

CHARACTER EDUCATION THROUGH ACTIVITY

by

GEORGE ABRAHAM MERKEY

A. B., McPherson College, 1917

A THESIS

submitted in partial fulfillment of the

requirements for the degree of

MASTER OF SCIENCE

KANSAS STATE COLLEGE
OF AGRICULTURE AND APPLIED SCIENCE

1937

Spec
Coll
LD
2668
T4
1937
m41

TABLE OF CONTENTS

	Page
INTRODUCTION-----	1
STATEMENT OF PURPOSE-----	2
METHODS OF PROCEDURE-----	3
INTERPRETATION OF DATA-----	6
THE COMIC STRIPS-----	17
THE NEED FOR SUPERVISED READING-----	21
CHARACTER TRAITS-----	23
THE PRESENTATION OF CHARACTER STUDY-----	26
GUIDE SHEETS-----	31
CHARACTER TRAITS-----	33
GUIDE SHEETS-----	39
SUMMARY-----	45
CONCLUSIONS-----	46
ACKNOWLEDGMENTS-----	48
REFERENCES-----	49
APPENDIX-----	50

INTRODUCTION

The seventh cardinal principle of education is ethical character. The program of character education is growing in prominence. The state of Nebraska has appointed a commission to investigate the necessity of an adequate program of character education. This commission is reporting its findings and making recommendations to the Nebraska Teachers' Association.

A program of character education should include materials that will arouse a sensitive, thoughtful, cultured life, integrating into a growing personality. It is the challenge to the school to create such experiences. The first step is to create an awareness on the part of the student of existing problems; second, to aid the student in selecting the best solution for the problems; and third, to provide an opportunity for the student to exercise his conclusions. It was with this idea in mind that this course of character education was organized.

The writer has attempted to select a group of character traits which children may observe in the study of the lives of prominent characters. The children are given the opportunity of relating their own experiences. At the

conclusion of each lesson, the children are given an opportunity to formulate a slogan concerning the trait under observation. The slogan is the condensed idea and conviction that results from the study of the particular trait. The final step of furnishing means for expression of the trait, to establish it firmly in the life of the student, is supplied through participation in group games, especially selected to provide activity areas for trying out, developing, and fixing each character trait.

STATEMENT OF PURPOSE

The purpose of making this study was to establish the following objectives:

1. To establish definite goals in character education.
2. To submit a group of character traits for pupil activity which tend to develop an ideal personality.
3. To correlate a program of character study and desirable trait reactions.
4. To build a program of group participation which will establish proper trait reactions.
5. To investigate the kind of reading children do.

METHODS OF PROCEDURE

A questionnaire composed of three parts was set up, including:

Part 1. In what games do children participate? One hundred forty games adapted to the various age levels found in the elementary grades were scored as to the children's knowledge of games which would afford group participation.

Part 2. What comic strips do children read? A compilation of all comic strips found in Jewell County was made.

Part 3. What magazines do children read? Magazines of all sorts found in the homes, the news stands, the schools and libraries were compiled to check the range of the children's reading.

The questionnaire was delivered to each of the ten elementary grade principals in Jewell County. Instructions were given to the principals as to how the children were to check the questionnaire, which was checked the following week and returned for compilation of data. Every school in the county responded one hundred per cent. Six hundred fifty-six students checked the questionnaire.

Before the opening day of school, the program of "Character Education Through Activity" was set up for use in the Burr Oak Grade School. The course contains thirty-four character traits. A new character trait was to be studied each week of the school year. The recitation consisted of stories, poems, and personal experiences. At the beginning of each lesson, a memory gem was presented to stimulate the thinking of the children and to assist them in formulating their ideas. After the discussion, the children were given the opportunity to play pencil games and other indoor games which would give them an opportunity to express the trait they were trying to establish. During the week, the supervision of the teacher was to direct group participation in games in which the children could have an opportunity to exercise this trait in their play life.

In the selection of characters to be studied, those characters who have been set up as great national heroes and ideals in American life were given first place. The life of Frances E. Willard was correlated with the character trait of perseverance. Columbus Day was observed by special emphasis on courage. Armistice Day was associated with the character study of Woodrow Wilson and the trait of

patriotism. Thanksgiving Day was studied with emphasis upon the character trait of gratitude, and during the Christmas season, the character of Jesus was studied in connection with the trait of reverence. Thrift Week was observed by the study of characters who have not only accumulated wealth, but who have used their wealth for philanthropic purposes. The character of Lincoln was correlated with the trait of honesty, and that of Washington with the trait of courtesy. Mother's Day received some recognition from the school and special emphasis was placed upon the traits of faith and confidence.

