

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 wooly 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