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TEACHING PERSONALITY IN THE SCHOOLS

PREPARATION for almost every phase of life is now being given in our schools and colleges. Methods used in presenting these courses must be worked out from the angle of fitting students to meet the complex conditions of modern life.

With the breaking down of class distinction and old social customs, there has come the demand that students today should receive more ethical and moral training. Many views have been held by educators upon the methods used in giving this training. Some believe that it should be indirect, and that the best results are secured by maintaining a high moral standard in all the work given in the schools, this being expressed, or shown, in the social life of the students. Others believe that the schools should provide special courses to be given by direct methods in order that the students may be more able, not only to follow the standard set in other branches of learning, but that they may be better fitted to meet actual experiences in the life outside the schools. Educators having the latter view have organized what is known as a personality course, a new method of giving ethical and moral training in the schools. According to Dr. Thomas Bickford, who was the first to organize such a course, it is a direct method of instructing students to train themselves to recognize their own responsibilities, and to possess an attitude of tolerance, freedom, trust, reverence, and co-operation. Its purpose is to help the student to understand and realize the importance of self-development. The methods used in presenting the course differ according to the type of school in which it is being given, but the primary purpose remains the same in all schools.

A course in personality might be one of

the principal courses given in our vocational teacher-training schools. There the subjects which form the basis for personality study are given, but they are not presented in connection with the direct development of personality, but in connection with special courses only. A certain course in biology should be given to all teachers, regardless of their particular vocation; a course which gives an explanation of the principal forces in the plant and animal evolution. This course directly develops personality by giving a general knowledge of one's self as connected with nature. A co-ordinating course should be given in physiology to teachers of all subjects; a course giving a general self-analysis of each individual teacher as to his or her own moral and ethical principles. Directly in connection with these courses should come the third basic study of personality, sociology. This should include a general appreciation of conditions which may be produced thru the social activities of individuals.

The education of the child lies today almost entirely in the hands of the teachers. Little training is being given in some homes. The child enters kindergarten at the age of six years, sometimes earlier, and from that time until he finishes college, he is under the influence of teachers on an average of nine months each year. The impressions made upon students by teachers are the most lasting ones, whether they are good or bad impressions. It is very essential, therefore, that teachers not only possess a knowledge of facts about certain subjects, but that they possess the power, or personality, to give these facts to the child in a way that will develop the child morally as well as intellectually. At the same time these facts are being impressed upon the minds of the students, other impressions are certainly being made unconsciously by the teachers. Their attitude toward their own work as teachers affects the pupils' attitude toward their work.

The poise and tact with which teachers control discipline affects the behaviors of the students, and develops their poise and their sense of proper behavior. The manner in which teachers seem to study and reason with classes, talking things out, and fitting the student's view as nearly as possible to other views, helps them to think and reason clearly for themselves. The teacher's neatness in appearance daily instills in the students an appreciation for correct dress. Their sense of humor as they show it in laughing with their pupils instead of at them, and their self-control in not laughing when it is not proper to laugh, develops a wholesome and indispensable sense of humor. The way in which they take a part in the student's activities outside the class rooms unconsciously teaches co-operation and good sportsmanship. The part they take in the religious life of their students, and in the community, may inspire either carelessness, or a decided devotional spirit, or sense of reverence. Teachers who possess such characteristics as these have what is called good personalities. A child is born with certain instincts which may be guided in almost any direction, and it is the teacher's work to lay the proper foundations for higher ideals in ethical and moral training.

The supervisors of student teaching have a wonderful opportunity for using direct methods of instruction in personality. Their business is to make criticisms of student teaching ability, and herein lies the opportunity of giving the teacher a daily analysis of her

personality as she applies it in the school room. More attention should be given to the effect the young teacher has on the child's moral nature. Is he inspired to learn things for himself for other reasons than that it happens to be the lesson for the day? Are principles of right conduct indirectly awakened in him? Are his actions developed instinctively in a swift, sure and positive manner?