The program was intended to integrate itself into the special days as set aside by the state and the nation, to enrich the program and not to detract. Other characters have been submitted for observation in their possession of the same traits, but only to magnify the excellency of those heroes under observation. It was intended to awaken a realization in the mind of the child that characters of prominence possess many worthy character traits.

The teacher may find certain experiences more adaptable to her particular age group than others, and care to use a different character. It is the desire of the writer that teachers do not use the course as a crutch upon which

to support her program, but as a guide which leads her into greater fields of discovery than she will find in one brief course.

The reference material used was limited to the World Book (1), and the Book of Knowledge (2). This was done merely because both were available in the Burr Oak Grade School.

INTERPRETATION OF DATA

School Games

In the questionnaire which was sent out to the elementary grade schools of Jewell County, the students were asked to check those games they played frequently in Blank 1; those they played seldom in Blank 2; and those they never played or of which they had never heard in Blank 3. The materials were compiled and the results obtained are shown in Table 1.

Table 1. The number of children in Jewell County who participated in the respective games.

Number of Children Participating	Game
536	Jumping Rope
529	London Bridge
529	Ante Over
524	Leap Frog
517	Football
515	Cat and Mouse
513	Hop Scotch
504	Fox and Geese

Table 1 Continued.

Number of Children Participating	Game
488	Hide the Thimble
486	Here We Go Round the Mulberry Bush
481	Button, Button
469	Fruit Basket Upset
465	Lose Your Supper
442	Tug of War
440	Beckon
437	Drop the Handkerchief
418	Farmer in the Dell
410	Pinning Tail on Donkey
409	Puss Wants a Corner
402	Dare Base
402	Pull Away
394	Riddles
372	Run, Sheep, Run
371	Last Couple Out
370	Tick, Tack, Toe
368	Bull Dog Pull
358	Gossip
351	Hands up, Hands down
350	Line Base
349	Old Witch
348	Three Deep
344	Changing Seats
324	Three-Legged Race
320	Poor Puss
319	Poison
316	Ruth and Jacob
315	Rooster Fight
307	Simon Says Thumbs Up
300	Automobile Race
297	Winkem
292	Yard Stick Hide and Seek
288	Bird Catcher
287	Peanut Race
287	Wolf
285	Railroad Train
284	Potato Relay
283	Ring on a String
283	Squirrel in a Tree
281	Yes, No, I Don't Know
275	Cross Questions and Silly Answers

Table 1 Continued.

Number of Children Participating	Game
270	Who Is It?
268	Animal Chase
267	I Say Stoop
266	Shinny
266	Want to Buy a Little Red Hen?
264	Link Tag
264	Stop, Thief
263	Wheelbarrow Race
262	Duck on Davy
259	Spin Bottle and Tell Fortune
257	What Birds Are We?
255	Midnight
255	School Room Tag
253	Partner Tag
252	Hot Hand
250	Quaker Meeting
250	Geography Fruit Basket
248	Pig in the Hole
243	Crows and Cranes
242	Dog Bow Wow
241	Streets and Alleys
241	Bird Guessing Contest
240	Skinning the Snake
239	Handkerchief Snatch
237	Circle Race
237	How Do You Like It?
236	Ship's A-Sailing
234	Sewing Machine
233	I Brought Back What I Borrowed
231	Pass Clothespin Relay
230	Basket Ball
230	Every Man in His Own Den
229	Needle Threading Relay
227	Birds Fly
226	Birds, Beasts, and Fish
225	Penny Study
225	How Do You Like Your Neighbor?
224	Blind Man's Party
220	This Is My Foot
219	Grab Tag
217	Bell Man
216	Elephant Race
215	Helevo
214	Centipede Race

Table 1 Continued.

Number of Children Participating	Game
214	Crossing the Brook
209	Biblical Baseball
208	I Love My Lassie
208	I Have a Bright Idea
208	Fisherman's Net
207	Magic Music
207	Hang Tag
206	Camel Relay
205	Have You Seen My Sheep?
205	Flower Pot
202	What Land Is This?
201	Mix Hats and Wrestle
198	Heave Ahoy
197	National Contest
196	Author's Contest
195	Biblical Nature Study
194	The Builder
192	The Cate Family
189	My Grandmother Died
189	Naming Trees
187	Prince of Paris Lost His Hat
186	Progressive Story Writing
185	Shouting Proverbs
182	Adam and Eve
178	Fight of the Witches
176	Faba Gaba
168	Suspense
156	Ball Hustle
154	Elopement

From the data presented in Table 1 it may be seen that games and activities which permit individual skill and activity to be dominant are more frequently participated in than those games which require close coordination of individuals within the group. The table shows in the upper five per cent the following games: Jumping Rope, Ante Over,

Hide the Thimble, and Hop Scotch. In the lower five per cent we find these games: Elopement, Ball Hustle, Prince of Paris Lost His Hat, and My Grandmother Died, all of which require close coordination.

