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A report of a five year experiment in the formulation and operation of a character education program in a small rural secondary school

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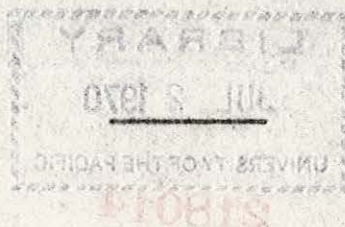
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A
REPORT OF A FIVE YEAR EXPERIMENT
IN THE
FORMULATION AND OPERATION
OF A
CHARACTER EDUCATION PROGRAM
IN A
SMALL RURAL SECONDARY SCHOOL



By
Mable William Barron
May 30, 1933

A Thesis
Submitted to the Department of Education
College of the Pacific

In partial fulfillment
of the
Requirements for the
Degree of Master of Arts

APPROVED:

Head of the Department

DEPOSITED IN THE COLLEGE LIBRARY:

Librarian

DATED:

TO
MY MOTHER

I spun, I wove, I kept the house, I
nursed the sick,
I made the garden, and for holiday
Rambled over the fields where sang
the larks.....

What is this I hear of sorrow and
weariness,
Anger discontent and drooping hopes?
Degenerate sons and daughters,
Life is too strong for you----
It takes life to love Life.
Edgar Lee Masters

PREFACE

This report on the formulation and operation of a plan for character education in a rural secondary school is submitted in the hope that it may be one of many similar studies aimed to stimulate interest in and foster character building. It is not contended that this is a perfect scheme. Its defects were clearly revealed in its five years of operation. Its influence and results are more clearly apparent to those who view it from the distance. One of the new teachers stated in February, "I don't know what's responsible but the boys and girls in this school are finer in their perceptions of civic relationship, and more cooperative in spirit, and evidence more desire for right conduct, than those in any other school in which I've taught." If this is the result of the experiment, then, no matter how far short of our ideal we fell, it is still worth while.

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CHAPTER I
ORIGIN OF THE PROBLEM

The problem of arousing student consciousness of ethical values and the creation of the desire for better habits of acceptable social conduct arose in the analysis of educational standards and philosophy which usually accompanies a change of administration. In 1928, the Elk Grove High School completed a five-year program under the administration of a capable and progressive executive. Upon the election of his successor, the district opinion was voiced through private individuals that the emphasis should be laid more upon citizenship than upon academic subjects. It was noted that among the anti-social members of the community were numbered many high school graduates; that while proficiency in mathematics and English grammar were certified by the awarding of the diploma, that no guarantee of honesty, cooperation, or civic responsibility was assured. There seemed to be no correlation between book knowledge and desirable citizenship. With this problem in mind the new administration set about the reorganization of the machinery of education.

The problem was complex. The Elk Grove High School District comprised some two hundred fifty square miles. In the fall of 1928 the enrollment was about two hundred and fifty students scattered over widely separated areas.

Fourteen elementary schools, the majority of which were one or two room plants, were included in the union district. A net work of bus lines brought in these students, some of whom lived twenty miles or more from the school. Because of the isolation and diverse home environments, little unity of ideals existed within the district. Moreover, the problem was further complicated by a racial difficulty. Although the majority of the students came from early American pioneer stock (many living as the third generation on the same land), yet Florin district, the little Japan of California, was included; and the ever present fires of racial antagonism smoldered and burned in periodical demonstrations.

The largest church within the district was the Federated Community Church which also was the strongest unit of public opinion in the town. A Catholic Church and several small German churches offered opportunities to their particular membership. At Florin there was an American (a white) Methodist Church, a Japanese Christian Church with a membership of about two hundred, and a Buddhist Hall with association centers at several smaller settlements.

Dairying and fruit farming were the principal industries of the various communities. Situated fifteen miles from Sacramento, a dependence upon this city as a

shopping center and for commercialized amusements had developed. Such social life as was in the community found its expression largely in lodge and fraternal organizations.

There were few library facilities. Although county branches from Sacramento had been established at several points, yet the habit of reading was not universal. Other cultural advantages were limited and the district depended largely upon its schools for leadership in this field.

Public opinion, on the whole, was inclined to be fairly lenient, savoring more of the early California spirit of toleration and good will than of the New England Puritanic conception of prohibition and denial. Dancing was popular both within the school and in public, while card parties supplemented it as the chief form of amusement. Until the advent of the talkies the Community Church sponsored "movies" two or three times a month. There were no other amusements or commercialized entertainment in the entire district. Boy Scout troops and Camp Fire girls offered the only outlet for the adolescent outside the school, but the Camp Fire girls died out because of lack of leadership in the fall of 1928.

This, then, is the picture of the community life for which the high school graduate was to be prepared.

To equip the individual to take his place in such an environment, able and willing to assume his responsibilities, was the task of the school.

The school plant itself was favorable for such a task--modern well-cared-for buildings, a cooperative board of trustees, freedom to experiment sanely with new educational concepts, and a group of enthusiastic teachers. The morale of the students was good. A well organized plan of student government had been functioning successfully for several years, and a high degree of initiative and responsibility had been developed. The school was organized on the basis of class-unit competition. Each group was directed by a class adviser responsible for the supervision of programs, scholarship, conduct, emotional adjustment, and social activities--a superhuman task when the classes numbered eighty students. Class spirit and unity was high, although school spirit was unknown. Participation in extra-curricular activities was rewarded with merits as were perfect attendance, punctuality, and scholarship. Yet our students were not character conscious. Rewards and honors fell alike on the heads of the just and the unjust.

The critical analysis which ushered in the new regime demanded that more consciousness of ethical values be developed among the young people. The key

note of the 1933 principals' convention seemed to be expressed in the phrase "less mathematics and more living"; this was the same idea which in 1928 initiated and motivated the plan for better citizenship.

CHAPTER II

FORMULATION OF THE CHARACTER EDUCATION PROGRAM

The task of formulating a plan of action was begun in December of 1928. After several general discussions and sessions, a committee was appointed to investigate and report back to the faculty the status and experience of other schools in citizenship and character building programs. The membership of this committee was composed of the writer (chairman), an English teacher, and the girls' physical education director.

The first step taken was to survey the field of literature written on the subject, and to formulate the general principles which were universally accepted. The resources of the Sacramento, Lodi, and College of Pacific libraries were utilized. Bibliography of sources was prepared and much material reviewed. Supt. Will. Wiley of the Lodi Public Schools turned over his files of the Loyola Educational Digest on this topic and gave freely of his experiences with such experiments.

We were particularly fortunate to find the report of a survey of current practises in the leading high schools of the state, which gave us a far wider analysis of the status of moral education than we could have obtained ourselves.¹

¹ Sarah Elizabeth Bundy, "The Provision of Moral Education for Pupils in the Senior High School," School Review, October, 1926, 606-17.

A questionnaire was sent to fifty-four leading senior high schools of California, asking (1) whether the school provided moral education by direct or indirect instruction; (2) what consideration was given the question in teachers' meetings; (3) what class time was given to moral education; (4) how student organizations contributed to moral education; (5) what character and conduct tests were used; and (6) whether college or business recommendations were dependent on character ratings. Forty-five replies were received.

Practices in California--(1) One school provides moral education by direct means; seventeen by direct and indirect; twenty-five by indirect only. (2) Five schools provide moral education in a special class; twenty-four by a home-room period; thirty-nine by teachers in all classes; twenty-one by stated assemblies; seventeen by occasional assemblies. (3) Twenty schools consider moral questions in faculty meetings when emergencies arise; eight schools, at such times and also regularly; fifteen schools, regularly. (4) Not one school reported the use of character or conduct tests. (5) Eleven schools use the honor system; twenty-seven, the merit system; twenty-eight, self-government; thirty-three have moral requirements for student offices. (6) Thirty-seven schools make college or business recommendations depend on character rating. In general there seems to be dependence on the home room, on indirect means, and on merit and self-government systems.

The Author's Recommendations--(1) Responsibility for moral education rests with the principal, and he can not safely leave the matter to chance; a definite, constructive program is necessary. (2) Moral education should not be detached from general school life, but should have place in classroom and campus activities when occasion arises. This general provision needs to be supplemented in most schools by a separate class or discussion group. This class may be organized in four ways: (a) The home-room period may be used.

"Properly used by a wise adviser who makes it his business to open spiritual windows to the members of the group, this daily period can vitalize the whole tone of the day" (p. 614). (b) Voluntary-discussion groups. (c) Mandatory classes or discussion groups for pupils of a certain grade. "Some schools wisely have two such classes, one for Freshmen and one for Seniors"(p. 616). (d) The school assembly.

Special provisions will not succeed unless character development is the dominant motive of every teacher. "On the moral consciousness of teachers individually and collectively rests the moral tone of the school"(p. 616).

We undertook original research. Letters were written to several schools in California, Oregon, and New York asking for reports of success, or failure of their projects. Replies were received from several schools with graphs, handbooks, and scales. Attempts to analyze and classify these resulted in the following general conclusions:

1. Of the four main objectives on education, the avocational, vocational, physical efficiency, and citizenship, the last is the most important.
2. That no one activity, class, or subject could be successfully utilized to carry out a program for good citizenship, but all phases of school life must be utilized.
3. That plans for development of desirable citizenship differed materially in concepts and in machinery.
4. That the environment and standards of the local community condition the results and standards of the experiment.

5. That no certain method had been devised since every successful device was balanced by a failure of its prototype elsewhere under different conditions.

6. That the ethical program and activities must appeal to the level of the high school group.

7. That any plan for citizenship development must follow the general psychological laws of habit formation.

8. That ample opportunity should be provided for the habitual exercise of proper habits of good citizenship.

9. That the knowledge of progress or growth would aid and foster interest in the progress.

10. That positive rather than negative approach should be utilized wherever possible.

11. That a rating sheet should be as objective and constructive as possible.

12. That students should help formulate the practical details of the plan.

These general principles were presented to the faculty and were accepted, with the recommendation that the committee continue its work along the lines of formulating a practical application of these general principles.

A survey of the school organization indicated that the school was already well socialized and that politically it was a democratic unit having functioned smoothly

after several years of student government. Hall controls; supervision of grounds; care of school equipment; regulation of budgets; control of Student Body finances (about \$5,000. annually); regulation of a merit award system; supervision of class contests in promptness, attendance, athletics, and assembly programs; regulation of class activities--all these were functions of the student organization giving ample opportunity for practice in citizenship and school service.

Since all phases of school life were to be utilized, teachers were requested to embody values of citizenship wherever possible in their courses. Since two of the members of the committee were from the English department contacts were made with practically every student through English theme work. Such topics as "My Ideal Citizen" demanded thought and analysis. Great men and women of world literature were discussed and their qualities emphasized. Biography, fiction, and poetry emphasizing ideals and truth comprised much of our work that spring. In other departments the same stress was laid according to the type of work and activity involved.

Through the class advisers weekly talks on desirable citizenship were presented, and finally, acting on instructions from the board of trustees, work was begun on a rating scale. Students were asked to enumerate the qualities of good citizenship which they thought desirable.

Twenty-nine were submitted. These were placed on the board in class meetings and since it was obviously too long a list, the student voted by individual ballot for the ten which he considered most vital for successful living. The composite* results were:

- | | |
|-------------------------|----------------------------|
| 1. Good Sportsmanship | 7. Appreciation (Courtesy) |
| 2. Self-Control | 8. Promptness |
| 3. Initiative | 9. Neatness |
| 4. Cooperation | 10. Care of Health |
| 5. Honesty | Effort |
| 6. Civic Responsibility | Thrift |

The striking factor of this evidence of student opinion was the relatively low values of the junior class. This corresponded closely to their class record of individualism, selfishness, and lack of cooperation. When presented with the startling evidence that three classes considered honesty of supreme importance while they had failed to include it, the junior class had a general house cleaning, eliminated the clique of spectacular but unscrupulous officers and on their own initiative elected a mild-mannored, lily-pure, son of a neighboring minister as class president!

After the compilation of the data was completed, a round table faculty discussion was held, defining specifically desirable and undesirable evidence of each

* For individual class scores see Table Vi, p. LXXXVIII, Appendix.

individual trait. These were presented to the classes for criticism and suggestion. The completed chart was as follows:

1. Honesty.

- (a) Tells the truth, trying to give a correct impression.
- (b) Does not take the property of others without their consent.
- (c) Does not copy another person's work.
- (d) Does not lend completed work to another.
- (e) Endeavors to restore lost property to rightful owner.

2. Good sportsmanship and loyalty.

- (a) Stands for fairness in games or arguments.
- (b) Does not expect special favors or privileges.
- (c) Follows the rules of the game, and respects umpire's decisions.
- (d) Is courteous to opponents.
- (e) Is a good loser.
- (f) Defends absent people who are unjustly attacked.

3. Self-Control.

- (a) Keeps his temper.
- (b) Does not quarrel, nor create a disturbance.
- (c) Does not use vulgar or profane language.
- (d) Does not complain over trivial things.
- (e) Can endure pain without unreasonable demonstration.
- (f) Is quiet and orderly when teacher is not in the room.

4. Cooperation.

- (a) Gives up his own preferences when they interfere with the good of the group.
- (b) Participates in group activities and school enterprises.

- (c) Does his part in making recitation profitable and interesting.
- (d) Works and plays with others willingly.

5. Initiative and Self-Reliance.

- (a) Directs the activities of the group toward useful ends but does not boss.
- (b) Does more than the minimum amount of work.
- (c) Volunteers in recitation.
- (d) Anticipates his needs and does not borrow.
- (e) Makes himself responsible for carrying on work in the classroom.
- (f) Finds out the lessons he has missed.

6. Effort and Perseverance.

- (a) Does good work day by day.
- (b) Carries on in spite of discouragement.
- (c) Stands up for his rights.
- (d) Approaches difficult tasks resolutely.
- (e) Does work in proportion to ability.

7. Care of Health.

- (a) Is cleanly in habits, person, and dress.
- (b) Carries out suggestions of Physical Education director in regard to health.
- (c) Reports symptoms of illness promptly.
- (d) Orders well-balanced luncheon suitable to need.
- (e) Sits and stands correctly.

8. Promptness.

- (a) Is in the right place at the time required and is equipped for work.
- (b) Does not procrastinate.
- (c) Responds to directions or requests without too much talk.
- (d) Hands work in on time.
- (e) Responds promptly to signals.

9. Neatness.

- (a) Is neat in dress.
- (b) Puts away materials when through with them.

- (c) Keeps desk, table, floor, and locker in order.
- (d) Keeps lockers open for inspection at all times.
- (e) Picks up and deposits rubbish in containers.

10. Thrift.

- (a) Uses leisure time to good advantage.
- (b) Employs efficient methods of work.
- (c) Does not waste paper, pencils, and other material.
- (d) Cares for public as well as personal property.

11. Appreciation and Respect.

- (a) Appreciates and enjoys good literature.
- (b) Enjoys the beautiful in art and nature.
- (c) Appreciates good conduct.
- (d) Is attentive and respectful in assembly.
- (e) Respects and appreciates good social manners.
- (f) Gives due respect to those authority.

12. Civic Responsibility.

- (a) Supports right and opposes wrong.
- (b) Elects a candidate because of his fitness for position.
- (c) Performs conscientiously the duties of any office to which he is elected.
- (d) Votes in all school and class elections.
- (e) Conforms to will of majority.
- (f) Takes pride in appearance of school property; does his part to keep grounds and buildings clean.

When this was returned to the faculty the discussion which followed indicated the divided opinion as to the advisability of grading on what was felt, by some, to be intangible factors; others were willing to grade students but unwilling to let such a rating go home to the parents; **still** others thought that it was detrimental

to the student to become conscious of his own short-coming in so direct a fashion. Finally, the committee was authorized to work out a report card combining scholastic and citizenship achievements. The following form seemed to fulfill the desirable feature of several already in use but because of vigorous opposition or political canniness was not adopted:

(Cover)

PARENT'S SIGNATURE

ELK GROVE UNION HIGH SCHOOL

ELK GROVE, CALIFORNIA

Name _____

To parents:

We submit two reports. One which indicates the development of those traits of character necessary for good citizenship; the other which indicates progress in the studies prescribed by the state, and adjusted to fit the needs of our district.

 Principal

(Left inside report)

RATING SCALE FOR CITIZENSHIP HABITS

Honesty	-----
Good-sportsmanship	-----
Self-control	-----
Cooperation	-----
Initiative and Self-reliance	-----
Efforts and Perseverance	-----
Care of Health	-----
Promptness	-----
Neatness	-----
Thrift	-----
Appreciation and Respect	-----
Civic Responsibility	-----

Explanation:

- | | |
|-------------------------|-------------------------|
| 1. upper 20% of class; | 2. second 20% of class; |
| 3. third 20% of class; | 4. fourth 20% of class; |
| 5. lowest 20% of class. | |

First Quarter - Brilliant blue ink.
 Second " - Red ink.
 Third " - Green ink.
 Fourth " - India ink.

SCHOLARSHIP

(Reported as customary on right fold of card)

As the proposed card was not adopted it was then decided to prepare individual character-rating forms on which each teacher would mark an individual record, and that these forms were to be passed in to the advisers of the student. These would be recorded and a composite score made out to which the student had access in individual conference with the adviser. The originals were kept in private files as some teachers were reluctant to have their open criticism or opinion displayed lest hard feelings arise.

The ratings were simple: ✓ indicating average or normal, + indicating above average, and - below normal. All + 's and - 's were to be explained and the dominant characteristics or outstanding impression created by the student was to be recorded. Master sheets indicating how the student might improve his record were hung in all class rooms.*

The whole scheme was approved and adopted by the faculty with but two dissenting votes. The plan was adopted by the board of trustees and a provision made that a passing score in citizenship was mandatory for graduation.

* Sample rating sheets are included in Appendix Case Study #1.

Newspaper articles, student bulletins, and public addresses were used to popularize the movement in the district at large. A copy of the standards and aims with specific suggestions was sent home to each parent. A letter accompanied this explaining the purpose and ideals of the plan and soliciting the cooperation and understanding of the scheme.

Bulletin to Parents.

Parents:

Accompanying this bulletin you will find a so-called "Character Development Chart" which needs some explanation.

A recent questionnaire received answers from forty-five leading California High Schools regarding direct effort at character development. The answers showed that the majority of these schools were making direct efforts to develop desirable qualities of character. The usual method was through the use of class advisors, and, dependence on merit and self-governing systems. Thus it seems Elk Grove High School by inaugurating and putting into practice a scheme for such a moral training is keeping up with the tendencies in the better schools.

A survey of our high school taken by the principal last semester showed the student body to be composed of reliable, above average students as far as citizenship is concerned. Citizenship is taken here to mean the ability to get along with the fellow students and faculty without friction. Such a conclusion led to the belief that our students have a high sense of right and wrong as determined by ordinary standards. No necessity then to teach the meaning of honesty, thrift, industry, etc. The scheme devised need only be one encouraging the practice of characteristics thought most beneficial.

With this in mind students were asked to name the ten most desirable characteristics. Twelve received strong mentions and so were adopted. They are the twelve listed on the chart. At the same time the students stated ways in which these characteristics could be shown. The conclusion on this point appear as the (a), (b), (c) items on the chart.

It is the contention of the students and faculty of our school that if the (a), (b), (c) items when put into action show the one acting to possess the characteristics mentioned, then, when constantly performed, the characteristics grow and tend to be fixed.

So, the accompanying chart is a student-faculty devised scheme. It states in capital letters desirable characteristics and tells definitely what students can do to develop these desired traits.

Hereafter a quarterly report on the total citizenship standing of each student will be made to parents. This quarterly rating will be a composite judgment of those teachers in whose classes the student is enrolled. This is again a student devised part of the scheme. Students were almost unanimous in agreeing that they did not want a principal's rating or one by students or by faculty. They did think however that the judgment of teachers as suggested would be fair.

