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EDUCATING
FOR
DESIRABLE ATTITUDES IN CONDUCT

THE ELEMENTARY SCHOOL

1926

Prepared by the
TRAINING SCHOOL STAFF
STATE TEACHERS COLLEGE
Moorhead, Minnesota

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Moorhead State Teachers College

EDUCATING FOR DESIRABLE ATTITUDES
IN CONDUCT

TRAINING SCHOOL STAFF
STATE TEACHERS COLLEGE
Moorhead, Minnesota

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FACULTY

R. B. MacLean	President of the College
Georgina Lommen	Director of the Training School
Ella A. Hawkinson	Principal of the Junior High School Department
Emma Glaser	Associate in the Junior High School Department
W. C. White	Associate in the Junior High School Department
Blanche Loudon	Principal of the Intermediate Department
Agnes Carlson	Associate in the Intermediate Department
Rhoda Maland	Teacher in the Intermediate Grades
Mary C. Rainey	Principal of the Primary Department
Alice C. Jones	Associate in the Primary Department
Mayme Christenson	Teacher in the Primary Grades
Ethel B. Durboraw	Principal of the Kindergarten Department
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F. G. Leasure	Supervisor of Industrial Arts
Joan Johnson	Secretary in the Training School Office

EDUCATING FOR DESIRABLE ATTITUDES IN CONDUCT

Georgina Lommen

Introduction.

Assuming that the children's school in a teacher training institution is the laboratory where the educational policies of the institution may be initiated, demonstrated, observed, practiced, and tested, the elementary school staff of the State Teachers College purposefully set for themselves a year of study of the problems of character education in the elementary school as their major curriculum problem in the year 1925-1926. Because the terms ethics, morality, character, and citizenship imply a maturity not common to young children the term Conduct Education is consistently employed in reference to the study which this article undertakes to report.

One is impressed with the urgency for serious consideration and study of the problems that have to do with this phase of child welfare. There is a growing disposition to shape the entire school environment to the end of more positive contributions to the development of personality and finer civic conduct in the present generation of youth; the very philosophy of education, the selection of curricular and extra curricular materials, and the newer teaching techniques are all predominantly concerned with the development of knowledge, skills, and attitudes that shall better insure ethical conduct, the social mind, and a righteous personality.

But all of the school factors working to this end cannot hope to affect seriously the performances and achievements of the youth in a single generation, certainly not in a single year; the best we may hope for is to provide satisfying experiences and opportunities to distinguish and practice right attitudes toward those personal qualities which the race is pleased to designate as social-moral when referring to adult behavior and as conduct or discipline when referring to the behavior of youth. "And, the basis for right attitude toward conduct seems to be found in the normally developed and integrated personality—the individual who senses his place in the scheme of things, accepts the results and is becoming capable of self-control and self-direction."¹

Opposing Viewpoints With Regard to Conduct Education.

There is question among educators as to whether the development of conduct can best be achieved by the direct method of instruction. For a quarter century practices have

¹Morrison, C. H.; *The Practice of Teaching*, p. 377.

been designed to approach the whole problem in the school through the indirect method rather than through the direct method. The advocates of the indirect approach hold that the employing of a more direct means is to make extrinsic those activities, qualities, and virtues that are in and of themselves intrinsic; to objectify and analyze them is to make of them something artificial, formal, and narrow, and to set a time and place apart in a day's program for the consideration of things ethical and spiritual will encourage neglect of all those incidental opportunities for effective teaching just when their significance is so great. There is great danger, they say, in the bungling treatment of these questions in the hands of immature and inefficient teachers, and often training for personality resolves itself into a process of pathological treatment rather than a matter of creativeness and growth. And, lastly, teachers everywhere feel their own inadequacy for leadership in the education of personality to such a degree as to rob them of courage, initiative, persistency, and wisdom in the attempt.

In answer to these arguments against a more direct program for conduct education, may we not reply that artificiality, formality, and lack of reality are still the rule rather than the exception in most of our class room activities; we are only now beginning to make of the elementary curriculum a series of meaningful learning situations for the children. Immaturity and inefficiency in a portion of the teaching staff at least cannot be accepted as an excuse for failure to better function in the best possible development of the emotional life as well as the intellectual life of childhood. The friends of a more positive program do not advocate moralizing or preachment, but they do plead rather for a program of activities of all types that will encourage exposure to and observation, discussion, and dramatization of situations that hold within themselves the potentialities, and judgments which we term ethical, for much that is reverent and beautiful is not met in the incidental school life of children.

Summing up the arguments for and against the more direct and specific procedure in the development of a conduct consciousness in childhood we stand to gain about as much as we should lose by the proposal to go earnestly, heartily, and directly at the problems of conduct education.

As a preliminary consideration in the development of such a program the selection of a method of procedure from among the variety of current methods is of primary importance; we were free to choose from among the following:¹

¹Quoted from a questionnaire by Dr. W. C. Bagley—1925-26.

1. Systematic instruction through principle and precept, illustrated by concrete cases.
2. Indirect but still systematic instruction in connection with other school subjects; history, literature, science, etc.
3. Explicit instruction and discipline from time to time as conditions necessitate.
4. Religious instruction by teacher.
5. Religious instruction outside school in school hours.
6. Religious instruction in school by visiting clergymen or others not connected with the school.
7. Dependence upon the personal example of teachers, without systematic or explicit provision for moral instruction.
8. Dependence upon activities in the school life to impress moral habits and ideals, through class work, study, games and athletics, supervised to this end.

The Problem Stated.

The study group chose to employ the last named of the methods. The very objectives of the undertaking, the nature of the activities, and the materials to be engaged in the program presupposed the employing of an appreciative technique rather than a didactic technique. The study involved the co-operative effort of a staff of sixteen persons, about two hundred children, and approximately one hundred forty student teachers. It was agreed at the outset to organize our energies about six common problems:

1. To secure an inventory of the positive conduct qualities with which the training school personnel was endowed as well as an inventory of those common needs felt throughout the school.
2. To build up a positive program of activities to acquaint children with desirable conduct qualities based on the needs of each department.
3. To formulate an intensive reading program in each department that should emphasize and enhance those character qualities we most prized.
4. To develop in each department at least two "little morality plays" to be the product of the composition and the reading experiences of the children.
5. To provide for each student teacher in the group some specific experience in case studies of desirable and undesirable conduct among children.
6. To co-ordinate the whole program of the year in some

concrete form that should have definite social and professional worths.

The inventory of the every day courtesies possessed and needed on the part of the children and the trainees was made by the trainees in the fall term. These were readily classified into related groups of health habits, manners, modes of expression, habits of self-control and self-management, and social attitudes. The list disclosed fifty-eight qualities of which a sampling will be sufficient. Ten of our most assured conduct habits were the use of terms "thank you," "if you please," and "pardon me," thoughtful courtesies such as opening doors for each other, recovering dropped articles, greeting fellows and teachers in friendly manner, eagerness to be helpful, and consistency in covering coughs and sneezes.

Among the needs revealed by the inventory were such habits as prompt obedience to directions, promptness in submitting work, keeping hands and objects from the face, attention to matters of personal cleanliness, self-control when unsupervised, and good posture in the school room.

At the end of six months the children and student teachers made an analysis of those qualities in which the group evidenced greatest growth and while the method of selection was a subjective one there was a positive relation between the qualities so listed and the general improvement of conduct in the school.

Program of Activities.

Each of the four departments in the school set for itself a program of observations, demonstrations, dramatizations, discussions, evaluation, and codification of its most desired qualities. The variety and details of these activities, the little morality plays, and the reading lists are given in the articles by Miss Rainey, Miss Loudon, Miss Hawkinson, and Miss Glaser, and need not be reviewed in this report.

Case Studies of Conduct by Trainees.

A student teacher submitted the following statement in her study of child conduct, which is representative of the experiences of the trainees in their attempt at analysis of individual differences:

"A. B. could easily be repulsive because of her very untidy appearance, but her personality shines too much for that. She is sweet, pathetic in her wish to be loved. She is supersensitive, and that characteristic takes a queer turn; she becomes antagonistic, even impertinent. When I first knew her she would not accept criticisms graciously; she would sometimes smirk at correction. I found that I must be very friendly to-

ward her always, very gentle, or she would immediately draw into herself. When she had assured herself, evidently, that I appreciated every effort she made, she fairly beamed; she did her best."

Organization of the Whole.

All of these activities were motivated and socially stimulated by presentation in assemblies for the college staff and students, and the entire year's program of activities was coordinated in a children's pageant entitled Service, under the skilful direction of the director of physical education. Briefly the story of the pageant was this:

Episode I. A mother of the middle ages comes to the court of the King and Queen, who personify State and Education, to inquire how her son may become a Knight—the highest achievement in the education of that age. In panorama she sees him educated through the processes of targetry practice, court civilities, religious ceremonies, fastings, vigils, in soldiery and adventure, finally achieving the king's approval and the distinction of Knighthood.

Episode II. Two student teachers about to be graduated from the college present themselves at the Court to learn what they must do to fulfill their trust as prospective teachers. In quick and picturesque succession three figures representing Story, History, and Science call forth their groups of learners to prove that literature, history, and science are the handmaidens of modern education in the moulding of conduct and character.

Story presented her contributions from nursery lore, fairy tales, and biography creatively dramatized by groups from each department of the school. Science set forth as her contribution drills in phonics and reading, playful numbers, bird clubs, garden and health clubs. History brought forth her contributions in the personification of great men and women, and great causes.

The final detail in the pageant was the bestowal of awards to the children by the King and Queen for growth and achievement through the year in regularity, courtesy, workmanship, honesty, self-control, and service.

Evaluation of the Program.

1. The staff, the student teachers, and the children have acquired a conduct consciousness; it is on the whole a wholesome attitude. There has been not a little accumulation of knowledge and confidence and enthusiasm for a more direct and positive consideration of conduct education in our school and some convictions for guidance in the future.

2. Some more objective means of measuring conduct growth in our groups of children is on the way to development.

3. The effort has warmed up the whole social fabric of the laboratory school. The children refer to their activities as "The Courtesy Project" but it has meaning broader and richer than just the improvement of everyday manners.

