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A Comparative Analysis of State Courses of Study In Character Education

Robert Burnett
Fort Hays Kansas State College

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A COMPARATIVE ANALYSIS OF STATE COURSES OF STUDY
IN CHARACTER EDUCATION

A Thesis Submitted to
the Department of Education and
the Graduate Council of the Fort Hays Kansas
State College in Partial Fulfillment of the
Requirements for the Degree of
Master of Science

by

Robert Burnett

Approved for the Department
Dr. Robert T. McGrath
Professor of Education

Approved for the Graduate Council
Chairman of the Council

Date May 18, 1933
ACKNOWLEDGMENTS

To all who have aided in the preparation of this thesis, the writer wishes to express grateful appreciation. To Dr. R. T. McGrath, especially, under whose direction this thesis was written, the writer wishes to express his gratitude for encouragement and helpful criticism. To Dr. F. B. Streeter acknowledgment is due for his untiring interest in securing necessary materials for the preparation of this study. To my wife, Bryonia P. Burnett, whose help and encouragement have been an inspiration, an untold gratitude is due.
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</table>
A COMPARATIVE ANALYSIS OF STATE COURSES OF
STUDY IN CHARACTER EDUCATION

PART I
INTRODUCTION

1. Importance of Character Education

No more baffling problem confronts educators today than that of what to teach children—what experience to give them that they may become worthwhile citizens. The selection of curriculum content is conditioned by one's philosophy of the objectives to be attained. One of the major objectives of all education is to develop ethical character.

As life becomes more complex, and as the agencies outside the school are faced with an ever increasing number of social and economic problems which were relatively unknown in earlier generations, the problem of building good character in our boys and girls devolves more and more upon the school. Although our schools have done commendable work in this field, the increase in juvenile delinquency and in crime has led us to hope that our public schools may become a greater force for training in morality. The moral situation has received much emphasis in the public press and current magazines. Leaders

in other fields are coming to believe that schools should place greater emphasis on character training—on developing ideals, habits, and attitudes which are fundamental for the moral welfare of the individual and society in the future.

2. The Problem and Its Limitations

The purpose of this study is to determine what the State Departments of Education have done to carry out definite programs in character education in elementary and secondary schools. This problem is limited to special courses of study in character education issued by certain State Departments of Education. According to the United States Bureau of Education at Washington, D. C., only six of the forty-eight states have prepared special courses of study in this field. In this study a comparative analysis is made of these courses of study as to character traits and objectives, methods of procedure in developing the desired objectives, and as to extent of thoroughness in which the subject is covered. The objectives and character traits of state courses in the various school subjects are not included in this analysis. Neither are the special courses of study for character education in the city school systems included.

3. Technique and Procedure

The first step in this study was to make a survey of other investigations in the field of character education as outlined in courses of study. A brief review of the results of these findings is given in a later paragraph.

It was found that practically all studies in the past have been based upon surveys of programs in character development in city systems. Therefore, since no extensive study has been made in analyzing the special state courses of study in character education for both the elementary and secondary schools, the problem of this thesis, namely: To determine what the State Departments of Education have done to carry out definite programs in character education in elementary and secondary schools, was selected.

Special state courses of study in character education were secured from Utah, Oregon, Indiana, Pennsylvania, New Hampshire, and Nebraska. The State Departments in these states cooperated very kindly in furnishing courses of study which they had previously prepared in this field.

Secondly, the content of each of these courses was analyzed. The character objectives recommended, methods and procedure, school subjects and activities used in developing desired character traits are listed by states.
4. Definition of Character

In formulating a definition of character education the following definitions were of value:

"Character education is education at its best. If there were anything better that is what those most interested in character education would be going after. The importance of good moral character is recognized by all intelligent persons. It is necessary for the success and happiness of the individual and also for the safety and progress of society." 3

"Character is the most fundamental of the traits of personality....The dividing line between traits of character and personality is extremely vague." 4

Douglass agrees with the definition that "Morality is the intellectual choice by the individual of habits of action for the good of the group." 5

"Character education makes use of any materials or methods of procedure which lead toward the objective of a higher plane of life for the individual, enabling him to keep himself physically strong, mentally alert, and morally clean as well as constantly aware of the ideals and habits of citizenship." 6

"Character education finds its goal in the realization

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4Charters, W. W. Teaching of Ideals, 1928, p. 41.
5Douglass, A. A. Secondary Education, 1927, p. 471.
of two great ideals—social progress and development of personalities—each of these is both cause and effect of the other."\textsuperscript{7}

"Character is not a particular element of personality which may be isolated and detached for purposes of investigation or control.... Character is rather an integration of all the personality characteristics and it is modified for good or ill by every experience and in every situation. Character education should become a progressive treatment of pupil needs."\textsuperscript{8}

"Character training is that type of training which prepares the individual to react in the most satisfactory way to his environment."\textsuperscript{9}

"Character is a combination of many particular attitudes. Each separate attitude may be regarded as a trait of character; and in practice our measure of a man's character consists in rating each important trait."\textsuperscript{10}

"By character we mean essentially the characteristic modes of behavior, the characteristic attitudes, reactions, and capacities."\textsuperscript{11}

"Are we to think of character as what a person is or as what he does? Unquestionably the weight of usage favors the first meaning. Character is commonly taken to indicate the per-

\textsuperscript{7}Utah. Character Education Supplement to the Utah State Course of Study, 1929, p. 7.
\textsuperscript{10}Warren, H. C. Elements of Human Psychology, 1922, p. 346.
\textsuperscript{11}Hollingworth, H. L. Judging Human Character, 1928, p. 2.
son's essential nature. When we say that an individual has a
good character we mean that his conduct, desires, purposes, am-
itions, and actions are such as we approve. We favor this in-
terpretation when we seek to learn what a person's motives are
before we are ready to pass judgment on his actions.

"Modern psychologists have raised serious objection
to accepting this meaning as a basis of our theories of charac-
ter. What a person is cannot be directly known by another per-
son. The observer has to depend on the report which another
person makes of his own motives. If the report is relied on, the
honesty of the report is assumed at the outset. Thus the judg-
ment concerning his character is based on an assumption regard-
ing one element of that character. What a person does repre-
sents him better on the whole than any picture he can give us
of what he is. What a person does, moreover, is the significant
thing about him. Our main concern is to explain his conduct and
learn how to modify it. This is the behavioristic point of view,
which looks at character from the outside. It seems necessary
in any complete study of character to make full and explicit use
of both the results of external observation and the individual's
own report of his experiences." 12

In this study character education is considered as
that type of training which develops desirable ideals, attitudes,
and habits that will lead toward a higher plane of social living
for the individual. It furnishes those experiences that enable

12 Department of Superintendence. N.E.A. Tenth Yearbook,
Character Education, 1932, pp. 60-61.
the individual to respond in the most satisfactory way to his environment.

5. Research Related to Character Education

Some of the studies in character education which have come to the attention of the writer of this thesis are listed below.

"The foundations of scientific study upon which must rest any adequate program of character development are much more extensive than is sometimes supposed. Manson's bibliography on the analysis and measurement of human personality referred to 1,364 articles and books appearing up to and including 1925."^{13}

The writer believes that it is a conservative estimate to state that more work was done in organized research study in the field of character education during the past decade than in all previous years combined.

The Committee on Character Education in the Fourth Yearbook, Department of Superintendence, National Education Association, pointed out that in 1926 only fifteen definite elementary courses of study bulletins, four secondary, and two state bulletins, directing teachers as to how to promote character education came to their attention through questionnaires received from 229 school systems.

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^{13} Department of Superintendence. N.E.A. Tenth Yearbook, 1932, p. 79.
The Committee on Character Education of the National Education Association compiled what in its judgment represented the soundest current theories of character education in 1926. This report was published by the United States Department of Interior, Bureau of Education, 1926, in Bulletin No. 7.

G. M. Whipple and others in the twenty-fifth yearbook reported methods, technique of curriculum making, and safety movements now under way in this country. The entire volume Part I of this yearbook is devoted to the study of safety education.14

The entire Tenth Yearbook for 1932 of the Department of Superintendence is devoted to the problem of character education. "No attempt is made to present a curriculum for character education as such. However, an attempt is made to present points of view which, it is hoped, will stimulate thought and discussion in the direction of a more constructive school life."15

Likewise the entire report of the Seventh Yearbook of the Department of Classroom Teachers of the National Education Association is devoted to the subject of character training. An attempt is made to bring before the teachers the best current thought in character education. Emphasis is placed upon the teachers' part in developing personality in their pupils through (1) the organization and administration of schools, and (2) out-of-school agencies and activities.

