

THESIS

Moral education
Character

D. Ross

AN ANALYSIS OF CERTAIN ACTIVITIES
OF THE RURAL AGRICULTURAL SCHOOLS OF MICHIGAN
AS A BASIS FOR DETERMINING CONTENT IN A
CHARACTER DEVELOPMENT PROGRAM

BY

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OF THE RURAL AGRICULTURAL SCHOOLS OF MICHIGAN
AS A BASIS FOR DETERMINING CONTENT IN A
CHARACTER DEVELOPMENT PROGRAM

I. Introduction.

In the last twenty years, character development by the schools has found a large place in the minds of educational leaders. Dewey, Charters ⁽¹⁾ and others have made contributions. Educational institutions and the federal and state governments have concerned themselves with the discovery of ways and means of developing desirable character outcomes.

Examples of these efforts are the Grand Rapids, Michigan, Experiment ⁽²⁾ and the Copeland Experiment in Character Education, being conducted in Washington, D.C. ⁽³⁾ These experiments grew out of investigations of the Senate Committee on Crime of which Senator Copeland was chairman. After extended hearings the following statement was made. "What we have learned centers upon one point - the necessity of preventing juvenile delinquency. To do this, the schools can accomplish more than all other agencies within public control." ⁽⁴⁾ This and numerous similar conclusions, create a problem for the schools. They may meet this challenge by attempting to develop a more desirable type of citizen. Experiment, research and study are necessary to accomplish this end. The educational personnel is in need

(1) Note - See appendix for list of 13 contributions p. 109

(2) "Michigan Chosen for National Research" Michigan Educational Journal 12:145-7, Nov. 1934.

(3) Charters, W. W. Copeland Experiment in the District of Columbia. Educational Record : 15:403-8, October 1934.

(4) Copeland, Royal S. "Education and Prevention of Crime" National Education Association Proceedings, 72:595-603, Washington, D. C. National Education Association 1934.

of information concerning the nature of character development and its place in the educational system. There are aims and objectives to be set up, techniques, procedure and methods to be evolved, and valid measures for evaluating results to be devised. The character educational program can develop from such activities.

In spite of the fact that many of the administrators and teachers of our smaller schools completed their college training with little or no preparation for character educational activities, they are frequently asked to answer the question - What are the schools doing to develop character? Many leaders do not know how to answer this question. They followed, in the past, what were considered good practices and tried to guide their pupils into the ways of right living, but to many character development is a new field. What is character? How important is it in education? What are the elements of a character educational program? These are some of the questions to be answered. The above situation does not apply to all administrators and their schools because many have been developing and carrying out such programs. This study is not primarily concerned with the larger schools. However, many of the smaller systems have no character program and to them character education is a serious problem. The writer spent seven years in one of the smaller schools of the state and while there was faced with problems peculiar to schools of that size.

The object of this study is to make a survey of some of the smaller schools and to clarify some of the problems of character education with which they must deal. It will be confined to an attempt to solve some of the problems and to suggest some procedures for these schools.

The scope of the problem has been limited to the Rural Agricultural Schools, not because they are in greater need of such a program than the other small schools, but because they offer a means of classification not available elsewhere. They are also among the more progressive schools and as such are particularly well adapted to the development of character outcomes.

Several other studies of character educational programs have been conducted.⁽⁵⁾ These, however, were confined to the larger system where the program is already existent. This study, on the other hand, is an attempt to determine the desirable content for a program for use in the Rural Agricultural Schools. It is an attempt to adapt some of the acceptable practices in use elsewhere to the needs of the smaller school system.

(5) Note - See appendix for list of similar studies p. 110

II. Definition of Terms.

Character

John Dewey once said, "If we take the moral feelings as a whole, as an attitude of the agent toward conduct, as expressing the kind of motives which upon the whole moves him to action, we have character. If we take the consequences willed, not one by one, but as a whole, as the kind of end which the agent endeavors to realize, we have conduct."⁽⁶⁾ Dewey has attempted to point out the close relationship between character and conduct. Character is desirable only when it is made apparent by conduct. Good conduct can be insured only when the individual has the desire, knowledge and power necessary for its practice. A person may believe in good and yet he may not show his belief. He may be urged into unworthy acts by his companions or make no response to a situation requiring character. He lacks some of the important elements of character under these circumstances. Good conduct is the expression of good character - bad conduct is the expression of bad character - lack of conduct in a situation which should stimulate some type of character response is usually due to lack of guidance of the moral feelings which direct action under these circumstances.

Other definitions emphasize this related placement of character and conduct. Dewey does so when he says, "Character is that body of active tendencies and interests in an individual which makes him open, ready, warm to certain aims and callous, cold, blind to others and accordingly, habitually, tend to make him aware of and favorable to certain sorts of consequences."⁽⁷⁾ This definition is sometimes criticized in that it

(6) Dewey, John. *Outlines of a Critical Theory of Ethics*. Ann Arbor, Michigan. Register Publishing Company 1891. p. 9-10.

(7) Dewey, John and Tufts, I. *Ethics* New York. Henry Holt and Company. 1910. p. 172.

does not include the soul or the "subconscious" self.

The HeadMasters Association of Boston in its Report of 1928 stated as follows, "Viewing character as a development, a man's character may be defined as the adjustment of his attitudes toward life in its different phases, his habits or actions under various conditions and the principles or ideals of life which control his conduct under all circumstances." (8)

Professor John Adams quotes A. Fouillee as saying, in his "Temperament et Caractere", "Our 'Naturel' expresses itself in our manner of being happy; our character expresses itself in our manner of behaving ourselves." (9) 'Naturel' includes all qualities which give individuality. Recognition of individual differences is one of the principles of modern education. If these differences are directed into desirable channels, a happy temperament is created which expresses the individual's character in his conduct.

For purposes of this study a similar definition will be used. The expression of Arthur Holmes, Faculty Dean of Pennsylvania State College, will serve. He says, "Character is the total customary reaction of any individual to his environment." (10) This includes internal feelings, external stimulation, dreams, doing, being - of the soul and of the body. Character is determined by customary conduct by means of which an individual's actions under a certain set of circumstances can be predicted. What one has done, if it is habitual action, foretells what

(8) Report Head Masters Association. Character Education in Secondary Schools. Boston Board of Education. 1928 p. 8.

(9) Adams, John. Evolution of Educational Theory. London. Macmillan and Company, Ltd. 1928. p. 45.

(10) Holmes, Arthur. Principles of Character Making. New York City. J. B. Lippincott Company. 1913 p. 27-31.

he is likely to do in the future. His conduct, the outward manifestation of inward character, tells what kind of a man he is.

The term, character outcome, as used in this study, refers to the attitudes, ideals and habits by which the pupil's reputation for honesty, truthfulness and upright conduct is judged by society. They are more than the subject matter of teaching but develop with it and from it as the reaction to influences brought to bear upon the individual by the principles, activities and devices of the program. There can be desirable and undesirable outcomes. It is the duty of the school to do all in its power to develop the desirable outcomes and to discover and redirect the undesirable into suitable channels.

By character program is meant an organization for developing the knowledges, ideals, habits, abilities and attitudes which constitute desirable character. This organization varies with the needs of the pupils and the environmental factors which affect the practices of the school. The organization cannot be given in detail because of the necessity for adaptation to local situations. Therefore, the term of character program, herein used, will refer to certain suggested principles and activities as content, the exact details to be determined by the administrator of the individual school.

The Rural Agricultural Schools of Michigan, with which this study is concerned, were organized under a law passed in 1917. It was designed to further centralization of rural school districts, emphasized vocational education and provided for transportation of pupils.

In a brief study made by the State Department of Public Instruction the following conclusions were reached. "The results indicate that the

Rural Agricultural Schools are the only type of school districts in Michigan in which the boys and girls of rural areas are given equivalent opportunities. Effective leadership given by the Rural Agricultural Schools in rural education may be explained through the emphasis that they have placed upon provisions of transportation; the equipment; instructional supplies; experience, training, tenure, of superintendents and teachers; curriculum and extra-curricular activities; teaching procedure; and community relationships."(11)

The following includes some of the statistics given by the same study.

\$800 per year allowed each school by the state for maintenance.

\$300 per year given for each vehicle for transporting pupils.

29,313 pupils in the Rural Agricultural Schools.

1,038 teachers employed in the schools.

28 average number of pupils per teacher.

16,203 number of pupils transported.

550 vehicles for transportation.

7.8 average number of miles each vehicle travels.

92 number of schools.

(11) Voelker, Paul F. - Thompson, Paul - Stack, Dorr. "A Study of the Growth of the Rural Agricultural Schools in Michigan from 1919-1935." Michigan State Department of Public Instruction, Lansing, 1935.

1. The first step in the process is to identify the problem.

2. The second step is to define the problem.

3. The third step is to analyze the problem.

4. The fourth step is to develop a solution.

5. The fifth step is to implement the solution.

6. The sixth step is to evaluate the solution.

7. The seventh step is to monitor the solution.

8. The eighth step is to report the results.

9. The ninth step is to conclude the process.

10. The tenth step is to document the process.

11. The eleventh step is to review the process.

12. The twelfth step is to improve the process.

13. The thirteenth step is to maintain the process.

14. The fourteenth step is to update the process.

15. The fifteenth step is to close the process.

16. The sixteenth step is to archive the process.

17. The seventeenth step is to delete the process.

18. The eighteenth step is to restore the process.

19. The nineteenth step is to backup the process.

20. The twentieth step is to recover the process.

21. The twenty-first step is to migrate the process.

22. The twenty-second step is to clone the process.

23. The twenty-third step is to split the process.

24. The twenty-fourth step is to merge the process.

25. The twenty-fifth step is to divide the process.

26. The twenty-sixth step is to multiply the process.

27. The twenty-seventh step is to subtract the process.

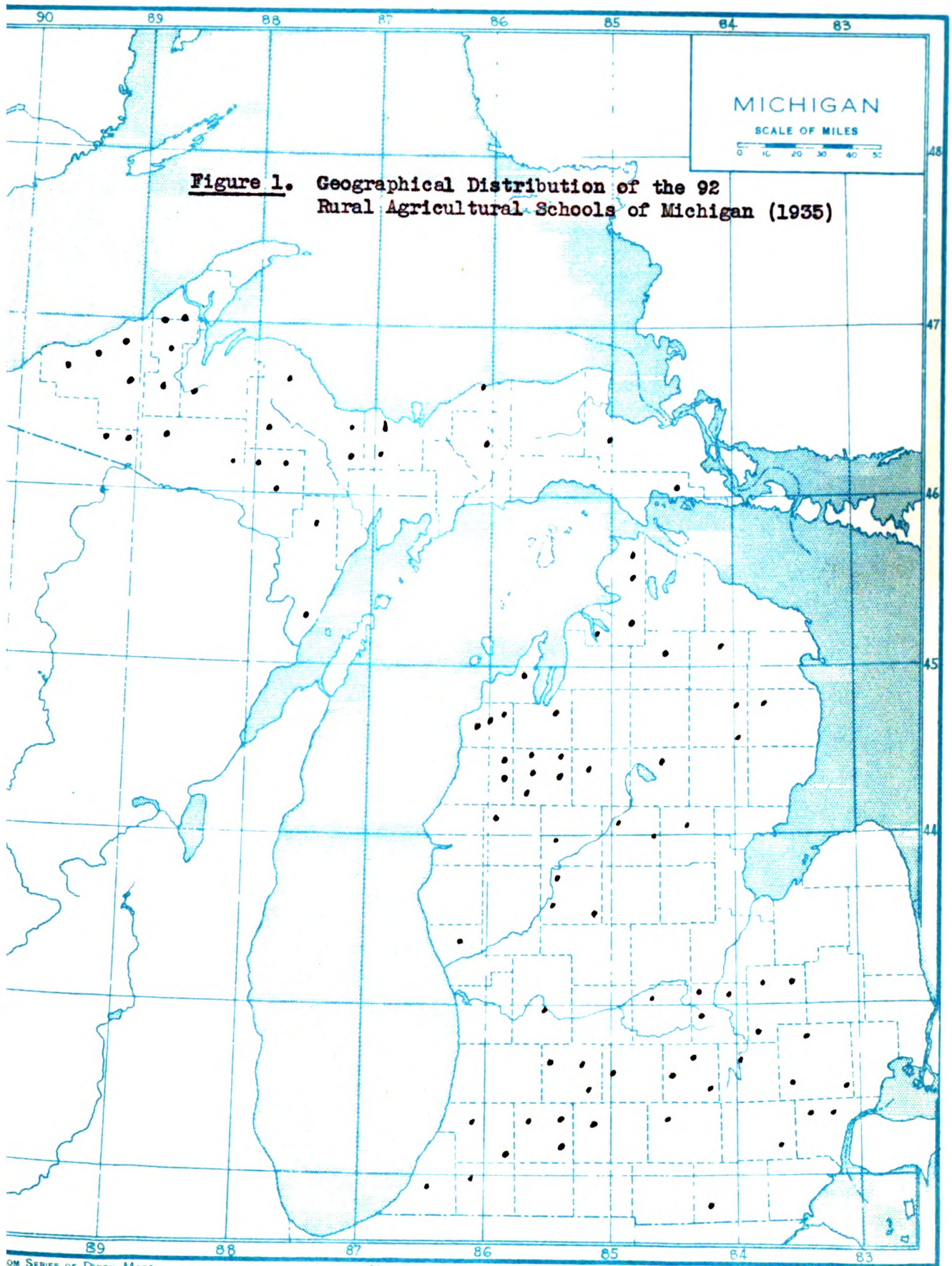
28. The twenty-eighth step is to add the process.

Some of the advantages obtained by this organization are:

1. Provides opportunity for a four year high school program for each child in the district.
2. Includes agriculture, domestic science, and industrial arts, plus the usual subjects of village high schools.
3. Insures higher percentage of school membership due to broad and practical courses of study and transportation of pupils.

The graphs on the following pages show the growth in number of pupils per school, the growth of the Rural Agricultural Schools in number, and the growth in total enrollment.

Locations of the Rural Agricultural Schools are shown on the map on page



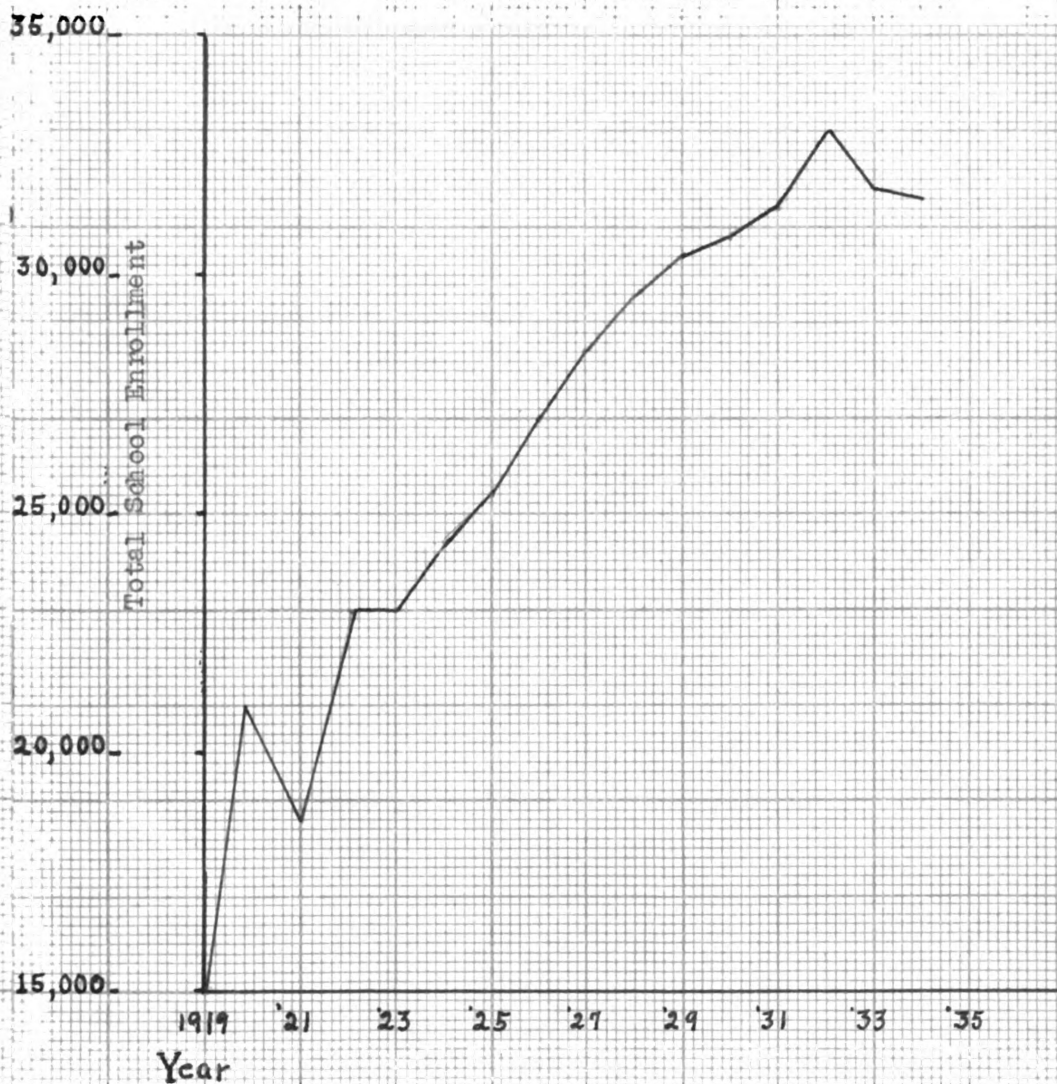


Figure 2. Total School Enrollment
Rural Agricultural Schools
(1919-1934)

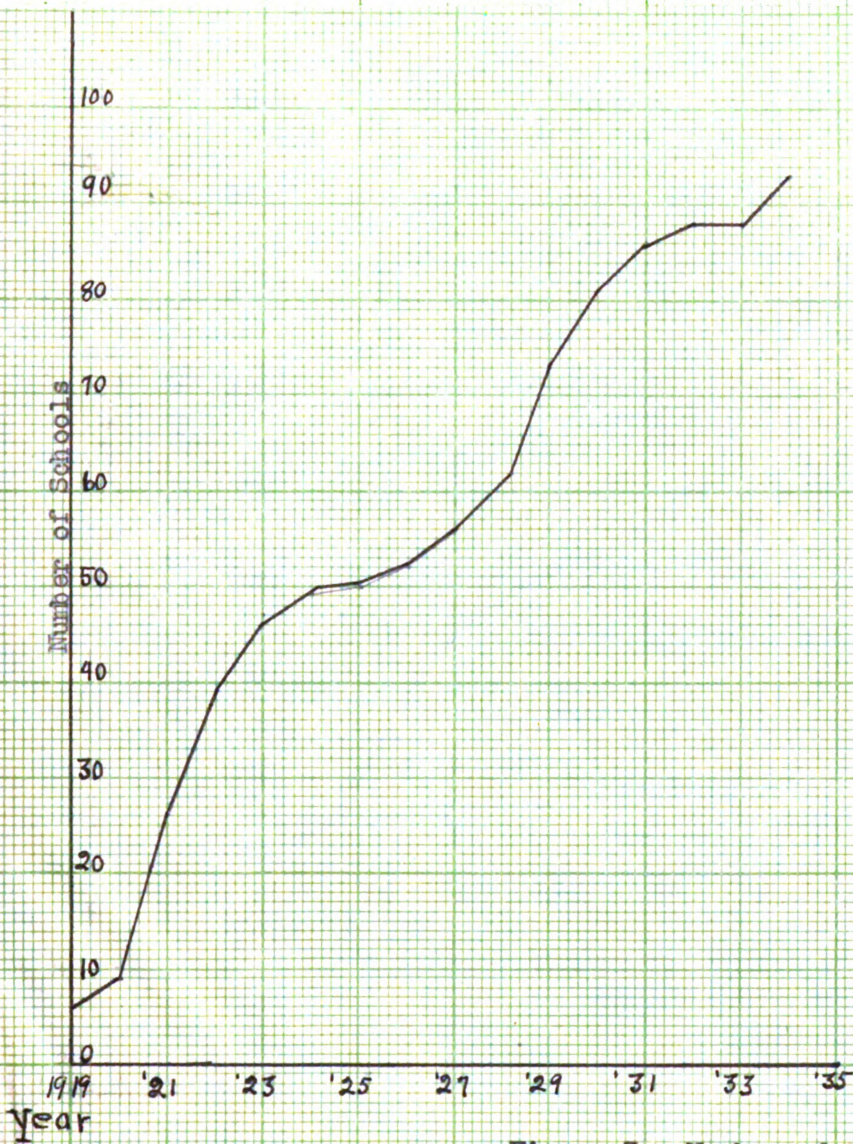


Figure 3. Number of Rural Agricultural
Schools

(1919-1934)

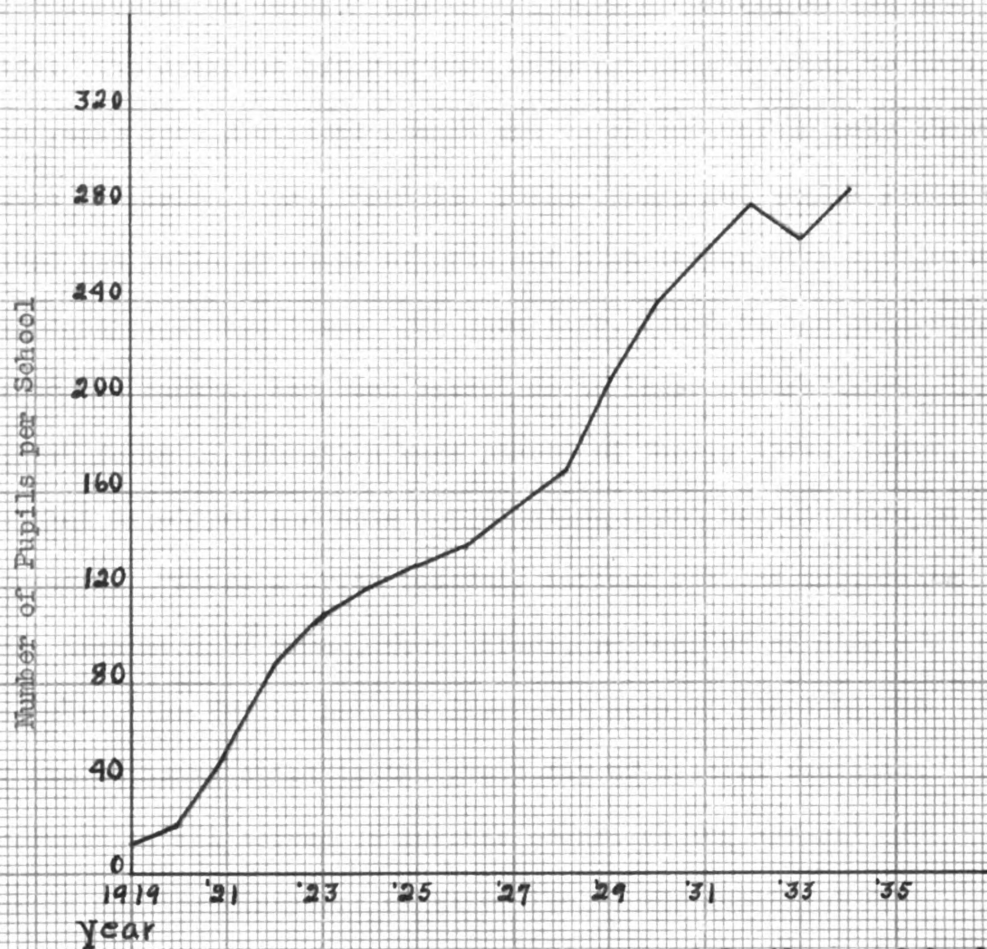


Figure 4. Number of Pupils per School
in the Rural Agricultural Schools
(1919-1934)

III. Some Historical Aspects of Character Education.

"Character formation is an old, old goal of the human race." (12)

It goes back to the times of primitive man. Tales of folk-lore, customs and early forms of law all point to attempts to develop desirable character outcomes in the youth. As nations progressed through different stages of growth, they endeavored to develop character, each according to its own ideals of life. The earliest efforts were unconsciously devoted to promoting in the young people ethical ideals and to attempting to make these ideals function in their lives. Parents, philosophers and social leaders soon recognized the value of these efforts and high ideals were inculcated into the philosophies of the time. The good life, found in the philosophies of Moses, Plato and Buddha, has been passed on to later generations.

