PUPIL CITIZENS

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CHAPTER TWO

CITIZENSHIP GOALS AND CHECKING DEVICES

THE ROOSEVELT CREED

I believe in honesty, sincerity, and the square deal;
in making up one's mind what to do — and doing it.
I believe in fearing God and taking one's own part.
I believe in hitting the line hard when you are right.
I believe in hard work and honest sport.
I believe in a sane mind in a sane body.
I believe we have room for but one soul loyalty,
and that is loyalty to the American people.

In addition, however, to certain very definitely organized
citizenship activities, some guiding principles for which have
been set up in the previous chapter, citizenship objectives
should permeate and guide every interest, activity, and
effort of the school. Definite goals should be set up, checks
should be worked out, and every effort should be made to get
the child to strive enthusiastically to attain these goals. In
fact, the citizenship goals should not only be tests of the
child's attainments but of the work of the teacher and of the
school. In other words, unless steady and continuous prog-
res is being made toward better citizenship on the part of
the children, something is radically wrong with the school
and its activities. Sometimes the teacher's leadership or her
methods may be at fault. Again, the type of activity being
emphasized may not appeal to the children. Only one test
can be applied to any scheme of instruction, no matter how
high-sounding or perfect may be the statement of the aims;
and that is in terms of outcomes: What are the results?
We have long measured results in the knowledge and skill
subjects. We know when the pupil can add or spell, or when
he speaks or writes correctly. We can even to a limited
extent measure mental ability. We have, however, evolved
no accurate measure of character and citizenship.
CITIZENSHIP GOALS AND CHECKING DEVICES

CITIZENSHIP ANALYSIS IN TERMS OF TRAITS

We can analyze citizenship into fundamental traits or ideals of character, and we can determine whether or not a particular trait is developed in the child. That is, we can know whether he is prompt, orderly, courteous, or honest. Or, if he is lacking in one of these qualities, we can know whether or not he is improving in respect to it. It is the business of the school to have some scheme for checking the progress which the child is making along citizenship lines. More and more, superintendents, principals, and teachers are recognizing the truth of this statement, and the pupil is being rated, not alone on intellectual attainments and docility, as represented by a deportment grade, but on how he exercises his duties and obligations as a citizen of the school community.

In recent years various efforts have been made to work out scoring and checking devices on those habits and attitudes that are considered essential in any good citizen. The purpose of all these schemes is to assist the individual to analyze his own practice of citizenship and then to encourage efforts at improvement.

THE HORACE MANN REPORT CARD

Among the first schools in the United States to begin marking children on habits and attitudes desirable for good citizenship was the Horace Mann Elementary School of Teachers College, Columbia University. The report for the year 1926–1927 is in the form of a booklet and contains three parts: (1) Academic Report to the Home, (2) Habit Report to the Home, (3) Report from the Home. Reproductions of the last two reports with explanations are given below.

1 Henry C. Pearson, Principal.
Habit Report to the Home. The following explanation appears on the Habit Report to the Home:

Experience shows that best results are obtained in cases where the parents make careful study of the reports and discuss them with the children.

The mark "−" indicates that the child is unsatisfactory in the habit so marked. The mark "av." indicates that the habit is formed to a fair degree of reliability, but that improvement is still possible. The mark "+" indicates that the habit seems entirely satisfactory. No mark indicates either that the habit is not being considered at the time, or that it is not clearly defined on either the negative or the positive side. Improvement is expected in those habits marked "av." and "−."

If a child continues to be unsatisfactory in an important habit, parents are urged to consult the teacher as to possible close cooperation between the home and the school.

The following outline shows the habits on which a report is made:

**Some Habits and Attitudes Desirable for Good Citizenship**

I. Obedience
   1. Obey the rules regarding the halls.
   2. Obey the rules governing recess.
   3. Obey promptly and willingly.

II. Self-control
    1. Shows self-control in refraining from talking and playing in assembly.
    2. Shows self-control by not interrupting others.
    3. Shows self-control by taking place in line quietly, avoiding pushing.

III. Responsibility
     1. Holds himself responsible for making up work missed through absence.
     2. Holds himself responsible for keeping floors free from litter and walls and desks free from defacing marks.
IV. Courtesy
   1. Uses courteous tones in speaking.
   2. Gives courteous attention when someone else is talking.
   3. Stands aside to allow an older person to pass first.
   4. Rises when an older person addresses him.
   5. Avoids passing in front of a person when possible.

V. Work habits
   1. Makes a practice of preparing home work thoroughly.
   2. Is serious in attitude toward work.
   3. Volunteers in the recitation.
   4. Concentrates upon the task at hand.

VI. Other habits deserving special comment

Report from the Home. The following statement and questions appear on this report:

Since the best interests of the child result when there is a close cooperation between the home and the school, it is hoped that all parents will assist by answering the questions found on the last page of this report.

