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## A study of the direct and indirect methods of character training in high schools

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A STUDY OF THE DIRECT AND INDIRECT  
METHODS OF CHARACTER TRAINING  
IN HIGH SCHOOLS

by

Sister M. Gabrielis Batenhorst

Contributions of the Graduate School  
Indiana State Teachers College  
Number 121

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1933

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Sr. M. G.

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## I. INTRODUCTION

Character education has been a subject of vital interest to educators in all ages. However, at present, educational leaders are realizing that it demands immediate and unlimited attention. The very complexity of modern life accentuates this need. The mechanization of processes, commercializing of interests, congesting of people in urban centers, narrowing of family life in tenement and apartment buildings--all tend to multiply social and moral problems of youth and render difficult intelligent moral decisions. Due to shifting standards which society accepts, the distinction between right and wrong is difficult to determine by immature youth. As Fishback<sup>1</sup> says: "There is evidence that moral standards are changing among young people..... Some means need to be found that will clarify moral issues and establish moral standards."

The agencies destined to provide moral training for American youth embrace practically all institutions of society. The consciousness that neither the church nor the home adequately furnishes essential guidance has resulted in a fairly well-defined movement for positive character education in the school. "It seems that a movement is

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<sup>1</sup>E. H. Fishback, Character Education in Junior High School (Chicago: D. C. Heath and Company, 1928), p. 11.

organizing, if not already here," writes Professor Betts,<sup>2</sup> "for a new emphasis on character education in the public schools." Outstanding contributions are being made to character education through the character-building values inherent in the newer philosophy of education as a whole, and in the technics which have created the activity, the project, the socialized recitation and the theory of the child-centered school. Unquestionably the character education movement is playing a challenging role in present-day educational discussions and practice. Such leading educators as Dewey<sup>3</sup>, Germane<sup>4</sup>, and Charters<sup>5</sup> give character first place among educational aims. Many progressive school systems are attempting to meet the problem of character development. Courses of study and curriculum guides on character education have been prepared in Boston, Los Angeles, Elgin, Detroit, Cleveland, Toledo, and Buffalo. Notable researches in character formation and measurement have been

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<sup>2</sup>G. H. Betts, "Character Education as an Objective in the Public School," International Journal of Religious Education, V (1928), p. 11.

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

<sup>4</sup>Charles E. Germane, and Edith G. Germane, Character Education (Chicago: Silver, Burdett and Company, 1920), Pp. 259.

<sup>5</sup>W. W. Charters, The Teaching of Ideals (Chicago: Macmillan Company, 1928),

developed by Hartshorne and May,<sup>6</sup> Starbuck,<sup>7</sup> and Voelker,<sup>8</sup> The National Education Association, the Religious Education Association, and the World Federation of Teachers' Associations have for one of their main specific objectives the furtherance of character education. However, to achieve the objectives of this movement---worthy character formation and social well-being---it must penetrate to the heart of every school system. Therefore, effective training in character education under coordinate effort, and cooperative interest of the entire teaching personnel is vitally imperative.

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<sup>6</sup> Hugh Hartshorne and Mark A. May, Studies in Deceit, (New York: Macmillan Company 1920), Pp. 306.

<sup>7</sup> E. D. Starbuck, "Studies in Character in the University of Iowa," Religious Education, XVII (1922), p. 48.

<sup>8</sup> F. Voelker, "Account of Certain Methods of Testing for Moral Reactions in Conduct," Religious Education XVI (1921), pp. 81-83.

### A. Purpose of this Study

The purpose of this study is to make a survey of character education programs in various high schools in the United States to ascertain the direct and indirect means of promoting character education. Accordingly, on the basis of the information obtained, it may be possible to decide which methods should be used in the construction of a high school character education program.

### B. The Problem

The major problem of this study is to ascertain the types of character training that are offered in various high schools of the United States.

The various questions arising in the investigation of this major problem are:

1. What types of character training are administered in high schools?
2. What is the nature of the course in direct character education?
3. What methods of direct character education are in general use?
4. What is the nature of indirect character training?
5. To what extent do regular high school courses contribute to character training?

6. How does club work promote good morals?
7. How does student participation in school management affect moral training?
8. What is the relations between the dean and sponsor systems and development of right conduct?
9. To what extent do school forces cooperate to make character training effective?

#### C. Means of Securing Information

The questionnaire method seemed to be the most appropriate means of securing data. Therefore, a questionnaire was formulated, and in November, 1931, was sent out to one thousand principals of secondary schools throughout the United States. The enrollment of these high schools ranged from 200-1200 students, hence the most populated states received a larger number of questionnaires. Names and addresses of high school principals were taken from Patterson's American Educational Directory and from the Official Catholic Directory, which seemed to be the most reliable indexes for securing data from both public and Catholic parochial school systems. A sum total of 305 replies was received by January, 1932. The information secured from these replies forms the basis of this study.

#### D. Limitations of This Study

The writer recognizes the following limitations in this study:

1. Incompleteness of questionnaire replies
2. Limited number of returns-only one-third of the questionnaires sent out were returned
3. Misunderstanding of questionnaire on part of those who replied
4. Length, details and imperfect organization of questionnaire
5. Inaccuracies of tabulation and interpretation
6. Subjectivity of data
7. Nature of character education
8. Lack of clear-cut concepts in this field

### E. Description of Data

The type and number of schools cooperating in this study are given in Table I.

TABLE I

Type of School	Number of Returns
Public	209
Parochial*	75
Private**	21
Total	305

\*Parochial schools are schools restricted to the parish of some religious denomination.

\*\*Private schools are privately owned and supervised. Attendance is restricted to selected students.

Replies from schools of thirty-five states are included in the returns; thus every section of the Union is represented in this study.

Table II shows three separate factors; The number of returns from each state, the type of schools represented according to states, and the type of character training used in the representative high schools of each state.



TABLE II

DISTRIBUTION OF REPLIES FROM STATES CLASSIFIED WITH REFERENCE TO  
TYPE OF TRAINING AND TYPE OF SCHOOL

States	Direct Type					Indirect Type			
	Catholic Schools		Non-Catholic Schools			Public Schools			Combined Total
	Parochial	Private	Public	Private	Total	Public	Private	Total	
Alabama						8		8	8
Arkansas			1		1	2		2	3
California	3	1	1		5	5		5	10
Connecticut						10		10	10
Colorado	3	1	2		6	4		4	10
Florida	2				2	4		4	6
Georgia	1				1	4		4	5
Illinois	5				5	1		1	7
Indiana	5		3		8	13		13	21
Iowa	4	1	2		7	5		5	12
Kansas	5		2		7	4		4	11
Kentucky	2				2	8		8	10
Louisiana	1				1	5		5	6
Maryland	3	1	1		5	2	1	3	8
Massachusetts	2				2	14	1	15	17
Michigan	3		2		5	12		12	17
Minnesota	2	2	1	1	6	7		7	13
Mississippi	2				2	6		6	8
Missouri	3	1	2		6	4		4	10
Montana	2	1			3				3
Nebraska	5	2	4		11	5		5	16
New Jersey	1				1	7	1	8	9
New Mexico	2				2				2
New York	2			1	3	10		10	13
North Carolina						7		7	7
Ohio	6	1		1	8	7		7	15
Oklahoma	1				1	1		1	3
Oregon	2				2	3		3	5
Pennsylvania	2	1	1		4	5		5	9
South Dakota	1				1	2		2	3
Tennessee	1				1	5		5	10
Texas	1	1	3		5	5		5	10
Virginia	1				1	2		2	4
Washington	1	1			2	3		3	5
Wisconsin	1		1		2	2		2	4
Total	75	15	26	3	119	183	3	186	305

TABLE III

DISTRIBUTION OF REPLIES FROM SECTIONS OF THE COUNTRY CLASSIFIED WITH REFERENCE  
TO TYPE OF TRAINING AND TYPE OF SCHOOL

Sections	Direct Type					Indirect Type			Combined Total
	Catholic Schools		Non-Catholic Schools			Public Schools			
	Parochial	Private	Public	Denomi- national	Total	Public	Private	Total	
Pacific Coast	6	2	1		9	10		10	19
Rocky Mts.	7	2	3		12	3		3	15
Central	43	8	17	2	70	72		72*	142
Southern	8	1	3		12	46		46	58
Middle Atlantic	9	2	2	1	14	28	2	30	44
New England	2				2	24	1	25	27
Total	75	15	26	3	119	183	3	186	305

\*The large number of returns from the Central States is probably due to the fact that more states are included in this section rather than a possible conclusion that sections with a large number of replies are more interested in character training than those with fewer replies.

Tables II and III bring out the fact that the Eastern and Southern sections of the United States are almost entirely devoted to the use of the indirect type. One hundred and one schools report the use of the indirect type as compared to 28 that use the direct type.

## II. METHODS OF CHARACTER TRAINING

### A. Discussion of Methods

There are two methods used to teach character, the direct and the indirect.

The direct method of character training is that type in which the various virtues and traits are taught directly as a part of the school curriculum. According to Frederick C. Bolton,<sup>1</sup> "Direct character training is the definite consideration of the right and wrong in any given act." W. W. Charters<sup>2</sup> says: "By direct moral instruction is meant that form of instruction which begins with a consideration of traits. This is in contradistinction to indirect moral training which begins with a consideration of situations." If properly taught this type has a strong bearing on actual life situations; for it enables the student to form correct judgments when confronted by the complicated situations of life.

The indirect method of character training teaches the various virtues and desirable character traits incidentally,

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<sup>1</sup>F. C. Bolton, Adolescent Education (Chicago: Macmillan Company, 1931), p. 435.

<sup>2</sup>W. W. Charters, Teaching of Ideals (Chicago: Macmillan Company, 1928), p. 41.

i, e., as a by-product of the school life. For example on the basis of an actual life situation the proper moral attitude is taught. In general, however, this type of character training is developed indirectly through suggestions in connection with the subject-matter courses, intra-curricular and extra-curricular activities and through the regimen of classroom and school management. "The fact should be emphasized," writes George W. Rosenlof,<sup>3</sup> Director of Secondary Education, University of Nebraska, "that character education is not a thing in itself, apart from the activities of school life. Character education is implicit in all activities. All education is character education."

