A survey of methods and an annotated bibliography of materials available for character education in the elementary school

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Thesis

A SURVEY OF METHODS AND AN ANNOTATED BIBLIOGRAPHY OF MATERIALS AVAILABLE FOR CHARACTER EDUCATION IN THE ELEMENTARY SCHOOL

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CHAPTER I
INTRODUCTION

With the growing concern of parents, educators, and social agencies about the increasing rate of juvenile delinquency, it has become necessary to begin intensive work in the field of assisting children to develop the character traits that are desired by our society. It is known that the ages fourteen to sixteen can be considered the age of proneness to delinquency. If we start using the materials available for character education in the lower elementary grades perhaps we can reduce the misconduct of adolescence. Children are quite plastic at the early ages of development and can be molded to fit accepted patterns of behavior. If character education is provided the child, perhaps it can help him over the hurdle that the teen ages present.

Attitudes and values that are stressed during childhood remain with the individual throughout life. If a complex, modern society wants to have citizens that assume personal and social responsibilities, it is essential that its institutions work to establish these values. The school, home, and church, and possibly the government must mobilize their efforts and provide for character education.
Statement of purpose.-- The purpose of this thesis is to compile an annotated bibliography and survey the methods for character education in the elementary school. The books will be chosen from the list of best children's books as decided upon by the NATIONAL COUNCIL OF TEACHERS OF ENGLISH, THE AMERICAN LIBRARY ASSOCIATION, THE NATIONAL EDUCATION ASSOCIATION, and the ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL. The criteria used to judge these books as good pieces of literature are the standards outlined in Hallowell's A Book Of Children's Literature. The first criterion is the format of the book, or the general physical make-up and illustrations. Second, the book must be true to life, i.e., it must not "shut out" reality. Fairy tales, although they do alter reality, do not pretend to be true to life as many inferior works of children's literature do. Third,

"... All books for children should have socially acceptable moral implications and teach nothing that is low, cruel, or debasing.... the stories should present wholesome attitudes, stir noble emotions, and stimulate the mind of the reader. All really good literature offers good unlimited opportunities for cultivating an appreciation of what is good, noble, and inspiring."1/

Fourth, a book must have style, which is the charm and manner which makes a superior book readable.

"Good literary style is distinguished by its memorable phrasing, visual appeal, concreteness, and sentence patterns; it has 'musical cadence for the ear, pleasing imagery for the eye, and emotional sincerity to touch the heart.'"  

Fifth, and perhaps the most important factor to be considered, is the interest of the child. A good book is one that satisfies a child's needs and is enjoyable to him. The last criterion used for the inclusion of a book in the bibliography was the child's reading ability. Remedial reading specialists inform us that it is common to find a reading span of six grades in the average fourth grade room. For this reason it is necessary to include junior high school reading matter as well as primary grade matter to meet the reading achievement level of all children.

This bibliography will include books written during the period 1951-57. Available films will also be included.

A survey of methods of character education was made by contacting superintendents of school systems which were known to have had and/or have now in operation a plan for developing character in children. Only a fraction of replies were received in comparison to the number of letters sent. It was enough, however, to present an overview of programs for character development nation-wide.

Ibid., pp. 5-6.
Valuable information was also sent by the Departments of the Army and Air Force concerning their program of character development for recruits and servicemen. This, too, will be included in our survey.

We hope that this thesis will serve to aid teachers by providing a selected resource of applicable material in the field of character education.

Definition of terms.-- Before we can begin the bibliography it is necessary to define what character is and then what is character education.

In perusing the literature of prominent authorities, we have found that there are many and varied definitions of character available. The terms personality and character were used quite interchangeably in early writings. In the modern period the two have come to have different meanings. The first of these meanings is, "Character is considered to be the moral or ethical aspect of personality or personality considered from the standpoint of some social or ethical norm." This definition would tend to give the concept of good or bad, a layman's view, to be sure. An ethical connotation is obvious in terms such as strong-weak, noble-base, high-low, etc., which are used to describe opposite poles of character. In the second

meaning, character is defined with a part of personality, namely, conation. Some feel that the conative aspects of personality can be treated without moral or ethical evaluation. Filter defines character as:

"Those conative traits which are of a nonmoral nature," and adds that in character, "the emphasis is upon the force of activity rather than upon its direction, upon the quality of behavior in terms of strength, persistence, readiness, rapidity, rather than upon its value as right or wrong, good or bad, wise or foolish." 1/

Gordon says of character, ".... the dominant sentiments and beliefs of an individual at any given time, whereby his attitude to himself and his environment is determined." 2/

These dominant sentiments, according to Gordon, are a part of the whole personality and may change according to the environment. Personality is a much broader term which includes the ego and the character. "It involves all the heredity of the individual, all the bodily and mental dispositions, both actual and potential, with which he is equipped at birth." 3/

Although one's personality cannot be specifically traced through Mendelian characteristics, each individual owes much to his ancestors for the type of personality that he possesses. A further distinction between personality and

1/Loc. cit.
3/Ibid., p. 3.
character would be that the former includes unconscious and conscious forces acting upon the individual, and character is limited to the conscious attitudes, beliefs, and motivations.

McDougall defines character as:

".... a system of sentiment under the control of the self-regarding sentiment....that in a man which gives or rather is the ground of consistency, firmness, self-control, power of self-direction or autonomy."1/

To Kelly character implies:

".... the adherence to moral principles which manifests consistently in his purposeful conduct. His conduct constitutes a recognizable and understood sign of his moral worth as a human being."2/

W.S. Taylor believes that character is ".... degrees of ethically effective organization of all the forces of an individual."3/

Roback says that character is ".... an enduring psychological disposition to inhibit instinctive impulses in accordance with a regulative principle."4/

The psychoanalysts very distinctly identified character with a part of the personality. They insist that the ego and superego are separated from the other components of personal-

---

ity. They argue that the will is still another component.

Allport, however, felt that it was the entire personality that willed and not part of it. He protested against the idea of separating the will from the rest of the personality and calling it character. Allport surmised that "... character enters the picture only when personal effort is evaluated from the standpoint of some code." 1/

Vernon Jones, in his Syllabus for Use in Teacher Training, writes:

"Character deals particularly with the volitional and inhibitory phases of human behavior, and concentrates on values which give direction, order and meaning to life. It stresses creativeness in mind and action. In character we are always conscious not only of what is but of what should be, both in conditions and conduct of life." 2/

Before we can arrive at our own definition of character, we find it necessary to differentiate between character and temperament, since these terms, too, are quite often confused. 3/

Roback attempted this differentiation when he said:

"The value of an individual's character does not depreciate with the lapse of ages; but his temperament is merely a matter of passing interest. That Carlyle was bilious, choleric, or grouchy is certainly deplorable, but Carlyle's temperament, which counted so much with those he came in contact with, does not determine our estimate of the man from the point of view of character."

3/A. A. Roback, op. cit., p. 147.
Too, when one speaks of morality, one is concerned with the rightness or wrongness of some behavior or response as based upon some standard of society. In character, however, we are concerned ".... with the drives and inhibitions which are self-initiated and more directly concerned with the on-going process of the individual." We are not implying that character and morality are unrelated, but that the latter term does not have the creative and volitional aspects of thought and action. Character has the ability to reconstruct one's conduct above the accepted standards of conformity with the mode of one's group. If morality had this ability then it would be identical with character. It would appear that morality represents a group norm and character a personal norm. The presently accepted standards by which one regulates his behavior not only affects what he does but what he does not do.

The philosophy of the Foundation for Character Education seems to be constructed upon the following definition:

"Character is represented by that which an individual stands for, believes in and defends, that which he strives for, and particularly the means he adopts to achieve his ends."\(^1\)

John Dewey has offered still another interpretation of

\(^1\)Vernon Jones, op. cit., p. 4.
what character may be considered.

"Character is that body of active tendencies and interests in the individual which makes him open, ready, warm to certain aims and callous, cold, blind to others, and which accordingly habitually tend to make him acutely aware and favorable to certain sorts of consequences and ignorant or hostile to other consequences." 1/

Professor Cyril Burt says that character is the sum total of those personal qualities of mind which do not constitute or are not pervaded by intelligence. They are marked by feeling rather than skill. 2/

Character is a socially determined concept. It is what society thinks about an individual's behavior. It is controlled functioning according to a series of principles not constructed by the individual.

Dr. Percival M. Symonds has made a summation of the components of the numerous definitions of character. He claims that all these theories fall into one of the following categories:

a. Character has to do with those phases of man's behavior other than the intellect.
b. Character is observed in the crystallization of definite traits.
c. Character presents an organization of behavior.


d. Character is related to conduct.

e. Character in a limited sense refers to moral character, one's behavior relative to the conventions and standards of society.

f. Character is the result of evaluation.

g. Character has to do with the outward expression of inner attitudes and dispositions.

h. Character in a limited sense refers to socialization, self-seeking and social participation.

i. Character involves two orders of responses to situations:

1. based on fixed habits developed through practice of established standards.

2. based on judgments and selections among alternatives of varying values determined by circumstances.

Once character is distinguished from personality it may be considered from either a personal or a social viewpoint. The personal aspects include what the individual seeks and desires. It can connote individuality irrespective of morality. Many of us can think of character models in history who violated the moral standards of their time. They were unafraid in their denunciation of accepted standards and showed true courage in

demonstrating the qualities of theirs so that others might adopt them. When we say that "he's a character", we are referring to this aspect. The second personal view of character concerns the adherence to moral principles. We consider the moral aspects of the individual's behavior, as in the case of cheating on an examination. When referring to the social connotation of character, we are considering established social norms, and conformity thereto. For our own purposes, in discussing character education, we refer to a program directing its attention to the achievement of maximum individual development with particular regard to the moral aspects of behavior, rather than conformity to particular social norms.

S.R. Slavson has formulated eight reasons why character education should be included in the child's curriculum:

1. Fortify youth against evils.
2. Develop children to what they are capable of becoming.
3. Assist youth in building an independent, self-reliant, well-integrated, personality structure, strong enough to withstand the buffetings of adverse circumstances, and to remain whole and sound in the stress of modern life.
4. Develop a broader sense of altruism.
5. Develop a measure of defense against society.
6. To combat human nature.
7. As a defense against instinctive impulses.
8. To develop ideals.

After digesting the results of our readings on what character is we have arrived at the following definition:

Character is the governing force of one's behavior, inferred from what one believes in and advocates, whether in conformity to or in violation of the standards of society.

Character education strives to develop this governing force so that the child will be a constructive member of his community. Instincts, tendencies, mental and emotional are the raw materials of character. The total character of a person is comprised of many factors such as habits, tastes, feelings, attitudes, beliefs, and values. We must find ways to work with these factors, which are powerful forces, to build citizens who will be a credit to our way of life. Character education is the process by which the school, home, church, and social agencies attempt to develop values, attitudes, and modes of behavior in children. "Its goal is individuals who lead lives which provide for the fullest personal and social development."

1/S.R. Slavson, op. cit., pp. 151-152.
2/Ralph Garry, op. cit., p. 2.
CHAPTER II
FOUNDATIONS AND FRAMEWORK OF CHARACTER

1. The Psychological Development of Character in Children

Each individual is unique. Some are tall, some short; some are blond, others brunette. Some persons have a high capacity to learn while others are slow. Some are healthy while others are not so healthy. Even in one’s own family, individual differences are obvious, even though there is a blood relationship.

On the other hand, we all bear resemblances to other individuals through our physical characteristics. Our basic needs of sustenance, protection, sexual expression, and shelter are alike. We are all equipped, to some degree, to get along in our environment. Also, we can see close resemblances between members of a family, especially in cases of identical twins.

These resemblances are dependent on numerous factors such as heredity, such environmental factors as climate and diet which may bring about similarities in a given population, and culture which induces common ways of thinking, behaving, etc. The influences of heredity versus environment upon the individual have been disputed for some time. Some authorities contend that heredity plays the more important
role in shaping the individual, that success of a man is dependent upon the soundness of his family stock, while crime and juvenile delinquency, insanity and poverty, result from the inheritance of certain undesirable characteristics. However, in contrast, others contend that the individual can be molded into any type of personality given the proper environment. Others take the more defensible position and feel that both factors have their roles to play in shaping the individual. Recently too, a few writers, one of whom is Gesell, stressed maturation as one of the factors which affect human behavior and thought.

Before considering the relationship of heredity, maturation, and environment, it might be wise to identify and differentiate between original and human nature. Original nature at birth, as defined by Young, is "... the product of biological inheritance, maturation, and certain prenatal environmental forces. Moreover, after birth the relative influence of these various factors is altered." Robbins, however, limits her definition to "... a moment of time, namely, the moment when the sperm and ovum unite to form a

1/Kimball Young, Sociology, A Study Of Society And Culture, 2nd ed., American Book Company, Boston, cl949, pp. 83-84. 2/Ibid., p. 84.
new individual." Human nature refers to those traits of an individual which he acquires through socialization in a particular culture.

Heredity.-- The human being is composed of a highly complex system made up of protoplasm, the basic unit of which is the cell made up of cytoplasm and a nucleus, the center of life. Within the nucleus are found smaller units called chromosomes which contain smaller units called genes. The genes are the determiners of the organization of an individual, i.e., they carry the traits of both parents and pass them on to the offspring. The way in which these genes unite will affect the individual who will carry traits and characteristics of both parents. This transmission of genes between sperm and ovum is governed by the Mendelian laws of dominance and recessiveness. Those traits which are dominant, e.g., black hair vs. blond hair, or tall stature vs. short stature, will be most prominent in the offspring. Occasionally, mutations, or changes in the "average" form of species occur, such as, a child with nine fingers or seven toes, because of some outside factor which affects the germ cells before or during fertilization. One of these factors is radiation which is ever-present because of the earth's background radiation from

cosmic rays and radioactive fallout. These changes which occur are usually slight and unnoticeable but nevertheless are present. Thus, it can be seen that heredity is affected by environment even at this early stage. External physical and social-cultural factors come more and more into play as the individual grows older. In recognition of this fact, we can safely postulate that each individual is a result of the interaction and cooperation of heredity and environment. However, it must be emphasized that all so-called "abnormal" conditions or changes brought about by external factors are in reality normal under such conditions for that particular individual.

The endocrine or ductless glands have a tremendous effect on the growth and development of an individual. These glands secrete substances called hormones which affect particular organs in various ways, e.g., adrenin, secreted by the adrenal gland has much to do with the emotions of fear, anger, or joy. The gonads, at a particular stage in life, bring about secondary sex characteristics. The thyroid affects metabolism, heart rate, and temperature.

Heredity plays a very important role in the development of these endocrine glands. Environment, too, can affect this development as was already briefly shown above.

Maturation.-- The chemical and physical changes which go on in the body can do so independent of the external environment. These changes help to prepare the individual to
cope with more complex life situations and until the individual is developed or mature enough, he cannot perform a particular act.

".... the pecking behavior of chicks and the flying ability of various undomesticated birds are dependent not so much on training as upon the fact that the organism has developed to a point which makes such activity possible. In human beings ... learning itself is dependent on the growth of the neuro-muscular system, that walking also can take place only after the bones, muscles, and nerve connections make it possible, that talking is also dependent on neuro-muscular maturation as well as teaching." 1/

Thus, as Carmichael puts it, the so-called hereditary factors are acquired in response to an environment. Also, the so-called acquired characteristics can be secured only after a modification of the existing structure. The characteristics which develop out of a germ cell are therefore determined by the environment acting upon the individual continuously from birth till death. 2/

Throughout this chapter, it has been inferred that acquired factors could not be separated from inherited factors. However, approximations as to the effect of heredity can be made in relation to the total individual. Our basic drives and feeling-emotional accompaniments rest on deep-seated hereditary foundations. Also, certain physical conditions

1/Kimball Young, op. cit., p. 91.

such as physique, susceptibility to tuberculosis, susceptibility to hernia, etc., can be explained by biological inheritance. These constitutional factors, heredity and maturation, determine an individual's capacities for adjustment.

Environment.—The first emotional reactions the child experiences are those of crying and smiling. These emotions are not social during the first few weeks of life but become so after conditioning. Crying at first is a result of a physiological need but can very easily develop into a means of attracting attention after a comparatively short time. Knowing whether to cry or to laugh after a scolding is not an inherent ability which the child possesses. He learns to respond appropriately through conditioning.

"Laughing or crying, or becoming insulted and peevish over situations arising in groups has much to do with one's personality, and these responses are learned from family, friends and playmates, as the child develops ability to interpret."

The child acquires the ability to use language, a purely social phenomenon, by association with and imitation of his elders in the early years of life. The way he will learn to speak, the vocabulary he will use, his intonations and inflections, will be determined by his family. "It is also in the family that forms of thought, social attitudes, and

standards of life are imposed upon the developing child."

The effect the environment will have upon the individual child will not only be determined by what happens in the world around him, but also by the factors within the child himself. "The child's own physical condition, his weakness and his strength, what he himself aspires to achieve or seeks to be, determine to a great extent whether something will frighten or anger him, tempt him or disgust him, arouse elation or disappointment."

Man enters the world as a highly complex mechanism capable of functioning in society. The way in which he will function will largely be dependent upon the attitudes, values, aspirations, likes and dislikes, etc., he acquires. At first, the human animal is highly dependent upon those around him. He cannot survive like the bird who is pushed out of the nest after a few weeks or the puppy who learns to hunt alone after a few months. It takes a great number of years for man to become independent. This number of years may range from ten to fifteen and sometimes more. But, during this time, the child is learning to become, theoretically at least, independent. Learning begins at birth or before and continues

1/Ibid., p. 98.

throughout life.

"Within a few days he learns to call his mother by his cries. By the end of his first year he has become acquainted with many of the objects that make up his new world, has acquired a measure of control over his hands and feet, and has made a respectable beginning on the process of developing a spoken language. At the age of five or six he goes to school, where through directed learning he adds the habits, skills, information, understandings, and attitudes that society deems essential to good citizenship."1/

As was mentioned previously, the individual's capacities determine the effect the environment will have upon one's personality. Since an individual's capacities are highly variable, we cannot expect all individuals to adopt a universal trait.

The child is born into a culture, one which has been established through the experiences and learning of his predecessors. Since we cannot expect individuals to adopt a universal trait, our task should be one of finding a typical behavior pattern in a specific culture, for cultures too are highly variable. Parents usually attempt to train their children according to the rules of the existing culture. Thus, training also becomes highly variable, since it is dependent upon the culture.

"In a culture, for instance, whose existence depends upon stealing the cattle and agricultural produce of other communities (as among the Comanche...) the rearing of

boys will be in the direction of favoring warlike, aggressive behavior, and positive value will be ascribed to predatory behavior and to skill and enterprise in stealing, in trickery, and the outwitting of others."1/

Another factor mentioned by Silverberg is concerned, not with the actual directions, but with the results of specific features of a given culture.

"A society in which food production is entirely dependent upon the labor of the women (as among the Alon...) will force upon its infants a prolonged separation from their mothers at an extremely early age, while the mothers are laboring in the fields, and will substitute care by somewhat unwilling surrogates (often older sisters) who, in any case, are nonlactating. Prolonged oral frustration is a regular part of the experience of such infants and results in character traits which are not striven for as desirable in that culture, but which are the outcome of specific cultural circumstances."2/

Upon entering the world, the child possesses a capacity for learning. What he will learn will depend upon the standards of his culture, those standards set up by society. The child's parents will correct, punish, threaten, plead, or argue in response to what the child does. By the "do's" and "don't's" inflicted upon the child by the parents and later by other members of society, he will learn to respond in new ways. The child will learn by human example and sometimes the example set by the boy next door may have a greater effect upon the behavior of the child than the parents' pleas.

2/Ibid., p. 39.
punishments, explanations, etc.

Although this power of example is great, it is impossible to be a good example, as such, to the young child for he cannot imitate another's behavior and become a carbon copy of it. The child may profit and learn much from the examples of others, but will not be a duplicate of them. In attempting to explain this factor of learning, Tarde used the term imitation to describe the fact that men take over modes of behavior from one another. Here too, although we know that men do imitate each other, we do not know precisely why. Also, because the term "imitation" connotes explanation, many authorities refrain from using it but prefer the phrase "learning by human example".

The person who serves as an example for the developing child is termed a "model". This term was first used to describe the fact that "... children usually fixate somewhat upon one person at a time in the process of learning by human example". However, he oversimplified reality by describing the successive models which the child uses. Since our society is so disorganized, there is little uniformity in the process of growing up.