The questions on the last page of the report are as follows:

1. At what time does he arise in the morning?
2. At what time does he go to bed?
3. How long does he spend on his home work?
4. Does he need help in doing his home work?
5. Which subjects does he find most difficult?

THE KANSAS CITY REPORT CARD

The Kansas City report card, which was worked out by a committee of teachers and principals under the direction of the superintendent of schools, has been in use for five years and has met with universal approval and commendation from teachers and parents. On this card the teacher marks the child as indicated below on a limited number — usually not more than six or eight — of the specific statements listed. On the reproduction of the card which is given here John Irving, a first-grade pupil, has been marked "U" for the
first quarter on "I—c," which means that John does not keep "hands and materials away from his mouth" and especially needs development in this regard. The second quarter he was marked "I" on the same habit, which indicates an improvement. This improvement continued, and the last quarter the teacher marked him "D," meaning that so far as she had observed John had developed a habit; viz., he "keeps hands and materials away from his mouth." Similarly other habits and attitudes are marked. Such a plan has for its purpose the bringing about of effective coöperation between the teacher, the parent, and the child. By calling attention to a specific habit that is undeveloped and having parent and teacher work together to encourage the child in building the habit, effective results invariably follow.

To Parents:
This card is to show what the school is trying to accomplish both in subject matter and in habits and attitudes desirable for good citizenship. Your coöperation and help are requested in developing in your child the following habits and attitudes.

Your attention is called only to those habits:
Which are especially well developed, indicated by ..........D.
Which especially need to be developed, indicated by ......U.
Which show improvement, indicated by ......................I.

<table>
<thead>
<tr>
<th>Habits and Attitudes Desirable for Good Citizenship</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>I. Health and Posture</td>
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<td></td>
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<tr>
<td>a. Is cleanly in habits, person, and dress</td>
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<tr>
<td>√ b. Is careful of his eyes, keeping book or paper at proper distance</td>
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<tr>
<td>√ c. Keeps hands and materials away from mouth</td>
<td></td>
<td></td>
<td>D</td>
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<tr>
<td>d. Sits, stands, and walks correctly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II. Orderliness</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>√ a. Puts away materials carefully</td>
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</table>
### CITIZENSHIP GOALS AND CHECKING DEVICES

<table>
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<th>QUARTERS</th>
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</tbody>
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**b. Keeps desks, books, and other materials in good condition.**

**c. Prepares and arranges work in orderly manner.**

### III. Thrift

- **a. Uses time to good advantage.**
- **b. Is careful in expenditure of money.**
- **c. Saves time by carefully planning work.**
- **d. Does not waste paper, pencils, or materials.**
- **e. Does not deface books or other property.**

### IV. Promptness

- **a. Is in the right place at the right time, equipped for work.**
- **b. Responds to directions of authority immediately, without unnecessary discussion.**
- **c. Hands in work on time.**

### V. Clear Thinking

- **a. Concentrates upon the task at hand.**
- **b. Discriminates between essentials and non-essentials.**
- **c. Is accurate in his work.**
- **d. Expresses self clearly and keeps to the point under discussion.**

### VI. Helpful Initiative and Self-Reliance

- **a. Sees worthwhile projects and tries to carry them out.**
- **b. Finds way of improving his weak points and of making up work missed during absence.**
- **c. Does more than minimum amount of work required.**
- **d. Works to maximum ability.**
VII. Self-Control and Obedience

✓ a. Does not quarrel or lose control of temper.

b. Does not molest other people.

c. Obeyss those in authority courteously and promptly.

d. Holds himself responsible to abide by rules made by the group.

e. Obeyss rules and regulations of the school.

VIII. Courtesy and Good Sportsmanship

✓ a. Pays attention while others are talking, and does not interrupt.

✓ b. Talks and laughs quietly.

c. Has polite habits of speech.

d. Does not let other pupils copy or make wrong use of his work.

✓ e. Stands for fairness in play.

f. Claims no more than his share of time and attention.

g. Is courteous to opponents.

IX. Honesty and Trustworthiness

a. Recognizes and respects the property of others.

b. Does not cheat.

c. Tells the truth, trying to give the correct impression.

d. Keeps appointments and other agreements.

X. Cooperation

a. Works and plays with others harmoniously without "bossing".

b. Helps carry out suggestions made by the group.

c. Does his part in making the recitation profitable and interesting.

XI. Sense of Responsibility — Civic and Personal

a. Conforms to the will of the majority when no principles are violated.
<table>
<thead>
<tr>
<th>Quarters</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<td>c.</td>
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<tr>
<td>d.</td>
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<tr>
<td>e.</td>
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<tr>
<th>Qu.</th>
<th>Date</th>
<th>Parent's Signature</th>
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<td></td>
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<td>4</td>
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</tbody>
</table>

Comment: ..............................................................
...........................................................................
...........................................................................
...........................................................................

