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BOSTON UNIVERSITY
GRADUATE SCHOOL

Thesis

THE CHARACTER TRAINING PROGRAMS IN AMERICAN WOMAN'S SCHOOLS

Submitted by

JOHN EDWARD HANCOCK

MASSACHUSETTS COLLEGE OF EDUCATION

In partial fulfillment of requirements for
the degree of Master of Arts

1920

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BOSTON UNIVERSITY
GRADUATE SCHOOL

Thesis

SOME CHARACTER TRAINING PROJECTS IN AMERICAN PUBLIC SCHOOLS

Submitted by

Laird Varner Glasscock

(A.B., Kansas University, 1924)

In partial fulfilment of requirements for
the degree of Master of Arts

1930

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Thesis

SOME CHARACTER TRAINING PROJECTS IN AMERICAN PUBLIC SCHOOLS

Submitted by

John Vernon Braddock

44497

(A. B., Kansas University, 1934)

In partial fulfillment of requirements for

and degree of Master of Arts

1930

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INTRODUCTION

Volumes have been written on Character Education and in these volumes we find various theories set forth. Among modern writers of recent years there is at least a trace of general agreement as to basic principles in Character Education. In this thesis I shall deal with certain character developing projects of American Public Schools which are based on these principles and in which the principles are given. For me to attempt any other phase of the problem would be to repeat what has already been better said; and for me to attempt to pick the ideal from the mass of ideas available would be to flaunt unduly my experience and training in the view of those able writers who have spent many more years in the field.

However, for all the theory of the many books written we find only a limited number of cases where actual projects in Character Education have been carried out. We find brief accounts of one or two of these in books of general publication but for any comprehensive account of the projects one is finally led to the booklet or bulletin published and used by each of the various schools as a guide in carrying on its Character Education work. It is my hope that in this thesis I am bringing together in one usable body a detailed review of several of the successful Character Education projects which are operating in different cities of the United States.

It necessarily follows that such a work can only

be a composite picture giving what appear to be the outstanding features of each plan. The Iowa Plan was a general project among educators and is now basic for the work in a number of schools, while the Utah and Nebraska plans are more comprehensive in that they are state projects.

In selecting the projects which I am using in this thesis I attempted to use those of Newark, New Jersey, and Elgin, Illinois, but was informed by the superintendent of schools in each case that the pamphlet explaining the plan was exhausted or out of print and so, not available. I also desired to include in my work some plan from the state in which I worked as a teacher, the State of Kansas; but was informed by the State Department of Education through the Kansas Council of Religious Education that the City Schools of Oberlin, Kansas, were the only schools in the state doing any definite work in Character Education. My friend, Mr. C. W. Smick, who is superintendent at Oberlin very graciously supplied me with information concerning his work. I have not included this in my thesis for the reason that it does not compare in length with the plans used. Briefly, it consists of: A constitution and point system for the Girls Athletic Association; Citizenship Score Cards with items of Honesty, Loyalty, Thrift, Reverence and the like; student government in the grade schools based on the city-mayor plan; one high school class in Bible. My friend and co-worker, Superintendent W. S. Heusner of Salina, Kansas, informed me that the only plan of Character Education which they have is a week day school of Religious Education which they accredit

so long as the churches maintain the public school standards in their work. This work does not come within the scope of this thesis. Also, the course of study in American Citizenship of Indianapolis, Indiana, the Junior High School Citizenship History Course of the State of Oklahoma, and Moral Instruction through the Story of the Oregon Public Schools, were not considered significant for this work.

Part three of the book on "Social Guidance in the Cleveland High Schools" gives a brief account of a number of schools pursuing Character Education projects which might, conceivably furnish data for a thesis such as this. I make note of some of these:

The William Penn High School of Philadelphia was a pioneer in student government and issues a hand-book on the subject. It also keeps a student character record of initiative, leadership, workman's conscience, and personality. The Manual Arts High School of Los Angeles uses a personnel card on which is graphed the character elements of cooperation, leadership and honesty. It also issues a leaflet for the use of its social problems classes. The WallaWalla, Washington Schools have a plan of student-faculty cooperation. North Central High School of Spokane, Washington carries on social education through two movements: organized class work on social problems in relation to the world, high school pupils, and personal ideals; and civic-social education through student organizations in a social service department, vocational department, entertainment department, and personal efficiency department. The Ben Blewett Junior High School of St. Louis has student government through which awards of

bronze buttons, silver buttons, and school letters are given for proficiency in citizenship, scholarship and athletics. Central High School of Evansville, Indiana, originated the "Honor Study Hall". The story of its origin is given in the School Review for January 1924. Lincoln School of Teacher's College issues a booklet on student councils and school assemblies. They have a student employment bureau through which the student can get work in the school or outside. He earns from twelve to thirty cents an hour for scoring papers, checking in the lunch room, and mimeograph work. Recognition is given, through a system of awards, for merit in citizenship, scholarship and athletics. Also, a character report card is used. The Baltimore survey shows, among other items, the vice-principal as advisor of girls and director of extra-curricular activities, a club for every pupil and a faculty advisor for every club, every boy playing regularly on some team, each class organized, and time in the curriculum for extra-curricular activities. The Philadelphia survey shows: recognition and use of the educational opportunity offered by pupil participation in school government, leadership and play programs for all high school pupils, pupil participation in the assembly with recognition of its educational importance and a club for every girl with time in the curriculum for it.

May I express here my appreciation and obligation to those superintendents who so kindly supplied me with data on which this thesis is based.

L.V.Glasscock

Cambridge, Massachusetts

February 8, 1930

CHAPTER I

THE HISTORICAL BACKGROUND OF CHARACTER EDUCATION

In tracing the history of Character Education one does not go far until he finds that anything pertaining to that phase of life is bound up in an account of the religious instruction or the religious training of the time. And from the first dawning of the differentiation of Character Education from religion to the present time we are continually confronted by the term Moral Education (sometimes designated as Ethical Education) as synonymous with Character Education.

Man has been concerned with the problems of character development since the dawn of history. "As with music, so with physical training, the Greeks associated the development of character which was considered the chief object of education, especially those traits of character¹ that made for good citizenship."

The Athenian schools and education were the highest of antiquity and Athens was democratic. The ideal was 'To live beautifully and happily.' "The attainment of this ideal meant cultivation of personality² ---" +++++
'Thus moral responsibility and moral freedom, ---, were first conceived and applied to every individual by the Greeks.³ They developed the idea that education should fit the pupil for citizenship. They had a music school which was designed to give the soul beauty and perfection.

1. Clapp, Chase, Merriman-Introduction to Ed. p.8

2. cf. Robbins-The School as a Social Inst. p.7

3. ibid. p.8, from Monroe-Brief Course-p.29

In the gymnasium the pedagogue and a formal study of literature were left behind. Here the association with older men made the incidental moral and intellectual training of the gymnasium almost as important as the training given the body. Formal training was physical and moral, all intellectual training being incidental. However, instruction was not free and schools were limited to the wealthy class.¹ Athens had the ideal of harmony, beauty and happiness and in their training a conception of personality (free moral) involving social control and individual freedom.² "Through a type of education in which physical, intellectual, moral, religious and aesthetic elements were all emphasized the Athenians sought to develop that character which could rise above the level of mere control of present by past."³ At Sparta---the whole State was organized as a sort of school, the chief function of which was to give the youth of both sexes such moral and physical training as would tend to maintain Spartan supremacy at home and abroad."⁴ Through the State as an educational institution the Spartans gave to boys and girls by example, discussion of moral themes, music, physical training, reward, and punishment, that training which would result in conduct approved by the elders.⁵

However, there is a note of discouragement

1. cf. Robbins-The School as a Social Inst. p.8-11

2. cf. ibid. p.198

3. ibid. p.198

4. ibid. p.7

5. ibid. p.197

in this early history of education. The first records of schools are found among Oriental peoples such as Egyptians, Chaldeans and Chinese.¹ If we take the Chinese for example, it is said of them that "The fortunate few who were the possessors of the sacred learning were thereby enabled to rule over others"+++ "Among the Chinese, as among all Oriental Peoples, a sacred literature formed the curriculum of the schools; while the method was that of memory and imitation."+++ "The school was in miniature what society was in the large, an instrument for suppressing individuality and conforming the human unit to the traditional type."²

The Hebrews had more idea of individual worth and responsibility than the Orientals had. Though in matters of religion they insisted upon absolute conformity with what had been handed down from the past.³ "---When in post-exilic time the village schools appeared, it is significant to find that they were an appendage of the Synagogue."⁴ "Reverence for the law was--a mighty force for the securing of desirable social conduct."⁵ In ancient Israel "From home, from school and from temple radiated the influence of the law, a great educational force and a wonderful means of moral control."⁶ "Largely, if not solely, through the influence of education the Jewish people have preserved a type of moral and religious control which has made it possible for them to weather the storms of ages of persecution."⁷

1. cf. Robbins-The School as a Social Inst., p.3

2. ibid. p.4

3. cf. ibid. p.5

4. ibid. p.6

5. ibid. p.7

6. ibid. p.196

7. ibid. p.197

There is, likewise, a disappointing note when this author speaks of the Romans. He says that they, like the Greeks, had no interest in the education of the masses. Another author says of modern times:

"Every book on education asserts that character building is the chief function of the teacher. The more recent the book the more emphatic the assertion; and every thoughtful teacher endorses the statement. Of course, now that it is an accepted axiom the wise can say that Plato definitely taught it, that Pestalozzi and Froebel had that ideal constantly in view and that Herbart insisted that all instruction which does not develop character is useless?"

In spite of such criticism we find that men continue to write about the character education work of these early people. We find them saying that the Jewish ideal was to inculcate a national consciousness or "Esprit de corps"; that the Greek ideal was beauty, a well developed physical body and personal honor; while in Rome the mothers taught the children; and "Rome" was the heart of the teaching.

Only one author gives any valuable information concerning Character Education in the Middle Ages. He says that at that time the Christian Church dominated through education which was moral and religious. "It is the will of God, and the eternal welfare of the individual depends upon his obedience." This had great potency as a binding force upon mankind. Our author concludes, however, that in spite of the early church and its missionaries "centuries of education have not been able to overcome the strength of certain brutal instincts, . . ."

We come now from this early time down to the

1. Robbins - The School as a Social Inst. p.12

2. Ellis - Char. Forming in School - Preface p.v

3. cf. Richmond - The Permanent Values in Ed. - p.4, 6, 13

4. cf. Robbins - The School as a Social Inst. - p.198-199

seventeenth century and the two centuries following; each of which we will consider separately.

About the year 1632-33 Comenius conceived education largely in religious terms.--- He said, 'It is evident, then, that the ultimate end of man is eternal happiness with God.'+++ It follows that man is naturally required to be acquainted with all things; he based this on Gen.1:26.¹ Locke(1632-1704) emphasized practice and held that as the foundation of virtue, 'There ought very early to be imprinted on his(the child's) mind a true notion of God,---from whom we receive all good---.'² The Calvinistic Puritanism of the time repressed children's activities and emotions by means of hard rules. This was an evil. Texts of the time show that the child was misunderstood.³

In America we find a Divinity school in the College of William and Mary about 1693; it was in this school in the year 1779 that the honor system in examinations originated. Divinity was a prescribed subject at Harvard University soon after it was founded in 1636. In New England, as well as in other parts of America, the "Hornbook" was the first school book. It contained some religious material and was followed in the curriculum by a catechism, the Psalms, and a portion of the Bible. By the last of the seventeenth century a book of religious material, called the New England

1.cf.Parker-Textbook in the Hist.of Mod.El.Ed.-p.140

2.ibid. p.154

3.cf.ibid. p.162,63

Primer, came into general use. It was a book of eighty, four-inch-by-three-inch pages. In use it was supplemented by the Old and New Testaments.¹ It contained some maxims and an account of the martyrdom of John Rogers who was burned at the stake in 1554. This account was followed by seven pages of admonitions "'writ'some days before his death" for moral impression.² In the New Netherlands in the year 1638 the schools were in the hands of the local churches and religion was taught.³ Likewise the Massachusetts General Court Law of 1642 stated that "---all masters of families, do once a week (at the least) catechise their children and servants in the grounde and principles of religion---"⁴ According to the "Old deluder satan act" of 1647 "---Sathan---keepe men from knowledge of scripture---". +++ Accordingly every town of fifty inhabitants was required to have an elementary school and every town of one hundred, a grammar school.⁵

In the eighteenth century there were more theories and more changes in education. In Prussia in 1784 Salzmann's (1744-1811) school was established and continued until 1884. This was a school for the wealthy built on Basedow's plan in which students were taught Physical Training, Nature Study and Manual Training. In this

1. cf. Clapp, Chase, Merriman-Introduction to Ed. p. 47, 48, 60, 52

2. cf. Finney-A brief Hist. of the Am. Pub. School, p. 15

3. cf. Clapp, Chase, Merriman-Introduction to Ed. p. 62

4. ibid. p. 54

5. cf. ibid. p. 55

is the principle of Rousseau. Excursions to the woods or mountains was a favorite method.+++ Religion and the catechism were also taught but not until the adolescent years and in preparation for it moral stories were used.¹ About 1772 Rochow, a disciple of Basedow, had a secular school for peasants on his estates through which he provided training in Christian morality. This had a practical emphasis and was not theological. He aroused opposition by condemning the dull memorizing of the catechism in elementary schools. In 1779 he wrote a book on "The Improvement of the National Character by Means of Popular Schools." He said, 'Without national education there is no national character.'² Several men of this period who are prominent in educational history deserve mention in connection with Character Education. Pestalozzi corrected Rousseau's false theory of moral training. He said that Rousseau, struck by the evil of unwise restraint, advocated unbounded liberty which was wrong. He held that liberty and obedience are both good.³ According to Herbart, "The term virtue expresses the whole purpose of education." His was the same emphasis as that of Pestalozzi.⁴ "To attain the moral aim of education Herbart emphasized the Greek idea of abiding, many-sided interests as the aim of instruction."

1.cf.Parker-Textbook in Hist.Mod.El.Ed. p.212-215

2.cf.ibid. p.216,17

3.cf.ibid. p.275

4.ibid. p.388

To assure abiding interests he emphasized the use of present interests. "He emphasized the methodical organization of the material of each subject, and a moderate degree of the interrelating of various subjects, so as to make them a part of the student's personality."¹ Against Pestalozzi's idea of 'The harmonious development of all the powers' he formulated the one (above) expressing the Greek liberal education ideal.² Herbart (1776-1841) made the Odyssey the basis of moral instruction; he outlined subject matter in terms of interest and emphasized the humanistic aim of historical studies, and instruction adapted to the child's experience.³

"American colonial education was influenced very definitely by the ideals of the Reformation, and consequently the religious, the moral and, to some extent, the civic aims of the day predominated."⁴ One of the school laws of the time makes an interesting comment on the Character Education method used. The master had full power to punish, un hindered by the parent; but, if the parent had just cause to complain he had the liberty to tell him so in a friendly loving way."⁵ Another interesting note of the time is found in the report of a committee which

inspected Harvard. In this report it is said that the

1. Parker-Textbook in Hist. of Mod. El. Ed. p. 375

2. cf. ibid. p. 388

3. cf. ibid. p. 386, 391, 392, 395

4. E. D. Grizzell-Educational Prin. and Practices, p. 91

5. cf. ibid. p. 94

catechism was given satisfactorily but that the committee was "---compelled to lament the continued prevalence of---, stealing, lying, swearing, idleness, picking locks, and too frequent use of strong drink."¹

Through colonial times into the nineteenth century elementary teaching had a strong religious emphasis. "To-day in many states it is illegal to teach the Bible in public school and in all states sectarian teaching is prohibited in schools supported by public taxes."*****This change came about because American experience proved that only secular education provided the sort of education our democracy required.² About 1762 "---in the American Colonies there was a noticeable shifting of emphasis from the older exclusively religious purpose toward a newer conception of education as preparation for life in the world here. Still one learned to read chiefly---'to read fluently in the New Testament'---or as stated in the law of Connecticut---to understand the main grounds and principles of the Christian Religion necessary to salvation."³ One author states that "In Puritan Massachusetts we have the clearest and most consistent establishment of elementary schools based on the fundamental protestant principle of the necessity of studying the scriptures."⁴ A similar condition existed in

England. Texts were made more secular. The Church of

1.E.D.Grizzell-Educational Prin.and Practices,p.95

2.cf.Clapp,Chase,Merriman-Introduction to Ed. p.129
quoted from C.Johnson-Old Time Schools and School Books ,p.11-13

3.Cubberly-Brief Hist.of Ed.-p.232,33

4.Parker-Textbook in Hist.Mod.El.Ed. p.33

England doubled its effort to hold the children in the old theory by establishing the parish school.¹ However, most protestant lands left the old religious theory about the middle of the eighteenth century.

In the nineteenth century and following one finds a similar condition in France and Germany. In France "After---1815, the religious teaching orders conducted the elementary schools as they had before the Revolution."+++ In 1833 the public elementary school came in, but to a great extent, the religious teaching order and religion remained in these schools.--- Between 1881 and 1905 laws were passed closing the schools of the religious orders and closing the public schools to these teachers and to religion.² In Prussia the king, in a general order of 1854, said "---primary schools have only to work to the end that common people may grasp and appreciate the christian faith---"³ The schools were the agency of the king to perpetuate autocracy. The Volksschule was a school for the masses with religion among other things as its dominant aim, in which pupils were to listen, learn, repeat, and ask no questions.⁴ Since 1918, however, the German schools have been taken out of the hands of the clergy.+++ "In the field of vocational education Germany has had a conspicuous position of leadership."⁵

1. cf. Cubberly-Brief Hist. of Ed. p. 233

2. Clapp, Chase, Merriman-Introduction to Ed. p. 129

3. ibid. p. 142

4. cf. ibid. p. 143

5. ibid. p. 150

In America we find Horace Mann, in his reforms, advocated (No. 13) the addition of moral instruction to our public school course of study. Spencer in his famous essay of 1861, "What Knowledge is of Most Worth", advocated Ethics as a school subject in preparation for "complete living". The high schools were, for a long time, schools emphasizing practical preparation for life. However, our authority states that one Middle West village high school in the later eighties taught its subjects so that¹ "---a genuine reference was inculcated for morality, religion, sincerity, thoroughness, industry, knowledge, literature, patriotism, and the best American tradition." This author concludes by saying that in morals there is a change: "We realize now that we have let the desire and opportunity to prosper take too much of our attention."--- Our deepest need is a new philosophy of life.² In cooperation with the church we must solve the unsolved problem of moral education. This will be the school of the new social order.³

D. M. Bennion, in the Historical Outlook, gives a brief survey of the history of modern Character Education. In the latter part of the nineteenth century France attempted a system of moral instruction (purely secular) in place of religious instruction. It was patterned on the formalism of Kantian Ethics and was more concerned with covering the subject matter than with results; hence it failed. In Great

1. cf. Finney - A Brief Hist. of Am. Pub. School p. 121, 160, 153, 155

2. ibid. p. 189

3. cf. ibid. p. 321

Britain, the "Board Schools" and the work of Mr. F. J. Gould characterized the movement toward a substitute for the religious instruction of the church.

In America Felix Adler in 1876 founded the Ethical Culture Society of New York which was a notable influence in the United States. Its aim was moral instruction founded on true pedagogical principles, and the formation of character as the purpose of all education. Similar societies were formed in other American cities and abroad. Another notable movement was the American School Peace League founded in 1908 and changed to the American School Citizenship League in 1919. It has branches in nearly every state and has contributed a course of study in history for elementary grades which is published by Scribner's as well as a course in Citizenship and Patriotism which is published by Houghton Mifflin. The Character Education Institute was formed in 1911. The National Council of Education has for some years had a committee on "Teaching of Democracy" which in 1921 became a temporary committee on Training for Character and Citizenship and now (1924) is the standing committee on Character Education appointed by the National Education Association. The world conference on Education, held in San Francisco in June 1923, had one section (D) on "International Ideals" in which the two topics, "Character Education" and "World Peace" were considered. This section outlined a Basic Plan for Character Education which is published by

the Character Education Institute. The Institute of Social and Religious Research and The American Social Hygiene Association of New York have contributed to Character Education in the schools.¹

During the past ten or fifteen years there has been, perhaps, an overemphasis on vocational training in secondary schools. This work is probably familiar to everyone. Vocational training has Character Education value and without doubt a large amount of Vocational work is essential. Many of the modern plans of classroom instruction have or were designed to have an element of character training in them. Notable among the most modern are the Winnetka Plan with its "Goal booklet" and self examination, and the Dalton Plan with the "job" or budget of material and time whereby the conditions for cheating and laziness are removed. For a complete survey of these plans see "Progressive Education" Vol. I, 2nd. Qr. 1924 p. 11-18 and Vol. II, 3rd. Qr. 1925 p. 146-159.

In the past few years there has been a widespread growth of the "Week-day Religious School" which has for one of its functions training in Character. The public schools have cooperated in this move and oftentimes the pupil receives credit for the work done in the religious school. The Detroit, Michigan, Schools, and those of Kansas City, Missouri, and Salina, Kansas, are examples of such

1. cf. Historical Outlook, May 1924 p. 204

cooperation. In connection with this we need to mention the Young People's Councils of Religious Education.