The earliest forms of education were phases of family life. Later, the tribe or clan developed and this complication meant restrictions on individual freedom. "Where a tribe had well defined notions concerning sex relations, treatment of women, food taboos, methods of warding off evil spirits, etc., the family had the important task of starting the education of the unformed child in the group way of special societies and public ceremonies all served to furnish occasions for arousal of moral sentiments and the direction of attention to the qualities of character most highly prized by the tribe." (13)

(12) National Education Association, Department of Superintendence, Tenth Yearbook, Washington, D. C. National Education Association, 1932, p. 50.

(13) Nichols, Claude A. Moral Education Among the North American Indians. Contributions to Education - Teachers College, Columbia University, New York. Columbia University, 1930, p. 97.

From the earliest times, the Hebrews considered moral education as a regular part of their daily life. Before 586 B.C., children were trained in morality traits. They learned to do by doing. Industry, courage, loyalty and obedience were learned through practice. The Scriptures became the basis for instruction during the time of Jesus. The youth came into contact with these moral laws in the home, the school and the community. Ethical ideals were thoroughly inculcated by them by the time the pupil reached maturity. Education came to be regarded as a means of ethical as well as intellectual growth.

The Greeks educated for moral character in the home as well as the school. Good behavior and respect for elders were stressed and laws were passed to aid by removing situations or conditions leading to immorality. Sparta and Athens both tried to produce the good life. Differences in ideas as to what constituted good citizenship led to different methods and objectives. Sparta concentrated on those qualities which are necessary to military life, bravery, honor and endurance. Athens developed a richer life by giving attention to the aesthetic and the mental as well as the physical person. "The training of character was above all things the object of Hellenic education. It was this that Hellenic parents especially demanded of the school master. So strongly did they believe that virtue could be taught, that they held the teacher responsible for any subsequent misdemeanor of his pupils."⁽¹⁴⁾

(14) Freeman, K. J. "Schools of Hellas" London, Macmillan Company, Ltd. 1907, p. 125.

In early Rome, education was conducted by the parents. The father and the mother in the daily life gave the needed training to the children. Constant companionship offered good leadership as long as the parents were capable. Perhaps one of the causes of Rome's downfall can be traced to the failure of the parents to prove capable instructors for their children.

Christianity became a great agent for moral development from the time of its inception. Great strength of character was needed to withstand the persecution and to live up to the high standards required by the new religion. Many did have the strength and spread this great moral force throughout the world. It kept learning alive during the middle ages and was a potent factor in developing chivalry. Loyalty, honor, generosity, moderation and courtesy became the watchword of the knights who preferred death to dishonor.

Colonial New England emphasized moral and religious training. The early Pilgrims, with their stern rules of conduct, insured the instruction of the youth in what they considered the right way of living. Everyone was given a task and youth to the moral influence of work at an early age. The motivating force in the life of New England was the desire to adjust the spiritual nature to life and to carry out its great ideals and principles. Moral development was a part of colonial religion and the religious motive governed early American education. Education among the Puritans was the glorification of God. Government was subservient to the church and education existed directly for church purposes and indirectly for its contribution to citizenship. Cubberley says that character was not taught as an end in itself or for the development of personality, but as a means of pleasing God. Earliest textbooks exhorted virtuous life.

Character training for citizenship and religion were objectives of the state before 1750. Emphasis at first was on religion but later good citizenship was stressed. The conceptions of the functions of education are shown by an advertisement of King's College in 1854. "The chief thing that is aimed at in this college is to teach and engage the children to know God in Jesus Christ, and to love and serve Him in all Sobriety, Godliness, and Richness of Life, with a Perfect Heart and a Willing Mind, and to train them up into all Virtuous Habits and all such Useful Knowledge as may render them credible to their Families and Friends, ornaments to their Country and useful to the Public Weal in their generation." (15)

The rise of religious sects led to abandonment of religious training in the schools. The simple, agricultural people of early colonial days had been satisfied with the religious dogmas of their times. The conduct of their lives was largely ordered by the teaching of the church and character was measured by the degree of conformity to religious doctrines. This was not possible with many sects. Freedom of religion, guaranteed by the State Constitution, meant that no religious belief should be taught to a pupil whose parents did not desire it. The schools, necessarily, abandoned religious training and with it the greatest agency for character development they then possessed. Until new interest revived instruction for character, the schools continued to teach subject-matter without reference to its moral values. These prejudices remain to this

(15) Cubberley, E. P. The History of Education. Boston. Houghton, Mifflin Company. 1920, p. 203.

day, and few public schools of the state include courses of religious training in their programs of study.

A period of development of intellectual and cultural outcomes followed the wane of interest in teaching of morals. School men lost sight of moral values and emphasized subject matter. The machine age and desire for economic success led to an educational program devoted to economic efficiency, even at the cost of moral sacrifice.

However, a gradual movement for emphasis on character developed. Its source and time of starting is not definitely known. Some attribute its origin to the Sunday School movement in England in 1780, while others trace it back to Horace Mann about 1830. Still others say that the Religious Education Society of 1903 or the World War and its resulting needs brought a new period of education - the period of character education. However, it is impossible to say where the correct sources of the movement lie. Periods of history seldom have clearly defined limits and we are too close to this one to see it in proper perspective. Nevertheless, it began to be a force in education with the start of the twentieth century and has steadily gained ground until at present it occupies an important place among educational objectives. Some phases of its contemporary development are here included.

Several achievements appeared between 1890 and 1900. Societies for Ethical Culture influenced character development in the schools. John Dewey was at work at the University of Chicago. He contributed the theory that the child should be educated in a school constituting

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a miniature community similar to the society of his everyday life. He stressed preparation for participating in life activities. This work proved to be the inspiration of much progressive planning, including the Winnetka and Dalton Plans.

The next decade brought more efforts in the regularly organized school. Lectures on character traits were used in Toledo. The Board of Education of New York City published a "Course of Study in Moral Education." Desirable traits and importance of teacher influence were emphasized. Other efforts included recognition of teacher responsibility in character instruction by the National Education Association.

The Hutchin's "Morality Code"⁽¹⁶⁾ was published in 1915. Two years later, the National Education Association⁽¹⁷⁾ included development of ethical character in the Cardinal Principles of Education. The Elgin Plan⁽¹⁸⁾ was produced in 1925. It was based on trait study and provided for regularly scheduled daily programs. It served as a suggestion for other systems and several presented new plans.

The Iowa Plan⁽¹⁹⁾ by Edwin Starbuck, stressed the use of school organization, curriculums and classroom procedures in character education. It focused attention of educators on the improvement of this type of instruction. The Nebraska Five Point Plan⁽²⁰⁾ is also worthy of note. The

(16) Tuttle, H. S. and Menegat, P.A. Procedures for Character Education. Eugene, Oregon. The Cooperative Book Store. 1931. p. 15-18.

(17) United States Department of Interior, Bureau of Education. "Cardinal Principles of Secondary Education." Bulletin 1918 No. 35, Washington, D. C. Government Printing Office, 1918.

(18) Annual Report of the Public Schools of Elgin, Ill. 1924-25. Board of Education, Elgin, Ill. 1925 p. 70.

(19) Character Education Methods - The Iowa Plan. Washington, D.C. Character Education Institute, 1922.

(20) Sharp, Frank Chapman. Education for Character. Indianapolis, Bobbs, Merril Co. 1917 p. 339.

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Character Education Inquiry was organized in 1923, and under the direction of Hugh Hartshorne and Mark A. May at Teachers College, Columbia University, extensive research was carried out. The reports⁽²¹⁾ of these experiments have been published in three volumes, "Studies in Deceit", being the best known. The experiments extended over five years and much was learned from their attempt to measure character traits.

The case conference method of R. D. Allen for developing ethical discrimination offered a new type of method. "It consists of bringing type problems of conduct under discussion by pupils, with the judicious aid of an adult leader. The cases are those which have occurred in actual life and might well occur among such children as those in the group."⁽²²⁾ Discussion by the class offers opportunity for the students to express their views and for some to reason out the correct solution.

At the present time, several projects or experiments are being conducted in various parts of the country. Senator Copeland's Experiment in the District of Columbia is notable. It is being directed by W. W. Charters of Ohio State University, who is a leader in this field. A similar study is being conducted at Grand Rapids, Michigan, under the direction of Dr. Paul Voelker, State Superintendent of Public Instruction and John Randell, representative of the United States Senate Committee on Crime.

(21) Hartshorne, Hugh and May, Mark. Studies in Deceit. New York. Macmillan Company. 1928. p.

(22) Allen R. D. Case Conference Methods of Group Guidance. New York, Ivor Publishing Company. 1933.

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At Central State Teachers College, Mt. Pleasant, Michigan, an experiment in the development of teachers who will be better prepared to instruct in character, promises new information concerning this phase of education.

This brief history of character education was not intended to cover all phases of the subject. It was included to show how extensive and universal the problem of character development is. It is always with us and the responsibility of the educator is being shifted from the development of skills in subject matter to the preparation of the pupil for more active and useful participation in the social world today.

IV. Character Education and Present Day Society.

According to the "Tenth Yearbook"⁽²³⁾ of the National Education Association of the Department of Superintendence, we as Americans are living in a period of change. We are no longer an agricultural people. The movement has been from the farm to the city. "In 1910 there were 32,000,000 people on the farms of the United States; on January 1, 1931, there were 27,430,000 or approximately 4,500,000 less."⁽²⁴⁾

This means that we no longer live as our fathers lived or think as they thought. We are aware of new influences and situations in our lives. Our ideals are no longer rural, but urban. We are city minded. "From the standpoint of moral education, perhaps the most significant features of the new industrial order are change, integration and power."⁽²⁵⁾

In the field of social change, there is opposition to old standards and authority. The immense vote cast for Roosevelt in the last presidential election indicates that party lines are not as substantial as they once were. It would seem that the electorate had reached a decision that a change in governmental policy was desirable.

(23) National Education Association, Department of Superintendence, Tenth Yearbook. Washington, D.C. National Education Association, 1932, p. 10.

(24) Taylor, W. Russell. "The Exodus from Rural America." Current History 35:404 December 1931.

(25) National Education Association, Department of Superintendence, Op. Cit. p. 19.

Educators recognize for their goal, the ideal of social and individual efficiency. People need open minds and a readiness to weigh the values of new principles if this end is to be achieved. New ideals must be realized, new situations met with new tools. The need for rapid transportation facilities in the world today is being realized by the use of aeroplanes, fast automobiles, trucks and trains. However, society should not be allowed to drift. It should have definite standards as guides. When these guides are not followed trouble often results.

L. D. Coffman said, "If the political and economic leaders had followed the teaching of the schools, we should be in a less dangerous situation than we now find ourselves. The schools never taught war, they taught peace; the schools never taught extravagance, they taught thrift; the schools never taught disregard for law, they taught respect for law." (26)

If education develops or helps to develop adequate standards for society, it can insure their observance by the same process. They should be interpreted to the youth in terms of life needs in building up a people who know how to live effectively with their social contemporaries and desire to do so.

From the standpoint of integration, our lives are more closely bound together than ever before. Europe is our next door neighbor. The radio, the telephone and the aeroplane are only suggestions of the many means of close relationship. It is possible to talk directly with another across the Atlantic. Aeroplanes cruise across the Pacific in a few hours. Our society is rapidly becoming international in scope. The very facilities which unite us with our neighbors tend to bring us their

(26) Coffman, L. D. "Conflicting Governmental Philosophies" National Education Association. Department of Superintendence Proceedings, Washington, D. C. 1933 pp.117-20.

advantages and their difficulties. Inter-dependence of nations has resulted in a world wide depression. Our silver policy threatens the financial stability of China. What we do as citizens of the United States is reflected in the activities of other nations of the world. For the good of the world, there is need of recognizing each others problems because of the inter-national effects of them. This knowledge can be supplied by the school.

Economically we have become an interdependent people. One has only to trace to their source the items of his breakfast to realize this truth. We live successfully only when we can exchange our goods with others. Failure of United States to buy Cuban sugar causes depression in Cuba. Failure of the countries of South America to buy United States textiles results in a depression among the New England mills. There were 32,000,000 people in the United States who received an income of less than \$1,000 for the year 1929 while 94 people received \$1,000,000.⁽²⁷⁾ In 1929, .08 of one percent of the population of this country received over \$7,000,000,000 income of a total income of approximately \$25,000,000,000.⁽²⁸⁾ These figures would seem to indicate that there is need of a more equal distribution of the profits of human endeavor. How this can be done is a vital problem. Individualism is backed by tradition. If it gives up a portion of its present advantage it will do so only after a hard struggle. The schools will have a part in this struggle.

(27) Von Szeleski, Victor. The Distribution of Income. The Commonweal 16:262-264. July 6, 1932.

(28) Brayman, Harold. Wealth Rises to the Top. Outlook and Independent 158: p.78 May 1931.

In the field of education, the change is also great. The community and the home are not so successful and do not assume so large a share in the development of character outcomes in the youth as they did several decades ago. The educational view that the school should take up where the organizations outside the school leave off, indicates a greater duty of the school in character development. Senator Copeland said, "The schools have failed to develop character. Today, in the United States, the average age of the criminal is twenty-three years. The largest age group is found at nineteen and the next largest at eighteen. The seeds of moral delinquency, sown and grown during school age develop into evil plants, the fruits of which are publically displayed by boys and girls long before there is maturity of their minds and bodies."⁽²⁹⁾ Either the schools are breeding places for these conditions or they are failing to correct the destructive tendencies. Our educational institutions do not develop within the individual the desire for good character. The situation is one of the greatest challenges which confronts education. A society marked by power over nature so that economic needs can be supplied with little effort means increased leisure. This social condition necessitates good character to insure worthy use of this new privilege.

(29) Copeland, Royal S. Education and Prevention of Crime.
National Education Association Proceedings 72-1934 p. 595.
Washington, D. C. National Education Association.

Power over life and death is increasing. New means of disease prevention or cures are being discovered. The span of life is being increased and the death rate lowered. New means of making life worthwhile are in evidence. But power to destroy civilization, also, has come with this control of life and death. Physical science has powerful weapons of destruction. Chemicals, high explosives and aeroplanes have death dealing as well as preserving potentialities. The nations of the world are faced with the problem of limiting or abolishing their destructive power. Education can help in this movement by creating in the people of the world, character ideals based on the love for peace.

Finally, the minds of vast numbers of people can be influenced as never before, by the radio, the motion picture and the press. Men, hitherto not prominent, can build up large followings in a surprisingly short time. It is the ability to discriminate between desirable and the tawdry, the sincere and hypocritical that is needed. Education should help people to think for themselves. It should help them to weigh evidence and determine the best course of action. It can do this if it can develop in its pupils a desire for good character. Whether education, with its limitations and hindrances, can accomplish much, remains to be seen. At present, it can try.

V. A Survey of Character Development in the Rural Agricultural Schools of Michigan.

"It is the thesis of our study of character education that character education is not an additional subject in the curriculum, that it is not an extra-curricular activity, rather it is the goal toward which all education is directed. It is not separate and apart from the commonly accepted objectives in education, but is rather inherent in all of them."⁽³⁰⁾ This conception of the place of character education served as the basis for an attempt to restate the Cardinal Principles of Education in the language of character education by the Department of Superintendence of the **National Education Association**.

The same attitude toward character education is expressed in "A State Wide Program of Character Education" prepared in cooperation with Superintendent of Public Instruction, Paul F. Voelker. It says, "Character education is not a separate program but a point of emphasis. It is a program that must permeate the entire program of the school, until the total educational experience of the boy or girl will be such as to enrich and strengthen personality. It implies a cooperative endeavor of the entire personnel of the school, and integration of all the activities of all educational agencies."⁽³¹⁾ They state the conception in another way by saying "It has already been said that the aims of character education are the aims of all education at its best. If character outcomes

(30) National Education Association, Department of Superintendence, Op. Cit. pp. 238-242.

(31) Committee Report. "A State Wide Program of Character Education." Michigan State Department of Public Instruction. 1933 p. 3.

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(32) Committee

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(33) Ibid. p.

are to be made a major concern, then the entire instructional program of the school must be examined and modified so that it will contribute its maximum to the pupils as they meet the situations of daily life."⁽³²⁾ If the aims of character education are the aims of all education; these aims may be used as goals or principles to be achieved. By a restatement of the goals of education in terms of or in the language of character education the goals of character education become apparent. If these goals are considered as principles, standards of achievement can be set up for evaluating a school program in its success in reaching these goals. The National Education Association, Department of Superintendence, in their Tenth Yearbook, made such a restatement of the Cardinal Principles⁽³³⁾ and set up standards for achievement. As they were the work of recognized authorities in the field of character education and education in general, the writer felt that they might be used effectively as authoritative basis for evaluating the work in character education in the Rural Agricultural Schools. With this in mind, a brief discussion will be given to the principles used in evaluating the Rural Agricultural Program and the standards for achieving the principles. A brief attempt will also be made to relate each to the character education program by suggesting some outcomes which may be anticipated from the application of such principles. The questions used from the questionnaire form as received from fifty-five

(32) Committee Report. "A State Wide Program of Character Education." Michigan State Department of Public Instruction. 1933 p. 3.

(33) Ibid. p. 7-8

of the ninety-two Rural Agricultural Schools of the state will next be listed. The material will then be presented in tabulated form followed by a summary and an evaluation. Finally, a general summary of the activities of the Rural Agricultural Schools which were related to the character educational program in those schools will be presented.

Principle I. The school program should meet the intellectual needs of the pupils.

In order to accomplish this the school must provide for -

1. Subject-matter adapted to the group.
2. Methods and techniques of teaching which provide for varying abilities within the group.
3. A program which recognizes and provides for individual differences.
4. Proper child accounting.

An intellectual program which meets the needs of the pupils is necessary to a character education program. Nothing succeeds like success. If a child is so placed in school that he can work to his greatest capacity and at the same time experience a fair degree of success, he is more likely to be happy in that work. It gives him an opportunity to discover his own powers and what child does not like to do that. If the pupil is acquiring desirable habits, skills and ideals in courses fitted to his interests and abilities he is more likely to develop a better character than the misplaced youngster who early acquires the defeat or failure complex. To gain an attitude of success is of great character value to all pupils.

Principle I. The school program should meet the intellectual needs of the pupils.

Questions relative to the realization of principle.

- 2. Do you use intelligence tests to help in grade placement?
- 18. Do teachers organize their subjects so that the amount and kind of knowledge to be acquired is the same for all pupils?
- 20. Is supervised study used in the school?
- 21. Are special provisions made for the slow child in your vocational educational program?
- 22. Are teachers urged to make large unit assignments?