Reference to individual research is limited to those studies which have dealt with state courses of study in character education. Golightly in the "Teaching of Morals in the Public High Schools" analyzed twenty-four city courses of study and eight general state courses of study. He concludes that the larger cities are leading the way in making progressive plans for moral instruction but in most schools there is no concerted effort to teach character traits.

Gilman in his study in "The Legal Control of Character Education" made a survey of character objectives mentioned in the school laws of the various states. He also checked the character objectives in seven general state courses of study as to the frequency in which the objectives were mentioned. He made no mention of the content of the courses of study other than the listing of character traits. Neither was the method of developing these considered.

Outstanding leaders have formulated codes and codes to guide their lives. Apparently no two organizations or individuals agree on the traits that are fundamental. One research

Charters, W. V. "The Teaching of Morals, 1929, p. 49 F"
PART II

CHARACTER OBJECTIVES AND METHODS

1. Character Objectives

One of the major problems in constructing any curriculum is the determining of objectives to be attained. The method most commonly used in selecting character traits is individual opinion. The most common statement of desirable character is in terms of ideals, virtues, and traits. For years individuals have listed ideals they considered fundamental. For illustration, Franklin selected and used the following ideals as a basis for his own personal moral exercise:16

Temperance Industry Tranquility
Frugality Sincerity Chastity
silence Justice Humility
Order Moderation
Resolution Cleanliness

Outstanding leaders have formulated codes and creeds to guide their lives. Apparently no two organizations or individuals agree on the traits that are fundamental. One research

16Charters, W. W. The Teaching of Ideals, 1928, p. 48 f.
committee found over nine hundred desirable traits, or ideals of character listed in various state and city courses of study. ¹⁷

Table I shows the number of American City School Systems in a survey of twelve cities that stressed all or part of the forty character traits listed.

| Grouping of Character Objectives in Courses | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
|--------------------------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
# TABLE I

Grouping of Character Objectives in Courses of Study in Twelve Cities in the United States.

<table>
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<tr>
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<th>Grouping</th>
<th>Notes</th>
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<td>Honesty</td>
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<td>Obedience</td>
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<tr>
<td>Respect for Property</td>
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<td>Loyalty</td>
<td>10</td>
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<tr>
<td>Fairness</td>
<td>10</td>
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<tr>
<td>Respect for Persons</td>
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<tr>
<td>Thrift</td>
<td>9</td>
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<td>Safety</td>
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<tr>
<td>Self-control</td>
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<td>Kindness</td>
<td>7</td>
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<tr>
<td>Courtesy</td>
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<td>Responsibility</td>
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<td>Neatness</td>
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<td>Health</td>
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<td>Courage</td>
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<tr>
<td>Cleanliness</td>
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<tr>
<td>Truthfulness</td>
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<td></td>
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<tr>
<td>Industry</td>
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<tr>
<td>Service</td>
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<td>Perseverance</td>
<td>21</td>
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</tr>
<tr>
<td>Helpfulness</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Accuracy</td>
<td>23</td>
<td></td>
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<tr>
<td>Leadership</td>
<td>24</td>
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<td>Initiative</td>
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<tr>
<td>Thoroughness</td>
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<td>Punctuality</td>
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<td>Duty</td>
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<td>Joyousness</td>
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<td>Clear-thinking</td>
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<tr>
<td>Consideration of others</td>
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<td>Unselfishness</td>
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<td>Reverence</td>
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<td>Judgment</td>
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<tr>
<td>Effort</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>Justice</td>
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<td></td>
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<tr>
<td>Humility</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Nobility</td>
<td>40</td>
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</tbody>
</table>

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A survey of a score of courses of study and of books outlining character ideals yields the following impressive list.¹⁹

Accuracy  Forgiveness  Promptness
Altruism  Friendliness  Punctuality
Ambition  Gallantry  Reliability
Appearance, good  Generosity  Respect
Appreciation of beauty  Good Will  Responsibility
Associations, good  Gratitude  Reverence
Bravery  Happiness  Sacrifice
Broad-mindedness  Health  Safety-first
Care of property  Helpfulness  School spirit
Carefulness  Honesty  Self-activity
Charity  Humane treatment  Self-control
Cheerfulness  Humility  Self-realization
Chivalry  Independence  Self-reliance
Civic-Mindedness  Industry  Sensitiveness
Cleanliness  Initiative  Service
Clean play  Intelligence  Simplicity
Clean speech  Judgment  Sincerity
Concentration  Justice  Skill
Conservation  Kindness  Sportsmanship
Cooperation  Leadership  Straight thinking
Courage  Love  Strength
Courtesy  Manners, good  Studiousness
Creativeness  Modesty  Teachableness
Decisiveness  Neatness  Teamwork
Dependability  Obedience  Temperance
Devotion  Objectivity  Thankfulness
Dignity  Optimism  Thoroughness
Diligence  Orderliness  Thoughtfulness
Discrimination  Originality  Thrift
Disposition, good  Patriotism  Tolerance
Duty  Persistence  Trustworthiness
Enthusiasm  Perseverance  Truthfulness
Even temper  Pluck  Understanding
Fair play  Poise  Unselfishness
Fidelity  Politeness  Vitality
Followership  Pride  Workmanship
Foresight

¹⁹Department of Superintendence, N.E.A. Tenth Yearbook, 1932, p. 43.
Professor L. Thomas Hopkins, formerly of the University of Colorado wrote in 1925 that he believed the ten most important traits underlying good citizenship were: honesty, judgment, responsibility, industry, courtesy, self-control, courage, initiative, thoroughness, with punctuality, tact, and adaptability having the same frequency for tenth place.  

"The general objectives of character education may be stated in different ways without necessarily involving conflict. They may, for example, be briefly stated as follows:

1. To develop socially valuable purposes, leading in youth or early maturity, to the development of life purposes.

2. To develop enthusiasm for the realization of these purposes, and coupled with this enthusiasm, intelligent use of time and energy.

3. To develop the moral judgment—the ability to know what is right in any given situation.

4. To develop the moral imagination—the ability to picture vividly the good or evil consequences to self and to others of any type of behavior.

5. To develop all socially valuable natural capacities of the individual, and to direct the resultant abilities toward successfully fulfilling all one's moral obligations."

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<table>
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<th>Character Trait</th>
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<th>Neb</th>
<th>N.H.</th>
<th>Ore</th>
<th>Pa</th>
<th>Utah</th>
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<td>3. Thrift</td>
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<td>4. Citizenship</td>
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<td>6. Honesty</td>
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<td>16. Promptness</td>
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<td>17. Punctuality</td>
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<td>18. Reverence</td>
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<td>19. Industry</td>
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Explanation of Table II

One hundred thirty-eight character traits are mentioned in the six special state courses of study for character education. Oregon listed ninety-seven, Utah sixty-five, Nebraska fifty-one, New Hampshire forty-nine, Pennsylvania and Indiana twenty-six each.

A study of the table reveals that eight objectives--cooperation, truthfulness, thrift, citizenship, courage, honesty, health, and appreciation are suggested in all the states. Seven objectives--courtesy, helpfulness, kindness, obedience, accuracy, self-control, and perseverance are mentioned by five of the states. Twelve objectives--promptness, reverence, industry, self-reliance, reliability, service, responsibility, self-confidence, sympathy, initiative, respect, and leadership are mentioned in four of the courses of study. Twenty-one objectives are mentioned by three states, thirty by two states, and sixty by only one state.

This list of objectives was condensed by combining those with identical meaning.
2. Methods of Developing Character

"The indirect or incidental method has been used almost exclusively up to the present. In the hand of the useful teacher who habitually sees and brings out the moral elements found in each teaching situation, and who then includes the appropriate responses in habit formation--this method is most effectual. But many teachers are not so gifted; they too frequently do not see significant moral elements in every-day situations and miss the opportunities which are apparent to the skillful teacher. To make the training of character more effective with the latter type of teacher, the direct method may at least supplement the indirect method." 22

Charters states that he believes that the indirect method is basic but on occasions when it fails the direct method should be used. He defines direct moral instruction as, "That form of instruction which begins with a consideration of traits. This is in contradistinction to indirect moral instruction in which we begin with a consideration of situations. ....Direct moral instruction is the 'mopping-up battalion' which consolidates the gains made by indirect moral instruction." 23

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22 Utah. Character Education Supplement of the Utah Course of Study for Elementary and High Schools, 1929, p. 111.
23 Charters. The Teaching of Ideals, 1928, p. 184 f.
This point of view is supported by the Committee on Character Education of the National Education Association in the following report:

"Direct moral instruction is, to be sure, but one phase of moral education in the schools; it may be a minor phase, yet of significant importance to make its omission a serious handicap. In order to realize all the objectives of character or moral education it seems that all the available means and methods must be utilized--home, school, church, state, vocation, and general social life of the community--with such methods as may be employed in each case. Some of the methods available to the school are: 24

(a) The example and personal influence of teachers and other school officers.