Less emphasis should be placed upon the subject matter to be given by set rules or lesson plans. It is well to have the teacher organize her lesson before she teaches it, but the supervisor should not forget this plan and judge the teachers' qualities which stimulate the actions and efforts of her pupils. Naturalness of manner, neatness, a pleasant voice, pleasing facial expression, good diction, modesty, tact, and courtesy include the principal external traits, by means of which the students decide almost immediately whether they like or dislike the teacher. Upon these things the supervisor should first of all lay her largest amount of criticism, for affectation, egotism, carelessness of dress or manner, and rudeness, never fail to turn the students against the teacher, and to interfere with their progress and development.

The following is a scoring chart used by supervisors to locate their own strong and weak points, and to help them in their supervision work. The chart was obtained from "Personality Culture by College Faculties," by David R. Berg, published by the Institute of Public Service, New York.

PERSONALITY CHARACTERISTICS OF THE TEACHER

1. Pleasing	very	tolerably	unpleasing	displeasing
2. Courteous	very	moderately	little	discourteous
3. Cheerful	very	moderately	little	gloomy, sullen
4. Industrious	very	tolerably	lazy	
5. Sympathetic	very	moderately	unsympathetic	unkind
6. Enthusiastic	very	tolerably	little	lacking
7. Dignified	very	tolerably	little	undignified
8. Well Bred (polite)	very	acceptably	"on the way"	ill mannered
9. Tactful	very	tolerably	blundering	
10. Stimulating	very	moderately	lacking	
11. Humorous	very	moderately	discouraging	lacking
12. Encouraging	very	moderately	too technical	nagging
13. Scholarly	very	fair	unrespectful	unscholarly
14. Resourceful	very	fair	unrespectful	no imagination
15. Systematic	very	tolerably	lax	
16. Strict	very	moderately	antagonizes	irritable
17. Wins Co-operation	very	fair	little	
18. Self Controlled	very	moderately	lacking	
19. Ambitious	very	not yet	little	
20. Teachable	very	with difficulty	doubtful	

Many articles have been published recently upon the subject of ethical and moral training, insisting upon the great need for such training in our schools. In a recent article in "School and Society," vol. XVI, pp. 95-99, July 22, 1922, Dean Russell, of Teachers College, Columbia University, writes as follows:

"A survey of American education does not disclose much evidence of a controlling desire to promote patriotic service—indeed, if one were to confine one's attitude to the work of the schools, particularly of the public schools, where, if anywhere, one might expect to find the most direct efforts toward teaching the duties of citizenship, surprise and disappointment would follow. Teachers there are in great numbers, who see the future man or woman in their pupils, and who labor unceasingly to fortify them against their day of need; but the test that passes pupils from grade to grade does not take into account growth in character and moral strength.

The work of teachers is judged principally by what their pupils know. The virtues and vices of our future citizens are a sealed book which our educational authorities do not open to inspection. The state seems to have overlooked the fact that intellectual power is as great an asset to the crooks as to the honest man. Public safety, therefore, calls for more than the public schools are officially encouraged to give."

Only a very few of our schools are now giving work even in that phase of a Personality Course which might be called Personality Analysis. According to David R. Berger and others, however, this work has offered quite a valuable method of judging capacity at Carnegie Institute of Technology, and at Cincinnati Engineering College. The educational department of Minnesota, thru personality analysis, notes each instructor's aptitudes, the kind of student attracted, his reputation for teaching with faculty and students, and whether he is a high or low ranker. Pratt Institute requires from each instructor for each student a personality impression with a list of strong and weak points. Miami University's president keeps a character and personality record of each student. Higher

education will undoubtedly search for able instructors among successful teachers of strong personalities in secondary and public schools systems. Whenever efficiency and leadership are required in personality, there will be found the most successful men and women. If we want to increase the supply of adequately prepared teachers, we must make our teacher training institutions a place of personality as well as learning.

Direct training in moral and ethical education is being given in a few of our elementary and high schools in courses called "Mental Hygiene", "Manners", etc. Such courses have proved very successful in leading high schools in New York City, for example: the Evander Childs, the Washington Irving, the Wadleigh and the Morris high schools.

