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A PROGRAM OF CHARACTER EDUCATION FOR THE SCHOOL WITH EMPHASIS
ON THE JUNIOR HIGH SCHOOL LEVEL.

A Thesis
Presented to
the Faculty of the
Rhode Island College of Education.

8281
C. James Kerrick
In Partial Fulfillment
of the Requirements for the Degree
Master of Education.

by
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APPROVAL SHEET

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ADVISOR C. James Herrick

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Importance of character education at the Junior high school level	10
The need for a positive program of character education	10
Some minimum essentials in character education	13
Current practices in character education	26
The Iowa Handbook	26
The Albany Teachers Report	28
Character Research Project of Union College	30
III. CHARACTER EDUCATION AT THE SENIOR HIGH SCHOOL	32
Validity	32
Integration in curriculum	33

CHAPTER	TABLE OF CONTENTS	PAGE
CHAPTER		PAGE
	Conformity to the laws of learning	33
	Aims of character education	35
	Attitude, habit, and feature	42
	Participants in the program	47
	Providing motivation	48
	Scope	6
	IV. CURRICULAR UNIT IN CHARACTER EDUCATION AT THE	
II.	REVIEW OF LITERATURE	7
	PREVIOUS HIGH SCHOOL LEVEL	38
	Previous Studies	7
	The unit of learning	35
	Statement of the unit	33
	Importance of character education at the	
	junior high school level	10
	Indirect learning products	59
	The need for a positive program of character education	16
	Incidental learning products	60
	Some minimum essentials in character	
	education	18
	Current practices in character education	26
	The Iowa Handbook	26
	The Albany Progress Report	28
	Character Research Project of Union	
	College	30
III.	CHARACTER EDUCATION IN THE JUNIOR HIGH SCHOOL	32
	V. SUMMARY AND CONCLUSIONS	70
	Validity	32
	BIBLIOGRAPHY	71
	Integration in curriculum	33
	APPENDIX	74
	English teachers list	
	Miscellaneous Forms	

CHAPTER	PAGE
Conformity to the laws of learning	33
Aims of character education	38
A. Attitude units and factors	42
Participants in the program	47
Providing motivation	54
IV. CURRICULAR UNIT IN CHARACTER EDUCATION AT THE JUNIOR HIGH SCHOOL LEVEL	58
The unit of learning	58
Statement of the unit	58
Factors and delimitations	58
Indirect learning products	59
Incidental learning products	60
Teacher materials	61
The unit of experience	62
Introductory phase	62
Classroom teacher's lesson plan in the field of English	63
Optional related activities	65
Pupil materials	66
Evaluation activities	67
V. SUMMARY AND CONCLUSIONS	70
BIBLIOGRAPHY	71
APPENDIX	74
English teacher kit	
Miscellaneous Forms	

CHAPTER I

INTRODUCTION

A. Problem Statement.

For many reasons, it would appear that character education in the schools has not been emphasized to a degree commensurate with its importance. Too much reliance on the incidental method has made character education desirable as a by-product of education. Also many of the behavior problems that arise are dealt with only when they become manifest in unorthodox outward behavior. There are many problems that escape the searching eye of the teacher. With these problems the child struggles in secret within himself. Corrective measures cannot be applied because there is very little or no outward manifestation of the problem. How do we handle situations of that nature? The answer lies in a concrete, comprehensive and scientific program of character education that will equip the child with the necessary tools to struggle for himself when outside help cannot be furnished or is not wanted. This is the essence of character education.

B. Problem Defined.

The problem is to establish a program of character education within the curriculum and those extra-curricular

activities which the school controls or supervises. This program to be an integral part of the curriculum and not an addition thereto. It does not advocate a de-emphasis of subject matter, but is intended to enrich the offerings by emphasizing the abiding human values inherent in all school subjects.

To be successful it should be a cooperative venture and enlist the active cooperation of the home and the church, and, whenever feasible, that of other social agencies in the community concerned with education of character.

It is not intended specifically as a curb for juvenile delinquency, nor is it aimed solely at maladjusted children. It is designed to meet the needs of all students and to foster in each a sincere desire to achieve a wholesome personality that will satisfy his immediate needs and assure healthy responses to emergent situations.

The proposed character program is not intended as an experiment in social living. Ligon tells us that as long as those charged with the responsibility of character education choose their goals on the basis of social desirability determined by public opinion, the evidence indicates that we can expect little from their efforts.¹

¹Ernest Ligon, A Greater Generation (New York: The Macmillan Company, 1948), p. 23.

It subscribes to the ideas expressed in The Tenth Year Book of the Department of Superintendence,² that while the good curriculum attempts to develop in the child the ideal of seeking the greatest good for the greatest number for the longest time, it will never lose sight of the individual and his need for a rich, personal life of adventure that will defend him against possible abuses by that very society which he is being educated to serve.

C. Justification.

Man's strength of character has attained not more than one third of its inherited potential.³ Character, not native endowment, is what most people lack. Cox asserts that a study of the intelligence of Abraham Lincoln and George Washington revealed that approximately a million and a half people in the United States are more highly endowed intellectually than either of them.⁴

In discussing character education McKown states that although the school is not in a position to accept final responsibility for the formation of all of the

²The Tenth Year Book of the Department of Superintendence, (Washington, D.C., United States Government Printing Office, 1952), p. 179.

³Ernest M. Ligon, op. cit., p. 4.

⁴Catherine Marie Cox, Genetic Studies of Genius Volume II, Part II (Stanford University Press, 1926), p. 223

desirable attitudes and actions in all of the many phases of the individual's life, since some lie outside of its proper domain, because of its strategic position, as represented by setting, materials, personnel, and leadership, it can assist in the development of profitable experiences through the building of concepts (generalized thinking) and confacts (generalized conduct) that will be valuable in similar situations outside. Moreover, it is being increasingly recognized that the responsibility of the school is not limited to the classroom, subject, textbooks, or the entire field of the so-called extra-curricular activities.⁵

After presenting a study of current school practices in character education, Betts and Hill⁶ deplore the lack of an organized approach to character education when they state that from their inquiry and other sources it is evident that the present character education movement is uncertain as to theory, largely without leadership, not sure of its direction.... Unless all signs fail character education will be the dominant problem in

⁵Harry C. McKown, Character Education (New York and London: McGraw-Hill Book Company, Inc., 1935), p. 13.

⁶G. H. Betts and G. E. Hill, "Current Practice in Character Education in the Public Schools", School and Society, Volume 36, pp. 157-158, July 20, 1932.

D. public school theory and practice for the years that lie next ahead.

In defining the role of the school in the education of character, the report of the White House Conference includes this statement:

The schools may be regarded as failing to meet their obligations to society at large if they fail to prepare youth to participate in business, professional, civic and moral life, in which questions of ethics arise at every turn.⁷

The last two decades offer but too little evidence of organized progress in the field of character education to justify a departure from the views expressed above. The advent of the atomic age, the realization of the ultimate weapon, the frantic race for armament, more than ever suggest a re-evaluation of our entire system of character education.

The laws of character development are probably more complex and intricate than the law of nature, but before the laws of nature can be applied profitably to man, the central figure in creation, the laws governing his character must be understood. This project is worthy of assiduous application from those who have made a solemn pledge to children,--their teachers.

⁷Harry C. McKown, op. cit., p. 14

D. Scope.

Since the junior high school age represents crucial formative years for the child, this thesis will be confined to a study of character education at this level. It will define character education, its importance, and its need particularly at this grade. It will examine the personality traits of the junior high school child and endeavor to show how the scientific laws of learning can be applied to a positive program of character education at this level. It will present and discuss the relative merits of typical programs of character education presently in use in schools across the nation. Finally, it will outline a typical, integrated curricular unit of character education for the junior high school pupil.

¹J. Dewey and L. M. Dewey, *Character Education* (rev. ed.) (Henry Holt & Company, 1930), p. 100.

²Edwin J. Dickey, *Character Education in the Secondary School* (New York: Thomas Nelson & Sons, 1937), p. 10.

³M. G. Bagley, *Character Education* (New York: The Macmillan Company, 1937), p. 10.

⁴P. H. Popenoe, *The Nature of Character* (New York: The Macmillan Company, 1931), p. 100.

CHAPTER II
REVIEW OF LITERATURE

A. Previous Studies.

I. Definition of Terms Used.

- a. Character. The complex nature of character defies a definition which would satisfy all schools of thought on the subject. The mention of a few here will show the wide range of interpretation of the concept of character.

Dewey and Tufts state that character is whatever lies behind an act in the way of deliberation and desire.¹ Cooley explains that character is the whole texture of our consciously controlled actions.² Bagley defines character as multitude of effective specific habits.³

After listing a considerable number of definitions of character, Symonds analyzes them and suggests the following summary:⁴

¹J. Dewey and J. A. Tufts, Ethics (rev. ed.) (Henry Holt & Company, 1932), p. 203.

²Edwin J. Cooley, Probation and Delinquency (New York: Thomas Nelson & Sons, 1927), p. 353.

³W. C. Bagley, Classroom Management (New York: The Macmillan Company, 1907), pp. 228-229.

⁴P. M. Symonds, The Nature of Conduct (New York: The Macmillan Company, 1930), p. 285.

1. Character has to do with those phases of man's behavior other than the intellectual.
 2. Character is observed in the crystallization of definite traits.
 3. Character represents an organization of behavior.
 4. Character is related to conduct. Some claim that character is a summation of conduct; others claim that conduct issues from character.
 5. Character in a limited sense refers to moral character.
 6. Character is the result of an evaluation.
 7. Character is the outward expression of inner attitudes or dispositions.
 8. Character in a limited sense refers to socialization, self-seeking and social participation.
- Enough has been presented to indicate a general definition and description of character. Although a definition of character might serve to crystallize the many abstract elements of character, it is but of relative importance to a program of character education. However,

the need for definite statements of objectives is essential. This phase of character education will be treated at greater length in the chapter on the aims of the character education program.

- b. Character Education. The meaning of character education given in The Tenth Year Book⁵ is both pertinent and timely. It states that in a changing world where anything is possible and much is unpredictable, it is imperative that the entire school function as a vital experience through which young people learn to live wholesomely together. Self-directed behavior as the chief product of education comes only through carefully graduated situations of sufficient variety and frequency that the individual is able to face a new situation with a wealth of past experience judiciously generalized and with a small enough gap between the past and the present situations that he is able to bridge it in attempting to determine his course of action.

A well-integrated and wisely applied character education program within the curriculum can be most effective in providing graduated

⁵The Tenth Year Book, op. cit., p. 210.

(New York: Appleton-Century-Crofts, 1927, pp. 21-22.)

situations in sufficient variety and frequency to promote some consistent pattern of generalized behavior. To be vital such a program must be comprehensive and practical, catering to the immediate needs of the child and supplying him with the basic values necessary for self-directed behavior in situations that lie ahead. This is the essence of character education.

II. Importance of Character Education at the Junior High School Level.

a. Physical Maturity of the Junior High School Child.

Zachry states that observations in the study of adolescents confirm the view of various students of medicine and psychology that physical and psychological factors are inter-related in all behavior. The concept of self is almost indistinguishable from the image of the body as the individual experiences it.⁶ Radical body changes often occur in the adolescent of junior high school age. These changes often outstrip his emotional and social growth and the conflict that results influences his personality. The extent to which body changes affect individual

⁶Caroline B. Zachry, Emotion and Conduct in Adolescence, (New York: Appleton-Century-Crofts, Inc., 1940), pp. 31-32.

personality is often difficult to detect and measure. But psychologists generally agree that the junior high school level is the most crucial period in the development of the child's personality. It is during this stage of maturation that the conflict of physical, emotional, and social forces find expression in behavior patterns which influence the basic character of the child.