According to Mr. H. W. Gibson the first boys' conference was held in Everett, Massachusetts, January 28, 1891. The Young Men's Christian Association perceived the value of such conferences and by 1910 the conference was an established method.¹ Many of our colleges give courses in guidance, and problems of adolescent education. Boston University is one of the leaders in this field and its demonstration school at Melrose, Massachusetts, is an outstanding example in the religious school work.

It is only in^{very} recent years that educators have transcended theory and academic morality with any definite and comprehensive project for Character Education. The projects dealt with in this paper are worthy examples of the best in this new movement. Other examples are mentioned in the introduction to this paper. W. W. Charters in chapter ten of his book "The Teaching of Ideals" gives a brief survey of the Boston and Elgin, Illinois, plans.

Factors in the Character Education movement other than the Young Men's Christian Association are the International Council of Religious Education and the Boy Scouts. Dean Russell of Teacher's College (N. Y.) is quoted as saying, "I declare the Boy Scout Movement to be the most significant educational contribution of our time."² It makes

1. cf. Boston University Bulletin, June 1928, No. 19 p. 5

2. Finney - A Brief Hist. of the Am. Pub. School - p. 252

for dependable citizenship. Mr. Paul G. Voelker has done a great deal of his work in Character Education through this organization. Adolescent Psychology and Educational Sociology are important fields of study in connection with this work. As further evidence of the developmental aspect of the work which has gradually led to the present projects, we find that in 1831 Jacob Abbott gave a lecture on Moral Education before the American Institute of Instruction. J. De Sainteville wrote "of Moral Education" in the Schoolmaster, London, 1836. C.A.M. Broussaia had a book of Moral Hygiene printed in Paris in 1837, and on July 4, 1838 P.W. Lunt addressed the school and community of Quincy, Massachusetts, on Moral Education. There was printed for the London Nursery School by A. Hamilton and Company in 1845 a Moral Educational Manual written by S. Wilderspin and T.J. Terrington. In 1855 Rev. Charles Brooks addressed the American Association for the Advancement of Education on Moral Education and J.P. Nichol delivered a discourse on Moral Training in the Common Schools before the Glasgow, Scotland Educational Institute March 29, 1858. On August 6, 1872 A.D. Mayo talked on Methods of Moral Instruction in the Common Schools before the National Education Association in Boston. Of the great mass of literature that has been written on Character Education, the best modern material is given in Bulletin No. 7 of the United States Department of Education, 1926. This same bibliography is given in the Boston bulletin for Character Education in Secondary Schools. The State of Nebraska course of study Bulletin H on Character Education also gives a good modern bibliography.

Preface to Chapters Two, Three, and Four.

In the following three chapters my attitude has been that of the historian, that is, to set down things as they are or as they have happened, rather than to color them with my own ideas. I find that it takes quite as much thought, if not more, to separate and record the essential elements of each plan as to read and then give my own opinion and impression. To do the latter would perhaps be presumption on my part and then, too, I would not be giving their plan but rather my own ideas of what the plan should be. I have not attempted to place a value upon them and my evaluation is given in a separate chapter. Though a great many of the ideas in these chapters are set down in my own words and sentences I must give full credit for all of the ideas themselves to the source from which they came. Any one chapter of the first two, and any section of chapter four is based on one source. The reference numbers for footnote citations indicate that all material, including direct quotation, preceding a reference number or between it and the preceding reference number comes from the page indicated. There is a slight exception here in case of the Iowa plan which was the first chapter written. In it the reference number is given with the section or division heading.

CHAPTER II

CHARACTER EDUCATION IN THE BOSTON PUBLIC SCHOOLS.

The plan for Character Education as it is carried on in the Boston Schools is given in two pamphlets published by the City of Boston. The work for grade s one to eight is outlined in a pamphlet entitled:

"Course in Citizenship Through Character Development".

Citizenship: "Broadly considered,--includes rights,duties,and obligations in all the social relationships of an individual." This means"---so living and working together that the best interests of the whole group are always furthered by thought,word,and act." "The cornerstone of willingness to further this interest,---- is the personal quality of unselfishness,---." ¹

The outline of the course is based on five theses: (1) "The ideal citizen is a person of character", (2) Character is that which causes life to be dominated by principle,(3) "Fixed principles govern attitudes and actions when ideals have been stamped into the mind in some concrete form", (4) "The citizen of character in a republic like the United States is a member of the democratic group,who first af all possesses the fundamental virtues,whose work is a contribution of his best talents and efforts--- and whose leisure time is spent in enjoyments that are both elevating to himself and edifying to his associates", (5) "The ultimate goal of training is to produce men and women of the noblest character possible to their capacity." ²

1.Boston School Document No.10,p.7,8

2.ibid. p.9

"Analytical View of an Ideal Citizen"

The worthy type of citizen possesses the fundamental virtues of: an appreciation and habit of truth, a keen sense of justice, recognition and fulfillment of obligations, recognition and respect for all the rights of others, recognition of his own rights and duties, appreciation of government protection for people living and working together, a sense of loyalty which will govern his course though it is opposed to his own personal desire, cooperative activity in the good movements of his community, city or state, practical respect for industry and thrift, practical humility through an appreciation of his dependence on his fellow-citizen, kindly disposition giving the person under judgment the benefit of the doubt, searcher for the good in persons, and constructive influence actuated by lofty motives.

"The most worthy type of citizen---is ---either a leader in the way of truth, justice, righteousness, and betterment or an intelligent, willing follower of such leadership."+++ "He may then be at one time a leader and at another time a follower."+++ "The leader should be a person of vision and action, +++able to think clearly, distinguish between right and wrong, recognize present wrongs, see power in cooperative endeavor, deal justly, enjoy broadmindedness, arrive at honest convictions, find enjoyment in his work, serve and lead, respect his government through knowledge of it, and take an active interest in education and philanthropic activities. The follower must be able to choose a leader who

has special fitness, vote for a candidate with intelligence, cooperate for the sake of a cause in which he honestly believes, work for right without dominating desire ~~desire~~ for personal gain, be faithful and loyal to the leader to the end, relish hard work, discharge all duties faithfully, respect his government because of its intrinsic worth, protection and help.

"The most worthy type of citizen---has a capacity for enjoyment that is innocent, informing, elevating, and refining, and exercises that capacity."+++ He delights in reading history, biographies, noble fiction, beautiful poetry, good drama; and finds enjoyment in great music, lovely pictures, reverence for religion, in beautifying his surroundings, in indulging in clean sports, and is one who loves the fields and woods and chooses an avocation which is constructive and interesting rather than gainful.

The Aims and Purposes of the Work.

"----The constant aim should be to develop qualities of noble character." +++To accomplish this the"--- outline proposes definite teaching to the end that children will strive to practice certain fundamental virtues of which they are made conscious."+++These are: self-preservation through observing the laws of health; self-control; self-reliance; truthfulness and reliability; justice shown in clean, fair play; faithfulness to duty; conscientiousness in his work; willingness to cooperate; kindness toward all; obedience to constituted

1.op.cit. p.12-14

2.ihid.p.15

authority; and loyalty to home, to school, to country, and to faith. "All of these may be considered as springing from the one great foundation virtue---of unselfishness."

+++ "Each day the teacher should stress the greatness of so living as to make it easier for others to believe in the right and to practice the right." +++ This is exemplified in the truth that "He who cares for his own body by that very act guards the health of the community."¹

It is suggested for the effective use of this plan that each phase of unselfishness be dwelt upon in turn throughout the school year, that two weeks be spent upon each virtue in conjunction with the Code of Morals, that when the first consideration of each virtue is reviewed--- another week of work be devoted to it. In every case, the study of these qualities of noble character should include²: daily discussion, abundant opportunity for practice, and the stressing of related matter met with in the study of the various school subjects. Sermonizing should be avoided. The children should be encouraged to discuss and illustrate the subject; they should be made to feel that these qualities of character are the results of right living attained through continuous struggle and practice. The teacher should encourage and show appreciation of every effort of the children to illustrate the subject. "Every teacher should make a special study of effective story telling", since,

"A well told story exerts a powerful influence upon the ---

1. op.cit. p.17,18

2. ibid. p.19

mind of the growing child." ¹ The topics, stories, and activities given in this course of study are intended as suggestive material from which the teacher may draw according to her tastes and needs as no item mentioned is compulsory. The aim is to set up ideals of endeavor. "It should be borne in mind by teachers that this is not an additional subject imposed from without, but a familiar one to be worked out from within. The value of a school as a moulder of character will depend on: (1) The opportunity offered and developed for free social intercourse through a socialized curriculum, --- methods, and activities (2) The degree to which intelligence and will are shown to have a bearing on conduct (3) skillful handling of group judgments (4) The quantity and value of inspirational material offered to pupils and absorbed by them for the creation of ideals (5) The opportunity to develop initiative and personality by actual participation, ² under wise guidance, in many school activities."

This outline is based on two scientific attitudes. First, that the remedy for character defects is right practice or habit formation and second, the development of individual responsibility. This last is a strong incentive to right action and can be engendered by the development of the proper school spirit. One opportunity for this is the community civics period.

"The necessary qualities of a teacher for success with this method are fairness, firmness, tact, ability to see the pupil's point of view, willingness to be an

1.op.cit. p.21

2.ibid. p.22

advisor and guide rather than a dictator and judge,-----
 and patience." ¹ In any school adopting this plan for
 Character Education, an advisory council, meeting to discuss
 difficult cases, is both helpful and advisable. For the time
 assignment of this work it is suggested that it be allowed
 fifteen minutes at the opening of school each day. This
 gives an inspiration for the day's work. During the rest
 of the day such additional treatment can be given as flows
 naturally out of the subject matter and the socialized life
 of the school. Or, as suggested by the Iowa Plan, 'Morality
 is not a preachment plus an emotional response but a way of
 acting, a self-realization of entering into the lives of
 others, ---! ² This method of presentation will provide
 for a socialized life in the classroom and emphasis upon
 the character values and deeds in the lives of men and
 women whose names are connected with the subject matter
 studied. This will promote admiration for ideals and desire
 for noble achievement.

The work of this course can be accomplished
 through classroom organizations such as student councils,
 student committees, Girl and Boy Scouts, club groups, honor
 groups (The use of badges and other visible signs are of high
 value), appeal and discussion through story and personal
 experience, habit building activities, character forming
 influences found in the events and personalities met in the
 day's work, study of the character of individual pupils by the
 teacher and skillful management of difficult cases. ³

 1.op.cit. p. 23

2.ibid. p.24

3.cf.ibid. p.25

The entire curriculum content of this work in Character Education is based on Hutchins' code of morals. It is made the basis of this definite plan of study. Supplementing it there are the "purposes of the teacher: (1) to set before the child in attractive form the best and noblest ideals, (2) to stamp these high ideals upon the child's mind so that his thoughts and actions will be guided by right principles, (3) to provide opportunities for the child, by repeated action, to build for himself established habits of thinking and acting in accordance with right principles."

The rest of the pamphlet is given over to a specimen outline for grade six. This is done by taking separately each law of the code and giving suggestions and lists of material for use in its study. For example, the first law is the law of health. Under suggested discussion a "Health Creed" is given and practice activities are suggested. It is pointed out that instruction in health can be given through the stressing of appropriate points while teaching various subjects in the curriculum. Also, a comprehensive list of references and bibliography on the law of Health is given. The remaining ten laws are treated in like manner.

Each month of the school year a supplement to this course of study is published in magazine form. In this supplement various teachers contribute suggestive material for subject matter in the study of the particular law chosen for that month. It is the hope of the committee which prepared this

course of study that a plan looking toward the extensive use of the radio and moving pictures will materialize to facilitate the work of teaching citizenship through character development.

May I suggest here that this plan for Character Education has some similarity to the material given in "Character Forming in School" by F.H.Ellis. The author states in the first pages of his book that "The following pages have been compiled to show how the theory has become practice in a large elementary school, the ages of the children ranging from three to twelve years of age."¹ The plan was used at Worley Road School, Halifax, previous to 1907. The work of each week was based on a "Thought"² used as a connecting link between all lessons. They found that the basis of all the work was "self-control", that is, to instill thought resulting in action rather than preaching precepts. Some of the thoughts used were: love, obedience, unselfishness, courage, self-control and joy. In the upper girls school such thoughts as loyalty, ideals, self-reverence, gentleness, truth, harmony and cooperation (taught through thrift, fertilization and business) were studied. A correlation scheme covering four months was given.³ Following this there was given each week's "thought" plans for seven months of the year. For instance, in February the general subject was obedience. Helps were given for this subject.⁴ The remainder of the book was devoted to study material such as poetry and character studies.⁵ Their results were recorded as showing that the children assimilated the teaching given.

1. F.H.Ellis-Character Forming in School, Pref p .5

2. cf. ibid. p.1

3. cf. ibid. p.3, 13-16

4. cf. ibid. p.87, 71-99

5. cf. ibid. p.209 f/

Character training for the high schools of Boston is outlined in a pamphlet entitled, "Character Education in Secondary Schools."

The purpose of this pamphlet, as stated, "Is to submit certain principles and illustrative material of practical value in shaping and conducting a program of Character Education in the secondary schools;---is an attempt to formulate a plan by which specific worthwhile qualities of character may be developed through definite life situations." Successful achievement of this can be secured through the loyal, painstaking, and intelligent cooperation of every teacher. "The teacher must make all the life of the school, the teaching of every subject---count for good moral education. The teacher must realize that the work of Character Education is a practical everyday matter.---"¹

The paramount aim in education is to help boys and girls "---realize in ever more vital ways that the worth of life consists in the endeavor to live out in every sphere of conduct the noblest of which one is capable."+++ "A schooling that imparts knowledge or develops skill or cultivates tastes or intellectual aptitudes fails of its supreme object if it leaves its beneficiaries no better morally."+++ Character is the adjustment of spiritual nature to life and consists of attitudes toward life in its different phases, habits of action under various conditions, and the ideals or principles which control conduct.²

1. Character Ed., School Document No. 14 Boston 1927. p. 7

2. ibid. p. 8

Spiritual satisfaction determines in a large measure the pupil's attitude. When he reaches that stage in development in which he is more thoughtful and has more than a personal interest in the outcome of an action the stronger is his feeling of spiritual satisfaction. The laws governing character development are similar to those for any learning process; that is, they are association; exercise or properly motivated practice; and effect. By the latter we mean that it should be seen to that a good deed is rewarded with some particular happiness and that dependability in a given situation secures definite commendation. "Transfer values may be great in some learning situations, but in no case can they ever be compared to direct values in usable fields of learning. In the field of ideals, transfer is difficult!"¹ Young people are keenly critical and especially so of anything which affects any purpose upon which they have set their hearts. The world about them is full of challenge, arousing curiosity and stimulating investigation. When the school takes these young people to educate them physically, mentally, and spiritually it must remember that the individual boy or girl varies widely in native ability, in environment and cultural opportunities, in knowledge, disposition, ambitions and ideals. "---All education depends primarily upon the establishment of desirable learning situations and only secondarily upon the materials and methods employed."²

1. op.cit., p.9

2. ibid. p.10

interprets to the pupils the aims and the achievement of the
 2. op.cit. 10-11

The first objective of Character Education is the realization of the two great ideals: social progress and development of personalities. These are mutually interactive on each other. A second objective, mastery of all undertakings, means "achieving power and habit." There are three conditions necessary for education through self-activity: (1) Pupils should have the opportunity to be problem finders; (2) They should accept the principle that activity properly assigned and undertaken should be mastered one hundred per cent; (3) Before considering any problem as completed the pupil should feel sure in his own mind that his work is correct; for such success brings encouragement which motivates the next undertaking. Character building is a cumulative process. The traits of character are responsibility, justice, strength, good-will, and loyalty. In general, one of these cannot be fully developed without cultivating the others.

In taking up the factors involved in Character Education this outline considers the faculty first. I take it that this is based on the principle that those who would teach character must themselves first achieve it. A pupil's character, as developed by the school, is the result of all the experiences which make up his school life. Everything which enters into his school life contributes to the result and each activity and influence must be guided and controlled to work toward the desired goal. The Head Master is the liaison officer between the school and the parent. He interprets to the public the aims and the achievement of the

school. To the faculty he is both counsellor and friend, to the students a vitalizing and perennial source of encouragement. He should aim to establish friendly and cooperative relations with parents for if the efforts of the school to educate are to be effective they need the genuine assistance of the home. This can be done through printed communications or pamphlets of information, reports of progress, letters of approbation or of advice, public entertainments, parents' meetings, associations of parents and teachers and individual conferences. Every citizen has a right to know what is going on in the schools and should be made to feel with the force of personal conviction the supreme value of well-conducted schools. It is the head master's business to obtain the right kind of publicity, to see that the public gets the kind of news that will give a true understanding of what schools are for. His is also the task of coordinating the efforts of his teachers without diminishing their enthusiasm or initiative. In administration he must play no favorites. The head master must stand squarely behind his teachers in cases of discipline and at the same time be just to the student. He must find and provide means of expression for special aptitudes which will give satisfaction to the teacher and educative value to the student body. His contact with pupils should be such that they come to regard their chief as just, sympathetic, dignified, and understanding friend whose single aim is to assist them in attaining the height of their mental and physical and moral capabilities.

Though the HeadMaster sets the scene of activities out of which moral training grows it is the teacher who has the close daily contact and therefore the great molding influence. Day after day he guides and inspires the action of the pupils and it is the teacher's ideals of life, his habits of action, his character that are making daily impress on the lives of the pupils. "The teacher is the leader and guide of a little republic" and he must exemplify the fundamental principles of a sound democracy in his control and management; sincerity, fairness, courtesy, responsible freedom, respectful obedience to authority, reliability and industry must be evident on every hand. Teachers should be allowed a part in the administration of the school as a recognized and responsible portion or element in their school work. Such sharing of responsibility promotes a wholesome relation throughout the working staff. What one gives makes for loyalty and a goodly number of the tasks involved in administration should be deputized to those teachers who are willing and fitted to assume them.¹

In order that a teacher may fill his place successfully he must have a certain high standard of ethics. Just here there is given a professional code, "---as a necessary factor in any serious consideration of Character Education."² In the preamble to the code we find that every teacher is automatically a member of the profession and thereby assumes important ethical obligations which set up a single high standard of moral character as fundamental.

1.cf.op.cit. p.15

2.ibid. p.16

A high standard of preparation in scholarship and training is a moral obligation and the ideal of the profession is service to the community. In relation to the profession each teacher should have a professional character, the essential attributes of which are idealism and altruism. Other items in this part of the code are: professional cooperation, which includes interchange of helpful ideas and avoidance of destructive criticism, as well as sympathy; professional loyalty, which means among other things an attitude of respect for the vocation and attendance at professional meetings; professional attitude (never solely commercial); and professional unity, the purpose of which is public respect and just methods of employment. In relation to one another, teachers are fellow craftsmen owing to each other the mutual cooperation and support that is found in legal and medical professions. They should safeguard the reputation of one another in all relations, refrain from ungenerous criticism, respect the rights of the profession before personal profit, welcome legitimate constructive criticism and honest commendation. In connection with the last point members should not adversely criticize either their successors or predecessors. The relation between supervisory officials and teachers should be one of confidence and cooperation, of faithful performance of duties, of mutually maintaining the other's good name, of confidential criticism which is constructive and not public or before other teachers or before pupils, of taking grievances to the proper medium and of placing appointment and promotions solely on merit. In relation to

the pupil and parent the teacher should stimulate the child to rise to the height of his capabilities through personal example, sympathy, justice, honesty, treating confidential matters as confidence and avoiding any embarrassment of the child, interviews with parents (clients), communications with parents and identifying himself with the plans and ambitions of the parent for the child. The relation to the public is one of loyal, unselfish service, avoiding controversial alliances, making known the educational opportunities available and fostering respect for the profession. Every teacher has an obligation to the code and should defend it against infringements. ¹ Many state associations and school systems to-day have a particular code as their standard.

The Democratic Organization of the School.

Such organization requires equal opportunity for all. Many educators feel that much of the retardation of pupils and early leaving of school is due to dissatisfaction with classes where individual differences are not recognized.

"Dissatisfaction which causes such drastic voluntary action on the part of the pupils signifies wrong character development and steps should be taken at once to change the conditions."+++Therefore the school organization should be adapted to the varying needs and to the future of the child as well as to the differentiated needs of society.---

'Differences between boys and girls in interests and attitudes are probably of far greater extent and importance for secondary education than are differences in mental abilities.'

1. cf. op. cit. p. 16-23

2. ibid. p. 23, 24

"Character Education depends primarily upon the establishment of favorable learning situations "which means arrangement according to individual needs, a curricula and courses of study arranged in definite units, and the possibility of transfer to another group when the need arises. Guidance is the keynote in character development. That is, to see that the classroom work is so organized that the pupil has freedom of initiative and that he is placed in the proper courses, studies and groups for his best advancement. The teacher has a threefold task here;

(1) To arouse a genuine personal interest in the new work.

