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A Proposed Plan of Character Education for Grades Kindergarten through Nine in the Port Angeles Public Schools

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A PROPOSED PLAN OF CHARACTER EDUCATION
FOR GRADES KINDERGARTEN THROUGH NINE
IN THE PORT ANGELES PUBLIC SCHOOLS

A Research Paper
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
John Elliott Palmer

July 1964

THIS PAPER IS APPROVED AS MEETING
THE PLAN 2 REQUIREMENT FOR THE
COMPLETION OF A RESEARCH PAPER.

T. Dean Stinson
FOR THE GRADUATE FACULTY

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CHAPTER I

INTRODUCTION

The main purpose of this paper is to investigate possible and feasible procedures which a teacher could utilize in building character in youth. An inventory of grades Kindergarten through nine will be attempted in relation to character education in Port Angeles Public Schools. A proposed program for character education will be suggested.

I. THE PROBLEM

The responsibility for character development has been shifted from the home to other social institutions. The school is in an ideal situation for supplementing character education to our youth. Several youth come from homes with very little character training. Cheating during exams is quite a common thing today in classrooms. The lack of respect for authority and property is evidenced too. These incidents along with numerous others present many problems in classrooms and the author of this paper feels that character education would decrease these undesirable traits and make the class a wholesome environment for students to associate with.

II. DEFINITION OF CHARACTER EDUCATION

Throughout this study the words character, morals, and ethics will generally be synonymous. However, there need be no quibbling over terminology because morality, ethical character, and good citizenship are all included in the term character (14:2).

McKown defines character as "one's way of responding or reacting to his environment, or, more particularly, to his social environment, in making desirable and wholesome adjustments to it" (14:1). Vernon Jones, of Teachers College, Columbia University, provided a definition when he stated, "Character is the sum total of ways of behaving where volitional powers are needed and where fundamental life purposes are involved" (8:574). Judith Zipp summarizes character as the "result of all the child's life through heredity, environment, and education" (21:426). Character is the outward behavior that has been developed inwardly throughout childhood. This is what a teacher can witness the most during the school day. The child has certain attitudes that have been developed over many years and these attitudes are expressed overtly by his behavior.

III. NEED FOR CHARACTER EDUCATION

Research tells us that the two most important expectations

parents have of the schools are these: that their children be taught the three R's and that their children's moral character be developed (9:29). In these days, when the home is often failing because of confused values or because both parents are working, the child becomes more dependent for his examples on the school. This we should realize; and we should welcome the burden (7:12).

There are many responsibilities for today's teacher and numerous subjects in the modern curriculum that tend to monopolize the time. It is very easy to forget the responsibility that educators have in building character in their students. Jones noticed in the junior and elementary schools, a division of forces which results in leaving many aspects of character education in a sort of No Man's Land (12:120).

Ordway Tead expressed the need for character education in our schools when he stated:

. . . ours is a kind of society which cannot be worked without dependence upon sound character, then it is a society in which the development of character has to be consciously striven for. And formal education cannot and must not ignore its share in the responsibility for this development. It is a fundamental truth that you cannot run a democracy without reliance on widespread ethical character (18:7).

Education cannot escape the responsibility of developing character in our youth if this democratic society is to exist.

CHAPTER II

DEVELOPMENT OF CHARACTER

This chapter on character development could be quite extensive, but the author of this paper would like to briefly illustrate this phase to give the reader background.

It is a truism that character cannot be taught; it can only be caught. But character can be caught only if one is ready to catch it. It is not enough to expose a child to wholesome character. The objective of sound character education is to influence basic desires and attitudes (6:345).

A child's everyday experiences teach him to do certain things in certain ways. He builds up attitudes and beliefs; he forms habits; he becomes fearful or fearless, self-confident or distrustful, cooperative or rebellious. He learns to make friends or to avoid companionship, to play fair or to cheat, to stick to an assignment until it is completed or to give up at the first difficulty (21:425). Choices of children are usually based on values they hold, and these values are basic to character education (20:151). Character education starts with infants and these desirable attitudes instilled in children have to be displayed in their presence continually.

The development of character is one of the most important

considerations in the education or the development of the child. Our character is shaped by seemingly trivial everyday events rather than by sermons and lectures. The parents' attitude toward circumstances will be imitated by children. If the parent dislikes certain things, the child will also dislike them. The most important responsibility for the parent in teaching a child good character is being a good example. Character is caught by children from people who are important in their eyes and with whom they have an emotional bond. They imitate these people, usually unconsciously. This is one reason why parents are so important as models for character development (9:30).