Experience has revealed specific patterns of behavior as more prevalent in certain physical types. The physically immature adolescent is often pugnacious; the tall, well-developed adolescent is usually quiet and unobtrusive. The former resents his physical inadequacy and endeavors to impress and gain recognition and acceptance through unorthodox behavior. We must, however, guard against hasty acceptance of generalizations regarding the psychosomatic development in the adolescent. Ideas and ideals about what constitutes physical adequacy may vary greatly from one child to another. A physically undeveloped child does not necessarily mean a frustrated one. The overweight boy who must sacrifice certain sports may compensate by excelling in others where physical

agility is less of a requisite. True, most American boys and girls have in common some basic experiences to which they tend to respond in ways broadly similar. But, Zachry states, for all that he has in common with other children in his experiences and basic responses, the attention of education must be given primarily to the young individual in his environment as he experiences it, rather than to the supra-individual, generalized aspects of personality development.⁷

- b. Mental Capacity. Upon entering junior high school the child is called upon to make many new adjustments. Unlike grammar school where he had but one teacher all day, he is now expected to adjust himself to three or four teachers with differing methods and different forms of discipline. For some students the change may prove stimulating; for others who had leaned too heavily on one teacher, the change may prove very difficult.

In the State of Iowa Report on Human Values⁸ we read that junior high school youngsters need an increased measure of sympathetic understanding

⁷Ibid., p. 3.

⁸Strengthening Human Values in Our Schools, Department of Public Instruction, Des Moines, Iowa, 1955.

and guidance from both teacher and parent. The desire to look well, to achieve in the eyes of their classmates, to comprehend problems and to become mature, provide teachers with a learning readiness in the area of human values that does not present itself at any other stage of educational growth with such clarity.

Teachers must recognize these problems and help the children to function normally in this new atmosphere. Too many teachers at this level are apt to regard themselves as subject specialists and are likely to put more emphasis on subject matter than on the individual child. At a time when the child is at grips with many personal conflicts in his physical and emotional growth and requires more individual attention than ever before, he is placed in an impersonal atmosphere and left to adjust to this new situation as best he can. For some pupils the transition may prove fatal to their attitude toward learning in general. Failing to find realization in a system where he has become just another common denominator, he may turn to less desirable activities where he feels he can enjoy some measure of success and recognition. Junior High

school teachers may unwittingly create the discipline problems which will plague them for the next three years. In response, Emotionally both Zachry tells us that the junior high school child needs time to assimilate the changes that are going on. His emotional needs may from time to time be in conflict with school routines. It is well for the teacher to be aware that it is more important for the development of the adolescent that he find a satisfying solution of these worries than that he perform a given school task, and expectations of academic achievement should be correspondingly flexible.⁹

- c. Social and Emotional Development. This is a time of adventure, hero-worship, and romance. At this stage, boys feel an urge for adventure and choose heroes as ideals of manhood after whom they would like to fashion themselves. There exists a strong desire to be accepted by the group, to belong, to adjust to the dominant social situation. This is the gang age of closely knit groups with their particular codes and rules of conduct. The boy becomes capable of team play. Activities in which they can give vent to their fast growing motor

⁹Zachry, op. cit., pp. 227-228.

skills are very popular. Girls do not differ greatly from boys at this age except for their greater interest in romance. Emotionally both are very self-conscious and very sensitive to success or failure. Tolerance is conspicuous by its absence at this time. To be ostracized from the inner councils of the gang, the team or social group can have catastrophic repercussions. The school must take stock of and use this raw material of bursting energy and enthusiasm in organized activities that elicit desirable traits of conduct.

As important as the emotional and social growth of the child is to his total development, few schools attempt to test and maintain records about this important aspect of the child's personality. Intelligence tests, mechanical aptitude tests and vocational aptitude tests are indeed necessary, but despite the accurate findings that these tests reveal, they often prove inadequate to explain certain types of behavior which are almost exclusively the result of emotional conflict. Emotional aspects of personality are complex and elusive, but they do not defy evaluation if the proper scientific approach is used.

Great care and circumspection must be exercised in interpreting the results of such tests, but the information garnered from a painstaking study will prove indispensable in the evaluation of total personality.

III. The Need for a Positive Program of Character Education.

Society is a system in which individual lives are shaped. Delinquents, in the broad sense of the word, are those who refuse to be shaped by the society of which they are members; they refuse to conform to behavior patterns generally accepted by the masses as basically essential for good social order.

Rubenstein reports that over one million boys and girls annually refuse to adapt themselves to recognized standards of modern society.¹⁰ The reasons advanced for the social behavior in the young are numerous and complex. In concluding any discussion on crime causation, Cooley observes that there is the disturbing consciousness that we are groping in the dark.¹¹

For each real or alleged cause of delinquency, there is a remedy proposed. Unfortunately in the

¹⁰Marion Rubenstein, "The Challenge of Delinquency", The Voice of St. Jude, (July, 1954, p. 6.

¹¹Edwin J. Cooley, Probation and Delinquency (New York: Thomas Nelson and Sons, 1927), p. 364.

remedies advanced, character education by the schools does not receive an emphasis commensurate with the important role which the school should play in the development of the child's character. The scientific laws of learning have not been applied in their entirety to the education of character in the school child. As a result the training of character by the schools has been inadequate and ineffective.

Some improved form of organized programs of character education should be developed in our schools, churches and homes. Shouse states that mere abstract teaching of principles or desirable character behavior appears relatively ineffective. Provisions should be made in the curriculum for instruction in honesty and character development through specific and concrete situations and experiences involving the practice of honest and desirable character behavior. One third of the waking life of youth is spent in school. In school are found the beginnings of much of the delinquency which society seeks to cure in later years. During these years of maturing, the child is struggling against the disturbing forces of his own nature. It is a time when he forms habits of thoughts, and

¹²James D. Shouse, "School Plan for Decreasing Juvenile Delinquency", The Clearing House, 18: 523-535, May, 1944.

actions, a time when his evaluative attitudes are shaping and finding expression in behavior patterns. Teachers must recognize this crucial formative stage in youth and they must help him with his struggle within himself and with the forces of the world about him.

IV. Some Minimum Essentials in Character Education.

a. Adherence to the Laws of Learning. Dr. Ernest M. Ligon,¹³ Director of the Union College Character Research Project, tells us that after a decade of intensive study we have found a number of basic conditions which absolutely must be satisfied if any significant results are to be achieved in character education.

The first of these basic conditions or minimum essentials, as he describes them, is a strict adherence to the laws of learning. He lists the following five major steps in the learning process which must be applied if any learning is to take place: Exposure, repetition, understanding, conviction, and application.¹⁴

The five major steps are discussed at greater length in chapter III of this thesis.

¹³Ernest M. Ligon, op. cit., p. 18.

¹⁴Ibid., p. 19.

b. The Need for Definite Aims. "We have found", says Dr. Ligon, "that character education has to be done very precisely or it misses the mark".¹⁵ Here Ligon embarks upon a major research task to establish specific goals to incorporate in a program of character education. This research led to an extensive investigation into the scientific attitudes studies from the field of child psychology, social psychology, mental hygiene, and psychiatry. From these studies several hundred significant attitudes were brought together and organized under eight traits. A highly technical statistical factor analysis procedure was then undertaken, and the several hundred traits gained from the research alluded to above were narrowed down to some twenty-seven trait-factors, thus affecting a more precise organization of the attitudes under consideration. The twenty-seven trait-factors established through the scientific factor analysis procedure are believed to be genuine personality traits inherent in the very nature of human personality.

Dr. Ligon spent ten years in this study of attitude goals in order to set forth very definite

¹⁵Ibid., p. 20.

and precise goals in every lesson undertaken. And so he lists as a second basic essential for effective character education the necessity for very definite aims to be achieved.

The selecting of objectives for the character education program outlined in this thesis appears in chapter III under "Aims of Character Education".

- c. Optimal Teaching Time. In setting forth a third minimum essential, Dr. Ligon states that when new abilities reach maturation in the growing child, that is the time when he gets the greatest pleasure from doing them. There is a optimal time for teaching concepts after which time they cannot be taught as easily nor learned as enthusiastically.¹⁶

Skinner tells us that if there is no learning without mental activity on the part of the learner there can be little mental activity without a proper attitude and appreciation based on physical and mental capacity for the task.¹⁷

We must commit ourselves to a program with sufficient flexibility to meet present needs and to satisfy incipient needs as well.

¹⁶Ibid., p. 29.

¹⁷Charles E. Skinner, Educational Psychology, (prentice Hall Inc., 1951), p. 317

d. Psychological Validity. The approach to the attitude being taught must be psychologically valid. Systematic presentation of material places emphasis primarily on contents and considers character education as secondary. The trait to be taught should be the guiding point in the formation of lesson plan. Ligon asserts that psychological consistency is achieved primarily by what is called in educational psychology, the law of multiple response. Applied to teaching a character trait, it means finding as many illustrations and as many varieties of approach to the trait as possible. If attitudes are to become character traits, they must be applied to enough situations that the child comes to adopt them as generally applicable to all situations.¹⁸

The content of the lessons must be organized toward this end. Curricula which set out to build character and can be measured in terms of whether they do or not are the only effective character building programs.

¹⁸Ligon, op. cit., p. 46.

V. The Role of the School in Character Education.

A. Demands Imposed upon the School Today. Life today has become very complex. Social and economic forces have been responsible for a weakening of family life. As a result, youth has been given more freedom of action and less supervision. The schools have already assumed many of the responsibilities which were once the exclusive province of the home. And today many leading educators, ascribing the breakdown in discipline and the disrespect for authority so prevalent in our schools to this emancipation from family supervision and control, believe that the time has come for the schools to assume yet a greater share of responsibility and expand its everwidening curriculum to provide for the most important task of developing character in the youth.

The school cannot confine itself to teaching the mere rudiments of instruction. In this atomic age, the school is called upon to help the children adapt themselves to rapid social changes and direct their evaluative attitudes. Character cannot any longer be considered a by-product of education that evolves after intellectual acts.

English grammar, mathematics, history, no matter

what amount of reasoning they involve or what good examples they suggest will not produce noble characters. Ligon asserts that a good school teacher in the very act of teaching is not necessarily doing effective character education is certainly shown by the fact that our universal American public school system has not appreciably reduced the quantity of crime and social conflict in this country.¹⁹

- b. Present Negative Attitude. Although the feeling is growing today that more attention should be given to character education in the school, many educators hesitate to declare it within the province of the school to take on this greater responsibility.

Still more divers are the opinions concerning the methods by which this should be accomplished. Many feel that the education of character must of necessity take into account the moral and spiritual values that are an integral part of the pupil's cultural heritage. They fear that dealing with moral and spiritual values will but lead into the quicksand of religious indoctrination to the detriment of individual religious

¹⁹Ernest M. Ligon, op. cit., p. 97.

freedom. Therefore, they have adopted a laissez-faire attitude, a hands-off policy to a program which they believe is a direct threat to the principle of separation of church and state. Giles Theilman, Director of Instruction and Curriculum of Topeka Public Schools of Kansas comments on this attitude as follows:

It is this fact that makes this one of the schools' top problems. The effect of this attitude is negative and harmful. This attitude is quite contrary to the wishes and intent of the framers or our constitution.²⁰

Some educators feel that the schools should take on a greater share of responsibility for the education of character in the young, but they will not agree to a full acceptance and integration in the curriculum. They feel that a good teacher while teaching English, social studies or science cannot help but impart, in a general manner, attitudes favorable to sound character development. They rely on the incidental method convinced that pupils exposed to a number of good influences, however unrelated, will automatically develop sound character.

²⁰Giles Theilman, "How are Schools Including Moral and Spiritual Values in the School Program?" National Association of Secondary School Principals' Bulletin. 39:140 February 1955.

c. Character Education the Main Business of the School

Fishback remarks that the school has agreed that its highest achievement is the development of character in the individual, but it has not made that goal its conscious purpose. The aim of the school has been largely that of intellectual training, and the assumption has been that character is a by-product that will take care of itself.²¹

This passive attitude must give way to a more positive one. Conscious attention must be given to definite traits of character to strive for if the teaching of subject matter is to form character. A specific and concrete plan in character development will make the teacher conscious and alert to the abiding values ever present in nearly all subject matter. The teaching of skills is but a process in character formation and character education is the main business of the school.

