

A HANDBOOK IN CHARACTER EDUCATION
FOR GRADE SEVEN

By

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CHAPTER I

INTRODUCTION

"School is life, not only a preparation for living."¹

"In the heart of a seed, buried deep, so deep;

A dear little plant lays fast asleep."²

So there is today the budding flowers of youth; tomorrow--the full blown blossoms of manhood and womanhood. The public schools are the gardens in which the seeds of character are sown. How well the youthful plants are cultivated is reflected in gentlemen and gentlewomen. This cultivation of ideals must not be left to chance or accident. In the laboratory of elementary living the child should be moulded and fashioned. That the schools are realizing the importance of this is indicated by enriching the curriculum. Professor Betts writes: "It seems that a movement is organizing, if not already here, for a new emphasis on Character Education in the public schools."³

¹ John Dewey, Columbia University.

² Anonymous.

³ G. H. Betts, "Character Education as an Objective in the Public School," International Journal of Religious Education, 1928, p. 11.

The Character Education movement is receiving consideration in present day educational discussions and practices. The new philosophy of education, the activity, the project, and the socialized recitation methods, and the theory of the child-centered school are vitalizing the schools by emphasis on education for character. Thus, many progressive school systems are attempting to meet the problem of character development. Character is placed first among the educational aims by reliable educators as Dewey,⁴ Germane,⁵ and Charters.⁶

What is character? Troth says: "Character is the total summary of an individual and his environment."⁷ It is one's dreaming, doing, and being reflected in conduct. Character is, then, the administrative or executive part of the mind; deep and steadfast. An individual's cosmopolitan traits mixed and mingled in proportion produce

⁴ John Dewey, Moral Principles in Education (Boston: Houghton-Mifflin Company, 1909), pp. 3-4.

⁵ Charles E. Germane and Edith G. Germane, Character for Education (Chicago: Silver, Burdett and Company, 1929), pp. 5-6.

⁶ W. W. Charters, The Teaching of Ideals (Chicago: Macmillan Company, 1928), pp. 3-5.

⁷ Dennis C. Troth, Selected Readings in Character Education (Chicago: Macmillan Company, 1928), p. 16.

character. Consideration should be given to these traits in the early training of the child. Herein the broad ideals of life may be moulded; his objectives as an adult may be fashioned; and the possibility of his achievements may be formed. This wisdom of human experiences, socially, economically, and spiritually, are the activities by which one develops character. "Character is individuality; the sum of traits and habits that make up a person's mental and moral being."⁸

"Education is the process by which the individual comes into continually increasing possession of himself and his powers through continually increased participation in the race achievement."⁹ Since education is a drawing out process, then educating the character includes the development of ethical procedure. Constructive education is the road to character development for that knowledge is most worthwhile which is most closely related to the learner's life activities. Knowledge, however, does not necessarily guarantee character. You may know the Golden

⁸ The Winston Simplified Dictionary (Chicago: John C. Winston Company, 1936), p. 161.

⁹ W. H. Kilpatrick, An Orientation Course in Education (Chicago: Houghton-Mifflin Company, 1922), p. 239.

Rule but that does not guarantee that you practice it. By educationally knowing and by character doing these phases correlate into Character Education. Briggs says: "The first duty of the school is to teach pupils to do better the desirable activities that they will perform anyway; to reveal to them higher ideals, and to make them desired and to some extent possible."¹⁰

I. PURPOSE OF THIS STUDY

The purpose of this study was to present a pre-view of Character Education so that a workable Handbook in Character Education could be formulated for the Seventh Grade.

II. THE PROBLEM

The major problem of this study was to set forth the traits of character that should be included in a Character Education Program for Grade Seven.

The various questions which arose in the investigation of this major problem were:

1. Can Character Education be justified?

2. What are the objectives of a program in Character Education?

a. Economically. b. Socially. c. Ethically.

3. What factors are vital in a Character Education Program?

4. What devices may be used to promote it?

a. Directly. b. Indirectly.

5. What contributions are being made by other school systems?

6. Should the Indiana State Teachers College offer a method course in Character Education?

7. What traits are to be emphasized in the Seventh Grade?

8. How shall this program be presented?

III. MEANS OF SECURING INFORMATION

The questionnaire method seemed to be the most appropriate means of securing data. Therefore, a questionnaire was formulated and circulated during the Summer of 1938. Out of 245 questionnaires circulated 218 were returned. The information secured from these replies formed the basis of this study as to traits selected.

A brief questionnaire was sent to seven state education

departments concerning the status of Character Education in each state. Replies were received from five.

IV. LIMITATIONS OF THIS STUDY

The writer recognized the following limitations in this study:

1. Misunderstanding of how to mark questionnaires
2. Subjectivity of data
3. Nature of Character Education
4. Lack of clear-cut concepts in this field

V. DESCRIPTION OF DATA

The type and number of teachers cooperating in this study are given in Table I. Replies to the questionnaire, a sample of which is found in the Appendix, page 174, show type and number of teachers included in the selection of traits.

TABLE I
DESCRIPTION OF DATA

Type of Teacher	Number of Returns
Primary	55
Elementary	64
High School	53
Administrators	23
Students	23
Total	218

Table II shows the states that were represented in the returned questionnaires.

TABLE II
STATES REPRESENTED

Name of State	Number of Replies Returned
Florida	1
Illinois	197
Indiana	8
Iowa	1
Kentucky	7
Maryland	1
Massachusetts	1
Ohio	2
Total	218

Table III lists the traits which were selected from the returns on the questionnaire.

TABLE III
TRAITS

Traits
Honesty
Self Control
Cooperation
Responsibility
Ambition
Reverence
Courtesy
Thrift
Gratitude
Sportsmanship

CHAPTER II

CHARACTER EDUCATION JUSTIFIED

"Men succeed less by their talents than by their character."¹

I. A NECESSARY UNIT

Character Education is an essential part of an efficient school program.

If students are to become worthy citizens in a democratic land, they must have developed within themselves the power of self-reflection, self-direction, and initiative. Such development must come through training in the early years when attitudes and ideals are in the forming.²

If pupils are to live in a democracy, they should be trained to function in a democratic form of life that will fit them for democratic participation. Many students recognize education for what it is believed it should be: "a joint adventure and a joint quest."³ Really, democracy is more of a reality today in the matter of educational

¹ Voltaire.

² Joseph Roemer and Charles F. Allen, Extra-Curricular Activities (Boston: D. C. Heath and Company, 1926), p. 4.

³ Hamilton Holt, An Orientation Course in Education (Chicago: Houghton-Mifflin Company, 1933), p. 25.

opportunity than heretofore. The child must be taught for life and not just for the school. More and more, the power of these attitudes to effect one's emotional experiences is realized. In the future the school is bound to give more attention to the building of attitudes than it has in the past. The schools should provide facilities which will enable pupils to adjust themselves normally and naturally and to learn by means of that adjustment. Character Education is vitally concerned with all these phases of life, political, religious, social, educational, and vocational, as an integral part of education. Educators must make a place for it in the enriched school curriculum.

II. AS TO STATE CONSTITUTION

Character Education is justified by the state constitution:

The Ordinance of 1787, in granting land for public schools, stated that, Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and means of education shall forever be encouraged in the states to be carved for this Territory.⁴

4

"State Legislation for Character Education," School and Society, Vol. 33, February 28, 1931, p. 306.

Every state has legal provisions requiring the teaching of what is called Character Education in its schools. The cardinal principles of education are inter-related to education for character.

III. DEVELOPS INTEGRATED ALL-ROUNDNESS

Education is more than the acquisition of skills and knowledge, although love of knowledge and its use characterize the educated man. Each child develops his own knowledge and emotions and builds his own world through his own activities. His content of mind, points of view, interests, character traits, and the like are the results of experience. Personality and personal appearance adjustments are developed in response to a social environment. High standards of work, desirable goals for personal relationships, and accurate information are to be acquired because they put the individual in touch with life and make him a better member of the social group. This type of education enables the pupil to prepare himself for wholesome living and worthwhile service. This trend toward the development of a better civilization is reflected in character and personality. The training of the teacher should be planned to include educative materials of an exploratory and laboratory nature which

will produce a great culture, a better life, and a developing civilization.

Modern education is concerned with the development of all-roundness and this is the outcome of an individual's life and experiences. There is an increased respect for personality. It is essential, for with the broadening of social, economic, political, and religious activities a fuller personality is needed in order "to live life to its fullest." So it becomes the duty of the schools to prepare pupils to participate in business, professional, civic, and moral life or whatever ethical procedure arises. The school with its personnel, materials, supplies, leadership, and strategic position is a vital factor in the development of these profitable experiences of life.

IV. IT MAY BE CORRELATED WITH OTHER SUBJECTS

Character Education may be taught indirectly through the Social Studies and Language Arts. If the school program cannot allow time, it should be taught incidentally and indirectly. The instructor should bear in mind the qualities to be emphasized and should apply the trait to be stressed whenever possible.

V. OTHER ORGANIZATIONS REALIZE ITS IMPORTANCE

The National Education Association, the Religious

Education Association, and the World Federation of Teachers Associations have for one of their main specific objectives the furtherance of Character Education. To achieve its objectives of worthy character formation and social well-being, Character Education must penetrate to the heart of every school system. Therefore, to secure effective training in Character Education under coordinate effort and cooperation, the interest of the entire teaching personnel is vitally imperative.

CHAPTER III

OBJECTIVES OF A CHARACTER EDUCATION PROGRAM

I. ECONOMICAL

Economically, Character Education:

1. Provides opportunity for additional historical and biographical studies.
2. Secures help from outside agencies in the form of speakers on thrift, health, safety, citizenship, and similar school activities.
3. Affords cooperation with the home through the auditorium's stressing of conditions that should occur therein.
4. Places special emphasis on service; provides greater opportunity for service.
5. Unifies, coordinates, and socializes work of the school.
6. Carries on continuous propaganda for good citizenship and checks up on habits as practiced.
7. Encourages a command of the fundamental processes by awakening a more lifelike interest in school subjects.
8. Awakens vocational interests by correlating

application of traits to vocations.

II. SOCIAL

Socially, Character Education:

1. Provides for group organizations.
2. Relates personal experience to social situations and growth in citizenship.
3. Furnishes stimulating audience situations; stressing dramatization of life situations.
4. Sponsors and directs school activities so as to promote social efficiency in monitor plans, leisure clubs, and other administrative and non-administrative school organizations.
5. Offers better facilities for the direction and worthy use of leisure time.
6. Develops physical expression and trains in public performance by affording opportunity to practice right ideals and habits.
7. Cultivates worthy home membership by contributing to leisure home interests.
8. Improves citizenship by creating ideals of citizenship through action and by establishing right standards of civic and social conduct.

III. ETHICAL

Ethically, Character Education:

1. Affords a pleasurable atmosphere.
2. Affords opportunity for developing self-expression through right habits and ideals.
3. Cultivates self-control and self-reliance by increasing responsibilities which greater participation makes possible.
4. Develops a right habit through doing.
5. Touches many phases of the child's life with respect to liberty and the pursuit of happiness.
6. Develops sympathetic and understanding attitudes.
7. Provides for guidance in the worthy use of leisure time.
8. Provides an outlet for, and gives wise direction to certain instinctive reactions, such as the "gang spirit," collecting, play, attention getting, and self-conscious behavior. Thus, ideals of loyalty, cooperation, kindness, and respect for personality are created.

CHAPTER IV

METHODS OF A CHARACTER EDUCATION PROGRAM

I. DIRECT

The direct method attempts to instill the various virtues by: (1) direct emphases, discussions, and illustrations; (2) memorizing and reciting creeds, verses, slogans, oaths, pledges, and texts that suggest desirable traits; and (3) creative writing of poems, essays, and stories emphasizing particular traits. The purpose of this discussion was not to criticize any plan but to explain many of them.

In 1901, Miss Jane Brownlee of Toledo, Ohio, described in her book, Moral Education in the Public Schools,¹ an attempt to teach this subject directly. This program consisted of a five-minute talk each morning on such traits as obedience, truthfulness, kindness, and honesty. One topic was scheduled for each month and the teachers were instructed to emphasize only one thought at a time and to allow for pupil activity.

1

Jane Brownlee, Moral Education in the Public Schools (Springfield, Massachusetts: Published by G. W. Sneddon, 1908).

M. A. Cassidy, Superintendent of Schools, Lexington, Kentucky, originated a plan in which character traits were emphasized during a fifteen-minute "Golden Deed" period each day. The trait was discussed and recorded in a "Book of Golden Deeds." Annual awards were given for outstanding work. This interesting device was the forerunner of the present day work books.

In 1909, the Character Development League of New York City formulated a plan using as its basis the biographies of great men. A book, written especially for this purpose, included biographies and pictures.² Each lesson of the thirty-nine followed very definite and logical outlines; introduction, definition, interpretation, elucidation, training examples, application, literature, and inspiration.³ Different traits were suggested for each grade.

The Pathfinders of America were founded by J. F. Wright in 1914. He believed that Character Education should be recognized as a special subject with special teachers. The plan consisted of basic talks by trained

² J. T. White, Character Lesson in American Biography (New York City: The Character Development League, 1909).

³ Clifford Barnes reported in 1909 that of one thousand schools studied, 18 per cent believed in "graded courses on non-theological lines."

teachers on such topics as, "Human Engineering," and "Be Faithful to Yourself." Two weeks later the pupils met, discussed, and made application of these points. Each pupil wrote a letter to his instructor stating his reaction. This was used by the instructor to adapt his work to the group. This course, "Human Engineering" or "Reading the Price Tags of Life" is for pupils from grades four to twelve.⁴

In 1916, the Hutchins Code was the winner of the \$5,000 prize offered through the Character Education Institution. This code is composed of eleven "laws": Self-Control, Good Health, Kindness, Duty, Sportsmanship, Self-Reliance, Reliability, Truth, Good Workmanship, Teamwork, and Loyalty. Fifteen minute daily discussion periods are recommended.

The Five-Point Plan, in 1919, had five divisions: (1) Uncle Sam's Boys and Girls, 30 per cent; (2) Children's Morality Code, 15 per cent; (3) Character Diagnosis, 15 per cent; (4) Character Projects, 30 per cent; and (5) Report to Parents, 10 per cent. After earning a required number of points, the worthy pupil takes the Loyalty Oath

⁴

The headquarters of this organization are at 312 Lincoln Building, Detroit, Michigan.

and is allowed to keep his badge.

After the publication of the Hutchins Code, the same anonymous donor offered a second prize of \$20,000 for the best method of educating pupils morally. The Iowa Group, under the chairmanship of Professor E. D. Starbuck, received the award. This plan formulates specific objectives, states general principles, outlines plans of procedure, and emphasizes self-direction and vital setting as well as the discussion of a list of virtues.⁵ Iowa has a state course of study for Character Education.

In 1924, Superintendent Burke of the Boston Schools, with the assistance of eminent preachers, teachers, and others, developed a "Course in Citizenship Through Character Development." In this plan fifteen minutes a day are used for the presentation and discussion of each trait; two weeks are devoted to a trait. This course, includes a discussion of the ideal citizen; a list of desirable traits; the Hutchins Code; the Law of Obedience to Duly Constituted Authority; suggestions for presentation;

5

This material may be obtained from the Character Education Institution, Inc., Washington, D. C.

and a detailed course.

Also in 1924, the Knighthood of Youth Plan, founded by Dr. John Finley, now sponsored by the National Child Welfare Association, was introduced into twelve schools in New York City. The purpose of this organization is "to teach and develop the ability to distinguish between right and wrong, the desire to choose the right instead of the wrong, the ability to do, and the habit of doing right in the real situations in life." The plan originally included a study of "knights" both ancient and modern, and their desirable traits of character. This study correlates the plan with art, history, literature, dramatics, and music. A part of the program was of the indirect type in which adventures engaged in were "dragons destroyed" by conquering bad habits; and "castles built" as certain tasks were accomplished. Records were kept on which promotions from "knight" to "crusader" were made at the completion of certain adventures. This very flexible and glamorous plan has been widely adopted.

In 1925, Collier's magazine sponsored another famous morality code contest. Out of it grew a small book

entitled, A Basis for Character Education.⁷ The winning suggestion was "The Best Moral Code is a Two-Legged Moral Code." It includes a direct and intensive study of Washington and other individuals, the duties of firemen and policemen, review of current events, talks and discussions, poems, and themes. An indirect method was the idea of a "Progress City" and the use of an honor system under classifications of "alien," "citizen," "worthy citizen," and "most worthy citizen," each to be earned upon the basis of performance of certain citizenship duties. An unusual appeal was made to the men and women of the community so that "the whole life of the child shall have the right environment."⁸

In 1930, a manual on Character Education for the teachers of Oregon gave special emphasis to the progressive nature of a specified virtue. Seventy-five traits are classified into three columns which represent three successive stages of development. The first column represents elements that a primary child can understand;

⁷ A Basis for Character Education (New York: National Child Welfare Association, 70 Fifth Avenue).

⁸ "Progress City," Collier's Magazine, June, 1925.

the second column is suited to the intermediate pupil; and the third column lists ultimate character objectives for the high school. For instances, "obedience" in the first column, becomes "conformity" in the second, and "cooperation" in the third. This carefully planned and attractively presented plan utilizes the Iowa Plan as its basis. Three problem situations are listed under each trait by which this trait is to be developed.

9

George W. Gerwig developed the Pittsburgh Plan.

10

He emphasizes one major trait, such as loyalty, ambition, or perseverance, for each of the school years. Each trait is presented through appropriate stories in an attractive book which is owned by the pupils. These twelve booklets are called Guide-Posts to Character.