Table I. Tabulation of Replies to Questions 2, 18, 20, 21, and 22

Question Number	No. Schools Reporting	Answers to Questionnaire Form			
		Yes	Percent Yes	No	Percent No
2	54	24	44.5	30	55.5
18	50	20	40.0	30	60.0
20	52	11	21.2	41	78.8
21	52	33	63.4	19	36.6
22	52	40	78.1	12	21.9
		114		146	

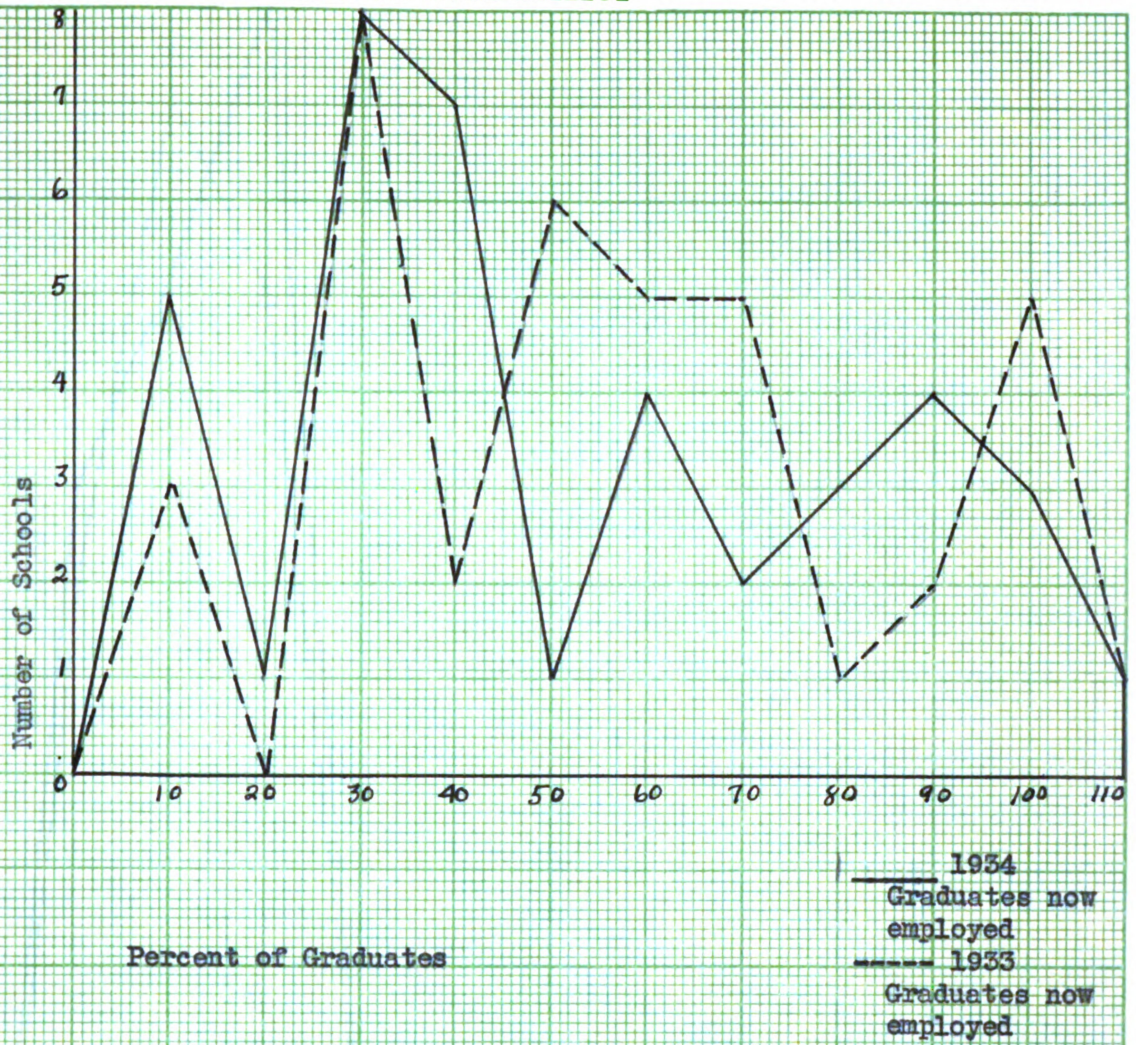


Retarded
Accelerated

Question Number 3 - What percent of your pupils are retarded? Accelerated?

Figure 5. Frequency distribution of the percent accelerated and retarded

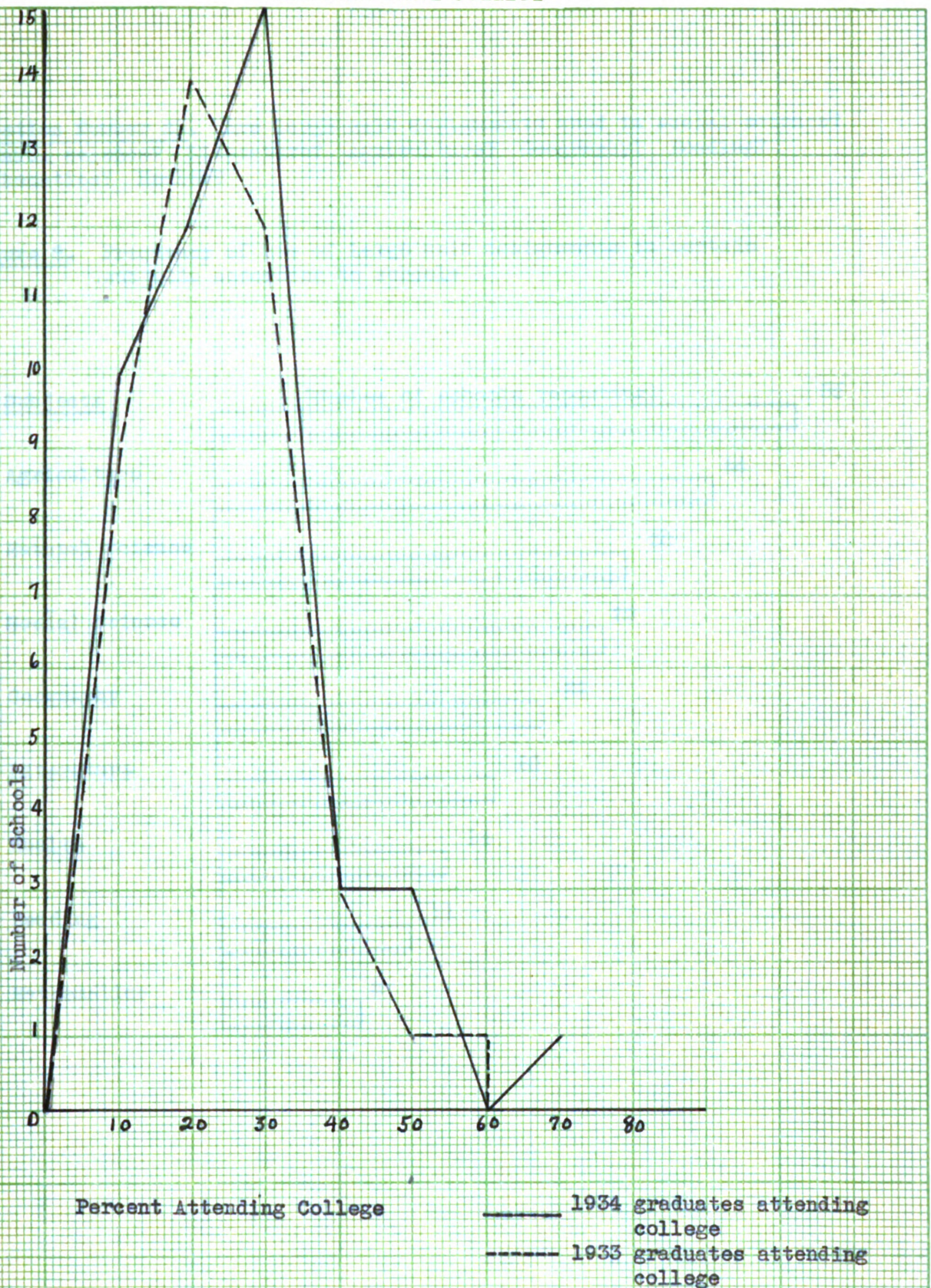
(Number of schools reporting 39)



Question Number 35. What percent of graduates of 1933 are now employed? 1934?

Figure 6. Frequency distribution of percent of students employed who graduated in 1933-1934

(Number of schools reporting 41)

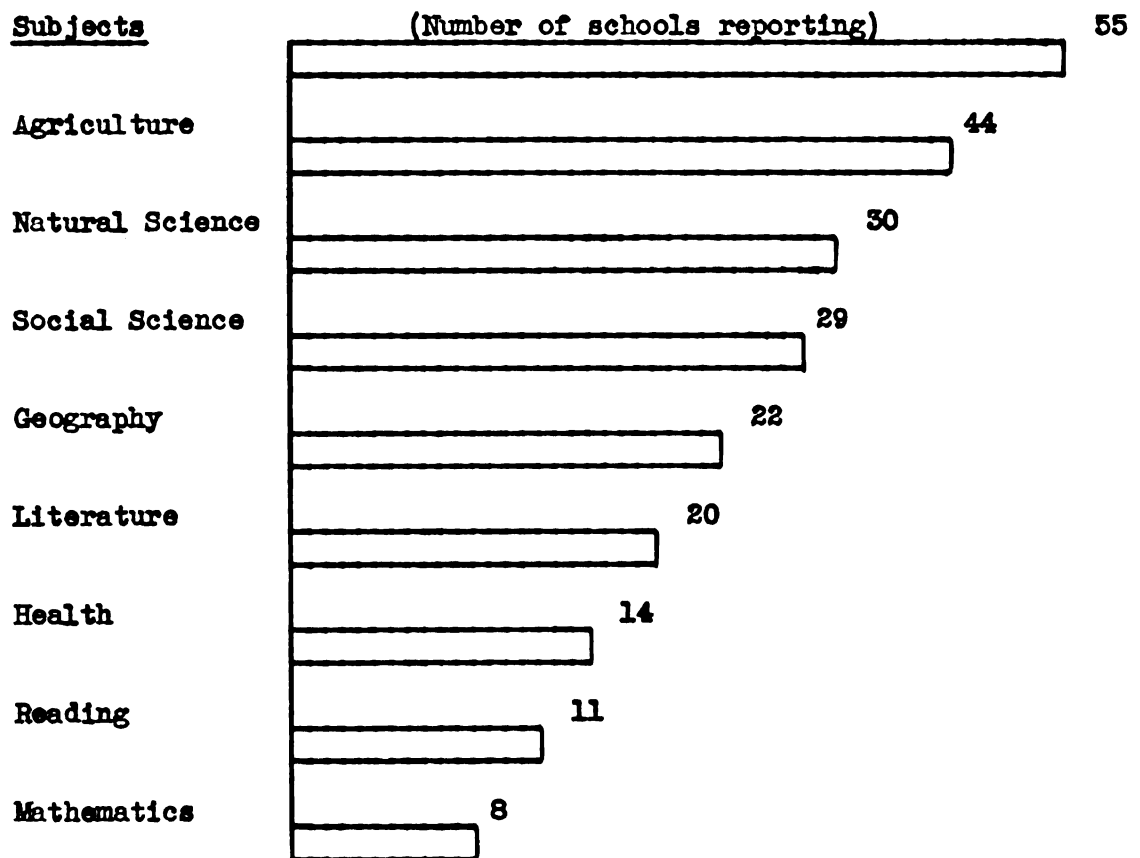


Question Number 36. What percent of the graduates of 1933 are now employed? 1934?
Figure 7. Frequency distribution of percent of students attending college who graduated in 1933-1934

(Number of schools reporting 44)

Question Number 23. Are large unit assignments used in social science?
Natural science? Literature? Agriculture? Geography? Reading?
Mathematics? Health?

Figure 8. Frequency of use of large unit assignments in certain subjects according to schools



Summary to Principle I.

Twenty-four schools, or 44.5 percent, use intelligence tests to help in grade placement. This indicates that less than half of the schools make use of this guide as objective evidence to supplement teacher opinion. Decreased budgets and lack of understanding of importance may contribute to this condition.

Thirty schools, or 60 percent, indicate that they provide for different levels of intelligence in their subject organization. This shows effort to provide for individual differences which promotes success in school work.

Supervised study helps to develop efficient habits of study and promotes effective work. However, it does not lend itself to all conditions and requires a faculty with ability to handle it effectively. Perhaps these reasons explain why only 11 schools make use of it.

Thirty-six percent make special provision for the slow child. This seems rather low in view of the fact that the Rural Agricultural School is organized under an act which promotes vocational education.

It is interesting to note that 78.1 percent use the large unit assignment. This method of providing for individual differences and cooperative study is indicative of progressive measures.

The average percent of retarded pupils is 11.2. The average percent of the accelerated is 9.1. The degree of retardation ranges from 2 to 30 percent while that of acceleration ranges from 0 to 26. This would seem to indicate that in some schools the amount of retardation is very excessive. It would seem that 30 percent is too great to be explained

merely by ordinary causes. The greatest frequency interval of retardation and acceleration is from 10 to 15 percent. This indicates that the situation is not hopeless, but that there is much room for improvement.

The success of a school system may be measured to a certain extent by what its graduates are doing. In the Rural Agricultural Schools the average percent of the graduates of 1933 who are employed is 46.9, while that of the 1934 graduates is 43.5. The average for the graduates of 1933 who are attending college is 16.2 percent while the average percent of 1934 graduates attending college is 18.1. This would seem to indicate that 36.9 percent of the graduates of 1933 and 38.4 percent of the graduates of 1934, on the average, are not constructively employed. Of course, the fact that approximately one-third of the graduates of these two years are unemployed cannot be definitely traced to the failure of the school to perform its functions successfully. The depression has greatly affected industry and as a result the number of people available for work which cannot be supplied is large.

The schools which use the large unit assignment employ it to the greatest extent in the teaching of agriculture. Natural science and social science also are taught quite extensively by this means while mathematics and reading make but little use of it. It would seem that much wider use could be made of it.

Principle II. The school should insure that the pupils get some understanding of the major fields of occupations together with an appreciation of their opportunities and requirements.

This principle may be realized in part by -

1. An extensive library.
2. Planned excursions.
3. Systematic study of vocations.
4. Study of vocations as a part of a guidance program.
5. Realization by teacher of the importance and place of guidance in the school program.

Ability to support one's self is of vital importance in life. It should be one of the vital phases of an educational program to develop this ability. A person with this ability is likely to be a good citizen and to develop a good character. In order that he may choose his life work wisely the school should provide for his guidance. He will be better able to choose if he has some idea of the relative position and importance of various occupations in a democracy, if he has some conception of his own powers, if he realizes that success and character are related and if he realizes that honest labor is not degrading but contributes to making life richer for himself and others.

Principle II. The school should insure that the pupils get some understanding of the major fields of occupations together with an appreciation of their opportunities and requirements.

Questions related to Principle II

26. Does your school have a counselor for boys? Girls?
29. Do your students, other than the vocational group, make excursions for studying industries, occupations and governments?
30. Does your program provide for a systematic study of vocations and occupations?
33. Do you encourage graduates to visit the school for advice?

Table II. Tabulation of Answers - questions 26, 29, 30, and 33

Question Number	No. Schools Reporting	Answers to Questionnaire Form			
		Yes	Percent Yes	No	Percent No
26a	53	18	33.9	35	66.1
26b	52	19	36.5	33	63.5
29	51	35	68.6	16	31.4
30	51	25	49.8	26	50.2
33	52	44	84.6	8	15.4
		141		118	

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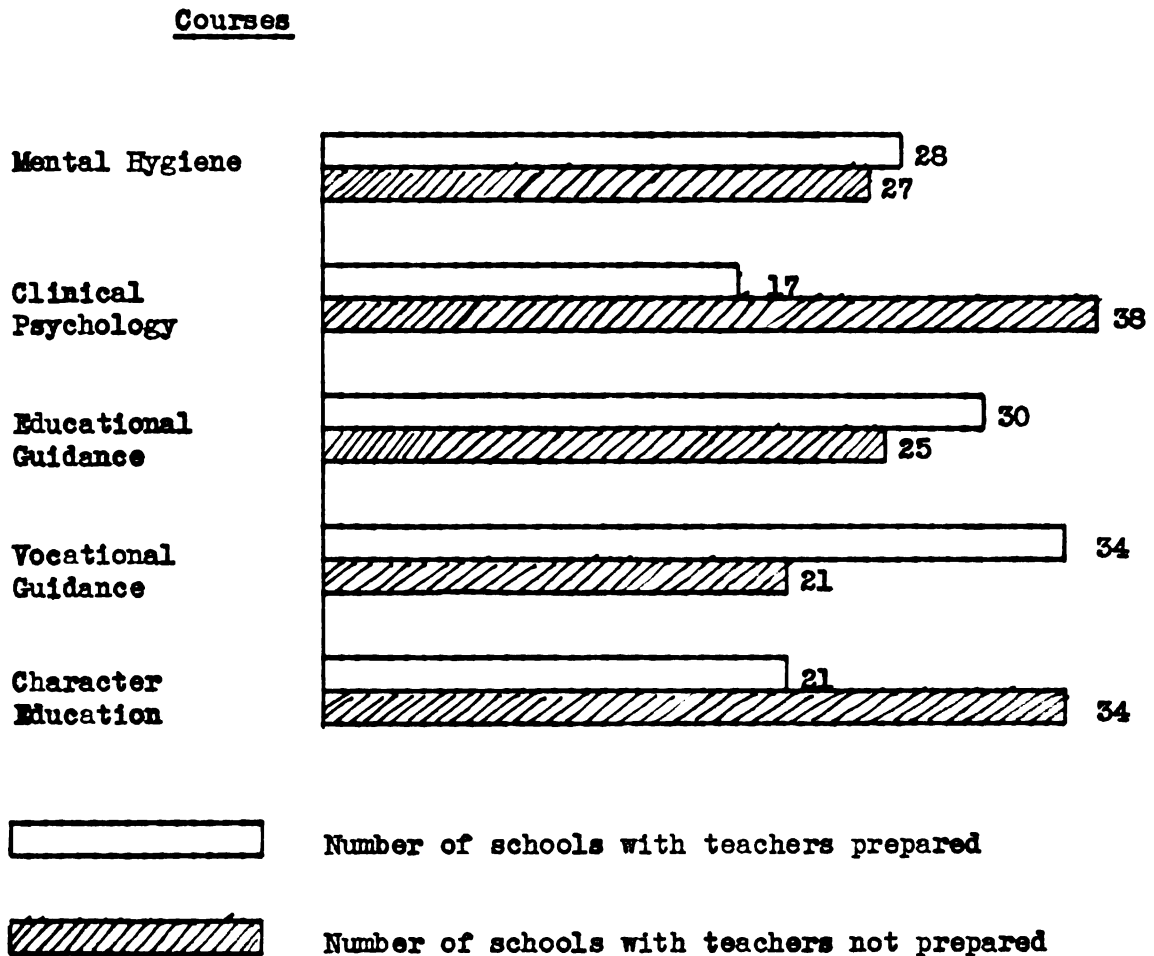
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Question Number 1. How many of your teachers have had the following college courses as listed: Mental hygiene - Clinical psychology - Educational guidance - Vocational guidance - Character education

Figure 9. Preparation of teachers for character education

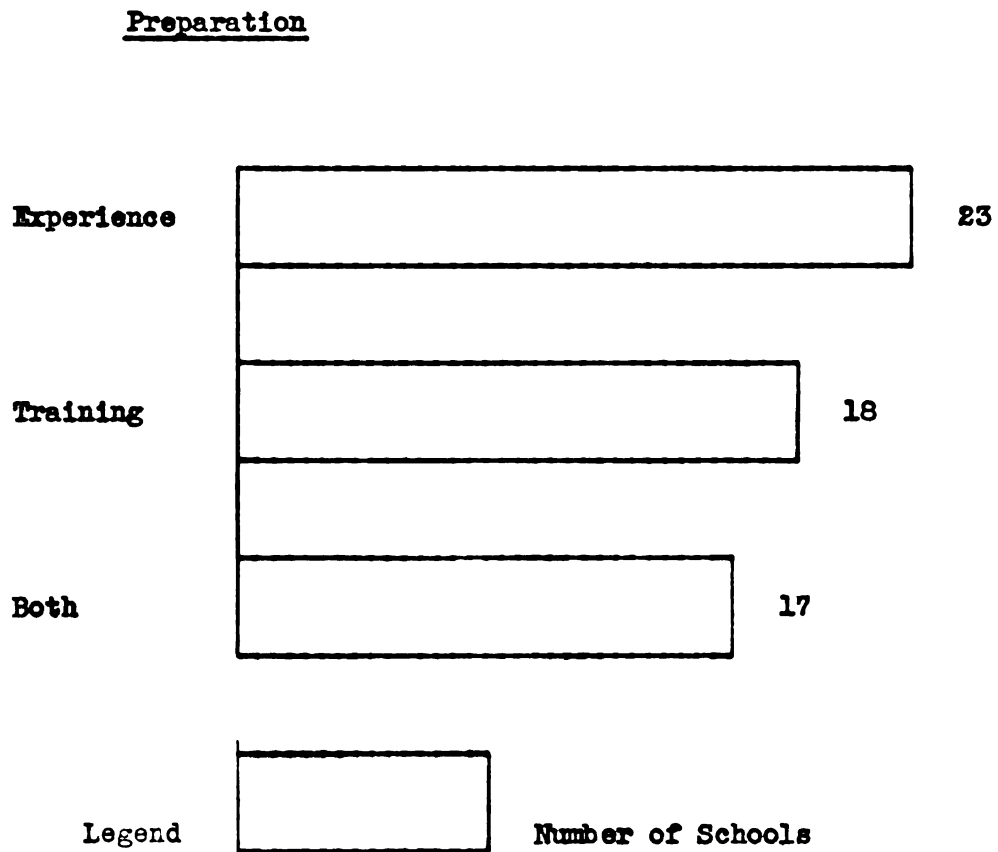
(Number of schools reporting - 55)



Question Number 8. Is the direction of character education in charge of a person qualified by experience? College training? Both?