4. The question is justly raised: Does it carry over into our school life? Much of it does, some of it does not. We are not deeply concerned about that if we have given the children here and now immediately satisfying contact with those activities and those qualities that have made good men and women through the ages.

5. What are the immediate signs of satisfaction among the children and the student teachers? The children of one department were requested to write a paragraph on what they thought about it all. One boy wrote:

"Courtesy is a wonderful thing if you know all about it. If you learn about it as we did you will be glad when sometime a friend will introduce his relative or friend to you and you know how to accept his introduction. Courtesy is something that everybody will admire you for."—Frank Witherow.

A child who has profited most wrote:

"I just loved the project on courtesy. It helped me to protect public places by not marking them up: I liked it because when I got into company I remembered how to act. When I was supposed to have a report for class I learned to be prompt and alert. Courtesy is one of the best things a child can learn."—Orville Kittelson.

Finally, the experiment as reported reveals nothing new, nothing that is not immediately workable and attainable in every school. Indeed, the program as carried on during the year bore the symbol of one of the earliest recorded efforts to develop character and personality. St. Paul in a remarkable epistle to the Philippians centuries ago rendered an ideal curriculum for building conduct and character in youth, when he wrote:

Whatsoever things are true,
 Whatsoever things are honourable,
 Whatsoever things are just,
 Whatsoever things are pure,
 Whatsoever things are lovely,
 Whatsoever things are of good report;
 If there be any virtue,
 If there be any praise,
 Think on these things.

CONDUCT EDUCATION IN THE KINDERGARTEN

Matilda Williams

When the Training School planned to emphasize conduct education in their year's curriculum, we felt that the kindergarten could take a helpful part in the project. Regarding the relation of the pre-school period to all the later stages of development, Arnold Gessel says: "There is one stage which has an autocratic position in the series, and therefore dominates all the rest—the autocracy of priority. . . . Coming first in a dynamic sequence it inevitably influences all subsequent development. These years determine character much as the foundation and frame determine a structure. . . . The very laws of growth make these the most formative of all years."

These were our problems for the year:

I. To choose for emphasis courtesies which practiced day by day would best help the child to form habits of right thinking and harmonious feeling toward others and his surroundings.

II. To create normal situations for the child in order to develop and establish these habits.

With the help of the children and student teachers we listed the little courtesies that we considered most needed by us in our everyday life in the kindergarten:

1. Extending greetings—good morning, good-bye, Mrs. D.
2. Saying thank you, if you please, excuse, or pardon me.
3. Using soft voices and waiting turns in the conversation period instead of all talking at once.
4. Picking up articles that had been dropped.
5. Going to and from school quietly.
6. Taking off wraps and hanging them carefully in their places. Also assisting the smaller children with theirs.
7. Covering up coughs and sneezes.
8. Learning how to introduce mothers, friends, and dolls.
9. Getting chairs for visitors and taking their wraps.
10. Being careful not to walk in front of people.
11. Being generous in the use of the big toys.
12. Dictating our invitations and thank-you notes.

Most of the little courtesies were part of our every-day life, but emphasis was also placed on them through songs such as Paul Polite, good morning songs, greeting games, verses, of which the following is an example:

"I'll never go in front of you if
I can go behind;
But if I say excuse me please
I am sure you will not mind."

and stories similar to the Cedric Stories.

At the Northwestern M. E. A. meeting in October the kindergarten children presented as their contribution to the program little games and songs of greeting.

The next problem was to choose courtesies that might help in every day home life. These are listed below:

1. Learning to answer the telephone.
2. Answering the door bell.
3. Carrying messages for mother.
4. Picking up play things.
5. Keeping the playhouse in order.
6. Observing table manners—waiting until everyone at the table is served before eating, saying thank you, if you please and excuse me, breaking bread before eating it, using napkins, and seating and serving guests.

The playhouse and lunch period did much for the children in helping to establish these courtesies.

The appreciation and love of their homes and family was expressed in their Christmas party for their parents and friends; the little songs, dramatic games, and presentation of gifts made for those dear to them made a happy hour in the school community.



Another problem was to create a normal community situation where the children might develop habits of courtesy and care that would help in their lives outside of the home and school. This was done by building a community of stores and a restaurant from heavy brown paper large enough for a number of children to play in. They furnished and equipped these stores with all the articles to be sold. Later they learned to buy and sell these articles, to answer the telephone for orders, and to deliver them. In the restaurant lunch was served and they had an opportunity to practice the habits they had acquired during the lunch period. Through talks, stories, and the following helpful little verse they were taught care in crossing the street.

"Stop, look, listen before you cross the street.
Use your eyes, use your ears, and then use your feet."



At Easter time a church was added to the community. The seats, the organ, and the pulpit rail were constructed of blocks, and our large picture of the Madonna and Child was placed in the church. Each child was given an opportunity every morning to enter the church reverently, sit quietly, listen to sacred music that was being played, and to sing Easter songs. We felt well repaid for this little training when later in the year we found the children walking into the church during their free play period, sitting quietly for a few moments, and then returning to their play.

Much of this work was taught through pictures, songs, excursions, stories, and dramatic games.

Among the activities in the project were two parties. The first was a birthday party for Mrs. D. The children dictated their own invitations, made the doilies, napkins, nutbaskets and favors used on the table, and also made the cookies and fruit balls used for refreshments. They met their guests at the door of the kindergarten room, helped them find their places at the table, and seated them. They sang songs and gave a little original birthday poem to entertain their guests.



A Mother Goose party was given the last day of school, when opportunities were presented through songs, dramatic games, and refreshments, to use all of the little courtesies acquired by them during the year.



When the last little song of the Mother Goose party had been sung, and the good-byes had been said, we felt that Patty Hill had spoken truly when she said, "When the wasted possibilities of these early years of childhood are utilized, when thought and feeling are transformed into desirable behavior a "Great Society" may not be a dream but a prophecy based on a reasonable hope."

CONDUCT EDUCATION IN THE PRIMARY DEPARTMENT

Mary C. Rainey

Early in the autumn of 1925 the Training School staff prepared to enter upon an intensive campaign in the several departments in the interests of character building. One source of help and inspiration was found in a report of a speech by Lord Moulton, in which he defined the three great domains of human action as: first, the domain of Positive Law; second, the domain of Free Choice; and, third, between these two, the domain of Obedience to the Unenforceable. Lord Moulton said: "This realm which lies between Law and Free Choice I always think of as the domain of manners. To me, manners in this broad sense signifies the doing of that which you should do although you are not obliged to do it. . . . Manners must include all things which a man should impose upon himself from duty to good taste. I have borne in mind the great motto of William of Wykeham,—Manners makyth the man. It is in this sense, loyalty to the rule of Obedience to the Unenforceable, throughout the whole realm of personal action, that we should use the word 'Manners' if we would truly say that 'Manners makyth Man'."

With this "domain" in mind, we began our campaign with a "courtesy" project, and the following summary indicates its development in the Primary Grades:

I. Teachers' Aims:

1. To increase the children's knowledge of what it means to be courteous.
2. To influence the children's attitude toward courtesy.
3. To lead children to form habits of courtesy.

II. Student teachers' inventory:

1. Good manners observed in the Primary Department.
2. Good manners which should be acquired.

III. Essentials of courtesy for children of Primary Department as determined by the children themselves:

1. Summarized by second grade in their "Politeness Book."
 - a. Greetings.
 - b. Out of door habits.
 - c. Stairway and corridor habits.
 - d. Classroom habits.
 - e. Table manners.

2. Additional items in table manners listed by third grade in their play, "Mrs. Brown's Grandchildren."

IV. Activities involved in presenting ideals of behavior and in making good practices habitual:

1. Dramatization of greetings, holding door open, picking up articles dropped by another.
2. Demonstration of marching and conduct in halls.
3. Dramatization of "Red Cross Knights" by third grade.
4. Dramatization of table manners in original play, "Mrs. Brown's Grandchildren," at chapel program by third grade. (The play is given in detail to the Bulletin.)
5. Making of "Politeness Book" by the second grade.
 - a. Discussing, formulating, and dramatizing the rules of conduct included in the book.

The content of the book follows:

OUR POLITENESS BOOK.

"Politeness is to do and say
The kindest thing in the kindest way."

These are habits which we wish to remember and practice. We
decided upon them ourselves.

—The Second Grade.

GREETINGS.

"Good morning, Miss———."
"Good afternoon."
"Good evening."
"Good-bye."
"Good night."
"How do you do?"

OUT-OF-DOOR HABITS.

1. Remove or touch caps when greeting women or girls.
2. Hold door open.
3. Let girls enter building first.
4. Play fair.

CLASSROOM HABITS.

1. Talk one at a time.
2. Listen to others talking.
3. Stand, if wishing to speak.
4. Take turns doing what we wish.
5. Keep quiet in class (no whispering).
6. Keep things out of mouth while in school.
7. Carry chairs quietly and correctly.
8. Open door for those carrying chairs.
9. Sit well on chairs (no tipping).
10. Keep room clean.
11. Be pleasant.
12. Avoid quarrels.
13. Say "excuse me" or "pardon me."
14. Say "please" and "thank you."

TABLE HABITS.

1. Wait until all are at table before sitting down.
2. Take small helpings on plate.
3. Take food next to you.
4. Take small mouthfuls.
5. Talk only when mouth is empty.
6. Ask to have things passed.
7. Break bread in small pieces.
8. Excuse self from table when leaving early.
6. Learning slogans and verses, as:
 - a. "Politeness is to do and say
The kindest thing in the kindest way."
 - b. "Whole Duty of Children," Stevenson.
 - c. The Goops.
7. Making original rhymes—examples:

"If in your cup you put your spoon,
You will tip it over soon.
If in your mouth you put much food,
They will call you very rude."

"I saw a little girl eat soup,
She made so much noise
We called her a Goop."

8. Reading or telling to children stories illustrating courtesy, as:

The Story of Cedric.
A Barnyard Talk.
The Dog who wouldn't wag his tail.

STAIRWAY AND CORRIDOR HABITS.