Nor it is accepted today that character education consists of exposing the child to the greatest possible number of unrelated good influences. The child must be fired with a positive and enthusiastic desire to be good rather than

²¹Elvin H. Fishback, Character Education in the Junior High School, (New York: D.C. Heath and Company, 1928) Preface.

with a passive desire not to be bad. Scientific laws of learning must be applied as readily and with as much fervor to character building as they are applied to the teaching of other skills and knowledge.

B. Current Practices in Character Education.

1. The Iowa Handbook.

The Iowa Handbook entitled, "Strengthening Human Values in our Schools", was prepared by the State Department of Public Instruction of the State of Iowa, under the supervision of Miss Jessie M. Parker, former State Superintendent of Public Instruction.

The first part of this work is devoted to an analysis of the forces creating individual values and the processes by which they are learned.

The second part outlines a number of classroom techniques, such as the psychodrama, teacher-pupil planning, cut-off stories, dialogues, symposiums, panel discussions, tape recordings, assembly programs and others that are useful in developing human values.

Parts three to seven suggest specific techniques and methods that can be used at the different grade levels from primary school to high

school. Each part gives a brief analysis of the development and growth of the child at the different levels and offers techniques which can prove effective at the various grades.

Part nine explains the forces in the community which influence human values.

The purpose of this handbook, as stated in the foreword, was to develop materials that would be useful to teachers and other groups interested in developing human values in the children. It fulfills its purpose well and offers a wealth of suggestions as to materials and techniques to be used. It is not an organized program for developing human values. It is not integrated into precise curricular units with definite objectives and specific techniques. It depends largely on the incidental method and leaves everything to the judgement of the individual teacher. It does not establish singleness of purpose nor does it offer the crystallizing effect of a planned program of education in human values. It is more social than personal in nature, and places emphasis primarily on those values considered as desirable for living in a democratic society. Although social values should be properly stressed

in education, the over-emphasis placed on them in this handbook may fail to meet the stern test of scientific investigation that concerns itself with the total personality of the child.

2. The Albany Progress Report.

The Albany Progress Report is entitled, "Explorations in Character Development". It was compiled by a committee made up of teachers and parents from the Albany Unified School District of Albany, California. In conjunction with this survey Dr. Hilda Taba, Professor of Education, San Francisco State College, directed a workshop in character education. This three-year study began in 1950 when the Albany Board of Education requested the school staff to investigate what was being done in the Albany schools and schools elsewhere in the way of character education.

Part I of the study reports the findings from a survey of courses of study in the Albany schools as well as in school systems across the United States.

Part II which constitutes the workshop in character education under the direction of Dr. Taba, is the most extensive and the most significant aspect of the project. It not only gives

definitive descriptions of the various methods and techniques useful in such a project, but it also demonstrates the practical application in real classroom situations of these methods and techniques.

Another commendable aspect of this progress report is the sincere effort made to understand the child. Parent interviews, student questionnaires, the projective techniques, and sociograms are used profusely and aptly in the diagnostic inventory of the individual child's personality.

Part III reports on the community influences in character development.

As the title implies, these are but "explorations" in character education. The validity of the methods and techniques used cannot be questioned. The diagnostic techniques as well as the method of presentation of materials are psychologically sound and scientifically acceptable.

Present here are all the ingredients necessary for a concrete and unified program which would consolidate the efforts of individual teachers. Given the added impetus of specific goals to strive for and reliable measuring instruments, the ideas and ideals presented here could develop

into a unified program of compelling force in the education of character.

3. Character Research Project of Union College.

The Union College Character Research Project is a church-school program for the education of character.

The project is based on the importance of the personal attitude toward one's responsibility and opportunity. Therefore the research is concerned with the important unit of personality, the attitude.

The basic framework for the attitudes studied in the project is the Sermon on the Mount subdivided in order to be understood and applied in accord with the best principles of learning at the various age levels. The most important aspect of this attitude approach is the adaptation procedure, a technique where each attitude is adapted or taught in terms of the total personality of the learner: his aptitudes, his interest, and his previous experience.

This trait attitude program has achieved two things: a scientific program and a fundamental method. It is constructed on the experimentally determined needs and nature of actual children.

The attitudes used in the project were chosen from the concepts of character in the teachings of Christ. Eight general attitudes were selected based on the psychological analysis of Jesus' teachings. The attitudes selected were organized into a curriculum designed to meet needs at different grade levels. A time is assigned for the study of each attitude after which an elaborate measuring program consisting of diverse attitude scales reveals the degree of success achieved during the unit.

Methods and techniques used in this program are based entirely on objective evidence and submitted to rigorously scientific investigation. The plan adheres strictly to the psychological laws of learning and is complete with objectives, rating scales, curricular units, and measurements.

The Union College Character Research Project is a church-school program. However, there is certain evidence that many aspects of this scientific program of character education could be applied profitably to the public schools.

The writer of this thesis is indebted to

10. Dr. Ligon for many of the ideas advanced in this work.
of Studies in Education at the Pennsylvania State College,
[School of work. on Pennsylvania State College, 1941, Part
Four, pp. 7-8.]

B. Integration in Curriculum CHAPTER III school has manifold op-

portunities for character education. Concepts of human worth and personality are implicit in most materials con-

- A. Validity of the Plan. Many experimental studies in recent years testify to the possibility of changing even the most resistant attitudes by the use of appropriate stimuli. The modifying of attitudes is not a process that can be taken for granted as something that occurs automatically like physical growth. It has to be the outcome of directed activity which results in consistent conduct trends, outer and inner. An extensive series of investigations by Peters¹ and his associates on the relative efficacy of systematic versus incidental instruction in shaping and directing attitudes tends on the whole to favor the systematic program, despite the fact that American public school administrators in the past have relied almost exclusively upon the incidental type.

If the school recognizes the education of character, both outer and inner, as one of its primary objectives, it becomes duty-bound to provide the systematically directed activities of a consistent and efficient character program.

¹C. C. Peters, and G. W. Hartman (editors), Abstracts of Studies in Education at the Pennsylvania State College. (School of Education Pennsylvania State College, 1934), Part Four, pp. 7-8.

- B. Integration in Curriculum. The school has manifold opportunities for character education. Concepts of human worth and personality are implicit in most materials considered in social studies and literature classes. The skillful teacher can encourage students in their interest in these questions, to explore them in guided individual projects and group discussion. Character Education is, for better or worse, the result of everything that goes on in the school. It cannot be achieved through isolated techniques or during one period of the day. It must be an integral and living part of a curriculum designed specifically with character education as its main objective.
- C. Conformity to the Laws of Learning.

1. Diagnostic Inventory.

~~school~~ Certain basic principles govern the learning process in character education as surely as in any other kind of education. But before any of these basic principles can be applied it is necessary to take stock of the raw materials on hand and evaluate what you have to work with. A specifically designed diagnostic inventory will be administered to each pupil before the unit starts. This diagnosis will endeavor to establish the degree of understanding of the attitudes to be presented in the unit and their mastery through application in the daily life of each

pupil. A diagnostic inventory form will be offered under separate cover.

The result of this inventory will determine largely the time to be devoted to the other basic factors of learning, i.e., exposure, repetition and conviction. A careful study of all available facts should precede each unit undertaken.

Profiles of each child in the classroom must be constructed and studied carefully. The knowledge of each child's physical and mental abilities and his special aptitudes is a basic minimum from which to proceed. Intelligence tests, special aptitude tests, and vocational aptitude tests administered by the school provide some of these essential facts. The school must have a clear picture of what needs changing or strengthening in each child in the school. Only then can lesson material be adapted effectively to character education.

The parents should complement the information already available to the school through rating scales which give the child's present state of development in terms of the attitudes to be taught. Attitude scales will be used for this purpose. The Parent Interview Outline (see Appendix) will elaborate and supplement the information already available regarding

the child's interests, activities, and his adjustment to home, to school and to society in general.

2. Exposure.

This is the first basic principle governing the laws of learning. One must be exposed to an idea or a skill before he can learn it. The initial exposition will be offered to the entire school by the principal during the school assembly. A more detailed account of the principal's exposition will be given in the principal's unit kit. The next formal exposition comes in the homeroom. The teacher here will supplement the principal's remarks and elaborate on the attitude on a more personal note.

The school must now utilize every means of communication at its disposal to keep the attitude under consideration uppermost in the minds of the pupils. All school bulletin boards, in the classroom, in the halls, in the cafeteria, should carry appropriate slogans, challenging questions, and pertinent quotations, preferably from the pupils own thoughts on the subject. They also should print them and give real meaning to their creative artistic abilities.

3. Repetition.

Repetition is essential to the learning process. Few people are gifted with photographic minds. For

permanent learning repetition at close intervals is necessary. The abstract nature of traits of character makes repetition still more necessary. Pupils must familiarize themselves with the attitude under study and with its many factors if successful application in behavior situations is to follow. Constant repetition of the same problem could become monotonous, but each subject matter may prove stimulating by providing a different approach to the same problem.

4. Understanding.

Learning has not been completed, in any sense significant for character, until understanding has been achieved.² The social and spiritual laws are very complex and we cannot hope to impart to junior high school pupils a deep and thorough knowledge of the abstract nature of character.

In general, it would be advisable to dwell with abstracts as little as possible and to deal with those concrete behavior situations which give meaning to our teaching and stimulate understanding in our pupils.

All the skill and resources of the teacher will be required to adapt instruction to individual abilities and needs.

²Ernest M. Ligon, op. cit., p. 13.

Close observation will reveal that much untoward behavior is often the result of doubt, uncertainty, and misinterpretation as to what constitutes socially desirable attitudes and personal worth. Once our pupils are well oriented their doubts and fears will be dispelled and replaced by understanding.

5. Conviction and Application.

If character education is to be effective conviction is necessary. This does not come easy. Very often it will not come until an attitude has been applied successfully. That is the reason why both principles are discussed under one topic here. Principles of character education are not effective until they operate in one's daily life. In order to encourage application, we must seek practical and relevant situations in the everyday life of the children. Since an attitude has no meaning apart from the person of whom it is characteristic, every possible aspects of the child's daily life must be explored to assure the successful application of an attitude.

It is difficult for children to subscribe to abstract ideas and strive for results which are often intangible and remote. It requires on the part of the teacher a deep insight into and a clear understanding of the many factors which motivate the child plus a

clever manipulation of these factors to produce satisfying experiences in large enough numbers to guarantee the successful application of the attitude in self-directed behavior.

D. Aims of Character Education.

1. Statements of Objectives.

Since a definition of character usually carries connotations of objectives, there can be as many goals as there are definitions of character.

The Tenth Year Book of the Department of Superintendence lists seventeen types of central or major objectives gleaned from the review of several hundred courses of study, books, and articles dealing with character education. A few are listed here:

- a. Character as general goodness.
- b. Character as conformity to the conventional morals, doing what society expects.
- c. Character as life in accord with the dogma of some religion.
- d. Character as service to the state.
- e. Character as harmonious adjustment of the personality.
- f. Character as imitation of some ideal persons.
- g. Character as sincere action in accord with conscience.³

³The Tenth Year Book, op. cit., pp.31-32.

To indulge in an elaborate description of these many objectives would serve no useful purpose here. It would be more profitable to establish what broad areas of agreement exist among the majority of psychologists, psychiatrists, and educators regarding the main objectives of character education.