Games which are played in rhythm or put to music, such as London Bridge, Here We Go Round the Mulberry Bush, and the Farmer in the Dell, are very popular and are found in the upper twelve per cent of the games listed.

Seasonal games such as Football and Fox and Geese are more popular than games which may be played during any season, such as Partner Tag, Line Base, or Pull Away.

The study shows that eleven games out of the first thirteen listed were especially adapted for small children. It appears that group games receive the greatest amount of emphasis during the early elementary years; children are not being supervised or directed in the upper grades of the elementary schools. Group participation in games is being supplemented by inter-school athletics.

Knowledge of Games in the First and Second Elementary Grades in Burr Oak

The following is a record of the games that the students really knew and in which they had participated.

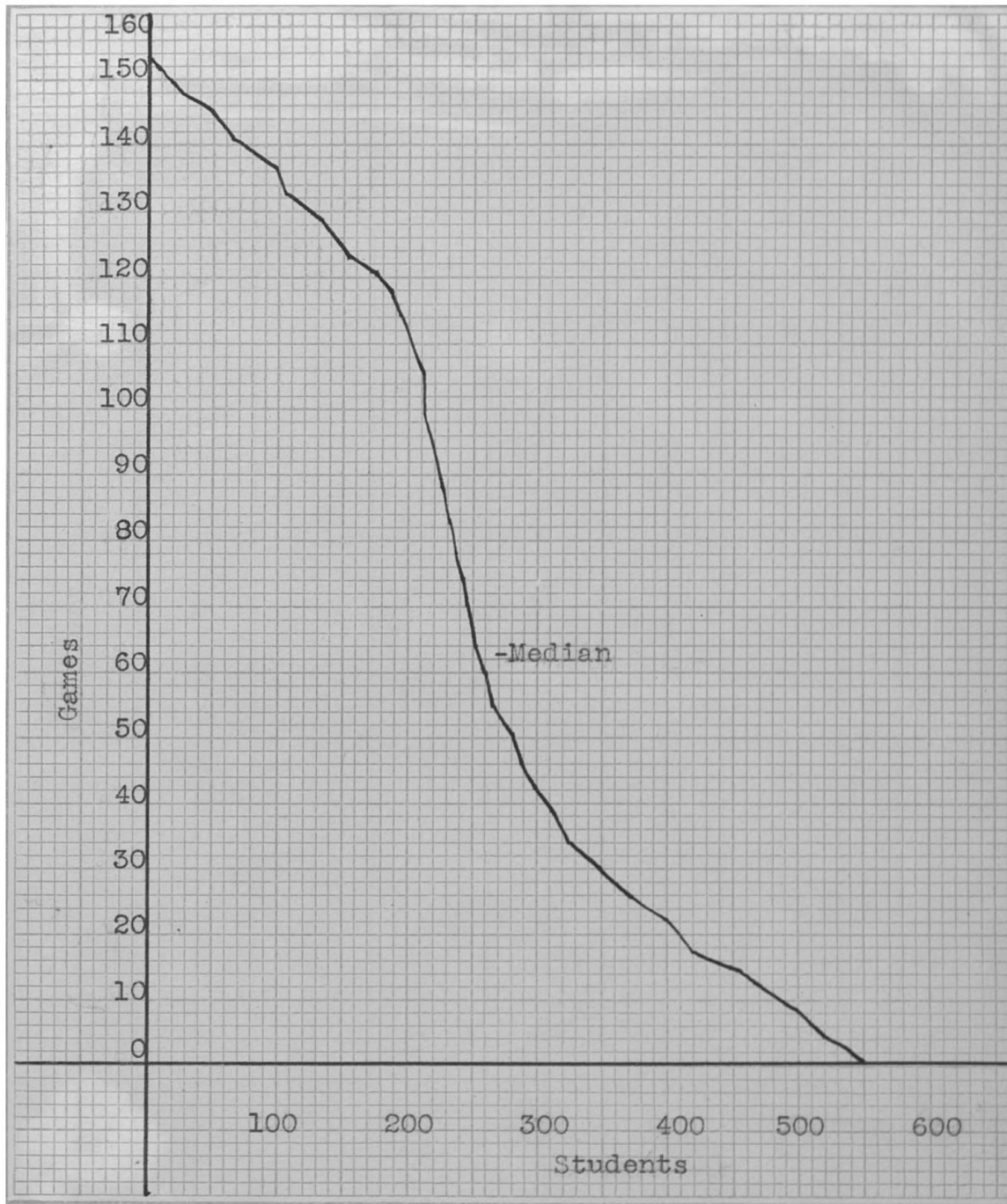


Figure 1. Numbers of pupils in Jewell County grades 1-8 and the number of group games in which they participated.

