

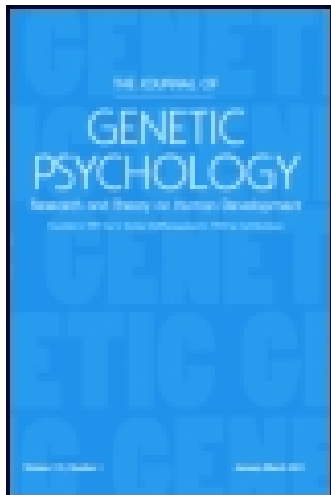
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### A Study in Juvenile Ethics

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# A STUDY IN JUVENILE ETHICS.

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The following questions among others inspired the present study: (1) What is the relative importance of city and of country in creating and shaping ideals of occupations, and of character? (2) Upon what conditions and mental processes do children's judgments of right and justice depend? (3) Are children as selfish as the popular mind and some psychologists declare? (4) What is the nature of the individual strength and the prevalence of sympathy and pity among children?

The material for investigation consisted of answers made to a questionnaire<sup>1</sup> prepared under the stimulus of the above queries. I need hardly say that the investigation led into other problems as well.<sup>2</sup>

The following syllabus was sent to the cities, villages, and county public schools of the State of Virginia and to two grammar schools of Duluth, Minn.

## A STUDY IN JUVENILE ETHICS.

To the Teacher:—Provide each child with pen and paper. Read the story and directions three times. Permit no communications. Please have the pupils give their age, sex, and the occupation of their parents. After writing this information have them do the three following things:

1. To write briefly what they wish *to be* and *do* when they grow up.
2. To tell who had the best right to the pony in the following story,—the father, Henry, or the neighbor's son, and give a reason: "Henry's father gave him a pony for a birthday gift, but Henry often forgot to give it food and water and neglected to rub and curry it. By and by it grew quite poor and shabby looking. His father took the pony and gave it to a neighbor's son."

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<sup>1</sup>I have no defence to offer for using the questionnaire method in such an investigation. The results obtained by those using it will either vindicate or banish it from scientific circles.

<sup>2</sup>The following paper is really three in one. But since all three bear directly on the problems of altruism, sympathy, etc., in childhood, it is thought best to present them as one paper.

3. To finish the following story and have it end as they think it should: "It was Pearl Nelson's first day at school. She had looked forward to it with delight, but now she was frightened as she went into the schoolroom filled with strange faces. The rows of desks looked so straight and uncomfortable, and she began to think it would not be very nice after all to sit in one all day long. The little boys and girls all seemed to know each other and she didn't know any of them but Stella May. Surely Stella would speak to her. But no, Stella was very smart in a new frock and hat, and did not notice the poor child in her faded dress. A big lump rose in Pearl's throat. She noticed all the other children had prettier clothes than she had. She hung up her plain little hat on a peg in the hall. The teacher gave her a seat and then did n't notice her any more. The lump in her throat grew larger. She felt as if she would choke. When the bell rang for recess, she ran quickly out of the room, snatched her hat and started home. She did not notice that she had taken Stella's smart new hat instead of her own. But Stella saw it in a minute. She took Pearl's hat, and with several girls ran after her."

Two thousand five hundred ninety-four children returned to me individual papers. Of this number one hundred and thirty-two were negroes; these were not used owing to the limited number, thus leaving for study 2,384 individual cases. Of which number 1,469 were girls and 915 were boys.

The first rubric required two things: (1), to tell what they wished TO BE; (2), to tell what they wished TO DO. Two thousand and sixty-eight individual papers were received in answers to both questions. Of this number 1,537 expressed themselves on what they wished TO DO only, 64 declared themselves on their preferred ideals only, while 467 chose both activities and ideals. These figures show that 26% of all the children chose ideals. 28% of the girls chose ideals and 22% of the boys. That only every fourth child (26%) made a choice of an ideal is due in the first place to the fact that a number of children had not as yet differentiated ideals as pertaining to character from activities and occupations. The girl of 10 who says, "I wish TO BE a dressmaker and make dresses," or the boy of 8 who says, "I wish TO BE a preacher and speak the word of God to sinners" has evidently made no such differentiation. Being and Doing are one with them. In the second place, a number of children are attracted more readily to the active side of life to the neglect of its ultimate aims and ideals. It would seem that both of these classes had no ideals as applied to character. And in the third place, a large number, doubtless, thought that they were to express a choice in activities only,—that being the easier of comprehension.

The fact, however, that 531 pupils including all ages from 8 to 18 years (see Table II), did declare themselves directly on both ideals and activities makes it evident that the differentiation is not beyond the child mind, and raises the suspicion that those who did not do so either had no ideals to declare or were too readily attracted to the occupation phase of the subject. Although a larger percentage (see above) of girls than boys named ideals, yet the former chose only five-sixths as many different kinds. (92) ninety-two different activities were chosen. Of this number 62 were peculiar to the boys, 16 to the girls and 14 were common to both boys and girls, *i. e.*, the boys named (76%) over three-fourths of the activities. This finding agrees with Taylor's (State School Rp't N. Y. 96.), and with Miss Willard's, who (Studies in Ed.' p. 243) finds the boys naming two-thirds of all the activities. We naturally expect boys to choose a greater variety for the obvious reason that their field of choice is larger and richer. A detailed examination of the activities selected by the boys shows that 45 out of the 62 could be and are being performed at present by women. (See list of activities.)

The papers were divided into country and city children, and the following table shows their line up on the questions of preferred life activities and ideals:

|                | ACTIVITIES. |             |         | IDEALS. |             |         |
|----------------|-------------|-------------|---------|---------|-------------|---------|
|                | Common.     | Not Common. | Totals. | Common. | Not Common. | Totals. |
| City Girls,    | 1,154       | 15          | 16      | 6       | 13          |         |
| Country Girls, | 139         | 15          | 1       | 6       | 0           | 19      |
| City Boys,     | 663         | 25          | 44      | 3       | 18          |         |
| Country Boys,  | 112         | 25          | 8       | 3       | 3           | 24      |

(Common refers to those activities and ideals chosen by both city and country children.)

#### ACTIVITIES (COMMON).

*Boys:* Artist, blacksmith, book-keeper, carpenter, civil engineer, doctor, drummer, editor, engineer, electrical engineer, florist, farmer, lawyer, merchant, mechanic, musician, plumber, preacher, sailor, soldier, statesman, teacher, telegraph operator, undertaker.

*Girls:* Artist, bookkeeper, clerk, elocutionist, housekeeper, married, missionary, music teacher, seamstress, stenographer, teacher, trained nurse, traveller.

#### ACTIVITIES (NOT COMMON.)

*Boys (city):* Actor, architect, author, banker, barber, bookbinder, butcher, brick-mason, business man, clerk, contractor, chemist, dentist, druggist, detective, fisherman, hobo, tramp, horse-jockey, insurance agent, journalist, military offi-

cer, miner, manufacturer, missionary, naturalist, naval officer, painter, photographer, poultry yard, postal clerk, priest, printer, prize fighter, R. R. man, real estate agent, ship builder, stenographer, stock raiser, superintendent, tailor, tobacconist, travel.

*Boys* (country): Cigar maker, depot agent, fireman, hunter, post master, shoemaker, teamster, telegraph messenger.

*Girls* (city): Actress, author, bookbinder, cook, doctor, do what I please, druggist, inventor, laundress, milliner, old maid, optician, printer, telegrapher, telephone girl, travelling companion.

*Girls* (country): Worker of the Lord.

#### IDEALS (COMMON.)

*Boys*: Christian, good, honest.

*Girls*: Altruistic, Christian, cultured, good, honest, noble.

#### IDEALS (NOT COMMON.)

*Boys* (city): Cultured, congressman, do my best, get a home, good time, go to heaven, Gov. of Va., gentleman, fraternity, great man, healthy and strong, inventor, nice and polite, rich, well thought of, Pres. of U. S., success, smart.

*Boys* (country): Help others, kind, true.

*Girls* (city): Beauty, do my best, famous, generous, healthy, independent, lady-like, obedient, popular, society life, successful.

A comparison of the country children with the city children on the above lines shows that the country children selected only one-half (49 country—100 city) as many activities and not quite one-third as (12 country—40 city) many ideals as their country cousins. This might be interpreted as showing a greater conservatism among country children. Perhaps it is nearer the truth to say that it reflects a narrower range of knowledge in such matters on the part of country children. The country child may have heard of such activities as "contractor," "stenographer," "tailor," "barber," "bookbinder," etc., but he has never seen them in the concrete and they are therefore more or less unreal to him.

It is suggested in this connection that the small range of choice among the girls in both activities and ideals is not so much an expression of conservatism as it is of an unfamiliarity with the larger field of activities and ideals well known to their brothers. The fact reflects a difference in training and experience rather than any innate conservatism. (See Table I.) The number of girls is nearly twice that of the boys, yet they named only one-fourth of the activities. The returns show that they are more likely to give a reason for their

choice. 19% of the girls and 16.8% of the boys gave a reason for their choice.