Figure 10. Preparation of directors of character education

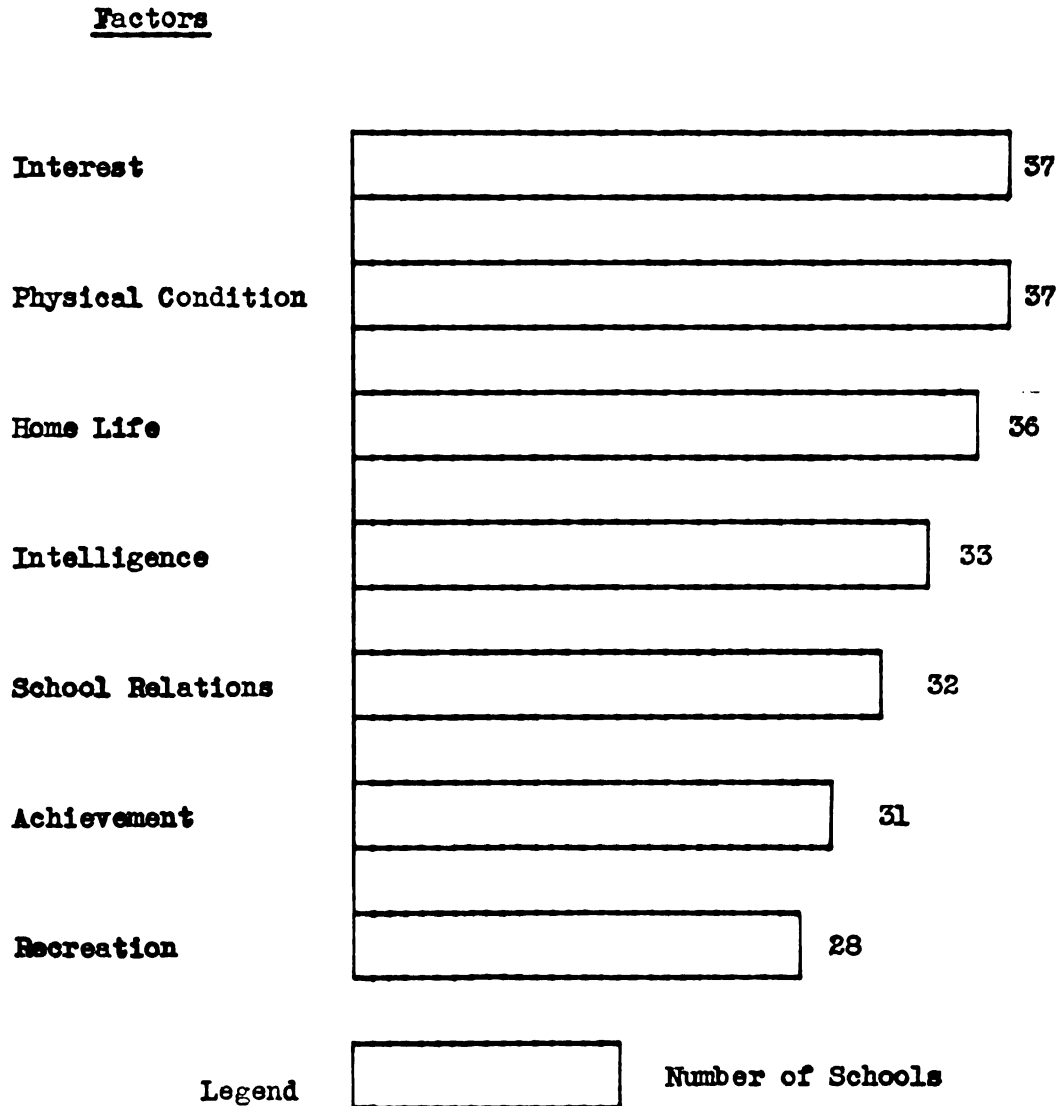
(Number of schools reporting - 28)



Question Number 28. In attempting to guide a pupil, is advice based on a study of the way he is influenced by his home life? School relations? Intelligence? Achievement? Physical condition? Interests? Recreation?

Figure 11. Factors used in guidance according to schools

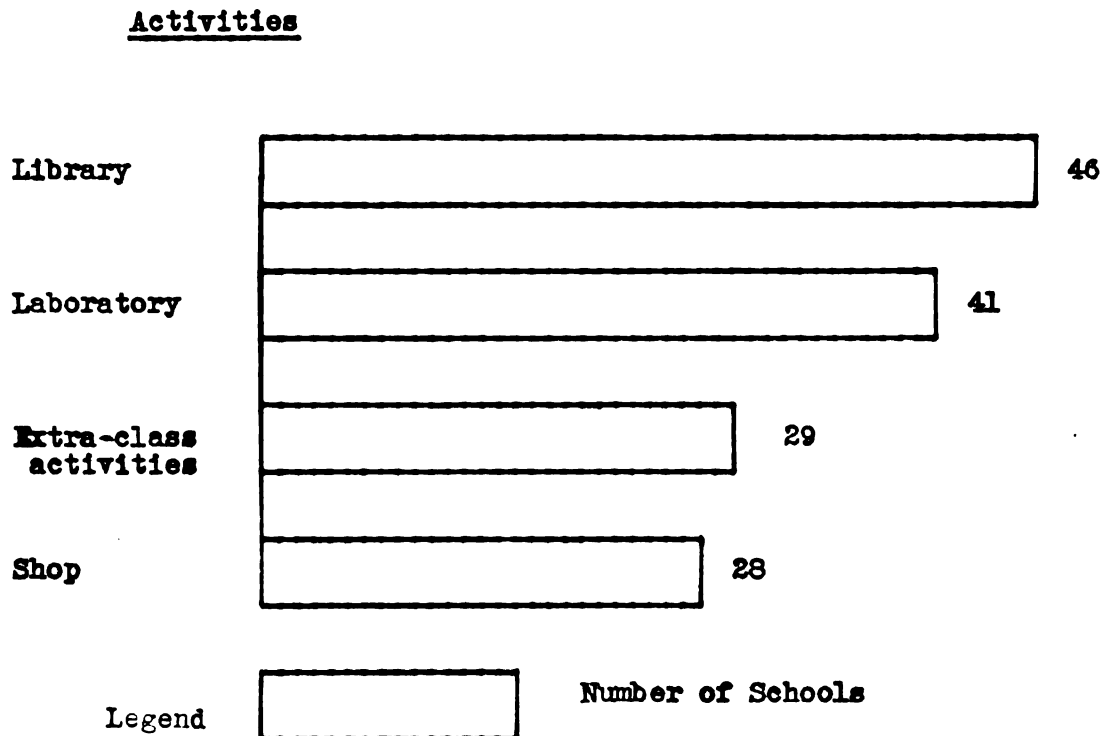
(Number of schools reporting - 42)



Question Number 4. What school activities have been curtailed because of lack of funds during the last three years? Library - laboratory - shop - extra class activities.

Figure 12. Activities curtailed in the last three years according to schools

(Number of schools reporting - 50)



Summary of Principle II.

"Youth needs helpful counsel today more urgently than ever before. The rapidly increasing complexity of modern life introduces new problems and accentuates old ones which must be met by each new generation. Changes in the industrial order complicate the choice of an occupation. Wise vocational guidance is needful."⁽³³⁾

Differentiated curriculums call for educational guidance and new standards of right conduct require adjustment through ethical and personal guidance. This guidance can be supplied by the school through people who are especially trained and prepared for this work. The fact that approximately one third of the schools provide counselors for their boys and girls shows that this phase of education is recognized as important. The failure of the rest of the schools to provide for this activity may be due to the lack of trained counselors. Some counselling can be attempted and a fair degree of efficiency attained if the person in charge will make use of some of the available sources of information.⁽³⁴⁾

Thirty-five schools or 68.6 percent provide for excursions for the purpose of studying industries, occupations and governmental functions.

Two-thirds of the schools are helping their pupils find themselves by obtaining first hand knowledge of important occupations.

Although vocations are studied by means of excursions in two-thirds of the schools, one-half, 49.8 percent have a place for systematic study of occupations and vocations in their programs of studies. It

(33) National Education Association, Department of Superintendence, Op. Cit. pp. 242-276.

(34) Patry, F. L. and Howard, F. E. Mental Health. New York. Harper and Bros. 1935.

would seem that there is some wasted effort here and that the excursions could be used more effectively if adequate study of them were provided.

Eighty-four and six-tenths percent of the schools make an effort to assist their graduates by encouraging them to come to the school for advice. This indicates greater effort toward solving the problems of the past graduate; the person, who having completed what the school can offer, is turned away from its doors. The Rural Agricultural Schools realize the problems which face these young people and are attempting to contribute something toward improving the situation.

The qualifications of teachers for effective work in character education and different phases of counseling is dependent to some extent upon their training for this work and their experience in the field of guidance.

In the Rural Agricultural Schools the teachers were prepared in a variety of ways for a guidance program. Twenty-eight of the 55 schools had at least one teacher with preparation in mental hygiene, 17 schools had teachers prepared in clinical psychology, 30 prepared in educational guidance, 34 vocational guidance, and 21 character education. The fact that few schools have teachers prepared in clinical psychology and character education illustrates that these fields have not been emphasized until recently.

The replies also show that 41.8 percent of the teachers are prepared for guidance by experience, 32.7 percent by college training, and 30.9 percent by both experience and college work.

The effectiveness of a guidance program may be predicted to some extent from the bases of the program. In counseling this group of schools use home life, school relations, intelligence, achievement, physical conditions, interests and recreation in varying degrees. In a total of 55 cases recreation was considered the least frequently, or 28 times; achievement 31; school relations 32; intelligence 33; home life 36; and physical conditions and interest 37 times. A wide base is indicative of good counseling. The fact that physical condition and interests are considered the most frequently while intelligence and achievement are considered less often is also refreshing as it shows a departure from the old conception of the infallibility school marks.

The library and laboratory phases of school work suffered most while shop and extra-class activities were curtailed the least. Shop work suffered in 53 percent of the schools, extra-class activities in 55 percent, laboratory in 79 percent and library in 90 percent. This may be a recognition of the value of the vocational and social activities of the school or it may be a reflection of the type of school organization emphasizing vocational work.

Principle III. The school should assist the pupil to become responsive to and learn the requirements for health.

To do this the school should -

1. Have an adequate staff and equipment for meeting such needs.
2. Provide physical examination for all with remedy of defects where needed.
3. Provide information concerning exercise, diet and sex.

Good health is one of the most desirable assets a person may have. It is the first one of the Seven Cardinal Principles of Education. Unhealthy people must of necessity come into contact with other individuals and possibly inflict them with disease or suffering, caused by unhappy consequences of disease. Individual good health is dependent on healthful conditions. Sanitation, pure water, sewage disposal, proper housing and individual efficiency through a sound physical condition are important in creating a desirable environment. Proper information concerning health reduces mental and emotional strain and happy, healthy individuals are assets in building character.

Principle III. The school should assist the pupil to become responsive to and to learn the requirements for health.

Questions relative to Principle III

40. Are all students not competing in interscholastic athletics given a physical examination?

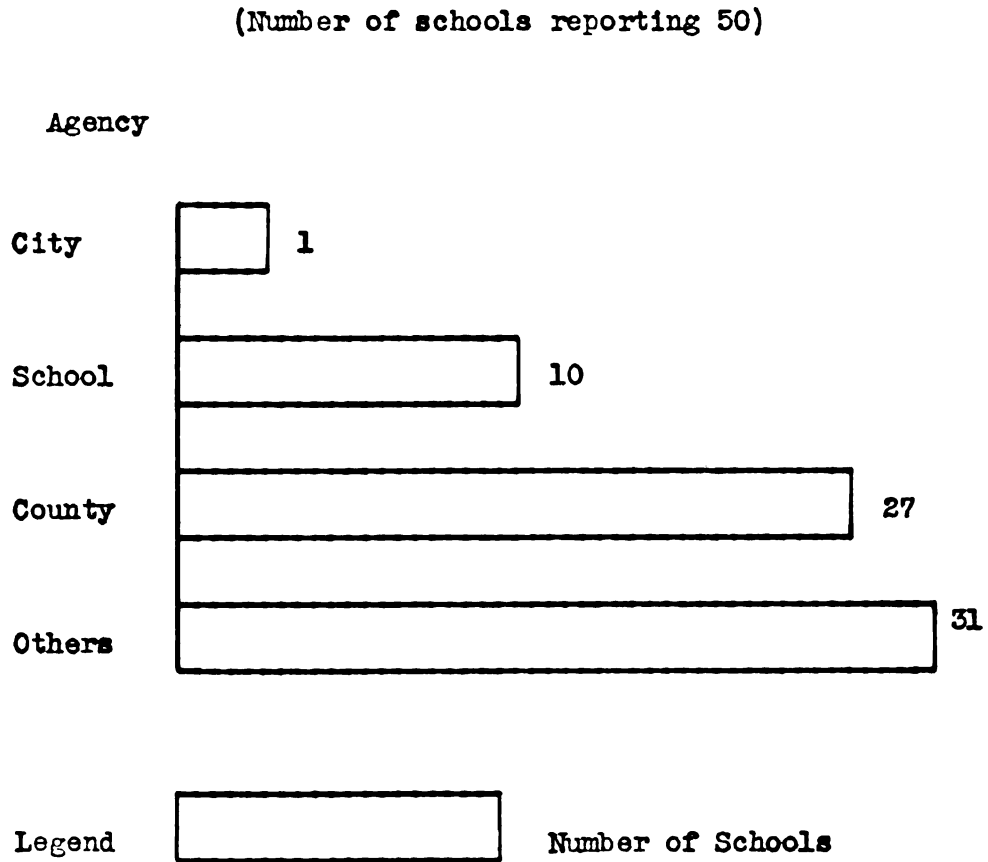
43. Does your county have a county doctor? Nurse?

Table III. Tabulation of Replies to Questions 40 and 43.

Question Number	No. Schools Reporting				
		Yes	Percent Yes	No	Percent No
40	53	18	33.9	35	66.1
43a	52	20	38.4	32	61.6
43b	53	45	84.8	8	15.2
		83		75	

Question Number 42. Is provision for defects made by the school?
County? City? Others?

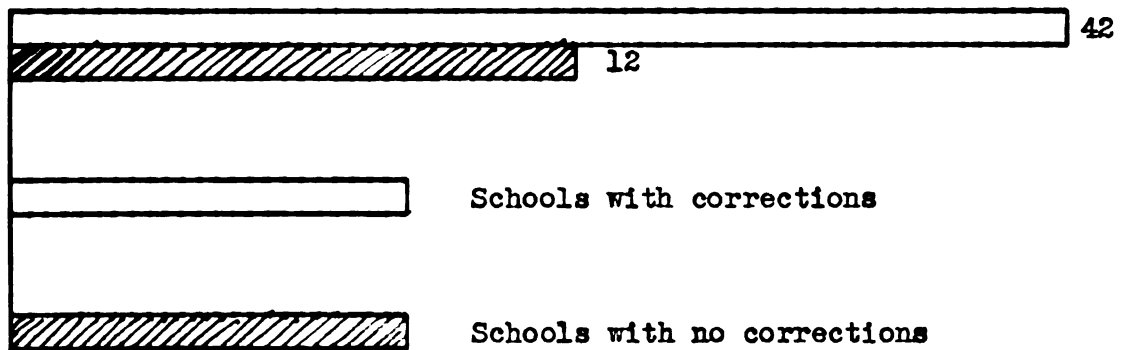
Figure 13. Showing agencies providing for defects.



Question Number 41. Are the pupils who have defects provided with glasses? Proper food? Dental work? Medical attention?

Figure 14. Showing comparison of number of schools which provide correction of defects with number which do not.

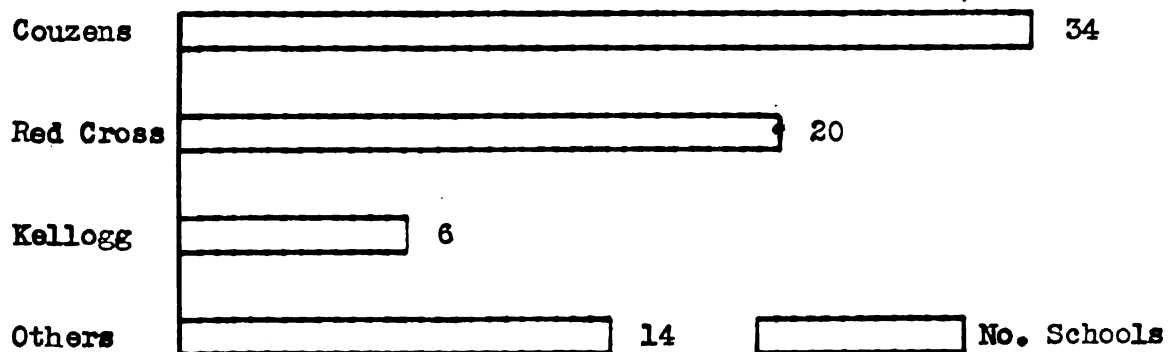
(Number of schools reporting 52)



Question Number 44. Do any of the following foundations assist in health work? Kellogg? Red Cross? Couzens? Others?

Figure 15. Showing number of schools in which assistance is given in the health program by certain foundations.

(Number schools reporting 52)



Summary of Principle III.

The school should assist the pupil to become responsible to and to learn the requirements of health.

Physical examination is provided for all pupils not competing in inter-scholastic athletics in 33.9 percent of the schools. All schools are required by state regulation to provide physical examination as prerequisite to participation in inter-scholastic athletics. Therefore, the schools requiring physical examination for those not competing in inter-school athletics provide examination for all their pupils.

Thirty-eight and four-tenths percent of the schools are located in counties which have county doctors. Eighty-four and eight-tenths percent of the schools receive assistance in health work from a county nurse.

Correction of defects discovered by physical examination is very important if its full value is to be realized. Provision for correction of defects is made in 10 cases by the school, in 1 case by the city and in 27 cases by the county. Other agencies make provision in 31 cases. The importance of correction is shown by the fact that in 42 or 80.7 percent of the Rural Agricultural Schools, some effort is made to remedy defects.

This effort is usually made in cooperation with some outside foundation. This admirable work is being carried out in 6 schools by the Kellogg Foundation; in 20 schools by the Red Cross; in 34 schools by the Couzens Fund, and in 14 schools by other agencies.

Information concerning correct health habits is an important part of the health program. In 94.3 percent of the schools information is

given concerning diet, in 92.3 percent concerning exercise and in 38.4 percent concerning sex.

Evidently, there is still come hesitancy in giving attention to sex education. This may be due to the persistance of the old idea that sex as a subject is taboo or because no person on the staff feels capable of handling this difficult and sometimes delicate subject.

Principle IV. The principles of democratic citizenship should be made vital in the life of the school.

Appreciation and practice of these principles may be provided by the school by means of -

1. Organization of the school in a democratic manner.
2. Giving attention to our political institutions.
3. Developing an ethical program based on the principles of democracy.

Good citizenship is very desirable in our system of government. If a person encourages a bad situation his character is likely to be bad and he is lacking in some of the attributes of good citizenship. According to the definition of character adopted for this study, character is expressed by conduct. If a person does nothing to prevent an undesirable situation, he is showing no character. If he seeks to remedy a bad situation his character is considered good and he will be a desirable citizen. Character education should endeavor to develop the qualities of good citizenship. The pupil who lacks character or has bad character should be encouraged and helped to develop proper ideals of conduct. Punishment for offenses does not always correct the condition which caused them. Correction of defects, mental, physical and emotional is usually the answer to delinquency.

Crime, poverty and vice are too common in the United States today. An active, intelligent citizenship is needed. The schools are faced with the problem of helping provide this citizenship. How well they can succeed depends on many things, but they can do a great amount of good by teaching the ideals of American democracy.

Principle IV. The principles of democratic citizenship should be made vital in the life of the school.

Questions relative to Principle IV

45. Are these group responsibilities assigned to the pupils? Building inspection? Grounds inspection? Social arrangements? School spirit? Lunchroom supervision? School history? Watering plants?
46. Do pupils help with classroom housekeeping?
49. Do pupils participate in school government by having charge of school traffic regulations? Having charge of cafeteria? Discussing and penalizing delinquent cases? Do records show that pupils have discharged this responsibility satisfactorily?

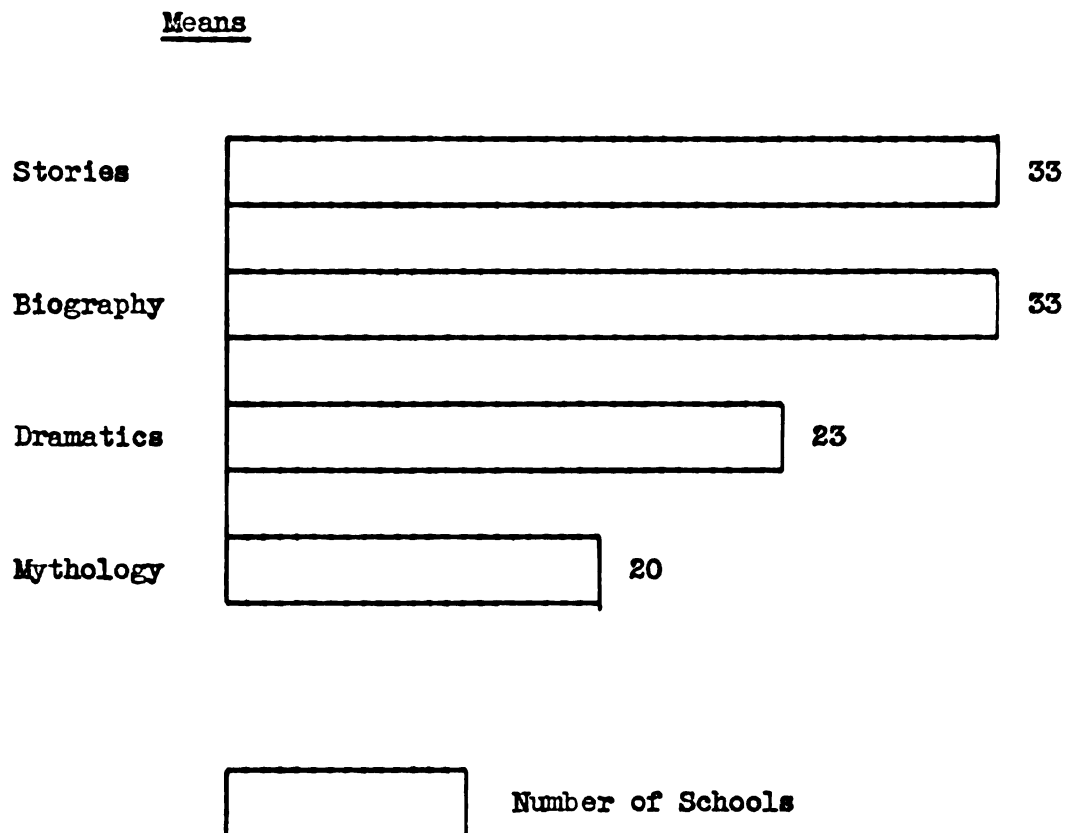
Table IV. Tabulation of replies to questions 45, 46, and 49

Question Number	No. Schools Reporting	Answers to Questionnaire Form			
		Yes	Percent Yes	No	Percent No
45a	45	12	26.6	33	73.4
45b	49	17	34.6	32	65.4
45c	46	35	76.0	11	24.0
45d	51	46	90.1	5	9.9
45e	49	25	51.0	24	49.0
45f	34	7	20.5	27	79.5
45g	53	26	49.0	27	51.0
46	54	52	96.2	2	3.8
49a	47	17	36.1	30	63.9
49b	43	25	58.1	18	41.9
49c	47	9	19.1	38	80.9
49d	31	21	67.7	10	32.3
		292		257	

Question Number 13. Are honesty and truthfulness developed by means of dramatization, stories, biography and mythology?