These students are in the first and second years of school. In taking the check, each game was explained, the name of the game was given, and the children were asked to think it over for just a minute, and to remember if they had ever played the game. If so, they were instructed to hold up their hands. The count was made and tabulations verified on each game. Border line decisions were not counted. There were twenty-eight students in the room, and several games were rated unanimously.

Table 2. Number of children in grades one and two in the Burr Oak Grade School who participated in the respective games.

Number of Children Participating	Game
28	Baste the Bear
28	Farmer in the Dell
28	Drop the Handkerchief
28	Farmer and the Turkey
28	Helevo
28	Hide and Seek
28	London Bridge
28	Three Deep
28	Hide the Thimble
28	I Say Stoop
28	Poor Puss
28	Pinning Tail on Donkey
28	Puss Wants a Corner
28	Riddles
28	Button, Button
28	Bird Guessing Contest
25	Jumping Rope
24	Run, Sheep, Run
23	Ante Over
23	Fruit Basket Upset
22	Here We Go Round the Mulberry Bush
21	Work Up

Table 2 Continued.

Number of Children Participating	Game
20	Cat and Mouse
20	Football
20	Simon Says Thumbs Up
20	Tick, Tack, Toe
19	Indian Wrestle
19	Leap Frog
18	Blind Man's Party
17	Broncho Tag
17	Yard Stick Hide and Seek
16	Squirrel in Trees
16	Fox and Geese
16	Lose Your Supper
15	Old Witch
15	Wheelbarrow Race
15	Rooster Fight
14	Blind and Deaf Man's Fight
14	Spin Bottle and Tell Fortune
14	Beckon
14	Wolf
13	Circle Race
13	Farmer and Crows
12	Tug of War
12	Skip Tag
12	Hop Scotch
12	Faba Gaba
11	Poison
10	Birds Fly
10	Blind Bird Catcher
10	Grab Tag
9	Bull Dog Pull
9	Pull Away
9	Hot Hand
9	Animal Chase
8	Midnight
7	Three-Legged Race
7	Link Tag
7	Last Couple Out
6	Centipede Race
6	Want to Buy a Little Red Hen?
6	Shinny

Table 2 Continued.

Number of Children Participating	Game
5	Blind Hunter
5	Charley Over the Water
4	Who Is It?
4	Adam and Eve
3	Partner Tag
3	Birds, Beasts, and Fish
1	Streets and Alleys

The count shows that seventy-two games are known and are being played in the Burr Oak first and second grades. The indication shown by this study and the responses from the 656 students surveyed shows that most of the students participate in group games in their early elementary grades. All attention is given to only one or two group games which are popular for a short season. Playground supervision would do a great deal in correcting this weakness.

This study revealed the following facts:

1. Forty-six per cent of the students in Jewell County knew the median number of games.
2. Fifty-three and five-tenths per cent of the students in the first and second grades in Burr Oak knew the median number of games played.
3. Seventy-three per cent of the games most popular in the county were played by the first and second grades.
4. One hundred per cent of the students in first and second grades of Burr Oak knew fifteen games.

5. Only seventy-two per cent of the students in Jewell County, including grades from 1-8 knew fifteen games.

6. Twenty-eight per cent of the students in Jewell County showed a lack of knowledge in participation of group games.

7. Twenty-eight per cent of the students of the Burr Oak Grade School knew 60 games.

8. Twenty-eight per cent of the students of Jewell County, including grades 1-8, knew only 40 games.

9. From the 656 students surveyed, only 230 or 35.1 per cent participate in the game of basket ball.

10. Seventy-eight per cent of the students surveyed participate in football. This is likely due to the fact of its national popularity and the short season that it is played.

11. Twenty and eight-tenths per cent of the group games known to any member of the first and second grade room were known and played by the entire room.

