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An Experiment in the Motivation of Certain Conduct Traits in a Public Graded Elementary School

George H. Mayer-Oakes

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An experiment in the motivation of certain conduct traits in a public graded elementary school, part I.

How do pupils of the junior high school (seventh and eighth grades) rank the traits selected for part I and how do they rank ten selected boys on the same traits, part II

THESIS

SUBMITTED BY

GEO. H. MAYER-OAKES
GEORGE HARDING

AS PART OF THE REQUIREMENTS FOR

THE

DEGREE OF DOCTOR OF EDUCATION

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This thesis, offered by George Harding Mayer-Oakes as a partial fulfillment of the requirements for the Degree of Doctor of Education, is hereby approved by the Committee under whom the work has been done.

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PART I

AN EXPERIMENT IN THE MOTIVATION OF CERTAIN CONDUCT TRAITS IN A PUBLIC
GRADED ELEMENTARY SCHOOL

PART II

HOW DO PUPILS OF THE JUNIOR HIGH SCHOOL (SEVENTH AND EIGHTH GRADES) RANK
THE TRAITS SELECTED FOR PART I AND HOW DO THEY RANK TEN SELECTED BOYS ON
THE SAME TRAITS?

PART I

AN EXPERIMENT IN THE
MOTIVATION OF DESIRABLE CONDUCT TRAITS

"The supervisor who wishes to bring to the attention of his teachers the question of objectives must first prepare references to the literature on the subject, must bring it before his teachers, and assist them in their discussion of all phases, keeping before them constantly that the objectives are to be stated in terms of desirable changes in children. He must assume the leadership in the formulation of general and specific objectives, which are to guide both the selection and organization of materials and the technique adopted."

Mary G. Kelty in The Supervision of Elementary Subjects, Burton and Others, p.356.

I INTRODUCTION

At the opening of the school year 1927-28, the teachers of the elementary school at Argyle, Minn., of which the writer was then superintendent, asked him to help them work out an experiment "in conduct".

The school in which this task was thus conceived, and later attempted, is the only public graded school in a town of 1000 inhabitants, situated in northern Minnesota. Owing to the presence of a Roman Catholic parochial graded school, the enrollment is invariably approximately 150. There are four teachers, each being in charge of two grades. There is no kindergarten. The writer, as superintendent, had opportunity to be in close touch with all the activities of the grades at all times.

Having willingly acceded to this request, the writer was then faced with the following problems;

1. What is the conduct it is desirable to teach?
2. What information is obtainable concerning the teaching of conduct?
3. What previous attempts have been made to teach conduct?
4. Has any definite plan been worked out for the teaching of conduct, if not, how can such a plan be formulated?
5. What are the materials to be used in the teaching of conduct?

II PRELIMINARY STEPS

The writer immediately found that in order to answer these questions it would be necessary to search the literature on "moral education" and "character education". The idea of training for desirable conduct has been common among educators for many years, perhaps thruout the ages, under these

1, 2, 3.
and similar names. and is still being stressed by educators of to-day.

1. Felix Pécaut, "L'Education Publique at La Vie Nationale", in La Revue Pedagogique, 1881.
2. Mrs. Ella Lyman Cabot, in Journal of Proceedings, N. E. A., 1909, pp. 239-245.
3. Chas. DeGaron, in Journal of Proceedings, N. E. A., 1891, p. 177

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Consequently, whenever the writer broached the subject to professors, superintendents or other teachers, this experiment has always been termed character education by them. Aside from textbooks on psychology, the only literature that could be obtained for guidance was found under the title "Character Education" or "Moral Education". However, this experiment was not so considered by the writer and his teachers and should not be so considered by the reader.

The period covered by this report was approximately two school years. The first year was spent investigating the sources and presenting it to the teachers and in devising the personal behavior survey which was to serve somewhat as a check upon the results of the experiment. Thruout this first year conferences were held with the teachers as a group and the findings presented to them for discussion. Each sub-section of this report represents several such conferences. In the meantime the teachers each prepared a card index of all material to be found in their grade readers, grade library books and other grade literature which might possible be used for the motivation of the traits decided upon.

The second year was spent in actually carrying out the experiment and making the surveys.

1. A Study of the Objectives of Representative Courses in Character Education.

The teachers having presented in conference individual lists of traits or "key-words" and discussed them, the question, "How do these traits compare with the traits used as the objectives of recognized courses of study?" presented itself. The following study of representative systems merely as far as their objectives referred to traits was prepared. (The traits used in "Character Education" by Germane and Germane were inserted in the table later

as the book was not off the press when the study was made).

Table of Frequencies of Key-Words in Twelve
Plans of Character Education.

Plan Reference	1	2	3	4	5	6	7	8	9	10	11	12	13
Respectful	x	x										x	2
Polite							x				x		2
Self-reliant				x	x							x	2
Self-controlled	x		x	x	x		x			x	x	x	7
Brave		x	x	x			x					x	4
Clean	x	x	x				x		x			x	5
Neat (Orderly)		x		x					x		x	x	4
Reliable			x		x			x	x	x	x	x	6
Dependable								x					1
Responsible			x	x			x	x					4
Trustworthy			x										1
Considerate			x	x				x				x	3
Agreeable							x						1
Amiable							x						1
Obedient	x	x	x	x		x	x	x		x	x	x	9
Law-abiding						x							1
Reverent		x											1
Honest	x	x	x			x	x				x	x	6
Truthful		x			x	x		x					4
Workmanship			x		x								2
Team-work	x	x			x		x	x				x	5
Kind	x	x			x		x				x	x	5
Helpful		x		x			x				x	x	4
Generous				x									1
Persevering				x			x					x	2
Loyal	x	x		x	x							x	4
Industrious							x			x	x	x	3
Pure							x						1
Fair-play	x	x	x	x				x				x	5
Honor									x				1
Punctual	x	x						x		x	x	x	5
Health.			x	x	x								3
Courteous	x	x	x				x	x	x			x	6

Reference list for the above table;

- | | |
|--------------------------------------|---------------------------------------|
| 1. Argyle teachers | 2. Minnesota State Course of Study |
| 3. Utah Course of Study | 4. New Hampshire Course of Study |
| 5. Hutchin's Code | 6. Donor's Code |
| 7. J. W. Carr, 1911 | 8. Nebraska Course of Study |
| 9. Central H. S., Cleveland. | 10. Lyndale (Mpls) Public School Code |
| 11. Knighthood of Youth | 12. Germane and Germane |
| 13. Total frequencies, omitting #12. | |

The following is the list of the traits appearing most frequently, arranged in the descending order of their frequency;

Obedient	9/11
Self-controlled	7/11
Courteous	6/11
Reliable	6/11
Honest	6/11
Clean	5/11
Kind	5/11
Fair-play	5/11
Punctual	5/11
Team-work	5/11
Brave	4/11
Neat (Orderly)	4/11
Responsible	4/11
Truthful	4/11
Helpful	4/11
Loyal	4/11
Health	4/11

After making a study of this nature, one wonders what criteria were used by the authors of these systems to obtain their trait-objectives. A total of 33 key-words, exclusive of synonyms, appeared in the plans and no word was common to all the plans.

Keeping in mind the object of the proposed experiment - to motivate desirable conduct, the next task was to choose a few words with the best applications and, if possible, the greatest frequencies in the foregoing table.

After careful consideration the following list of traits was finally chosen as the list of trait-objectives for this experiment;

- Courteous
- Considerate
- Reliable
- Agreeable
- Self-controlled
- Courageous
- Clean
- Obedient
- Careful
- Reverent
- Orderly

2. A Glimpse into the History of Character Education

The educational pendulum is now, undoubtedly, swinging toward character education in some form as a very definite part of the work of the public elementary school. This is evident by the change of emphasis from subject-matter to "habits, attitudes, ideals and appreciations" in curriculum-making.

Probably all real education has had an implied character-building aim whatever other aim has appeared paramount for the time being. Perhaps the first real appearance of character-building, per se, started with the movement for education for citizenship, but training for citizenship became lost in a maze of books on civics and forms of government.

Some of the European countries appear to have had the idea of character education in consciousness more or less clearly for some years. Possibly their forms of government, especially the intimate connection between church and state, acted to prevent their losing sight of the character-building side of public education.

As early as 1881 there was in France a decided movement toward direct character education. At that time Felix Pécaut¹ gave for this training very definite directions which writers of to-day seem to have missed.

In England, at least 30 minutes per day is given to religious education which, in practice, becomes very largely direct character education. Such instruction has been obligatory since the passage of the Parochial Schools Bill of 1807 and probably was already an ancient custom at that time.

1. Felix Pecaut, "L'Education Publique at La Vie Nationale", in La Revue Pedagogique, 1881

By 1891, the idea was gaining ground in America. In that year, Chas. DeGarmo spoke on Moral Education before the annual meeting of the N. E. A. and since that time the theme has been more or less prominently before that organization.

In 1909 Mrs. Ella Lyman Cabot published what appears to have been the first book to be published in the United States on moral training for elementary school children. In 1926 the N. E. A. had "Training for Character" as its central theme and the Bureau of Education published a bulletin entitled "Character Education".

Courses of study were a natural development of this aroused interest in character education. One of the earliest of these appears to have been that published by the Ethical Culture League, in 1910.

One of the foremost organizations in the development of codes for young people was the Character Education Institute of Washington, D. C. In 1914 a well-known business man offered thru this institution a prize of \$5000 for the best children's code of morals. The business man was known only as the "Donor". The "National \$5000 Morality Codes Competition" was the result. The winner of the contest was Wm J. Hutchins, President of Berea College. One of the outstanding competitors was Vernon P. Squires of the University of North Dakota whose code is published by the Institute.

1. Chas. DeGarmo, in the Journal of Proceedings, M. E. A., 1891, p.239
2. National Educational Association, "Report of the Committee on Character Education", Washington, D. C.
3. Mrs. E. L. Cabot, Ethics for Children, Houghton, 1910.
4. U. S. Department of the Interior, Bureau of Education, Bulletin (1926) #7, "Character Education".

About 1917 there seems to have been quite a flurry among publishers in their efforts to publish books on character education. ^{1, 2, 3, 4} Later, the same "Donor" offered a prize of \$20,000 for the best method of educating students morally. A volume of extracts from educational literature dealing with character education was compiled and published by the Institute under the title, "The Donor Library on Character Education". Vol. 1. This Competition closed Feb. 22, 1921. The prize was awarded to the Iowa group which, under the leadership of Dr. E. Q. Starbuck, offered a plan known as the "Iowa Plan"

The publication of courses of study in character education by various state departments of Education has followed slowly but steadily. The board of Education of New York city had a Character Education Committee and published "A Syllabus on Manners and Conduct in Life" in 1917. The Los Angeles public schools in 1923 published a monograph, "Character and Conduct". In 1924 the Boston public schools published "A Course in Citizenship Thru Character Development".

Several other states have since published more or less comprehensive courses in character education. The outstanding of these appear to be those published by the state educational departments of Utah, New Hampshire and Nebraska. The Minnesota state course of study published in 1928 contained several pages devoted to a discussion of character education and mentioned desirable traits in the section devoted to civics.

1. Milton Bennion, Citizenship: An Introduction to Social Ethics, World Book Co., 1917, revised 1925.
2. W. J. Hutchins, "Children's Code of Morals", National Capitol Press, Washington, D. C., 1917
3. H. Neuman, "Moral Values in Secondary Education", Department of the Interior, Bureau of Education, Bulletin #51, 1917.
4. F. C. Sharp, Education for Character, Bobbs-Merrill, 1917.

When one reviews these books and pamphlets and reads the titles of numerous other books and articles (in the light of the following sections of this study) he wonders of what practical use they have been. The bibliography is almost endless. During the period of this experiment three such books were published and two others were in the hands of the printers and published shortly afterwards.

1, 2, 3, 4, 5.

3. A Short Comparative Study of Some Recent Character Education Plans.

I The Five Point Plan.

This is the plan formulated by the Character Education Institute of Washington, D. C. It is, in reality, an attempt to unify five different phases of character education.

(a) Point One is the organization and the functioning as far as possible of "Uncle Sam's Boys and Girls". Membership is open to all pupils, but good citizenship is requested as a condition of membership.

(b) Point Two is the daily ten minute classroom discussion of Hutchin's Morality Code.

(c) Point Three is the making by the teacher of a diagnosis chart of each pupil in her class.

(d) Point Four is a report to parents on the character development of their children.

(e) Point Five is the devising of character projects to be carried out by the "club", which will give expression to and tend to form habits in accordance with the moral ideals, the doing of various chores and the work

1, 2, 3, 4, 5. Books by Fishback, Wickham, Germane and Germane, Charters and The Department of Superintendence Tenth Yearbook, as given in the bibliography.

occasioned by the functioning of the various committees of the club.

Just how the foregoing is to be done seems to be a matter of individuality on the part of the teacher. The weakness of all these plans for character education and of almost all of the literature on character education is the vagueness of the method to be employed.

1

II. The Detroit Plan.

The Detroit Plan seems to this writer to have been merely an opportunity for the use of an ethics test and to keep the name of Detroit before the educators of the nation.

"At the first faculty meeting, it was explained that the teachers of the groups were to develop to the best of their ability methods and materials which seemed to them effective in stimulating character growth. In addition, they were to feel free to use and adopt procedures already available in the field of character education.

"During the term the supervisors visited these teachers and made suggestions to each relative to possible lines of improvement.....The entire group made use of the Children's Morality Code. Stories which brought out morality traits and note books containing material which illustrated the laws of character were used. Individual teachers made use of other devices."

All-in-all it seems to be a hodge-podge resulting from a hurried attempt to jump onto the character education "band-wagon". One result is a somewhat definite and workable character "test" devised by Dr. Harry j. Baker. This test was administered to three groups (Detroit plan, Five-Point plan and no plan) of children with the following results;

<u>Group</u>	<u>no. of pupils</u>	<u>initial</u>	<u>final</u>	<u>gain</u>
Detroit	309	193	194	1
Five-point	269	193	204	9
Control	263	199	195	- 4

If judgment of results were based on this statement of medians only, it is evident that the Five-Point plan was superior.¹ Which merely goes to show that an organized effort is more likely to succeed than an unorganized effort.

However,² Babcock reports that the following plan known as the Pathfinders of America course in "Human Engineering" was used in the Detroit schools from the fourth thru the twelfth grades;

Three contacts

I. The lesson

- a) "Pathfinder Councils" formed with President and Secretary.
- b) The Pathfinder Instructor launches into a discussion of the lesson.
- c) Lessons deal with simple virtues in the fourth to sixth grades, with human relationships in seventh and eighth grades.
- d) Illustrated by anecdote, example, analogy, etc.

II. The discussion

- a) Two weeks later.
- b) Self-conducted by the pupils.
- c) Consider situations in home, school, playground

III. The letter.

- a) In a letter to the instructor the child gives his own interpretation of the lesson and tells how he can apply it in everyday life.

3

III. The Knighthood of Youth.

The Knighthood of Youth aims to secure the interest and co-operation of parents under the leadership of the school.

Each child is supplied with a chart on which he records each day's performance relating to twelve fundamentals of character. The theory is that twenty-four weeks daily practice will fix certain habits. Two charts are filled out each year.

The child is formally enrolled in the organization following a series of initial performances. At the end of each year of satisfactory progress he is rewarded by receiving such title as Esquire, Knight, etc. Appropriate badges accompany these titles.

1. First Report, Detroit Committee on Character Education. 1927.
 2. Child Welfare Association, 70 Fifth Ave., New York City.
 3. Lyndon Babcock, "Direct Moral Training", American Schoolmaster, 23:98-103

According to Mark A. May the children trained under such schemes test much higher in deceit (lower in honesty) than do children who have had no such training. Dr. May severely criticises schemes of character education which depend on the child's reporting his virtues for reward.¹

IV. The Lyndale Plan.

At the Lyndale public school, Minneapolis, the principal, Mrs. Agnes Boysen, has inaugurated what may be called the "Lyndale Plan of Character Education". It is, however, more practical effort than "plan".