Promotion

The holder of this card has ...... satisfactorily completed

Grade ...... Class ...... and is entitled to enter Grade ......

Class ...... September, 19....

........................................... Teacher
........................................... Principal
THE LAWRENCE PLAN

In the Lawrence plan a list of the habits and attitudes essential to good citizenship was worked out by the pupils under the guidance of the teachers.

With this list as a measuring stick, the question, "How can we become better citizens?" could be answered. Teachers and classes working together decided upon as many concrete examples as possible by which the children could put these abstract qualities into practice in the school, the home, and the community. Having drawn up a standard of conduct, the children were ready to apply it to themselves and to one another with the teacher's guidance. At each weekly meeting that quality which the class most needed was discussed and the children were inspired to put the desired characteristic into practice. They were especially encouraged to report instances which they had observed in their fellow classmates.¹

The lists worked out for two of the traits are as follows:

**Courtesy**
- Speaks in soft, low tones — no loud laughter.
- Does not interrupt others.
- Does not pass in front of people.
- ✓ Is thoughtful of teacher's and pupils' comfort.
- ✓ Is kind and helpful to little folk and to elderly persons.
- Opens doors, offers books, escorts visitors.
- ✓ Is attentive when teacher or other pupil is speaking.
- Does not use slang.
- ✓ Waits quietly his turn.
- Does unto others as he would have them do unto him.

**Honesty — Trustworthiness**
- Asks honest questions; does not carry on discussions for sake of an audience.
- ✓ Does his own work without copying his neighbor's.
- ✓ Does no mean act when teacher's attention is on something else.
- Can be depended upon to carry through what he promises to do.
- Has courage to admit a fault or speak the truth even though it is against his own advantage.

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Tries to find owner of lost articles.
Can be trusted to run errands satisfactorily.
Is honest in following rules of games.
Expresses honest opinion regardless of opinion of classmates.
Can be depended upon to stand for the right.

The report sent home by the child is in this form:

THE OLIVER SCHOOL
LAWRENCE, MASSACHUSETTS

REPORT TO PARENT

For the period ending ................10......

PUPIL'S NAME........................................

I. The Day's Work
   a. Very good work in...........
   b. Good work in.............
   c. Fair work in.............
   d. Poor work in...........
   e. Growing better in........
   f. Not trying hard enough in........

II. The Things That Make a Good Citizen
   a. The school likes...........for his/her............
   b. Things that ..............has done or helped to do, in or
      out of school, which have been good for the school and for
      the city:........................................
   c. His/Her teacher and classmates think he/she would be a
      better citizen if he/she were....................

III. Time Lost since Last Report
   a. Number of days since last report _____
   b. Days absent _____
   c. Times tardy _____
   d. Times dismissed _____

................................................Teacher

A WORD TO PARENTS

This report is sent home every two months so that fathers and mothers may know how their children are getting along in school. This report tells more than the story of what they are doing with
their books. It tells what kind of boys and girls they are. It tells what kind of young citizens they are. It tells the good habits they have and the good habits they need to get. It tells how faithfully they have stayed on the job during the month. It tells, in a word, what kind of men and women they are growing to be. That they grow to be the best kind of men and women is the most important thing in the world to you and the most important thing in the world to us. That is what parents and schools are for: to bring up boys and girls to be good men and good women. It is a big job; too big for the parent alone and too big for the school alone. We must work together. We are trying to help you, and you must try to help us. Take an interest in your children's school. Talk to them about it. Ask them questions about it. Get them to tell you how they are learning to be good citizens. Read their reports every time they come. Find out just what the teacher means by what she has written in them. If your children are doing well, let them know that you are pleased. If they are not doing as well as you think they can, ask them to try harder for your sake. Come and see us, or ask us to come and see you. There is nothing we are not willing to do. For these children are our children—yours and ours together. They have the makings in them of fine men and women. It would be a shame to have any of them go wrong because either of us has not done everything in our power to bring them up right.

Please sign your name here:

........................................
Parent

In making out the reports, the teacher marks the child on scholarship. On citizenship, however, teacher and class discuss each individual child and agree on how he should be marked. The scholarship markings on a typical card are as follows:

1. Very good work in...Reading
2. Good work in...Language, Writing, Class Discussion
3. Fair work in...Grammar, Civics, Music
4. Poor work in...Arithmetic
5. Growing better in...Spelling
6. Not trying hard enough in...Geography, History
CITIZENSHIP GOALS AND CHECKING DEVICES

Some of the citizenship traits as practiced and suggested for improvement included the following:

1. What the school likes about the pupil:
   (Grades Four and Five)          (Grades Six, Seven, and Eight)
   Neatness.                     Courtesy.
   Obedience.                    Obedience.
   Attention.                   Spirit of service.
   Politeness.                  Fairness in judging.
   Honesty.                     Is our ideal of a good citizen.
   Enunciation.                 Kindness to older people and to
   Pleasing voice.              children.
   Good attendance.             Clear thinking.
                                 Truthfulness.
                                 Good use of spare time.