"Thus his personality, in the end, will be built upon the basis of a long series of identifications; in

some respects he will be like his parents, in some respects like each of several admired or respected teachers, in some respects like the different heroes he has encountered in fiction, biography, the movies, etc., in some respects like ministers, doctors, or other respected people in his community, and so forth. Since his personality has been derived from so many different sources, it will be a complex and unique organization, both interesting to other people and difficult for him to integrate.\[1\]

Why the child or any individual chooses a particular model to identify with can be explained by the fact that he gains some sort of satisfaction through previous experience, from the pattern of behavior displayed by another. Sappenfield tried to explain this developmental identification on the basis of love, admiration, or affection. Firstly, the individual who is frustrated may admire and emulate persons who seem to be successful in satisfying motives similar to his own. Secondly, the individual who has lost or who fears the loss of a love-object may develop characteristics of the love-object within himself. Masserman, in attempting to give an example of the first interrelation said as follows:

"... person A will emulate... the behavior of person B if that behavior seems to gain advantages and attain goals that A longs to secure for himself... Early identifications... tend to be fantastic and exaggerated. Thus, when fantasies of emancipation and self-sufficiency are stirred in a normal boy he will dress and play the part of the over-masculine cowboy, the brave fireman, or the aggressive soldier; later still, in response to his adolescent erotic strivings he will slick his hair and

adopt the mannerisms of dress and speech of the romantic screen actor who is the current idol of his girl acquaintances. Similarly, in adult life, he will continue to 'idealize' and attempt to imitate those who, to his thinking, have achieved satisfactions in the particular fields of endeavor that primarily concern him. 1

Mowrer attempts to explain further the second interrelation by the following quotation taken from his Learning Theory and Personality Dynamics: Selected Papers:

"....the indespensable precondition for a bird's learning to talk is that you must make him like you; you must, in other words, make a 'pet' of the bird.....You, personally, must....care for the bird and spend a good deal of time in its presence; and as you thus attend to its wants and interests, you utter the words or phrases which you want the bird to learn to say....Soon the bird reaches the point at which it is obviously 'glad to see' and equally 'glad to hear' the trainer. Said otherwise, the trainer's sights and sounds take on secondary-reward value for the bird....The bird, provided it belongs to one of the 'talking species', can make a great range and variety of sounds; and if one of these happens to resemble, even slightly, one of the trainer's sounds, that sound will, by the principle of generalization, have some secondary-reward value." 2

The theory behind this bird's learning to talk is that his own words serve as a perceptual substitute for the trainer, and thus satisfy the bird's needs for the trainer's presence. So too, according to Mowrer, will a baby utter its first words as a means of reproducing the sounds of the loved one.

1/Ibid., p. 298.
2. Influences which Contribute to the Development of Character in Children

Family influence.-- As has already been suggested, the development of a child's personality and character is dependent upon many environmental factors, the most influential of which is, during the early years, at least, the family. Other factors or agencies which affect the character of the child are following as outlined by the Department of Superintendence of the National Education Association.

1. The Family
2. The Community
3. Industry
4. The Church
5. The Institution of Private Property
6. The Press
7. The Cinema
8. The Radio
9. Modern Transportation
10. Science

The family is considered the oldest agency of character education. Although the school has inherited some of the educational functions, in comparison to the family, it plays a minor role in character development. In attempting to measure the effect the family did play upon the child in moral development, Hartshorne and May conducted a study and found a positive correlation of $0.545$ between the moral knowledge

1/Frederick E. Bolton and John B. Corbally, Educational Sociology, American Book Company, Boston, c1941, p. 332.
scores of children and those of their parents. Bolton and Corbally, in relating the findings of the Committee of the Department of Superintendence state that since the child is controlled by the family group for the first six years of his life, the importance and influence of this agency is obvious. It is in the family that attitudes toward the world and people in it, as well as his attitudes toward his own need demands and methods of dealing with them are laid. Also, the family's influences are felt over a longer period of time. Since the family always reflects the aspects of its culture, it makes known to the child its ideals, desires, modes of behavior and the like. Sometimes the cultural backgrounds of the father and mother are different. In such cases, different demands are placed upon the child in accordance to the father's or mother's expectations. In some instances these conflicts can be resolved but many times they produce tension in the home and inhibit the child.

Security, love, and affection in the home are the prerequisites to sound character formation. If the parental goal is forced upon the child, he may rebel or show some other undesirable behavior. His future conduct will be determined by the way the child is introduced to family authority, for it is

in this institution that he first learns the meaning of authority. Through his father and mother he should learn the meaning and value of respecting and obeying someone. If conflict with authority is experienced, rebellion may occur secretly or openly and may be displaced later upon teachers or others in authority.

The influence of siblings in the home may have much to do with later outside relationships. McFarland, after conducting a study of relationships between siblings found that they may vary from feelings of loyalty and mutual support to feelings of rivalry and hostility in the same individuals. Of course, much can be said in favor of siblings provided the atmosphere of the home is such as to foster good relations. The child, in his associations with siblings, can experience better personal-social development. When there are no playmates available, his brothers and sisters can take their place. However, this cannot occur unless there is mutual planning and a feeling of working together in the home.

Research on the influence of the home upon children has been conducted through many studies, the most famous of which is that of Hartshorne and May. One of these studies showed the effect the family, peer groups, and teachers had upon the

moral development of children. Reference is made to the table below for further clarification.

**Table 1. Correlations Between the Moral Knowledge Scores of Children and Those of Their Parents and Teachers**

<table>
<thead>
<tr>
<th>Child Relationship With</th>
<th>N</th>
<th>Mean</th>
<th>r</th>
<th>PE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Parents...............</td>
<td>416</td>
<td>69.22</td>
<td>.545</td>
<td>.023</td>
</tr>
<tr>
<td>2. Friends...............</td>
<td>1020</td>
<td>64.79</td>
<td>.353</td>
<td>.018</td>
</tr>
<tr>
<td>3. Club Leaders.........</td>
<td>204</td>
<td>70.00</td>
<td>.137</td>
<td>.047</td>
</tr>
<tr>
<td>4. Public-school Teachers</td>
<td>695</td>
<td>80.42</td>
<td>.060</td>
<td>.025</td>
</tr>
<tr>
<td>5. Sunday-school Teachers</td>
<td>205</td>
<td>69.64</td>
<td>.003</td>
<td>.048</td>
</tr>
</tbody>
</table>

**School influence.**—Although the influence of the home and family is felt throughout life, new influences will be interjected from other agencies such as the school, community, church, etc. Little difficulty is encountered when the school reflects the aims and ideals of the adult social group in control. To those children from this same social group, these attitudes will be familiar. But those children who come from outside that particular social group will perhaps experience

pressure.

Since today there is greater mobility in community life, it is difficult to realize the effect the school has upon the individual. Besides the shifting attitudes and ideals of the controlling social groups, the child experiences individual differences among teachers and schools. While a teacher may, in one classroom, require strict discipline and conformity to rules, another might be more lenient and let the children judge their own behavior, while still another may not inflict any rules whatsoever. Also, the child's behavior is affected more and more as he grows older by what other children think and do, until around the middle elementary grades certain aspects of behavior are almost completely dominated by peers.

During the past few decades, it has become increasingly important for the school to assume more responsibility in the development of good character in children. It is well understood that today, the family is not as closely knit as in the past.

"The European and early American family of the nineteenth century performed a larger number of functions for its members than the present family does. In addition to rearing somewhat larger average families than are reared today, the home was to a considerable extent a small manufacturing unit for making clothing, for canning and other food processing, and often, even the growing of food. Moreover, much of the recreational activity of the people was centered in the home and neighborhood primary groups. The early family also performed numerous welfare
functions such as the care of the aged, the sick, and destitute relatives."

Today, parents have less contact with their children, and, as a result, the development of desirable moral and ethical behavior in their children is dependent on a variety of influences while years ago, it was a part of their daily life. Because of the lessening of opportunity today for children to function as members of the family, it has become necessary for parents to moralize rather than demonstrate through daily practice. Because parents don't always "do as they preach", outside influences gain greater importance to the child.

Consequently, the schools today have limitless possibilities to influence the development of character in children. Teachers, for many years, have had demands placed upon them which dictated the type of behavior acceptable to the town and "appropriate for a teacher". However, the type of modeling we believe a teacher should demonstrate is that based upon such qualities as honesty, truthfulness, loyalty, consideration, etc.

The development of sound character is a part of the total development of the child. As the child matures, his ideals also mature, and so the school's responsibility is affected.

"...old ideals shift or are reinterpreted in terms of new needs and demands. Or, if shifting and

reinterpretation do not aid in the adjustments of the child, he adopts new ideals and standards. The school should assume some responsibility for assisting the child in his behavior motivations, aspirations, and other psychological activities related to goal-setting."

Although the influence of the school upon character development in children is not as significant as that of the home, as was illustrated by the Hartshorne and May study, it does affect it somewhat. How this character will be developed depends upon the activities and atmosphere of the school. If undue pressure is placed upon tests, cheating may be encouraged. On the other hand, the school should encourage the development of wholesome character traits through cooperative and group achievement as well as personal accomplishment. Thus, if a child displays a trait such as honesty, the school can solidify such a value by encouraging honesty. However, an example should not be made of a child who, because of a faulty background, partakes in petty thievery. Since children are sensitive to environmental stimuli, and since growth in any aspect of child development is possible, the school should assume some of the responsibility in character development.

Peer influences.— As the child matures, influences which affect his make-up shift from the home and school to the group. Cunningham points out that the influence of the group is

perhaps greater upon the child's development than the teacher, the course content, and even all other factors combined. Whether the need to belong to a group is innate or culturally inculcated is a point for discussion. We, however, recognize this need as a powerful force, whether it pertains to belonging to the family, school group, club, etc. In the elementary school, this shift to group influence is facilitated by the group into which the child is placed during the day. In schools where the departmentalized or platoon system is employed belongingness may be more difficult to achieve and is perhaps more difficult for the teacher to influence.

It is generally agreed upon that each individual differs as to the intensity of the need to belong. This is understandable since each individual's experiences are different. For example, a high degree of insecurity may cause one individual to avoid groups. Another may be satisfied reading a book or painting a picture. Although individuals may find other avenues of expression and satisfaction, it is believed that no individual can be completely happy and adjusted unless he feels he belongs. The effect the group will have upon the individual's character development is determined by the strength of the need to belong. Cunningham gave an example of a boy whose need to belong was so great that he identified himself with the group and even accepted their goals as his own.
"Arnold, feeling rejected by his school group, found belonging in a gang which required stealing of an item from the five-and-ten-cent store as an initiation. His value pattern rejected such behavior, but his need to belong and the importance of accepting the culture of the group, if he was to belong, were dominant. He stole the item and was satisfied with his group belongingness as a consequence.

However, Arnold was caught. Brought before the principal, he was faced with the dilemma of negating his values of truth and respect for property or his belongingness. The need to belong was dominant. He lied about the situation."

When the child reaches what is called the gang age, usually between the middle and upper elementary grades, frequently his group loyalties compete with family activities. Thrasher, in defining gang, says, "...a gang represents a spontaneous grouping of individuals integrated through conflict. Its behavior is characterized by face-to-face contact, by a milling movement through space, and by planning and scheming in solving its problems." The gang members, through their behavior, establish traditions and codes, a group morale, group awareness and security, and an attachment to a specific environment.

The activities engaged in by members of a gang are merely for the purpose of filling in the gap left by society.

3/Loc. cit.
They are not necessarily destructive or antisocial, but
represent immature attempts at cooperation and harmony.
Through the gang setting the children can form their own
society, make their own rules and uphold them, set up their
own value systems and conform to them, and develop for them-
selves a sense of personal worth. The activities these
children will engage in are dependent upon the experiences of
the individual in his home. If the child has love, affection,
and security in the home, most likely he will join a gang whose
activities are socially acceptable. On the other hand, if the
child feels rejected, frustrated, etc., he is likely to find
a gang which will offer him the security he needs even if he
has to adopt their culture which may be contrary to his own.

One well known study, that of Hartshorne and May, found
that the behavior of a child while with the gang may be quite
different under various circumstances. They found that the
correlations between children's standings on tests of deception
were much higher when compared with the scores of friends in
the same home room than in different home rooms. The
correlations between the former were .66 while for the latter
they were .23. This would tend to prove the influence of
children in close proximity.

\footnote{Hugh Hartshorne and Mark A. May, Studies in Deceit, The
Macmillan Company, New York, 1928, pp. 374-5.}
It must not be concluded from the foregoing that the home, school, and peer influences are the only affective factors in the development of character in children. Many other institutions come into play such as the church, mass media, etc. However, it is our belief that the three influences discussed are the most important and since they cover such a wide area of childhood experiences, they play a vital role in character formation.

3. Psychological Studies of Character

Hartshorne and May study.—Numerous studies have been conducted throughout the years that attempted to prove the consistency of the various traits that comprise character, or that attempted to measure the degree in which these characteristics exist. The most intensive and classical study in this field is the work of Hugh Hartshorne and Mark A. May. The study began in 1924 and reached completion in 1929. It was conducted under the auspices of Teachers College, Columbia University.

The first area to be explored in this study concerned the measurement of honesty and deception through the administration of twenty-two varied tests to numerous school-aged populations. The tests were devised by the authors and fall into the following categories:

1. Methods for measuring the cheating type of deceptive behavior
   A. As exhibited in classroom situations
      1. The copying technique. Two different forms of a short answer test were administered. If
pupils copied the wrong answer would be recorded.

2. The duplicating technique
3. The improbable achievement technique
   a. puzzle performance tests
   b. paper and pencil tests
4. The double testing technique
   a. IER achievement tests
   b. Speed tests
B. As exhibited in work done at home
C. As exhibited in athletic contests
D. As exhibited in parlor games

2. Methods for measuring the stealing type of deception
   A. In party of play situations
   B. In classroom situations

3. Methods for measuring the lying type of deception
   A. To escape disapproval
   B. To gain approval

For a detailed description of each test utilized the reader is referred to Volume I, pages 49-103, of the Hartshorne and May Study. These tests were administered to various socio-economic groups. Three small private schools in Pennsylvania, a metropolitan school of the better type in a residential section of Chicago, a public school in a congested metropolitan area where Russian-Jewish immigrants reside, a suburban community of 10,000 population, 200 children in a large mid-western city contrasted with 200 in surrounding rural areas, etc., are among the types of children utilized in this study. The salient conclusions that evolved from this work will be summarized as it is not the purpose of this thesis to give a detailed analysis of this study.

1/Hugh Hartshorne and Mark A. May, op. cit., p. 49.
It was proved that the dominant cause of honesty and deception is classroom experience and friendship. The next factors of importance consist of the constitutional facets such as intelligence, resistance to suggestion, and emotional stability. Third in importance come the general economic, social, and home background. When these factors are high in degree, deception is rare. When these are on a low level, deception is common. Another conclusion derived from this section of the study is that honest and deceptive tendencies represent not general traits but specific habits, learned in relation to specific situations which have made one response more favorable than another. For the deceptive child, success has been defined in such a way as to foster dishonest methods. It was also found that boys and girls differ in deceitfulness precisely at the point where they differ in motives for deception. In private schools where motives for achievement tended to be equal between the sexes, very slight sex differences occurred. Deception does not increase with age or grade. This study ruled out age, sex, and grade achievement as possible considerations in the causation of deception. It was also concluded that school teaching regarding deception and methods of suppressing its manifestations do not materially affect its appearance when opportunity is offered for practicing it, even when the gains are relatively slight. When a teacher announces that a specific test will count for report
card grades, the amount of deception increases.

Part II of the study deals with service. It was found that more than half of all children tested would share a little with others. In service involving difficult labor, about a third would do more for their class than for themselves. The outstanding cause of helpful behavior is general background as represented in the stability, nationality, and religious affiliations of parents. Next comes the mutual friendship of children in the same classroom. Favorable school adjustment as depicted by good grades seems to promote service. The home affords the third level of influence, partly through the example of the parents and partly through cultural factors as are bound up in the occupation of the father. Service tendencies, even more than honest tendencies are specific in character and show no relation to general ideals.

The second part of the study dealt with self-control as well as service. It was found that self-control consists of still another set of habits, each fairly distinct from the others. Persistence seems to be chiefly a matter of interest in either the activity or its net results, and inhibition represents a balance of such interests when the continuance of the activity conflicts with some intangible concern for its abandonment. Slight associations were found between self-control and age, and sundry sex differences were attributed to interest in inhibition. High economic and cultural level does
not greatly favor self-control of the types measured, but wide community differences were observed, which were attributed to nationality. The children of foreign-born parents were highly persistent and quite inhibited. It was found that children from grades five to eight have not developed a sensitiveness to the general terms self-control, honesty or service.

These conclusions were checked by extensive experiments that dominate Part III of the entire study. The entire battery of tests were given to eight hundred and fifty children in three contrasted populations. The town of Walden, New York, and two varied populations from New Haven, Connecticut were used to discover the interrelationships. The choice of the populations was based on their social placement. The first conclusion that resulted from this section of the study is that the general principle of specificity is fulfilled. In proportion, as situations are alike, conduct is correlated. In proportion, as situations differ, conduct is uncorrelated. Many situations that would appear similar to adults do not have correlation to children. Service nor honesty appeal to the child in general terms. There is no dominant trait which shows logical relation to overt actions. The secret of his responses lies in the specific experiences which have brought satisfaction and disappointment in the past. There aren't any systematic codes of ethics that govern behavior either. However, when the demands made upon a group of children are
similar such as in the classroom, a common code may evolve. The average children in grades five to eight are creatures of circumstances who exhibit conduct that is not ethically organized.

The study states that if any conclusion is to be drawn about the nature of the character of children between grades five through eight, it would be that moral habits are specifically related to moral situations through the medium of nonmoral experience. Specific actions may be predicted within narrower ranges on the basis of particular experience, quite without reference to general concepts as organizing factors. Specific actions over a wide range cannot be predicted from the knowledge of conduct in one type of situation. It can be concluded that the amount and consistency of character tend to go together. Consistency which at the same time involves prosociality rather than antisociality is possible only on the assumption that social progress is based on social-self-integration which unites the specific performances of individuals with the conceived potentialities of the social situations in which they are placed. The quality of an act is found from its contribution to the life of the group, and the organization of these acts into a consistent self is achieved not through a process of self-exploitation but through a process of social-idealization by which situations are subsumed under some one concomitant. Through intelligently directed
experience this concomitant becomes potent to control conduct.

The final problem to be considered by this study concerns the individual functioning and growth within existing social situations which makes contradictory demands upon the person and which are incapable of external organization. The child may have the concept of the ideal family or ideal school but must abide by the realistic circumstances of his personal situation. If his school and family hold contrasting standards from the ideal, the child still must live by both to survive. It is not surprising that children hold little integration of character. Whatever little does exist is demonstrated by the children who have prosocial rather than antisocial character.

The degree of consistency of character that is achieved is formulated before the fifth grade and thus is a product of experience preceding the intermediate grade. This conclusion leads one to believe that character education must accomplish its objectives on the primary level.

The study evolved some contributions to the theory of character education as well as delved into the nature of character in children. It was found that the prevailing ways of teaching ideals do little good and often result in harm when the standards contradict the practical demands of the very situations in which the ideals are taught. Contradictory demands do not permit the formation of consistent character but
promote inconsistency. A dilemma arises for those who continue to attempt to control behavior via abstract ideals. Such control is achieved at the expense of satisfactory adjustments to existing groups and the normal growth of personality. This dilemma must be faced if character education is going to do more than build specific behavior habits in specific situations. To solve this state, one of two approaches may be adopted. Integration may be obtained if unified demands are made by the child's environment. This implies school for twenty-four hours per day. Experience with such an environment would lead to the desired unity of character, if we conceive of unity as external consistency.

When the child leaves the controlled environment, the integration of character would cease to operate. The second approach that is recommended relates to the building of a functioning ideal for society which may serve at once as a principle of unified or consistent response and as a principle of satisfactory social adjustment. This principle would evolve from the nature of social life as experience by the individual child. Teachers would have a series of graduated experiences with which to confront the child. The situations to be faced should become more and more complex and therefore make heavier demands upon their powers of adjustment. Situations that prompt action that has already been found inappropriate shall be gradually introduced in order that resistance to novel appeals may be
built up through the increasing ability to classify each new situation. Before situations can be set up, it is necessary to diagnose the present tendencies or weaknesses of each child. The origins of antisocial habits must be unearthed if they are to be treated. Children who already have mastered a set of problems that evolve in the desired conduct should not be forced to partake in further situations that demonstrate the principle. To ensure growing consistency, ideals must become propotent factors in the stimulation of further conduct, and also must assist in the development of satisfactory modes of adjustment. The factors must become tools rather than objects of aesthetic appreciation.

The normal unit of characterization is the group or small community, which provides through cooperative discussion and effort, the moral support required for adventurous discovery and effective use of ideals in the conduct of the individual.  

**University of Iowa study.**— In 1924, Dr. Slaught conducted a study concerning the untruthfulness of children at the University of Iowa. The problem was approached by selecting a group of children who consistently told the truth in the face of temptation to lie, and by selecting an opposing group who were consistently untruthful. Three tests were given to three

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1/For specific data concerning the principles that the authors have arrived at, see Hugh Hartshorne and Mark A. May, *Studies in Deceit*, The Macmillan Company, New York, 1928.
hundred fifty-six pupils. From this group seventy of each type were chosen for further intensive study. After administering a battery of twenty-three tests the personality-types of the two groups were discovered. Intelligence was found to be a negligible factor when considering truthfulness. The untruthful group displayed statistical evidence of overstatement, greater suggestibility, quickness of reaction, and lack of moral comprehension. The truthful group gave evidence of a more stable and coordinated personality, a wider range of information, and a good home environment. The examiners visited the homes of the children and found that the negative group came from inferior types of homes. The major conclusion to be drawn from this study points out that there is a close relationship between unfavorable home surroundings and untruthfulness.

Institute of Character Research study.-- Another study that was sponsored by the Institute of Character Research at the University of Iowa concerns the racial attitudes of Iowa children. Dr. Ralph D. Minard conducted this research in 1931. A race attitude was defined as the organization of experience, either individual or social, whereby a relation is expressed or an adjustment brought about to the people of one race by another race or a member of another race. A test was constructed for the measurement of race attitudes and was administered to one thousand thirteen hundred fifty-two pupils.
A norm from the consensus of a group of forty-five competent authorities was formulated. The following conclusions were reached:

1. There are great individual differences regarding race attitudes among Iowa children.

2. These attitudes undergo reconstruction and development during the adolescent period. They already defined themselves at seventh grade level.

3. The race attitudes of Iowa children fall far below the attitudes of expert opinion.

4. Emotional factors tend to determine the personality's fundamental preferences in conduct.

5. In matters of ethical choice, information, and rational judgment, race attitudes improve to the tenth grade.

6. Adolescents are governed by the attitudes of the group that they belong to.

7. Sex does not seem to affect race attitudes except that there is greater variability among boys.

8. Intelligence is positively correlated with desirable race attitudes. However, there is variation among children with the same intelligence quotients.