The Lyndale school includes the kindergarten thru the sixth grade - about 800 children. This writer, during a visit to the school on Jan. 18, 1929, could find only two things at all definite about the system - enthusiasm on the part of the teachers, and the "Bible", as one of the teachers called a pamphlet containing the "Key to Success".

Perhaps 'keys' would have been a better term to apply to this pamphlet as there were several such - reliability, judgment, initiative, obedience, etc., each of which is elaborated or interpreted by from five to twenty sentences. The pupil's report card names these same 'keys', upon which he is graded. The pupils receive no grades or reports on their academic work.

Just what use is made of the "Bible" this writer could not well make out, except that a copy was given to each child. The teachers interviewed seemed to be agreed that no 'lessons' in character, ethics or moral training were given.

1. In a lecture given before the Schoolmen of Minnesota at the University of Minnesota during Schoolmen's Week, 1928. Also see Studies in Deceit by Hartshorne and May, Macmillan, 1928.

The general atmosphere was quite free. There appeared to be no restraints or constraints of any kind. Pupils walked about the rooms or left the rooms at their own discretion. During assembly to classes after the noon recess no teacher or director of any kind was to be seen. While there seemed to be no attempt on the part of the children to subdue their voices, there was no excessive noise. Two or three children ran thru the corridors and one boy ended his run with a good lone 'slide'. During an hour the writer spent in a sixth grade room, the teacher gave her undivided attention to the interview and appeared to have forgotten the existence of the children until a mild uproar was heard in a corridor where several children from this room were supposed to be doing some form of co-operative work. A boy investigator, sent to inquire, returned to say that the "monkey business" (teacher's phrase) was due to children from another room. It was stated by several teachers that the children occasionally return their report cards with the suggestion that they do not merit such high grades on certain 'keys'.

"Success" apparently bears the dollar stamp. But be this as it may, if every elementary school in the land were like the Lyndale school appears to be, teaching in elementary schools would be a much happier task.

1

V. Citizens in the Making.

The purpose of this plan is to present to the pupils of the elementary school a plan of activity which will interest them and help them form habits fundamental to good citizenship.

The organization thru which the plan is administered is known as "Uncle

-
1. Walter L. Collins, "Citizens in the Making", pupils work books and teacher's manuals, Bureau of Administrative Research, University of Cincinnati.

Sam's Citizenship Training Corps". A system of promotions and awards is provided.

The course is so planned that a year's work shall consist of 54 periods distributed over 18 weeks. These are to be actual lesson periods, so that this is a system using the "direct method" of instruction. This is the only system of character education the writer has been able to find which provides in teachers' manuals all the necessary information and instructions to carry out the programs for which it is designated.

1

The following is a sample week's work for the first grade;

First Period.

- a) Helpfulness is the topic for this week. Who does more for us than anyone else? Of course, it is mother. We can help her by doing little things about the house. Show how it helps mother if children dress themselves in the mornings, tie shoes, put night clothes away.
- b) Have children suggest things they do or could do at home. How many wash own hands? face?
- c) What do we do with our coats and hats when we come into the house? Who runs errands for mother without grumbling? Who helps to make the beds? Who helps to take care of baby after school?

Second Period.

- a) Encourage the children to do the talking. What ought to be done with playthings when one is thru with them? Where do our overshoes belong? How can we keep mud and sand out of the house?What shall we do with our clothing when we go to bed?

Third Period.

- a) Helping at school. Ask pupils to suggest ways in which we can help at school. Bring out points such as keeping table or desk in order, cleaning shoes of mud and snow before entering the room, putting hats or wraps away in proper places.
- b) Assign pupils to such work as passing supplies, collecting waste paper, collecting pencils to be sharpened.

- Let them help in keeping the blackboard clean.
- c) Show that when one is careless about taking care of his belongings at school, or allows paper or refuse to collect on the desk, it makes more work for everyone and spoils the appearance of the room.
- d) Turn to p.10 of the Work Book and have pupils draw a picture of a broom, a clothes rack and a waste-paper basket. If the children will remember to use these at home they will save mother a great deal of extra work.

Dr. Collins appears "to have substituted a continuous systematized program for the more or less incidental programs now being used by teachers. He has organized his work in a definite sequence so that teachers in any grade may have a knowledge of what has been done in the previous grades and of what is to follow".

To this writer Dr. Collin's scheme appears to be the most pedagogical scheme of character education yet published. There are no chores to report or charts to be filled in. There is a system of awards in the forms of buttons and certificates but they merely show that the wearer of the badge is in a certain year of the course and that the holder of the certificate has finished a certain year's work.

1. Walter L. Collins, "Citizens in the Making", teacher's manual for grade 1, p. 2.

Note. W. W. Charters in The Teaching of Ideals, Macmillan, 1928, cites the following plans which have been attempted:

- a) The Ames study. A combination of individual instruction with group instruction reported in unpublished form by W. H. Lancelot and his associates of Iowa State College.
- b) Elgin, Ill. The most-clear-cut example of the use of direct moral instruction in the elementary grades.
 "The work on Morals is given each Monday; Manners of Tuesdays; Respect for Property on Wednesdays; Safety on Thursdays; and Thrift and Patriotism on Fridays."
 Charters also cites the Boston plan in which the Hutchin's Code is used, and the Utah "Character Education Supplement".

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- Character Analysis, A. A. Roback, Popular Psychology, Je. '29 $\frac{1}{2}$
- Character Building, S. M. Barrett, Journal of Education, 109:582-4, 1929.
- Character Education, P. W. S. Cox, School and Home, 13:15-18.
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- Character Development and the Curriculum, A. Samuelson, Religious Education, 24:66-169.
- Character Education in the Pontiac School, J. H. Harris, Journal of Education, 109:582-584.
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4. What Does Psychology Contribute Toward Motivation of Conduct?

The purpose of this section of the study was to determine method or material or both which is contributed toward motivation of conduct by psychology.

It is obvious to the teacher that some pupils are naturally clever while some are naturally stupid. Heridity must be the foundation of all conduct. If there are no potentialities, there are no possibilities. It must be kept in mind, also, that the children are born into a heritage.

Since the individual heritage cannot be controlled after the child is born, the teacher can do nothing in this respect except to the best of her ability and training make use of what she finds. She will make every effort to adapt the social heritage to influence the child toward desirable conduct.

At birth the child reacts with inherited forms of behavior, but, as he grows older and develops, the proportion of non-variable behavior to variable behavior changes until the non-variable behavior forms seem confined to those physiological actions which most directly keep us alive.

The simplest reaction is a response to a stimulus. Watson and Raynor¹ have shown that the reflex response can be so associated with a different stimulus that the two will be inseparably connected. When a reflex functions for such a stimulus not usually associated with that reflex, the reflex is said to be conditioned. Such conditioned reflexes seem to explain the behavior of the adult. This explains why the burned child dreads the stove as well as the fire.

Watson has shown that very soon after birth the unconditioned reflexes of children have become conditioned in countless ways. These conditioned reflexes become habits. Children with good personal heredity form conditioned responses easily and if their social heredity is equally good are likely to develop into persons of good character. Children with poor personal heredity form conditioned reflexes slowly and if their social heredity is poor are likely to develop

1. Rayner, R. and Watson, J. B. "Studies in Infant Psychology", Scientific Monthly, Dec. 1921, pp.493-515

into persons of poor character. "As any given situation is the result of the inter-relation of many past experiences and any conduct after that of earliest childhood is a complex field of relationship rather than a fixed response to definite stimulus",¹ the former learn easily, the latter slowly if at all.

Thorndike, as quoted by numerous writers on psychology and learning, formulated three laws of learning which, since the formulation of the conditioned response theory, become the laws of such conditioning. Stated briefly these laws are;

1. Law of readiness. This is a law which is not even now fully understood. When parents recognize this law of learning and its implications, they will cease trying to push their children ahead or trying to make younger children learn what the older child learned apparently so easily.
2. The law of effect. Learning is largely the effect of pleasure or of annoyance during the process. Stimuli which neither please nor annoy cause little or no response and have but little effect on learning.
3. The law of exercise. "Practice makes perfect", if it is practice of the right kind.

In a study of behavior or conduct cognisance must be taken of volition or willing. In normal life, a man in his right mind must be held responsible for his own acts. Altho the normal person prefers and repeats those acts which arouse pleasing emotions and feelings and side-steps those acts which arouse inpleasant emotions and feelings, he is expected to determine how those acts are regarded by society and to regulate himself accordingly.

There are situations which call for moral choice when the associated pathways of experience, education and precept are substituted for normal reflex activities. "Temptation occurs in a situation in which there is a parallel discharge over an occasional 'short circuit'. The way to overcome temp-

1. J. V. Breitwieser, Psychological Education, Knopf, 1926, p. 125.

tation is associational re-enforcement of the higher pattern.....If one has habituated his acts so that when moral questions arise the choices are easily made, he frees himself for greater activity.....The nature of coluntary action brings out the importance of habit and the bearing of the whole educational force on character. To the teacher (training the will and developing character) means the formation of groups of habits, the knowledge of social situations, the willing-ness to act in terms of remote ends rather than seeking
 1
 immediate satisfactions.

Thorndike showed that for the most effective learning, other things being equal, satisfactions should follow right actions and annoyance should follow wrongdoing. Hence the feelings become "the great well-springs" of action and should occupy a very important place in the educative process. The teacher should be able to arouse feeling so that she can make use of it to obtain the desired reaction from the child and by this means develop a group of habits which will in turn control feeling the reaction to which would be undesirable. "Intense feelings or emotional states in themselves become stimuli for action, thus overshadowing the external stimuli or the actual situations of the cogni-
 2
 tive processes, and thus interfering with educational situations" unless the feeling is in the desired direction.

When parents and teachers learn to train the emotional lives of the children as they now train their intellectual lives, a vast improvement must follow. The task is not to suppress the emotions to but to direct them so that
 3. *ibid*, pp. 198-199
 the actions will follow the desired channels. "Character is the result of the whole of the instincts, feelings and thoughts expressing themselves statically

1. J. V. Br itwieser, op. cit, p. 125
 2. *ibid*, pp. 198-199

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in habits". Since, "In the long run action is tested by results, not by motives", it behooves all who have the training of children as their task to see to it that the child knows what is right and feels so strongly about it that the action, when it occurs, will of necessity be right.

Now the feeling for anything which the mind thinks will satisfy that feeling is desire and hence the moral problem "may be stated as the creation in the child of socially worthwhile desires, and as the development of appropriate feeling-responses to such worthy objects".² While the teacher cannot impart character to the child, he may awaken an interest which, if sustained, will express itself in conduct. "To cause the child to desire and cleave to valuable ends.... whose attainments require effort and persistence is to give him a discipline and control of unquestionable worth".³

Conclusions. "The major implication of the contributions of science is that character can be taught",⁴ and psychology clearly gives us the method.⁵

I Knowing. The child must know what is required of him and the reason therefor. Co-operation is more easily enlisted if his reason convinces him that the course of action proposed is reasonable and just.

II Feeling. A strong feeling toward the right must be aroused. Put the situation before the individual as if the wrong-doing had been directed towards him. Present the matter strong enough so that he will see the other's position. Feeling toward the ethical action is often aroused by a well-told story or ~~parable or bit of verse.~~

~~III Willing. Unless the teaching is forced to the point~~
III Willing. Unless the teaching is forced to the point

1. F. J. Gould, Moral Instruction, Longmans, p.17.

2. M. Herbert, Formative Factors in Character, p. 110

3. *ibid*,

4. Mark A. May, "What Science Offers on Character Education", Religious Education, June 1929, p582.

5. Walter S. Siders, "Lessons in Ethics", Journal of Education, April 10, 1913.

where the pupil is resolved to act upon the suggested right course, there is that danger that the teaching will fail in its purpose.

but since it seems to be agreed by psychologists that willing should be re-enforced by habit the above steps may be re-stated in terms of the laws of habit formation;

- I. Set up in clear relief the habit to be formed. Arouse the interest which then must be changed to desire.
- II. Change the desire to a feeling so intense that it can properly be called emotion.
- III. Set up a series of performances. As far as possible provide " an environment in which the desired habits are learned thru practice with a minimum of exhortation and explanation." Utilize the favorable incidents and routine practices that arise thruout the day.

5. What Do Writers on Character Education Contribute to the Motivation of Conduct.

Purpose. The purpose of this section of the study was to learn what methods or what materials or both have been used in the past or are being suggested for use at present in the field of character education.

The writers on the subject of character education are unanimous in their opinion of the importance of such education, some going so far as to say that character education is the basic purpose of the school, altho it presents a most baffling problem. It is agreed that "It is the plain duty of the school to help young people by giving them knowledge of the responses to conduct sit-

1. F. M. Gregg, Nebraska State Course of Study, p.114.
2. W. T. Harris, Editor's Prefact to Moral Instruction of Children by Felix Adler.
3. W. Weisand, "The School - Its Basic Purpose", Education, Ap. '25,45;500-3.
4. W. W. Charters, "Five Factors in the Teaching of Ideals", Elementary School Journal, Dec. '24, 25;264-276.

uations that have been found to give lasting satisfaction", as there seems to be a growing tendency for parents to neglect matters of conduct and character on the part of their children apparently expecting this work to be done by the church, the school or even the court.

Some educators think that just as we teach reading and arithmetic directly so character can be taught directly. Others think that the development of character can be brought about only indirectly, as a side-issue and more or less accidentally.

The proponents of direct character education assume that if "character is the social evaluation of (one's) total activity" then the direct method is logical and necessary. This principle is not only recognized but it is acted upon in the ordinary school duties and hence no valid reason can be assigned for denying character education those advantages of method which are associated with other kinds of teaching.

The direct method of teaching morals and character has been associated largely with the appeal to reason and to 'preaching'. Usually a definite time of the day is set for the discussion of virtues and such discussion is accentuated by various schemes of self-reporting and charting of the pupil's progress.

The aims of direct moral teaching are stated to be;

- a) To open the eyes of the morally blind.
- b) To clear away moral confusion.
- c) To forestall moral vacillation.

1. Elvin H. Fishback, Character Education in the Junior High School, p. 127

2. ibid, p. 13

3. J. V. Breitwieser, Psychological Education, p. 125. ^{it is}

4. F. J. Gould, Moral Instruction in Theory and Practice, p. 33

5. F. M. Gregg, Nebraska State Course of Study, p. 26

6. Mrs. Ella Lyman Cabot, in Journal of Proceedings, N. E. A., 1909, pp. 239-245

Whenever the teacher explains to the pupil why he should do anything, then there is direct Character Education. It is poor teaching not to make definite plans for such instruction.

Charters outlines a number of characteristics of direct instruction but as they seem to apply more particularly to 'moral' training than to conduct as specified for this experiment they are not of particular interest here.

The indirect method of character education assumes that the school environment and activities carry certain moral implications which a child cannot escape and are therefore sufficient for the purpose. The school offers a well-organized and purposeful daily life. Literature and history have inherent moral values. Teachers are examples of unselfish courtesy and devotion to duty.

However, the indirect method of character training, if it is actually to be such, must possess a large element of planning and prevision on the part of the teachers. The indirect method of character education is one that depends a great deal upon suggestion to influence the instinctive response. Since "an important element in environmental influence is the unconscious education or incidental learning of the child, pictures, mottoes, etc.," will be used as occasion requires.