1. Go up stairs without playing.
2. Go up stairs without touching railing.
3. Walk on mat.
4. Walk quietly.
5. Pick up papers.
6. Stay in place in line.
7. Keep lines straight.
8. Keep lines quiet.
9. Keep to the right.
10. Keep together when meeting college group.
11. Greet teachers quietly.
12. Greet other children outside of school.
13. Keep in line until in classroom.
14. Go quietly to get drinks.
9. Children's own reading, as:

Politeness lesson in "Language Garden."
Lessons in "Learn to Study" readers.
10. Making posters and pictures in art classes, drawing, painting, tearing, cutting, mounting, lettering.
11. Singing songs of greeting, etc.
12. Gymnasium play in courtesy games.

Summary of Achievements.

1. All of the children know the essentials of common courtesy.
2. There is a general attitude of wishing to be polite, an atmosphere of thoughtfulness, and an appreciation of courtesies shown by others.
3. While not all the desirable habits of courtesy are as firmly fixed in all the children as one could wish, improvement is very noticeable.
 - a. Greetings are more generally given and responded to politely.
 - b. Doors are held open quite habitually.
 - c. The order is better on stairways, in corridors, and in cloak-rooms.
 - d. Classroom habits are better. Children are more willing to wait their turns and remember not to interrupt.
 - e. The general order and the table manners in the lunch room are very much improved.
4. Examples of individual response to the training in courtesy:
 - a. Howard waited until girls got into bus, and offered to keep back kindergarten boys who were pushing.
 - b. Karl offered to change chairs with teacher because his was higher.
 - c. Fanny, "Pardon me, I didn't mean to interrupt."
 - d. Doris, "I'll let Irene have my turn, she's so anxious."
 - e. Jane asked teacher's help in finding cap. Teacher went down to cloakroom, but Jane found cap herself. "Thank you, Miss Rainey; I didn't mean to make you come down for nothing."

The growing consciousness of the place which Courtesy should take in everyday life led the children to note its close relationship to kindness, and during the latter half of the winter term that quality was brought clearly into focus. An inventory by the student teachers of available material for emphasizing kindness resulted in finding an unexpectedly large number of stories and reading selections which could be used to good effect. The children became much interested in noting these and in paralleling them whenever possible by personal experiences and activities.

One effective piece of work done by the third grade in this connection was the drawing, coloring, and oiling of pictures for window transparencies, each picture illustrating a story in which the quality of kindness was prominent, as "The Lion and the Mouse," and "Rose Red and the Dwarfs."

Later, the qualities selected for special stress were reliability, industry, independence, orderliness, helpfulness or service. The latter became the keynote of the Training School Pageant, and hence came into fuller consciousness than the others.

While none of these qualities were developed so fully or through so many types of activity as was the earlier project in courtesy, there is evidence that all the work in character building has been exceedingly worthwhile, and there is good ground for belief that the whole year has been profitable in its effort to "develop loyalty to the rule of Obedience to the unenforceable."

Third Grade Dramatization of "MRS. BROWN'S GRANDCHILDREN"

Mayme Christenson

The children in the third grade of the Training School worked out this little play in connection with their study of table manners, in the courtesy work.

The setting is simple and there is little costuming to be done. The grandmother is dressed in a little black or gray dress and wears an apron, a cap, and glasses. The children are dressed in "everyday" clothes. The maid wears an apron and a cap on her head.

"MRS. BROWN'S GRANDCHILDREN"

Characters: Grandmother, Elsie, Mary, Nellie, Robert, William, John, Servant.

Scene: Living room with large table at back, cupboard with dishes, rocker for grandmother. Grandmother sits in center knitting. Elsie and Mary are at left playing with dolls; Nellie is beside the grandmother, reading a book; Robert and William are playing with blocks; John is lying on the floor reading a paper.

Elsie: Grandmother, I am so glad we could all come to visit you at once this year! We always have such fun when we come to see you.

Mary: Yes! You go and eat cookies all the time,—she does, Grandmother.

Robert (pointing at Mary): Well, what do you do, Miss? I saw you,—Grandma, she was eating prunes this morning. I guess she need not talk!

Elsie: And Robert and William sneaked apples this morning from the cellar.

Grandmother: Children! Children! You make Grandmother's poor old head swim. You will be sick if you eat so much between meals, and you won't be hungry at meal time. I've told you to ask for things when you want them.

Nellie: (stretches) I ate so much for lunch I can hardly move.

(Enter maid with letter.)

Servant: A letter for you, Mrs. Brown. And Mrs. Brown, the woodbox is empty and there's no water carried in.

Grandmother: Why, John! I asked you to take care of the woodbox and the water.

John: (stretching) I know you did, Grandma, but I ate so much at noon that I just couldn't work.

Grandmother: (Shakes head, opens letter.) A letter from Mrs. Dillon. What can it be? "Dear Mrs. Brown:—I am giving a little dinner party for my son, Arthur, tomorrow evening. I should like to have all your grandchildren come to help us enjoy it. Dinner is served at six o'clock. Cordially yours, Elizabeth Dillon."

Children: (Clap hands, etc.) Oh! Goody Goody! A real dinner party! Isn't that fine?

Elsie: I'll wear my pink dress.

Nellie: Oh, I do hope they'll have pie.

John: I can hardly wait! Just think of all the good things they'll have to eat. When do we go?

Grandmother: (Slowly) I don't think you will be going, children.

All: Not going! To a party? Why, Grandma, you're surely fooling us.

Grandmother: No, I'm not fooling. I can't let you go to any party with the manners you have shown since you came here.

(Children hang their heads. Nellie begins to cry.)

Grandmother: Do you remember what happened at noon today, William?

William: I choked, Elsie spilled water, Nellie tipped the sugar—

Grandmother: What else?

William: Well, Mary dropped her spoon into her soup.

Grandmother: Exactly! Now do you think I could ever let Mrs. Dillon see what terrible manners my grandchildren have? No, indeed, there will be no party.

Mary: But we know better, Grandma. We have nice manners, sometimes.

Grandmother: I haven't seen any of them. I wouldn't dare let you go. I should be so worried about you.

Nellie: Grandma, I have an idea. Let's practice, and learn how to eat properly. May we, Grandma? And then maybe we can go to the party.



All: Yes, let's try. Please, Grandma.

Grandmother: That wouldn't be a bad idea. Nellie, bring the dishes from the cupboard and set the table. You know, children, I've been thinking of a little poem I learned once. I think I'll have to tell it to you.

(Nellie goes to cupboard and begins to set table. The maid helps her.)

All: Do, Grandma.

Grandmother: It's about the Goops. "The Goops they lick their fingers, etc."

John: We don't want to be Goops, do we, boys?

Boys: I don't.

I don't either.

Neither do I.

(Table is set with cups, saucers, plates, knives, forks, spoons. A pat of butter is put on each child's plate after he is seated. Grandmother walks around the table as they eat.)

Grandmother: Well, then suppose we try out our manners. The table is set.

(Children go to the table. John sits down before the other children.)

Mary: John, haven't you learned that you should wait until everybody is ready to sit down, so we can all sit down together? Now! (All sit.)

Grandmother: Now, what are some of the things you are going to remember.

Mary: We must say, "please," and "thank you." Please pass the bread, Robert. Thank you. Will you have some bread, Elsie?

Elsie: Yes, thank you. (John begins to spread whole slice of bread at once.)

Elsie: Oh, John! You mustn't do that. You must never spread a whole slice of bread at once! (John breaks bread in half and spreads half.)

Grandmother: Is John spreading his bread correctly now?

Nellie: No, John, you shouldn't spread even half a slice of bread at once; break it again, and spread a small piece.

Mary: We must all remember not to be Goops. We mustn't lick our spoons.

Elsie: We'll keep our crumbs on our own plates, too.

Nellie: Grandma, where should the napkin be?

Robert: Put it in your lap. (Has mouth full of bread.) Don't put your elbows on the table, John.

Grandmother: Robert, you are being very impolite. Do you know why?

Elsie: I know—he filled his mouth full of bread, and then tried to talk with his mouth full. That is very bad.

William: Grandma, where shall I put my knife after I've spread my bread? It has butter on it, so I don't want to lay it on the table cloth.

Nellie: Always lay your knife on your plate, after it has been used.

William: Robert, you have your spoon in your cup. You shouldn't do that.

Robert: Why not?

William: It makes it hard to drink from the cup, and you might tip it over and spill on the table cloth. (Nellie plays with silverware.)

Mary: It isn't good manners to play with your knives and forks, either. (Telephone rings—maid enters.)

Maid: Miss Nellie is wanted at the telephone. (Nellie gets up and goes toward the door.)

Grandmother: What should you say when you leave the table, Nellie?

Nettie: Excuse me, please. (Goes out.)

Grandmother: Will you have some bread, Mary?

Mary: Yes, thank you.

Grandmother: Will you have some, Elsie?

Elsie: No, thank you.

Grandmother: A better way to say it is "Thank you, no."

Elsie: William is a Goop. He chews so we can all hear him.

William: I don't want to be a Goop. I'll be careful not to chew loud or fast.

Mary: Are we supposed to leave something on our plates, Grandma?

Grandmother: It's all right to leave your plate clean. When you are through eating where should your knife and fork be?

Elsie: I know. The knife and fork should be laid across your plate. The spoon should be on your saucer.

William: Grandma, do you think we may go to the party?

Grandmother: Tell me what you are going to remember.

Elsie: (Rises.) (Checks off points on her fingers.) Wait and sit down together. Don't lick our fingers, knife or spoon. Spread only a small piece of bread at once. Say, "Excuse me," if you leave the table. Don't eat with our knives. Don't put our elbows on the table. Keep our crumbs on our own plates. Don't fill our mouths too full. Don't try to talk with our mouths full of food. Say "please" and "thank you."

Grandmother: Well, if you can remember all those rules, I think you may go.

All: We will remember, Grandma.

William: I know a little poem that will help us to remember. (The Whole Duty of Children—Stevenson.) Children repeat it together.

A child should always say what's true

And speak when he is spoken to,

And behave mannerly at table,

At least as far as he is able.

(CURTAIN.)