In no sense is the "Character Development Plan" a part of the "Merit System". The Merit System is a plan to award achievement in scholarship, and attendance, school activities, which indirectly encourages good citizenship. "The Character Development Plan", here discussed, directly encourages good citizenship and is solely for that purpose.

Sincerely,

Principal.

The original plan called for a follow-up program of intensive guidance to the lowest twenty per cent. of the class either by adviser contact or by direction of some faculty member chosen because of personality appeal to the student, or natural interest because of vocational association.

Through personal contact, home visits, directed reading, adjusted activities, supervised recreation, and opportunity for the realization of self in service to the school at large, satisfactory social habits were to be established. By utilizing the methods of modifying original nature,¹ namely, disuse, stimulation unpleasant or pleasant results, substitution and sublimation and by adjusting controllable environmental factors it was hoped that these maladjusted personalities might be integrated into better rounded individuals.

Summarized, the plan for Character Education included:

1. Realization by community, board of trustees, administration, faculty, and students that character education or citizenship training was the most important phase of education in general.

2. Such training necessitated a definite construction program.

¹ Psychology of Childhood, Norsworthy and Macmillan, 1925, New York, p. 30.

3. Such a program must embrace every department and activity of the school becoming a dominating motive of every group.

4. Individual results should be measured as objectively as possible by the daily habits and attitudes manifested by the student.

5. A corrective program directed to aid those needing special attention should be energetically followed.

The completion of the program was the result of hearty cooperation of all departments and individuals in the school. It was with real satisfaction and optimism that its practical application was awaited. There were no illusions of creating a modern Utopia but it was felt that the program was founded on sound educational philosophy, and that local conditions were favorable for its success.

CHAPTER III

PRACTICAL APPLICATION OF THE PROGRAM

It was planned to rate the students in January and once in May. However the study and formulation of the plan had covered over seven months of the school year so it was May first, 1929, before the first rating was made.

The practical features began to present difficulties. With a heavy extra-curricular activity program it was difficult to rate more than one hundred students on twelve points each, giving careful thought to each one.

However, much credit is due to the conscientious efforts of the members of the group. Only one refused to cooperate; his rating sheets were mechanical routine checking of every student. In contrast to this were the ratings of the other dissenter, which were among the finest and most analytical of the group.

The interest in this first rating was very high among both advisers and students. A week was allowed for advisers to compile the composite score after the ratings were handed in. Conferences were held daily during activity periods, study halls, and after school hours. Entirely new viewpoints on the student were gained by the adviser from these reports. Behavior dif-

difficulties were often ironed out and personality problems discussed. Students found that emphasis was often misdirected. Occasionally bias was found on the teacher's part as a student with a fine citizenship record by five teachers might be marked with several minuses by one individual. Usually a tactful discussion, between adviser and teacher altered the latter's viewpoint. However, it was decided by the faculty that if a bias were felt to exist or any doubt or prejudice, it would be better to mark a "B" on the rating, which would indicate that this teacher felt unable to do justice to that individual.

In attempting to analyze comparative charts, one adviser found it impractical to count the number of '+'s and '-'s as some students had daily contact with seven or eight teachers while others only had four. So a system of Citizenship quotient ratio was used for her own class. + 's = 2 ✓ 's = 1 - = 0 and the total was divided by the number of marks carrying the division two points without decimal. Thus a score of 100 indicated an average individual while 125 represented a high state of development, and below 90 meant immediate remedial check-up work was necessary.

The immediate results of this first rating was the centering of the school's attention upon worthy citizenship and the creation of a desire to improve personal

habits and attitudes. The adviser found in them a valuable mine of information useful in innumerable emergencies.

The creation of interest in the community resulted in a public spirited individual's presenting an annual ten dollar award to be made to the individual who represented the highest level of citizenship. The awarding of monetary awards had not been favorably received in the early discussion of the plan. Experience of other schools related in personal letters indicated that unfavorable reactions followed such procedure. One response reads as follows:

In reply to your inquiry regarding the citizenship rating in use here, I would say that in my judgment it doesn't work out entirely satisfactory for the following reasons: (1) It works on only a small group. The student body is always divided into two groups--those who don't care, and those who are naturally good citizens. (2) The marks often times reflect more on the teacher than on the student. (3) There are ten points upon which to judge, but in reality it resolves into two things--personality and conduct, with personality the greater factor. (4) Prizes are awarded by parties outside the school, who are influenced only by their response they receive to questions put to the candidate for the prize. The honors often are given to the wrong person, because he temporarily becomes excited under stress of the importance of the conference with the judges, and, therefore fails to conduct himself in his usual manner. (5) It creates rivalry only among a small group, because this group is the only group the best citizen could possibly be chosen from.

The ten points upon which the grading was supposed to have been made are as follows: Scholarship, Personality, Industry, Judgment, Reliability, Initiative, Cooperation, Native Ability, Leadership, Physical Vitality.

So much for that now, as to the plan. Candidates for the citizenship awards are recommended by the principal--(ten candidates, I believe, being chosen--five boys and five girls). These candidates are then examined by the judges (five or seven in number) who by questioning bring out in the candidates own words what he does at home, his ambitions, his accomplishments, and anything along that line that they choose to ask. The final decision is strictly with the judges and no one except they know who the lucky boy and girl are until the awards are made--the names being sealed until that time.

This year a second prize is to be given, equalizing the thing to a greater degree, as nearly always the decision is mighty hard to make between two or three.

Even with this unfavorable comment and experience it seemed unwise to refuse when the intent was so manifestly honest, and the interest so sincere. No strings were attached. The award might be made in any way we chose. After a discussion it was determined to test the student's appreciation of fine conduct and to create in them a critical analysis of their own group by letting the student body select the winner. Although many of the faculty were filled with misgiving, the students responded capably and sanely.

The award was given to a senior (by chance student body president) who truly represented conscientious leadership, civic responsibility, and service. It must be clearly understood that the favorable conclusion followed a year of intensive concentration on the theme of character education when the moral consciousness of the school had been quickened and toned by intensive publicity and activity.

CHAPTER IV
PROGRESS IN SECOND YEAR

The school year 1929-30 presented a changed aspect in several important phases. The second shakeup in two years in the personnel of the staff delayed advancement and progression in all fields until the new people would become acquainted with the system and ideals of the institution. The previous year a new principal and five new teachers had been absorbed into a corps of fourteen instructors. In September, 1929, nine new faces appeared, while only four teachers antedated the new administration. This situation alone, demanded a study focus on the fundamental aims and ideals underlying the school. All educational concepts and philosophies were challenged and questioned by the new people and by the district at large. Public opinion was focused, not too favorably, upon the high school because of circumstances surrounding the dismissal of some of the teachers. An increased enrollment brought its difficulties in program adjustment, and in the expansion of the machinery for student body government.

With these handicaps in view it is not hard to realize that shifts in emphasis were bound to occur. The recommendation to an A classification by the University examiner of the previous year had aroused the determination to secure such rating in 1929-30. Consequently,

the program of Character Education was relegated into the hands of the advisers, while the attention of the general faculty was turned toward raising the academic standards of the school and in maintaining the existing morale of student body government.

The advisers worked independently upon the problem since no system of communication or cooperation had been devised. The results were conditioned by the personality, training, interest and available time of the adviser, and by the unity, personnel and general morale of the group. Because of the fact that no experienced teachers were available, two new advisers had to be used for the freshmen and senior classes. It was unfortunate that since the entire political organization of the school was based on class unity, that the Senior class that dominated activities and the freshman class, requiring orientation and unity, were faced with new advisers. Moreover, the senior class had a record of a new adviser each year and so had developed no 'esprit de corps' or loyalty to any leadership. A group of individualists of heterogeneous interest and ability, demanded a firm hand and magnetic personality if any marked success was to be achieved. This was the class whose vote had ignored honesty and appreciation in the student appraisal of desirable citizenship. The fact that little permanent improvement resulted was to have

With such leadership of the seniors, it is little wonder that student responsibility throughout the school dropped.

Moreover, the freshmen numbering ninety students had no contact with their adviser except a bi-weekly class meeting. Her program of extra-curricular activities was heavy and so, after it became apparent that no progress could be made, the advisorship was changed at the mid-year to another new teacher who had time to devote to the problem. However, the psychological moment for welding the group into a cohesive unit and for directing interests had passed. The group never did become the unified, cooperative force that the classes of '32 and '33 attained. No program of acquainting the freshmen with the nature of the student body government had been worked out and this haphazard introduction and assimilation of over one-fourth of the student body group was later to bear poor fruit. The program of character education was thus scattered without centralized direction over four class advisers for direct guidance and student body government advisers and occasional teachers for indirect guidance.

Because of lack of teacher communication, the efforts differed greatly in approach, technique, and results. The citizenship ratings were passed in, and the check-up left to the individual responsibility of the adviser. The services of the faculty and principal were

called in for exceptional cases, but the program lacked direction and force.

However, since two class advisers had worked on the original committee sponsoring and formulating the plan, much personal effort was devoted to individual guidance of their own classes, and to advice and direction of the newer teachers. Largely due to their enthusiasm, interest in the program was maintained, and cooperation of other faculty members secured.

The contributory forces of extra-curricular activities were rapidly nearing a danger line. An irresponsible presidency, a selfish council, lack of communication between class advisers and council adviser leading to distrust, violation of merit privileges, failure to recognize scholastic attainment, were all factors indicating a general lowering of student responsibility.

The serious students recognized this and much constructive thought was given in an endeavor to rectify this condition. The change was so gradual that only by comparison from year to year was it apparent, but it was there, challenging the attention and analysis of the school at large.

CHAPTER V
DIFFICULTIES APPEAR IN THIRD YEAR

The third year opened with seventeen teachers and an enrollment of approximately three hundred students. There were six new faculty members and the program had been expanded to include new subjects and opportunities. Of the advisers only one had had continuous contact with her class. The program of character training had definitely lost its original conception in the shifting personnel of the teaching force. The tangible rating sheet was all that remained. Like the development of the early Christian Church, the emphasis shifted from spirit to symbol.

Steps were taken in an attempt to correct and revitalize student thinking; advisorship of the council was changed and later the merit system was abolished. The watch-word became "service for welfare of the school, not for personal reward." Attempts were made through assemblies, bulletins, and by direct contact to keep alive the old interest and standard.

An advisory council composed of the four class advisers and the major activities advisers was initiated to facilitate communication and functioned on matters concerned with guidance of individual and group welfare.

In January, a history of the entire Character Edu-

ocation project was presented to the faculty, its objectives stressed and criticisms freely given. Several suggestions were accepted and embodied though the fundamental viewpoints remained the same.

The new form accepted was as follows:

INDIVIDUAL RATING FORM

Date 19

Student

Indicate through the use of "minus", "check" and "plus" marks that this student is respectively below normal, normal or above normal, during school hours, in the responses and attitudes listed below, as judged by common standards of behavior. Explain all minus and plus ratings and be liberal otherwise with comments that may be helpful to fellow-teachers and class advisers.

	Explanations		Explanations
Reliability	? ? -----	Health Habits	? ? -----
Self-Control	? ? -----	Neatness	? ? -----
Cooperation	? ? -----	Courtesy	? ? -----
Initiative	? ? -----	Sportsmanship	? ? -----
Promptness	? ? -----	Civic	? ? -----
Industry	? ? -----	Responsibility	? ? -----
		General	? ? -----
		Citizenship	? ? -----

What are the two or three dominant characteristics possessed by this student named in the order of importance?

Teacher's initials

INDIVIDUAL RATING CHART GUIDING SHEET

RELIABILITY

Fulfills promises and obligations
Is honest in word and deed
Admits errors when wrong

SELF-CONTROL

Actions acceptable even when excited
Avoids conspicuous behavior
Subjects self to control of will

COOPERATION

Subordinates desires to avoid conflict or for
the good of the group
Helps make recitations profitable
Works and plays willingly

INITIATIVE

Starts and finishes work without urging
Volunteers in recitation
Overcomes difficulties

PROMPTNESS

Keeps appointments on time
Does not procrastinate
Submits finished work when due

INDUSTRY

Economic use of time
Works systematically
Works to advantage; gets results

HEALTH HABITS

Personal cleanliness
Follows health instructions
Does not annoy through habits practiced away from
school

NEATNESS

Organizes material well
Cares for personal and public property
Personal appearance

COURTESY

Acceptable conduct toward others
 Attentive to speakers, recitations and programs
 Considerate of the rights of others

SPORTSMANSHIP

Takes corrections in good spirits
 Carries out instructions willingly
 Loses without alibi; wins without self-praise

CIVIC RESPONSIBILITY

Respects and conforms to rules
 Economic in the use of property
 Participates in worthy group activities
 Assumes personal responsibility for the success
 of group acts
 Attempts to raise the level of desirable conditions

Teachers were given code numbers, as a growing reluctance seemed evident to express freely an opinion over a signed statement.

About this time the Josten Company presented a perpetual citizenship trophy to the school upon which the name of the boy and girl representing the highest attainment in citizenship was to be inscribed. Medals were also to be awarded to the individuals selected. It was again decided to let this be student selection, although this decision was questioned by several of the faculty.

Thus a revival of interest in citizenship was experienced. Several consecutive faculty meetings were devoted to the issue of keeping alive this interest. On March 2, 1931, in accordance with a report of a committee on the subject, a fresh approach was to be made by means

of faculty recognition of achievement, and attainment in citizenship. It was recommended that eight pins be awarded to the boy and girl of each class who in the estimation of the faculty best typified the habits of good citizenship. The plan was worked out in detail and method of award accepted when the question arose: Why offer awards of intrinsic nature when the policy was to do away with anything but recognitional award? Thereby the plan for awards was shelved, and an honor roll substituted, which would be conspicuously placed in the lower hall. A second committee reported the difficulties facing such a plan: racial antagonism (since in one class, six of the ten first places were held by Japanese) and community opposition at a time when the depression was beginning to be felt. Thus both plans were set aside indefinitely.

As the school year drew to a close the status of character education was restricted by lack of any definite plan. Motivating force was absent from all phases of school government. Three wholly separate devices were utilized to stimulate thought and interest in citizenship, the Harvey money award, the Josten medal award, and the citizenship rating by the faculty. As one boy had been outstanding in sportsmanship and right living for two years, it was a self-evident fact that he would receive both the Harvey award and the Josten boy's award.

The girl's award was made with little authoritative guidance and as a result went to a girl whose record was blotted with numerous minus's in honesty. Because of personality, beauty and popularity, the first citizenship trophy was awarded to an individual whose Citizenship Quotient was low. This was a severe blow to appreciation of fine standard by the older more thoughtful students who were perfectly aware of the incongruity of the situation. However, since the agreement had been that the award should be student selection then because the students ideas failed to agree with those of the faculty was felt to be no valid reason for prohibiting or cancelling their choice. So on the night of graduation several tight-lipped deserving girls silently watched the awarding of a gold medal representing character to an individual who had had more charges of open cheating against her record than any other girl in a class of sixty students. And as the voice of the speaker intoned the phrases "to reward those qualities of conspicuous leadership, honesty, loyalty, civic responsibility and good sportsmanship," more than one heaved a sigh for a lost cause.

CHAPTER VI

FOURTH YEAR--THE SURVIVAL OF THE SYMBOL

The fourth year presented definite evidence of disintegration in student government. The seriousness of purpose that for a number of years had characterized extra class activities seemed lacking, the lapses of responsibility were more frequent. Some very fine projects, such as intra-mural school conferences, were called and proved of great value; but student politics supplanted student judgment more and more as the year progressed. Thus the indirect value of such participation was lost to the program of character education.

When the question of rating arose, the faculty feeling as expressed on the citizenship rating was that it occasioned too much work which could not be justified. The advisers, however, favored the rating very much. A student survey was made, canvassing student opinion. The questionnaire was as follows:

1. Do you want a faculty citizenship rating for 1932?
2. Do you feel that previous ratings were beneficial?
3. Why or in what way?
4. Can you offer any suggestions that would make them more helpful?

The response to this survey was overwhelming. The students

thoroughly approved the plan and felt it was decidedly beneficial and worthwhile. Their verdict summarized was:

- #1. 292 Yes 7 No
- #2. 247 Yes 3 No 30 Doubtful 19 Didn't Answer
- #3. Representative answers:

I was able to see my own faults more clearly by learning other peoples' impressions of my conduct.

I found out that my chief fault was lack of self-control and I have been trying this year never to speak without thinking, and not to lose my temper. I want to get a better rating next year.

Nobody ever tells you to your face what's wrong with you, but when you see six or seven peoples' opinion of you down in black and white you have to stop and think.

I always feel bad because I can't seem to get good marks no matter how hard I try. But I sure felt good when I saw that I had a good mark in citizenship. When I told my mother she said that she'd rather have that anyway.

It didn't do me no good because the teachers aren't fair. They give their pets all the good marks and us guys get marked down.

It was a lot of benefit to me. It helped me to be industrious, because I wanted to get a high rating. It showed me my weaknesses.

I controlled myself more in class after seeing how low I stood.

I learned to get along better with my teachers after talking my difficulties over with Miss X my adviser.

A kid never thinks much about his conduct after he gets into high school and isn't always having deportment lectures and deportment on his

card. I saw how my actions and talk around school affected other people and it made me stop and think about my future. My work was always late and when I saw seven minus's I saw I couldn't hold a job after graduation unless I learned to be prompt. This rating helps us to correct some of our bad points.

I don't know as it was any help to me as I don't seem to get in the habit of doing the things the teachers said I was lacking in. It helped maybe for a week or so.

#4. Representative answers:

I think some teachers ought to explain more. They don't put down much on the sheets and you can't find out who they are so you can go and talk it over.

Marks ought to be more definite.

Teachers sometimes judge from what they hear and not from actual contact with the student. This is not fair.

Teachers with large classes can't possibly check close enough on all students to give them a fair and square rating. Therefore, only those who have reasonably small classes should rate the students.

I think we ought to be rated oftener, maybe once a quarter. When you try it's hard to wait a year to see if you are getting better and you hate to bother the adviser for a special rating. Please rate us every quarter.

I'd like to know who gave me the marks so I could see why I got them.

No suggestions except I'd like to be rated twice a year.

I think seniors should be given a final rating. We will not be here next year and I know I improved and would like to leave a record of that improvement.

No suggestions it's all right.

Influenced by this report ratings were again filled out and again individual case methods were employed by the advisers to the extent of time and interest in the work.

When the time approached to vote on the citizenship award, the Harvey award was electioneered for very quietly by the Student Body President and, as no qualifications were attached to it, he received it. The faculty felt that action was imperative. The boy was appealed to personally but refused to admit that he should not accept it. The question of countermanding a student verdict was discussed with some heat in faculty meeting. The decision was, to award the original Harvey award to the boy, explaining its history and purpose and giving him the full benefit of receiving the prize. A surprise duplicate award of a similar amount was then to be made by the faculty to the student who, in their opinion, best represented the qualities of honesty, leadership, cooperation, and civic responsibility. The awards would make the comparison obvious. The plan leaked out to the boy and rather than face the humiliation he publicly refused to accept his award stating he did not feel himself to be worthy of what it represented. Later the award was made to the boy who really merited it.

It is only fair to state that the general situation throughout the school was unfavorable to constructive

work of any type. Much that was fine and enduring, of course, did go on, but the dominating idea seemed to be self-protection against the forces operating contrary to school unity.

The last two weeks of school were hectic. The tension and demoralization culminated in the faculty's vetoing student government and canceling all extra-curricular activities. The long delayed axe had fallen and a house-cleaning was begun. But it was too late to do any constructive work and the class of '32 graduated with student government outlawed and the machinery a wreckage.