(b) Indirect moral instruction through each and all of the school studies.

(c) Direct moral instruction by groups and on some occasions through personal conferences.

(d) Student participation in the management of the school community--sometimes called student participation in government.

(e) All other varieties of extracurricular activities of the school; e.g., assembly periods, debating,

---

music and dramatic performances, athletic interests, parties, etc.

In this study Charters' definition of direct and indirect moral instruction is accepted.
TABLE III

SUGGESTIVE METHODS AND DEVICES RECOMMENDED

IN STATE COURSES OF STUDY FOR CHARACTER EDUCATION

In Table III the suggested methods and devices are given for each state included in making the importance of using every possible situation that arises to develop the traits which are considered desirable.

The direct method is recommended to supplement the Indirect method in Nebraska, New Hampshire, Oregon, and Utah. All of these states stress the importance of having the pupils understand and set their standards of conduct which they understand and are willing to maintain.

Each state has set up desirable objectives as goals toward which to work and three states—Nebraska, New Hampshire, and Oregon—have recommended tests for determining and measuring the progress in character development. Nebraska and Oregon recognize the use of score cards and the setting of marks in character as in any regular school subject.

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Explanation of Table III

In Table III the suggested methods and devices are given for each state included in this study. Each state emphasizes the importance of using every possible situation that arises in order to develop the traits which are considered desirable.

1. The direct method is recommended to supplement the indirect method in Nebraska, New Hampshire, Oregon, and Utah. Each of these stress the importance of having the children select their own standard of conduct which they understand and are willing to observe.

2. Pictures - Each state has set up desirable objectives as goals toward which to work and three states—Nebraska, New Hampshire, and Oregon—have recommended tests for ascertaining and measuring the progress in character development. Nebraska and Oregon recommend the use of score cards and the giving of marks in character the same as in any regular school subject.
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Table IV shows that each of the six states have prepared pamphlets which suggest materials for instructional purposes. Nebraska and Oregon have issued teachers' manuals in character education. In addition to the regular course of study and guide for teachers, Nebraska has issued a Knighthood of Youth Club Guide, a Club Activity pamphlet, and a pamphlet on the Parents' Part in Character Education.

Illustrative stories are used in all the states, while poems and songs are recommended in all the states except Pennsylvania, and pictures in all except Nebraska. Slogans, posters, and moral codes are recommended in four states.

Nebraska, New Hampshire, and Oregon make use of the "Children's Morality Code" by William J. Hutchins. (This was awarded the Doner's prize of $5,000 in 1918.) New Hampshire states that the "Habits and Attitudes Desirable for Good Citizenship" used in the Horace Mann Elementary School Teachers College has been found very usable. Oregon also recommends the Boy Scout Oath. Utah does not suggest any specific code. Nebraska, Oregon, and Utah have made very valuable use of materials from other states.
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<td>SCHOOL SUBJECTS RECOMMENDED</td>
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<td>22. Spelling</td>
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<td>23. Reading</td>
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<td>24. Penmanship</td>
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<tr>
<td>25. Romance Languages</td>
<td>X</td>
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<tr>
<td>26. Ethics</td>
<td>X</td>
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</table>
Explanation of Tables V and VI

Tables V and VI show the school activities and the school subjects recommended for developing good morals. Although only a few subjects are mentioned by some states as useful in developing character it should not be concluded that they are the only subjects in which the teacher is expected to develop character. Each course of study except that of Indiana emphasizes the point that every available situation in all of the school activities and subjects should be used to promote ethical character, since the ultimate end of all education is the development of character. It should be mentioned that the Indiana Course of Study is specifically a course for the social studies and for that reason few school subjects and activities are listed.

Student participation in school control is stressed in each course and clubs are recommended in every state except Indiana. The Nebraska Course is based principally upon the "Knight-hood of Youth Club" plan but functions in harmony with any other agencies in the school or community that has as its purpose the furthering of moral education.
PART III

WHAT THE STATES HAVE DONE

INDIANA

This Course of Study in Elementary Social Studies consisting of 185 pages was prepared in 1931 by a committee appointed by the State Superintendent of Public Instruction in the state of Indiana.

The introduction to this course of study presents a discussion of the general objectives of education, social studies objectives, and the general procedure of developing the social studies by units.

The Social Studies Objectives listed on page 8 are as follows:

1. To provide experiences through which the pupils will acquire such a love for the social studies that they will read widely and thoughtfully in this field upon their own initiative.

2. To provide experiences through which the pupils will learn how to use as scientifically as possible on their particular level the social studies to assist them in finding solution for social problems.

Indiana. Tentative Course of Study in Elementary Social Studies, 1931. 185 p.
3. To provide experience through which right attitudes toward and proper ideals concerning life problems will develop.

4. To provide a series of life experiences that will reinforce accepted social conduct, encourage constructive and progressive social leadership, and ability to follow leaders intelligently.

5. To provide experience that will give to the child the minimum essentials of information necessary for the use of the social studies and for social life.

6. To provide experiences that will give to the child a reservoir of information based upon his interests, attitudes, and capacities that will enable him to better interpret social experiences.

The fundamental social studies concepts are listed as:

1. Interdependence.
2. Adaptation to Environment.
5. Cooperation and Culture.

The entire course is based on the unit plan and each unit develops a special principle. Very definite suggestions are given as to procedure but it is pointed out that there is no one set way of accomplishing the desired results.

General objectives are listed under each unit. The pur-
pose in each case is to provide experiences that will produce the
desired results. The expected outcomes are listed in columns on
each page and the suggested procedures for attaining these ends
are listed in parallel columns. The entire course from grades I
to IX is worked out in detail as to objectives, expected outcomes,
and procedures.

Sixty pages (17-77) are devoted to the primary grades,
sixty-five pages (78-144) to grades IV to VI, and forty-two pages
(143-185) to the junior high school. In addition to the outcomes
and procedure given sixteen pages of bibliography (pages 68-77;
pages 137-142; and pages 179-185) are given respectively for the
primary, the intermediate, and the junior high school departments.

Character education as such is not mentioned any place
in the outline but many of the expected outcomes which are list-
ed are the same or very similar to those which make for ethical
character and are listed by authorities as character objectives.

In the course of Study Cer Normal Training High Schools,
Bulletin M,59 which consists of 149 pages, it is pointed out in
the preface that "character definition, e.g., by direct moral in-
struction we mean that form of instruction in which begins
with a consideration of traits. This is concomitant with in-

59 Taylor, R. W. United homeowner School for Character Education.
of N.C.A. From a Bulletin of the Department of Elementary School
60 nebraska. Courses study for Normal Training High Schools.
Since the enactment of a law by the Nebraska State Legislature in 1927, Charles W. Taylor, State Superintendent of Public Instruction has inaugurated a movement which has resulted in a program of character education for elementary grades and high school. The course is based principally upon three publications of the National Child Welfare Association, namely: "A Guide for Teachers," "Knighthood of Youth Club Guide," and "The Parents' Part in the Knighthood of Youth."

"Permission was given to the State Department of Public Instruction to publish and distribute a Nebraska Edition to each of these bulletins, edited in our own department and planned particularly for rural and small village school conditions." 26 These three and two other bulletins serve as a basis for character education as carried out in Nebraska.

direct moral instruction in which we begin with a consideration of a situation'... We hold no brief for any particular method or methods for teaching character." It is also pointed out that the purposes of the course are: "First, to introduce the teachers to perhaps a little clearer conception of what constitutes the more effective underlying principles in the training of character and, second, to suggest ways and means for the more definite inculcation of ethical truth."

Throughout the course, character is considered as the sum total of one's tendencies to behavior and that a pupil's will is resident in his character. The different theories of action pointed out (pages 20-39) that show why people act as they do are:

1. to secure pleasure or escape displeasure
2. on account of inner urges, emotions, and dispositions
3. because of the possession of habits and sentiments
4. in consequence of a special "social gallery"
5. as a result of intelligence and reason.

(By way of explanation the following quotation is given from page 37 of the Nebraska State Course of Study, Bulletin H.)

"Our 'social gallery,' then, may be thought of as the pictures in our heads (of people some barely known, others intimately known and greatly loved), pictures that are mentally alive, pictures which influence our behavior and conduct."