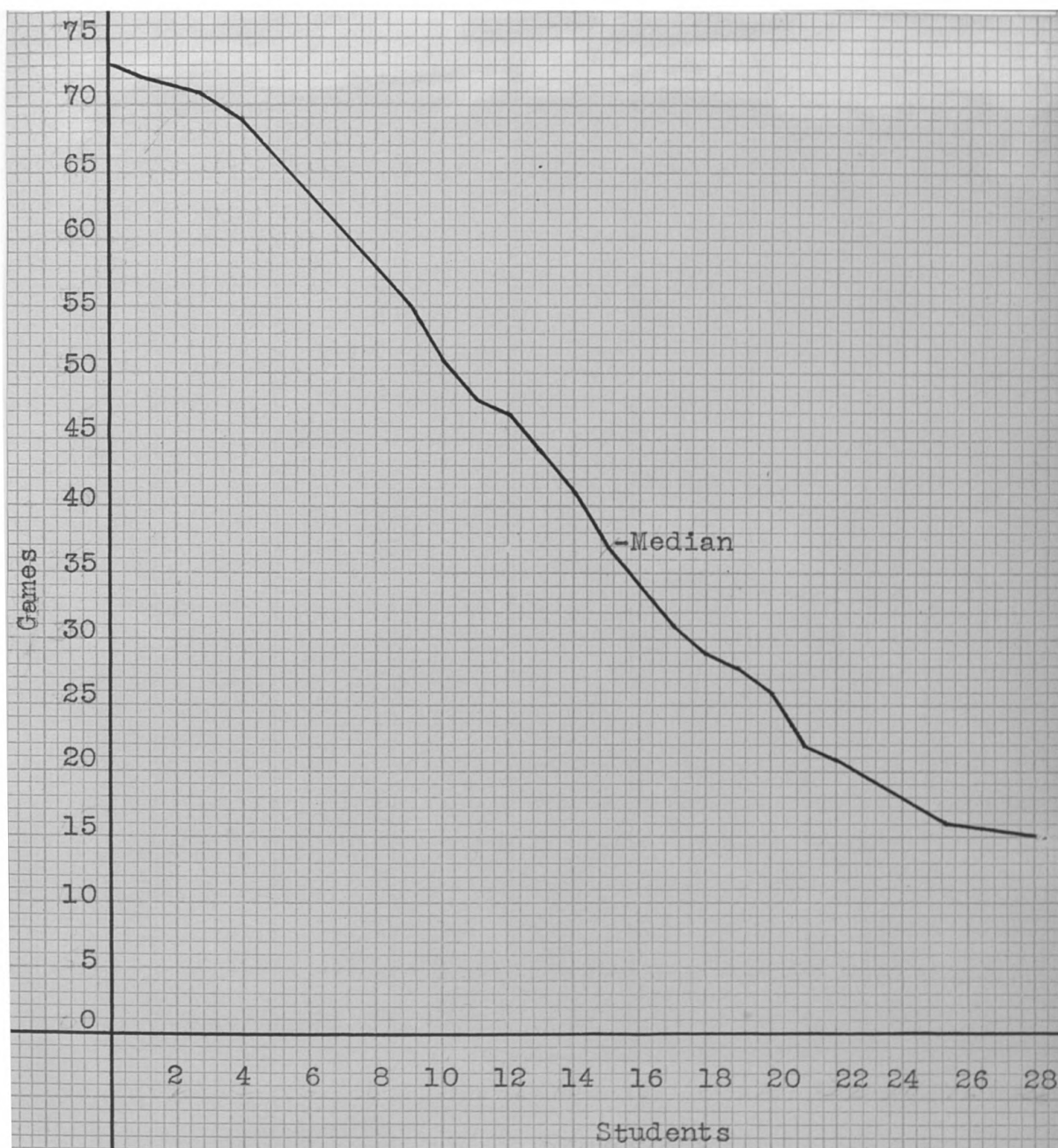


Figure 2. Number of pupils in Burr Oak, grades 1-2, and the number of group games in which they participated.

THE COMIC STRIPS

17

In securing data on the comic strips from the children of Jewell County, the pupils were asked to check Blank 1 if they read the comic frequently, mark Blank 2 if they seldom read it, and mark Blank 3 if they never read it. The following tabulations are the findings concerning their interest.

Table 3. Data on the interest of Jewell County pupils in the comic strips, as revealed by the questionnaire.

Number of Children Reading the Respective Comic	Name of Comic
439	Popeye
425	Captain and the Kids
417	Mickey Mouse
399	Little Annie Rooney
397	The Gumps
388	Skippy
388	Little Orphan Annie
386	Bringing Up Father
385	Rosie's Beau
354	Tarzan
342	Winnie Winkle
338	Apple Mary
336	Dan Dunn
327	Van Swaggers
313	Gasoline Alley
306	Moon Mullins
297	Dick Tracy
296	Out Our Way
295	Barney Google
287	Bungle Family
278	Ella Cinders
268	Toonerville Folks
262	Bunky
253	Harold Teen
254	Freckles and His Friends

Table 3 Continued.