CONDUCT TRAINING IN THE INTERMEDIATE GRADES

Blanche Loudon, Agnes Carlson, Rhoda Maland

A. Recognition and Inventory of Our Needs.

In our school this past year pupils and teachers were interested in raising the levels of conduct. We attacked our problem in September by having both teachers and pupils analyze what qualities made a good citizen of the fourth grade, fifth grade, or sixth grade. Concrete illustrations were given so that the vocabulary had meaning. From this analysis we teachers were made more keenly conscious of the many phases of the problem and were more enthusiastic in providing situations which would call for activity that would develop desirable conduct in an intermediate grade citizen. The pupils set up a list of minimum requirements in everyday conduct for each grade which every intermediate boy or girl should practice. After much weighing of values, the following standards were set up by them:

FOURTH GRADE.**AT HOME.**

1. Know and practice table manners.
 - a. All sit down together.
 - b. Eat when hostess begins.
 - c. Close mouth when chewing.
 - d. Break bread before eating.
 - e. Do not stretch at table.
 - f. Ask to be excused if you must leave before everyone has finished.
2. Do not eat before friends. Treat them if you are eating.

AT SCHOOL.

1. Know how to refuse or accept anything.
2. Know how to ask a favor (May I?—Please.)
3. Ask pardon when passing in front of a person.
4. Return to owner article dropped.
5. Do not crowd.
6. Attend to speaker or program.
7. Be willing to accept criticism.
8. Know how to give and answer a courteous greeting.
9. Play fair.
10. Do not interrupt a conversation.
11. Curb curiosity.
12. Show consideration for others (cripples—elders).
13. Speak when spoken to.
14. Practice obedience.
15. Open lockers quietly.
16. Do not write on desks, buildings, or walks.
17. Keep room tidy.
18. Follow instructions.
19. Keep good posture at seats and on chairs.
20. Be quiet in the library.
21. Help anyone smaller than yourself who needs help.

AT A PARTY.

1. Know how to greet, meet, and leave a hostess.
2. Enter into entertainment with good spirit.
3. Remember table manners. Do not make adverse comments on food. Do not stuff.

PUBLIC BUILDINGS.

1. Boys remove caps—church, home, or school.

STREET.

1. Boys tip caps.
2. Keep to right.
3. Do not throw wrappers, nor eat on street.

FIFTH GRADE.**IN SCHOOL.**

1. Get lessons before the last minute.
2. Keep building, corridors, and campus clean.
3. Brush snow and mud from shoes before entering the building.
4. Cover books in rainy and stormy weather.
5. Remove rubbers at the door.
6. Take care of public property.
7. Self-control in classrooms.
8. Bring all necessary materials to class.
9. Be clean when you come to school.
10. Boys remove cap on entering the building.
11. Give all a chance to play with the ball.
12. Keep your desk in good order.
13. Be punctual.
14. Be obedient.

ON THE STREET.

1. Boys tip caps.
2. Keep to the right.
3. Greet friends pleasantly.
4. Do not crowd on the street.
5. Observe self-control in conducting one's self on the street.
6. Watch where you are going.
7. Step back when more than three are walking on the sidewalk.
8. Do not visit on the street.
9. Help keep streets clean by throwing waste in receptacles for waste.
10. Safety first—look before crossing the street.

AT A PARTY.

1. Keep table cloth clean.
2. Do not leave table unless you are excused.
3. Use a napkin.
4. Do not take more than you can eat.

IN PUBLIC BUILDINGS.

1. Clean shoes before entering.
2. Use self-control—do not yell, talk loudly or laugh loudly.
3. Do not rush.
4. Protect public property.

IN HOME.

1. Be quiet.
2. Be helpful.
3. Use tact.
4. Hang up your wraps.
5. Show respect for elders.
6. Be obedient.

7. Be cheerful.
8. Answer telephone politely.
9. Receive a caller in good form.

SIXTH GRADE.

IN SCHOOL.

1. Respect rights of others.
2. Be helpful and sympathetic.
3. Protect public property.
4. Self-control in halls.
5. Do not interrupt.
6. Be enthusiastic in work.
7. Speak when spoken to.

AT A PARTY.

1. Do not begin eating until all are served.
2. Observe table etiquette.
 - a. Use silverware correctly.
 - b. Hold glass and cup correctly.
 - c. Butter bits of bread.
 - d. Do not use the toothpick.
 - e. Sit down at left side of chair.
3. Help carry on a pleasant conversation.
4. Don't demand attention.
5. Express gratitude before leaving.

AT HOME.

1. Help keep home in order.
2. Know how to ask a favor.

IN PUBLIC BUILDINGS.

1. Help keep clean.

In working out these requirements, the pupils discovered that some of the simplest courtesies were unknown to members of the group. This situation stimulated an active desire to meet these needs, such as to learn how to telephone correctly, to introduce people in good form, or to direct strangers politely. Books on good manners were sought and used. Courtesies were studied and dramatized. Stories of courtesies observed on the street, in the home, school, or church, on the school grounds, or in public buildings were reported in good English sentences. A typed sheet of minimum standards was given each pupil. From time to time he checked his growth. A list was posted on the bulletin board for reference. The whole problem of improving manners was given an impetus for the year, and pupils and teachers were conscious of needs and our goal.

B. Group Activities.

In keeping up the interest during the year, the following activities were used:

I. CONVENTIONAL ACTIVITIES.

In language pupils studied and learned famous mottoes. They studied pictures which suggested characteristics to be emulated; such as Grace Darling and her Father, The Gleaners, The Angelus, Shoeing the Bay Mare, and Saved. They wrote letters to the Perry Picture Company for these pictures and others and mounted them for their booklets. They planned and acted charades illustrating good manners.

In social science the pupils solved problems, listed admirable characteristics in heroes, and tried to image themselves in given historical situations and to make decisions.

During the fall and winter they read such literature as the following for appreciation: "Little and Great," by MacKay; "Toads and Diamonds," "Somebody's Mother," and "Pandora's Box." For silent reading, "Florence Nightingale," Washington's Rules of Conduct, and Fables. For library reading, John Martin's "Be Better Book," "King Arthur," "Little Lame Prince," "Everyday Manners and Conduct in School and Out," and "The Charm of Fine Manners," by Starrett.

Dr. Parker in Types of Teaching and Learning writes: "In interpreting examples of moral instruction through discussion of literature we may note:

1. Such instruction does sometimes actually influence the behavior of some pupils.
2. Discussions, if skilfully directed, serve to bring out the strong, decent sentiments that are frequently latent in the pupils, and thus to formulate and objectify a helpful public sentiment in the group.
3. A typical character such as Scrooge or Sir Galahad may serve to impress and symbolize moral ideas more effectively than would mere abstract or general principles."

Since our pupils' storehouse of heroes and heroines was limited we definitely purposed to enrich the background for forming ideals of right conduct. We hoped the pupils would admire, love, and emulate the qualities which made heroes and heroines of all times and places. We decided to select such literature for ten weeks' work. In making a selection we set up the following purposes:

1. To select literature which aided in character building.
2. To select material by standard authors in order to provide acquaintance with many good authors.
3. To select material which gave the pupils acquaintance with the great heroes and heroines of literature and history.

(Obviously our selection is open to criticism, but the time and the supply on the shelves were limited.)

Guide posts in making the selections:

1. Material must be seasonal—spring.
2. Material must not have been used during the fall and winter months.
3. Material must be in the books that are on our shelves.
4. Different material was to be selected for each grade.
5. It must be adapted to the age and understanding of the pupil.
6. Each teacher was to select ten subjects for three types of lessons; that is:

Ten lessons for silent reading;

Ten lessons for oral reading;

Ten lessons for appreciation lessons.

This made thirty selections for each teacher. Poems which were to be memorized were to be starred. To illustrate, the bibliography which we made for the grades was arranged thus;

Fourth Grade—Oral Reading—Quality to Be Emphasized:

William Tell—Fifty Famous Stories Retold—Page 64, loyalty and filial love.

Fifth Grade—Appreciation Lessons—Quality to Be Emphasized:

Shepherd of King Admetus—Lowell Curry and Clipping—Page 430, Kindness.

Sixth Grade—Silent Reading—Quality to Be Emphasized:

The Race for the Silver Skates—Dodge, Young & Field VI—

Page 105, Consideration for others.

Two days of each week were reserved for other types of literature during this term. (For full list of reading see the appendix.)

To help motivate our units' work by checking our needs and our growth we prepared a hundred point test—one-third true-false statements, one-third completion statements, and one-third multiple choice statements. To be sure, we know many of our questions are unsatisfactory.

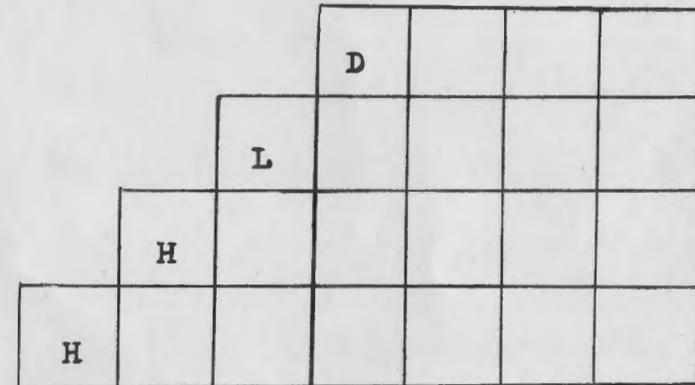
This test we gave to the pupils the second week and the close of the tenth week. We also gave the test once to a group of twenty-seven adults.

In providing for recall of our heroes and heroines we used devices and games like these:

- Flash cards with name of a quality—pupils named heroes whom they associated with that quality.
- Flash cards with name of hero. Pupil gave reason for his being called a hero.
- Flash cards with name of country—pupils gave heroes of that country.
- I am thinking of a German hero.
Pupil—Is it Siegfried?
Pupil leader—Yes, it is Siegfried.
Winner takes his place.
- List heroes, qualities, and countries on board. Pupil leader points and calls on individuals for associations with these terms.
- Completion, true-false, and multiple choice exercises can be written on the board by the pupils or teacher.
- List qualities on the board which the study of heroes had brought out. Aim is to see who can go down the list and correctly associate the name of a hero with an outstanding characteristic.
- Contests.
- Draw slips from a box. On the slip is the name of a hero. Pupils draw a slip and give country hero was from and the reason for his being called a hero.
- Write names of countries on board. Pupils draw slip and place slip beside the name of the country on the board.
- I am the girl who saved France? Who am I?
- Charades.
- Matching game. Pupil leader has a statement of a worthy deed. Pupils have a number of names on cards on their desks. As pupil leader reads the statement, the pupil who has the name of hero, claims card. This is most successful when carried on as a contest.
- Completion game. Each child was given a sheet of paper with completion sentences concerning hero life. On the back of the sheet was pasted an envelope containing slips of paper with the words or phrases on them which fit in the sentences. The pupil arranged these in the right blanks in the sentences. When the pupil had finished all the sentences all of the slips of paper had been used. One sheet was as follows:

- Robin Hood's best man was _____.
- The boy who was called the dreamer was _____.