(2) To assist the pupil to overcome individual difficulties and

(3) To lead him to a mastery of the subject and joy in the achievement. Development of character is a matter of individual volition, "a moral man obeys himself." This gives the problem of providing a guide for action under the various circumstances of life. In the Boston outline two morality codes are given. That which is probably the better of the two codes starts out with the words "Entering a larger life." We find these points in the code: Keep in your heart love and honor for your parents, study diligently and seek knowledge, be kind in thought and word and deed, be temperate, keep heart and mind pure, be honest and just, do not waste or be careless, use wisely, live and speak the truth, do not give way to fear nor look forward to trouble, be cheerful, rely upon yourself, love and honor your country, appreciate your influence and recognize your responsibility.

1. op.cit. p.24

2. ibid. p.25-28

The second code is probably all included in this one unless it be the points: be¹(physically) strong and be modest.

The next point in guidance is student government. The Boston conclusion is that it should be encouraged in every high school. It appeals to our national instincts and is training in democracy. "The high school boy is a creature of ideals"² and should be furnished with worthy objectives. There is no high school but that would benefit by some form of representative student organization the membership of which is selected by the students and which presents their point of view. At this point in the bulletin there is given an analysis of the returns of a questionnaire concerning student participation in school government. I do not count it of value for this thesis other than that it supports the Boston opinion given above. The analysis does bring out the need for "---a campaign of education concerning the qualities and qualifications that one should demand in candidates who would represent their fellow students in³the government of the school." The most common form of participation seems to be the Student Council with a constitution which is the outgrowth of the needs of the experiment in school control. The council seems to deal with 'the general problems of the school' and not merely discipline. The summary of the analysis has these salient points: student participation should be introduced gradually, machinery for administration should be simple,

1.op.cit. p.29,30

2.ibid. p.33

3.ibid. p.38

it should be the genuine desire of the student themselves, it is a cooperative matter (requiring faculty guidance), the faculty must be sympathetic and patient, and the plan must provide an opportunity for all students to participate. Student participation seems to help develop the important qualities of responsibility, initiative, leadership, fellowship, school pride and respect for order. It gives the pupils experience of use to them in life. There is given in the pamphlet a constitution for a student council in a boys' high school and one for a girls' high school. These Boston plans have provision for a faculty advisor (without right to vote) and class representation elected from the body of home room councillors. The common time for meetings is weekly or every two weeks. In connection with the morality codes and the student council a considerable use is made of posters made by either Howe or Mather.¹ A fuller account of student councils will be given from the Cleveland Social Guidance Work considered later in this thesis.

General School Activities.

One of the most important general activities is the assembly. Three important functions of the assembly are: (1) integrating the whole school by making available a common body of knowledge about the school and its problems, (2) developing intelligent public opinion through wisely guided discussion of school problems by representative pupils and teachers (3) presenting successful achievements of the school-curricular and extra-curricular- encourages the

1. cf. op. cit. p. 33, 38, 41-43

the activities. Some of the school problems which may come up in assembly are traffic, conduct on the street, educational or vocational guidance, problems of health, attendance, spirit of fair play, school finances, budgeting of the pupils' time, welcome of the freshman, celebration of anniversaries, and presentation of successful class work. The assembly may be the place for giving^a favorable start to some activity in the school. Similar to successful class work, "If the school exists to educate the pupils, it is necessary that the pupils share in the educative process of developing and presenting assembly programs." A wise and widely accepted plan is that of having an assembly committee, composed of teachers and pupils, who guide and determine the worth of programs offered. An outside speaker should be presented only when he can bring help to an activity already existing or to the launching of a new activity that is to be followed up definitely. The assembly is for the capitalizing of school success and discussion of school problems and not for the passive observation of distinguished visitors.

The home room period can be used for conferences on conduct in which the teacher can guide the pupil to conclusions. Do not demand a statement of these new codes formed, for they lie too intimately at the heart of the pupil's personality to be willingly revealed except through changed action. There are suggested centers for home room programs for each of the four classes. For freshmen, a study of the high school manual is suggested in order that they may discover those things which a pupil should know about the school and its administration and about appropriate manners in various school contacts.

The sophomores could study the various vocations open to trained persons in their community, appropriate home manners, personal efficiency analysis, and personal traits making for success. The juniors could study the great constructive inventions and discoveries which have liberated man's mind for constructive work, and appropriate dress and behavior for social functions. Makers of the world's great ideals, the ethics of business and professional life, and personal behavior in business could be the "core" for the senior program.

'Extra-curricular' is perhaps not a good name for those activities which arise in the curriculum and which are supplementing the traditional program as a social program. These meet the broad objectives of modern education and the theory that each individual engages in activities of many varieties in life. Assemblies, athletics, school council, school publications, and school clubs make up this social program. But, it is only through the school club correlated with school studies that EVERY pupil has an opportunity for self-development. The school club aims at good character, physical development along with mental and social health, vocational efficiency, social efficiency both civic and domestic, and profitable and wholesome use of leisure time. The social adjustment aim is the reason for club existence. The character value of the club is in the opportunity for self-expression in wholesome activities, in that it is a training ground for leadership which is socially-minded.

Clubs offer training in cooperative team-work and opportunity for the development of loyalty and for the overcoming of unsocial tendencies. A well principled program has time set aside for club activities and only those clubs are introduced which meet the aims of education; also, enough clubs are included so that the varied interests of all pupils are met. Each club should be sponsored by a teacher who is interested in individuals as well as in subjects and each club must stand for something worth while. The following are examples of the clubs in ^a a Boston school: Birds and Flowers, Booklovers, Business ethics, Camera, Cartoon and Poster, Debating, First Aid, Glee, French, Science, Stamp, Travel, and Writers. Boston values the National Honor Society, knowledge of which society is known to most schoolmen.

¹ The high school library is suggested as aiding Character Education in the following ways: through illustrative material, bulletin board publicity, group consciousness, individual inspiration and right use of leisure, helping in the choice of a vocation, and broadening the mind through the many phases of life activities offered for exploration and through the development of the social senses of honesty and responsibility and the rights of others.

For Social Sculpture, mural tablets, The Flag, honor rolls, announcement of student activities, thrift charts, films, exhibition cases and exhibits and moral and art posters are visible aids.

² One of the biggest opportunities for

1. op. cit. p. 49-52

2. ibid. p. 53-57

character development is through the study curriculum. The Boston Outline gives a suggestive program for the social studies, English composition, literature, foreign language, mathematics, science, music, art, commercial subjects, domestic arts, and physical education to be used in character development. A part of this program is taken from "Character Education Supplement to the Utah State Course of Study for Elementary and High Schools" which is considered later in this thesis. The value of some of the above subjects such as literature and physical education are more or less obvious to most schoolmen. Through English Composition, we can teach sincerity; through foreign language, understanding between peoples; through mathematics, the infinite and immortality; through science, the universality of truth; through music, reverence and satisfaction of emotional cravings; through art, beauty and the appreciation of the joy of living; and through commercial subjects, personal cleanliness and punctuality as well as poise and agreeable dress. In some subjects Boston assumes an indirect transfer of training as, for instance, fact-minded thinking coming from training in mathematics. I want now to give more fully the Boston program for one subject, i.e. The Social Studies. The general objectives for Social Studies are: to develop a spirit of individual responsibility, to show the interdependence among individuals and races with the resulting thought that there must be friendly cooperation among nations, respect for law, and to emphasize duties rather than rights. Next, the objective is to have understanding for institutions and laws, to show that industry

and thrift are necessary elements of success, to provoke discussion relating to public service and to commend the public servant who does his honest duty in face of unsympathetic comments,¹ and "To emphasize the fact that worthy citizenship is independent of race, color or creed, and is based rather upon high ideals of service."² The conclusion as to such a program as this is that social studies deal with man in his relations to society and the new method of teaching shifts the emphasis from learning facts to building attitudes. It is apparent that the chief values of these subjects are moral values. They render the service expected of them only as they emphasize the moral duty of studying the problems involved in the business of living together. The most direct approach to the development of good citizenship is found in social studies. They teach duties and privileges and develop truth, the foundation of society, of government, and of credit, justice, recognition of the rights of others, the foundation of liberty, loyalty to home, self-respect; and above all the inculcation obedience to law and respect for authority are taught in the Social Studies.³

Personality Records.

This is an account of a carefully organized system as used in a boys' high school where military drill was a part of the curriculum. It is based on the three virtues of reliability, manner (courtesy) and cooperation. The grades A, B, C, and D were carefully defined for each above term. A collective record of the reports of all teachers

1. op. cit. p. 59-65

2. ibid. p. 59

3. ibid. p. 59, 60

is made on the permanent record cards, that is, the boys' advisors place the average of the marks here. Before and after graduation these cards are consulted in matters involving promotion, honors, employment, letters of reference, and answers to inquiries from other institutions. A somewhat similar plan is used in a high school for both boys and girls. This plan is based on five qualities rated either positive or negative as the case may be. There are many things such as regularity in personal hygiene, use of leisure time, and home environment which it is hard for the teacher in a high school of any size to know about in regard to each pupil. For this reason reliability, initiative, aptitudes and tastes, manners, and cooperation were chosen as qualities worth estimating. These qualities the average high school teacher has some opportunity to judge and are capable of accuracy in measurement. The grade of each teacher is recorded on a permanent record card which has room for four years record and a space for special remarks. The record is used in case of discipline, failure in studies, honors, letters of inquiry, and applications for recommendation to prospective employers. The advantages of this system are: that there is systematic recording of marks, careful phrasing of descriptions, elimination of prejudice, simplicity of final record and ease of interpretation, definiteness of judgment and a union of records of individual and group judgments of teachers.

l. op.cit. p.69-75

"Character Demands With Reference to Pupil's Later Life."

Under this caption is given citations of the "evidence of good character" required for admission to various colleges and universities and to the business world. In this work use is made of "Your Personal Record" or "Wanted- a good job" and "Wanted- a good man" which is a familiar chart poster put out by The Personal Record Press of Kansas City, Missouri. To further emphasize this phase of the work, the example of an employer's selecting from applicants, people for an outside selling position is given. The four standards of truth, justice, courage, and obligation to others are set for those preparing to enter business. In this example self-management, with the character traits involved in the quality, was stressed as was enthusiasm for the thing you attempt to sell.¹

Cooperation with the Home and Outside Agencies.

The need for establishing contacts with the home for purposes of aiding character development is of paramount importance. The school has the child for only one third of the time; if its policy for character development is to be carried out the home must know what the policy is and likewise for full cooperation the school must know the home environment. This is the 'Educational triangle' of which the pupil is the vertex while the school and the home are the vertices of the base on which it rests. Contacts with the home can be made through the head master or teacher.

1. op.cit. p.76-82

2. ibid. p.83-84

Responsibility can be developed through report cards, attendance reports, and home study. "justice on the part of the school in dealing with its students inculcates a like trait in parents and pupils!"¹ Goodwill can be developed through Parent's visiting days, conferences, medical advice, and assistance in getting part-time employment. A visiting teacher can develop responsibility by suggesting home routine, asking cooperation in getting home work done (especially in scholarship failure), and in answering inquiries from parents. He can develop the pupil's sense of justice by aiding in securing justice for him at home, his sense of strength by suggesting an after-school job and looking after abnormalities as well as guiding recreation, his sense of goodwill by aiding in adjustment to some situation such as an unhappy home life (poverty), and finally his sense of loyalty by giving a true interpretation of the school to the parent and helping the parent to guide, rather than deny, the child to better associates. Boston gives large recognition to the Boy Scouts and to the Girl Scouts. The value of these is familiar to all.²

The rest of this bulletin is devoted to suggestions and situations through which such traits as honesty, sympathy, simplicity, industry, goodwill and justice may be developed. Following this are a collection of the sayings of great men and women and a mass of quotations illustrating the various traits, as well as a selected list of biographies.

1. op. cit. p. 84

2. ibid. p. 83-89

CHAPTER III

THE IOWA PLAN FOR CHARACTER EDUCATION

An American business man known as "The Donor" after the giving of five thousand dollar prize for the best children's code of morals in The National Morality Codes Competition of 1916 offered, through the Character Education Institution of Washington, D.C., a twenty thousand dollar prize for the best public school method for Character Education of children and youth. In order to give the collaborators in this research a good start he paid for the compilation of a volume of extracts from educational literature bearing on Character Education. This five thousand dollar work is known as "The Donor's Library on Character Education, Vol. I." The following are typical of the questions which were considered in preparing for the conclusions as to a method for Character Education:

1

"How to get children to understand and appreciate the wisdom of moral experience? How to develop personal convictions in matters of morality in the minds of the children themselves, and the will to live up to these convictions?" How to correlate school and home life in this work? "What Character Education should be given teachers themselves as a preparation for personal influence over character development of children?" The plans were submitted in such shape as was believed suitable for presentation to superintendents and boards of education desiring assistance in Character Education for their schools.

2

1. Pamphlet, "The Iowa Plan" p. III, IV

2. *ibid.* p. V

1

A. Foundation Principles.

There are thirteen of these principles as follows:

1. Have a Goal.
2. Measure the progress and the product.
3. The end is personal.
4. The end is social.
5. The end is practical.
6. The sure foundations of character lie in conduct.
7. Vitalize conduct through the sympathies.
8. Furnish the mind richly with imagery and symbols of right living.
9. Develop progressive skill in moral thoughtfulness.
10. Translate duty into beauty.
11. Familiarize children with the best of the racial traditions.
12. Awaken loyalty to a cause.

"Character is a by-product of a worthy cause made personal.", i.e. thoughtful selection of a cause plus loyalty to it. "The cause should usually be a real situation, always capable of being carried over into completed--thought or act." It must be within the child's grasp, should summon his discriminating thought, and should stand out as an end desired.

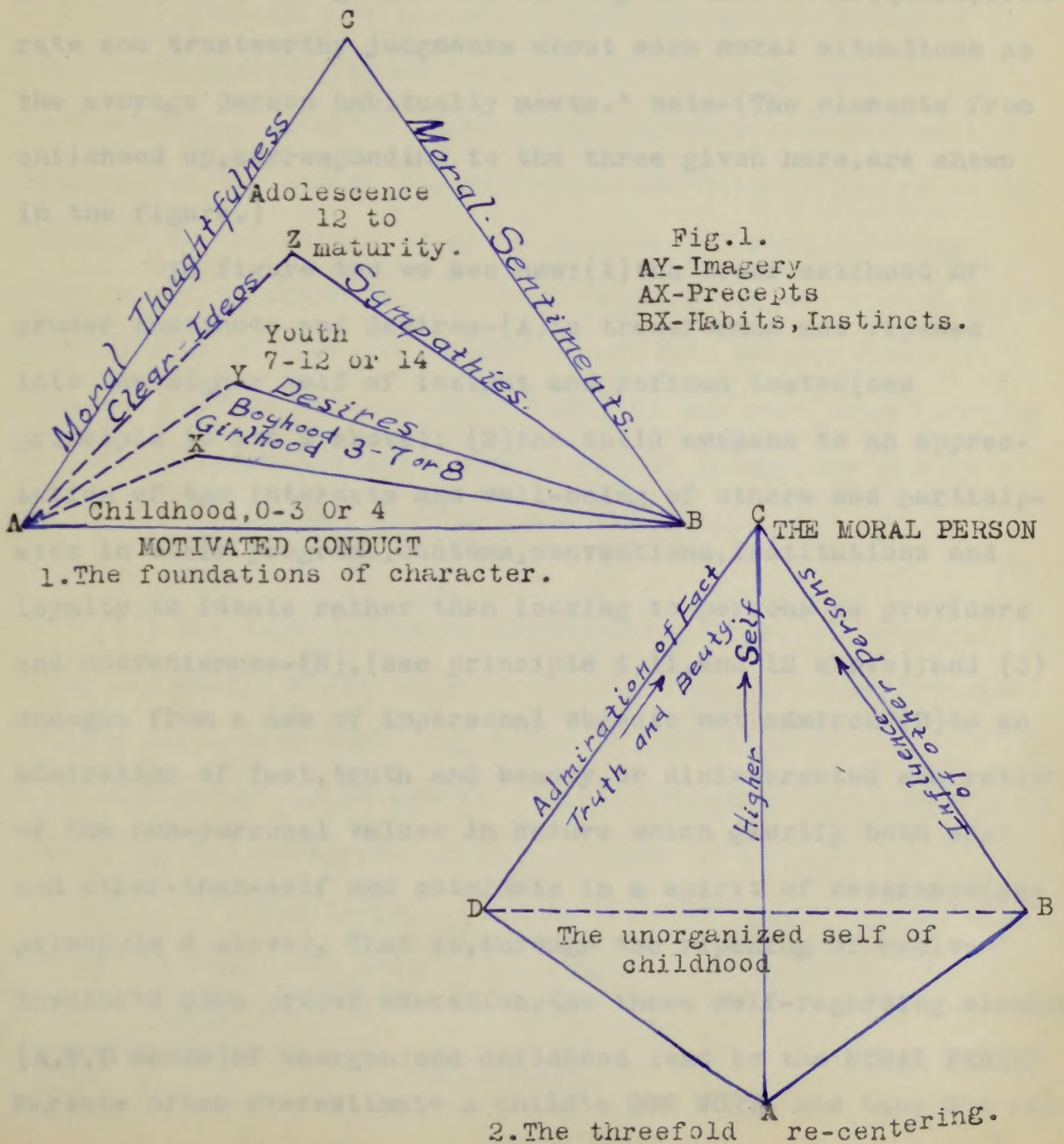
13. Stimulate the spirit of reverence.

"The person is morally safe who has reverence within his inner parts." Don't preach or pretend but "Feel

l.op.cit. p.1-5

after, with the child, the Life that is more than meat, the T Truth that is more than fact,-----." Respect for the laws of nature is an element in the truest reverence." Love of noble personalities is not unlike devotion to the Spirit of Life."

The essential points in these principles can be diagrammed.



In figure one we see that the sure foundation of the good life is conduct-(AB) i.e. moral ideas based on deeds, (see principle 6 above). Next in importance is moral feelings-(BC), (see principle 8 above). What the child thinks is right in later years will be in terms of what he has done and admired in previous years.

Last is moral thoughtfulness-(AC). "Practice in thoughtful self-control in the midst of the group --- is the keynote---of the good life." "No child should leave the public school who has not gained the ability to make clear, quick, accurate and trustworthy judgments about such moral situations as the average person habitually meets." note-(The elements from childhood up, corresponding to the three given here, are shown in the figure.)

In figure two we see how: (1) the lower selfhood of cruder instincts and desires-(A) is transformed and ripened into the higher self of insight and refined tastes (see principle 10 and 9 above); (2) the child awakens to an appreciation of the interests and well-being of others and participates in their programs, customs, conventions, institutions and loyalty to ideals rather than looking to persons as providers and conveniences-(B), (see principle 4, 11, and 12 above); and (3) changes from a use of impersonal objects not admired-(D) to an admiration of fact, truth and beauty, or disinterested admiration of the non-personal values in Nature which glorify both self and other-than-self and culminate in a spirit of reverence (see principle 8 above). That is, through the ripening of native instincts plus proper education, the three self-regarding elements (A, B, D above) of unorganized childhood lead to the MORAL PERSON. Parents often overestimate a child's OWN WORTH and thus his own

interests are far more vivid than those which reach beyond himself. The supreme task of education is to carry the child into the life of others and make self-centeredness impossible. His personality and dignity must be respected but the teaching of ethics as a subject, the extraction of moral blessings from other subjects, and the discussion of "virtues" for character are not necessary. Through practice the child should learn to respond naturally to the natural situations he meets.

1
B. THE GOAL.

(I) "The sort of person at whom the school aims (is) 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."

(II) For this aim there are "specific lines of preparation," The school must not aim in general at the ideal person. "There are nine situations demanding definite adjustment, "if one would be a moral person and in eight of these, projects may be devised for inducting the pupil into them.

1. Preparation for health.

"It is the business of the school, working out into the homes, to know that each child has the right nourishment, invigorating exercise, and habits of cleanliness."

1. Pamphlet - The Iowa Plan p. 6-8

"Ill health and anemia are the basis of moral delinquency, and are the nation's greatest liability." "To play, --- to feel the zest of being a healthy creature, full of animal spirits, is a sign of health and sanity."

2. Preparation for life in the group.

"The free space is used up." Every one must learn the trick of moving gracefully among his fellows or fail.

3. Preparation for civic relations.

Too often in a community a few lead and the rest follow. The school must change from a teacher centered to a child centered institution.

4. Preparation for industrial and economic relations.

The child should learn the satisfaction of productive work and the cost of a piece of money; he should see in a coin the symbol of justice and cooperation among men.

5. Preparation for a vocation.

"The beggar is a political outlaw." Likewise the idle rich and the fashionable slackers are a social menace. "Produce or suffer social disgrace", is a fair motto for peace.

6. Preparation for parenthood and family life.

"The home is the heart of humanity." Right breeding is the base of the triangle of life, ---. "When the school graduates from its doors a young man with a certificate of character it should know that he is full of chivalry toward women, tender toward children, and pure in mind and heart. The destiny of the race is dependent upon even his secret thoughts.

7. The mastery of tradition.

8. Preparation for the Appreciation of Beauty.

If the art impulse is aroused and trained it will automatically care for the use of leisure time.

These last three lines of preparation are no less important and the last two of these should permeate the entire life of the school.

9. Preparation for the use of leisure time.

The measure of the man is not the vigor, but the direction of release from the task. Crime is caused by unused and misdirected energies. Pupils should budget their time and use it profitably as well as enjoyably.