Figure 16. Means of developing citizenship according to schools

(Number schools reporting 45)



Summary of Principle IV.

Many of the schools develop the feeling of group responsibility and sometimes of personal responsibility by assigning duties to the pupils. When this is done in a democratic manner and not forced upon the pupils it is very valuable in the building of character. In the Rural Agricultural Schools group responsibilities are assigned to the pupils as follows:

- 26.6 percent of the schools use building inspection.
- 34.6 percent grounds inspection.
- 76.0 percent the making of social arrangements.
- 90.1 percent school spirit or a desirable attitude toward the reputation of the school.
- 51.0 percent lunchroom supervision by pupils.
- 20.5 percent school history.
- 49.0 percent watering plants.

These represent only a suggestion of the possible activities which may be used for this purpose, but they indicate that the Rural Agricultural Schools are interested in securing their contributions.

Along these same lines, in 96.2 percent of the schools the pupils help with classroom housekeeping. By participation in school government, the pupil should develop a sense of civic responsibility. Some of the activities used in the schools being studied include, school traffic regulation in 36.1 percent of the total number of schools, cafeteria charge in 58.1 percent, discussion and penalizing of delinquent cases in 19.1. These responsibilities are discharged satisfactorily in 67.7 percent of the schools. It would seem that in more than two-thirds of the schools the pupils are successfully participating in school government.

Honesty and truthfulness are desirable traits of character. One of the methods frequently used in developing them is through dramatization, stories, biography and mythology. Dramatization is used in 23 of the 55 cases, stories in 33 cases, biography in 33 cases, and mythology in 20 cases.

Principle V. The School Should Help the Pupil to Prepare Himself for Worthy Use of Leisure Time.

To develop this principle the school should provide a program of activities suitable to the varying age groups.

1. Play should be emphasized in the elementary grades.
2. Hobbies and similar activities should be emphasized in the junior high school.
3. Social functions should be provided for the senior high school.

Idle hands frequently turn to mischief. One of the problems today is what to do with the leisure time provided by a machine age. The home no longer supplies after-school jobs for boys and girls in many cases. Young people should know how to work and appreciate its importance. The importing of such knowledge has a bearing on character education. Keeping the child busy with a wide range of avocational interests will help. Good habits, courtesy and the like, and appreciation of the values of the arts, sports and social functions are all a part of good character.

Principle V. The school should help the pupil prepare himself for worthy use of leisure time.

Questions relative to Principle V

25. Does your community have a 4-H Club or Future Farmers' Fair?

38. Is there a program of intra-mural activities?

47. Does the community have a Scout Troop?

48. Does the community have Girl Reserves or Camp Fire Girls?

53. Is participation in extra-class activities required for graduation?

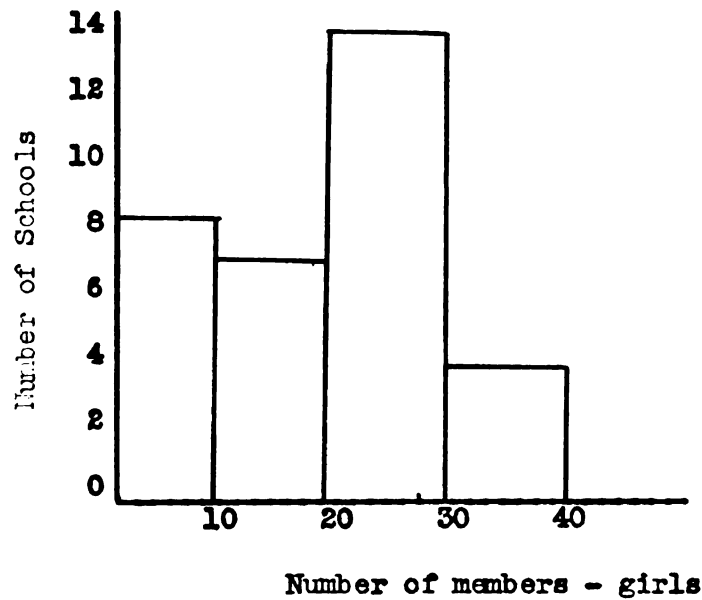
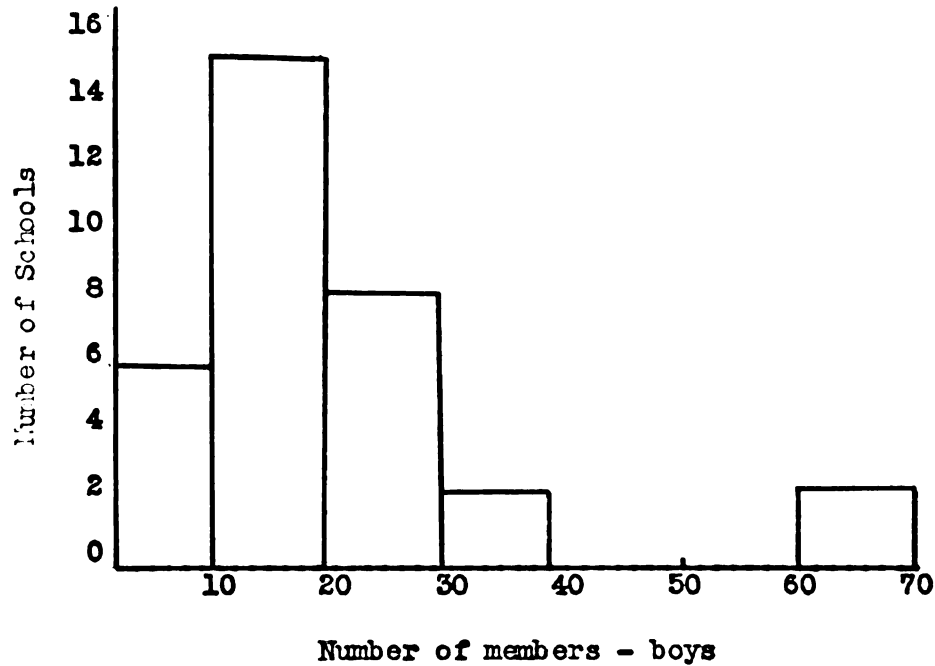
Table V. Tabulation of Replies to Questions 25, 38, 47, 48, and 53.

Question Number	No. Schools Reporting	Answers to Questionnaire Form			
		Yes	Percent Yes	No	Percent No
25	53	43	81.1	10	18.9
38	53	37	69.8	16	30.2
47	53	33	62.2	20	37.8
48	52	16	30.7	36	69.3
53	50	1	2.0	49	98.0
		130		131	

Question Number 24. How many boys are members of 4-H Clubs? Girls?

Figure 17. Distribution of members of 4-H Clubs according to the number of schools.

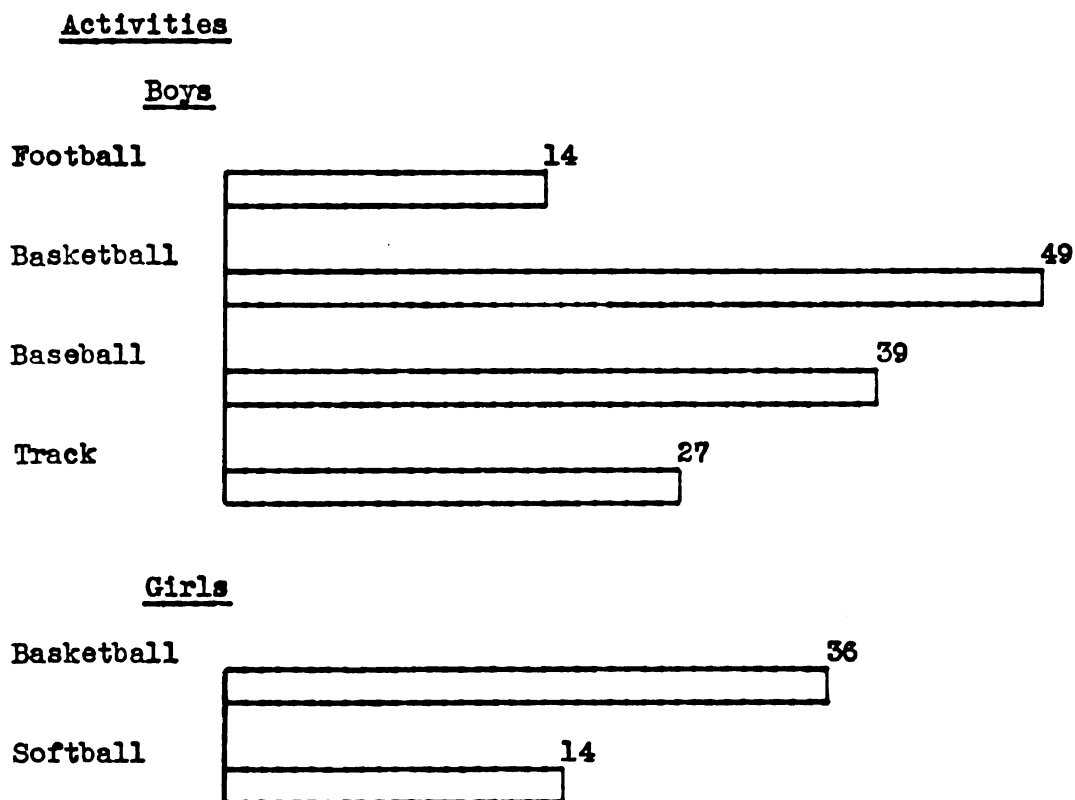
(Number of schools reporting 53)



Question Number 37. How many pupils are participating in extra class activities as listed below? Boys - football, basketball, baseball, track. Girls - basketball, softball. Both - debate, band, orchestra, school fair, school paper, assembly program, dramatics, clubs, other activities.

Figure 18. Distribution of extra class activities

(Number of schools reporting 55)



(Continued)

(Continued Number 37)

Boys and Girls



Number of Schools



Summary of Principle V.

A useful feature of the 4-H Club or Future Farmers is a community fair. Forty-three schools or 81.1 percent have this feature as a part of their program.

Sixty-nine percent of the schools offer an intra-mural program of athletics. It would seem that if interscholastic athletics are of value in all schools, and all schools of this group have this activity, that those pupils who cannot participate in the inter-school activity, should be given an opportunity to participate in one within the school. The values of athletics, physical education and health training should not be confined to those students especially interested in them, but should be made available for all.

Scouting is considered by many as a valuable means of developing desirable character outcomes. Dr. Paul Voelker's study of its benefits is one of the early studies of character education. This was a pioneer study in the use of character tests to demonstrate that the effort of Boy Scouts to teach ideals could be effective in changes of conduct.⁽³⁵⁾

There are Scout Troops in 71.1 percent of the communities in which the girls are located. Similar activities for girls are found in 30.7 percent of the communities. These are worthy enterprises and should be promoted in all communities. The Rural Agricultural School is lacking in these phases of a character program.

(35) Hartshorne, Hugh and May, Mark. Op. Cit. p. 34.

The requirement of participation in extra-class activities is made in only one school. Perhaps the fact that participation is voluntary makes it more effective. At least, all schools have a more or less extensive program.

Thirty-four schools have 4-H Clubs for boys. The average membership in these clubs is 17.9. Girls participate in 4-H Clubs in 33 of the 55 schools. The average membership for the girls is 16.8. The fact that a number of the schools have Future Farmer Organizations for boys, limits the number of 4-H Clubs to a certain extent.

Among the schools having athletic programs for extra-class activities, basketball is the most extensively used. Forty-nine schools or 89 percent offer it for boys and 36 schools or 65 percent offer it for girls.

Among the non-athletic activities, dramatics is the most popular with 89 percent offering it. Assembly programs rank second being offered in 69 percent of the schools. The Rural Agricultural Schools have a rather extensive and varied program of extra-class activities.

Principle VI. Satisfactory Standards of Social Relationships Should be Developed.

Much can be accomplished in this relationship by providing -

1. A planned program of social functions.
2. Cooperating with established associations in setting and maintaining standards.
3. Cooperation of home and school.
4. Community-school relations of desirable nature.

Some of the desirable things that boys and girls can acquire from the above are courtesy, appreciation and social ease. They should know the conventions of society. Social approval has become a potent factor in developing the standards of society. If the schools can develop an appreciation for this force and develop worthy means of obtaining it among the pupils, they prevent much embarrassment in later life. Boys and girls should learn how to judge character. They should learn how to find their proper social level in life by studying conduct and associating with those whose actions stamp them as desirable companions.

Principle VI. Satisfactory standards of social relationships should be developed

Questions relative to Principle VI

50. Do you use the State Department "Code of Sportsmanship"?

54. Does your school have a P.T.A.?

59. Is there a Chamber of Commerce in your community?

60. Does the Chamber of Commerce display an active interest in the school?

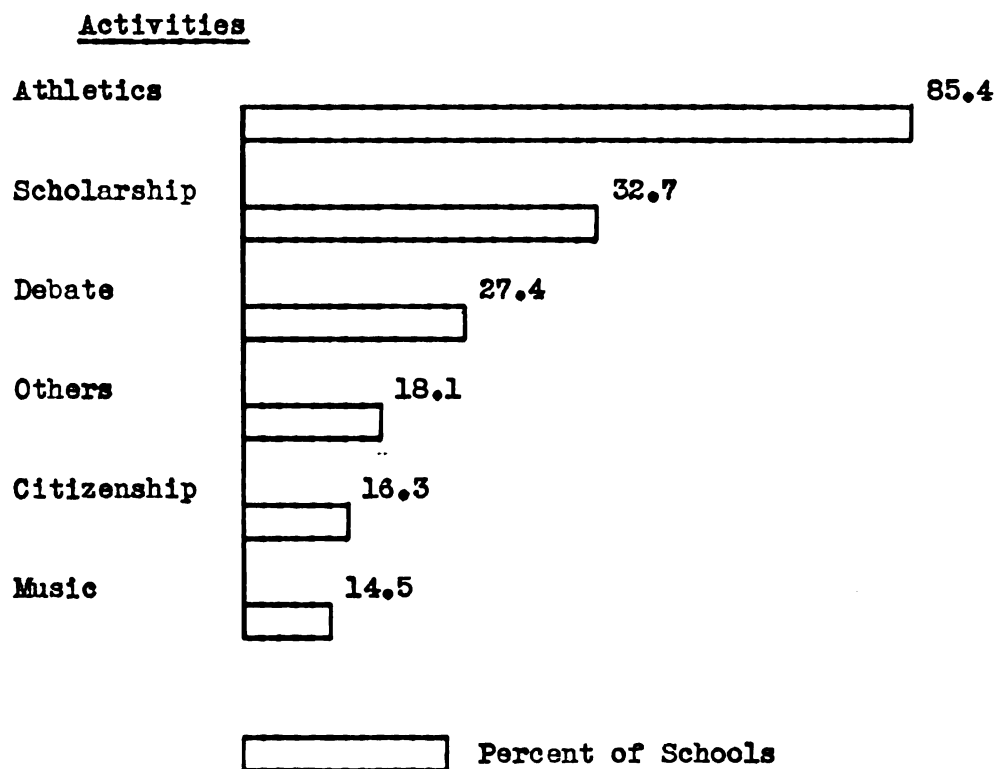
Table VI. Tabulation of Replies to Questions 50, 54, 59, and 60

Question Number	No. Schools Reporting	Answers to Questionnaire Form			
		Yes	Percent Yes	No	Percent No
50	52	40	76.9	12	23.1
54	53	42	79.2	11	20.8
59	54	14	25.9	40	74.1
60	22	12	54.5	10	45.9
		108		73	

Question Number 51. Do you award letters or pins for achievement in the following: Debate? Musical organizations? Athletics? Scholarship? Citizenship? Others?

Figure 19. Percent of schools giving awards in various activities

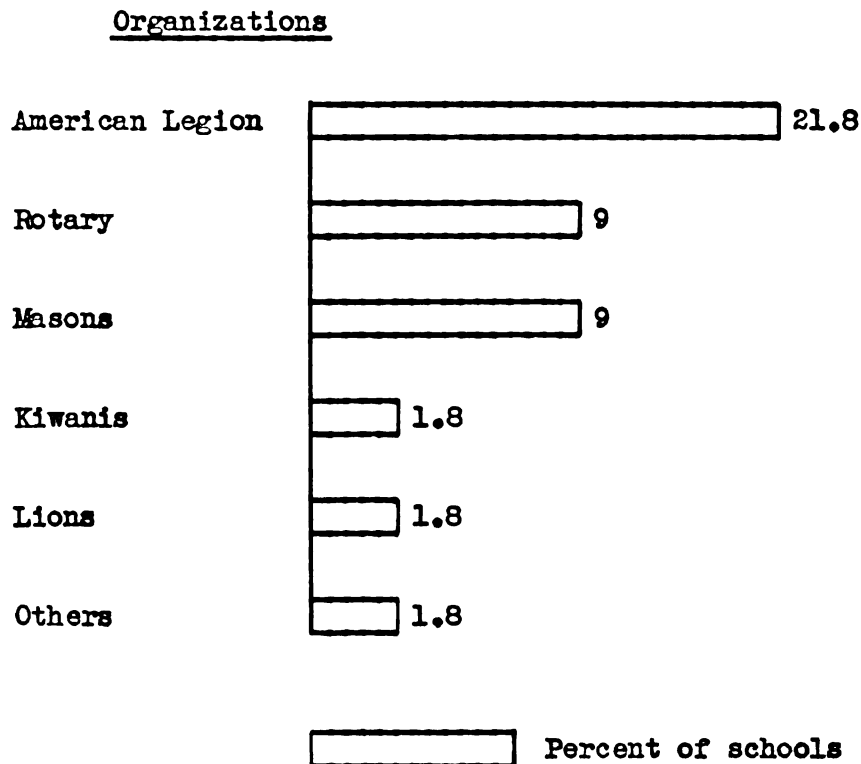
(Number of schools reporting 53)



Question Number 61. Which of the following organizations contribute to school welfare - Rotary Club? Kiwanis? Lions? Masons? American Legion

Figure 20. Percent of schools in which certain organizations show active interest.

(Number of schools reporting 22)



Summary of Principle VI.

The Michigan State Department of Public Instruction's code of sportsmanship is used in 76.9 percent of the schools.

Good habits of conduct receive attention in 52 of the 55 schools. This item is used in 96.3 percent of the cases. Eight of the 52 schools use a book for this purpose.

Parent-Teacher Associations are part of the program in 42 of the 55 schools. The average attendance for these associations is 85.5. This is a good average for attendance although the range is very wide, varying from 12 to 400.

Twenty-five percent of the schools are located in communities which have Chambers of Commerce. More than half or 54.6 percent take an active interest in the school, which is indicative of cooperative associations.

Various other organizations contribute to school welfare. The American Legion, which contributes in 21.8 percent of the schools leads the Rotary and Masonic Orders, which help in 9 percent of the cases.

The encouragement of participation and the setting of standards is furthered by means of awards. Quite often in the past this has been confined to athletic letters or awards. It still seems to be true in the Rural Agricultural Schools for 88.6 percent of the schools give awards for achievement in athletics while next in rank is scholarship occurring in 33.9 percent of the schools. This would indicate that athletics is the most popular extra-class activity and is more extensively developed than any other.

Principle VII. The School Should Provide for the Development of Ethical Habits of Conduct.

To do this the schools should maintain -

1. An atmosphere of harmony.
2. A reputation for fair play.
3. A fair system of awards and punishments.
4. Inspiration of boys and girls toward high ethical standards.

The above program should help the pupils to grow in desirable traits of character. Honesty, truthfulness, sincerity, honor, courage, self-control, consideration of others, and personal responsibility, are all usually included in character educational programs. Pupils may be informed concerning these habits, but may not practice them. The telling a boy to be honest does not insure that he will be honest. However, if he is given opportunity to develop these habits he is less likely to yield to undesirable situations. They must be developed into habits backed by ideals which will insure their application in varying specific situations. They are desirable attributes of character then.

Principle VII. The school should provide for the development of the ethical habits of conduct

Questions relative to Principle VII

7. Does your school have a definitely planned program for the development of character outcomes?
9. Do you have class periods devoted specifically to the development of character outcomes?
11. Do teachers encourage socialized discussion of honesty, truthfulness and similar traits by pupils?
12. Do teachers and pupils analyze cases of bad conduct in an effort to discover the causes and remedies as units of classroom work?
14. Is reading the Bible a part of the school program?
15. Are habits of good conduct taught?
58. What percent of your pupils are excused from school for the purpose of receiving instruction in religion?