CHAPTER VII

FIFTH YEAR--THE PLAN IS TERMINATED

Little remains to be said. The school year 1932-33 was characterized by general apathy toward student government. Having never experienced a traditional school curriculum, the students were not aware of the advantages and opportunities which they had enjoyed. They were willing that John (faculty) should do it and, since considerable publicity had been given to the successful operation of Student Body Government, the faculty wanted to reinstate it as soon as it was felt the group was ready. Not until after Christmas vacation, however, did any manifestation of student interest arise. The progress has been slow but is toward the right goal. Eventually in a new form a new organization will result. Constructive efforts are apparent in nearly every field and the outlook is optimistic.

As yet no effort has been made to correlate class work, save in individual cases, toward appreciation of right conduct. The class adviser has been replaced by a counciler system where every member of the faculty is made responsible for the welfare of eighteen to twenty-four students. However, as he sees them for only twenty minutes every other week little can be done in corrective

guidance even by the trained capable advisers. Nothing remained of the original plan save the rating sheets which were dispensed with by formal faculty vote on February 6, 1933. The advisers and three teachers refused to vote, as a protest over the undignified spirit of levity attendant upon the elimination of a serious policy. The citizenship rating plan, last survivor of the program of Character Education, was thus formally dropped without discussion or thoughtful consideration.

CHAPTER VIII
GENERAL CONCLUSIONS

So far it would appear that this report concerns itself with a progressive obliteration of an impractical plan. But the value of any system, ideal, or philosophy, like that of a tool, must be measured by three factors, its own strength and timber, the skill of the operator, and the texture of material on which it is used.

A critical analysis of the experiment would tend to show a weakness in the fundamental conception underlying the program. As soon as training for citizenship fails to become the principal aim of the school, directing its organization and administration, then the effectiveness of the program is minimized. To be successful, this system presupposed a school organization, as a whole in every part a "democratic community of persons." Such a school assumes that it exists for the individual and not for the system. It offers daily practise in the art of right living and clear thinking; it demands participation in group activities; it presents actual problems for student solution; it exercises freedom of choice and will to serve; it lets the individual grow in power and strength by natural assumption of responsibility; its emphasis is ever upon positive and constructive problems not upon negative and preventive ones.

However, at no time, should the emphasis upon democracy be lost sight of. The human mind often works as a pendulum in that when the restraining bonds are released from one extreme, it swings completely to the other limit. So after years of repressive, Prussian type organization, the reaction is often not democracy, but anarchy. The democratic school must have clearly in mind the goals and aims which are to be attained. It should possess the critical analysis to strike directly through the lesser distracting obstacles toward that goal.

In general, socialized administration, in which faculty and students share in the duties of school management and are privileged to express their voice in policies, is the ideal, but there exists the ever present danger of looseness of administration and the loss of fundamental objectives. The very fact that twenty or thirty people voice opinions on management necessitates clear vision, analytical judgment, and a deep sense of proportional relationships on the part of the administrator. Most teachers lack training and experience in administrative work, their visions on broad school policies are handicapped by personal preferences, their opinions conditioned by the limits of their specialized field.

Much that is trite, selfish, impractical, visionary and petty, therefore, cannot help but creep in among

the voices of a socially administered school, and the primary function will be for the modern administrator, upon whom the ultimate responsibility rests to differentiate among the policies advanced. There must be no fluctuation of objectives, nor failure to define indelibly the fundamental basis from which all minor policies must work.

In addition to the factor of well defined undeviating policies, such a program must be a stable one, operating over a long term period. Character cannot be reared overnight like a modern skyscraper; it is the result of the patient medieval method of erecting cathedrals with a great vision, and a great faith.

Teacher turnover offers another factor in the failure of such a program. Adjustment in a socialized school is far harder than it is in one of the old-type where the "thou shalt" and "shall not" are printed like a road map and no room for exercises of individual judgment is left. The teachers entering such a system thus find it difficult to adjust conflicting training and backgrounds into the freedom of a socialized organization. Failure of the channels of communication is, therefore, a fatal error for the furtherance of all underlying policies in a socialized school.

The technique of the Character Education program as tried by this experiment was faulty from the viewpoint

that emphasis was laid upon corrective work after the student had evidenced undesirable trends of behavior and not upon a positive program aimed to stimulate and foster desirable trends in the beginning.

Character education did not become a vital dynamic force, shaping and influencing every phase of school work. Its presence did not penetrate as an impelling factor in the curricula of the agricultural and mathematics departments; it did not dominate the athletic field; it functioned but on the surface of school life and activities. No machinery was set up, no constructive program was formulated, and no direct instruction in ethical values or judgments was sponsored. Remembering the heterogeneous group it is not surprising that success and perfection failed to ensue.

Another flaw is found in the fact that the forces which did lead directly or indirectly toward formation of desirable character were not correlated. The machinery of student body government, a most valuable asset under favorable conditions, was never analyzed from the viewpoint of its value as an agency in furthering a program of Character building. Efforts were wasted, interest scattered over the diverse channels which were never re-directed toward a common goal. Like a jig-saw puzzle when each piece dove-tails and joins other pieces in the picture so the units contributing to the program should

have adhered and related one to another. Lacking this the effort was ineffective.

The success of any process or any tool depends largely upon the operator and a program of Character Education depends upon the teachers sponsoring it. An artificial veneer will be the result if the teachers, as a group, lack skilled training in this field, interest in the child, and a genuine desire for service and humanity. More and more, skill in particular subject matter tends to become the watchword. Six weeks daily on gerundives but only indirect casual instruction on emotional adjustment and conduct evaluation, is a misplaced concept.

The Teacher as a Moral Leader.--The success of any course in character training rests in large measure with the teacher, her personality, her preparation, and her skill as an educational artist. This is the consideration of first importance. With the right teacher alive in mind and pure in heart, the question of keeping the flame of morality burning while the necessary tasks of the school day are performed will solve itself. Developing childhood is the growing point in the life of the race. Whatever the teacher puts into children is the surest of all investments in race improvement. As the home, in preforming the habits and tastes of children, is the heart of humanity, so the school, in its conscious direction of that development through wise teachers, is the living, directing agency in human evolution. The teacher is becoming progressively the prophet-leader of her kind. She must be the incarnation of the best traditions of the race--its thought, its tastes and its purposes. For the state to select its finest personalities as the teachers of its children, and to pour into their minds and hearts, through long and careful preparation, the richest of its treasures, that act is the conscious thought of humanity finding itself in the direction

of its fulfillment. The increasing interest during recent years in the character training program is the purposeful will directing itself towards the production of the best type of manhood and womanhood. The success of the venture will depend largely upon the selection and training of teachers as the performers of character during the plastic years of infancy.¹

As to the rating system itself, no brief can be held that it measured perfectly the intangible qualities named thereon. It did, however, give a composite picture of the individual and his relationship to the more mature minds with whom he came in contact during his school life. It helped him in critical self-analyses and focused his attention on the importance of daily practise of desirable citizenship.

That such forms often measured the teacher as well as the student is self-evident after a close scrutiny of several years records. Certainly the presence of two variables, the student and the teacher, must be recognized in the analysis of the results.

It was decidedly noticeable, also that students who had 's in initiative tended to be outstanding at one end of the scale or the other; and that those who had -'s in initiative seldom registered either above or below average. Japanese students presented a problem because of their tendency to self-effacement. The gap between races was dif-

¹ The Iowa Plan, Character Educational Institution, Washington D. C., 1922, p. 41.

difficult to bridge as race prejudice existed even in members of the faculty.

It is to be hoped that further experiments will be carried out and that the relative value of the characteristic listed may be studied. The question arose whether if one student rated below average in honesty and one below average in neatness there were not a marked difference in the relative importance and significance of the two qualities. This view was presented to the faculty but failed to meet any support.

On the whole, rating the student was a challenge to the teacher. It forced her to view the pupils as individuals not as groups. It centered her interest in attitudes, impulses, and controls of personality rather than upon skills and proficiencies of intellectual processes. It gave to the alert and interested adviser a valuable index and check on her own judgment. The citizenship rating scale, not as an end in itself, but as an aid in influencing the individual toward a well ordered life was a valuable and worthwhile addition to the project.

The Elk Grove High School is completing its fifth year since the program for Character Education was first inaugurated. The program is defunct. How far short we fell of our ideal cannot be estimated. The real measurement of progress rests in the future citizenship of the

generation of high school students who experienced its influence. There lies the real index of success or failure. Success in such a program can only be achieved when the serious faults of the past are eliminated and when the entire forces of the school and community cooperate to produce character as a living vital force in the child's life.

From the experience of the past five years we may conclude that the plan formulated and developed will succeed fully under the following conditions:

1. When the aim of character education is realized as of paramount importance in the formulation of the curriculum.
2. When the objective remains a stable continuous purpose operating over several years.
3. Where harmony and cooperation exists in the personnel of the staff.
4. When willing, sympathetic teachers trained in the technique of guidance are selected and are given time for such work.
5. When a well-defined program in direct education in ethical values is administered with provisions for individual needs.
6. When all forces and devices relative to and contributing to character education are integrated into a unified plan.

7. When the organization of the school and curriculum is socialized and headed by a administration possessing analytical judgment, sympathy with youth, and stability of purpose.

8. When community spirit is harmonious and favorable to the aims and problems of the school.

9. When an appreciation of the fine and beautiful in life dominates the thinking and spirit of the teaching force.

CHAPTER IX
SUMMARY OF RESEARCH AND LITERATURE IN
THE FIELD OF CHARACTER EDUCATION

A survey of the literature of the field of character education in 1928 and again in 1933 reminds one of a Southern California real estate boom. Yesterday the fields lay level and green; to-day a veritable city rises from the spot. We were not conscious in 1928 that a miniature twentieth century reformation was imminent. The original impulse motivating the experiment arose from local need, not from any awareness of an educational movement. There was little in current literature to indicate the tremendous interest in civic and moral education that later was to be manifested during this period. Here and there throughout the nation research workers were attacking the problems of how to divorce religious and moral training, how to graft the latter upon an already overcrowded curriculum, how to sugar-coat this training to make it acceptable to modern youth, and how to adjust the social philosophy of the teaching staff to such a program. Not many of these experiments had been published in 1928 and the objectives and technique had not been perfected.

An analysis of the experimental studies printed up to that time reveals a much greater proportion of interest

and experiment in character training in the elementary schools than in the secondary schools, and a far greater emphasis on the redirection of the delinquent than upon the prevention of his social maladjustment. Studies in delinquency and analyses of causes began early in the century and had reached a high degree of efficiency and accuracy. Interest in mental hygiene was becoming general and the possibilities of the practical application of its laws in the school and home aroused and challenged the imagination of the teaching profession.

But the great pendulum of time was swinging back. In early Colonial days the emphasis and objective of education was religious and moral training. After three centuries of experiment it was becoming universally recognized that development of character and moral consciousness was the most important of the modern objectives. No doubt the existence of a modern economic credit system depending largely for its success upon character and honesty of its individuals, influenced the recognition of this training. For example, we find business firms demanding an emphasis on character training in the schools.

Bonding Companies report a 50 per cent increase in embezzlements during the past five years. This crime wave involves educated, well-bred, normal youth of the present generation. It is not the mental or physical defective who is responsible for these violations of trust but the

mentally alert and physically sound product of our better environment who indulges in these criminal practices. It is not a question of mentality, education, or intelligence. It is the lack of those personal attributes of self-conscious honesty and integrity.¹

The National Surety Company, the largest bonding company in the world, has adjusted claims arising from over 72,000 thefts. It has organized the National Honesty Bureau for the purpose of teaching school children that dishonesty never brings real success and that honesty is the only wise and honorable policy.²

The numerous studies that have appeared as a result of the interest in this field may be roughly classified into three general groups: those relating to the aims and needs of character education, those treating the materials of a moral education program, and those outlining the methods of reaching the desired objective. As closely as possible the discussion of the field of literature on moral education in secondary schools will follow the three heads.

I AIMS AND NEEDS OF CHARACTER EDUCATION.

The Tenth Yearbook of the Department of Superintendence of the National Education Association, 1932, is a classic on this subject. Listed in the first chapter are seventeen major objectives in character

¹ Character Education in High Schools, Board of Education, New York City; August, 1927; p. 118.

² The Honesty Book, published by the National Honesty Bureau, created and maintained by National Surety Company; p. 8.

collected from current literature. They include the following:

1. Character as general goodness, something very vague but desirable.
2. Character as conformity to the conventional mores, doing what society expects.
3. Character as life in accord with the dogma of some religion.
4. Character as a composite of many specific conduct habits capable of determination by scientific analyses of life.
5. Character as the service of the state.
6. Character as social usefulness, personal self-sacrifice for the larger good.
7. Character as unselfish motives, love of fellowmen, desire to serve.
8. Character as the harmonious adjustment of the personality.
9. Character as self-control; inhibition of impulses in accord with rational principles.
10. Character as a composite of desirable traits, virtues, and ideals.
11. Character as self-expression; responsibility for getting as much as possible out of one's own life.
12. Character as emotional maturity, objectivity, disinterestedness, intelligent living, foresight, understanding and discrimination of consequences, fairmindedness, scientific spirit.
13. Character as ways of living that are aesthetically preferable, beauty.
14. Character as sincere action, in accord with conscience.
15. Character as imitation of some ideal persons.

16. Character as creative experience; continuous reconstruction of life.
17. Character as the integration of values, doing the "best" thing in each situation.

After a consideration of the above list, a statement of an acceptable objective was formulated:

The objective remains the discovery or creation of a way of living which conserves and produces as many values as possible for as many persons as possible over as long a time as possible. Character education is the facilitation of this way of life.....The purpose is to send out a citizenry better able to handle personal problems, more intelligent as to the causes producing problems of contemporary civilization, more conscious of its own responsibility for general welfare, more able to meet new situations, more sensitive to spiritual values of life.

Little can be added to this very complete list. All other definitions found in current literature may be fitted under one of these headings. Germane's statement that

Character education is a process through which the child learns to make wholesome social adjustment to his many perplexing life situations.¹.....

differs very little from number eight. Sears' definition:

"The idea of service and cooperation as opposed to selfishness in habit and ideals and the ability to judge the right, are the specific points at which the moral aim (of education) finds its issue.²....."

coincides with number seven. Thorndike advocates the

¹ Germaine and Germaine, Character Education, p. XI.

² Sears, Classroom Organization and Control, 1929.

exercise of useful instincts until habits are formed. His fundamental philosophy¹ agrees with number ten. Pringle² advances the idea that the aim of character education is freeing human character in the highest form of which the individual is capable. This dovetails nicely with number eleven, character as self-expression.

"Ultimate moral motives and forces," Dewey states "are nothing more or less than social intelligence--the power of observing and comprehending social situations and social power--trained capacities of control--at work in the service of social interests and aims."³

Almack⁴ defines his objectives as the production of sound character as the basis of efficient and congenial membership in society, agreeing with objective number six.

Northworthy and Whitley⁵ believe the purpose of moral education to be the creation of intelligent choice by the individual of habits of action for the good of the group. Here, again, we find complete agreement with goal number six.

¹ Thorndike, E. L., Elements of Psychology, pp. 293-94; 1922.

² Pringle, Ralph W., Methods With Adolescents, p. 74; 1927.

³ Dewey, Moral Principles of Education, p. 43.

⁴ Almack, John C., Education for Citizenship, pp. 96-97; 1924.

⁵ Northworthy & Whitley, Psychology of Childhood. P. 221; 1918.

"The aim," stated Pollick in discussing character education experiments, "is the development of habits, ideals, and attitudes that tend to make the child a citizen of outstanding character."¹

The Iowa Plan, which won a \$20,000 award in national competition for the best plan of character education, establishes a goal toward which all education should be directed as:

A person with powers proportionally developed, with mental discrimination, aesthetic appreciation, and moral determination; one aware of his social relationships and happily active in the discharge of all obligations; one capable of leisure, loving nature, revering human beings, their aspirations and achievements; one observant of fact, respectful of law and order, devoted to truth and justice; one who while loyal to the best traditions of his people, dreams and works toward better things; and one in whom is the allure of the ideal, and whose life will not be faithless thereto."²

II. MATERIALS

The materials which must be considered in a program of character training in the schools include the child himself, the teacher, the curriculum, the school organization and equipment, the community, and the vast fund of practical experimentation and educational theory which has accumulated in past years.

¹ Pollick, B. E., "An Experiment in Moral Education." Elements in School Journal, May, 1924; p. 674.

² The Iowa Plan, Character Education Institution, Washington, D. C., 1922.

A. The Child.

The literature on the child includes all texts on child psychology, physiology, mental hygiene, studies on adolescence, individual differences, exceptional children, abnormal psychology, juvenile delinquency, dietetics, and anatomy. Unless the original nature of the child, his instincts and tendencies, are understood, unless the factors which may have warped or shaped him into the being that he is, are investigated no progress can be made under any program of character education. This field is too broad to permit of a brief survey and the material is too familiar to require repetition.

Certain characteristics, however, of adolescence might well be reviewed because of their direct relation to a program of character education in a secondary school. This process of maturation brings about a quickening of emotional and intellectual life. The sex impulse manifests itself throughout the entire being in diverse ways quite apart from the specific functions of coition and reproduction. A strengthened energy makes its appearance and finds its outlet in any endeavor which will gratify the ego, and make the youth attractive to the opposite sex.

Other traits manifested at this time include the desire for personal freedom, and the impulse of self-

assertion; altruism and religious strivings; curiosity and the striving for a true philosophy of life; the gregarious impulse; the migratory urge; and a craving for economic independence. A wholesome school program must take these functions into consideration and offer stimulating outlets comparable with the emotional and natural urges.

B. THE TEACHER

The ideal teacher has been so picturesquely portrayed in literature and so faithfully described in educational literature that there is no need for trying to add to the vividness or accuracy of the picture. A few observations are required that are in keeping with this report. There are at least four points worthy of emphasis.

In the first place it is necessary, in connection with the sort of school and curriculum we have presented, that the teacher be a very human person. While knowing books as tools of knowledge, she need not be afflicted with bookishness. Although living up faithfully to a course of study that hundreds of persons have devised and millions should respect, she may escape through every hour of her career the deadness and heaviness of slavery to its prescriptions. We have stressed much the need of preserving constantly the vital interest and the entire integrity of the personality of pupils. That is not pos-

sible unless the teacher herself is a vital and vitalizing personality.

Secondly, it is needful that the teacher be companionable. The expectancy that a teacher be chiefly a rigid disciplinarian, a surveyor of wisdom, a prescriber of tasks--an unholy inheritance from ancient autocracies--is the arch enemy of educational wholesomeness. Moral impulses, like diseases and humor, are infectious. Under those circumstances there is too little chance for the contagion. It is entirely possible for a teacher to subordinate herself to the wishes and interests of her pupils and to enjoy their thought and conduct. Indeed, such a combination seems to be one of the essential marks of the greatest teachers, like Socrates, Jesus, Buddha, and Pestalozzi.

Thirdly, the teacher should be well versed in the technique of the profession and in those sciences that underlie her methods and materials. An intimate knowledge of the laws of the mental life and of child growth are as essential to the teacher as are physics to the engineer and physiology to the physician. A thorough discipline in ethics, so far as practicable, should be required. It should be a foregone conclusion that she can safely shape and direct the moral ideas of her pupils only if she is an expert herself in ethical thinking.

Lastly, she needs ripened insight and wide outlook. She should come to see in clear perspective the entire progressive course in moral education, whatever that proves to be or what her special part is in the entire program. The true objective of character training should stand out in her thought as vividly as do facts of geography or rules of grammar. The teacher is becoming more and more a specialist, centering all her ingenuity upon one particular task. Breadth of view should keep pace with the degree of specialization. Unless she sees the entire curriculum, sympathizes with the end and purpose of it all and appreciates the lines of continuity running through the whole, her devices are too likely to prove petty schemes that destroy rather than build up. Her work in relation to others might well be like that of an athlete in a game or an artist in an orchestra with every act throbbing in sympathy with the common purpose.