The Tenth Year Book of the Department of Superintendence lists the following as adequate statements of character objectives:

- a. Correspond to the structure of human nature.
- b. Point to real drives involved in conduct.
- c. Center attention upon the observable consequences of acts.
- d. Recognize the need for concrete and specific experiences.
- e. Take account of race experience as experience rather than as absolutes handed down from the skies.
- f. Induce whole-sightedness in facing moral problems and whole-heartedness in carrying out whatever seems best.
- g. Stimulate the creation of new moralities in kind of accord with our changing society.⁴

⁴Ibid., p. 50

2. Selecting Objectives.

The objectives we seek usually betray the methods that are to be used. The objectives, if too broad and too generalized, may make it impossible to organize a systematic program of character education. On the other hand, we must guard against a systematic approach which would leave no room for generalization; one that would obscure the main end of character education with the mechanics of it. It is not our purpose here to discuss the relative merits of the specific objectives versus the generalized aims in character education. Our end is to make use of the best that each method affords and to avoid the many pitfalls inherent in each of them.

3. The Trait Theory.

The discussion of goals in character education inevitably leads us into the difficult problem of trait theory. Some scholars have maintained that since traits are not entities in human personality there can be no generalized traits but merely specific behavior habits to fit each situation as it presents itself. If one accepts this theory, developing any kind of consistent character trait is an impossible task. On the other hand many more experts subscribe to the view that there is consistency in character

traits, and that one who practices a trait in all situations where it is applicable has acquired that trait.

We are inclined to agree with the latter view, but along with Ligon,⁵ we aim to interpret the word "traits" not as entities but rather as general principles each covering a number of different traits, and grouped under the name "attitude" which will form the basic unit for this program.

4. The Attitude Approach.

Ligon defines attitude as a positive or negative bias to react in a particular situation in a particular way. Attitudes include our likes and dislikes, our biases and prejudices, our system of values --in short, our real working philosophy of life. He

explains further that trait goals must consist basically of attitudes.⁶

The purpose of the program now under consideration is to help the junior high school child acquire wholesome attitudes in his personal and social relationships.

⁵Ernest M. Ligon, op. cit., p. 20.

⁶Ibid., p. 21.

Great circumspection must be exercised in selecting the attitude traits that will be used as the working unit in the program. William C. Bower, Professor Emeritus, Divinity School of the University of Chicago, offers a guide for the selection of attitude traits for a program such as this one when he says that it is in keeping with the psychological process by which a personality becomes a moral self to begin with an analysis of the behavior situations which the growing person encounters at the various stages of growth.⁷ This theory suggests that character education does not begin with a consideration of specific and abstract traits but rather with the settings and situations surrounding the pupil out of which these traits are developed.

E. Attitude Units and Factors.

The attitudes and traits studies in these units were suggested by Dr. Ligon's Union College Character Research Project.

Dr. Ligon and his associates devoted then years to a trait-factor analysis procedure to establish traits which scientific evidence shows to be genuine traits inherent in the very nature of human personality.

⁷William C. Bower, Character Education in the Church School (A Critique of Dr. Ligon), p. 321.

UNIT II These traits are not interpreted as entities but rather as general principles covering a number of different traits grouped under the name attitude, the basic unit for this program.

Factor A
Honesty Each attitude in the unit is divided into the three factors which make up the attitude; each factor has a number of definitive phrases which explain the factor.

UNIT I AWARENESS OF RESPONSIBILITY

Factor C
General Attitude: To develop a constant awareness that we are responsible agents.

Factor A
Self-discipline Acknowledge that greater freedom means greater responsibility.

Accept and perform tasks consciously and dynamically.

Recognize that perseverance is the key to success.

Acquire habits of punctuality and dependability.

Factor B
Sense of Duty Understand the responsibility of developing his talents to their greatest potential.

Perform tasks without seeking reward.

Factor C
Moral Courage Place duty before pleasure.

Learn that performing small tasks well is the measure of greatness.

Factor C
Respect for Authority Realize the logical and necessary division of authority in a democratic society.

Recognize this place in the overall scheme.

Understand the origin of authority.

Cooperate to maintain order.

UNIT II

INTEGRITY

General Attitude: To gain the understanding that sound moral principles make us worthy of our human estate.

Factor A
Honesty

Understand that the end does not always justify the means.

That success without honesty is empty.

That honest failure is preferable to dishonest achievement.

That to bear false witness is base and vile.

Factor B
Love of Truth

To learn to sacrifice for the truth.

To prize truth above material success of reputation.

To search for truth constantly.

That truth makes men free.

Never spread false reports to enhance your own importance.

That story-making and excessive day-dreaming are forms of untruth.

To recognize our own shortcomings.

To keep imagination within reasonable bounds.

Factor C
Moral Courage

Never compromise the truth no matter what the cost.

Never take credit for another's work.

To own up to mistakes and accept punishment willingly.

Never suffer others to take the blame for your transgression.

Give credit where credit is due even if it hurts.

UNIT III

SELF-CONTROL

General Attitude: To rule our emotions and control our appetites in accordance with reason and moral principle.

Factor A
Will Power

Perform unpleasant tasks willingly.

Accept correction without pouting.

Learn to take orders.

Face disappointment without bitterness.

Look upon defeat as a challenge.

Realize that temporary setback does not constitute failure.

Adjust to environment and face reality.

That great men faced many privations on their climb to success.

That good things are worth the effort and require sacrifice.

Factor B
Temperance

Avoid extremes in thought and deed.

That frugality strengthens both the body and the character.

That discretion is the soul of worth.

That one learns more by listening than by talking.

That generalizing is childish and dangerous.

Factor C
Magnanimity

To forgive is divine.

To accept minor insults without anger.

To make allowance for other people's mistakes.

To be a good loser and a good sport.

Not to take advantage because of superior physical or mental ability.

To show kindness and consideration to the less gifted.

UNIT IV

REVERENCE

General Attitude: To acquire an understanding of the dignity, nobility and value of being as such.

Factor A
Respect for Law
and Order

To gain a knowledge of the great laws which control our universe.

That flaunting of the natural laws means physical and moral disaster.

That authority is a necessary function of order and progress.

To recognize our role in the social order.

Factor B
Respect for
Individual
Dignity

To appreciate the dignity of man.

To realize the important role of women in society.

To understand the role of parents.

Of the miracle of procreation and the responsibility it involves.

That lust is a transgression of the natural, social and moral laws.

To gain an enduring respect for the body as a creation of God.

Of the obligation to develop a healthy body and chaste mind.

Factor C
Tolerance

To value human beings regardless of race, creed or color.

To respect other people's opinions and beliefs.

To cooperate for the good of all.

To sacrifice for the rights of others.

To overlook the shortcomings in others.

To look for good points in others.

To forgive without bitterness.

Never to judge.

F. Participants in the Program.

1. The Role of the Principal.

As head of the school, the principal is the spark plug behind any program instituted in the school. Far too many principals are submerged in administrative details which leave them little time to devote to the main business of the school. If the principal allows the inception of this character education program in his school, he has accepted the premise that character training is the main business of the school.

What will then be his responsibilities? First he must familiarize himself with every phase of the project and see to it that every member of the staff also becomes familiar with it. Copies of the unit should be distributed to each teacher after a personal interview during which the principal has given the teacher a general outline of the program. The teacher studies the plan at leisure, familiarizes himself with its content, and visualizes his particular contribution to the overall project.

Secondly, the principal must obtain the cooperation of his entire staff. At this stage, the author recommends personal interviews as preferable to group conferences. Not every teacher will endorse such a program until and unless he is convinced of its soundness and practicality.

Once the teachers are familiar with the program and have pledged their cooperation, it is time for a group meeting to discuss inauguration of specific units, their duration, objectives, records, duties of participants in the units and other pertinent data that may arise in free exchange of ideas among the personnel. The units will vary but little in procedure; however, a group meeting should be called before each unit is started, to define it clearly and assure its smooth operation. At the termination of a unit, the group will hear the principal report on the relative success or failure of the unit. Weaknesses in the unit just completed may be discussed here, and suggestions for improvement in materials and techniques are recommended at this stage.

Some junior high school principals may prefer to meet their staff in separate groupings for the 7th, 8th, and 9th grade respectively. This method could expedite the exchange of information, and since the stages of development for these different groups may differ considerably, such a system might be less time-consuming and less vulnerable to the conflicting ideas that a general grouping might evoke.

2. The Role of the Subject Teacher.

The classroom teacher can be rightly called

the most important single agent in this school program because of his daily personal contacts with the students. Each should be familiar with the program in general and should possess an intimate knowledge of his particular contribution to the unit. His first important task will be to revise his lesson plan to accord generally with the ideal, attitude, trait or concept which the unit is trying to emphasize. Following this is what constitutes the essence of character education, the adaptation procedure, perhaps the most significant single technique in the project, which means that a teacher in planning his lessons for each unit adapt it to each child in the group in accordance with his individual interests, abilities and adjustments or needs.

Each teacher will be given a detailed outline of the unit which will list its objectives along with a minute description of the trait, its components and its more common expressions in behavior patterns. Each teacher will also have at his disposal a personality profile (see Appendix) for each pupil in his class, showing his physical, social, emotional and moral development. A study of these profile charts will suggest common patterns of behavior as well as individual difference and will be of great help in deciding the

methods and techniques to be used in the presentation of subject matter. Accompanying the profile charts will be forms (see Appendix) providing check lists for evaluating progress.

The classroom teacher will devise and administer tests (see Appendix). These should be relevant and serve to measure the relative progress of the pupils in the attitudes emphasized in the unit. This challenging experience will tax the knowledge and imagination of the teacher to the utmost.

It may be necessary to administer a number of individual tests to elicit significant responses in reference to the attitudes taught in the unit. One readily agrees that the teacher here gains an intimate knowledge of each one of his pupils. The measure of his success will depend upon the resourcefulness and imagination that true dedication will inspire.

3. The Role of the Homeroom Teacher.

To the homeroom teacher will fall the responsibility of initiating the unit in each individual homeroom. The entire project can fail right here if the necessary enthusiasm is lacking. The principal will have outlined the unit to the student body at a general assembly possibly through the use of a film, one act play or question and answer period. The

homeroom teacher will review the principal's remarks and explain how this project will affect each individual pupil. The trait will be discussed in detail and clearly understood by the pupils. At this time the pupils should conduct a self-examination followed by appropriate checks on their own personality charts (see Appendix) indicating the degree of compliance to the trait under consideration. This process is repeated just before dismissal in the afternoon. Every morning the homeroom teacher renews her exhortations and encouragements. The pupils take stock and plan their day. The teacher is always available to discuss individual problems, clarify a situation, redress a false notion or offer advice.

4. The Role of the Guidance Teachers.

The role of the guidance teacher is a particularly significant one in this program because of the intimate nature of the individual interviews which he has with the pupils. A guidance teacher who has gained respect and confidence of the pupils will be an immense asset to this program. Great care should be exercised in selecting this most important agent.

To the guidance teacher will be referred pupils with problems of a more intimate nature. Pupils who refuse to cooperate in the unit will also be the province of the guidance teacher.

The guidance department will serve as a link between the home and the school. We believe that a character education program is of a highly confidential nature and that it will receive a more favorable reception in the home if it emanates from the guidance department, the recognized medium for the exchange of information of a personal nature. An open line of communication will be maintained between the parents and the guidance teachers for the exchange of forms, checklists, progress reports, etc. Guidance is to be the clearing house of information between the parents and the teachers and vice-versa.

The coordinated data from the subject teacher report forms will provide the information for a master inventory sheet (see Appendix) representing the entire school. From this master inventory sheet, guidance will prepare reports for the principal to read and discuss at the group meetings. To assist the guidance teachers in the coordination of information, a committee of three or four teachers could be employed profitably.

The guidance teachers will also arrange for parent interviews when necessary and will handle all correspondence between the home and the school.

or needs of the child in relation to the attitude under study.

5. The Role of the Parent.

No parent who understands the accrued benefits for his child in such a program will refuse his help. Although parents usually possess enough common sense and psychology of the homespun variety to understand and cope effectively with most of their children's problems, especially through the primary grades, they are often at a loss to explain the causes of the more drastic deviations in behavior which occur during adolescence.