Altho in the indirect method of character education it is sought to use every opportunity in connection with the management of the school and with the curriculum and altho, from the definition of direct method previously given, the

1. Character Education for the Public Schools of New Hampshire, 1927, pp.7-10
2. W. W. Charters, "Methods of Teaching Ideals", Elementary School Journal, Jan. '25, 25;358-369.
3. Laura A. Pefhstein, and L. McGregor, "Character Education in the School", Religious Education, 23;465-470
4. J. V. Breitwieser, Psychological Education, p.p. 57-58.

pupils are to be in ignorance of the process and its results, Charters suggests the following 'safe-guards';¹

1. The pupil must recognize that he is working upon an ideal in connection with the assignment made. Care must be taken to see that the desire for the ideal is created.
2. The teacher must insist upon the operation of the ideal.
3. The procedure must be intelligent.
4. The teacher must make the pupils accept the standards and help him apply them to situations.
5. The teacher must have a definite idea of the traits to be developed. A list of these traits should be made. Decide which of the traits shall be developed in connection with each subject.
6. Typical situations outside the learning of subject-matter should be listed and certain ideals assigned to each.
7. Appropriate methods should be adopted to ensure the development of habits.
8. Make ideals so attractive that the pupils will prefer them to negative or lower ideals.
9. Check the list of traits to see whether or not the amount of instruction given covers all cases normally arising and provide sufficient repetition to develop the necessary habits.

Any plan of character education in the schools calls for a statement of objectives to be realized, it having been assumed that character education meets a social need. The Report of the N. E. A. Character Education Committee of July 1924 gives a list of objectives with two purposes in view;

1. To cultivate from the beginning habits and attitudes that contribute to the development of personality and social progress.
2. To develop at the proper time, understanding and appreciation, of (four sub-headings which deal with society.)

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Fishback rings the changes in these same objectives and with the same lack of concreteness.

"The ultimate objective is to bring about desirable changes in thought, feeling and conduct on the part of the child....day by day until habit and character have been established".³

1. W. W. Charters, "Methods of Teaching Ideals", Elementary School Journal, Jan. '25, 25;358-369.
2. Op. cit. pp. 29-33.
3. Course of Study for New Hampshire, pp. 7-10

The two factors of paramount importance in either the direct or in the indirect method are;^{1.}

1. Choice of material
2. Right manner of presentation.

Literature and biography, since they enable one to live vicariously the lives of many will provide material to be used in character education or for the motivation of conduct.

Biography is unsurpassed in its moral potentialities. Nothing so quickens life as contact with life in the great souls of the race. Biography discloses with moral impressiveness, the sources, principles, struggles and habits of youth that made possible later attainments.^{2.}

"Biography has always been a great stimulus to young people. They admire the workable elements in the lives of the characters they study and they weave into their own lives many of the ideals of their heroes. This process can certainly be quickened in the school if it deliberately tries to give conscious attention to what constitutes character in others."^{3.} Good examples must be persistently presented and so often copied that the line of moral conduct may become the line of least resistance!^{4.}

"Studying the heroic stories and experiences (of others) should supplement the real life situations of the children by giving them broader concepts and deeper insights regarding their problems and their solutions."⁵

The New Hampshire course of study emphasizes the value of story-telling

Thru story-telling of the children may be led to see the ideals more vividly than in any other way because the story makes the right acts appealing and the wrong acts repulsive. The tales should contain the lesson the children ought to

1. Mrs. E. L. Cabot, Ethics for Children, p. xvi
2. Course of Study for New Hampshire, pp. 14-15
3. E. H. Fishback, Character Education in the Junior High School, p. 129
4. Felix Adler, Moral Instruction of Children, p. 59.
5. C. S. Germane and E. G. Germane, Character Education, p. 180

learn and they should be strong and true to life. Story characters must be human and so depicted that the children will learn that true reward of right conduct comes from added self-respect and from winning the esteem of others. ¹

The part played by the activities of the playground is emphasized by various writers. The playground affords the preliminary training for future citizenship not obtained so well elsewhere. On the playground the scholars learn to select and obey their own leaders, to play the game according to the rules, and to put down any infraction of the rules whether in the shape of violence or of fraud. They learn, also, to defer to the will of the majority and to bear defeat good humoredly. ^{2.}

The playground affords both material and method for the best learning of the virtues which can be learned thru individual and class creative enterprises, group activities and group problems involved in living together. ^{3.}

MacKenzie gives principles of methods which are also applicable to conduct training in general and may be summarized as follows; ^{4.}

1. Moral training should be concrete, carrying a direct suggestion of something that is to be done.
2. Moral training should, as far as possible, be positive rather than negative.
3. Moral training should be practicable.
4. Moral training should, as far as possible, be in the nature of auto-suggestion.
5. Moral training should be adapted to the stage of development of the mind for which it is intended.
6. Moral training should be in harmony with the actions of the teacher.

The teacher must pay great attention to the satisfactions which accrue to the pupil as a result of his moral action. She should make every effort to add to the general non-conscious satisfaction of an act by adding as many conscious

1. Felix Adler, Moral Instruction of Children, pp. 19-21

2. *ibid.*, p. 238.

3. C. S. and E. G. Germane, Character Education, p. 180

4. John S. MacKenzie, "Moral Education the Task of the Teacher", International Journal of Ethics, July, 1909.

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ones as possible.

In any form of education the personality of the teacher must play an outstanding role, at least as long as it is accepted that teaching must be by example rather than by precept.

2.

The first requisite in character education is the character of the teacher. There can be no doubt that persons are the most significant factor in the agencies and forces of education. The teacher must be all³ she expects her pupils to be. If the teacher has a pleasing personality and at the same time has high ideals and can get them across to boys and girls, great strides may be made in forming the proper emotional attitudes toward what is right.⁴

Mrs. Cabot gives the following outline for handling literature in character education;⁵

1. Classic Stories
 - a) Use the Bible. It is pervaded with humanity and uses the direct simplicity which appeals to children.
 - b) Use legends and fables.
2. Graphic incidents from great biographies.
 - a) Use incidents of loyalty, courage, etc., such as exemplified in the lives of Socrates, Joan of Arc, Henry Fawcett the blind statesman, Gen. Gordon.
 - b) Use heroic incidents whenever possible.

Adler gives the following instructions with regard to the use of fairy tales and fables;⁶

1. Tell the story and feel the children thrill to the touch of the earlier life of the race.
2. Treat the moral element as an incident.
3. Eliminate from the story whatever is superstitious or objectionable.
4. Let the pupil repeat the story or fable in his own words.

1. S. G. Rich, "A Constructive Program for Moral and Civic Habit Formation", Education, N.v. '25, 45:129-141
2. Wm/ H.P. Faunce", "Moral Factors in Education", Journal of Proceedings of N. E. A., 1901, pp627-634.
3. Course of Study for New Hampshire, p. 12.
4. E. H. Fishback, op. cit., pp. 23-24.
5. Mrs. E. L. Cabot, op. cit., pp.xviii-xix.
6. Felix Adler, op. cit., chap. 6.

5. By means of questions elicit a clean-cut expression of the point which the fable illustrates.

When an attempt is made at direct character education, lessons must be frequent enough to make impressions continuous and cumulative.¹ With little children ten minutes a day may be used but with older children up to 30 or 40 minutes may be taken. In no case should lessons be so long that they weary or bore the pupils.²

Since the object of character education is right habit, experience and practice must be an important part of the lessons. Provide the children daily with many situations for self-choosing, for self-judgment, for self-control and for self-governing.³ Experiences should be properly selected and proper reactions should be facilitated.⁴

"What one would have in character, let him practice in conduct. Thus the immediate aim in home and school should be good conduct, for good conduct when lived, becomes good character."⁵ Hence, when the concept has been definitely formed, the opportunity and the means should be provided for the application of the principle involved.⁶

Concerning methods of conducting lessons none of the writers studied seems to have clear-cut ideas based on psychology or even on experience.⁷

Mrs. Cabot gives the following;

1. The teacher must see her subject vividly. Success means saturation with your subject.
2. Make the vision of right lasting.
3. Connect several stories which deal with the same incidents.
4. Dramatize

1. Mrs. E. L. Cabot, op. cit., p. xxiv
2. C. S. and E. G. Germane, op. cit., p. 180.
3. *ibid*, p. xiii
4. J. B. Breitwieser, Psychological Education, pp. 71-73.
5. C. S. and E. G. Germane, *ibid*, p. 20.
6. M. T. Whitney, Moral Education, 1915, p. 43
7. Mrs. E. L. Cabot, *ibid*, pp. xxiii-xxv

5. Have pupils memorize short poems.
Never tell any story into which you cannot put fresh interest with the telling.
7. Keep rejoicingly familiar with the best in story, biography and poetry.

1

The course of study for New Hampshire gives the following:

1. Use devotions - bible reading, hymns.
2. Secure appreciation of literature and the fine arts.
3. There should be a minimum amount of instruction in morality.
4. Secure participation in the activities that occur in just living together.
5. Require little children to memorize certain sentences and bits of poetry.
6. Ask for the true meaning of the passage. Help them to understand, then to form judgments, then to apply these to their own individual and community life.
7. Read a bit of excellent prose or poetry - place the passage in a special note-book with other choice sentences, maxims and thoughts.
8. It is not necessary to establish a rigorous, methodical order of lesson topics.
9. Read selections from periodicals dealing with moral traits.

Conclusions.

From this study it appears that the writers on character education and moral education have made no attempt, or very little, to arrive at a psychological method of character education. Any method referred to is largely lack of method.

The study, however, does suggest the materials, which may be tabulated as follows;

- a.) Literature
- b.) Dramatics
- c.) History
- d.) Biography
- e.) Memory verses
- f.) The subject-matter lessons of the day.
- g.) Play and playground activities.
- h.) Organization of clubs.
- i.) Life situations.

1. State Course of Study for New Hampshire, pp. 4-5.

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III THE SET-UP OF THE EXPERIMENT

Object.

The object of this experiment was the preparation and use of a scheme of education for the motivation and inculcation of certain conduct-activities.

Determination and limitation of the objectives.

This was not an experiment in character education or moral education except in so far as all education and all conduct affects the formation of character and moral attitudes.

As a result of the study of the objectives of ten well-known and representative codes or courses of study (see p.) the following traits were accepted as the objectives of this experiment.

Courteous
Courageous
Considerate
Clean
Reliable
Obedient
Careful
Self-controlled
Reverent
Orderly

Method

A. Direct

1. Arouse the desire by presenting incidents, life-situations, or situations from literature or biography which set forth the good habit favorably or its opposite unfavorably.

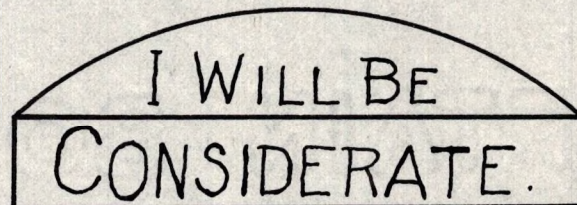
2. Change the desire into strong feeling or emotion by stories, poems, memory verses, songs and discussion.

3. Change the emotion to conduct by the use of every possible occasion for the practice of the conduct in naturally occurring situations or in manufactured situations such as games and drills.

B. Indirect

The teacher should use every occasion which presents itself to inculcate the specified conduct.

To keep the desired trait constantly before the class and to make use of the power of auto-suggestion as far as possible, the traits were printed in large type so as to be seen clearly across the room and displayed in a holder as illustrated.



One of these devices was hung on the wall in front of each class. The cards were changed as required by the course of study or by the exigency of the moment.

Lesson plans.

The writer agreed to prepare in detail the plans for the teaching of three of the traits; the teachers agreed to use these plans as models and to prepare their own plans for the remaining traits.

Lesson plans were to include;

- a) Use some naturally occurring life situation or prepare some such situation to arouse the interest of the pupils and to show the necessity for the trait-conduct.
- b) Relate (or read) to the class an interesting story or poem emphasizing the ideal named by the trait.
- c) Have pupils memorize suitable stanzas or couplets driving

home the desired conduct.

- d) Keep the desired conduct in mind for emphasis in any lesson.
- e) Have the children bring to school stories and poems illustrative of happy results of the conduct or of disastrous results of the opposite conduct.
- f) Have the class formulate rules of conduct bearing upon the trait.
- g) Find as many occasions as possible to put the conduct into practice.

ORDERLINESS

Introduction.

One of the most important and far-reaching series of desirable actions and habits is embraced by ORDER or ORDERLINESS. The child before coming to school has, perhaps, learned to put away his toys in an orderly manner and, possibly, to put away his clothes or hang up his wraps. He may have learned to set the table for a meal.

I Arousing the desire.

The teacher may let the children do something in a disorderly manner and again the same thing in an orderly manner and find out by questioning which is preferable.

- a) All children run forward to grab whatever chair they can for the recitation period.
- b) Teacher directs them to walk forward in a specified manner. By questioning learns from the children which method is the more pleasing, which the more quiet.
- c) Have a desk previously arranged in a disorderly manner and another in an orderly manner. Which looks the better? From which is it easier to obtain the required materials?

Why does each child have a numbered hook for his wraps? Bring out what would be the effect if hats and wraps were merely thrown together in disorder.

Ask pupils to get out of their desks some materials that have not been used for several days. Who got it first? Why? Who got it most quietly? Why?

Have a committee to inspect desks for orderliness. Put names of winning pupils where they can be seen.

Devise questions to elicit a description of the orderliness of natural occurrences - day and night, the seasons, growth of plants, etc.

Treat similarly the activities of a farmer, a business man, mother, father.

II Changing the desire to emotion.

- a) Stories. Use such stories as the following;

The Little Boy Who Liked to Hang Up His Coat.

Fairy Sunshine and Lady Wind set out to find a little boy who likes to hang up his coat and hat. Said

"Dear Lady Wind, 'One can never tell.

It will be hard work, I know full well".

They travelled for many days and visited many lands and peeped into many

homes. Fairy Sunshine became very discouraged but Fairy Windbegged her to keep on just one day longer. By and by, they came to a tenement-house in the poor part of a large city. They climbed stairs, and stairs, and stairs until they came to the very top of the building. They heard a boy singing;

"I like to put away my coat,
And hang it up here, every day!
I like to hang my cap up, too,
Because it keeps it good and nêw!"

Lady Wind and Fairy Sunshine peeped thru the key-hole and saw a little boy hanging up his coat and cap. The next day the fairies whispered to a kind lady who found work for his sister so that they could live in a nice cottage in the country.

Summarized from
"The Little Boy Who Liked to Hang Up His Cap",
in Like to Do Stories, (Beckley-Cardey)

The Boy Who Recommended Himself.

A lawyer advertized for an office boy. There were several applicants. One boy was at the office quite early and took a comfortable chair. Others came in soon after. An old man came to see the lawyer. The boy rose and asked the old man to have his seat. A book was lying on the floor so the boy picked it up and put it on the table. By this time several other boys had arrived. The first boy took his place at the end of the line.

Altho he was the last to be interviewed, he got the job. Give reasons.

Summarized from
Morning Exercises for All the Year, p.27

Agnese and Her Fruit Stand.

Have you seen fruit peddlers as they sell in the streets? Describe a fruit peddler's cart. In this story the author shows how "The Hands That Could See" made the arrangement of fruit on a peddler's cart so orderly and attractive that it was a work of art.

Tell the whole story.

To be found in
"Agnese and Her Fruit Cart",
by Angela Keyes in Bolenius Reader V, p.89.

The Summer Camp

Place

Selected very carefully some time in advance.

Considerations

Fun and adventure
Water for drinking, swimming, etc.
Woods for exploring and nature study.
Nearby farm for food and drinking-water.

Preparing the Camp

Tents placed where there is good drainage and fresh air.
Screened shack for cooking purposes.
Protection for water supply.
Spot for safe swimming.

Program

Meals at regular hours.
Time to get up and retire.

Inspection.
Games.

Full story by Chas. H. Lerrigo
in Lincoln Readers V, p.279

The Road That Talked.

Dickie and his mother went into the country for a holiday. Dickie thought it was very tiresome with nothing to do. He was surprised to hear a voice say, "It's dreadful my boy to be choked, and it's not a bit nice to have mud in your bed". What did Dickie do? Again he heard a voice;

"If wagon wheels don't break my back,
My smooth white face they're sure to crack".