9. Desirable race attitudes do not seem to have much relation to the individual's socio-economic level,
within the range of Iowa communities studied.

Summary.— Although the studies discussed in this chapter took place twenty or more years ago, other studies followed, the most recent being that of Jones in 1936. The reader is referred to the Manual of Child Psychology (6) for further information regarding these studies.

We can now more readily see that character is the most potent aspect of one's personality. Therefore, it is important that we realize the influence outside factors have upon its development. Statistical research, although not included in this thesis, has added much to our understanding of the predominant factors in character formation. With this in mind, we as educators, must look to the theoretical and statistical research before planning of a successful program for character education can be accomplished.
CHAPTER III
SURVEY OF PROGRAMS ADOPTED AND TRIED

Because early studies equated character with good citizenship, character education, in the early years of this century, was largely a matter of teaching the rules of social conformity. Thus such plans as the Five Point Plan and the Los Angeles Citizenship Plan gained wide recognition and momentum as instigators of good citizenship. During the early 1920's, however, the attitude toward character education changed and broadened into a development of the well-rounded individual, an example of which is the Birmingham Plan, to be discussed below. The procedures employed, during this period, generally involved direct teaching of codes of behavior, direct discussion of given events, or such experiences as being members of a group which encouraged the development of desirable relationships with the members of the group.

The plans to be described can be placed on a continuum from social conformity to individual morality. It should be understood that all the plans that have existed are not included in our survey because of the scarcity of printed data.

The Children's Morality Code.-- In the winter of 1914, an anonymous businessman known as "The Donor", realized the need for character education and offered a prize of $5,000 for the
best children's code of morals. The competition was nation-wide and was known as the National Codes Competition. It was conducted under the auspices of the Character Education Institute, Chevy Chase, Washington, D.C., and was intended to be a guide for teachers and parents in their work of teaching children what is right in daily conduct.

William J. Hutchins was awarded the Donor's Prize of $5,000 for his morality code in 1916. The Children's Morality Code was revised and verified in order to express intelligent public opinion as to the moral ideas which ought to be inculcated in the minds and hearts of children. A portion of the Code, in its verified and revised form was as follows:

1. THE LAW OF SELF-CONTROL
   Good Americans Control Themselves

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

   2. I will control my temper, and will not get angry when people or things displease me. Even when indignant against wrong and contradicting falsehood, I will keep my self-control.

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

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

   5. I will not ridicule nor defile the character of another, I will keep my self-respect, and help others to keep theirs." 1/1

Other headings included in the Code were as follows: The Law


The Five Point Plan. -- The Five Point Plan was a program for character education devised and sponsored by the Character Education Institute around 1917. It consisted of five points which will be described briefly.

Point 1 - The first approach of this plan dealt with the organization of the classroom for the purpose of developing moral leadership. It also called for the organization of a club called "Uncle Sam's Boys and Girls" and that the children, as members of it, be allowed to handle the management and discipline of the school. The only requirement for membership was that the prospective member display "childhood citizenship", and take the loyalty pledge to Uncle Sam. Any member who did not fulfill these requirements was denied membership, and if already a member, lost his badge and membership until, by good conduct, could reinstate himself.

Point 2 - The second approach called for the learning of the William J. Hutchins Morality Code, described above.

Point 3 - The third approach consisted of "character projects" in the home, where each child was to select a few

Ibid., pp. 31-33.
responsibilities. These he would carry out and keep a record of them for himself in school. It was further suggested that the responsibilities of the classroom be divided as well.

Point 4 - The fourth approach called for personal guidance of pupils by the teacher. Everyday occurrences in the school were used for discussion purposes to determine right and wrong behavior. These discussions were supplemented with stories selected from history, biography, and current events.

Point 5 - The final approach called for the keeping of a record of each child by the teacher. Graduation was refused if the child displayed unfavorable moral character.

The Iowa Plan.-- The same anonymous "Donor" who awarded $5,000 to the author of the Children's Morality Code also realized that if there was to be effectiveness in the character education of the nation's children, ways and means should be decided upon for producing growth into sound character and winning appreciation on the part of our children for these personal and national ambitions and ideals. Therefore, he offered a $20,000 research prize for the best public school method for character education of children. He offered it through the Executive Committee of the Character Education Institute of which he was advising treasurer. This competition

1/Amelia McLester, The Development Of Character Traits In Young Children, Charles Scribner's Sons, 1931, pp. 9-10.
too, was nation-wide. The time allowed, comparatively short, considering the work to be done, was from October 1, 1919 to February 22, 1921. Each plan was to be sent in five copies, typewritten, to an outsider, Principal Calvert K. Mellen, Lafayette High School, Buffalo, New York, whom the "Donor" selected.

The award was granted to plan number 9, submitted from the state of Iowa, after great competition. The chairman of the research collaborators received $4,000 and each collaborator received $2,000. The Iowa Plan, as submitted, stated its foundation principles and followed with a statement of the problem showing the need of the development of the "original unorganized life of childhood". Following this was a description of "the sort of person at whom the school aims".

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

The plan also suggested lines of preparation for health, life in the group, civic relations, industrial and economic

"CHARACTER EDUCATION METHODS: The Iowa Plan, Character Education Institution, Chevy Chase, Washington, D.C., 1922, p. 6."
relations, a vocation, parenthood and family life, the appreciation of beauty, the use of leisure time, and reverence for creative activity. The authors of the Iowa Plan suggested a reconstruction and reorganization of the school so that the child would meet situations more like those which he experienced outside in real life. The plan suggested methods of procedure for student participation in classroom and school management, and discussed the values of such a program. Another suggestion was the keeping of individual books of "Noble Deeds" in which the child could record stories he had read or heard which illustrated some desirable trait of character. This suggestion was fashioned after a similar plan which was being tested in Lexington, Kentucky, where pupils recorded and illustrated with pictures significant moral acts. These books comprised what became known as the "Golden Deeds" books.

Along with this suggestion was recommended the socialized recitation during which the teacher and the pupils were allowed to think, plan, and enjoy together. In choosing a problem to be solved jointly, three requirements were to be observed. First, the class chose a problem which they felt was worthwhile. It had to be important enough to them to solve in life outside the school. Second, the class had to work cooperatively in solving the problem. Each pupil was to give his best efforts to arrive at a satisfactory solution. Third, much of the
initiative for the formulation of the problem and the suggestions for solving it were the responsibility of the class and had to be accepted as such.

The final procedure suggested was the project-problem method. Such problems as baking a cake, making a chair, raising a prize calf, etc., were presented to the pupil with the hope that he would encounter the same situations and difficulties that were found in ordinary life. The Iowa Plan also emphasized the value of the social subjects in forming attitudes, and stressed cooperation between the home, school, church, public library, etc. Mc Lester outlines the main characteristics of the Iowa Plan as follows:

"(1) practically the entire programme is integrated with the regular school work; (2) an attempt is constantly made to turn the attention of the pupils to the things which they should do and the attitudes they should assume toward other people rather than to encourage them in self-analysis; (3) the traits to be cultivated can be easily appreciated by the children; and (4) methods and materials are suggested which are suited to all stages of development from the kindergarten through the twelfth grade."  

(Birmingham, Alabama Plan.--- In 1923, Dr. C.B. Glenn, Birmingham's superintendent of schools, initiated a program of character building in which twelve slogans were used. They were as follows: Health, Sportsmanship, Work, Beauty, Thrift, Courtesy, Love of Nature, Worthy Use of Leisure, Service,
Writer, Cooperation, and Self-Reliance. Each year, one slogan was chosen and a program was set up to emphasize its importance. This plan was to be carried out for a period of twelve years. Once the slogan was chosen for the year, a chairman was appointed to head the committee. The committee members set up a program which was then "sold" to the teachers, who in turn "sold" it to the students. Ministers were asked to preach on the subject, newspapers printed editorials, P.T.A.'s pledged their support, and service clubs endorsed it, with the hope of interesting and inspiring the entire town.

Teachers, supervisors, and principals strived to create an atmosphere in the schools conducive to the development of sound character. "Opportunities were then provided for the child to react favorably to moral situations in order that he might acquire the habit of 'being good'." For example, the slogan for 1939 was "Development of Character Through the Love of the Beautiful". The chairman of the committee for the development of a program for that year was the head of the Art Department. Thus, all plans were centered around the artistic and the beautiful. In 1940, the slogan chosen was "The Development of Character Through The American Way Of Life". Children were taught to love and respect the democratic rights.

won by our forefathers. The characteristics of democracy were pointed out in the Declaration of Independence, the Constitution of the United States, the Bill of Rights, and the literature on democracy. Stories of the fight for freedom were told and discussed in all the grades. Educators tried to impress upon the children that democracy was "... a growing rather than a static ideal and that every citizen has a responsibility for seeing that the ideal of democracy works more fully, more completely, and more consistently."  

To indicate the success of the program by 1945, the Birmingham Age-Herald (Dec. 7, 1945) reported that the city's public schools were credited with contributing to the wartime decline in juvenile delinquency in Birmingham. During the years 1942, 1943, and 1944, the slogan around which the character-building program was developed was "Character Building Through Service to Country". In accordance with this program, the schools sponsored wastepaper, scrap materials, Red Cross, and war savings drives.

This program has survived the test of time and is still employed by the Birmingham Public Schools. The slogan chosen for 1957 was "The Development of Character Through Personal Pride". The program was developed around three main subjects,

namely, appearance, behavior, and achievement. Books, dealing with character development around this theme, were made available at the Birmingham Public Library.

Los Angeles Plan.-- The Los Angeles Citizenship Course of Study gained wide recognition and represented the work of the Department of Course of Study of Los Angeles in collaboration with the supervisors and teachers. It was primarily intended for the elementary grades.

The plan itself included "Citizenship Objectives" for grade levels grouped into three categories, namely, grades 1 and 2, grades 3 and 4, and grades 5 and 6. Both methods of training, direct and indirect, were employed. It was realized that there was a necessity for children to carry ideals over into everyday behavior. Also, the plan realized and stressed the good example set by the teacher. An outline of the suggested procedure was given for the Kindergarten through grade 2.

(The main feature of the program was its stress upon the use of good literature. The hypothesis which governed the authors of the plan was the following: "With small children one looks for stories where the right behavior or solution is guaranteed so that right patterns and standards may be established. As children grow older in judgment, they can handle more problematic cases and make safe judgments."

1/Amelia McLester, op. cit., pp. 12-13.)
Part I of the plan concerned itself chiefly with the establishment of right habits in primary children. Part II, on the other hand, attempted to clarify meanings, establish ideals, and build right habits. A few examples of the lesson units described are the practicing of courtesy through dramatizing life situations, making a dictionary of courtesy, the interpretation of stories, and the writing of an original code of morals.

In summary, the main characteristics of the plan were formation of conduct and habits in the primary grades. This was reinforced in grades 3 and 4 by the addition of direct teaching of ideals and their meanings. Finally, good literature was used to develop ideals and improve behavior.

The Springfield Plan.--- The Springfield Plan was initiated principally because of the efforts of Dr. John Granrud, superintendent of schools in Springfield, Massachusetts. In 1939, realizing the tensions between racial, religious, economic and political factions in American life, he organized a committee composed of liberals and conservatives, Jews, Catholics, and Protestants, to study the whole program of intergroup and citizenship education. These committee members were teachers, principals, and supervisors representing all levels of the public schools.

1/loc. cit.
After six months of research and discussion, tentative objectives were arrived at which were as follows: (1) pupils should understand all the constituent groups of our population, their historical backgrounds, and their contributions to American life; (2) the children should be made to realize that our democracy was not yet perfect and that its weaknesses and ways of eliminating them should be discussed realistically; (3) pupils should be able to think and reason clearly so that they would not fall prey to emotional biases; and (4) this plan of education for democracy should be far-reaching so that it would not be limited to children in the schools but would also find its way to the adult population.

These objectives were discussed and sub-committees were named to develop democratic practices and new units of the curriculum for all levels of the school system. After experimenting with these proposals for one year, the various sub-committees met and evaluated their effectiveness. The program was then introduced to teachers by supervisors and principals and put into operation. It gradually gained recognition through Parent-Teacher Associations and Adult Education Programs.

The basic facts of the program were as follows:

1. "... Its purpose is to translate into daily living the fundamentals of the democratic ideal that all men have the right to equal opportunity and to life, liberty, and the pursuit of happiness....

2. Details of the Springfield Plan are of themselves neither new nor sensational. They include no magic word, no miracle-working formula. They are as old as good teaching anywhere. Democracy is an ancient institution, and its principles are known.... Thus, as the Springfield program developed, it drew upon the ideas, materials, and procedures of many fine school systems from one end of the country to the other as well as from the work of superior teachers in Springfield schools for generations past.

3. ....The Springfield program is an organized effort to teach democratic citizenship by the practice of democracy on all levels of the school system. Methods and subject matter change with age levels, but the goal does not.

4. The Springfield program is more than a program of tolerance....Springfield emphasizes its program of education for democratic citizenship. If the school can build good citizens for the America of tomorrow, they will be tolerant in the best sense of that narrow word.

5. The philosophy of the Springfield program is....'living, learning, working, and thinking TOGETHER'!"

The Citizen Education study. — The Citizen Education Study was sponsored by the Detroit Public Schools and Wayne University and is financed by a grant from the William Volker Charities Fund, Inc. It is composed of educators who are working in cooperation with the participating schools for the purpose of exploring what the schools are doing or could do to encourage a growing commitment to the democratic values in action. Although it was found that everyone believed that the extension

\[\text{Ibid., pp. 9-10.}\]
and promotion of democracy was worthwhile, there was disagree-
ment as to exactly what should be done. Two tasks were finally
decided upon, namely, (1) to develop criteria for democratic
living and (2) to list the characteristics and needs of child
growth and development. 1/

A tentative framework was formed and the more commonly
accepted specific ideas and values included in the meaning of
democracy were organized into a comprehensive definition. The
major ideas were then classified into four categories which
were as follows:

A. Dignity and Worth of the Individual.
B. Man Can and Should Govern Himself.
C. Understanding Democracy's Privileges and Their
   Attendant Responsibilities.
D. The Use of the Method of Intelligence in Solving
   Problems. 2/

Teachers then reviewed the material and helped design a program
of action to achieve the objectives in the framework. The
framework is only meant to serve as a guide for teachers. Each
school decided for itself which values were to be included.

Specific ideas listed as Aspects were identified under each
of the four main categories mentioned above. The Aspects were
further described by value statements called Criteria, which
were further illustrated under Manifestations, e.g.,

1/Democratic Citizenship and Development of Children, Detroit
   Public Schools and Wayne University, Citizen Education Study,
   Detroit, c1949, p. 4.
2/Florence D. Cleary, Alice M. Davis, and Arnold R. Meier,
   Understanding Democracy, Citizen Education Study, Detroit, c1949,
   p. 3.
A. "Dignity and Worth of the Individual.
   1. Sharing in decision making.
      a. Pupils should believe that those affected by a decision should share as far as is possible in making the decision.
      (1) Is there wide participation by pupils in class discussion when plans are being made? How many individuals take responsibility for carrying out plans made by the group? Is there resistance to the idea that individuals should take responsibility for group planning and participation?...."

This plan is still in operation and has been for almost ten years. Apparently it has proved worthwhile since it has been adopted as a part of the curriculum.

Hawaiian Plan.--- In the fall of 1942, Mr. Frank Atherton and Dr. Arthur Dean organized a committee of teachers, principals, and clergymen which set up the Honolulu Plan for released-time religious education. It was realized that such a program of furthering moral and ethical values should be integrated into the curriculum of the schools of the territory. The final report that emerged from the work of the committee was a teachers' guide in moral and ethical values. It consisted of a statement of what is meant by these values, how children learn these values, the bases for a sound program, and finally, suggested activities for the primary, upper elementary, and secondary levels of the schools.

1/ibid., pp. 4-5.
"Moral and ethical values have to do with the qualities of relationships with others." This interactive process is not a matter of choosing pre-existing values but is a harmonizing of interests in particular situations. The committee proceeded to organize traits into four headings: (1) Appreciation of Self; (2) Social Sensitivity and Competence; (3) Harmonizing of Values; and (4) Appreciation of Man and the Universe. They adopted the thinking of Ernest J. Chave when they arrived at this division of values to be pursued.

"One acquires moral and spiritual values to the degree that one arises above the animal and mechanistic levels of reactions and functions as an intelligent person, making discriminating choices, setting goals, and working towards chosen ends. One must see widening possibilities, feel significant as a member of society, and find satisfaction in being a creative member of the universe."^2/

The committee decided that children learn moral and ethical qualities by experiencing them. If appreciation of self refers to a sense of accomplishment and group acceptance, then the child must have concrete contact with these values. A child does not learn kindness until he lives it.

The bases for a sound program consisted of cooperation between the teacher, administration and the physical materials available. Naturally the teacher is the key to a successful


program, and if he lacks interest, he will not cooperate.

The last section of the plan delves into various methods of promoting the desired values. Projects are suggested that will foster the development of traits that fall into the four groups. Such ideas as initiating junior policemen patrols, planning units as a class, fostering creativeness via artistic materials which are available at all times to the children, home economics for girls and shop for boys at the junior high school level, a work program for senior high school students to experience various vocations to aid in making a choice, and committee interaction when suitable in classroom projects.

At present there is no evaluation of this plan available. It is still in operation and it is supposed that it is successful. We assume so since all Hawaiian Public Schools have adopted this guide and the committee that evolved the plan is no longer in existence. The plan appears to be flexible so that each school probably has interpreted the items that meet its own goals. Until the Department of Public Instruction does a follow-up study, we cannot evaluate the worth of the Hawaiian Plan.

San Francisco, California Plan. -- In 1949, thirty-five members of the elementary school department representing all grade levels from the kindergarten through the eighth grade, joined the Citizenship Committee for the purpose of studying the program in citizenship training in operation in the schools.
Their work during the first year was as follows:

"... (1) the study of citizenship teaching in our schools, which was implemented by a detailed questionnaire prepared by the committee; (2) a careful review of teaching materials such as films, books, records and radio programs; (3) the recording of successful elementary school practices in citizenship training; and (4) the development of a guide which summarized present practices of citizenship training. ..."¹

Democratic principles are stressed throughout every day in the classroom. Numerous opportunities are provided for group participation and the children assume responsibilities at all grade levels.

"They act as chairmen of social studies, or reading committees; as discussion leaders in current events; as classroom hosts and hostesses. They give service by performing the monitorial duties in classroom arrangement and procedure that facilitate a healthy, safe, pleasant room. They fix the flowers, pass the paper, sharpen the pencils, or mix the paints."²

Each child is encouraged to work cooperatively with others and is praised for doing a job well. Opportunities are provided by teachers for the development of good habits, attitudes, and appreciations, in the following ways: (1) children are allowed to express themselves creatively through various forms of art media; (2) they are given the opportunities to enjoy beautiful music through the radio, phonograph, and trips to concerts and symphonies; (3) trips are taken to art exhibits and museums;

¹Building For Democracy in the San Francisco Public Schools, From the Foreword by Harold Spears, Elementary School Department, San Francisco Unified School District, San Francisco, California, 1950, p. iv.
²Ibid., p. 8.
(4) the children are made aware of the beauty of the everyday world; (5) they take part in the improvement of their immediate environment; (6) poems, songs, and stories emphasizing desirable character traits are made familiar; (7) their behavior is evaluated according to the group standards of right and wrong; (8) the children are encouraged to recognize and overcome their prejudices, superstitions, and false concepts; (9) the pupils have daily practice in the common courtesies; (10) they share materials and experiences through cooperative enterprises; (11) duties and responsibilities are assumed by different children; and (12) they participate in such drives as the Red Cross, Community Chest, etc., in order to recognize basic human needs.

Army and Air Force Plan.-- In 1951, the Army and Air Force devised a plan of character development for the purpose of instilling "... into all the men and women of our armed forces, leaders and led alike, a sense of individual moral responsibility." This was achieved by stressing, directly and indirectly, the moral principles underlying our American freedom. As a result, six series of pamphlets entitled, Duty-Honor-Country, were published by the Departments of the Army and the

1/ Ibid., pp. 11-12.

Air Force in 1951. The first three pamphlets (Series I, II, III) contain a number of lesson plans which deal with various character traits such as self-control, courage, ambition, fair play, etc. These lesson plans are intended to aid the instructor in lesson preparation. Also, varied methods of instruction are suggested depending upon the subject matter, size of audience, personnel available as assistant instructors, and place in which instruction is given. Some of the methods are as follows: (1) the lecture method; (2) motion pictures; (3) skits; (4) discussion; (5) and a combination of motion pictures and discussion.

The last three pamphlets (Series IV, V, VI) discussed in text form such topics as "Man Is a Moral Being", "What Do I Owe Myself", and "The Spirit of Sacrifice".

The Rainbow Design. — The Rainbow Design was a plan developed for the 1956 Youth Congress and presented by Dr. Ernest M. Ligon to the Character Research Project staff on June 4, 1956. This plan provided a means to evaluate the effects of a program of religious education and to discover the elements which have been most influential.

The reason for its name, Rainbow Design, is simply because it called for the use of a different colored pencil each day of

the Congress. Thus, a delegate could find out exactly when learning took place by glancing at his notebook. The purpose of the plan was to get an adequate amount of data in order to trace the growth of the young people attending the Congress in regard to "Vicarious Sacrifice". The first step in the project was for each delegate to write an essay on "What is the meaning of the Cross, in reality or in potential, to me as an individual or to society in general?" The essay was revised by each delegate whenever he chose during the week, with the pencil of the day.