Table VII Tabulation of Replies to Questions 7, 9, 11, 12, 14, 15, and 58

Question Number	No. Schools Reporting	Answers to Questionnaire Form			
		Yes	Percent Yes	No	Percent No
7	55	13	23.6	42	76.4
9	52	8	15.3	44	84.7
11	51	51	100.0	0	00.0
12	50	35	70.0	15	30.0
14	53	8	15.0	45	85.0
15	54	52	96.2	2	3.8
58	49	12	24.4	37	75.6
		179		185	

Summary of Principle VII.

A definitely planned program for the development of character outcomes is used in 13 of the schools. Although, 23.6 percent is not a large percent, still it is encouraging that approximately one-fourth of the schools are actively endeavoring to develop this phase of education.

In the 55 Rural Agricultural Schools there are 23 which have teachers qualified by experience, 18 with teachers qualified by college training, and 17 with teachers qualified by both. It seems that people qualified for directing character development could be of greater value to their community if they would organize and administer programs of this nature in more schools.

Nine schools have class period devoted specifically to the development of character outcomes. Here is an opportunity for a teacher with ability in this field to have greater service to her community. In most cases the classes meet for one period per week, but in one case it meets five times weekly. The usual length of a period is forty minutes.

Socialized discussion of honesty, truthfulness and similar traits is one method of developing character outcomes frequently used. The Rural Agricultural Schools use this plan in 92.7 percent of the schools. The case conference method is used in 63 percent of the schools. These two methods are widely used in these schools. They are valuable means of developing character outcomes and are widely used elsewhere.

Bible reading is a part of the program in only 8 schools. This indicates that the religious question is not likely to be given a prominent place in the school system.

Habits of good conduct are developed in 96.2 percent of the cases.

The Rural Agricultural Schools make use of honorary awards to encourage standards of achievement. Athletics receive the most emphasis, but debate, scholarship, citizenship, and similar activities are also given some recognition.

Twelve of the 55 schools excuse pupils for religious instruction outside the school. The average number excused is 10. This indicates a desirable feeling of cooperation between these two agencies for character development.

Participation in Activities by the Schools.

"The principal who expects character development as the major outcome of his school will find himself using all the theories of character education. He will set about using the resources of his school, the buildings and grounds, the classroom organization, the school routine, the curriculum, the school's activities, its traditions, its goals, as a laboratory in which children live out their own best selves in relation to others."⁽³⁶⁾

The questionnaire form which served as the basis for this study was designed for the purpose of determining to what extent the Rural Agricultural Schools are using their opportunities as suggested above. It was not intended to measure how well they were accomplishing this purpose except by the extent of participation in the activities. It should be understood that the study is also limited by the fact that all the activities of the school were not included. The field is too broad to attempt to analyze or investigate all of its intricacies. In the preceding discussion in this section an attempt was made to evaluate some of the activities by reference to certain standards of attainment in observing given principles.

The following discussion will show, quantitatively, the extent of the character development program in the Rural Agricultural Schools.

The questionnaire form was divided into five sections for clearness and convenience. It will be discussed under these five headings.

(36) National Education Association. Department of Superintendence. Op. Cit. p. 216.

I. The general nature of the school.

Under this heading the item most frequently stressed was condition of the building; 73 percent of the schools having modern, sanitary, fireproof, or semi-fireproof, well lighted structures. Sixty percent of the buildings have gymnasiums. The lack of a gymnasium is a handicap to an efficient program. It would seem that the schools are lacking in this instance.

Sixty-five and four-tenths percent of the schools have found it necessary to curtail some of the activities of the school during the last three years. This is probably due to the effects of the depression and remedy should come with better times.

Teachers with special preparation for character work are found in 46.9 percent of the schools. Training will not guarantee excellent achievement in any field, but such achievement cannot be attained without training. However, trained teachers are sure to become more numerous as character training becomes more universal and there is a greater call for them. The same is true with the use of intelligence tests for assisting in grade placement. When educators see the practical need for them they will be more widely used. As for equipment, the Rural Agricultural Schools are probably more adequately supplied than most of the small schools of the state.

II. Methods.

Definitely planned character development programs are in use in 21.2 percent of the schools while 78.8 percent do not use planned programs. To be effective, a character educational program should be definitely planned and used. There are many methods and each has its advocates. All have value and a greater number of them should be used.

In 43.6 percent of the schools, someone who is qualified by college training, experience, or both, is in charge of the program. The number is too small. If any program is to succeed it must be directed intelligently. This can best be done by one who understands the factors involved.

The direct method of character development is not widely used in the Rural Agricultural Schools, 15.3 percent of the schools having this method. It has its strong points and would seem to warrant greater attention. "Formal statements and the discussion of general principles of morality are valuable in giving youth clearer and better standards of action."⁽³⁷⁾

The schools use socialized discussion of traits. Seventy percent use the case study plan and 74.5 percent try to develop desirable traits by means of dramatization, stories, biography and mythology. These methods are all widely used and their extensive appearance in this study is encouraging. It shows that improved methods are being used in some instances.

(37) Kirkpatrick, E. A. Fundamentals of Child Study. New York. Macmillan Company, 1922. p. 216.

Fifteen percent of the schools include Bible reading in their program. Good conduct habits are taught in 96.3 percent of the schools. A few base this work on a book, but most of the schools use discussions and practice occasions as they appear in everyday situations. Eighty-three and six-tenths of the schools use differentiated assignments. This attempt to meet the needs of the individual differences of pupils is desirable. This is so in every system and in a program of character development, where happy, successful children are necessary, it is almost a necessity.

With the exception of the direct method of instruction, Bible reading, a planned program and a qualified director, more than three-fourths of the schools make use of desirable methods of approach and development.

III. Guidance.

This section of the questionnaire study does not show such a well developed program. Supervised study, 4-H clubs, counselors of boys and girls and a wide basis for guidance are low in frequency. Provision for the slow child, excursions for vocational and occupational study, systematic study of vocations and occupations are used frequently. Large unit assignments in a wide variety of subjects, Future Farmers' fairs, information concerning diet, exercise and sex, and the giving of advice to graduates, are all widely used.

Guidance is limited to some extent by the lack of adequately prepared teachers for this phase of education. It would seem that a school promoting vocational and educational activities as the Rural Agricultural School is designed to do, would make wider use of all activities for promoting them. Such is not the case in the Rural Agricultural School although the effects of the depression may be a conditioning factor in this activity. It may be that the lack of properly trained teachers in vocational guidance also hinders the work as there is some relation between the number of activities and the number of trained teachers. For example, schools made excursions in 68.6 percent of the places studied and there are 67.2 percent of the schools with teachers trained for leadership in such work. If the conclusion is valid that the schools lack adequate leaders, probably the activities emphasized are the ones which could be best cared for by these people.

IV. Extra-class activities.

This section of the questionnaire form ranks the highest in the percent of participation by the schools of all the sections. In the 16 activities so classified, 4 represent activities in which less than 50 percent of the 55 schools participate. These low items consist of physical examination, correction of defects, county doctor and Girl Reserves.

All schools use awards and all sponsor some club activity. Other items emphasized are classroom housekeeping, assistance in health work by "foundations", county nurse, use of the State Department Code of Sportsmanship. Extra class activities, group responsibilities, Scouts, and participation were used in more than one-half the schools.

The Rural Agricultural Schools seem to have recognized the value of extra-class activities, because less than half of the schools have curtailed their use during the last three years. In the same period the library and laboratory facilities were greatly reduced.

V. Community relations.

The Rural Agricultural Schools seem to have established satisfactory community relations. The presence of a large number of Parent-Teachers Associations with good attendance, teacher visitation of the home, indicate interest on the part of the school patrons. In addition, fraternal and civic organizations display considerable active interest in the schools. Although, 58.1 percent of the schools report people of foreign extraction, there are problems in only 7.5 percent of the communities. The school should be able to secure cooperation and assistance in promoting a well developed character program in all the communities.

The replies show that the superintendents are interested in the character program as a phase of their school work. Twenty of them report that they are satisfied with the progress they are making. Eighty-seven percent believe that a program devoted specifically to the building of character outcomes should be provided by the school and 100 percent expressed a desire for copies of the results of this study. With such an attitude among the leaders of the Rural Agricultural Schools there are grounds for predicting that the program for character development will grow and become more effective in these schools.

In order to show more clearly the relative ranking of the various phases of the program, the percents of the activities, suggested by the questionnaire form, will be graphically represented, according to their use by the schools studied.

TO SUPERINTENDENTS OF RURAL AGRICULTURAL SCHOOLS:

The enclosed questionnaire form is sent to you for the purpose of ascertaining the practices and conditions relative to character development in your school. It is a preparatory step in the construction of a program for the development of desirable character outcomes in the Rural Agricultural Schools of the state.

The information herein requested, naturally divides itself into the following sections: (1) The general nature of your school; (2) Possible methods of developing character outcomes which you may be using in your school; (3) The part that guidance plays in your school system; (4) Extra-class activities; (4) Community relations.

The term "character outcome" as here used, refers to the attitudes, ideals and habits by which the pupil's reputation for honesty, truthfulness and up-right conduct is judged by society.

Your cooperation in assisting with this survey is of great importance because of your position and first-hand knowledge of the character needs of your community. If you will fill out this questionnaire form you will make a contribution to this vital phase of education and at the same time your efforts will be greatly appreciated by a large number of school men - including the writer - who are much concerned with this important problem. This study is being made through the help and courtesy of Dorr Stack.

DIRECTIONS:

Some of the following blanks request specific information. Will you kindly complete them and also check the other items which most nearly state the conditions in your school? Any additional remarks which you care to make on the other side of the page will be greatly appreciated.

NAME OF SCHOOL _____ COUNTY _____
CITY _____ SIZE OF CITY _____

THE GENERAL NATURE OF YOUR SCHOOL:

1. How many of your teachers have had the following college courses as listed:
Mental hygiene ____; clinical psychology ____; educational guidance ____; vocational guidance ____; character education ____.
2. Do you use intelligence tests to help in grade placements? Yes ____ No ____.
3. What per cent of your pupils are retarded? _____. Accelerated? _____.
4. What school activities have been curtailed because of lack of funds during the last three years? Library ____; laboratory equipment ____; shop equipment ____; extra-class activities ____.
5. Is the building modern? ____; fireproof ____; well lighted ____; sanitary ____.
6. Has the building a gymnasium ____? Yes ____ No ____.

METHODS

7. Does the school have a definitely planned program for the development of character outcomes? Yes ____ No ____.
8. Is the direction of character education in charge of a person qualified by experience? ____; college training ____; both ____.
9. Do you have class periods devoted specifically to the development of character

1. The purpose of this study is to determine the effect of the use of the computer on the learning of the English language. The study is a quantitative study and the data are collected from a sample of 100 students. The study is a descriptive study and the data are collected from a sample of 100 students. The study is a descriptive study and the data are collected from a sample of 100 students.

unilateral and still does not consider it a "one-way street" with respect to admission of foreign labor. It is not clear whether the U.S. is prepared to accept the principle of reciprocity in this regard. It is also not clear whether the U.S. is prepared to accept the principle of reciprocity in this regard.

1. The first part of the letter is a greeting and a reference to the previous letter.

1. The purpose of the investigation is to determine the effect of the treatment on the response of the subjects. The subjects are divided into two groups: the control group and the treatment group. The control group receives a placebo, and the treatment group receives the active ingredient. The response is measured by the number of subjects who show a positive response. The results are as follows:

On 10/10/1968, the following information was received from the
 Bureau of the Federal Bureau of Investigation, Washington, D.C.
 regarding the above captioned matter: The Bureau has been advised
 that the following information was received from the Bureau of the
 Federal Bureau of Investigation, Washington, D.C. on 10/10/1968:

[illegible]

- outcomes? Yes ____ No ____.
10. If so, how long are the periods? ____; how frequent? ____.
11. Do teacher encourage socialized discussions of honesty, truthfulness and similar traits by pupils? Yes ____ No ____.
12. Do the teachers and pupils attempt to analyze cases of bad conduct in an effort to discover the causes and remedies as units of classroom work? Yes ____ No ____.
13. Are honesty and truthfulness developed by means of dramatization? ____; stories? ____; biography? ____; mythology? ____.
14. Is reading the Bible a part of the school program? Yes ____ No ____.
15. Are habits of good conduct taught? Yes ____ No ____.
16. Do you use a book as the basis for conduct instructions? Yes ____ No ____.
17. If you do use a book, what is its title? _____.
18. Do teachers organize their subjects so that the amount and kind of knowledge to be acquired is the same for all pupils in the class? Yes ____ No ____.
19. Are the pupils in the 7th, 8th, and 9th grades encouraged to have such hobbies as, for example, stamp collecting, aeroplane modeling? Yes ____ No ____.

GUIDANCE

20. Is supervised study used in your school? Yes ____ No ____.
21. Do you make special provisions for the slow child in your vocational educational program? Yes ____ No ____.
22. Are teachers encouraged to make large unit assignments? Yes ____ No ____.
23. Are large unit assignments used in social science? ____; natural science? ____; literature ____; agriculture? ____; geography? ____; reading ____; mathematics? ____; health? ____.
24. How many boys are members of 4 H Clubs? ____; Girls? ____.
25. Does your community have a 4 H Club or Future Farmers Fair? Yes ____ No ____.
26. Does your school have a counselor for boys? Yes ____ No ____ Girls? Yes ____ No ____.
27. What subject or subjects does the counselor teach? _____.
28. In attempting to guide a pupil, is advice based upon a study of the way he is influenced by his home life? ____; school relations? ____; intelligence? ____; achievement? ____; physical condition? ____; interests? ____; recreation? ____.
29. Do your students, other than the vocational group make excursions for the purpose of studying industries, occupations and governments? Yes ____ No ____.
30. Does your program of studies provide for a systematic study of vocations and occupations? Yes ____ No ____.
31. Are pupils given information concerning diet? ____; exercise? ____; sex? ____.
32. Do you attempt to furnish graduates with recreation? Yes ____ No ____.
33. Do you encourage graduates to come to the school for advice? Yes ____ No ____.
34. Do you have an alumni association? Yes ____ No ____.
35. What per cent of the graduates of 1933 are now employed? ____; 1934? ____.
36. What per cent are now attending college of the graduates of 1933? ____; 1934? ____.

EXTRA CLASS ACTIVITIES

37. How many pupils are participating in extra-class activities as listed below?
Boys - football ____; basketball ____; baseball ____; track ____; Girls - basketball ____; softball ____; Both boys and girls debate ____; band ____; orchestra ____; school fair ____; school paper ____; assembly program ____; dramatics ____; clubs ____; other activities ____;
38. Is there a program of intra-mural athletics? Yes ____ No ____.
39. What per cent of the pupils participate in intra-mural activities? ____.

The first thing I noticed when I stepped out of the car was the cold. It was a sharp, biting cold that seemed to penetrate my coat. I shivered as I walked towards the building, my hands tucked into my pockets. The air was thick with the scent of old stone and the distant hum of city traffic. I took a deep breath, trying to steady myself as I approached the entrance. The door was slightly ajar, and I pushed it open, stepping into a dimly lit hallway. The walls were covered in intricate carvings, and the floor was made of polished stone tiles. I walked down the hallway, my footsteps echoing off the walls. The light was low, and the atmosphere was mysterious. I felt a sense of anticipation, a feeling that something important was about to happen. I reached the end of the hallway and turned right, entering a large, ornate room. The room was filled with people, some standing and some sitting, all looking towards the front of the room. I felt a bit out of place, but I didn't say anything. I waited for a moment, then stepped forward and took a seat next to an older man with white hair. The man looked at me and smiled, his eyes crinkling at the corners. He spoke to me in a soft, friendly voice, and I felt a sense of relief. The room was filled with a warm, comfortable atmosphere, and I felt like I had found a place where I belonged. The man continued to talk to me, and I listened intently, nodding my head as he spoke. He told me about the history of the building, the people who had lived and worked there, and the importance of the work that was being done. I felt a sense of pride and accomplishment, knowing that I was a part of something so important. The man finished his story, and I thanked him for his time. He smiled at me and said, "You're welcome. It's nice to have you here." I stood up and walked towards the front of the room, where a man in a suit was standing. He looked at me and said, "Welcome to the team. We're glad to have you with us." I nodded my head and said, "Thank you. I'm excited to be here." The man smiled at me and said, "You are. We're all excited to have you with us. Let's get started." I walked back to my seat and looked at the man with white hair. He was still smiling at me, and I felt a sense of warmth and belonging. I knew that this was my chance to make a difference, and I was ready to take it. The room was filled with a sense of purpose and determination, and I felt like I was a part of something great. The man with white hair stood up and said, "Let's get started." The room erupted in applause, and I felt a sense of pride and accomplishment. I knew that this was my chance to make a difference, and I was ready to take it.

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Are all students not competing in inter-scholastic athletics given a physical examination? Yes ___ No ___.

41. Are the pupils who have physical defects provided with glasses? ___; proper food? ___; dental work? ___; medical attention? ___.
42. Is the provision for defects made by the school? ___; city ___; county? ___; others? ___.
43. Does your county have a county school doctor? Yes ___ No ___. Nurse? Yes ___; No ___.
44. Do any of the following foundations assist in health work? Kellogg ___; Red Cross ___; Couzens ___; Others ___.
45. Are these group responsibilities assigned to the pupils?
Building inspection? Yes ___ No ___ Grounds inspection? Yes ___ No ___. Social arrangements? Yes ___ No ___. School spirit? Yes ___ No ___. Lunch room supervision? Yes ___ No ___. School history? ~~Yes~~ ___ No ___. Watering plants? Yes ___ No ___.
46. Do pupils help with class-room housekeeping? Yes ___ No ___.
47. Does the community have a scout troop? Yes ___ No ___.
48. Does the community have a Girl's Reserves or Camp Fire Girls? Yes ___ No ___.
49. Do the pupils participate in school government by:
Having charge of school traffic regulation? Yes ___ No ___.
Having charge of cafeteria? Yes ___ No ___.
Discussing and penalizing delinquent cases? Yes ___ No ___.
Do records show that pupils have discharged this responsibility satisfactorily? Yes ___ No ___.
50. Do you use the State Department Code of Sportsmanship? Yes ___ No ___.
51. Do you award letters or pins for achievement in the following? Debate ___; musical organizations ___; athletics ___; scholarship ___; citizenship ___; others ___.
52. Which of the following clubs does your school sponsor? glee club ___; dramatic club ___; poster club ___; science club ___; language club ___; crafts club ___; other clubs ___.
53. Is participation in extra-class activities required for graduation? Yes ___ No ___.

COMMUNITY RELATIONS

54. Does your school have a P.T.A.? Yes ___ No ___.
55. What is the number of parents who attend P.T.A.?
56. Do teachers visit the homes of parents to adjust pupil difficulty? ___; to meet and become acquainted with the school patrons? ___.
57. What per cent of the teachers belong to church? ___; attend regularly? ___.
58. What per cent of your pupils are excused from school for the purpose of receiving instruction in religion? ___.
59. Is there a Chamber of Commerce in the community? Yes ___ No ___.
60. Does the Chamber of Commerce display an active interest in the school? Yes ___ No ___.
61. Which of the following organizations contribute to school welfare? Rotary Club ___; Kiwanis ___; Lions ___; Masons ___; American Legion ___.
62. Approximately, what per cent of the community is of Italian descent ___; Finnish ___; Polish ___; Danish ___; Other races _____.
63. Is there a community race problem? Yes _____ No _____.
64. Are you satisfied with the progress you are making in the development of character outcomes in your school? Yes ___ No ___.
65. Should a program devoted specifically to the building of character outcomes be provided by the school? Yes ___ No ___.
66. Do you desire a copy of the conclusions of this study? Yes ___ No ___.
- Please enclose copies of elementary and high school report cards.

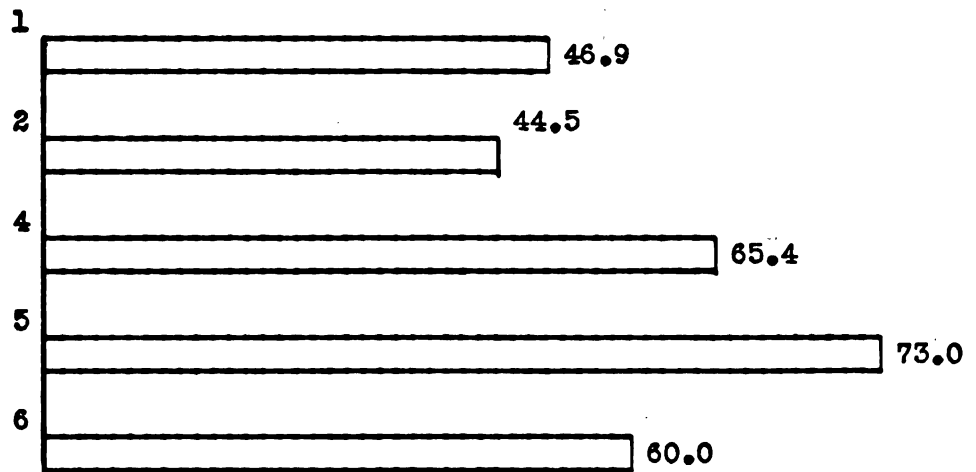
C. Faussey
Charlotte, Mich.