What did Dickie do this time?

The farmer said, "The greatest man of all is the one who understands the language of the crooked post, the broken gate and the forsaken road".

Full story, by Louise R. Bascom,
in Lincoln Reader VI, p.15.

b) Memory gems

Order is heaven's first law.

Pope.

Order means light and inward peace and liberty
and free command of oneself; order is power.

Amiel

Good order is the foundation of all good things.

Burke.

Let my hand's sweetness have its operation
Upon my body, clothes and habitation.

(Morning Exercises for All the Year, p.26)

Neatness and its reverse are almost a sure test
of moral character.

Dr. Whitaker.

c) Dramatization.

At the Picnic.

Jack. What a fine oak tree! That is just the place for our picnic.
Mary. So near the spring, too.
Mary. See these lovely ferns.
Will. These rocks are just what we want for the fire-place.
Helen. Just look up there on the hill - the cream-cups and the baby-blue-eyes.
All. Let's stay here.
Tom. Come on, boys. We'll bring the wood and make a fire while the girls spread the tables.
All Boys All right, Captain Tom.
All work at various tasks.
Elsie Lunch is ready! Find your places. Please start the sandwiches, Lucy, while I pour the lemonade.

Will. What a delicious salad this is! Your mother is a good cook, Mary.
Bob. These sandwiches are fine, too.
Helen Please pass the cake, Jack. Thank you!
 All eat and pass things, using polite phrases.
Mary Goodness, but haven't we had a fine lunch? Now let us play games.
Will Fine!. What shall we play?
Tom. No games until we have picked up the orange peel and the tin cans, burned all the paper, put out the fire and left this spot as clean as we found it.
Helen Hurrah for Captain Tom! We'll all help.
 All pick up paper, etc., and put camp in order.
All Are you satisfied, Captain Tom?
Tom Yes, indeed! This lovely place is all ready for another picnic party.
 Summarized from a playlet of the same name
 by Margaret McNaught in
 U. S. Fept. of Interior, Bureau of Education,
 Bulletin 1917, #54, pp.41-42.

d) Situations and experiences.

In the home.

- Have a place for one's clothes and always put them there neatly.
- Leave bedroom orderly so as to help mother.
- Pick up all things I have used and return them to their proper places.
- Set the dishes and cutlery.
- Eat so that I am a pleasure to others.
- Talk quietly enough to be heard distinctly.
- When others are talking, speak to them only at the proper time.
- Use correct language.

At school

- Manner of exit and entrance.
- Fire drill.
- Passing to and from seats.
- Dress.
- Wraps in the cloakroom.
- Arrangement of materials in desks and lockers.
- Passing and collecting of materials.

III Fixing the Habit.

a) Activities.

Children bring to school pictures showing order and its effects, of disorder and its effects.

Write and act a short play showing the good effects of orderliness and the bad effects of disorderliness.

Each pupil keep a chart of his daily orderliness during the period.

Write original or other stories dealing with orderliness.

Cite persons who are good examples of being orderly.

Have children make oral or give written reports on,

Order gives us life.

Order gives us health.

Order gives us comfort.

Order gives us safety.

Order gives us science.

Order gives us beauty.

b) Practice.

Fire drills

4 Entrance into and exit from school and classrooms by lines or otherwise.

Passing to and from classes.

Daily inspection of desks for orderliness of material.

Special attention to orderliness in arrangement of all written work.

OBEDIENCE

I. Introduction.

A short distance from the school, on each side of the street, there is a sign. What does it say? Why have a sign? Do people always know the right thing to do? Do people always do the right thing without being told?

On the street as it enters the federal highway, there is a sign. What does it say? Suppose one does not do what the sign says and an accident happens. Who will be responsible? Why? What will people say he did not do?

In cities, what do they often have at intersections instead of signs? Why a policeman? Bring out by questioning that we should be obedient "because the action required is the right action. Why must we obey the policeman? Why must we obey the signs? Suppose, on a busy street, a driver did not obey the sign? Can one get thru the traffic quicker by obeying the signals?

Bring out the meaning of obey and obedience. Is there any connection between obedience and orderliness? Obtain many illustrations. Does obedience bring about orderliness?

To whom, perhaps, do we first owe obedience? What would a home be like without obedience? Show how we can obey father and mother. Is there anyone else in the home whom we should obey? Can we obey without anyone telling us?

Obedience should be from within. Not because one is told, but because one knows it is right.

To whom, next perhaps, do children owe obedience? Whom do we obey in school? (Principal, teachers, monitors, 'captains', signs, signals)

If the children are familiar with soldiers, Boy Scouts, etc., elicit an expression of the necessity for prompt obedience. What do you think of a child who says to his parents, "Wait a minute"? Show that the body must be trained thru practice if there is to be prompt obedience to sudden commands.

II. Changing the interest to emotion.

a) Stories.

The following type of lesson may be found on p. 157 of Character Education in the Junior High School, by E. H. Fishback, (Heath).

1. Topic - obedience.
2. Aim - to teach obedience in the only way a true boy or girl can achieve the highest character.
3. Subject-matter, "Wellington and the Plowboy"
4. Procedure;
 - a. Tell the story to the class.
 - b. Discuss the story as follows;
 - Was the task which this boy encountered a hard one?
 - Did it require a great deal of courage to obey in this instance?
 - What made this task, however, one that he felt justified in upholding?
 - Was he in the right?
 - He had been entrusted with a care. Was he faithful to the trust placed in him?
 - How do you think you would have acted if a great person asked you to do something you had been told not to do?
 - Did he rely on the Duke's sense of honor and justice?
 - Did the Duke fail to measure up to the plowboy's idea of him?
 - In what way did the Duke reward him?
 - Did the plowboy have reason to feel glad in the end?
 - What does obedience mean to you?
 - When and where is the foundation of obedience laid?
5. Assignment.
 - a. Review the story of the plowboy.
 - b. Relate other stories, poems and quotations which teach the same lesson.

Wellington and the Plowboy.

A favorite sport of rich men in England is foxhunting. On horseback, they sometimes follow the fox for miles over all sorts of land. Sometimes great damage is done to the growing crops.

One day a farmer saw such a party approaching his land on which the wheat was just springing up. He told one of his boys to hurry and close the gate and allow none of the hunters into the field. The boy reached the gate just in time to shut it as the first huntsman rode up.

As the other huntsmen came up they tried in various ways to get the boy to open the gate, but he said;

"Master has ordered me to let no one pass thru, so I cannot open the gate or allow you to do so".

One man threatened to thrash the lad. Another offered him a gold coin. But the lad remained firm.

At last a stately gentleman rode up. He said, "My boy, I am the Duke of Wellington. Open the gate so that my friends can pass thru".

Now the Duke was a great soldier who had defeated Napoleon of France at the battle of Waterloo. The plowboy knew of his many victories and was very proud to be spoken to by so great a man. He took off his cap and said, "I am sure the Duke of Wellington would not wish me to disobey my master's orders".

The Duke was very pleased with the lad's reply and firm stand, and raising his hat in return, said, "I honor the boy who can neither be bribed nor frightened into doing what is wrong or into disobeying orders".

How Charlie Learned to Obey.

Charlie has a puppie which he is trying to teach to perform simple tricks. Charlie found a switch, and by scolding and whipping made the puppy perform a trick. He told his mother, "It was pretty hard work Jack wouldn't mind me till I made him".

"What right have you to expect him to mind you?", asked his mother, quietly.

Charlie explained that he fed the puppy and took care of him.

The mother, who happened to be making a jacket for Charlie, carried the lesson over into her work.

"Ought my little boy to be made to obey his mother?", she asked.

"Oh, mother!", cried Charlie, "I know it is wrong to disobey you. I'll try to obey you as I expect Jacko to obey me".

Summarized from a story of the same name in
Forty Famous Stories (Hall and McReary), p. 42.

The Loss of the Birkenhead.

Once a big ship called the Birkenhead was taking soldiers from England to a distant land. Off the Cape of Good Hope, the ship struck a hidden rock and began to sink.

The soldiers were immediately ordered to "Fall in!" as for parade on land. The lifeboats were then filled with the women and children, but not a soldier left his place in the line.

The ship sank lower and lower into the water. These brave men saluted their flag and went down with the ship.

The officer had given command, "Every man will stand in his place", and like true soldiers in the presence of death, not one man became a coward by forgetting to obey.

Other stories of a similar nature

"Mother Frost", Beacon Second Reader, p. 55.

"Peter Rabbit", by Beatrix Potter, in Bolenius Second Reader, p. 151

"The Story of Old Scotch", by Enos Mills, in Bolenius Fourth Reader, p. 37.

2 "In the Scout Camp", adapted from a story published in Boys' Life and re-told in Lewis and Roland Silent Readers Book 7.

"Baby Bunting", Story Hour Primer, p. 82.

"Climbing Alone", by Mrs. Margaret Getty, adapted in Ethics for Children p. 70.

"Fairy Shoes", Elson Reader, Book 3.

"Ulysees and the Bag of Winds", *ibid.*

"The Sailor Man", in How to Tell Stories to the Children, Bryant.

"The Girl and the Book", by J. C. Sindeler, in Morning Exercises for All the Year, p. 18.

"Casabianca", in Fifty Famous Stories Retold, Baldwin.

"The Golden Bird", adapted from Fairy Tales of All Nations, in Lewis and Roland Silent Reader, Book 5, p. 115.

"The Charge of the Light Brigade", Tennyson.

"Friar Bacon and the Brazen Head", by Greene, in Lewis and Roland Silent Reader, Book 7, p. 66.

"Carrying the Message to Garcia", Elbert Hubbard.

b) Memory Gems

Obedience

If you're told to do a thing,
And mean to do it really;
Never let it be by halves;
Do it fully, freely!

Do not make a poor excuse,
Halting, weak, unsteady;
All obedience worth the name,
Must be prompt and ready.
Phoebe Cary, in
Ethics for Children, p. 84.

"The life of duty, not the life of mere ease and pleasure - that is the kind of life which makes great men, as it makes a great nation".
Anon.

"Now these are the laws of the jungle, and many and mighty are they;
But the head and the hoof of the Law and the haunch and the hump is
-Obey!"
Kipling.

c) Dramatizations.

A Christmas Lesson

in Some Little Plays, by Mary E. Whitney,
p. 80

Brief synopsis;

Tom Kelly has been saving his money to buy Christmas presents for his mother, father, sister and teacher. But Tom is rude to his sister and disobedient to his mother and not particularly courteous to his father. Also, he is not well-behaved at school. Tom loses the money he has been saving, but thru the suggestions of the Christmas Fairy he makes a better present than anything he could have bought.

d) Situations

In the home.

Getting up the first time called.
Dressing in clothes placed by mother or which mother tells one to wear.
Coming to meals on first call,
Washing promptly.
Running errands without question.
Performing tasks promptly and without question.

Refraining cheerfully from doing what parents forbid.
On the street.

Keep to the right- walking or driving.

Watch for and instantly obey signals or policemen.

Obey any special city "rules"

In school

Arrive at school on time - not too early and not even just a few minutes too late.

Playground rules.

Play fair.

Know and obey the rules of the game.

Protect smaller children.

Know and obey the rules of admittance to and exit from school

Passing to and from classes.

Signals by teachers and others.

Completing unfinished work

March according to rule.

Obey the referee without question.

Physical exercises.

The following will be found in The Road to Citizenship, by Frances Ross Dearborn, (Ginn)

Page 7.

Which of these things does your mother still have to tell you to do?

1. Pick up your playthings?
2. Open your windows at night?
3. Hang up your cap?
4. Close the door quietly?
5. Rinse your hands before you wipe them on the towel?

Page 8.

Which boy did the harder thing?

- a) John's mother told him to hurry home after school. There was no one on the playground after school and John was quite ready to go home.
- b) Will's mother told him to hurry home after school. The boys teased him to stop and play ball, but he went home.

Page 17.

Which of these rules are needed in school? Why?

- a) Sharpen your pencil before school, or at recess.
- b) Be quiet and orderly when the fire alarm rings.
- c) Do your own work.
- d) Stay on the school grounds before school and at recess.

Page 18.

Do you ever see these signs? What does each sign mean? Why is it needed?

- a) No parking.
- b) Measles.
- c) Hospital zone, Quiet.
- d) School. Slow.

Page 25.

"Lucy's Bad Habit", a good story to let the class finish.

Page 42.

The children are to print or paint signs showing various obedience activities.

Page 69.

"Right Thinking".

III. Changing the Emotion to Conduct.

Make a list of reasons why children should be obedient at home. Do your best to obey these rules.

Make a list of reasons why children should be obedient in school. Do your best to obey these rules.

The following should be of especial interest to the teacher and might be of interest to the pupils who are older.

"In the school, as in the home, there exists on the part of the pupils the obligation to obedience to lawful commands, civil deportment, respect for the right of others and fidelity to duty. These obligations are inherent in any proper school system and constitute, so to speak, the common law of the school. Every pupil is presumed to know this law and is subject to it".

Mr. Justice Lyon in State ex rel Burfee v. Burton, 45 Wis. 150; 30 Am. Rep. 706.

Make a list of reasons why children should be obedient on the street.

State five rules which the teacher obeys in school.

State five rules which parents obey.

Schiller, the great German poet, said, "The first great law is to obey".

Discuss this statement.

Henry Ward Beecher, a great American, said, "Obedience to the law is true liberty. Can you show how this is so?"

If one thinks a rule is wrong, what should he do?

Show how a railroad engineer is obedient. Whom or what does he obey? What would be the probable result of disobedience?

Bring to school pictures of street signs which we must obey.

Draw, print or color pictures of street signs.

Write and dramatize an original playlet, "Crossing the Street".

Suggest lists of rules which might make playing on the street safer. Give reasons for each. Have the best rules adopted by the class by majority vote.

Elect captains to see that the rules are obeyed.

Write ten health rules one should obey. Make a chart and record daily your obedience to these rules.

Learn the pledge of allegiance and the flag salute.

Draw and color or bring to school a picture of the flag of the United States.

Show in what ways the President of the United States is obedient.

Bring to school pictures of soldiers, sailors, policemen, firemen, etc., whose chief duty is obedience.

Form some school organization such as the Boy Scouts of America.

Have a class organization in which each child has an opportunity to be "in command" and all children must obey.

Have simple easy rules for "passing" and see that no exception is allowed. Play physical exercise games which require quick response to unexpected commands.

Keep daily check of obedience to rules the results of which can be verified, e.g., clean hands, clean finger nails, teeth brushed, etc.

Name five rules, each, for safety in the home, on the playground, on the street.

The fifthgrade manual of Citizens in the Making, p.49, has good suggestions for a series of "What is wrong?" pictures.

COURTESY

I. Arousing the Desire

A multitude of opportunities are ever presenting themselves in and out of the classroom any one of which will serve as a key to open the desire to be polite or courteous. Of all desirable conduct, courtesy is, perhaps, the easiest to present to the children.

The writer would suggest that thruout this experiment in the motivation of desirable conduct, orderliness be the organizing principle.

You, the teacher, have, perhaps, noticed two children trying to get into the same seat, or trying to pass thru the door at the same time, with resulting disorder; some child has not replaced a book properly in the library, with resulting inconvenience; children of one grade come into the hall noisily disturbing the order of another grade which is working; someone interrupts during a conversation, causing the speakers to lose the thread of their conversation.

Tell that orderliness, especially for the happiness of others, is courtesy or politeness. Let the children give as many examples as possible, or the teacher might suggest situations which call for orderliness for the happiness of others, such as;

At a birthday party all the children rushed to be seated at the table and began at once to eat, thereby upsetting all arrangements made by the hostess.

Maude and Sue, skating to school on the sidewalk, caused a lady to step off into the gutter.

A new boy comes to school; the other boys of his grade do not let him play with them. The new boy is made unhappy and the teacher has to leave her work to set things right.

Bert was to read a story to the class next day. He did not read the story to himself first and stumbled very much while he was reading it aloud to the class.