10. Preparation for reverence.

Little folks are most sensitive to the wonder and mystery of things. Let this be deepened, - "unless there is wisdom the people perish."

11. Preparation for creative activity.

To put the stamp of his own thought and effort upon his work is the natural right of everyone. The enrichment of life in the future will be by these smaller increments of individual initiative rather than by great discoveries.

1

C. THE ORGANIZATION AND CONTROL OF THE SCHOOL.

2

(I) The school a democratic community.

1. "The right organization of the school can alone go far toward solving the character training problem." "Kindly cooperation is the keynote of the moral life."

2. "The right solution of the problem of democracy can come only through the school, - through the life of childhood. Selfishness breeds pain and defeat; and true happiness comes more surely by giving one's best to the group.

3. "The organization of the school in form and spirit should be a democratic community." Practice the life of a democracy, in the school, using the home as a model.

4. "The schools of the world have been Prussianized." Horace Mann warned us of this in 1838. The mighty strength of German imperialism was founded upon the habits of subservience of the children in its common schools.

5. "The world is in danger of becoming anarchized unless the schools are hastily democratized." Russia is an example of the work of selfishness and greed. "The schools are the one great hope of averting such a calamity."

6. An example for us is the Kindergarten. (See the "mission kindergarten" of San Francisco established by Miss Stovall.)

7. "There are three distinguishing marks of a safe democracy whether in school or state."

a. "Collectivism, centralized authority, and leadership."

b. "Guaranteed freedom of thought and action to the individual and of his right of participation at every point in the collective will."

c. "Interesting agencies for insuring the adjustment of individual to individual and of group to group and for binding the whole into a living organization." Recognition of either of the first two alone means either autocracy or anarchism. The last (c) is the secret of democracy.

8. "The rightly ordered school must have both authority and leadership." "The school--represents the collective will of the state and must command the respect of teacher and pupil alike." "The teacher must accept her place as a kind leader of children---."

9. "The school should respect the individuality,

the initiative, and the personality of each pupil even to the youngest. "When vested authority cuts itself away from the group it is hardening toward its death. "The surest test of a right school spirit is that each pupil should speak spontaneously of 'our school'----."

10. "The democratic spirit in school brings happiness and health to all concerned." Artificial authority grinds the teacher down and breeds unmorality and immorality in the pupil. Undergoing discipline without whimpering is a trait of character nearly like that of a criminal taking his penalty.

11. "The mere physical appointments of the school can do much to make or mar the democratic spirit." Movable seats lend to group tasks and a spirit of comradeship.

(II) Student participation in the school.

1. "Student participation forms character."

If a student feels himself responsible for the success of the school, he rises to a new sense of the dignity of his own personality. A fair estimate of the value of student participation demands discrimination as to age in life, method, and meaning of student participation.

2. "Student participation does not mean self-government." It means that each shall bear his share of the joint responsibility of the group. In the purest sense no self-government is possible, for no man can live to himself.

3. "Student participation belongs principally to the later grades and high school."

4. "Student participation must observe

1. Pamphlet-The Iowa Plan-p.12-14

the natural differentiation of rights and duties."The real problem is,What "KIND of DUTIES"fall to the students'lot? A fair analogy is found in the state.

"The'inalienable rights' in the state fall materially into three groups."

a."Those belonging to the state itself over which the individual should have very little control unless it be in the long run and after the collective mind has had time to act, ---."(example-shaping a constitution).

b."Those in which individuals and the relatively stable government have joint concern as in the institution of marriage---."

c."Those belonging largely to the individual,and which the state exists to safeguard,as for instance,what he shall plant and where he shall sell."

Corresponding in the school life there is:

a."That in which school boards and teachers stand as the official representatives of the collective will and in which the students can have only advisory p^wer,if any at all, like---building a curriculum."

b."That in which school authorities and students may have collective control,as in the question of honor in examinations,---."

c."That in which students may have essentially complete management." This varies with circumstance and local condition.Pent-ûp powers are given expression and the load can be increased as capacity is shown.

5."Preparing the student and community sentiment for self-government." It should arise naturally out

of a felt need, and preferably from an already satisfactory school government.

6. "The duties undertaken must be of sufficient magnitude and significance to summon the best thought and ingenuity of the student body and to call out genuine leadership." (Not police duty originating with the faculty.)

7. "Students should undertake positive and constructive problems, not negative and preventive." In the latter case the pupils would be put in a critical relationship to one another and would often be merely a screen for the teacher.

8. "The students should be trusted implicitly." The officers should be primarily accountable to the student body. School authorities should show these officers the same respectful consideration within the range of their duties as they expect in return.

9. "In form the school government should be fashioned after that of the state." Thus, there will be no break when "they" enter the life of the larger republic. If thoughtfully undertaken in the right spirit this plan should always succeed.

1

(III). Government, discipline and punishment.

A few stable and useful doctrines from the great body of wisdom available on the question of school discipline are given.

1. A catalog of well established precepts.
 - "Corporal punishments are brutalizing to teacher and to pupil."
 - Never punish in anger.
 - Punishment should be for reform not retribution.
 - It should not be resorted to except as a necessary means to a desired end.
 - It should be fitted to the individuality of the child.
 - Discover the cause of the misdemeanor and work from cause to result.

The pupil should feel the majesty of the moral law that lies back of the teacher.
 Guided by a higher law, the teacher must show undeviating consistency.
 Appeal to the higher motives of self-respect; don't humiliate the child.
 Pass lightly by many faults; they will drop away of their own accord.
 Distinguish always between the child and his fault. The teacher's problem is to make obedience to law and order attractive; to aid the moral law. To follow it by compulsion is no part of moral discipline."

Occasions that demand punishment should be rare. Here I am reminded of a statement which is often used, "discipline is conspicuous by its absence."

2. "Misdemeanors are usually the direct results of pent up passions."
 Impulses slumbering in the heart of a child must find expression. These instincts can be harnessed and directed through normal activity and at the same time be backed by the interest of the child. Repressions of disciplinary victory will surely find their way to the surface.

3. "The way to moral health is through expression rather than through repression." "The game of the teacher is to turn selfishness into channels of higher self-realization---"that is, she must substitute or translate the bad impulse into a GOOD.

4. "The power of the collective will is the real control of conduct." The power of public opinion (collective judgment) should have full play in the school.

5. "The power of suggestion on the part of the teacher is her best instrument of control." Translate external authority (through art, etc.) into discipline.

D. SOME WAYS OF PRESERVING, DIRECTING, AND EXERCISING

1

THE ENTIRE INTEGRITY OF THE CHILD.

Nearly all of the modern movements in education have for their keynotes the preservation and direction of the natural tastes and purposes of the child; hence they further the interest of Character Education. Three aspects of this trend deserve special mention.

2

1. Noble Deeds.

This work is based on the idea of books of "Golden Deeds", evolved in Lexington, Kentucky, in which pupils record and illustrate significant moral acts with pictures. In this work children find new incentives and make judgments of moral worth in hunting through books and periodicals for choice bits of attractive illustrations. "This plan is based upon the law that whatever calls upon the creative energies of the child and leads him to wholesome self-expression is a valuable factor in his ethical development." The children are best grouped into three divisions: grades one and two, grades three to five inclusive, and grades six to eight inclusive. For the ideals the teacher selects a number of short, beautiful, suggestive, inspiring quotations from current or classical literature, suited to the age and mental development of the respective groups. The children then begin their quest for material to illustrate the ideals and make it up into a book which they call by any name which signifies "Golden Deed". The plan is varied in different grades; in the first it can be a class effort while in the older groups the work can be left to the initiative of the pupils, the teacher merely supplying the literary basis. In the first group

1. op. cit. p 17-24

2. ibid. p. 17-18

bodily cleanliness is a virtue to be dealt with; in the second, industry, personal honor and loyalty; in the third, a journal of daily incidents exemplifying active or positive exercise of the will (self-control, cooperation, etc.) in virtuous conduct and called, for instance, "My Treasury of Experience." Negative incidents are barred.

1

2. The Socialized Recitation

a. Rather than a search for flaws the recitation has come to mean a "think together" proposition, a time for closer contact with some thought-project. "In life, problems are not attacked usually by the isolated individual. "The problem will be better solved with the cooperation of others, who are like minded with respect to it. No individual will long continue or get the same conviction regarding a public moral question if studying in isolation."---a class of pupils may be regarded as in training for that intelligent like-mindedness which is essential for group action in public affairs.--Some of the greatest moral lessons are learned as a by-product of the regular activities in---the school. "In other words, we learn how to act in a social way by the practice of good conduct in all of the activities of the school. "The essence of this method is that it be conducted in such a way as to duplicate conditions under which people work in life outside---."For this there are three conditions: (1) "The class must work upon a problem which they feel to be socially worth while. "His motive for attack must arise from a recognition of the importance of the solution in life outside of school. (2) In solving the problem the class must work cooperatively after the manner of the committee of the whole. (3) Much of the initiative for the formulation and suggestion

for the solution must be accepted by the class as their responsibilities. The first is most important as the foundation is lacking unless the problem seems vital in life outside.

b. Examples of the Socialized Recitation.

There are many, see C.L. Robbins "The Socialized Recitation", or the experiment of Miss Ethel R. Golden given in the Iowa Plan.

The principal elements in the latter are:

The classes were organized and became not only democracies but republics with their proper officers and with a constitution framed.

A belief that no one has the right to arbitrarily restrict the rights of children.

One privilege at a time was conceded, i.e. restrictions were gradually removed.

The teacher was a friendly advisor, a director; with the class work in the hands of the chairman who gave the director opportunity to round up the work at the close, his presence was not referred to before this.

Requirements were spontaneously exacting. Speeches, debates and dramatization were used.

Pupils rated themselves, by a standard placed on the blackboard, then compared and reconciled their ratings with the director. The grade was sent to the office.

Success was marked even with poor pupils. This last method stated is the socialized examination. See also C Chapter IV of this thesis.

3. The Project-Problem Method.

a. Illustration of the Project-Problem Method.

The foundation principle in moral education is to carry the moral idea into action, to tie up the instruction with practical situations in life. To make a good cake or chair, or to raise a prize calf are common examples. Another example is the making and posting of signs to protect a lawn which is being trodden down by students.

b. Principles determining selection of projects.

i. "Every project should involve one or more problems that appeal to the child's interests and challenge his ingenuity."

ii. The problem and the solution should be the child's own devising and discovery, or should appear so, for he will work better with that which he accepts as his own.

iii. "The project should unify all the pupil's powers around some meaningful activity." i.e. be significant for him, for then "In its prosecution the fulness of play and the discipline of work are fully blended." Thus selfhood is integrated in worth-while achievement, personality is organized around a purposeful end, and this is the heart of "moral integrity!"

iv. Most projects should involve a community effort, for "the spirit of the group vitalizes the interests of each one." Social responsibility and fellowship are sponsored.

v. "The best projects are usually those that prepare for those pursuits that are socially desirable." To organize overmuch around children's interests is to make spoiled children. The teacher should identify their wholesome interests with the ideals of society. She is a mediator.

vi. Many projects are valuable for orientation, and for vitalizing the flatness of humdrum existence. To reproduce the customs of the American Indian is to give sympathy for another tribe and enrichment and appreciation for their own.

1

E. FITTING THE METHODS AND MATERIALS TO THE CHILD'S DEVELOPMENT

Following the questioning age, or age three and above we can divide child life, roughly, into three periods. The first, Free Play of Fancy, takes us to age seven and includes kindergarten and first grade. The second, thinking in terms of objects, begins in manipulation with objects followed by constructiveness with objects and takes us to age fourteen which includes grade eight. The third, thinking in terms of ideas, begins in blind striving and self-assertiveness followed by self-realization which takes us to age nineteen and includes grade twelve. The second period overlaps by beginning at age six, grade one, and the third by beginning at age twelve, grade six.

The waves in the stream of consciousness (Nascencies in development) for the first period are: objects in fanciful relations, spontaneous play impulse, dramatic impulse, finer sentiments, individualization, nature admirations, and symbolism (which overlaps first and second period); which are taken up in the subject matter and the method of story telling, dramatization, cutting, modeling, make-believe-fairies and fables, projects, plays and games myth and legend, and free expression. In the second period they are: (1) individualization, interest in detail, suggestibility, unmoral, self-centered, (2) gang spirit, hero-worship (which overlaps second and third periods), passion to count as a person, competitive socialization, adventure, restless striving, pubescence, and "Moral-interregnum"; # which are taken up in the subject matter and method of memorizing, heroes, "Case methods", projects, "Noble deeds", stories of great men, "Cubs", Scouting, and cooperative play and work. In the third period the waves in the stream of consciousness are: socialization, apprenticeship in citizenship self-realization, moral thoughtfulness, self-discovery, mental poise and stability, and organization of a new self-hood; which are conduct, moral thoughtfulness, elementary ethics, vocation and group ethics, idealization, socialization, adventure, fiction, and call to life and action. Corresponding to the ages from five to eighteen are the following centers of ethical emphasis, which stand out high in the thought of the teacher above the work of the various years as objects to be realized and points from which to direct details of the school. Furnishing the mind with imagery, free expression in the group, living together or confidence in

An expression from Hall

confidence in nature, mastery of tools of expression and of appreciation, knowledge of other times and peoples, mastery of the meaningful facts and events, clean strong life or chivalry, heroes of peace and science and invention, "Noble deeds" or great movements of thought and history, building of a great nation, self-discipline through mastery of the tools of knowledge, discipline and insight and discovery, specific lines of preparation for active life interests, moral thoughtfulness and then A MAN and a CITIZEN. (This outline taken from chart one page twenty-five.)

The selection of character training material will vary with the tastes and needs of children and their stage of development. Those which we have called periods in the above outline are in themselves necessities.

The kindergarten is perhaps the brightest spot in our present educational system. Its purpose is not to entertain but to make each day's activities a moral appeal through the finer sentiments, for "there is no period more fruitful for the awakening of a fine appreciation of the powers that lie behind things---" Selfishness will give place to kindness.

It is agreed that age six belongs to baby consciousness. From age seven to eleven there are three things to note: the imagination is not so delicate and the mind is less permeable to moral appeals, there is little improvement in the power to reason in abstract terms, and there is little improvement in the sense of moral responsibility. Children of this age are apt to assent to precept without much conviction. Awakening in case of the last two or three comes at approximately age twelve. This period (7-11) is a time for furnishing the mind with

choice bits of history, concrete facts and art. At the close of the period comes the gang spirit and the dawning of the social impulse. Here (9-11) is the time for team work, group activity, and a study of geography.

Thinking in terms of ideas comes in the high school period or ages twelve to eighteen. The high school curriculum should be rich in direct artistic appeals. The high school should capitalize the stock of social impulses in the awakening selfhood of adolescence. Here is a place for Emerson's "Self Reliance", for Sociology, and for the "Meditation of Marcus Aurelius." In the early part of this period or junior high school there should be: more projects calling out active self-expression, more sympathy and confidence on the part of elders, more chances for buoyant self-expression through biography and tales of adventure, more frankness in respect for the new selfhood (with dignity it will meet your expectation), and more calling out of the latent powers that are beginning to function, "Cast out the evil with the good". The senior high school should be a time of self-discovery through vocation, music, athletics, science, arts and idealism (close akin to religion if not really religion.) For further discussion of these periods see: Kirkpatrick, "The Individual in the Making"; Weigle, "Pupil and Teacher"; Forbush, "Guidebook to Childhood," and Hall, "Adolescence".

F. A MORAL CURRICULUM WITH A PROGRESSIVE PLAN, A DRIVE, AND A GOAL.

In the recent past most of the character education had no goal and no plan and in a few cases where it did have, it was indefinite and unorganized. We want to inquire

how the regular curriculum of the school may be a powerful agency in character development.

1. "The moral program here presented is not superadded to the regular curriculum."

The program should enrich the course of study by giving temper and content which will bend it in the direction of character training. Morality is not a preachment but a way of acting- a self-realization. The spirit of morality should dominate the entire life of the school.

2. "The school studies as they stand have moral content."

"If the teacher is occupied consciously--- with the direction of the whole tenor of her school towards true moral objectives, everything she teaches will both consciously and unconsciously help in reaching the true goal." Let us illustrate this from the fourth grade curriculum. (extra-curricular activities would serve just as well for illustration.)

3. SCHOOL SUBJECT	MORAL OBJECTIVES
Reading	Health and Happiness
Composition	Initiative
Grammar	Life in the Group
Geography	Reverence
Nature Study	Leisure Time
Arithmetic	Civic Relations
Writing	Economic Relations
Physical Ed.	Vocation
Physiology	Family Relations
Hygiene	
Arts	

(Based on Baltimore and Speyer school curricula.)

4. The moral curriculum must busy itself with problems, projects, and actual situations rather than with "virtues".

Virtues will take care of themselves; (the names of virtues should symbolize vital points in the child's

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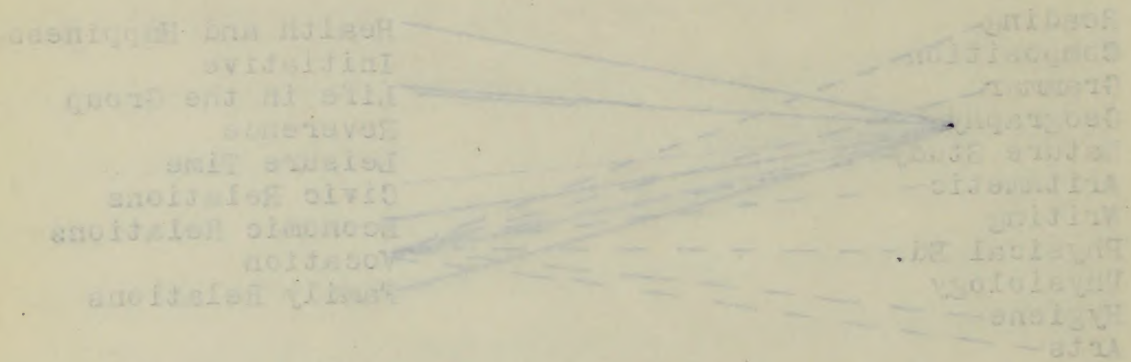
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illustrate this from the four grade curriculum, (extra-curric-

ular activities would serve just as well for illustration.)

MORAL OBJECTIVES

SCHOOL SUBJECTS



(Based on Baltimore and Speyer school curricula.)

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problems, projects, and actual situations
rather than with "virtues".

Virtues will take care of themselves; the

names of virtues should emphasize vital points in the child's

experience) and the program outlined here will keep the child's interest and attention on the outward meaningful situations, not inwardly upon himself.

5. Let us take a "bird's-eye" view of the project-problem method for character training in the high school. The suggestions given under the various heads correspond consecutively to the grades from six or seven to twelve.

HEALTH: Mosquito brigade or fly extermination campaign, trail blazing without injury to trees; protection of body against disease germs (an exhibit), sculpture work; writing a school creed, training-table menus, holding a tournament or managing the measuring and weighing of school children; entertaining a visiting team, or committee report of "Self Culture Through the Vacation" Griggs; athletics, heroes of science or committee report on martyrs of science; examples of overcoming obstacles (Roosevelt); athletics, "What Men Live By", Cabot; Scott and the classics on the same theme.

LIFE IN THE GROUP: Scouts or "Cubs", building something for Grade I according to their specifications; Scouts and Camp Fire, organizing round table for seeking "quests"; publishing school paper, carrying out lesson for drill and review which will help the class; Camp Fire act out the courtesies of Roman and Hebrew homes; forms of salutation in all countries, rewrite some of AEsop's Fables to fit present social conditions; Junior-Senior banquet as model of social forms; "The Cultivated Man" Eliot, class study friendship; impersonate classes in American life, "Loyalty to Loyalty" Royce.

CIVIC AND ECONOMIC RELATIONS AND VOCATION: Construct a class flag, establish a school bank, plan a picnic to come within a set price, collect insect enemies of trees; establish post office, expenditure

card to determine waste in school materials or from weathering of machinery in your district, estimate the cost of some product-labor's share-capital's share; work out the story of the builders of your community, construct a government on a desert island, carry out a cooperative store for the school, conservation of trees, shop visitation, organize an employer's council and labor union and settle disputes; select a delegate by the election methods of 1789, who makes our currency?, how many miles of turnpike will a dreadnaught build?; dramatization, in credit buying how much interest does the debtor pay?, value of system in business, value of truth in advertising, money value of courtesy; catalog organizations in your neighborhood, visit and study a bank, vocation clubs and self measurement (see Davis, Hyde); partial apprenticeship in vocation as part of school work.

FAMILY AND PARENTHOOD: Observe heredity in stock and poultry breeding; trace the evolution of homes; control experiments in cross fertilization, "The Meaning of Infancy" by Fiske; "Improvement of the Human Plant" by Burbank, "Carrying On" the present race problem; "The Blood of the Nation" by Jordan, committee report on race improvement; make family budgets, home life of great Americans, "Genetics" by Walker.

APPRECIATION OF BEAUTY: Live for a week "in training", collect pictures of Greek heroes in sculpture; create beautiful designs, a pageant of knighthood; a book of golden deeds; the best architecture in the neighborhood, carry out a plan to purchase a work of art, how to treat an enemy; origin and means of forms of civility, biography, study "The art of truth speaking"; collect pieces of music and painting with theme of Emerson's "Oversoul"; "Through Nature to God" by Fiske, art improvement of the school house, dramatize "The Christmas Carol".