- James Russell Lowell tells us our lives should be like a _____.
- _____ was a brave nurse.
- The "Song of our Flag" teaches us to be _____.
- King Midas was known for the _____.
- _____ devoted her services to her fellowmen.
- Roland did not _____ of his deeds.
- Beowulf was known for his _____, _____, and _____.
- _____ led her army to victory.
- Cross Word Puzzle Game. Subject matter reviewed can be divided into four phases—
 - names of heroes
 - places where they lived
 - incidents concerning their lives
 - characteristics of the heroes
 Each child was given a crossword puzzle. On the back of the cards an envelope was pasted which contained small squares with a letter on each. This made it possible for the pupil to fill in the puzzle with out writing on it. Thus it can be used many times. Illustration of a card (tag board) follows:



- A knight always attends to this before pleasure.
- A knight must be this.
- A knight must always possess this quality.
- Something one must be if he is a true knight.
- Flash pictures of famous heroes and heroines.

II. CREATIVE ACTIVITIES

a. The pupils made booklets containing stories of courtesies observed, newly learned, read, or told; of original rhymes; stories of kindness which pictures suggest; letters of thanks for courtesies received; original endings to stories emphasizing desirable characteristics. Some of the original rhymes follow:

When I was at a party
I offered a little girl my chair.
She said, "Thank you," hearty.
When to go home it was time,
I said the party was fine.

Imogene Swenson,

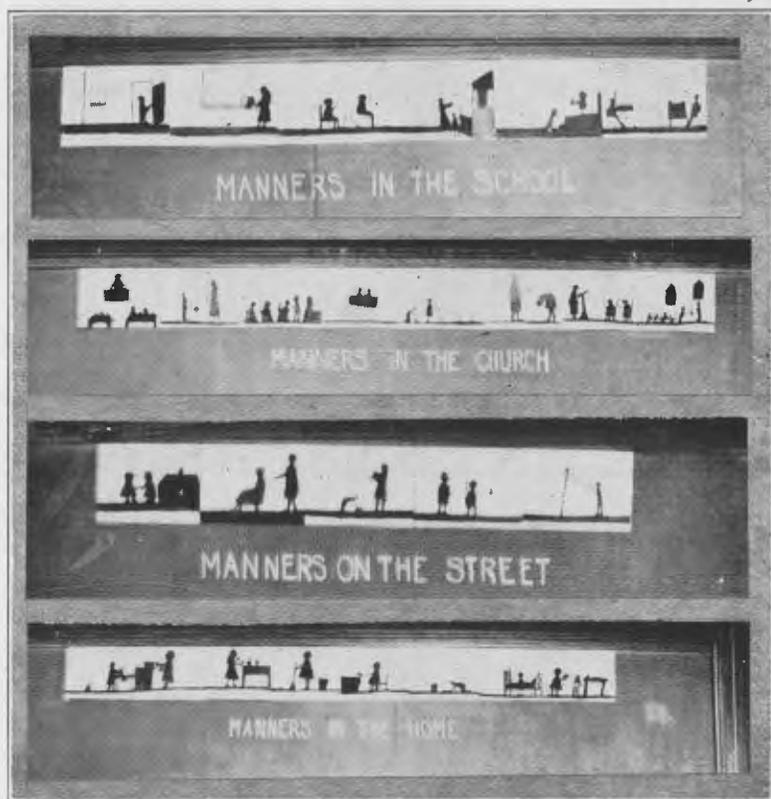
One day to a party I was led
There were not very many places to sit down,
Giving my chair to an old lady,
I said, "Sit here, I will go and look around."

Margaret Vowles.

There are six girls and ten boys in our room,
They are busy from morning till night,
When they work, they work hard,
And their play is all fun.
In that way they keep happy and bright.

Hugh Price.

Pupils dramatized desirable qualities in a good citizen such as good sportsmanship, honesty, courtesy, and obedience.



b. In art classes a frieze was made for the room showing good manners in the street, on the school ground, in the church, in the school, and at home.

Covers were made for booklets. Pupils cut out letters freehand for making a poster of a favorite motto. The same was illuminated. Border initial designs were riginated.

Silhouettes of courtesies were cut out free hand for the window. Easel paintings showing courtesies provided extra activity for pupils.

c. In industrial arts classes the activities were varied. Pupils designed and made costumes for the play "Pandora's Box." They printed and made "Ask me" tags for Play Day. For the play, "Knights of the Silver Shield" they made silver shields and swords. At Christmas they made paper and dyed it red and green for Christmas greetings to the home which contained the following original messages:

Fourth grade greeting:

"I send this little card I made
Which I think will never fade.
It brings to you good Christmas cheer
And tidings of the glad New Year."

Ruth Sattre.

Fifth grade greeting:

"Christmas greetings to you!
Good wishes too!
On hand made paper we write this rhyme.
To wish you a happy Christmas time."

Imogene Swenson.

Sixth grade greeting:

The Training School sends greetings true
To all we love so dear!
May Christ's sweet love abide with you.
Throughout the glad New Year.

Orville Kittleson.

o. By planning and giving the following programs:

1. In October for the Education Association a club meeting was given by the Little Citizen's Club of the fourth, fifth, and sixth grades. The minutes of this meeting were as follows:

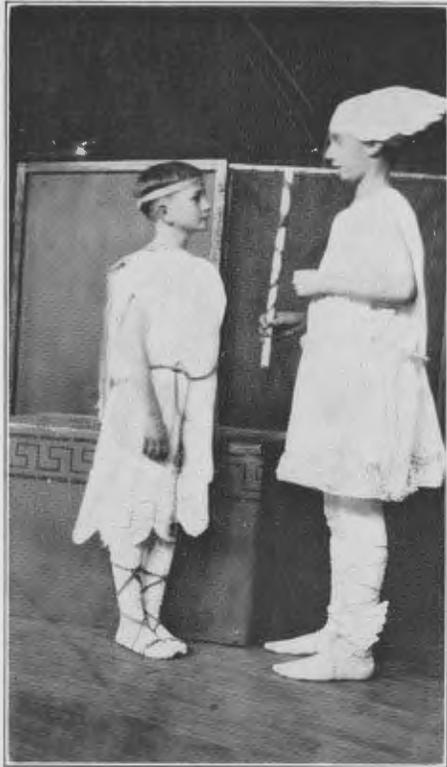
"The Little Citizens' Club met Thursday morning at nine o'clock in the gymnasium. Members of the Educational Association were our guests.

The flag salute was given. The morning hymn was sung. The minutes were read and approved. The monitors gave their reports. Margaret said she had left the library table in order. Genelle reported two untidy desks. Ethel reported that she had cleaned the pencil sharpener. Joyce said she had collected thirty cents for flowers for a sick teacher. Edward reported that the museum committee had received two gifts for our room museum.

It was moved, seconded, and carried that we have a traffic monitor for the afternoon. Norman was elected.

The following program was then given:

1. Song—The Golden Rule.
2. Report on Courtesies we have seen anywhere.
3. Original rhymes on courtesy.
4. Dramatization of courtesies learned in the last five weeks. Audience tries to guess them.
5. Quotations of famous mottoes gleaned during the period of study."



2. In November an all school program of Little Morality Plays was given. The intermediate grades had read Pandora's Box and had written a dramatization of it which they presented at this time. Their imagination named the troubles which flew out of Pandora's Box in this way: Evil characters from the box complain of sickness, poor sportsmanship, dishonesty, untidiness, selfishness, discourtesy, carelessness, laziness.

Old Man—What has happened to our good world, Pandora?

Pandora—I am guilty. I opened this box and all these discourtesies, bad manners, and troubles flew out. Oh, woe is mine!!

3. At Christmas the pupils planned a program and Christmas party for their mothers. They introduced their mothers to teachers and friends. They planned and prepared a lunch in good form. They gave gifts to their mothers which they had made in the art class. They entertained their mothers with a Christmas program. The spirit of giving for others was dominant.

4. On Mother's Day they gave a program in which they had (1) the opportunity to show responsibility, self control, and poise in explaining and demonstrating "how we are clothed" and (2) the pleasure and thrill of acting out their dramatization of Alden's story "Knights of the Silver Shield" focusing appreciation on the one who is faithful to duty no matter how small.

5. In the closing all school program the intermediate grades took part in a pageant entitled "Service" which was given by the whole school. Each grade of the intermediate department acted in pantomime a scene which would suggest their favorite heroes. A page recited lines from mottoes which pupils selected fitting to the life of the hero. At this time a badge of honor was publicly awarded to the pupils who had achieved honor during the year in the following:

1. scholarship—Ruth Sattre, Doris Thysell, Esther Selleck.
2. courtesy—Margaret Vowles, William Selleck.
3. club activity—Orville Kittleson.
4. highest percentage in the study of heroes—Imogene Swenson, Emerson Donovan, Leroy Conklin.

III. OTHER ACTIVITIES

In music a Golden Rule song was learned. Patriotic songs were sung. The work in physical education emphasized health and good sportsmanship. Courtesies of other countries were developed in the folk dances. Good penmanship was employed in writing the fifty mottoes learned about character qualities. The club activities provided for learning and practicing simple parliamentary rules, courtesy to a speaker, how to care for the flag, the flag salute.

Each pupil marked his report card on citizenship six times during the year. The teacher's grades appeared opposite the pupil rating in red ink. The following qualities appear on our report card under Citizenship:

1. Care of health
 - a. Is clean in personal habits
 - b. Keeps good posture
2. Is orderly
3. Is prompt and alert
4. Respects the rights of others
5. Is helpful and courteous
6. Can control himself
7. Stands for fair play
8. Is reliable
9. Is industrious
10. Protects public property
11. General attitude toward his work.