The Denver Plan develops traits to be studied from the settings and situations surrounding the pupil. It teaches the pupils to appreciate his increasing social responsibilities. In Grade 1, "Home Life" is considered; in Grade 2, "Group Life"; in Grade 3, "Indian Life in America"

9

Character Education, Monograph, Office of Superintendent of Public Instruction, Salem, Oregon.

10

George W. Gerwig, Guide-Posts to Character (Pittsburg: The American Book Company, 1930).

and "Child Life in Foreign Lands"; in Grade 4, "Westward Movement"; in Grades 5 and 6, a consideration of basic economic processes and finally a focusing survey of Denver. This plan correlates history, geography, literature, and science.¹¹

Character Education is receiving serious attention in public schools. Several of these schools are: Utah, taught indirectly; New Hampshire, a presentation of traits organized around four cardinal virtues of Plato's Republic, wisdom, self-control, courage and justice; Nebraska has a course for prospective teachers; Hawaii has excellent and detailed material with emphasis on doing; Pontiac has a very definite course under the supervision of the Director of the Department of Character Education. Detroit has a Children's Code, based upon the Hutchin's Code; Winfield, Kansas, also Keokuk and Waterloo, Iowa, have definite home room Character Education Programs; St. Louis has definite and detailed specific objectives, suggested activities, suggested procedures and desirable outcomes; and Oakland, California promotes Character Education by activities and dramatization. Other

11

A. K. Loomis, "Survey of Character Education in Denver," Journal of National Education Association, Vol. 19, October, 1930, pp. 217-218.

cities with outstanding Character Education Programs are Buffalo, Chicago, Cleveland, Boston, Fort Wayne, Elgin, Rochester, St. Paul, and Los Angeles.

The Hopkins Character Education Plan is the work of Professor L. T. Hopkins, University of Colorado. He listed twenty-nine traits, analyzed each into what Charters calls the traits' actions and located situations in which these traits are involved.

The Bedford Plan is the work of the teachers and Superintendent Abbot, of Bedford, Indiana, Public Schools. It includes grades one to nine. Each trait is emphasized by stories, games, quotations, art, poetry, drama, and regular studies of the school.

The Boston school is centered around the Children's Code of Morals by W. G. Hutchins.¹²

In Buffalo, the schools follow a course entitled, "Character Building."

The schools of Elgin, Illinois, use a key-word for character training each day. Fifteen minutes each morning are devoted to the presentation of this work throughout grades one to eight.

12

W. G. Hutchins, Children's Code of Morals (Washington, D. C.: National Capitol Press, 1916).

Newark, New Jersey, presents Character Education from kindergarten to the ninth grade by topics.

The School Betterment Program was devised by the Henry C. Frick Educational Commission of Pittsburgh.¹³ This cooperative enterprise of school and community has made outstanding contributions to the phase of broad cultural Character Education progress.

In Cleveland, the educational procedure is founded and developed upon activities calculated to assist in the formation of desired social habits.

Evansville, Indiana, Central High School has had student government with provision for development of Character Education for a decade.

The Department of Instruction of Indiana has held annual conferences on the problems involving Character Education. The Third Annual Conference studies were: "Methods of Science of Character," "Character Making Activities on the College Campus," "The Five Point Plan," "The Motion Picture and Character Building," "Character Building Through the Press," "Experimental Studies in Moral Conduct," "The Teacher Training for Character Education,"

13

H. C. Frick, School Betterment Studies (Pittsburgh, Pa.: The Union Trust Building), Vol. I, No. 1, p. 28.

and "Correlation of the Educational Programs of the Church
¹⁴
 and State."

Birmingham, Alabama, has a well defined Character Education Program worked out by the Board of Education, the School, the Press, and the Community. Its pamphlet, Something Better for Birmingham Children, is well worth reading.

Michigan's Bulletin, Making Michigan's Future Citizens, has many commendable features.

The Great Lockout in America's Citizenship Plants,
¹⁵
 by William Wirt, describes training for citizenship, that is educating the character, by the Work-Study-Play School.

Outstanding among the state programs is Connecticut's program. In 1928, the Connecticut State Board of Education approved the Hartley-Jenkins Foundation for the study and development of Character Education. This experimental program was guided by prominent educators, Luther A. Weigle of the Yale Divinity School, Mark S. May and Frank E. Spaulding of the Department of Education. The program

14

F. C. Sharp, Education for Character (Indianapolis, Indiana: Bobbs-Merrill, 1927), p. 432.

15

William Wirt, The Great Lockout in America's Citizenship Plants (Gary, Indiana: The Horace Mann School, 1937).

had two major divisions: first, a state wide teacher-training program in the technics and philosophy of Character Education taught by Dr. Frank Shuttlework and counselled by Dr. May; second, the program involved an intensive program for Norwalk. This notable experiment received the cooperation of the entire community, the Congress of Parents and Teachers, the Child Welfare Council of Norwalk, Chamber of Commerce, Yale University, and the State Board of Education. They believed that the public school was the logical and appropriate agency for Character Education.¹⁶

II. INDIRECT

The indirect method begins with a situation in which a desirable character may be practiced. Wise guidance is important. Student government was evident in Plato's "Academy" and de Faltra's "Pleasant House." Pestalozzi, Froebel, and Rousseau emphasized social cooperation. Student organizations were found in William Penn Charter School in Philadelphia, about the time of the American Revolution. Thomas Jefferson handled disciplinary cases at the University of Virginia by this method. This

16

"Connecticut's Program of Character Education,"
Journal of National Education Association, January, 1932.

same idea was noted in the "George Junior Republic" founded¹⁷
by W. R. George at Freeville, New York, in 1895.

Jane Brownlee, in 1901, introduced student govern-
ment into the Toledo schools.

In South Dakota, there is a state-wide Young Cit-
izen's League which uses "A Young Citizens' League Code
of Ethics"¹⁸ as the basis of formal instruction.

The Tennessee Plan provides for two orders; Junior
and Senior. Achievements determine the pupils classifi-
cation.¹⁹

Devices for evaluating the quality of good citi-
zenship grew out of experiments such as the "Citizenship
Ballot" of the Lincoln School, New York; the teacher and
pupil rating plan of the Julia Ruhman High School, New
York; the "Self-Rating Scale" of the South Philadelphia
High School for Girls; and the "Citizenship Contests" of²⁰
the Birmingham High Schools.

17

Bernard Cronson, Pupil Self-Government (New York:
The Macmillan Company, 1907).

18

Constitution and By-Laws of the Young Citizens'
League (Pierre, South Dakota: Department of Public In-
struction, 1930).

19

T. J. Golightly, The Tennessee Plan for the
Motivation of Character and Citizenship in the Secondary
Schools (Nashville: State Board of Education, 1927).

20

Something Better for Birmingham's Children (Bir-
mingham, Alabama: Board of Education, 1929).

National Junior and Senior Honor Societies, home room ideas, student councils, leagues, Junior Red Cross, Boy Scouts, Girl Scouts, Girls Reserves, Camp Fire Girls, 4-H Clubs, Junior Achievement, Sportsmanship Brotherhood, motion pictures, and radios all emphasize guidance, particularly in its personal, educational, social, and ethical phases of good citizenship, as the ultimate outcome of a broad cultural education.

III. BOOK LIST

A number of books treating this subject formally and informally follows:

1. Right Living.²¹ This is a discussion course for boys and girls by Neuberg; lists lessons, games, and Biblical materials.

2. Steward and Hanna have an attractive book,²² Adventure in Character, the main emphasis being on good character.

²¹
M. J. Neuberg, Right Living (Chicago: University of Chicago Press, 1925).

²²
E. C. Steward and A.H. Hanna, Adventure in Character (Chicago: Ginn and Company, 1928).

3. What Would You Have Done and Character Education Through Cases from Biography²³ by Vernon Jones contain a series of a childhood life of well-known individuals.

4. The Egan Monthly Service in Character Training²⁴ covers a course for five years, most detailed and completed of all published programs.

5. Hague, Chalmers, and Kelley have three volumes, Studies in Conduct, in which the traits are classified as to Collier's Code.

Many work books have attempted to approach the Character Education problem. These are listed in the Bibliography of this study, page 173.

A list of tests pertaining to Character Education is included in the Bibliography of this study, page 172.

23

Vernon Jones, What Would You Have Done and Character Education Through Cases from Biography (Chicago: Ginn and Company, 1931).

24

The Egan Monthly Service in Character Training (Wellesly Hills, Massachusetts: Welles Publishing Company, 1930).

CHAPTER V

FACTORS IN A CHARACTER EDUCATION PROGRAM

I. THE TEACHER

1. A key to the situation. When it was finally conceived that education is not merely intellectual preparation for life but a broad program of living which must help the individual to participate adequately in all the activities of life and major interests, the teacher in the elementary school became the key to the situation. His personality is the fundamental factor in the establishment of standards and traditions. As is the teacher so is the school. The concrete reality of a living personality in daily contact with the child is probably the most effective source of his ideals. Personality may be contagious. Attitudes, tastes, prejudices, and ideals of the teacher tend to be unconsciously absorbed. Therefore, to do his best work, every teacher should formulate a philosophy of education. This formulation represents a goal or plan objective towards which he is striving with his pupils. It becomes the standard by which his subject matter is selected. It is his guide in determining how to handle his pupils in order that they must utilize the material he presents.

Finally, it is the measuring rod which he will apply periodically to judge how successful his teaching efforts have been.

2. The teacher's importance. As to the importance of the teacher, Finney writes:

Potentially, the school is the steering gear of a democratic society. It is the business of the teachers to run not merely the schools, but the world, the world will never be truly civilized until they assume that responsibility. If it were only the schools that they are running, it might be excusable for them to study the Herbatian lesson plans, the psychology of the learning process, tests and measurements, statistical methods as applied to the administrative problems and such like subjects and nothing much besides. But the school is the least thing they are running. They are running the world! And they ought to realize this fact.¹

It is, then, the teacher's primary concern to get the pupil to use, understand, and appreciate knowledge in its relation to living. Real and lifelike guiding stimulates the child's interest; inspires him in his own problem solving; teaches him to weigh attitudes and traits; and guides him in setting tasks to be completed.

The teacher recognizes that the purpose of the school is to teach the child to live and that in order to live, facts and rules must be learned as a means

1

Ross Finney, An Orientation Course in Education (Chicago: Houghton-Mifflin Company, 1933), p. 12.

of solving the problem of progressive living.

3. Preparedness. The teacher must be broader than the subject he teaches; able to think, act, and live beyond the four walls in which he teaches. He must know the elements of parliamentary procedure, use good judgment, be interested in health, morals, and other citizenship activities of the community. He must cultivate sound moral judgment so that the pupils will be prepared to distinguish right from wrong.

4. Cooperation. The teacher must know the meaning of cooperation and the value of sympathetic understanding. He should seek to establish intelligent obedience rather than blind obedience.

5. Counseling. The teacher should never impose his own ideals but should act as a guide to the pupil. He should have initiative and leadership to guide his pupils in procedure. He should awaken a love for the good and beautiful.

6. Behavior. The teacher should dispose of disciplinary problems on an impersonal basis. The conference method is logical. Self-control should be idealized and by this development of high ideals, the tone of the school

morale increases.

7. Example, not precept. Teaching must be conceived of in its broadest sense and that which is imparted in the classroom is not as important as the guidance which is given to those pupils either in words or through the inspiration of right example.

No printed page nor spoken plea
 May teach young hearts what should be--
 Not all the books on all the shelves,
 But what the teachers are themselves;
 For education is--making men.²

II. THE CHILD

1. The need of a pattern. Educators realize the extreme importance of superiority of patterns. Ernest, in The Great Stone Face had before him a pattern of nobleness which inspired nobility. Then, it is vital in this school life's workshop that there are patterns of beautiful personalities operating daily before the children so as to guide them to noble manhood and womanhood.

2. Traits acquired by doing. Since one learns to do by doing, the child must actually engage in acquiring

2

George W. Diemer, "The Functions of the American Teachers College," School and Society, February 12, 1938, p. 201.

a knowledge and practice of character building traits. He may arrive at his own conclusions through a workshop process. He may enjoy free expression of these traits and sympathetic guidance in his selections. Thus, by kindly criticism, reconstruction, and modification of his own conduct, and that with which he is familiar, the child develops particular attitudes and interests which become patterns controlling his life.

3. Need of character laboratory. Each child develops his own knowledges and emotions through experience. Then he builds his own world through his meaningful activities. Materials given early in life are largely educative. So interests, attitudes, life purposes, outlook on the world, and all the fundamental personality characters are laid on them as a foundation.

These foundation materials influence the organismic pattern of the growing child. Points of view, interest, and character traits are determined through experience. These fundamental elements, personality and character, must be studied so that the child may be trained to live efficiently.

4. Desirable outcomes. High standards of work, desirable goals, and accurate information all presuppose

accurate, definite, well defined codes for shaping behavior modes. The value of an individual is what he is and does. Human value is found in an active, assertive, giving life from personality traits and habits which the individual develops in early years. Therefore, materials, dealing with human needs, must be a part of the elementary curriculum.

III. THE SCHOOL

"Education is getting out of boys and girls what God Almighty put in them."³ "Modern education has two purposes: to teach boys and girls to do better those desirable things which they are likely to do anyway and to reveal to boys and girls higher activities and to make them desired."⁴ So the modern school concerns itself with the development in children of at least four powers or abilities: "To teach the child to know, to do, to think, and to feel."⁵ Someday these boys and girls will

3

C. B. Alcock, Former Governor of North Carolina, New York Times Magazine, May 3, 1931.

4

T. R. Briggs, Teachers College, Columbia University, New York Times Magazine.

5

Dr. Rolls, G. Reynolds, President Horace Mann School, New York Times Magazine.

have this course of civilization in their hands. The school should train them, individually and culturally, by means of concrete life experiences.

The modern school should have as its purpose the discovery of what each child is best fitted to do. It should predict as far as possible the life which the child is destined to live. It should prepare him for better living by developing desirable traits. It should develop in him the power to know things which are worth the knowing. It should prepare him to express himself through doing and to feel some of the big forces with which life is surrounded. Such a philosophy makes teaching children a great adventure.

CHAPTER VI

THE ADVISABILITY OF A METHODS COURSE
IN CHARACTER EDUCATION IN INDIANA
STATE TEACHERS COLLEGE

I. PROVIDED BY STATE LAW

The state law provides for training in Character Education.

An act relating to instruction in the first twelve grades of all public, private, parochial, and denominational schools in the State of Indiana; and prescribing the duties of the state superintendent in reference thereto.

Article 3

Schools--Teachers--Instructions--Matters included in.

Section 1. Be it enacted by the General Assembly of the State of Indiana, That it shall be the duty of each and every teacher who is employed to give instruction in the regular courses of the first twelve grades of any public, private, parochial or denominational school in the State of Indiana to so arrange and present his or her instruction as to give special emphasis to common honesty, morality, courtesy, obedience to law, respect for the national flag, the Constitution of the United States and the Constitution of the State of Indiana, respect for parents and the home, the dignity and necessity of honest labor and other lessons of a steadying influence, which tend to promote and develop an upright and desirable citizenry.

Article 3a

State Superintendent of Public Instruction--Outlines--Duty.

Section 2. For the purpose of this act the state superintendent of public instruction shall prepare outlines or studies with suggestions such as in his judgment will best accomplish the purpose set forth in section 1 of this act, and shall incorporate the same in the regular course of study for the first 12 grades of the Schools of the State of Indiana.¹

II. NEED FOR TRAINED TEACHERS

To meet this requirement the college should offer a rich curriculum made up of all the great fields of human culture, human relationship, and human behavior. With the development of a real science of education, the teachers college should afford opportunities for deep insight into the child; adolescent and educational psychology; character and personality development; the history and philosophy of educational methods; techniques of teaching; and extensive opportunities to acquire practical training in laboratory schools. The state teachers college must be the center for educational improvement and adapt itself to meet requirements.

Ours is not yet a great spiritual civilization in which the real is controlled by the ideal. In making progress toward the great social and spiritual ideal of mankind, always it will be the teacher who leads. To supply mankind with teachers--teachers of ability,

¹

Indiana School Law, Acts 1937, p. 1175.

character, and clear vision--that is the great task to which we must rededicate the teachers colleges of America.²

J. E. Hoover states:

The value of character building activities becomes apparent when we realize that in this civilized nation there are over three and one-half times more criminals than there are students in our colleges and universities, and for every school teacher there are over four criminals.³

It seems that some action as to the furtherance of Character Education should be taken. Educative materials of a nature that will produce a great culture, a better life, and a developing civilization should be put into the school curriculum and into the learning of the teachers.

III. NEED IN NATIONAL DEVELOPMENT

Secretary Ickes says:

The colleges are to blame if their students have no sense of social obligation. They get these young men and women when they are still impressionable. There is no more important training that we can give our youth than that of citizenship. A social outlook, a sense of obligation to the state should be inculcated in every youth . . . This speech will have served as a good speech if it arouses all our colleges and professional schools to the too long neglected duty

2

G. W. Diemer, "The Functions of the American Teachers College," School and Society, February 12, 1938.

3

J. E. Hoover, "Walter Winchell's Column," New York Times, July 26, 1938.

of training American youth for citizenship and for service to the State . . . The United States requests the pleasure of the company of college faculties and their students and their assistance at the crucial period of national development. R. S. V. P.⁴

IV. NEED OF MORAL INSTRUCTION

Will Durant states the need for trained teachers of Character Education:

Having sought a sound foundation for the body, I should next ask for the formation of character. Our schools should select teachers not merely for their technical knowledge competence, but for the influence their personalities might have upon the children. Morals and manners cannot easily be taught, but they can be formed; and the presence of a gentleman--a person continuously considerate of all--acts like some mystic magnet upon the growing soul.