Willie handed the scissors to his mother while the teacher was talking to her and caused his mother to cut herself.

II. Changing the Desire to Emotion.

a) Stories

1. Fairy Moonlight did not know whether little boys did or did not say "Thank you", and "If you please", because little boys were usually tired and sleepy when she was about. One night she and Fairy Wind set out to look for a little boy who always remembered to say "Thank you" and "If you please". Sometimes they found themselves in warm, cozy rooms, and sometimes in cold, dreary rooms. On the third night they peeped into a warm, bright room where a little boy was eating a birthday supper with his grandparents. This is what they heard,
 "Please pass the sugar, grandpa".
 "May I have an orange, grandma?" "Thank you, grandma".
 Lady Wind and Fairy Moonlight were so pleased to have found the little boy that they lingered about the pleasant room. As this happened to be winter, after supper they all sat round the fire. Soon, the little boy noticed that his grandma and grandpa were nodding in their chairs. Perhaps he began to nod, too, but sleigh bells could be heard in the distance. Soon Santa Claus' prancing reindeer came in sight. As he was dashing by, Fairy Moonlight called to Lady Wind, "Stop him! Stop him!"
 And Lady Wind called,
 "Dear Santa, pray stop with your toys and your trees!
 Here's a boy who says "Thank you" and "If you please".
 Then Santa said to the little boy,
 "You like to say "Thank you" as I understand,
 Will you travel with me to Santa Claus land?"
 Of course, the little boy was delighted, and soon they found themselves at the door of Santa Claus' workshop.
 (Let the children tell what he would see there.)
 Then the little boy woke with a start. It was morning and he was in his own bed.
 "Merry Christmas!" cried the little boy as he sprang out of bed and ran down stairs.
 And -lo and behold- there in the hall...
 (Let the children finish the story)
 Adapted from "The Little Boy Who Liked to Say 'Thank you' and 'If you please'", in
Like To-Do Stories, p. 72.
2. Once on a time, there was a little girl who would not say "Please". She was called Little Girl Blue. Her mother said, "You will have to go into the woods and stay there until you learn to say "Please".
 In the woods, Little Girl Blue, piled up leaves to make a bed. She thought she would stay. By and by, she saw a father bird and a mother bird bring some worms to a nest. She was surprised to hear the babies sing,
 "Hearts, like doors, open with ease,
 To very, very little keys.
 And don't forget, that two of these
 Are 'I thank you' and 'If you please' ".
 After a while she saw something white jump behind a tree. She peeped behind the tree, and what do you think she saw?
 She saw a family of bunny rabbits having a tea-party. Before

they began to eat, she was surprised to hear them sing,

"Hearts, like doors, open with ease,

To very, very little keys.

And don't forget that two of these

Are 'I thank you' and 'If you please'".

Presently, Little Girl Blue saw a grey squirrel carrying a nut. She followed it, and found a squirrel family seated about a stone table. They were going to have dinner. Again, before they began to eat, she heard the song,

"Hearts", etc.

This made her quite displeased with herself. She said, "Why, I am the only one who does not say 'Please' . In fact she was so displeased with herself, that she shook herself awake.

She ran home as fast as she could.

"Mother! Mother!" she cried, "The birds say 'Please'. The rabbits say 'Please'. The squirrels say 'Please'. I will say 'please', too".

Adapted from "Little Girl Blue", by Josephine Scribner, in Bolenius First Reader.

3. Almost all boys and girls wish to be courteous to those around them. One thing that helps children to be courteous is to think of the well-being of others instead of themselves.

In a certain school, the boys and girls tried very hard to learn to be courteous. These are some of the things they did;

One helped a little boy who...

Another held the door.....

When one little girl passed in front of another, she said.....

When a boy ran into another on the playground he said...

As a boy passed from the room he said...

When someone lent a girl some paper, she said....

The teacher was coming into the room with an armful of books. A boy..... The teacher said...

Several boys and girls helped the little children....

(For the above the teacher will let the children fill in as they imagine the circumstances)

Adapted from "Courtesy", in
Learn To Study Reader, Book 3.

4. When we read the story of Capt. Craven, who went down with his ship at the battle of Mobile Bay, there seems a special beauty and charm about the act. Not only had he been trained in the navy, where orders have to be obeyed, but he had a spirit of devotion which gave his act a peculiar beauty and grace.

"When the ship was struck by a torpedo and had begun to sink, he was upon the turret with the pilot. The only way out was down the ladder thru a manhole. Only one could go down the ladder at a time, and Capt. Craven quietly stepped back and said, "After you, pilot", and went down with his ship"

From The Scout Law In Practice, by A. A. Carey.

5. Other stories.

The story of Sir Walter Raleigh.

The story of Sir Phillip Sidney at Zutphen.

- "As I was going up Pippin Hill", in My Bookhouse, vol. 1, p. 42
 "How little Cedric became a knight", by Elizabeth Harrison,
 in In Storyland,
 "How Patty gave thanks", in The Child's World.
 "Jumping Jack gave a party", in Bolenius Primer
 "Little Lady", Louisa M. Alcott, reproduced in
Character Building Readers, vol. 3.

b) Memory gems.

The small courtesies sweeten life; the great, ennoble it.
 Bover.

Nothing costs less nor is cheaper than compliments of civility.
 Cervantes

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

To be polite, is to do and say,
 The kindest things in the kindest way.
 Anon.

Every action in company ought to be a sign of respect for
 those present.
 Washington.

Courtesy is kindly feeling manifesting itself in word and deed.
 J. R. Lowell.

He who thanks but with the lips,
 Thanks but in part;
 The full, the true thanksgiving
 Comes from the heart.
 Unknown.

Words once spoken can never be recalled.
 Unknown.

The spirit of Americanism is best expressed in friendliness.
 Unknown.

III. Changing the Emotion into Conduct.

Note to the teacher; The field of courtesy being so large and so well-covered by competent authors, it would be futile here to attempt more than a classification and reference to sources. The following books should be available to each teacher -

1. The Courtesy Book, by Nancy Dunlea, Beckley-Cardey.
2. Manners and Conduct in School and Out, Allyn and Bacon.
3. Your School and You, by W. B. Bliss; Allyn and Bacon.
4. Fiber and Finish, by E. E. Todd, Ginn.
5. Everyday Manners, Macmillan.
6. The Road to Citizenship, by Frances Ross Dearborn, Ginn.

a) In School.1. Games.

A game is not worth much unless both we and our opponents enjoy it. To bring this out each must play fair. Play one's best all the time. If one loses he must give credit to the winner. If one wins he must put the loser at ease, in a generous spirit, by some such speech as, "I enjoyed that game". On the playground keep your merriment or boisterousness within your own group. If you see another who appears to wish to use the same apparatus invite him to do so. Take your turn pleasantly. See that the smaller, younger or weaker get their full opportunity to enjoy the full use of the playground equipment.

(#5, pp. 77-78)

2. In corridors.

#2, pp. 4-5, call attention to running in the corridors, crowding on the stairways, whistling in the school building, to spitting, to making one's toilet.

#3, pp. 164-169, call attention to the fact that doors are built to accommodate one at a time, to the necessity for knowing the signals for passing, and for knowing the established method of passing to and from classes.

#5, pp. 68-71, contain articles built around the sentences, "You can do it without a traffic officer", and "We don't want an ambulance".

3. Assembly.

#2, pp. 9-11. Quietness - not a thorofare - nor a lunch room - wastepaper in the wastepaper basket - instant order when one appears on the platform - sing with delight - "People who visit while others are trying to entertain them are a nuisance" - late comers seated noislessly - moderation in applause.

#5, pp. 65-68, "A student body with a strong sense of school pride will sustain a high level of assembly conduct" - not to disturb - not a dressing room - attention to speaker on the platform - if necessary to leave do not attract attention - do not be conspicuous.

4. Classrooms

#1, pp. 41-47. "To be polite in the schoolroom, the thing to do is what one is supposed to do - to try to learn by studying". How shall we address the teacher? If we have finished our lesson, is it fair to others to whisper or try to act funny? If others are reciting - If another makes a mistake -

#2, pp. 6-7. Courtesy to the class when one is reciting - Courtesy to the person reciting.

c #3, pp. 164-169. Getting one's place - Conduct during the recitation - Respect for school property - Personal appearance.

#5, pp. 71-74 Keep to the right - Bag for books - Orderly desk - m Using the teacher's chair - Standing near the teacher's desk -

Care of school books - When the teacher is not present as the last bell rings - When to remove caps and when to don them - Whistling in the school building - Spitting - Making one's toilet.

#3, pp. 164-169 also call attention to ideas already referred to under "Corridors".

5. Lunchroom.

#2, pp. 8-9. Cleanliness - Carrying food - Eating - Tables are for food - Girls first.

#3, pp. 170-171. "Avoid doing things that will take away the other fellow's appetite". - Pigs feed; people eat. - Table manners are important. - Conduct yourself so that you will be welcome at any table.

#5, pp. 75-77. "Remember, it isn't a Mad Hatter's teaparty" - Leave roaring to the lions.

6. Lavatory

#2, p. 12. Leave as clean as possible. - No writing. - Not a place in which to visit.

b) In the Home.

#1. p. 11, Courtesy in conversation.
p. 21, Family courtesy.
p. 25, Good table manners.
p. 47, Telephone conversations.
p. 75, The way to do favors.
p. 79, Courtesy to guests.

#2. pp. 98-99. Thoughtfulness to elders.
Respect for personal rights.

#5. p. 1, Table manners.
p. 14, Manners in the family.
p. 18, Introductions.
p. 23, Manners with older people.
p. 26, At the telephone.
p. 31, Having a guest.
p. 45, Dress.

c) Outside Home and School.

#1, p. 31 Courtesy in an audience.
p. 37, Courtesy in the street car.
p. 57, Business courtesy.
p. 99, Directing people courteously.
p. 103, Courtesy in shopping.
p. 121, Courtesy of punctuality.

#3, p. 172, At parties.
p. 173, In the public eye.
p. 174, At athletic contests, etc.

- #2, p. 2, On the street.
 p. 3, On the street car.
 p. 16, Courtesy to one another.
 p. 18, Courtesy to older persons.
 p. 20, Courtesy of dancing.
 p. 21, Refreshments at parties.
 p. 23, Courtesy to yourself.
- #5, p. 83, In the trolley car and on the street.
 p. 90, In the station, dining car, restaurant.
 p. 93, In stores and places of amusement.
 p. 99, Buisness courtesy.
- #6, p. 105, Being introduced.

IV. Activities, Assignments, Problems.

1. Teachers of the lower grades should make use of The Road to Citizenship by Frances R. Dearborn and Citizens in the Making by Dr. Walter Collins.
 - a) Learning good manners, Dearborn, p. 1.
 Amy is having a birthday party. A number of questions arise.
 Let the children dramatize this.
 - b) When you are polite and courteous, which of these do you say?
 A multiple choice exercise, p. 30.
 - c) Using good judgment, p. 32, gives the stories of four situations
 of child life.
 - d) Courteous speech, p. 78.
 What is the courteous thing to say,
 When you are asked to have a second helping?
 When you are told that you played well in a game.
 - e) Tell what might be happening, p. 88.
 When teacher or mother says, "You are interrupting", etc.
 - f) Sending thanks, p. 97.
 Choose the more courteous of the two sample letters and
 give reasons.
 - g) Testing yourself, p. 140.
 A good matching game.

The following are suggested in Citizens in the Making, lower grade manual;

- p. 15. Practice proper address to teacher on entering and on leaving the room.
 Practice answering calls at the door, receiving and sending visitors.
 Make a list of acts of politeness that you want to see effective in your room and dramatize them.
- p. 24, Dramatize the eating of a meal. A little thought in planning will bring excellent results.
- p. 89, Have the children draw three keys. In one print "Good Morning", in another, "Thank You" and in the third, "If You Please".

- The following are suggested in the upper grade manual of the same book;
- p. 13, Paste in a scrapbook a picture of a family eating a meal
Write the rules of good manners that ought to be observed at the table.
Dramatize introducing a classmate to father, to mother.
Dramatize entertaining guests who have arrived while father and mother happen to be out for a few minutes.
- p. 14, Formulate a set of rules for courteous conduct on the playground.
Make a list of courteous acts you have seen on the playground this week.
- p. 19, Write four things you ought to do when your friends come to your house to play.

2. Other activities and problems.

- Upper grade children prepare oral and written compositions on courtesy of given occasions.
Dramatize introductions - of a visiting pupil to a teacher and to other pupils - of father and mother to a teacher or principal.
Have children determine methods of passing to classes or thru corridors, and use these methods.
Prepare problems of conduct situations for the children to solve.
Let the children describe instances of courtesy they have observed.
Dramatize a street-car scene.
Practice telephone conversations.
Have your class rate itself on various courtesy situations such as assembling for morning exercises, passing thru the corridors, making recitations.
Send and receive invitations - written and oral - and answer them.
Have the class discuss such questions as,
The relation of courtesy to success in life.
How does a pupil cheat himself by making it necessary for the teacher to keep order?
What is the relationship between good table manners and good health?
What results may come to a school from discourteous conduct on the part of the pupils at athletic games?

Time Given to the Motivation of Conduct.

- a) Direct. Opening period daily except Fridays. Ten minutes for primary grades. Twenty minutes for grades 3 to 8.
- b) Indirect. The teachers were expected to take every opportunity to stress right conduct and especially so if there happened to be a breach of conduct.

Measurement of Results.

The great difficulty in any form of conduct education is the objective measurement of the results of the education.

After a careful study of tests and measurements on the market or which had been used in research, it was decided to prepare a survey method especially adapted to the traits used in this experiment. The following list of activities was prepared. It should be noticed, however, that 'careful' and 'orderly' were omitted whilst 'fairness' and 'team-work' were added. This change was made because it was felt that orderliness and carefulness were well covered by the activities of other traits and the two extra traits included activities which are important but were not included in the other traits.

Reverence

Salutes the flag once each day.
Takes off hat when the flag passes.
Is quiet when a funeral passes.
Is quiet in church and Sunday school.

Courageous

Afraid of being laughed at.
Afraid to do right when others are doing wrong.
Tries to evade punishment.
Tries to lay the blame on others.
Babyish, wont try to do anything that is hard.
Will try a task even tho it looks hard.
If he does wrong, owns up and tries to make it right.
Talks and plays when the teacher leaves the room.
Gets angry if anyone plays a joke on him.
If something has happened, he tells the truth.

Courteous.

Is always on time.
Feels bad if he thinks he is tardy.
Keeps his friends waiting.
Says 'Please' when he asks for something.
Says 'Thank you' when he returns something.
At the picture show, sits still so that those behind him can see.
Goes in and out of the post office quietly.
Raises his hat to the teacher.
Says "Good morning", politely to the teacher.
Says "sir" when talking to the principal or superintendent.
Steps out of the way to let older people pass.
Opens door for ladies or children.
Rude, noisy, annoys others.

Pushes past others when going indoors.
 Lets others pass indoors first.
 Steps aside to let others pass.
 Noisy and impolite at home.
 Kind and gentle towards the rest of the family.
 Slams the doors.
 Talks loudly.
 Keeps playthings for himself.

Self-control.

Promptly returns reference books to the shelf.
 Likes to play active games.
 Returns borrowed articles promptly.
 Does not like to play active games.
 Cleans up any mess he may make.
 Takes his place in games without waste of time.
 Settles down to work as soon as he comes into the classroom.
 Does not settle down to work unless the teacher is there.
 Is willing to take part in programs.
 Walks down to basement quietly.
 Walks quietly thru the halls.
 Does not lose temper when he is hurt in a game.
 Uses bad language if he cannot do a thing the first time.
 Marks walls and desks.
 Stands around on the playground.
 Does not grouch when the other side wins.
 Goes to bed before ten o'clock.
 Is quarrelsome.
 Is careful.
 Finds work whether assigned or not.
 Neglects work whenever possible.
 Does all his work well.
 Puts off work as long as possible.
 Tardy.
 Thinks out his own plans.
 Has to be helped a great deal.
 Eats rapidly without chewing properly.
 Eats slowly and chews food well.
 Cross and hard to get along with.
 Quarrels with playmates over trifles.
 Cheerful, even when things go wrong.
 Smokes cigarettes.
 Chews tobacco.