2. Things that helped school or city:
   Acted as traffic officer.    Acted as president of league.
   Helped the traffic officer.  Acted as switch operator.
   Cleaned sidewalks during winter   Acted as social secretary.
       to help janitor.            Was a good community worker.
   Did good work in assembly.   Wrote a play for the assembly.
   Reported pupils who were not   Got information from mills,
       good citizens.           from public library.
   Brought pictures.            Made pennants.
   Brought clippings.           Did errands cheerfully.
   Made a good drawing on board to   Induced father to become a
       illustrate a topic in geography.  citizen.
   Learned not to whisper.      Guarded lawn.
   Asked good questions.

3. His teacher and classmates think he would be a better citizen if he:
   Were more polite.             Were more courteous.
   Did not carry tales.          Were more thrifty.
   Would not interrupt.         Were more self-reliant.
   Would not copy work of others.  Took more part in discussions.
   Would learn to keep in own seat. Could be trusted when teacher
   Would not talk without permi-   leaves.
   sion.                        Were able to control temper.
Would give others a chance to talk.
Would choose better companions.
Would learn to help himself.
Would come to school on time.
Played fairly.

Did not trouble traffic officer.
Helped housekeeper by being more orderly.
Were less babyish.
Were more punctual.

KNIGHTHOOD OF YOUTH

Recently the National Child Welfare Association\(^1\) announced a plan of character or citizenship training known as the *Knighthood of Youth*. “Its purpose is to organize the youth of this country, and eventually of all civilized countries, pledged to maintain the tenets of Honor, Honesty, and Good Citizenship, wherever they may be.” The plan followed is similar in operation to that used in the National Health Crusade and is designed especially for children between the ages of eight and twelve. In the plan five sets of exercises printed on charts are used, which make up a course in habit formation designed to cover a four-year period.

The child who does the exercises from one set fifty or more times each week for not less than twelve weeks in a year wins the title of Esquire. For the performance of a different set of exercises over a second period he becomes a Knight, and similarly for the same performance a third and fourth time he becomes respectively a Knight Banneret and a Knight Constant. These titles apply to girls as well as boys. With twelve weeks as a minimum requirement, the teacher or leader may set the number of weeks at discretion. It is recommended that the five charts be used as indicated in the table below.

The weeks need not all be consecutive. If a child has done the exercises fifty times in all except two or three of the number of weeks set, allow him two or three more weeks in which to qualify for his title.

If the pupils are too young to do ten exercises each day, the teacher may prescribe a smaller number, and each of the above titles may be

\(^1\) National Child Welfare Association, Inc., 70 Fifth Avenue, New York.
awarded after a pupil has performed the exercises for at least six hundred times (the equivalent of fifty times per week over twelve weeks). 1

Directions for recording performance are printed on each chart. The child and one of his parents are required to sign the chart when the record is finished, and the teacher or other adult leader must approve before a title can be conferred.

The following outline will suggest the scope of the various charts:

<table>
<thead>
<tr>
<th>Chart</th>
<th>Duration</th>
<th>Grades</th>
<th>Ages</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>24 weeks</td>
<td>3, 4, 5</td>
<td>8, 9, 10</td>
</tr>
<tr>
<td>B</td>
<td>24 weeks</td>
<td>4, 5, 6</td>
<td>9, 10, 11</td>
</tr>
<tr>
<td>C</td>
<td>24 weeks</td>
<td>5, 6, 7</td>
<td>10, 11, 12</td>
</tr>
<tr>
<td>D &amp; E</td>
<td>12 weeks</td>
<td>6, 7, 8</td>
<td>11, 12, 13</td>
</tr>
</tbody>
</table>

The questions on Chart A will serve to illustrate the plan:

**DAILY QUESTIONS**

1. Did I come as promptly as possible whenever called by my mother, father, or teacher?
2. Was I careful to cross the street at the right place and to look left and right before crossing?
3. Was I on time at school at every session today unless excused by the teacher?
4. Did I try my best to do things for myself before asking help?
5. Did I put my clothes, books, toys, and tools away when I was through with them?
6. Was I polite to my parents and to all grown people?
7. Did I say only what I believed to be true?
8. Did I cry over little hurts and troubles?
9. Have I been good-tempered?
10. Was I kind to animals if I saw them in trouble?

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2 School grades 4, 5, 6, and 7 are the years for which the charts are especially designed, but the teacher is at liberty to employ them for other years. The course of five sets of exercises may be completed in less than four years by using two different charts in any one year. The grades and ages italicized are the ones for which the exercises are particularly recommended.
Weekly Questions

11. Did I do some extra work this week to help at home without being asked? (Check Saturday.)
12. Did I spoil or lose anything useful this week? (Check Saturday.)