I would ask such pertinent moral instruction as would help the individual, in some degree to see his neighbor as his brother, and his community as his family. Applied to the community, those principles would eliminate commercial honor and civic pride. Activated by them, our children would not look upon corruption as natural, but would never rest until our public life be clean and honorable. In short, the purpose of education is not to make scholars so much as to form men. It is the function of education to pour civilizing heritage into this vigorous stock, that the gifts of the earth may be more intelligently exploited, that our prosperity may be more widely distributed, and that our riches may flower into finer manners, morals and arts.⁵

4

Harold H. Ickes, Secretary of Interior, "Chicago Meeting," School and Society, January 29, 1938, p. 134.

5

Will Durant, "What Education is Most Worth," Saturday Evening Post, April 11, 1936, p. 105.

The Prussians, following their defeat at Jena by Napoleon, organized a national system of education accepting this principle, "as is the teacher, so is the school." Horace Mann, recognizing the soundness of this motto, saw that it was impossible to war successfully against ignorance without good training. Qualified teachers are necessary to the success of a program. Since education is the nation's biggest and most important business, then the teachers who work with the souls and minds of children must be equally well prepared as men and women in other professions.

The teacher must be liberally educated, thoroughly informed, and alert as to the needs of the time. A liberal education alone will not make a teacher, but the teacher must be professionally trained because he must:

1. Understand the relationship of knowledge which he has acquired in school for the education of the child.
2. Know the materials that should go into the educational process and should be able to select from the great reservoir of human knowledge those things that are pertinent and valuable to the child.
3. Know how the child learns and be able to guide the child and stimulate him to his best effort.

4. Be skillful not alone in discovering the needs of children but in using the methods and in having the best technique for meeting the needs of the child and of society.

5. See the school in its relationship to the community and to the state and must know how to interpret the modern conception of education to parents and to the public.

This evolution of the curriculum to meet the needs of a changing world requires a teacher with broad liberal preparation, saturated with professional insight, understanding, and the practical training essential to use his professional knowledge in guiding the learning activities of his pupils.

Several states have planned to meet this growing need. The Iowa State Board of Education has developed a program for growth in character and in citizenship for the grades and guidance for the high schools. In Nebraska, the Character Education Program has gained strength and effectiveness each year. Connecticut and Michigan have constructive programs. South Carolina has a state testing program for diagnosis and guidance.

The National Education Association has realized the importance of character as the major outcome of education. "All activities of the school should contribute

to the habits and attitudes which manifest themselves through integrity in private life, law observance, and intelligent participation in civic affairs."⁶

6

"Platform of the National Education Association,"
Journal of National Education Association, 1936, p. 101.

CHAPTER VII

THE PROGRAM

I. PREVIEW OF THE PROGRAM

This Character Education Program proposes to challenge the teacher's interest by citing quotations pertinent to the personality trait being discussed. It is hoped that the teachers will become character-conscious after evaluating the author's presentation concerning character. The topic "What is character?" will introduce each of the ten Units in this Character Education Program. Each introduction to this character discussion will contain poems and tributes to the teacher which should stimulate the teacher's gratefulness for having the privilege of moulding culture, character, and citizenship. For example,

ANOTHER YEAR¹

Once more they have come; our country's best
From the north and the south; the east and the west,
From hill and plain and mountain and shore,
At the call of the bell they have thronged the door.
Ever the great procession keeps passing to and fro,
Unending lines of restless youth with eagerness aglow.

Each year we teachers greet them;
Each year we see them go.
May this one find it kinder to those who need it so,--

¹

S. R. Twining.

More tolerant, more cheerful, more patient and more skilled,
 More understanding of what it means,
 And so a bit more thrilled,
 More thorough, more firm, a little keener of their need,
 More self-controlled, more friendly, a bit more fit to lead.

O Thou Eternal Spirit moving in the hearts of men, by whatever name called, but always understood, may we, the teachers of the youth of this nation, not only realize the responsibility for the training of the intellect but molding of the character, that the nation may endure throughout all ages; that perpetual happiness and prosperity, and peace may abound not only in our nation but throughout all nations of the universe.²

Teach me, O Lord and King,
 In all things Thee to see,
 And what I do in anything
 To do it as for Thee.³

I AM A TEACHER⁴

I am a teacher,
 And trusting childish eyes
 look into mine confidingly
 Their little hands in mine
 Ready to follow me to anywhere
 Be my way on high, or low,
 or middle ground
 They follow.
 A mighty trust is mine.

2

This is the prayer with which President W. A. Sutton closed the National Education Association Convention at Los Angeles, California, July 3, 1931.

3

George Herbert, "Holyrood," Christian Science Hymnal (Boston: Christian Science Publishing Company, 1910).

4

Anonymous.

I am a teacher,
 And ardent, restless, longing youth
 Look unto me expectantly,
 Fulfillment of their dreams to aid.
 Where I lead they follow,
 A mighty trust is mine.

Once there was
 Known throughout all the ages
 And over all the world
 The Great Teacher, whose name I bear
 Oh wonderous thought,
 That challengeth my highest best.
 I am a teacher.

YOUTH⁵

Youth is not a time in life. It is a state of mind; the temper of the will; a quality of the imagination; and expression of enthusiastic faith. Youth means the predominance of courage over timidity; the appetite for adventure over love of ease. No-body grows old by merely living a number of years. We grow old by deserting our ideals.

Enthusiastic initiative is the greatest asset in the world. It beats money, power and influence. The enthusiast convinces single-handed; wins over prejudice and opposition; spurns inaction; storms the barriers; and, like an avalanche, overwhelms all obstacles. Faith and determination, rightly combined, remove mountains. They achieve the unheard-of, the miraculous.

If we keep the germ of youthful enthusiasm and ambition afloat in our organization and in our homes, carry it in our attitude and manner, it will spread like contagion and influence every action. It means joy, pleasure and satisfaction for all of us. It means a victorious life, success in the things that are most worthwhile.

In every Unit after the discussion on "What is character?" selections and quotations pertaining to the trait to be developed in that Unit follow. This supplementary material should instill an appreciation for the trait. After this material, four lessons on the character trait of the Unit are presented. Each of these lessons has four divisions: (1) aim; (2) assignment; (3) procedure; and (4) activity. A bibliography for the pupils and one for the teachers is at the conclusion of each Unit.

This method was adopted to challenge the teacher who acts as a guide and to stimulate pupil interest in culture, character, and citizenship by affording him concrete application of the traits, evaluating and correlating them to the school curriculum and worthwhile daily living. The author desired to present the material of these Units in such a clear, concise, and concrete manner that teachers and pupils may not become confused with a maze of difficult directions and suggestions. It is anticipated that this material may be of practical value to those who contact it and that 'lip service' may be eliminated.

II. THE TEACHER'S INTERPRETATION OF CHARACTER

"Character is observed in the crystallization

of definite traits." ⁶ The term, character, includes morality, ethical character, and good citizenship.

Kilpatrick defines character thus:

I seem to see three things in the working of a good moral character: first, a sensitivity as to what may be involved in a situation; second, a moral deliberation to decide what should be done; and third, the doing or effecting of the decision so made.⁷

Good citizenship is a very commendable term. It is active, descriptive, modern, and not at all formal. Since the school is a miniature society, practical application may be made of the character traits of a good citizen. John Dewey says: "School is life, and not a preparation for it."

III. THE TEACHER'S MEASURING CODE ⁸

A. Measuring Myself

"As is the teacher, so is the school."

1. Purpose: Improving life by showing the level of living.

6

P. M. Symonds, The Nature of Conduct (New York: The Macmillan Company, 1930), p. 291.

7

W. H. Kilpatrick, Foundation of Method (New York: The Macmillan Company, 1925), p. 337.

8

L. E. Michael, The Teachers Measuring Code, Teachers College, Columbia University, New York, Summer, 1926.

2. Note: Successful workers do not measure anything just for the sake of measuring it. One measures one's self in order to start from that point to improve. Boys in the shop measure wood because they want to use that much, and girls measure out so much baking powder or cut so much cloth because they want that amount. A student measures his work in school not just to measure, not even to know where he stands, but to start on that level and try to make improvement.

3. How to measure oneself:

a. Using Charles Schwab's "Success Commandments," the teacher may begin measuring by discussing the commandments in terms of himself.

(1). **WORK HARD**: Hard work is the best investment a man can make.

(2). **STUDY HARD**: Knowledge enables a man to work more intelligently and effectively.

(3). **HAVE INITIATIVE**: Ruts often deepen into graves.

(4). **LOVE YOUR WORK**: Then you will find pleasure in mastering it.

(5). **BE EXACT**: Slipshod methods bring only slipshod results.

(6). **HAVE THE AMERICAN SPIRIT OF CONQUEST**: Thus you can successfully battle with and overcome difficulties.

(7). **CULTIVATE PERSONALITY**: Personality is to a man what perfume is to a flower.

(8). **HELP AND SHARE WITH OTHERS**: The real test of business greatness lies in giving opportunity to others.

(9). **BE DEMOCRATIC**: Unless you feel right toward others you can never be a successful leader.

(10). IN ALL THINGS DO YOUR BEST: The man who has done his best had done everything. The man who had done less than his best has done nothing.

b. A study in quotations:

"Measure me sky!
Tell me I reach by a song
Nearer the stars;
I have been little so long."
--Lionore Speyer

"From compromise and things half done
Keep me with stern and stubborn pride;
And when at last the fight is won,
God, Keep me still unsatisfied."
--Louis Untermeyer

"This is my work; my blessing,
not my doom;
Of all who live, I am the
one by whom
This work can best be done
in the right way."
--Henry van Dyke

c. A slogan:

- (1). I am the crew and the captain too.
- (2). Be ashamed to do less than your best.

B. Activities for Developing a Character Education Program

1. Purpose:

- a. Relating to the individual
 - (1). To guide in educational and vocational ways
 - (2). To discipline

- conduct (3). To advise as to wise and correct
- throughout the day (4). To guide as to general attitude
- acter building (5). To direct towards ethical char-
- supersensitive (6). To sympathize where the child is and on all other needed occasions
- (7). To inspire
- home conditions (8). To inquire diplomatically into
- (9). To develop individual initiative
- spirit between teacher and pupil (10). To bring out a friendly, cooperative
- to individual needs (11). To facilitate personal attention

b. Relating to the group

- moral, civic, educational through the democratic pupil participation in the affairs of the school (1). To train in all things social,
- ship, conduct, and service (2). To develop class pride in scholar-
- spirit (3). To promote team work and group
- (4). To give opportunity for pupil participation in group activities; such as specially prepared programs and projects of various types worked out during the group period
- (5). To promote a spirit of enjoyment
- functions of the school (6). To unify and facilitate the various

(7). To transact the routine business of the group and of the school

2. Organization and Operation:

a. Officers

(1). Teacher-counselor. (Directs and confers the responsibilities upon the various leaders. Guides each leader in his various duties and holds him strictly accountable.)

(2). Elected officers

- (a). President
- (b). Vice-President
- (c). Thrift leaders
- (d). Salesman
- (e). Reporter

(3). Assigned officers

- (a). Housekeeper
- (b). Doctor
- (c). Nurse
- (d). Attendance officer
- (e). Assembly usher
- (f). Librarian
- (g). Private secretary
- (h). Song leader
- (i). Home work leader
- (j). Text book leader

- (k). Bulletin leader
- (l). Physical drill leader
- (m). Hostess
- (n). Citizenship leader
- (o). Florist
- (p). "Bluebird" (serves and makes happy less fortunate ones)

b. Suggestive method for group discipline:

(1). Corrective Box (names of lawbreakers with the accusation.) The group may propose a limited penalty upon the offender.

(2). A "we spirit" may be developed in which each pupil, and the group as a whole feels a responsibility for the conduct of each member individually and of the group collectively.

(3). No case of discipline should go to higher authority until the group has had an opportunity to do its own disciplining.

3. Programs:

a. For instruction:

- (1). Study schedule
- (2). Special curricular troubles analyzed and solved

b. For inspiration:

- (1). Reports from visitors to other home groups
- (2). Talks by members of other home groups
- (3). Outside speakers

(4). Discussion of obligations and duties to self, school, and teacher

(5). "Pep" meetings

(6). Helpfulness--big brother and sister idea

(7). Ethics

(8). Lives of great men

c. Program for enjoyment:

(1). Dramatization

(2). Community singing

(3). Musical programs

(4). Get acquainted games

4. Caution to teachers:

a. Incompetency

(1). Apathy; lack of interest

(2). Lack of training

(3). Too much or too little authority

(4). Too great emphasis on the social side of school life

(5). Poor judgment in the selection of leaders

(6). Confusing self-assertiveness with leadership

Finally, the teacher should ever keep in mind that learningful situations are happy situations and that our emotional responses largely determine what we are and what we shall become. She should hold fast to the ideal that "My school-room shall be a friendly room of work and play filled with joyous laughter of childhood, yet withal an earnest workshop dedicated to the satisfaction of curiosity about worthwhile things.

CHAPTER VIII

THE TEN UNITS IN CHARACTER EDUCATION

I. HONESTY

I hope I shall always possess firmness and virtue enough to maintain what I consider the most enviable of all titles--the character of an honest man.

--George Washington

We sow a thought and reap an act; we sow an act and reap a habit; we sow a habit and reap a character; we sow a character and reap destiny.

--Thackeray

1. What is character? "Character represents an organization of behavior."¹

I believe that the greatest need of the teacher in America today is to be conscious of his power. Your most useful service will result when you have carefully and conscientiously considered how you should use your influence with the youth of the nation to make that youth physically fit, socially adjustable and adaptable, and vocationally prepared to render conscientious service to the world. Too often the teacher teaches the subject instead of the child. It is essential to know the subject but it is more essential to understand the child.

I wonder if the teachers of the nation realize that they are building character for years to come. The moral, social, and spiritual character of the boys and girls in your classroom today will determine the ethical standards, the social and spiritual ideals of the world

1

P. M. Symonds, The Nature of Conduct (New York: The Macmillan Company, 1930).

twenty-five years from today. Whether we shall face the world with a cheerful, happy spirit, shall work with a willing, determined soul, shall love our brothers and thereby eliminate war and shall build a great and peaceful nation and company of nations, depends on how well you do your work with the children; do you realize this?

The question of salary, of tenure, of retirement, of professional spirit sink into insignificance when compared with the importance of realizing our influence and power over the child and of discharging the responsibilities which we owe for the physical welfare, moral perception, and spiritual idealism of children. We cannot and must not forget that teach as we may the subjects of the curriculum, the most important of our teaching is the example that we set for children in a well ordered life. 'What we are,' as Emerson once said, 'speaks so loud that no one can hear what we say.' I plead with you that by precept and by example we give to the youth of this nation a consciousness of its responsibility. While the home accomplishes much, while the community has its responsibilities, I repeat what I said a thousand times --any teacher who has a child for a period of nine months and exercises due diligence in the teaching of that child, can so impress his moral nature that he will never go astray.²

THE TEACHER³

Lord, who am I to teach the way
To little children day by day,
So prone myself to go astray?

I teach them knowledge, but I know
How faint they flicker and how low
The candles of my knowledge glow.

2

Journal of the National Education Association,
May, 1931, p. 104.

3

Leslie Pinckney Hill.

I teach them power to will and do,
 But only now to learn anew
 My own great weakness through and through.

I teach them love for all mankind
 And all God's creatures, but I find
 My love comes lagging far behind.

Lord, if their guide I still must be,
 Oh, let the little children see
 The teacher leaning hard on Thee.

A character is like a kite. It will never soar unless held by a string of good judgment, and balanced by common sense.⁴

5

GRADATIM

Heaven is not reached by a single bound.
 But we build the ladder by which we rise
 From the lowly earth to the vaulted skies,
 And we mount to its summit, round by round.

I count this thing to be grandly true;
 That a noble deed is a step toward God,
 Lifting the soul from common clod
 To a purer air and broader view.

We rise by the things that are under our feet;
 By what we have mastered of good and gain;
 By the pride deposed and the passion slain,
 And the vanquished ills that we hourly meet.

We hope, we aspire, we resolve, we trust,
 When morning calls us to life and light,
 But our hearts grow weary, and ere the night,
 Our lives are trailing the sordid dust.

4

Anonymous.

5

Josiah G. Holland.

We hope, we resolve, we aspire, we pray,
 And we think we mount the air on wings
 Beyond the recall of the sensual things,
 While our feet still cling to the heavy clay.

Wings for the angels, but feet for men!
 We may borrow the wings to find the way--
 We may hope, and resolve, and aspire and pray;
 But our feet must rise; or we fall again.

Only in dreams is a ladder thrown
 From the weary earth to the sapphire walls;
 But the dreams depart and the vision falls,
 And the sleeper wakes on his pillow of stone.

Heaven is not reached at a single bound;
 But we build the ladder by which we rise
 From the lowly earth to the vaulted skies,
 And we mount to its summit, round by round.

2. Lessons on honesty. These four lessons are to be motivated so as to develop honesty in the pupils.

LESSON I

"Honesty is the best policy," but he who acts on
 that principle is not an honest man.⁶

A. Aim: To guide the pupils into the realization of the value of honesty.

B. Assignment: Dictate or place in hands of pupils the following.

6

I. M. Whatley.

1. Honesty and truthfulness are habits that grow and develop with practice. Every act that is honest and truthful strengthens these habits. Each time the truth is told it becomes easier to tell the truth the next time.

2. The Law of Reliability.⁷ Good Americans are reliable. Our country grows great and good as her citizens are able more fully to trust each other.

a. I will be honest in every act, and very careful with money. I will not cheat, pretend, or sneak.

b. I will not do wrong in the hope of not being found out. I cannot hide the truth from myself. I will not injure the property of others.

c. I will not take without permission, what does not belong to me. A thief is a menace to me and others.

d. I will do promptly what I have promised to do. If I have made a foolish promise, I will at once confess my mistake and I will try to make good any harm which my mistake may have caused. I will so speak and act that people will find it easier to trust each other.

