

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