Children today have few opportunities, if any, to speak with their parents about their problems. Parents are expecting the church, the court, and the school to do much of this work (5:10). The church has had a great influence in the character development of youth. Elvin H. Fishback has this to say about the importance of the church in developing character:

Undoubtedly religious convictions are among the deepest of the human race, and religious principles are among the strongest factors in the development of character, but the fact remains that the church is not reaching the mass of young people and that religious instruction is not given in the home as it was formerly (5:11).

This fact that few young people attend church is readily seen on

Sunday mornings. Most of the youth are working in the yard with their parents or they are pursuing recreation.

Robert J. Havighurst, in his article, "What Research Says About Developing Moral Character," points out interesting findings in the discipline of children in relation to character development. He states:

Parents who showed abundant affection for their children and who also were consistent in their discipline tended to have children with more of the rational conscience motivation. Parents who severely disciplined their children did not produce children with better character than those who were mild in their discipline. The essential quality was consistency, accompanied by abundant affection (9:30).

There are several important aspects in developing character in children. One can readily see the immense study and research needed to fully explain the facets of character development. Havighurst lists five stages of character development:

1. The amoral, impulsive stage, during which the person follows his impulses and has no morality. This is normal during the first year of life.
2. The egocentric, expedient stage, during which the person has learned to control his impulses for the sake of his safety and so as to make a good impression. This is normal for children aged two to four.
3. The conforming stage, during which the prime principle of behavior is to conform to the demands and expectations of the social group in which one lives. This stage is normal for children from five to ten, but many adults retain a large element of conformity motivation.

4. The irrational conscience stage, during which the strongest principle of behavior is the inner moral conscience which has been absorbed without change or criticism from the moral teachings of parents and others. This stage is normal for children five to ten or beyond. Many adults become fixed at this stage. They oversimplify life and often hurt people and make moral mistakes because of their rigid and unintelligent morality.

5. The rational conscience stage, during which adolescents become emotionally and intellectually independent of the older generation. Few adolescents move completely into this stage; some adults never reach it (9:29).

Parents should provide successes and achievements for their children. They provide choice reasons for self-acceptance. When the child can accept himself, his behavior tends to be more acceptable and he tends to be pleased with others and to like others (6:352).

Probably the largest lack of character development in homes today is the lack of time that parents spend with their children. Clubs, organizations of many kinds, television and other devices seem to take the place of parent-child relationships. Very few families play games together or travel together on a Sunday afternoon. More and more time is now spent in the peer groups and less time in the family unit. Parents fail to take the necessary time to show their children the thrill and satisfaction of making objects of interest to children. It is convenient to buy a ready-made model or to purchase doll clothes instead of taking the patience to instruct the

child when making his own.

The parent that is concerned with the development of desirable personal and social attitudes strives to provide an environment that offers acceptance, consideration, and helpfulness and furnishes opportunity and stimulation for maximum success and satisfaction of need (6:352-353). The best character education helps the individual develop and accept an accurate and realistic concept of himself and his potentialities. At the same time, it helps the child to achieve personal success by making the most of his talents and abilities in ways that are personally effective and socially acceptable.

CHAPTER III

PRESENT CHARACTER EDUCATION PROGRAM

It is difficult to determine exactly how many teachers actually practice character building in their individual classrooms. To the author's knowledge, the Port Angeles School District does not include informal character education in the curriculum. There is a well organized formal program in the schools. The following paragraphs will attempt to describe the present character education program that is in effect.

The main objective of the kindergarten is to bridge the gap from home to school. The main character building emphasis is primarily in this pre-school grade. The important goal in this level is to get the child accustomed to group living. Some of the work habits that are stressed in relation to character are: responsibility towards the care of toys and materials, developing self-reliance and independence by participating in new experiences, and developing a determination to try again after making a mistake. There are many courtesies that must be understood and put into practice right away for reasons of health and safety. The kindergarten teacher keeps rules simple and few in number which are planned by the children as they see the need, such as walking quietly, avoiding loud voices, and

keeping hands off others. The teacher influences children's ideas and values as to what is good or bad reading material by reading good literature to them. As one readily understands, the kindergarten teacher is definitely the most important character builder in the school system.