Questionnaires are given to determine the progress of moral development. It is suggested that the personal interview be used in this connection.
Methods in Character Education

In the second part of this bulletin (pages 49-67), the individual and the group methods in character education are discussed. The indirect method is defined as that "method in which the various virtues or traits are taught inductively as a by-product of the academic and routine work of the school." The direct method is said to be, "one in which the various virtues or traits are taught directly or deductively as a major school enterprise, without necessarily waiting for experiences on which to base them."

In summarizing the discussion on methods of character education the following characteristics are states as essential to satisfactory method:

1. It must be strictly pedagogical. This means that it must proceed primarily from the experience of trait actions to the knowledge of traits—from percept to concept, from the concrete to the abstract, from the psychological to the logical. It must be primarily inductive and secondarily deductive.

2. It must be adequate. This requires (a) that it must bring clearly to mind the central truth of moral teaching; (b) that it extend its moral education beyond the limits of schoolroom experiences and incidents and sharpen attention to many non-school traits.
3. It must be motivating. The understanding of a concept must be idealized, that is, it must be tinged with emotion and reinforced with an inner urge to give it carrying power and to affect the will.

4. It must be habituating. The general set-up must be such as to give as much motivation to a frequent exercise of trait action as it is possible to provide.

5. It must be definite....Only those objectives in education which are consciously defined and definitely sought through curriculum and instruction are successfully attained.

The eclectic system is recommended. This method represents a combination of the direct and the indirect methods. Its aim is to carry the teaching over from mere understanding to active participation.

In the remainder of this pamphlet (pages 70-135) character education for the kindergarten, middle childhood, later childhood, early adolescence, and middle adolescence is briefly outlined.

Early childhood is referred to as the dramatic age—a period in which curiosity, self-assertion, and imitation play an important role.

A slightly modified list of traits (page 75) selected by sixty-five kindergarten teachers in the Lincoln School of the Teachers College, Columbia University, are suggested. In the
left hand column the ten traits selected as the most important are given and in the right hand column the ten of secondary importance.

(1) Simple truthfulness  (11) Unselfishness
(2) Respect for others' rights  (12) Sense of humor
(3) Simple courtesy  (13) Fairness in work and play
(4) Simple cooperation  (14) Regard for others' feelings
(5) Responsibility for own acts  (15) Responsibility to the group
(6) Reasonable dependability  (16) Simple conscientiousness
(7) Intelligent obedience  (17) Friendliness to all
(8) Modest self confidence  (18) Acceptance of regulations
(9) Punctuality  (19) Straightforwardness
(10) Cheerfulness  (20) Modest leadership

In the primary grades, the period of middle childhood, both general and specific objectives are set up. A pupil self-survey of habit attainment is recommended. This "Big Injun Age" is a period of habit formation. Imagination is active and should be directed to desirable ends. The gang spirit is approaching and boys prefer the company of boys, and girls of girls.

During later childhood the child is said to care little for what other people think of him unless they approve him. During this stage the child wants to be with the group and is willing to make sacrifices for the group. Hero worship plays an important part.

Until about the age of nine in later childhood the child
is said to be neither moral nor immoral, but non-moral. At this time moral conscience should be developed. Club organizations are recommended for this period. Hutchins' Children's Morality Code is also suggested for boys and girls in the early "gang age."

During the period of early childhood the child passes through the later stage of the gang age and the gang interest gradually declines. The teacher should have a knowledge of the glandular and nervous changes and adjustments which take place at this age.

Both the individual and the group methods are suggested for the adolescence period. The traits (page 125) suggested for the high school are:

1. Integrity
2. Dependability
3. Moral courage
4. Persistence
5. Optimism
6. Leadership
7. Initiative
8. Healthfulness
9. Cooperation
10. Sociability
11. Courtesy and tactfulness
12. Reverence and respect
13. Loyalty to ideals
14. Thrift and industry
15. Thoroughness
16. Punctuality
17. Aversion to gambling
18. Temperance to virtue
19. Esthetic appreciation
20. Sympathy and altruism

Student participation, the assembly, school paper, school parties, debating, athletics, and scholarship honor societies are recommended.
A five page bibliography is given at the back of this pamphlet and short bibliographies are listed throughout the publication.

Knighthood of Youth

As stated before, the program of character education in Nebraska is founded largely upon the Knighthood of Youth Club material as outlined by the National Child Welfare Association.

In the Club Guide\textsuperscript{28} which consists of ninety-six pages, knights of old and modern knights are compared. Stories of brave knights are told and read in order to arouse the interest of the children. The Knighthood of Youth Club is described as a national organization with many possibilities for service and adventure.

The term "Knighthood" represents an ideal—that of service. Each child considers himself a modern knight.

An explanation (pages 15–34) of what the club is and what the members do is given. When boys and girls begin to succeed in their adventure, some way of keeping a record is necessary—something that will remind them of the things they have agreed they can do. It is recommended that two or three of the

\textsuperscript{28} Nebraska. Knighthood of Youth Club Guide, (1931) 96 p.
best artists of the club draw and color a large outline castle, about nineteen inches by twenty-five inches and mark it off into stones. A successful adventure is written on each stone. Most of these adventures are something that the children have decided they can do for the rest of the year, such as keeping the school room clean and orderly for the entire year. There are thirty-two stones or about an average of a stone a week. Every club should succeed in enough adventures to have an adventure on each stone, thus completing a castle by the time school is dismissed. The club always votes as to whether it is ready for a record to be made on the castle.

It is suggested that each pupil have an individual castle and the worthy things he has done for his school, and his home, the bad habits he has overcome, and his sparetime adventures be recorded on it.

Club members are not to work for castle stones but for improvement. The castle is just a record of the things accomplished. Ways of developing individual improvement are presented at club meetings by various committees. It is suggested that a committee form a club code. The code should embody principles that are understood and accepted by the group. It is further suggested that each member write a code of his own. Roosevelt's creed, Benjamin Franklin's daily habit chart, and Lindbergh's list of character factors (given in the Oregon course) are given here to guide the pupils. Each child is encouraged to replace
his bad habits with good habits.

The club encourages leisure time interests as individual adventures. Each child is asked to report these at club meetings. Directing leisure time activities is one of the best ways of developing the child's personality. The teacher and the parents are asked to believe that every child has the ability to do something well. The club encourages spare time activities such as reading books, making nature and other collections, and various kinds of construction work.

Club members advance in rank just as the knights of old did. When each has succeeded in thirty-two adventures, thereby completing an individual castle, he is advanced to a higher rank and is given a new badge which designates the new rank.

In the second part of this bulletin committees and their adventures are suggested. Some of the committees listed are: courtesy, cleanliness, order, safety, health, thrift, service, library, entertainment, scholarship, play, and playground.

Short plays written by club members who belong to the service committee are given to show what pupils do to aid in a constructive program. Club songs that have been written for well known tunes are suggested for use.

Further explanation is given in a pamphlet on Club Activities which gives in outline form the method of organizing

29Nebraska. Knighthood of Youth Club Activities, 15 p.
and carrying on a Knighthood of Youth program. The parliamentary procedure to be used in club meetings is suggested. This bulletin presents in outline form some of the materials which is further developed in the Guide for Teachers. This Bulletin, which consists of eighty pages, gives many useful hints for teachers. It summarizes to some extent the methods employed and the results accomplished by various teachers in the state of Nebraska who have been working with Knighthood of Youth Clubs.

It is shown that the Knighthood of Youth can very easily be correlated with the regular subjects in the daily program. The Knighthood of Youth does not interfere with any existing organization, and credit may be given in it for any worthwhile activities completed in other organizations. Commendations given here by teachers who have used the Knighthood of Youth Plan in Nebraska show how highly they value this method of developing character. Hutchins' Children's Morality Code for the elementary grades is given in full. For supplementary materials a three page bibliography is given.

In order to familiarize the parents with the character education program and to aid them in helping to carry out this program a bulletin entitled Supplement III to Bulletin H, The Parents' Part has been issued. The parent should encourage the

pupil in carrying out his adventures until it has become firmly fixed. Home adventures such as making beds, feeding chickens, milking cows, being courteous at home, etc. are suggested. Parents are asked to report home adventures of children in order that they may be given credit on their individual castles.

Service to others is the key note throughout the club plans. Better cooperation with the home and community is secured and community interest is aroused by running a Knighthood of Youth section in the local newspaper. The State Department of Public Instruction supplies a newspaper release each week. These are distributed through the county superintendents. Rather than adding extra work to the already over-crowded curriculum the teacher is saved much time and worry.32

The State Board of Education for New Hampshire prepared in 1927, an eighty-seven page pamphlet for the purpose of suggesting ways by which the schools of that state may sufficiently emphasize public and private morality in the kindergarten, elementary, and high school.