The following plan of the course¹ in "Mental Hygiene" as it is given in the Evander Child High School shows a successful method presenting a large part of a Personality Course in high schools.

Mental Hygiene

(Each of the topics covers one week's work; one period per week.)

1. First. Introduction: True consciousness.
2. Second. Existence of self as mental and spiritual rather than physical.
3. Nervous system as physical basis for habit formation. Control of nerves necessary for self-control which produces clear thinking, poise, etc.
4. Habits: Listing of beneficial and injurious habits. Relation of habits to success. Laboratory work and individual reports of personal habits.
5. Optimistic and helpful beliefs, and their effects. Experiments.
6. Superstition: Errors thru lack of principle. Group and individual superstition; Social problems associated. Personality development thru the teaching of right principles.
7. Mental and physical courses for inefficiency. Mental tests, comparisons, and results.

¹A course obtained from Dr. Paul B. Mann, of the Evander Childs High School.

8. Relation of food to mental state and to general health. Failures in life not due to lack of ability so much as to lack of right aims and ideals. Latter affected by mental condition.
9. Influence of good citizenship.

Course Bibliography

J. McCunn	The Making of Character
William Matthews.....	Conquering Success
Samuel Smiles.....	Self-Helps
A Payson Call.....	Every Day Living
John Dewey.....	How We Think
Helen Keller.....	The Story of My Life
Aaron M. Cran	Right and Wrong

Thinking and Their Results

J. H. Randall.....	The Culture of Personality
W. H. Thompson.....	Brains and Personality

The Personality Course, as it is given in some of our preparatory schools and colleges, is influenced by and taught primarily from the cultural and social viewpoint. The basic studies, Biology, Psychology, and Sociology, however, are taught with the same fundamental object of giving a true background for personality, just as they should be given in the course for the training of teachers.

The first Personality Course was introduced in 1907 at Sea Pines School of Personality, Brewster, Mass., by Dr. Thomas Bickford, founder of the school. This course was outlined, as he said, for the purpose of helping the student to form a helpful and practical philosophy of life; to discover and to choose the things that really stand for usefulness and happiness; to work for greater and better things; to understand self-development, both as an educational principle and as a scientific monument of the times. The following is a plan of the two courses in Personality now given in this school.

Course I. (College Preparatory)

The following subjects, included under Personality Practice, are arranged for all students each year in the Preparatory Department.

Personality Practice

Personality Discussion, 1 period weekly.
Hygiene (Mental and Physical), 1 p. weekly.
Personal Accounting, 1 period weekly.
Current Events, 1 period weekly.

Physical and mental hygiene is the first rule of Personality Practice, and is required for graduation. The High School Diploma of Personality Practice is awarded at the

close of five years to students having done creditable work in Personality Practice and in English, Latin, French, Spanish, History, Science and Mathematics, providing the students have satisfactorily developed themselves physically and spiritually, as well as intellectually.

The following is a syllabus of Personality Discussion:

- a Self-pictures, self-surveys
- b Introduction to
- 1 Hygiene
 - 2 Ethics
 - 3 Etiquette
- c Report on personal progress in hygiene, posture, character, and manners.
- d Points of the Red Ribbon symbol of directed effort, which is bestowed at Chapel Exercises.
1. Loyalty and Sincerity.
 2. Effort.
 3. Atmosphere.
 4. Hygiene and Posture.
 5. Good Judgment.
 6. Courage and Education.
 7. Self-Control.
 8. Punctuality.
 9. Etiquette.
 10. Personal Appearance.
 11. Good English.
 12. System.
 13. Initiative.
- e Spiritual Development.
- f Devotion to educational work.

