

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.