No amount of willingness on the part of the parents to cooperate in this venture will prove effective, if they lack the knowledge to complement their efforts. The parent's kit, therefore, should contain along with a thorough description of the project, an explanation of the basic principles of the psychology of adolescent growth and development. A brief descriptive outline of the laws of learning and their adaptation to this program should also be furnished the parents. As previously stated, the adaptation procedure is the most important single method in this character education program; parents should be instructed in the effective application of this procedure to the individual interests, abilities, and adjustments or needs of the child in relation to the attitude under study.

Also included in the parent's kit will be an attitude scale (see Appendix) to help the parent describe the child. This form is to be filled out and returned to school at the beginning of a new unit. A Parent's Report Form (see Appendix) to be completed at the end of each unit will establish the degree of success achieved in adapting the attitude to the child's personality. Space should be provided on this form for parents' remarks, comments, or questions which will undoubtedly be raised during the project.

Before initiating this plan a survey of the parents' reactions to it would be advisable. This could be done through a form letter with appropriate questions designed to ascertain the degree of receptiveness to such a project. If the responses warrant it, a meeting of all interested parents is called at which a general outline of the project is presented, the parent's role is explained, and the groundwork for further cooperative effort is established.

G. Providing Motivation.

Skinner explains that in education, motivation is the art of stimulating interest in the pupil where there has been no such interest, or where it is a yet unfelt by the pupil, and also cultivating the interest already present

in behalf of socially approved conduct. Motivation in school learning involves arousing, sustaining, and directing desirable conduct.⁸

New motives are acquired in various ways: substituted satisfaction, acquisition of new sentiments, new tastes, new knowledge, new skill, new ideas and ideals, changes in environment, in feeling, emotions and many other factors. The teacher has a remarkable opportunity to manipulate these factors and reorient the pupil toward satisfaction of needs in acceptable patterns of conduct. The work of the teacher will be greatly facilitated and given purpose and direction if carried on within the framework of a well-organized character education program with clearly defined objectives and goals.

Of all the factors important to motivation perhaps the most significant is maturation. Skinner states that to demand more than can be delivered physically, mentally, or emotionally is worse than useless. It is not wise to stimulate activities before the individual is physically, mentally, emotionally, socially, or experimentally prepared by sheer growth and maturation for them.⁹

It is of the utmost importance to recognize the correlation between maturation and behavior. A disregard

⁸Charles E. Skinner, *op. cit.*, p. 307.

⁹*Ibid.*, p. 317.

for this prime consideration may easily lead to frustration and reduced learning capacity. In terms of character education this means that careful evaluation of individual differences is of prime concern. The more accurate this evaluation the more effective the results. A comprehensive measurement program bringing to light all the available data on each child's physical, emotional, intellectual, a social growth and development is the very cornerstone of any character education program. Every effort must be made to make the goal vital and vivid if effective motivation is to result. If the program is administered with regard to the child's capacities and in keeping with his development, enthusiasm to achieve will follow. Every known psychological insight must be used to make sure that the goal is ever present and clearly understood by the pupil if it is to be actively sought. Painstaking application on the part of the teacher to keep the goal clearly etched in the minds of the pupils will stimulate purposive striving toward that goal.

The question of what motivates people is not an easy one to answer. Causes of behavior are very complex and elusive. Besides the intrinsic motives which often defy scrutiny, many other variables such as the personality of the teacher, the child's environment in and out of the

classroom, the group's influence on the individual and the influence of each individual member on the group, and a host of other factors make the task of inducing motivation appear insurmountable. However, there are common, elementary motives experienced by all. These are the basic elements which constitute the more complex motives underlying conduct. A careful study of basic structural and social motives in behavior can serve as a starting point in discovering the causes of more complex behavior patterns and in harnessing these drives toward greater personal and social growth.

1. To become aware of his role as a free agent.
 - a. To recognize that greater freedom means greater responsibility.
 - b. To accept and perform his tasks conscientiously and dynamically.
 - c. To acquire punctuality, dependability, and good habits of work and play.
 - d. To realize that perseverance is the key to success.
2. Sense of Duty.
 - a. To understand everyone's obligation to fulfill his nature to its greatest possible potential.
 - b. To perform tasks without seeking reward.
 - c. To accept unpleasant tasks willingly.

CHAPTER IV
CURRICULAR UNIT IN CHARACTER EDUCATION
AT THE JUNIOR HIGH SCHOOL LEVEL

- I. The Unit of Learning.
 - A. Statement of the Unit.
 1. Awareness of Responsibility.
 - a. To develop a constant awareness that we are responsible agents.
 - B. Factors and Delimitations.
 1. Self-discipline.
 - a. To become aware of his role as a free agent.
 - b. To recognize that greater freedom means greater responsibility.
 2. Indirect responsibility.
 - c. To accept and perform his tasks conscientiously and dynamically.
 - d. To acquire punctuality, dependability, and good habits of work and play.
 - e. To realize that perseverance is the key to success.
 2. Sense of Duty.
 - a. To understand everyone's obligation to fulfill his nature to its greatest possible potential.
 - b. To perform tasks without seeking reward.
 - c. To accept unpleasant tasks willingly.

- d. To place duty before pleasure.
 - e. To recognize that honor requires the performance of duty under all circumstances.
 - f. To recognize that it takes a real man to face up to duty without flinching.
 - g. To admit our guilt even if it means punishment.
3. Respect for Authority.
- a. To realize and accept the logical and necessary division of authority in democratic society.
 - b. To accept our role in the overall scheme of society.
- D. Incident Learning Products.
- c. To cooperate with those in authority.
 - d. That God is the supreme authority.
- C. Indirect Learning Products.
- 1. To stop blaming others for our shortcomings.
 - 2. To put our leisure time to good use.
 - 3. To have our assignments complete on time.
 - 4. To be punctual at all times.
 - 5. To accept reprimand in good spirit.
 - 6. Not to flinch before a hard task.
 - 7. To perform all assignments to the best of our ability.
 - 8. To pay strict attention in class.
 - 9. Never to waste time.
 - 10. To learn that duty is its own reward.

11. To perform duties before taking our pleasures.
12. To acquire control of our tongue, our eyes, and entire body.
13. To reveal infraction of rules to proper authorities in a spirit of cooperation.
14. To be respectful in word and action of established authority, regardless of our own opinion of those in authority.
15. Not to be swayed from our duty by gang leaders of dubious repute.

D. Incidental Learning Products.

1. That to be in authority is a great trust.
2. That success of a democracy depends on the cooperation of all its citizens.
3. That responsible citizens are the safeguard of freedom.
4. That without authority, we face anarchy.
5. That voting is the duty of every responsible citizen.
6. That to be masters of ourselves is a source of great contentment.
7. That self-discipline will eventually facilitate all tasks.
8. That laws and courts are for our protection.
9. That free men can rule themselves.

10. That flaunting of law and order are costing us millions.

11. That we have an obligation to defend our country, against its enemies within and without.
12. That man's authority is but an extension of God's authority on earth.
13. That differences can be settled by law.
14. That laws are for our own protection.
15. That every infraction of the rules means loss of privilege and freedom.

E. Teacher Materials.

1. Personality profile.
2. Adjustment to Attitude Unit outline.
3. Lesson Adaptation Plan.
4. Teacher rating scale.
5. Teacher report form.
6. Teacher progress chart.
7. Child Growth and Development chart.
8. Teacher Evaluation chart.
9. Bulletin Board.
10. Text book.
11. Optional related activity file.
12. Bibliography of related information.
13. Curricular Unit outline.

II. The Unit of Experience.

A. Introductory Phase.

1. Principal's Introduction.

- a. School assembly program.
- b. General description of attitude of responsibility.
- c. Question and answer period.
- d. Showing of film and discussion.
- e. Short dramatic play and discussion.
- f. Reading of pupil essays on responsibility.
- g. Film strip showing areas of transgression.
(Strips made and explained by pupils.)
- h. Visiting clergyman's opinion on responsibility.
- i. Visiting business man's opinion on responsibility.
- j. Visiting politician's opinion on responsibility.
- k. Visiting doctor's opinion on responsibility.
- l. Visiting parent's opinion on responsibility.
- m. Round table discussion of specific behavior situations relating to responsibility.
- n. Pupil questionnaires on specific aspects of responsibility.

2. Homeroom Teacher's Introduction.

- a. Planning the responsible day.

- b. Selected appropriate readings.
 - c. Group discussion at grade level.
 - d. Outline of specific behavior situations common to all.
 - e. Open discussion on each factor of attitude.
 - f. Adding up the student's daily score card.
- B. Classroom Teacher's Lesson Plan in the Field of English.
1. Subject: Literature, "The Lady of the Lake".
 - a. Individual and small group work. Underline the factor of responsibility which you believe applies best to the following lines and explain your choice briefly: "Forgive, forgive Fidelity, 'Twas thus upbraiding conscience said." (Self-discipline--sense of duty--respect for authority.)
 - b. Pooling and sharing activity. Comments on choice of factor are read to class and pupils attempt to justify their particular choice. A question and answer period follows.

General questioning:

 - (1) Do the lines show that Ellen was a responsible person?
 - (2) Was this a social or personal sense of responsibility?
 - (3) What is the difference between the two?

- (4) Which do you believe is more important?
- (5) How did Ellen feel she had been irresponsible?
- (6) Would her flirting have hurt Malcolm any?
- (7) If she wasn't hurting anyone, wasn't she justified in flirting?
- (8) If our actions hurt no one but ourselves, should we do them?
- (9) How would Ellen compare with the modern girl? Is the modern girl justified in flirting if she's going steady? If she's engaged?
- (10) Do we have duties to ourselves?
- (11) List some of our personal obligations.
- (12) What makes us responsible to ourselves?
- (13) Name other people to whom we are responsible.

C. Optional Questions Specific questions aimed at those pupils

1. In whom the attitude under consideration is weak or lacking:
 - (1) Paulette: To you think that indis-
2. The freedom to criminate flirting begets the respect
3. Review the of the opposite sex? of the American people.

4. (2) Joan: Do you think a girl should be popular at any cost?
 5. (3) John: What is meant by "familiarity breeds contempt"?
 6. (4) Peter: Would you think Ellen narrow-minded or priggish?
 7. (5) Marie: Could Ellen have found excuses for her actions?
 8. (6) Helen: What is more important to you, reputation or character?
 9. (7) Robert: Is there a point of morality involved here?
- D. Pupils Make:
1. (8) Henry: Do you believe that morals change with the times?
 2. (9) Arthur: Should one be moral only when it suits his purpose?
 3. (10) Fred: Can we be responsible for the actions of others? How?
- C. Optional Related Activities:
1. Assemble a scrap book of current newspaper headlines where public trust and responsibility is being betrayed.
 2. The Freedom of the Press and its Responsibilities.
 3. Review the effect of the Russian Sputnik on the American people.

4. Management and Labor - Respective rights and duties.
5. Explain the 5th Amendment and its current use before investigating committees.
6. Make a list of television programs which bring out these attitudes.
7. Construct a chart giving the division of responsibilities in a highland clan. Explain the children's role in the clan. What qualities did these responsibilities develop in the children?
8. Give the division of responsibility in your local government. Indicate your responsibility in your community.

D. Pupils Materials:

1. Bibliography:

- a. Doringer, Helen F. Adopted Jane, Hartcourt, 1947. An orphan girl sought by two families, decides to choose the one where she is most needed.
- b. Friedman, Freida. Dot for Short, Marran, 1947. Dot's anxiety over her father's health motivates her efforts to earn money.
- c. Means, Florence Crannell. Shattered Windows, Houghton, 1938. Shows how obstacles become unimportant in the face of desire to serve people.
- d. Hunt, Ladveake Farm, Lippincourt, 1950, Children and parents work together for a better family.
- e. Meigs, Vanished Island, Macmillan, 1949, Children in a family feel that the parents are unreasonable until they understand the role of their parents.

f. Strain, But You Don't Understand, Appleton-Century, 1948. Differences in behavior when a group is under supervision and when they are by themselves.