7

W. E. McVey, My Conduct and My Country (Columbus, Ohio: The School Speciality Press, 1929), p. 55.

C. Procedure:

1. Arouse a class discussion concerning the points in the assignment.
2. Clarify the value of reliability in everyone's life. Cite examples.
3. Show the relation between honesty and reliability.
4. Guide pupils to express themselves as to the value of honesty and evidences to support their statement.
5. Formulate an honesty traits chart.

D. Activity:

1. Scrapbook
 - a. Record the "Law of Reliability."
 - b. Construct an honesty ladder with at least four rungs. Label the lowest rung, reliability.
2. Compile from pupils' suggestions a list of committees on which they choose to serve.
 - a. Bulletin Board Committee may post appropriate pictures and clippings.
 - b. Poster Committee may design and display attractive signs and posters.
 - c. Dramatics Committee may be composing an original playlet depicting the value of honesty.

- d. Radio Committee may prepare a list of radio programs which are reliable.
- e. Visual Education Committee may formulate a list of films illustrating honesty.
- f. Formulate yourself an honesty chart.

HONESTY

Traits	Rating*
Reliability	
Truthfulness	
Trustworthiness	

*Plus sign if you practiced these traits. Minus sign if you neglected them. How do you rate?

LESSON II

"I believe in honesty, sincerity, and the square deal in making up one's mind what to do and doing it. I believe in hard work and honest effort."

- A. Aim: To guide pupils as to the worthwhileness of truth.

8

Theodore Roosevelt.

B. Assignment:

1. Write the above quotation.
2. Complete committee reports.
3. Enumerate ways illustrating the importance of truth.
4. Cite instances from your history and literature.
5. Dictate or place on the board "The Law of Truth."

a. The Law of Truth.⁹ Good Americans are true. Our country's strength and her service to the world depends upon the confidence her citizens have in each other.

(1). I will be slow to believe suspicions lest I do injustice; I will avoid hasty opinions lest I be mistaken as to facts.

(2). I will stand by the truth regardless of my likes and dislikes, and scorn the temptation to lie for myself or friends; nor will I keep the truth from those who have a right to it.

(3). I will hunt for proof and be accurate as to what I see and hear; I will learn to think,

⁹
W. E. McVey, My Conduct and My Country, (Columbus, Ohio: The School Speciality Press, 1929), p. 55.

that I may discover new truth.

C. Procedure:

1. Discuss points in the assignment.
2. Evaluate committee reports.
3. Read and discuss "The Law of Truth."

D. Activity:

1. Scrapbook
 - a. Label second rung on honesty ladder,

'Truth'.

- b. Post committee reports.

2. Continue committee assignments as of

Lesson I.

3. Demonstrate an honesty charade.
4. Mark your rating on the chart.

LESSON III

I must be truthful and honest--I must know what is true in order to do what is right. I must tell the truth without fear. I must be honest in all my dealings and in all my thoughts. Unless I am honest, I cannot have self-respect.¹⁰

A. Aim: To inspire the pupils to honest socialization.

10

W. H. McVey, Manners and Right Conduct (Columbus, Ohio: The School Speciality Press, 1929), p. 109.

B. Assignment:

1. Examine the above statements.
2. Do you agree? Why?
3. Can you give instances in your life when you applied this code?
4. Do you know of anyone who illustrated these points? Who?

C. Procedure:

1. Have the Colliers' Code read.
2. Discuss questions in assignment.
3. Guide pupils to realize the value of truth and honesty in socialization.
4. Show how honesty develops self-respect.

D. Activity:

1. Scrapbook
 - a. Construct the third rung on the honesty ladder and label it 'self-respect'.
 - b. Post clippings and pictures.
2. Committee reports to the chairman of each group.
3. Have two minutes talks on "How I know that honesty pays."
4. Relate instances of honesty in the world.

5. Dramatization will be presented in the next lesson.

6. Mark your rating on the chart.

LESSON IV

A Scout is trustworthy. If he were to violate his honor by telling a lie, or by cheating, or by not doing exactly a given task, when trusted on his honor, he may be directed to hand over his badge.¹¹

A. Aim: To evaluate the value of being trustworthy in a broad cultural life.

B. Assignment:

1. The chairman of each committee may prepare to give a report on the activities of his committee.

2. What do you know about being trustworthy?
(Lead the pupil to formulate an understanding of this quality.)

3. Write an original poem, essay, or story on trustworthiness.

4. Do you think it is necessary for you to be trustworthy?

5. Enumerate examples of trustworthiness in the schoolroom.

¹¹

W. H. McVey, My Conduct and My Country (Columbus, Ohio: The School Speciality Press, 1929), p. 58.

6. Analyze this Scout Law.

C. Procedure:

1. Have class discussion on the assignment.
2. Make preparations for the dramatization.
3. Relate trustworthiness as a vital essential to character.

D. Activity:

1. Scrapbook
 - a. Construct fourth rung on honesty ladder, label it 'trustworthiness'.
 - b. List materials pertaining to honesty.
2. Have current event talks on honesty.
3. Dramatize the original playlet.
4. Mark your rating on the chart.

E. Bibliographies for the unit on honesty. The materials listed here are for reference work on the subject of honesty.

1. Bibliography for the pupil. Abraham Lincoln's , "Letter to Mrs. Bixby." Anonymous, "Athenian Boy's Oath." Robert Burns, "A Man's A Man for A' That," and "The Cotter's Saturday Night." Andrew Carneige, "My Own Story for Boys and Girls." Edward Eggleston, "How Abe Lincoln Paid for His Stockings." Herman Hagedorn,

"You Are the Hope of the World." H. W. Longfellow, "Building of the Ship." Abraham Lincoln, "Gettysburg Address," James Muir, "Story of My Boyhood and Youth." Helen Nicholay, "Life of Lincoln." Reinbold Niebuhr, "Greatness Passes By."

2. Bibliography for the teacher. A. Nickhorn, "Wayward Youth," Viking, 1935. Mary Austin, "Can Prayer Be Answered?" Farrar, 1934. W. C. Bower, Character Through Creative Experience. H. W. Dresser, "Knowing and Helping People," Beacon, 1935. Edna Geister, "What Shall We Play?" Harper, 1935. G. E. Gibson, On Being a Girl. H. Hartshorne, "Character in Human Relations," Scribners, 1932.

II. SELF-CONTROL

Self-control, I say, is the root virtue, of all virtue. It is the very center of character.

--Henry Churchill King.

There is nothing more to be esteemed than a manly character. I like a person who knows his own mind and sticks to it; who sees at once what is to be done in given circumstances and does it.

--Hazlitt.

1. What is character? "Character has to do with the outward expression of inner attitudes or dispositions." 12

12

P. M. Symonds, The Nature of Conduct (Chicago: The Macmillan Company, 1930), p. 291.

To the educators of our broad land is given the privilege of training the citizen for tomorrow to meet effectively the problems of everyday life. He must be given a broader outlook on life and a better understanding of his fellowmen. He must be taught his relationship to the community. He must be made to realize that he is truly a part of all life about him and that his decisions must be based on knowledge, not prejudice.

There is a deeper purpose in life than merely earning a living. This high purpose includes service and contributions to the lives of others. We must hold our torch of service aloft so that all may see the brightly gleaming light.¹³

14

I LOVE TO TEACH

I do not know that I could make entirely clear to an outsider the pleasure I have in teaching. I had rather earn a living by teaching than in any other way. In my mind, teaching is not merely a life work, a profession, an occupation, a struggle; it is a passion. I love to teach.

I love to teach as a painter loves to paint, as a musician loves to play, as a singer loves to sing, as a strong man rejoices to run a race. Teaching is an art--an art so great and so difficult to master that a man or woman can spend a long life at it without realizing much more than his limitations and mistakes, and his distance from the ideal.

But the main aim of my happy days has been to become a good teacher, just as every architect wishes to be a good architect and every professional poet strives toward perfection.

13

Mary Calvert Ralls, President of the Department of Classroom Teachers, Journal of the National Education Association, November, 1935, p. 268.

14

William Lyon Phelps.

"People seldom improve when they have no other
¹⁵
 model but themselves to copy after."

¹⁶
 CHAINS OF HABIT

The chains of habit are too weak to be felt, till they are too strong to be broken.

Many years ago, in a small town in Europe, there lived a blacksmith. Each day from morning to sunset, he swung his heavy hammer making and repairing implements of iron.

He was very powerful, with muscles like the iron with which he worked. In all the surrounding country there was no other man as strong as he.

All went well until one day, in a fit of anger, he committed a serious crime. He was arrested by the officers of the law, and a dozen men succeeded in taking him to the dungeon. There he was shackled with a heavy chain.

When the men had gone, the blacksmith began to examine carefully every link of the chain that bound him, hoping to find one with some flaw or weaknesses that would yield when he applied his great strength. Many times, before, he had broken the chain with his powerful muscles.

Presently he dropped it in despair. Certain marks told him that he had made the chain himself. He knew that no man could break this chain of his own making.

15

Oliver Goldsmith.

16

Samuel Johnson, "Chains of Habit," Guideposts to Character (Pittsburg: Union Trust Building, 1929).

The story of this blacksmith and his chain illustrates the tremendous power of habits, especially bad ones. These chains of habit are built link by link as again and again the wrong kind of acts are done, or as over and over the wrong kind of thoughts are thought. Each time the act or thought is repeated, it is easier to repeat it again. Soon a strong habit has been formed.

Character might be defined as the sum total of our habits. It is clear then, that to build a strong character, one must build the right kind of habits. Since our habits are the result of our everyday actions and thoughts, the boy and girl who would build a strong character must eliminate those acts and thoughts that go to make bad habits.¹⁷

A strong character is necessary for success in life. Self-control is one of the habits needed to build the strongest character.

2. Lessons on self-control. These four lessons are to be motivated so as to develop self-control in the pupils.

LESSON I

"Those who best control themselves can best serve

17

F. S. Endicott, One Hundred Guidance Lessons
(Scranton, Pennsylvania: The International Text Book
Company), p. 166.

18
their country."

A. Aim: To study the Law of Self-Control in the Hutchin's Morality Code in order to define self-control.

B. Assignment:

1. How can you control your tongue?
2. When do you control your temper?
3. Can you control your thoughts? How?
4. How do you control your actions?
5. Should you protect the character of others?

Why?

6. Can you relate instances of self-control?

C. Procedure: The teacher should guide the answers to the foregoing questions so that they may formulate:

1. The Law of Self-Control.¹⁹ The good American controls himself, herself.

a. I will control my tongue and will not allow it to speak mean, vulgar, or profane words. I will tell the truth and nothing but the truth.

18
W. H. McVey, My Conduct and My Country (Columbus, Ohio: The School Specialty Press, 1929), p. 52.

19
Loc. cit.

b. I will control my temper, and will not get angry when people or things displease me.

c. I will control my thoughts, and will not allow a foolish wish to spoil a wise purpose.

d. I will control my actions. I will be careful and thrifty, and insist on doing right.²⁰

D. Activity:

1. Scrapbook

a. Copy this Law of Self-Control.

b. Draw a chain of five links, each link to represent something you must control.

c. Make a Self-Control Safety Poster.

d. Encourage children to list stories, poems, biographies, and selections discussing self-control.

2. Make a sign "Self-Control" and post it in an attractive position.

3. Make yourself a "Self-Control Chart."

SELF-CONTROL

Traits	Rating*
Speech	
Thoughts	
Character	

*Plus sign if you practiced these traits. Minus sign if you neglected them. How do you rate?

LESSON II

The greatest of all social aims is that of developing the qualities of character and intelligence which will lead each person of his own volition to try to play that part which is best for society as a whole.

A. Aim: To guide the child to realize the truth of this saying, "He that ruleth his spirit is greater than²¹ he that taketh a city."

B. Assignment:

1. How have you ever shown that you have self-control?
2. Why do people swear? What good does it do?
3. Can a boy or girl resist being led astray by others? How?
4. How did Theodore Roosevelt use self-control and will power to build a strong and healthy body?
5. Read or tell the class, "Chains of Habit."

C. Procedure:

1. Arouse class discussion as to points in the assignment.

2. Can you apply this to your life? In what way?

3. Discuss an acrostic for self-control.

D. Activity:

1. Construct a paper chain, labeling the links the characteristics you have in developing self-control.

2. Display these.

3. Choose a news item showing the value of self-control. Present it to the class so as to emphasize the importance of self-control.

4. Write an acrostic for self-control.

5. Mark your rating on the chart.

LESSON III

"Most powerful is he who has himself in his own power."
22

A. Aim: To evaluate the trait of self-control as essential in the successful life.

B. Assignment:

1. Write in your own words the story, "The Chains

of Habit."

2. How can you relate this incident to your own life?
3. Why is it essential to form the habit of self-control?
4. Select a reading from the bibliography to tell before your class.
 - a. Call upon the members of your class for opinions.

C. Procedure:

1. Encourage class discussion on the points in the assignment.
2. Inspire the pupils to express themselves freely as to the value of self-control in life.

D. Activity:

1. Scrapbook
 - a. Add links to your chain of self-control.
 - b. Copy a saying on self-control.
 - c. Post clippings and pictures on self-control.
2. Arrange for prominent person in the community to speak to the pupils on "Self-Control; what it implies and its application."

3. Mark your rating on your chart.

LESSON IV

I must be brave--this means I must be brave enough and strong enough to control what I think, and what I do, and I must always be hopeful because hope is power for improvement.²³

A. Aim: To develop the idea that self-control involves characteristics such as moral bravery and hopefulness.

B. Assignment:

1. Copy and explain the above quotation.
2. Relate it to experiences in life.
 - a. To your own
 - b. To others
3. Express your own thoughts on the value of self-control in a poem, essay or story.
4. List examples of self-control in the school room.

C. Procedure:

1. Class discussion concerning points in assignment.

2. Encourage volunteer talks on points under self-control.

3. Arouse a friendly interest in attaining the art of self-control.

4. Reread "Chains of Habit" at the beginning of Unit.

D. Activity:

1. Write a true and false statement about self-control. You may read it aloud and choose one of your friends to answer.

2. Write a multiple choice statement involving self-control. Proceed as in "1".

3. Give concrete illustrations of acts of self-control.

4. Evaluate your self-control by marking your rating on your chart.

E. Bibliographies for the unit on self-control. The materials listed here are for reference work on the subject of self-control.

1. Bibliography for the pupil. Harold Bride, "The Sinking of the Titanic." Cyrus W. Field, "Laying the Atlantic Cable." Edgar A. Guest, "Somebody Said It Couldn't Be Done." Herman Hagedorn, "A Boy's Life of Roosevelt."

Edward G. Hale, "The Man Without a Country." Felicia D. Hemans, "The Landing of the Pilgrims." Elbert Hubbard, "A Message to Garcia." Washington Irving, "Christopher Columbus." Henry W. Longfellow, "The Courtship of Miles Standish." Charles Mackey, "Tubal Cain." Thomas B. McCauley, "Horatius at the Bridge." Lawrence McTurnan, "Louis Pasteur." Frederich Schiller, "William Tell and the Apple."

2. Bibliography for the teacher. W. H. Cunningham, Character, Conduct and Study. J. T. Faris, Books of Everyday Heroism. Wm. B. Forbush, Be Square, and The Young Folks Book of Ideals. Alvin Good and O. F. Crow, Home Room Activities.

III. COOPERATION

There's no lone hand in this game we play--
 We must work toward a bigger scheme.
 And the thing that counts in the world today
 Is, how do you work with the team?

--Edgar A. Guest.

Character is the entity, the individuality of the person, shining from every window of the soul, either as a beam of purity, or as a clouded ray that betrays the purity within. The contest between light and darkness, right and wrong, goes on, day by day, hour by hour, moment by moment, as our characters are being formed. This is the all-important question which comes to us in accents ever growing fainter as we journey from the cradle to grave, "Shall those characters be good or bad?"

--W. J. Bryan.

1. What is character? "Character in a limited sense refers to socialization, self-seeking, and social participation."²⁴

Character is not only a bundle of highly developed separate traits but an organization of them in such a way that they successfully function together for social efficiency.

Watson says:

Real character growth comes in proportion as either children or adults face their own problems frankly, predict consequences, make their decisions, and in practice suffer consequences.²⁵

26

TO A RETIRED TEACHER

So many little feet were yours to guide
Down through the years, but always they went by,
And you must turn to other marching feet,
Your children just a while; you held the sky.

A little closer for each child you taught,
You left your mark upon each youthful face,
And oh, it was their love to you they brought,
And you have never found it commonplace.

24

P. M. Symonds, The Nature of Conduct (Chicago: The Macmillan Company, 1930), p. 291.

25

G. B. Watson, "The Project Method," Young Mens Christian Association Forum Bulletin, March, 1924.

26

Mildred Maralyn Mercer.

To love, and serve, and smooth their path a bit,
 While shadows grew for you upon the hill,
 For you were serving for the love of it,
 And now, your heart is marching with them still.

2. Lessons on cooperation. These four lessons are to be motivated so as to develop cooperation in the pupils.

LESSON I

Good Americans work in friendly cooperation with fellow workers.

A. Aim: To develop the ideal, "In whatever work I do with others, I will do my part and encourage others to do their part, promptly and quickly."²⁷

B. Assignment:

1. Present this for the pupils' comment:

a. One alone could not build a great city or a great railroad. One would find it hard to build a bridge. That I may have bread, people have sowed and reaped, and mined coal, made stoves and kept stores. As we learn better how to work together, the welfare of our

27

W. H. McVey, My Conduct and My Country (Columbus, Ohio: The School Specialty Press, 1929), p. 56.

country is advanced.