The Iowa Plan Character Tests

In the Character Education Methods, The Iowa Plan\(^1\) self-measurement scales are recommended. There are four scales, respectively for high school, grades five to eight, grades three and four, primary grades. In all these the pupil and not the teacher does the rating, the purpose being to lead the pupil to self-improvement through self-analysis. The scale for third- and fourth-grade pupils with the instructions and evaluations is reproduced below.

A Character Test for Children

Grades 3 and 4

This test is intended to help the teacher to gain a knowledge and an understanding of the strong and weak points in the personal character of the pupil and to suggest to him the things he ought to do and the things he ought not to do, and in this way aid him in forming the right kind of habits.

The test should be given as often as thought necessary to keep the suggestions before the pupil until the teacher is convinced that the right habits are fairly well established. It may then be discontinued and be given only occasionally as a measure of the permanency of the habits formed. If possible, enlist the cooperation of the parents.

Name...........................................Age.......Sex........

City...........................................School...........Grade....

Number of children in the family....................................

\(^1\) Character Education Methods, The Iowa Plan (Published by the Character Education Institute, Chevy Chase, District of Columbia).
CITIZENSHIP GOALS AND CHECKING DEVICES

Number older than you.

Occupation of your father.

Number of rooms in your home.

Are you a member of a Sunday school class?

Signature of parent with estimates as to correctness or incorrectness of answers of pupil, and observations of benefit derived.

A CHARACTER TEST FOR CHILDREN

Grades 3 and 4

1. Did you do your health chores yesterday?
   a. Wash your teeth?
   b. Wash your hands before each meal?
   c. Take a bath?
   d. Spend thirty minutes or more in the open air?
   e. Take some special exercises?

2. Did you waste any time yesterday when you ought to have been at work?

3. What did you do yesterday to help someone at home?

4. What did you do yesterday to help someone without being asked?

5. Were you tardy at school or late at meals yesterday?

6. What did you see yesterday that was really beautiful?

7. What good music did you hear yesterday?

8. Did you hurt anyone or make anyone cry yesterday?

9. How much did you earn yesterday?

10. Did you quit playing or pout yesterday when you could not have your own way?

11. What did you have to hunt yesterday because it was not put away in its proper place?

12. Did you step aside to let someone pass you yesterday on the sidewalks, in the halls, or at doors?

13. Did you plan last night something to do today?

14. Did you do anything wrong yesterday?

Did you own up to it? Did you try to make it right?
15. Did you promise to do anything yesterday that you did not do?
16. What did you read yesterday just because you wanted to?...
17. What did you hear or see yesterday that was funny?........
18. Did you refuse to do anything yesterday that someone wanted you to, because you thought it was wrong?..............
19. Did you quarrel with anyone yesterday?....................
20. What did any of your playmates do yesterday that you thought was wrong?...........................................
21. Why did you think it was wrong?..................................
22. Are there any of your playmates that do not like you?.....
23. Why don't they like you?.......................................
24. What did you do after school yesterday?.....................
25. Did you try to keep cheerful yesterday?......................

THE HUTCHINS CODE OF MORALS

A code which has been very widely used as a basis for character education programs is the *Children's Code of Morals for Elementary Schools* by William J. Hutchins.\(^1\) The Code is made up of eleven major laws of conduct, as follows:

I.

The Law of Self-Control
Good Americans Control Themselves.

II.

The Law of Good Health
Good Americans Try to Gain and Keep Good Health.

III.

The Law of Kindness
Good Americans Are Kind.

IV.

The Law of Sportsmanship
Good Americans Play Fair.

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\(^1\) The Hutchins Code was awarded the Donor's Prize of $5000 in the National Morality Codes Competition in 1916. The contest was held under the auspices of the Character Education Institution, Chevy Chase, District of Columbia. The Code in complete form may be obtained from the National Capital Press, Washington.
V.
The Law of Self-Reliance
Good Americans Are Self-Reliant.

VI.
The Law of Duty
Good Americans Do Their Duty.

VII.
The Law of Reliability
Good Americans Are Reliable.

VIII.
The Law of Truth
Good Americans Are True.

IX.
The Law of Good Workmanship
Good Americans Try to Do the Right Thing in the Right Way.

X.
The Law of Teamwork
Good Americans Work in Friendly Co-operation with Fellow Workers.

XI.
The Law of Loyalty
Good Americans Are Loyal.

A code of from three to five statements is given under each major law. The five items in the pledge under the Law of Self-Control will serve to illustrate:

I.
The Law of Self-Control
Good Americans Control Themselves.
Those who best control themselves can best serve their country.
1. I will control my tongue, and will not allow it to speak mean, vulgar, or profane words. I will think before I speak. I will tell the truth and nothing but the truth.

2. I will control my temper, and will not get angry when people or things displease me. Even when indignant against wrong and contradicting falsehood, I will keep my self-control.