MASTERY OF TRADITION by model, exhibition, and history of custom. ¹

Objectives such as reverence and creative activity do not appear in these headings, given. To have them there would be to discredit them. One other thing omitted is the significance of opening and closing days and the sacred days of the calendar such as Thanksgiving, Christmas, and Easter, and great birthdays. In suggesting these projects it is assumed that the regular school subjects are taught in the light of their relation to life within and without the school. Moral impulses are made fine when pupils are busy in mind and muscle with a worthy enterprise.

6. "Every good project stands for a widening stream of moral value."

"A study of "virtues" tempts one to cage up each of them in set days or weeks."

7. "The cumulative force of various sets of related projects."

Any one project idea has simple and complex elements which can be fitted to the various ages or grades."--- Principals who can see the school program in its entirety, should avoid the constant repetition---in celebrating the important days that come to pall upon the pupils and breed indifference."

2

G. MOVING PROGRESSIVELY TOWARDS THE OBJECTIVE

a. "Moving towards preparation for civic relations."

"The entire school group is getting ready for citizenship if only the activities of each day are good in and for themselves." "By wisely selecting the occupations and projects, and directing the activities of pupils, the outcome can, without limits, be anticipated."

1. The Iowa Plan-Chart III p.31
2. Pamphlet-The Iowa Plan p.33-35

Much stress should be laid on the forming of as many contacts as possible between the pupil and the things that are around him. In his civic relations training there should be, beside his clubs, projects and biography, a study of local institutions and visits or excursions to the city hall, factories, animal societies, and others which may be available.

b!Preparation for life in the family."

This is the most important and most baffling of school problems. If the teacher has a deep wish to lead toward ideal love and happy marriage she will consciously and unconsciously realize her wish in the spirit and emphasis with which she meets the child and the common school tasks. "To be successful in carrying out her wish, she need not say perhaps a single word about sex, nor wade through the facts of sex hygiene and sex physiology."

1!Secure the service of a woman either inside or outside the school who will be a wise counselor for the girls, and discover an expert among the men as an advisor for the boys"

2. Have occasional intimate boy group and girl group talks by advisor or teacher equipped for the delicate task.

3!Call in occasionally a great interpreter of life from the outside,---."

4."Arrange for confidential talks with individual students as occasion demands." Mischief in sex instruction usually attaches to wholesale methods. (i.e. giving advice which to the majority is least adapted.)

Regardless of prejudice there are a few precepts that seem important as guides.

1.op.cit. This last sentence based on Chart IV, p/34

a. Approach the sex question from above, from ideal considerations rather than from the practical. There must be a spirit and drive that impels life in the right direction. Use art, science.

b. Avoid filling the mind with imagery that is wholly apart from the moral appeal. The crudeness of physiology and hygiene have overlooked ideo-motor laws; pictures held before the mind unconsciously pass over into some type of expression.

c. "Respect the feelings of delicacy and modesty of all refined personalities."

d. "Let knowledge do its proper work." With a knowledge of race improvement through right breeding a young man would not despoil the human breed through foolishness.

e. Approach the question usually on the positive side. For cultivated boys and girls it is love and admiration, not fear, disease, death, and remorse, which pull.

f. "The strongest appeal is through the arts." Art appreciation is an idealizing agent.

g. "Show how ideal love has come only through self control."

h. "Open up all the vents of suppressed desires through the full and free expression of normal social and love activities." Art, including fiction, the dance, music, and social activities will bring the experience of sanity and wholeness that comes through expulsive emotions.

The love theme in art, those studies which concern providing for a home, those which concern heredity, the study of homes and families of the world, Life in the group, chivalry, and Mothers' Day observation all contribute to family relations.-This is from chart V p.35

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The love theme in art, those studies which

concern providing for a home, those which concern heredity, the

study of homes and families of the world, life in the group,
activity, and mothers, any observation all contribute to family
relations.--This is from chart V-25

H. THE CURRICULUM BY WEARS.¹

The chart example given is for grade four and since the bibliography on which it is based is not given it has no value for this thesis. A bibliography of material for classroom use can be borrowed from the Character Education Institute. Also, since this plan was published Mr. Starbuck has written in book form, a bibliography which has been published and is now available.

In building a curriculum the program must be so definite that the school will know where it is going and by what steps it will arrive. First inquire into the essential types of courses of study to learn what shall be the subject matter each year that needs enriching in a Character Education program. Discover such project materials as are consistent with both the prevailing curricula and the objectives of character training.

I. MEASUREMENTS OF PROGRESS AND ATTAINMENT.²

Equally important with end and method is the question of estimating the successes in having each pupil reach the desired objectives. "---Intellectual skills are not an index of moral health." Valuation of character is far more important than rating of intelligence. A good mental rating scale should be usable, valid, and establish objective standards for estimating attainment. Four examples of self-measurement scale or character test are given, ranging through primary grades, grades three to four, five to eight inclusive, and high school. More effort has been spent on the one for the high school scale

1. Pamphlet-Iowa Plan p. 36, 37

2. *ibid.* p. 38-40

and is the one we shall refer to here. Success in establishing a standard has not yet been reached but there is evidence that the scale is accurate enough to be useful. For each of the thirty points (items) in character quality there are four negative judgments and four positive judgments. In using the scale ten units or grade points are to be distributed over the eight judgments to indicate personal judgment as to the character strength in that point. In the use of this scale there has been a high degree of constancy in the average of plus and minus estimates for different schools and various groups. The mean variation of the plus and minus averages is small, showing they are not haphazard. If a group of students rate themselves and later repeat the operation there is a reasonably high correlation between the two ratings. There is reasonably high correlation between pupil's self-rating and the teacher's rating of him.

"The exercise in occasional self-rating is a valuable one,---". It is done cheerfully and it calls attention to points essential to character about which the student has never thought. It is a challenge to the teacher to treat the pupil as an individual, to take a more discriminating attitude, and to center the weight of his interest in those impulses and attitudes of the pupil that make for personality. Likewise the pupil gets a straight look at himself. Another chief benefit is that the test furnishes a common ground for the exchange of opinion of pupil and teacher who is professedly a helper. When there is discrepancy in the two estimates the cause should be sought. Of course there is a slight sprinkling of bluffers and self-deceivers whose assurance is to be softened and some self-distrust-

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ful who need stimulation. There is an important suggestive value in the questions and required answers. The tests should be kept at the teacher's desk and used each school day morning for two weeks, it is equally important with intellectual skills in education that we know that the child is attaining reasonably correct standards of moral conduct.

In the scale for grades five to eight there is a higher correlation between teachers' and pupils' ratings than in that for the high school. In addition to the tests presented in this report (which are perhaps most hopeful), there have been attempts made by professors Hyde and Fairchild. See also Profs. Upton and Chassell, *Teacher's College Record*-Vol. 20, p. 36-65.

The thirty items of character in the high school scale are: general health; physical vitality; bodily carriage; muscular control; work; facility; food and drink; mating instincts and desires; disposition; thoroughness; mental activity-apprehension-acumen; judgment; memory; imagination; tolerance; self-estimation; breadth-vision-grasp; courage; stability; tastes; honor; attitude toward family; attitude toward others; attitude toward society attitude toward officials; attitude toward religion; attitude toward money; attitude toward time; language; pastime and leisure.

J. THE TEACHER AND HER PREPARATION.

1. "The teacher as a moral leader."

The success of any course in character training rests, in large measure, upon the personality,

1. Pamphlet-The Iowa Plan-p. 41, 42

preparation and skill of the teacher. With the right teacher, pure in heart, the problem of keeping the flame of morality burning will solve itself. "Whatever the teacher puts into children is the surest of all investments in race improvement." "She must be the incarnation of the best traditions of the race, ---."

2. Some qualifications of the teacher.

a. Be very human (know books as tools but not bookish and not a slave to a course of study), have a vitalizing personality.

b. Be companionable (The moral impulse is infectious), one can do this and at the same time lead and direct.

c. Be well versed in the technique of the profession and in the science that underlies method and material, (such as psychology and ethics).

d. The teacher needs ripened insight and wide outlook. "Breadth of view should keep pace with the degree of appreciation."

3. Educational and normal schools have neglected Character Education, the humanizing and moralizing of boys and girls. The arts and practical ethics, or child study as a science in Character Education does not appear in the curricula.

K. COOPERATING AGENCIES.

1. The home.

The "First step" is first in importance. The school, as a gateway to the larger social self, is limited in character possibility by this most impressive school of character. There must be harmony; the home should know the purpose of the school.

2. Parent-teacher organization.

This cooperation between the home and school yields in the child a consciousness of social unity or community consciousness, purpose, and solidarity which is morally significant. Both institutions are centered on the child and he will desire to measure up to what they thus signify. The church could come in here too.

3. The church.

This monument to a great moral personality is the background of moral training in the schools. It teaches reverence for values and deepens respect for fact. It supplements the social value of the school by inspiring ideals, when it cooperates.

4. The church school.

It is made up of the boys and girls of the public schools and its function is to qualify them for efficient, happy membership in a christian community. In the curriculum content, experience with persons in actual life relationships is important. The laboratory method is used. Evidence of growth is a capacity to share in the complex social relationships of life.

5. The community.

This is first a spirit (not territory), a fellowship, and its essence is love. It is the family extended. Neighborhood cooperation develops it. The religious life is one of the best means for fortifying it. Factors in it are: neighborhood play grounds, cleanliness, social centers; the consolidated school and the community church. When the school becomes a public utility socially owned it becomes to the boy his very own. He will guard it and be loyal to it. The school cannot do this alone. A means is; for the public to take more active participation in its commencement and its celebration of national holidays and birth-

days.

6. Less formal agencies.

The Press: This is our national educator.

It can destroy morality by chronicling vices. In its interest in the schools it builds a constituency in the formation of whose ideals and values it exercises a determining influence.

The public library can be a provider of good literature.

The "Movie" is a competitor of the school through appeal to the dramatic impulses which suggest and stir imagination. In time of relaxation suggestion is more powerful. Thus, it can be a great force morally.

The Boy Scouts and the Camp Fire Girl organizations appeal to the spirit of adventure, romance, comradeship, loyalty, self-expression, cooperation, initiative and self-reliance. These are makers of junior citizens by giving the child rights and duties and practical serviceable living. They are a continuation school and supply recreational activity in leisure time.

1

The conclusion of this plan, then, is that there is just one project which is a National one. "It is--- the culture of humanity through childhood." The ends are becoming clean-cut in their definition and ways are opening i.e.

through muscle and heart as well as thought and through doing meaningful things together. The task of character research is

to try moral value projects under controlled conditions until

every teacher can know the entire program and its meaning. This is not found in a set "system", "The ends are personal, social and ideal." The method must foster purposeful, thoughtful, creative activity of the pupils. The self-realization of each and every pupil must be a community endeavor such that when the pupil goes out with a certificate of "Good moral character" it will be one hundred per cent true. THE TEACHER CAN BEGIN NOW.

CHAPTER IV

OTHER PLANS OR PROJECTS IN CHARACTER EDUCATION

A. The Buffalo, N.Y. Plan.

For reasons which we shall find as we study the plan, Buffalo places the emphasis on character in the grade school and especially in the early years of grade school work.

This plan is based on the objectives of Character Education as given in the Bureau of Education Bulletin No. 7, 1926 and on two morality codes; the one a "Moral Code for School Children" made public by Collier's Weekly and the other the W.J. Hutchins' Code. The Collier's code contains these points: courage and hope, wisdom, industry and good habits, knowledge and usefulness, truth and honesty, healthfulness and cleanliness, helpfulness and unselfishness, charity, humility and reverence, and faith and responsibility.¹

Buffalo, like Boston, considers the faculty as having a place of first importance in Character Education. The Principal's responsibility is to "bring home constantly to the teacher a keen realization of the fact that her first duty to the pupils is the fostering of right habits, attitudes and ideals rather than instruction in subject matter." He should emphasize the influence of the elementary teacher in her daily contact with the young child in his most impressionable years; and also the responsibility of the teacher of the foreign child for the development of true American ideals. The principal should maintain a democratic atmosphere so that

1. Dept. of Ed. Buffalo, N.Y. "Character Building" p. 7, 8

the teacher may feel free to discuss sincerely her problems with him.

In relation to the pupil the principal should feel that "Whatever is vital to the welfare and happiness of children is worthy of its share of school time", "He should strive to create so keen a sense of responsibility in the child toward his work that tardiness, illegal absences, and low standards of work are minimized." Through sympathetic explanation the child must be brought to see his responsibility, however small, toward his social group and in such matters as property damage. "Through well planned---auditorium activities even the primary child may receive the fundamentals of that which later develop into splendid patriotism as his life contacts enlarge." "The discipline of the school offers one of the most fertile fields for the creation of high ideals of character---. Here the principal should help the child to understand how the welfare of his group is dependent upon compliance of all members with rules or laws laid down for the common good." Parents may be led to cooperate with the school by the tactful approach of the principal. Through individual conferences, general meetings, and Parent Teachers Association, parents may often be given better ideals of sanitation and child feeding. Parents should be encouraged to visit the school frequently.

The teacher's responsibility in the moral training of children comes under two headings:

 l.op.cit. p.12,13

I. Knowledge as to what constitutes right conduct is essential. The sources of such knowledge are:

- a. The teacher's own conduct.
- b. Definite information with reference to conduct given as opportunities arise.

Children should learn that the reason for quiet habits of work is that they conduce to the comfort of the class and school, and that the reason for clean habits of mind and body is social as well as individual. Public opinion may be fostered so as to develop a proper social conscience. Just before Hallowe'en is an opportune time for visualizing the effect of the mutilation and destruction of property, that is, the child may be helped to learn to "stand in the other person's shoes".

- c. Definite moral knowledge growing out of the various school subjects.

Opportunities for this occur more in the content subjects. In Nature Study, interest and regard for the wonders of the world out of doors may be taught. History is a record of the outcomes of various lines of conduct by nations and individuals. Literature is a storehouse wherein dwell heroes for our leisure hours.

II. Knowledge alone does not insure right conduct.

Conduct depends upon the degree to which the proper response has become a habit and upon the degree to which the child wants to do right. E.H. Griggs said the school's important work is teaching the child what to love and what to hate. The best method of educating the emotional

life has not been clearly worked out as yet. However, we do know that our manners and our morals have been copied from those we most admire. 'We grow by what we love.' "The teacher directly by example and indirectly through a study of those characters in history and literature who best exemplify the traits she desires him to acquire can feed the pupil's instinct for hero worship." Correct habit formation can be furthered by community activities within the class or in the large contacts with the rest of the school. The cooperation of the parents is an important factor in character building and everything should be done to win it by urging their presence in the school. "---school and home need to realize that the child is a social organism alive and growing, and that because he is a child, not an adult, the teacher needs to understand the laws that govern child growth---." ¹

"The personality of the teacher and the principal is an absolutely indispensable agent in moral training" and they must be all they expect their pupils to be. They must be clean in body, mind and soul; trustworthy; honest and truthful; absolutely fair; and worthy of emulation. What a teacher is makes him a good example; sincerity is a fundamental virtue of character best taught by practice. "The teacher who can say, 'That was my mistake', or 'I do not know'; I will look up to." Pupils must be taught to realize from the teacher's attitude and treatment of them that she is not infallible. "She stands a little higher on

1.op.cit.p.13-15

1.op.cit. p.15

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1.0 p. 11, 12-13

the hill of honest endeavor and holds out her hand to help those who would follow." The pupil must find the example of the teacher a safe guide.

Character Training in the Kindergarten.

"In the kindergarten the responsibility for character training is great." This is founded on the principle---,that the surroundings of even a baby,influence his unconscious and,therefore,his later,more conscious life, the kindergarten is now hearing present day psychology affirm that many of the disturbances of adult life have their origin in the non-adjustments of children." "The kindergarten is the connecting link between school and home."Therefore,the kindergartner should meet the mother and bring her into the kindergarten.

In Buffalo,the kindergartners have a printed record card for each child and in September they make a record for each child for the purpose of pointing the way to future help. "Again in January and in May,the cards are marked and the kindergartner asks herself.'Wherein have I failed? What more could I do?" On the back of the card are printed these reminders: "Am I helping the child to be - reverent?-courteous?-kind?-joyous?. "The cards include physical records since physical health is a necessary basis for the strength the child needs in meeting life's demands." The free atmosphere of the kindergarten helps to a better understanding of children,as well as in their development of habits of self-control." To understand a child one

must observe him under conditions in which he is free to be himself. Also, control that comes from adjustment to a group of one's own level of age is the best kind of self-control.

With older children the child may have to follow too much or be the victim of his own whims, while with younger ones he may become too much of a boss. "Only with his own equals, under wise supervision, can he acquire the right habit of control and of social adjustment." "The happy atmosphere of the kindergarten furnishes one of the most important conditions for the development of character. Happiness is conducive to moral health." "The morning hymn and prayer of thanksgiving help to develop a reverent sense of God." Dependence of all upon Him may be studied through Nature's wonders by means of window plants, games, caterpillars, and other objects of nature familiar to everyday life. "Little people of kindergarten age have not a great sense of moral standards of life" and one of their first lessons is to learn to respect the property and rights of others, that is, to distinguish between "mine" and "thine". They can be made to feel responsibility by passing materials and seeing that every child is supplied with what he needs. "When children are taken on excursions they are taught never to take or destroy property that does not belong to them. Through talks the children learn that all people must work and that without the work of others their own well being would not be promoted." Luncheon time

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With older children the child may have to follow too much or be the victim of his own whims, while with younger ones he may become too much of a boss. Only with his own goals, under wise supervision, can he acquire the right habit of control and of social adjustment. The happy atmosphere of the kindergarten furnishes one of the most important conditions for the development of character.

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gives an opportunity for instruction in social habits and table etiquette. In the elective period working together in groups, especially in building, each must respect the ideas and desires of the others in order to have a complete and attractive whole which satisfies all.

The fundamental idea of the kindergarten is the continual thought of others. The children can be made to feel the force of public disapproval by being excluded from the group when they are disturbing or when working or playing unfairly. The choice of material in the free work period is good training in initiative and independent thinking and gives the teacher an opportunity for observation of each child with a view to helping him. Circle talks teach the interdependence of man, games teach courtesy and ability to be a good loser, and handwork teaches accuracy and respect for other's rights. Through stories, the kindergarten aims to give the child high ideals and to train him emotionally in kindness, sympathy, justice, and loyalty. Dramatization develops right attitudes toward cleanliness, courtesy, honesty, cooperation, and gratitude. "The spiritual side is one of the greatest, but most intangible steps in character building. By means of Easter, Christmas, and Thanksgiving talks, the child may be given a simple and loving faith which will in later years be of great value to him. The cultivation of character is the underlying purpose of all kindergarten activity."

MUSIC: 'Singing is closely related to health, to

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choices,---;consequently it is vital to the character. A man's success in life depends largely upon his courage, peace of mind,freshness,hopefulness----. Singing is helpful in all these directions. To make a man is more important than to make a mechanic;to make a good man is more important than to make a great man; to make a joyful man is more important than to make a brilliant man.' "It is our duty to guide children in the appreciation of good song material." It is not sufficient in education to present ideas alone but high ideals as well and many special examples of them. Descriptive pieces of music acted out develop imagination. Choruses and glee clubs develop the social side of life and inculcate courtesy. Finally,music is one great factor providing for good use of leisure time.¹

In the study of art we find that the instruction relates itself to the general purposes of the community; specified as Life,Liberty,and Happiness,as well as to the Common Defense through cultivating the creation of more beautiful homes,cities,and countrysides.²

The character traits of neatness,accuracy, industry,perseverance,honesty,cooperation,respect for the rights of others and initiative are cited as being capable of development through Manual Training.³

Through Penmanship habits of neatness,order, courtesy and carefulness can be developed. Play instills in

1.op.cit., p.18,19

2.ibid. p.20

3.ibid. p.23

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- 1. Ibid., p. 18, 19
- 2. Ibid., p. 20
- 3. Ibid., p. 23

our children habits of training for physical fitness as well as self-control and quick thinking.¹

Character Training through the School Assembly.

"One of the most effective devices in character training is the school assembly." The assembly brings satisfaction to the children and they receive with pleasure whatever lessons the program presents. "The plan in general use is that of having each of the rooms, prepare in turn, the entire program for the week." The room giving the program chooses a chairman who sits at a desk and presides during the entire meeting. The first number of the program is generally the flag salute followed by "America" or "The Star Spangled Banner" and in some schools a prayer is recited by one of the pupils. The theme for the program is selected from among the current interests of the time. Ideals of good health and hygiene can be demonstrated by drama, reading, recitation, and song. The lives of great men and women and good books can be used in the assembly program. Health posters can be presented in the school assembly. Through stories "Safety First" and "Fire Prevention" can be taught. The victrola and piano can play their part in music appreciation. A type assembly program of three parts is given: Patriotism, Health, and a Study in Telling Time. Following this is a list of source material for the programs.²

STUDENT GOVERNMENT: The Marshal system of student government is used; "Of All, By All, For All". The marshals

1. op. cit., p. 25

2. ibid. p. 27-29

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STUDENT GOVERNMENT: The Manual system of stu-

dent government is used; "Our All, By All, For All". The manual

I. op. cit., p. 25.
2. Ibid., p. 27-29

are elected annually by popular vote and every child from the first grade to the eighth is under the direction of the marshals. Buffalo gives a positive answer to the following questions concerning the system: "Are the marshals elected by the children, capable?", "Do the children respond to a government by their peers?", "Does such a system really function?", and "How does the responsibility affect the character of the marshal?". The children learn to take care of themselves and, through eight years of school life, they practice, and have set before them, in an impartial yet kindly way, definite standards of responsibility, fairness, obedience, courtesy, and punctuality.