Each delegate was assigned to one of six groups. The first time the groups met, the Rainbow Design was presented as "an adventure into the dynamics of vicarious sacrifice." It was suggested that the "Key to this experience is in an effort to understand why the Cross was such a powerful experience in history and how it can relate to our daily lives".

The core of the design were ten of the best attested sayings of Jesus which were discussed, with illustrations from modern life suggested. As a result of their consideration of the Scripture passage, the delegates tried to see something new in their concept of vicarious sacrifice. A learning goal was set by each delegate for himself, one which would provide a new way in which he could learn to apply the principles suggested by the Bible reference to his daily life.

After establishing the learning goal, sixteen personality
descriptions were considered by the delegate to gain a better understanding of himself. Then his learning goal was adapted accordingly. The learning goal continued to be refined after further discussions of learning theories, purposes and techniques, and the assets and liabilities of his home and youth group for learning the concept of vicarious sacrifice. This same procedure was employed in each of the ten passages. Finally, each delegate compiled his ten goals into a Final Meditation, describing his visions and plans for applying vicarious sacrifice in daily living.

Following the pattern of the Rainbow Design, the teenagers also investigated four dimensions involving self-understanding.

1. **Personality Descriptions.** Sixteen personality descriptions were developed from the Youth Dynamics Study. The teenager judged whether each of those described him in the past, present or future. He then chose one marked present or future and adapted it to his learning goal.

2. **Learning Theories.** The teenager next considered five learning theories (repetition, insight, readiness, emotional involvement or positive potential) and changed his goal according to the theory which seemed most appropriate for his purpose.

3. **Learning Process.** The choice of a learning purpose (inspiration, deeper meaning, skills, insight or broadened vision) offered the teenager an opportunity to formulate reason learning.

4. **Learning Techniques.** Finally, the learning techniques (lecture, project, discussion, dramatization, role

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playing or self study) suggested a method through which he might most effectively achieve his goal.

Combining one aspect of each of the four preceding dimensions with the original learning goal, the teenager was able to understand how his own personality and specific learning abilities could be utilized more fully when planning for attitude growth."1/ 

Aniston, Alabama study.— A group of teachers, through an In-Service program for a four-year period, compiled information concerning the goals and objectives of elementary school children. The teachers also did extensive research to discover the characteristics of children. The traits were divided into physical, mental, social, spiritual, and moral development. The latter two will be presented in this review of the study.

It was decided that it is a major obligation of the school to help the child grow into a responsible participating member of a democratic society. The school should seek to guide each child in the development of high ideals, good attitudes, and a proper sense of values. Children acquire spiritual and moral values by observing and sharing in the conduct of adults and other children that they admire. It is necessary for the school to continually provide suitable opportunities for children to observe and share in situations that will develop the following:

A. Character

1. Believes in oneself, other people and a Supreme Being
2. Believes in ultimate good and works accordingly
3. Develops desirable character traits (e.g., honesty, fair play, etc.)
4. Develops a sound sense of values

B. Citizenship

1. Informs oneself before making decisions
2. Accepts responsibility and carries it out
3. Respects the rights and opinions of others
4. Respects personal and public property
5. Desires to improve self and community
6. Appreciates some contributions of the past toward the making of a better world.

The remainder of the study consists of charts of traits organized accordingly, i.e., by age level and how to develop specific characteristics. For instance, at age seven, standards of good and bad depend largely upon a child's home training. The school should build up the child's resistance to what is considered wrong. By removing temptations the school can satisfy the desired development of this trait. At age seven

1/C.F. Nelson, director, Growth of Children in the Anniston Elementary Schools, City Board of Education, Published in Anniston, Alabama, 1957
the child is becoming concerned about that which is his property and what belongs to others. The school should differentiate what belongs to the child and what does not. By encouraging pride in ownership and by teaching acceptance of the ownership rights of others, the child should learn to respect property rights.

We can see that this plan of character education is not as specific as the Hawaiian Plan. The teachers formulated general characteristics that they believe should be instilled into the Anniston elementary school children. They localized the age that their development should begin, and attempted to show how to guide the desired development. At present there is no evaluation of this plan available and one can merely guess at its success. It is difficult to measure success when dealing with abstract concepts, as does the Anniston Plan.

Allied Youth.-- Allied Youth is an organization designed to help young people to learn the facts about alcohol and to face the social pressure on drinking. It also includes character and personality education into its program. It attempts to build the kind of character that will have no need to turn to alcohol. The organization publishes sample programs that, it hopes, will be presented at meetings of the various posts. One such program consisted of four skits that dramatized common teen-age situations, e.g., a girl was on a
double date and found herself in a confusing position when the other couple started caressing. Not wishing to follow suit, five possible solutions are dramatized by members of the group. Discussion follows each conclusion by the entire group. It is hoped that open discussion of such problems will guide teenagers when they find themselves in similar predicaments.

Another universal conflict that teenagers all meet concerns the problem of following the group when they do not approve of an activity. The second scene takes place at a pajama party, when the hostess suddenly produces a pack of cigarettes. One girl is afraid to refuse since she feels that she may not be invited to future gatherings. Again, possible ways of handling this are dramatized and then discussed.

The majority of these programs concern alcohol situations, but the value of other aspects of this organization serve to assist teenagers in handling their problems. The area of parental interference is also touched upon by Allied Youth. Sponsors of this group feel that the informality and spontaneity of the posts can develop character and personality traits that are desirable to a greater degree than can programs that originate in the schools.

The program of Allied Youth seems to be quite successful if we look at the membership figures. The organization reports 400,000 members as of July, 1957. It would appear that the teenagers enjoy their membership since so many belong to this
national group.

Educational Policies Commission. -- In 1948, during the annual meeting of the Representative Assembly of the National Education Association, a study group was assigned to consider the role of public schools in the development of moral and spiritual values. It was decided that a more detailed study was necessary and the Educational Policies Commission was asked to undertake the project.

The commission felt that the following values should be incorporated into the educational curricula in schools in this country: (1) Human Personality - the basic value is the inherent worth of every human being; (2) Moral Responsibility - each individual should be responsible for the consequences of his own conduct; (3) Institutions are the Servants of Men; (4) Common Consent - voluntary cooperation is essential; (5) Devotion to Truth; (6) Respect for Excellence; (7) Moral Equality; (8) Brotherhood; (9) The Pursuit of Happiness; and (10) Spiritual Enrichment.

The commission proceeded to suggest characteristics of an acceptable spiritual and moral program. It was felt that moral and spiritual values should be stated as objectives of schools. Initiative by individual teachers should be

\[1\] Moral and Spiritual Values in Public Schools, Educational Policies Commission, National Education Association, Washington, 1949, pp. 17-29.
encouraged. The teaching of values should permeate the entire educational process. A series of lessons on good character is not sufficient to instill the values that are desired. All the school's resources should be used to teach moral and spiritual values. Special projects, hobbies and clubs, sports, guidance, and material from traditional subject areas should incorporate the teaching of values. Religious education should be encouraged and religious tolerance should be promoted.

We can see that the Educational Policies Commission advocates an indirect approach to the teaching of moral and spiritual values. It would like to see the schools weave this area into all aspects of the elementary school program. No definite methods of accomplishing this are suggested, and the initiative of the individual teachers is stressed if success is to be arrived at. Setting specific procedures is left to the various school systems throughout the country.

The Palmer Foundation. In 1946, the sum of $100,000 was set aside by the founders of the Palmer Foundation of Texarkana, Texas-Arkansas, Clyde and Bettie Maines Palmer for the promotion of character education in the United States. In order to insure a wiser expenditure of this money, Mr. Palmer wanted to learn the status of character education in the public schools of the country. It was his contention that a survey might yield valuable information as to the availability of
methods and materials which might be utilized for the future promotion and financial support of character education by the Palmer Foundation.

Dr. Henry Lester Smith, Dean Emeritus of the School of Education of Indiana University, was chosen as Research Director for the Palmer Foundation. His main duty was to conduct a survey of materials and methods employed for the development of character nation-wide. In attempting to do this, he sent letters to all state superintendents of Public Instruction, all executive secretaries of State Teachers Associations, all state organizations of the Parent-Teachers Association in the United States, and to every fifth superintendent of schools, and all other institutions and agencies doing work in the field including all divisions of research in public schools and colleges and universities. In response to his requests, three hundred letters were received. From this information, Dr. Smith was able to study and categorize the existing plans, some of which were discussed above.

It was found that the different methods being employed by schools for the development of character fell into twenty different patterns or categories. A number of schools, it was learned, employed or are still employing plans which fall into a number of these categories. However, it must be made clear that these twenty categories only cover those plans reported
in the survey. It is not intended that they be used to classify all existing plans in the United States.

In order to obtain a clearer picture of what our educational systems are doing for the development of character, it is necessary to look at the twenty categories found by Dr. Smith and the Palmer Foundation.

1. "Character education thru the general school environment and school atmosphere.
2. Character education thru the regular curriculum.
3. Character education thru the influence and example of administrators, teachers, and pupils.
5. Character education thru special courses of instruction.
6. Character education thru various types of extracurricular activities.
7. Character education thru appeals to reason, common sense, and good judgment.
8. Character education thru such things as slogans, posters, proverbs, and cartoons.
9. Character education thru the use of awards.
10. Character education thru visual aids and radio.
11. Character education thru student government.
12. Character education thru student participation in community activities.
13. Character education thru a guidance and adjustment program.
14. Character education thru student participation in school affairs and the learning of democratic technics and principles.
15. Character education thru homeroom programs, experiences and projects.
17. Character education thru formal and informal religious experiences.
18. Character education thru assembly programs.
19. Character education thru 'off the school ground' experiences.
20. Character education thru planned or incidental stressing of traits, ideals, and principles.

As a result of the survey, Dr. Vernon Jones was invited by Dr. Smith to organize a workshop in Character Education in the Summer Session of 1949 at Clark University in Worcester, Massachusetts, and to prepare a syllabus or course of study which could be used in teacher training institutions. Outside professors and educators were invited to join the project and give assistance.

The syllabus, in its completed form, consists of eighteen units dealing with character and citizenship training. Each unit contains numerous problems to guide the reading, independent thinking, and group discussions. A list of suggested readings in the area of character and citizenship training is included, supplemented by an elaboration of the original problems to facilitate understanding on the student's part.

Direct and Indirect Methods of instruction.-- Smith, in his survey, found that there were two methods of instruction which were predominant throughout the programs in character development. The two methods were the direct and indirect. A brief discussion of each will be included for clarification.

The direct method is defined by Smith as follows:

"...the use of definite times, places, and materials for giving specific instruction in morals and manners, ideals, ethics, religion, etc., for the purpose of strengthening the character of individuals."1/

Smith also defines the indirect method of instruction as follows:

"...the attempt to affect character by environment, activities, literature, art, and experiences of all kinds, without considering this as character education, without offering specific courses, and without having regular time and place for giving instruction. The idea is to 'set the stage' so that the child will learn to be moral and to act in an ethical manner."2/

Rather than present the arguments of the advocates of either method, it might prove wiser to present the results of an experimental study conducted by Dr. Gene L. Schwick in 1955 for the purpose of determining the effectiveness of both methods of instruction. This study was conducted at the Park School in Indianapolis and was comprised of 74 boys enrolled in grades five through eight. The basic hypothesis of the study was that direct character instruction in attitudes of vicarious sacrifice would more significantly modify overt behavior than would indirect teaching. Factors which were significantly related to the learning of the specific attitudes were also looked for.

1/Henry Lester Smith, op. cit., p. 9.
2/Loc. cit.
Two groups, one experimental and the other the control group, were matched as to similar home environments, academic achievement, intelligence scores, and sociometric ratings which demonstrated the similarity of attitudes of vicarious sacrifice as expressed in behavior. While the experimental groups received direct instruction in attitudes of vicarious sacrifice, i.e., acts on behalf of or for the benefit of others other than self, from the Vicarious Sacrifice Unit, the control groups engaged in the activities of the Vocational Unit and received only indirect training in the attitudes of vicarious sacrifice. Apart from this distinction, the school environment remained the same for both groups.

Situational tests were administered after four months on instruction to determine which boys most expressed the attitudes of vicarious sacrifice. The total scores were then compared with the age of parents, the formal education of parents, the degree of professionalization of fathers' occupations, the attendance of parents at the Parents' Classes, the interest of the parents in the Counseling Program, the activity of the parents in formal religious activities, the number of years a boy had been enrolled in the school, the degree of common interests of the members of each family, the academic achievement of the students, the intelligence test scores of the students, the grade level of the students, and the factual knowledge that the students possessed of right and
The results of the tests brought forth the following conclusions:

1. "The direct teaching of attitudes of vicarious sacrifice to boys in grades five through eight more significantly modified overt behavior than did indirect teaching.

2. Boys who were members of families that had many interests in common expressed more attitudes of vicarious sacrifice than boys from families that did not share many interests.

3. Boys who were members of families that were most active in formal religious activities acquired the largest number of attitudes of vicarious sacrifice.

4. The sons of parents who most frequently attended Parents' Classes learned the largest number of attitudes of vicarious sacrifice.

5. Boys who were members of families that were most interested in the Counseling Program learned to express the attitudes of vicarious sacrifice to a greater degree than boys from families that were not active in the Counseling Program.

6. The students who had been enrolled in the school for the longest period of time, and consequently had been exposed to the goals of the Counseling Program for the longest period of time, learned the largest number of attitudes of vicarious sacrifice.

7. The amount of formal education of parents did not have any relation to a boy's learning the attitude goals.

8. The effective learning of attitudes of vicarious sacrifice was not related to the age of the head of the families.

9. The degree of professionalization of a father's occupation was not related to a boy's learning the attitudes of vicarious sacrifice.

10. Academic achievement was not related to the learning of attitudes of vicarious sacrifice.

11. Scores of intelligence tests had no relation to the learning attitudes of vicarious sacrifice.

12. The age of a boy was not a significant factor in his learning attitudes of vicarious sacrifice.

13. The possession of a large body of factual knowledge of
right and wrong was not related to a boy's attitudes of vicarious sacrifice. 1/

In conclusion, this particular study seems to indicate that direct instruction is more effective than indirect teaching since all measures were in the direction favoring direct techniques.

Summary.—In perusing the organization of the previously mentioned plans, it is clear that some are superior to others yet none being a panacea for character development. It can readily be seen that two methods of presentation are adhered to namely, the direct and indirect methods. Although many of the plans overlap in method of presentation, examples which emphasize the direct method are the following: (1) Children's Morality Code; (2) Five Point Plan; (3) Iowa Plan; (4) Birmingham Plan; (5) Los Angeles Plan; (6) Army and Air Force Plan; (7) Anniston, Alabama Plan; and (8) Allied Youth.

Those plans discussed which emphasize the indirect method of instruction were as follows: (1) Springfield Plan; (2) Citizen Education Study; (3) San Francisco Plan; (4) Hawaiian Plan; and (5) the plan of the Educational Policies Commission.

After evaluating and digesting the available plans for character education, we have arrived at the conclusion that

most are not adequate. They do not appear to meet the objectives of character development. Since there is no concrete evidence of success except the printed literature of the authors themselves, we can only submit this subjective evaluation.
CHAPTER IV
AN ANNOTATED BIBLIOGRAPHY OF CHARACTER EDUCATION BOOKS, FILMS
AND FILMSTRIPS

General Introduction. -- The following annotated bibliography
of books, films, and filmstrips, is intended to act as an aid to
educators for the development of character in the elementary
school child. It is not meant to be a panacea for the formation
of desired character traits. It is merely a selective compilation
of available materials in this field.

Organization. -- This chapter is organized to provide conveni-
ence for the user of this material. The reading series will be
listed according to publisher, in alphabetical order. Library
books will be categorized by author. Annotations, prices, year
of publication, and other pertinent data will be included to
facilitate location and purchase of these books. An index will be
found at the end of this chapter listing books according to their
dominant traits. The purpose of this is to simplify the location
of books which concentrate on a particular facet of character.
Films and filmstrips will be listed according to manufacturer,
in alphabetical order, by title. An index will not follow the
films and filmstrips since the content is apparent from the title
in most cases. If the title is not self-explanatory, the annota-
tion will clear up the question.

Explanation of Code. -- Each library book will be followed
by a code number which stands for the catalogue from which the
book is listed. Since it would be a monumental task for the
writers to read every book included in the bibliography, they
had to rely upon the opinions of professional people in the
field. C1 equals Bibliography For Children, 1954 edition; C2
equals Adventures With Books, 1955 edition; C3 equals The
National Council Of Teachers Of English List For Junior High
Schools, 1954 edition; C4 equals Recommended Children's Books,
1955 edition; C5 equals Journal Of Education, December, 1956
dition; C6 equals Junior Library Books Selected For Schools,
1954 edition; C7 equals Patterns In Reading, American Library
Association, 1954 edition; and C8 equals A Basic Collection Of
Books For Elementary Grades, American Library Association, 1956
dition.

These catalogues can be found in most libraries that have
a children's book section. All are present in the Boston
University School Of Education Library, 332 Bay State Road,
Boston 15, Massachusetts.
Leavell, Ullin W., Mary Louise Friebele, and Tracie Cushman, The Modern McGuffey Readers, Golden Rule Series.

The development of moral, spiritual, and human relations values is stressed in this series without "preachiness." The names of the books in the series are as follows:

a. Open Windows, grade one level of reading, 192 pp.
b. Open Doors, grade two level of reading, 224 pp.
c. Open Roads, grade three level of reading, 256 pp.
d. Paths to Follow, grade four level of reading, 288 pp.
e. Frontiers to Explore, grade five level of reading, 320 pp.
f. Widening Horizons, grade six level of reading, 320 pp.

American Heritage Series


The spirit, faith, and genius of Eli Whitney, who traveled a long, hard road before creating the tools that revolutionized America, will inspire every young American.

b. Angell, Polly, Andy Jackson.

Andy Jackson serves as an example of courage for every young child to follow. His Presidency marked the beginning of true democracy in this country when this "man of the people" was chosen by the people to lead this great country.

c. Latham, Frank B., The Law or the Gun.

Alexander Doniphan established a basic rule of law in the 1830's when he defended the peaceful Mormons from the angry settlers who tried to drive them away.

d. Lane, Frederick, The Magnificent Mariner.

Readers will be inspired by the famous words of John Paul Jones, "I have not yet begun to fight." This cry of defiance in the face of insurmountable odds made him a memorable figure who refused defeat.
II. Allyn & Bacon, 41 Mount Vernon Street, Boston, Mass.

1. Searles, Anna Hawley. This series contains three books.

The books in this series are instructional and present life problems, the solutions of which emphasize good character traits to emulate.

a. Fun to be Alive, fourth grade level.
b. Time to Live, fifth grade level.
c. Living All Your Life, sixth grade level.

III. Bobbs-Merrill Publishing Co., North Meridian St., Indianapolis 7, Indiana

1. Childhood of Famous Americans Series

The books in this series are in school edition form. A select few which have a stronger element of courage or example to follow have been selected from the much larger list of books which make up this series. They are largely fourth grade reading level. The catalog price is $1.48; the net school price is $1.11.

a. Stevenson, Frontier Boy.
   The story of Abraham Lincoln, frontier boy and United States President.
   This is the story of Abigail Adams.
c. Guthridge, Boy Inventor.
   This is the story of Thomas Edison.
d. Howe, Kansas Girl.
   This is the story of Amelia Earhart.
e. Stevenson, Ambitious Boy.
   The story of Booker T. Washington.
f. Stevenson, *Printer's Boy.*

This is the story of Benjamin Franklin, inventor, diplomat, and patriot.

g. Stevenson, *Boy Scientist.*

This is the story of George Washington Carver, an outstanding Negro educator and scientist who was born of slave parents and spent his youth in labor and sacrifice to attain the education he desired, and later struggled to improve the conditions under which his people live.

h. Stevenson, *Girl Patriot.*

This is the story of Molly Pitcher, an American Revolutionary heroine who is said to have discharged the last gun fired against the British at Fort Clinton. When her husband was killed in action she continued to fire his cannon until the close of the action.

i. Stevenson, *Boys with Wings.*

This is the inspiring story of Wilbur and Orville Wright.


This is the story of Pocahontas, the Indian maiden who is said to have saved the life of John Smith who was at the mercy of her tribesmen.

k. Van Riper, *Boy of the Sand Lots.*

Sports lovers will enjoy this story of Lou Gehrig.

l. Weil, *Boy of the Four Freedoms.*

This is the story of Franklin D. Roosevelt, the man who was our thirty-second President.


The books in this series are recommended for the first six grades and are designed to develop patterns of citizenship. A 25% discount is allowed on class orders.
a. School and Play, $1.60, Primer.

In this book, family relationships, good health, and safety habits are stressed.

b. We Live and Grow, $1.68, Grade 1.

This book emphasizes the development of proper habits and attitudes for home and school.

c. Making Friends, $1.80, Grade 2.

The interdependence of people is stressed in this book.

d. Sharing Together, $1.34, Grade 3.

The plot of this book focuses on living together at home, in school, in the community, and around the world. It aims at the development of appreciation of our heritage by the readers through an introduction to the past.

e. Ourselves and Others, $2.04, Grade 4.

This book focuses on the values of living together.

f. Richer Living, $2.04, Grade 5.

A background for living today is provided through stories of yesterday. The theme stresses how to live richly in an expanding community and social environment.

g. Knowing Our World, $2.04, Grade 6.

How people affect each other's lives, occupations and well-being is well told in the stories of this book.


1. Primary Social Studies Series

The emphasis in this series is how to live happier in the home, school, and community.
a. **Billy and His Family**, Code 15010, $1.50, Readiness.
   