3. I will control my thoughts, and will not allow a foolish wish to spoil a wise purpose.

4. I will control my actions. I will be careful and thrifty, and insist on doing right.

5. I will not ridicule nor defile the character of another; I will keep my self-respect, and help others to keep theirs.

THE DENVER TRAIT LIST

The Denver Trait List consists of the thirty ideals, with synonyms, that in the opinion of the teachers of that city underlie the major activities of life. Under the direction of Dr. L. Thomas Hopkins, a list of seventy-four traits and their synonyms was selected. The list was submitted to the teachers of Denver, and each teacher was asked to select the traits she considered most important. The list resulting from this vote was as follows:

THIRTY IDEALS UNDERLYING THE MAJOR ACTIVITIES OF LIFE

1. Appreciation of beauty, people, humor.

2. Adaptability — Ability to adjust, to alter so as to fit for new use; alertness; ability to respond to changing conditions.

3. Courtesy — An act of kindness performed with politeness; affability; refinement.

4. Cooperation — Concurrence in action; acting or operating jointly with others.

5. Courage — That quality which enables one to encounter difficulties with firmness; pluck; valor.

6. Desire for improvement — Pride in doing things well.

7. Foresight — Act of looking forward; action in reference to the future; prudence.
8. Generosity — Liberality in spirit or act.

9. Good health — Correct posture; cleanliness.

10. Gratitude — Kindness awakened by favor received; thankfulness.

11. Honesty — Fairness and straightforwardness of conduct, speech, etc.; integrity; sincerity; truthfulness; sense of honor.

12. Happiness — The enjoyment of pleasurable satisfaction attendant upon welfare of any kind; mental and moral health and freedom from irksome care; cheerfulness; harmony.

13. Industry — Habitual diligence in any employment or pursuit; concentration; steady attention to business; application.

14. Initiative — Energy or aptitude displayed in the action that tends to develop new fields; self-reliance; originality; enterprise; resourcefulness; self-confidence.

15. Judgment — The operation of the mind involving comparison; discrimination; sense of relative values; ability to decide rightly, justly, wisely; sense of proportion; deliberation.

16. Morality — Conforming to the standard of right; righteousness; justice; virtue.

17. Neatness — Orderliness; tidiness; systematic arrangement.

18. Openmindedness — Willingness to see two sides of a proposition; tentative judgment.

19. Punctuality — Habit of keeping one's engagements at right time; promptness.

20. Responsibility — Ability to respond, or to answer for one's conduct or obligations; trustworthiness; accountability; dependability.


23. Self-control — Restraint exercised over one's self; modesty; calmness; temperance; self-command; inhibition.

24. Sympathy — Fellow-feeling; tenderness; compassion; tolerance.
25. Sociability — Companionability; friendliness; loyalty; desire for the company of others.

26. Service to society — Civic consciousness; appreciation of existing institutions; respect for property of others.

27. Tact — Discerning sense of what is right, proper; peculiar ability to deal with others without giving offense.

28. Thoroughness — Determination to carry plans through every obstacle; perseverance; exactness.

29. Thrift — Economy; frugality.

30. Unselfishness.

Such a list has many values in a program of citizenship and character building. It may serve as a basis for a set of standards embodying the various traits. Reading material may be selected according to the traits needing emphasis. Activities of all forms may be evaluated as to their effectiveness in strengthening certain traits. A report card or other checking schemes may be worked out on the basis of such a list.

CODES OF CHILDREN’S ORGANIZATIONS

The effectiveness of the character-building programs of such organizations as Boy Scouts, Girl Scouts, Camp Fire, and Girl Reserves is due largely to the fact that the activities of the members individually and collectively are checked in accordance with standards expressed in the form of laws and pledges, or codes. The Boy Scout Oath and Law will serve to illustrate the high standards that every Boy Scout must strive to attain if he is to be considered as a worthy member of his troop. The Scout Oath and Law are as follows:

THE SCOUT OATH

On my honor I will do my best to do my duty to God and my country and to obey the scout law; to help other people at all times; to keep myself physically strong, mentally awake, and morally straight.
THE SCOUT LAW

1. A scout is trustworthy. A scout’s honor is to be trusted. If he were to violate his honor by telling a lie, or by cheating, or by not doing exactly a given task when trusted on his honor, he may be directed to hand over his scout badge.

2. A scout is loyal. He is loyal to all to whom loyalty is due; his scout leader, his home and parents and country.

3. A scout is helpful. He must be prepared at any time to save life, help injured persons, and share the home duties. He must do at least one good turn for somebody every day.

4. A scout is friendly. He is a friend to all and a brother to every other scout.

5. A scout is courteous. He is polite to all, especially to women, children, old people, and the weak and helpless. He must not take pay for being helpful or courteous.

6. A scout is kind. He is a friend to animals. He will not kill nor hurt any living creature needlessly, but will strive to save and protect all harmless life.