The six methods listed by which morality may be cultivated are: 1. Example, 2. Devotion, 3. Information, 4. Appreciation, 5. Institution, and 6. Patriotism.

The course for the kindergarten and Grades I to III is developed (pages 10-42) under the following general outline:

I. Preparation of Teachers
II. Ways and Means
III. Organization
IV. Method
V. Reference to Useful Material

It is suggested that the teacher learn as much as possible about the child through a study of his environment—both home and community, his physical and mental conditions, a study of psychology of childhood, and of character education methods.

"The teacher must be all that she expects her pupils to be." Devotional exercises, dramatization, posters, excursions,

discussion on rules of conduct and moral codes are used. The
Children's Morality Code by W. J. Hutchins, The Character Edu-
cation Methods (Iowa Plan), The Knighthood of Youth Club, pre-
pared by the National Child Welfare Association, and a Tentative
Inventory of Habits issued by the Kindergarten-First Grade Edu-
cation of Teachers College are recommended in connection with
moral codes.

The extra-curricular activities and regular school sub-
jects used for the training of character are listed in Tables V
and VI. In the outline of this course a brief comment is made on
the aims and outcomes possible for each activity and subject list-
ed.

It is stated that for the child of primary age, moral
training is largely social adaptation. The most effective meth-
od is positive rather than negative. Since words denote quali-
ties, ideals, and attitudes they should be translated and clari-
fied through acts, experiences, and incidents real to the child.

Stories are listed (pages 33-39) by titles with auth-
ors and the books in which they are found that illustrate specif-
ically the following character objectives: courage, cleanliness,
courtesy, fair play, generosity, helpfulness, honesty, imagina-
tion, industry, justice, kindness, kindness to animals, obedience,
patriotism, perseverance, punctuality, respect, safety, self-con-
trol, thoroughness, thrift, truthfulness, and wisdom. Appropriate
poems for the primary grades are listed (pages 39-40) that will
aid in developing desirable moral objectives. Pictures and songs for developing worthwhile attitudes are listed by grades from the kindergarten to the third grade.

The outline for character training in grades four, five, and six (pages 42-56) is based on the four cardinal virtues which Plato declared twenty-three hundred years ago were the characteristics of an ideal citizen. It is suggested that fifteen minutes at the opening of school may well be used for setting the stage for teaching some virtue.

The four principal virtues upon which this part of the course is based are wisdom, self-control, courage, and justice. Clear thinking, open-mindedness, reverence, appreciation, and health are to be developed under wisdom; obedience, reliability, and industry under self-control; physical and moral courage, and duty under courage; and courtesy, service, and loyalty under justice. In addition to these general objectives specific traits are outlined under each general trait and their value is stressed.

It is pointed out that the real work of the school lies chiefly in the regular school subjects and the greatest achievement can be accomplished through them. Current events frequently offer good material for consideration and discussion. For illustration, this advice for boys recently given by Ex-Vice President Dawes is suggested: "Be clean, be yourself, stand against the crowd.... Always keep your eye on the fellow that is ahead of you."

In the section on pupil participation (pages 63-64) the
aim of the school is shown not to be impartation of information but the training for effective participation. Pupils should be given practice in carrying on school organizations such as Boy Scouts, Girl Scouts, Camp Fire, and Girl Reserves.

As outlined (pages 65-82) in this course of study, the principles involved in character education in the high school do not differ from those applicable to the elementary school. Greater opportunity is to be given for the development of initiative, independence, self-reliance, and self-control through greater responsibility.

Personal interview and school character rating are both recommended. Character building is considered as an essentially habit formation procedure.

No attempt is made to represent an adequate estimate of the ethical values of the basic school subjects but the following subjects are listed with brief comments as to their value and possibilities: language, literature, history, biography, civics, geography, sociology, economics, the sciences, mathematics, agricultural subjects, music, commercial subjects, art, physical training, sex instruction, and vocational guidance.

The importance of school codes is also stressed as a means of setting higher standards. Story telling, the socialized recitation, school assemblies, various school activities, and student participation in school control are recommended as means for developing desirable morals. The Iowa Plan Self-Measurement Scale
is also recommended. The schools are urged to cooperate with all worthwhile agencies outside the school that are for the purpose of developing character.

A five page bibliography of useful material in character education is given at the end of the course.
OREGON

The State Department of Education for the state of Oregon issued in 1930, a sixty-four page "Character Education Manual"34 for teachers in order to meet the requirements of a law passed by the Oregon legislature calling for the publication of a course of study in character education.

This manual is a handbook for teachers. It does not attempt to set forth a definite procedure to be followed from day to day but is based upon the philosophy that a sound program of character education "must be integrated with the whole educational scheme....and must be the object of every teacher of every subject all the time."

This manual is divided into the following divisions:

I. The General Problem
II. The Psychological Principles Involved
III. Character Objectives
IV. Character Trait Objectives
V. Measurements of Progress and Attainment
VI. Bibliography.

The General Problem

In this section of the manual (pages 9-20) the problem

of character education in general is defined and discussed. This section consists largely of quotations from articles and books written by leaders in the field of character education. One page is devoted to the elements of conduct as outlined by Dr. C. E. Ruch of the University of California, in which he discusses "The what, the how, and the why of conduct." He points out, "What a child does is important but how he does what he does is more important... Why a child does what he does is still more important than what or how he does it."

A discussion is given (pages 11-13) on the place of direct moral instruction in the curriculum. Quotations from Characters and the Committee on Character Education of the National Education Association show that the indirect method is no doubt the basic method but when it fails, the direct method should be used.

It is recommended that every opportunity presented in the classroom be used in promoting the moral development and socialization of the pupils. Character is described as an integration of all the personality characteristics and may be modified for good or ill by every experience that the child has.

A quotation (pages 14-15) from Miss Salisbury's article in the Fourth Yearbook of the Department of Superintendence brings out the idea that from the very beginning little children should be taught what is meant by citizenship, conduct, morals, and manners. She suggests that these be taught through:

1. The use of daily illustrations
2. Having children complete stories
3. Discussion of conduct traits brought out in a story
4. Recognition and discussion of character traits found in characters of a book.
5. Matching of conduct traits and qualities with performances
6. Building up conduct understandings from examples in literature.

Reference is made to the direct method of moral instruction carried on in the schools of Elgin, Illinois, and Newark, New Jersey.

Direct moral instruction is given every morning for fifteen minutes in the elementary schools of Elgin, Illinois. The procedure is as follows:

- Morals on Monday.
- Manners on Tuesday.
- Respect for Property on Wednesday.
- Safety on Thursday.
- Thrift and Patriotism on Friday.

In Newark, New Jersey character education topics are presented by months from the kindergarten through the ninth grade in the following procedure:

- September—Industry and Good Workmanship
- October—Cooperation
- November—Duty and Service
- December—Reverence and Respect
January—Truthfulness and Honesty
February—Loyalty and Patriotism
March—Courage and Self-reliance
April—Kindness
May—Sportsmanship
June—Self-control.

Reference is also made (pages 17-20) to the "Syllabus on Manners and Conduct," adopted by the Board of Superintendents in New York City and The Course of Study in Character Education for Buffalo, New York.

Psychological Principles Involved

Here again we find the opinions (pages 21-28) of the leaders in the field of character education and psychology quoted and referred to. The psychological principles involved in learning are referred to as (1) inborn pattern reactions—the instincts, and (2) habits, or conditioned reflexes.

It is recommended (pages 21-22) that instinctive tendencies be recognized and provisions be made to provide for desirable responses through such organizations as the Boy Scouts and the Camp Fire Girls rather than letting these impulses find outlet in playing hockey, etc.

It is stated (pages 22-25) that habits are always specific and never general. General habits can only be formed through the formation of a great number of specific habits. Yet all habits which go to make up character are general habits. William James'
maximums for habit formation are reviewed and their importance in the development of character traits is emphasized.

In addition to the consideration of inherent reactions and conditioned reflexes, the importance of feelings in character education is stressed.

Character Objectives

This section of the manual (pages 21-28) is devoted to a discussion of character objectives. The aims of character education are set forth under three general classifications, as Ultimate Ends, Immediate Aims, and Immediate Objectives.

The Ultimate Ends, given in the Iowa Plan for Character Education and reproduced in this manual, are practically identical with the general aims of education expressed in terms of citizenship.

Immediate Aims of Character Education are those expressed in virtues, qualities, or character traits. The character traits of Colonel Charles Lindbergh, the hero of almost every American boy, are found in this course of study. The traits as listed below are found on page 31.