Club voted on those who had shown the most improvement in manners since fall according to the minimum requirements. The following is some of the discussion which took place before the final vote, which illustrates pupil judgment, initiative, and pupils' response to the year's work. It was a serious and big decision to be made.

"C—I don't think A's name should be used because he tries to make others laugh. He's always doing something wrong.

B—J's name should not be used because he misbehaves in the lunchroom.

C—I think M should not be given recognition because she had good manners to start with.

D—Z's name should not be used because she always uses good manners."

The noon lunchroom was a place where the pupils could practice good table manners, carry on suitable table conversation, and help bear the responsibility for the neatness and the cleanliness of the lunchroom.

In using the library, pupils received definite training in the care of books. On the playground they showed the results of emphasis in building up ideals of good sportsmanship, clean language, and responsibility in caring for public property.

C. Case Studies of Pupil Growths in Conduct Control.

Teachers in the beginning of the term studied pupil characteristics and wrote a characterization of each. Thus an inventory was made of pupil achievement. Pupil needs were set up by pupils themselves when they organize their minimum essentials. A second characterization was made at the close of the term by teachers to note growth, if any; new characteristics not seen in the first report; and methods employed in developing higher levels of conduct. Thus teachers consciously felt and patiently strived for individual pupil growth.

Out of a sampling of twenty-seven teacher characterizations as many individual methods of study and treatment were shown. For the sake of brevity, we quote only five of these:

1. "D has a mind of her own." In the beginning of the term she would frequently answer in a curt manner, 'I don't know,' or 'I can't help it.' I was very courteous to her and now she is more gentle and polite in her response."
2. "F is still apt to be restless and too talkative. By appealing to her sense of courtesy and respect for others, she has gained in self control."
3. "A works very rapidly and well. In order to keep her employing her time profitably, I always plan extra work for her."
4. "B was sullen and unresponsive. I found out that he read a great deal. One day I talked to him about his books and gave him an opportunity to tell the class about the book he was reading. He often smiles at me now and responds a little better in class. He still does not feel class responsibility."
5. "E was exceedingly nervous and irritable. I found I secured better results when I did not excite her and emphasize speed."

Teacher reactions to the year's work show varying results:

1. "I still feel there is room for improvement in consideration for others during a recitation period."
2. "It was helpful in securing 'discipline' to remind the class of the courtesy code which they had made."
3. "I do believe the training in courtesy has been most helpful. My three-year-old brother visited me Monday. I called D and W to entertain him. When I introduced them, both boys shook hands with him and said, 'I am glad to meet you.' I was quite impressed."
4. "The pupils seem to be quite sensitive to the acts of kindness which are suggested in poems and stories. These cannot help making some impression on their acts."
5. "Many of these children had lovely manners in the beginning of the term. Emphasis on the desirable qualities has stimulated others to imitate them and has given them confidence and happiness which comes from doing what is right."
6. "The emphasis on good manners became one of the most effective means to get 'discipline.' Pupils seemed to take pride in keeping the rules they made."

Pupil Reactions.

1. "I have learned many courtesies this year. Some of these were to hold the doors open for others, to pick up dropped articles and return them to the owner. I also learned a motto that I think all should learn:

'Example sheds a genial ray of light,
Which men are apt to borrow;
So first improve yourself today,
And then improve your friends tomorrow.'

2. "The courtesies I have learned have meant more to me than tongue can tell. They have taught me how to behave at parties, how to act at the table, how to play fair on the playgrounds, and how to respect the rights of others."

3. "This year we have been trying to be better citizens. I have learned to do many things that I didn't do before."

D. Evaluation.

At the close of the year in checking our improvement growths with the definite needs which we outlined in September we found much that was untouched and unfinished. On the whole, however, we are enthusiastic in reporting that we had a much cleaner, pleasanter, happier world in which to live with our fourth, fifth, and sixth grade citizens. And, in the activities described above, what were we really trying to do?

1. To give the pupils *knowledge* of individual and group behavior that increases human happiness,
2. To give them *skill* in correctly solving civic-moral problems.
3. To cultivate in them enthusiastic impelling *beliefs* in correct behavior and dislike for wrong behavior.
4. To give them opportunities to turn their beliefs into *habits of action* through actual practical behavior in and out of school.

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READING LIST—INTERMEDIATE GRADES

FOURTH GRADE.

Poems for Appreciation.

AUTHOR	TITLE	REFERENCE & PAGE	CHARACTERISTIC
Longfellow	Village Blacksmith	Language Through Nature 145	Good workmanship
Emerson	Mountain and the Squirrel	Young and Field Reader 119	Each thing in its Place is best
Riley	Little Brook	Elson Reader III 184	Joy
Loveman, Robert	Raining	Elson Reader III 186	Cheerfulness
Lowell	The Fountain	Young & Field IV 178	Aspiration and contentment
Thaxter, Celia	The Sandpiper	Young & Field IV 128	Comradeship Faith
Sangster, Margaret	A Song for Our Flag	Young & Memmott 139	Patriotism
Howitt	The Spider and the Fly		Kindness to birds
Larson, Lucy	The Brown Thrush	Days and Deeds 117	Joy
Bryant	The Planting of the Apple Tree	Days and Deeds 97	Usefulness of Nature
Child, Lydia M.	Who Stole the Bird's Nest?	Children's First Book of Poetry 121	Kindness to small creatures

Oral Reading Stories

	The Miraculous Pitcher	Elson IV 306	Kindness to strangers
Kingsley	The Argonauts	Jones Reader IV 43	Bravery, reliability Purpose
	How Little Cedric Became a Knight	Progressive Roads to Reading 152	
Hawthorne	The Golden Apples	Progressive Roads to Reading 100	Sacredness of a promise
Bible Story	David the Singer	Elson IV 174	Faithfulness
Greek Myths	Midas	Heath Reader IV 150	Do not be greedy
	William Tell	Fifty Famous Stories 64	Selfishness
	Androcles and the Lion	Fifty Famous Stories 64	Kindness
	Bruce and the Spider	Fifty Famous Stories 33	Self Control
Bjornson	The Happy Boy	Heath Reader IV 35	Happiness, clean play
	Grace Darling	Fifty Famous Stories	Bravery Devotion to Service
	A Story of Robinhood	Fifty Famous Stories	Helpfulness

Silent Reading Stories.

AUTHOR	TITLE	REFERENCE & PAGE	CHARACTERISTIC
Norse Hero	Sigurd, the Youthful Warrior	Elson IV 235	Fearlessness
English Hero	Beowulf, the Brave Prince	Elson IV 217	Duty, bravery truthfulness
French Hero	Roland, the Noble Knight	Elson IV 253	Faithfulness Unselfishness
English Legend	St. George and the Dragon	Young & Field 43	Loyalty
Defoe, Daniel	How Crusoe Made Pottery	Story Hour 352	Helpfulness Unselfishness
The Bible	The Story of Joseph	Lewis & Roland 216	Loyalty
Ruskin	King of the Golden River	Story Hour 325	Unselfishness Helpfulness
Stockton	O'd Pipes and the Dryad	Young & Field 87	Duty
Persian Tale	The Noblest Deed	Story Hour 309	Do good for evil
Aesop	Mercury and the Workman	Art Literature IV 165	Do not be greedy
Anderson, Hans C.	The Daisy	Art Literature III 100	Kindness to Small creatures Appreciation of nature

Heroes.

Jason	David	Bruce	Beowulf
Cedric	William Tell	Robin Hood	Roland
Hercules	Androcles	Sigurd	St. George Joseph

Heroines.

Grace Darling

FIFTH GRADE.

Oral Reading.

TITLE	AUTHOR	REFERENCE	QUALITY
Soldier's Reprieve	Mrs. Robbins	Bolenius V p. 12	Forgiveness
Story of Sir Isaac Newton	Hawthorne	Bolenius V p. 281	Industry
William Tell	Stevenson	Bolenius V p. 221	Patriotism
Sir Roland	Alden	Elson V p. 339	Faithfulness
St. George and the Giant	Alden	Elson V p. 350	Kindness
Waste not; Want not	Edgeworth	Curry-Clippinger	Thrift
Jackal and the Partridge	Stul	Baker-Carpenter Scale IV p. 64	Loyalty to friend
Helen Keller		Study Readers V p. 86	Perseverance
How Buck Saved his Master	London	Baker-Carpenter Scale IV	Loyalty
The Four Clever Brothers	Grimm	Health Reader V p. 44	Cooperation

Reading for Appreciation.

TITLE	AUTHOR	REFERENCE	QUALITY
<i>Shepherd of Kind Admetus</i>	Lowell	<i>Curry & Clippinger</i> p. 430	Kindness
<i>Sona Sparrow A Song</i>	Van Dyke	<i>Bolenius V</i> p. 74	Kindness to birds
	Riley	<i>Young & Field V</i> p. 225	Happiness
<i>Pied Piper of Hamelin</i>	Browning	<i>Baker-Carpenter Lang Readers IV</i> p. 132	Honesty
<i>Bell of Atri</i>	Longfellow		Kindness to Animals
<i>The Leak in the Dyke</i>	Phoebe Cary	<i>Young Field Lit. Readers V</i> p. 61	Courage
<i>Woodman Spare That Tree</i>	Morris		Gratitude, loyalty, hope
<i>What do we Plant?</i>	Abbey	<i>Bolenius V</i> p. 56	
<i>Gladness of Nature</i>	Bryant	<i>Young & Field Lit. Readers V</i> p. 374	Love of nature
<i>Columbus</i>	Joaquinn Miller		Perseverance
<i>America for Me</i>	Van Dyke		Patriotism
<i>Breathes There a Man</i>	Scott		Patriotism

Silent Reading.