   The plot of this story is centered around family work and play.

b. **Billy and His Friends**, Code 15020, $1.20, Grade 1.
   
   This book acts as an aid to acquainting the teacher and her children while stressing ideals of behavior and new concepts of living together.

c. **Billy Goes to School**, Code 15030, $1.60, Grade 1.
   
   This book encourages adjustment to other children, harmonious family relationships, better adjustments in community and school.

   
   This book attempts to show the child how the basic human needs of people are met.

2. **Good Sportmanship Series**, written by Carrey Jackson.

   a. **Shorty Makes First Team**, $2.80, Grades 4-8.
      
      This book, while being a good basketball story, is filled with examples of good character.

   b. **Shorty at the State Tournament**, $2.80, Grades 4-8.
      
      This book, while stressing the value of being one of the "team," portrays the awkwardness of a boy growing up.

VI. **Lippincott Co., 333 West Lake St., Chicago, Illinois.**

1. **Time to Read Series**

   Human relations and personal adjustment are emphasized in this series.

      
      Most of the emphasis in this book is placed upon the adjustment to making new friends.

   b. **Leaf, How to Behave and Why**, $3.00, Grades 1-5.
      
      This book makes an interesting presentation of the reason for manners.
c. Allen, Briggs, _Behave Yourself_, $3.00, Grades 6-up.

The values of good behavior versus poor behavior are presented interestingly in this book.

d. Allen, Briggs, _If You Please_, $3.00, Grades 6-up.

This book shows the value of a little extra courtesy.

VII. Laidlaw Brothers, Summit, New Jersey.

The books in this series are written to aid in the development of moral awareness, spiritual values, and the desire to be good citizens. They are specially designed to bridge the gap between the basal reader and good children's literature. The entire list of books is on the elementary level. A 25% discount is allowed for school purchases.

1. The following list of books stress love and loyalty to family, home, and country.

   Jack Jouett's Ride
   Modern Pioneers
   Master of the Sea
   Independence Bell
   All Americans
   How They Saved the Fort
   Pioneer and President

   The Boy Who Saved a Regiment
   The Choice
   Stories of Independence
   Master of Music
   A Message for Washington
   The Flag
   Adventures of a Fire Fighter
   The Soldier Who Loved Peace
   A Tube of Antitoxin

2. The following list of books stress the satisfaction of achievement.

   A Boy in India
   A Great Child Musician

   The Search for the Beautiful
   The Little Boy Who Loved Trees
The Runt Comes Through
The Magician of Love
The Boy Who Climbed the Church Steeple
The Way to School
The Training of a Clown
Dreamer and Admiral


The books in this series stress how to live better within your home and your community, with your friends, and how to be better citizens.

1. Living Together at Home and at School, Grades 1, 2, 3, $1.35.
2. Living Together in Town and Country, Grades 1, 2, 3, $1.44.
3. Living Together Now and Long Ago, Grades 1, 2, 3, $1.74.
4. Living Together Around the World, Grade 4, $2.04.
5. Living Together in the Americas, Grade 5, $2.76.
6. Living Together in the Old World, Grade 6, $2.76.
7. School Friends, Grade 1, $1.35.
8. Enjoying Our Land, Grade 2, $1.65.
10. Toward Freedom, Grade 4, $1.36.
11. Pioneering in Democracy, Grade 5, $2.01.
12. The Way of Democracy, Grade 6, $2.10.


The books in this series deal with problems of every day living.
1. Beim, Jerrold, Kid Brother, K to Grade 3, $2.00.
   This is a simply written story involving real problems in older-younger children relations.

2. Beim, Jerrold, Mister Boss, K to Grade 3, $2.00.
   A boy learns home responsibility when his parents allow him to be in command of the household for a day.

3. Beim, Jerrold, The Smallest Boy in the Class, Grades 1 and 2, $2.00.
   A little boy learns that bigness is not always measured in inches.

4. Beim, Jerrold, Swimming Hole, Grade 1, $2.00.
   The new boy refused to go in swimming with anyone who was colored until he learned that color doesn't matter.

5. Beim, Jerrold, Thin Ice, K to Grade 3, $2.00.
   The value of knowing how to read is discovered by a little boy in quite a dramatic way.

6. Bothwell, Jean, Little Flute Player, Grades 1-4, $2.50.
   This is the story of ten-year-old boy in India who kept his family alive in time of famine.

7. Friedman, Frieda, Carol From the Country, Grades 1-4, $2.50.
   Carol did not find happiness in her new home in New York until she learned to make friends with the neighborhood girls and boys.

8. Johnson, Margaret S., Snowshoe Paws, Grades 1 & 2, $2.25.
   A kitten who had been sent away from home because of his mischievous behavior earned the right to stay by his good home behavior.

9. Sugarman, Tracy, The Boy on Lincoln's Lap, K to Grade 3, $2.00.
   This book stresses good citizenship and respect for public property. Many illustrations are included.
10. Wooley, Catherine, Two Hundred Pennies, Grades 1 & 2, $2.50.

Little David learns self-reliance by saving 200 pennies to help buy an electric train.

11. Wooley, Catherine, Ginnie Joins In, Grades 1-4, $2.50.

This is the story of Ginnie's summer at the lake and how she overcame her shyness.

X. Oxford University Press, 114 5th Ave., New York

1. Eyre, Katherine Wigmore, Spurs for Antonia, Grades 4-6, $3.00.

This is the story of a little girl named Antonia who learns that she doesn't have to be a boy to earn her spurs through courage.

2. Liang, Yen, Tommy and Dee-Dee, K and Grade 1, $1.50.

This story fosters the understanding of others by this example set by two little boys who were half a world apart.

3. Robinson, Gertrude, Spindleshanks, Ages 10-12, $3.00.

This is the story of a boy in the early days of the American Revolution and how he meets and conquers not only the enemy but also his own fear and physical handicap.

4. Sprague, Rosemary, A Kingdom to Win, Upper Grades, $3.00.

A Viking hero learns that he must govern himself before he can govern others.

5. Siggaard, Nils All Alone, Elementary Grades, $1.75.

This story deals quite effectively with the problem of selfishness.


1. This series stresses group living which helps children to understand social relationships and to grow in social behavior. The authors of the books in the series are Hanna, Hoyt, Potter, Gray, Kohn, Quillen, Sears, and Krug.
2. The following series of books stress health and personal development. This series is written by Gray, Bauer, Montgomery, Schacter, and Jenkins.

a. Happy Days With Our Friends, Grade 1, $.96.
b. Good Times With Our Friends, Grade 1, $1.02.
c. Three Friends, Grade 2, $1.11.
d. Five in the Family, Grade 3, $1.17.
e. The Girl Next Door, Grade 4, $1.29.
f. You, Grade 5, $1.41.
g. You and Others, Grade 6, $1.47.
h. You're Growing Up, Grade 7, $1.56.
Introduction.—The following annotated bibliography of library books can be of assistance to the teacher when she is ordering books for her classroom. The books are listed according to the author’s name.


A series of ten missionary stories based on true incidents of children in foreign lands who learn the story of Jesus in many different ways at work, play, and worship. Large type, attractive format, and pronunciation glossary of foreign words. $2.00, primary grades.


Young boy and his pony, visiting the West, tame a beautiful, wild horse. $2.50, primary grades.


The perseverance of a brave little colt and the loving care of those who believed in him, helped him to overcome his handicap. $2.00, primary grades.


Hermon was given the gifts of good disposition and power. After many ludicrous adventures these gifts are withdrawn and he learns the joy of working to achieve his success. Illustrations by J. Paget Fredericks. $2.50


An historical novel about the strife between the American cavalry and the Sioux, told from the point of view of the plains-hardened horse, Comanche, who was the only creature to come out alive. $1.00, primary grades.
   A minor league baseball star learns that it is better to play as a teammate than to play for oneself. $2.75  05

   A college football player turns professional in an attempt to measure his courage and ability. $2.75, intermediate 05

8. Arnold, Elliott, **Broken Arrow. Little-Duell, New York, 1951.**
   Young readers' edition of the classic novel of the South-west Blood Brother; a true story told in fictional form, of the remarkable friendship between the Indian chief and an American scout. $3.00, primary grades.  06

9. Aulaire, Ingrid and Edgar, **Columbus. Doubleday, New York, 1953.**
   Thrilling life of the great explorer from his boyhood in Genoa to the voyage of the discovery of America, and the search for Asia and his second, third, and fourth voyages. $3.00 intermediate grades.  02

10. Austin, Stephen F., **Wilderness Pioneer. Follet, New York, 1953.**
   This is the story of a selfless and untiring patriot, and of a stirring and heroic life. $3.60, junior high.  08

11. Avery, Kay, **All For A Horse. Crowell, New York, 1955.**
   Tom wanted a sleek, shining, sorrel horse more than anything in the world. This wholesome, thoroughly convincing story with a touch of suspense and humor will be enjoyed by boys and girls. As he laboriously accumulated money for his horse, Tom encountered bitter experiences in getting along with other people and in locating the right horse. $2.50, intermediate grades.  04

This wonderful French farm has talking animals and strange things happen to the two mischievous little girls who live there. $2.50, primary grades.


Description of the responsibility of leadership and the duties of the main officers of a club with specific information on how to cope with various affairs. $3.75, junior high grades.


A lumbering story of the deep Oregon woods in which Jeff and Joe prove to the boss that a camp is a good place for boys to live. $2.50, intermediate grades.


In the 1870's Montgomery Ward successfully introduced a mailorder business in which farmers had confidence. $2.75, intermediate grades.


This success story of a poor farm boy who built a merchandising empire makes an absorbing story. $2.50, intermediate grades.


Well-written account of a colorful explorer and founder of an early American colony. $2.75, junior high.


Tenacity and perseverance are portrayed in the biography of the man who made a business success of condensing milk. $2.50, junior high grades.

Story of the crippled Comanche boy who, in the early 18th century, was the first American Indian to ride a horse, bringing to his people a new way of life. $2.75, intermediate grades.


Good outdoor story of a city boy who lacks confidence until various circumstances force him to spend a winter in the deep wilderness with an Indian boy. He learns self-reliance, meaning of friendship, ways of nature and Indian life. Illustrations by Paul Valentio. $2.50, intermediate grades.


A wild black stallion is taken from his range, but with the help of a young Ben and Dixie returns after much travel. $2.50, intermediate grades.


Washington's boyhood, his adventures as a skillful surveyor and daring soldier, his life as legislator, general and president, in an accurate and interesting biography. Illustrated by Manning de V.Lee. $1.50, primary.


This amusing story of a burro boy who had his own way to make in the world. $1.50, primary grades.


Pablo earns a new man-style hat by his bravery in facing a fierce bull. $2.75, primary grades.

Rainbow Jupiter, a Seminole Indian child, has been promised a surprise "When the moon is new." Much to her delight but far from her guess, it turns out to be a baby brother. $2.75, intermediate grades.


Children will applaud the adventures of a humble old pick-up truck who saves the day when a huge, shiny truck is stuck in a storm. $2.00, primary grades.


The history of California missions, the courage of the early padres, what makes each mission famous: photographs. $3.00, primary grades.


A mule, known for his stubbornness, shows his bravery when Joe the farm boy almost drowned in the old swimming hole. $2.50, primary grades.


The misery of war contrasted with the marks of greatness in the relations of General Washington with his soldiers. $2.00, junior high school grades.


Emotions and how they work are simply but effectively discussed. The text is aimed at self-control but there is no preaching. $2.00, primary grades.


Book defines such emotions as anger, fear, love, and joy. $2.00, junior high school.
   This book has a theme of good citizenship and respect of public property. $2.00, primary grades.

   Being able to read helps Lee to save his younger brother. $2.00, primary grades.

   Kit Carson became a symbol of courage and adventure as explorer, fighter, and rider for the Pony Express. $2.00, junior high grades.

   Randy, who lives in the Carolina mountains proves that his cat is a worthwhile animal. $2.00, primary.

   A pine tree saves the life of his lifelong friend, the stag. $3.50, primary grades.

   Cooperation, perseverance, courage and resourcefulness, are displayed by the displaced family who lives in a railroad car in Germany. The father, recently released from a Russian prison camp, finds the strength to practice medicine again while his wife sews, his son works and his daughter helps as a stablemaid.

   Minikin Snickasnee, little daughter of a witch, craves schooling and other things associated with normal children. When she disobeys her mother and goes to school, complications set in. $2.50, intermediate grades.

A moving story about a refugee girl in a slum tenement where many nationalities live. Her work to clear space for a garden and her faith in herself and others are inspiring. $2.75, intermediate grades.


Big brother and sister will learn what they were like when they were little, and look forward to seeing the new baby in the family. $2.35, primary grades.


Clint shows his resourcefulness by working out a plan for raising money for a school building program. $3.00, junior high school grades.


Modern, practical and specific information for children emphasizing kindness and consideration as the basis for good conduct. $3.00, junior high school grades.


Two shepherd boys in France who have each been specifically instructed to "pay no attention to your neighbor's business - that's his worry, isn't it?" find that working together is not only more pleasant but essential to One's existence. $2.50, junior high school grades.


A poignant account of twenty French children who kept in hiding ten Jewish children so that they were not overtaken by the Nazis. $2.50, junior high school grades.

Paco and his Mexican-American family work strenuously to keep together the run-down ranch that they inherit. This "American Heritage" story of how they succeed in making their ranch and themselves a part of the community is told with sympathy and understanding. $1.75, intermediate grades.


A scholarly account of Apache customs, daily life and history. The author has also written books about the Cherokee, Chippewa, Crow, Delaware, Pueblo, and Seminole Indians. $2.25, primary grades.


Excellent conservation story showing the work of foresters, rangers, lumbermen, and ordinary citizens in taking proper care of wooded areas. A visit to the firewarden's tower and the spotting of a fire add drama to fact. $2.25, primary grades.


Team spirit and cooperation are continually emphasized in this book which also stresses the desirability of learning to play all positions. $2.00, junior high school grades.


An exciting story of an American boy who had to make his way in England against the odds of poverty and misunderstanding. $2.75, junior high school grades.


The thrilling story of a courageous woman who organized nursing on the battlefields of the Civil War. $1.50, junior high school grades.

Family story of a mid-western university professor's resourceful children and their neighbors. $2.50, intermediate grades.  


An accurate description of the work of forest fire fighters and the devastation to the forest life when a fire comes. $2.00, primary grades.  


Much information about the United States designed to foster patriotism and good citizenship. Includes the meaning of being an American, symbols of our democracy, documents of freedom. $2.88, intermediate grades.  


An exciting account of the scout who faced both Indians and cruel whites with bravery. $1.50, intermediate.  


A beautiful Christmas story of a fir tree and a boy, and of hope and love. Told in simple language and colorful pictures. Illustrated by Barbara Cooney. $2.00, primary grades.  


A nervous little tiger, discovering that others know fear too, gains confidence. primary grades, $2.50.

This is the life story of Francis Scott Key; the author includes other early American personages such as Washington, Jefferson, and Madison. $2.75, intermediate grades.


A story of a pony and his outdoor-loving owners. Other books by the same author that encourage animal love are: Pony Farm, Pony School, Crazy Quilt, Circus Pony. $2.50, intermediate grades.


Simple language and lively illustrations by Ruth Ruthman make this book appealing to young children. $2.50, intermediate grades.


Sensitively handled story of Mary Lov who overcome adult opposition to her elderly grandfather's living in their home. A unique approach to the needs of the aged. $2.50, intermediate grades.


Appreciation for the customs and people of Spain is fostered by the story of this boy who tells of his life, work, and play in his native land. $2.75, intermediate grades.


About the historical tale of William Tell, his son Walter, and the heroic fight of thirty-three men for the freedom of Switzerland. $3.00, intermediate grades.

Pablo displays neighborliness and good-will when he shares his poppy seeds to bring beauty to the arid valley in which he lives. $2.75, intermediate grades. C2


A simple biography of Francis of Assisi, from his boy-hood to his career as a soldier and his final dedication of his life to unselfishness. $2.50, primary grades. C5


The adventures of the famous Indian who was brought to England as a curiosity, and how he returns to settle among the Pilgrims and teach them the ways of the American soil. $2.50, intermediate grades. C5


Amid the pageantry and vigor of the days of King Arthur, young Shan rights to regain the castle of his father which has been taken from him. $2.50, primary grades. C5


A lonely girl moves into a new neighborhood and is fortunate in finding a lost birthday present. While trying to locate the owner she makes many friends. $2.00, primary grades. C2


Two brothers, one arrogant and the other co-operative, work out their problems against the background of their basketball team. $2.50, intermediate grades. C5

How the Cornwall farm became a haven for an old, mal-treated horse makes an appealing story. Included are many details of handling and riding horses. $2.50, intermediate grades.


Two little girls buy an unwanted pony and train it for shows. $2.50, primary grades.


A Breton fisherman's pet sea gull is wrongly accused of thievery but proves his worth. $2.50, Primary grades.


The shy member of a middle-class New England family develops into a confident, charming young woman. $2.75, intermediate grades.


A cat, helped by his animal friends, solves the problem of a stretched tail. $1.50, primary grades.


Honor, courage, faithfulness, duty, and humility are portrayed in this biography of Lee. $1.50, intermediate.


The story of the Spanish American War is told through the heroic experiences of the Rough Riders. $1.50, junior high school grades.
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<td></td>
<td>An amusing story about a boy who wished that everything he touched would turn to chocolate. He learns that one can have too much of a good thing. $2.50, intermediate.</td>
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<td>Monica was not too enthusiastic about spending a summer on the old Fifer farm in Kentucky until a common problem gave her the opportunity to work and share with others. $3.00, junior high school grades.</td>
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<td>A delightful story of a cat who pushed her babies into decent homes of their own at the proper time. $2.00 intermediate grades.</td>
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<td></td>
<td>Sixty-five volumes are now available in special school editions. Personnages in the file include: Abe Lincoln, George Washington, Alexander Hamilton, Juliette Low, Jane Addams, Louisa May Alcott, and others. $1.75 each intermediate and junior high school grades.</td>
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<td>A story about a young mare who fled from her canyon pasture to join the wild herd, and of the Indian boy who loved and cared for her. $2.75, primary grades.</td>
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<td>A story about a burro in Ecuador who discovers that he has been looking for a boy to love him. $2.50, primary,</td>
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<td>No.</td>
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<td>33</td>
<td>Cleary, Beverly</td>
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<td>34</td>
<td>Cleary, Beverly</td>
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<td>35</td>
<td>Goatsworth, Elizabeth</td>
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<td>36</td>
<td>Collin, Hedvig</td>
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<td>38</td>
<td>Cowley, Henry Steele</td>
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</tbody>
</table>
Once again a young boy turns to an animal for love and understanding. Robin gains courage when the horse and he face danger. $2.75, intermediate grades.

Franklin, the boy apprentice, runaway, printer, inventor, and statesman is set in a thrilling story of the young United States. $1.50, intermediate grades.

Centering on a boy's ambition to climb the volcanic Fujiyama, this book depicts customs and sports of Japan. $2.50, primary grades.

Chico takes his two little Aztec idols with him in quest of the "rain god." $1.50, intermediate grades.

written in less than twenty pages, this story is adequate for beginning readers. $2.75, primary grades.

Simply written and suitable for beginning readers. Illustrated by Helen Sewell. $2.50, primary grades.

This enjoyable story of the Massachusetts colony in 1680 centers around a foster child who sets out to find employment and her own parents through a keepsake ring and broach. $2.50, junior high school grades.

The story of a small Dutch boy's wanting, receiving, and caring for a little rabbit. $2.50, intermediate.


A tramp and a friendly little skunk get mixed up in a Labor Day Parade. $2.00, intermediate grades.


Entertaining fictional account of the Lewis and Clark expedition. An awareness of the many problems that were met in settling the country is fostered. $2.75, intermediate grades.


Story of a boy's wanderings through Paris and how he becomes acquainted with children. $2.50, primary grades.


The boyhood of Jesus is related with warmth and reverence. $3.00, primary grades.


Hero's deep sense of responsibility, his propensity for being on hand when emergencies arise and his ability to remain a cat, provide interesting reading for the cat lover. $2.50, Intermediate grades.


An elf decides there are no bad children and brings toys to those he thinks Santa will miss. $3.00, primary.

The struggles and triumphs of Madame Marie Curie. Illustrated by Robert Gibbings. $2.75, junior high. C2


With great insight and delicacy this tale shows the blending of an old world and a new as a Scandinavian family living on Beacon Hill prepare to celebrate Christmas. $2.25, intermediate grades. C5


Dramatic life of Washington is once again told. Other books by the same author depicting the lives of American notables are: *Lee, The Gallant General*, Narcissa Whitman, Young Lafayette. $2.00, intermediate. C2


In simple language, the author describes the life of different groups of people and why they live as they do. $3.00, intermediate grades. C2


The rousing adventure of a young boy whose courage saved his mother's life in the face of an Indian attack. $2.75, intermediate grades. C2


Excellent life of the courageous explorer who founded the first permanent colony for France in the New World. $1.50, intermediate grades. C2

Branislaw Jadewski, lost in Poland during World War II, experiences the terror of concentration camps. Finally at International Children's Village authorities trace his mother, and send him to her in New York City. The remainder of the story concerns his adjustment in this country. $2.95, intermediate grades.


The life and work of Sir Humphry Davy. $2.50, primary, C2


A new version of Cinderella, in very modern dress. $2.75, intermediate grades.


The moving story of the Shoshone Indian girl who guided the Lewis and Clark expedition to the Northwest. $2.75, junior high school.