2. Diaries

3. Bulletin boards - blackboards.

4. File cabinet of cross references.

5. List of plays, skits, etc.

6. Special Reading List for Assignment in Literature.

a. A Child's History of Scotland.

b. James V. of Scotland.

c. Life of Sir Walter Scott (abridged).

d. Encyclopedia material:

Flodden Field

Edinburgh

Robert Bruce

William Wallace

The Gael

Bothwell

Stirling Castle

Bannockburn

James Douglas

Mary Queen of Scots.

E. Evaluation Activities.

Even before the unit begins the teacher has stated goals in terms of attitude traits. The unit has been stated and delimited. Learning products,

direct and indirect have been listed. Hence, he knows in part at least what to test for. He knows his testing program should be based on his attitude unit and its learning products.

The problem of evaluating pupil growth is not a simple one. The following basic techniques will prove helpful.

1. Standardized tests and the data derived from these tests.
2. Personality rating scales. Thurstone's method; Riker's logical graphic scale, both good instruments for measuring attitudes.
3. Informal objective tests prepared for one's pupils with the immediate unit in mind.
4. Oral questioning.
5. Essay-type examination.
6. Careful observation objectified by use of score cards, check lists of standards.

Whatever test the teacher builds by himself must meet certain requirements. Some of the fundamental facts about teacher-made tests are these:

(1) A test must be valid. It must measure what it purports to measure. It is sometimes advisable

for a teacher to secure the judgement of a person qualified to rule on the validity of

his test. Billett lists the following points for determining the validity of a test:

- (a) It must be collectively well-distributed over the learning products represented by the statement of the unit, its delimitations and the probable incidental learning products.
- (b) It should yield obvious clues to the presence of this or that individual learning product.¹
- (2) A test must be objective. A test is objective if it is open but to one interpretation.
- (3) A test must be diagnostic. It must deal with but one aspect of the unit. It should be long enough to be reliable. The items must be well distributed among the learning products to be measured.
- (4) A test must be easy to administer and score. The teacher should bear in mind that the work in character education cannot succeed without reliable measuring instruments. He should familiarize himself with the best available methods and techniques relating to this essential phase of the program.

¹Roy O. Billett, Fundamentals of Secondary School Teaching, (New York, Houghton Mifflin Company, 1940), p. 618.

CHAPTER V

SUMMARY AND CONCLUSIONS

- I. It is the considered opinion of this writer that the schools should assume a greater share of responsibility for the education of character in the children confided to their care.
- II. This character building program can be accomplished through the application of the scientific method of learning. Our present knowledge of mental hygiene and of the psychology of adjustment makes it possible to discover and to apply the objective methods of science to the development of character.
- III. However well versed we may be in the laws governing character, and however zealous we are in applying them as individual teachers, our work of character education will not bear full fruition unless we become part of a well-organized and comprehensive character program integrated into a curriculum with character education as its main objective.

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Realy, William. *The Study of Algebra*. New York: The Macmillan Company, 1911. 300 pp.

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UNIT: *Mathematics (or Science) - Intermediate*

General Attitude: *To develop a sense of responsibility and to show that we are*

Factors: A. *Self-responsibility*
 B. *Self-discipline*
 C. *Responsibility to others*

Duration: *One quarter*

Grade and Division: *High School*

APPENDIX

Delimitations: *The unit is designed for the student that emphasis be placed upon the following factors:*

1. Greater freedom with greater responsibility.
Explanation: *With an emphasis upon the better-than-average student who shows less cooperation and discipline and is able to function on his own. The great emphasis upon the self-responsible and self-disciplined, and the student who shows a greater interest in transferable skills.*
2. Responsibility in showing ability potential and performing above standards and expectations.
Explanation: *To show the student who shows a number*

ENGLISH TEACHER'S KIT

ENGLISH TEACHER PROGRAM

UNIT: AWARENESS OF RESPONSIBILITY

General Attitude: To develop a constant awareness that we are responsible agents.

Factors: A. Self-discipline
B. Sense of Duty
C. Respect for Authority.

Duration: One quarter of eight weeks.

Grade and Division: 9A2

The Initial Class Attitude

Delimitations: The initial class attitude dictates that emphasis be placed upon the following factors:

1. Greater freedom means greater responsibility.

Explanation: This A2 division comprises better-than-average students who require less supervision and discipline and to whom more freedom can be extended. Too great a number, however, lack social and emotional maturity, and interpret this greater freedom as laxity in teacher-discipline.

2. Responsibility of achieving greater potential and performing tasks consciously and dynamically.

Explanation: There are in this same division a number

2. who perform the assigned tasks very well but do not extend themselves to the limit to their capabilities.

3. To perform tasks without seeking reward.

Explanation: The class as a whole is accustomed to success and recognition. It appears that some are in great part motivated by a desire to please and be praised. When these immediate satisfiers are not felt, they tend to become sulien and aloof. Petty jealousies develop among the members of the class and some will even stoop to cheating to maintain their rank and reputation in the classroom.

Individual Pupil Attitude

Delimitations: The following individual pupils are lacking in these factors of the general attitude:

1. Self-discipline. Recognize that perseverance is the key to success. Henry is a bright boy for whom the usual classroom assignments come easy. When faced with longer projects which require concentration over a long period of time, however, he grows lax and tries to find short-cuts to the problem. Henry comes from a wealthy family and the parent questionnaire we gather that he is accustomed to getting what he wants with a minimum of effort.

2. Sense of Duty: That performing small tasks well is the measure of greatness.

John's intelligence is superior. He does all the important tasks well but tends to neglect details such as: form, handwriting, neatness. This tendency often manifests itself in premature judgements and generalizations. Statistics bore him to death. His work suffers when the assignment calls for attention to details.

3. Respect for Authority: Realize the necessary division of authority and our place in the overall scheme.

Mary has an IQ of 120. She is a straight A people, pil. We learn from the teacher reports that she takes great pride in trying to stump the teachers by questions far beyond the material to be covered in her grade.

She has openly expressed her contempt for certain of her teachers which she believes don't know "their stuff". In those classes she has a learning toward flippancy, and she argues doggedly with her teachers. When given an order here she obeys reluctantly.

1. Mary is a completely different girl in those classes where she respects the ability of the teacher.
2. Here she finds the necessary challenge for her active

3. mind. She declares that this particular teacher really
6. ly belongs in the classroom and deserves respect.

7. Loyalties.

8. Privileges.

Planning the Lesson

Subject: Literature.

Text: Lady of the Lake (Sir Walter Scott) Canto I to VI.

Specific
Learning products to strive for in terms of needs and adjustments.

Attitude-factor Emphasis: Greater freedom incurs greater responsibilities.

Study Unit: The Lowlanders and the Highlanders.

General class discussion of the conditions of the two people, these likenesses, their differences. The teacher deftly leads the discussion toward consideration of the attitude-factor under study.

General Discussion

A. Likenesses.

1. Same nationality.

2. Same hopes, fears, aspirations.

B. Differences.

1. Dress.

2. Speech.

3. Arms.

4. Homes.

- t
5. Living conditions.
 6. Rights and privileges.
 7. Loyalties.
 8. Privileges.
 9. Duties.

Specific questioning:

1. Which of these two enjoyed more freedom from want and fear?
2. Give some freedoms enjoyed by the Lowlanders and the Highlanders.
3. Which had more personal freedom; of choice, of speech?
4. Did the roving life of the Highlanders offer more freedom?
5. What is the difference between freedom and license?
6. What had the Lowlanders sacrificed to obtain their freedom?
7. How did the duties of the common Highlander differ from those of the common Lowlander?

Practical Application Questions:

Expressly aimed at those who abuse the privileges extended in the classroom.

1. Why is it necessary to have laws?
2. Someone said, "Every new law encroaches upon your liberty". Would you comment on that?

- t
3. When and why are privileges taken away?
 4. How come some classes enjoy more freedom of movement and expression than others?
 5. Does the group dictate the rigidity of teacher-discipline?
 6. When you are allowed to go out at night, what is expected of you?
 7. If you fail to come home at the appointed hour, what happens?

(Careful analysis of answers here will reveal parent attitude as well.)

General Assignment:

Essay Title: Were the basic individual freedoms enjoyed by the Lowlanders worth the added greater responsibilities?

List privileges which you enjoy at home and tell what is expected of you in return.

Prepare a five-minute talk on the following topic, "Rights enjoyed in a democracy and duties relating to them."

Special Assignments:

For Henry, who lacks the inner discipline of mind to concentrate on long projects, an assignment of a week's duration might offer an interesting challenge. One is suggested below:

Prepare a paper on Scotland's fight for freedom.

Discuss these major topics:

- a. The beginning of the struggle.
- b. Intermittent successes and reverses.
- c. The Scot's indomitable spirit and perseverance.
- d. Final victory.
- e. The price of Scottish freedom, in sufferings, in lives, in time.

Henry's progress during this week should be watched very closely. He will need encouragement and skillful guidance throughout his project. At the successful completion of the work, the teacher should share with him the pride of accomplishment in such an extensive and complex problem.

Similar lesson plans can be drawn up to emphasize the other two general attitudes in which the class seems lacking, responsibility for achieving their greatest potential in performance of tasks without seeking reward.

Special assignments such as that given to Henry, above, can be outlined for John, who disdains details, and for Mary, who lacks a clear conception of the division of authority.

Optional Related Activities

Debate: The Desirability of the 5th Amendment.

Dramatization: Douglas decides to surrender to the king to save Roderick's clan and Malcolm. Include his speech before

t

the people and his willingness to make supreme sacrifice to avert civil war.

Declamation: The King's speech where he bemoans his grave responsibility as head of the "herd, fantastic, fickle, fierce, and vain".

Talk: Prepare a talk on the meter used when the fiery crosses on its way. Bring out the sense of duty and urgency which the meter suggests. Do not fail to mention Duncan's son, Angus.

Make a list of the characters in the story. Under each indicate how and when he or she proved his or her, sense of duty self-discipline, respect for authority.

Pupil Materials

See Chapter V. Section II-D.

TEST

School _____ Date _____

Name _____ Division _____

ENGLISH LITERATURE

Lady of the Lake, Cantos I to VI

This test is administered primarily to ascertain the degree of understanding of the attitude factors in the unit just terminated. It will require interpretation of content

t

in terms of knowledge gained about the attitude-factors emphasized in the unit.

Part I. Setting.

The character of a people can be greatly influenced by the environment in which they live. The character of the Highlander in great measure reflected his surroundings and way of life. Following are quotations which describe places and give clues as to the way of life of these people.

In the space below the quotations indicate and explain briefly traits of character that such surroundings might develop in a people.

1. "Boon nature scattered free and wild
Each plant as flower, the mountain's child."

2. "'Twas all so close with copsewood bound,
Nor track not pathway might declare.
Here, for retreat in dangerous hour,
Some chief had framed a rustic bower."

3. "It was a lodge of ample size
If such materials, as around
The workman's hand had readiest found."

4. "A slender crosslet formed with care
The shaft and limbs were rods of yew.
Whose parents in Inch-Cailliach wave
Their shadows o'er Clan-Alpine's grave."

5. "Through the dark waves danced dizzily,
He dash'd amid the torrent's roar
His right hand high the crosslet bore."

6. "It was a wild and strange retreat
A e'er was trod by outlaw's feet
The dell, upon the mountain's crest,
Yawn'd like a gash on warrior's breast;
Its trench had staid frill many a rock
Hurl'd by primeval earthquake shock."

- Part II. Characters: A. Self-discipline
B. Sense of Duty
C. Respect for Authority

Indicate by the letters A, B or C which of the above traits appear in the following characters and give reasons for your choice.

Example: Norman

- B - He leaves his newly-wed bride to carry on the fiery cross.

1. Ellen
2. Douglas
3. Fitz-James
4. Allan Bane

Part IV. Figures of Speech

Part III. Plot.

As reasonable, responsible beings we must realize that what we do may affect the lives of others. We must, therefore, measure the effects of our actions on other peoples' lives as well as on our own.