Children's Clubs in Training for Good Citizenship.

Clubs are a means of giving the child pride and satisfaction. Perhaps we fail to understand how early in life the child may become a participant in the civic life of school or community. In the past we have been preparing the child to be a citizen "bye and bye" instead of emphasizing the fact that he is a citizen now. We can train him very early in life to take a personal interest in community betterment. Nothing seems to do as much along this line as the pupil's own organizations. The clubs can handle special birthdays and patriotic occasions, as well as have standing committees to report on safety, care of public property, kindness to animals. Among these clubs are such as "Little Citizen's Club", "Uncle Sam's Boys and Girls",

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 I. op. cit., p. 20, 21

and "Young American Citizens' Club". A ritual is given for each of these but is such that any school can, without much difficulty, work out one for its own club.¹

The school patrol is another means of Character Education. Its purpose is to insure the safety of the children in and around the school building. It also tries cases involving violation of safety rules such as those concerning street safety zones and "hooking" trucks. The trial board is made up of a boy and girl from each grade above the fourth. The student tried has an opportunity to defend himself. The well being of others and impartiality are sought by the president or secretary calling on the faculty for advice. The patrolmen themselves, through their duties, are personally influenced and are a good example for their associates. They willingly sacrifice their play time in the performance of their duties.²

Buffalo gives an important place to The Boy Scouts, Girl Scouts, Camp Fire Girls, and Girl Reserves. Material and literature for these are everywhere easily available. Also, Buffalo values awards as a means of character training. "Awards ---, if properly used and not made an end in themselves, have a practical and definite value in stimulating pupils to greater endeavor and the formation of habits that pass over into character formation." Right actions to become fixed and stable habits must be followed by satisfactory results."

"Positive satisfaction should follow moral conduct."

1. op. cit., p. 31-36

2. ibid. p. 36, 37

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1. 1931, p. 21-22
2. 1931, p. 22, 23

"Emphasis should always be on the virtues rather than the faults." Praise truthfulness when it takes courage to tell the truth. Public opinion is an important factor in solving such problems as punctuality. The Sons of the American Revolution and Daughters of the American Revolution award annually to an eighth grade boy and an eighth grade girl a medal for the best exemplification of good citizenship. The basis for this award can be obtained from these organizations. One school marks the members of its graduating class on the following characteristics of deportment; self-control, effort, dependability, industry, cooperation.

The rest of the pamphlet on the Buffalo plan is given over to four items: Monthly Topics and plans for study in a yearly school plan for character building; "A Year's Program in Primary Grades"; material on the "Qualities Which Make for Sound Character"; and illustrative material such as Washington's Rules for conduct, books, pamphlets, Magazine articles, stories, poems, pictures, posters, and "Slogans, Mottoes and Memory Gems".

The basic principles underlying manners are: Reverence, Obedience, Honesty, Responsibility, Unselfishness, Loyalty, Perseverance, and Purity. For each one of these prin-

1. op. cit., p. 37-43

2. ibid. p. 43-87

... always be on the virtues rather than the
... 'Practical' ... when it takes course to tell
... the truth. Public opinion is an important factor in solving such
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I. 10. 11. 12. 13. 14.
2. 15. 16. 17. 18. 19.

B.Character Education Work in the LaCrosse Public Schools.

The work is outlined in bulletins one to six plus a mimeographed outline for a "Morale Campaign". Bulletin number one is bound separate from the other five, and entitled:

"A Handbook of Manners for LaCrosse High Schools."

This pamphlet is issued on the premise that "Poor manners,----, have become particularly noticeable during the present generation." Courtesy Week and the daily lesson in the newspapers are cited as evidence. I would say that such a work is a necessary way of filling rightly, a common need rather than a cure for an evil.

True manners are not something to be put on and taken off, a means to an end; manners worthy of a self-respecting citizen are the result of fair thinking and unselfish desire, an outward expression of an inward fineness. Emerson says: "Manners are the happy ways of doing things, each one a stroke of genius or of love, now repeated and hardened into usage." "No man can resist their influence. Give a boy address and accomplishment and you give him the mastery of palaces and fortunes wherever he goes." "When inconvenience, which might be avoided, is occasioned by one person to another, there is a violation of good manners."

The basic principles underlying manners are: Reverence, Obedience, Honesty, Responsibility, Unselfishness, Loyalty, Perseverance, and Purity. For each one of these principles there are given points to be developed by the teacher as he thinks best. These points are in the nature of a broad

A. Character Education Book in the LaGrange Public Schools.

The work is outlined in bulletins one to six plus

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This pamphlet is issued to the teachers first

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person to another, there is a violation of good manners."

The basic principles underlying manners are:

Reverence, Obedience, Honesty, Responsibility, Wholeness,

Loyalty, Perseverance, and Truth. For each one of these prin-

ciples there are given points to be developed by the teacher

as he thinks best. These points are in the nature of a broad

and cumulative definition. Following these points for each quality of principle there are given specific modes of conduct which grow from the principle when it is held as an ideal. For example, under reverence we find: reverence for age, with directions as to just how and when to show reverence; reverence for members of the family; reverence for womanhood; and respect to the public. These can be emphasized by discussions or through tableaux and one act plays written by the students. 'Politeness is the oil which preserves the machinery of society from destruction.'¹

In connection with this there is given to each student a "Civil Code for Students" printed on a small red card. The purpose of this is "To make me a better citizen---." Each of the six points given start with "I believe". The points are: loyalty, respect for property, doing one's best, physical fitness, responsibility for citizenship, and democracy.

Bulletins two to six inclusive are given over to the five subjects of safety, fire prevention, health, manners and conduct, and bird study. In the general statement for Safety Education we find the aim is to "Make the community a safe place to live in---. This education should make the other subjects richer and more vital."²

For each of the topics there is given a definite and specific study outline with content material for each of the eight grades. With the "Safety" outline

1. Bulletin, No. 1, Handbook of Manners, LaCrosse p. 3

2. Bulletins No. 2-6, LaCrosse. Board of Education p. 1

and committee... following their...
...of... there are given...
...from... when it is held as an...
...under... we...
...to... and when to show...
...of the...;... for...
...These can be emphasized by...
...and one... written by the...
...is the... preserves the... of... from
...destruction.

In connection with this there is given to each
student a "Civil Code for Citizens" printed on...
card. The purpose of this is "to make us a better citizen."
None of the six points given... "I believe". The
points are: respect for property, respect for...
physical fitness, responsibility for citizenship, and democratic...
Politics two to six inclusive are given over
to the five subjects of art, the prevention, health, manners
and conduct, and... In the general...
...to find the... "There is no community
a safe place to live in... This education should make the
other subjects richer and more vital."

For each of the topics there is given a
definition and specific... with content...
for each of the eight grades. With the "Bible" defined
I. Religion, No. 1, Handbook of...
2. Religion No. 2, ...

there is given a short bibliography, and also the suggestion for an organization of Safety Scouts in the upper four grades. In connection with the course of study for health there are given two score cards: one for scoring Adequacy of Diet for a Typical Day's Food and one for scoring General Food Habits. In the Bird Study work one bird is studied each week. Comprehensive study directions are given and also a good bibliography.¹

The Morale Campaign was carried on by means of eight "Character Builders"; one for each week over a period of eight weeks. The objects of the campaign were: to build morale, to develop industry, to improve scholarship and to reduce failure, to stop stealing, to create respect for books, school property and authority. The campaign was outlined in a faculty meeting and launched through student group conferences. The eight lessons, one for each of the eight "Character Builders", were issued in sequence. The first class period of each Tuesday morning was used for discussion of the lesson; the lesson being given out at that time. The lesson was to be emphasized throughout the remaining weeks whenever opportunity presented itself. Inspirational quotations, posters, essays, and even an outside speaker for assembly might be used to keep the character study before the pupils. The teachers were urged at all times to insist upon practice of the lessons. Each of the lessons was

 1. op. cit., cf., p. 2-9, 14-25, 32-37

prefaced by the following quotation:

"To secure the healthy growth and the harmonious development of the powers of the individual to fit him to be the best and to do the most of which he is capable."

Each "Character Builder" is stated somewhat as a slogan, for example for Honesty we have: "Of all crafts, to be an honest man is the master craft". This is followed in each case by a code for the particular character builder. For the last "Character Builder", Work, there is given, in addition to the code, causes and corrective instruments for poor work; technique and suggestions for improving reading ability; and (for the teacher) instruction and example for making a good assignment.

The eight "Character Builders" are: Home and School Responsibility, Honesty, Good Manners, A square Deal, Courage, Loyalty, Service, and Work. LaCrosse makes use of "Your Personal Record" - "Wanted - A good Job. Wanted - A Good Man" chart in connection with this work. This is the one used by Boston and published by the Personal Record Press of Kansas City, Missouri. (This account of the Morale Campaign is taken from a mimeographed outline of the same.)

choice poetry. Detroit Junior High School used the large picture charts for character building which the Child Welfare Association of New York published. Others worked out an outline with a code of conduct or a checklist which they used.

Other devices used are: telling sayings or bits of poetry

1. Cleveland Social Guidance p. 15

C. Social Guidance in Cleveland High Schools.

The Character Education work which we now consider is not so much a definite plan or system as it is an account of various ideas which have been tried out in the different schools of the Cleveland system. As stated in the preface of the report on the Cleveland work its chief purpose is to make it possible on a much wider scale for each school to profit by the experiments and success of the others.

1. Methods of Moral and Social Instruction

Glenville High School gives a brief course in its twelfth year English classes which covers the main subjects studied in the average college course in Ethics.

Such instruction is given in regular classes, especially in vocational, English, and civic classes; but also in physical training, journalism, home room or advisory period and in assembly.

Important topics, "Manners and Conduct"-(Allyn and Bacon) and the "Children's Code of Morals" by W.J. Hutchins were used in this work. One school used a calendar which they made up and on which were printed pointed suggestions and bits of choice poetry. Detroit Junior High School used the large picture charts for character building which the Child Welfare Association of New York publishes. Others worked out an outline with a code of conduct or a catechism which they used.

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"Manners and Conduct" - (Allen and Mason)

and the "Children's Code of Morals" by W. J. H. Robbins were used in this work. One school used a calendar which they made up and on which were printed pointed suggestions and bits of choice poetry. Detroit Junior High School used the large picture charts for character building which the Child Welfare Association of New York published. Others worked out an outline with a code of conduct or a catechism which they used. Other devices used are: telling sayings or bits of poetry

printed on neat cards which can be carried home or kept between the leaves of a book, rules of conduct illustrated by story to avoid the "preachy" way in ethical precept, (cf. problems in the Advisory Period, "Kindness Week", drama presented at assembly, and recognition there of accomplishments made by the pupil in leisure time.

There are some schools in which definite programs for the advisory period are planned for a whole term. Bulletins announcing each program are sent out ahead to teacher and student leaders. Some teachers criticized the advisory period discussion as being received negatively by the pupils. The chief criticism by the pupils themselves was that the discussions under-rated their intelligence and that they had little choice of subjects. 'When to take off your hat in speaking to a lady' is a subject to their liking. It is a question varying according to grade and the choice of the pupil at the risk of systematic consideration of important topics. One thing is certain, immediate school problems should be used when available as the means of teaching general principles, and teacher influence is always necessary. This is best summed up in the legend used by Rawlings Junior High School teachers: "There is a wealth of entertaining talent among teachers and pupils which should be capitalized for making school the alluring place which it ought to be."

1. op. cit., p. 16-18, 23, 25

2. ibid. p. 18-23, 26

2. Methods of General Instruction having Moral and Social Value.

The Socialized Recitation in which there are two types of organization: those organized with officers elected and those organized on a city manager basis. In some of these classes the pupils are allowed to list topics which they wish to investigate. Cleveland holds that "---the socialized recitation which bars the teacher from enriching the discussion and controlling it by his wider knowledge ---is a hampering doctrine."

The Project Method. The English classes of Empire Junior High School set to work to discover the most important ethical ideals and expressed them in the Empire Creed. The project method teaches team work and social activity and "---is of value for character building not only when the immediate end is a formulation of ethical ideals, but when it is well used on any subject---." These two methods are fully discussed in Chapter Three of this thesis under the Iowa Plan.

In Cleveland they insisted that the coach develop sportsmanlike qualities in athletics and this was stressed by pupil, teacher and speaker at all rallies. In Military Training, actions worthy of the uniform were stressed¹ and the boys were used in traffic control.

3. The Student Council.

"Characteristic of present day educational practice is the effort to give as much responsibility as possible to the students themselves, to develop initiative and prepare the young people for social serviceableness and good citizenship in after life by allowing them to control their own activities----."

1. op.cit., p.28-34

2. op.cit., p.35

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the discussion and controlling it by his wider knowledge
---is a dangerous doctrine.

The Project Method. The English classes of
Wright Junior High School set to work to discover the most
important ethical ideals and expressed them in the history
class. The project method teaches team work and social
activity and it is of value for character building not only
when the immediate end is a formulation of ethical
ideals, but when it is well used on any subject---. There
are methods and fully discussed in Chapter Three of this
thesis under the term, Plan.

In Cleveland they realized that the teacher
develops spontaneous qualities in children and this was
attested by pupils, teacher and speaker at all rallies. In
Military Training, actions worthy of the uniform were discussed
and the boys were well in field control.

3. The Student Council.

*Characteristic of present day educational
practice is the effort to give as much responsibility as
possible to the students themselves, to develop initiative
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good citizenship in later life by allowing them to control
their own activities---

Participation in school government or the Student Council is the highest embodiment of this ideal. The Student Council ranks above clubs and all other student organizations and is the highest expression of the will of the student community. There are five or six forms of organization in Cleveland.

a. Representation by Home Rooms or by Classes (Semester Grades)". Representation by Home Rooms seems to be the better. Reasons for this are: the channels of communication between the council and the student body are kept freely open and the council is effective as the democratic expression of the will of the school, each home room has a member on the council who can report the action of the council the day before and carry back to the next meeting the desires and opinions of the home room.

Where this plan is not used the actions of the council have to be made known through bulletins and the school paper. One school using class representation attempted to overcome poor connection with the entire school by allowing each home room a visitor or reporter at the council meetings who could suggest but not vote. This produced friction as the visitors often outranked in ability those on the council chosen by new classes who necessarily could not choose wisely."

b. Representation by additional members. In case the council is made up of Home Room representatives additional full right members can be elected from classes of from the school at large, and from the faculty (council advisor). In some schools the Principal, captains of the athletic teams, and editor of the school paper are members.

The plan of allowing clubs and other student organizations to be represented on the student council by the "Additional Member" exists only in a slight degree in Cleveland schools. However, the plan would seem to be good as it would link closer together the various organizations and activities. One difficulty in home room organization is that the lower classes are more numerous in numbers and thus have more home rooms and more representatives on the council. This could be overcome by the "Additional Member". However, it is not entirely a disadvantage, for the younger members receive good training in looking to and following the maturer members while these receive training in leadership through the exercise of their ability and experience.¹

c. Home room presidents as student council representatives. The advantage of this representation is that "The man with the largest responsibility---is most cautious about giving---(it)and most effective in accepting it"-a principal.²

d. Organization of the student council membership in two or more bodies. Example: a larger body called an assembly or congress and made up of home room representatives, which meets monthly. This can be divided into groups which meet each week with the chairmen of these groups plus four members at large making up the executive council which also meets each week. Or, an executive student council of say eighteen members can be elected at large from the congress.³ The two bodies cooperate.

e. A student council of home room representatives but modelled after some outside political organization.

1. op. cit., p. 39-42

2. ibid. p. 42, 43

3. cf. ibid. p. 43-45

The first of these is that the student body should be organized

to be representative of the whole body of students in Cleveland

Members exist only in a slight degree in Cleveland schools.

However, it is not so good as it would be if they

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difficulty in these forms of organization is that the lower classes

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ability and experience.

1

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Some features of this are the City Manager Plan; two, school, political parties with registration of voters, an election and a special extra edition of the school paper for the election. In regard to this, one principal says that when the political platforms are framed and based on school conditions it gives the students not only training for American citizenship but a personal interest in methods which will make theirs a better school. Another says the organization is artificial and that "A school organization should be a matter of growth according to the needs of the group."¹

f. Relations and methods.

The relation of the student council to the faculty varies as does its success. In some instances there is a faculty member present as advisor; in others the principal presides with the council as advisor. In another instance a faculty advisory committee is elected by the council and cooperates with the council but does not meet with it. Again the right to attend council meetings at any time is extended to the Principal or to the whole faculty.

Where there are a junior high and a senior high in the same building it is a question of whether there should be one council or two. South High School makes two possible by limiting the spheres of each.

Longwood High School gives continuity to its council by electing its members for a year but electing only half each semester.

At East Technical High School each council

members is required to be on some committee. Also members for committees may be chosen from outside the council, and sometimes even, a committee chairman is chosen from outside. By this latter method a student who has not been regarded as eligible for a responsible position or who is backward and discouraged may be given a chance and often the effect on the student in giving confidence and new ambition is great.

If a student council's function is merely police duty, maintaining order, its work is primarily negative yet even this gives it large value. It is better to have students themselves checking abuse than to have them reluctantly obeying external authority. The student council may have supervision of clubs and the issuing of charters, of the school supply and book store, of a lost and found department, of ticket sales, large school projects and of social affairs beside the court for trying school offenses.¹

4. School Clubs; The School Paper.

Only a small part of the student body is included in the membership of the Student Council; for the others, training in associative activity must come through the various clubs. This necessitates placing a limit on the number of activities which a student may take part in. In East Technical High School a student may belong to no more than two clubs. In some schools the clubs meet regularly in an activities period which is set aside for that purpose. The reasons for limitation are: prevention of club monopoly.

1. op. cit., p. 48-55

by popular students, and club membership merely for the honor of belonging with its subsequent detriment to the club.

In some schools the clubs are under central supervision and the faculty advisor rates the efficiency of each member.

In most of the Cleveland Junior high schools the clubs do not choose their own members. In one school the student is asked to indicate first, second and third choice for club membership and he is assigned to the club of first choice if possible. In this school all students belong to a club. In another school membership is compulsory for the upper grades yet spontaneity is not lost. Meetings are some times after school on the student's own time.

Formation of new clubs is made quite easy on the theory that with ease of formation goes ease of discontinuance. All that is required is a purpose, and approval. In one case a model charter is furnished. In contrast with this is the abolition of all clubs in Glenville High School because it was thought that the evil of the fraternity, clique spirit, elaborate social functions, and sharp racial lines had developed. In place of these there have been allowed definite organizations such as Garden Clubs and Radio Clubs. The few of the old clubs which continue to exist outside of the school are not recognized by it.

In one school a special club room has been established where girls having afternoon engagements can wait instead of wandering in halls and streets. Cleveland believes that the use of honor clubs is an effective means of making high ideals a real power in the minds of students and the

enlistment of their members in the support of the best school spirit well worth considering. The honor clubs try to carry out some valuable piece of work each semester, the members are called on at any time for any social service, and are given an attractive pin as an emblem of honor. The national honor society is worthy of consideration here, see School Review, 30:456-1922.¹

The school paper gives experience in literary and business practice and influences or moulds school sentiment. It is very helpful if the school paper makes contact with the newspaper world outside of the school. A direct result of such contact is the sheet of recommendations drawn up by one school paper staff: "Tell the truth, be accurate, never break a confidence, --- never indulge in personalities."

5. Results Gained Through Student Cooperation.

In this chapter are listed some of the accomplishments which are cited to show the effectiveness of social team work and social responsibility developed through the organizations which we have been considering. They are: The Student Council invited bids from school organizations to handle the problem of theft in locker rooms, Organizations were trained to budget income and expenditure before they were allowed to raise any money, Organization of a school bank which was used to train in habits of thrift, Committees were called from the lunch hour groups to work out a code of dance regulations which the students themselves enforced,

1. op.cit., p.55-63

2. ibid. p.64,65

A safety campaign was carried on by a safety council through bulletins, meetings, and pledges. Honor study halls and honor courts were two other items in student cooperation. Good results came from all of these. The safety campaign included a study of safety in case of fire. The persistence of one boy in placing a lighted lantern on a dangerous sand pile in the street carried to the contractor in charge a realization of his obligation which a protest had failed to do. This kind of training in safeguarding life, bearing responsibility, cooperation and self-control is likely to develop the sort of citizen our country needs. In the honor study halls a signed pledge to refrain from communication and the recommendation of three teachers was required for membership. A small reference library and a collection of high grade current periodicals for use when lessons were finished were provided. Records were kept and in case of misdemeanor the student in charge merely placed on the desk of the offender his pledge card. In another school the standard of conduct in honor study halls was posted and individual misdemeanors referred to the student council advisor. If continued, the final penalty was dismissal with the offender's card posted on the teachers' bulletin board. It developed that the students could not be left entirely on their honor and an elaborate system of checking and inspection was devised and run by the students with the cooperation of the teachers. In the honor court, offenses were judged by the offender's fellow pupils.