#### B. Method of Character Training Preferred

Returns from the questionnaire show the extent to which the direct and indirect methods of character training are being used in the high schools. These data are summarized in Table IV.

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<sup>3</sup>George W. Rosenlof. A Course of Study in Character Education (Lincoln, Nebraska: Burr Publishing Company, 1927),

TABLE IV

## TYPE OF CHARACTER TRAINING PREFERRED

Methods Used	Schools				
	Private	Parochial	Public	Total	Per Cent
Direct	18	75*	26	119	39
Indirect	3	0	183	186	61
Total	21	75	209	305	100

\*The 75 schools using the direct method do not exclude indirect character education; but they emphasize the necessity of giving character education a special place in the curriculum.

Table IV shows that 119 or 39 per cent of the 305 schools investigated use the direct method of character training, whereas 186 or 61 per cent use the indirect method of character education. This is in corroboration with a recent research conducted by Prof. Betts at Northwestern University where almost three-fourths of the respondents favored the indirect method and one-fourth regarded the direct objective as desirable. Fifty respondents from the schools using the indirect method also report the occasional use of the direct method. These statements indicate that a considerable number of educators realize the ineffectiveness of the exclusive

use of one type.

### C. Relative Value of Direct and Indirect Character Training

In indirect or suggestive character training the pupil is supposed to grasp intuitively the lesson to be conveyed. However, many children are not quick enough to grasp the thought suggested. This inability to make proper decision is not wholly due to obtuseness. It is more likely due to a lack of cultivation of moral sensibility which needs development through concrete or direct instruction.

Concrete instruction develops clearer perceptibility, more accurate evaluation and keener sensibility and responsiveness. This is in accordance with Vineyard and Poole.<sup>1</sup> They state that it is very doubtful whether any fundamental subject in the curriculum can be taught indirectly. Their opinion is stated in the following quotation taken from their text: "One would not expect the school to turn out chemists, mathematicians, or artists of any sort without a definite course of study and faculty direction in these educational branches." Likewise it would not be reasonable to assume that character education, the acme of all education can be taught successfully

U. S. Bureau of Education, Bureau of Child Hygiene, Division of Child Hygiene, Division of Child Hygiene, Division of Child Hygiene

<sup>1</sup>Jerry J. Vineyard, and Charles F. Poole, Student Participation in School Government (New York: A. S. Barnes and Company, 1930), p. 52.

without a definite course of study.

Dr. Henry Neumann<sup>2</sup> of New York Ethical Culture School has analyzed the problem of distinct courses in moral training in a very discerning and helpful way. He says: "A distinct course offers greater opportunity than incidental instruction to develop the broad, far-reaching principles that growth in character requires....Quiet, earnest reflection upon these principles at regular times under the guidance of the right kind of teacher is, therefore, a need of which the young people themselves may not be particularly conscious, but which in these days of extremely hurried living, is important enough to receive every encouragement."

#### D. Types of Classroom Procedure used in the Direct Teaching of Character Training

The types of procedure most generally used in direct character training, as indicated by the returned questionnaires, are listed in Table V. Judging from the table, most schools use either a variety of methods or such a combination as seems best adapted to their respective class or type of student.

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<sup>2</sup>Henry Neumann, "Moral Values in Secondary Education," U. S. Bureau of Education Bulletin, 1917, No. 51, p. 7.

TABLE V

CLASSROOM PROCEDURE USED IN THE DIRECT METHOD OF  
CHARACTER TRAINING

Class Procedure	Schools			
	Private	Parochial	Public	Total
a. Lecture	3	8	6	17
b. Discussion	4	9	3	16
c. Recitation	1	10	1	12
d. Combination of a and b	5	19	3	27
e. Combination of a and c	2	19	0	21
f. Combination of a, b, and c	3	10	13	26
Total	18	75	26	119

Table V shows that among the methods employed, the lecture method ranks first, class discussion ranks second, and class recitation ranks third. In the lecture method pupils are taught correct underlying principles in matters of conduct and the application of these principles to life problems. The class recitation (consisting usually of questions and answers) discloses the extent to which students have grasped the mean-



ing of the subject-matter. The data obtained indicate that a combination of the lecture and class discussion preferred and, in general, is used by most teachers.

Since the aim of character instruction is to give information that will enable the student to cope with life's varied situations, the training must be broad in scope. It must be adapted to meet the needs of the group as a whole and also the needs of the individual. Therefore, the best results will be obtained if all available methods of classroom procedure are utilized. Table V shows that this is being done in most schools, in as much as 74 out of 119 use a combination of methods.

#### E. Manner and Means of Instruction in Direct Character Training

1. Literary Material Used. A good textbook is an invaluable guide for both teacher and student as far as logical arrangement, explanations of terms, exposition of subject-matter, and economy of time is concerned. Since the textbook is universally recognized as a fundamental factor in the educational system, it is evident that it would be of considerable aid in this comparatively new subject of character education.

TABLE VI

## LITERARY MATERIAL USED IN DIRECT CHARACTER TRAINING

Material Used	Schools			
	Private	Parochial	Public	Total
General text on morals	6	39	3	48
Text plus pamphlets	4	14	0	18
Pamphlets	2	4	3	9
No textbooks	3	10	20	33
Unascertained	3	8	0	11
Total	18	75	26	119

Table VI shows that 75 of the 119 schools, using the direct method, favor some form of literature as a basis for instruction.

2. Types of Textbooks Used. In thirty-three schools using the lecture method, the instructor alone uses a textbook. The majority of the schools, however, favor the adoption of textbooks for students. Table VII presents a list of books used.

TABLE VII

CHARACTER TRAINING TEXTBOOKS USED IN  
HIGH SCHOOLS SURVEYED

Name of Textbook	Authors	Number of Schools
Religious Doctrine and Practice	Cassidy	8
Bible		7
Advanced Catechism	Deharbe	7
Christian Doctrine	Christian Brothers	4
Religion	Campion	3
Studies in Conduct	Hague-Chalmers-Kelly	3
Etiquette	Clark and Quigley	2
Christian Doctrine	McVey	2
The Will to Succeed	Garesche	1
Moral Philosophy	Coppens	1
Ethics	Coppens	1
Program of Character Education	Christe, Doris	1
Ethics	Hill	1
Conduct Problems	Charters, Rice, Beck	
Manners and Right Conduct for Schools	McVey	1
Our High School	McGregor	1

doctors, and authors of the book, and the book is a good one.

fields and a lot of material is available for the study of the book.

TABLE VII (CONTINUED)

Vocational Guidance	Dickson	1
Catechism	Author Unascertained	11
Catechism and Bible	"	7
Civics	"	3
Workbooks	"	2
Various books and pamphlets	"	11
Total		82

The writer familiarized herself with the contents of most books listed in Table VII and on the basis of her own judgment came to the conclusion that Talks to Young People, by Wilson Fairley, Conduct Problems by Charters, Rice and Beck, Vocational Guidance, by Dickson, and Religious Doctrine and Practice, by Cassidy, are very commendable for character training.

3. Personnel Administering Instruction. Teachers who have special psychological training, pastors, ministers, doctors, and nurses with special training in their respective fields are best qualified to train young people in character

education. Table VIII shows to what extent they participate in administering instruction.

TABLE VIII

## PERSONNEL ADMINISTERING INSTRUCTION

Personnel	Schools			
	Private	Parochial	Public	Total
Classroom teachers	6	19	8	33
Pastors or teachers	0	29	0	29
Home-room teachers	3	7	4	14
Pastors or ministers	3	8	2	13
Teachers and selected outsiders	4	2	6	12
Principals	1	6	4	11
Doctors and nurses	1	4	2	7
Total	18	75	26	119

Table VIII informs the reader that the major part of character education is carried on by the regular teachers, pastors, and ministers. The evaluation of these specially trained individuals for this specific subject seems adequately expressed in the following quotation from William McNally<sup>1</sup>:

<sup>1</sup>William McNally, "Is Uniformity of Textbooks Necessary," C. E. A. Yearbook, XIV (1917-1918), p. 363.

"The greatest part of the value of education obtained in any particular class must be credited to the personality, method and ideals of the teacher."

4. Time Allotment for Character Training. Table IX shows specified time allotment for character education in 98 schools reporting. Twenty-one schools, slightly more than 17 per cent, have no time allotment. They report, however, the occasional use of the direct type of instruction whenever situations arise which necessitate such action.

TABLE IX

## TIME ALLOTMENT FOR CHARACTER EDUCATION

Time Allotment per Week	Schools			
	Private	Parochial	Public	Total
One period of 45 minutes	1	6	5	12
Two periods of 30 minutes	3	18	2	23
Three periods of 45 minutes	2	10	1	13
Four periods of 35 minutes	4	12	0	16
Five periods of 10-45 min.	4	23	6	33
Six periods of 45 minutes	1	0	0	1
No time specified	3	6	12	21
<b>Total</b>	<b>18</b>	<b>75</b>	<b>26</b>	<b>119</b>

Table IX shows that in 98 schools out of 119, character training has become a definite part of the curriculum. The instruction varies from one period of 45 minutes per week to five periods of 10-45 minutes per week. One school reported six periods per week which probably includes Sunday School instruction.

Several principals indicated that the opening period of the morning session is the preferable period for instruction. Students are impregnated with a wholesome lesson which will find occasion for adequate expression as the day advances. This procedure enables the teacher to correlate the direct type of moral training administered in the morning with the indirect type throughout the entire day.

Most principals, however, showed no special predilection as to the time of day most suitable for instruction. Consignment of instruction to the time most convenient for the school seems to be the most popular arrangement.

The general consensus of opinion among the respondents is expressed by the statements, that definite time allotment and regularity are just as imperative and essential for moral education as for any other subject. For only by regular repetition can correct and useful habits be established.