The primary and intermediate grades have designated one hour in response to the state requirement for teaching about temperance. This time is usually a homeroom situation for a discussion of moderation of alcoholic beverages and other appetites that humans have, including eating too much food, etc. Audio-visual materials have been effectively used for the entire school.

During the last week of school there is the award assembly at which the Daughters of the American Revolution present to two sixth graders from each class the Good Citizenship Award. The recipients earn this by academic achievement and through honesty, courage, and good citizenship. The intermediate children have a chance to earn special recognition in various activities like school store, lunch duty, office duty, patrol duty, and competitive interschool athletics. These children who fulfill the duty faithfully receive a letter award at the award assembly. The school in which the writer is teaching has established the Citizenship Honor Roll. This is a list of the children that received a "B" grade or an "A" in conduct for the

school quarter. This gives the child with academic difficulty a chance to be recognized for good behavior in the classroom and on the play field.

Another elementary school initiated a good citizenship banner to be presented to the best rooms that exhibit conducive behavior in the halls and outside. One banner goes to the primary grades and one to the intermediate grades. This leads to good character training by considering others and learning the responsibility in taking care of the school property.

The junior high schools of Port Angeles have a more formal program for the entire student body than what is found in the lower grades. On Veteran's Day, the principals invite a veteran to speak on a subject about loyalty to the United States. The city attorney has spoken to the homeroom classes through the intercom system about the significance of Law Day.

A Law Enforcement Program, sponsored by the Port Angeles Kiwanis Club, is featured each fall. Law enforcement agencies are represented such as a prosecuting attorney, a sheriff, the chief of police, a state trooper, the juvenile judge, and the juvenile probationary officer. Each one of these agents is allotted five minutes to tell his responsibilities related to his job. After each one has completed his speech, the students are then able to ask questions concerning law

enforcement, which the panel attempts to answer.

Through the intramural and varsity athletics for the boys and girls, character is also developed. Each child has a chance to feel success and to be recognized on the field of competition which are truly needed in a character education program.

There has been a program carried on by the guidance counselors for small group counseling. The group of students involved in similar behavior problems or similar academic difficulty find this method very helpful and counselors can see the character development improved in students.

The writer of this paper feels that the formal program is adequate and well done. Character education in the homeroom situations would probably enforce the formal program decidedly.

CHAPTER IV

PROPOSED CHARACTER EDUCATION PROGRAM

I. TEACHING TECHNIQUES

Role playing. This technique is probably the most used in the modern classroom today. Children are given the opportunity to act out stories or problems that would be familiar to that certain age group. The teacher may read aloud to her pupils a carefully structured story of a typical life-situation of childhood. The story has no ending, but terminates in a dilemma peak. The listening children are then encouraged to finish the story, as they think it would actually end, in role-playing sessions. Ability to handle such problems must be acquired. The teacher must have a permissive relationship with his pupils. Several groups of children may act out the same situations in a different way. As a young person learns ways of dealing with his troubles, in a special cultural setting of which he is a part, he also learns values and attitudes and ways of behaving.

If we take various life problems of children and play them out in the classroom, using the techniques of role-playing, we can help children explore their feelings about the situations in life which

most fundamentally shape their attitudes and values (16:10). A teacher can prepare problem stories built around his class circumstances or experiences. The students that are able could also write some from their own experiences. A film could also be used instead of the problem story. Role-playing is used more in the elementary school than any other method. Children live and act in the classroom; and through this living and acting their characters are formed (21:426).

Group work. Group work involves a smaller group than a regular classroom. This technique is concerned with social issues and the imparting of information concerning these issues pertinent to the age group. A good example of this technique took place in a Seattle junior high school. This proved to be an effective technique to change adolescent attitudes and health practices by making use of peers as researchers, educators, and planners. This took place in a science class. The class was divided into social problem areas. These were the areas that they wanted to know more about: alcoholism, traffic accidents, divorce, juvenile delinquency, mental illness, and smoking. The class was divided into groups of six to investigate the problem that most interested them. The class members started to seek out accurate, up-to-date information from every available

source. They compiled their findings and presented a panel discussion, with their plans for improvement and prevention, before the entire class (10:2).