113. **Faulkner, George H., Gentleman And Rebels. Little Brown, New York, 1954.**

Highly dramatic stories of the leaders of the American Revolution: Nathaniel Bacon, John Adams, Samuel Adams, Nathaniel Greene, Baron Von Steuben, Thomas Jefferson. $3.00, junior high school grades.

114. **Faulkner, Nancy, Rebel Drums. Double day, New York, 1952.**

Colonial Virginia is the background for the adventures of a drummer boy in Bacon's Rebellion who helped to fight against the governor. $2.50, intermediate.

115. **Felsen, Henry G., Cub Scout At Last. Scribner, New York, 1953.**

Aims, ideals and activities of cub scouts. $2.00, intermediate grades.

A kitten learned the values of a good home and a loving mother after having found the adventures he sought desperately. $3.00, primary grades.


A timid Airedale forgets to be shy after meeting a new friend, Angus. Other books by the author are: *Angus And The Ducks, Angus Lost, Angus And The Cat*. $1.50, primary grades.

118. Freeman, Lydia and Don, *Chuggy And The Blue Caboose*. Viking, New York, 1951.

An old engine and outdated caboose aid in an emergency and discover their usefulness. $2.75, primary grades.


The youngest member of the Council Of Science saves the city of Aphrodite from a flood threatened by a mysterious evil power. $2.50, intermediate grades.


The daughter of an Arctic explorer tells this moving story of a Greenland Eskimo boy's courageous and desperate effort to provide for a fatherless family. $2.00, intermediate grades.


A fast-moving basketball story. Greatest value lies in Tim's victory over self-pity when he is stricken with polio and can no longer play. $2.75, junior high.


A basketball star regains his position on the team, which was lost for poor sportsmanship. $2.75, junior high.

Animal characters play the role of humans and explain the frailties and emotions of men. $3.00, junior high. C4


The fight for freedom of the press is dramatically told. $3.00, junior high school grades. C1


The trials and tribulations of growing up are personified in this amusing book. $2.50, intermediate grades. C4


Pony was the orphaned son of a jockey. In this book a colt gives friendship and a purpose to the boy. $2.50, intermediate grades. C1


The history of this fort gives young readers a thrilling picture of our fight for independence. $2.75, junior high school grades. C2


This simple story of an Italian boy and his donkey will make easy reading for the primary reader. The moral "Maybe luck is just hard work," is depicted. $1.75. C4


Story of a self-sacrificing mouse and her devotion to a captive dove. $2.00, intermediate grades. C2

A brief description of the many advantages of living in a democracy. $2.25, intermediate grades.


Sentimental and endearing tale of a little boy who found that Christmas is a family affair. $2.00, primary.


La Salle's life in France, his bravery and success in the New World. $1.50, intermediate grades.


The little red fire engine, Sam Trolley, the fireman, and Toby, the pony who pulled the engine, were out of a job for a little while. Toby helped them get it back on New Year's Eve. $2.35, primary grades.


This story is helpful in developing an appreciation for the people and country of India. Useful when used in conjunction with a Social Studies unit on India. $1.95, junior high school grades.


Beginning with their happy family life, struggle for education, boyhood experiments, this exciting story continues to the famous flight at Kitty Hawk. $1.50, intermediate grades.
The qualities of the Quakers are stressed throughout this book. Many tales are told of William Penn's dealings with the Indians. $1.50, intermediate grades. G2

This book, illustrated by Kurt Wiese, tells how Ming helps his pony conquer fear of high stone bridges. $2.00, primary grades. G6

A Polish boy, after many years in a D.P. camp, tries to become a real American. $2.50, intermediate grades. G5

A sincere and sensitive story of a young Roman boy who aided a Christian priest. $2.50, primary grades. G5

The first Thanksgiving Day as experienced by a shy young Pilgrim girl, becomes quite realistic, with scowling Indians, long prayers, good food, and strange dances. $2.50, primary grades. G4

A city boy, moving to an Amish settlement, learns that to be treated as an adult one has to stop behaving like a boy. $2.75, primary and intermediate grades. G5

Brightness is a captivating little burro living in the ruggedness of the Grand Canyon. $2.95, intermediate. 61


A story combining realism and fantasy about Irish Mountain folk. Mary Lou is given the responsibility of looking after the family farm but is sure that the fairies will watch over her. $1.25, primary grades. 63


A delightful biography of the remarkable young inventor. (Landmark Book #155) $1.50, intermediate grades. 66


To help earn the town's new fire engine, Ricky and his friends play a leading part in what turns out to be a really exciting country auction. $2.25, intermediate. 65


Having moved to a new neighborhood, Tim felt very insecure. He soon learned that streets and houses are secondary, the home is where a family live and work together. $2.00, intermediate grades. 62


The story of a lonely little girl who is mocked by the other children because she seemed so queer to them. $2.95, intermediate grades. 64


The adventures of Davy Crockett from his youth up to his death at the Alamo. $1.50, primary grades. 65

Warm-hearted but impulsive Tam with her series of escapades amid Massachusetts shipbuilding, will entertain with a re-creation of childhood in 1789. Illustrations by Peter Spier, $2.50, intermediate grades.


The jealousy between Kip and Cloudy is only one of the events which makes this story an exciting adventure. $2.75, junior high school grades.


Brief introduction to Negro history, sketches of several Negro leaders, as presented to Terry Lane, a young boy in Harlem. $1.95, junior high school grades.


Authentic tales of the U.S. marine Corps at different periods in its history. (Landmark Book) $1.50, intermediate grades.


The story of Ross Allen who developed his Boy Scout interest in reptiles into an unusual educational and scientific institution in Florida. $2.75, junior high.


Barney was too old for the Little League and too young for the American Legion team. He found himself in many troublesome situations, until he discovered that he may be the cause. $2.50, intermediate grades.

Ron's lack of rational reasoning permits his oversensitivity to endanger his home and school life. Through gradual adjustment, he learns the value of teamwork. $2.50, junior high school grades.


Adventures of a family of four unpredictable children and their cat in an old house in Vermont. $2.50, intermediate grades.


Four legends about Saint Jerome, Saint Rock, Saint Francis, and Saint Macarius told with dignity. $2.50, intermediate grades.


Conflicting loyalties of the post-Revolutionary New York make this a fine story of a growth in understanding. The adventures of three children take place in New York, on shipboard, and in the Bahama Islands. $2.75, intermediate and junior high school grades.


Hard work and ambition are not enough to be a successful opera singer. Judith soon learns this, but her willingness to help others leads her to the field of Social Work. $2.50, junior high school grades.


An account of the War of 1612 and of the migration of a family from their comfortable home in Connecticut to the wilderness. $2.75, intermediate grades.

Exciting story of the general who was responsible for much that led to Texas becoming a state. $1.50, junior high school.


The life of Andrew Jackson, his triumphs, his disappointments, his contributions to America, illustrated with colored plates. $3.50, intermediate grades.

163. Judson, Clara Ingram, **City Neighbor**. Scribner, New York 1951.

Belief in the worth of man and his innate ability and power to help himself inspired Jane Addams. This is the story of her life, ambitions, and accomplishments. $3.00, junior high school grades.


His love of nature, his integrity and patriotism are personified in this story. $3.50, intermediate.


The greatness and personality structure of this famous statesman are brought out. $3.00, junior high.

166. Kalashnikoff, Nicholas, **The Defender**. Scribner, New York, 1951.

When old Turgan was misunderstood by his neighbors, it took great courage to rebuild the trust and friendship he once enjoyed. $2.50, junior high school grades.


Five mischievous little monkeys learn the error of their ways through the stern discipline of the jungle beasts. $2.50, intermediate grades.


Story of a Finnish boy who learns to help fill his father's place in the family while his father is away at war. $2.75, intermediate grades.


Although Peter had many playmates in the small wild creatures of the woods, he was anxious for school to start so that he could find a friend. $2.50, primary.


A story of a girl's basketball team involving a basic problem in human relationships and its solution. $2.50, junior high school grades.


This is the story of three animals who refused to share their horseback ride with a tired old man. $2.00, primary grades.


A young Jewish boy comes to America in 1775 and joins the fight for freedom. $2.50, intermediate grades.

How the Orient was opened to the world without the use of force. $1.50, junior high school grades.  C5

175. Lampman, Evelyn Sibley, **Tree Wagon.** Doubleday, New York, 1953.

The graphic account of a journey Westward by wagon train shows how vision and courage motivated the Luelling family as they moved their nursery of grafted fruit trees from Iowa to Oregon. $2.75, junior high.  C2


A Kentucky mountain boy yearns for and works to own his dream dog. $2.50, intermediate grades.  C5

177. Lansing, Elizabeth Hubbard, **Shoot For A Mule.** Crowell, New York, 1951.

Fair play rewards a sturdy independent Southern mountain lad whose desire is to own a mule. $2.00, intermediate grades.  C2

178. Latham, Jean Lee, **Carry On Mr. Bowditch.** Houghton, New York, 1955.

About an 18th century Salem sailor with an outstanding ability to navigate, whose book is still a standard text in the United States Naval Academy. $2.75, intermediate grades.  C5

179. Lawson, Robert, **Mr. Revere And I.** Little, New York, 1953.

The life and personality of a great American and his famous horse Schererezade. $3.00, intermediate.  C1

Abiah, a little girl of Colonial Days, loved her dog Spit more than any other possession. Now he became her own is a story that will appeal to young readers. $1.75, intermediate grades.


Story of a cave boy will foster appreciation for our scientific world of today. Comparison of life in caves with life in the present modern era will impress young minds. $2.25, primary grades.


This book makes an interesting presentation on the principles of good manners. Practical suggestions are made for various situations. $2.50, intermediate.


The special problems of prairie living require resourcefulness both of teachers and children, especially when they are stranded in school by a blizzard. $3.00, primary grades.


A Chinese boy encounters difficulties, then satisfaction in adjusting to life in Chinatown. $3.00, intermediate grades.


The secret of the wooden locket isn't revealed until the very end of this story of a family of Polish displaced persons who settle in Alabama. $2.50, intermediate grades.
<table>
<thead>
<tr>
<th>No.</th>
<th>Title</th>
<th>Author(s)</th>
<th>Publisher, Location, Year</th>
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<tbody>
<tr>
<td>186</td>
<td>Burma Boy</td>
<td>Lindquist, Wills</td>
<td>McGraw, New York, 1953</td>
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<td></td>
<td>The courageous adventure of a young boy who dares to</td>
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<td></td>
<td>bring back Majda, the mighty elephant. $2.25, intermediate</td>
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<td>grades.</td>
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<td>187</td>
<td>Finders Keepers</td>
<td>Lipkind, William and N. Mordvinoff</td>
<td>Harcourt, New York, 1951</td>
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<td></td>
<td>Story of two dogs who find a bone and decide how to</td>
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<td></td>
<td>share it. $2.50, Primary grades.</td>
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<td>188</td>
<td>When The Sun Danced</td>
<td>Loken, Anna Belle and Hjalmar</td>
<td>Lothrop, New York, 1953</td>
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<tr>
<td></td>
<td>This interesting story of warm friendship and family</td>
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<td>experiences conveys a feeling for the background and</td>
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<td>everyday life in Norway. $2.50, intermediate grades.</td>
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<td>189</td>
<td>Far Into The Night</td>
<td>Louden, Claire and George</td>
<td>Scribner, New York, 1955</td>
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<td></td>
<td>An intriguing introduction to Balinese culture through</td>
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<td>the perspective of a young dancer and her family.</td>
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<td>$2.75, intermediate grades.</td>
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<tr>
<td>190</td>
<td>Rain In The Winds</td>
<td>Louden, Claire and George</td>
<td>Scribner, New York, 1953</td>
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<td>A story of the great dependency on the life-giving</td>
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<td>rains of the monsoons for a village full of people</td>
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<td>below the Himalaya Mountains. $2.50, intermediate.</td>
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<td>191</td>
<td>Stripe</td>
<td>McClung, Robert M.</td>
<td>Morrow, New York, 1951</td>
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<td>This story of a chipmunk traces his adventures in</td>
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<td>growing up, what he did, what he learned, and how he</td>
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<td>lived in his world. $2.00, primary grades.</td>
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<td>192</td>
<td>Winning of the West</td>
<td>McCracken, Harold</td>
<td>Garden City, New York, 1955</td>
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<td>This book portrays the courage, foresight, loyalty, and</td>
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<td>patriotism of the Western pioneers. $2.00, junior high</td>
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<td>school grades.</td>
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For a penniless boy to think of attending Harvard University to become a doctor was madness—but off Pat starts. $3.00, Junior high school grades.


How a group of courageous Czechoslovakians "borrow" a train and escape from Communist East Germany to The American Zone. $3.00, intermediate grades.


The heroic adventures of a London-born Canadian who won the fur empire for England. $1.75, intermediate.


A story of love, courage, and loyalty; it tells of Esther, a beautiful Hebrew girl who was chosen to be the wife of the King of Persia. $3.00, junior high school grades.


A little girl's loneliness disappears when her father gives her a puppy. $2.00, primary grades.


A moving story about the loyal woman who made the first American flag. By the same author; *Dolly Madison*. $1.50, intermediate grades.

A thirteen-year-old boy and his sister learn self-reliance when they are sent away from England to Williamsburg to fend for themselves. $2.75, junior high school grades.


A lively, realistic story of Louisa May Alcott, beginning with her childhood. $2.50, junior high school.


In a small Pennsylvania school a little girl to whom scissor-work was difficult, succeeded in making a beautiful Valentine to be sent to Europe. $2.50, primary grades.


The close relation between the Wright brothers and their sister, Kathrine, is emphasized in this book. $2.95, intermediate grades.


An engrossing story bringing real knowledge of how children live today in a primitive society. $2.95, intermediate grades.


Intolerance and misunderstanding are exemplified by the fishing folk of a small Maine village when they display their dislike for artists. $3.00, junior high school grades.

The daring, consideration and thoughtfulness of the famous trail blazer are appraised in this book. $1.50, intermediate grades.


An appealing account of the adventures and adjustments of three children to life in a foster home. $2.50, primary grades.


When his master, a fisherman, broke his arm, the cat showed his loyalty by carrying on his trade. $1.25, primary grades.


An account of the struggle an artist with an eight-year-old son who is trying to establish herself in New York City. The care of and love for a Siamese kitten pervades the whole story. $2.50, intermediate grades.


Two Negro girls attend a nursing school which is just opening its doors to their race. The problems of the nursing profession plus interracial relations are brought into focus. $2.50, intermediate grades.


The reader will be impressed with the quiet charm and sincerity that characterizes this book. $2.95, intermediate grades.

Inspiring story of one of America's great heroes of the past. Commendable illustrations by Lee Ames. $2.95, intermediate grades.


Living by borrowing from the family under whose kitchen floor they reside, these miniature people are befriended by a young member of the family. $2.50, primary.


Huon, young duke of Burgundy, was unjustly banished from his kingdom by Charlemagne, but returns to defend his land dramatically, from the enemy. $2.75, intermediate grades.


Vivid pictures by Rus Anderson depicting the times of Daniel Webster. By the same author: Pilgrimage to Freedom (Roger Williams). $2.50, intermediate grades.


Roy Sato, Japanese-American boy, lives in Los Angeles. He attempts to become one hundred percent American, and learns that real Americanism is something of attitudes and understanding, rather than cowboy suits and horseback riding. $2.75, intermediate grades.


A warm and insightful story about a Chinese-American boy's daily experiences. Easy reading for the beginning reader. $2.75, primary grades.

The importance of sportsmanship and cooperation are emphasized in this story of a team of junior high school boys who strive to play their way to a state championship. $2.75, junior high school grades.


Helpfulness, cooperation, and regard for others are the traits exemplified by the sea gulls who help a tiny man who was carved out of an oak tree, find a home. $2.25, intermediate grades.


A warm and sincere retelling of the life of Jesus. Both Catholic and Protestant editions are available. $1.75, primary grades.


The courage and perseverance that is necessary to conquer nature is stressed in this book. Children will enjoy the descriptions of the Artic and Antarctic regions. $1.50, primary and intermediate grades.


Life story of Exterminator, winner of the Kentucky Derby in 1918. Stamina, a wonderful disposition, good sense, and courage carried him through to win most of his one hundred races. $2.95, intermediate grades.


As a rejected cat, Scratchy is obnoxious, but under the understanding approval of a new owner, he becomes a model of feline decorum. $2.00, primary grades.

A lively story about a brave young rifleman in the rough wilderness. $1.75, primary grades.


This fast-moving, convincing story of eleven-year-old Kitty's search for her father is well written and gives a delightful picture of post-war Germany and Austria. An American-born friend and an eccentric old lady help Kitty surmount the obstacles to reunion with her father. $2.75, intermediate grades.


Their special language, customs and traditions make the framework for this story. Children will like reading about this culture. $2.50, primary grades.


The President of the United States sends a very important person to get permission for Coco the clown, George Pig, his dog, and his donkey to move their house near the hospital so as to make the sick children laugh. $2.50, primary grades.


In this well-written story of a small boy's discovery of a merry-go-round in a city park closed in by tall buildings, such desirable character traits as honesty, industry, and unselfishness are brought out. Frisky, the white merry-go-round horse will seem as real to most children as it was to Otto. $2.25, primary grades.

The youngest son proved himself a hero in another way, although he lacked the attributes of the football star so admired by his father and brothers. $3.00, junior high school grades.


A selfish boy learns how to think of other people before himself. $2.50, primary grades.


Brief biographies with handsome full page portraits of all the presidents, illustrated by the authors. $3.00, intermediate grades.


Motivated by her compassion for others, Harriet Tubman, although ill and unable to write, helped more than three hundred slaves out of the South to freedom. $3.00, junior high school grades.


Babe Pinelli tells how he conquered his temper, played in the major leagues, and learned the umpire's job. $2.50, junior high school grades.


Family relationships are put to the test when Spence Baird, whose family had settled in Alaska in the early 1900's, finds his ideas in conflict with those of his father. $2.75, junior high school grades.

A mischievous cocker spaniel can't help getting in trouble until he learns manners just in time to continue living in Washington Square. $2.35, primary. 06


All the major religions of the world from their beginnings to the present time are presented in concise objective manner. The book is further enhanced by the numerous colored sketches drawn by the author. $3.00, intermediate and junior high school grades. 02


A little girl shows her gratitude to the secret river which helps her in the search for her father, by writing poems expressing her thoughts. $2.50, intermediate grades. 04


A story of present-day Japan and how an American girl and her friends play with Japanese children and learn each other's language. $2.50, intermediate grades. 05


The difficulties facing a middle child and the fun and adventures of forming a hamster club. $2.45, primary. 05


A vivid account of the heroic adventures of a man who lived more than one thousand years ago. $1.50, intermediate grades. (Landmark Book) 05

Twelve-year-old Tigre, somewhat given to laziness, assumes responsibility for the household when his father meets with an accident. His care of the corn field through the hazards of the seasons reveals the significance of the crops in a twentieth century Mayan village. $2.75, primary grades.


Cecil Dams takes part in the Hudson campaign of the American Revolution, and faces and conquers his fear and physical handicap. $3.00, intermediate grades.


This story exemplifies the suffering, courage, and devotion of the men who worked on the Midway Islands in 1870 in an attempt to make coalary stations. $3.00, junior high school grades.


Cliff, age ten, goes to Arizona to recuperate from rheumatic fever. His mother forbids him to ride horseback, but an understanding old cowhand helps Cliff build up his confidence and strength until he can ride safely. A readable story of understanding between an adult and a boy. $2.50, intermediate grades.


The stirring story of the French peasant maid who saved her country at the sacrifice of her own life. $1.50, junior high school grades.

Little Turkey, a farm boy of the Sierra Nevadas in 1900, learns to overcome his shyness with people. $2.50, intermediate grades.


According to an old Ozark Mountain belief, stray cats bring bad luck, but ten-year-old Glory proves how wrong the superstition is when she befriends a lovely white cat. $2.50, intermediate grades.


Great courage and patriotism were practiced by the paratroopers, submariners, pilots, and infantrymen who fought to save the world from tyranny. $3.00, junior high school grades.


Designed by Marion Donner, Ingvild's story concerns her experiences when she represented Norway at the Children's International Summer Village. She learned that despite language barriers children of all nations were quick to get along with one another. $2.50, intermediate.


The portrait of Toussaint Louverture unfolds dramatically—a former slave who defied the might of Napoleon and led the oppressed people of Haiti toward freedom and independence. Illustrated by Adolf Dehn. $1.50, primary grades.


A gentle story of a deer who protects his family. $2.50, primary grades.

The Schneiders yearn to make the reader understand how a city solves its problems. A guided tour of water, waste, electric, gas and telephone systems are used as examples. $2.00, primary grades.


Line drawings by Joe Krush. This favorite author tells of a boy's longing to turn a well-trained but stand-offish company into a real friend. Humor, knowledge of boys and horses, and a lovely sense of the West fill the book. $2.25, intermediate grades.


This genuine story of the author's childhood reveals the life of West Virginian miners and Czechoslovakian customs. Zaska's solution of the mystery brings happiness to her family. $2.75, intermediate grades.


This well-known author-illustrator has given another beautiful and sympathetic picture of her native Hungary before the war. Cleanliness, willingness, obedience, and industry are the yardstick by which girls going into domestic service were measured. Philomena, orphaned at eleven profited by her grandmother's teachings and after many vicissitudes found a real home. $2.75, intermediate grades.