### III. NATURE OF THE COURSE IN DIRECT CHARACTER EDUCATION

#### A. Necessity of a Prescribed Course of Studies

Common opinion concurs that the student of high school age is usually too immature to decide for himself which studies would be most practical and most beneficial for him. Therefore, interested educators have compiled a series of studies which are considered absolutely necessary for an educational foundation. These have become general requirements for all students and constitute the required subjects of the school curriculum; the less essential subjects are elective.

Table X shows the attitude of the teaching authority toward character training. Eighty-six of the 119 school authorities who have introduced the direct type of character training consider it so important that they have made the course compulsory. Only 16 schools have left the course to the choice of the students.



TABLE X

## NATURE OF THE COURSE IN DIRECT CHARACTER EDUCATION

Course	Schools			
	Private	Parochial	Public	Total
Required	14	65	7	86
Elective	4	2	10	16
No data	0	8	9	17
Total	18	75	26	119

The length of time over which required character training extends, varies from one to four years.

#### B. Attitude of the Students towards the Course

It was stated in the preceding paragraph that the course in character training is elective in 16 out of 119 schools reporting; yet the same report indicates that about two-thirds of the students of these schools have voluntarily enrolled in the course. This fact speaks well for the type of course offered as well as for the teachers entrusted with the instruction.

The attitudes of students as gleaned from the questionnaire, are summarized in Table XI.

TABLE XI

## ATTITUDE OF STUDENTS TOWARDS CHARACTER TRAINING

Attitudes Towards Course	Schools			
	Private	Parochial	Public	Total
Enthusiasm	2	17	3	22
Interest	5	20	3	28
Attention	4	27	8	39
Toleration	2	3	0	5
No objection	0	0	1	1
Taken for credit's sake	1	0	0	1
Indifference	0	0	1	1
Not stated	4	8	10	22
Total	18	75	26	119

These attitudes range from indifference to enthusiasm--- with the majority of students very favorable to the program. This fact is still more gratifying when we note that only 24 out of the respective 119 schools offer credits for this course, the number of credits ranging from  $\frac{1}{2}$  to 2 credits.

The above testimony may be supplemented by Mr. D. R. Porter,<sup>1</sup> national leader of the high-school section of the Young Men's Christian Association, who makes the following statement: "It is being found that as an actual fact larger numbers of thinking high-school boys can be enrolled for the group study of life questions and practical phases of the Bible than can be enrolled in voluntary gymnasium classes."

Miss Jessie Gibson,<sup>2</sup> for many years girls' adviser at the North Central High School, Spokane, has written a most important book, "Being a Girl" which grew out of her everyday experiences at Spokane. This book clearly shows that girls, too, appreciate having counsel on moral problems.

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<sup>1</sup>D. R. Porter, Religious Education, IV, p. 97.

<sup>2</sup>Jessie Gibson, Being A Girl (New York: Macmillan Co., 1927). P. 326.

#### IV. TYPES OF COURSES IN DIRECT MORAL TRAINING

Moral training has a threefold end: (1) the knowledge of right and wrong under the various conditions which life may present; (2) the desire to do right; and (3) the knowledge of how to develop worthwhile traits or qualities. Effective courses in direct moral training seem necessary to achieve these ends. The types of courses used by the schools are presented in Table XII.

TABLE XII  
TYPES OF COURSES IN DIRECT MORAL TRAINING

Types of Courses	Schools			
	Private	Parochial	Public	Total
Religion Course	10	41	0	51
Special courses in moral training	3	25	26	54
Religion and citizenship	5	9	0	14
Total	18	75	26	119

Table XII shows that most private and parochial schools use the religion period for character training. This course includes instruction in religion with applications to life

situations, sex-moral instruction, and character training in general. Fifty-four schools offer special courses in character education. Under the above courses these topics were listed: ethics, conduct problems, character education, right conduct, and guidance. Fourteen schools offered separate courses in both, Religion and Citizenship, stressing phases of character development in each of these courses.

#### A. Other Types of Courses in Moral Training

It is a significant fact that besides the 119 schools using the direct type of moral training, there were 172 schools, not listed in Table XII, which professed to have various forms of character education. These are, however, more or less of the indirect type and by-products of the other subjects of the curriculum. Details regarding the type of training in these schools are shown in Table XIII.

TABLE XIII

## OTHER TYPES OF COURSES IN MORAL TRAINING

Types of Courses	Schools			
	Private	Parochial	Public	Total
Citizenship	1	0	52	53
Sex-moral instruction and health	1	0	8	9
Sex-moral instruction and physical education	1	0	8	9
Sex-moral instruction and science	0	0	7	7
Vocational guidance	0	0	6	6
Through medium of other subjects	0	0	88	88
No data	0	0	14	14
Total	3	0	183	186

A variety of subjects were mentioned by the respondents under the last-named item in Table XIII, "Moral Training through the medium of other subjects." Among them were: economics, literature, social science, sociology, psychology, art, music, nature study, English, etc. Several principals stated that character training should be an objective, either

direct or indirect, in every school subject and in every school activity.

This statement is in corroboration with Arnold Tompkins' in his Philosophy of Teaching, as stated in Charters teaching of Ideals: "Whatever brings out the features of the soul, develops its powers and faculties, directs the aspiring self to the highest claims of manhood....reveals to the individual the beauty and worth of character, and inspires the soul with a passion for truth and righteousness, is moral training."

With this view of the question it is easy to see how instruction in morals may find a place in the course of study; or to see that it matters little if it have no place. Those teachers who inject into all their work the moral tone can afford to refuse it space on their programs.

#### B. Citizenship Training

The main objective of public school education is to promote and develop an upright and desirable citizenry. The subject receiving the highest frequency of mention in Table XIII is Citizenship---a proof that their ideal aim is sufficiently stressed. The broad scope of this subject gives the teachers a splendid opportunity to stress character education; to teach duties and privileges, cares and responsi-

to have an opportunity for character education.

bilities; to develop the fundamental virtues; truth, the foundation of society, of government and of credit; justice, a proper recognition of the rights of others; loyalty to home, to school, to community and to country; duty, self-respect and self-reliance; above all, to inculcate obedience to law and respect for authority.

### C. Sex-Moral Instruction

It may also be seen from Table XIII that several schools promote character training through sex-moral instruction in correlation with some regular high school subject. The subjects which lend themselves more readily to that purpose are health, science (usually biology), physical education, and vocational guidance.

Six schools stated that they administer sex-moral instruction to mixed groups of students. Twenty-five other schools reported that they teach the regular subject material of such a course to the entire class but that direct sex-instruction is administered to the sexes separately. In 17 schools sex-moral instruction courses were conducted by the teachers, in 5 schools by doctors and nurses, and in 9 others by doctors, nurses, and teachers, interchangeably.

The teacher in physiology and hygiene was considered to have an opportunity for sex-instruction in her classes



as far as subject matter is concerned but her opportunity is limited because these classes have usually both boys and girls. Certain aspects of the subject may well be taught in nature study groups, but this, too, is open to the same objection. The biology teacher encounters the same limitation. The physical directors and athletic coaches, dealing with boys and girls in separate groups, are more free from handicaps and, if capable, can give valuable instruction in this line.

Some schools have found it very profitable to arrange for instructions by doctors and nurses. Their more accurate knowledge and their wide experience give the weight of authority to their words and, doubtless, produce an impression that ordinary classroom teachers cannot so easily make. The following objectives, were especially stressed in the above mentioned instructions on sex-moral training:

- a. Sex-hygiene-----in 14 schools
- b. Sex-hygiene and venereal diseases, and  
sublimation-----in 5 schools
- c. Sex-hygiene and venereal diseases-----in 9 schools
- d. Sex-hygiene, venereal diseases, and  
mental health-----in 3 schools

Some principals stated that the field is too large to determine in advance what traits or objectives should be stressed. Occurrences in actual life situations should be

taken in consideration and such knowledge of sex questions be imparted as may be necessary to preserve health, develop right thinking, and control conduct. Its aims should be hygienic and ethical.

Another principal stated that his school did not provide a special course in character training or moral education; but that the teachers utilize all subjects to further clean, wholesome living; and that affirmative instruction ought to be stressed rather than negative.

In conclusion the writer wishes to quote from Engleman;<sup>1</sup> "As a closing word it seems in place to suggest the fact that whether sex instruction is to result in something noble or ignoble depends not so much when it is given, or at what age it is given, but it does matter tremendously whether sex knowledge is learned from vulgar sources, or from pure-minded men and women who approach the subject with a reverent regard for its importance and the desire to have the boy or girl as reverently learn what he ought to learn."

#### D. Personality Records

In order to stress the general objectives of education and to evaluate the character-forming results produced by citizen-

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1J. O. Engleman, Moral Education in School and Home. (New York: Benj. H. Sanborn and Company, 1920), p. 253.

ship training, a large number of schools have provided for special personality records, or for personality rating on the academic report cards of the students. Before and after graduation these personality records are consulted in matters involving promotion, honors, employment, letters of reference, and answers to inquiries from other institutions. The types of report cards in use by high schools that answered this point of the questionnaire are summarized in Table XIV.

TABLE XIV

## PERSONALITY RECORDS

Type of Report	Schools			
	Private	Parochial	Public	Total
Personality rating with academic achievement	11	48	121	180
Personality rating only	5	13	23	41
Academic achievement only	2	7	5	14
Not reported	3	7	60	70
<b>Total</b>	<b>21</b>	<b>75</b>	<b>209</b>	<b>305</b>

Table XIV shows that 180 schools combine personality rating with the rating of academic achievement, whereas 41

schools distribute special personality rating reports under various titles such as Citizenship Record, Conduct Attitudes, Personality Rating, Personality Traits, etc. Samples of such reports may be found in the appendix of this thesis, page 101.

Examination of these records reveals that special stress is laid on the formation of good habits and personality traits by interested teachers and educators of today.