Of the 2,068 who made a choice of activities 311 gave either a selfish or an altruistic motive as a reason. They were purposely not asked to give a reason, on the grounds that if any did do so it would more likely, than otherwise, be spontaneous, definite, and free from any sort of deception. For these reasons more than the usual value is attached to the evidence.

Their answers divide into three parts: (1), those which can not be interpreted as either altruistic or selfish, *i. e.*, they are neutral or indifferent; (2), those who assign an altruistic motive as a reason for their choice, and (3), those who justify their choice by a selfish motive. Typical answers of the different groups follow in the order named.

*Indifferent Group.*

1. F., 8. "I want to go off to school and come back and teach."
2. F., 12. "When I am grown I want to be a central girl in the telephone office."
3. F., 12. "I wish to be a type-writer. If not needed I would like to be a good housekeeper."

TABLE I(A).

*Of Boys' Occupations Grouped into Kindred Classes.*

| AGE.  | No. | %  | Trades and manufactures. | Farmer. | Professor and teacher. | Doctor. | Lawyer. | Less common professions. | Missionary and preacher. | Army, navy, Police Sup't, postal service. | Artist, Musician, Actor, Orator. | Prize fighter, horse jockey, hobo, fisherman. | Merchant. | Commerce. | R. R. Man and travel. | Technical. | Stock and poultry raiser. |
|-------|-----|----|--------------------------|---------|------------------------|---------|---------|--------------------------|--------------------------|---|----------------------------------|---|-----------|-----------|-----------------------|------------|---------------------------|
| 8     | 18  | 16 | 11                       | 5.5     | 5.5                    | 5.5     | 0       | 11                       | 11                       | 0   | 0                                | 22  | 33        |           |                       |            |                           |
| 9     | 16  | 0  | 18                       | 0       | 12.5                   | 18      | 0       | 11                       | 6.2                      | 6   | 0                                | 0   | 25        |           |                       |            |                           |
| 10    | 44  | 9  | 13                       | 0       | 11                     | 13      | 0       | 6.5                      | 11                       | 2.5                                       | 0                                | 13  | 27        |           |                       | 4.5        |                           |
| 11    | 78  | 12 | 5                        | 2.5     | 8.8                    | 11      | 2.5     | 5                        | 7.5                      | 5   | 0                                | 14  | 28        |           |                       | 10         |                           |
| 12    | 146 | 13 | 2.7                      | 1       | 11                     | 8       | 8.8     | 2.7                      | 4.7                      | 3   | 4                                | .6  | 11.6      | 24.6      | 5.4                   | 6          | .6                        |
| 13    | 166 | 8  | 4                        | 1       | 15                     | 7       | 6.6     | 2.4                      | 7                        | 4   | 4                                | .6  | 9         | 20        | 4                     | 20         | 0                         |
| 14    | 172 | 11 | 2.9                      | .5      | 10                     | 5       | 6       | 2                        | 8                        | 2.9                                       | .5                               | 5   | 15        | 2.9       | 13                    |            | 2.7                       |
| 15    | 95  | 9  | 0                        | 1       | 9                      | 2       | 3       | 1                        | 9                        | 6   | 2                                | 8.4   | 23        | 1         | 21                    |            |                           |
| 16    | 28  | 21 | 0                        | 1       | 11                     | 11      | 7       | 7                        | 3                        | 0   | 0                                | 0   | 18        | 3         | 18                    |            |                           |
| 17    | 6   | 0  | 16                       | 1       | 16                     | 16      | 16      | 0                        | 0                        | 0   | 0                                | 0   | 0         | 16        | 0                     | 0          |                           |
| 18    | 2   |    | 0                        | 0       | 0                      | 50      | 0       |                          |                          |   |                                  |   |           |           | 50                    |            |                           |
| Total | 771 | 11 | 4                        | 1       | 11                     | 7       | 4.4     | 3                        | 7                        | 3.7                                       | .6                               | 8.7   | 21.7      | 3         | 13                    |            | .7                        |

4. F., 12. "I have not decided at present what I would like to be,

but I think I would like to be a musician or a scientist, and the height of my ambition is to be a Ph. D. of Cornell University."  
 5. R., 14. "I wish my work will be that of a trained nurse."  
 6. R., 15. "First of all I wish to be a good and noble christian woman, for this is the first duty we owe our Creator. I would like to be well educated and an accomplished musician. I wish when I have finished my studies here at the High School to continue them in some good Female Institute, graduating with honor and credit. Further than this I have not thought what I would like to do when grown."

TABLE I (B).

*Of Girls' Occupations Grouped in Kindred Classes.*

| Age.  | % | 8    | 9    | 10  | 11 | 12 | 13 | 14 | 15   | 16  | 17  | 18   | Total |
|---|---|------|------|-----|----|----|----|----|------|-----|-----|------|-------|
|   | % | 67.5 | 57.0 | 7   | 0  | 5  | 5  | 5  | 36.0 | 3.2 | 1.7 | 53.0 | 486   |
| Teacher.  | % | 7    | 0    | 7   | 0  | 5  | 5  | 5  | 36.0 | 3.2 | 1.7 | 53.0 | 49    |
| Housekeeper, Wife, Cook.  | % | 5    | 0    | 0   | 0  | 0  | 0  | 0  | 0    | 0   | 0   | 0    | 5     |
| Old Maid.   | % | 0    | 0    | 0   | 0  | 0  | 0  | 0  | 0    | 0   | 0   | 0    | 0     |
| Seamstress, Milliner.   | % | 0    | 0    | 0   | 0  | 0  | 0  | 0  | 0    | 0   | 0   | 0    | 0     |
| Author, Inventor.   | % | 5    | 5.4  | 0   | 0  | 0  | 0  | 0  | 0    | 0   | 0   | 0    | 98    |
| Artist, Actress, Musician, Elocutionist.                            | % | 10   | 19   | 0   | 0  | 0  | 0  | 0  | 0    | 0   | 0   | 0    | 21    |
| Telephone, Telegraph, Clerk, Typewriter, Book-keeper, Stenographer. | % | 2.5  | 3    | 9.7 | 15 | 15 | 15 | 15 | 15   | 15  | 15  | 15   | 236   |
| Doctor, Nurse.  | % | 0    | 5.4  | 0   | 0  | 0  | 0  | 0  | 0    | 0   | 0   | 0    | 37    |
| Printer, Book-binder, Landress.                                     | % | 0    | 0    | 0   | 0  | 0  | 0  | 0  | 0    | 0   | 0   | 0    | 3     |
| Missionary, Help Parents.   | % | 5    | 5    | 5   | 5  | 5  | 5  | 5  | 5    | 5   | 5   | 5    | 50    |
| Do what I please.   | % | 0    | 0    | 0   | 0  | 0  | 0  | 0  | 0    | 0   | 0   | 0    | 26    |
| Druggist.   | % | 0    | 0    | 0   | 0  | 0  | 0  | 0  | 0    | 0   | 0   | 0    | 1     |
| No. at Each Age.  | % | 40   | 37   | 57  | 70 | 70 | 70 | 70 | 70   | 70  | 70  | 70   | 1287  |

8. M., 14. "I would like to be a dairy farmer. I like to be around cows and I can usually get along very well with the animals."  
 9. M., 13. "I wish to be a carpenter and understand my work well."  
 10. M., 11. "I wish to be a noble man and a noble character, not chew, nor smoke nor drink. I want to be an engineer."  
 11. M., 11. "I wish to be a christian; and second, I wish to be a lawyer if I have enough sense."  
 12. M., 12. "When I am a man I want to be a farmer. It is the happiest life in the world. I want to drive pretty horses. I am going to fish when I get grown in the country. You see the apple blossoms. I want to hunt when I get grown. I can run birds now."  
 13. M., 10. "I had rather be a farmer and raise wheat and grass and not tobacco."  
 14. M., 11. "I wish to be an honest, intelligent man well educated, and a merchant like my father."



15. M., 11. "I want to be a printer and make proofs."  
 16. M., 16. "I intend to adopt a profession, but which one I have not yet decided. Whether it be low or high I shall make it honorary before God and man."  
 17. M., 17. "I would like to be a lawyer and defend my clyant."  
 18. M., 12. "I want to be a machanical engineer because mechanics always had a fascination for me, I love to look inside of a locomotive or anything that has machinery about it. I want to go about this country and others so as to study all about it."

