

## 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. <sup>(10)</sup> 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.