2. Explain the meaning of cooperation from concrete experiences in your life.
3. Illustrate instances of cooperation from the fields of social studies, science, language, arts, and mathematics.
4. Compile a list of industries which require cooperation.

C. Procedure:

1. Guide the pupils into evaluating the points in the assignment as applied to their own lives.
2. Write the list on the board.

D. Activity:

1. The school telephone rings. A class discussion concludes that the telephone service requires cooperation.
2. A pupil may express a desire to visit the local telephone office. Pupils volunteer to:
 - a. Secure school permission to visit the office.
 - b. Arrange the visit with the telephone manager.
 - c. Arrange the schedule.

- d. Make special reports, oral and written, of the excursion.
- e. Write the article for the local paper.
3. The trip may be made on Saturday.
4. Evaluation of the trip may occur during the following days.
5. Formulate a cooperation chart.

COOPERATION

Traits	Rating*
Cheerfulness	
Orderliness	
Faithfulness	

*Plus sign if you practiced these traits. Minus sign if you neglected them. How do you rate?

LESSON II

Good Americans try to do the right thing in the right way.

A. Aim: To develop the ideal, "I will help to keep²⁸ in order the things we use in our work."

28

W. H. McVey, My Conduct and My Country (Columbus, Ohio: The School Specialty Press, 1929), p. 55.

B. Assignment:

1. Mold this ideal into life situations in the home, school, and industry. Encourage pupils to make applications.

2. Does your mailman practice this ideal?

Why?

3. List all the agencies which cooperate after a letter is placed into the mail box.

C. Procedure:

1. Develop a meaningful ideal of cooperation by means of a post office activity.

2. Guide pupils to suggest a visit to the local post office.

D. Activity:

1. Guide pupils into planning and executing this visual activity.

2. Inspire pupils to evaluate cooperation in relation to this purposeful experience.

3. Make this trip after school or on Saturday.

4. Pupils may arrange with a local photographer to take a picture of them, at the post office, for the local newspaper.

5. Mark your rating on the chart.

LESSON III

Life is made up of adventures, even crossing the street is an adventure! All adventures involve uncertainty and danger. A danger courageously met and intelligently controlled is part of the substance of a normal life.²⁹

A. Aim: To develop the ideal of safety through cooperation.

B. Assignment:

1. List one rule for safety:

- a. In the home
- b. On the school bus
- c. On the highway
- d. On the street
- e. At school

2. How is cooperation an important factor in securing safety?

3. What is the purpose of the Safety Patrol?

4. Should one obey the Safety Patrol? Why?

C. Procedure:

1. Arouse a class discussion concerning the

list of safety rules.

2. Encourage pupils to enumerate concrete experiences.
3. Inculcate high respect for the Safety Patrol.

D. Activity:

1. Invite an authority on Safety, i. e., State Police, or First Aid Supervisor to speak on Safety.
2. Encourage pupils to group themselves into committees and appoint a chairman to write for materials to:
 - a. Metropolitan Life Insurance Company,
New York City, New York
 - b. Safety Department, Indianapolis, Indiana
 - c. National Safety Council, 1 Park Avenue,
New York City, New York
3. Present a safety playlet, either original or arranged, "It's Not Worth the Risk," in Safety Education Magazine, March, 1938.
4. Bulletin Board should have a safety theme.
5. Organized clubs may be formed, such as:
 - a. Junior Safety Council
 - b. Bicycle Club
 - c. Safety Dramatic Players
6. Mark your rating on the chart.

LESSON IV

The welfare of our country depends upon those who have learned to do in a cooperative way the work that makes civilization possible.

A. Aim: To develop the ideal of cooperation in industry.

B. Assignment:

1. Stimulate interest by urging pupils to bring a newspaper.
2. List the factors in the publication of a newspaper.
3. Why is cooperation essential in composing a newspaper?
4. Examine the paper until you have a rather clear idea of how it is composed.

C. Procedure:

1. Vitalize the class discussion on the composing of a newspaper.
2. Enumerate necessary types of workers.
3. Guide discussion into a suggestion to visit a news office.
4. Have as an ultimate objective a miniature

school paper.

D. Activity:

1. Guide pupils into arranging for this educational tour.
2. Have pupils select their parts in composing a miniature school newspaper after the tour.
3. Stress the value of cooperation in the successful completion of a project.
4. Mark your rating on the chart.

E. Bibliographies for the unit on cooperation. The materials listed here are for reference work on the subject of cooperation.

1. Bibliography for the pupil. H. M. Burr, "The First Potter." Phoebe Hoffman, "The Civil Engineers." Alfred D. Runyon, "A Song of Panama." Cleveland Mofett, "Men Who Work on Bridges." Evelyn Simms, "Bridge Builders." Berton Braley, "The Thinker." Carl Sanburg, "Work Gangs." Edgar A. Guest, "Team Work."

2. Bibliography for the teacher. Indiana Department of Education, Safety for Supervised Play. H. C. Frick, School Betterment Series. C. F. Hoban, J. Hoban and Samuel Zisman, Visualizing the Curriculum. Earl C. Bowman and Paul F. Boston, Living Safely.

IV. RESPONSIBILITY

I find the great thing in this world is not so much where we stand as in what direction we are moving. To reach the port of heaven we must sail, sometimes with the wind and sometimes against it-- but we must sail, and not drift, nor lie at anchor.

--Oliver Wendell Holmes.

It is character that makes the man, and that character is always being shaped by his daily thoughts and actions. We are building day by day the character that will make or mar our happiness.

--Anonymous.

1. What is character? "Character is related to conduct; others claim that conduct issues from character." ³⁰

A teacher from Argentina spoke of the impression which America is now making in countries where its commercial activities are most intense. She referred to the criticism of our moneymadness, the feeling that we are losing the idealism for which the nation has always stood in the eyes of the world.³¹

And then with appreciation too genuine to be mistaken, she added,

We know that the hearts of the teachers are right. People from Argentina who visit American schools are impressed with the interest which the teachers take in the development of character in the individual

30

P. M. Symonds, The Nature of Conduct (Chicago: The Macmillan Company, 1930).

31

Journal of the National Education Association, March, 1931, p. 80.

child. They are impressed by the character of teachers themselves, by the concern that their example and the influence of their lives shall be a lifting influence in the school and in the community.³²

No one could have given better than did this teacher in the course of her conversation a picture of the quality in American teachers, which makes our schools such a mighty force and which makes America the nation that she is. This idealism, this concern for character, have been built largely in the normal schools where most of the teachers have had their first training.

33

THE TEACHER

It's wonderful for man to build,
 With hammer, drill, and forge,
 A bridge to span the cataract
 That rushes through the gorge.
 It's wonderful to build a town
 Where massive buildings tower,
 Where giant engines pull and puff
 And motors spin with power.

It's wonderful to write a book,
 To paint an amber sky,
 To give the world those deathless things
 That never fade or die;
 But still more wonderful to build
 The women and men,
 Who build the cities, span the floods,
 Or wield the brush and pen.

32

Journal of the National Education Association,
 March, 1931, p. 80.

33

A. J. Dunlap.

More wonderful to build a soul,
 To have a teacher's part
 In molding dreams and hopes that stir
 The adolescent heart;
 And when they win, through stress and strain,
 More wonderful to be
 The faithful teacher who can say:
 "They went to school to me."

"You cannot dream yourself into a character; you
 must hammer and forge yourself one."
 34

35
 RESPONSIBILITY

The two kinds of people on earth I mean,
 Are the people who lift and the people who lean,
 Wherever you go you will find the world's masses,
 Are always divided in just these two classes;
 In which class are you?

Are you easing the load,
 Of overtaxed lifters who toil down the road?
 Or are you a leaner who lets others bear
 Your portion of labor and worry and care?

2. Lessons on responsibility. These four lessons
 are to be motivated so as to develop responsibility in the
 pupils.

34

Froude.

35

Ella W. Wilcox.

LESSON I

"I only regret that I have but one life to lose
36
for my country."

A. Aim: To develop a true understanding of responsibility in the work-a-day world.

B. Assignment:

1. Copy this quotation from Nathan Hale.
2. How does it illustrate the meaning of responsibility?
3. How did Clara Barton assume responsibility?
4. Can you list prominent people who have assumed responsibility?
5. What are you responsible for?

C. Procedure:

1. Have class discussion over points in assignment.
2. Guide the class into forming a "Responsibility Club."
3. Encourage volunteer talks on instances involving responsibility.

4. Formulate individual responsibility charts.

D. Activity:

1. Scrapbook

a. Draw or cut out a sail boat. Name it "Responsibility."

b. Write Nathan Hale's statement.

2. Organization of Responsibility Club:

a. Election of officers

b. Appointment of committees:

(1). By-laws

(2). Attendance

(3). Monitorial

(4). Telephone

(5). Door

(6). Checking routine school work

(7). Others as pupils suggest

3. Formulate a responsibility chart.

RESPONSIBILITY

Traits	Rating*
Loyalty	
Obedience	
Congeniality	

*Plus sign if you practiced these traits. Minus sign if you neglected them. How do you rate?

LESSON II

One flay, one hand,
One heart, one hand,
One nation evermore.³⁷

A. Aim: To teach that loyalty is a phase of responsibility.

B. Assignment:

1. Define loyalty as illustrated by the lives of Edith Cavell, Damon and Pythias, Joan of Arc, Alfred the Great, Paul Revere, Christopher Columbus, and Charles Lindbergh.

2. Cite instances of loyalty from your Social Studies and Language Arts.

C. Procedure:

1. Have class discussion on points in assignment.

2. Develop the thought that loyalty is an essential trait in responsibility.

3. Encourage volunteer talks on acts illustrating loyalty in home, school, and community.

37

Oliver W. Holmes, My Conduct and My Country (Columbus, Ohio: The School Speciality Press, 1929), p. 38.

D. Activity:

1. Pupils recite American oath of allegiance.
2. Scrapbook
 - a. Write American oath of allegiance.
 - b. Put two sails on this boat. Label them, "Loyalty", and, "Patriotism."
3. Music Appreciation:
 - a. List songs of loyalty and patriotism.
 - b. Plan group or individual singing.
4. Post pictures of clippings concerning loyalty.
5. Discuss reports from the Responsibility Club.
6. Mark your rating on your chart.

LESSON III

Children, obey your parents.

A. Aim: To teach that obedience is an essential factor in responsibility.

B. Assignment:

1. Be prepared to retell the story, "The Leak in the Dike."
 - a. Did obedience affect Peter's sense

of responsibility? How?

2. Relate the story of the poem, "Horatius at the Bridge."

a. What traits of responsibility do you notice?

3. Consult the bibliography for supplementary readings.

C. Procedure:

1. Encourage class discussion of assignment.

2. Show the value of obedience in one's life.

3. Many blind people are led by faithful dogs,

"The Seeing Eyes."

a. Who can explain this?

b. Is loyalty, obedience, and responsibility important? Why?

4. Does Dr. Dafoe accept responsibility? How?

D. Activity:

1. Scrapbook

a. Place third sail, label "obedience."

b. File clippings.

2. Give report from chairman of the Responsibility Club as to its activities.

3. Form an acrostic for obedience.
4. Record acts of responsibility in the home.
 - a. Does this include obedience? How?
5. Mark your rating on the chart.

LESSON IV

The construction crew or the wrecking gang; to which do you belong?

A. Aim: To evaluate responsibility in one's life.

B. Assignment:

1. List one instance in which you had to assume responsibility.
2. State how you did this.
3. Did you need the traits of loyalty and obedience to accept this responsibility? Why?
4. How do you feel towards pupils who shirk?
5. Relate an illustration of how some one accepted a responsibility.

C. Procedure:

1. Promote class discussion on assignment.
2. Note the progress made by people who assume responsible positions in life.

3. Does responsibility pay?

D. Activity:

1. Scrapbook

a. Place as many sails as you can name traits included under responsibility.

2. Report on what duties you assumed as a member of the Responsibility Club.

3. Relate an instance of how responsibility had helped you in life.

4. Note throughout the year the trait of responsibility.

5. Mark your rating on the chart.

E. Bibliographies for the unit on responsibility.

The materials listed here are for reference work on the subject of responsibility.

1. Bibliography for the pupil. Mary S. Andrew, "The Perfect Tribute." "The Good Samaritan," The Bible. Barton Braley, "The Thinker." Thomas Carlyle, "Today." Russel H. Conwell, "Acres of Diamonds." Frank Crane, "Boy Wanted." Ralph W. Emerson, "A Fable." Edgar A. Guest, "Just a Job." G. E. Gibson, "On Being a Girl." W. E. Hickson, "Try Again." Elbert Hubbard, "Initiative," and "Get Out and Get in Line." Gardner Hunting, "Going

After a Job." H. T. Hancock, "The Story of Two Clerks."

2. Bibliography for the teacher. "Character Education," Chapter X, Tenth Yearbook of the Department of Superintendence, National Education Association, 1932. "Classroom Teacher and Character Education," Sixth Year Book, Department of Classroom Teachers, 1932. G. A. Coe, Educating for Citizenship, Chapters 6, 10. J. Gray, "How the Teacher Molds Character," Proceedings of the National Education Association, Vol. 19, 1930, pp. 179-80. H. Hartshorne, "Training of Teachers for the Work of Character Education," Journal of Educational Sociology, Vol. 4, 1930, pp. 199-205.

V. AMBITION

The greatest secret of success in life is to be ready when your opportunity comes.

--Benjamin Disraeli.

1. What is character? "Character has to do with those phases of man's behavior other than the intellectual." 38

Bagley writes:

Moral character certainly presupposes as its basis a multitude of effective specific habits . . . the

38

P. M. Symonds, The Nature of Conduct (New York: The Macmillan Company, 1930), p. 219.

INDIANA STATE
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habit of brushing one's teeth; of shining one's boots; of speaking distinctly; . . . of repressing the desire to yawn; the impulse to strike, and a hundred other impulses that nature never intended to be repressed, yet the habitual repression of which is essential to civilized life.³⁹

How shall we teach? Randall J. Condon, former president of the Department of Superintendence, writes thus:

Teach reading, writing, and arithmetic, of course, but not as fundamentals, except as in the learning one is taught to read fine things, to write beautiful thoughts, and to know that in the fundamentals of life the sum of one's happiness cannot be obtained by subtracting from others. The way to multiply the value of one's possessions is to divide them with others, especially those in need. Teach geography, but only that to a world of knowledge may be added world sympathy, and understanding, and fellowship. Teach history that against its gray background and suffering, sorrow, and struggle we may better understand the present and may protect a fine future. Teach civics to make strong the ideals of liberty and justice, and to make free, through obedience, the citizens of a republic. Teach science but always as a handmaid of religion, to reveal how the brooding spirit of God created the world and all that is therein, and see the stars in their courses, in accordance with the eternal Laws that He, Himself, hath ordained. Teach music, art, and literature. Reveal beauty and truth. Inculcate social and civic ideals.

Teach that which gives intelligence and skill, but forget not soul culture, for out of this comes the more abundant life bringing forth the fruits of the spirit. These are the real fundamentals in education, for character is higher than the intellect and the soul shall never die.⁴⁰

39

W. C. Bagley, Classroom Management (New York: The Macmillan Company, 1907), pp. 228-229.

40

Journal of Education, Vol. 105, January 24, 1927.

SCULPTORS OF LIFE

Chisel in hand a sculptor boy
With his marble block before him,
And his eye lit up with a gleam of joy
When his life dream passed before him.

He carved it well on the shapeless stone
With many a sharp incision;
That angel dream he made his own,
His own that angel vision.

Sculptors of life are we as we stand
With our souls uncarved before us,
Waiting the time when at God's command
Our life dream shall pass o'er us.

If we carve it well on the shapeless stone,
With many a sharp incision,
That angel dream we make our own,
Our own that angel vision.

2. Lessons on ambition. These four lessons are to be motivated so as to develop ambition in the pupils.

LESSON I

The heights by great men reached and kept,
Were not attained by sudden flight,
But they while their companions slept
Were trailing upward in the night.⁴²

41

George W. Doane.

42

Henry W. Longfellow.

A. Aim: To teach the value of industry in realizing one's ambition.

B. Assignment:

1. Prepare a list of prominent persons who have achieved their goals in life by working.
2. State a great work done by each person in your list.

C. Procedure:

1. Thomas A. Edison was often called a "wizard" or a "genius" because of his unusual ability to work out new inventions. On one occasion he was asked if this unusual ability or "genius" was largely responsible for his success. "No," he replied, "only 2 per cent genius and 98 per cent hard work."

- a. Arouse a class discussion to point out the value of industry in Edison's life.

2. Compile a list contributed by the members of the class of persons who have succeeded by industry.

3. Ascertain the opinion of the pupils as to this, "A student should be ashamed to do less than his best."

4. Discuss the poem, "Robert Bruce and the Spider."

a. What is the theme of this poem?

D. Activity:

1. Scrapbook

- a. Write a list of mottoes and sayings that illustrate the necessity of hard work.
 - b. Collect clippings pertaining to realizing one's ambition through industry.
 - c. Write a word which stands for each letter in I-n-d-u-s-t-r-y.
 - d. Construct (cut out or draw) a stepping stone and on it print "INDUSTRY." Paste in book.
2. Display industry posters.
 3. Ask some local man to explain how industry brought him success.
 4. Construct a rating chart for yourself.

AMBITION

Traits	Rating*
Industriousness	
Masterfulness	
Courageousness	

*Plus sign if you practiced these traits. Minus sign if you neglected these traits. How to you rate?