- Altruism
- Ambition
- Brevity in Speech
- Concentration
- Calmness in temper
- Clean Body
- Clean speech
- Clean conduct
- Clean thought
- Cheerfulness
Courage
Decisiveness
Determination
Economy
Energy
Enthusiasm
Firmness
Faith
Gracefulness
Honesty
Hopefulness
Industry
Initiative
Justice
Judgment
Love toward all
Loyalty
Moderateness
Modesty
Neat appearance
No argument
No sarcasm
No fault finding
No talking about others
No talking too much
Optimism
Perseverance
Physical exercise
Pleasant voice
Punctuality
Patience
Politeness
Reverence-Divine
Reverence-Parent
Reverence-Home
Reverence-Country
Respect superiors
Respect fellowmen
Readiness to compromise
Recreation—'manful, not sinful'
Self esteem
Self control
Self confidence
Sense of humor
Sleep and rest
Sympathy
Sincerity
Tact
Truthfulness
Thoroughness
Unselfishness

The following well known lists found in Hutchins' Code and the Boy Scouts' oath are tabulated on page 31:

Character Traits Found in Hutchins' Code

1. Health 6. Duty
2. Self-control 7. Good workmanship
3. Self-reliance 8. Teamwork
5. Clean play 10. Loyalty

Boy Scouts Oath Objectives

1. Trustworthiness 7. Obedience
2. Loyalty 8. Cheerfulness
3. Helpfulness 9. Thrift
5. Courtesy 11. Cleanliness

The Immediate Objectives of Character Education as listed here (pages 32-38) are "those expressed in terms of desirable activities or trait actions...signifying particular habits of response to specific situations."

A list of twenty-four "trait actions" is listed which are taken from the Supplement on Character Education to the Utah State Course of Study.

Miss Hannah M. Harris' list for the first and second
grades is reprinted (pages 32-34) giving the five typical situations which she suggests as common in the lives of all children.

A suggested list of objectives is given for the third grade also. A list of 113 personal, social, moral, health, motor, and intellectual habits for the primary grades are listed (pages 36-37) which have been formulated by Agnes L. Rogers of Teachers College, Columbia University. It is suggested that mimeographed copies of these lists be placed in the hands of parents in order that they may cooperate in the home.

A short list of trait actions is suggested (page 37) for the primary, intermediate, junior high, and senior high school in order that a definite plan of character education may be offered.

Character Trait Objectives

A list of twenty-five character-trait objectives is arranged in three columns of twenty-five each and have been boiled down from a list of nine hundred found in courses and literature on character education. It is recommended that the traits presented in the first column be developed in the primary grades, the second column in the intermediate grades and junior high school, and the third column in the senior high school and adult life.

It is said (page 39), "The important feature of this entire list is that, reading across the page, each trait made an ob-
objective in the primary grades ought to become the trait set opposite it in the second column, and finally it should be generalized into the more abstract character trait holding the same respective position in the third list.

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<tr>
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<th>Trait 2</th>
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<tr>
<td>Helpfulness</td>
<td>Unselfishness</td>
<td>Altruism</td>
</tr>
<tr>
<td>Arranging</td>
<td>Orderliness</td>
<td>System</td>
</tr>
<tr>
<td>Imitation</td>
<td>Imagination</td>
<td>Vision</td>
</tr>
<tr>
<td>Loyalty</td>
<td>Patriotism</td>
<td>Allegiance</td>
</tr>
<tr>
<td>Saving</td>
<td>Economy</td>
<td>Thrift</td>
</tr>
<tr>
<td>Fairness</td>
<td>Justice</td>
<td>Equity</td>
</tr>
</tbody>
</table>
Good-natured  Cheerfulness  Humor
Sharing    Fair-play  Sportsmanship
Carefulness  Thoughtfulness  Discretion
Self-confidence  Resourcefulness  Initiative
Choosing    Judgment  Discretion
Observation  Understanding  Appreciation

It is recommended that work in the primary grades should be given in specific situations, in the intermediate grades in terms of conduct and generalized habits, and in the upper grades in definite character traits and qualities so that they function in determining conduct in new situations.

Eight pages (41-48) are given to a suggestive outline of situations developing eleven traits commonly found in citizenship activities. Illustrative lesson plans are given that show how character traits may effectively be presented. To further aid the teachers in developing the desired character objectives seventeen methods and devices are suggested.

Measurement of Progress and Attainment

Tests for measuring the progress and attainment in character development are reproduced from the Iowa Plan of Character Methods. Five of these are copies of tests for primary children and for grades III and IV. Also self-measuring scales for grades V to VIII and for the high schools are given in detail.
The purpose of the character tests for the primary and grades III and IV is to help the teacher gain a knowledge and an understanding of the strong and weak points in the personal character of the pupil and to suggest to him the things he should do and the things he should refrain from doing and in this way aid him in forming the right kind of habits.

In the Self-Measuring Scales for grades V to VIII "twenty qualities are listed in the middle of the scale with three gradations on each side. On the right the gradations are plus or favorable for the development of the right kind of character and on the left side they are minus, or unfavorable--hindrances to the right development of character."

The child is to take up each quality one at a time and allow himself ten points for each one. After he has examined the gradations and has found which seem to describe him as he knows himself, then he is to distribute the ten points among those gradations which seem to fit him best. All the points may be given to one gradation or they may be distributed among several.

The following quality and gradation of rating is illustrative of the content and technique of this test:

**KINDNESS**

<table>
<thead>
<tr>
<th>Cruel to playmates and pets</th>
<th>Teases and hurts playmates and pets just for fun</th>
<th>Rough and thoughtless in play</th>
<th>Careful not sympathetic to hurt in treatment of playmates or pets of others and</th>
<th>Gentle and sympathetic in treatment of playmates or pets of others and</th>
<th>Would rather suffer pain than cause pain to others or to pets</th>
</tr>
</thead>
<tbody>
<tr>
<td>( )</td>
<td>( )</td>
<td>(1)</td>
<td>(5)</td>
<td>(4)</td>
<td>( )</td>
</tr>
</tbody>
</table>

The above rating might be used to fit a certain character.
In the Self-Measurement Scale for High Schools thirty qualities essential for character formation are listed in the same manner as that described for the elementary grades. Eight gradations ranging from "worst possible" to "best possible"—four plus and four minus—are given in place of six as described for the elementary schools. These ratings are based on high school level according to action and thought traits.

Bibliography for Character Education

A brief list of books and pamphlets are listed (pages 63-64) for the teachers who are interested in further study of the present-day trends in character and personality development. The following phases in the field of character education are included in the bibliography:

1. Character Problem General Reading.
2. Character Problem Cases Listed and Analyzed.
3. Character Education Theory.
4. Experimental Studies, Materials, and Measurements.
5. Courses in Character Education.
The Department of Public Instruction of the Commonwealth of Pennsylvania has prepared a thirty-two page bulletin on the principles underlying character education in the kindergarten and elementary grades. This bulletin is composed of ten articles written by Miss Helen Purcell, Director of Elementary and Kindergarten Education, and published in the Pennsylvania School Journal of 1928-29.

In the first article of this study (pages 6-7) we find the following in regard to the many sidedness of learning:—"It is important that teachers remember that learning does not stop with the knowledge, habits, and skills of an academic education; that school life is a unit, that in learning that Columbus discovered America or that eight times six equals forty-eight, a pupil may also learn the value of thoroughness or he may learn to think of cheating as a help in time of trouble. So too, the learning upon his part in the general life of the school, his contacts with his mates, or his experiences outside the school, may be more important in determining the thoughts and acts of the pupil as an adult, than a knowledge of the facts in history, in arithmetic, or in any of the subjects of study."

The close relationship of the school to national per-
sonality and the traits of an ideal American personality are given. The characteristics specifically essential to a highly effective American citizen are listed as follows:

The individual who possesses these characteristics is honest, self-respecting, fair, truthful, courteous, kindly; is reliable, charitable, thrifty, courageous, self-controlled, persistent; gives credit where credit is due; has a sense of duty; has strong family feelings; has self-protecting recreational assets; is a faithful worker, whatever his field or work may be.

Under "Fundamentals in Good Teaching" (pages 9-11) the following are given as determining factors:

1. Each person's worth is judged on a basis of his deeds as an individual and as a member of the group.

2. A piece of work must accurately and thoroughly meet the requirements that society considers essential.

3. Persistence in carrying on a piece of work depends in large measure upon the sense of purpose which accompanies effort.

4. The individual and group tend to practice what is found satisfying and to avoid practice of what is found annoying or dissatisfying.

5. What an individual wishes to learn he practices.

6. Feeling is the final force that determines action.

Variety is a basic principle since groups and individuals normally seek to solve the same problem through differ-
ent methods. "The teacher must keep in mind that an effective school life for the kindergarten and elementary grades is an effective expression of child life."