6. Special Devices for Social and Moral
Influence and Control.

"A Card Point System for Rating Students, including Devices for Self-Rating." Without goals clearly set and a means for making progress work is apt to

be half-hearted. When standards are set whereby students can compare themselves with one another, a new zest comes into the effort. The self-rating cards include moral rating and work habits and are used at succeeding times. Thus, the student can watch himself or compete against himself. In one school the student is rated on personal hygiene, or, as another school summed it up, "Excellence in studies which is usually the sole basis of rating students is but a small part of their total effort." They should be rated on athletics, service, recreation, self-cultivation, personal, ethical, social, and ability qualities. Under "personal", could come honor, courtesy, cooperation and appearance. In all, it should be a record of good citizenship.

Various point systems have been devised, with and without success, whereby letters or honor keys are awarded. Some of these take much valuable time and there is danger of conflict with activity limitation. This conflict may be overcome by presenting awards to all who gain a given number of points.

Service Awards. Under this plan students who have rendered valuable service to the school are nominated by the student council and after a consideration of their records are voted on by secret ballot and by a joint committee of students and faculty. One school criticized this plan as being unreliable and leading to ill feeling and the service as not being wholly unselfish if the student was striving for the award. Other devices are: The Big Sister Movement, the Athenian Oath (Oath by which Athenians pledged loyalty

to their city), a place and time for social visiting, and a social advisor. The names explain themselves. Students state that they would rather have time to visit at the lunch hour than to go to the movie which one can see any time outside. The establishment of a visiting hour in the middle of the school day with all rooms open and supervised has been suggested. The social advisor is a full time worker giving individual guidance and supervising social activities.¹

7. Less Formal Types of Social Organization and Influence.

The first is the enlistment of individual fellow students and can understand and influence them in a way older persons cannot. The principles the helping student uses will sink deep into his own life and an honored upperclassman can exert a great influence over a younger student.

The problem of truancy in one school has been put into the hands of the Big Brothers. They see the little brother twice a day and by a visit investigate the home conditions. By this means the new student can be made acquainted. Social affairs given for the younger students will also do this.

Older students and students of high standing help other students in two ways. First, by impressing right ideals of conduct and second, by aid

1. op.cit., p.74-86

in their studies. This last can be through explanation and tests given in the classroom, when no classes are scheduled. These can be given by those students who take a hard quizz early and then grade the test papers of the others for the teacher when the regular test is given. Any student can be chosen for such duty in case of daily quizzes.

Thus ethical instruction can be given in the classroom when time and occasion present. Or as the policy of the Fairmont Junior High School states; more attention to the individual, closer contact with home life, and greater faith in boys and girls are needed. i.e. Get next to boys and girls. Student Government aims at self-control, when that is gained we can drop the machinery.

3. Effort to Make Connection With the Community and With the Home.

Social organization which leaves the school isolated and self-centered is incomplete and unsatisfactory. Shall we merely list here some of the methods used or suggested to overcome this:

Connection with the Hi Y, Boy Scouts, Campfire Girls and the Church; Clubs helping poor families or orphanages; Musical organizations furnishing music at community events; Boys conducting chemistry clubs and debating clubs in social settlement houses; Parent-Teacher Association; Visiting days or Father and Son and Mother and Daughter days; Using parents as chaperones at school social events; Art; Aid in the use of leisure time by making up a

book of home games; Sponsoring the best shows by taking whole classes at reduced rates; Prizes for the room presenting the best list of books read; Fostering interest in reading good books by devoting a class period to oral reports of parts of books which students have read from the list of required readings; Dramatic presentation of key scenes from the best books to arouse curiosity and interest in them; and competition in and public exhibition¹ of the results of the best use of leisure time.

9. Movements not Limited to a Single School.

These are of two classes; those which have an appeal to the school as a whole, and those types of organization in which the separate schools unite.

(a). Scholarships based on ability to act on principle, leadership, sticking to a definite objective, good health, courtesy, unselfish service and willingness to learn; Music Memory Contest; and "Find Yourself" Campaign in which pupils in the upper classes of senior high school are given opportunity for a long personal interview with a successful man or woman.

(b). Interscholastic Debating League, School paper "Hi-Press Club", Inter-school student council for cooperation in the interchange of ideas.²

10. Extra-Curricular Activities and Student Control in Their Bearing on Scholarship.

There are some who think that the newer methods are proving detrimental to scholarship and that

1. op. cit., p. 94-99

2. ibid. p. 100-104

the pupils, though they are intensely interested in a multitude of different activities, are gaining a less effective mastery of the fundamental subjects and a lower ability to face a really difficult situation than in the stricter discipline of former days. This report compiled by questionnaire and personal interview gives only the spontaneous opinion of the Cleveland Educators. The two sides of the problem are: limited subject matter, students under compulsion to perform tasks set, small student choice, and faculty control as compared to: wide range of subjects, wide student choice, and students trained to exercise initiative to organize and to bear responsibility. Do we want to return to the past or is it a question of degree of dangers and excesses in the present system?

Among the negative answers to the new method are these points: Dissipation of energy among many activities and no real mastery of any; extra-curricular activities so attractive that the power to grapple with the stern facts of life is lost; Why are students not made to study hard?; Scholarship standards relaxed and prestige conferred for success in extra-curricular activities; Students are too immature for self-government; Students feel that the outside activities are the supreme thing and that they are doing it at the expense of class work, which leads to carelessness. One cannot tell in a few years what the results will be. We are failing to give searching or fairly severe final examinations.

The affirmative answers have these points: Many

things of cardinal value are being attained by the new methods which could not be by the old; If knowledge of facts does not make men and women who are able to earn a satisfactory living and who have broad enough development so that they can enjoy the finer things of life in art, literature, and social relationships, thus becoming good citizens, it is not worth much; Under the old, the artificial incentive of marks and authority; under the new, the student follows objectives whose real worth he himself perceives; Extra-curricular activities have more to do with later success than educators sometimes think (Col. L. P. Ayers) for here they are gaining skill and ability by working in realities; present day scholars surpass former ones when old examination question sets are given again.

Pupils themselves point out the positive virtues of confidence, and so on, as advantages which they gain by the new system. One principal points out that adults find it difficult to work together because of lack of practice in team work when young; school life on the whole has been too artificial. Another holds that the new activities have not become sufficiently standardized and that our curriculum should be revised to give time and credit for the extra-curricular activities. Principals in Cleveland Schools feel that the new activities make better citizens, that even a wider choice of subject matter should be offered to call forth the many types of aptitude and that the innate capacities of our pupils have barely been touched. The new

activities are important because they give opportunity for the exercise of self-reliance and self-control in meeting concrete situations and emergencies in real life.

In those states where high school attendance is compulsory public sentiment will require that the schools be open to all people and in order that all may graduate two diplomas have been suggested; one for easy courses and low standard and labeled as such and the diploma for strong courses and high standard. It is well known that not all studies are equivalent.

Higher scholarship will come by the new methods if a standard in scholarship is made a pre-requisite for extra-curricular participation.

In conclusion the Cleveland committee adds that there is little formal or abstract ethical instruction in the schools and that moral instruction is best given by close contact with real situations and that the classroom may be made a valuable place for just such instruction. In this report the subject matter of the courses and the methods used to insure accuracy and honesty in preparation of home work as well as avoidance of bluffing in the classroom have been little dealt with.

In regard to effort marks, a ratio between class grades and I.Q., the Cleveland teachers conclude that since they do not affect the students status in any way the preponderance of opinion seems to be that they do not have much influence.

1. op.cit., p.105-111

2. ibid. p.117,118,121,123,126

3. ibid. p.181

In connection with the report which I have just reviewed there was given the result of a student questionnaire. May I state some of the outstanding viewpoints as guides to the use of Cleveland Social Guidance. Since the answers were written anonymously and since there is striking uniformity of the averages from different grades it would seem that the answers are true expressions of student sentiment. For instance scholarship does not seem to count much either way in a student's popularity and the students seem to take the matter of cliques in school much more seriously than do the teachers.¹

In answer to the question "Who helped most to choose vocations" the teacher was listed first and the parents second. The majority gave development of responsibility, independence, and training for citizenship and life as reasons for a belief in student self-government. To the question "Ways in which another pupil has helped most" the majority gave help in school work and "being a good example" as first. For the ways in which the most helpful teacher has helped they gave: help in study and school work; personal confidential talks on problems and troubles; and personal interest. The teacher was given first as the factor influencing most for good. If they would win the confidence and good will of pupils and have pupils take charge of themselves. If they were principal they would develop right conduct and morals, have personal interest and contact with pupils and have student government. Teachers treat them as pals and equals.²

1. op. cit., p. 128-130

2. op. cit., p. 140-144

In connection with the report which I have

just reviewed there was given the result of a student

questionnaire. The I state some of the outstanding views

pointed out in the use of Cleveland Public Schools.

Since the answers were written anonymously and since there

is striking uniformity of the views from different grades

it would seem that the answers are true expressions of student

opinion. For instance, considerably less than 20% want

more either way in a student's popularity and the student

seem to take the matter of clothes in school much more

seriously than in the past.

In answer to the question "What helped most

to choose vocations the teacher was listed first and the

parents second. The majority gave development of responsibility

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question "Why do you think teacher pay is not raised more?" the

majority gave help in school work and being a good example

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pupils and have student government. Teachers should treat as

100-100-100
100-100-100

D. Character Education in the Nebraska Schools.

Since these last two plans, which I am considering, are not definite plans of work as carried on in any one school (or city system) I shall not go into detail or devote much space to them. The bulletins are issued by a state department and any one interested in a detailed study can, no doubt, easily obtain a copy of each for his own use.

The Nebraska plan is made up of seven psychological "Unit Studies". After calling attention to some worthwhile points in the foreword and preface I shall take up individually some of the studies given.

The course of study in character education is for grades one to twelve. In issuing the bulletin the State Superintendent assumes as a "fact that character education is fundamentally the chief concern of every school teacher in the commonwealth,---". Superintendent Taylor also states that it is necessary for the higher institutions of learning to provide Character Education courses as a part of their curricula for the preparation of teachers if our efforts in character training are to be effective. Also, Character Education for the youth of the country must extend beyond the confines of the classroom; it is equally the concern of the home, church, library, and the local press. The time will come when we will realize that many of the private citizens of every community by their daily lives are quite as important factors in Character Education of

the youth as the teachers themselves." In this modern day the church, home, and school are becoming less of a factor in the life of the child; and the community at large a greater factor.¹

The existence of this course of study is due to a law passed in Nebraska in 1927 requiring every school, public, private and parochial, and every teacher in the grades one to twelve to emphasize in their instruction common honesty, morality, courtesy, obedience to law, and respect for the National Flag, for the home, and the dignity of honest labor. The course of study for the elementary schools contains a course dealing with Character Education.

Unprecedented prosperity, diversity of standards of morals, and a constantly moving population give the teacher unusual difficulty when attempting to teach subject matter in its relationship to character-building. Some would say we have substituted for discipline, thoroughness, and system, a "Soft pedagogy", a so-called 'freedom-theory'. What we need in educational procedure to-day is "Disciplined freedom".²

It would seem that so far in the history of education in the United States we have been committed to the indirect teaching of morals through subject matter courses, classroom activities and extra-curricular activities. This permits 'striking when the iron is hot' and avoids

 1. Bulletin "H", State Dept. of Ed., Nebraska, Foreword, p. 3, 4
 2. ibid. p. 5-7

'preachment' but it is uneconomical, unorganized, indefinite, and left largely to chance or 'fate'. Or according to Charters's The Teaching of Ideals, accidental inclusion is always inefficient. We do not do this in our 'academic subjects'; on the other hand the weakness of the direct method is that many times we cannot avail ourselves of just these situations.

The nature of direct instruction has perhaps been misunderstood. It need not be the lecture method. The direct method more certainly guarantees that there will be a large opportunity for practice in favorable situations. Charters's definition of the direct method is accepted and recommended in this course of study. 'By direct moral instruction we mean that form of instruction in morals which begins with a consideration of traits. This is in contradistinction to indirect moral instruction in which we begin with a consideration of situation'. With this definition there can be no objection to either or both of these methods being used. It is the duty of every teacher and every supervisor to recognize his or her responsibility in the program of character building.

Background of "---Character Education is not a thing in and of itself apart from the activities of school life. Character Education is implicit in all activities. All education is Character Education. The responsibility for the development of the course must not be limited to the school room."

The theater and any social agency has a vital part to play. ¹

1. op.cit., Editor's preface 7-9

The author of the course is Professor F.M.Gregg of Nebraska Wesleyan University. In his preface he says, "Throughout the history of American education training in character has been one of the fundamental objectives." In the New England Colonies the primary purpose of schools was to prepare children to read the Bible for its moral and spiritual values.

The increase in crime in our country in recent years, especially the steady drop in the average age of criminals has made Character Education one of the most widely discussed at meetings of the Educational Education Association. Many states are now considering courses of study in Character Education.

The purposes of this course are: "to introduce the teachers to perhaps a little clearer conception of what constitutes the more effective underlying principles in the training of character and, to suggest ways and means for the more definite inculcation of ethical truth." "---Character development is a matter of gradual unfoldment through the years of childhood and youth." Character training must be adjusted to the stages of development of the growing citizen. "On the background of original nature, a graded series of teaching procedures is provided in the course." The plan represents a selection of what seems to be the best features of the various methods now in use in different schools over the country." With little change in school mechanics, and considerable change in school emphasis, the new program can go
l.op.cit., p.11

forward without any noticeable disturbance. In coming years superintendents must insist upon teachers with special training in Character Education. However, "America will never be wholly restored to ideal citizenship through the work of the school alone." In this theoretical approach the attempt is made"---to show how it is that boys and girls get their consciences mainly from the homes and communities in which they grow up. If the leading citizens of a town are known to carry hip flasks and the fact becomes a matter of levity throughout the community, any teachings of the schools on the subject of respect for law are nullified at once." The general public needs to know that the schools alone cannot be expected to do the whole work of Character Education. Thirty hours a week is not adequate to counteract the unwholesome influences that may come from countless other sources. "What the cigarette advertisers have been able to do through billboard, magazine, and newspaper advertising in falsely securing an appalling increase in the use of cigarettes among the boys and girls of the rising generation, must be counteracted through the larger community responsibility in furthering a character education program that is adequate to meet this difficulty---."

A great State Congress on Character Education is recommended. 1

The first "Unit Study" is, "What is Character Education?" The middle ground between extreme mentalists,

 l.op.cit., Author's preface p.12,13

extreme environmentalists, and extreme hereditarians is taken. The study begins with a "Case Study" example through which four questions are raised and then given a psychological answer.

1. Why do folks do what they do?
2. How determine what folks ought to do?
3. How get people to do what they ought to do?
4. How be certain that a system of character training is effective?

Under the first, theories of action such as the Hormic theory and the "social Gallery" are considered and the following answers as to why folks do things are given; (1) to secure pleasure or escape displeasure, (2) on account of inner urges, emotions and dispositions, (3) because of the possession of habits and sentiments, (4) in consequences of a special "social gallery", (5) and as a result of reason and intelligence. With each question there are given supplementary exercises and references. Under question three the five answers to question one are taken up and analyzed. The answer given for question four is the character test; and Professor Voelker's tests are cited. Dr. Brightman, (Chap. III) in his "Philosophy of Ideals", speaks favorably of Voelker's work from a certain point of view; however, when we consider these tests in the light of Dr. Brightman's Ethics we would have to consider them immoral since they are in the nature of a "trap set".

The second "Unit study" is "Methods in character

education" and begins with the citation of a "case". The group methods of Character Education such as the direct, the indirect and the "Eclectic System" are analyzed. In the last method, which is a combination of the good in the others, there are five steps of accomplishment; making the method definite, making it pedagogical, making it adequate, making it motivating, and making it habituating. With the last step there is given a report card (Holdrege) on which are the following character traits (these can be varied): Manners, obedience, care of public and private property, workmanship, dependableness, patriotism, and reverence. One criticism of this card would be that the use of both plus and minus scoring is indicated.¹

At the beginning of the next study we find a chart showing the "Stages of unfoldment of human life". In this, life is divided into stages from infancy to later adulthood. Early, middle, and later childhood and early and middle adolescence are characterized by the following names: dramatic age, "Big-Injun" age, early gang age, later gang age, and mating age. The remaining five studies of the course of study are given over to Character Education in each of these ages. Each of these studies is divided into three parts: psychological study of the age, problems and means or methods, and illustrations or case problems. In addition, in study four there is given a list of character objectives for middle childhood to be attained in the

education, and again after the election of 1932. The
group members of the latter election seem to be direct,
and indirect, and the "Political Education" group.

In the last instance, there is a combination of the two in the
sense, that the two steps of development, making the
second better, making it more efficient, making it more
making it more efficient, and making it better. With the
last one, there is given a report card (Table 2) on which
are the following character traits (these can be varied):

Character, obedience, sense of duty, sense of responsibility,
organization, dependability, initiative, and resourcefulness. One
criticism of this card would be that the list of traits is
and which covering is indicated.

As the beginning of the next year, we find a
year ending the "stage" of attainment of human life.
In total, life is divided into stages, from infancy to later
adulthood. Early, middle, and later childhood are early

and middle adolescence are characterized by the following
traits: dramatic age, "Big-Indian" age, early and late
early age, and middle age. The remaining five stages of
the course of adult life given over to the latter development

in each of these ages. Each of these stages is divided
into three parts: Psychological study of the age, problems
and means of contacts, and illustrations or case problems.
In addition, in each year there is given a list of character

objectives for which children to be attained in the

L. J. ... 1932-33

primary grades. May I introduce a few of these. "(1) To develop an able-bodied, active little being, (2)'To help boys and girls do better in all those wholesome activities in which they normally engage.' (Meriam) (3) To foster an innate love of beauty by helping the children to enjoy beautiful pictures, nature, good music, and good literature. (4), To cultivate consciously the habit of happiness, of joy in work and in play."¹

Study seven deals with the high school age. Under the method here we find the following suggestions for the attainment of objectives: Student government, The assembly period, The school paper, School parties, Debating, Athletics and "Honor Society".²

Following these studies we find a good up-to-date bibliography on Character Education.

1.op.cit., p.70-83
2.ibid. p.125-132

E. Character Education in the Utah Schools.

This work is outlined in a supplement to the Utah State Course of Study. This supplement of seven chapters is more of a book than a bulletin. It is the work of a committee of which Milton Bennion is chairman.

The preface to this work is similar in content to that for the Nebraska work which we have just considered. Like it, this work is not to be regarded as an original plan but is an effort to assemble the best thought and experience now available on Character Education.

In the introduction we find that the plan for Character Education in Utah is based on the general objectives set forth in the National Education Association Character Education Committee Report of Progress, July 1924.

These are the same objectives on which Boston bases its plan for secondary education. These objectives are two great ideals, namely: Social Progress and Development of Personalities. Each of these is both cause and effect of the other. "The superior material and spiritual attainments of modern men are due vastly more to their use of the social inheritance than to their natural superiority over their ancestors-----." The problem of the school is to select curriculum material from the social inheritance which will contribute most to the development of young personalities.+++ "----the goal of human development is to be realized through love of God and love of fellow men." This includes a belief in moral standards and in the intrinsic value of the moral life, and of personality.

"Acceptance of this standard does not involve the public schools in religious sectarianism." Recognition of God is evidenced in our national life in the great historical documents of Washington and Lincoln, in the inscription on the American coin, and in the services of chaplains in Congress. Love of fellow man is recognized by thoughtful men as one of the greatest moral needs of our times. In practice teachers too often forget to give attention to these great ideals in the demand to cover specified pages of arithmetic and geography. This last situation is sometimes defended by saying that the process of learning itself guarantees moral development because it requires habits of industry, neatness, punctuality, and perseverance; but we remember that criminals may excel in all of these characteristics.¹

The chief problem of education is to develop ethically-minded personalities. Certain native tendencies of the child must be the basis of this development: sympathy, sex, parental love, imitation, love of approval, curiosity, and sense of justice. Character is not to be regarded as segregated in practice from the processes of education as a whole. Cultivation, from the beginning, of habits and attitudes and the development of understanding and appreciation contribute to the realization of the general objectives. This involves training in right responses in every concrete situation as well as practice in forming right moral judgments.²

1. Character Education Supplement, Utah p.8,9

2. ibid. p.9-12

The first chapter of the Utah plan is a study of "Moral Personality in its Creative aspect" or "What is he (person) as an organized personality?". We find a considerable emphasis or reference in this outline to God; perhaps we should expect Utah to take a lead here.