*Altruistic.*

19. F., 8. "I want to be a teacher and help my parents."  
 20. F., 12. "When I am a woman I would like to be an artist, so I could paint fine pictures, and send them to the asylums, and to people who cant go around and see places."  
 22. F., 8. "When I grow up I want to make fine dresses because Mamma is a dress-maker and I do not want her to be a dress-maker, because I am afraid she will get sick. I want to make dresses for the college girls."  
 23. F., 14. "I would like to be a missionary and go to foreign lands to teach the heathen."  
 24. F., 15. "It is my desire to be an artist. I would like to paint pictures and sell them for high prices. And if I made a good artist and plenty of money I would help the poor and helpless, give plentifully to churches and hospitals. I would do all the good I can."  
 F., 15. "I want to be a trained nurse so I can help to wait on the sick."  
 25. F., 14. "I wish to be when I am grown up an honest business woman and a good housekeeper and to do all the good I can to make others happy in every way."  
 26. M., 10. "I wish to be a preacher and speak the word of God to sinners."  
 27. M., 11. "I want to be in the army or navy when I am grown, because I shall have a chance to serve my country, and to grow up sturdy and strong."  
 28. M., 12. "I want to be a good noble man, a merchant. I want to take care of my mother and father when I get grown and they get old."  
 29. M., 13. "I wish to be a doctor and shall always try to see the poor people first."  
 30. M., 14. "I wish when I am grown to be a first-class stationary engineer and also a decent, respectable young man of good habits. I also expect to take care of my mother, father and sisters as long as I am able, so far as getting married I cannot tell yet, and one other thing I wish to remain faithful to God as long as I live."  
 31. M., 17. "I would like to be a man of fine character and assist in some religious work."  
 32. M., 13. "When I finish my education, I wish to be a teacher; so as to help others out in their education."  
 33. M., 13. "I hope to be a Sup't of a R. R.; so that I could make enough money to build an institution for the blind and be of some good to the world."  
 34. F., 13. "When I am grown I should like to be a comfort and stay to my mother and father, and provide a home for them in their old days, that is if the "Good God" wills it so. I would not care for riches and elegance, but a comfortable, neat, and tidy dwelling, and make life happy and pleasant for them. After we became settled I would take them on a trip to the "Old World," and visit the homes of

our ancestors, after there we would settle down and live in our cottage until God forbids, and takes them away."

*Selfish Group.*

35. F., 7. "I want to be a rich married lady. I want a pretty husband and I want people to bring me flowers."

36. F., 7. "When I get grown I want to be married and live in a pretty house and I will send out my washing."

37. F., 8. "I want to be a rich lady. I do not want to do anything."

38. F., 8. "I want to be a store-keeper because I love candy then I can get as much as I want."

39. F., 9. "I wish to be a rich lady and have a summer home in the country and a winter home in the city."

40. F., 9. "If I am poor I shall work and if I am rich I shall not do so."

41. F., 10. "When I am grown I want to be a school teacher, because I think it is a nice occupation for a woman."

42. F., 12. "I would like to travel to various parts of the world. I would like to have a summer home in the mountains of Va."

43. F., 15. "I would like to be very wealthy and travel all over foreign countries. I would build me a fine country residence and furnish it very fine."

44. F., 15. "I would like to be a rich man's wife, and live very happy."

45. F., 18. "I wish to be well educated, then teach and travel around on my money and have a good time."

46. F., 15. "My desire is to be wise and do something that nobody else has ever done."

47. M., 13. "When I am a man I want to be a post-master so I can look over the letters, and live in New York."

48. M., 13. "I want to be a sailor. After receiving a good education I would go into the navy. I think a sailor has the jolliest time in the world roaming over the deep."

49. M., 15. "When I am a man I want to be a book-keeper, because there is good pay in it, then it is nice work."

50. M., 12. "When I am grown I wish to become a good man. I have not yet decide what I would like to do. I would not like to be a doctor, nor a preacher. A lawyer has a very good place if he does not tell too many stories on the case he is trying.

"I would not like to work on the train because the men do not get a very good salary, and besides, their lives are nearly always in danger. A soldier in the army is in danger too. I would like to own a farm and live on it and have my business in a city not far from my home."

51. M., 16. "I wish to be a mechanic and do the work that pays the best."

52. M., 16. "I wish to be a lawyer in my native State; and I would like to be a senator."

Eight per cent. of the 2,068 children were altruistic and six per cent. selfish. Among the 775 boys 9% were altruistic and 7.8% were selfish. Of the 1,293 girls 8.2% were altruistic and 5.7% selfish. From these returns, then, it appears that the altruism of the boys and girls is about equal and that the altruism of both boys and girls from 7 to 17 years inclusive exceeds their selfishness. Particular attention is called to the fact that the higher percentages of altruism are not confined to the adolescent years (see Table II A and B).

Altruism is in excess of selfishness among the city boys at ages 8, 11, 13, 14, 16 and 17; selfishness is in excess among the same class at ages 9, 12 and 16. Among the country boys, there are more altruistic at ages 7, 8, 10, 11 and 12 than there are selfish ones. The reverse is true of boys of the same class at ages 13, 14. Among the city girls, there are more altruistic than selfish from ages 9 to 15 inclusive. At seven the two impulses balance, while at 8, 16, and 17 selfishness predominates. Among the country girls, ages 8, 13, 14 and 16 show an excess of altruism over selfishness, the reverse is true for the same class at ages 10, 11, and 12. There is no evidence either way at ages 9 and 15. The country boys show a higher percentage (14%) of altruism and a lower percentage (5%) of selfishness than the city boys—percentages for the latter being 8.3% altruism and 6% selfishness. The country girls are more altruistic (10%) than the city (8%) girls, they also show a higher percentage of selfishness (see Table II). The literature on altruism *vs.* selfishness, pronounces the pre-pubertal child selfish and the adolescent altruistic. Published papers on "Children's Ambitions,"<sup>1</sup> "Children's Hopes,"<sup>2</sup> "The Collecting Instinct"<sup>3</sup> and "Psychology of Ownership,"<sup>4</sup> give the impression that the pre-pubertal child is altogether selfish, that the selfish instincts control the majority of his activities. This uniform verdict, I am persuaded, is due to the fact that they were all studies made exclusively on "selfishness." These investigators consciously and unconsciously magnify the subject of their papers. The altruism of childhood—pity, sympathy, self sacrifice, generosity, have all yet to be studied. When the evidence is all in on this phase of child life, we shall doubtless have to modify our conceptions of the intensity and extent of the selfish instinct. The present investigation points unmistakably in that direction. Furthermore, the interpretation of the large percentage of boys in certain localities who choose money making occupations as reflecting innate selfishness is highly questionable. Training and environment will fully account for such phenomena.

My attention was attracted to the frequent declaration made by the country girls that they desired to do *this or that* "in order to be independent," "in order not to be dependent upon others," or "in order to make my own living." An "official"

<sup>1</sup> Willard, H. M.: Children's Ambitions, Studies in Ed. pp. 243-252.

<sup>2</sup> Taylor, J. P.: Children's Hopes, Rep't State Supt. Pub. Ins., N. Y., 1895-96.

<sup>3</sup> Burk, Caroline Frear.: "The Collecting Instinct," *Ped. Sem.*, July, 1900. Vol. VII. pp. 179-207.

<sup>4</sup> Kline and France: "The Psychology of Ownership," *Ped. Sem.*, Dec. 1899. Vol. VI. pp. 421-470.

count showed that 10% of the country girls and 1.8% of the city girls had expressed themselves on the matter of independence—an interesting item for the sociologist and the statesman.

TABLE II (A).

*Of City and Country Boys from 7-18 Years showing the Percentages of Imitation, Selfishness, Altruism.*

| AGE.  | No. City. | No. Country. | % EXPRESSING IDEALS. |          | % IMITATION. |          | % SELFISHNESS. |          | % ALTRUISM. |          |
|-------|-----------|--------------|----------------------|----------|--------------|----------|----------------|----------|-------------|----------|
|       |           |              | City.                | Country. | City.        | Country. | City.          | Country. | City.       | Country. |
| 7     | 0         | 4            |                      | 50       | 0            | 0        | 0              | 0        | 0           | 50       |
| 8     | 12        | 6            | 16                   | 50       | 32           | 33       | 8              | 0        | 16          | 33       |
| 9     | 11        | 5            | 18                   | 20       | 27           | 20       | 18             | 0        | 9           | 0        |
| 10    | 31        | 13           | 16                   | 7        | 19           | 38       | 0              | 8        | 0           | 15       |
| 11    | 40        | 38           | 45                   | 26       | 12.5         | 21       | 10             | 2.6      | 12          | 16       |
| 12    | 138       | 8            | 21                   | 62       | 13           | 25       | 6.5            | 0        | 3.6         | 12       |
| 13    | 157       | 9            | 14                   | 0        | 13           | 0        | 6              | 22       | 9.5         | 11       |
| 14    | 160       | 12           | 23                   | 16       | 7            | 16       | 7.5            | 16       | 8           | 14       |
| 15    | 85        | 10           | 23                   | 10       | 16           | 0        | 17.5           | 0        | 9           | 0        |
| 16    | 25        | 3            | 36                   | 0        | 8            | 0        | 4              | 0        | 24          | 0        |
| 17    | 4         | 2            | 0                    | 0        | 0            | 0        | 0              | 0        | 0           | 0        |
| 18    |           | 2            | 0                    |          |              |          | 0              |          | 0           |          |
| Total | 663       | 112          | 22                   | 25       | 13           | 18       | 8              | 5        | 8.3         | 14       |

18% of the country boys and 13% of the city boys chose the occupation of their fathers. To speculate: the greater imitativeness in the country lad may be due to conservatism, to a narrower range of knowledge, and to a more intimate acquaintance with his father's occupations and interests. To many a city boy his father's occupation is unknown until he is quite a lad, and even when grown his acquaintance with it may be very vague. The city boy, therefore, is less likely to be attracted to his father's life work.