7. A scout is obedient. He obeys his parents, scout master, patrol leader, and all other duly constituted authorities.

8. A scout is cheerful. He smiles whenever he can. His obedience to orders is prompt and cheery. He never shirks nor grumbles at hardships.

9. A scout is thrifty. He does not wantonly destroy property. He works faithfully, wastes nothing, and makes the best use of his opportunities. He saves his money so that he may pay his own way, be generous to those in need, and helpful to worthy objects. He may work for pay but must not receive tips for courtesies or good turns.

10. A scout is brave. He has the courage to face danger in spite of fear and to stand up for the right against the coaxings of friends or the jeers or threats of enemies, and defeat does not down him.

11. A scout is clean. He keeps clean in body and thought, stands for clean speech, clean sport, clean habits, and travels with a clean crowd.

12. A scout is reverent. He is reverent toward God. He is faithful in his religious duties, and respects the convictions of others in matters of custom and religion.
RESEARCH AND DIAGNOSTIC TESTS

As previously pointed out, we have not yet found a satisfactory method of measuring the habits and attitudes that make up character and, hence, citizenship. We have, however, made considerable progress in this direction; and the principal and teacher can be reasonably certain of the citizenship knowledge, habits, and attitudes of each individual child. The plans previously given suggest one means of determining and checking on standards. In addition to these checking schemes, a number of tests\(^1\) have been worked out, among the best known of which is Hill’s *Test in Civic Attitudes\(^2\)* for the upper grades. The test consists of twenty situations or problems, each followed by four possible solutions. The child is expected to mark the statement which gives his own reaction to the situation. The first six of the situations are as follows:

1. **In using public property, the good citizen should:**
   a. Handle it carelessly because he does not own it.
   b. Take as good care of it as if it were his own.
   c. Use it so as to get the greatest amount of fun and enjoyment out of it.
   d. Take better care of it than if he owned it, because it belongs to others.

2. **You are playing ball with two friends. When you are “at bat,” you knock the ball through a window. In this case:**
   a. Knock at the door and offer to pay for the window.
   b. Run away as fast as you can so that no one will see you.
   c. Tell the tenant that one of your comrades hit the ball.
   d. Tell the tenant to call your father on the phone and talk to him.

3. **A child runs in front of your car when you are driving thirty-five miles an hour. Your brakes do not hold, and you injure the child. In this case:**

\(^1\) See selected list of such tests in bibliography at end of this chapter.

\(^2\) Published by the Public School Publishing Company, Bloomington, Illinois.
a. Pay no attention to the child, but drive on as rapidly as possible.
b. Pick up the child and take it to the nearest hospital.
c. Drive rapidly to the police station and tell about the accident.
d. Try to communicate with the child’s parents and friends.

4. While driving on the boulevard with a new car bearing no license number, you speed up to fifty miles an hour. You see a motorcycle policeman following you. In this case:
   a. Turn into another street and try to “lose” the policeman.
b. Put on more speed and attempt to outdistance the policeman.
c. Try to force the policeman against the curb and then escape.
d. Slow down, wait for the policeman, and take the consequences.

5. While walking in the park, you notice a boy lying on the street; he has apparently been seriously injured by an automobile. In this case:
   a. Look the other way and pretend not to see him.
b. Stop a passing auto to take him at once to a hospital.
c. Get him a drink of water and brush the dust off his clothes.
d. Try to learn his name and telephone to his friends.

6. An able-bodied, shabbily dressed young man appears at your back door and asks for money. In this case:
   a. Say nothing, but slam the door in his face.
b. Tell him that he ought to be ashamed of himself to beg for a living.
c. Give him the name of an organization that will help him to find work.
d. Give him a quarter, a sandwich, and an old suit of clothes.

The one weakness of this test lies in the fact that the child is likely to mark the situation in accordance with what he knows to be right, which may not be at all what he would do in the situation. For example, in § he probably knows that a or d is the right thing to do and, hence, he may mark one of these statements. He may habitually in analogous situations do b or c. The test has value, however, as one means of determining whether or not the child knows the
difference between right and wrong, and the ability to distinguish between the two is absolutely essential to good citizenship. The use of such a test forms the basis for the discussion of moral or civic situations with the children and is, therefore, valuable as one means of inculcating ideals of conduct.

Another test prepared by Dr. Hill is the Test in Civic Information. The purpose of this test is to determine whether or not the child has a knowledge of the social and civic institutions of his city and nation. The test is constructed on the same general plan as the Test in Civic Attitudes. The statements, which deal with twenty different topics, are regarding such subjects as labor, wealth, city ordinances, how national laws are made, what a bank is, how the President is elected. The test is valuable in upper grades and high school not only as a means of testing the knowledge of children along civic lines but as a stimulus to the interest of boys and girls in civic affairs. To stimulate such an interest and provide the means of increasing the knowledge of the child in matters pertaining to citizenship must be one of the fundamental purposes of the school.