Some principals advocated personality rating scales. Among them Downey's Will-Temperament Test and Voelker's<sup>1</sup> Personality Tests were mentioned. D. H. Eikenberry<sup>2</sup> believes, however, "that such scales are best prepared by the teachers in cooperative effort for each school. Standard scales are not available, and would not be desirable even if they were, as the scale should be adopted to the conditions of each particular school. A rating for each child should include (a) his own rating of himself, and (b) a composite rating of all the teachers. Such ratings serve to make the child aware of the traits in which he is both strong and notably weak. This gives him a basis for improvement, a goal for entertainment, and a standard for measuring his own progress."

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<sup>1</sup>Paul F. Voelker, Function of Ideals and Attitudes in Social Education (New York: Teachers College, Columbia University, 1921), pp. 74-75.

<sup>2</sup>D. H. Eikenberry, An Introduction to Guidance (Columbus: Herr Printing Co., 1930) p. 136.

## V. SUMMARY OF THE DIRECT METHOD OF CHARACTER TRAINING

From the tabular data on the Direct Character Training which has been presented previously in this study the writer has evolved a detailed summary. It has been impossible to prevent occasional overlapping of data due to the nature of the replies received.

### A. Extent of Direct Character Education

1. Of 305 schools, 119 or 39 per cent report the use of the direct method of character training; 50 schools using the indirect also report the occasional use of the direct method.

2. The direct method is in general use in the private and parochial schools and to a small extent in public schools.

### B. Means of Direct Character Education

#### 1. Types of Instruction.

a. The lecture, discussion, and recitation procedures are most generally used; 74 schools use a combination of the above types of instruction.

b. Of the 119 schools using the direct method, 75 acknowledge some form of textbook for student use in character training.

Include:

- (1) Textbook
- (2) Combined textbook and lecture
- (3) Suggested textbook

## 2. Teaching Staff.

a. Teachers, ministers, doctors, and nurses compose the teaching staff in character training courses.

## 3. Time Allotment.

a. Ninety-eight of the 119 schools specify definite time allotment, varying from one period of 45 minutes per week to five periods of 10-45 minutes per week.

b. Schedules are flexible in keeping with the organization of each system. Nevertheless, definite time allotment and regularity of instruction are considered essential features of an effective character training program by most principals.

## 4. Courses.

a. The most prevalent courses are special courses in Religion, special courses in Character Training, and Citizenship including Sex-moral instruction.

b. The course in Religion usually includes:

- (1) General instruction in Religion
- (2) Sex-moral instruction
- (3) Character training

c. The special courses in Character Training include:

- (1) Ethics
- (2) Conduct problems
- (3) Character training

d. The Citizenship course includes social and civic problems with special stress on character formation.

e. Eighty-four schools offer courses in Character Training of a partial direct type, designated as:

- (1) Citizenship training
- (2) Sex-moral instruction and health
- (3) Sex-moral instruction and physical education
- (4) Sex-moral instruction and biological sciences.
- (5) Vocational guidance

f. Sex-moral instruction is administered by teachers, doctors, and nurses in 54 schools.

g. Sex-moral instruction is usually administered to the sexes separately.

h. The subjects which lend themselves to sex-moral instruction are:

- (1) Health education
- (2) Biology
- (3) Physical education
- (4) Vocational guidance (The writer believes that respondents meant guidance from a health, and civic-social point of view rather than vocational guidance.)

i. Of the 102 schools that reported on the question 86 schools make direct character education a required course,

and 16 schools make it an elective course.

j. The attitude of the students toward the course is very favorable.

k. Only 24 schools out of the 119 offer from one-half to two credits for the course in character training.

5. Personality and character rating scales.

a. Special personality records stressing the general objectives of character education and citizenship training are used in 221 schools.

b. Several principals advocate personality rating scales as direct aids in discovering and developing character traits.



## VI. INDIRECT CHARACTER TRAINING

So far attention has been centered on the description and discussion of data concerning the direct type of character training. Repeated references have been made to the fact that 186 schools, or 61 per cent of those replying to the questionnaire, reported the predominant use of the indirect type. Details of the latter type will be presented in the following discussion.

### A. Incidental Moral Training in Regular Classes

It is interesting to note that 286 principals, almost 94 per cent, replied to this question, "In the light of your experience which subjects are best adapted to stimulate character training," by mentioning two or more subjects. Table XV is a summary of these subjects.

TABLE XV

## SUBJECTS BEST ADAPTED TO STIMULATE CHARACTER TRAINING

Subjects	Schools			Total Frequency
	Private	Parochial	Public	
English and literature	12	63	198	273
Social science	13	67	184	264
Health and physical education	9	39	131	179
Religion	14	70	5	89
Mathematics and commer- cial subjects	5	21	51	77
Sciences	2	12	57	71
Music and arts	4	16	42	62
Home economics	3	16	22	35
Language	2	5	16	23
Not reported	4	7	13	24
Total	68	310	719	1097

Table XV shows that the majority of teachers believe English, Social Sciences, Religion and Health to be the subjects best adapted to stimulate character training. Attention must be called to the fact that the above classification includes also those schools that make special use of the direct type of training.

Fifteen principals attached additional comments to their replies. In their opinion, subject-matter is irrelevant in character training; its value varies with the teacher. They maintain that all subjects have character training value in the hands of a capable and exemplary teacher. F. E. Bolton<sup>1</sup> in his recent book "Adolescent Education" expressed the same point of view in these words: "All subjects yield moral values but they must be considered from the standpoint of human values and human welfare, that is, from the standpoint of right and wrong conduct. Some subjects like literature, history, and civics, are especially rich in such possibility because their content deals with standards of conduct and problems of human welfare."

#### B. Character Traits Developed by Various Subjects

Principals have generously enumerated the character traits which in their judgment are developed by each of the subjects listed under Table XVI.

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<sup>1</sup>F. E. Bolton, Adolescent Education (New York: The Macmillan Co. 1931), p. 448.

TABLE XVI

## CHARACTER TRAITS DEVELOPED IN VARIOUS SUBJECTS

Traits	Subjects									
	English	Social Sciences	Religion	Health Physical Health	Mathematics	Commerce	Sciences	Home Economics	Music Art	Languages
1. Ambition	2									
2. Appreciation for Others		80	46		65	60				2
3. Accuracy					32	28			23	
4. Appreciation for Beauty										19
5. Agreeableness										14
6. Appreciation of Nations										10
7. Achievement										
8. Broadmindedness								2		
9. Citizenship		134								
10. Courage		62		30						
11. Cleanliness				40						
12. Courtesy				24						
13. Cause and Effect					31	34	51			
14. Charity			67					14	12	8
Cooperation		29		77					18	
16. Culture	3		20					29		
17. Consideration of Others			32							11
18. Correct Judgment	5				15					
19. Duty		33	22	5	53	50				
20. Directness				57						
21. Enthusiasm						7		27		
22. Economy						3		17		
23. Efficiency	7			88						
24. Fairplay				48	44	42	19			
25. Honesty	42	67	34							
26. Heroism		86							7	
27. Industry		75	28		38	38	27			
28. Impartiality	28		3							
29. Initiative					32	30	7	20	14	
30. Ideals	7		9							3
31. Justice		64								
32. Kindness	82		62					14		
33. Love for Home										
34. Loyalty	38	22	27	69						
35. Leadership	42	70		84						
36. Morality	107		70	53						
37. Mortification			14					10		
38. Management										
39. Nobility of Character	19	33				7	42	7		
40. Order	22						12			
41. Openmindedness	17						43	6		
42. Obedience		80	39	21					5	
43. Patriotism	41	89					48			
44. Perseverance			22							
45. Purity				10	60	52				
46. Punctuality		42	14						12	
47. Public Service	47		37		30	30	23			
48. Patience						5	35			
49. Poise										
50. Precision	19									5
51. Regard for Others	73			55					19	
52. Respect for Others	69		21							
53. Reverence			10							
54. Reward for good Deeds	56		51					23		
55. Reflection	14		23							
56. Responsibility	12		10	57	52	52				
57. Self-respect					19	19			11	
58. Stability										
59. Service	13									
60. Skill				38						
61. School Spirit										
62. Self-knowledge	30		40	63						
63. Self-control		30	59							
64. Sincerity	59			59						
65. Subordination										
66. Sympathy	80									
67. Sacrifice		71			41	31				
68. Thrift					50	57				
69. Truthfulness	48		59				59			
70. Virtue	60		24							
Total	1042	1037	843	868	562	545	366	169	121	76

Table XVI shows that to English and Literature has been accorded the development of the largest number of character traits. This stands to reason for literature has for one of its most important aims the portrayal of ideals of life and conduct. Moreover, there is no course that offers a wider range of opportunity for the building of fine character than English with its continued and graduated courses, its wide scope (extending over all the subjects of the curriculum), and its quantity of good wholesome literature. This fact is further supplemented by the painstaking efforts of teachers whose duty it is to develop a taste and appreciation for wholesome reading material. Here the writer concurs with Engleman<sup>1</sup> who states: "In building character there is hardly a better way than that of systematically placing before the student moral situations embodied in a story, and dealing with the virtues and vices peculiar to each period of his unfolding. When these are presented in such form and such language as to grip his interest, they lead to moral reactions which, repeated often enough, develop into habits of will and forms of conduct morally worthy."

It seems to the writer that the English teachers have an

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<sup>1</sup>J. O. Engleman, Moral Education in School and Home (Chicago: Benj. H. Sanborn and Co., 1918), p. 84.

advantage over the other teachers because of the frequent interviews regarding written work. Through this written work of the students, personal problems of maladjustment are often revealed. It is chiefly through this medium that the English teachers become familiar with the student's inner nature and his need of guidance for proper formation of character and development of personality.