Group counseling. Group counseling is concerned with an individual's personal problems--those which touch his private life. This is beginning to function in several high school social problem classes and gradually is being introduced in the junior high homerooms. In group counseling, a highly skilled professional teacher or counselor is needed to understand the values of a teen ager. Through group counseling the teacher will readily see what teen agers value and what attitudes they have toward certain problems concerning society and adolescents in particular. Francis stated the only effective way to improve character is to improve attitudes, for they determine how the individual is inclined to act (6:346). By using group counseling, the group members are able to verbally express their attitudes and also be reinforced by hearing others view similar opinions and attitudes.

Sociometric technique. Use of the sociometric technique can give a teacher insight into the value standards by which children make choices of friends and playmates. By rearranging classroom seating according to choices of the "non belongers" will give

opportunity to work with and learn from their friends. Belonging to the group or a feeling of being wanted is a basic condition for good behavior (20:152). Woolworth further points out that without this sense of belonging children are left with a psychological deficiency that seeks fulfillment through behaviors that are negative to wholesome character development (20:152).

Indirect method. This method of character education considers the settings out of which the trait is supposed to emerge. McKown explains this method in five procedures:

1. Determine what specific virtues should be encouraged and promoted.
2. Should capitalize on situations in the classroom when they arise. Possibilities of actions and reactions growing out of an immediate setting or situation should, it is needless to state, be utilized at once for educational benefit.
3. Reasoning should be stressed, and excessive moralizing avoided; character is vitally concerned with choices. The wiser the choices, the more desirable and positive will be the resultant character.
4. Solutions to particular problems should be applied and generalized.
5. The child's point of view must be understood and appreciated. The teacher must learn to see situations continuously through the child's eyes (14: Chapt. VII).

Direct method. The direct method considers the ideal, virtue, or trait to be developed. Again, McKown lists five aspects

for the direct method:

1. It is definite, for instance "unselfishness," is a smaller and more definite trait than "good character," general "goodness," or the "good life."
2. It is systematic, thorough, complete and usually economical in time and effort.
3. It offers opportunities for conscious choices.
4. It offers opportunities for intelligent application and generalization. A discussion of a particular problem may be intensely interesting but it will be of little value unless a very deliberate and very intelligent attempt is made to apply the approved solution to other more or less similar situations.
5. It offers opportunity for the development of feelings of sentiment or emotionalized attitudes. The deeper the emotion, the greater will be the drive or the enthusiasm for accomplishing of aims (14:Chapt. VI).

However, it may be said that the results of this study lead us to believe that through all instruction in character should be indirect from the point of view of the learner, and direct or planned rather than incidental or unplanned from the point of view of the teacher (12:181).

II. CORRELATION IN THE CURRICULUM

Primary grades. The basic reader is a particularly good example of integrating character education in the curriculum. In the basic reader the child learns of problem situations faced by the leading character in situations similar to his own (21:426). Daily

group activities of the class and school, playground relationships, assemblies, social occasions, and subject matter content all inevitably present opportunities for character training (21:427).

Many primary teachers use the method of competition between rows to motivate youngsters to get their row ready to go or cleaned up first, etc. Russia has been using this method of socialization for some time in their character education program. The following are the guiding principles of the Soviet approach to character training:

1. The peer collective rivals and early surpasses the family as the principal agent of socialization.
2. Competition between groups is utilized as the principal mechanism for motivating achievement of behavior norms.
3. The behavior of the individual is evaluated primarily in terms of its relevance to the goals and achievements of the collective.
4. Rewards and punishments are frequently given on a group basis; that is to say, the entire group benefits or suffers as a consequence of the conduct of individual members.
5. As soon as possible, the tasks of evaluating the behavior of individuals and of dispensing rewards and sanctions is delegated to the members of the collective.
6. The principal methods of social control are public recognition and public criticism, with explicit training and practice being given in these activities. Specifically, each member of the collective is encouraged to observe deviant behavior by his fellows and is given opportunity to report his observations to the group. Reporting one's peers is esteemed and rewarded as a civic duty.
7. Group criticism becomes the vehicle for training in

self-criticism in the presence of one's peers. Such public criticism is regarded as a powerful mechanism for maintaining and enhancing commitment to approved standards of behavior, as well as the method of choice for bringing deviants back into line.

One may wonder how a pupil under the Soviet system would act when out of sight of his collective or peer group. Is this external method of socialization able to guide behavior when he is on his own?