LESSON II

43

IT COULDN'T BE DONE

Somebody said that it couldn't be done,
 But he, with a chuckle, replied
 That maybe it couldn't, but he would be one
 Who wouldn't say so till he tried;
 So he buckled right in, with a trace of a grin
 On his face. If he worried, he hid it,
 He started to sing, as he tackled the thing
 That couldn't be done and he did it.

There are thousands to tell you it cannot be done;
 There are thousands to prophesy failure;
 There are thousands to point out to you, one by one,
 The dangers that wait to assail you.
 But just buckle in with a bit of a grin,
 And take off your coat and go to it;
 Just start in to sing, as you tackle the thing
 That couldn't be done--and you'll do it.

Be a king in your line. Be the best farm hand, or
 the best clerk, or the best stenographer, the best
 teacher, the best collector, the best anything. Go
 a little farther, do a little more, reach a little
 higher, be a little more accurate and a little more
 thorough than the other fellow. Commonplace work and
 commonplace ambition will keep anyone down.⁴⁴

A. Aim: To impress upon the pupils the value of
 mastery in achieving one's ambition.

43

Edgar A. Guest.

44

George H. Knox.

B. Assignment:

1. What is your opinion of mastery?
2. Can you state instances of the value of mastery in life?
3. Do employers search for men and women who have mastered their line of work? Why?
4. Do you believe that mastery is essential in realizing one's ambition?

C. Procedure:

1. Teacher may read or tell this:
 - a. A boy attempted to master a bucking mule at a circus. The ringmaster was asking for volunteers to ride a small ugly mule. A dollar prize was to be given the one who succeeded. Several had been thrown, then a boy stepped up and asked to be allowed to try. He rode partly around the ring when suddenly he was thrown over the mule's head. The crowd roared with laughter. The boy arose and asked to try again. He mounted the mule backwards, clamped his legs about the animal's neck, and grabbed its tail with both hands. The mule plunged, reared, and bucked, but the boy held on, and won his dollar. That was the mastery spirit.

When Lincoln wanted a man to lead the Union

army in the Civil War, he chose the man who had succeeded in riding this circus mule, for he was U. S. Grant.

2. To the pupil, mastery means a thorough understanding of each day's lessons.

a. How can you apply this statement?

b. Should you quit before your lesson is finished?

c. What should be your attitude toward work?

D. Activity:

1. Scrapbook

a. Construct another stepping stone, "Mastery."

b. Post interesting points pertaining to this subject.

2. Retell the story of U. S. Grant.

3. Formulate plans for a Hobby Club, whereby one may realize his ambition through mastery.

a. Encourage special reports on one's hobby.

4. Mark your rating on the chart.

LESSON III

45
IF

If you can keep your head when all about you
Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating;
And yet don't look too good, nor talk too wise;

If you can dream--and not make dreams your master;
If you can think--and not make thoughts your aim,
If you can meet with Triumph and Disaster
And treat those two impostors just the same.
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build 'em up with worn out tools;

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them, "Hold on!"

If you can talk with crowds and keep your virtue,
Or walk with Kings--not lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And--which is more--you'll be a Man, my son!

Let us have faith that right makes might, and in that faith let us, to the end, dare to do our duty as we understand it.⁴⁶

A. Aim: To develop an appreciation for moral courage.

B. Assignment:

1. What is your idea concerning moral courage?
2. Can you give an illustration of moral courage?
3. Read the poem, "O Captain, My Captain?" by Walt Whitman.
4. What kind of courage did this Captain have?
5. Have you ever had an experience where you felt the need for moral courage?

C. Procedure:

1. Guide class discussion of the points in the assignment.
2. Lead the pupils to distinguish between foolhardiness and moral courage to do right.
3. Does it require moral courage to be noble?

46

Abraham Lincoln.

Discuss:

47

NOBILITY

Howe'er it seems to me,
'Tis only noble to be good.
Kind hearts are more than coronets,
And simple faith than Norman blood.

4. Memorize this.

D. Activity:

1. Scrapbook

a. Write "Nobility" in your book.

b. Construct the third stepping stone and label it "Courage."

c. File articles on moral courage.

2. Write one true and false statement as to moral courage.

3. Write one multiple choice statement on moral courage.

4. Collect current events illustrating moral courage.

5. List films that depict characters having moral courage.

6. Mark your rating on the chart.

47

Alfred Lord Tennyson.

LESSON IV

48

WORK

Let me but do my work from day to day
 In field or forest, at desk or loom,
 In roaring market place or tranquil room;
 Let me but find it in my heart to say,
 When vagrant wishes beckon me astray,
 "This is my work; my blessing, not my doom:
 Of all who live, I am the one by whom
 This work can best be done in the right way.

Blessed is he who carries within himself an ideal.
 An ideal of beauty, an ideal of science, an ideal of
 gospel virtues.⁴⁹

A. Aim: To recognize that each one has an ideal
 of duty to perform in attaining one's ambition.

B. Assignment:

1. What is meant by 'duty'?

2. Explain:

a. "Do the duty that lies nearest thee."
⁵⁰

Thy second duty will already have become clearer."

3. Apply this to a duty you have to perform.

48

Henry van Dyke.

49

Louis Pasteur.

50

Thomas Carlyle.

C. Procedure:

1. Discuss the points in the assignment.
2. How can duty assist us in realizing the ambition of our lives?
3. How has President Roosevelt rendered a duty to his fellowmen?
4. Explain, "England expects every man to do his duty."
51
5. Relate one instance which involves rendering a duty to mankind.

D. Activity:

1. Scrapbook
 - a. Write Thomas Carlyle's maxim of duty.
 - b. Construct your fourth stepping stone to success and label it "Duty."
2. Write an acrostic for "Duty."
3. Compose a duty slogan, creed or maxim.
4. Record instances of duty in your classroom.
5. Post applicable pictures and articles.
6. Mark your rating on the chart.

51

Duke of Wellington.

E. Bibliographies for the unit on ambition. The materials listed here are for reference work on the subject of ambition.

1. Bibliography for the pupil. Berton Bradley, "Opportunity." Andrew Carneige, "My Apprenticeship." Henry van Dyke, "A Handful of Clay." Oliver Wendell Holmes, "The Chambered Nautilus." Leigh Hunt, "Above Ben Adhem." Joyce Kilmer, "Trees." Henry W. Longfellow, "A Psalm of Life." James Russell Lowell, "The Fountain," and "The Heritage." Edwin Markham, "Opportunity." W. H. McVey, Minimum Essentials and Right Conduct. Eva J. Ogden, "The Miller of the Dee." Charles R. Reade, "The Hidden Treasure." John G. Saxe, "Find a Way." Bayard Taylor, "The Stone Cutter." H. G. Williamson, and Tony Sarg, "The Three Wishes," a playlet.

2. Bibliography for the teacher. Sarah Bolton, Lives of Girls Who Became Famous, and Lives of Boys Who Became Famous. W. J. Faris, Books of Everyday Heroism. G. E. Gibson, On Being a Girl. K. L. Heaton, The Character Emphasis in Education. W. J. Hutchins, Morality Code. James T. Moore, We Are the Builders of a New World. Ruth M. Strang, The Role of the Teacher in Personnel Work. Douglas A. Thom, Normal Youth and Its Everyday Life.

VI. REVERENCE

A Scout is Reverent.--He is reverent toward God. He is faithful in his religious duties and respects the convictions of others in matters of custom and religion.

--Scout Law.

Reputation is what men and women think of us:
Character is what God and the angels know of us.
--Anonymous.

1. What is character? "Character is the result of an evaluation."⁵²

Calvin Coolidge evaluated character in these words,

It is not only what men know, but what they are disposed to do with what they know that will determine the rise and fall of civilization.⁵³

Later Herbert Hoover said,

Social values outrank economic values. Economic gains, even scientific gains, are worse than useless if they accrue to a people unfitted by trained character to use, and not abuse them.⁵⁴

"I am a part of all that I have met."⁵⁵

52

P. M. Symonds, The Nature of Conduct (New York: The Macmillan Company, 1930), p. 291.

53

Journal of National Education Association, Vol. 15, April, 1926, p. 105.

54

Journal of National Education Association, Vol. 15, April, 1926, p. 105.

55

Alfred Lord Tennyson.

This little poem expresses the philosophy of the real teacher.

56

MY DESIRE

Give me ears to hear the questions
 Of a knowledge-seeking child;
 Give me sympathetic insight
 To his problems, great and mild;
 Give me patience, never-ending,
 In the things I teach and do;
 Clear my vision, may I ever
 Feel his needs and see his view.
 Make me with the child to wander
 Through his happy fairy lands;
 Let me skip with him and listen
 To imaginary bands.
 Soon his fairies all will vanish,
 And the music fade away;
 Fantasies will change to visions;
 Work will rival happy play.
 So if I may be companion,
 Friend, and playmate of a child,
 I shall never doubt his learning
 While I teach the things worthwhile.

'Tis education forms the common mind;
 Just as the twig is bent the tree's inclined.⁵⁷

2. Lessons on reverence. These four lessons are to be motivated so as to develop reverence in the pupils.

56

Lester Keathley.

57

Alexander Pope.

LESSON I

The Home and the Virtues--The home is the oldest unit of civilization. In it the mothers of ancient China taught their children politeness and obedience. In the home during the golden age of Greece, Athenians practised wisdom, courage, temperance, and justice. Christian parents have taught faith, hope, and love. Modern life magnified industry, service, and cooperation.

In these twelve virtues are the dreams of countless generations of the finest men and women the race has produced. These ideals represent an accumulated wealth far beyond our material heritage. That they shall be kept bright in the lives of each new generation is the concern of all good people. The one institution that may most naturally build these virtues into attitudes and habits is the home. Let us cherish and strengthen it.⁵⁸

A. Aim: To instill an attitude of reverence towards the home.

B. Assignment:

1. Place the above article "The Home and the Virtues" in the hands of the pupils.
2. List the twelve virtues and the countries which have held them as ideals.
3. Relate instances how each country has cultivated these ideals in relation to the home.

4. Which of these virtues do you practice in your home?
5. What is your opinion of this article?

C. Procedure:

1. Discuss points in the assignment.
2. Encourage research and frank expression on the value of virtues in the home.
3. Inspire oral expression on this thought:
"A man's behavior in his home is an index to his real character."
4. Give personal illustrations of how reverence for the home carries over into the school.

D. Activity:

1. Scrapbook
 - a. Draw a center for a circle. Name it "Home."
 - (1). Have twelve graduated or concentric circles around this.
 - (2). Name each circle after one of these virtues.
 - (3). The outer circle is reverence.
2. Display these projects.

3. Each pupil should make a chart for himself, with twelve virtues. Encourage him to check himself, watching for the practice of these virtues.

4. Let pupils name a library committee to select books having a theme synonymous with "Reverence." Stimulate an interest to read these books, especially during the recreatory reading periods.

5. Mark your rating on the chart.

REVERENCE

Traits	Rating*
Wisdom	
Temperance	
Justice	

*Plus sign if you practiced these traits. Minus sign if you neglected them. How do you rate?

LESSON II

While I was in India, I had the honor to talk with that great poet and religious philosopher, Sir Rabindranath Tagore. I asked him what his idea of God was, and I shall never forget his answer. He said:

When I was but a small boy, my father took me into the darkness of the jungle, just before the dawn was about to break, and he said to me, 'My son . . . the sweet smell of this earth is God. He is of it and in it, and it is His.' Then the first light of the dawn struck through the darkness of the jungle and my father said to me, 'My son . . . God is the Light; the light of our lives and the light of the world.' The birds

started their singing, and my father said to me, 'My son . . . God is Music, the music of pure souls. May you so live that you strike no note of dissonance in the harmony and beauty that is of God.'⁵⁹

A. Aim: To teach reverence for God and his handiwork.

B. Assignment:

1. Place the above quotation in the hands of the pupils.
2. Be prepared to retell one thought from this article.
3. Express your opinion of this article.
4. How do you show reverence for God and his handiwork?

C. Procedure:

1. Discuss points in the assignments. Guide the pupils to contribute concrete experiences.
2. Encourage each pupil to illustrate in meaningful situations his own attitude as to reverence for God.
3. Lead each pupil to cite instances of reverence by reading the Twenty-Third Psalm or a selection of his own choosing.

4. Evaluate the points made as to reverence.

D. Activity:

1. Scrapbook
 - a. Rewrite the answer given by Sir Rabindranath Tagore.
 - b. Post pertinent articles.
2. Suggest that it would be proper to visit a church or Sunday School service during this study.
3. Encourage pupils to read aloud their favorite selection from the Bible. Permit friendly, constructive discussion.
4. Mark your rating on the chart.

LESSON III

His was a lowly task; he only toiled
 At digging ditches through the live-long day,
 And yet he strove with joy.
 And at the end of labor he could say,
 "There is a ditch a man can call a ditch.
 Honest as I am, built straight and true;
 No man could build it better--
 I'd be glad to have God look it through."⁶⁰

- A. Aim: To develop reverence for one's work.

B. Assignment:

1. Study the above poem.
2. State your reaction.
3. Cite instances of one's reverence for work.
4. Do you feel that way about your work?
5. How should we perform humble tasks?
6. What view did the digger take towards work?
7. Give illustrations of humble workers who became great.

C. Procedure:

1. Discuss the points in the assignment, always guiding the child to relate these points to his own life's experiences.
2. Develop the idea that one's reverence for school work determines his success as a student. Encourage the pupils to correlate this to meaningful life situations.
3. Interest each pupil in evaluating himself as to reverence for his work.

D. Activity:

1. Scrapbook
 - a. Copy this poem.

b. Try to express your attitude by a creative picture, poem, or story.

2. Let each pupil select a character from history, literature, the motion pictures, or radio, who exemplifies this reverence for his work.

3. Mark your rating on the chart.

LESSON IV

Good Americans try to gain and keep good health.

A. Aim: To develop a reverent attitude towards the care of the body and the preservation of good health.

B. Assignment:

1. Guide the pupils to evaluate by purposeful life situations:

a. The Law of Good Health. The welfare of our country depends upon those who are physically fit for their daily work. Therefore:

(1). I will try to take such food, sleep, and exercise as will keep me always in good health.

(2). I will keep my clothes, my body, and my mind clean.

(3). I will avoid those habits which would harm me, and will make and never break those habits which will help me.

(4). I will protect the health of others,

and guard their safety as well as my own.

(5). I will grow strong and skilful.

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C. Procedure:

1. Discuss personal application of the Law of Good Health.
2. Evaluate reverence for the law as a factor in successful living.
3. Cite concrete instances wherein good health determined one's success or failure.
4. What is your own attitude toward reverencing health laws?

D. Activity:

1. Scrapbook
 - a. Record the Law of Good Health.
 - b. Express your opinion of good health in a creative writing.
2. Inspire each pupil to enumerate one activity by which he preserves his health.
3. Can you correlate this law to your chart of virtues and evaluate yourself?

61

W. H. McVey, My Conduct and My Country (Columbus, Ohio: The School Speciality Press, 1929), p. 53.

E. Bibliographies for the unit on reverence. The materials listed here are for reference work on the subject of reverence.

1. Bibliography for the pupil. Ethel L. Beers, "Which Shall It Be?" A. B. Branch, "My Mother's Words." Collier's, Morality Code for Children. Joyce Kilmer, "Trees." Rudyard Kipling, "L'Envoi." H. W. Longfellow, "Evangeline." J. R. Lowell, "The Vision of Sir Launfal." Masfield, "Sea Fever." Edgar Allan Poe, "Annabel Lee." Adelaide Proctor, "The Legend of Bregenz." "Psalm 23," The Bible. James W. Riley, "Prayer Perfect." William Wordsworth, "The Solitary Reaper."

2. Bibliography for the teacher. Alfred Adler, What Life Should Mean to You. Dale Carnegie, How to Win Friends and Influence People. E. A. Groves, Introduction to Mental Hygiene. E. M. Keck, Teaching Tactics. Stanwood Cobb, Discovering the Genius Within You. A. R. Luria, The Nature of Human Conflicts. Hornell Hart, The Science of Human Relations.

VII. COURTESY

Life is not so short but that there is always time enough for courtesy.

--Emerson.

The greater the man, the greater courtesy.
--Tennyson.

A STUDENT'S COURTESY CODE

I hereby pledge myself to do my best to uphold the standards of my school and to make my conduct on the school ground, about the building, in the halls and classroom fitting to my position as a student.

1. A rightful heritage. This is the richest country in the world and youth must advance this civilization. Every American child is entitled to a rightful heritage of four meaningful values.

The child's first heritage is to be well born--physically and mentally perfect; a suitable environment to meet his physical needs; a learning environment adjusted to his mental needs; and a life situation to develop his socially creative expression. All the children of all the people should be afforded these opportunities.

The child's second heritage is the development of an honest mind as guaranteed in the Constitution of the United States by the First Amendment:

Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof; or the right of the people peacefully to assemble and to petition the government for a redress of grievances.

If the American school system could develop this

idea to think honestly, it would transform civilization.

The third heritage for the child is to develop the dignity of labor by training his hands to do all of the things which in the complex world needs to be done. A chance to function for the welfare and preservation of America.

The child's fourth heritage is to develop the ideal of a worthy character. This phase of human behavior must be developed in a miniature life society which affords the child an opportunity to develop character traits.

So this world plays a vital part in what children are to become. The ideal situation to attain these heritages is for home and school to provide life situations guiding the child to cultivate a healthy body, an honest mind, trained hands, and a good character.