### C. Fields of Literature Especially Adapted to Character Training

Many principals believe that English and literature are the most influential factors of developing character training. The fields of literature that 281 principals consider most adaptable for this purpose are listed in Table XVII

TABLE XVII

#### FIELDS OF LITERATURE ESPECIALLY ADAPTED TO CHARACTER TRAINING

Fields of Literature:	Schools			
	Private	Parochial	Public	Total
Biography	3	20	45	68
Poetry	0	3	38	41
Religious books	5	29	3	37
Fiction-novels	1	0	31	32
Classics	2	5	24	31

TABLE XVII (CONTINUED)

Books on social science	:	1	:	2	:	15	:	18
Drama	:	1	:	1	:	14	:	16
Books on vocational Guidance	:	0	:	4	:	10	:	14
Selected magazines	:	4	:	6	:	3	:	13
Essays	:	1	:	1	:	5	:	7
Special programs	:	0	:	0	:	3	:	3
No data	:	3	:	4	:	18	:	25
Total	:	21	:	75	:	209	:	305

Table XVII shows the significant fact that principals in their teaching experience have come to recognize that biography is the most potent factor of literature in character development. It is their concensus of opinion that the virtues and traits recommended to us as ideals of human conduct and principles are best understood and have the most powerful influence for imitation and for character development, when found incarnate in worthy men and women. This is in keeping with Bolton's<sup>1</sup> statement: "The idealized characters

<sup>1</sup>F. E. Bolton, Adolescent Education (New York: Macmillan Co., 1931), p. 465

in biography, if artistically portrayed, make us wish to be something better and more worthy than we now are."

The material classified in Table XVII was accompanied by a number of individual comments. Two principals stated that literary appeal had to be made to individual taste. Seven principals contented that all fields of literature are adaptable to character training but that the type to be used depends upon the age of the students. Others maintained that all fields were equally good in moral values in the hands of a capable teacher. Several references to fiction pointed out historical fiction in which strong character traits are stressed.

Some principals expressed their preference for the novel as a character builder because its emotional appeal is the easiest way to arouse the students' interests. This statement was counterbalanced by others who maintained that comparatively few of the modern novels produce an elevating effect on adolescent students.

Another principal reported that great emphasis is placed on good present-day magazines and pamphlets in his school. During an annual drive, individual students subscribe for one magazine or pamphlet. After reading their respective copies, the students place them in magazine racks at school for the use of the entire class. He considers this a favorable means



of securing school literature, of acquainting students with good reading material, and of arousing interest in reading. An attractive magazine display is an allurement for almost any student.

#### D. Means of Encouraging Reading of Good Literature

In answer to the question concerning the ways and means by which the reading of good literature was encouraged, 289 principals answered thus:

TABLE XVIII

#### MEANS OF ENCOURAGING THE READING OF GOOD LITERATURE

Means of Encouraging Good Literature	Schools			
	Private	Parochial	Public	Total
English classes	5	12	49	66
Class Assignments	3	12	22	37
Social studies	3	6	22	31
Lists of selected books	2	16	12	30
Special library periods	3	6	20	29
Extra Credits	1	3	11	15
Vocational guidance classes	0	4	7	11

TABLE XVIII (CONTINUED)

Subscribing for good literary magazines	1	2	3	6
Reading clubs	1	1	2	4
Special programs	0	0	1	1
Posters	0	0	1	1
Combination of several methods	2	9	48	59
No data	0	4	11	15
Total	21	75	209	305

A variety of remarks which may be of general interest to the readers, accompanied the above replies. Judging from Table XVIII the English class-periods seem to be the chief bases for arousing interest in good reading material. Helpful suggestions for creating interest in reading were listed under the following headings:

1. English Classes.

- a. Incidental commending of good books.
- b. Special commendation through the synopsis of a story.
- c. Reading specially interesting selections from a book during class periods.

- d. Arousing interest by telling a part of the story and requiring students to finish reading it.
- e. Brief book reviews.
- f. Class discussions during which students should be taught in an attractive way the essentials of a good book.

## 2. Class Assignments.

- a. Requiring a certain number of interesting books to be read to develop a taste for reading.
- b. Assigning special references from good books.

## 3. Social Studies.

- a. Biographies of real men and women drawn from history.
- b. Historical novels which cover all phases of social life.

## VII. MORAL GUIDANCE IN CLUB WORK

The organization of clubs correlated with school studies makes it possible for students to have an opportunity for self-development. Realizing that the character value of school clubs deserves consideration, the following question was included in the questionnaire: Does your school provide for clubs that have character objectives as their primary aim? Name them and indicate what bearing each one has on character training.

### A. Character Traits Developed by Clubs

Two-hundred-eighty principals answered in the affirmative and sent a detailed enumeration of the clubs sponsored in their respective schools together with the character traits, which in their estimation, are developed through these activities. Their answers are compiled in this list:

Clubs	Frequency	Character Traits Developed by Clubs
Athletics	197	Sportmanship - Fairplay - Cooperation Honesty - Conduct - Courtesy - Initiative Perseverance - Ambition.
Hi-Y	145	Christian Character Training - Moral Responsibility - Citizenship - Clean living - Clean Speech - Service- Leadership - Profitable Use of Leisure Time.

CLUBS	FREQUENCY	CHARACTER TRAITS DEVELOPED BY CLUBS
Girl Reserves	138	Christian Character Training - Cooperation - Citizenship - Ser- vice - Moral Responsibility - Kindness - Clean Living.
Literary Clubs	72	School Initiative - Character De- velopment - High Ideals through Reading Good Books - Ambition - Cultural Beauty - Inspiration - Right Use of Leisure - Incentive for high Scholarship - General Spirit of Service.
Sodalities Mission Crusade	68	Religion - High Moral Ideals - Charity - Character - Good Fellow- ship - Ennobled Life - Appreciation of Faith - Reverence for Religion - Purity - High Sense of Honor - Interest in Foreign Missions - Obedience.
Boys Scouts	48	Citizenship - Character - Service Clean Living - Clean Speech - Re- spect for Others - Friendly Cooper- ation.
Girl Scouts Camp Fire Girls	30	Service - Citizenship - Charity - Morality - First Aid - Cooperation Respect for others.
Honor Society	22	Self-respect - Dignity - High Stand- ard of Morals - Honesty - Character Development - Truthfulness - Open- mindedness - Sympathy - Responsibility Enthusiasm for Scholarship - Desire for Service.

CLUBS	FREQUENCY	CHARACTER TRAITS DEVELOPED BY CLUBS
Young Citizen League	19	:Service - Citizenship and its :Relation to Others - Sacrifice :Self Development - Duty - :Character - Clean Living - :Conduct - Correct Attitude to- :wards Work.
4-H Clubs	19	:4-H signifies Accomplishment of :Health - Head - Heart - and :Hand.
Junior Red Cross	10	:Service - Charity - Sympathy - :Sacrifice - Cooperation - Thought- :fulness of Others.
Blue Triangle	10	:The Triangle signifies Development :of Spirit - Mind and Body.
International League	8	:Peace - Tolerance - Good Will - :Spirit of Brotherhood - Respect :for Others.
Key Club	5	:Citizenship - Vocation
Ro Club	5	:Citizenship - Vocation
Clubs in School Subjects (Latin - Mathematics etc.)	113	:Personal Initiative - School :Spirit - Incentive to Achieve- :ment - Responsibility - Re- :liability - Wholesome Activity - :Cooperation - Loyalty - Leader- :ship - Social Tendencies.
Total	909	

## B. Relative Value of Club Work

Considering the number of clubs functioning in 280 schools and their prospective character values, they must be regarded as an indispensable aggregate to character training. The number of active clubs per school ranged from one to twenty, depending primarily upon the size of the school and the enthusiasm of the teaching staff.

Most principals believed in numerous clubs in order to make it possible for every student to find a place, where, led by his individual tastes and interest, he may learn to lead as well as to follow, and to initiate as well as to co-operate. They also stated that most students eagerly participate in club activities since most of the clubs are semi-voluntary in nature and provide an outlet for the natural interests and social desires for adolescent boys and girls.

While character training was not listed as the primary objective of club activities, nevertheless, judging from the objectives attributed to each club, they serve as wholesome and worthwhile means of character training.

(A school) ...

No data.

20000

# VIII. STUDENT PARTICIPATION IN SCHOOL MANAGEMENT

## A. Prevalence of Student Participation in School Management

Actual student participation in school management is an important factor in character education. Under proper organization and supervision it should contribute ethical character through the development of high ideals of social integrity, responsibility, and the recognition of the rights of others.

Table XIX shows that 64 per cent of the reporting schools have some form of student participation in school management, the most preferable form being the Student Council type.

TABLE XIX

### STUDENED PARTICIPATION IN SCHOOL MANAGEMENT

Extent of Organization	Schools			
	Private	Parochial	Public	Total
Student participation in school management	11	46	137	194
No student participation in school management	3	14	20	37
No data	7	15	52	74
Total	21	75	209	305



B. Contributions of Student Participation in  
School Management

Replies from 96 school systems indicated the following  
statements as contributions:

Training for citizenship.

Training for leadership.

Promotion of school spirit.

Keeping order in classroom, corridors,  
and assembly.

Improving conduct in general.

Controlling extra-curricular activities.

Assisting in sponsoring programs and dances.

Advertising school activities.

Promoting honesty.

Decreasing truancy and loafing.

Prevention of smoking on school premises.

Keeping school grounds in good order.

Assisting librarian.

Taking charge of lost and found articles.

Meeting strangers and conducting them through  
building.

Introducing and acquainting new students.

Assisting teachers in running errands.

Assisting teachers in distributing school  
material.

Taking care of bulletin boards.

Helping to promote cleanliness and sanitation.

Protecting school property.

Suggesting ways and means of raising funds.

Promoting safety in and around school.

Assisting in school publication.

Planning and helping to arrange outings, tournaments, and tracks.

### Resume of Contributions

1. Student Participation in school management is a valuable asset to a school---194 schools providing for it as a form of school management and 117 considering it a valuable feature of an extra-curricular and socialization program.
2. The Student Council is the most preferable type of student participation.
3. Several principals reported student participation in school management a failure due to inability of the sponsor to provide opportunity for actual participation.
4. The larger school systems entrust their students with greater responsibility than the smaller systems.