<i>Daniel in Lion's Den</i>	Bible	<i>Young Field V.</i> p. 106	Fearlessness
<i>David & Goliath</i>	Bible	<i>Bolenius V.</i> p. 188	Bravery
<i>Madame Roland</i>	Cabell	<i>Young Field V.</i> p. 248	Loyalty
			Fearlessness
<i>Siegfried</i>	Field	<i>Young Field V.</i> p. 129	Fearlessness
<i>Washington</i>	Cooke	<i>Young Field V.</i> p. 232	Loyalty, Courtesy
<i>Florence Nightingale</i>	Freeman	<i>Young Field V.</i> p. 285	Kindness
<i>Susan B. Anthony</i>	Ward	<i>Young Field V.</i> p. 295	Courage
<i>Father Damiew</i>	Mabice	<i>Young Field V.</i> p. 304	Self Sacrifice
<i>Scott and Polar Herres</i>	Field	<i>Young Field V.</i> p. 330	Perseverance
<i>Dr. Grenfell</i>	Duncan	<i>Young Field V.</i> p. 314	Unselfishness

SIXTH GRADE.

Appreciation Lessons.

<i>The Knight's Toast</i>	Scott	<i>Bolenius VI.</i> p. 53	Loyalty
<i>About Ben Adhem</i>	Hunt	<i>Young & Field Lit. Readers</i> p. 71	Love of Fellow-men
<i>Pippa's Song</i>	Browning	<i>Young & Field</i> p. 382	Happiness
<i>Excelsior</i>	Longfellow	<i>Longfellow's Poems</i>	Upward Striving

TITLE	AUTHOR	REFERENCE	QUALITY
<i>The Heritage</i>	Lowell	<i>Lights to Lit. VI.</i> p. 136	Equality of man
<i>The Daffodils</i>	Wordsworth	<i>Lights to Lit. VI.</i> p. 42	Beauty
<i>The Yellow Violet</i>	Bryant	<i>Lights to Lit. VI.</i> p. 12	Humility
<i>The Flower of Liberty</i>	Holmes	<i>Elson-Keck, Junior High School Lit.</i> Bk. I. p. 568	Patriotism
<i>The Trailing Arbutus</i>	Whittier	<i>Elson-Keck, Junior High School Lit.</i> Bk. I. p. 60	Humility

Oral Reading.

<i>Where love is, there God is also</i>	Tolstoi	<i>Bolenius VI.</i> p. 228	Love of Fellow-men
<i>Rules for Behavior</i>	Washington	<i>Lights to Literature</i> p. 127	Courtesy
<i>Poor Richard's Sayings</i>	Franklin	<i>Lights to Literature VI.</i> p. 118	

Silent Reading.

<i>The Happy Prince</i>	Wilde	<i>Lewis & Roland VI.</i> p. 19	Self-sacrifice
<i>Race for the Silver Skates</i>	Dodge	<i>Young & Field Lit. Readers VI.</i> p. 105	Consideration for others

Hundred Point Test on Heroes and Heroines for Intermediate Grades.

True-False Questions.

1. Longfellow is known as the "Children's Poet."
2. "Little Brook" is a sad poem.
3. Philemon and Baucis were cruel to strangers.
4. Bruce learned a lesson of "Self Control" from the spider.
5. The Lion sprang at Androcles and ate him up.
6. Midas was a very poor man.
7. Hawthorne wrote "The Village Blacksmith."
8. Hans Christian Anderson wrote true stories.
9. The Story of Joseph is taken from the Bible.
10. Sigurd killed the dragon with a bow and arrow.
11. Robinson Crusoe bought his dishes at the store.
12. Gluck was not selfish like his older brothers.
13. Lincoln was an Englishman.
14. Washington fought in the Civil War.
15. Bruce of Scotland gave up easily.
16. William Tell was not courageous.
17. Joan of Arc was an American.
18. Helen Keller wrote "King of the Golden River."
19. The Ugly Duckling tells the story of Hans Christian Anderson.
20. The Pied Piper of Hamelin returned the children.
21. Goliath was not killed by David.
22. Captain Scott discovered the North Pole.

23. "Knights of the Silver Shield" teaches faithfulness to duty.
24. The scene of Robin Hood takes place in England.
25. Ulysses was a great Roman hero.
26. Longfellow wrote the "Bugle Song."
27. Tolstoy was a great Russian author.
28. Washington wrote the "Rules for Behavior."
29. Lowell, in "The Heritage," tells us that men are equal.
30. Pippa was sad because she had only one day of vacation in the whole year.
31. Joseph of Arimathea was ruler of his land.
32. Robin Hood represents to us the ideal of the common people in the later middle ages.
33. The "Faery Queen" is a great allegory.
34. In the story of the Faery Queen, the Red Cross Knight represents honesty.
35. Edith Cavell was a nurse who was executed by the British.

Multiple Choice.

1. A "lion" reminds us of Bruce, William Tell, Androcles, Sigurd.
2. A man noted for his strength was Gluck, Hercules, Joseph.
3. The Miraculous Pitcher tells about war with a dragon, killing a dragon, kindness to strangers.
4. William Tell shot with a gun, bow and arrow, and revolver.
5. "The Village Blacksmith" was written by Lowell, Emerson, Longfellow.
6. The messenger of the gods was called Atlas, Hercules, Mercury.
7. Lowell wrote "Raining," "Little Brook," "The Fountain."
8. The workman lost even his own ax because he was strong, brave, greedy, cruel.
9. A writer of fables was Hans C. Anderson, Celia Thaxter, Aesop.
10. Bryant is remembered for his stories, poems, pictures.
11. We admire Old Pipes because he was very brave, he let the dryad out, he did his duty.
12. "King of the Golden River" is written by Defoe, Aesop, Ruskin, Riley.
13. Robin Hood was a famous ruler, outlaw, farmer.
14. Little John was a great friend of Perseus, Roland, Robin Hood.
15. Robin Hood and his men were merry, sad, discontented.
16. Ulysses was a famous Roman, Greek, Norse, hero.
17. The Knight's Toast teaches a lesson of industry, perseverance, loyalty.
18. Wordsworth wrote "The Trailing Arbutus," "The Yellow Violet," "The Daffodils."
19. The Happy Prince was joyous because he helped others, had plenty of money, had good health.
20. The Holy Grai was found by King Arthur, Galahad, Sir Lancelot.
21. The Fairy Queen's name is Una, Mary, Gloriana.
22. Una represents truth, honesty, holiness.
23. Edith Cavell was a missionary, martyr, teacher.
24. Paul Revere's Ride refers to a true, a funny, an imaginary, incident.
25. Riley is an American, English, French poet.
26. "The Arrow and the Song" was written by Longfellow, Whittier, Scott, Coleridge.
27. Peter and the Dyke, Landing of the Pilgrims, Hats Off, The Bell of Atri, teach kindness to animals.
28. Peter and the Dyke, Hats Off, The Bells of Atri, the Mountain and the Squirrel, teach courage.

29. Lincoln favored slavery, was against it, was indifferent.
30. "King of the Golden River" tells about Cinderella, The Ugly Duckling, the three brothers, a miraculous pitcher.
31. Florence Nightingale is an English, French, American heroine.
32. Madame Roland was selfish, unpatriotic, courageous.

Completion Test.

1. Jason went in search of _____.
2. Robin Hood's home was in the _____.
3. Little Cedric became a _____.
4. Midas loved his _____ more than his daughter.
5. William Tell saved the life of his _____ by shooting the _____ off his _____.
6. The mountain and the squirrel had a _____.
7. The "Sandpiper" is a poem written by _____.
8. St. George saved the life of the _____ by killing the _____.
9. "A Song for our Flag" is a _____ poem.
10. The spider caught the fly because he was able to _____ her.
11. Hercules was a very _____ man.
12. Robin Hood's favorite weapon was the _____.
13. Sherwood Forest was famous as the home of _____.
14. Ulysses and his men built a great _____ and thereby the Greeks were admitted to Troy.
15. "Excelsior" was written by _____.
16. _____ wrote "Poor Richard's Sayings."
17. The "Race for the Silver Skates" tells of sports in _____.
18. _____ was the founder of the "Table Round."
19. The cup used by Christ at the Last Supper was called the _____.
20. The noblest Knight of the Round Table was _____.
21. The Red Cross Knight killed the dragon of _____.
22. _____ wrote the "Faery Queen."
23. The Germans accused Edith Cavell of being a _____.
24. _____ was called the children's poet.
25. _____ wrote the "Song Sparrow."
27. "Gladness of Nature" was written by _____.
28. Siegfried is called a hero because he was _____.
29. _____ is buried at Mount Vernon.
30. _____ is a French Heroine who was made a saint.
31. Brunhild is found in the story of _____.
32. Donremy is the birthplace of _____.
33. Joan of Arc is called a heroine because _____.
34. William Tell is a hero because _____.
35. Florence Nightingale is called a heroine because she _____.

KNIGHTS OF THE SILVER SHIELD

A Play Adapted from Alden's Story by That Title.

An effective setting was obtained for this play by using a background which represented an old castle. Two stumps were the only equipment needed on the stage. The costumes of the knights were simple and showed variety of design and color. The tunics were cut from bright colored cambric and hung straight from the shoulders. These were decorated with designs of contrasting color which were sewed on them. For sleeves, old black cotton stockings were used. Attractive helmets were made of heavy oak-tag paper. Each was surmounted with a bright red plume made of cut tissue paper. Shields were cut from either wood or beaver board, swords were made of wood, and all the helmets, shields, and swords were painted with aluminum paint to give the metallic effect.

Characters of the play: Commander, Sir Roland, Old Woman, Old Man, Sir George, Wounded Knight, Sir Vincent, Sir Henry, Servant.

Commander of state—Paces to and fro.

L. of C.: Something must be done at once. This matter cannot go on any longer. (Bugle.) (Enter soldiers from all directions.)

L. of C.: Brave Knights, the worst of the giants in the forest have gathered themselves together to have a battle against us. They are camping in a dark hollow in the woods yonder, and have gathered all their best warriors together. We must make ready to fight them at once. Sir George, make the castle secure; leave not a window unbarred.

Sir George: Yes, my lord.

L. of C.: Sir Henry, instruct the magician to continue making silver shields for we shall have need of them.

Sir Henry: Yes, my lord.

L. of C.: My men, this promises to be the hardest battle in which we have yet engaged. Let us all be worthy of the silver shield with which we are entrusted. (Raise shields.) One brave knight must stay behind and guard the gateway of the castle, and it is you, Sir Roland, being one of the youngest, whom I have chosen for this. (Roland bites lower lip—lowers helmet in disappointment. Walks quietly to gate.)