Teaching is by far the favorite occupation with girls at all ages without exception. The highest percentage occurs at 10 (70%) and the lowest at 16 (19%). Miss Willard and Mr. Taylor both find that teaching gives way to dress-making at 13. These studies were made some ten years ago when the percentage of women teachers was less and the teaching profession held in lower esteem than at present. The number who selected teaching for the sheer love of it, for a larger opportunity "to serve and help others," for "the good I might accomplish," is small compared with those who choose it because it is "nice," "respectable," because it brings social prestige, and furnishes a convenient and comparatively sure means to a more prosperous, highly esteemed and cultured life. They say that they prefer it because it is "easy," "lady like," "genteel," "I shall be well liked." Some of this type express

TABLE II (B).

*Of City and Country Girls from 7-18 Years showing the Percentages of Altruism, Selfishness and Independence, etc.*

| AGE.  | No. City. | No. Country. | % EXPRESSING IDEALS. |          | % INDEPENDENCE. |          | % SELFISHNESS. |          | % ALTRUISM. |          |
|-------|-----------|--------------|----------------------|----------|-----------------|----------|----------------|----------|-------------|----------|
|       |           |              | City.                | Country. | City.           | Country. | City.          | Country. | City.       | Country. |
| 7     | 0         | 6            |                      |          |                 |          |                |          |             |          |
| 8     | 26        | 10           | 19                   | 30       |                 |          | 33             |          | 33          |          |
| 9     | 33        | 4            | 12                   | 50       |                 |          | 9              |          | 4           | 10       |
| 10    | 36        | 21           | 16                   | 43       |                 |          | 5.8            |          | 8.8         |          |
| 11    | 81        | 12           | 18                   | 8        | 5               | 9        | 8.5            | 4.6      | 11          |          |
| 12    | 193       | 13           | 20                   | 38       |                 |          | 2.4            | 16.6     | 6           |          |
| 13    | 302       | 6            | 23.8                 | 33       | 1               | 16       | 8              |          | 7.9         |          |
| 14    | 233       | 12           | 30.9                 | 42       | 1.5             |          | 3.7            | 16.6     | 6.9         | 33       |
| 15    | 163       | 13           | 34                   | 15       | 2.4             | 8        | 3.9            | 16.6     | 11.3        | 25       |
| 16    | 63        | 13           | 41                   | 69       | .3              |          | 5.4            | 16.6     | 7.9         |          |
| 17    | 21        | 14           | 38                   | 50       | 9               |          | 6.7            |          | 8           | 23       |
| 18    | 3         | 15           | 33                   | 50       |                 |          | 16             |          | 14.3        | 28.5     |
| 18    |           |              |                      |          |                 |          |                |          | 10          | 10       |
| Total | 1154      | 139          | 26                   | 38       | 1.8             | 10       | 5.5            | 8        | 8           | 10       |

a desire to teach so long as they "have to," or until they "get married," or "until sufficient money is earned to defray the cost of an art or musical education, or of a trip to Europe," etc. The following table shows that teaching as a life occupation does not become an ideal until 12, while it is chosen as a means to "something better" at the age of 10. Ages 8 and 9 gave no reasons save a few of an imitative sort.

| Ages,                        | 10  | 11  | 12   | 13  | 14   | 15  | 16 | 17 | 18 |
|------------------------------|-----|-----|------|-----|------|-----|----|----|----|
| Teaching as an ideal,        |     |     | 2.6% | 7.4 | 4.8  | 6.9 | 11 | 28 |    |
| Teaching a means or a trade, | 10% | 7.1 | 6.5  | 5.5 | 12.8 | 4.6 |    | 66 | 16 |

The attitude of these school girls toward teaching as a vocation is a faithful picture of its present status among their grown up sisters. Teaching has at last become altogether respectable. The daughters of our worthiest families in every section give some of their most buoyant years to the work. And this is a decided gain to the public free school system. One of the virtues of the Jansenists was their advocacy of woman's active participation in education, and from that time to this the gradual growth of the feminine ideal in education has proved an inestimable blessing to the child and the race.

Now all this rings true, and who would gainsay it? Yet a survey of actual conditions persuades one that "It is too much of a good thing." A certain amount of electricity is a wholesome therapeutic, but over 500 volts sent through the human body is dangerous to life. The phenomenal high percentage

of women teachers, the conditions favoring a still higher increase, and the rapid exit of men from the field of primary and secondary education may justly provoke apprehension among educators and parents. In some sections the teaching force is composed entirely of women, the majority of the school officers and several members of the school board are women. The influence of a male teacher is not encountered until the high school is reached, and even then for only a small fraction of the time, owing to the preponderance of women in the faculty. This condition may in some measure account for the small percentage of boys completing the high school course. Even boys in the grammar grades are known to quit on account of the lack of male teachers. I have witnessed a few such cases.

No one desires to alter the ratio of female to male teachers in the primary schools. Experience has demonstrated woman's admirable fitness for this work. The zone of desirable change in favor of a higher percentage of male teachers is in the grammar and high schools. Preaching and agitation, however, will not change the present undesirable ratio. The returns show (see Table I A and B) that one boy out of every hundred chose to be a teacher. The teaching profession must be made more attractive from several standpoints before our more promising young men will devote the best of their years in its service. Professor Munsterberg has made some timely observations in this connection.<sup>1</sup> "Social honor, large income and the delights of productive work draw to German Universities the best material. Nothing similar stands as yet as a temptation before the young American. Our best young men must rush to law and banking and what not. (See Table I a of present paper on this point.) The American is not anxious for the money itself; but money is to him the measure of success, and therefore the career needs the backing of money to raise it to social respect and attractiveness, and to win over the finest minds."

Next to teaching comes "commercial-business;" occupations among the girls such as clerking, booking, typewriting, stenographic and telegraphic work. The artistic life (artist, actress, musician, etc.) is a close second. The fourth favorite occupations are seamstress and milliner, while the fifth favorite belongs to the time honored professions of doctor and nurse. For convenience some of the occupations among the boys as with the girls were grouped, *i. e.*, counted together, *e. g.* Trades and manufacturers includes machinist, tailor, barber, miner, painter, printer, blacksmith, carpenter, shipbuilder, undertaker, etc.

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<sup>1</sup> Munsterberg, Hugo: Productive Scholarship in America. Atlantic Monthly, Vol. LXXXVII, pp. 615-629. May, 1901.

Others, for obvious reasons, were counted separately. Of this latter class the doctor ranks first, 11% for the boys, followed by merchant 8.7% and this in turn by lawyer 7%. Farmer ranks fourth 4%—doctor, merchant, lawyer, farmer is the order for these ungrouped occupations.

Commerce 21.7% (banker, business-man, drummer, tobaccoist, insurance agent, real estate agent, book-keeper, etc.,) and technical 31% occupations, lead all others among the grouped occupations. Public-service (army, navy, police, superintendent, postal service, etc.,) and the less common professions rank next.

### PONY STORY.

The second rubric required two things: (1) to tell who had the best right to the pony, (2) to give a reason.

Over two thousand children responded and of that number 1,982 were creditable papers. These formed the basis of my study. 1,212 were girls and 770 boys.

As was anticipated three dispositions were made of the pony: (1) it should belong to the father, (2) it should belong to Henry, (3) it should belong to the neighbor's son. The following cases show this together with the reasons assigned.

#### *Father Group.*

1. M., 8. "I think his father ought to have the pony because Henry would not tend to it."

2. M., 9. "His father ought to have the pony, because he would take care of it, and feed it, and give it water."

3. M., 9. "I think the father had the most right to the pony, because he paid his own money for it."

4. M., 12. "The father had the best right to the pony, because he had the rule over the boy and if the boy did not take proper care of the pony, the father ought to have it."

5. M., 12. "I think Henry's father had the best right to the pony, because the neighbor's boy might not attend to the pony either."

6. M., 15. "His father because he did not want to see him treated unkind."

7. M., 15. "Henry did n't deserve the pony, if he did not take care of him, and the neighbor's son deserved it if he treated the pony well; otherwise the father deserved it."

8. F., 8. "The father had the best right to the pony, because he paid his money for it."

9. F., 8. "Henry's father ought to have made him feed the pony, and keep it."

10. F., 8. "I think the father had better keep the pony, because the N's son might do him just the same as his son did him. And the father would treat him best of all."

11. F., 11. "The father, because when he gave the pony to Henry he saw how the pony was treated. So he gave it to another boy."

12. F., 9. "I think the father had the best right to the pony, because Henry would n't feed it and take care of it, so the father did n't want the animal to starve on his place and he had the right to give it away."