Tests worked out by the teacher or principal for diagnostic and follow-up purposes are of considerable value. The following is an example of one such test. One advantage of the test lies in the fact that it is easier to gain the child's confidence and obtain an honest answer in this way than in a formal test in which he feels that he is being scored and compared with others. As will be noted, the test is entirely an individual matter, each child marking one statement pertaining to a subject about which he would like to have reading material.

1 Published by the Public School Publishing Company, Bloomington, Illinois.

2 Contributed by Ida L. Barley, Principal, Ashland School, Kansas City.
CITIZENSHIP GOALS AND CHECKING DEVICES

A Test of Good Citizenship

Place a check against one thing you find most difficult to do and about which you would like a good story.

I will
keep my clothes and body clean.
avoid bad habits.
take proper food, sleep, and exercise.
not speak vulgar or profane words.
control my temper.
not be afraid of doing right when the crowd does wrong.
not lie, sneak, or pretend.
not steal.
not play for keeps.
be courteous to an opponent.
be a good loser.
be a generous winner.
play for the team, not for my own glory.
do my duty whether it is easy or hard.
do my best work always.
do right even if no one sees me.
not envy others.
do my share of work.
keep my belongings in order.
be cheerful.

The Problem of Motivating the Attainment of Goals

All the plans previously described have merit only in so far as the child's interest is aroused and he feels the need for developing a particular habit or attitude. The child must have for an objective more than the attainment of mere knowledge or an abstract virtue which he little understands, or a value which is remote in its application. He must see an immediate end—that the building of a particular habit has specific value to him now. To bring this about, public opinion within the group must be aroused; and as a group of individuals dependent for happiness upon one another the children must be led to see that real success and satisfaction
attend right doing. The whole principle of proper motivation for character training is summed up in the law of effect, which may be thus stated in this connection: "In order to build a desirable habit, so guide the situation that satisfaction attends right doing and that annoyance attends wrong doing."

In the chapters which follow an effort will be made to suggest activities that will appeal to the child’s interest, motivate his conduct, lead to right doing because it brings greatest satisfaction, and, hence, build desirable citizenship habits and attitudes.

SUMMARY

The word citizenship has been very loosely used with a variety of meanings. Too often it has been a general term, and to the teacher and layman has not suggested definite and specific qualities and standards. Any scheme of citizenship teaching, to accomplish its purpose, must set up certain definite standards and goals to be attained in terms of knowledge, habits, attitudes, and ideals desirable for good citizenship. In terms of knowledge and skills we have various tests which are fairly conclusive as to the attainments of the individual. In terms of habits, attitudes, and ideals, however, a satisfactory plan of testing has not yet been found. Many school systems have report cards on which the teacher, or the teacher and children, mark the child on the practice of certain items of conduct. Various studies have been made from which tests and checking schemes have been evolved, the best known of which are the Iowa Plan of Character Education Methods and Hutchins’ Children’s Code of Morals for Elementary Schools. On the market are a number of tests which are helpful for diagnostic and follow-up purposes. Tests evolved by the teacher or principal to meet a local need are perhaps of greatest value. After having set up definite goals
in citizenship, the problem of the teacher and principal becomes largely one of motivating conduct and leading the child to feel that the goal has sufficient value to him to be worthy of his best efforts at attainment. This can largely be accomplished through a carefully worked-out plan of pupil participation.

SUGGESTED PROBLEMS AND ACTIVITIES

From the suggestions given below choose one for a study in your own class or school.

1. Ask the mothers and fathers to send you a list of habits they especially desire to have their children acquire. Prepare a list of your own, perhaps inviting the coöperation of other teachers. Have the children write out (or tell in the primary grades) what they think a good citizen should practice. Compare the three lists and make out a scale of habits desirable for good citizenship.

2. In the upper grades have the children write the traits of good citizenship which they believe were possessed by some historical personage about whom they are studying. From these lists let the children by vote select the half dozen most important for them to emulate.

3. Make a coöperative dictionary study with your children and list all the words that represent citizenship attributes or traits. Group synonyms and terms of closely related meanings and see if you can evolve a scale of from twenty to twenty-five habits and attitudes desirable for citizenship. Devise a marking scheme and use the scale for self-rating purposes with your children (if in the intermediate or upper grades).

4. See if you can coöperatively with the children evolve a scale covering one trait, such as honesty. One method of doing this is to have each child write one sentence telling a specific way in which one should be honest, such as “Speak the truth: Don’t lie”; or “Play any game fairly: Don’t cheat.” From those handed in let the children select the half-dozen statements most needed in the group. Encourage each child to use this scale for self-study, self-rating, and self-improvement. (Example: Franklin’s self-rating scale.)

5. In an upper grade allow the children to prepare a code of conduct.
6. Are self-rating devices for checking on health or citizenship habits calculated to build habits and attitudes of honesty or of dishonesty? What suggestion can you offer for overcoming the harmful influence of self-rating schemes?

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