Intermediate grades. This age group of youngster is more hero conscious than any other group. This would give an intermediate teacher a chance to capitalize on this interest. The teacher can place in front of the youngster worthwhile stories of famous men and women who exhibit good character. One article the author read told about a class that read stories from the lives of some of the heroes of medical research and nursing. A few of the children became sufficiently interested in one or more of these characters to read their biographies (12:131). This would stimulate children to read and also learn about health.

John E. Grinnell, in his article titled "Character Building in Youth," stated this about children reading worthwhile books:

Every youth who reads Benjamin Franklin's autobiography, for example, finds himself wanting to adopt some of Franklin's virtues; or, if the youth reads the life of Louis Pasteur or the biography of Lincoln, he becomes for awhile a young Pasteur or a young Lincoln. Let a young girl read much about Helen Keller or Madame Curie or Florence Nightingale or Jane Adams and

her life will never be quite the same again. The musically-inclined might be encouraged to read about great musicians. Those who have interests in art might read about the artists. In every field great men and women by their lives taught others how to live (7:11-12).

It has become commonplace to say that one of the best ways to influence character of boys and girls is to do it through their games and sports (12:119). The opportunities are numerous for a teacher in the elementary grades to exemplify good sportsmanship. This would be a good discussion on the qualities of a good loser and a good winner. How many times have we heard the loser blame various members of his team and criticize his opponents without just cause? The winner, too, all filled with pride and boasting and acts very conceited around his peers.

Another way for building character in the intermediate grades is that of reaching good study habits. Tead says this about studying:

In direct relation to the process of studying, I suggest that insistence on standards of sound workmanship by the student can have great value. He should be encouraged by every teacher to his own fullest potentiality of mastery, excellence, accuracy and resourcefulness. To have experienced the satisfaction of a good job well done has character building value of important proportions (18:11).

The elementary school curriculum provides numerous opportunities for the teacher to educate for character. A room of 25 or 30 children would allow several different backgrounds of

environment which would permit the teacher to witness various attitudes and behavior. With these diverse attitudes the teacher may guide pupils to the most desirable and socially accepted attitudes and behavior traits. The only effective way to improve character is to improve attitudes, for they determine how the individual is inclined to act (6:346).

Junior high school. Youth in the junior high school must be trained in the school through the various avenues open in the school, including direct character training, with a full consciousness on the part of the teachers (5:3). The adolescent in junior high is in a decisive stage as to what path to follow in relation to his moral character. He is now on the "front lines" since many different modes of behavior are now mixed with his. The peer group sets the pattern for his behavior. This power of conformity can be constructive if the leader of the group has good character and exhibits high principles. Torrance states this about character education:

Many of these character education programs have stressed good manners, courtesy, conformity, obedience, industry, promptness, positiveness, and agreeableness, perhaps to the neglect of courage, independence in judgment, critical thinking and high morals (19:115).

This fact of making up one's own mind concerning choices without the

aid of a conforming group could be an important goal to strive for in a junior high school character education program. The author of this paper strongly feels that the student should think critically and choose independently his values and ideas relating to moral character.

Havighurst has this to say about what the schools can do for character education:

There are two things the schools might do to help children develop better moral character. One is to provide models for character development that pupils in the early grades can follow. A second way the schools can help children to develop better moral character is to provide more opportunities for reflective thinking in the school curriculum and to see that this thinking is applied to moral matters, not just to science and mathematics (9:30).

Ross states this about the needed reform in character education:

The great reform needed in character education must involve creating situations in the school which enable boys and girls to practice good character under circumstances that will make them feel rewarded for this practice (15:14).

Role playing can be used in courses like history where students step into a famous person's shoes and play a certain role to feel how it actually would have been. In history, for example, it is important that students find out what made our American patriots famous, not just what they accomplished. Teachers should question students about what these famous men and women stood for and motivate them to do some research to see if they had moral character and good

principles. Havighurst has this to say about such questioning:

. . . it is important that students be asked not only what Napoleon and Churchill did to build up their countries and what they contributed to the political development of Europe, but also whether they were good men and what the moral consequences were of the ways they used their power. Such questions can hardly be answered with a yes or no. But a skillful teacher can lead students to explore such moral questions and to learn how to apply reflective thinking to their own behavior and to that of their community and national leaders (9:30).

The librarian can provide the books that will help influence character, but these books are of little value until the ideas in them are transferred to the minds of young people (11:573). Concrete ambitions can be planted in minds of adolescents by bringing them in contact with the worthy ideals from history, literature, and fiction (11:571).