13. F., 14. "I think that Henry's father had a right to the pony, he gave it to him, and as he did not attend to it right he could give it to whom he choose, and then the father had control of his son till he becomes of age."

14. F., 14. "It depends upon the age of the boy, because if he is not 21 years of age his father possessed him."

15. F., 14. "I think his father should give his boy another chance to care for the pony and then if Henry does not he should give him to the N's son to let Henry see that you can not have things if you dont tend to them."

#### *Henry Group.*

16. M., 9. "henry had the best right to it, because henry was the first one the father gave it toe."

17. M., 12. "Henry had the best right to the pony because his father gave it to him. Henry's father did not have any right to the pony after he had given it to his son, unless the boy gave it back to his father."

18. M., 12. "Henry had a legal right but not a moral one to the pony, because he would not give it proper attention. The father gave his right to the son; therefore the N's son had no right to it."

19. M., 9. "I think Henry ought to have the pony because his father gave it to him."

20. M., 14. "I think Henry has the most right to the pony because his father gave it to him first. The N's son might not have taking care of the pony either. And the father had no right to take it away from him after he had given it to him."

21. F., 9. "I think that Henry ought to have the pony because his father gave it to him."

22. F., 12. "I think Henry ought to have the pony, because if you give a gift, you ought never to take it back."

23. F., 11. "I think Henry had the best right to the pony, because his father gave it to him, and you cant take back what you have given away."

24. F., 14. "I think Henry had the best right to the pony, because his father had given it to him, and should not have taken it away from him, but taught him to take care of it."

25. F., 15. "Henry, because it was a birthday gift."

#### *Neighbor's Son Group.*

26. M., 10. "The N's son had the best right to the pony because Henry's father gave it to him."

27. M., 11. "The N's son ought to have the pony because he would feed him and give him water."

28. M., 11. "I think the N's son ought to have it because Henry would n't feed or curry it and take good care of it and it got poor and the neighbor's son would."

29. M., 12. "I think the N's son had the best right to the pony (1) because Henry was so lazy that he did not deserve the pony, (2) because Henry often neglected to feed, water, and curry him and the pony would suffer, (3) because he deserved to be punished."

30. M., 14. "I think the N's son had the best right to the pony because Henry did not treat the pony right and did not feed and curry it and because his father did not make him tend to it and gave it away instead."

31. M., 14. "If the father told the boy that if he treated the pony cruel he would take it away from him, the neighbor's son had a right to the pony, but if he did n't Henry had a right to it."

32. M., 12. "The neighbor's son. The father had a right to give



the pony away because a father has the right to do anything he wants to until his son is 21 years old. He has given it to the neighbor's son and therefore it belongs to the son because the father of Henry has no control over the neighbor's son."

33. M., 15. "The neighbor's son because when the father gave it to his son, he having control of his son also had control of the pony, but when he gave it to the neighbor's son he lost control of the pony."

34. M., 18. "I think the neighbors son had the best rite to the pony because he was kinder to ward it.

F., 10. "The neighbors boy ought to have the pony because he took care of it."

35. F., 11. "I think the neighbor's son ought to have the pony. Because the N's son was a good and kind boy that would take care of poor creatures."

36. F., 10. "The neighbors son ought to have the pony because Henry would not tend to the pony."

37. F., 11 "The neighbors son had the best right to the pony, for Henry would not feed and water it, and the father gave it to the neighbors son."

38. F., 15. "I think that the neighbor's son ought to have the pony because Henry would not attend to it."

39. M., 12. "Neighbors son because father is too large and the pony is more suitable for a boy who tends to it."

40. M., 12. "I think that the neighbor's boy ought to have the pony because the father gave it to him. If Henry would have taken care of the pony his father would have let him keep it."

These answers present the typical reasons assigned for the best right to ownership in the three possible cases.

The rights of the father are based on the following reasons: (1) It belonged to the father first, he paid his own money for it, he was the first owner, bore the expenses of feeding it; (2), Father had the best right by law. Henry was a minor and could not hold property in his own name; (3) Father had the best right to it because Henry neglected it, besides it was not known that the neighbor's son would treat it properly; (4), The father pitied the pony, and his kindness and thoughtfulness toward the pony entitled him to it; besides the N's son had given no proof that he would treat it any better than Henry; (5), The father giving it to whom he pleased showed that he was the real owner; (6), The father should own it that he might teach Henry a lesson; (7), A few state that the father should own the pony without giving a reason.

The reasons assigned for Henry's ownership are few. The most frequent reason given is (1) That it was a birthday gift and that you cannot take back what you have given away. The second most frequent reason given is that it was Henry's by right of gift and he should have been made to take care of it. The third group, consisting of ten girls and six boys, gave no reason.

The reasons why the neighbor's son should own the pony grouped themselves as follows: (1) It was a gift to the N's son. A father may have the right to take away gifts from his

own son but he has no right to take back a gift made to some one else's son. (2) The neighbor's son because he took care of it, was kind to it. (3) The neighbor's son should have it because Henry neglected it (idea of punishing Henry). (4) It belonged to the N's son because Henry's father could do as he pleased with it. (5) The N's son should have it because it would serve as a lesson to Henry, he deserved punishment for his ungratefulness. (6) As in the two previous groups some gave no reason.

Of the 1,212 girls 416 (34%) judge the father to have the best right; 190 (15%), Henry; 606 (50%), the neighbor's son. And of the 770 boys 231 (30%) rest the best right in the father, 153 (20%), in Henry; and 386 (50%) in the neighbor's son. These figures acquire some significance by examining the principles on which the children based their decisions. These reasons and principles have already been given in detail. I summarize and restate them again for convenience of further explanation.

(1) Sympathy, mercy and pity toward the pony, (2) Sympathy and kindness deserve their reward, (3) Neglect, cruelty and ungratefulness deserve punishment, (4) Economic considerations, (5) Legal, (6) Custom.

1. *Pity, Mercy and Sympathy.* These emotional sentiments, operating as motives, determined the judgments of 24.2% of the boys and 25.5% of the girls and they are strongest at the ages of 15 for both sexes: 28.3% for the boys and 29.2% for the girls. Some decide in favor of the father and others in favor of the neighbor's son. In either case property rights are a secondary matter, the welfare of the pony is the uppermost desideratum. I interpret this as reflecting not only sympathy among children for animals but an altruistic and unselfish trait.

2. *Sympathy and Kindness Deserve their Reward.* Here the welfare of the pony is not so much in mind as is the desire to reward kindness to dumb creatures. They place a premium on kindness. The decisions in this group were all in favor of the father.

3. *Neglect, Cruelty and Ungratefulness Deserve Punishment.* This group showed a decided spirit to punish neglect, cruelty and ungratefulness. Henry by his ungratefulness and cruelty not only destroyed his property rights but rendered himself amenable to punishment and liable to a lesson through consequences. The notion of punishing the boy by means of the "consequences" is confined almost entirely to the girls, a slight justification of Spencer's theory on this question. The numerical strength of this group is 25.3% of the boys and 26.6% of the girls. It is strongest at the age of 8 and 17 for the boys and 11 for the girls.

4. *Economic Considerations.* The laws of trade, barter and sale, simple honesty and justice are all principles underlying the father's rights. He bought and paid his own money for the pony, bought the food which the son failed to give it and furnished it pasture and shelter. These are all commercial considerations. They are met with from boot-blackdom to the stock exchange; profit and loss not mercy and kindness operate on this plane. Many in this group give as an additional reason the old principle of priority—the father was the first owner. This eye for an eye and tooth for a tooth justice principle is strongest for boys at twelve and for girls at thirteen.

5. *Legal Reasons.* Decisions made on this principle occur most frequently at the age of 16 for boys and at 18 for girls. They hold that both pony and boy belonged to the father and that he could do with the pony as he chose. If he chose to give it to the neighbor's son, however, he would relinquish all property rights therefrom.

6. *Custom and Taboo.* Property rights "running with a gift" appear to be unalterable and very real to a large group of children—25.5% of all the boys and 21.9% of all the girls. Both Henry and the neighbor's son are judged to have the best right to the pony on this ancient principle. Those who make such a decision are unusually positive and decided and defend their judgments with marked spirit. The seriousness of the act of giving approaches in their eyes that of a sacred vow. To them it appears more sacred than a promise or an obligation, it belongs to the category of unalterables. Therefore to take back a gift or to give it to another is severely contemned and opprobrium is heaped upon the one who commits it. Every one recalls how soon the "Injun giver" of our childhood days fell into disrepute. The almost universal use of the term "Injun giver" among English speaking children shows the strength of this traditional custom. Spencer<sup>1</sup> in his chapter on Presents indicates the very ancient custom of present-making, and connects it with the ceremonial rites of sacrifice. It appears that we have here run upon the remnant of a sacred custom that is kept alive in childhood by tradition.

#### THE FIRST DAY AT SCHOOL.

The third rubric required the pupils to finish the story of the little school girls and have it end as they thought it should.