Obedient.

Stops playing immediately the whistle blows.
 Comes into school as soon as the signal is given.
 Does as he is told the first time.
 Argues when he is told to do something.
 Is frequently told by the teacher not to whisper.
 Is sometimes told by the teacher not to copy.
 Tries to get out of work whenever possible.
 Passes quietly in the hall because the teacher is looking.

Reliable

Can be depended on to do what he undertakes.
 Has to be watched or he will quit.
 Cannot work unless someone watches him.
 Does not injure property.
 Does not use things without permission.
 Does promptly whatever he promises.
 If he makes a mistake, he is willing to say so.
 Always tells the truth.
 In order to avoid punishment, does not tell the truth.
 Does his work the best he can.
 Is slipshod in his work.
 Is lazy and has to be pressed to work.
 Makes mistakes.
 Tells lies.
 Tells the truth.
 Cheats in work and at play.
 Quits when he finds a task difficult.

Respects the rights of others.

Asks permission before using anything belonging to another.
 Willing to wait his turn.
 Does not 'butt in' when others are talking.
 Does not play on the streets.
 Rough and thoughtless in play.
 Careful not to hurt others.
 Willing to give up to please others.
 Careless about living up to his promises.
 Likes to run errands, just to help.
 Picks up and replaces clothes that have fallen from the racks.
 Does things that are not nice.

Unselfish

Shares things with others.
 Lends his bicycle, skates, etc., to others.
 Brings things to school to help in the lessons.
 Helps others who are in difficulty.
 Helps others who are hurt.

Clean.

Always dressed neatly.
 Clean hands and face.
 Clothes brushed and mended.
 Keeps clothes clean.
 Brushes his muddy shoes without being told.

Fairness.

Readily takes his place at games.
 Likes to push himself ahead of others.
 Likes to have several turns to others one.
 Does not cheat.
 Sticks to the rules of the game.
 Is unfair when playing.

Makes fun of others.
Prevents big boys teasing small boys.
Does not hurt smaller boys.

Team-work.

In games, does his own part and encourages others.
Helps to keep things in order.
Helps to keep order in the classroom.

It was decided to place after each phrase the words, never, sometimes, often, always. To try to prevent 'pleasing the examiner' many of the phrases were re-arranged so as to give a negative, e.g., 'Is always on time' was changed to 'Keeps others waiting'.

The phrases were then selected at random, except 'Salutes the flag once each day'. This phrase was placed first on the sheet because the author had never seen this activity in any school or heard of its being the custom in any school. The replies to this phrase, therefore, would be to some extent a check on the other replies. (The teacher of one school excused herself for the negative replies to this question by saying, "I have not yet taught 'Forms of respect to the Flag'"?)

Finally, the order of responses was chosen at random and the completed survey appeared as shown. (page)

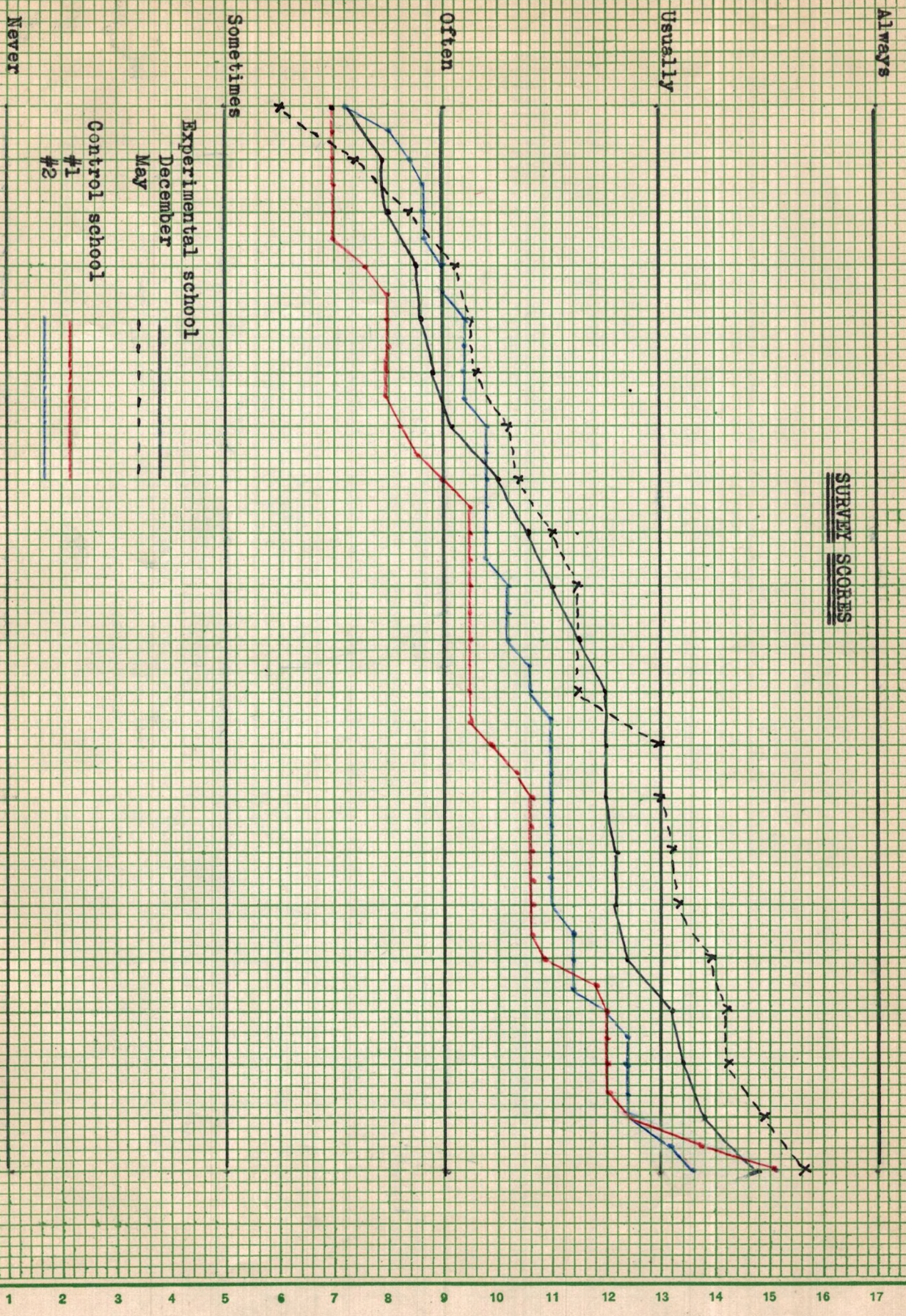
These survey tests were fastened together in threes, each section of which was marked with the name of a pupil so that each pupil surveyed himself and two others, as far as possible a boy and a girl. The same procedure was followed with two other schools somewhat comparable with the experimental school. Pupils of the seventh and eighth grades only were surveyed. In the experimental school two surveys were made, in the first week of December and the first week in May. In the control schools only one survey was made.

It is obvious that five months was not sufficient time between tests. The experiment would have been continued over several years but for circumstances not under control of the writer.

Salutes the flag once each day	Never	Sometimes	Often	Usually	Always
Afraid of being laughed at	Never	Sometimes	Always	Often	Usually
Keeps others waiting	Never	Sometimes	Always	Often	Usually
Does as he is told the first time	Always	Often	Never	Usually	Sometimes
Leaves reference books lying around	Never	Sometimes	Often	Usually	Always
Marks walls and desks	Sometimes	Often	Usually	Always	Never
Thinks out his own plans	Sometimes	Usually	Always	Never	Often
Forgets to do what he promises	Sometimes	Usually	Always	Never	Often
Uses things belonging to others without permission	Sometimes	Always	Never	Often	Usually
Shares things with others	Sometimes	Never	Usually	Often	Always
Dresses neatly	Sometimes	Never	Often	Usually	Always
Readily takes his turn in games	Always	Often	Usually	Never	Sometimes
Encourages others to do their best in games	Sometimes	Never	Usually	Often	Always
Likes to push himself ahead of others	Always	Usually	Often	Never	Sometimes
Has dirty hands and face	Always	Usually	Often	Never	Sometimes
Brings things to school to help in lessons	Always	Sometimes	Usually	Often	Never
Willing to wait his turn	Usually	Sometimes	Never	Often	Always
Injures property	Never	Sometimes	Often	Usually	Always
Has to be helped a great deal	Always	Never	Sometimes	Usually	Often
Stands around on the playground	Always	Often	Never	Sometimes	Usually
Returns borrowed articles as soon as he is thru	Sometimes	Never	Usually	Often	Always
Argues when he is told to do anything	Always	Usually	Sometimes	Often	Never
Enjoys being tardy	Always	Usually	Often	Sometimes	Never
Afraid to do right when others are doing wrong	Never	Sometimes	Always	Often	Usually
When flag passes keeps his hat on	Sometimes	Never	Always	Often	Usually
Eats rapidly without chewing properly	Sometimes	Never	Usually	Often	Always
Uses things without permission	Always	Sometimes	Usually	Often	Never
"Butts in" when others are talking	Always	Usually	Never	Often	Sometimes
Helps others in difficulty	Always	usually	Never	Often	Sometimes
Clothes brushed and mended	Always	Usually	Never	Often	Sometimes
Is quiet when a funeral passes	Often	Always	Usually	Never	Sometimes
Tries to escape rightly deserved punishment	Often	Never	Always	Sometimes	Usually
Says "Please" when he asks for anything	Always	Usually	Sometimes	Often	Never
Polite to others at home	Usually	Sometimes	Never	Often	Always
Teacher tells him not to whisper	Usually	Never	Sometimes	Often	Always
Cleans up any mess he may make	Usually	Never	Often	Always	Sometimes
Grumbles when the other side wins	Usually	Never	Always	Sometimes	Often
Cross and hard to get along with	Never	Sometimes	Usually	Always	Often
Busy at some thing to do	Always	Usually	Sometimes	Never	Often
If he makes a mistake, he is willing to say so	Often	Usually	Sometimes	Never	Always
Plays on the streets	Often	Usually	Sometimes	Never	Always
Helps others who are hurt	Never	Always	Sometimes	Usually	Often
Keeps his school books clean	Never	Always	Sometimes	Often	Usually
Helps to keep things in order	Never	Sometimes	Often	Usually	Always
Taunts the losers if he is on the winning side	Never	Always	Scmetimes	Often	Usually
Takes his place in games quickly	Usually	Sometimes	Never	Always	Often
Teacher tells him to be quiet	Usually	Sometimes	Never	Always	Often
Likes to annoy others	Never	Often	Sometimes	Always	Usually
Says "Thank you" when he returns anything	Often	Never	Always	Sometimes	Usually
Tries to lay the blame on others	Always	Never	Often	Usually	Sometimes
Is quiet in church	Always	Often	Usually	Sometimes	Never
Helps to keep order in the class room	Always	Often	Usually	Never	Sometimes
Is well-behaved in Sunday school	Always	Never	Often	Usually	Sometimes
Keeps his shoes clean	Never	Often	Always	Usually	Sometimes
Likes to try difficult things	Never	Often	Always	Usually	Sometimes
Does things that are not nice	Always	Usually	Often	Sometimes	Never
Keeps quiet in the picture show	Usually	Often	Sometimes	Never	Always

Quits when he finds a task difficult	Often	Sometimes	Never	Always	Usually
Slams doors	Sometimes	Never	Always	Usually	Often
Is a "smart-aleck"	Never	Sometimes	Often	Usually	Always
Quickly does what the captain tells him to do	Sometimes	Often	Usually	Always	Never
Quarrels over trifles	Often	Usually	Always	Never	Sometimes
Takes off his hat before he enters church	Often	Usually	Always	Never	Sometimes
If he does wrong, owns up	Usually	Always	Never	Sometimes	Often
Goes in and out of the post office quietly	Usually	Always	Never	Sometimes	Often
Talks loudly	Always	Never	Sometimes	Often	Usually
Mother has to call him several times	Always	Never	Sometimes	Often	Usually
Settles down to work quickly	Never	Sometimes	Always	Often	Usually
Is quarrelsome	Never	Sometimes	Always	Usually	Often
Cheerful even when things go wrong	Always	Often	Never	Usually	Sometimes
Rough and thoughtless in play	Often	Always	Never	Sometimes	Usually
Cheats	Always	Never	Often	Usually	Sometimes
Tells the truth	Sometimes	Usually	Often	Always	Never
Is careful of things	Sometimes	Usually	Never	Often	Always
Talks and plays when the teacher leaves the room	Sometimes	Always	Usually	Often	Never
Likes to run errands just to help	Sometimes	Always	Never	Often	Usually
Earn money to pay for clothes	Often	Never	Always	Sometimes	Usually
Raises his hat as he passes a teacher	Sometimes	Always	Never	Often	Usually
Is ready to take part in a program	Sometimes	Always	Never	Usually	Often
Finds work whether assigned or not	Often	Always	Never	Usually	Sometimes
Sticks to the rules of the game	Often	Always	Never	Usually	Sometimes
Picks up and replaces things that have fallen	Often	Always	Never	Usually	Sometimes
Does his work the best he can	Sometimes	Often	Usually	Always	Never
Smokes cigarettes	Sometimes	Often	Usually	Never	Always
Gets mad if anyone plays a joke on him	Sometimes	Often	Usually	Never	Always
Says "Sir" when answering a man	Never	Sometimes	Always	Usually	Often
Lets others use his things	Never	Sometimes	Always	Usually	Often
Grumbles when asked to do something he doesn't like	Always	Usually	Often	Sometimes	Never
Walks down basement stairs noisily	Always	Sometimes	Usually	Often	Never
Does all his work well	Always	Usually	Often	Sometimes	Never
Spends all his money for candy	Never	Sometimes	Often	Always	Usually
Is lazy and has to be forced to work	Always	Often	Never	Usually	Sometimes
Helps at home	Always	Never	Sometimes	Usually	Often
Makes fun of others	Always	Usually	Sometimes	Never	Often
Is tardy	Usually	Never	Sometimes	Often	Always
Loses his temper if he is hurt in a game	Usually	Sometimes	Never	Often	Always
Tries to get out of doing things	Usually	Always	Never	Often	Sometimes
Takes more than his share	Never	Sometimes	Always	Often	Usually
Steps aside to let older people pass	Never	Always	Sometimes	Usually	Often
If something has happened, he tells the truth	Always	Sometimes	Usually	Never	Often
Opens doors for ladies or for children	Always	Usually	Sometimes	Often	Never
Wants to play one game all the time	Often	Never	Sometimes	Usually	Always
Uses bad language	Often	Never	Sometimes	Usually	Always
Loafs around and wastes his time	Always	Sometimes	Never	Usually	Often
Chews tobacco	Never	Usually	Often	Sometimes	Always
Willing to try again	Never	Usually	Often	Always	Sometimes
Goes off and lets someone else finish his work	Never	Usually	Sometimes	Often	Always
Stops big boys teasing smaller boys	Often	Always	Never	Sometimes	Usually
School books are neat and clean	Often	Always	Sometimes	Never	Usually
Makes mistakes	Sometimes	Always	Usually	Never	Often
Easily gets discouraged	Always	Sometimes	Never	Usually	Often
Cannot be heard when he recites	Sometimes	Never	Usually	Often	Always
Cheats at play	Sometimes	Usually	Never	Often	Always

SURVEY SCORES



To evaluate the responses the following values were assigned;

Never	1	or	5
Sometimes	2	or	4
Often			3
Usually	4	or	2
Always	5	or	1

The alternate values depended upon the ideal answer. For instance, the ideal answer to 'Smoke cigarettes' being 'never' that word would count 5. On the other hand, the ideal answer for 'Says thank you' being 'always', never would count only 1.