On the playing fields, too, the coaches and physical education directors can stand for clean sportsmanship or they can take the vicious stand for victory at any cost. Our athletic programs can be one of the most appealing character building forces if they are consciously directed that way (18:12-13).

The homeroom provides an opportunity to use the group work and group counseling techniques. This would be effective when the teacher-pupil and pupil-pupil rapport is established.

Clubs and student organizations offer many opportunities for character growth. The informality creates a more complete

pupil-teacher acquaintance. The teacher can develop a climate of "learning and doing" as the pupils are revealing more of their real character and personality and their activities outside the classroom (15:15).

There must be numerous other avenues to travel through in order to develop character in junior high students. The Tenth Yearbook of the American Association of School Administrators listed several classroom procedures that could contribute to character education, which are:

. . . questioning and dramatization have been used to elicit moral imagination; socialized study and discussion have functioned in developing and exercising suspended judgment and conformity until data based on facts rather than opinion only could be assembled to "force" a change in a law; directed study has developed intellectual honesty, a vigorous attack of work, sustained attention, self-criticism; social projects called out initiative, responsibility, and cooperation; library and laboratory procedure stimulated a care of property, courtesy to others in situations which tempt to excessive individual freedom (1:213).

Summarizing the aim of character education in the junior high school, Stemple said that adolescents must learn to be self-reliant and self dependent. To do right only because of fear of doing wrong adds little to the human worth. One must want to do good before goodness is possible (17:27).

CHAPTER V

TEACHER RESPONSIBILITY FOR CHARACTER EDUCATION

There has been an immense amount of material written on the importance of teacher example in relation to character development. Grinnell states: "I am one who believes emphatically that character must be in the teacher before it can be in the student" (7:12). Tead states: "The character of the teacher himself, which if sound and ethically sensitive, has its uniquely valuable contagion" (18:9). Another stumbling block is that frequently the teacher attempts to teach character the easy way, by talking about it. The hard way is to create by example an atmosphere that will develop good character (15:15).

Zipp emphasizes the role of the teacher when she says:

The teacher is the most important single force at the disposal of the school for the building of character. The teacher with a strong character gives the child a concrete example with which he can identify himself. The teacher will realize the responsibility of his position more completely if he recognizes the fact that character acts upon character not simply through its potential to awaken admiration, but also as a demonstration of the reality of the higher ranges of adult nature (21:427).

Another responsibility the teacher has besides living an exemplary life is a genuine interest in his proteges. Zipp states:

First responsibility of the teacher, who sincerely wants to help the child develop a strong character through education, is

to try to understand the child's individual needs and pattern of growth. This is the beginning point of the teacher-student relationship regarding character education (21:426).

Lindeman states teacher responsibility in regard to character education when he says:

The person who presumes to impart knowledge to others incurs a double obligation: he assumes a degree of responsibility with respect to his use of knowledge, plus a responsibility for his pupils' understanding of the necessary interrelation between knowledge and conduct (13:639-640).

Brickman gives some guide lines and reprimands that schools tighten policies regarding ethics when he states:

. . . there comes a time when we in education must bear down on all kinds of lapses from ethics--the practice of right conduct, of good behavior, of proper attitudes to the principles which have governed our way of life either as men or as professional workers. Let us by all means run efficient and effective educational institutions. But let us at the same time make certain that our actions will be directed in every way by what is ethical and moral (2:415).

In conclusion, the author feels that this responsibility of the teacher living an example before young people is the heart of a successful character education program. The youth hear too often the old saying "Do as I say, not as I do." Many young people look to the schools for their living examples of appropriate behavior since some homes are not conducive in building moral character.

CHAPTER VI

SUMMARY

The writer of this paper feels more convinced than ever of a need for a character education program in our schools. Research reveals that parents expect from their schools more than academic learning. They expect that their children will be well rounded individuals and be equipped with moral character.

If character education means helping the child learn to adjust himself normally, healthfully, and successfully to his many life situations, then our school system is responsible for providing a program to make teachers more aware of their character building obligation.

The writer is in agreement with Elvin Fishback when he states:

If we assume that the social or semi-voluntary activities of the school are those that are an outgrowth of the needs, present and future, of the boys and girls, and they are supervised by a teacher who recognizes that in these development of the traits of character that will control future conduct, then we do indeed have a field that is rich in possibilities for the guidance of youth (5:43).

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