TABLE XX

CHARACTER TRAITS DEVELOPED BY STUDENT PARTICIPATION  
IN SCHOOL MANAGEMENT

Character Traits	Schools			
	Private	Parochial	Public	Total
Citizenship	11	24	47	82
Responsibility	10	23	25	58
Leadership	12	19	26	55
Cooperation	11	18	26	55
Service	4	15	30	49
Independence	5	9	31	45
Self-government	8	14	16	38
Self-control	3	12	22	37
Self-reliance	6	14	16	36
Dependability	6	10	16	32
Thoughtfulness	3	2	26	31
Consideration for others	3	7	18	28
Loyalty	5	5	16	26
Honesty	3	7	9	19
Obedience	2	3	11	16
Fairplay	1	2	4	7

TABLE XX (CONTINUED)

Guidance	:	0	:	2	:	3	:	5
Truthfulness	:	0	:	1	:	3	:	4
Altruism	:	0	:	0	:	3	:	3
Total	:	93	:	187	:	348	:	528

Data in Table XX was submitted by 160 high school principals. Although training for citizenship was considered the primary objective of student participation, yet the long list of character traits enumerated in Table XX shows that student participation has a high character training value.

Table XX corroborates the following arguments: (1) "Student Council affords a training in leadership, in self-control, in the exercise of judgment and tact, and in other qualities that go to make up the perfect man and useful citizen."<sup>1</sup>

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<sup>1</sup>N. A. Jackson, "Pupil Government in Secondary Schools," Education, (1921), pp. 197-200.

(2) "The Student Council is a factor in character development because it makes the pupil conscious of the problems of conduct and demands of him the exercise of initiative and choice, rather than the dependence upon the decision of others."<sup>2</sup>

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<sup>2</sup>Irving King, Social Aspects of Education (New York: The Macmillan Company, 1913), p. 189.

# IX. COOPERATIVE FORCES IN THE SCHOOL

## A. Class or Group Sponsors

TABLE XXI

Type of Organization	Schools			
	Private	Parochial	Public	Total
Home-room sponsors	5	33	78	116
Group or class sponsors	5	31	47	83
No Sponsors	4	9	48	61
No data	7	2	36	45
Total	21	75	209	305

Table XXI shows that 199 schools or almost 66 per cent have some form of sponsor system. The terms "class" and "home-room" sponsor seem synonymous. The organization of the sponsor system seems to be that of the home-room plan where about 35-40 students are assigned to the special charge of a sponsor.

## B. Frequency of Sponsor Meeting

TABLE XXII

Frequency of Meetings	Schools			Total
	Private	Parochial	Public	
Daily	3	21	37	61
Weekly	2	27	31	60
Monthly	1	9	23	33
When occasions demand	1	5	21	27
Three times a week	2	2	6	10
Four times a year	1	0	7	8
No sponsor system	4	9	48	61
No data	7	2	36	45
Total	21	75	209	305

Daily and Weekly sponsor meetings have the highest frequency. Frequent meetings seem to be desirable and the daily period pertains to the opening period at the beginning of the day. Short as such a period usually is, in the hands of an interested sponsor, it will tend to establish a class-unit spirit and a collective right-mindedness that will permeate all the activities of the day.

### C. How the Sponsor Meeting is Spent

The following list indicates how the time is spent with the sponsor:

Class organization.

Checking attendance.

Discussion of problems pertaining to welfare of the school.

Assisting in enforcing the acts of the student council.

Proposal of measures to be considered by the student council.

Class discussions of various subjects.

Directing class activities.

Discussion of character and disciplinary problems.

Guidance and advice.

Group programs and projects.

Consultation of the needs of the class.

Sex-moral instruction.

Social meetings.

Current events of interest to class or school.

Routine matters.

### D. The Dean System in High School

According to the writer's concept the deans are the assistants and co-workers of the teaching staff in matters

Total



of counsel and guidance. The duties of the deans embrace the physical, moral, social, cultural and educational factors in the life of their charges. The nature of their work requires that they deal individually with the students. Thus the deans will have a clearer and more sympathetic understanding of the individual difficulties, problems, and interests of each charge. Their helpful guidance and assistance in making adjustments are indispensable to both faculty and students. Being able to guide and advise both, faculty and students they are similar to a connecting link. That the deans are recognized as a valuable cooperative force may be deducted from the number employed as is shown in Table XXIII.

TABLE XXIII

## EXTENT OF DEAN SYSTEM IN HIGH SCHOOLS

Extent	Schools			
	Private	Parochial	Public	Total
Dean of men and dean of women	4	31	63	98
Dean of women	10	19	23	52
Principal acting as Dean	2	4	34	40
Dean of men	4	4	22	30
Neither dean of men nor dean of women	0	5	51	56
No data	1	12	16	29
<b>Total</b>	<b>21</b>	<b>75</b>	<b>209</b>	<b>305</b>

Table XXIII gives evidence that the employment of deans is quite extensive in high schools, and the majority of the reporting principals professed a generally favorable attitude of both teachers and students towards them and their work.

#### E. Duties of Deans as Revealed in This Study

Counseling in regard to course of study.

Calling attention to possible failures and determining their cause.

Encouraging backward students.

Checking on irregularly attending students.

Acquainting new students with worthy companions.

Counseling regarding general conduct.

Preventing indecent vulgar language.

Noting any peculiarities in individual students and securing cause of such action.

Ascertaining the cause of unsociable attitude of students.

Determining maladjustment of declining students.

Determining cause of declining health of students.

Promoting moral cleanliness.

Promoting ethical and moral standards.

#### Summary of Sponsor and Dean System

In conclusion it may be stated that the data concerning sponsors and deans demonstrate the following points:

1. The sponsor and dean system seem quite well established in the schools.
2. It renders praiseworthy service in behalf of teachers and students in educational, vocational, moral, and social adjustments.
3. It is a valuable accessory to character training.

#### F. Extent of Cooperative Character Training

This leads to the discussion of the final point of the questionnaire, namely, Is character training cooperative in your school; do all teachers participate in it; or is it left to the guidance of specially appointed individuals? The information received in answer to this question is shown in Table XXIV.

TABLE XXIV

#### EXTENT OF COOPERATIVE CHARACTER TRAINING

Extent of Cooperation	Private	Parochial	Public	Total
Cooperation of teaching staff	13	49	107	169
Cooperation of teaching staff and private individuals	5	3	51	59
Private individuals	2	18	10	30
No Data	1	5	41	47
Total				

Two hundred fifty-eight principals reported that character training is receiving attention in their schools. In 30 schools out of 258, special individuals do most of the work of this nature, whereas in 228 schools cooperative forces are at work and the entire faculty centers attention on this important phase of education. No uniformity of method prevails but the sincerity of effort may be judged from the following summary of the modes of cooperation:

Bi-weekly conferences of home-room teachers and counselors who discuss problems and decide on concerted action for the entire faculty.

Guidance committee in agreement with teachers of the staff plans course of procedure.

Principal and deans plan and provide programs for the entire faculty.

Principal and teachers participate in framing regulations and enforcing them.

Bi-weekly faculty clearing house exchange experiences and suggestions.

Faculty and sponsors, individually and collectively, assist. Sponsors, who are selected as far as possible by their interest in the work, provide program.

Class advisors for larger groups -- club directors or sponsors for smaller groups, draw up programs and en-

force them.

All home-room teachers or sponsors participate.

All class-room teachers and extra-curricular sponsors cooperate.

All cooperate, whenever possible.

Group responsibility prevails.

Each teacher is required to be as interested in character training as in academic work.

All teachers and sponsors are expected to do as much as they can do indirectly.

Each teacher has a special project to sponsor as year-book, school paper, operetta, dramatic productions, commercial club, etc.

Honor system prevails in which all teachers tabulate honor points. Individual teacher initiative, -- no special plan.

Special directors assume charge of the work.

All teachers take part in a haphazard way, -- no definite regulations.

The above statements indicate that success in cooperative character training depends on the training, interest, alertness, and appreciative understanding of the principal and teachers toward this work. One principal expressed this point in these words:

"Some teachers are alert to grasp every opportunity -- others never seem to think of it. Some teachers are excellent examples -- others are not so good."

Many principals were of the opinion that special training in leadership and character development should be given to all teachers so as to make them alert to the indirect method of character training.

## X. SUMMARY OF THE INDIRECT METHOD OF CHARACTER TRAINING

At this point in the study an attempt will be made to summarize data on Indirect Character Training in detail similar to summary made of Direct Character Training.

### A. Extent of Indirect Character Education

1. Of 305 schools, 186 or 61 per cent use the indirect method of character training.
2. The indirect method is used almost exclusively in public schools. It is used incidentally in private and parochial schools.

### B. Means of Indirect Character Education

#### 1. Courses.

- a. Incidental character training is carried on through the regular subjects of the curriculum.
- b. The courses which lend themselves more readily to indirect character training are:
  - (1) English
  - (2) Social Sciences
  - (3) Religion
  - (4) Health Education
- c. Biography is considered the most potent type of literature in indirect character development.

d. Some principals express their preference for the novel as a means for character building. Others maintain that comparatively few of the modern novels produce an elevating effect on adolescent students.

e. Reading of good literature is being encouraged through:

- (1) English classes and English assignments
- (2) Social studies
- (3) Special library periods and reading clubs
- (4) Lists of selected books
- (5) Extra credits for outside reading
- (6) Vocational guidance
- (7) Subscribing for good literature
- (8) Special programs and posters

f. The English Class period seems to be the chief basis for arousing interest in good reading material.

## 2. Extra-curricular Activities.

a. Clubs are functioning extensively in the high schools as aspects of moral guidance programs.

b. General athletic clubs, Hi-Y, and Girl Reserves are the clubs functioning most widely in the high schools.

c. Some form of student participation in school management as a means of indirect character education is reported by 194 schools. In addition, 117 schools consider it



a valuable feature of extra-curricular and socialization programs.

d. The Student Council is the most preferable type of student participation in school management.

e. The larger school systems entrust their students with greater responsibility in student participation than the smaller school systems.

f. Although citizenship training is considered the primary objective of student participation, 18 other traits were mentioned by reporting principals.