Number of Children Reading the Respective Comic	Name of Comic
254	Tail Spin Tommy
246	Captain Easy
239	Little Mary Mix-up
238	Major Hoople
233	Mickey Finn
229	Hawkshaw the Detective
226	Smokey Stover
223	Benny
221	Fritz Ritz
218	Joe Palooka
214	Funny Fold-Ups
210	Joe Jinks
206	Payroll Ambush
188	Four Aces
185	Grin and Bear It
168	Always Be-Littlin'
165	Colonel Pottersby and the Duchess
156	Under Sea Exploits
153	Cynical Susie
146	Jeanne Gets a Curtain Call
146	Looney Dot Dope

This data is material gathered from the study of children's interest in the comics.

It has been the consensus of opinion by some of our elementary teachers that the comics are having an undesirable effect in the lives of our pupils. The data in Table 3 might substantiate such a theory on the grounds of child interest and acquaintance of the comics. These facts are submitted only to show indications of the truthfulness of such a theory.

Two-thirds of the children of Jewell County are reading regularly two comics.

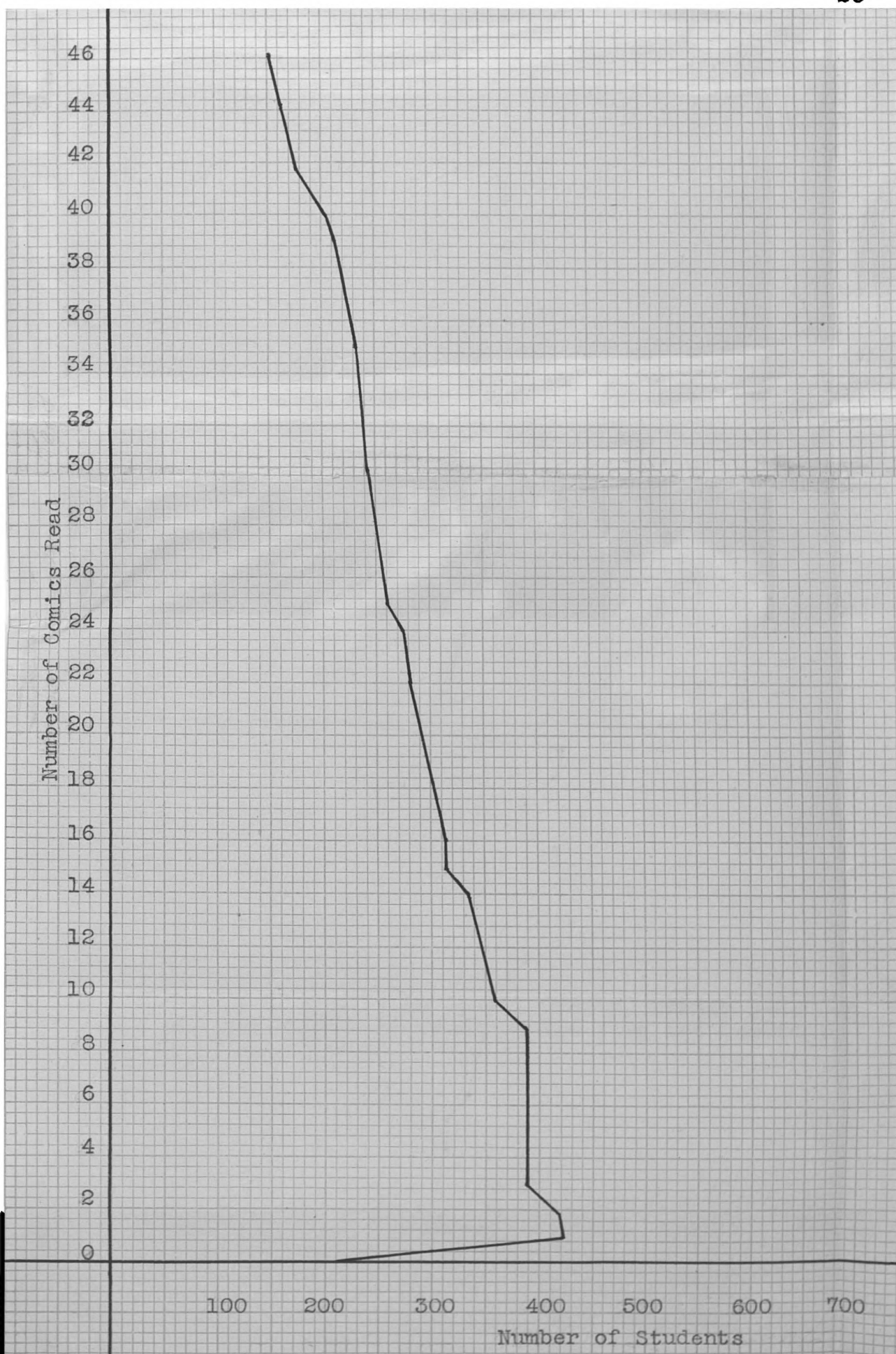
The range in popularity of the comic strips would reveal there is very little difference in preference of the various comics in the grade school.