The graphed results of these surveys are shown on page . In the opinion of the writer, they can be taken merely at their face value. Both the experimental surveys are definitely above those of the control schools. This can be accounted for by the fact that the conduct motivation had been going on in the experimental school for three months before the initial survey. The experimental school in both surveys has scores lower than for either of the control schools. For the second survey of the experimental school, the lowest scores were below the lowest of the previous survey and, altho most scores of the second survey are higher than those of the first survey, the median score (mid-point) remained the same. The writer has since learned that in control school #2 very definite attention had been paid to training for citizenship during the previous several years.

One week after the re-survey the Hill "Test in Civic Aptitudes" (Howard C. Hill, Public School Publishing Co.) was given with the following scores;

Seventh grade		
Class median		12.
Standard median		12.6
Eighth grade		
Class median		16
Standard median		13.8

For this test the seventh grade barely reached the standard median, where-

A TEST IN CIVIC ATTITUDES (HILL)

20
18
16
14
12
10
8

SEVENTH GRADE

Standard Median 12.6

Class Median 12.0

M

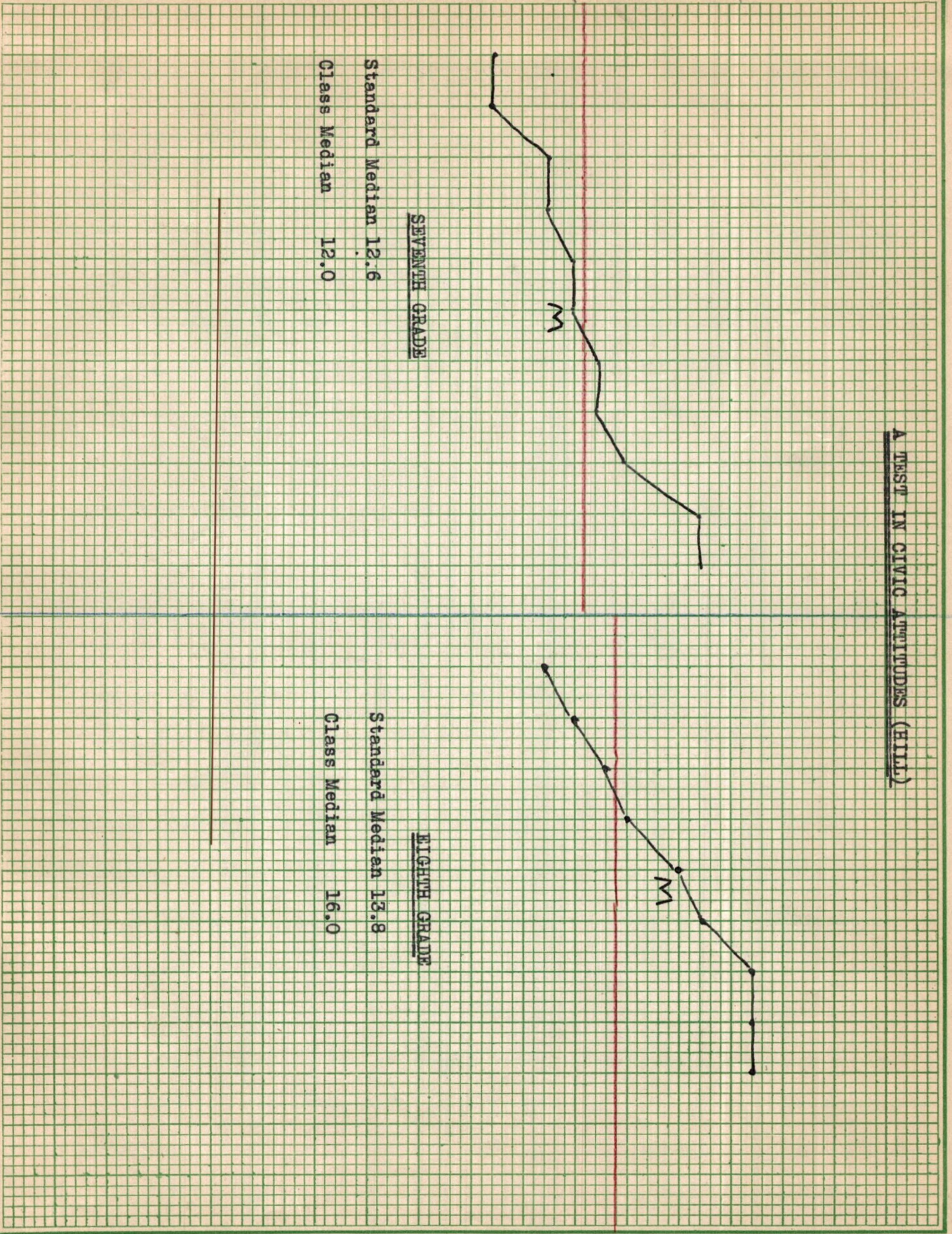
EIGHTH GRADE

Standard Median 13.8

Class Median 16.0

M

18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
0



as the eighth grade was well above the standard median. However, actually it is probable that the seventh grade during the year had made much more progress toward desirable civic attitudes than had the eighth grade as, during the previous year (as the sixth grade) it had given the teacher considerable trouble on account both of scholarship and misbehavior.

Conclusion

The writer would hesitate to draw any definite conclusions from the graphed results of these surveys except in the case of the experimental school. It is more than likely that during the re-survey the pupils were more conscientious than they were during the first survey so that the comparatively slight difference in scores may be of considerable significance.

Actually in the classrooms as the year progressed there were fewer and fewer cases requiring disciplinary measures. Unsupervised conduct of the pupils improved perceptibly. The teachers frequently expressed their pleasure in the work and their satisfaction with the results. Parents and business men frequently commented upon the marked change in attitude in the home and on the street.

Had it been possible to continue the experiment over a series of years, as was the original intention, the writer believes very definitely that progressive results would have been shown.

The writer is firmly convinced that the method to be used in any form of conduct training is

Arouse the interest,
Change the interest to desire,
Change the desire to strong feeling or emotion,
Change the emotion into habit by practice.

METHOD FOR THE MOTIVATION OF CONDUCT

Psychological Origin	Method	Materials	Predominating Agent
<p>I. <u>Knowing</u> First law of learning. Readiness First law of habit formation Focalization of consciousness</p>	<p>Arouse interest and desire</p>	<p>Real or prepared "life situations"</p>	<p>TEACHER-- pupil</p>
<p>II. <u>Feeling</u> Second law of learning Effect Second law of habit formation. "Seize every emotional prompting in the direction of the habit"</p>	<p>Change desire into strong feeling</p>	<p>Literature Poems Biography Slogans</p>	<p>TEACHER-- PUPIL</p>
<p>III. <u>Willing.</u> Third law of learning. Practice Third law of habit formation. "Seize every opportunity and allow no exception".</p>	<p>Change emotion into habit.</p>	<p>Many activities approaching "life situations" Democratic organizations. Playground activities.</p>	<p>Teacher-- PUPIL</p>

PART II.

HOW DO JUNIOR HIGH SCHOOL PUPILS RANK

CERTAIN CONDUCT TRAITS

and

HOW DO THEY RANK THEIR FELLOWS

AS REGARDS THESE TRAITS?

Object. How do pupils of the seventh and eighth grades rank the traits used in the experiment for the motivation of conduct?
How do these same pupils rank certain of their fellows as regards these traits?

Method.

1. Letter #1 and sheets #1 and #2, fastened together, were sent to the superintendents of the "Blue" and "Red" schools used as control schools in the former experiment.
Immediately upon receipt of the returned sheets the votes were compiled to determine the ten boys ranked highest.
2. Letter #2 and part #3 (consisting of two sheets not fastened together) were sent to the superintendents the next week.

The data as shown in the tables was then compiled.

Letter #1.Directions to the Teacher

The accompanying papers form part of an inquiry into the conduct ideas of seventh and eighth grade children. This section of the inquiry deals with conduct traits.

Please follow this procedure;

1. On a day early in the week treat this list of words as a spelling lesson.

Orderliness	Obedience
Courageous	Considerate
Cleanliness	Reliable
Careful	Self-control
Reverence	Agreeable

Be sure that the children know the meaning of each word.

2. On a later day discuss the traits briefly.
3. Toward the end of the week distribute the papers. Tell the children to read the first page carefully and follow the instructions. When they have done all that is required for the first page, they are to go on to the second page.
4. Allow each pupil to finish.
5. Collect the papers. Glance over the headings of each to see that they are correctly filled in. Do not attempt to correct or score these papers. This is not an examination or a test. Return the papers to the superintendent as soon as possible.

Inquiry Sheet #1.Ranking of Conduct Traits by Junior High School Pupils

Your name _____ City _____ Grade _____

Boy or Girl? _____ Age _____ years _____ months.

Directions. You know that happiness and success depend very largely on the way a person acts. Success and happiness depend on one's conduct or behavior. Below are the names of some forms of conduct which some people think are necessary for success and happiness in life. Think over each for a few minutes.

Think what is meant by ORDERLINESS. Think of the many forms of orderliness. Recall the names of people you know who are especially orderly.

Think what is meant by OBEDIENCE. Think of the many occasions when obedience is necessary. Think of several persons who are well-known for being obedient.

Think what is meant by COURAGEOUS (brave). What does it mean? Whom do you know that is not afraid?

Think of the meaning of CONSIDERATE. Does it mean kind? Does it mean thoughtful of the welfare of others? Recall several persons who are especially considerate.

Think of CLEANLINESS. Recall persons who are clean in thought, word and deed.

Think of reliability - being RELIABLE. Do you like to be with persons upon whom you can rely?

Of course you know what CAREFUL means. When should one be careful? What is likely to be the result of not being careful?

Do you understand what is meant by SELF-CONTROL? Do you know of anyone who has but little self-control? Do you like him?

What is meant by reverence - REVERENCE? For whom or for what should one show reverence?

Do you like to be with those who are AGREEABLE?

Please read the above questions and suggestions again so that you can be sure that you have the ten conduct ideals in mind.

Are these forms of conduct of equal importance? Are some more important and necessary than others? Decide which of these traits is the most important. Write it on line #1, and so on.

1. _____ is the most important.
2. _____ is next in importance.
3. _____ is next.
4. _____ is next.
5. _____ is next.
6. _____ is next.
7. _____ is next.
8. _____ is of but little importance.
9. _____ is of still less importance.
10. _____ is of least importance.

Turn to the next page.

Inquiry Sheet #2.Ranking of Conduct Traits by Junior High School Pupils.

Your name _____ City _____ Grade.

Directions.

For part 1 of this inquiry you ranked ten words which name desirable conduct traits. Before you did that, you thought about each and called to your mind persons who were especially noticeable for each or all of these forms of conduct.

Now you are to think of the boys - BOYS only - in the seventh and eighth grades of this school. Some of them are well-behaved all the time. Some are well-behaved most of the time. Some are well-behaved only occasionally. Keep in mind the ten ideals of conduct you have already ranked and decide which boys of the seventh and eighth grades of this school rank higher than all the rest as regards these forms of conduct. Do not merely take into consideration their conduct in school. Think also of their conduct whilst at play, while they are on the streets, while they are at home, etc.

Below there are spaces for two sets of names. Decide which is the best behaved boy and write his name. Now name the next best, and so on.

After thinking it over, if you decide you made a mistake in the first list make a second list, but do not make a second list unless you are sure you made some mistakes on the first list.

First Trial

Second Trial

Letter #2.To the Teacher.

Part 3 is the concluding section of this inquiry.

It should require no explanation unless some of the names of the ten boys have been mis-spelled. In that case please correct the spelling.

The sheets for this section are separate for your convenience. If you can allow sufficient time for the completion of both sheets, please do so. However, if the time is limited, please give the sheets on separate days.

Please thank the pupils on behalf of the writer for their work and please accept the writer's heartiest thanks for your kind assistance in making this conduct ideas inquiry.

Inquiry Sheet #3

Here is a list of ten boys of the seventh and eighth grades of this school.

Edward Aaker
Morris Campbell
Dudley Frank

Lars Bakken
Carl Carlson
Claude Evenson
Clarence Gulrud.

Louis Borchert
Curtis Culver
Martin Finstad

The maker of this inquiry would like you to rank these boys on the basis of CLEANLINESS. Remember that CLEANLINESS means clean in body, clean in thought and clean in speech.

_____ is the cleanest boy.
_____ is the next cleanest boy.
_____ is next.
_____ is next.
_____ is next.

Now rank the same boys according to CAREFULNESS. Keep in mind being careful in school, careful on the street and careful while playing.

_____ is the most careful boy.
_____ is the next most careful boy.
_____ is the next.
_____ is the next.
_____ is the next.

Now rank them according to ORDERLINESS. Remember, being orderly not only in school but on the street or playground or at home.

_____ is the most orderly boy.
_____ is the next most orderly boy.
_____ is the next.
_____ is the next.
_____ is the next.

Now rank them according to COURAGE. Try to keep in mind what courageous means.

_____ is the bravest boy.
_____ is the next bravest boy.
_____ is the next.
_____ is the next.
_____ is the next.

Now rank them according to obedience. Remember, being OBEDIENT at home as well as in school!

_____ is the most obedient boy.
_____ is the next most obedient boy.
_____ is the next.
_____ is the next.
_____ is the next.

Inquiry Sheet #3, Continued.

Here is the same list of boys.

Edward Aaker
Morris Campbell
Dudley Frank

Lars Bakke
Carl Carlson
Claude Evenson
Clarence Gulsrud.

Louis Borchert
Curtis Culver
Martin Finstad

Rank them according to **RELIABILITY**. Keep in mind what it is to be reliable. A boy is reliable when he sticks to his promise or when he does each task to the very best of his ability.

_____ is the most reliable boy.
_____ is the next most reliable boy.
_____ is the next.
_____ is the next.
_____ is the next.

Rank them according to their self- control. **SELF-CONTROL** means being able to govern one's self under trying circumstances.

_____ is the most self-controlled boy.
_____ is the next most self-controlled.
_____ is the next.
_____ is the next.
_____ is the next.

Rank them according to being **AGREEABLE**.

_____ is the most agreeable boy.
_____ is the next most agreeable boy.
_____ is the next.
_____ is the next.
_____ is the next.

Rank them according to their **REVERENCE**. Reverence for God, the Church and religious things. Respect for aged people, the Flag of the United States, etc.

_____ is the most reverent boy.
_____ is the next most reverent.
_____ is the next.
_____ is the next.
_____ is the next

Rank them according to being **CONSIDERATE**. Remember that being considerate means being thoughtful of the welfare and happiness of others. A considerate boy does things to help others even if it is a trouble to himself.

_____ is the most considerate boy.
_____ is the next most considerate boy.
_____ is the next.
_____ is the next.
_____ is the next.

RANKING OF TRAITSTABLE #1.

Table #1 shows the ranking of the traits by the Experimental School. It reads as follows; "Orderliness" was ranked first by two pupils, second by two pupils, third by two pupils, fourth by two pupils, fifth by four pupils, etc. There is no heavy vote for any trait for any particular rank. "Obedience" has no votes for the lowest ranks and "Reliable" has no votes for the highest ranks. Altho the votes are very much scattered, "Obedience", "Considerate", "Self-control" and "Cleanliness" easily outrank the other traits. Likewise, "Courageous" and "Reliable" predominate for the lowest ranks.