Society rightly expects that teachers will individually and collectively maintain high civic standards. They should be distinguished by a high sense of justice, an intense loyalty, a devotion to service, strict obedience to law, respect for property rights, fidelity in carrying out contractual agreements, and reliance upon orderly and lawful methods in effecting political and social transitions.

C. THE CURRICULUM AND SCHOOL ORGANIZATION

Almack divides American schools into two general types;¹ (1) the type in which tradition predominates, and (2) the modern socialized type. He characterizes each by the following features:

Traditional School

1. Objectives of knowledge-getting or mind-development.
2. Large school board, committee type of control, administration lodged in the hands of one person.
3. Schools governed by orders or regulations issued from a central office. Insistence upon strict obedience to the letter. Little opportunity for appeal, conference, or co-operation.
4. Public not taken into the confidence of the authorities; usually uninformed as to policies and practices. "Star Chamber" methods not uncommon.
5. Rigid course of study administered by examinations; emphasis upon form; narrow range of offerings.
6. Government autocratic, discipline severe, and of the military type.
7. Methods formal, emphasis upon drill.
8. Few contacts with the community.
9. Arbitrary rating of teachers, prevalence of the "hire and fire" system.
10. Facilities, meager, and in use only during the school day.

¹ Almack, John C., Education for Citizenship, p. 23-24, 1924.

Socialized School

1. Objective, good citizenship.
2. Governed by a small elective board, legislating and formulating policies as a board, and not as individuals or as committees. Fullest publicity given to the actual and contemplated acts.
3. Equal opportunities, flexible course of study, differentiated courses, continuation courses.
4. Facilities used to utmost; playgrounds, libraries, and gymnasias open continuously.
5. Cosmopolitanism rather than specialization; each school a duplicate of best in community and national life.
6. Diffused administration; a free opportunity for the expression of the various points of view respecting the educational program.

The Tenth Year Book devotes a stimulating chapter to the curriculum and advocates that it should (1) be plastic and progressive, not a final fixed thing, (2) be cooperative, (3) aim at the good life, (4) face reality, (5) center in field of social studies.

Too much emphasis cannot be laid on the value and importance of the curriculum. The small school staff is prone to accept the traditional curriculum as an inevitable result of the limited funds and facilities common to the small rural school. They view the progressive socialized school as a definitely desirable but unattainable goal. There is a general tendency to rationalize with "if we just had the money" device. However, with a clear vision and definite purpose much can be accomplished

in socializing a school without increasing the cost noticeably. It is necessary to evaluate the curriculum and organization of the teaching force and to redirect their course toward the aim of experiencing life situations not merely acquiring unrelated factual knowledge.

The Tenth Year Book sets up a scale of standards which should be in the possession of every school administration. It challenges the purpose and accomplishment of every curriculum yet says little about "the three R's." Although rather lengthy it has been included because of its importance and the lack of other authoritative measuring devices.

HOW CAN WE MEASURE THE RESULT OF OUR WORK?

- A. Is our school program meeting the intellectual needs of our boys and girls?
 Does our school program meet the need for differentiated curriculums to provide for individual differences on the secondary school level?
 Does our school program meet the need for common integrating knowledges necessary in a democracy--the need for skill in the use of intellectual tools on the elementary school level?
 Are our pupils acquiring the necessary knowledges and skills with a minimum waste of time and effort?
 Are our boys and girls pursuing courses for which they are fitted by ability and interest?
 Is our intellectual program of maximum profit to the individual and to the community, judged by our percentage of (1) failures, (2) repeaters, (3) withdrawals, (4) number continuing the subject beyond the minimum requirements, (5) success of our pupils in higher institutions of learning and in life?

1. Such a program demands of the school:
 - a. Subject-matter adapted to the ability of the group.
 - b. Methods and technics of teaching for varying ability groups.
 - c. An enriched program for the gifted.
 - d. Worthwhile material for the slow.
 - e. Proper pupil accounting.
2. An intellectual program adapted to the needs of children will promote growth in character.
 - a. Happiness that comes from the habit of success.
 - b. Satisfaction in discovering one's own powers.
 - c. A growing understanding of some of the problems of civilization.

B. Are our boys and girls getting some understanding of the major fields of occupations and professions together with an appreciation of their opportunities and requirements?

1. Such a program requires from the school:
 - a. Much simple reading material.
 - b. Well-directed excursions.
 - c. Relating the school subjects to occupations and professions as a part of the course of study.
 - d. Some systematic study of vocations as a part of an effective guidance program.
 - e. Vision on the part of teachers as to the ethical import of this material.
 - f. A philosophy of education which sees vocational adjustment and economic independence for all as one of the major objectives of education.
2. Such a program will:
 - a. Become one of the integrating forces of democracy.
 - b. Direct the thinking of boys and girls toward such ideas as:
 - 1) Personal effectiveness.
 - 2) Relation between character and success.
 - 3) Dignity of labor.

C. Are our boys and girls intelligent and responsive to the requirements of health?

1. Such a program demands of the school:
 - a. Equipment and staff adequate to provide:
 - 1) Physical examination for all--remedial treatment for those who need it.

- 2) Information on personal problems of diet, exercise, sex.
 2. An adequate health program in our schools should:
 - a. Increase personal efficiency.
 - b. Reduce mental and emotional strain.
- D. Are our pupils growing in understanding of the principles upon which our nation is founded--freedom, equality, implications of democracy, meaning of patriotism? Are these principles vital in the life of the school?
1. Such a program demands of the school:
 - a. School organization that exemplifies the principles of democracy.
 - b. A new emphasis in the teaching of American history.
 - c. An ethical program that will dramatize the principles of democracy.
 2. Such a program will prepare boys and girls for intelligent citizenship.
- E. Is the school preparing its pupils to use leisure time worthily?
1. Such a standard requires from the school:

An activities program closely paralleling the leisure-time activities of that age group of children. The aim of the school should be to help children to do better those desirable things that they will do anyway.

 - a. For the elementary school the program emphasizes play--making things, reading, and group sports.
 - b. For the junior high school we add to play hobbies and activities growing out of the school program such as dramatization, making scrap books, neighborhood orchestra, experimenting in science, sculpturing in soap, designing in art, and the beginning in social functions as a use of leisure time.
 - c. For the senior high school the appreciation side of leisure and social functions assume greater importance. The creative use of leisure, however, should receive more attention than it now receives. Many social functions under the supervision of the school should be provided.

2. Such a program will develop in boys and girls:
 - a. A wide range of avocational interests.
 - b. Many avocational skills, some of which will be used throughout life.
 - c. Personal characteristics such as independence, self-reliance, resourcefulness, and joy in creative work.
 - d. Habits of courtesy, cooperation, and good sportsmanship.
 - e. Appreciation of the best in the fine arts, in sports, and in social intercourse.

F. Are our boys and girls forming satisfactory standards of social relationships: (1) toward their contemporaries both of their own and of the opposite sex, (2) toward the "elders" of their environment--parents, teachers, civic leaders, (3) toward the handicapped of society?

1. Such a program demands of the school:
 - a. A thought-out program of social functions.
 - b. Standards regulating social functions which our boys and girls understand the reason for and accept.
 - c. School cooperation with well-known and established agencies such as Dancing Masters Association and National Athletic Association in setting and maintaining standards.
 - d. Cooperation of home and school organizations.
 - e. Some machinery for giving information where information is needed.
 - f. Inclusion in the course of study of such materials as will help the pupil to orient himself properly in the social order.
 - g. Proper respect and consideration for others in the school.

2. Such a program will help our boys and girls:
 - a. To grow in the social virtues of sociability and courtesy, sympathy, kindness, appreciation and tolerance.
 - b. It will bring the weight of group approval to bear upon personal problems.
 - c. It will give boys and girls experience in judging character through conduct.
 - d. It will help them to find their proper place in group life.

G. Are our pupils acquiring habits of conduct--playing fair, owning up, being honest in work, learning to respect the rights and property of others? Are they learning to regulate conduct in terms of consequences to themselves and to others? Are the more thoughtful

and mature learning to regulate their conduct in terms of accepted principles?

1. Such a standard demands of the school:
 - a. An atmosphere of harmony.
 - b. A reputation for a "square deal."
 - c. An intelligent and consistent program of rewards and punishments.
 - d. The habit of dealing with boys and girls on the highest ethical plans to which they are capable of rising.
2. Such a program will help boys and girls to grow in:
 - a. Honesty and truthfulness.
 - b. Sincerity and honor.
 - c. Courage and self-control.
 - d. Personal happiness and social insight.
 - e. Consideration for others.
 - f. Personal responsibility.

H. Are our boys and girls acquiring a sense of personal debt to others for their part in building up a civilization for us? debt to the institutions of family, school, church, community, government, and past civilizations?

Do the more mature feel an obligation to improve and to pass on this civilization?

1. Such a program demands from the school:
 - a. Courses of study that give a broad survey of our social heritage.
 - b. Methods of teaching that link the present with the past.
 - c. Methods of teaching that emphasize the significance of events.
2. Such a program will provide material for growth in:
 - a. Clear thinking--open-mindedness.
 - b. Appreciation of values.
 - c. Historical and social insight.

I. And our children becoming sensitive and responsive to the needs of others? need for friendly companionship on the part of new pupils; need for friendliness and toleration on the part of those who are "different" in dress, in speech, in nationality, and in temperament; need for helpfulness on the part of those who are strange or have fallen behind in their work?

1. Such a standard demands from the school:
 - a. Opportunities for translating feelings of altruism into action such as:

- 1) Hospitality committee for each group to look out for new pupils.
- 2) Good cheer committee to send messages to the sick.
- b. Cooperation of school with outside agencies, national and local, whose purpose is the cultivation of altruism in children.
2. Such a program will help children to grow in kindness, sympathy, and thoughtfulness for others, and will stimulate the social imagination.

III METHODS

There are three general methods used in character education programs as reported in the educational journals: (1) the direct method, (2) the indirect method, (3) a combination of the first two. Under the first plan a definite place on the daily program is given, and outlines, syllabus, or texts are provided as in a course in English or Latin. Creeds and codes are used as devices in this method. The second system utilizes the subject matter already in the curriculum, with the addition of extra-class activities, and correlates those subjects to a program of character education. The third plan utilizes both direct instruction and indirect application. All three methods have their advocates and their opponents. Lommen¹ reports that:

Advocates of the indirect approach to the problem of conduct education hold that: (1) To objectify

¹ Lommen, Georgina, "Education for Desirable Attitude in Conduct", Journal of Educational Method, March 1927, p. 291-96.

and analyze the activities, qualities, and virtues commonly associated with conduct education is to make of them "something artificial, formal, and narrow, and to set a time and place apart in a day's program for the consideration of things ethical and spiritual will encourage neglect of all those incidental opportunities for effective teaching just when their significance is so great" (p. 292). (2) There is danger of bungling treatment of these questions by immature and inefficient teachers. (3) "Teachers everywhere feel their own inadequacy for leadership in the education of personality to such a degree as to rob them of courage, initiative, persistency, and wisdom in the attempt" (p. 292). On the other hand, the friends of a more positive program advocate a program of activities that will "encourage exposure to and observation, discussion, and dramatization of situations that hold within themselves the potentialities, references, and judgments which we term ethical, for much that is reverent and beautiful is not met in the incidental school life of children. (p.292).

✓ The Iowa Plan embodies both direct and indirect approaches. It contends that:

1. School life must be so enriched that pupils may have experiences in right living. These experiences are to be provided in health, initiative, life in the group, reverence, use of leisure time, civic relations, economic relations, vocations, and family relations.
2. Student participation in school government is regarded as essential. Pupils are to be trusted with powers consistent with their maturity and ability.
3. The curriculum busies itself with problems, projects, and actual situations, rather than with virtues. A catalogue of projects is provided. The socialized recitation is recommended.
4. The making of character books in which shall be transcribed noble deeds, inspiring quotations, pictures, and other matter of moral worth.
5. All the school studies and activities are to be concentrated on character training.

These methods based on sound, tested educational philosophy are developed and enlarged with a specific program of projects suggested for each age level. No school contemplating the introduction of a program of character training should be without a copy of this valuable report. Literature relative to phases of curriculum construction, methods, sample projects are available for loan to teachers and schools through the office of the local chairman of the National Character Education Committee.

Among other advocates of the combination of direct and indirect methods is Almack who includes the following suggestions for a program of moral education:

1. Children are not inherently moral nor immoral. Whatever moral standards we would have them obey must be learned.
2. Citizenship without morality is insufficient and incomplete.
3. Morality should be taught, both directly and indirectly. Good examples, activity, problems, and stories are more effective than lectures and sermons.
4. The main objective of instruction is to lead to right conduct. This demands that pupils know the right, and appreciate it to such an extent that they will habitually respond with the right action.
5. The reporting of character rating to parents usually has the effect of improving the pupils' conduct.

It is easy to generalize but often harder to apply general principles to specific situations. Devices for

training and practice in desirable citizenship as reported by Germane give teachers many practical suggestions. These include:

- | | |
|----------------------------|-----------------------------|
| 1. Home rooms (socialized) | 11. School papers |
| 2. Class room procedure | 12. Achievement recognition |
| 3. Student government | 13. Athletics |
| 4. Clubs | 14. Welfare leagues |
| 5. Dramatics | 15. School dances |
| 6. Music | 16. Scouts |
| 7. Directed reading | 17. Industrial clubs |
| 8. Codes and creeds | 18. Guidance work |
| 9. Assemblies | 19. Case study methods |
| 10. Class meetings | 20. Rating sheets. |

The success of any single device depends upon the value of its aim and the skill in utilizing and directing the opportunity afforded the student. One teacher may be able to utilize these with genuine success while others will report failure.

Testing is, of course, one of the popular trends in education. Character testing is not as easy or simple as intelligent testing nor as objective as that dealing with subject matter.

There are a number of available tests reviewed in the Tenth Year Book of the Department of Superintendence of the National Educational Association without regard to the validity of their contentions. These are divided into eight classifications:

- A. Tests based on physical factors
- B. Measures of significant knowledge
- C. Measures of opinion

- D. Self-description measure
- E. Disguised measures
- F. Measures of conduct in controlled situations
- G. Significant facts
- H. Reputation measures

Each of these methods of testing has been carefully studied and reported on but no general agreement exists as to their value. The committee on Character Education definitely cautions against wholesale attempts to measure character by inexperienced testers or the placing of too much faith in the results obtained, since both tests and technique are still in their infancy. The recommendations of the committee seem to favor the reputation measure as the most practical and accurate plan for the amateur. Wisely used it offers definite concise evidence of the conduct conditioned by personality. A review of studies related to technique of measuring reputation suggests the following principles as valid:

1. People differ markedly in their ability to make ratings. (Norsworthy, Rugg, and Kingsbury.)
2. People differ in their reliability as subjects for ratings. Some are easier to rate than others. It appears that poor employees tend to be better analyzed than are good ones. (Norsworthy, Rugg, and Kingsbury.)
3. Traits differ in the success with which they can be rated. In general, it seems desirable that ratings be based upon past or present accomplishment, that they be as objective as possible, that they be stated unambiguously and specifically.

4. It is desirable to have traits defined. This definition should be as simple as possible, but unambiguous, definite, objective. (Paterson.)
5. There is a tendency to skew the rating of every specific trait in the direction of the total reaction of rater to subject. This is the well-authenticated "halo effect." Knight found a correlation of .94 between ratings on "quality of voice" and "moral stamina." (Thorndike, Rugg, Knight, and Franzen.)
6. Raters have one form of contact with the individual being rated (teachers of the same school subject) tend to agree more closely than do raters with more diversified contacts. By the same token, ratings obtained from persons having predominantly one type of contact are much less useful outside of that specific field. (Hanna).
7. The average or median rating of a number of judges is superior to that of a single judge, provided there are not great differences in the capability of the judges. (Rugg, Paterson, and Gordon.)
8. Rating scales to be used in ordinary situations should be simply stated and capable of being used easily. (Paterson.)
9. Raters should be given training. (Rugg and Kingsbury.)
10. There is no significant difference between the results obtained by scales which demand that the rater shall rank the subjects in order of merit, and scales which provide a range of values which may be assigned each person. The latter is more congenial to most raters. (Symonds.)
11. There is some evidence that immediate emotional reactions affect ratings made upon the "scale of values" method more than they do ratings made when subjects are ranked in order of merit. (Conklin and Sutherland.)
12. Statistically considered, seven seems to be the optimum number of intervals for scaling behavior. (Symonds.)
13. The man-to-man scale, or "human ladder," has many advantages in permitting fine discriminations and in being congenial to raters. Adjectives are usually placed along the line to indicate the meaning of sections of the line. Such scales should be at least five inches long, no breaks or divisions should be made in the line, the extremes and one to three other points should be defined in terms of universally understood words which are not too general in scope, and theoretically the favorable extremes should be alter-

- nated to correct the motor tendency. (Freyd)
This staggering of desirable extremes has been found to add little if anything to actual decrease of the halo effect. (Remmers and Brandenburg.)
14. There is some evidence that immediate emotional reactions affect ratings made upon the "scale of values" method more than they do ratings made when subjects are ranked in order of merit. (Conklin and Sutherland.)
 15. The scale should, ordinarily, yield a normal distribution. If it does not, this may be statistically corrected. Individuals who rate constantly high or low should have their ratings corrected. (Freyd, Kelly and Paterson.)
 16. One trait should be rated through the entire group of subjects, rather than permitting the rating of one subject through the entire group of traits. (Symonds and Paterson.)
 17. Self-ratings tend to be too high on desirable traits and too low on undesirable ones. They tend, however, to place the strong and weak points of the individual in their general positions. One tends to rate one's own sex higher than the opposite sex on desirable traits, the reverse being true of undesirable traits. (Knight, Frazer, Kinder, and Shen.)
 18. People who are good judges of themselves tend to be good judges of others.
 19. While close associates are likely to rate more reliably than are casual associates, long and intimate friendships bring marked decreases in the reliability of ratings. Persons tend to overrate friends on desirable traits and underrate less desirable traits. (Knight and Shen.)
 20. Raters are frequently unable to justify ratings, or are apt to give absurd rationalizations. This does not, however, indicate anything about reliability of the ratings. (Landis.)
 21. Ratings of which the rater expresses himself as "very sure" are markedly more reliable than are ordinary ratings. (Cady).
 22. Judges who have been asked to observe for several months, preparatory to rating, presumably give better ratings than do judges whose observation has been more or less casual. (Webb).

In formulating general principles governing testing the Tenth Year Book concludes that the outlook for the easy

measurement of character is one of skepticism. The exact measurement of character depends upon extensive, and long-continued thoroughness in observing and recording human behavior.

A considerable amount of interest exists in character measures. It is probably desirable for teachers and administrators to experiment cautiously with varied possibilities, provided results are used only in constructive and helpful ways so far as pupils and community are concerned. New types of tests, suggestions as to causes and interrelations may be developed. The informal experiments may pave the way for more reliable and valid results when something more ambitious is attempted. Errors can be recognized by experimentation better than by any advanced discussion.¹

The conclusion of a survey of literature on the general topic of Character Education at this time is similar to tuning off the radio just before the solution of a thrilling mystery melodrama; one is left unsatisfied. Every month new studies are being published in the educational journals. Researchers are constantly issuing new results of their experiments. Educational conferences emphasize and reiterate aims and concepts of moral education. Social and economic forces unite in stressing the value of this training. In all walks of life revival of interest in spiritual and ethical values is manifesting itself. The Oxford Movement and the Youth Movement are typical examples of this interest. Disgust with the

¹ The Tenth Year Book, Department of Superintendence of the National Education Association, p. 349.

corruption in high political circles which is revealed in the daily press, is bound to reflect in popular demand for public officials of high ethical standards. The depression which has forced other values than monetary ones upon the general populace may be partially credited with stimulating this movement. The prognosis for the realization of the good life is favorable. It is to be ardently hoped that the educational machinery of the nation may be alert and responsive to the needs and spirit of the day and that it may face the task of providing the necessary training and experience with enthusiasm, faith and purposeful vision.