Filled out by _____ Date _____
Position _____

Figure 21. Distribution of activities according to percent of participation in them by the schools

I. General Nature

Question Number

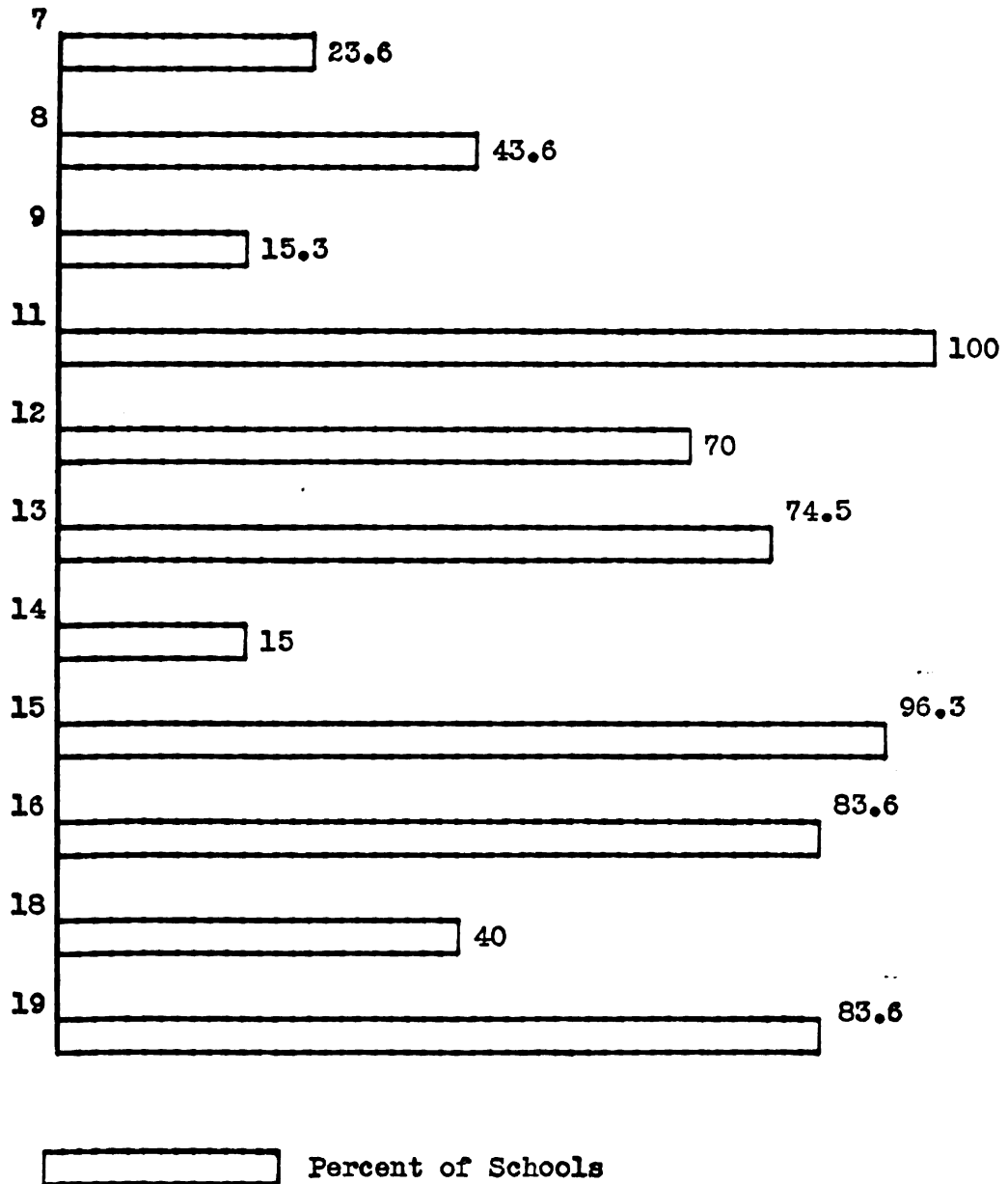


 Percent of Schools

(Continued)

(Continued Figure 21)

II Methods

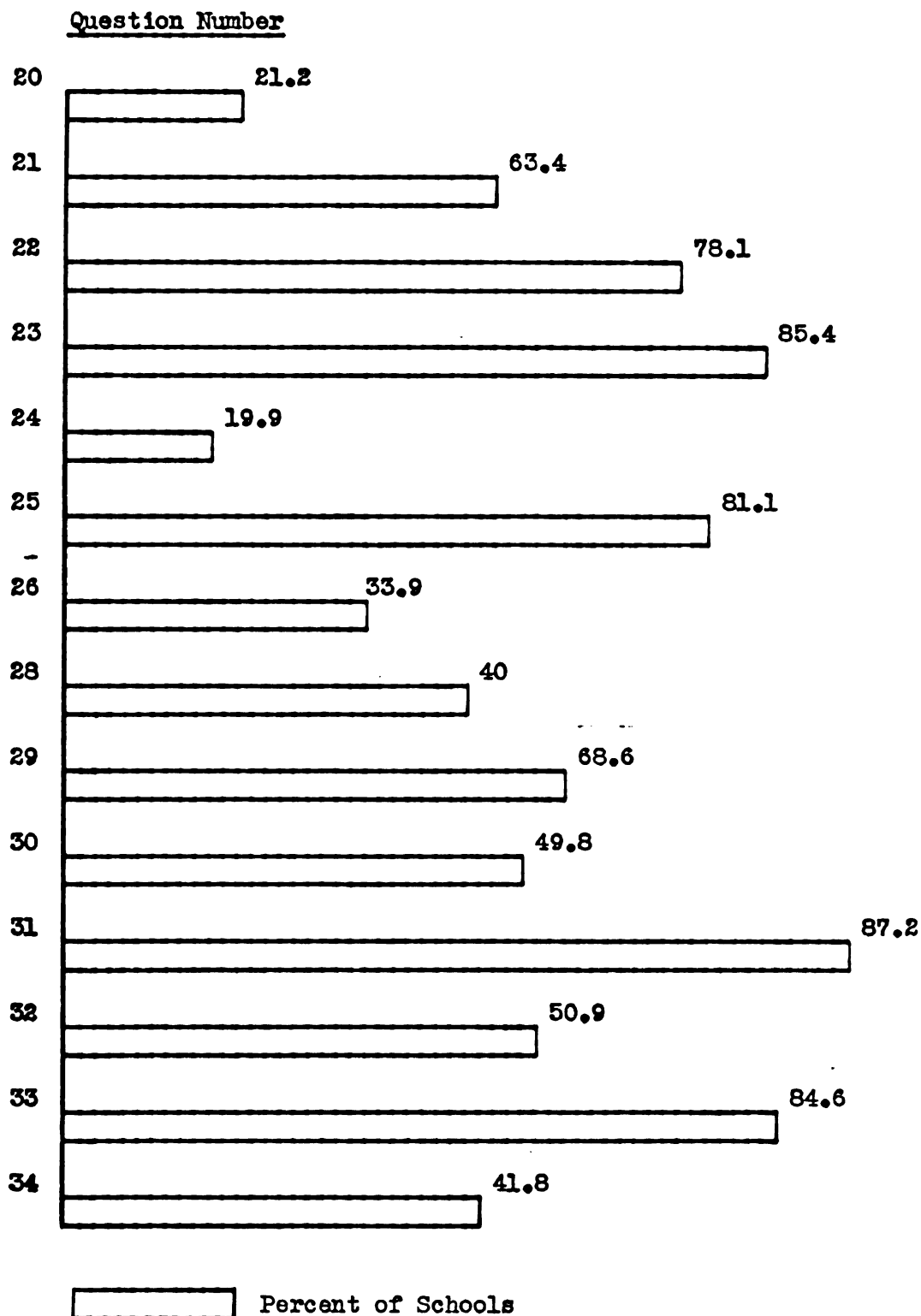


1. *Chlorophyll a* (Chl *a*)

100

(Continued - Figure 21)

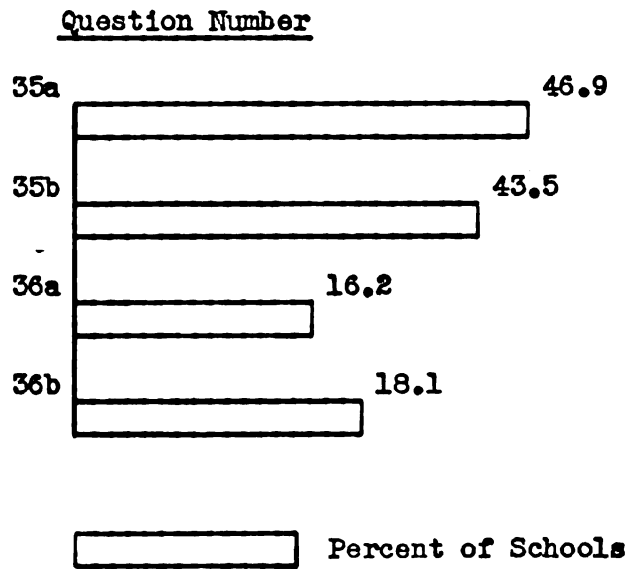
III Guidance





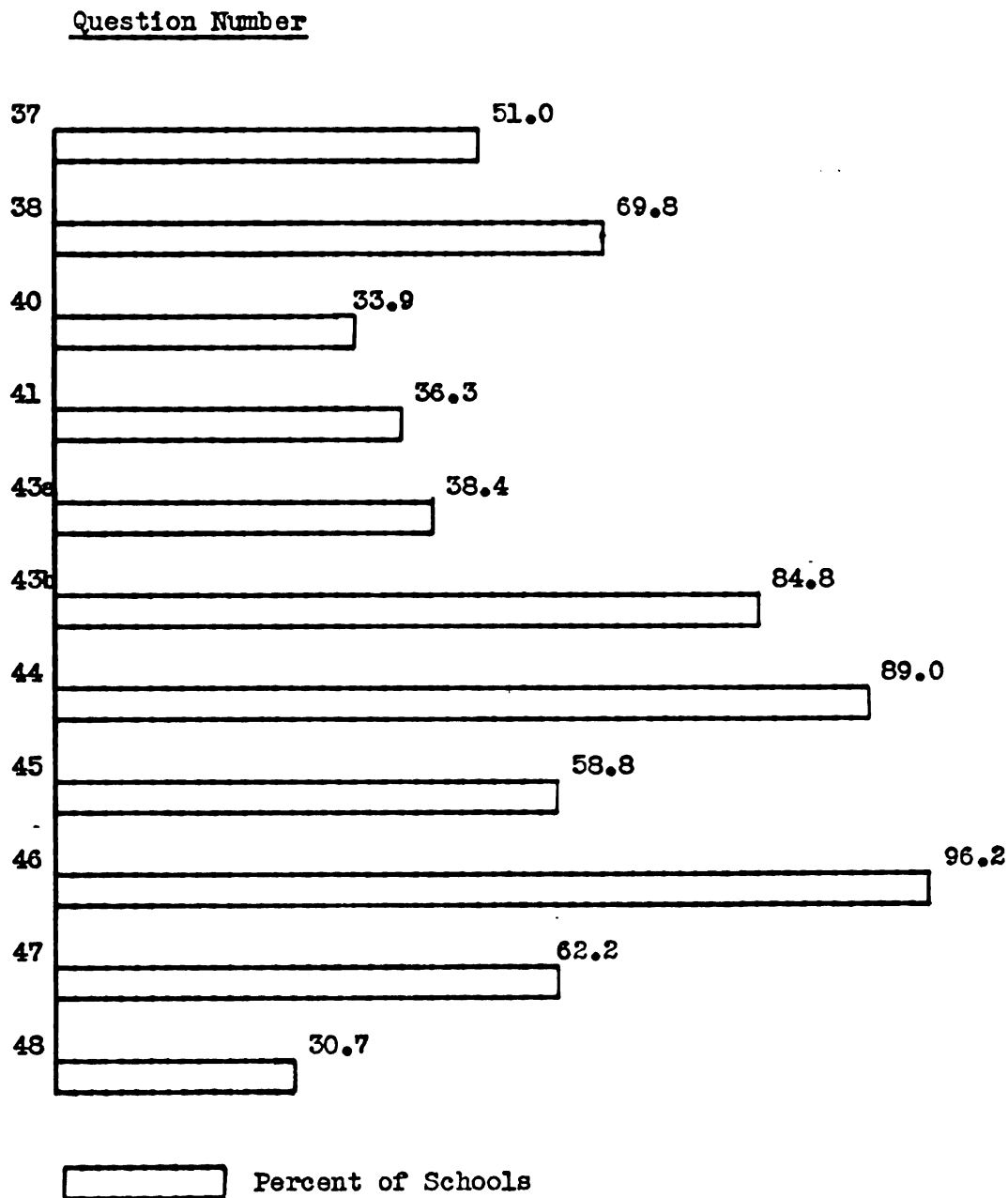
(Continued - Figure 21)

III Guidance (Continued)



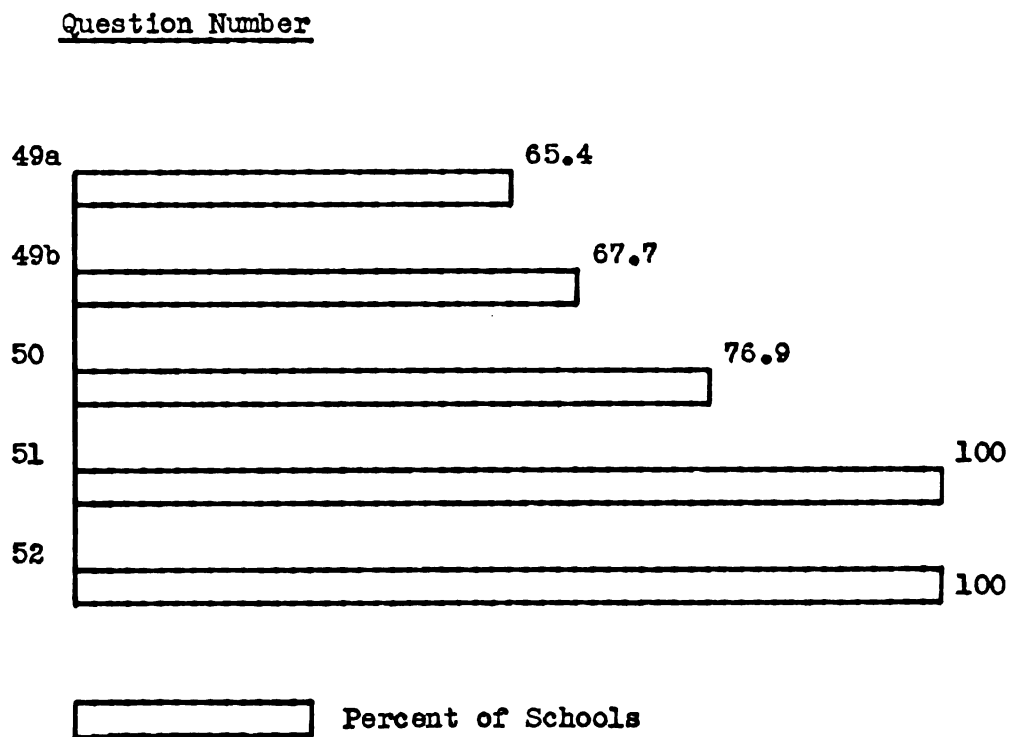
(Continued - Figure 21)

IV Extra Class Activities



(Continued - Figure 21)

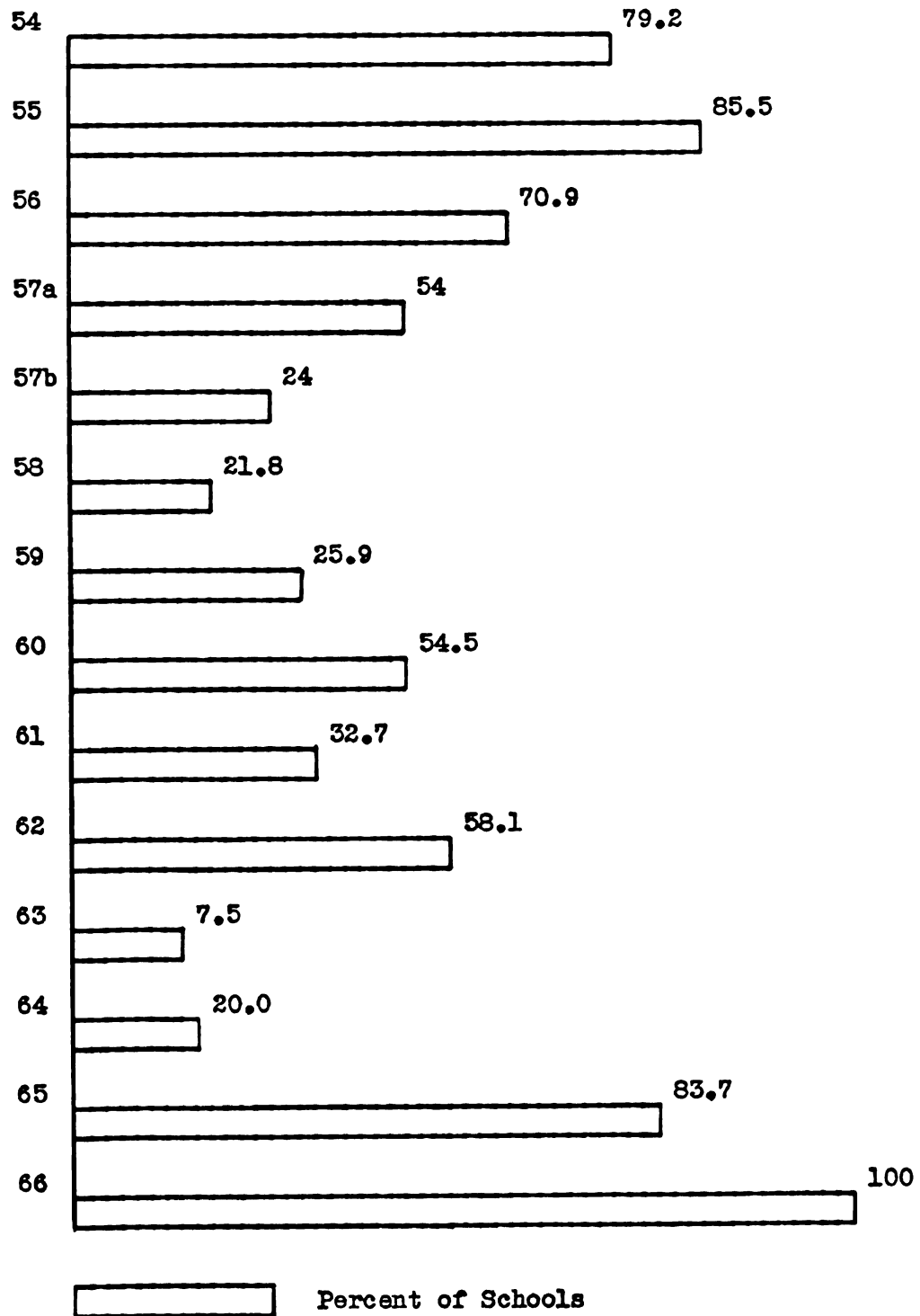
IV Extra Class Activities (Continued)



(Continued - Figure 21)

V Community Relations

Question Number



VI. Suggested desirable content of a character development program.

A suggestion of content for a character educational program may be found in "Methods and Materials for Character Education."⁽³⁸⁾ This syllabus is in keeping with the "Tenth Yearbook of the National Education Association, Department of Superintendence"⁽³⁹⁾ when it states that character education is as broad as education itself. It agrees with other outlines and courses of study which attempt to make use of all the factors which affect the daily life of the child. "The Iowa Plan for Character Education",⁽⁴⁰⁾ is an example of a program, the ends of which are seen as being practically identical with the general aims of education.

A brief discussion of the content of a character educational program, as suggested by the State Department of Public Instruction, will serve as a basis for adopting the activities of the Rural Agricultural Schools to such a program.

Certain trends in curriculum construction indicate new emphasis in character development. The school is rapidly changing from a subject centered institution to one where children are taught. Charters insists that the "program is one of individualized instruction where children are taught rather than subjects."⁽⁴¹⁾ He also lists eight criteria for determining the program of the school is individual in nature.

-
- (38) Methods and Materials for Character Education. Michigan Department of Public Instruction, Lansing, p. 1.
(39) Jewell, J. R. and Blackler, R. C. Character Education, Salem, Oregon. Superintendent of Public Instruction, 1930, p. 30.
(40) Character Methods in Education - The Iowa Plan. Op. Cit. p.
(41) Charters, W. E. "Copeland Experiment" Educational Method. Vol. 15 August 1934. p. 407.

New types of teaching and classroom management are valuable to character development. The large unit assignment group activities, the project method and problem method are all important. It is an activity type program which attempts to deal with real situations in the life of the child. No learning takes place until it comes from within and the new methods attempt to help the child develop the ability to plan, act and think for himself. Bonser says that methods and materials should be spontaneously expressed purposes of children in the order expressed. They might be slow and devious, but express the freedom of the child and grow out of activities stimulated by life situations. (42)

There are various types of instruction used in character programs. Perhaps the chief value of specially planned units for character programs is that it helps to direct thoughtlessness. Kirkpatrick says, "Formal statements and the discussion of general principles of morality are valuable as giving youth clearer and better standards of action." (43) Examples of the values of direct instruction may be found in kindness to animals, or the dangers of smoking. Many evils are traced to ignorance. Any method which attempts to remedy the situation will be beneficial.

(42) Bonser, F. G. Elementary Curriculum. New York, MacMillan Co. 1924 p. 72-88.

(43) Kirkpatrick. Loc. Cit.

"Mere verbal knowledge" (the danger of direct instruction) "may be feeble indeed as it is not genuine knowledge. The latter is indissolvably linked with conduct." (44)

Some of the various method of presenting special units deserve mention. Socialized discussion tends to develop self-direction, self-reliance and self-control. It offers an excellent way in which to lead pupils to discover and discuss their faults and shortcomings. Self-realization is of decided value and should be encouraged. It also develops the much needed ability to cooperate in group enterprises.

R. D. Allen has produced two volumes entitled "Case Conference Methods in Group Guidance." (45) These books offer much valuable material and helpful suggestions for the use of the case method of instruction. They develop a procedure which consists of problems for class discussion, teaching objectives, type of case, the procedure or issues and a summary or conclusions.