Show how the actions of the characters listed below affected the lives of other people in the story;

- t
1. One of Douglas' ancestors had once held captive the young prince who was to become James V.
 2. Ellen allowed herself to flirt with Fitz-James on his first visit to the island.
 3. Roderick carried out rash and cruel expeditions against the Lowlanders.
 4. Douglas accompanied by Malcolm is seen returning to the Island after a hunting trip.
 5. Children laughed at Brian when he was young, because he didn't know who his parents were.
 6. Blanche of Devan tells Fitz-James her story.
 7. Fitz-James gives Ellen his signet ring.
 8. Brian prophesies that the side which spills the foremost foeman's blood will win the impending war.

Part IV. Figures of Speech.

Figures of speech not only provide variety in style, but also express strong feeling and give clear insight into the character of things and peoples.

Give the name of the following figures of speech. In a few words indicate what each suggests about the thing or person to which it refers.

Example: METAPHOR Who o'er the herd would wish to reign.
Reveals the difficult task of being a king.

1. _____ Fantastic, fickle, fierce and vain.
2. _____ Thy hand is on a lion's mane.
3. _____ Till closed the night her pennons brown.
4. _____ Quench thou his light, Destruction dark!
5. _____ And warning student pale to leave his pen,
And yield to the kind nurse of men.
6. _____ And the pleased lake trembled but dimpled
not for joy.
7. _____ The spot an Angel deigns to grace is blessed
Though robbers haunt the place.
8. _____ Forgetful that its branches grew.
Where weep the heavens their holiest dew.
9. _____ Or if on life's uncertain main
Mishap shall mar thy sail.
10. _____ Back, beardless boy!
11. _____ For he, whom royal eyes disown
When was his form to courtiers known.
12. _____ Closer she drew her bosom's screen
So forth the startled swan would swing,
So turn to prune his ruffled wing.
13. _____ But O! that very blade of steel
More mercy for a foe would feel.

t

Part V. Word Study. Encircle the correct meaning or give
the meaning where none appears.

1. Caledon = Calais - Wales - Scotland - Ireland.
2. Dingle = jungle - mountain - cave - valley.
3. Naiad =
4. Shallop =
5. Pibroch =
6. Orison = prayer - guitar - helmet - dog.
7. Meed = snake - feast - battle - reward.
8. Anathema =
9. Coronach =
10. Guerdon =
11. Targe =
12. Wight = tree - writer - deer - person.
13. Burgher = farmer - leopard - townsman - burglar.
14. Leech = turtle - doctor - lecture - sailor.
15. Brand =
16. Taghairm =

Factor C

TEACHER PLAN

UNIT I

THE LESSON

Responsibility

Instructional Materials: Improve Attitude
Additional Project Materials: Improve Attitude

Name _____ Age _____ Sex _____

Address _____

Attitudes and Interests:

Adjustments:

Factor A _____ Factor B _____

Name _____ Age _____ Sex _____

Address _____

Evaluation of Success of Lesson

Factor A Attitudes and Interests:

Adjustments:

Factor A _____ Factor B _____ Factor C _____

Name _____ Age _____ Sex _____

Address _____

Factor B Attitudes and Interests:

Adjustments:

Factor A _____ Factor B _____ Factor C _____

Name _____ Age _____ Sex _____

Address _____

Factor C Attitudes and Interests:

Adjustments:

Factor A _____ Factor B _____ Factor C _____

Name _____ Age _____ Sex _____

Address _____

Attitudes and Interests:

Adjustments:

Factor A _____ Factor B _____ Factor C _____

TEACHER PLAN

UNIT I

School	Grade
Department	Teacher
Name	Age _____ Sex _____
Address	
Aptitudes and Interests:	
Adjustments:	
Factor A	Factor B
Factor C	
Name	Age _____ Sex _____
Address	
Aptitudes and Interests:	
Adjustments:	
Factor A	Factor B
Factor C	
Name	Age _____ Sex _____
Address	
Aptitudes and Interests:	
Adjustments:	
Factor A	Factor B
Factor C	
Name	Age _____ Sex _____
Address	
Aptitudes and Interests:	
Adjustments:	
Factor A	Factor B
Factor C	
Name	Age _____ Sex _____
Address	
Aptitudes and Interests:	
Adjustments:	
Factor A	Factor B
Factor C	

ADAPTATION PLAN

Attitude Emphasis: Awareness of Responsibility.

- Factor A. Self-discipline
B. Sense of Duty
C. Respect for Authority

Emphasized in Lesson _____

Date _____ to _____

Attitude
Description

Lesson
Adaptations

Report of
Progress

Name _____
Age _____ Sex _____

Initial Attitude Description:

Factor A ___ Factor B ___ Factor C ___

Name _____ Explanation of Evaluation:

Age _____ Sex _____ Grade _____

Initial Attitude Description:

Evaluation:

Factor A ___ Factor B ___ Factor C ___

ADAPTATION PLAN

UNIT I Attitude Emphasis: Awareness of Responsibility.

ATTITUDE EMPHASIS

PLANNING AWARENESS OF

Schools
Behavior Common in Class.
Relating to Attitude

A. Sense of Duty
B. Respect for Authority
Additional
Material to:

Date Emphasized in Lesson

Name Age Sex
Address Report of Lesson Attitude
Progress Abstracts Description
Aptitudes and Interests:

Adjustments:

Name Address Aptitudes and Interests: Adjustments: Factor A Factor B Factor C Name Age Sex

Address

Aptitudes and Interests:

Adjustments:

Factor A Factor B Factor C

Name Age Sex

Address

Aptitudes and Interests:

Adjustments:

Factor A Factor B Factor C

Name Age Sex

Address

Aptitudes and Interests:

Adjustments:

Factor A Factor B Factor C

Name Age Sex

Address

Aptitudes and Interests:

Adjustments:

Factor A Factor B Factor C

TEACHER REPORT FORM

School _____ Date _____

Dept. _____ Attitude Emphasis:

Factor A

Factor B

Factor C

Name _____ Explanation of Evaluation:

Age _____ Sex _____ Grade _____

Initial Attitude Description:

Evaluation:

Factor A ___ Factor B ___ Factor C ___

Name _____ Explanation of Evaluation:

Age _____ Sex _____ Grade _____

Initial Attitude Description:

Evaluation:

Factor A ___ Factor B ___ Factor C ___

NOTE: INDIVIDUAL PUPIL INVENTORY FORM

NOTE: Do not sign this form.

WHY: This form is to be administered to classroom groups. It is designed to furnish better insights into pupil personality. This form need not be signed.

Directions:

WHY: Read the list of teenage problems listed on these two sheets.

WHY: Number from 1 to 5 in the order of their importance the problems that you feel are troubling you most.

WHY: If one or more of your most troublesome problems are not on the lists, then write them under those listed.

WHY: Give briefly a reason why each of your five problems troubles you.

Example: 1 I take some things too seriously.

WHY: I seem to be the worrisome type.

Deciding what is the right thing to do at all times.

WHY: Being understood by my teachers.

WHY: The need to get along better with other teenagers.

WHY:

NOTE: Do not sign this form.

_____ The need of more spending money.

WHY:

_____ Making friends.

WHY:

_____ Worrying about getting better grades in school.

WHY:

_____ Finding enjoyable things to do outside of school.

WHY:

_____ Worrying about the future.

WHY:

_____ Getting my parents' permission to do the things I want to do.

WHY:

_____ Worrying over my appearance.

WHY:

_____ The need of more time to study.

WHY:

_____ Find school interesting.

WHY:

_____ Getting my parents to agree with me.

WHY:

_____ Getting all the things that I want from my parents.

WHY:

PUPIL DAILY INVENTORY CHART

(Circle the Yes or No)

UNIT I

M. T. W. T. F.

Grade _____ Date _____ Yes No Yes No Yes No Yes No Yes No

Was I punctual to all my classes? x x x x x x x x x x

Were my assignments completed to the best of my ability? x x x x x x x x x x

Did I make a genuine effort to understand the lesson and the assignment? x x x x x x x x x x

Did I make full use of the entire study period? x x x x x x x x x x

Did I observe all the rules of the school? x x x x x x x x x x

Was I respectful to all my teachers? x x x x x x x x x x

In which of the above areas can I improve?

How can I improve?

The degree of compliance to the attitude is expressed in percentiles. They represent where the child stands in relation to children of his own age group.

PROGRESS CHART

UNIT I

Grade _____ Date _____ to _____

REMARKS:

ATTITUDE EMPHASIS: AWARENESS OF RESPONSIBILITY

Names	0	10	20	30	40	50	60	70	80	90	100

The degree of compliance to the attitude is expressed in percentiles. They represent where the child stands in relation to children of his own age group.

Date _____ EVALUATION OF ATTITUDE FACTORS BY GRADES _____

ATTITUDE EMPHASIS: _____ GRADE _____ DATE _____

INITIAL CLASS ATTITUDE _____

Child _____ District _____ Sex _____
Grade _____

Teacher _____

Occupation of Father _____

Occupation of Mother _____
(Previous and/or present)

The purpose of this interview is to help parents and

EVALUATION _____

	Factor A	Factor B	Factor C
Very effective	x	x	x
Effective	x	x	x
Mediocre	x	x	x
Ineffective	x	x	x

I. ACTIVITIES AND INTERESTS

PHYSICAL (Swimming, coasting, skating, tag games, tumbling, picnicking, bicycle riding.)

REPORT OF PROGRESS

INTELLECTUAL AND IMAGINATIVE (Listening to stories, reading, guessing games, puzzles, collecting things, playing house, school, wewicy, etc.)

ARTISTIC (Drawing, painting, cutting out paper things, appreciating color and line in dress or decoration, etc.)

MUSICAL (Participating in group singing, rhythm games, whistling, playing a musical instrument, etc.)

Date _____ School _____

PARENT INTERVIEW OUTLINE

Child _____ Birthdate _____ Sex _____

Grade _____

Teacher _____

Occupation of Father _____

Occupation of Mother _____
(Previous and/or present)

The purpose of this interview is to help parents and teachers increase their understanding of this child. Trying to describe the world as the child sees it will give the most useful information for making adaptations at home and in the church school.

I. ACTIVITIES AND INTERESTS

PHYSICAL (Swimming, coasting, skating, tag games, tumbling, picnicking, bicycle riding.)

INTELLECTUAL AND IMAGINATIVE (Listening to stories, reading, guessing games, puzzles, collecting things, playing house, school, cowboy, etc.)

ARTISTIC (Drawing, painting, cutting out paper things, appreciating color and line in dress or decoration, etc.)

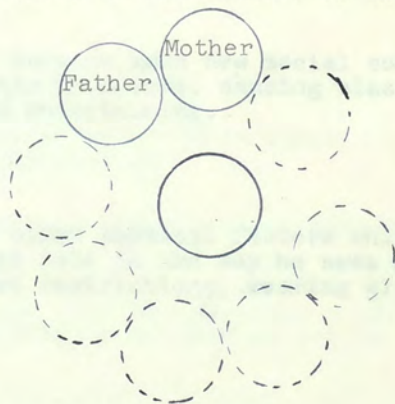
MUSICAL (Participating in group singing, rhythm games, whistling, playing a musical instrument, etc.)

MECHANICAL (Using hammer, nails, saw; playing with blocks, toy trains, ships, etc., cooking, knitting, crocheting, etc.)

II. THE CHILD'S WORLD AS HE SEES IT.

THE HOME. In the broken circles, write the names and ages of brothers and sisters, names of other members of the household, including pets. In the blank space below, describe the child's relationship to each of these. For example, tell what he admires most about his father, what things he enjoys doing with his father, how he thinks of his father's vocation, etc. Similarly, tell about his relationship to each member of the family.

OTHER SOCIAL CONTACTS.



HEALTH.

Describe the things the family does together (work, play, worship, etc.)

Use this space to describe the child's world which would be needed in his adjustment.