The comics most popular by the children are Popeye, Captain and the Kids, and Mickey Mouse. These three comics are frequently shown in the movie. Seeing them in action and hearing them speak may increase the child's appreciation for that comic.

Comics which contain child characters such as Little Annie Rooney, Little Orphan Annie, and Gasoline Alley are more popular than those which contain adult characters such as Captain Easy, Major Hoople, and Joe Palooka.

Imaginary characters such as Mickey Mouse, Winnie Winkle, and Tarzan are much more popular than characters which come nearer to living realities such as Jeanne Gets a Curtain Call, Cynical Susie, or Always Be-Littlin'.

Rude and desperate characters in the comics, such as Hawkshaw the Detective and Payroll Ambush are of the less popular.



THE NEED FOR SUPERVISED READING

Miscellaneous Reading

A list of magazines was compiled from samples found in homes, in news stands, in the schools, and in the libraries of the county. Six hundred fifty-six children checked this questionnaire. If the pupil read the magazine regularly, Blank 1 was checked; if seldom, Blank 2, and if never, Blank 3. The following tabulations are the findings in regard to their reading.

Table 4. Data on periodical reading material as revealed by the questionnaire.

Number of Children	Name of Periodical
259	Current Events
225	Capper's Farmer
205	Child Life
197	Weekly Reader
196	Country Gentleman
192	Collier's
187	Saturday Evening Post
182	McCall's
175	Good Housekeeping
170	American Girl
170	Better Homes and Gardens
163	American
161	Farmer's Wife
141	Nature Magazine
139	Literary Digest
139	Time
134	Pictorial Review
132	Athletic Journal
130	Needle Craft
124	Hygeia
122	Wee Wisdom
121	St. Nicholas

Table 4 Continued.

Number of Children	Name of Periodical
121	Nation
119	Correct English
109	Red Book
108	Scholastic
106	Current History
105	Reader's Digest
104	Popular Mechanics
96	Cosmopolitan
85	Popular Science Monthly
83	Review of Reviews
81	Bird Lore
79	Atlantic Monthly
77	Our Dumb Animals
76	Christian Century
72	Scribner's
70	Scientific American
70	Physical Culture
68	Christian Science Monthly
63	Ballyhoo
52	Homoletic Review

Children will read during their leisure time. Much of the reading children are doing is far beyond their grasp. There is a need for closer censorship of the news stands in regard to what children are allowed to purchase. Many homes are evidently supplied with good magazines for the adults but little attention is given to the selection of magazines for the children. Haphazard selections seem to be made in the child's reading materials.

The above table and Figure 4 show a very wide range

of reading by the children, such as Current Events, Better Homes and Gardens, Correct English, Homoletic Review, and Ballyhoo.