Two thousand and sixty-seven stories were received, 1,280 were from girls and 787 from boys. Any attempt at classification and grouping of the stories must be artificial and incomplete, and even inaccurate. Their emotional reactions to the

<sup>1</sup> Spencer, Herbert: Principles of Sociology, Vol. II, pp. 96-97.

story were unique and varied. It seems to have aroused all the good fairies and bad fairies of childhood. The climax of Samaritan mercy and the depths of piratical cruelty are well imagined and cleverly described. I submit a classification, despite all its defects, of the stories as it will form a ready and convenient introduction to their nature and content. The main thought in their stories is taken as the typical ending.

*Typical Endings of the Stories.*

|  | No. by<br>Boys. | No. by<br>Girls. |
|--|-----------------|------------------|
| Accused Pearl of stealing,                               | 12              | 12.5%            |
| Could not catch her,                                     | .2              | .1               |
| Effect of clothes on Stella,                             | 2.9             | 5                |
| Effect of clothes on Pearl,                              | 3.5             | 4                |
| Fussed at and scolded the poor girl,                     | 8.9             | 6.4              |
| Injustice done Pearl corrected by others,                | 4.8             | 6.4              |
| Injustice done Pearl corrected by Stella,                | 7.6             | 9.8              |
| Inflicted corporal punishment on Pearl,                  | 6.9             | 2.8              |
| Made fun of Pearl because she was poor,                  | 2.9             | 4                |
| Pearl runs home to her mother,                           | 7.5             | 11               |
| Pearl apologizes,  | 9.7             | 10.3             |
| Pearl willingly returns to school,                       | 9               | 14               |
| Pearl unwillingly returns to school,                     | 1               | 2.7              |
| Pearl never returned to school,                          | 12              | 7                |
| Pearl is a heroine and wins her way,                     | 2.8             | 2.7              |
| Pearl learns a lesson to be careful about taking things, | 1.4             | 1.2              |
| Stella apologizes to Pearl,                              | 2               | 5                |
| Stella is teased by the other pupils,                    | .6              | —                |
| The two girls become friends,                            | 9               | 11.6             |
| The two girls become enemies,                            | 4.5             | 2                |

*Some Unusual Endings.*

Both girls get new hats.  
 It wound up in a fight.  
 Pearl died.  
 Pearl gets married.  
 Moralizing.  
 The teacher is blamed for the occurrence.

"Pearl willingly returns to school" is the favorite ending for the girls (14%); the next in frequency is "accused Pearl of stealing" which is 12.5% for girls and 12% for the boys. The least frequent ending is the quite laconic one "they could not catch her" .1% girls .2% boys. 9% of the girls and 6.4% of the boys make the effect of clothes on conduct a feature in the ending of their stories. The girls seem to regard the influence of dress greater on the rich girl—Stella, while the boys make it more effective on the poor girl. 8.9% of the boys have the story end in a quarrel "fussed at and scolded the girl," only 6.4% of the girls end the story thus. 6.9% of the boys end the story with corporal punishment inflicted on Pearl, 2.8% of the girls use this form of ending. On the other hand 4% of the girls as against 2.9% of the boys indulge in the ending

which describes Stella and her playmates as poking fun at Pearl because she was poor. Mutual apologies and becoming fast friends is a more favorite mode of ending with the girls: girls 26.9%, boys 20.7%. Twice as many boys as girls have the two become enemies: boys 4.5%, girls 2%. These several points square with the usual findings in this field, viz., that girls are as a rule more sympathetic than boys, that boys are more liable to be cruel, to tease and bully. The girls are less liable to end the story unfavorably to the poor girl, they prefer that all shall end well.

The results of an examination of the papers to find the strength of sympathy as expressed either for the rich or for the poor girl are shown in table IV. The papers classified into three groups, *sympathetic*, *unsympathetic* and *indifferent*. There are more sympathetic than unsympathetic girls, the reverse is

TABLE IV.  
*Sympathy—Percentage.*

| AGE.  | BOYS.        |                |              |        | GIRLS.       |                |              |        |
|-------|--------------|----------------|--------------|--------|--------------|----------------|--------------|--------|
|       | Sympathetic. | Unsympathetic. | Indifferent. | TOTAL. | Sympathetic. | Unsympathetic. | Indifferent. | TOTAL. |
| 8     | 7.7          | 53.0           | 39.3         | 13     | 50.0         | 22.0           | 28.0         | 32     |
| 9     | 21.9         | 25.0           | 53.1         | 32     | 61.0         | 17.5           | 21.5         | 57     |
| 10    | 35.3         | 27.5           | 34.2         | 58     | 44.0         | 24.0           | 44.0         | 75     |
| 11    | 39.3         | 35.7           | 25.0         | 84     | 44.8         | 33.0           | 21.2         | 85     |
| 12    | 39.7         | 39.0           | 21.3         | 141    | 33.3         | 41.4           | 25.3         | 198    |
| 13    | 26.6         | 49.1           | 24.3         | 169    | 43.8         | 34.0           | 22.2         | 297    |
| 14    | 38.8         | 43.3           | 17.9         | 162    | 41.3         | 31.2           | 27.5         | 240    |
| 15    | 35.2         | 47.2           | 17.6         | 91     | 54.2         | 29.0           | 16.8         | 179    |
| 16    | 50.0         | 40.0           | 10.0         | 30     | 54.2         | 22.2           | 23.6         | 72     |
| 17    | 40.0         | 60.0           |              | 5      | 71.4         | 22.8           | 5.8          | 35     |
| 18    |              | (100)?         |              | (2)    | 60.0         | 40.0           |              | 10     |
| Total | 276          | 329            | 182          | 787    | 556          | 383            | 275          | 1280   |
| %     | 35.1         | 41.8           | 23.1         |        | 45.8         | 31.5           | 22.6         |        |

true of the boys; also, the percentage of sympathetic girls (45.8%) is much higher than that of the boys (35.1%). A few cases of the sympathetic, unsympathetic and indifferent story-endings are here given.

#### *Sympathetic.*

F., 14. "I hope Stella did not scold the little girl for taking her hat as it was a mistake. I hope all the little girls will play with Pearl."

M., 11. "Stella should not have let a crowd of girls with her but gone by herself because she would have frightened her still more. Stella came up with her and got her smart new hat and gave the poor

child her old hat back again, then went back to school while the poor child went on home."

F., 14. "I think it should end that Stella was very ugly in treating the little girl in such a manner, the poor little girl was so hurt and had only taken the hat through mistake, and of course, Stella should not have run after her with so many many girls, but should have gone alone and corrected the mistake."

M., 13. "Stella May could not catch her, so Pearl got home, slipped into her room and locked the door behind her. So Stella May had to wear Pearl's old hat, and Pearl wore Stella May's new hat."

#### *Unsympathetic.*

M., 11. "When Stella overtook Pearl, she started a fuss and snatched her hat off her head, and threw Pearl's hat on the ground. Then she ran back to her school, and left Pearl going home."

F., 12. "After they had caught her they took her to the teacher who told her that she must be more careful and scolded her."

F., 12. "In Pearl's haste to get away from the unwelcome place she tripped up and fell into a mud puddle. By this time Stella and the girls came running up to the spot, and Stella seeing her pretty new hat covered with mud of course was very angry, but it taught Pearl to be more particular about whose things she took hereafter."

#### *Indifferent.*

M., 14. "They soon found the girl, and Stella got her own hat, and went back to school. The other girl went home and did not come back."

M., 14. "The girl ran after her and got the hat and gave her hers."

M., 12. "I dint know that I had your hat, well sayed, Stella. I will ecqeze you but dont do it again. I am very sorry said Pearl."

The highest percentage of sympathy is shown at seventeen among the girls, at sixteen among the boys. The highest percentage of unsympathetic girls falls at twelve, and for boys at sixteen and seventeen. A further examination of Table IV. shows an increase of sympathy with age among both boys and girls from eight to eighteen. The increase, however, is neither large nor uniform. The unsympathetic spirit remains fairly constant from eight to eighteen among the girls. The boys, however, show a decided increase; in fact their unsympathetic spirit increases more rapidly with age than the sympathetic.

The following are typical of a majority of the endings.

#### *Accused Pearl of Stealing.*

1. M., 13. "When Stella caught Pearl She said 'You nasty thief hand me my hat.' The little girl turned around at hearing Stella's voice. Stella said she did it on purpas but Pearl had taken her hat and run. She was called thief the rest of the term until the end of the term but Pearl worked faithful and got the hiest marks on the finel."

2. M., 14. "Pearl was caught after a long chase and the hat taken from her. The other girls would not accept any apologies from her and she was watched very suspiciously from that time although she was not what she was thought to be—a thief.—(Note: If this story was in what are termed the "good books" it would end with a "and

she was happy at school ever after." But that she was not suspected after this little incident, is not "human nature.")