LL. of C.: (Blows bugle—two knights return.)

Sir George: The castle is secure, my lord. (Salute.)

Sir Henry: The magician will fulfill your command, my lord. (Salute.)

L. of C.: Prepare to depart. We must delay no longer. (Fall into line.) (March off stage. Sir Roland watches departure—sits on stump.)

Sir Roland: Oh, how happy I would be if I were on my way to battle like they are. Why should I have to stay here when there were so many less able to fight than I. They would have willingly guarded the gate. I must think of this no longer. My duty is here. (Looks in distance anxiously toward battle—walks to meet wounded knight—returns with him.)

Knight: I have been hurt so that I cannot fight any more. But I could watch the gate for you, if you would like to go back in my place.

Sir Roland: (Shows great joy—then remembers duty.) I should like to go but a knight belongs where his commander has put him. My place is here at the gate, and I cannot open it even for you. Your place is at the battle.

(Knight looks ashamed—goes back to forest.)

(Sir Roland sits on stump and waits—head in hand—hears approaching foot steps—rises—beggar woman appears.)

Woman: Kind sir, may I come in and have some food?

Sir Roland: No one is allowed to enter the castle on this day, but I shall have a servant bring thee food. You may sit and rest as long as you please. (Enters castle—returns.)

Old Woman: I have been past the hollow in the forest where the battle

is going on.

Sir Roland: And how do you think it is going.

Old Woman: Badly for the knights, I am afraid. The giants are fighting as they have never fought before. I should think you had better go and help your friends.

Sir Roland: I should like to, indeed, but I am set to guard the castle gateway and cannot leave.

Old Woman: One fresh knight would make a great difference when they are all weary with fighting. I should think that while there are no enemies about, you would be much more useful there.

Sir Roland: You may well think so and so may I; but it is neither you nor I that is commander here.

Old Woman: I suppose that you are one of the kind of knights who like to keep out of the fighting. You are lucky to have so good an excuse for staying at home. (Laughs thin, taunting laugh.)

Sir Roland: (Angry. Enter servant with food, bows before Sir Roland, Gives him food, Sir Roland hands to woman, closes gate.) (Looks after her.) If she were only a man instead of a woman I should show her whether I liked fighting or no. (Paces to and fro—hears call.)

Sir Roland: Why are you calling? The castle is closed today.

Old Man: Are you Sir Roland?

Sir Roland: Yes.

Old Man: Then you ought not to be staying here when your commander and his knights are having so hard a struggle with the giants, and when you have the chance to make of yourself the greatest knight in the kingdom. Listen to me! I have brought you a magic sword. (Draws sword out from under cloak.) This is the sword of all swords and it is for you, if you will leave your idling here by the castle gate and carry it to the battle. Nothing can stand before it. When you lift it the giants will fall back, your master will be saved, and you will be crowned the victorious knight, the one who will soon take his commander's place as lord of the castle. (Sir Roland reaches out hand as if to take it—old man comes forward.)

Sir Roland: No! (Old man stops.)

Old Man: (Waving shining sword in air.) It is for you! Take it and win the victory!

Sir Roland: (Angrily.) Away with you! Why do you come here to tempt me to be disloyal to my trust? Be gone! (Sir Roland looks in astonishment. Ah, he's growing larger—he's a giant! He must be one of our giant enemies who changed himself to a little old man through some magic power, that he might make his way into the castle while all the knights were away. To think what might have happened if I had taken the sword and left the gate unguarded. I am resolved not to open the gate again. I shall pay no attention to any other visitor. (Hears bugle. Springs forward with joy.) (Calls of victory—knights come on stage.)

Sir Roland: (Comes forward to L. of C. with key. L. bowed to him.) My lord, I have allowed none to enter the castle. (Gives key.)

Sir Vincent: The Shield! the shield! Sir Roland's shield!

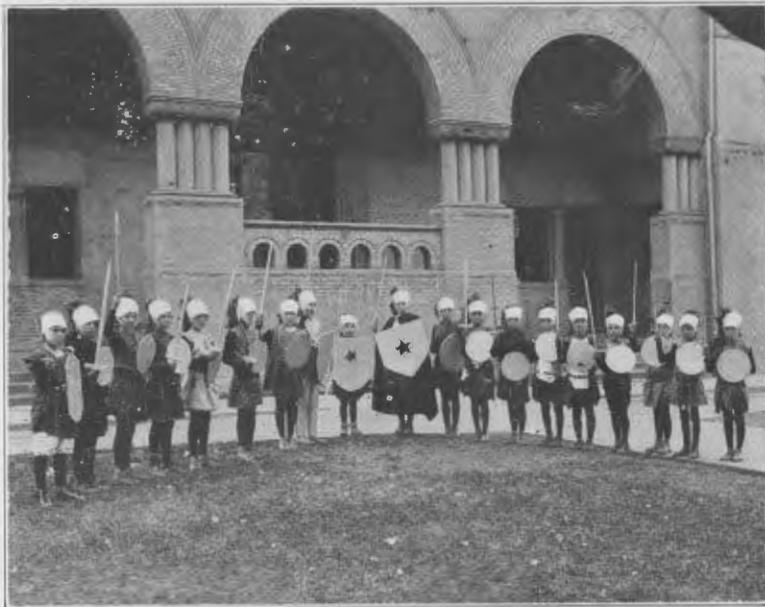
(Sir Roland looks amazed—kneels before lord to receive commands.)

L. of C.: Speak, Sir Knight, and tell us all that has happened today at the castle. Have you been attacked? Have any giants come hither? Did you fight them alone?

Sir Roland: No, my lord. Only one giant has been here, and he went away silently when he found he could not enter. I gave food to an old woman who passed this way. One wounded soldier came back but returned again to the forest. (Knights look at one another, then at Sir Roland.)

L. of C.: Men make mistakes but our silver shields are never mistaken. Sir Roland has fought and won the hardest battle of all today.

(Curtain.)



Conduct Maxims Memorized by the Intermediate Grades.

If you're told to do a thing,
And mean to do it really,
Never let it be by halves;
Do it fully, freely!

Be kind to all.
Both large and small.

Be true to your word,
Your work, and your friend.

Never be weary of well doing.

Be kind, be gentle to those
who are old,
For kindness is dearer and
better than gold.

Head, you may think;
Heart, you may feel;
But hand, you should work always.

L. M. Alcott.

Doing nothing is doing ill.

If you want to be happy give something away.

Do not make a poor excuse,
Waiting, weak, unsteady;
All obedience worth the name
Must be prompt and ready.

Phoebe Cary.

If it is not right, do not do it;
If it is not true, do not say it.

Speak every man truth with his neighbor.

Be not simply good, be good for something.

Want of care does more harm
than want of money.—Franklin.

Life is not so short but that there is time
for courtesy.

Politeness is to do and say
The kindest thing in the kindest way.

The voice with a smile wins.

Promise little and do much.

Do unto others as you would have
others do unto you.

The gentle mind by gentle deeds is known.

He who laughs at others' woes
Finds few friends and many foes.

Whoever you are, be noble;
Whatever you do, do well;
Whenever you speak, speak kindly;
Give joy wherever you dwell.

He prayeth best who loveth best
All things both great and small;
For the dear God who loveth us,
He made and loveth all.

Coleridge.

What does a man gain by telling a lie?
He is not believed when he tells the truth.
Aristotle.

Hearts like doors will open with ease,
To very, very little keys;
And don't forget that two are these:
"I thank you, sir," and "If you please."

When at once the truth you've told,
 Away with all your sadness;
 The sense of having done what's right
 Must fill the heart with gladness.

Good manners always demand that
 you remember the other fellow.

A little thought and a little kindness
 are often worth more than a great deal
 of money.

Four things a man must learn to do
 If he would make his record true:
 To think without confusion clearly:
 To love his fellow men sincerely:
 To act from honest motives purely:
 To trust in God and Heaven securely.

Lost time is never found.

A small leak will sink a large ship.

A stitch in time saves nine.

A penny saved is a penny earned.

The sleeping fox catches no poultry.

For he who is honest is noble,
 Whatever his fortune or birth.

Phoebe Cary.

Whene'er a task is set for you
 Don't idly sit and view it,
 Nor be content to wish it done;
 Begin at once and do it.

Have you had a kindness shown?
 Pass it on
 'Twas not given for thee alone
 Pass it on
 Let it travel down the years
 Let it wipe another's tears,
 Till in heaven the deed appears,
 Pass it on!

Example sheds a genial ray of light
 That men are apt to borrow;
 So first improve yourself today
 And then improve your friends tomorrow.

Whatsoever ye would that men should do to you,
 Do ye even so to them.

Kindness—a language the dumb can speak
 and the deaf can understand.

Japanese saying.

Too low they build who build beneath the stars.
 Young.

It's easy enough to be pleasant,
 When life flows along like a song;
 But the man worth while
 Is the man who can smile
 When everything goes dead wrong.

If wisdom's ways you'd wisely seek,
 Five things observe with care,—
 Of whom you speak, to whom you speak,
 And how, and when, and where.
 He who thanks with his lips
 Thanks but in part:
 The full, the true Thanksgiving
 Comes from the heart.

Obedience is the key to every door.

Good words cost nothing.

Dare to be kind and true
 Give each dumb thing its due.

Beautiful hands are those that do
 Work that is earnest, brave and true
 Moment by moment, the long day through.

Cover up each cough and sneeze,
 If you don't, you'll spread disease.

When at once the truth you've told,
 Away with all your sadness
 The sense of having done what's right
 Must fill the heart with gladness.

Work.

Life's master word is work. With this magic
 word in one's heart, all things are possible.
 It is the touchstone of progress and the key
 to success. —White.

Eat at your table as you would eat at the table
 of a king. —Confucius.

Cowards are cruel, but the brave
 Love mercy, and delight to save.

Kind hearts are the gardens,
Kind thoughts are roots,
Kind words are blossoms,
Kind deeds are fruits;
Love is the sweet sunshine,
That warms into life,
For only in darkness
Grow hatred and strife.

Let us, then, be up and doing,
With a heart for any fate;
Still achieving, still pursuing
Learn to labor and to wait.

Longfellow.

