

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.