GUIDANCE DATA FORM

(Back of envelope used to file personal information)

MERIT RECORD

Scholarship									
Attendance									
Class Promptness									
Activities									
Dis. Service									
Total									
Rank in Class									

Delinquency
Notices

CITIZENSHIP RATING

Visits to home

Physical Condition

Honesty						Weight			
						Date	1	2	3
Self-Control						Height			
						Comments	2	2	3
Cooperation						Anemia			
Initiative						Glands			
						Date			
Effort						Puberty			
						Comments			
Promptness						Nose Obstruction			
						Date			
Health						Hearing			
						Comments			
Neatness						Heart			
						Date			
Thrift						Posture			
						Comments			
Appreciation						Malnutrition			
						Date			
Good						Tonsils			
						Comments			
Sportsmanship						Adenoids			
						Date			
Responsibility						Vision			
						Comments			
						Teeth			
						Lungs			
						Speech			
						Operations			
						Contagious Diseases			

Other Health Items

GUIDANCE DATA FORM

(Front of envelope used to file personal information)

Name Date of Birth Residence Nearest Phone

Father's Name Living Address Occupation

Mother's Name Living Address Occupation
If not living with parents state name and relationship of guardian

Nationality Nationality No. rooms
Birthplace of Father of Mother in home

How many brothers No. of Step Step No. living
in family? sisters father mother in home

Do you work During No. hours Vacation Type of
to earn money? School year? per week only? Work

Date of entering Elk Grove HI Other hi-schools attended

A graduate from what Other schools attended
grammar school and time in each

Temperament Special Ability Vocabulary Reading Test I. Q.

SCHOLASTIC RECORD

Freshman Year 1 2 Av Cr 3 4 Av Cr. Junior Year 1 2 Av Cr 3 4 Av Cr

Table with 16 columns for Freshman and Junior years (1, 2, Av, Cr, 3, 4, Av, Cr) and 6 rows of data.

Sophomore Year

Senior Year

Table with 16 columns for Sophomore and Senior years (1, 2, Av, Cr, 3, 4, Av, Cr) and 6 rows of data.

TABLE I. SUMMARY OF CITIZENSHIP RATING OF FIFTY STUDENTS INDICATING VARIATION IN CITIZENSHIP QUOTIENT DURING THEIR FOUR YEARS OF HIGH SCHOOL

Case Number	Sex	Race	I. Q.	Citizenship Rating			
				1929	'30	'31	'32
1**	Boy	White	122	64*	79*	93*	91*
2**	Girl	White	106	92*	100	118	139
3	Boy	White	94	90*	81*	92*	99*
4	Boy	White	97	95*	85*	70*	82*
5	Girl	White	119	108	118	127	124
6	Girl	White	113	132	134	130	120
7**	Girl	White	110	75*	93*	69*	127*
8**	Girl	White	119	103	116	147	120
9	Girl	White	121	110	123	122	116
10	Boy	White	105	118	106	65	96
11**	Boy	White	102	120	51*	103	93*
12**	Boy	White	77	96*	115*	124	132
13	Girl	White	126	118	119	116	143
14	Girl	White	101	108	113	114	112
15	Boy	White	85	112	94	101	100
16	Girl	White	102	95	100	95	108
17	Girl	White	121	123	110	115	109
18	Girl	White	103	95	102	102	101

* Intensive remedial work attempted.

** See Appendix for Case Study.

TABLE I. SUMMARY OF CITIZENSHIP RATING OF FIFTY STUDENTS INDICATING VARIATION IN CITIZENSHIP QUOTIENT DURING THEIR FOUR YEARS OF HIGH SCHOOL
(Continued)

Case Number	Sex	Race	I. Q.	Citizenship Rating			
				1929	'30	'31	'32
19	Boy	Japanese	113	108	130	137	120
20**	Boy	Japanese	111	112	135	145	135
21	Boy	White	106	95*	106	100	92*
22	Boy	Japanese	94	108	103	111	102
23	Boy	Japanese	99	109	97*	118	103
24	Girl	White	119	103	114	108	104
25**	Boy	White	105	107	85*	95*	81*
26**	Boy	White	103	97*	105	116	139
27	Boy	Japanese	86	114	103	103	103
28**	Girl	White	112	97*	105*	126*	131
29	Girl	White	107	113	122	117	117
30	Boy	White	121	112	117	111	107
31	Girl	White	130	104	110	100	127
32	Girl	White	91	101	96	98	96
33	Girl	Japanese	101	94*	115	132	115
34	Boy	Japanese	101	103	104	103	128

* Intensive remedial work attempted.

** See Appendix for Case Study.

TABLE I. SUMMARY OF CITIZENSHIP RATING OF FIFTY STUDENTS INDICATING VARIATION IN CITIZENSHIP QUOTIENT DURING THEIR FOUR YEARS OF HIGH SCHOOL
(Concluded)

Case Number	Sex	Race	I. Q.	Citizenship Rating			
				1929	'30	'31	'32
35	Boy	Japanese	104	110	131	116	137
36	Boy	White	107	96*	102	111	111
37	Girl	White	122	98	104	122	123
38	Boy	White	88	98	74*	83	87
39**	Boy	White	116	110	127	132	147
40	Girl	White	108	100	112	102	118
41	Girl	White	117	107	121	130	141
42	Girl	White	95	105	125	108	114
43	Boy	White	95	84*	94	97	112
44**	Boy	Japanese	115	92*	94*	109	70*
45	Boy	White	102	98	108	107	110
46	Girl	White	122	102	108	126	125
47	Boy	White	117	100	109	107	90
48	Girl	White	94	83*	83*	90*	92*
49	Boy	White		102	96	100	101
50	Girl	White	110	96*	111	105	101

* Intensive remedial work attempted.

** See Appendix for Case Study.

INTRODUCTION TO CASE STUDIES

The following studies of individual case histories have been included to serve as an index to the type of guidance and effort made to adjust the student to his life problem. These cases were selected not because they were particularly unusual, but because each represented some one or more common types of emotional or environmental maladjustment which the average teacher in a secondary school must attempt to rectify.

No special mention has been made of the particular value of each rating chart in each separate case. In general, the rating charts verified or modified the adviser's opinion concerning the individual, and furnished a most excellent device for motivating a natural conference on the particular behavior problem. Nearly all students recognized the absence of adviser bias which has often been used as a defense mechanism when an adolescent is faced with reproof. The rating chart gave to the student knowledge of improvement or failure which is one of the important laws of learning. Wisely used it was a positive factor in the process of integrating the life and personality of each student.

CASE STUDY #1

Freshman Year 1928-29

Character Quotient 64

R A T I N G F O R M

Date 5/15/29Student's Name Case Study #1

Honesty	<u>✓✓✓✓-</u>	Health	<u>✓✓✓✓✓?</u>
Self-Control	<u>✓- - - -</u>	Neatness	<u>✓✓✓✓✓✓</u>
Cooperation	<u>✓- - - ✓</u>	Thrift	<u>✓✓✓-</u>
Initiative	<u>- ✓✓- ✓✓</u>	Appreciation	<u>✓✓✓✓✓-</u>
Effort	<u>- - - - ✓ -</u>	Good Sportsmanship	<u>✓✓✓✓-</u>
Promptness	<u>- - - ✓- ✓</u>	Civic Responsibility	<u>✓✓✓-</u>

What is this student's dominant characteristic? _____

Teacher's Initials CompositeEXPLANATION OF MINUSES

Honesty

1. Evades the issue

Self-Control

1. Room to improve
2. Desire to show-off causes lack of self-control.
3. Very strong headed.

Cooperation

1. Not willing to do his share of the work.

Initiative

1. Little application

Effort

1. Too much foolishness.
2. Usually very lazy.
3. Doesn't study.

Promptness

1. Hands in assignments late constantly.
2. Makes no effort to be on time (lineup or assignments.)
3. Habitually tardy and absent.

Good Sportsmanship

1. When appealed to.

CASE STUDY #1

Sophomore Year 1928-29

Character Quotient 79

R A T I N G F O R M

Date 2/19/30Student's Name Case Study #1

Honesty	<u>✓ - ✓ / -</u>	Health	<u>✓ / ✓ / ✓ / ✓</u>
Self-Control	<u>- - - - -</u>	Neatness	<u>✓ / ✓ - ✓ / + +</u>
Cooperation	<u>- - ✓ / + -</u>	Thrift	<u>✓ - - ✓ / ✓ / ✓</u>
Initiative	<u>✓ / + + ✓</u>	Appreciation	<u>✓ / + + + +</u>
Effort	<u>- - - - -</u>	Good Sportsmanship	<u>✓ / ✓ / + ✓</u>
Promptness	<u>- - - - -</u>	Civic Responsibility	<u>- + + + ✓</u>

What is this student's dominant characteristic? _____

Teacher's Initials CompositeEXPLANATION OF MINUSES

Honesty

1. Alibies, rationalizes
2. Has copied work but has regretted it deeply.

Self-Control

1. Undisciplined
2. Permits an oath to escape occasionally
3. Can't sit still or keep still
4. Very nervous movements

Cooperation

1. Unconquerable ego
2. Works when appealed to individually but not with group.
3. Too much inclined to alibis and arguments

Effort

1. Can't carry them on own perservance
2. Doesn't have to exert effort to keep up with class
3. Does not work up to ability.

Promptness

1. Late to line or slow in dressing
2. Forgets, and asks to go to locker
3. Procrastinates, habitually late
4. Late papers or unprepared work

CASE STUDY #1

Junior Year 1930-21

Character Quotient 93

R A T I N G F O R M

Date 1/15/31Student's Name Case Study #1

Reliability	<u>- ✓ - ✓ ✓</u>	Health Habits	<u>✓ ✓ ✓ ✓ ✓</u>
Self-Control	<u>- - - ✓ - ✓</u>	Neatness	<u>+ ✓ ✓ ✓ ✓</u>
Cooperation	<u>- ✓ + ✓ +</u>	Courtesy	<u>+ ✓ + ✓ -</u>
Initiative	<u>+ + + + +</u>	Sportsmanship	<u>+ ✓ ✓ - -</u>
Promptness	<u>✓ - ✓ - -</u>	Civic	
Industry	<u>- ✓ - - -</u>	Responsibility	<u>+ ✓ ✓ ✓ ✓</u>
		General	
		Citizenship	<u>+ ✓ ✓ ✓ ✓</u>

What are two or three of this student's dominant characteristics in order of importance?

Teacher's initials _____

EXPLANATION OF MINUSES

Reliability

1. Alibis, refuses to face issues squarely. Takes advantage.
2. Does not get work in.

Promptness

1. Always late in assignments
2. Not depended for good work but has improved some
3. Generally slow or late to class.

Self-Control

1. Erratic, slave of impulses.
2. Gets excited
3. Seems lacking in self will or self-control

Industry

1. Never works systematically
2. Just lazy
3. Work below what it should be if his effort was a little more regular and systemized.

Cooperation

1. Places personal desires above good of group.
2. In assignments

4. Wastes time

Courtesy

1. Inclined to smart remarks.

Sportsmanship

1. Does not give himself for the good of others.
2. Alibi loser, brags on victory.

CASE STUDY #1

Senior Year 1931-32

Character Quotient 91

R A T I N G F O R M

Date 1/8/32

Student's Name Case Study #1

Reliability	<u>- ✓ ✓ ✓ - -</u>	Health Habits	<u>- ✓ + ✓ ✓</u>
Self-Control	<u>- ✓ - ✓ ✓</u>	Neatness	<u>+ ✓ + ✓ ✓</u>
Cooperation	<u>+ ✓ ✓ - ✓</u>	Courtesy	<u>+ ✓ + ✓ ✓</u>
Initiative	<u>+ ✓ + ✓ +</u>	Sportsmanship	<u>- ✓ + ✓ ✓</u>
Promptness	<u>- - - - ✓</u>	Civic Responsibility	<u>- - + - ✓</u>
Industry	<u>- ✓ - ✓ -</u>	General Citizenship	<u>- ✓ + - -</u>

What are two or three of this student's dominant characteristics in order of importance?

Teacher's initials _____

EXPLANATION OF MINUSES

Reliability

1. Copies, bluffs, alibies, evades, poses, refuses to face himself and facts, cheats when in a crisis.
2. Not good for his word always.

Civic Responsibility

1. Would probably sell the school for his own advancement. Lets other students assume his duties i. e. contacting other schools.
2. Has to be told to make up periods.

Self-Control

1. Talks too freely. Never relaxes. Never conforms to regulations.
2. Speaks out too much.

Promptness

1. Work always late
2. Comes to class late
3. No effort to avoid tardiness
4. Tends to lag when interest is minus.

Cooperation

1. Will not stop grandstanding when asked
2. Still thinks in terms of self.

General Citizenship

1. Tendency to selfish views.

DOMINANT CHARACTERISTICS

Freshman Year

Non-cooperative. Lazy attitude. Desire to bluff predominates. Keen analytic judgments. Wastes time. Does not rise to his ability.

Sophomore Year

Magnified adolescence controlled by an unharnessed ego and tempered by an admirable ability to think. Most annoyingly pestiferousness. "Getting By" but he has been improving lately. Clean appearance. Likeable-pleasing manners.

Junior Year

Biased. Brim full of initiative. Volunteers in assemblies. Very neat personally. Unusually nice manners. Does not hold feelings. Takes part in school duties. Too emotional. Introduces new questions. Very courteous. Laziness. Winning personality. Brimming over with pep and new ideas. Talks too much for own good. Not always based on own facts. Takes lead in play games.

Senior Year

An outstanding example of failure to live up to his possibilities. Content with C's when he could have A's. Satisfied to be a mediocre president when he could be a real leader in construction of the government. He is personally very likeable and at times charming. His potentialities are among the best in the school but he fails in fulfilling them because of a sense of egotism and desire to be in the lime-light without effort on his part. He is spoiled, temper mental, erratic. Cannot bear to watch others lead (i. e. Senior class meetings if he cannot clown and create disorder, he absents himself or isolates himself with some susceptible girl whose time and attention he can usurp). Never contributes any constructive suggestions nor aids in furthering Senior business. Seems to resent others in charge. More criticisms on his and one other's honesty from teachers and students than all other Seniors together. Yet he has basic qualities (a fine mind, a sensitive nature, an appreciation of high ideals in literature, a broad background of reading and a latent desire to fulfill these ideals), which may be aroused enough yet to have him make a man out of himself and not an inflated excuse. Lack of depth.

CASE STUDY #1

NERVOUS INSTABILITY

I John entered high school at thirteen years, two months. He was the youngest student in the class.

I. Q. = 122 Otis General Intelligence Test, Form A
I. Q. = 124 Otis General Intelligence Test, Form B
Vocabulary Score = 76 (class median 35; percentile rank 61); Inglis Word List
T Score = 67 Thorndike McCall Reading Test
R. Q. = 123 Thorndike McCall Reading Test

II Family Background:

Father is of German ancestry, born and reared in Sacramento. Formerly plumber by trade and labor organizer. During World War, because of a prejudice in Sacramento against his German name, he gave up business and moved to ranch near Elk Grove where he raises turkeys and grapes. He seems to be in good health and works steadily. He has the reputation of being hard to get along with. Although very intelligent has temper spells and reacts in a very childish fashion. He refused to speak to John for six weeks because of an impudent remark. He is generally known as a crabber and objector to any policy advocated by community. He was involved in some accident in which the car he was driving struck and killed a man. He is very sensitive about this. He is strong willed, determined, blunt, and clearly boss of his own home. John has great respect, affection and some fear of him.

Mother is American of German ancestry. She keeps the home and helps a good deal with the poultry. She looks tired all the time. Her health is fair though she has little recreation outside the home. The home seems fairly well managed and the boy's clothes are very neat. The mother is certainly self-effaced and retiring. She is gentle and unassuming, but passionately devoted to this youngest child.

There are two other children in the home; a boy and a girl, seven and nine years older than John. Both are fine examples of good citizenship, holding office positions in Sacramento and graduating from the local high school with excellent ratings. They are devoted to John and have indulged him far more than is good for him. The standard of courtesy in this home is far above the average in the district and it is reflected in John's conduct.

The discipline of the family rests with the father who is reported to have employed severe corporal punishment on the two elder children but John claims never to have been touched. Entire family rally around to shield John from father. For two years the school was unable to make contact with him at all because of this effort to protect John. The father has had high ambitions for John's future, offering to send him to Stanford if he

made good in high school. He has been alternately sulky and profane over John's school difficulties. Older brother was president of the student body and John was often reminded of this. John has often been kept home from school to help on ranch, especially in fall semester. This was one of the direct causes of his failure in Latin.

III Home Environment:

The home is located about five miles from school, contains about seven rooms on two floors, and is modern and comfortable. The furnishings were in good taste and well arranged. There is a radio, piano, and a modest well chosen library. John has a room to himself and his own shelf of books. He seems satisfied with his surroundings and has never expressed a single desire for a change.

The present economic condition of the family is not promising. Their income depends upon farm products which for several years have not paid expenses. Their phone is often disconnected for several months at a time because of unpaid bills. John admits this cheerfully, asking me to call him as he can't use it "because Dad hasn't paid." They have three automobiles, one family car, a business car for the older son, and an old wreck used on the ranch. There is also a truck,

a tractor and some power machinery. They hatch and brood about three thousand turkeys on their own place.

John has never been given a regular allowance and has to ask his father for every cent of spending money. Clothes are bought for him but he has never been paid for any of the work he does about the place. He is sensitive over his inability to maintain his place among the fellows and to treat a girl occasionally.

The recreation of the family is largely expressed in an occasional show, the radio, music (John sings and his sister plays), and books. There is no church affiliation. John says they go once a year, on Easter, to a German Luthern Church in Sacramento.

There are no close neighbors and no community social life, outside the school. The nearest boys of John's age are Japanese with whom he has played freely. He has no trace of race prejudice.

IV Personal History:

Early data of John's birth and infancy were not secured in detail. Pre-school life said to be normal except for measles, chicken-pox, and an accident. He suffered this accident when about three, having his head caught between a swinging part of a windmill and a post. Several fractures of the skull resulted, and some permanent scars which are sensitive points in the boy. This accident conditioned the family's attitude

toward John, and seems to account for their extremely marked devotion. It is hard to analyze whether John's nervousness is due to this accident, to innate emotional instability, or to faulty habits of rest.

His physical development is good. He was smaller than the average boy on entering school, but has maintained normal growth in height and weight. His senior year he was five feet, ten inches, and weighed one hundred forty eight pounds. He has played basket-ball two years, baseball one, and was active in tennis during all four years of school. His father refused to permit him to play football. He has had few colds and was seldom home because of illness.

John's appetite seems normal; he eats a variety of foods but has some definite dislikes. His table manners are unusually fine for a boy. At thirteen years at an unexpected meal with a group of teachers, he placed the hostess' chair, stood till the other ladies were seated, ate with a natural refinement and complete absence of embarrassment that indicated this was the normal procedure.

His sleep is irregular and broken. He thrashes around at night and states his covers are usually on the floor. He often reads half the night. He finishes an average of four books a week. Evening meal is served early enough so no digestive difficulties are present.

He claims he can't sleep if he does go to bed early. He seldom is troubled by dreams and does not admit night terrors.

He is personally very clean, often taking two or three showers a day. His hair is kept neatly combed and nails given careful attention. His eyes, teeth, tonsils, and adenoids have been checked and physical examination revealed no difficulties. John has a slight speech rhythm which he has found annoying in dramatic work. No other abnormal speech habits or mannerisms noted.

