working with activities and with experiences that are vital to child life. It is easy for him to develop these concepts, to associate them with ideals and action habits and to lay the ground work upon which transfer can take place. It is essential that this be done systematically and comprehensively.

The physical educator should not go to the other extreme, however, and assume that all responsibility for transfer must be assumed by others. He, himself will frequently be able to call to the attention of the individual student wider applications of the concepts learned in a physical education environment and to assist him to generalize concerning them. The teacher should be alert to seize all such opportunities when it can be done naturally.

MEASUREMENT OF RESULTS

One of the major obstacles to rapid progress in character education is the difficulty of measurement in this field. Experimental programs, however, necessitate an attempt at measurement. In such cases one usually falls back on ratings. Rating scales have their limitations. Some are more objective than others. A rating scale is appended to this paper. In this scale not all of the items have been checked for validity or reliability. More research will have to be done with such scales before they can be presented as being the best that can be proposed. Pending such research, however, we offer the scales given here without apology.

It will be noted that this scale attempts to rate actions in terms of the frequency with which they are observed. In the item 'he hogged the ball', he is rated in terms of 'extremely often', 'frequently', 'fairly often', 'seldom', 'never'. This is rated simply according to the observation of the leader. No attempt is made to determine why he did or did not 'hog the ball', but simply that he did or did not do so. As noted in the title, it is a behavior rating scale. Some of the items are less objective. They are, as it will be noted, classified under a number of headings, corresponding to the general headings in the list of proposed objectives. The small numbers in the corner of each square are to be used to score the individual. These are purely arbitrary and we have no evidence to show that any one of these items is of equal, greater, or less importance than any other item. These scores are used simply as a matter of convenience and should be written under the word 'score'.

Each individual in the group should be rated by such teachers of physical education who feel competent to rate him and also by a carefully selected group of student leaders. These are probably the commonly utilized squad leaders. They should not be taken into the confidence of the teacher to the extent of knowing that this is a character education experiment and perhaps in the reproduction of these rating scales any suggestive headings should be left off. The final rating adopted for the individual should be the average between the rating of the leader and the teacher. With, however, due weight being given to the assurance of the leader. That is, one would give less weight to the rating of the individual who marked the column 'rater's assurance' as "a mere guess", than he would one who marked "positive assurance". Quite frequently, however, the rater who does not feel competent to rate certain things at any given time may observe the individual involved for several days and rate him then.

This rating should be done as early in the semester or season as the rater feels is practicable from the standpoint of his competence to rate. As soon as the rating is completed another profile chart should be prepared such as that given in the sample appended. In this chart the average rating under each general heading should be drawn in. Suppose for example, under "leadership" the