"What the wisest and best parent wants for his child--that America wants for all of its children."⁶²

Kahlil Gibran, a Syrian poet and philosopher, has written a marvelous book called The Prophet. As he decided to leave his native land, his people followed him to the ship asking him to speak to them wisely. "Speak

to us of work," said the ploughman; "But what of our laws?" said the lawyer; a mother clasping her baby said, "Speak to us of children"; and the Prophet spoke:

Your children are not your children
 They are the sons and daughters of life's longing
 for itself.
 They come through you but not from you,
 And though they are with you yet they belong not
 to you.
 You may give them your love but not your thoughts,
 For they have their own thoughts.
 You may house their bodies but not their souls,
 For their souls dwell in the house of tomorrow,
 Which you cannot visit, not even in your dreams.
 You may strive to be like them, but seek not to
 make them like you.
 For life goes not backward nor tarries with
 yesterday.

2. Lessons on courtesy. These four lessons are to be motivated so as to develop courtesy in the pupils.

LESSON I

63

"The gentle mind by gentle deeds is known."

A. Aim: To discuss what courtesy means and how it is practiced.

B. Assignment:

1. Origin

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Sir Edmund Spenser.

a. Who were the first persons that you heard of who had good manners?

2. Development

a. Why were manners first used?

b. Why are they used today?

3. Elements

a. What is courtesy?

b. What are the elements of courtesy?

4. Acquirements

a. How can we acquire these elements?

b. What are the results of acquiring these elements?

C. Procedure:

1. Class discussion of these topics:

a. Teacher acts as a listening guide and pupils act as activity leaders.

2. Teacher writes on board or dictates these points as given.

D. Activity:

1. Scrapbook

a. Write a definition for courtesy. "Courtesy is politeness combined with kindness."

b. Draw a wheel.

- (1). Axle represents child.
- (2). Spokes represent elements.
- (3). Circumference represents all

contacts in life for using courtesy.

c. Encourage child to collect clippings and pictures for bulletin board and scrapbook pertaining to courtesy.

2. Construct a courtesy chart.

COURTESY

Traits	Rating*
Gentleness	
Modesty	
Unselfishness	
Sympathetic	
Kindness	
Politeness	
Charitableness	
Graciousness	

*Plus sign if you practiced these traits. Minus sign if you neglected them. How do you rate?

LESSON II

A Girl Scout is courteous. True courtesy is a sign of real consideration for the rights of others. A Girl Scout will be on the lookout for a chance to do many

good turns, and she makes every effort to do them in a pleasant, tactful way.⁶⁴

A. Aim: To encourage courtesy in the home.

B. Assignment:

1. How important are manners in the home?

2. Explain, "Honor thy father and thy mother."

3. "Your manners are the printed page on which

people read of what you are inside."⁶⁵

a. How can you illustrate this?

C. Procedure:

1. Discuss questions.

2. Select an appropriate theme for the class discussion.

a. "Be Polite," Tiny Tot Speaker by E. C. and J. L. Rook.

b. Essay on Manners, R. W. Emerson.

c. Telephone courtesies.

D. Activity:

1. Illustrate courtesy by use of school telephone.

64

Girl Scout Law.

65

Dr. Frank Crane.

2. Pupils collect or submit original writings on courtesy in the home.
3. Make a courtesy wheel.
 - a. Axle represents home.
 - b. Spokes represent acts of courtesy.
 - c. Circumference represents world about us.
4. Encourage contribution of material on the subject.
5. Courtesy Club
6. Courtesy Posters
7. Mark your rating on the chart.

LESSON III

A Scout is courteous. He is polite to all, especially to women and children, old people, and the weak and helpless. He must not take pay for being helpful and courteous.⁶⁶

A. Aim: To provide concrete application for elements of courtesy in the classroom.

B. Assignment:

1. List the ways of showing courtesy in your schoolroom.

C. Procedure:

1. In the classroom

a. How may one show courtesy in his classroom?

b. Illustrate these points:

(1). Acquire good posture.

(2). Move quietly.

(3). Handle material quietly.

(4). Give polite answers.

(5). Enter and leave room after elders.

(6). Knock before entering.

(7). Observe all regulations.

(8). Accord respectful attention to

teachers.

(9). Accord respectful attention to

visitors.

(10). Do not interrupt speaker.

(11). Speak distinctly.

(12). Cultivate a pleasant tone.

(13). Avoid unnecessary noise.

(14). Show regard for rights and convenience of classmates.

(15). Good behavior in the absence of the teacher is not only a mark of respect to the teacher but to the

school, and indicates good manners and good citizenship.

D. Activity:

1. Write verses, slogans, essays, and playlets on schoolroom courtesy.
2. Write slogans in scrapbook.
3. Draw a third wheel.
 - a. Axle represents classroom.
 - b. Spokes represent rules.
 - c. Circumference represents the world.
4. Write one true and false statement as to courtesy.
5. Write one multiple choice statement as to courtesy.
6. Record acts of courtesy in the classroom.
7. Mark your rating on the chart.

LESSON IV

"Real courtesy is the perfume of the flowers that
grow in a kindly heart."⁶⁷

A. Aim: To develop a respect for courtesy on the street.

B. Assignment:

1. How do you conduct yourself on the street?
2. In what tone of voice should you speak?
3. What is your attitude toward safety laws?
4. How should you greet your acquaintances?

C. Procedure:

1. Arouse a class discussion to formulate a street conduct code:
 - a. How one should walk and talk
 - b. How one should regard laws
 - c. How one should greet acquaintances
2. What other suggestions have you?

D. Activity:

1. Scrapbook
 - a. Draw a fourth wheel:
 - (1). Axle represents the public.
 - (2). Spokes represent the rules for public conduct.
 - (3). Circumference represents the world about us.
2. Encourage contributions of clippings, poems, and pictures.
3. Let members of the class illustrate these

points.

4. Prepare an original playlet "Courtesy on the Street."
5. Outline a plan for a courtesy campaign within the school.
6. Arrange a debate, "Resolved: That courtesy is more valuable than a knowledge of history or mathematics."
7. Suggest a poster illustrating some rule of courtesy.
8. Mark your rating on the chart.

E. Bibliographies for the unit on courtesy. The materials listed here are for reference work on the subject of courtesy.

1. Bibliography for the pupil. B. H. Badt, Everyday Good Manners for Boys and Girls. R. H. Barborn, Good Manners for Boys. W. B. Bliss, Your School and You. G. E. Gibson, On Being a Girl. Ellen C. Learned, Good Manners for Boys and Girls. Edgar Pierce, It's More Fun When You Know the Rules. Stevens College, Columbia, Mo., The Correct Things, and Etiquette for Daily Living. Dorothy Stote, Making the Most of Your Looks.

2. Bibliography for the teacher. Alabama Bulletin, Something Better for Birmingham Children. Walter

B. Bliss, Your School and You. Jane Brownley, Character Building in School. M. A. Cassidy, Golden Deeds in Character. W. W. Charters, The Teaching of Ideals. W. H. Cunningham, Character, Conduct and Study. J. B. Edmonson and Arthur Dondineau, Citizenship Through Problems. F. S. Endicott, One Hundred Guidance Lessons. C. E. Finch, Guideposts to Citizenship. Permeal French, Etiquette and Courtesy. C. Rice Gow, Foundations for Human Engineering. Florence Howe Hall, Manners for Boys and Girls.

VIII. THRIFT

If you want to know whether you are destined to be a success or a failure in life, you can easily find out. The test is simple and infallible. Are you able to save money? If you are not, drop out. You will lose, for the seed of success is not in you.

--James J. Hill.

Extravagance rots character. Train youth away from it. The habit of saving stiffens the will and brightens the energies.

--Theodore Roosevelt.

1. What is character? "Character is the art of living."
68

Because of her close intimacy with her pupils,

68

H. Hartshorn, "Character in Human Relations,"

the teacher is seen, heard, and read by all of them. Her actions speak more than her words. Consequently, if there appears to be any inconsistency between her actions and her verbal teaching, she becomes as sounding brass and a tinkling cymbal. If, in her personal life and in her classroom teaching, there is evidence of attempting to typify what she preaches, then her examples will be worth millions of formal lessons. The teacher should be ashamed to do less than her best in teaching not only by precept but by example in the formation of character traits.

There are certain events in the life of every man which fashion and stamp his character; they may seem small and unimportant in themselves, but they are great and important in themselves, and they are great and important to each of us. They mark that slight bend where two lines which had been running parallel begin to diverge, never to meet again. We halt for a moment; we look about and wonder, and then choose our further way in life.⁶⁹

70

AT SCHOOL CLOSE

One knows the joy a sculptor knows,
 When plastic to his lightest touch--
 His clay like model slowly grows
 To that fine grace, desired so much.

69

Mac Miller.

70

James Greenleaf Whittier.

And when the world shall link your name,
 With gracious deeds and manners fine;
 The teacher shall assert her claim,
 And proudly whisper, "These are mine."

"The true test of civilization is not the census
 nor the size of cities and crops,--no, but the kind of
 man the country turns out."
 71

72

SOWERS

We must not hope to be mowers,
 And to gather the ripe gold ears,
 Unless we have first been sowers
 And watered the furrows with tears.

It is not just as we take it
 This mystical world of ours
 Life's field will yield as we make it
 A harvest of thorns or flowers.

2. Lessons on thrift. These four lessons are to
 be motivated so as to develop thrift in the pupils.

LESSON I

"Teach economy. That is one of the first and high-
 est virtues. It begins with saving money."
 73

71

Ralph Waldo Emerson.

72

Johann Wolfgang von Goethe.

73

Abraham Lincoln.

A. Aim: To train the pupils in the value of thrift by using one's assets wisely.

B. Assignment:

1. Consider Abraham Lincoln's quotation.
2. Explain your views of thrift.
3. Conservation is a principle of thrift. Give illustrations of conservation in geography.
4. How does thrift differ from stinginess?
5. Do you spend your money foolishly?
6. Do you waste materials? How?
7. Select a homonym for thrift.
8. Select an antonym for thrift.

C. Procedure:

1. Encourage class discussion on the assignment.
2. Guide the pupils to formulate a method for the economy of school materials.
3. Lead them to realize the vital importance of economy in everything.
4. Comment on "Willful waste makes woeful want."
5. Cite these principles of thrift from concrete

experiences:

- a. Industry and ideals of thrift in literature.

- b. Earnings, savings, and investment in arithmetic
- c. Conservation of health
- d. Enthusiasm in all subjects

D. Activities:

1. If some one gave you one hundred dollars what would you do with it? List the ways you would spend it wisely.
2. Write a four line poem about thrift.
3. Elect officers for a thrift campaign.
 - a. Appoint committees. A guiding word from the teacher will assist the pupils in formulating committees.
4. Scrapbook
 - a. Collect clippings and pictures on thrift.
 - b. Design a staircase.
 - (1). The top represents success.
 - (2). The first stair represents thrift.
5. Develop a thrift chart to measure yourself.

THRIFT

Traits	Rating*
Own my own books	
Preparation of lessons	
Use of materials	
Use of time	

*Plus sign if you practiced these traits. Minus sign if you neglected them. How do you rate?

LESSON II

When Esther asked the meaning of the word thrifty, her teacher replied: "It means being industrious in whatever you undertake, wasting neither time, money, nor materials. The really thrifty persons are those who waste nothing and spend wisely."

A. Aim: A consideration of the value of Benjamin Franklin's sayings on thrift, to create a favorable sentiment towards thrift and economy.

B. Assignment: Dictate Benjamin Franklin's views:

1. "Waste nothing."
2. "All things are cheap and saving, dear to the wasteful."
3. "Waste neither time nor money, but make the best use of both."
4. "Beware of small expenses; a small leak will sink a great ship."
5. Try to select an instance illustrating one of these quotations.

C. Procedure:

1. Discuss the points in the assignment.
2. Apply the maxims of Benjamin Franklin to each

pupil's life.

3. Select a synonym for thrift.

4. Opportunity is a thrift principle. Show this in the biographies of noted persons.

D. Activity:

1. Scrapbook

a. Continue work on your staircase, the second stair will be economy.

b. Copy Benjamin Franklin's maxims.

2. Bulletin Board's display should concern thrift by graphs, charts, and cartoons.

3. Special report by the chairman of the hot lunch committee as to thrift in buying food.

4. Develop the ideal of economy in:

a. Construction and use of materials in shop work

b. Right use of foods in cooking

c. Making and repairing in sewing

5. Mark your rating on the chart.

LESSON III

"Without me no man has ever achieved success nor

any nation ever became great." ⁷⁴

A. Aim: To list activities reflecting thrift.

B. Assignment: Under the headings, "School Thrift," and "Home Thrift," list the ways you try to be thrifty.

C. Procedure:

1. School Thrift: Proper care of books; saving pencils; preserving school furniture; saving the school building; and keeping the school yard clean.

2. Home Thrift: One way I save food; canning fruit; banking the furnace; saving electricity; saving gas in the car.

3. The above lists should come from a class discussion.

4. Cooperation is a principle of thrift. Illustrate this in your school studies.

D. Activity:

1. Post a list of thrift maxims:

a. "I have been the bed rock of every successful career and the corner stone of every fortune."

- b. "I am of greater value than pearls, rubies, and diamonds."
- c. "I make a man well dressed, well housed, and well fed."
- d. "I insure against the rainy day."
- e. "I guarantee prosperity and success to those who possess me."
- f. "I am free as air."
- g. "I am yours if you take me."
- h. "I am thrift."

2. Allow each child to write his name after one of these maxims. He should prepare to talk for two minutes on this.

3. Scrapbook

a. Plan the third stair in your staircase. What do you think would be a good name for it?

4. List these maxims.

5. Develop and record these five principles of thrift. Learning how to:

- a. Keep healthy
- b. Work efficiently
- c. Save time, energy, money, and materials
- d. Spend wisely
- e. Invest money intelligently

6. Evaluate yourself by your thrift chart.

LESSON IV

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"A Girl Scout is thrifty."

A. Aim: To teach the value of things and to put them to the best use.

B. Assignment:

1. What does the Girl Scout do with her money?
2. How does she value her time?
3. What does she believe about waste?
4. Are you thrifty? How?

C. Procedure:

1. Discuss the above questions with these conclusions:

a. Money is a very useful thing to have.

A Girl Scout plans ahead and saves money for the time when she may need it, either for herself or for others.

b. One of the most valuable things we have in this life is time. Here again she plans ahead so that she may use it to the best purpose. Neither does she waste

the time of others by being late.

2. Guide the class discussion to draw these conclusions: A Boy Scout,
 - a. Does not want to destroy property.
 - b. Works faithfully.
 - c. Makes the best of his opportunities.
 - d. Saves his money to pay his own way.
 - e. Helps worthy people and objects.
 - f. May work for pay, but must not receive tips for courtesies or good turns.

D. Activity:

1. Scrapbook
 - a. Record the Scout Laws for boys and girls.
 - b. Plan the next stairs in your thrift staircase. What did you name them?
2. Encourage oral contribution by current events on thrift.
3. Prepare a radio program on thrift to be presented by the class.
4. Mark your rating on the chart.

E. Bibliographies for the unit on thrift. The materials listed here are for reference work on the subject

of thrift.

1. Bibliography for the pupil. Henry Cox, The Gospel of Art. Myron T. Herrick, The Habit of Thrift. Benjamin Franklin, The Way to Wealth. W. E. Hickson, Try Again. Angela Morgan, "A Song of Triumph." Gifford Pinchot, A Wise Use of Nature's Gifts. Edna D. Procter, The Glory of Toil. Theodore Roosevelt, The Vigor of Life.

2. Bibliography for the teacher. J. F. Bemiller, My World. J. H. Griffith, Sex Hygiene for Girls. Gary C. Myers, "I Am Growing Up." Patton Myers, Personal Efficiency and Citizenship. Max Shidler, Sex Hygiene for Boys. Charles B. Thompson, Mental Hygiene. J. T. White, When They Were Young.

IX. GRATITUDE

L' ENVOI

And only the Master shall praise us,
 And only the Master shall blame;
 And no one shall work for money,
 And no one shall work for fame;
 But each for the joy of working,
 And each, in his separate star,
 Shall draw the Thing as he sees It
 For the God of Things as They Are.

--Rudyard Kipling.

1. What is character? "Character in a limited

sense refers to moral character, that is, one's behavior
 to the conventions and standards of society."⁷⁶

Character such as is urgently needed in American life can be adequately developed only when all those responsible for children are awake to the fact that character does not just happen but is the result of careful cultivation.

Among the significant problems in character development is the modern tendency toward specialization. To the doctor, the child is a typhoid patient; to the playground supervisor, a first baseman; to the teacher, a learner of arithmetic. At different times he may be different things to each of these specialists but too rarely is he a whole child to any of them.

But only as the whole personality expands can character develop. Respect for a child's personality is an absolute requisite to effective character development. This involves a reversal of emphasis. The doctor, rather than prescribing for typhoid fever, should prescribe for Harry Smith suffering from typhoid fever. The playground supervisor, rather than training a first baseman, should train Harry Smith by means of arithmetic. The philosophy behind the modern demands for a child-centered curriculum in the school is valid also in all other relationships of child life, if character is to be the central outcome of education and training.⁷⁷

The task of education is not only to do the work of teaching but to feel it. Here is a tribute to the profession of teaching:

76

P. M. Symonds, The Nature of Conduct (Chicago: The Macmillan Company, 1930), p. 291.

77

Journal of the National Education Association
 (Washington, D. C.: Child Health Conference).

IF I WERE A TEACHER

If I were a teacher in a democracy, I should be humble. Any teacher to any parent:--"I thank you for lending me your little child today. All the years of love and care and training which you have given him have stood him in good stead in his work and in his play. I send him home to you tonight, I hope a little stronger, a little taller, a little freer, a little nearer his goal. Lend him again to me tomorrow, I pray you. In my care of him I shall show my gratitude."

THE HOUSE BY THE SIDE OF THE ROAD

There are hermit souls that live withdrawn
 In the peace of their self-content;
 There are souls, like stars, that dwell apart,
 In a fellowless firmament;
 There are pioneer souls that blaze their paths
 Where highways never ran;
 But let me live in the house by the side of the road
 And be a friend to man.