TABLE #1

RAVING OF TRAITS

EXPERIMENTAL SCHOOL

Trait	Rank										
	1	2	3	4	5	6	7	8	9	10	
Orderliness	2	2	2	2	4	3	1	2	2	1	109
Courage	-	2	2	3	-	2	3	2	-	7	141
Cleanliness	3	3	1	2	2	4	5	1	-	-	97
Carefulness	1	2	3	-	1	3	2	5	4	2	138
Reverence	3	-	3	3	2	1	2	2	2	2	101
Obedience	4	4	4	3	3	1	2	1	-	-	72
Considerate	3	3	4	2	2	-	3	3	1	-	82
Agreeable	-	4	-	1	4	5	2	3	1	1	117
Self-control	4	2	2	5	2	1	1	1	2	1	93
Reliable	-	-	1	2	3	2	3	1	5	6	160

COMPOSITE RANK

1. Obedience
2. Considerate
3. Self-control
4. Cleanliness
5. Reverence
6. Orderliness
7. Agreeable
8. Careful
9. Courage
10. Reliable

RANKING OF TRAITSTable #2.

This table shows the ranking of the traits by the pupils of the Blue School. It is read in the same way as for Table #1. The remarkable thing about this table is the ranking of "Reverent" thirteen times for first place. The other competitors for first place are "Obedience", "Self-control" and "Cleanliness".

Table #2.

Ranking of Traits.Blue School.

<u>Trait</u>											<u>Rank</u>
	1.	2	3	4	5	6	7	8	9	10	
Obedience	8	8	7	3	4	3	7	2	2	-	178
Courage	4	2	7	4	3	5	5	1	2	10	251
Cleanliness	3	9	5	5	8	3	1	3	2	4	203
Carefulness	2	3	3	3	4	8	6	4	6	4	263
Reverence	13	1	4	3	1	1	2	6	4	7	218
Orderliness	3	2	8	10	2	5	2	4	4	3	223
Considerate	1	2	1	6	6	8	3	5	5	6	276
Agreeable	-	1	3	3	1	4	7	7	9	8	318
Self-control	5	7	5	1	7	2	5	7	3	1	213
Reliable	4	5	2	5	8	5	4	2	4	4	230

COMPOSITE RANK

- Obedience 1.
 Cleanliness 2.
 Self-control 3.
 Reverent 4.
 Orderliness 5.
 Reliable 6.
 Courage 7.
 Carefulness 8.
 Considerate 9.
 Agreeable 10.

RANKING OF TRAITSTable #3.

This table shows the ranking of the traits by the pupils of the Red School. There is more evidence of uniformity of choice here. Five of the traits receive numerous votes for the higher ranks with "Obedience" very much in the lead. On the other hand four traits have comparatively few votes for the higher ranks.

This table shows a more definite choice than do either of the others.

TABLE #3RANKING OF TRAITSRED SCHOOL

Trait	<u>RANK</u>										
	1	2	3	4	5	6	7	8	9	10	
Orderliness	5	12	9	3	4	4	2	5	1	3	196
Courage	1	4	5	8	6	6	3	5	6	4	277
Cleanliness	9	8	6	6	5	3	4	2	2	3	202
Carefulness	-	2	6	3	5	4	10	7	7	6	330
Reverence	9	4	1	1	5	5	5	7	5	4	255
Obedience	18	6	8	6	4	6	-	-	1	1	153
Considerate	-	2	5	8	4	4	7	5	10	3	304
Agreeable	-	2	-	1	7	8	7	7	7	9	349
Self-control	5	3	5	6	3	-	4	7	6	6	263
Reliable	-	4	2	5	4	7	5	2	2	8	245

COMPOSITE RANK

- Obedience 1.
- Orderliness 2.
- Cleanliness 3.
- Reliable 4.
- Reverence 5.
- Self-control 6.
- Courage 7.
- Considerate 8.
- Careful 9.
- Agreeable 10.

RANKING OF THE TRAITS

Table # 4.

This table shows the rankings by the schools separately and shows a final composite ranking. "Obedience" is ranked first by all three schools. There is no other unanimous choice, altho "Reverence" and "Careful" are almost unanimous. There is a very decided correlation between the Experimental School and the Blue School. In almost every case there are two of the schools voting very closely for the same position for each trait.

If this ranking of the traits shows the results of teaching, it seems that evidently there is considerable stress laid upon "Obedience", "Cleanliness", "Self-control" and "Orderliness". On the other hand, it would seem that the children are not taught to be "Careful" or "Agreeable" and that not very much stress is laid upon "Courage".

Table #4Ranking of TraitsThree Schools.

	Experimental School	Blue School	Red School.	
	<u>Rank</u>			Final Composite Rank
Obedience	1	1	1	1
Cleanliness	4	2	3	2
Self-control	3	3	6	3
Orderliness	6	5	2	4
Reverence	5	4	5	5
Considerate	2	9	8	6
Reliable	10	6	4	7
Courage	9	7	7	8
Agreeable	7	10	10	10
Careful	8	8	9	9

TABLE #5RANKING OF FELLOW PUPILSEXPERIMENTAL SCHOOL.Ten Boys Receiving Highest Number of VotesNo Criteria.

<u>Name of Pupil.</u>	<u>Rank.</u>
Carl Carlson	1
Morris Campbell	2
Curtis Culver	3
Martin Finstad	4
Clarence Gulsrud	5
Lars Bakke	6
Louis Borchert	7
Claude Evanson	8
Dudley Frank	9
Edward Aaker	10.

RANKING OF FELLOW PUPILS

Table #5 and #6.

This table shows the ranking of the ten boys receiving the highest number of votes by the seventh and eighth grades of the Experimental School.

Table #6.

This table shows the same ten boys ranked by their fellow-pupils on the basis of the traits. It is read as follows; Carl Carlson was placed fifth for "Orderliness", third for "Cleanliness", fourth for Self-control, etc. It must be recalled from Inquiry Sheet #3 that the lowest ranks are filled merely by "lack of choice" than by deliberate choice, since only five of the boys could be placed for any one trait.

There is very definite choice here for Martin Fenstad for first place, for Curtis Culver for second place and for Carl Carlson for third place. Also Dudley Frank is very definitely ranked for tenth place, while Edward Aaker is nearly as definitely placed ninth.

The two boys with the lowest ranks are placed fourth and fifth on the basis of "Courageous".

TABLE #6

RANKING OF FELLOW PUPILS BY CRITERIA

EXPERIMENTAL SCHOOL

<u>Name</u>				<u>Rank</u>					<u>Final Rank</u>		
Carl Carlson	5	3	4	2	3	2	3	2	2	5	3
Morris Campbell	7	6	8	3	6	5	6	10	6	3	6
Curtis Culver	2	2	2	4	1	4	4	1	3	1	2
Martin Tenstad	1	1	1	1	1	3	1	3	1	2	1
Clarence Gulerud	2	7	7	6	2	1	7	7	6	6	5
Lars Bakke	6	5	2	4	7	6	2	6	5	4	4
Louis Borchert	4	9	9	8	4	7	8	8	8	7	8
Claude Ivanson	8	4	5	7	8	8	5	9	4	8	7
Dudley Frank	10	10	10	9	10	8	9	4	10	10	10
Edward Aaker	8	8	6	10	9	10	10	5	9	9	9
	Obedience	Cleanliness	Self-control	Orderliness	Reverence	Considerate	Reliable	Courage	Careful	Agreeable	

RANKING OF PUPILS BY TEACHERS.

Table #7.

As an afterthought a postscript was added to the covering letters sent to the superintendents of the control schools asking them to have the teachers go thru the same procedure as their pupils. In the case of the experimental school the initial ranking by teachers was done after the initial ranking by the pupils and the teachers were asked merely to rank the ten boys already chosen.

Table shows the rankings by the teachers "with criteria of traits" and "without criteria" and also shows the ranking by the fellow pupils "with criteria of traits". With the exception of Dudley Frank, the rankings are very close.

The correlation of the final ranking by the pupils and the ranking by criteria by the teachers is very close for the lower five but not nearly so close for the upper five. Apparently teachers and fellow-pupils agree as to which are the better behaved pupils but not as to which is the "best" behaved.

TEACHERS' RANKING OF PUPILSTABLE #7EXPERIMENTAL SCHOOL

Name of Pupil	Rank		
Martin Jensen	2	3 3	1
Curtis Oulver	1	1	2
Garl Carlson	5	6	3
Iere Bakke	7	5	4
Clarence Gulstrud	3	2	5
Morris Campbell	6	4	6
Claude Ivanson	10	7	7
Louis Borchert	9	10	8
Edward Aaker	8	9	9
Dudley Frank	4	8	10

Teachers
Without Criteria

Teachers
With Criteria

Pupils
Without Criteria

TABLE #8RANKING OF FELLOW PUPILSRED SCHOOLTEN BOYS RECEIVING THE HIGHEST NUMBER OF VOTESNO CRITERIA

<u>Name of Pupil</u>	<u>Rank</u>
John Cronkite	1
Fred Dablow	2
Marty Ecklund	3
Ole Englestad	4
Arthur Engen	5
Morris Farnham	6
Alfred Gibson	7
Thomas Haney	8
Norman Holen	9
James Iverson	10

RANKING OF FELLOW-PUPILS BY TRAITSTable #8.

Table #8 shows the ranking of the ten boys receiving the highest number of votes by the seventh and eighth grades of the Red School. Altho it is not shown on the table, John Cronkite received an overwhelming number of votes for first place.

Table #9.

This table shows the ranking of the same ten boys according to the traits. It is read as follows; John Cronkite was placed first for "Obedience", first for "Cleanliness", first for Self-control, etc. This table is remarkable for the unanimity of choice for all ranks. The most remarkable thing is the absolutely unanimous vote for John Cronkite for first rank in all of the traits. In this table, also, there is one boy ranked high for "Courage" and low for almost all of the other traits.

RANKING OF PUPILS BY TEACHERSTable #10.

This table shows the ranking of the boys of the Red School by their teachers first according to the general idea 'good behavior' and second according to the traits. These rankings are then compared with the ranking by fellow-pupils according to the traits.

The most noticeable thing is that the teachers placed four boys among the first ten who were not so placed by the fellow-pupils. Also the correlation of ranks with and without criteria is not particularly close. It is peculiar that John Cronkite who was unanimously first according to the ideas of the pupils was placed second by the teachers 'without criteria' altho he was placed first by the teachers according to the traits. Another peculiarity is the placing of Arthur Engen second by the teachers and sixth by the pupils.

Apparently teachers and pupils of this school do not agree on what constitutes good behavior or, possibly, on the meaning of the traits.

TABLE #10

TEACHERS' RANKING OF PUPILS

RMD SCHOOL

Name	Rank		
	Teachers Without Criteria	Teachers With Criteria	Pupils With Criteria
John Cronkite	2	1	1
Fred Dablow	1	3	2
Marty Ecklund	7	4	3
Alfred Gibson	-	-	4
Morris Barnham	4	5	5
Arthur Engen	5	2	6
Norman Holen	-	-	7
Thomas Haney	-	-	8
Ole Englestad	6	6	9
James Iverson	-	-	10

TABLE # 11

RANKING OF FELLOW PUPILS

BLUE SCHOOL

TEN BOYS RECEIVING THE HIGHEST NUMBER OF VOTES

NO CRITERIA

<u>Name</u>	<u>Rank</u>
William Kavey	1
John Luger	2
Ralph McMann	3
Knute Melby	4
Andrew Nelson	5
Bert Norby	6
Thomas Milward	7
Joseph Stanway	8
Jack Starkey	9
Edward Mason	10

RANKING OF FELLOW PUPILS BY TRAITS

Table #11.

This table shows the ranking of ten boys receiving the highest number of votes by the seventh and eighth grades of the Blue School on the basis of "best behaved".

Table #12.

This table shows the ranking of the same ten boys according to the traits. It reads as follows; William Kavey was ranked third in "Obedience", first in "Cleanliness", first in "self-control", etc.

There is a remarkable correlation of ranking for the higher ranks and for the lower ranks. For the intermediate ranks the correlation is not so close. Again it is noticeable that a boy with a low composite rank is ranked high for "Courage".

TABLE #12.RANKING OF FELLOW PUPILS BY CRITERIABLUE SCHOOL

<u>Name</u>	<u>Rank</u>										<u>Final Rank</u>
William Kavey	3	1	1	2	1	1	1	2	2	1	1
John Luger	1	2	5	1	2	5	4	8	4	3	2
Ralph McMann	2	3	3	3	4	3	3	6	3	2	3
Knute Melby	8	7	9	8	9	9	8	4	8	5	9
Andrew Nelson	5	8	8	7	7	4	6	7	5	8	8
Bert Nerby	6	6	2	4	8	10	5	10	6	9	7
Thomas Milward	7	9	6	9	5	7	9	1	7	4	6
Joseph Stanway	9	4	7	5	6	6	7	3	9	6	5
Jack Starkey	10	10	10	10	10	10	8	10	10	9	10
Edward Mason	4	5 6	4	6	3	2	2	5	1	7	4
	<u>Obedience</u>	<u>Cleanliness</u>	<u>Self-control</u>	<u>Orderliness</u>	<u>Reverence</u>	<u>Considerate</u>	<u>Reliable</u>	<u>Courageous</u>	<u>Careful</u>	<u>Agreeable</u>	<u>Final Rank</u>

TABLE #13.

TEACHERS' RANKING OF PUPILS

BLUE SCHOOL

<u>Name</u>	<u>Rank</u>		
William Kavey	1	1	1
John Luger	3	3	2
Ralph McMann	6	8	3
Knute Melby	2	2	9
Andrew Nelson	9	6	8
Bert Norby	7	7	7
Thomas Milward	4	5	6
Joseph Stanway	-	-	5
Jack Starkey	-	-	10
Edward Mason	5	4	4
Teachers Without Criteria			
Teachers With Criteria			
Pupils With Criteria			

TABLE#13RANKING OF PUPILS BY TEACHERS

This table shows the ranking of pupils by the teachers of the Blue School. In this case the teachers included in their list only two boys who were not included in the ranking ten by the pupils themselves. In this case the rankings "without criteria" and "with criteria" have a remarkable correlation. The correlation of "with criteria" ranking by the teachers and the pupils is not particularly close. It can be readily understood that a boy ranked tenth by his fellow pupils could easily be omitted from the teachers' rankings but it appears peculiar that a boy ranked fifth by his fellow pupils was not mentioned by the teachers. All rankings are unanimous on only two boys, those for first place and for seventh place. Probably the latter is a coincidence.

CONCLUSION

Ranking of Traits.

Except in the case of "Obedience", these junior high school pupils are very evidently 'free thinkers' as to the importance of the traits under consideration. Votes for all other traits are too scattered to arrive at a very definite idea of preference.

The question arises, "Is this due to teaching or to lack of teaching?" If it is due to teaching evidently "Obedience" is being stressed and "Agreeable", "Careful", "Courage, and in the case of the Experimental School, "Reliable" are not being given much consideration.

There is a remarkable correlation between the ranking by the Blue School and the final composite ranking, and a very fair correlation between ranking by the Red School and the final ranking.

There is considerably less correlation between the ranking by the Experimental School and the final ranking. Perhaps this difference may be due to teaching.

Ranking of Outstanding Boys by Fellow-pupils.

Here there is remarkable unanimity of opinion. It is quite evident that children in these schools are pretty sure of the ranking of these boys by traits. The unanimity of opinion for the extreme ranks is unmistakable but for the middle ranks there is some variation.

In the case of the "without criteria" ranking and the respective composite ranking, there is less correlation. In the case of the Experimental School there is a marked correlation of the four lower ranks in both series. For the other schools there is perfect correlation for the three highest ranks and for the lowest rank.

However, all things being considered, it is apparent that "snap" judgement of their fellow-pupils is not really snap judgement at all but is the result of knowing them well and of, perhaps unconsciously, taking into consideration their ranking in several lines of conduct.

That the pupils used considerable judgement in their rankings is shown by their placing boys low in "Obedience" and high in "Courage". It is hardly likely that this was the result of any teaching on the part of the teacher.

Perhaps the most remarkable finding was the almost unanimous choice of one boy for the highest rank by every method of choice.

There appears to be but little correlation between the opinions of the teachers and the opinions of the pupils as regards the outstanding pupils.

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