Course II. (Advanced Course in Personality Theory)

(Open only to high school graduates or those having had equivalent education. Only healthy, young students, with already established right principles of physical and mental hygiene, are sufficiently equipped for this course, and only earnest students of recognized ability are to be considered. The course will benefit those who are thoroughly ambitious to cultivate a broad efficiency based upon self-knowledge and a definite purpose.)

a. Biology, a basic subject to give a fundamental understanding of organic development.

b. Principles of evolution applied to individual and social growth in the study of Psychology and Sociology.

c. Personality Synthesis applied to applications of laws to promote the personal development, the efficiency and social consciousness of each student.

d. Means providing practical equipment in vocations, in service, and in personal influence, that its graduates may be women who have already recognized and graciously assumed

ed responsibility.

A diploma of Personality Theory is awarded after a completion of two summer sessions in this work, and other cultural subjects.

These courses have proved successful as part of the curriculum in this preparatory school, and have shown that ethical and moral training can be taught effectually, by this direct method of instruction. Schools having a Personality Course in their curriculum have the new spirit in education, which is the desire to teach things as they actually are, and to express them thru self-criticism of purposes and results in education.

Bibliography

Part I. (Books Used in the Content of Bickford Personality Course)

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- J. H. Randall.....The Culture of Personality
- Joseph H. Coffin..Personality in the Making
- W. D. Hyde.....Self Measurement
- T. Troward..The Creative Process in the Individual.
- J. H. Snowden.....The Personality of God
- H. Spillman..Studies in Personality Development.
- Bliss Carman....The Making of Personality
- John Dewey.....How We Think
- T. C. Haddock.....Power of Will
- W. J. Jordan.....Kingship of Self-Control
- Earle PurintonEfficient Living
- O. S. Marden.....The Optimistic Life
- Christian Larson.....Mastery of Self
- J. McCunn..... The Making of Character
- H. Addington Bruce..Nerve Control and How to Give It.
- T. B. Washington.....Character Building
- Keith J. Thomas.....Personal Power
- Herbert E. Law..The Power of Mental Demand
- Richard Cabot.....What Men Live By
- Aaron M. Crane....Right and Wrong Thinking and Their Results.
- Chas. M. Schwab....Succeeding With What What You Have.
- Henry C. King.....Human and Divine

Part II. (Books and Articles Favoring Personality Courses)

- Samuel Smiles.....Self Helps
- George Herbert Palmer...Ethical and Moral Instruction in Schools.
- David E. Berg....Personality Culture by College Faculties
- Wm. Matthews.....Conquering Success

Further Readings

- "The Leadership of Personality" by John W. Wayland, *Normal Bulletin*, Harrisonburg, Va., 1916.
- "The Supervisor at Work," by J. C. Ander-

son and Mabel C. Bush, Wisconsin State Department of Public Instruction, *The Journal of Educational Method*, March 1924.

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"Culture, Genuine and Spurious" by E. Sapir, *American Journal of Sociology*, January 1924.

"Out of Nothing Into Somewhere," by Zona Gale, *The English Journal*, March 1924.

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EDNA SCOTT DRAPER

PATRIOTISM

A CARTOON not long ago represented Uncle Sam as shaking a college professor by the neck and advising him to teach patriotism. Scattered around, as though disgorged from the professor's pockets, lay tracts on altruism, idealism, pacifism and other taboo subjects, which the sinner had evidently been teaching. After seeing this cartoon a high school teacher in Michigan asked a hundred jurors to write down what they understood by patriotism. The answers, as he discovered to his surprise, were much alike. Patriotism was defined, first in general terms, such as "love of country," "my century right or wrong." Almost invariably, however, the youthful writers went on to say that "love of country" or "loyalty to the flag" is shown by "willingness to die in time of war," enlisting without being drafted, "fighting those who insult our flag," "going to citizens' training camp in summer," or "sewing for the soldiers." Scarcely one thought of service for country in other than military terms.

Recent events lend weight to the suspicion that patriotism is rather generally conceived in this fashion. The average American, whether high school student or editor of a city daily, seems to regard his country as a sort of prize fighter whose chief virtue lies in his ability to whip all comers. The flag, instead of a symbol of liberty of conscience and justice for all, comes to be thought of as a kind of pugilistic belt, worn by the heavyweight champion among the nationalistic