Dramatization and stories offer another valuable approach. The elements of good character can be made real to the children if they can understand them and "act them out". Everyday situations should be used because children often fail to make the transfer of training from remote situations. Desirable traits thus emphasized in the child mind may lead to development of desirable habits and ideals.

(44) Hayward, F. H. Moral Instruction and Training in Schools.
London. Longman Green and Co. 1909 p. 15.

(45) Allen, R. D. Op. Cit.

The research method of study has been but little used in the smaller schools. It offers a good means for development of initiative, self reliance and reflective thought especially in the senior high school.

The use of extra-class activities has been widespread although their full significance had not been realized until emphasis on character began to be felt. Knowledge does not guarantee character. It does not supply the dynamic for right living. ⁽⁴⁶⁾ Opportunity for practice of the traits and deals discussed in direct methods of instruction should be provided. Extra-class activities offer valuable means for making these situations real, functioning activities in the lives of boys and girls. They are so varied that each can find some interest. The Tenth Yearbook of the National Education Association, Department of Superintendence, ⁽⁴⁷⁾ lists seven principles of use of extra-class activities. They should be conducted for educative ends and not for exploitation. Participation should be voluntary. Over emphasis on a "star system" should be avoided. Teachers should endeavor to discover best "character opportunities". They should be pupil administered, within reason. They should grow out of an enrich the regular program. Satisfactory scholarship should not be made a prerequisite for participation.

The assembly offers a chance for integrating the entire school program. It develops group consciousness and school spirit. It develops tastes in music, dramas and oratory. It serves as an emotional outlet.

(46) Troth, D. C. Selected Readings in Character Education.
Boston: Beacon Press, P. B8.

(47) National Education Association of Department of Superintendence,
Op. Cit. p. 227 - 228.

Dramatics provide an enriched curriculum for the capable. They train in social ability and have moral value in contrasts of right and wrong.

Athletics develop group spirit, fair play and physical and moral ability. They can be made exceedingly valuable if properly supervised.

Clubs help children to discover interests. They afford profitable leisure time activities.

Participation in student government helps to develop civic ideals. It gives an opportunity to practice citizenship. One of the best known systems of student government is in operation at Holland, Michigan. Some of the ideals stressed there are of interest. Be honest, brave and clean. Work hard, play hard and study hard. Be useful in your home. Be a gentleman or lady on the street and in public places. Be a first rate citizen in your school. Be a good, happy student of Junior High. (48)

As most children need guidance at some time in their school life, a plan of individual guidance is advisable. The counselor should have training for this work. Classroom teachers and those who administer the programs would be of much greater value to their individual pupils if they understood the basic principles of individual guidance.

Discipline can have its moral values. Bad behavior does not always justify punishment. Instead, the underlying causes should be sought for remedy. The physical handicaps, remove irritations, get the attitude of the home and give them yours, remove special strains, adjust the school load to ability, provide for satisfying constructive recreation, aid in making friends and discovering new interests. These are all a part of real discipline.

(48) Fell, E. E. Student Administrative Body Handbook of Junior High School, Holland, Michigan. 1930.

The school should discover the individual differences of the pupils and fit the school to the child. Intelligence tests and achievement tests serve valuable instruments in providing materials suited to pupils of varying ability.

Report cards should be used which emphasize character development as well as scholarship. Some good ones have been developed and help to focus attention on this valuable factor of life.

The personality of the teacher is important. If one teaches character she must first achieve it herself. A teacher who stands for the right and endeavors to do her best even though she sometimes fails, is a valuable asset to any character program. Moral leadership can be supplied by the teacher and especially in the lower grades the pupils idealize and imitate their teacher. It behooves the school to provide good models.

The superintendent should establish friendly, cooperative relations with the home. This may be accomplished by communications, pamphlets, progress reports, letters of advice and approbation, parents' meetings and individual conferences. The closer the teacher-school-relationship to the home, the better chance for friendly, sympathetic, understanding cooperation.

The above items of content might be summarized as follows:

1. A curriculum should be provided which emphasizes the child and not subject matter.
2. New types of teaching methods should be used in preference to recitation type.
3. Units of special factors may be developed by means of -
 - a. socialized discussion
 - b. case study
 - c. dramatization and stories
 - d. research method of teaching.

4. A well developed program of extra-class activities should be provided.
5. A guidance program is desirable.
6. Certain factors of school organization may be used as:
 - a. Discipline
 - b. Recognition of individual differences
 - c. Reports
7. Favorable cooperative relations of home, school and community.

VII. Suggested desirable content for a character development program in the Rural Agricultural Schools.

The content of the character educational program in the Rural Agricultural Schools may be limited by certain factors. Some of these will be discussed.

Emphasis on character development is new. It has not developed any set method or procedure as yet. It permeates the whole offering of the school and is subjective rather than objective in nature. Therefore, it is hard to measure and hard to prepare for.

The Rural Agricultural Schools are usually located in rural villages with their industries varying with the community. This fact would have some effect on the range of vocational study.

Many of the teachers lack adequate preparation for character activities. This is due to no fault of their own, but mainly to lack of emphasis at teacher training institutions. It was only in 1934 that emphasis was developed in the teachers colleges.

During the period that this study is designed to cover, the depression was an influential factor. Of course, its effects have been manifested in the schools. The fact also that the state financial system for school support is being modified resulted in restricted budgets and curtailed activities.

In making this study not all phases of character development were investigated. The purpose was to investigate enough to insure the development of trends as a possible means of suggesting content of a character program in the Rural Agricultural Schools.

There is the possibility that new methods will be developed in the near future. Curriculum construction should be continuous and cooperative. In such a new and interesting field it is certain to change.

These and other possible limitations will have to be recognized in presenting the following summary statements.

Summary statements of conditions in the Rural Agricultural Schools which relate to character development.

Provision for the intellectual needs of the pupils is a part of a character education program. Analysis under Principle I indicates that this principle could be better observed. It is difficult to adequately meet the intellectual needs of pupils when these needs are not known. Since less than half of the schools use intelligence tests, emphasis is needed here. Individual differences are recognized in 60 percent of the schools by means of varied organization of subject content, but this is also too low for the schools as a group. The limited use of supervised study would indicate need of greater practice of progressive procedures. With facilities provided by vocational educational programs it would seem that greater effort could be made to provide for the slow child. The use of large unit assignments is another desirable method of developing group and cooperative responsibility and its wide use is to be commended. Those schools not employing it should investigate its possibilities. The high percent of retarded pupils in some places indicates that all the schools are not meeting successfully the intellectual needs of the pupils. The number of accelerated pupils is not excessive, although the fact that some schools report that no pupils are accelerated is not indicative of good practice. The number of graduates employed is not very high. It would seem that those schools located in rural areas should be represented by a large percent of employed graduates. Attendance of college by graduates is as high as one would expect in view of the depression and the type of school.

A suitable guidance program is important. Some schools lack well trained staffs. Although vocational guidance is the largest field of preparation all the schools do not make use of this preparation. Approximately one-third of the schools have counselors and fewer than one-half provide systematic study of vocations and occupations. There is need of emphasis here. The schools which attempt individual guidance in most cases use a wide variety of factors for bases. The number of schools providing for this activity could be increased as only one-third provide counselors for their pupils. It is unfortunate that most of the schools have had some activities curtailed during the last three years.

A better health program would be desirable. One-third of the schools provide for physical examinations. Thirty-eight and four-tenths percent of the schools are located in counties with county doctors, but 84.8 percent have county nurses. This evidence shows that the value of health work is being recognized but by the county or other organizations rather than the city or the school. The expense no doubt prohibits or at least limits this activity for the school. In spite of these handicaps, some effort at correction of defects is provided in 42 of the 55 schools.

In attempting to develop desirable traits of citizenship a wide variety of means should be used. Group responsibilities of various types are employed in approximately 60 percent of the schools. Pupils help with classroom housekeeping in 96.2 percent of the schools. Participation in school government is reported in 65 percent of the replies. Habits of truthfulness and honesty are developed by using stories and biography in 33 schools while dramatization and stories are used in 23 and 20 institutions respectively.

Most of the schools have extensive extra-class activity programs although athletics and dramatics are given the most attention. Some of the other activities such as the school paper, debate and band are equally desirable although they should be limited in number of participants. Nineteen and nine-tenths percent of the schools have 4-H Clubs although this type of activity might be more extensively used if other types of clubs, such as the Future Farmers' were considered. More schools should have intra-mural athletic programs. Sixty-nine and eight-tenths percent of the schools do not provide for this activity. Also there is a too limited percent of school communities having Boys and Girls Scouts. The activities of this type are very desirable.

Standards of social relationships are being developed. The Code of Sportsmanship of the State Department of Michigan is used in 76.9 percent of the schools. Seventy-nine and two-tenths percent of the schools have Parent Teacher Associations. It would seem that the value of these organizations would insure wider use. One-fourth of the communities have Community Clubs and 12 of these are actively interested in the schools. Of other organizations of the community the American Legion takes the most active part with 21.8 percent of the Posts located in the Rural Agricultural communities, showing interest in school affairs. Considerable emphasis is given to athletics, eighty-five and four-tenths percent of the schools using awards to raise standards of achievement. Some of the other desirable activities should be better recognized. Effort should be made to develop desirable ethical habits of conduct.

In doing this 23.6 percent of the schools have definitely planned programs devoted to character development. Fifteen and three-tenths percent have specifically devoted periods to character education while 100 percent of the schools reporting on this question use socialized discussion to develop character. Seventy percent use the case conference method. These facts would seem to indicate that in most places the plan for character education is not definitely worked out and much that is done is incidental. The Bible is not read in 85 percent of the schools. Habits of good conduct are developed in 96.2 percent of the cases, while 24.4 percent of the schools excuse their pupils from school for the purpose of receiving religious instruction. The above shows rather a wide use of methods for developing character outcomes although definite planning of the program has not yet occurred in many of the schools.

In view of the preceding discussion the following conclusions appear significant to the writer. There may be other conclusions of equal or greater value. The Rural Agricultural Schools, in framing a program for the development of desirable character outcomes, should stress the following.

1. Development of a child centered curriculum by -
 - a. A wider recognition of individual differences through large unit assignments in more schools and in more subjects.
 - b. Greater recognition of individual differences through varied content and organization of subjects.
 - c. Discovery of individual differences by means of intelligence tests and achievement tests as the basis for individualized instruction.
 - d. Better provision for the slow child through wider use of the vocational educational program.
2. Give preference to new types of teaching methods by -
 - a. Continued and more extensive use of group activities, the project and problem methods and as wide a use of activities as possible within the limitations of the school.
3. Development of character outcomes by means of special units through -
 - a. Continued wide use of socialized discussion of character traits.
 - b. Continued use of the case conference method as a desirable alternative for the socialized discussion.
 - c. Introduction of the research type of study for a few advanced pupils.
 - d. Wider development of traits of character by the use of dramatization, stories, biography, and mythology.

4. Development of a well planned program of extra-class activities by -
 - a. Continued use of inter-scholastic athletics.
 - b. Wider use of other extra-class activities.
 - c. Wider use of student participation in school government.
 - d. Development of a more extensive program of intra-mural athletics.
 - e. Development of a more extensive club program consistent with the ability of the school to supply sponsors and facilities.
 - f. A much wider use of the benefits of Scout troops for boys and similar organizations for girls.
5. Development of a strong program for guidance by -
 - a. Providing more trained counselors as soon as finances warrant.
 - b. Providing greater emphasis on the study of vocations as consistent in a Rural Agricultural School.
 - c. Continued use of a wide basis for individual guidance.
 - d. Providing for return of services when financial conditions will permit.
6. Development of a strong health program by -
 - a. Providing for more physical examinations.
 - b. Continued wide use of the county nurse and doctor.
 - c. Continued acceptance of assistance from outside foundations.
 - d. Greater provision for correction of defects either in the form of wider variety or in more schools.

7. Utilization of certain phases of school organization as -

a. Discipline by -

- (1) Student participation in investigating and penalizing delinquent cases.
- (2) Continued use of guidance activities and individual case conference to discover cause of bad conduct.

b. Reports by -

- (1) Development of a report emphasizing desirable character traits instead of scholarship.

8. Development of cooperative relations with the home and community by -

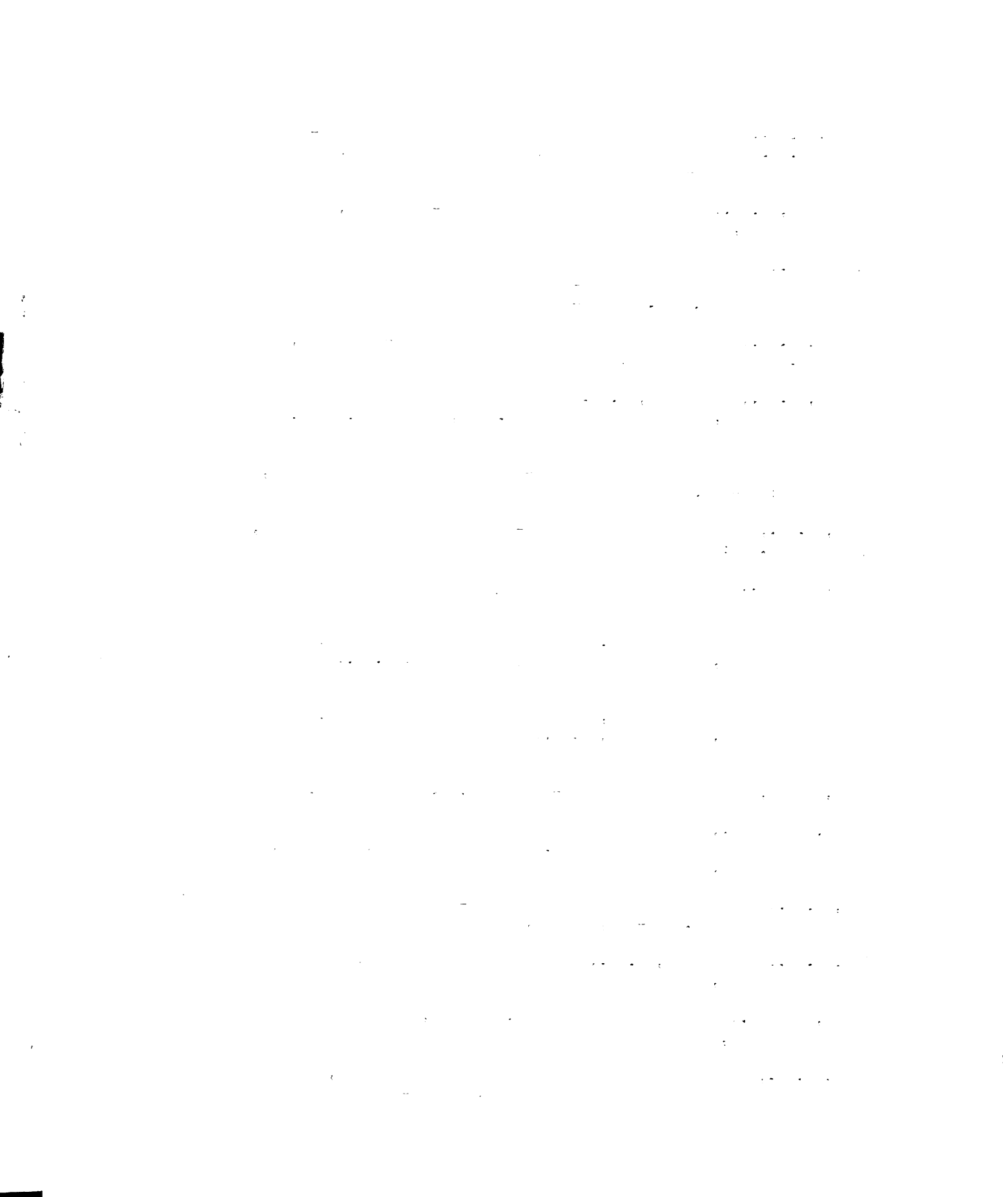
- a. Development of standards of conduct through cooperation with the State Department of Public Instruction and other helpful agencies.
- b. Continued use and wide extension of the Parent Teacher Association.
- c. Better and wider cooperation to be secured with community clubs and similar organizations.
- d. Visitation of homes by the teachers to a greater extent.

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APPENDIX

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6. Hartshorne, Hugh, "Character in Human Relations"
7. Hartshorne, Hugh and May, Mark, "Studies in Deceit"
8. Heaton, Kenneth, "The Character Emphasis in Education"
9. McLester, Amelia, "The Development of Character Traits in Young Children"
10. Neuman, Henry, "Education for Moral Growth"
11. Neuman, Henry, "Lives in the Making"
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- | | |
|-------------------|-----------------------------|
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| 2. Alpha | 26. Edwardsburg |
| 3. Atlanta | 27. Ewen |
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| 5. Barryton | 29. Farwell |
| 6. Beaverton | 30. Felch |
| 7. Bear Lake | 31. Gaines |
| 8. Belleville | 32. Goodrich |
| 9. Benzonia | 33. Grand Blanc |
| 10. Bessemer | 34. Grand Marais |
| 11. Boyne Falls | 35. Gwinn |
| 12. Brethren | 36. Harlan |
| 13. Brimley | 37. Harrison |
| 14. Buckley | 38. Harrisville |
| 15. Byron | 39. Hartland |
| 16. Caledonia | 40. Haslett |
| 17. Cedarville | 41. Hermansville |
| 18. Chassell | 42. Honor |
| 19. Copemish | 43. Hoxeyville |
| 20. Cooks | 44. Johannesburg |
| 21. Couzens (Bath | 45. John Doelle (Houghton) |
| 22. Covert | 46. W. K. Kellogg (Augusta) |
| 23. Dansville | 47. Kenton |
| 24. Delton | 48. Lakeview (Battle Creek) |

49. Lincoln (Ypsilanti)

50. Luther

51. Manton

52. Marenisco

53. Marion

54. Mattawan

55. Merritt

56. Mesick

57. Middleville

58. Milford

59. Mio

60. Montague

61. Morley

62. Morrice

63. Napoleon

64. National Mine

65. New Buffalo

66. New Hudson

67. Northport

68. Olivet

69. Okemos

70. Ontonagon

71. Palmer

72. Pelkie (Baraga

73. Pellston

74. Perry

75. Portage

76. Quinnesee (Kingsford)

77. Redford Union #1

78. Remus

79. Republic

80. Richland

81. Rockland

82. Roscommon

83. Sand Creek

84. Stephenson

85. Thompsonville

86. Trenary

87. Trout Creek

88. Ulean

89. Walled Lake

90. Williamsburg

91. Winona

92. Woodland

Question Number 3

Frequency Distribution of Schools Reporting
Percent Retarded and Accelerated

Percent Interval	Schools Retarded	Schools Accelerated
0 - 4.99	8	8
5 - 9.99	10	10
10 - 14.99	12	13
15 - 19.99	1	4
20 - 24.99	2	3
25 - 29.99	3	1
30 - 35.99	3	0

Question Number 23

Distribution of Schools Using Large Unit Assignments
According to Subjects

Social Science	Natural Science	Literature	Agriculture	Geography	Reading	Mathematics	Health
29	30	20	46	22	11	8	14

Question Number 35 Distribution Showing Percent of 1923-1924 Graduates Employed																						
Percent Interval	1-9		10-19		20-29		30-39		40-49		50-59		60-69		70-79		80-89		90-99		100	
Year	33	34	33	34	33	34	33	34	33	34	33	34	33	34	33	34	33	34	33	34	33	34
Percent	2	0	0	12	20	20	30	30	40	45	50	50	60	60	75	70	80	80	90	90	100	100
By	3	1			30	30	30	30	40		50	50	60	65	70	80	80	80	90	90		
Schools	5	4	8		20	21		30	40		50	50	60		75		80	85	90	90		
			5		20	25		33	42		50	50	60						95			
					25	25		35	45													
Total Schools	3	5	0	1	5	8	2	7	6	1	5	4	5	2	1	3	2	4	5	3	1	1

Question Number 36

Distribution Showing Percent of 1933-34
Graduates Attending College

Percent Interval	1-9		10-19		20-29		30-39		40-49		50-59		60-69	
Year	33	34	33	34	33	34	33	34	33	34	33	34	33	34
Percent of Graduates	0	0	10	10	20	20	30	30	40	40	50	0	0	60
	0	0	10	10	20	20	33	30		44				
	1	0	10	10	20	20	36	33		45				
	1	1	10	11	20	20								
	1	3	10	12	20	20								
	2	5	10	12	22	20								
	5	5	10	12	25	20								
	5	5	10	14	25	25								
	5	5	12	14	25	25								
	5	5	12	15	25	25								
			15	18	25	25								
			15		27	25								
			16			25								
			16			25								
Total Schools	9	10	14	11	12	15	3	3	1	3	1	0	0	1

Question Number 24

Distribution Showing Number of Boys and Girls
4-H Club Members

Interval	1-9		10-19		20-29		30-39		40-49		50-59		60-69	
Boys & Girls	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Number of Boys and Girls	4	4	10	10	20	20	34	30	0	0	0	0	60	
	6	5	10	10	20	20	36	30					62	
	6	6	10	10	20	20		30						
	7	6	10	12	20	20		32						
	8	6	11	16	25	20		32						
	8	8	12	16	25	20								
		8	13	17	25	20								
		8	15		25	21								
		9	15			21								
			15			24								
			15			25								
			15			25								
			15			25								
			17											
			18											
Total Schools	6	9	15	7	8	13	2	5	0	0	0	0	2	

Question Number 39

Distribution of Percent of Pupils Participating
in Intra-Mural Athletics

Interval	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-99	100
Percent	20	30	40	50	60	70	85	90	100
by	25	30	40	50	60	75		90	100
Schools	25	30	40	50	60	75			100
	25	30	40	50		75			100
			40	50		75			100
			45	50		75			
Total Schools	4	4	6	6	3	6	1	2	5

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