His outstanding difficulty has been extreme nervous tension. He seems all "keyed-up". He cannot relax. Even when reading, studying, or writing he fidgets, wiggles, contorts himself, taps a pencil, or jiggles his legs. His life seems a perpetual series of climaxes. His surplus nervous energy and inability to control himself make social adjustments difficult.

He is ordinarily sweet tempered and good natured but very annoying. He falls cheerfully in and out of difficult situations. Only two cases of temper tantrum were noted, both involving jealousy over the girl to whom he was attached. Both occurred in the first year of high school and related to the same boy. He lost control of himself because the girl gave her locker number to the

other boy; he vented his feelings by accusing the entire group of class officers (including the adviser) of being "crooks and their fathers were crooks before them, and their grandfathers before them." He led, almost successfully, impeachment proceedings against the officers, before he calmed down. In the second case he worked himself into a rage over the same boy trying to pick a fight, even spitting in his rival's face. (Later he expressed himself as extremely sorry for both actions.)

No case of stealing or truancy, have been noted.

John does not brag or lie to gain prominence. When confronted with evidence of cheating he admits it and offers to rectify it by doing additional work or taking a re-examination.

Sex development is apparently normal. Information was received from home then from schoolmates. A casual sexual experience was reported by an elementary teacher but John denied same. Later he admitted some bases of truth. He experienced an intense crush over a girl classmate which occasioned some worry on the part of the adviser because of his inability to control his emotions. The personality, self-restraint and dignity of the girl were his salvation. This meteoric wooing lasted almost two years but was terminated by a quarrel. John has never shown interest in any other girl, but associates freely and normally with them. He admits a deep interest

and affection for the girl, even at present, but will not make any overture. He relieved himself by tantalizing her in classes, hurling sarcastic remarks in her general direction, and showing off in various fashions in her presence.

His school life has been normal; he attended the local grammar school for seven years, having skipped the sixth grade. Irregular attendance was noted. His marks were good until his acceleration, when they dropped. This may be due to the fact that his work was evidently too easy in the lower grades, thus setting no habits of industry or concentration.

He had a record of behavior difficulties all through grammar school. One year he received thirteen whippings by the principal. His first whipping came in the first grade for tearing the new plaster off the wall of the boys' dressing room. The school was being completed and the plaster was not set. John experimented with the shapes that broke off, and had quite a variety before he was caught.

In the eighth grade he was involved in a discipline situation which aroused the district and occasioned state and even national publicity. The principal ordered four boys, because of minor infractions of rules, which he

claimed were un-American to turn their backs to the flag, during the assembly flag salute. John, being a boy scout, refused to do so, and, standing alone, held out in defiance of repeated direct orders. Although for two days he suffered ostracism, severe corporal punishment, and threats of expulsion, John refused to give in. Public opinion, the American Legion, and an irate P. T. A. stepped in and forced the principal to drop the issue. John received letters from various patriotic organizations and from the National Commander of the American Legion complimenting him on his patriotic action.

John's high school career has been a study in contrasts. His scholastic grades average a C, but his achievement test measured by the Iowa High School Content Examination gave him third place in a class of fifty eight students, (Score 224). His relations with his teachers have been strained. His perception of his reaction upon the individual teacher and his judgment of her control are remarkably keen. He daily irritates, provokes, and annoys as far as he dares. He is a disturbing factor in any group unless his imagination is challenged and his intellect stimulated. His grasp of subject matter excels his ability as revealed by his I. Q. He boasted he had gone through an entire course

in World History, receiving a B, without opening his text. Studying was periodic, irregular and half-hearted. He found it natural and easy to "get by". Likeable, charming, enthusiastic, and gay, he was a universal favorite among the students and the despair of the faculty. No amount of appeal to home for cooperation was successful in establishing a regular routine of rest and study. John evaded both. When faced with examinations, projects and written work, John invented more methods of "beating the game" than any student with whom the teachers have had contact. He maintained almost a 'harem' of adoring girls who looked up his references, completed his written work and assisted him in examinations. When caught he was regretful, and never tried that method again. He seemed lacking in any conception of honesty in relation to work or school responsibilities.

He was an active participant in extra-curricular activities. Offices held and projects include: sophomore class vice-president; junior class president, and student body president; participation in two years basketball, one year baseball, four years tennis (champion); played minor parts in two evening plays, was leading man in four major productions, appeared frequently in short skits; competed twice in the Native Sons and Daughters of Cali-

ifornia oratorical contest, winning the cup in his senior year; was sports editor of the school paper in his junior year, and dramatic editor of the school annual; won prominence in debates.

John's low scholarship and unsocial attitude toward school regulations and class room discipline resulted in administrative action. It was felt that he might be shocked into a realization of his short comings and possibilities if he were removed from school and transferred possibly to a military academy, or the Brother's College where he might experience a rigid inflexible discipline. Neither by letter, telephone, nor personal interview was it possible to reach the father. The mother and sister kept him out of the way and interceded so strongly for the boy that the action was held in abeyance.

In his junior year a fellow classmate died from a cerebral hemorrhage, caused by a ruptured aneurism, after playing a game of basketball during gym period. Rumor placed the cause of death as a collision between John and the boy. The parents of the dead boy uttered many frenzied accusations which had no foundation, but which left a profound emotional influence on John. He was on the defensive, a target for public gaze and questioning. One adult stopped him the day after and asked "Where did you hit when you killed him?" He was called first

as a witness in the inquest and later twice in a suit against the school district. His self-control decreased, mannerisms became exaggerated, and evidences of nervous instability were magnified by this trying period.

Sympathic guidance and direction may be credited in keeping this critical situation controlled. John was thrown into debating, his mind kept busy, and opportunities given for self-expression and responsibility in dramatics.

In his senior year he won the student body presidency by four votes and fulfilled his responsibilities so loosely that impeachment proceedings were initiated. His personal popularity won, however, and the charges were dropped. He quietly electioneered for the Harvey Citizenship Award and slipped over the election without the usual formalities. Although appealed to personally he refused to relinquish this stating that he might not deserve it but that he had got it and that was all there was to it. He was shrewd enough to see the faculty disapproval and when he learned a faculty meeting has been held, he selected the most approachable member of the group and with ready charm and persistence questioned until he was sure of the essential facts. He then made a public refusal so graciously that the faculty representative relented and did not carry out the original plan of a second award. John carried the day, and took

much satisfaction from the fact that he had prevented the other deserving boy from receiving his award.

On June 8, after futile appeals for cooperation, John was officially removed from the presidency, denied his block letter because of poor citizenship record and on six charges of insubordination reported to the board of trustees. His graduation was doubtful but he was given his diploma. He returned to the high school this year as a post graduate, determined to wipe out that record and seems to be a different personality. No doubt, a citizenship rating this year would show a marked improvement in attitudes and effort to cooperate. He neither has had trouble nor occasioned one word of reproof.

John plans to enter Junior College next year and would like to study law. His future opportunities will depend upon his record in college for the first two years and upon the trend of rural economic conditions.

V. Summary and General Observations:

John is an example of the boy of superior intelligence who because of nervous instability, faulty discipline, and lack of regular routine has developed bad social attitudes. His winning personality has carried him through situations into which his lack of self-control had thrown him.

The program outlined by the adviser included:

(1) personal consultation to bring about understanding of his relationship to the school as a whole; (2) the analyses of the cause for the specific conduct problem; (3) education of John in habits which would produce favorable social reactions to replace faulty behavior patterns; (4) the creation of opportunity for utilization of the tremendous nervous energy in constructive activities; (5) endeavor to adjust factors of home and school to a more favorable environment; (6) attempts to aid personal application of the high ideals and moral concepts with which John had become familiar in his wide reading experience.

Failure to secure better results was due in part to: (1) inability to secure home cooperation; (2) inability to secure group unity of the school in controlling the boy; (3) lack of a sustained program of Character Education in the school; (4) lack of any other community forces; (5) undiagnosed shortcomings in advisory program.

CASE STUDY #2

SUMMARY OF FOUR YEARS' RATINGS

	Freshman			Sophomore			Junior			Senior		
	+	✓	-	+	✓	-	+	✓	-	+	✓	-
Reliability		6			5		1	4		2	2	
Self-Control		3	3		5		1	4			4	
Cooperation		6			4		3	1	1	2	2	
Initiative		5	1		2	2	2	2		3	1	
Promptness		6			5		1	4		1	3	
Industry	1	4	1	2	3		1	4		2	2	
Health Habits		6			2	1		5		1	3	
Neatness		6		1	4			5		2	2	
Courtesy		5			3		1	4		3	1	
Sportsmanship		6			2		1	4			4	
Civic Responsibility		5			2		1	4			4	
General Citizenship		5			2		1	4		2	2	
Character Quotient	92			100			118			139		

TEACHER'S COMMENTS

Freshman Year

"Weak will; (complexed' I guess; can't be counted on to do things; lacking in initiative, effort and organization."

"Emotions need watching; timidity in speaking but not in writing; heavy developed imagination."

"Bashfulness. Nervous (but improving); always willing to do work over if necessary."

Sophomore Year

"Lacks self-confidence; dominant characteristic is willingness to participate in activities."

"Dominant characteristic is vivid personality; inclined to be melancholy--sweet."

"Good student; neat papers; reticent but capable."

"Diligent worker; dominant characteristic is diligence."

Junior Year

"Very willing to do her part in class; quiet, attentive, and considerate; always willing to conform to suggestions; dominant characteristic is sweet and pleasant disposition. naturalness, cheerfulness."

"Dependable, avoids conspicuous behavior; cheerfulness and self-controlled in spite of trying situations; good worker in group; original in method of attacking problems; good leader; work always on time; reliability, cheerfulness, and industry."

"Has a great deal of determination to improve; work in complete and on time."

Senior Year

"Does things by herself; works hard; always presents a good appearance; decidedly above average in general citizenship."

"Has never failed to keep her word; will do anything she can to help; has originality and imagination and uses them; has all work in on time always; works hard and isn't afraid of difficult tasks; very thorough towards others; understands 'courtesy'; seems very much interested in the welfare of the school; dominant characteristics are: unselfishness, interesting personality; capability; industry; has often sacrificed her personal pleasure for the good of her paper-responsibility."

"Can be relied to do what she sets out to do; clean, considerate; courteous, reliable."

CASE STUDY #2 (summarized)

HOMOSEXUALITY

Mary entered high school in September 1928, age fourteen years, one month. Her intelligence, reading ability and general health were normal. She graduated from a one-room school, the only member of her class. She was abnormally shy during her first year in high school and made few friends. She went about the school, quiet and refined, scarcely noticed. An accidental loss of an unmarked letter in her third year, revealed to the adviser a far too passionate attachment to another girl, and a keen critical self-analysis. Comparison of hand writing with themes on file identified the writer. Mary never knew what led to the initial overtures of friendship by the adviser. She was placed where her natural gift for expression found free outlet. Masculine contacts were encouraged and the gradual separation of the two girls ensued. Mary's fourth year was entirely successful from the viewpoint of normal behavior adjustment.

CASE STUDY # 7

SUMMARY OF FOUR YEARS' RATINGS

	Freshman			Sophomore			Junior			Senior		
	+	✓	-	+	✓	-	+	✓	-	+	✓	-
Reliability		3	3		5			2	3	2	3	
Self-Control		3	2		6			1	3		5	
Cooperation	1	3	2		5		1	2	2		2	
Initiative		3	2	1	4	1	1	1	4	4	1	
Promptness		5	1		6	1		1	4		5	
Industry		4	2		4	2	1		4	2	3	
Health Habits		4	2	1	3			3	1	1	4	
Neatness		6			6		1	5		1	4	
Courtesy		5			2			5			5	
Sportsmanship		2	3	1	1			3		1	4	
Civic Responsibility		4			2			4		1	4	
General Citizenship		4			2			3		1	4	
Character Quotient	75			93			69			127		

TEACHER'S COMMENTS

Freshman Year

"Self-pity; imaginative; lacks stability; gossipy; inclined to avoid the point; assertive; impresses me as self-pity; improving greatly in cooperation."

"Works and plays well; needs her initiative directed in objective activities; gives up; easily, thus not reliable; conscious effort being made to appear as the good sport; is a leader or figure-head although is not an organizer of ideas or plans; is 'wishy-washy' or changes morals with the group she is with."

"Copies in examinations; students tire of her company soon; work comes in late; malicious gossip; desire for attention."

"Lacks habit of concentration; depends on others; careless preparation; completes tasks, not requiring study."

"Likes to 'show-off' at times; notebook work very untidy; rather selfish."

Sophomore Year

"Good leadership; accepts decisions without comment; efficient and dependable; energetic."

"Too self-conscious; improving on use of time; at the cross-roads of inferiority and superiority complex."

"Dominant characteristic is effort."

"Gets out of recitation on excuses of colds, etc; seems to have fainting spells."

"Gets out of recitation--is improving however; dominant characteristic is sociability."

"Does not hand in work on time."

Junior Year

"Quibbles, lazy; gives up easily; lacks stick-to-it-iveness; starts and ends work late; misapplies time; clothed in an atmosphere of false self-estimation."

"Fails to work out plans and ideas for herself; can't be depended upon for work; doesn't know how to work in sincere concentrated manner; dominant characteristics are: seeming nervousness and self-consciousness; scattered efforts."

"Undesirable behavior especially when excited; has worked willingly to insure successful group activities; worked systematically with group in planning girls' Jinx; irregular health habits; unfair criticism to girls unable to play an interclass game; dominant characteristic is enthusiasm."

"Does not fulfill engagements."

"Does not work willingly; needs urging; does little work; inclined to fool away time."

Senior Year

"Excellent cooperation; very good initiative; works hard; superior in sportsmanship; will be a very fine citizen."

"Enthusiastic, works hard; cooperative; has a fine attitude."

"Sees things finished; dependable in industry."

"Daily habits good; tidy; very decided interest in the welfare of the other girls."

"Can be depended on in details; shows exceptional ability to go ahead with work."

CASE STUDY # 7
SEXUAL PRECOCITY

I Statistical Information:

Helen entered high school in September 1928, at the age of fourteen years, five months.

I. Q. = 99 Otis General Intelligence Test, Form A
I. Q. = 110 Otis General Intelligence Test, Form B
Score 23 Inglis Vocabulary Test (class median 35;
percentile rank 15)
T Score 40 Thorndike McCall Reading Test, Form 1.
R. Q. = 70

II Family Background:

Both parents are American of German ancestry. Father is a vineyardist with large acreage and interests in the fruit business. Mother works as bookkeeper for fruit company. Both parents are industrious, sober, and well-respected. Mother has been a reliable church worker but father tends to go to sleep in church. There are three girls in the family, of whom Helen is the eldest. Her sisters are three and six years younger, respectively. The parents are out of touch with these children, coming in contact only with surface phases of their lives. Discipline has been largely left to the mother as the father is too busy with the outside work. No domestic trouble apparent and children seem to adjust themselves to each other with toleration if not much evident affection.

III Home Environment:

The home is located about five miles from the school and is fairly new and very comfortable. There are about nine rooms, hardwood floors, large porches, etc. The furnishings are new and in good taste. There is no evidence of books and but few magazines. There are no close neighbors, but a family of six cousins live a quarter of mile away and these furnish the chief companionship of the girls.

The economic condition of the family seems somewhat better than the average in the district. The girls all work industriously both in the home and in the field. They prune vines, make boxes, pack grapes, drive trucks, and Helen has even driven the tractor. They cook, clean, sew, wash, iron, mow the lawn and assist in an efficient manner in the routine of the home. The money they earn in this way is theirs to invest or spend, and all three have modest bank accounts.

Recreational life centers around card parties, dancing, camping trips, and movies. The family has several lodge affiliations, and are active in community life. They have much help in the vineyard but none in the home. There are a number of Japanese working in the place but the attitude of the family is one of extreme prejudice and intolerance.

IV Personal History (summarized):

Helen entered high school with a record as a problem child. Her scholastic achievement was low and her cooperation and self-control lower. Undoubtedly industrious, vivacious, and full of initiative, her interest was in other fields than books. She early displayed a precocious interest in the opposite sex and was involved in several such affairs. No information was given by mother until four years after Helen had learned from schoolmates the facts of life. She began menstruation at twelve with no preparation. She was early recognized as a habitual liar, and malicious gossip. Because of her charges, it was necessary to keep a teacher on the bus going to and from school. She is known to have been partially responsible for spreading stories of perversion against a teacher.

Helen was active in sports and class projects but lacked ability, and interest in activities requiring concentrated mental effort. Her habit of lying, constantly kept her in difficulty and made her somewhat less popular than her several fine qualities would have merited. Her interest in the opposite sex continued and her home was the center of many social gatherings for the young classmates.

In the middle of her sophomore year she began keeping company with a young boy, an orphan working for his

board on one of the ranches about fifteen miles on the other side of the school. In September of her junior year, she circulated the rumor among the girls that she was pregnant. This was a spite retaliation of a quarrel with her boy friend. Adviser conference verified the fact that the possibility was more than likely. After several conferences with the young couple the parents were notified and an immediate medical examination was made. No such condition existed; examination revealed no physical basis for her extreme interest in sex. Parents reacted sanely and every effort was made to educate Helen and to redirect her interests into constructive channels. After a year of almost hourly supervision, direction, and guidance by both parents and adviser with very little permanent improvement in behavior patterns, a conference was held. It was decided that it was useless to attempt to train Helen for teaching (her former ambition) and that marriage offered her the greatest outlet. The young couple were married, took up their residence with her people, where he helped with the ranch work and she went back to school.

Helen finished her high school with excellent standing in scholarship and citizenship. Nervous symptoms (nail biting) disappeared, poise developed, self-control in speech and temper were manifested; the whole character seems modified and toned. Her average during her first

three years was D; during her senior year it was B. Her time outside her school work was completely taken up in preparation for her future domestic life, quilting, hemming tea towels, and embroidering. Occasional outbursts of temper against any rumor or scandal monger are the only evidence of the flighty, passionate, jealous nature of the girl. This year the couple have purchased a small place and are in the throes of happiness over their first home. Helen definitely wants a family and will no doubt devote herself to its welfare.

V General Observations:

Helen's problems in behavior arose from (1) lack of wise early home guidance in sex education (2) too early maturing of the sex glands (3) too late maturing of moral judgment and self-control (4) too little supervision of recreation during adolescent period, (5) lack of confidence between parents and children.

The guidance included personal consultation and sympathetic discussion of her problems, a sane program of sex education, stimulation of other interests and instincts, and directed activities tending to arouse pride in accomplishment.

CASE STUDY # 8

SUMMARY OF FOUR YEARS' RATINGS

	Freshman			Sophomore			Junior			Senior		
	+	✓	-	+	✓	-	+	✓	-	+	✓	-
Reliability		6		1	3		2	1	1	2	5	
Self-Control		5		2	3		1	2		1	3	1
Cooperation		4	1		3	3	2	1		2	4	
Initiative	1	5		1	3		2	1		3	4	
Promptness		6			5			2	1		6	1
Industry	1	4	1		5		1	1			6	1
Health Habits	1	5		3	1	1	1	2		1	5	
Neatness		6		1	3		1	2		1	6	
Courtesy		4		2	2		2	1		1	6	
Sportsmanship		5			2	1	2	1		2	4	
Civic Responsibility	1	3			4		2	1		2	4	
General Citizenship		3			4		2	1		2	4	
Character Quotient	103			116			147			120		

TEACHER'S COMMENTS

Freshman Year

"Domineering; fairness; honesty; amiable and capable; industrious."

"Always plays the game optimistically; exceptional in health; selfish in desires."

"Fairness and honesty are the dominant characteristics."

"Talks in study; effort not up to ability; dependable; dominant characteristic is constant worker."

Sophomore Year

"Dominant characteristic is robust health."

"Never ill; enjoys good reading; dominant characteristic is lack of enjoyment for her work." (English teacher.)