I see from my house by the side of the road,
 By the side of the highway of life,
 The men who press with the ardor of hope,
 The men who are faint with the strife.
 But I turn not away from their smiles nor
 their tears,
 Both parts of an infinite plan;
 Let me live in my house by the side of the road
 And be a friend to man.

I know there are brook-gladdened meadows ahead
 And mountains of wearisome height;
 That the road passes on through the long afternoon
 And stretches away to the night.

78

Anonymous.

79

Sam Walter Foss.

But still I rejoice when the travelers rejoice,
 And weep with the strangers that moan,
 Nor live in my house by the side of the road
 Like a man who dwells alone.

Let me live in my house by the side of the road
 Where the races of men go by;
 They are good, they are bad, they are weak,
 they are strong,
 Wise, foolish--so am I.
 Then why should I sit in the scorner's seat,
 Or hurl the cynic's ban?
 Let me live in my house by the side of the road
 And be a friend to man.

2. Lessons on gratitude. These four lessons are to be motivated so as to develop gratitude in the pupils.

LESSON I

Make channels for the streams of love where they may broadly run.
 And love has overflowing streams, to fill them everyone.
 For we must share if we would keep that blessing from above;
 Ceasing to give, we cease to have,
 Such is the law of love.⁸⁰

A. Aim: To develop the ideal of expressing gratitude.

B. Assignment:

1. What is the purpose of the above quotation?

2. What is your opinion of this?
3. How did the Pilgrims show their gratitude?
4. Write a synonym for gratitude.
5. Memorize this quotation.
6. Did you ever keep a diary?

C. Procedure:

1. Consider in class discussion this assignment.
2. Introduce concrete illustrations of this:
 - a. From their own lives
 - b. In history or in literature
3. Evaluate this form of gratitude.
4. Mention things for which they are grateful.

D. Activity:

1. Guide pupils to keep a diary. Each day record one act for which you are grateful.
2. Try to do at least one good act daily.
3. Formulate a chart on gratitude.

GRATITUDE

Traits	Rating*
Friendliness	
Service to Others	
Gratefulness	

*Plus sign if you have practiced these traits.
 Minus sign if you have neglected them. Does this help you?

LESSON II

There is no friend like an old friend
Who has shared our morning days,
No greetings like his welcome
No homage like his praise.

Fame is the scentless sunflower,
With gaudy crown of gold;
But friendship is the breathing rose,
With sweets in every fold.⁸¹

A. Aim: To develop an ideal of gratefulness for true friends.

B. Assignment:

1. Copy the above poem.
2. List instances of friendship.
3. Do you have such friends?
4. Are you a friend?
5. What is the value of friendship?

C. Procedure:

1. Guide the pupils into a rather serious discussion of friendship, as to the points in the assignment.
2. Give illustrations of friendship in the home and at school.

3. Choose selections from the bibliography for supplementary reading.

4. Encourage comment, "A friend in need is a friend indeed."

D. Activity:

1. In your diary, record one act each day showing gratitude for an act of friendship.

2. Watch yourself to express friendly acts.

3. Mark your rating on the chart.

LESSON III

"When the heart is pure, it cannot help loving, because it has found the source of love, which is God." ⁸²

A. Aim: To mold an ideal to express gratitude by service to others.

B. Assignment:

1. Place in hands of the pupils a copy of "The House by the Side of the Road."

2. Do you know why this poem was written?

3. Give instances in your own life expressing gratitude by rendering service to others.

4. Cite illustrations from social studies and language arts.

C. Procedure:

1. Tell why this poem was written.
2. Have a pupil read this in an audience situation.
3. Encourage illustrations and concrete applications of this ideal.

D. Activity:

1. In your diary, record acts of gratitude expressed in service to others.
2. Do at least one kind act each day.
3. Mark your rating on the chart.

LESSON IV

My prayer some daily good to do,
 To Thine for Thee,
 And offering pure of love whereto
 God leadeth me.⁸³

A. Aim: To develop an ideal that one may express his gratitude by living a good life.

83

Mary B. Eddy, "O'er Waiting Harpstrings of the Mind," Christian Science Hymnal (Boston: Christian Science Publishing Society, 1910).

B. Assignment:

1. Read Mary Antin's "The Promised Land."
2. How did she express her gratefulness?
3. Was Elias Liberman grateful in "I Am an American"?
4. Was Abraham Lincoln grateful to Mrs. Bixby? Why?
5. Cite illustrations of gratitude from the life of Helen Keller.
6. List other instances of gratitude expressed in a noble life.
7. Write a true and false statement and a multiple choice statement concerning gratitude.

C. Procedure:

1. Stimulate class discussion concerning points in assignment.

D. Activity:

1. Record your acts of gratitude in your diary.
2. Mark your rating on the chart.

E. Bibliographies for the unit on gratitude. The materials listed here are for reference work on the subject of gratitude.

1. Bibliography for the pupil. Mary Antin, "The Promised Land." Katherine L. Bates, "America the Beautiful." George L. Banks, "What I Live For." Helen Davenport, "Christmas Shopping." Sam Walter Foss, "The House by the Side of the Road." Oliver Goldsmith, "The Sagacity of the Spider." Thomas Hood, "I Remember, I Remember." Joseph Husband, "America by Adoption." Helen Keller, "Christmas in the Dark." Emma Logarus, "Gifts." Elias Libermann, "I Am an American." Abraham Lincoln, "A Letter to Mrs. Bixby."

2. Bibliography for the teacher. Bertha Conde, The Business of Being a Friend. Mark Gilbert, Over Famous Thresholds. H. C. Hoerle, The Girl and Her Future. A. J. Jones, What Would You Have Done? E. T. Lies, The New Leisure Challenges the School. H. C. McKown, Home Room Guidance. Joseph Morris and St. Clair Adams, Little Book of Friendship. Stevens College, Columbia, Mo., The Correct Thing.

X. SPORTSMANSHIP

Life itself is something of a game and some of our greatest lessons are learned on the field of life. Our success is measured by how well we have followed the rules

of life. There is a goal ahead. We have captains who command us, teammates who work with us, and our friends who cheer us from the sidelines. In life as in athletics, there is opposition and we must put forth our greatest effort if we are to reach the goal. That is when we are called upon to practice true sportsmanship.

1. What is character? "Fame is vapor; popularity an accident; riches take wings; those who cheer today will curse tomorrow; only one thing endures--character."⁸⁴

A noble character is one of the first essentials towards success in life. The development of ethical character is one of the fundamental aims of education. So one of the school's first duties is to guide the child wisely into the paths wherein he may find worthwhile happiness.

In the book, Sadhana, The Realization of Life, the author states:

Man's abiding happiness is not in getting anything but in giving himself up to what is greater than himself, to ideas of his country, of humanity, of God. They make it easier for him to part with all that he has, not excepting his life. His existence is miserable and sordid till he finds some great idea which can truly claim his all, which can release him

from all attachment to his belongings. Buddha and Jesus, and all our great prophets, represent such great ideas. They hold before us opportunities for surrendering our all. When they bring forth their divine alms bowl we feel we cannot help giving and we find that in giving is our truest joy and liberation, for it unites ourselves to that extent with the infinite.⁸⁵

86

THE TEACHER

The teacher is a prophet.
He lays the foundations of tomorrow.

The teacher is an artist.
He works with the precious clay of unfolding personality.

The teacher is a builder.
He works with the higher and finer values of civilization.

The teacher is a friend.
His heart responds to the faith and devotion of his students.

The teacher is a citizen.
He is selected and licensed for the improvement of society.

The teacher is a pioneer.
He is always attempting the impossible and winning out.

The teacher is a believer.
He has abiding faith in the improvability of the human race.

85

Rabindranath Tagore, Sadhana, The Realization of Life.

86

Joy Elmer Morgan.

"Every person has two educations--one which he receives from others and one more important that which he gives himself."
87

88

PRAYER OF A SPORTSMAN

Dear Lord, in the battle that goes on through life,
I ask but a field that is fair
A chance that is equal with all in the strife,
A courage to strive and to dare.

If I should win, let it be by the code
With my faith and my courage held high,
If I should lose, let me stand by the road
And cheer as the winners go by.

89

COLONEL LINDBERGH REVEALS HIS SECRETS

I came to the conclusion that if I knew the difference between the right way to do a thing and the wrong way to do it, it was up to me to train myself to do the right thing at all times. So I drew up a list of character factors. At night I would read my list of character factors, and those which I had fulfilled satisfactorily during the day I would mark with a red cross. Those I had not been called upon to demonstrate that day would get no mark. But those character factors which I had actually violated each day I would mark with a black cross. I began to check

87

Gibbon.

88

Berton Braley.

89

The Teachers College Journal (Terre Haute, Indiana:
Indiana State Teachers College Press, July, 1931).

myself from day to day and to compare my black and whites from month to month and year to year. I was glad to notice an improvement as I grew older.

Here is a list of Colonel Lindbergh's character factors, which are nearly all positive and constructive:

Altruism	No argument
Ambition	No sarcasm
Brevity in speech	No fault finding
Concentration	No talking about others
Calmness in temper	No talking too much
Clean in body	Optimism
Clean in speech	Perseverance
Clean in conduct	Physical exercise
Cheerfulness	Pleasant voice
Courage	Punctuality
Courtesy	Politeness
Decisiveness	Reverence (divine)
Determination	Parents, home
Economy	Family, country
Energy	Respect to superiors
Enthusiasm	Respect to fellow man
Firmness	Readiness to compromise
Faith	Recreation
Honesty	Self-esteem
Hopefulness	Self-control
Industry	Self-confidence
Initiative	Sense of humor
Justice	Sleep and rest
Judgment	Sympathy
Love toward all	Sincerity
Loyalty	Tact
Moderateness	Thoroughness
Modesty	Gracefulness
Neat appearance	Unselfishness
	Patience

The above is a list of fine virtues from a self-taught boy of whom we are justly proud.

2. Lessons on sportsmanship. These four lessons

are to be motivated so as to develop sportsmanship in the pupils.

LESSON I

A. Aim: To train the pupils to observe the characteristics of sportsmanship.

B. Assignment:

1. Let us consider these statements which define a good sportsman. A good sportsman:

- a. Avoids unnecessary roughness.
- b. Plays his best to the end, win or lose.
- c. Plays for the fun of it and the success of the team.
- d. Treats his visiting opponents respectfully.
- e. Is courteous to officials and accepts adverse decisions graciously.
- f. Congratulates the winners and makes no alibis.
- g. Is modest in victory and never brags.
- h. Observes training rules and seeks to represent his school his very best.
- i. Is fair, courteous and self-controlled.

j. Is a gentleman; she is a lady.

2. Illustrate these characteristics from concrete experience in your life.

3. Name one great sportsman.

C. Procedure:

1. Arouse class discussion as to assignments.

2. Formulate a meaningful expression of sportsmanship.

3. Compile a list of persons who illustrate good sportsmanship.

4. Guide pupils into desire for a Good Sportsmanship Council.

D. Activity:

1. Guide pupils to organize a Good Sportsmanship Council.

a. Election of officers

b. Appointment of committees

(1). By-laws

(2). Qualifications for membership

(3). Purpose, slogan and goal

(4). Scope of work

(5). Activities

2. Bulletin Board should have as its theme,

"Sportsmanship."

3. Let each letter in sportsmanship represent a characteristic of this trait.

a. "s" represents self-control.

b. "p" represents patience.

4. Choose your selections for your scrapbook.

LESSON II

We are not here to play--to dream, to drift
We have hard work to do and loads to lift,
Shun not the struggle--face it! 'Tis God's gift.⁹⁰

A. Aim: To evaluate the traits of one of our most noted sportsman, Colonel Lindbergh.

B. Assignment:

1. Place the first twenty traits on the "Character Chart of Colonel Lindbergh" in the hands of the pupils.

2. Note how he marked the chart and what he did about those he violated.

3. What effect had these characteristics on his life?

4. Could you adapt this chart to your life?

C. Procedure:

1. Read aloud the Lindbergh chart.
2. Evaluate concretely as many of the traits as you can.
3. Do you believe that these traits caused him to succeed?

D. Activity:

1. Begin constructing yourself a chart like the one being studied.
2. Check yourself by it sometime during each day.

LESSON III

Lives of great men all remind us
We can make our life sublime;
And, departing leave behind us,
Footprints on the sands of time.⁹¹

A. Aim: To evaluate more traits which Lindbergh cultivated.

B. Assignment:

1. Explain the above quotation.

2. Place in the hands of the pupils the next twenty traits on the Lindbergh Character Chart.
3. After you have written each trait think of:
 - a. Concrete illustration
 - b. Synonyms
4. How can you acquire these traits?

C. Procedure:

1. Arouse class discussion so as to present concrete life situations concerning this set of traits.
2. Encourage supplementary contributions.
3. Guide the pupil to cultivate these desirable traits.
4. Is this study helpful to the Good Sportsmanship Council?

D. Activity:

1. Arrange your chart so that it now contains forty traits practiced by Lindbergh.
 - a. Write a synonym for the additional traits.
2. Relate illustrations which explain these traits in sportsmanship.
3. Why do you mark your chart?
4. The Good Sportsmanship Council may consider presenting a culminating activity in this unit.

LESSON IV

You better live your best and act your best and think your best; for today is the surest preparation for tomorrow and all the other morrows that follow after.⁹²

A. Aim: To evaluate the last twenty traits in the Lindbergh Character Chart.

B. Assignment:

1. Explain the above quotation.
2. Place these last twenty traits in the hands of the pupils.
3. Write a homonym for each trait.
4. Record acts of good sportsmanship in your home, room, and grounds.
5. List others whom you think might have developed desirable character traits.

C. Procedure:

1. Guide the pupils into a self-evaluation and application of these traits.
2. Develop a desire for the pupils to invite their parents to a program pertaining to the traits of good

sportsmanship.

D. Activity:

1. Check your now sixty character traits.
2. How many blue, red, or black crosses have you?
3. For an audience situation present a program illustrating these traits.

E. Bibliographies for the unit on sportsmanship.

The materials listed here are for reference work on the subject of sportsmanship.

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2. Bibliography for the teacher. W. J. Hutchins, Children's Code of Morals for the Elementary Schools. Gertrude E. McVenn, Good Manners and Right Conduct. Elizabeth Moreland, Fun in the Family. H. P. Rainey, How Far American Youth. F. C. Sharp, Education for Character. Adelaide Laura Van Duzer, Everyday Living for Girls.

CHAPTER IX

SUMMARY

The author attempted in this study to present, clearly, consistently, and logically a series of concrete, meaningful, life experiences closely interrelated with modern curriculum trends and everyday life. The materials suggested are to visualize, socialize, and vitalize the highest ideals of personality traits emphasized in this study. Practical application of these principles is most desirable. It is anticipated that the boys and girls, through desirable experiencing, may learn how to do by doing.

"I would have a child say not 'I know' but rather 'I have experienced'."¹

¹

John Dewey.

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APPENDIX

APPENDIX

A. CHARACTER TRAITS QUESTIONNAIRE

Evaluate the ten (10) traits you would select in formulating a Course of Study for Character Education in the elementary grades. You will mark the most desirable trait one (1) and rank down to ten (10).

Name _____

Position _____

Location _____

___ Ambition	___ Gratitude	___ Perseverance
___ Appreciation	___ Heroism	___ Poise
___ Accuracy	___ Honesty	___ Politeness
___ Agreeableness	___ Hospitality	___ Punctuality
___ Achievement	___ Industry	___ Precision
___ Broadmindedness	___ Impartiality	___ Respect
___ Citizenship	___ Ideals	___ Responsibility
___ Charity	___ Justice	___ Reverence
___ Conduct	___ Kindness	___ Sacrifice
___ Courage	___ Leadership	___ School Spirit
___ Courtesy	___ Love of home	___ Self-control
___ Cooperation	___ Loyalty	___ Self-respect
___ Culture	___ Manners	___ Sincerity
___ Consideration	___ Morality	___ Sportsmanship
___ Duty	___ Nobility	___ Subordination
___ Economy	___ Obedience	___ Thrift
___ Efficiency	___ Order	___ Truthfulness
___ Enthusiasm	___ Patience	___ Unselfishness
___ Fairplay	___ Patriotism	___ Virtue

B. PUPILS CHARACTER CHART

A rating chart is valuable in so far as the pupil rates himself. The purpose of this chart is to guide the pupil into self-evaluation.

Personality Traits*			
1. Ambition			
2. Cooperation			
3. Courtesy			
4. Gratitude			
5. Honesty			
6. Responsibility			
7. Reverence			
8. Self-Control			
9. Sportsmanship			
10. Thrift			
<u>Student's Signature</u>			
1. _____	2. _____	3. _____	
<u>Teacher's Signature</u>			
1. _____	2. _____	3. _____	

*Plus sign if you practiced these traits. Minus sign if you neglected them.

C. SUGGESTED IDEALS FOR A PROGRESSIVE SCHOOL

The modern school is a cooperative affair where pupils, teachers, and parents all work together. Every progressive school develops broad cultural character traits. Here are ten ideals as suggested objectives in molding character:

1. I am honest in word and deed.
2. I respect the rights and privileges of others.
3. I am loyal and cooperate in all activities.
4. I am obedient to superior authority and acknowledge my responsibility to my inferiors.
5. I am ambitious that my conduct reflects honor upon my school.
6. I am courteous and kind at all times and at all places.
7. My school activities grow out of my classroom activities and return to enrich the classroom activities.
8. I am a thrifty care taker of all my resources.
9. I am grateful for all my opportunities and strive to make the best of them.
10. I practice good sportsmanship on all occasions.

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