THE NEIGHBORHOOD. How does he feel toward the various people in the neighborhood? Include grown ups as well as children.

Name _____

School Dress

THE SCHOOL. What school does he attend? How does he feel about teacher, classmates, playground associates, and his subjects?

Name _____

Date of Birth _____

THE CHURCH. How does he feel toward the children and the class activities of the church school? What contribution have these activities made to his ideas of religion? How would you describe his concepts of God?

Very good
The
cate the p
of the same age and sex
To be as accurate as possible, ratings should be based on reliable objective evidence.

OTHER SOCIAL CONTACTS. How well does he make new social contacts? Include membership in choirs, dancing class, as well as visiting and entertaining.

1. _____
2. _____
3. _____

HEALTH. Are there any health or other physical factors which have played an important role in the way he sees his world? (Allergies, diet restrictions, wearing glasses.)

Very tall
2. _____
(one) 1

VOCATION. What does he talk about doing when he grows up?

Very great
endurance

Use this space to describe additional parts of this child's world which would be useful in his character education.

100 90 80 70 60 50 40 30 20 10
Very heavy

PERSONALITY RATING SCALE (sample extract)

Name _____ Age _____ Yr. _____ Mo. _____ Day _____

School Grade _____

Rater _____

Date of Rating _____

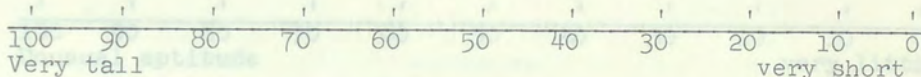
This rating scale is designed to secure tentative estimates for the personality profile.

The numbers refer to percentiles. They should indicate the position of the child in relation to other children of the same age and sex.

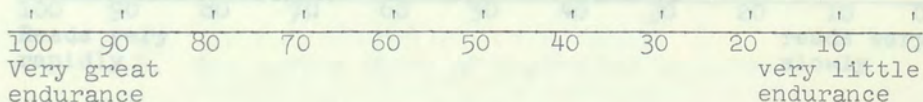
To be as accurate as possible, ratings should be based on reliable objective evidence.

I. Physical Development.

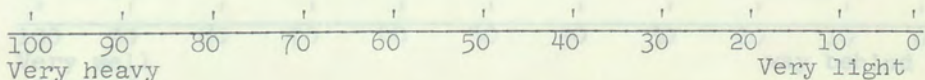
1. How tall is this child in reference to other children of the same age and sex?



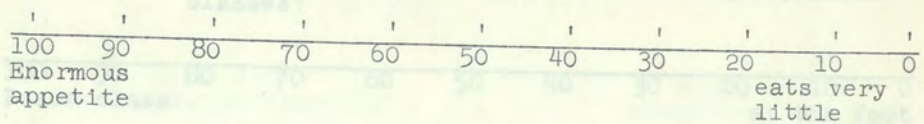
2. How much vital capacity; that is, physical endurance, stamina, and resistance to disease has he (she)?



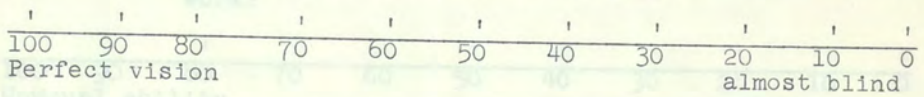
3. How well proportioned is his (her) weight to his (her) height?



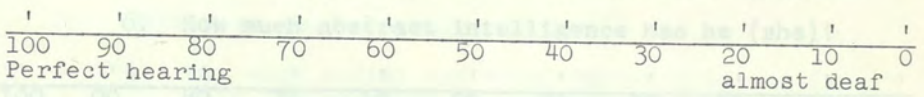
4. Does the child eat heartily? In his (her) school



5. Does he (she) have good vision, or does he (she) have trouble with his (her) eyes?

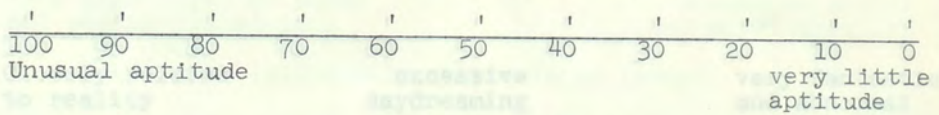


6. Does he (she) have a keen sense of hearing?

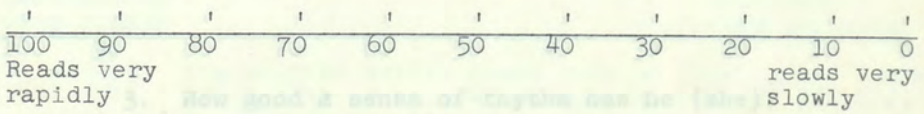


II. Intellectual Development.

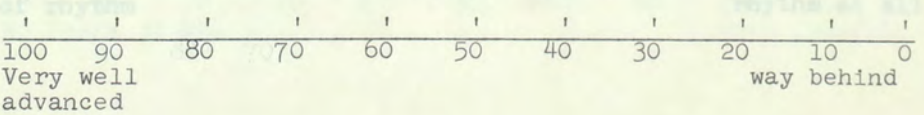
1. How much natural aptitude does the child show in the use of language; such as, style of speech and writing, use of good vocabulary, or ease in learning a foreign language?



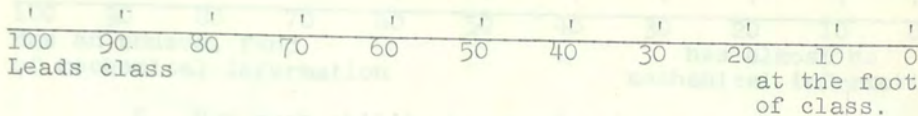
2. How rapidly does he (she) read?



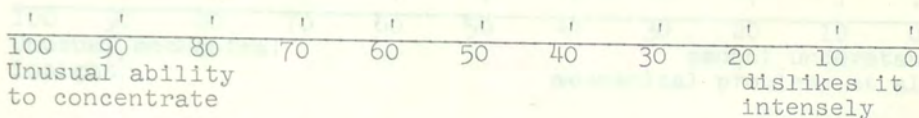
3. How well advanced is he (she) in school grade as compared to his (her) age level?



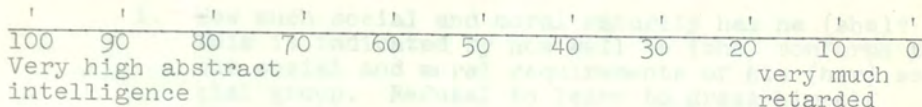
4. How high does he (she) stand in his (her) school classes?



5. How well adjusted is he (she) to his (her) school work?

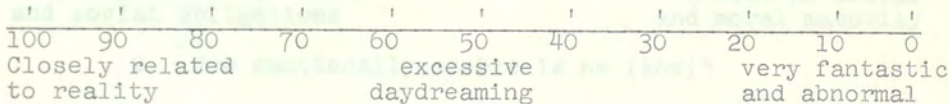


6. How much abstract intelligence has he (she)?

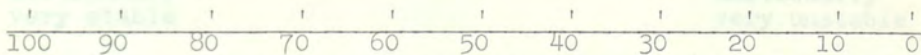


III. Special Aptitudes.

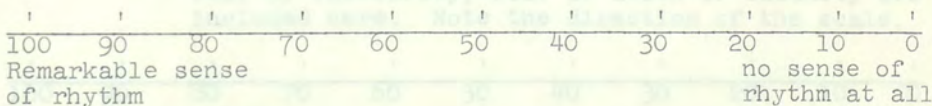
1. How normal and healthy is the child's imagination, and how closely related to reality is it?



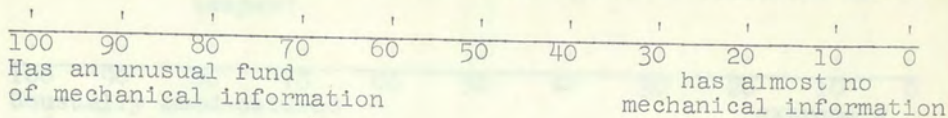
2. How keen is his (her) sense of color?



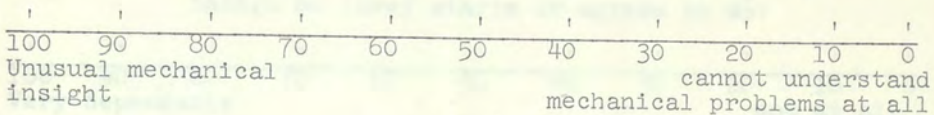
3. How good a sense of rhythm has he (she)?



4. How well informed is he (she) in mechanical lines?



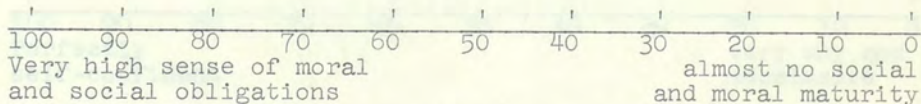
5. How much ability has he (she) for mechanical analysis?



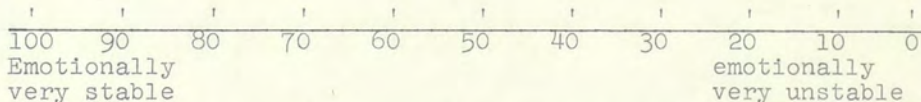
IV. Character and Personality Traits.

1. How much social and moral maturity has he (she)?

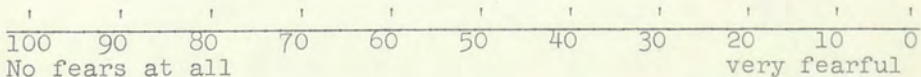
This is indicated by how well he (she) conforms to the social and moral requirements of his (her) social group. Refusal to learn to dress himself (herself) when old enough is quite as important in this regard as disregarding property rights when old enough.



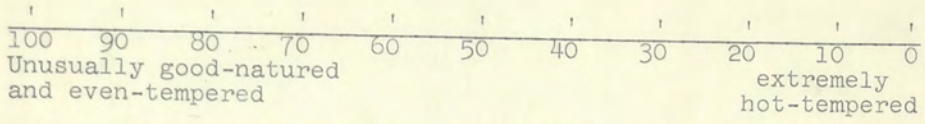
2. How emotionally stable is he (she)?



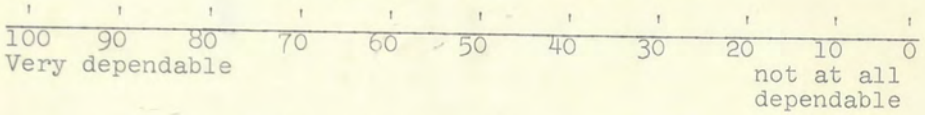
3. How many objective fears does he (she) have? Fears of objects of natural phenomena, fear of failure, fear of insecurity, fear of death or insanity are included here. Note the direction of the scale.



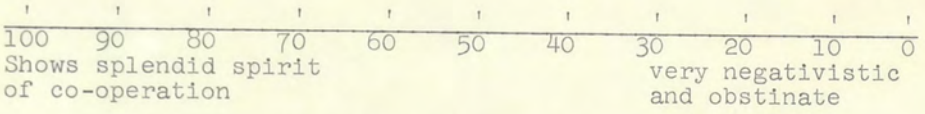
4. How much tendency has he (she) to outbursts of temper?



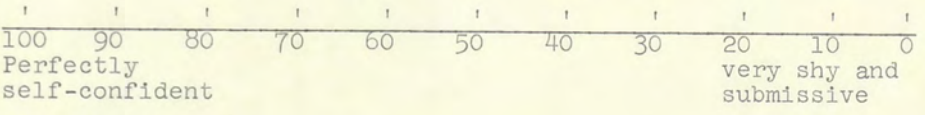
5. How dependable is he (she) in carrying out the things he (she) starts or agrees to do?



6. How well does he (she) co-operate with authority?



7. How much social self-confidence has he (she)?



10
or 2000

Baribault
1958