One article deals with the relation of school life as a whole to the development of qualities of an ideal American personality. The participation of the pupils in the organization and control of the school is emphasized.

The kindergarten is described as a practical need, yet the people of Pennsylvania have not realized its value since only five per cent of the children have kindergarten opportunities. Character education begins with birth and is a constantly operating factor. It is just as important to set a standard for entering the first grade as it is to set a standard for entering high school or college.

The value of reading as a factor in moral and civic development is discussed in the fifth article (pages 19-20). The mastery of the mechanics of reading is not sufficient—an attitude of inquiry toward what is read should be stimulated, and such interests, tastes, and emotional responses as will make reading a desirable factor in the growth of personality should be set up.

The sixth article (pages 21-23) brings out the importance of the library in the elementary school in developing clear thinking, eliminating prejudices, and making possible happy use of leisure time. Many opportunities are presented that lead to
the use of the library. The illustration is given of a disagree-
ment that arose among the pupils of a first grade as to whether
a camel has one or two humps. After they had discussed this with
the librarian they looked through a number of pictures of animals
for the purpose of finding pictures of camels. They concluded
that there are two types of camels—one with one hump and one
with two humps.

In the article on "Form and Content of English Expression" (pages 24-25) a good example of what can be done to capital-
ize the content of English work from the standpoint of character
education is illustrated by the letters written by the pupils of
one grade to the losers in a school ball game.

In the article on "Present Day Arithmetic Needs" (pages 26-27) much emphasis is placed upon accuracy.

In the article entitled "History, Civics, and Geography
as Factors in the Development of Personality" (pages 29-30) man's
efforts to make life more beautiful are related. World coopera-
tion is emphasized as a desirable objective. Also it is pointed
out that misconceptions are formed in our school regarding other
people when it would be just as easy to establish true concepts
and appreciations of people in other lands.

The concluding section takes up a brief discussion of
scientific assets and abuses. It is suggested that an apprecia-
tion of scientific helps and the wonders of nature should be de-
veloped through the child's activities.
This bulletin is not a course of study as we usually consider this term, but rather it is more of collaboration of the fundamental principles which serve as a foundation for character education. Instruction of Utah prepared a six-page bulletin on character education. In 1926 a revised edition of this character education supplement was issued consisting of 186 pages.

In the preface it is pointed out that it is not the purpose of this bulletin to produce an original plan for character training, but rather to assemble the best thought and experience now available on the subject. Utah has been especially fortunate in having as Chairman of their character education committee, Milton Beesix, Dean of the School of Education, University of Utah and Chairman of the Character Education Committee of the National Education Association, whose report was published by the National Education Association in 1926.

The introduction (pages 7-18) is quoted from the National Education Association, Character Education Committee Report of 1926. In this the purposes and a definition of character education are given. The general objectives of character education are social progress and development of personality.

26 Utah: Character Education Supplement to the Utah State Course of Study for Elementary and High Schools, 1926, 175 p.
In 1925 a committee appointed by the State Superintendent of Public Instruction of Utah prepared a sixty-page bulletin on character education. In 1929 a revised edition to this character education supplement was issued consisting of 186 pages.

In the preface it is pointed out that it is not the purpose of this bulletin to produce an original plan for character training, but rather to assemble the best thought and experience now available on the subject. Utah has been especially fortunate in having as chairman of their character education committee, Milton Bennian, Dean of the School of Education, University of Utah and Chairman of the Character Education Committee of the National Education Association, whose report was published by the National Education Association in 1926.

The introduction (pages 7-12) is quoted from the National Education Association, Character Education Committee Report of 1924. In this the purposes and a definition of character education are given. The general objectives of character education are social progress and development of personalities.

36 Utah. Character Education Supplement to the Utah State Course of Study for Elementary and High Schools, 1929. 176 p.
Moral Personality in Its Creative Aspect

In this division (pages 13-18) of the bulletin, moral personality is discussed in its creative aspects. Personality is described not merely as a sum total of all previously formed habits, but as an active, creative agency that antecedes, conditions and unifies one's habits. It would have no meaning without freedom. There would be no interest or zest in achieving the right way unless we feel that the wrong way is also a possible and natural way. To be moral one must be able to rationalize and deliberate on contending interests and choose the proper lines of conduct. A moral individual is an organization of interests and is as big morally as are the extents of his interests.

Psychological Principles Basic to Character Education

The psychological principles which cause the differences in the character of individuals are discussed (pages 19-26). It is stated that a child is by nature neither good nor bad and does not biologically inherit character. If character can be inherited at all it is said that it is a result of social inheritance. Character is not found in specific habits but in generalized habits and the generalized habits can be formed only when the child has the same problem presented to him in many different situations. It is shown that information about conduct
and practice of good conduct itself are quite different things.

The method of developing generalized habits (pages 22-23) is given as follows:

1. "That we have definitely in mind those important habits which we wish to form. Make a list of such habits in order that children as well as ourselves may be aware of our objectives.

2. That in every subject we teach, in every social situation, in every disciplinary situation, we call to the pupil's attention those aspects of the situation having in them elements of the generalized habits which we wish them to acquire.

3. That the child be instructed in those things which he should not do that he may be aware of all possibilities, negative and positive, which a situation offers and that he be given guidance under supervision in making the best decision.

4. That the laws of habit formation be carefully observed here as elsewhere. First there must be practice given in making the correct responses. Second, that if a bad habit has already been formed, a good one must be substituted for it. Third, that the child must find satisfaction in doing the right thing."

Attention, conditioned reflex, and individual differences must be taken into consideration. Much activity and dramatization
are recommended because they employ movement and direct the child's attention to what is being acted. Due to individual differences some children must be given more opportunity for developing standards of moral conduct than is necessary for others.

Case Method in Character Education

The Case Method is discussed (pages 27-41) showing how it may be used in a program for training in character. The case method is suggested for problems dealing with (a) the mentally retarded, (b) the physically defective, (c) the emotionally unadjusted, and (d) the morally handicapped children in the public schools.

Four examples of individual cases are given which have been selected from literature on this subject and references are given where interested teachers may find a more complete description and analysis of these cases. They are outlined as follows:

I. The Problem

II. Background
1. Family
2. Home
3. Siblings
4. Developmental history
5. Interest and companions
III. The Individual

1. Physical factors

2. Mental characteristics

3. School

4. Individual's own story

IV. Interpretation and Treatment

The principles of case-work, principles of mental hygiene, and brief discussion of the personnel and organization necessary for effective case work are given (pages 37-41).

School Spirit Favorable to Character Development

A brief discussion is given (pages 42-44) on the standard reached by the school in moral and intellectual achievement. The spirit, morale or school atmosphere has much to do with character development. An atmosphere of cheerfulness, good-will, and industry must prevail. "What the teacher does rather than what she says, is likely to leave with the pupils a lasting influence for good." The pupil should be encouraged to express freely his opinions on moral problems that may arise.

Kindergarten and Primary

In this section (pages 45 to 85) the course is outlined for the kindergarten and the primary according to grades. Health habits, suggestions for methods of teaching habits of health and cleanliness, and physical conditions to be expected in the primary grades are given (pages 45-55). General objectives from the
teachers' standpoint are suggested.

The following character traits given in the Fourth Yearbook, Department of Superintendence, page 422, are suggested. The first ten were rated by fifty-eight kindergarten teachers as the ten of first importance and the second ten as those of secondary importance.

1. Truthfulness
2. Respect for Rights of Others
3. Courtesy
4. Cooperation
5. Obedience to Authority
6. Responsibility for Own Acts
7. Dependability
8. Self-confidence
9. Punctuality
10. Cheerfulness
11. Unselfishness
12. Sense of Humor
13. Fairness
14. Consideration for Others
15. Group Responsibility
16. Friendliness
17. Acceptance of Rules and Regulations
18. Straightforwardness
19. Leadership
20. Conscientiousness

The work for the first and second grades is outlined under the following topics:

1. In connection with establishing a proper attitude toward school and schoolmates.
2. Upon the school ground.
3. In relation to contacts with certain persons who represent the authority and the service of organized society.
4. In the care of public property.

5. In connection with patriotic occasions.

In addition to the outline for the first and second grades, patriotism, prevention of accidents, and respect for institutions of organized society are stressed.

It is recommended that no definite period be set aside on the daily program for the teaching of morals since every act, every impression, and every contact go to make up the child's character.