3. F., 15. "At last they overtook the poor child as she trudged tearfully along. Stella's shrill voice rang out and startled her with, 'Why Pearl Nelson you took my hat! aren't you ashamed?' she asked indignantly, 'and left me this shabby affair,' in a tone of contempt as she held up the hat. Could they think she had taken Stella's hat? she asked; 'Certainly she took it,' said one, and after tormenting her until they were worn out they exchanged hats, and skipping gaily away leaving Pearl to go alone her face burning with shame because of the undeserved accusation."

4. F., 10. "Stella called loudly for Pearl, but she did not hear her, but at last she caught her. Stella was very angry and told her she just came there to steal. Then Pearl answered, 'I was in such a hurry that I did not know I took your hat.' With that Stella took her hat and Pearl's too, and ran back to the school house. Pearl ran after her, but Stella would not give her hat to her, and then started away, but soon turned back, and said, 'Stella, I did not mean to take your hat, and—' but here she was interrupted. Stella threw down her hat, and said in a rough tone, 'Here thief, take your hat and go home.' Pearl tried to tell her all about it, but Stella would not hear her. The other girls did not like this, and took up for Pearl. A week passed, and not a school girl saw Pearl. Then as Stella did not have any one to play with, she soon got tired, and determined to go to see Pearl, which she did. Stella knocked at the door, Pearl opened it, and Stella told her that she was sorry for what she had done. Then Pearl told her it was all right, and they became good friends right straight. They went to school next day together. Stella introduced her to the girls, and then the girls began to play with both Stella and Pearl, and everything seemed bright. The teacher told her she was glad she was back at school again, and as Christmas was near, she got many pretty presents, and was happy again with the children. Her father began to have many little customers, as the school children bought all their things from him. And then Pearl, always, not fancy clothes, but nice, neat looking clothes."

#### *Could not Catch Her.*

5. M., 10. "Pearl got home without being caught by the girls."  
6. F., 10. "Could not catch her."

#### *Effect of Clothes on Stella.*

7. M., 15. "I would have gone to her mother and told her that Perl had took my hat by mistake and ask her to please take hers and give me mine, but I guess Stella caught Perl and slapped her to be smart, because she had better clothes. But clothes does not make the lady, it is the behaviour and the smartness."

8. M., 12. "The other children ran after her and told her that she had on Pearl's hat, and when she got home her mother told her she has got some old shaggy hat on, when she saw it she was perfectly disgusted, and when she went back to school she saw Pearl and snatched her hat off of her head, and went on saying "I would n't wear that hat for nothing."

#### *Effect of Clothes on Pearl.*

9. F., 12. "When the girls reached Pearl, she had stopped, because she was so tired. Stella May snatched her hat out of Pearl's hand in such manner as to nearly knock the little girl down. After she had gotten her hat back Stella asked Pearl why she had left

school, she was crying now, but she told Stella that she could not go their any more, because those other children had on such nice clothes and her dress was so ugly. Stella felt sorry for her, and told her that she was going home now, and her mother would get Pearl a nice dress. Pearl had no mother and went along gaily."

*Fussed at and Scolded Her.*

10. M., 13. "Stella and the girls overtook Pearl, and said 'You old rogue; you old poor nothing.' They took Stella's hat and went back to school."

*Injustice Corrected by others and Corporal Punishment.*

11. M., 13. "The girls caught Pearl and Stella slapped her and made her cry. She went home and told her mother and the next day her uncle came and gave her a pretty hat and dress after that Stella got a whipping and Pearl got along alright."

12. M., 11. "Stella and the girls overtook Pearl and snatched her hat off her. And knocked Pearl down, and got switches and whipped her. Pearl never came to that school any more."

13. F., 13. "When Stella reached Pearl, Pearl gave her hat to her and did n't murmur. Stella threw Pearl's hat in her face and the pin in it stuck her in the eye. From that day to this Pearl has not been able to see. The teacher ever after treated Stella as she had treated Pearl."

14. M., 11. "The girls caught Pearl and exchanged hats, and asked her where she was going and she said 'I am going home.' Then they asked her why, and she said 'because I have n't any pretty dresses to wear and when I went into the school room nobody spoke to me.' Then the girls ran Pearl away and threw rocks at her. When Pearl got home she told her father about it and he got mad and said 'I'm going to hide near the place where they come by going home and scare them.' late in the evening. When the girls came marching by Pearl's father who had hidden behind the tree made a curious noise and scared them so that they ran back to the school house and told the boys all about it. Then each boy got a club and went marching down there. When they got there they heard a curious noise again and dropped their clubs and went running away. After that the girls went another way, a mile further. Pearl went to the school the rest of the session and did n't have any more trouble and got a good education."

*Stella Makes Amends.*

15. M., 13. "Stella and the girls caught Pearl after going 200 yards. When one of the girls told Pearl her mistake, she was profuse in her excuses, but when the other girls jeered at her, Stella went up to her, and taking her by the hand, carried her back to school. She gave Pearl her new hat, and after this their were no better friends in school than Pearl and Stella."

16. F., 12. "After Stella and the other girls had caught up with Pearl they asked why she took Stella's hat but Pearl did not answer for some time after awhile she said 'I did not know I had your hat.' 'Well' said Stella 'Why did you run away from school?' Pearl told them why she had gone. The little girls all felt very sorry for Pearl and told her they were coming to see her that evening which they did. Pearl's father was dead and her mother was an invalid Pearl was very poor. That evening sure enough the little girls came to Pearl's house each little girl had a basket on their arm which contained something for Pearl and her mother. One had a nice hat dress, and coat, and another had something nice to eat. Each of the



little girls had something. But Stella had another hat and dress and she actually brought some money for Pearl's mother. The next day Pearl came to school looking very neat and clean, and always did after this."

17. F., 13. "Pearl ran home as fast as she could, and did not stop until she was safe in her mother's arms. 'What is it, dearie?' asked Mrs. Nelson. 'Oh, mother! the girls at school are so mean, not even Stella May would speak to me because I did n't have on a nice frock and hat as they did, and so I came home.' Just at that time Stella May came panting up to the door and Mrs. Nelson asked her to come in and have a seat, until she could recover her breath. After resting awhile, Stella May gave Pearl her hat and said, 'You made a mistake, but it's all right, I don't mind. But why did you run away to-day in such a hurry? I was looking forward to play with you at recess.' 'Well, I came home because you would n't speak to me and I felt lonesome.' 'I could n't, you see we are not allowed to talk in school and I could n't speak to you. Are you satisfied now, come on go back and I will ask the teacher to allow us to sit together.' 'All right,' and Stella May went joyfully back to school with Pearl, and got to school just in time to go in with their line."

### *Pearl Becomes a Heroine and Wins Her Way.*

18. M., 12. "At last they caught up with Pearl and exchanged hats. Pearl told Stella that she was sorry that she had made the mistake, but the girls were very unkind to her and told her that she tried to steal it because her hat was so ugly and had run off because she did not want Stella to know it till she had gotten out of sight, and they laughed at her faded dress. Pearl did not reply but went home crying, and told her mother all that had happened, her mother told her that the next time the girls teased her to look as well pleased as they did, never to speak a cross word, be good and study hard and if she did this the children would stop teasing her and like her. The next day she went to school. Pearl was always bright and cheerful and when Stella teased her she would laugh and look as if she enjoyed it as much as they did. The girls were surprised for they expected her to cry, but she won Stella's and all the other girls love at last and Stella became her best friend, she also won the teacher's esteem. Pearl was a very bright girl and soon stood at the head of her classes. She went to Harvard when she was twenty years of age, then she taught English in Harvard for awhile, then she went home and married a prominent Virginia lawyer."

19. F., 15. "When Stella May caught Pearl she accused her of stealing her new hat. Pearl became angry but controlled her temper and explained to Stella that she had made a mistake. Stella did n't believe her but she took her hat and went home. Her mother had heard all about it and when Stella came home she whipped her for talking so rough to Pearl. Pearl went to school and became a teacher while Stella turned out to be the worst girl in school."

20. F., 15. "When Pearl reached her yard she flung herself down on a bench and burst into sobs. In a few minutes she saw Stella and the other girls coming up the walk. Pearl dashed the tears from her eyes, wiped her face, and sat up very straight. Stella came in and putting Pearl's hat on the bench said, 'Pearl here is your hat, I would like to have mine please.' Then Pearl noticed that she had Stella's hat. 'Your hat? Oh! why certainly I hadn't noticed it,' she said coldly. As Stella and her friends departed, she tripped on what seemed to be a small stick; when it moved, however, she found it to be a snake. The others ran but Pearl picked up a stick and killed it. Pearl was very popular after this with all the girls."

*Became Enemies.*

21. M., 15. "Stella saw it in a minute and got Pearl's hat and some other girls and ran after her and caught her and traided back. Pearl apologized and asked all pardon. They never had any use for each other again."

22. M., 11. "Stella ran after Pearl but she did not catch her until she got home, and she would not speak to her when she next saw her."

*Became Friends.*

23. F., 10. "When Stella caught Pearl she snatched her hat off of Pearl's head and threw Pearl's hat on the ground. Pearl came to school the next day, she knew her lessons much better than Stella and Stella asked Pearl to tell her her Geography. Pearl started not to tell Stella but a thought came in Pearl's mind that said return good for evil, then Pearl told Stella the Geography. At recess Stella came to Pearl and said that she was very sorry that she had treated her in that way. After that Stella always went with Pearl."