### 3. Cooperative Forces of the Schools in Indirect Character Education.

a. In 199 schools or almost 66 per cent, the sponsor system is in use as a form of pupil guidance.

b. In 220 schools deans are employed to help students make educational, social, and moral adjustments.

c. Teachers and students profess a favorable attitude toward the sponsor and dean systems.

d. Character training is a cooperative undertaking in 220 schools---the teaching staff participating in the following manner:

- (1) Through cooperation of the entire teaching staff.
- (2) Through cooperation of the teaching staff and special private individuals.

e. Devices for cooperation are numerous and varied with the tendency to evolve and adapt programs to the needs of each particular school.

f. Success in indirect character education depends upon the training, interest, alertness, and understanding of the principals and teachers toward this work.

g. Principals agree that special training in leadership and character education should be provided for all teachers.

## XI. CONCLUSIONS

### Comparison with Other Studies on Character Training

Although much literature has been published and many investigations have been conducted concerning character education, yet the writer knows of no other study similar in type and scope to this study.

#### A. The Northwestern University Study

The nearest approach in similarity to the writer's study is the result of an investigation issued by the Northwestern University Research Division<sup>1</sup> on Character Training. The Northwestern University study included 2000 questionnaires sent to school superintendents; 836 of whom replied. The writer's study included 1000 questionnaires sent to high school principals; from whom 305 replies were received. The Northwestern University study corroborates with the writer's study in these four points:

##### 1. Preference of Method.

###### a. Schools favoring use of Direct Method

Northwestern University study.....33%

Writer's study.....39%

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<sup>1</sup>"Character Education in Public Schools," Northwestern University Research Division, 1932, p. 1-3.

## b. Schools favoring use of Indirect Method

Northwestern University study.....67%

Writer's study.....61%

## c. Schools favoring both methods

Northwestern University study.....13%

Writer's study.....25%

2. Definite Time Allotment.

Northwestern University study.....26%

Writer's study.....32%

3. Instructional Materials. (Including various

textbooks, bulletins, pamphlets, workbooks, etc.)

Northwestern University study.....46%

Writer's study.....39%

4. Personality Records.

Northwestern University study.....79%

Writer's study.....73%

## B. Survey of the Department of Superintendence, 1929

This committee sent out 300 questionnaires to school principals; 229 of whom replied. The result of this survey is in compliance with the writer's study in so far as the replies showed an extreme divergence of practice in the different school systems. The endeavors of most principals seem to be directed toward the utilization of regular curricular and extra-curricular activities to develop desirable

habits and ideals. This survey compared with the writer's study in the following points:

1. Instructional Material. (Including codes, plans, special courses of study, rating devices, etc.)

Department of Superintendence study.....20%

Writer's study.....39%

2. Definite scheduled periods.

Department of Superintendence study.....20%

Writer's study.....32%

### C. National Education Association Report, 1926<sup>2</sup>

The National Education Association Committee made this statement in favor of using both methods of Character Training:

"In order to realize all the objectives of character or moral education it seems that all the available means and methods must be utilized--home, school, church, and community with such methods as may be employed in each case. Some of the methods available to the school are:

- a. Example and personal influence of teachers.

- b. Indirect moral training through each and all of the studies.

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<sup>2</sup>"Character Education," Report of Committee on Character Education of the N. E. A. (Washington, D. C.: Government Printing Press, 1926), p. 67.

c. Direct moral instruction by groups and on some occasions through personal conference.

d. Student participation in school management.

e. All other varieties of extra-curricular activities of the school."

#### D. Parallel Summary of the Direct and Indirect Methods Revealed in This Study

##### Direct Method

##### Indirect

#### A. Extent of Character Training

1. Of 305 schools, 119 or 39 per cent use the direct method of character training.

1. Of 305 schools, 186 or 61 per cent use the indirect method of character training.

2. The direct method is in general use in the private and parochial school; fifty schools using the indirect method report also the use of the direct method when occasions demand it.

2. The indirect method is almost exclusively used in public schools but also incidentally in private and parochial schools.

#### B. Methods of Teaching

1. The lecture, discussion, and recitation are the types of procedure most generally used in direct moral training. Seventy-four schools use a combination of the above types of instruction.

1. Incidental character training is carried on through the regular subjects of the curriculum. The same type of procedure may be used as in the direct method.

2. Of the 119 schools using the direct method of character training, 75 acknowledge

2. Devices for cooperation in indirect character training are many and varied; programs

some special form of textbook for both teacher and student use.

are evolved and adapted to the needs of each particular school.

### C. Curricula

1. The most prevalent courses in direct character training are:
  - a. Special courses in Religion.
  - b. Special courses in moral training.
  - c. Citizenship training.
2. The courses in Religion usually include:
  - a. General instruction in religion.
  - b. Sex-moral instruction
  - c. Character training.
3. The special courses in Character Training include:
  - a. Ethics
  - b. Conduct problems
  - c. Character training
4. The citizenship course includes social and civic problems with special stress on character formation.
5. Eighty-four schools offer courses in character training of a partial direct type, designated as:
  - a. Citizenship training
  - b. Sex-moral instruction and physical education
  - c. Sex-moral instruction and health
  - d. Sex-moral instruction and science
  - e. Vocational guidance
1. The courses which lend themselves to indirect character training are:
  - a. English
  - b. Social Sciences
  - c. Religion
  - d. Health Education
2. Biography is considered the most potent factor of literature in indirect character development.
3. Some principals express their preference for the novel as an indirect character builder. Others maintain that few modern novels produce an elevating effect on adolescent students.
4. The English Class period seems to be the chief basis for arousing interest in good reading material.
5. Schools are employing the following means to encourage the reading of good literature.
  - a. Special assignments in English classes
  - b. Social studies
  - c. Special reading clubs
  - d. Extra credits for outside reading
  - e. Vocational guidance
  - f. Special programs, book lists, and posters

6. The subjects which lend themselves more readily to sex-moral instruction are:
- Health education
  - Biology
  - Physical education
  - Vocational guidance

#### D. Extra-curricular Participation

- General athletic clubs, Hi-Y, and Girl Reserves are the clubs functioning most extensively in high schools as important indirect factors for developing right moral attitudes and character traits.
- One hundred ninety-four schools report the use of some form of student participation in school management as a means of indirect character training; 117 schools consider it a valuable feature of an extra-curricular and socialization program.

#### E. Teaching and Administrative Staff

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>Sex-moral instruction is usually administered to the sexes separately; this type of instruction is given by teachers, doctors, and nurses in 54 schools.</li> <li>The personnel administering direct moral training in all the above specified courses are teachers, ministers, doctors, and nurses.</li> </ol> | <ol style="list-style-type: none"> <li>In 199 high schools the sponsor system, and in 220 schools the dean system has been established as a form of pupil guidance in vocational, social, and moral adjustments. Indirect character training is a cooperative undertaking in 228 schools; the teaching staff participates in the following manner:               <ol style="list-style-type: none"> <li>Through cooperation of the entire teaching staff.</li> <li>Through cooperation of the teaching staff and special private individuals.</li> </ol> </li> </ol> |
|--|--|

#### F. Time Allotment

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>Ninety-eight of 119 schools</li> </ol> | <ol style="list-style-type: none"> <li>In the indirect method,</li> </ol> |
|---|---|



have specified time allotment for character education. This allotment varies from one period of 45 minutes per week to five periods of 10-45 minutes per week. Consignment of the instruction to the time of day most convenient for the school, seems to be the popular arrangement.

Definite time allotment and regularity of instruction are considered essential for effective character training.

character training is attempted through the regular subjects of the curriculum; hence no specified time allotment is required.

#### G. Attitude toward Character Education

- |  |   |
|--|---|
| <p>1. Of the 102 schools that reported on the question, 86 schools make character education a required course and 16 schools make it an elective course.</p> | <p>1. Indirect character training extends over all the regular subjects of the curriculum, hence it will include both, required and elective courses.</p> |
| <p>2. The attitude of the students toward a special course in direct training is very favorable.</p>   | <p>2. Teachers and students profess a very favorable attitude toward deans and sponsors as special agencies for pupil guidance.</p>                       |

#### H. Personality and Character Rating Scales

- |   |   |
|---|---|
| <p>1. Special personality records, stressing the general objectives of character education and citizenship training are used in 221 schools. Several principals advocate personality rating scales as direct aids in discovering and developing character traits.</p> | <p>1. Personality records are also used in indirect character training courses. Personality rating scales are also considered valuable aids in indirect character training.</p> |
|---|---|

From all data, the general conclusion may be drawn

that in order to realize all the objectives of character education all available means and methods must be utilized---

home, school, church, state, general and social life of the community--by means of a combination of the direct and indirect methods of training.

#### E. Specific Tendencies Revealed in This Study

1. Administrators should plan a definite course and definite procedure for Character Education.
2. Teachers should understand the specific objectives of character education programs and plan their work in the light of these objectives.
3. Adolescent psychology necessitates both the direct and indirect methods of formation of ideals.
4. Both curricular and extra-curricular content regulate the formation of desirable habits and attitudes through application of both the direct and indirect methods.

There is no best method. A tactful combination of the direct and indirect methods will prove worthwhile when teachers are trained for this responsibility by teachers' colleges. Until that day comes, progressive school men and women will need to carry on this work with courage and hope in order to help the youth of America achieve the fundamental principles of American secondary education.

"Character building is the most important work of the school. But character is the 'product of nature and nurture.' It is the diploma that God gives to man upon completion of life's multitudinous experiences. It is, therefore, too much to expect from the schools that a youth should come forth thence with a perfect character. It is not too much to expect, however, that a youth should come forth from the schools with the seeds of character deeply rooted in his life; that he should have a clear conception of life's purposes and a determination to fill his particular niche in the world honorably and manfully."<sup>1</sup>

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<sup>1</sup>Froula, V. K. "The Morals and Moral Training of High School Students." School Review, XXII, (November, 1914), p. 620.

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## B. A STUDY OF CHARACTER EDUCATION

Name of School.....City.....State.....  
 Junior High School.....Senior High School.....  
 Number of Students.....Boys.....Girls.....  
 Information blank filled by.....Position.....