It is recommended (pages 70-82) that the main reliance for developing moral character in young children be placed upon these factors:

1. Example
2. Play
3. Literature
4. Music
5. Art
6. Provision for individual differences
7. School discipline
8. Attitudes and ideals
9. Records of progress

Physical Traits of Later Childhood

A discussion of the physical and psychological traits of later childhood, and objectives for grades IV, V, and VI are discussed (pages 86-109). The objectives carried on in the primary grades should be continued in the intermediate grades. In addition the following objectives are suggested:
1. Honesty, reliability, trustworthiness, personal responsibility

2. Gratitude and disposition to serve

3. Obedience

4. Health and physical fitness

5. Thrift and economy

6. Courtesy

7. Consideration of the rights of others

8. Courage and fair play

9. Self-control

10. Clean living

11. Good workmanship

12. Mental alertness, joy, and appreciation

Under Methods of Instruction in Character Education Grades IV, V, and VI (pages 110-117) it is stated that the development of character is probably the most difficult and complicated problem which confronts the teacher.

In addition to the hints given in the psychological discussion which serves as a background for this course, a brief outline of specific ways in which the teacher may develop ideals, attitudes, and habits in her pupils is developed. The teacher should keep in mind that what she is lives longer in the lives of her pupils than what she teaches.

The following is stated in regard to the direct and the indirect methods (pages 111-112): "The indirect or incidental
method has been used almost exclusively up to the present. In the hands of the skillful teacher, the teacher who sees and brings the moral elements found in each teaching situation, and who then induces the appropriate responses in habit formation—this method is most effectual. But many teachers are not so gifted; they too frequently do not see significant moral elements in everyday situations and miss the opportunities which are apparent to the skillful teacher. To make the training in character more effective with the latter type of teacher, the direct method may at least supplement the indirect method."

The value of the story, dramatization, pageants, plays, festivals, class and school organization, discussion of curriculum content, and guidance through play as methods of instruction in character development are commented on briefly.

Adolescence

It is pointed out (page 119) that the teacher should thoroughly understand the physiological changes which take place during adolescence. "Boys and girls should have been acquainted with the simple fundamentals of sex life before pubescence.... The hygiene of sex for both boys and girls should form a very necessary part of their regular work in hygiene for ignorance in this field lies at the bottom of many of the major behavior problems and the mental health problems of later years."

The seven cardinal objectives are briefly reviewed
(pages 122-124). In regard to method it is stated that the problem of methods for character education in the secondary school is the setting up of ideals, creating attitudes, and establishing habits, and is not, therefore, fundamentally different from problems in other fields of education.

In the section on extra-curricular activities (pages 125-138) it is shown that what youth does is as important in character education as what he knows. Extra-curricular activities furnish an outlet for surplus energy as well as aid in developing general and specific abilities. The purpose is not to create energy but to release and direct it.

The point system and the award system are both recommended as a means to an end and never as an end in themselves.

The general objectives (page 128) of student-body activities are given as follows:

1. To identify the individual student's interest with that of the school community--to develop social responsibility.

2. To improve discipline and better school spirit.

3. To give opportunities to each individual for expression and growth of his talents.

4. To extend to each, opportunities for development of effective leadership and good fellowship.

5. To make possible more extensive acquaintanceship.

For the various inter-school activities listed the fol-
lowing objectives are set up (page 134):

1. To crystalize the school spirit.

2. To give vent to school rivalry through legitimate competitive activities.

3. To develop a friendly feeling between schools.

4. To develop a spirit of fair play.

The last pages of this course are devoted to a discussion of the character objectives that should be developed in connection with the various school subjects. These objectives are listed separately for each subject. The subjects through which it is hoped moral education may be advanced are listed in Table VI.

A two page bibliography (pages 137-138) has been prepared on extra-curricular activities and a five page general bibliography is given at the end of the pamphlet.

As a final suggestion it is stated (page 171): "It is the main purpose of this bulletin to direct attention

(a) To ethically valuable goals to be attained in each of the typical studies and activities of the school and in education generally.

(b) To the study of children and youths so as to understand the process of their development.

(c) To some typical methods of procedure that may be employed in school organizations, activities, and studies as related to the development of character."
A vast amount of research has been done during the past decade in the field of character education. Two outstanding contributions during the past year were the Tenth Yearbook (1932) of the Department of Superintendence, and the Seventh Yearbook (1932) of the Department of Classroom Teachers of the National Education Association. Both of these volumes are devoted entirely to a discussion of character education. In addition to these many research organizations and scores of individuals have made studies regarding problems of moral development.

According to the United States Bureau of Education only six states had prepared special state courses of study in character education. Each state set up objectives in the form of desirable knowledge, attitudes, and habits to be attained. The character traits listed as objectives range from twenty-six in Pennsylvania and Indiana to ninety-seven in Oregon. Probably Oregon has accomplished more than any other state in working out a program of character traits that are closely related and connected from the primary grades to the senior high school. Utah, Nebraska, and New Hampshire also suggest objectives and character traits for the different grades in school, namely: kindergarten, primary, intermediate, junior high, and senior high school. Indiana
lists outcomes for the social studies according to grades from the primary through the junior high school. Pennsylvania lists objectives in a general way for the kindergarten and elementary grades.

Each state emphasizes the value of making use of every situation in every lesson for developing proper habits, attitudes, and ideals. But in addition to the incidental method where character is developed as a by-product, Nebraska, New Hampshire, Oregon, and Utah suggest the direct method wherein various traits or virtues are taught directly as a worthwhile school enterprise, without necessarily waiting for experiences on which to base these traits.

The number of regular school subjects suggested as valuable in teaching character education range from five in Indiana to twenty-two in New Hampshire, while extra-curricular activities recommended, range from three in Indiana to twenty in Nebraska.

Five of the states recommend the use of school clubs as means of attaining desirable objectives. Nebraska's entire program is based primarily upon the Knighthood of Youth Club plan as outlined by the National Child Welfare Association which works in harmony with all other existing agencies in uniting the home and the school in a program of character training.

Stories, poems, songs, slogans, posters, progress charts, and moral codes are recommended in a majority of the courses of study. The "Children's Morality Code" by Hutchins used in Nebraska
New Hampshire, and Oregon is the most popular and without doubt the best code available for elementary school children.

Tests for measuring character are used in three states. New Hampshire, and Oregon recommend the Self-Measurement Scale whereby each individual rates his character traits as he knows himself. This test is the one presented by the Character Education Committee of Iowa, whose plan won the $20,000 award given by the Doner in 1922, for the best character education plan submitted to the Character Education Institute by any state. 37

Utah and Nebraska have prepared more elaborate and thorough courses than any other state, yet each state included in this study has prepared courses of study that aid teachers in giving instruction which will lead to the moral development of children.

Due to the importance of the problem of character education and the meager way in which it is taught, it is the opinion of the writer that every state department and every school system should definitely plan, project, and execute a program of character education with emphasis equal to that given other subjects of the school curriculum.

BIBLIOGRAPHY


A Survey of courses of study for character education in twelve American cities.


A complete copy of the Iowa Plan for Character Education is given.


An excellent study of objectives and methods in character education. Very valuable in this study.


Of little value in this study.


133 p.

A study on school laws pertaining to character education and what some of the states were doing to comply with the law.

A thorough study of character education in the high schools.

Indiana. Department of Public Instruction. Tentative Course of Study in Elementary Social Studies. [Indianapolis, 1931].


The entire volume deals with character education from the standpoint of the teacher.


The entire volume is an excellent report on the findings of the Committee on Character Education.

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A study of safety methods now in use in the United States.

Nebraska. Department of Public Instruction. Course of Study for Normal Training High Schools. [Lincoln]. State Department of Public Instruction, [1929]. 140 p. (Bulletin H: Character Education.)

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An aid for teachers in carrying out a Knighthood of Youth program.

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A guide for parents to help in the club work for character education.

A guide in carrying on a club meeting according to parliamentary law.


Bulletin on the Knighthood of Youth Club.


A suggested outline for a program of education in character.


An excellent presentation of the fundamental principles underlying a program of character education.

Pennsylvania. Department of Public Instruction. Foundation for
Character Education. Harrisburg, Pennsylvania, Department of Public Instruction. 1931. 32 p. (Bulletin No. 58.)

Principles underlying character education in the elementary school.


The program of character education in Nebraska is explained.


One of the first reports on character education by a National Education Committee.


Information was secured in regard to states that had special state courses of study for character education.

Utah. Department of Public Instruction. Character Education Supplement to the Utah State Course of Study for Elementary
and High Schools. Revised Edition. Salt Lake City, Utah, Department of Public Instruction, 1929. 176 p.

An excellent course of study which contains thoughts from the authorities in the field of character education.


Objectives of character education listed and survey of city school system courses of study for character education reviewed.