*Pearl Apologizes.*

24. M., 13. "When Pearl got nearly home Stella came running after her. she says to her you have stolen my hat. When Pearl took off the she saw that she had made a mistake, and apologized to Stella May but she only slapped her jaws and ran back to school."

*Miscellaneous.*

25. F., 12. "But Pearl was already around the corner and out of sight before Stella reached it. Now and then they could see her flying figure fly around the corner. At last they saw her dart up the steps of a shabby looking house. They started to follow her, but one of them stopped and looked in at the window. 'Girls! look here she called.' The room was very neat and clean. There was Pearl pouring out her story. The father was reclining on an invalid chair, his face wore signs of suffering. Two little boys played on the floor, on a bed was a child whose thin form and flushed face told them that she was dying. There was a lump in Stella's throat as large as Pearls. 'To think I wouldnt speak to her because her clothes wernt as good as mine,' she said 'I heard father say Mr. Nelson was a fine man, but he has been crippled all winter and they have enormous bills to pay for doctors and medicine.'

"Pearl was at school next day in a frock as pretty as Stella's own."

26. M., 13. "Stella May called Pearl and said, 'You have my perty hat instead of your old rag.' 'Have I,' said Pearl. 'I did not know I had it,' said Pearl 'I was in such a hurry to go home.' 'No you wer'nt, you were trying to steal my hat,' said Stella. Pearl ran home and told her mama what Stella had said, and they both cried for though, they were poor they were honest."

27. F., 13. "When they caught Pearl they laughed at her and said she did it on purpose. But of course she did not do it on purpose. When Stella May grew older her father lost the money he had invested in bank. She then became even poorer than Pearl. But Pearl did not laugh at her, she was kind to her. Because was a kind hearted child."

28. F., 15. "I would have let Pearl alone so that she could have had the better hat. Stella May could get another hat, but poor little Pearl could not. If I had of been Stella, I would have rather had my pureness and cleanliness in my heart, than to have had it on my body. The Bible tells us 'that God loveth a cheerful giver.' So I think that little Pearl was more of a cheerful giver than Stella May."

29. F., 14. "They all got together and ended in a fight."

30. M., 13. "I think that Pearl and the other girls had a fight over their hats. But they ought to have thought more of themselves.

31. M., 15. "The girls caught her and Stella got her hat. And through Pearl's away. Stella slapped Pearl and she went home crying and the next day she was taken sick, and in a few days she died. Stella heard of the little girl's death, and took it awful hard; she remembered a few days ago when she slapped Pearl."

32. M., 13. "I think they took the hat away from her in a rough manner, and might have given her a good shaking, as that is about the worst thing girls do to one another, and told her that she was trying to steal it. None of the other girls and boys ever had anything much to say to her again. I bet you she was never whipped in her studies, if she was whipped in the little trouble. This is to show that some children think themselves above others not dressed quite so well. And another thing, I bet you the little new scholar apologised to Stella, but I do not think that Stella ever apologised to her."

For originality in endings the country children far surpass those of the city, and among the former the boys were more original than the girls. (See stories numbered 14, 19 and 25.) Many of the boys' stories showed some unique, unconventional and even artistic features. While many of the girls showed unusual imagination and sympathy, they lacked variety and originality. The original and artistic impulses, even "in their most primitive form are very much more marked in boys and men than in girls and women."<sup>1</sup>

The child's sense of justice, of striking a balance, of "evening up" matters is expressed in three ways: (1) Injustice is corrected by others, viz., her father, her mother, an aunt, an uncle, a schoolmate, a girl friend, and a rich lady; (2) Injustice is corrected by Stella, who may give her a new hat or a new dress, or money, or invite her to her home, or make full apologies, or introduce her to her schoolmates, or may offer to desk with her, to share lunches with her; (3) By the poor girl succeeding in life through her own persistent efforts, superior powers and high character, *e. g.*, she returns to school, wins the prizes and leads her classes; studies hard and becomes a college teacher; heaps coals of fire on her tormentors and rises above them in intellectual attainments, etc.; (4) The injustice is corrected and satisfied by the mysterious forces of luck, chance or fortune. Her father becomes prosperous in business, grows rich suddenly, discovers a gold mine, or she marries a rich man. Emerson's law of compensation has a fascination for a large group of pupils who seek to secure justice by reversing the conditions of the girls. Stella becomes poor and feels the pinches of poverty, Pearl becomes rich and enjoys the comforts of riches. Here, too, their sympathies for Pearl lead them to endow her with superior virtues, although there is nothing in

<sup>1</sup>Ellis, Havelock: *Man and Woman*, p. 326.

the story suggesting such superiority. Many of the children on the other hand attribute bad virtues to Stella and in so doing often let loose the spirit of revenge.

Corporal punishment is not inflicted because it is deserved (only 3 out of 2,067 thought that she really stole the hat) but either to magnify Stella's cruelty, or to give a faithful description of what they think would naturally happen in real life, or to indulge their own thoughtless teasing spirits, the latter motive seems to express itself more frequently among the boys. The following expressions show the various methods by which corporal punishment was inflicted: "smacked her little jaws," "pulled her hair," "punched her in the back," "beat her," "knocked her down," "gave her a good shaking," "whipped her," "pulled at her neck," "pinched her," "hit her in the face," "slapped her three or four times," "nearly beat her to death," "threw her hat pin at her and put out her eye." Nearly  $2\frac{1}{2}$  times as many boys as girls wrote corporal punishment endings many of which show signs of thoughtless cruelty and teasing.

A number of the papers have double endings; one in which the writer tells how it ought or should end; and a second in which the writer tells how it actually did end. The former set forth high ethical standards for life and conduct, the latter places human nature at a decided discount. According to this group, what *is* and what *ought to be* are widely separated. The ideal and the real have but little in common for these critical minds, their ideals of conduct have far outgrown their experience with human nature. Hence the greenness, immaturity and artificiality of their ethical standards.

These double endings from twelve years on begin to give way to single ones which are devoted entirely to moralizing on the situation. (See case 28.) The highest percentages of moralizing occurs at 14, 15, and 16.

#### SUMMARY AND CONCLUSIONS.

1. In naming preferred ideals and occupations, girls are more conservative in their choice, but are more likely to express their choice and *give a reason* than boys. The same principle obtains between country and city children, *i. e.*, a given number of country boys will name fewer ideals and occupations than the same number of city boys but more of the former will express themselves and give a reason.

2. Imitation is more common among young children and it is stronger in the country boy than in the city boy. Independence, too, is far more common among country than city girls—independence in the sense of being able to care for one's self comfortably. These two facts support the proposition that

the home life of the country child is more effective in shaping ideals and character than that of the city child.

3. The industrial occupations (machinists, farmers, merchants) are preferred by the younger children. The professional and technical occupations increase roughly with age while the industrial and mechanical decrease. 1% of the boys and 38% of the girls wish to be teachers.

4. The judgments<sup>1</sup> of right and of justice among children from 8-18 years are more likely to issue from emotional than intellectual processes.<sup>2</sup> This is strongly supported from the evidence received on the pony rubric. There are two big exceptions to this dominant emotional basis. The first rests on economic principles, those of barter and sale, or according to Ribot on the "principle of equivalence" (the father should have the pony because he paid his own money for it—an intellectual reason). The second exception consisted of a group of judgments based on a semi-sentiment or a taboo running with a gift (Cant take a gift back).

5. Children from 8-18 years as a rule are altruistic rather than selfish. Country children are more so than city children. Girls are far more apt to be sympathetic than boys and are more easily prejudiced too. Evidence on this latter point consists in the fact that the girls through their sympathies for the poor girl (in rubric 3) endow her with virtues which the syllabus does not suggest. The contrast in the advantages and conditions of the two characters prejudice them in favor of the one and against the other. But children are also (and the boys more than girls) cruel in the punishment which they inflict.

6. The returns show that in some homes and schools moralizing has been carried to an excess. They bear the unmistakable stamp of sentimental morality, of a feverish desire to express their ethical views. Some children went at once to probe into the rightness and wrongness of Stella's actions—making no attempt to finish the story which was the very thing they were asked to do. Perhaps after all we try to do too much moral teaching and incite the young to torture out the moral of every story and situation which confronts them, instead of having them get simply the healthy moral tone through suggestion, imitation, and wholesome experience. The fact that many have one code of ideals for themselves and another for human nature at large is very suggestive that their ideals have grown too fast for their experience. The substitution of a healthy moral tone for direct moral teaching, I believe, would help to correct this mushroom growth of moral ideals.

<sup>1</sup> I use the term judgment in the broad "psychological laboratory" sense and not in that of formal logic.

<sup>2</sup> Ribot, Theodore: *Psychology of the Emotions*, p. 299.

7. Boys are more original than girls, and country children more than city children.

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