### 1. METHODS OF DIRECT CHARACTER EDUCATION

- a. What method of moral instruction or character training do you follow:
  - (1) Lecture?.....
  - (2) Class discussion?.....
  - (3) Classroom recitations?.....
  - (4) What combination, if any?.....
- b. Who gives the instruction?.....
- c. Do you use a textbook in moral training?.....
  - (1) Name of textbook?.....
  - (2) Author of textbook?.....
- d. How much time does your school devote to moral instruction?.....
  - (1) How many periods a week?.....
  - (2) Length of period?.....

### 2. NATURE OF THE COURSE IN DIRECT CHARACTER EDUCATION

- a. Is the course compulsory or elective?.....
- b. Number of pupils that take the course?.....
- c. What is the general attitude of the majority of students toward the course?.....

As adapted from Character Education, 1917, p. 10.

### 3. TYPES OF DIRECT MORAL TRAINING

- a. If no classes in direct moral instruction are scheduled, do you offer courses designated as citizenship training?.....
- b. Do you offer any other type of direct moral training?.....  
If so, what kind?.....
- c. How many credits per year are given for moral training?.....
- d. Do you have regular sex-moral instruction?...
- e. Is the instruction administered to boys and girls together or separately?.....
- f. Who administers these instructions?.....  
(1) Teacher?..... (2) Doctor?.....  
(3) What other person?.....
- g. What specific objectives are specially stressed in these instructions:  
(1) Sex-hygiene?.....  
(2) Nature and course of venereal diseases?  
(3) Sublimation?.....  
(4) Any other objectives?.....

### 4. MORAL GUIDANCE IN REGULAR COURSES

- a. How do you encourage the reading of good literature?.....
- b. What field of literature do you find especially adapted for character training?.....

c. List them in order of importance:

- (1) .....
- (2) .....
- (3) .....
- (4) .....

d. What character traits are in your judgment developed most readily by each of the subjects listed under No. 3?

- (1) .....
- (2) .....
- (3) .....
- (4) .....

## 5. MORAL GUIDANCE IN CLUB WORK

a. Does your school have clubs that have character training as their primary objective, such as the Hl-Y., A. C. L., etc.? Name them.

- (1).....(2).....
- (3).....(4).....

b. State aim of each club listed under No. 1., and indicate what direct bearing you find each one to have on character training.

- (1).....
- (2).....
- (3).....
- (4).....

INDIANA STATE  
NORMAL LIBRARY

- c. If possible give some estimate in what estimate in what activities or amusements students of your school spend their leisure hours.
  - (1) In school and during noon hours.....
  - (2) After school hours.....
- d. Does your school have a student council or a similar organization?.....
- e. Do you consider the student council very beneficial to character training?.....
- f. What specific character traits are developed by the council?.....
- g. Suggest any other means or activities that might be useful in character training.....

#### 6. COOPERATIVE FORCES IN THE SCHOOL

- a. Does your school have class or group sponsors?
- b. Does your school have a dean of women?.....
- c. Does your school have a dean of men?.....
- d. What is the students' attitude toward these officials?.....
- e. How often does sponsor meet his or her group?
- f. How is the sponsor meeting spent?.....
- g. Does your school have report cards providing for rating of personality or character development as well as academic achievement?...

- h. If you have such a form, may I have a copy of it?.....
- i. Is character training cooperative in your school; do all teachers participate in it, or is it left to the guidance of specially appointed individuals?.....
- j. If it is cooperative, how is the work divided? .....

Note.. Any other suggestions or information you might be able to give on this subject will be greatly appreciated.

C. PERSONALITY RECORDS

## SAMPLE NO. 1.

## Report to Parents

Name-----Age-----

SCHOLARSHIP RECORD	1	2	3	4	5	6	Term
Reading	:	:	:	:	:	:	:
Language	:	:	:	:	:	:	:
Arithmetic	:	:	:	:	:	:	:
Library	:	:	:	:	:	:	:
Geography	:	:	:	:	:	:	:
Spelling	:	:	:	:	:	:	:
History	:	:	:	:	:	:	:
Writing	:	:	:	:	:	:	:
Physiology	:	:	:	:	:	:	:
Art	:	:	:	:	:	:	:
Physical Training	:	:	:	:	:	:	:
Music	:	:	:	:	:	:	:
CITIZENSHIP RECORD	:	:	:	:	:	:	:
Obedience	:	:	:	:	:	:	:
Industry	:	:	:	:	:	:	:
Respect of Property	:	:	:	:	:	:	:
PHYSICAL RECORD	:	:	:	:	:	:	:
Height in Inches	:	:	:	:	:	:	:
Actual Weight	:	:	:	:	:	:	:
Average Weight	:	:	:	:	:	:	:
ATTENDANCE RECORD	:	:	:	:	:	:	:
Days Absent	:	:	:	:	:	:	:
Times Tardy	:	:	:	:	:	:	:

First Term \_\_\_\_\_ Supt.  
 Second Term \_\_\_\_\_



## SAMPLE NO. 2.

PERSONALITY TRAITS DESIRABLE FOR GOOD CITIZENSHIP  
AND SCHOOL SUCCESS

REPORT PERIODS	1	2	3	4	5	6	Term
OBEDIENCE	:	:	:	:	:	:	:
Willingness to follow directions	:	:	:	:	:	:	:
Respect for law and order	:	:	:	:	:	:	:
DEPENDABILITY	:	:	:	:	:	:	:
Honesty	:	:	:	:	:	:	:
Keeping of promises	:	:	:	:	:	:	:
Loyalty	:	:	:	:	:	:	:
Willingness to cooperate	:	:	:	:	:	:	:
Self Control	:	:	:	:	:	:	:
Self direction-initiative	:	:	:	:	:	:	:
COURTESY	:	:	:	:	:	:	:
To associates	:	:	:	:	:	:	:
To teachers	:	:	:	:	:	:	:
Respect for rights of others	:	:	:	:	:	:	:
Fair play	:	:	:	:	:	:	:
Cheerfulness	:	:	:	:	:	:	:
CLEANLINESS	:	:	:	:	:	:	:
Of Person	:	:	:	:	:	:	:
Of Clothes	:	:	:	:	:	:	:
Of Behavior	:	:	:	:	:	:	:
Of Speech	:	:	:	:	:	:	:
THRIFT	:	:	:	:	:	:	:
Respect for property	:	:	:	:	:	:	:
Care of books	:	:	:	:	:	:	:
Furniture, and building	:	:	:	:	:	:	:
Care of own property	:	:	:	:	:	:	:
Consideration of property of others	:	:	:	:	:	:	:
Personal industry	:	:	:	:	:	:	:
PUNCTUALITY	:	:	:	:	:	:	:
LEADERSHIP	:	:	:	:	:	:	:
APPLICATION*EFFORT	:	:	:	:	:	:	:
CONDUCT ATTITUDES	:	:	:	:	:	:	:

Parent's Signature

First Period.....

Second Period.....

## SAMPLE NO. 3.

## PERSONALITY RECORD

Date of Report	:1	:2	:3	:4	:5	:6	Term
HEALTH	:	:	:	:	:	:	:
Posture	:	:	:	:	:	:	:
Cleanliness	:	:	:	:	:	:	:
Physical Education	:	:	:	:	:	:	:
CITIZENSHIP	:	:	:	:	:	:	:
Self Control	:	:	:	:	:	:	:
Responsibility	:	:	:	:	:	:	:
Industry	:	:	:	:	:	:	:
Promptness	:	:	:	:	:	:	:
Thrift	:	:	:	:	:	:	:
Courtesy	:	:	:	:	:	:	:
Obedience	:	:	:	:	:	:	:
Cooperation	:	:	:	:	:	:	:
Fair play	:	:	:	:	:	:	:
Helpful Initiative	:	:	:	:	:	:	:
Attendance-Half days absent	:	:	:	:	:	:	:
Punctuality-Times tardy	:	:	:	:	:	:	:

## Explanation of Marks:

Health and No mark: Satisfactory  
Citizenship---(✓) Unusually well developed; Growing  
(-) Unsatisfactory; Needs attention.  
Scholarship---A Excellent; B Good; C Fair-average  
D Barely passing, below average; E  
Not passed; I incomplete or conditioned

Teacher's Signature

1.....  
2.....  
3.....  
4.....

## SAMPLE NO. 4.

## "School Citizenship"

The "School Citizenship" grade is the teacher's measure of the value of the pupil as a member of the school community.

1. Cooperation with office, faculty, and fellow pupil.
2. Assistance and guidance of fellow pupils, by example, without suggestion from the teacher.
3. Interest in school activities.
4. Active effort in the preservation of school property.
5. High standard of conduct at all times.

## GRADE "1"

An excellent citizen.

## GRADE "2"

A very good citizen.

## GRADE "3"

An average citizen.

## GRADE "4"

A poor citizen.

A pupil shall receive a grade of "4" in School Citizenship by

1. Failure to cooperate in classrooms, halls, assemblies, lunchrooms, or on school premises.
2. Lack of interest in school activities.
3. Failure to care for school property.
4. Failure to work for the best interest of the institution.
5. Failure in promptness and regularity.

No pupil receiving two 4's or one 5 in School Citizenship shall be a candidate for an office in any school organization, or shall represent the school in any class play, debate, athletic, or any other event.

## GRADE "5"

An undesirable citizen.

A pupil may receive a grade of "5" in School Citizenship by

1. Wilful destruction of school property.
2. Intentional opposition to the best interests of the school.
3. Persistent tardiness and irregularity.

## School Citizenship Report

OFFICE

OFFICIAL ROOM

## SAMPLE NO. 5.

## Report to Parents

Report on.....in.....

For the.....Quarter 1931-32

SCHOLARSHIP	PERSONAL
Attitude	Effectiveness in expression
Understanding	Manifestation of interest in work
Skill	Application to study
Is doing superior work	Emotional control
Is doing good work	Consideration of others
Is doing mediocre work	Assumption of responsibility
Is doing poor work	Times tardy to class
*Is doing most unsatisfactory work	Times absent from class
**Unless there is a definite improvement at once the scheduled work will not be completed in the allotted time; and advanced work will be impossible.	