"Inclined to show slight temper, but tries hard to control; desires own preferences but does not force them; domineering in initiative; never complains but shows feeling at losses; efficient in all activities."

"Travels about too much and talks in study; not considerate of others when having a cold; uses spare time unprofitably; realizes the good in the subject she is taking; dominant characteristic is straight forwardness."

Junior Year

"Biased."

"Has fine control under trying circumstances; interested in making group activity a success; good leadership qualities; works hard; splendid loser as well as winner; takes bulk of responsibility willingly; dominant characteristics are determination and ambition."

"Late in work and tests; neat in appearance; always courteous; worthy citizen; dominant characteristics are personality and leadership."

"Can be depended upon to tell truth; willing to do her share of the work; tackles problems with vigor; a good loser; a fine citizen, willing, cooperative and independent."

Senior Year

"A straight-shooter; nervous, tense, slightly emotional; needs to relax, shows ability and leadership; always willing to stand for right and superior in play; places school interest above group interest; a fine capable girl; good sportsmanship."

"Tardy often when there is no good reason; inclined to be a little 'bossy', interested in matters affecting group; is a very good leader."

CASESTUDY # 8 (summarized)

FRICTION IN HOME

Marie; (age fourteen years; I. Q. 113) is the oldest of three children, and the only girl. Parents are Irish-American. Mother is of Catholic faith; the father has no religious affiliation. Marie lives with her people on a small farm. The father is a bookkeeper and works steadily; the mother assists on the farm, packs fruit, etc.

Here is an example of a girl who attained high levels in all fields and then deteriorated rapidly because of friction in the home. The inciting causes of the trouble was an alleged instance of infidelity of the husband. The wife has told the story a number of times to everyone in and out of the district. She is held to be psychopathic by many people in the community. She permits neither the children nor her husband to forget that theirs is a "ruined home" and herself a "betrayed woman." She dramatizes the situation and forces the children to witness the most degrading scenes of recrimination and marital conflict. Marie has become a nervous, fidgety individual and her control rapidly has lessened.

Consultations with Marie were aimed to build up

individual values. She complained of feeling at a loss; stated that her life held no bonds of security and trust. She was bitter over the home situation and suffered a loss of ambition. A directed reading course in psychology altered her views and gave her a sympathetic understanding of her parents' problem. Marie has assumed direction of some phases of the household. She walks out if a quarrel starts, and with no audience it proves to be little fun.

Unfortunately, Marie is under the influence of her mother with her malignant tongue far too much of the time. Her progress has shown little advancement lately and unless she is able to break away from the unfavorable home surroundings little may be expected. She realizes her problem but present economic trends are not favorable for her declaration of independence.

CASE STUDY #11
SUMMARY OF FOUR YEARS' RATINGS

	Freshman			Sophomore			Junior			Senior		
	+	✓	-	+	✓	-	+	✓	-	+	✓	-
Reliability		2	2	1	5		1	3	1		2	2
Self-Control		4			6			4			3	2
Cooperation	1	1	2	3	3		3	2		2	3	
Initiative	1	3	2	1	5			3	1	1	2	2
Promptness		1	4	1	5			4	1		3	2
Industry		1	5	2	4			2	3		3	2
Health Habits		2			6			4			5	
Neatness	1	2	2	1	5			5			5	
Courtesy	1	1			6		4	1		2	3	
Sportsmanship		1	2	2	4			4			5	
Civic Responsibility	1	1		3	3			4			5	
General Citizenship	1	1		3	3			4			5	
Character Quotient	120			51			103			93		

TEACHER'S COMMENTS

Freshman Year

"Tempermental; self-consciousness; anxious to assume responsibility; amiable; steady; capable."

"Gives up easily."

"Anxious to cooperate; feels responsibility to a duty; assumes and offers responsibility; self-conscious."

"Very willing to cooperate; has splendid ideas; seeks work; assumes leadership; dominant character is civic personality."

"Gives up honor points unfairly won; dominant characteristic is eagerness to please and to play fair."

"Happy attitude; likes responsibility."

Sophomore Year

"Willing to do work for group; tries hard to do things he is unable to do."

"Could do much better in effort; does not keep appointments; dominant characteristics are: over self-confident; assumes an obligation and then does not put himself into it. Expects the other fellow to remember for him."

"Contributes nothing to group; does not try; work comes in late; skin needs attention; wastes time; gave his chair to a lady; complains, crabs, knocks other fellows; dominant characteristics are: emotionally unstable, lacks confidence but desires to find self-expression."

"Deceitful, tricky; willing but weak in effort; forgets; methodical; expects favors; lacks guidance; not trustworthy."

"Falsifies when it is to his own advantage; can take charge of a group; lazy; procrastinates."

Junior Year

"Effort to please; courteous always."

"Willing to help; lacks aggressiveness; especially polite; has ideas of what to do but personality doesn't appeal to the rest of boys."

"Helpful with suggestions; always courteous; appreciative, thoughtful of others; has a pretty good opinion of himself but not too much so."

"Avoids class work; late with work; avoids work; always courteous; dominant characteristic is enthusiasm about art."

Senior Year

"Gets peeved easily; needs better diet; he has been spoiled but he may overcome his sensitiveness."

"Will do all possible to help; willing but must be told; great tendency to overself importance."

"Does a little apple polishing now and then; a little 'fresh' if given the chance."

"Extremely shy which he covers up by bragging and over statement; needs group activities; work not in on time; needs to settle down to serious work; lets day dreaming substitute itself for actual achievement; polite and courteous."

"Often tries to get out of class work for art and other outside activities. Gives them as excuses for not having work done; very friendly."

CASE STUDY # 11 (Summarized)

EMOTIONAL INSTABILITY--CHRONIC LIAR

Larry came as a transfer from another school a few weeks after the opening of his freshman year. He was normal in intelligence and average in achievement. His troubles were immediate. He was boastful, egotistical, claiming to have been yell-leader in the large school from which he transferred. When given an opportunity to lead yells for class he broke down utterly. His contacts were broken with group right at the start. His mother and father were divorced, she claiming that he had tried to poison her. The mother worked in a store in Sacramento. There was one other child in the family, a boy five years younger than Larry. A severe case of acne made Larry more sensitive than usual while his brother had a complexion like a girl. People made comparisons audibly in the presence of the two brothers which aggravated resentment against the younger boy.

Larry did create a favorable impression with a teacher of an imaginative, emotional type and worked under the inspiration. The following year after her resignation, he was lost. He substituted day dreaming for reality and made little or no effort to adjust himself to the group. On his failure in one section in English he was transferred to an opportunity group where,

under instruction of an understanding teacher, he was able to pass. His tendency to exaggerate, falsify and relate fanciful tales appeared. He was unable to be natural with his group. He was given opportunity to work in art where the distinction he won gave him much confidence. In his senior year he worked part time to aid the family budget. Larry was given much personal aid in attempting to educate him to face reality. Definite progress was made but he was still in need of guidance when he graduated.

CASE STUDY # 12

SUMMARY OF FOUR YEARS' RATINGS

	Freshman			Sophomore			Junior			Senior		
	+	✓	-	+	✓	-	+	✓	-	+	✓	-
Reliability		5		2	3		3	1		2	3	
Self-Control		4	1	1	5		1	2	2	1	3	2
Cooperation	2	3		4	2		3	2		1	3	2
Initiative		4		2	4		2	1	1	2	3	1
Promptness		2	2		6			2	3		5	1
Industry	1	2	1	1	2	3	2	4		2	3	1
Health Habits		3			3			5			6	
Neatness		2	2	2	3	1		4	1	2	4	
Courtesy		4			5		1	3	1	2	3	1
Sportsmanship		3		2	3		1	3	1		6	
Civic Responsibility	2	2		2	4		3	1	1	2	3	
General Citizenship	2	2		2	4		3	1	1	2	3	
Character Quotient	96			115			124			132		

TEACHER'S COMMENTS

Freshman Year

"Dominant characteristics are initiative and effort."

"Not interested in play."

"Talks often not wisely; a good worker; assignments often late; work untidy; wastes material; high in effort for school betterment; dominant characteristics are persistence and loyalty."

"Will readily do if directed; assignments late-- usually because of shame at inability to do them; due to mental stuttering crosses out a great deal; leader in doing for the school; inferiority due to constant urging 'to do better'. Suggest he be let alone. Grades should be in consideration that he will improve somewhat under proper treatment."

"Speaks out of turn, is not careful of others feelings; will do things and complete successfully; will take excellent charge of things; untidy in work; wastes paper and material; is a mixture of many characters and must be handled with kindness and firmness and led to develop a proper attitude towards others."

Sophomore Year

"Scorns to take credit not due him; keeps his temper and tongue under control in very trying conditions; very willing; a strong leader of group opinion; does not try at things he does not like; neat personally and in mechanical work (not in papers); wasteful; assumes responsibility and may be depended upon; dominant characteristic is cooperation."

"Very dependable; does not exert much effort in studies; slow; considerate of others."

"Easily discouraged; dominant characteristic is poor student."

"Evaluates nothing; dominant characteristics are: pompous display of ego and wholesome unconsciousness of any possible shortcoming. "(This teacher marked "Biased" the next year.)

"Willing to help; takes lead in constructive work."

Junior Year

"Keeps word and obligations; will work individually but not with group; will take lead in individual affairs; hard worker if interested; can be depended upon to do his part in programs; very individualistic, needs more social understanding."

"Thoroughly dependable; sincere, truthful even if it hurts; tireless in effort; a political boss; has the

record for tardiness; unlimited effort if interested; often abrupt; gives opponents and enemies just consideration; never crabs; a fine citizen standing for the welfare of the school community; capable leadership; cheerful personality."

"Thoroughly dependable; sincere; truthful even if it hurts; papers habitually late, often tardy; has a pleasing personality in spite of many minus marks; inattentive; papers untidy."

"Very dependable; works for group good; lacks systematic habits of study; very courteous; does a great amount of good in civic responsibility."

Senior Year

"Too noisy and talkative; makes recitations difficult because of talking; work always late; lazy; wastes a great deal of time in class; sets a bad example for younger students by his actions in class; stubbornness; laziness; lack of self-control; likeable nature in spite of attitude in class." (Rating withdrawn by teacher because of personal bias.)

"Always gets things done, but as easily as he can."

"Most dependable to keep obligations; well mannered; good worker when interested; generally does right by group; careful of dress and appearance."

"Dependable, when he says he will, skies may fall but he will; cannot be ruffled; a mature person in judgment and responsibility; a hard worker at anything in which he sees value; neat in personal appearance; sometimes abrupt in manner but never intentionally so; sometimes lets personal bias influence judgment; an individualistic personality but stands for good citizenship."

"Does not talk too much, but at the wrong times."

CASE STUDY # 12 (Summarized)
RECONDITIONING SCHOOL ANTAGONISM

Ben was fifteen years and eight months old when he entered high school. No reliable guidance data was ever secured on him as, after the first test, he refused to cooperate and simply played around with the other tests. His parents were American, both coming from fine pioneer families. His grandfather had the first title ever taken on the land and Ben had about five hundred acres in his own name. His father owned vineyards, fruit orchard, grain land, a dairy, and was president of an investment company. His mother was well-educated, capable and refined. The boy was the oldest child, with two sisters, one sixteen months younger than he, and a year ahead of him in school, the other about eight years younger. Both girls were excellent in school work and tested superior mentally.

Ben was apparently normal until he entered grammar school when he received such a fright by a primary teacher that it necessitated his removal. Details are rather vague but the family credit his aversion and belligerent attitude toward school to this early conditioning. His grammar school life was unhappy, he was maladjusted and resentful, inclined to be domineering, and exceedingly antagonistic.

He entered high school in much the same spirit. However, a pre-school conference with his parents had acquainted the principal with the problem and Ben was given immediate responsibilities within his range of ability. Within a week the adviser was acquainted with the problem and won the boys loyalty and cooperation. By careful selection of subjects Ben was guided through a successful high school career. He was found to be skillful with tools and excellent worker. He was appointed stage manager for two years and carried the work with real credit to himself. His knowledge of business practise was phenominal and he was able to take charge of his father's place in his absence for weeks at a time. He never exerted himself in pursuit of book knowledge, but was diligent in manual and practical projects. He was honest and reliable in his dealings and despised trickery and fraud. He discovered in his freshman year that a teacher had lied to him about knowledge of whereabouts of his tennis racket. He never forgave her and refused to have any further dealings with her. In the four years of high school life he learned to control his thoughtless speech, accept another person's views without attempting to dominate, and to cooperate happily in group life.

Ben will undoubtedly be a political influence in the

district within a few years. He is engaged in helping to manage the farm and seems a self-reliant, well integrated personality. His parents credit Ben's improvement in attitudes and behavior patterns to the program of personal development in the high school.

CASE STUDY # 20

SUMMARY OF FOUR YEARS' RATINGS

	Freshman			Sophomore			Junior			Senior		
	+	✓	-	+	✓	-	+	✓	-	+	✓	-
Reliability		5			6		2	2		1	4	
Self-Control		4			6		1	3		1	3	
Cooperation	1	3		3	2	1	3	1		2	2	
Initiative	2	3		3	4		2	2		2	3	
Promptness	1	4		3	2			4		1	4	
Industry	2	3		3	4		4			3	2	
Health Habits		5			4			4			4	
Neatness		5			5			4		2	3	
Courtesy		4		1	3		4			4	1	
Sportsmanship		4			4		2	2		1	3	
Civic Responsibility	1	3		1	4		2	2		1	3	
General Citizenship	1	3		1	4		2	2		2	2	
Character Quotient	125			135			145			135		

TEACHER'S COMMENTS

Freshman Year

"An all around good citizen, diligent worker."

"Can keep word; will work with group; hard worker; well mannered; interested in group affairs; has sane ideas on problems."

"Enthusiastic; works hard; always courteous; dominant characteristics are industry and reliability."

"Biased."

"Very fine initiative; excellent results; very efficient and systematic in school work."

Sophomore Year

"Reliable and industrious."

"A fine example of outstanding citizenship, leadership, diligence and good sportsmanship."

"Cooperation in class; neat appearance, very friendly; good citizenship."

"Good worker; always cheerful; fine student."

"Nothing outstanding, keeps out of trouble."

Junior Year

"Undertakes extra work, assumes leadership; ability to be logical is the dominant characteristic."

"Eager to assist; energetic; responsible; conscientious; eager to please."

"A good worker."

Senior Year

"Willing to do extra work."

"Helps maintain property; willing; hard worker; eager to help; dominant characteristic is responsibility."

"Volunteers in class recitations; thinks out his own ideas; studies very hard; always ready for work; unusually respected attitude; sincere effort to please is the dominant characteristic."

"Thinks and acts for himself; diligent worker; always prepared; dependable."

"A little head strong; is a good leader; works hard; dominant characteristic is keen mentally; always prepared."

"Dominant characteristic is ambition."

CASE STUDY # 20 (Summarized)

RACIAL ADJUSTMENT

Jim was fifteen years and five months old on his entrance to high school. He and his brother entered together and were the two eldest in a family of eleven children. Their father spoke little English, their mother almost none. They were the only Japanese family in that particular district and so were more Americanized than those in the other sections. The father was anxious his children should have every American advantage and supported all school activities enthusiastically. Jim was loyal, capable, studious and ambitious. In spite of frequent racial discrimination he never failed to cooperate with his group. His sane attitude was responsible for keeping racial antagonism quiet. Jim participated in sports but his primary objective was his lessons. He is an example of the fine type of Japanese student who receives so little credit yet carries on. His problem was the one of racial adjustment. He felt himself an American but the white group refused to accept him. Consultation and discussion of analogous situations in history gave him new viewpoints and filled him with a desire to lead in the field of proper interpretation of the Orient to America.

CASE STUDY # 25

SUMMARY OF FOUR YEARS' RATINGS

	Freshman			Sophomore			Junior			Senior		
	+	✓	-	+	✓	-	+	✓	-	+	✓	-
Reliability		6			5			5			6	
Self-Control		5	1		4	1		5	1		5	1
Cooperation	1	5	1		2	1	1	5	1		3	3
Initiative		6		3	1			6			5	1
Promptness		5			4	1		6			2	4
Industry		6		1	2	2		6			2	4
Health Habits		3	2		4			4	1		5	
Neatness		5		1	4	1	1	3	3		4	1
Courtesy		6			2		2	3	1		2	4
Sportsmanship		4	1		1	2		5			5	1
Civic Responsibility		5	1		3			5			6	
General Citizenship		5	1		3			5			6	
Character Quotient	107			85			95			81		

TEACHER'S COMMENTS

Freshman Year

"Very nervous; likes to help; inclined to follow; not very strong, needs strengthening exercise; immature responsibility; T. B. in family and am afraid Henry will never be strong; needs fresh air and proper exercise."

"Good initiative."

"Criticises group or leaders; looks anemic; fault finding; hypercritical of others due probably to emotional trouble; belligerent attitude."

Sophomore Year

"Talks too fully; Bolshevik in disposition and personality, but improved over last year; neat personally; crabs too much."

"Not very ambitious; sloppy in his work; negligent of his duties."

"Exerts real effort; tenderhearted; sensitive."

"Late to line; tendency to weaken in games."

Junior Year

"Cooperation with group; always polite."

"Works for group; careless about uniform."

"Happy go lucky, but works when he has to; seems to enjoy art class; a little noisy; cooperates."

"Likes to be conspicuous; talks too much; objects to work; poor sitting posture; papers untidy; personal appearance tidy; not working to his capacity."

"Work not neatly done; considers other people."

Senior Year

"Does not work with group; often late; careless about dress."

"Rather lazy; polite."

"Often does not finish what he starts; late work; wastes time; always courteous; works if interested; erratic; not dependable; goodhearted."

"Too much trouble to do good work; very little sportsmanship shown in class; a shallow mentality; very little self-control."

"Does not want to contribute his share to class room procedure; seldom gets work in on time; wants to do just as little work as he can get by on; indifference; laziness; has an agreeable, easy-gaining disposition which makes him easy to work with despite his weaknesses."

"Trifle noisy."

CASE STUDY # 25 (Summarized)

SOCIAL MALADJUSTMENT

Henry entered school, below par physically and emotionally. He was anaemic, underweight and small for his age. There was tuberculosis in the family and he had undergone an operation on the glands in his neck. His father was dead and his mother had married again. Henry was the middle brother of the first family and there was a small half sister. His mother died during vacation preceding his junior year, leaving him in care of his stepfather and grandmother.

Henry was belligerent and antagonistic. He was against everything. He had a sensitive nature in a hard shell of antagonism. He was difficult to approach because he suspected everyone of ulterior motives. Consultations were at first monologues, tirading against the world in general. He was lazy and careless about his work, just "getting by." He was indifferent to his own progress and resentful of both criticism and praise. A program designed to build up his daily resistance improved his disposition at the same time. Participation in athletics and dramatics gave back to him self-confidence and assurance. He had a set back in his senior year in a severe disappointment with his first girl friend but he reacted in a normal manner indicating

none of the symptoms of morbid antagonism. Henry responded easily to suggestion by the adviser and gave evidence of sincere appreciation of her efforts in his behalf. His citizenship quotient gives little indication of the remarkable change in Henry's personality.

CASE STUDY # 26

SUMMARY OF FOUR YEARS' RATINGS

	Freshman			Sophomore			Junior			Senior		
	+	✓	-	+	✓	-	+	✓	-	+	✓	-
Reliability		5			5		3	2		3	2	
Self-Control		4			4			6		3	2	
Cooperation		5		2	2		3	3		1	4	
Initiative		4	1		4		1	4		2	3	
Promptness		3	1	1	4		1	5			5	
Industry	1	4		1	3		1	5		3	2	
Health Habits		4			3			5			5	
Neatness		4	1		4			6			5	
Courtesy	1	4			4		1	5		3	2	
Sportsmanship		3			3			5		2	3	
Civic Responsibility		5			4			5		2	3	
General Citizenship		5			4		1	4		2	3	
Character Quotient	97			105			116			139		

TEACHER'S COMMENTS

Freshman Year

"Lacks confidence; wants direction; needs to be pushed; good worker; easily discouraged; folks poor; father paralyzed."