Virginian statesman, scientist, inventor, who belief in the rights of man helped shape our Independence. $1.50, junior high school grades.
Jamaican folk tales of a cunning man, who, in times of danger, could become a spider. $2.75, primary. 65

The author describes the work of the United Nations organizations in sixteen areas in the world. This book gives an understanding of other peoples of the world. $2.50, intermediate and junior high school grades. 62

Throughout the world, men use animals to help him with his work. This book depicts how twelve animals help man. $2.50, primary grades. 66

Polly ate hay and grass, but she adored oats. Herein Polly gets her oats accompanied by happiness. $1.75, primary grades. 61

A dinosaur saves the life of a little boy and his family many thousands of years ago. $2.00, primary. 65

The son of a conquering Roman general proves that love and understanding can overcome the barriers between a Roman master and a Greek slave. $3.00, intermediate grades. 64

Family cohesiveness personified. $2.95, intermediate. 65

A ten-year-old Amish girl learns to understand her family traditions and accept new ideas when she goes to school and realizes that pretty clothes and gay colors are not as wicked as she was taught to think. $3.00, junior high school grades.


Courage and self-reliance are learned by Flint in many ways as he follows the Wilderness Trail to French Salt Lick in the company of the Long Hunter. Illustrations by Paul Galdone. $2.50, intermediate grades.


Negroes, illegally captured during the slave trade, display their bravery, faith, and love for freedom when they revolt at sea and attempt to return to Africa. $3.00, junior high school grades.


Responsibility and self-reliance are exhibited by sixteen-year-old Morgan when she "takes over" as housekeeper and homemaker for her family. $3.00, junior high school grades.


The story of friendship between two girls. $2.95, primary grades.


The excitement, adventures, and hazards, of exploration and discovery rightly characterize this easy-reading biography. Vigorous action-packed illustrations heighten interest. $2.50, intermediate grades.

An account of the discovery of the New World, written with zest and attractively illustrated by William Stobbs. $2.00, intermediate grades. C1


A country boy in Mexico is persuaded that even a would-be bullfighter should learn to read. $2.50, primary. C5


A much-needed book about the German people, their country, and their life today. Accurate facts presented with warmth and sympathy. $2.50, intermediate grades. C6


Puerto Rico's history, traditions, and the way of life of its people today. $2.50, intermediate grades. C5


During the 1920's, Billy, a city boy, was headed for delinquency, until he spent the summer on a real western ranch. There he learned to appreciate a family group to conquer minor fears, to assume his share of chores, to become what Carter, the old cowboy, termed a "human Bean." $3.00, intermediate grades. C4


A rare combination evolves when loving, responsible Jo and mischievous Dot are forced to accept their new foster family. However, they do learn to love the sky couple who take them in. $2.50, junior high grades. C3

Jim's individual personality and his understanding of the wild life of the forest are awakened when he helps two fauns. $2.50, primary grades.


A university football star, suspended for cheating on examinations, learns something new from a small college and from Lacrosse. $2.50, intermediate grades.


A visit to Mexico and a special interest in music resulted in this well-written story of Mexican village life and the warm family relationship of a mother, father and son. School libraries needing additional material to help intermediate grades better understand their Southern neighbors should acquire this title. $2.50, intermediate grades.


A small boy finds pleasure in giving his birthday fiddle as a home for a mouse family. $2.00, primary.


Buddy and his teammates realize the value of fair play when the coach on the opposing team, whom they admired as a former pro, displays unsportsmanship and unfair tactics. $2.50, intermediate grades.


A boy's adventures as he travels cross-country by thumb. The courage which he gains and the glorious country he sees. $2.75, intermediate grades.

Respect for and understanding of Japan are encouraged in these fourteen folk tales. $2.50, intermediate.


A comparison between a garden planted by children of all nations and the functions of the United Nations. Stress is made of co-operation, mutual understanding, and assistance. $2.00, primary grades.


Fourteen-year-old Lorenzo, an Italian orphan, adjusts to life in New York City with his uncle and cousins, finding such homelike pleasures in such places as the museum, the library, and the Cloisters. $2.75, intermediate grades.


Nathaniel Hawthorne's daughter, Rose, found no satisfaction in her many endeavors to achieve something worthwhile until she found her true vocation in a religious order, musing the hopelessly ill. $2.75, intermediate grades.


A vivid account of the life of Patsy Jefferson, in the famous French school and at the court of Marie Antoinette. It also gives a picture of Thomas Jefferson as a tender, understanding father to his motherless daughters. $2.75, junior high school grades.


A star baseball player helps his team stick together although they lost support. $2.50, intermediate.

Jennifer's character is developed by a year in Cuba, as she learns to understand people whose ways are different from her own. Illustrations by Peter Spier. intermediate grades. $3.00.


Explaining how democracy functions and a comparison of it with other existing forms of government. $3.00, primary grades.


Patriot, general, and statesman, Simon Bolivar won the title of "The Great Liberator," through his work in creating independent republics of South America, and his plan to unite them by federation. Illustrations by Dirk Gringhuis. $1.60, intermediate grades.


Mr. Brogan, a kindly gentleman always willing to help his neighbors, finally sees the day when they can show their gratitude. $2.00, primary grades.


A biography of a famous American statesman. Superior picture of pre-revolutionary days is presented. $1.50, intermediate grades.


A sympathetic portrayal of the life of one of the world's greatest storytellers for children. $3.00, intermediate grades.

Sympathetic account of the great Negro scientist who began life as a slave. $1.50, junior high school grades.


In this story the reader is shown how family hardship and family fun can go hand in hand. $2.50, junior high school grades.


Young Davy's rescue of a trapped fox is rewarded by a visit to the animals' Christmas in the woods, and in an unexpected gift on Christmas Day. $2.50, primary.

297. **Wilson, Hazel, His Indian Brother.** Abingdon, New York, 1955.

A thirteen-year-old boy learns to appreciate the forest and to respect the Penobscot Indian boy who befriended him. $2.50, intermediate grades.


Konvalinka, disgusted with communism and yearning for a life of freedom, escapes with his train and all the passengers aboard. It is hoped that children will gain a greater appreciation for the meaning of liberty. $3.00, junior high school grades.


Ginnie loses her best friend, Geneva, to the new girl, Marcia. Lonely and hurt, she proves to herself that she can develop her resources without the help of Geneva. A fine book in human relations. $2.50, intermediate.

Eight-year-old Davy's act of heroism is rewarded by a ride in the engineer's cab. $2.00, primary grades. C2


A Japanese setting for a picturebook story of a shy little boy in a village school. $2.75, primary. C5


Story of a Negro in New Hampshire before the Civil War who after purchasing his own freedom, spent his life and small means in helping others. $2.50, junior high school grades. C8


Peter's responsibilities in the sugar bush, the devotion of his dog, and the deep understanding between himself and his father make this a very important year for him. $2.75, Junior high school grades. C3


When the townspeople of Canterbury, Connecticut objected to the admission of a Negro student to her school, Prudence Crandall fought bravely trying to make them realize the error of their ways. $2.75, junior high school grades. C3
CHARACTER INDEX

X. INDIVIDUAL TRAITS.

Shyness, perseverance, happiness, cheerfulness, orderliness, cleanliness, punctuality, ambition, self-control, initiative, resourcefulness, courage, thrift, integrity, temperance, patience, industry, sincerity, moderation, humility.

Anderson, C. W., Blaze And Thunderbolt.
Anderson, C. W., High Courage.
Anderson, M., A Gift For Marimond.
Archibald, J., Fullback Fury.
Aulaire, I., Columbus.
Avery, K., All For A Horse.
Ayres, M., The Wonderful Farm.
Baker, C., Timmy Camp.
Baker, N. B., Big Catalogue.
Baker, N. B., Nickels And Dimes; The Story Of F. W. Woolworth.
Baker, N. B., Texas Yankee; The Story Of Gail Borden.
Bald, G., Indian Saddle Up.
Balch, G., Squaw Boy.
Ball, E., George Washington; First President.
Bannen, E., Burro Boy And Is Big Trouble.
Bannen, E., Hat For A Hero; A Tarascan Boy Of Mexico.
Baner, H., California Mission Days.
Beatty, R., Droopy.
Beim, J., Laugh And Cry.
Beim, J., Laugh And Cry: Your Emotions And How They Work.
Bell, Margaret, E., Kit Carson; Mountain Man.
Bennemans, H., Parsley.
Bland, E., The Colt Of Crippled Creek.
Bowen, D. M., One Against The Sea.
Boyleton, H. D., Clara Barton; Founder Of The American Red Cross.
Brown, J. W., Daniel Boone; The Opening Of The Wilderness.
Brown, M. W., The Little Fir Tree.
Brown, M. W., Little Frightened Tiger.
Brown, P., Silver Jeeves.
Bryant, H., R's And G's For Boys And Girls.
Caffrey, N., Horse Haven.
Caffrey, N., Show Pony.
Carlson, N. S., Wings Against The Wind.
Carpenter, C., The Blossoming Year.
Carpenter, T. V. W., The Too Long Tail.
Carter, J., Robert E. Lee And The Road Of Honor.
Clark, A.N., Looking-For-Something.
Collins, H., Young Hans Christian Andersen.
Corbin, W., Golden Mare.
Cousins, M., Ben Franklin Of Old Philadelphia.
Dalglish, A., The Columbus Story.
Dalglish, A., The Thanksgiving Story.
De Jong, M., Smoke Above The Lane.
Dobson, N., Hero; The Biggest Cat In The World.
Dooley, A., Radium Woman.
Eaton, J., Washington; The Nation's First Hero.
Edwards, Cecile P., Champlain; Father Of New France.
Ellis, A., Laughing Gas And Safety Lamp.
Faulkner, G., Gentlemen And Rebels.
Faulkner, N., Rebel Drum.
Freeman, L. & D., Cussin' And The Blue Caboose.
French, P., Lucky Starr And The Oceans Of Venus.
Garry, C.M., Ticonderoga; A Picture History.
Gillen, M., Tony's Good Luck.
Graham, A.F., La Salle; River Explorer.
Haines, E.M., The Wright Brothers; First To Fly.
Hankev, L., Ming's Pony.
Henry, M., Brightly Of The Grand Canyon.
Henry, R., Mary Lou.
Hill, R.N., Robert Fulton And The Steamboat.
Holbrook, S., Davy Crockett.
Jauss, A.M., Legends Of Saints And Beasts.
Johnson, F., The Right Job For Judith.
Johnson, W., San Houston, Tallest Texan.
Judson, C.I., Andrew Jackson; Frontier Statesman.
Julson, C.I., Thomas Jefferson; Father Of Democracy.
Kalstnikoff, N., The Defender.
Kuhl, P., Comodore; Terry And The Opening Of Japan.
LaPrene, E.S., Tree Wagon.
Lansing, E.M., Jubilant For Sure.
Latham, J.L., Carry On Mr. Bowditch.
Leach, H., The Turnspit Dog.
Leaf, M., Lucky You.
Lensch, L., Prairie School.
Longquist, K., Burma Boy.
McClellan, R.M., Stripe.
McCracken, H., Winning Of The West.
McKay, L., Pat's New Worlds.
Mallin, A., Little Giant Of The North.
Marino, D., Little Angel And or Mary.
Mayes, J., Betsy Ross And The Flag.
Meigs, C., Fair Wind To Virginia.
Moody, R., Kit Carson And The Wild Frontier.
Newberry, C.T., Ice Cream For Two.
Nolan, J.C., Abraham Lincoln.
Nolan, J.C., George Rogers Clark; Soldier And Hero.
Norton, A., Ruin Of The Horn.
Norton, S., and J. Cournos, Candidate For Truth.
Parks, A.W., Davy Crockett Young Rifleman.
Petersham, M.M., Stories Of The Presidents Of The United States.
Pratt, M., Flash Of Washington Square.
Robinson, G., Spindlehanks.
Ross, N.W., Joan Of Arc.
Rountree, L., Little Turkey.
Scherman, K., The Slave Who Freed Haiti.
Schlein, M., Deer In The Snow.
Scott, S., Binky's Fire.
Sheehan, V., Thomas Jefferson.
Simont, M., Polly's Cats.
Sorenson, V., Miracles On Maple Hill.
Steele, W.O., Wilderness Journey.
Syne, R., Balboa; Finder Of The Pacific.
Syne, R., Columbus.
Tomsmond, O., The White-Tailed Deer.
Vance, M., Patry Jefferson Of Monticello.
Whitridge, A., Simon Bolivar; The Great Liberator.
Wooley, C., Nimble And The New Girl.

GROUP BELONGING:

Family, play, religious, work, sex; identification, conformity, loyalty, obedience, patriotism, piety.

Appel, D., Comanche.
Beim, J., Thin Ice.
Bennett, A., Little Witch.
Berman, R., When You Were A Little Baby.
Blackburn, R., One Bit Of Land.
Brink, C.R., Family Grandstand.
Brown, M.M., Broad Stripes; Bright Stars.
Buck, P.S., The Beach Tree.
Bulla, C.R., Squanto; Friend Of The White Man.
Bulla, C.R., The Sword In The Tree.
Burgoyne, L.N., Jack Daves; Forward.
Caudill, R., The House Of The Moors.
Clark, A.N., Secret Of The Andes.
Clancy, B., Beowulf And Ramona.
Conmager, H.S., America's Robert E. Lee.
Daringer, H., Keepsake Ring.
Edel, M., The Story Of People.
Eichenberger, R.K., Bronko.
Fischer, H., Pitschi.
Galt, T., Peter Zenger; Fighter For Freedom.
Gordon, Pat., Hair To Christmas.
Helm, R., Wonderful Neighbors.
Hill, E.T., Moving Day.
Holberg, R., Tam Morgan; The Liveliest Girl.
Jackson, C.P., Barney Of The Babe Ruth League.
Jackson, N., Life Among The Savages.
Johnson, H.W., Courage Wins.
Judson, C.G., Theodore Roosevelt; Fighting Patriot.
Kingsman, L., Peter's Long Walk.
Kubie, M.B., Joel; A Novel Of A Young American.
Loken, A.B., When The Sun Danced.
Malvern, G., Behold Your Queen.
Moyle, C., Invincible Louisa.
Mills, L., Three Together.
Murphy, F.S., Ready Made Family.
Myers, G., The Fishing Cat.
Paulin, A., Three Is A Family.
Pinkerton, A., Hidden Harbor.
Reynolds, B.L., Hamlet And Browningville.
Scoogan, M.C., Battle Stations.
Simon, N.L., Beasts Of Burden.
Stoltz, M.S., Ready Or Not.
Thomas, E.W., Billy And The Bar-Bar-A.
Thompson, M.W., The Steadfast Heart.
Valenti, A., Big Little Island.
Wilder, I.L., Little Town On The Prairie.
Yates, E., A Place For Peter.

II. GROUP PARTICIPATION

Cooperation, generosity, helpfulness, sportsmanship, justice, courtesy, sacrifice, fair play, obedience, loyalty, gratitude.
Archibald, J., Double Play Rookie.
Arnold, E., Broken Arrow.
Ballard, V.H., So You Were Elected.
Benary, I.M., Rowan Farm.
Bishop, C.H., All Alone.
Borner, M.G., How to Play Baseball.
Cazton, I., Theodore Roosevelt and the Rough Riders.
Felsen, H.G., Cub Scout at Last.
Flack, M., Wag-Tail Bess.
Frick C.H., Five Against the Odds.
Frick, C.H., Tourney Team.
Gates, D., Little Vic.
Hays, W.P., Pilgrim Thanksgiving.
Hilles, H.T., Auction Today.
Hylander, C.J., Adventure With Reptiles.
Jackson, C.P. & B., Star Kicker.
Knapp, Sally, Sink the Basket.
Lansing, E., Shoot for a Mule.
Olglin, J., Backcourt Rivals.
Pace, M.E., Old Bones.
Phillips, T.H., Search for a Hero.
Pinelli, B., Mr. Ump.
Robertson, K., The Wreck of the Saginaw.
Roosevelt, M., The Secret Cowboy.
Slobodkin, L., Dimmy and Denny.
Sterns, E.G., The Long Black Schooner.
Streitfield, N., Skating Shoes.
Tashins, E.K., The Village That Learned to Read.
Tracy, D., Second Try.
Tunis, J.R., Buddy and the Old Pro.
Tunis, J.R., The Other Side of the Fence.
United Nations Department of Public Information, A Garden We Planted Together.
Verral, C.B., King of the Diamond.

IV. REGARD FOR RIGHTS AND PRIVILEGES OF OTHERS.
Respect, Honesty, Property, Sympathy, Truthfulness, Courtesy, Kindness, Generosity.

Balch, G., Wild Horse Tamer.
Barnum, J.M., Little Old Truck.
Bell, T.H., Yaller-Eye.
Berey, M., Manners Made Easy.
Blough, G.O., Lookout for the Forest.
Buntain, R.J., The Birthday Story.
Clark, A.N., Blue Canyon Horse.
Doane, P., The Boy Jesus.
Gaer, J., The Fables Of India.
Goddan, R., The Housewife.
Gordon, L., You And Democracy.
Judson, C. I., City Neighbor.
Kopes, J., Five Little Monkeys.
Krumm, C., The Four Riders.
Lee, T., Manners To Grow On.
Lipkind, W., Minders Keepers.
Parke, J., Scratchy.
Peadinpar, E., Coco Is Coming.
Perera, L., Frisky.
Petry, A., Harriet Tubman.
Rutemore, H., Ghost Cat.
Schneider, N. H., Let's Look Under The City.
Scott, S., Chica.
Tripp, E., Tin Fiddle.
Vance, M., On Wings Of Fire.
Wagner, R. H., Put Democracy To Work.
Watts, M., Over The Hills To Ballybeg.
Wheeler, O., Hans Anderson.
Wilson, H., His Indian Brother.
Yates, E., Prudence Crandall, Woman Of Courage.

\underline{ACCEPTANCE OF INDIVIDUAL AND GROUP DIFFERENCES.}

(Tolerance, open-mindedness, prejudice, jealousy.

Bennett, M., The Hidden Garden.
Bishop, C. H., Twenty And Ten.
Buckley, R., Luis Of Spain.
Bulla, C. R., Song Of St. Francis.
Cleary, B., Otis Spofford.
Goatesworth, E., Cherry Anne And The Dragon Horse.
Collin, A., Nils; The Island Boy.
Creemore, R., Fujio.
Crist, E. & R., Chico.
De Jong, M.; Shadrach.
Dorleith, A.; Land Of Sky-Blue Waters.
Diska, A., Andy Says, Bonjour.
Doibier, M., Torten's Christmas Secret.
Parnsworth, F. J., Winged Moccasins; The Story Of Sacajawea.
Freuchen, P., Eskimo Boy.
Gardner, L., Somebody Called Boogie.
Hahn, E., The First Book Of India.
Haviland, V., William Penn; Founder And Friend.
Hayes, F., Joe-Pole; American.
Hubbard, M. A., Thunderhead Mountain.
Hughes, L., The First Book Of Negroes.
Jewett, E., Felicity Finds A Way.
Kenworthy, L., Twelve Citizens Of The World.
Kingson, L., Milkko's Fortune.
Lenci, L., San Francisco Boy.
Loud n., C. & C., Rain In The Winds.
McSwigan, M., All Aboard For Freedom.
Milhous, K., Appolonia's Valentine.
Minsky, R. P., Thirty-One Brothers And Sisters.
Newell, H., A Gap For Mary Ellis.
Oakes, V., Boy Satow.
Oakes, V., Willy Wong; American.
Oueler, P., A Child's Life Of Jesus.
Peckham, B., Tangle-Britches; A Pennsylvania Dutch Story.
Reynolds, E. B., Emily San.
Rhoads, D., The Corn Grows High.
Schartum-Hansen, I., Ingvild's Diary.
Seckar, A. V., Zuska Of The Burning Hills.
Seredy, K., Philomena.
Snedaker, C. D., A Triumph For Flavius.
Sorensen, V., Plain Girl.
Tor, R., Getting To Know Germany.
Tor, R., Getting To Know Puerto Rico.
Uchida, Y., The Magic Car; More Folk Tales From Japan.
Vetter, M., Cargo For Jennifer.
Volfe, L., Clear The Tracks.
Yashica, T., Crow Boy.
Yates, E., Amos Fortune; Free Man.
Introduction. The films and filmstrips are listed according to the company where they can be purchased, in alphabetical order, by title. Since the content of the films are obvious merely by reading the title, no index of the dominant trait in each film will be provided. Many of these films can be rented from the Boston University Audio-Visual Aids Center, 332 Bay State Road, Boston, Massachusetts.

CORONET FILMS, Coronet Building, Chicago 1, Illinois.

1. Am I Trustworthy? intermediate grades, color, $100.

Returning borrowed articles, keeping promises, doing a good job with assigned tasks are all presented as examples of trustworthiness. Students learn that by practicing trustworthiness in everyday life, people will trust them when important issues are raised.

2. Appreciating Our Parents, primary grades, color, $100.

This story tells of a boy who discovers how much his parents do for him each day. He sees too, how he can repay them. Lessons in family cooperation are presented in an easy-to-understand manner.


As a persuasive means of interesting children in the importance of taking care of their belongings, the film explains why and how children should care for things at home and at school. Importance is placed on having definite places to keep things, putting items where they belong and cleaning up after playtime.
4. **Control Your Emotions**, junior high school grades, color, $125.

Here psychological concepts are applied to the practical work of emotional control. Beginning with a stimulus-response pattern, the film interprets control in varying situations as altering the stimulus or altering the response. The important methods of changing either stimulus or response are shown, and many sound suggestions for emotional control are presented.

5. **Courtesy For Beginners**, primary grades, color, $100.

The fundamentals of courtesy—being considerate to a guest, making correct introductions, saying please, thank you, and excuse me, are presented in a variety of role-playing activities which will delight young audiences.

6. **Dating: Do's And Don'ts**, junior high school grades, color, $125.