Chapter two is a psychological study of the principles basic in Character Education while chapter three is a study of the case method in Character Education. "The case method is a technique for dealing with a person or a human situation separate and apart from all other persons or situations."¹ This is best illustrated in social work. In the school this is largely the work of the visiting teacher, or has been in the past. Such problems as vocational guidance, the mentally retarded, the physically defective, the emotionally unadjusted, and the morally handicapped come under this method. Chapter four deals with "School Spirit or Atmosphere Favorable to Character Development". This chapter shows how we are substituting for the old rule of conduct 'Order is heaven's first law' the new² 'This is our school-let's make it a good one'.

Chapter five deals with the work for kindergarten and the primary grades; I, II, III. First, physical condition to be expected, and detection and correction of defects are dealt with. This is followed by a study of the psychological characteristics of early childhood. The objectives adopted for these grades are the same as those used by Nebraska

1. op. cit., p. 27

2. ibid. p. 42

The first chapter of the book is a study of 'Special Education' in its objective aspect. It is a study of the organized responsibility of the State in the education of the child.

Chapter two is a psychological study of the child. It is a study of the child's mind and its development. It is a study of the child's personality and its growth.

Chapter three is a study of the child's social environment. It is a study of the child's relationship with his family, his school, and his community. It is a study of the child's social development.

Chapter four is a study of the child's physical development. It is a study of the child's growth and maturation. It is a study of the child's physical health and its maintenance.

Chapter five is a study of the child's mental development. It is a study of the child's intelligence and his learning. It is a study of the child's mental growth and its measurement.

Chapter six is a study of the child's moral development. It is a study of the child's character and his conduct. It is a study of the child's moral growth and its cultivation.

Chapter seven is a study of the child's vocational development. It is a study of the child's interests and his aptitudes. It is a study of the child's vocational growth and its preparation.

Chapter eight is a study of the child's social adjustment. It is a study of the child's social behavior and his social skills. It is a study of the child's social adaptation and its training.

Chapter nine is a study of the child's total development. It is a study of the child's overall growth and his individuality. It is a study of the child's total development and its realization.

as are the twenty character traits for the kindergarten. Nebraska gives credit to Utah for the first and the latter come from the Fourth Yearbook of the Department of Superintendence. Then we have a comprehensive list giving in detail specific situation traits or "social and moral habits" to be developed in the kindergarten. The work for the first and second grades is arranged under four or five typical situations of civic significance. They are: In connection with establishing a proper attitude toward school and playmates and Play on the schoolgrounds; In connection with persons who represent the authority and the service of organized society, In care of public property; and In connection with patriotic occasions. A suggested list of topics is also given for the third grade, among which are respect for the church and prevention of accidents. A brief suggestion as to Nursery School methods is inserted in connection with this material. The number of items given for use in instruction is so large that we cannot attempt an outline of them in this thesis.

The rest of the chapter is given over to "The place of character education on the daily program", and "Provision for pupil activity in social situations". Under the latter we find such items as : Play, Individual differences, Music and Art, Discipline, Pupil participation in school government, Attitudes and ideals, excursions, and character score cards. For this last item we find only a suggestive list.

Chapter six takes up later childhood under the three headings: Physical traits, Psychological characteristics, and objectives. The "Concrete illustrations of development of objectives" given here are for grades four, five and six. Among these we find that, like Buffalo, they make use of Collier's "Moral Code for Youth". Following this there are given Methods of Instruction in Character Education for these grades. Among these we find a similar attitude to that of Nebraska toward direct and indirect methods, participation, and play.

In the next chapter (the last) Adolescence or the junior and senior high school work is taken up in a similar manner under the three divisions. The suggestions of method for reaching the objectives given for high school are arranged in groups in this chapter. Under extra-curricular activities we find these items: The point system (for detailed information see McKown's "Extra-Curricular Activities" Chap. 29, MacMillan), A system of majors and minors, Group system (example: Central High, Grand Rapids, Michigan), Awards, and classification of extra-curricular activities. Under the last item we find student-body activities such as Student Government and Student Assembly; Activities of special groups within the school such as home-room and clubs; and Inter-school activities such as athletics and literary or dramatic contests. The underlying principles given for these activities are the same as those discussed elsewhere in this paper.

The remainder of the bulletin is given over to Character Education suggestions for each of the curricular

subjects generally taught in high school. Besides a good general bibliography chapters three, five, and seven have a special bibliography.

As a parting admonition this course of study states that no institution, the school included, can assume responsibility for education apart from other institutions or the community as a whole. This means that a plan of community cooperation is necessary. "A major need of the present is more systematic and professional attention to the employment of young people during vacation periods, and, closely allied to this, to the vocational guidance of youth, both boys and girls. ¹ Work is one of the chief means of moral education."

¹op.cit., p.170, 171

CHAPTER V

IMPLICATIONS AND EVALUATIONS

In his lecture in "The Teachings of Jesus" at the Boston University School of Theology, for February 14, 1930, Dr. W. J. Lowstuter made this statement: "The great weakness in our whole school system is that we do not teach pureness of heart." And, again on February 19, 1930, he said, "If there is a Godless institution in the world to-day it is the American Public School." If Dr. Lowstuter were any less than the well known educator that he is and had not watched children of his own neighborhood grow under our system perhaps we should not take cognizance of these statements. But under those circumstances it is significant in spite of the fact that the state of Utah says that we can take God into our schools without involving them in the battle of sectarianism. In face of such evidence as this does it not seem that we have yet to achieve the school in which reverence for the infinite, the eternal and true values are taught? Turning from this to the work set forth in this thesis does it not seem that we are only now taking the first real big step toward the proper objective for education? In the past we first had an overemphasis of religion and then an overemphasis of practical values and in both we lacked character, lacked the attainment of the truest impersonality.

Professor Coe writing at a time when our country was involved in the World War made this arresting statement "The future of society depends upon the sort of social education that we think it worth while to provide." He says, "The

main problem is how to make Christian education sufficiently,
 as well as efficiently, Christian¹. The old separation
 between living and preparing to live is to be done away
 with even in studies.² Under our present industrial
 conditions the important question is: "Shall there be a
 permanent servile class". Shall the laboring class continue
 to cherish the public schools as a means of lifting their
 children above the necessity of manual labor into the
 employer class or shall labor leaders be apprehensive lest
 capital secure control of vocational training and make it
 a means of supplying skilled labor and strengthening capit-
 alistic control?³ Does Character Education have anything
 to say to the question of "---what should we do with a social
 order that stunts multitudes of human lives for the sake of
 money, and does it, ---under the protection of laws and courts?"⁴
 President Harper of Evansville College in a speech at chapel
 in the school of Theology this year put forth the theory
 that our schools should be run on the principle that the
 pupil can expect his education to be a paying proposition.
 Do the plans which we have just considered offer any assist-
 ance in a situation such as is suggested in this paragraph?

A Bureau of Education bulletin on the Rural

Junior High School says that the school should recognize

 1. op.ciy., p.5

2. ibid. p.23

3. ibid. p.33

4. ibid. p.55

the powerful social urges of the child and provide a school situation in which they would be used to secure the most rapid educational advancement on the part of the pupil. Also that the pupil should have a voice in the control of these activities.¹ From a survey made of one hundred thirty-five rural junior high schools it was found that seventy-one and eight tenths per cent of these schools were giving pupil guidance through talks on moral conduct.² These are some of the things that we find are being carried on through the projects which we have studied. In them we also find mention made several times of the place of emotions and ideals in Character Education. The little booklet, "The Educability of the Emotions"³ and the work of Professor Voelker with its stress on the virtue of trustworthiness would lead one to believe that the emotions can be educated and that undoubtedly ideals are a large factor in education. Dr. Brightman's "Philosophy of Ideals" would strengthen this position.

It is noticed that in these plans, which we have studied, many of the underlying principles and methods are the same. For example, character training must not be "Preachy". Iowa and Boston are general in their treatment of methods. Each of the plans uses student government, the assembly and clubs. Iowa recognizes the place of the kindergarten which is the dominant emphasis of Buffalo. Boston recognizes the place of "chores" after school and during

1. cf. U.S. Bureau of Ed. Bul. No. 28, 1928. p. 52

2. cf. ibid. p. 65

3. Boston School Document No. 2, 1927

vocation as does Utah. Cleveland considers valuable the opinion of the student as a guide in planning the school program. In this thesis I have placed the emphasis upon the dominant method in each plan.

I wish now to base my evaluation on the work of Professor Whitehead of Harvard University. He says, "The students are alive, and the purpose of education is to stimulate and guide their self-development."¹+++The teacher should be alive with living thoughts. We should aim at producing men who possess both culture and expert knowledge in some special direction. We find these ideas stressed in some of the plans which we have reviewed in this thesis. Professor Whitehead also holds that the most important training of children is by their mothers before the children are twelve years old.² "Education with inert ideas is not only useless; it is, above all things, harmful---".+++Inert ideas are the burden of the past.³ "Education is the acquisition of the art of utilization of knowledge",+++and there is just one subject, "Life".⁴ The school must fit the community and recognize individual differences. "The essence of education is that it be religious."⁵ Again we find the projects of our schools in Character Education are in harmony with the best modern theory for education.

In chapter two of the book the rhythm of education is dealt with. The subjects taught and the correct modes of study used should fit the mental development of the child. Postponement of the difficult is no safe clue

1. Whitehead-The Aims of Ed. Preface p.V

2. cf. op.cit., p.1

3. ibid. p.2

4. ibid. p.6,10

5. ibid. p.23

on which to work, since the infant's job of learning is perhaps the hardest of all. The rhythmic cycle in the whole education of a child is romance, precision, and generalization. The quality of teaching should be adapted to the stage of rhythm to which the pupil has advanced. ¹ The goal of the ancients was to impart wisdom; and of the modern textbook it is to impart knowledge. This is our educational failure. When ideals have sunk to the level of practice we have reached stagnation. ² The "---natural mode by which living organisms are excited toward self-development is enjoyment." ³ Character development should be along the path of natural activity, in itself pleasurable. ⁴ The human mind rejects the imparting of mere knowledge. ⁵ The environment must be selected and imposed from without but also it must answer to the call of life in the child. The only discipline important for its own sake, is self-discipline; this is acquired only by a wide use of freedom. ⁶ The stages in the cycle of education which are important for our study are the romantic stage, or ages thirteen to fourteen; and the precision stage, or ages fourteen to eighteen. We have been innoculating our young people against any outbreak of intellectual zeal. ⁷

Education is the guidance of the individual towards the comprehension of the art of life. The teacher should elicit enthusiasm by resonance from his own personality

1. cf. op. cit., p. 24-26, 44

2. cf. ibid. Chapt. III p. 45

3. ibid. p. 48

4. cf. ibid. p. 49

5. cf. ibid. p. 50

6. cf. ibid. p. 51, 55

7. ibid. p. 60, 59

and create the environment of a larger knowledge.¹ "History shows us that an efflorescence of art is the first activity of a nation on the road to civilization", yet we shut out art from the masses of the population.+++We may never be able to increase greatly the average incomes but not great effort would be required to use our schools to produce a population with some love for music, enjoyment of drama, and some joy in beauty of form and color.² "---Culture should be for action and its effects should be to divest labor from the association of aimless toil."³ "All school children should be sent at regular intervals to neighboring theaters where suitable plays (and pictures)⁴ could be subsidized."

Everywhere we turn, almost, we find that the work being attempted in Character Education is the realization of what leading educators and the best in experience point to as good. It is reaching for the whole life of the child, an effort to realize the fact that the child is not made for the school but that the school is made for the child. It is an attempt to utilize situations for the best development of natural traits. It is a recognition of those powers which really govern life and which so far have been ignored. It is a realization of the vital importance of associations, and the use of leisure time in the molding of character.

-----1. cf. op. cit., p. 61, 62

1. cf. op. cit., p. 61, 62

2. ibid. p. 64

3. ibid. p. 73

4. ibid. p. 90

SUMMARY

To deal with a subject on which so much has been written and which has been the concern of man for such a long period of time is, even when limited to the phase of it which I have chosen, to cover a large field. We find that in spite of class control Character Education has been the concern of man since ancient times. Until modern times this education along with all education has been in the hands of the church with one exception in the case of the Greeks. Various means were used by these ancient peoples to impart Character Education; with the Hebrew it was reverence for law, with the Greek the worship of beauty. From the seventeenth century on, our laws concerning education were largely influenced by religion or the church. Some of the early leaders such as Herbart foresaw the importance of education for character. In more recent years, especially in the United States, the pendulum has swung toward practical education. At the present time however the emphasis on Character Education in the public schools and the prevalence of week day religious schools would seem to indicate a return swing of the pendulum. Certain moves outside of the schools, such as the Scout Movement are important in the history of Character Education.

The Boston plan for Character Education is based on five theses and under these are set forth the virtues which an ideal citizen should strive to attain. In order for the school to have a worth while part in this attainment

certain aims and purposes were established. In the grade schools there is a weekly plan for the study of those virtues which have been chosen as fundamental. It is pointed out that in such work sermonizing should be avoided and that the work itself is not an additional subject imposed upon the already heavy curriculum. The value of the work will depend upon the social methods used, the opportunity for pupil participation, and upon the material offered. Fifteen minutes at the beginning of each day devoted to Character Education will be an inspiration for the rest of the day. The indirect method is implied in this plan. Such means as the Student Council, Scouts, Clubs, Home room, Group organization (using honor badges), the story, and a Code of Ideals are used.

In the secondary work, carried on in Boston, certain principles are given as basic; and the theory held to is that Character Education is an every day proposition in which we should make use of life situations. Spiritual satisfaction seems to be the key to pupil attitude. In the field of ideals, transfer values are difficult. Learning situations are important. There are certain principles and traits upon which we may work to accomplish character. One of the most important items for attaining this result is the faculty. It is pointed out that a professional code is quite important for their success. Another valuable suggestion which Boston has realized is that pupils may differ a great deal in attitude when they differ but little in ability and that we must recognize this. Educational guidance is a keynote.

Among the means pointed out as valuable in the secondary work are: a moral code, Student government, assembly, home room organization, clubs (with allotted time and a sponsor), the library, suggestive opportunities offered in regular studies, personality records, and case work.

The Iowa Plan starts out with a goal to be attained and the admonition that we should not preach but give the child an opportunity to practice. One of the first places is given to "The Organization and Control of the School" for importance in solving the character training problem.

Students should participate in the affairs of the school but this does not mean "Self-government". The duties falling to the students should be defined, there should be preparation for initiating whatever part they take, and the problems put into pupil hands should be constructive. Always trust the pupils. Discipline and punishment, when such are necessary, should fit both the deed and the child. Punishment should not be given in anger, it is for reform, a means to an end. The aim should be to make the child feel the majesty of the moral law, to make it attractive. Use public opinion. The child must be allowed expression. Some of the means suggested are "Golden Deeds" (creative), The socialized recitation (indirect moral training), and the Project Method (Pupil motivated, a community effort lends interest). Fit the method and the material to the child's

among themselves, and the responsibility in the secondary work
of the school, student government, assembly, home room or
clubs, (with elected time and a sponsor), the library,
expressive opportunities offered in regular studies, personally
records, and case work.

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and the education that we should not preach but give the
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Students should participate in the affairs of the school
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the problem put into their hands should be constructive.
Always must be applied, discipline and punishment, when
such are necessary, should be both the best and the child.
Punishment should not be given in anger, it is for reform,
a means to an end. The aim should be to make the child
feel the weight of the moral law, to make it attractive. Use
public opinion. The child must be allowed expression, some
of the means suggested are "Golden Books" (constructive), the
socialized reaction (indirect moral training), and the
project method (which motivated, a community effort lends
interest). All the method and the material to the child's

development. In this we shall find there is some overlapping of age with grade at times. For example in the years twelve to eighteen the child is in the psychological age of thinking in terms of ideas; however the chronological age of twelve is not the definite demarcation for the psychological age. This age is an important time in the life of the child and deserves our careful attention. The Iowa plan gives here a plan and a goal for Character Education, thus the direct method is recommended. It is stated that Character Education should not be an added subject to the curriculum, but should be taught through the regular content-subjects and in actual situations as they arise. Then it should move progressively toward the objective. In my opinion the Iowa plan makes a very sane approach to the problem of teaching preparation for life in the family and to the sex problem. Other items given are: Measurement of progress and attainment; preparation of the teacher, as a factor in the success of the work; and other cooperating agencies such as the home, parent teacher association, the church, the community, the press, the "movie" and the "Scouts".

Buffalo gives the faculty the place of first importance in Character Education and places attitudes and ideals before subject matter. Their theory is that whatever is vital to the welfare of the child deserves school time. The principal has the place of leadership in Character Education and should seek the cooperation of the parents,

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although the child is in the psychological age of
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attends our careful attention. The love play gives here a
and not a goal for the child's attention, and the direct
method is recommended. It is stated that the teacher should
should not be an end subject to the child, but should
be taught through the teacher's content-subjects and in actual
situations as they arise. Then it should move progressively
toward the objective. In my opinion the love play makes a
very true approach to the method of teaching preparation
for life in the family and to the sex problem. Other than
the sex preparation of program and attainment; preparation
of the teacher, as a factor in the success of the work; and
other cooperative agencies such as the home, parent teacher
association, the church, the community, the press, the "radio"
and the "movies".

Parents give the child the right of first
importance in character education and other attitudes and
ideals before subject matter. Their theory is that character
is vital to the child's life and will govern school life.
The principal has the right of leadership in character
education and should seek the cooperation of the parents.

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get them to visit the school. The teacher's example and public opinion are very valuable factors in Character Education.

One of the tenets on which Buffalo works is that "Knowledge alone does not insure right conduct." We must train the emotions (teach the child what to love and what to hate).

We must understand the laws of child growth. Buffalo stresses character training in the kindergarten and gives it the high place because of the freedom, happiness, and equal ages found there. This is in line with the later developments in psychology which hold that the very early years of a child's life are, perhaps, most significant for the molding of the personality. The underlying principle of all kindergarten work is character. There, reverence for God should be taught, as should respect for others. The drama, music, art, manual training, and writing are some of the means employed. In assembly programs, Buffalo indicates a patriotic emphasis, and uses the "Marshall" form of student government. Clubs are looked on as the activities of citizens now rather than as preparation for citizenship. They have a School Patrol in Buffalo and they recommend the "Scouts", and the use of awards.

The LaCrosse^{work} is summed up in a Handbook of Manners plus a card giving a civil code and a bulletin outlining a safety and conservation program. In addition to this they carry on an eight week Morale Campaign through "Character Builders", or a study of worthy virtues.

In the Cleveland Social Guidance work we have not so much a plan as an account of various methods used in the direction of Character Education work by the various schools of Cleveland. In some of the schools Ethics is taught in the vocational English classes and in the civics classes. For those who use the advisory period it is pointed out that a careful choice of subjects for discussion will avoid underrating the pupils' intelligence. The socialized recitation and the project method are used in Cleveland. They have different forms of student council organizations; the one with Home-room representation (inequalities being corrected by the "additional member") probably being the best. They find that faculty cooperation is necessary for success and recommend that each member of the council be on some committee. Clubs are a large factor in the Cleveland work and the number to which any one pupil may belong is limited. The clubs do not choose their own members and it is made easy to found new clubs. Clubs with a definite purpose such as gardening were found to be most valuable. Among those recommended is the "National Honor Society". The school paper is another popular item in character guidance. Next to student government Cleveland emphasizes student cooperation. By this means the students can solve such problems as property safety and lunch hour dance regulations. The honor study hall was successful when a good check system was used. And here again with Cleveland we find stressed the principle of learning through real

situations. Among the schools we find the point system and self-rating used. If success is gained in citizenship work we must have goals and mark progress. Some other methods found in this plan are: service awards and a social visiting hour during the school day. Through the Big Brother arrangement older or brilliant students can help younger or slower students. Connection with the community in a cooperative way was made through school organizations which furnished music at community events, the "Scouts", Visiting day, and lists of good books. In a large school system where scholarships can be arranged this is a worthy item. Also the debating league is good. In this book on the Cleveland work we find the points of a debate on the subject of extra-curricular activities. It would seem that the affirmative has the advantage, however; it is agreed that scholarship is a requirement for participation. Cleveland suggests the idea of having two diplomas and indicating them as such; one for easy courses and weak students and the other the regular high standard diploma. Through these methods Cleveland stresses real situations for learning.

Nebraska gives large recognition to the community as a factor in Character Education. Theirs is a cry against "Soft Pedagogy". They plead for both the direct and the indirect method in character training, that is, the "trait" plus the "situation". Like other plans they hold for a recognition of the laws of child psychology and growth, and state that Character Education should not be a rupture of the existing program. Then they define Character Education and explain

the method. Following this is a psychological study of each age by grades with suggested method material and illustration. Student government, the assembly, athletics, school paper, and "Honor society" are recommended.

The Utah plan is based on the two objectives of Social Progress and Development of Personalities. Character training is a part of education and we should cultivate attitudes and habits and seek to develop correct responses in concrete situations. In this plan the case method is emphasized and is followed by a psychological and physical study of each age by grades. The point system, awards, student government, assembly, home room organization, clubs, literary contests are all given a place in this plan of Character Education. Unlike the rest, Utah stresses the place of work in any scheme of citizenship training.

In our review we have found that many of the suggested methods or means are recommended and used by a number of schools and that certain of the well known methods are used by all of the plans.

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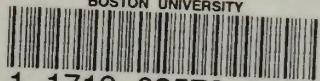
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