"Good cooperation; good effort; dominant characteristics are cooperation and effort."

"Late assignments; dominant characteristic is willingness."

Sophomore Year

"Aid in work; dominant characteristic is reliability."

"Good effort."

"Anxious to please; cheerful cooperation."

"Dominant characteristic is dependable."

"Dominant characteristic is willing."

Junior Year

"Thoroughly reliable; very willing; gets along well with group; always a sweet smile and courteous; serious; willing; observed, a good citizen."

"Keeps word and obligations; works for group; nothing startling but a good substantial citizen."

"Cooperative in class work; starts and finishes work; overcomes difficulties; prompt in all class work; works systematically and gets results; happy; kind; cooperative."

"Meets his obligations."

Senior Year

"Dependable; minds his business; tries to please; gets along with others; a good worker; truly a gentleman; modest unassuming responsibility."

"Such as he are the salt of the earth, no leader, but a great follower."

"Very dependable; good worker for group; takes lead in constructive work; willing worker; very considerate of others; plays games; takes constructive interest in all that he does."

"Always dependable; good worker in class, study hall, and outside activities; willing helper and always polite; dependable; cooperative; industrious; courteous."

CASE STUDY # 26 (Summarized)

LACK OF SELF-CONFIDENCE

Fred's father who had been paralyzed for years, died early in Fred's high school career. Fred was the eldest of four children, aged fifteen, thirteen, eleven, and nine. They are all normal in intelligence, but suffer from some hereditary glandular disturbance which produced obesity. Fred carried a heavy load at home, milking cows and cultivating a small farm.

His problem was shyness and passive acceptance of whatever happened. He was adjusted to an socialized opportunity class where he learned to become acquainted. Project work in agriculture and shop stimulated his interest. He was placed as assistant on the stage work for two years, and became stage manager in his senior year.

Fullest type of cooperation existed between home and school and Fred developed into a splendid type of citizen.

CASE STUDY # 28

SUMMARY OF FOUR YEARS' RATINGS

	Freshman			Sophomore			Junior			Senior		
	+	✓	-	+	✓	-	+	✓	-	+	✓	-
Reliability		6			4	1	2	3		2	3	
Self-Control		5	1	2	4		1	5			5	
Cooperation	1	4	1	2	4		3	2		2	3	
Initiative		6	1	1	4		2	4		3	2	
Promptness		6	1	1	6		1	5		5	5	
Industry	2	4	1	2	5		1	5		3	2	
Health Habits		7				4		5			4	
Neatness		7		1	6			6		1	4	
Courtesy		5		1	3		3	3		1	4	
Sportsmanship		4	2	1	2		3	3			4	
Civic Responsibility	2	3	1	1	3		1	4		3	2	
General Citizenship	2	3	1	1	3		2	3		3	2	
Character Quotient	97			105			116			139		

TEACHER'S COMMENTS

Freshman Year

"Spoiled by parents; high school is giving her a wider and broader outlook."

"Has told me falsehoods; wants to lead and give commands; wants to do all in leadership; positiveness in a destructive way; resents all authority."

"Emotions often overrule judgment; does not apply self to hard tasks; lacks attitude; leader in class in responsibility."

"Willing to try; requires help to grasp; careful of school property; dependable."

"Late assignments; plays baby with mother; desire for attention."

Sophomore Year

"Willing where she is able; has good ideas and acts on them; erratic; knows values; sensitive temperament."

"Nervous, easily upset; tries hard; very willing; neat personality; nice manners; appreciates books; carries out responsibilities; nervous instability; effort."

"Paralytic--atrophied muscle of arm and leg; eagerness to participate in activities that she can in spite of affliction."

"Tries; always prepared."

"Alibis; argumentative but willing after authority is realized; assertive."

Junior Year

"Inclined to quibble, a bit too positive; too positive her way is right."

"Entirely dependable; volunteers in class, definitely contributed to discussions and worked out original plans and ideas; has daily preparation always ready; works sincerely and carefully; very glad to follow suggestions; dominant characteristics are: courage and perseverance in spite of great odds."

"Endeavors to do other things to make up for her handicap; particularly considerate of others; courteous; cheerful; ambitious."

"Dependable; overcomes difficulties and is cheerful no matter what the circumstances; a good worker; polite; does what is expected from group in spite of handicap."

Senior Year

"Very conscientious; tries to fulfill all requirements; good worker."

"Tends to explode; hard worker; tends to be self-centered; will make an excellent citizen in time, is too spoiled now but will lose that afterwhile."

"Very conscientious; tries to fulfill all requirements; good worker."

"Tries to do her part in all matters; a good worker; neat in dress, person and work; tries to make this school a good place in which to work; conscientious."

"Very accurate; always anxious for school; improved in the matter of seeing other side to things."

CASE STUDY # 28 (Summarized)

MALADJUSTMENT RESULTING FROM PHYSICAL HANDICAP

Catherine entered school in September 1928, normal in intelligence and reading ability but partially paralyzed and underdeveloped on her left side. Parents were both American and devoted to this girl, the only child. Eight years of persistent artificial stimulation and exercise of the crippled side had been rewarded with its partial recovery. A year in the Children's hospital with operations, and muscle transplanting had aided the condition. Catherine entered high school without the use of her left arm and with the left leg in a brace. She had had no normal social life nor opportunity for companionship. Her mother was an extremely conscientious, deeply religious woman who had worried herself into a state bordering on hysteria over Catherine's condition. She wept about her whenever her name was mentioned and nagged the child constantly.

Catherine's chief difficulty was inability to get along with her classmates and her habit of petty fault finding. She relentlessly followed the Mosaic law of "an eye for an eye." She was placed on committees where she had to learn to cooperate with others. Little progress was made at first as she merely antagonized other people. Because of her interest in literature, a

place was made for her in a little reading club where she learned to give and take. Her mother's attention was diverted by the birth of a second daughter during Catherine's sophomore year. Interest in the new baby whose care she shared, increased skill in physical responses after another series of operations, and the elation arising from successful participation in school helped her to overcome her personality handicaps. In her senior year she was elected chief merit recorder of the school and successfully fulfilled that difficult position.

CASE STUDY # 39

SUMMARY OF FOUR YEARS' RATINGS

	Freshman			Sophomore			Junior			Senior		
	+	✓	-	+	✓	-	+	✓	-	+	✓	-
Reliability		6			5		3	1		4	1	
Self-Control		5			5			5		2	2	
Cooperation	1	3	1	4			3	2		3	1	
Initiative	2	5		3	1		3	1		2	3	
Promptness		7		3	1			5		1	4	
Industry	2	5		2	2	1	3	2		3	2	
Health Habits		7			3			4			4	
Neatness		7			5			5		1	4	
Courtesy	1	4		1	3		1	3	1	2	3	
Sportsmanship		5		3			2	2		2	3	
Civic Responsibility	2	3		3			2	3		3	2	
General Citizenship	2	3		3			1	2		2	1	
Character Quotient	100			107			132			147		

TEACHER'S COMMENTS

Freshman Year

"Has kept word at personal sacrifice; volunteers help; works hard for group; dependable; does his part when asked; fast and good worker; leads in right direction; sometimes gives a smart reply but not with lack of respect; one of the best in citizenship."

"Interested and willing; starts discussion; needs direction to curb an tendency to impertinence due to lack of education previously."

"Dominant characteristic is ability to grasp ideas; handicapped by inattention."

"Sometimes noisy; works well; industrious; dependable monitor."

"Dominant characteristics are altruism; cheerful."

Sophomore Year

"An intelligent gentleman."

"Willing worker; leader in team and class; pride in class and school welfare; good strong personality."

"Helpful in classrooms; volunteers in recitation; not equal to ability; work not always prepared; excellent sense of humor; agreeable disposition."

"Considers the group; temperamental in effort and preparation of lessons; fairness; good natured; considerate of others."

"Argumentative to the point of impudence due probably to lack of proper guidance."

Junior Year

"Dependable; does his part when asked even if against personal desires; leads in right direction; a good, steady consistent worker; sometimes gives smart replies but not with lack of respect; one of the best citizens."

"Good in work; keeps obligations; works with and for group; takes lead in activities; hard worker; lacks proper regard for authority; very good in sportsmanship; very aggressive."

"Inability to start things but fine ability to carry them."

"Always willing."

Senior Year

"Openly stands for right; dependable; sometimes given

to quick remarks but never unkind; outstanding in effort to work with others; a leader and a good thinker; keeps up scholarship with an extra-curricular program; hair always combed, shirt clean; polite to everyone with no ulterior motive; never crabs; does his part well; the 'cream of the flock' in citizenship; dominant characteristics are: honesty; sincerity; good sportsmanship."

"Fulfills his obligations; assists when requested; seems to have a fine attitude in general citizenship; good in leadership; cooperative."

"Modesty and sincerity are the dominant characteristics."

"Very trustworthy; well controlled under fire; will work for group rather than self; takes lead; tends to be on time; very hard worker; considerate of others; outstanding in sportsmanship; one of few working for group good; dominant characteristics are: outstanding citizen; modest in success; often condemns self for group failure; over-considerate."

CASE STUDY # 39

CONFLICT OF HOME STANDARDS WITH SOCIAL IDEALS

Bob was noteworthy because he achieved so much with so little to start from. He was adopted by an elderly minister and his wife of the German Evangelical faith. His early schooling was in Lodi. On the death of his foster father, his foster mother moved to Los Angeles. As he approached adolescence he was sent to an older foster sister who lived on a small farm some twelve miles west of the school. The home was deeply religious, disapproving of dancing, theaters, jazz music, etc.

Bob had much home training in moral concepts; but not much in etiquette. He was eager to learn, capable, and trustworthy. He won the citizenship award in his senior year, was senior class president, and was selected as the graduation speaker on the basis of service and achievement. His citizenship record remained one of the highest in all four years of school. He was superior in mentality, and maintained a "B" average in scholarship.

Bob's difficulties were just beginning in his senior year. His mentality and reading gave him a grasp of world society as a whole. His horizon widened beyond his home environment. A remarkably sweet-toned voice opened opportunities for public appearance, while his

wholesome, sincere personality attracted a wealth of friends. He was denied many opportunities to participate in the high school activities which all the students shared. He was mature enough to recognize the narrowness of vision that forbade his attendance at a group function because "jazz music might be played". Yet his genuine loyalty and appreciation forbade him defying the wishes of his people. Consultation with the home helped little and Bob has been submerged again into the atmosphere of repression and prejudice. He still keeps in contact with his adviser and faculty.

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TABLE III

COMMON FAULTS OF CHILDREN GIVEN BY PARENTS

1. Argues	45. Inattentive
2. Automobile problem	46. Inconsiderate
3. Bad loser	47. Indifference to money
4. Bad table manners	48. Indifference to punishment.
5. Bad temper	49. Indifference to toys
6. Biting finger nails	50. Interest in bad food
7. Blaming others	51. Interrupts
8. Boasting	52. Interferes
9. Boisterious	53. Irresponsible
10. Bossy	54. Irritable
11. "Boy crazy"	55. Jealous
12. Bullying	56. Lack of concentration
13. Careless	57. Lack of consideration
14. Conceited	58. Lack of cooperation
15. Contradicts parents	59. Lack of foresight
16. Chewing gum in public	60. Lack of imagination
17. Cowardly	61. Lack of initiative
18. Cruelty	62. Lack of self-control
19. Dawdles over food	63. Lack of self-confidence
20. Demands attention	64. Lack of respect
21. Deceitful	65. Lack of "stick-to-it-ive-ness"
22. Dependent	66. Lack of will power
23. Destructive	67. Lazy
24. Discontented	68. Meddlesome
25. Dishonest	69. Misbehavior before company
26. Disregard for advice	70. Mischievous
27. Disobedient	71. Nervous
28. Disrespectful	72. Not cleanly
29. Dissatisfied	73. Not fair
30. Easily influenced	74. Not friendly
31. Egotistic	75. Not loyal
32. Envious	76. Not punctual
33. Excitable	77. Not thorough
34. Extravagant	78. Not truthful
35. Fault finding	79. Over-cautious
36. Fear of the dark	80. Over-confident
37. Forward	81. Overworked imagination
38. "Girl crazy"	82. Poor sport
39. Greedy	83. Pouts
40. Hates to go to bed	84. Procrastinates
41. Impatient	85. Peevish
42. Impudent	86. Quarrelsome
43. Impolite	
44. Impulsive	

- | | | | |
|------|-------------------------|------|-----------------------|
| 87. | Resentful to correction | 110. | Supersensitive |
| 88. | Refuses to take naps | 111. | Taking advantage |
| 89. | Restless | 112. | Talks too much |
| 90. | Rough | 113. | Tattling |
| 91. | Rude | 114. | Teases |
| 92. | Running away | 115. | Thoughtless of duties |
| 93. | Self-assertive | 116. | Thoughtless of others |
| 94. | Self-conscious | 117. | Thumb sucking |
| 95. | Self-centered | 118. | Timid |
| 96. | Selfish | 119. | Too much reading |
| 97. | Self-pitying | 120. | Unforgiving |
| 98. | Self-satisfied | 121. | Ungrateful |
| 99. | Showing off | 122. | Unkind |
| 100. | Slow in dressing | 123. | Use of slang |
| 101. | Slow to obey | 124. | Unsympathetic |
| 102. | Slow to act. | 125. | Untidy with books |
| 103. | Sly | 126. | Untidy with dress |
| 104. | "Smarty" | 127. | Untidy with room |
| 105. | Stays up late | 128. | Untidy at table |
| 106. | A "steady" | 129. | Untidy with toys |
| 107. | Stingy | 130. | Vain |
| 108. | Stubborn | 131. | Wastes time |
| 109. | Sullen | 132. | Whines |

TABLE IV

RANKING OF FIRST TWENTY-FIVE FAULTS IN
JUNIOR HIGH AND SENIOR HIGH SCHOOL GROUPS.

Rank	Junior High School	Senior High School
1.	Stubborn	Stubborn
2.	Argues	Argues
3.	Thoughtless about duties	Thoughtless about duties
4.	Slow in dressing	Teases
5.	Teases	Forgetful
6.	Careless	Slow in dressing
7.	Forgetful	Hates to go to bed
8.	Bad temper	Interrupts
9.	Impatient	Finds fault
10.	Hates to go to bed	Careless
11.	Nervous	Forgetful
12.	Slow to obey	Nervous
13.	Untidy in dress	Untidy in room
14.	Talks too much	Impatient
15.	Interrupts	Slow to obey
16.	Quarrelsome	Reads too much
17.	Untidy in room	Timid
18.	Excitable	Bossy
19.	Bossy	Self-conscious
20.	Finds fault	Contradicts
21.	Pouts	Easily influenced
22.	Restless	Quarrelsome
23.	Contradicts	Excitable
24.	Reads too much	Procrastinates
25.	Easily influenced	Lacks self-control

TABLE V

PROBLEMS OF ADOLESCENCE

A report obtained from over 700 mothers of junior and senior high school students, stating their chief problems:

1. How can I give my two adolescent children more freedom and yet exercise greater control?
2. How can I develop in my sixteen-year-old daughter an independence of community standards? For instance, her crowd smoke, pet, drink, and have all-night parties and unless she indulges she is regarded as "odd."
3. How can I develop in my boy a sense of responsibility?
4. How can I develop initiative, ambition, and idealism in my boy?
5. How can I get my children to practice their music?
6. How can I get home entertainments that will compete with those of the fraternities and sororities?
7. How can I get girls interested in physical education, outdoor activities and gymnasium? Their chief ambition is to go joy riding with their crowd after school.
8. Should parents withdraw from the child's entertainments after he is nine or ten?
9. Explain why no two children have the same environment.
10. How can I get my child to do distasteful duties such as to study, wash dishes, fire the furnace, etc?
11. How can I help my girl be less boy crazy?
12. How can I get my boys to remain in school? (They run off to the country, want to get a job, think education is not necessary.)
13. What vocational guidance books or instructions shall I give my boys?
14. How can I help my boy overcome his careless habits about his room and clothes?

15. What can I do with a boy who has a restless, pioneering spirit? (Wants to go to South America.)
16. How can I help my fifteen-year-old girl get over being selfish, forgetful, stubborn, nervous, and desirous of showing off in class? (She is failing in school)
17. How can I help a girl become interested in other subjects besides music?
18. How can I help my children make passing grades in school?
19. How can I discourage my son from choosing bad associates? He argues that it is a part of a liberal education to get worldly wise.
20. What educational or organized efforts can we parents make who oppose the laxity and all-night parties which are condoned and secretly sponsored by certain parents who call themselves modernists?
21. How can I help my child cease being so conscientious? (Copies whole page because of one error.)
22. How can I help my children be quick in dressing? It takes them so long that there is no time for breakfast.
23. How can I develop the fight and regular boy spirit in my son?
24. How can I help my child overcome daydreaming?
25. How can I help my children overcome physical and mental laziness?
26. How can I help my child become truthful?
27. How can I help my child drop her false standards? She says clothes, books, family, and display of wealth count more in high school and in life than anything else.
28. How can I help my daughter overcome her pessimistic outlook?
29. How can I help my child learn to conquer and be a quick thinker?
30. How can I interest my fourteen-year-old daughter in housework and give her the idea that she must do her small part in the family?
31. Can intelligence be increased by environment?

32. My child (thirteen years old) came home recently and said he liked a certain little girl. How should I answer when he asks, "Is that all right, mother?"
33. How can I help my daughter take pride in her home, in her appearance, her room, and herself, and take care of her personal belongings?
34. What book or course will help me understand my boy who is a decided introvert?
35. Is too much reading of fiction bad for a boy's mental development?
36. Should a boy who is not making good in college be taken out and sent to work? Are those children handicapped socially who work their way through school?
37. If a child is not making the highest grade, is it wise to explain that some minds are brighter than others?
38. What would you do for an introvert girl of eighteen who is young for her years but is in college?
39. What would you do for a girl of fifteen who hesitates to try any physical activity such as roller skating, or riding a bicycle? Her associates ridicule her for her lack of ability.
40. What would you do with a girl of eighteen, who in her senior year, suddenly falls in love and no longer takes an interest in her grades or old hobbies?
41. Should fraternities and sororities be permitted in high school? Since there is no legal means of questioning them, what can be done?
42. How much should high school girls be allowed to pay for their dresses? Would high school uniforms solve the problem for girls?
43. Where can I get facts or figures to prove to my high school son and daughter that high grades do count? They say only the grinds, the nuts, and oddities make good grades.
44. What literature can be secured, or how can we convince our daughter that this craze for a slim, slender, hipless figure is all wrong?

TABLE VI
 DESIRABLE QUALITIES OF CITIZENSHIP AS
 REPORTED BY HIGH SCHOOL STUDENTS

Seniors		Juniors	
1.	Honesty		Sportsmanship
2.	Good Sportsmanship		Ambition
3.	Loyalty		Initiative and Self-reliance
4.	Self-Control		Neatness
5.	Cooperation		Promptness
6.	Civic Responsibility		Civic Responsibility
7.	Initiative		Health Habits
8.	Industry		Industry
9.	Courtesy		Effort
10.	Health Habits		Effort and self-control

Sophomores		Freshmen	
1.	Honesty		Good Sportsmanship
2.	Self-Control		Honesty
3.	Good Sportsmanship		Cooperation
4.	Civic Responsibility		Courtesy
5.	Courtesy		Health Habits
6.	Cooperation		Industry
7.	Initiative		Promptness
8.	Industry		Effort
9.	Tolerance		Initiative
10.	Appreciation		Self-Control
	Thrift		Civic Responsibility
11.	Health Habits		

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