By showing the progress of an idealized date, from the idea, asking, and accepting, to the date itself, and the final good night, this film raises some important questions regarding dating and suggests partial answers as guidelines for discussion. Such questions as "When do you choose for a date?" or "How do you say good night?" help to stimulate free discussion of dating and the problems connected with it.

7. **Developing Responsibility**, intermediate grades, color, $100.

This appealing story of a boy and of the sag that he wants very much teaches lessons in responsibility that children will understand and remember. They will realize that although responsibilities often entail hard work, difficult decisions, and missing out on some fun...the rewards both material and spiritual, more than compensate.

8. **Developing Self-Reliance**, junior high school grades, color, $100.
How dependency grows and how necessary self-reliance is to all successful endeavor and happiness is depicted in this film. It analyses the steps in developing self-reliance: 1- assume responsibility, 2- be informed, 3- know where you are going, 4- make your own decisions. A careful distinction is drawn between dependence, which is undesirable, and seeking advice and help, which is part of being intelligently self-reliant.

9. Developing Your Character. junior high school grades, color, $100.

What is good character and how it can be achieved in order to live more happily and more successfully is brought out in this production. Influences of the home, church, school and friends which mold an individual's character are described and a guide to developing character is presented.

10. Everyday Courtesy. intermediate grades, color, $100.

These courteous habits of thought and action which should be used everyday are taught by this film. Its theme is that there are certain skills involved in courtesy and that the use of these skills allows us to move through many different social situations with a minimum amount of friction and a maximum number of friends.

11. Family Life. junior high school grades, color, $100.

Once disorganized and hard pressed, we see how, through proper home management of schedules, responsibilities, privileges, and finances, a family begins to enjoy life as they should. This film creates an awareness of the happiness to be gained from a well-managed home, and outlines a program for achieving it.

12. Friendship Begins At Home. junior high school grades, color 150 dollars.

This film gives an example of a boy who learns to appreciate his family. It is directed to the adolescent, stating the importance of valuing the friendships in the home and the fun of doing things with the family group.
13. **Fun Of Being Thoughtful.** junior high school grades, color, $1.00.

Behind courtesy, behind all social adjustment, lie the complex skills involved in insight into the motives, tastes, and desires of others. This insight is called thoughtfulness and is expressed in hundreds of small and large ways—in speech, silence, action, and inaction. Thoughtfulness is shown here to be the intelligent exercise and application of a few social skills: noticing what others like and want, and acting accordingly.

14. **Fun Of Making Friends.** primary grades, color, $1.00.

What are the values of friendship? How do you make friends? How do you keep friends? These points are dealt with in this film. Children realize what friends are and how easy it is to keep them.

15. **Golden Rule: A lesson For Beginners.** intermediate grades, color, $1.00.

The golden rule as a standard for behavior, which has been accepted by religions all over the world, is visually interpreted so it will be clearly understood by young children. Everyday situations to which this rule applies are delightfully dramatized to encourage children to apply it to their own actions.

16. **Good Sportsmanship.** junior high school grades, color, $1.00.

Here is a film that not only clearly demonstrates what good sportsmanship is, but motivates a desire on the part of the individual to "be a good sport," himself. Through lively and dramatic story situations the audience sees a number of examples of good sportsmanship in action. In these, the importance of individual sportsmanship in all phases of daily living is emphasized.
17. **Good Table Manners.** Intermediate and junior high school grades, color, $100.

Good table manners depend primarily on attitude. Here is a film that points out that table manners are matters of courtesy, consideration for others, and common sense. Through an unusual dramatic device in which a fourteen year old boy is brought face-to-face with himself as a young man of twenty-one. Audiences will see that they soon will be entering a world in which they will be constantly concerned with making a good impression.

18. **How Billy Keeps Clean.** Primary grades, Color, $100.

How Billy can play hard and yet keep himself clean and healthy is explained through demonstrations that appeal to primary grade youngsters. How to wash, when to wash, and how keeping clean helps make a better person are clearly shown.

19. **How Friendly Are You?** Junior high school grades, color, $100.

The ways that young people cultivate friends are often obscured by the artificial bonds of belonging to a clique of school crowd. This film sets out to present some of the values of being friendly and encourages broadening of one's range of friends. Friendliness is shown to be a two-way proposition involving generosity, consideration and a sincere interest in other people.

20. **How Honest Are You?** Intermediate and junior high school grades, color, $125.

Students usually understand that honesty is a good thing. They don't have much trouble with simple honesty. But in some situations honesty is a much deeper problem and it is this type of situation that is analyzed in this film. From it, the audiences are able to draw certain conclusions about what honesty is, and a person may apply the test of honesty to his thoughts and actions.
21. How Quiet Helps At School. primary grades, color, $1.10.

The importance of being quiet in the library, the classroom, when talking together, and working on group projects is stressed, as well as the fun fun of making noise on the playground when playing games.

22. How To Be Well Groomed. junior high school grades, color, 90 dollars.

Don and Sue are two young children anyone would look at and want to know. This film shows how they improve their personal appearance through attention to good grooming habits. It demonstrates to students the four fundamentals of good appearance: good health, good posture, cleanliness, and neatness. With Don and Sue as living models, they realize that in friendships and business, success depends a great deal on how you look.

23. How To Get Cooperation. intermediate and junior high school grades, color, $1.10.

Necessity for group action in our society makes this film important to both adults and students. It shows some of the methods for securing cooperation and a practical use of them in the school situation. The objectives of cooperation are first outlined and then typical situations are presented. Finally basic techniques for actually achieving the assistance of others are put into practice.

24. How We Cooperate. intermediate grades, color, $1.10.

Students learn what cooperation is, the value derived from it, and they see some of the important settings in which we should cooperate. The necessity of closeness of purpose, effort, and planning in cooperation is vividly explored.

25. Let's Play Fair. intermediate grades, color, $1.10.

Sharing, taking turns, obeying rules, are some of the basic elements of fair play that Herbie and Bill discover in this film. Children will realize that although it sometimes takes careful consideration fair play is the way to have the most fun.
26. Let's Share With Others. primary grades, color, $100.
Sharing involves a series of skills. The film outlines these skills and teaches an important lesson based on fair play, cooperation, thoughtfulness, courtesy and friendship. It includes such behavior patterns as dividing things, taking turns, sharing through words and expressions and doing things together.

27. Make Your Own Decisions. junior high school grades, color, $100.
Making decisions is a skill that everyone should learn as a prerequisite to more mature and successful living. Failure to make decisions often leads to worry and even ill health. This film presents a series of five questions that illustrate the alternatives that exist in every situation and how each contributes to making self-reliant and psychologically mature individuals.

28. Mind Your Manners. intermediate and junior high school grades, color, $100.
A boy and his sister discover the correct way to act with friends, when meeting new friends, when at home, at school or on a date. Consideration toward parents, teachers, and other adults as well as proper courtesy when driving an automobile, riding a bus, or walking on a sidewalk are presented in this realistic film.

29. Our Country's Flag. intermediate grades, color, $100.
The reasons for the respect to the flag and the reasons for the flag itself are not always clearly understood. This film explains the meaning of the flag, its symbolism, and why it should be respected. The Pledge of Allegiance is told about in terms of everyday activities, and the rules of respect to the flag are reviewed and clearly explained.

30. Overcoming Fear. junior high school grades, color, $125.
Courage is presented as an attitude which can be developed. Cowardice is shown to be a response to a specific situation. How overcoming fear can make a better all-around person is the message of this film.
31. Respect For Property. junior high school grades, color, $100.

This film dramatically presents three concepts basic to building respect for the property of others. First, the owner's value of his property should be considered. Second, the fact that the law protects property should be understood. Third, even though public property has many owners, it must be respected by everyone. Faced with a forceful story in which three boys suffer deeply because of disrespect for property, the audience learns with them the importance of proper respect.

32. Self-Conscious Guy. intermediate and junior high school grades, color, $100.

Marty suddenly becomes keenly aware of his feelings of self-consciousness. As he tries to find ways to avoid these feelings, he discovers others have been extremely self-conscious and yet have developed poise and self-assurance. He finds help for his problem through developing skills, thinking of others, and getting his attention on the whole situation.

33. Tharins: Work At Home. intermediate and junior high school grades, color, $100.

This film shows the importance of cooperation to happy family life. Children will not only enjoy the movie but they will learn how to take one of the big steps toward improved family living.

34. shy Guy. junior high school grades, color, $112.50.

Here is an appealing story, sympathetically told on overcoming shyness. A boy, lonely in his new school, learns to make and enjoy real friendships. Guided by his father and his classmates' counsel, he becomes a likable person that other children will want to follow in their own difficult period of social adjustment.
35. **Social Courtesy.** Junior high school, color, $100.

Why do some people seem to enjoy social gatherings while in some cases others would rather stay at home? Often it is because these people simply don't know how to get along with others. Here is a motion picture which shows that getting along in social groups merely requires a natural, easy, form of behavior; manners, how to appreciate the differences between formal and informal events and how to learn the "right thing to do."

36. **Student Government At Work.** Intermediate and junior high school grades, color, $100.

This film shows how an active student council governs the school community with the support of the students, principal and faculty. The council's method of handling such problems as overdue library books, lunchroom congestion, and auto parking serve as basic solutions to the general problems of good student government.

37. **Understanding Your Ideals.** Junior high school grades, color, $125.

What are ideals? Why are they so important to well-being and happiness, and what do they have to do with character? A student who has false conceptions of ideals finds the right objectives and goals for which to aim. Specifically this film tells and shows what ideals are, and how they influence and are influenced by character.

38. **Ways Of Settling Disputes.** Primary grades, color, $100.

Students will see how disputes waste time and rob them of fun. Settlement of disputes must involve give and take, and this film emphasizes that the settlement must be desired if it is to be achieved. Compromise, obey the rules, find the facts, and find opinions are given as four ways of settling disputes.

39. **We Go To School.** Primary grades, color, $100.

This film shows how children make normal adjustments from home to school. A sense of belonging and an attitude of cooperation permeates the movie.
40. **Wise Buying.** junior high school grades, color, $100.

The relation of your needs to your budget is emphasized in this film. Four "better buying" questions are offered here for the audiences to ask themselves when shopping. Some of the important factors like seasonal change, quantity purchases and product labels are discussed, and the effect of wise buying in choosing needed and better goods for less - pointing out that one can raise his standard of living if he plans the spending of his money and buys wisely.

41. **You And Your Parents.** junior high school grades, color, $1.25.

The issue of parental authority is one that touches every home where there are growing children. The process of "growing away" from the family is described as a natural and normal one here, but the audiences see how it can lead to difficulties if both parents and children do not take the time to understand each other's problems.

42. **Your Family.** primary grades, color, $100.

The delightful film story of a happy family ... the Brents. Through mutual understanding, acceptance of responsibilities and cooperation, they have achieved that vital sense of unity so necessary to a happy home. This picture develops an appreciation and understanding of the family as a social unit and the important role the individual plays in this unit.

43. **Your Family Budget.** junior high school grades, color, $100.

Who makes up the family budget? How is a family budget operated? If well-planned and operated, does a family budget contribute to family well-being? These and other important questions about the subject are answered in this picture. The budget, methods of preparation, and values of budgets are carefully planned and checked.
1. **A Date With Your Family.** Junior high school grades, color, $95.

Points up the need for greater awareness in the home of the respect that all of us should have towards each other. Shows that graciousness, consideration, and kindness can apply to the family group when alone as well as when in company. Family ties are strengthened by practice of simple courtesies.

2. **Are Manners Important?** Intermediate grades, black and white, $50.

A motivation tool to get children to think about the role of courtesy and good manners in our society. Micky finds that his classmates seem to be avoiding him, but he clings to the belief that "kids don't care about manners." A series of questions are left to student discussion.

3. **Beginning to Date.** Junior high school level, color, $100.

Dramatizes one of the most important periods in the lives of young teen-agers, with effective illustrations of right and wrong approaches to dating. Offers special help to the timid student, whose shyness creates a barrier to dating - and demonstrates basic rules of conduct on a date. Points out that these rules are based on consideration of others.

4. **Belonging To The Group.** Junior high school grades, black and white, $75.

Illustrates the need for people to respect and accept one another in a free society, the vital roles of groups in the community, and the importance of the "feeling of belonging." Points out community values and their relation to the democratic way of life.
5. **Don't Be Afraid.** Intermediate grades, color, $100.

Tells how a young boy is helped by his mother to overcome his fear of the dark. Points out that many fears have a useful purpose by serving as a warning of danger. Explains how to determine whether a fear is useful or not, and how to overcome undesirable fears.

6. **Don't Get Angry.** Intermediate grades, color, $100, 12 min.

Explains anger as a natural emotion which cannot be entirely avoided but which can be successfully managed when faced in a mature way. Reveals physiological changes during periods of excitement, and emphasizes need for the child to release anger in a controlled manner.

7. **Fox And The Rooster.** Primary grades, black and white, $55.

Even clever schemers can be outwitted and beaten when good friends help each other.

8. **Frank Tends The Garden.** Primary grades, black and white, $50.

Presents a simple story involving home and family relations which are familiar to children. Depicts good times had by Frank and his sister.

9. **Introductions.** Intermediate and junior high school grades, black and white, $49.

Demonstrates correct ways of meeting or introducing people using actual dialogue. Typical situations in home, business, school, party, and official gatherings depict forms of gracious greetings and conversation.

10. **Major Religions Of The World.** Intermediate and junior high school grades, color, $200.

This film is designed to help inspire an appreciation for, and a tolerance of the religions dominant in the world. An objective survey of origins, rituals, and symbols of Hinduism, Judaism, Christianity, and Mohammedanism.

Illustrates with a series of brief scenes various kinds of friends' jobs. Uses examples of three students with different types of friendship problems, describing how each one attempts to solve his problem. Points out definite qualifications of friendships and ways of making friends.

12. Obligations. Intermediate and junior high school grades, color, $1.95.

Contrasts the disorganized and poorly managed Smith house with that of their happily integrated neighbors. Reveals how organized routine and acceptance of duties and responsibilities by every member in the family are mutual obligations and lead to a happy personal life as well as a smooth-running family life.

13. Room For Discussion. Intermediate and junior high school grades, black and white, $1.12.50, 24 minutes.

Provides an overview of the values to be gained from using the techniques of organized discussion. It makes the point that discussion is not only a privilege but the responsibility of all citizens living in a democracy. Describes how discussion functions in various situations to make for better understanding and for the solution of problems.


Demonstrates that laws in the community are like rules in children's games. A group of youngsters is first brought to realize that having rules and abiding by them makes playing together enjoyable for all. Then they consider specific laws that have benefited people in the community.

15. Sailing A Toy Boat. Primary grades, color, $5.00.

Frank has received a new toy sailboat from his father, and has learned how to set the rudder so that the boat will return. Jean's doll is the passenger when waves wash her overboard. Brave Penny rescues the doll.
16. **Skipper Learns A Lesson.** primary grades, color, $1.00.

   A little girl and her dog, Skipper, move into a neighborhood where youngsters of different races play together. Skipper snubs the dogs belonging to these children and refuses to play with them because they look "funny" to him. Later, through an embarrassing episode with a can of paint Skipper becomes the one who looks odd to the other dogs. He soon realizes his mistake, and understanding is established among all.

17. **Teamwork.** junior high school grades, black and white, 15 minutes, $95.

   Students learn about the six ways in which cooperation can be achieved, through everyday incidents. Presents examples of cooperation through force, bargaining, trickery, compromise, leadership, and democracy, and invites a discussion of each.

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**Ideal Pictures,** 40 Melrose Street, Boston, Massachusetts.

1. **Courtesy for Beginners**
   
   $2.00 Elementary

2. **Early Social Behavior**
   
   $2.00 Elementary

3. **Family Life**
   
   $2.00 Junior High

4. **Fun Of Making Friends**
   
   $2.00 Elementary

5. **Fun On The Playground**
   
   $2.00 Elementary

6. **Johnny Learns His Manners**
   
   $3.50 Primary

7. **On The Way To School**
   
   $2.00 Primary

8. **Tommy's Day**
   
   $3.00 Primary

9. **Your Family**
   
   $2.00 Primary

The prices quoted are rental fees not purchase costs. All films are available in color. Annotations are omitted since the title make the subject matter obvious.
Introduction. A filmstrip can often serve the same purpose as a film, but the cost of purchasing a filmstrip is one-third that of a film. For this reason many film companies produce filmstrips that cover the identical material that a film does. One advantage of a filmstrip is that the teacher can stop the strip and have a discussion with her class at the moment a question arises. The filmstrips are listed according to the company where they can be purchased, in alphabetical order, by title.

**ENCYCLOPEDIA BRITANNICA FILMS, 1150 Wilmette Avenue, Wilmette, Illinois.**

1. **Character Building.** primary grades, color, Box of sixteen, $5.00.

   Sixteen filmstrips, each containing thirty-nine frames. Stress the following traits: Kindness, Consideration, Sharing, Honesty, Thoughtfulness, Neighborliness, Thankfulness, Acceptance, Helpfulness, Promptness, Fair Play, Willingness, Preparedness, Protectiveuness, and Cleanliness.

2. **Children's Stories Of Famous Americans.** primary and intermediate grades, color, Box of Six, $3.00.

   Stories are told with emphasis on the background influences that made each man great; John Smith, Ethan Allen, William Penn, Peter Styvesant, Paul Revere, John Paul Jones.

3. **Cottontail Fables.** primary grades, color, Box of Six, $3.00.

   Stress: Other people's property, Chasing rainbows, Mother knows best, Obedience pays, Greediness doesn't pay, We work together.
4. Developing Your Personality. Intermediate grades, color, Box of six, $36.

Stories involving youngsters eleven or twelve years old who learn through actual experiences some valuable lessons concerning the making of decisions, development of proper attitudes. Thinking For Yourself, More Than One Friend, Trying New Things, Leaders and Followers, Promises Are Made To Keep, Enjoying Today are the titles of the strips.

5. Good Manners. Primary grades, color, Box of six, $36.

Each strip is a separate story involving simple, interesting situations calling for thoughtfulness and courtesy. Manners at Home, School, Play, in public, While Visiting, At Parties.


Each story presents a guidance problem that is pertinent to this age level. Sharing, Playing Fair, New Friends, Good Friends, One Kind Of Bravery, Taking Care Of Your Things, Sticking To The Job.

7. Home Community. Primary grades, color, Box of Six, $36.

Describes how the family unit is constituted, why it is important, and how youngsters can help make it run smoothly. Helping Mother, Brothers and Sisters, Growing Up.


Biographies stress admirable traits of our country's heroes. By depicting the highlights of the life of Washington, Lincoln, Columbus, and the Pilgrims, youngsters will understand why we celebrate various holidays. Lincoln's Birthday, Washington's Birthday, Memorial Day, Independence Day, Columbus Day, And Thanksgiving Day.
1. Manners Make A Difference. primary and intermediate grades, color, Box of nine, $25.

The topics of the strips are: Why Have Good Manners? Good Manners at Home, Table Manners, Good Manners At School, Good Manners on the Street, Good Manners When Visiting, Good Manners at Play, Good Manners at the Movies, Do's and Don'ts in Good Manners.

2. Character Makes A Difference. intermediate and junior high school grades, color, Box of nine, $25.

The filmstrips discuss common basic ideas of character training such as: Honesty, Courtesy, Thoughtfulness, Consideration, Helpfulness, Work and Play at School, The Boy Scout and Other Groups, Getting Along With Yourself, Getting Along At Home, Getting Along With Friends, Growing Up, Likes and Dislikes.

111. POPULAR SCIENCE FILMS, 330 West 42nd Street, New York, New York.

1. A Better You Series. junior high school grades, color, Box of six, $35.50.

Present useful tips on do's and don'ts of acceptable social behavior. A teaching aid on personality development. Making Friends Is easy, Popularity Comes To You, Yours For The Best, So You Want To Make A Good Impression, Yes, Politeness Is For You, and Your Boss Is Proud Of You.

2. American Way Series. junior high school grades, color, Box of six, $35.50.

Picture patriotic ideals and principles as developed through our nation's history, their place today, and the citizen's responsibility. Americans All, Let Freedom Ring, Opportunity Unlimited, We, The People, Bulwark Of Democracy.
3. **Birth Of Our Nation Series, intermediate and junior high school grades, color, Box of five, $22.**

Vividly picture the constitutional rights, early history, and symbols of our country that are part of the heritage of every American. Well suited for stimulation of patriotism and good citizenship.

4. **Growing Up Series, intermediate and junior high school grades, color, Box of six, $25.**

Describe everyday activities of children and their relation with parents, friends, and neighbors. Theme of family life is stressed. Good Helpers, It Pays To Save, Johnny Goes To The Store, Lost and Found, New Classmate, When We Have Guests.

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**YOUNG AMERICA FILMS, Text-Film Department, McGraw-Hill Book Company, 530 West 42nd Street, New York 26, New York.**

1. **Getting Along With Others, junior high school grades, color, Box of six, $30.**

Use environmental situations at home, school, and in public places to emphasize the behavior and the social skills that help young teenagers to get along with others. Personal Relations, Table Manners, You're On A Trip, Personal Appearance, School Functions, You're In Public.

2. **Living Together In School, intermediate grades, color, Box of six, $32.50.**

Demonstrate and describe habits of school behavior, designed to help pupils understand the need for definite standards of behavior. Being Prompt, Considering Others, Caring For School Materials, Going To School Assemblies. Our School Helpers, Visitors In Our Class.

3. **Our Flag Series, intermediate grades, color, Box of three, $16.50.**

Designed to give an appreciation of the history of our flag, and national anthem, and to illustrate some of the common ways in which we respect and honor our flag.


56. Weston, Grace, and others, Democratic Citizenship and Development of Children. Citizen Education Study, Detroit Public Schools and Wayne University, Detroit, c1949.