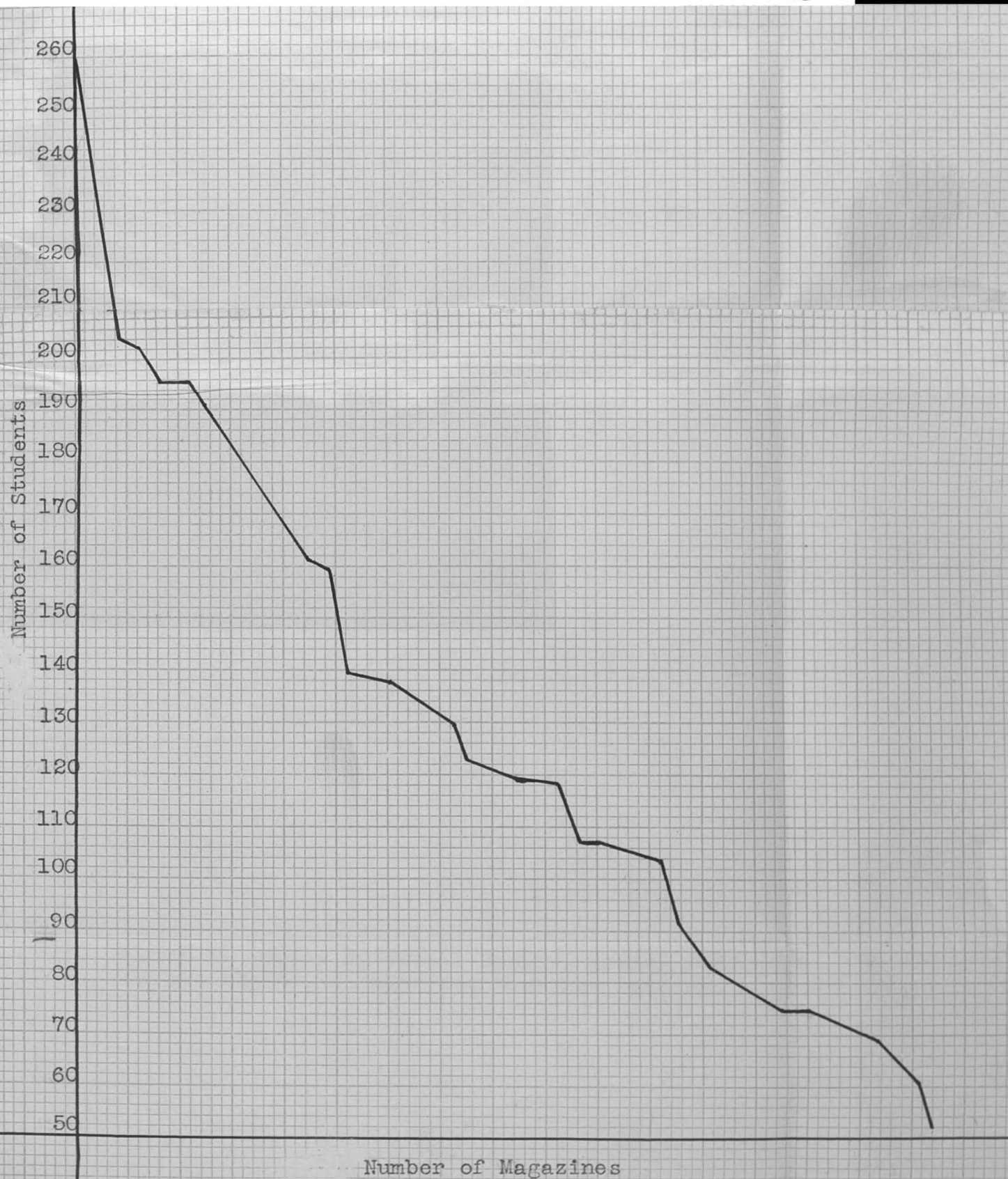
The range of reading, as shown on the graph, varies from one to thirty-two magazines, with a median of ten. This is not a bad showing but it must be remembered that these children attend village schools where the school library may influence the range considerably.

CHARACTER TRAITS

First Semester

1. Accuracy; characters--William Tell, Charles Lindbergh, Galileo; stories--William Tell and the Apple, Lindbergh Flies Alone, Galileo Proves Aristotle is Wrong. (1), (2)
2. Good citizenship; characters--Americans; story--Duties of American Citizenship. (2)
3. Cheerfulness; character--Helen Keller; story--The Story of My Life. (1), (2)
4. Perseverance; characters--Robert Bruce, Frances Willard; stories--Robert Bruce and the Spider (1), The Life Work of Frances Willard (2).
5. Courage; character--Columbus; story--Discovery of America. (1)
6. Dependability; characters--Grace Darling, Sir Walter Scott, Pied Piper; stories--Saving the Crew (1), How Scott Sacrificed His Life to Save His Honor (2), The Pied Piper of Hamelin (1).

7. Appreciation of the beautiful; character--Nature; story--The Story of Trees, Shrubs, Flowers, Leaves, and Birds. (1)
8. Patience; characters--Job, Gluck, Luther Burbank; stories--The Bible Story of Job (3), The King of the Golden River (1), The Perseverance of Luther Burbank (2).
9. Sense of humor; characters--Will Rogers, Mark Twain; stories--The Lives of Will Rogers and Mark Twain. (2)
10. Patriotism; characters--Woodrow Wilson, Robert E. Lee; stories--The Lives of Woodrow Wilson and Robert E. Lee. (1), (2)
11. Unselfishness; characters--Jane Addams, St. Francis of Assissi; stories--Hull House (1), The Life of St. Francis (2).
12. Gratitude; character--Governor Bradford; story--The Story of Thanksgiving Day. (1), (2)
13. Concentration; characters--Thomas A. Edison, Albert Einstein; stories--The Lives and Works of Edison and Einstein. (1), (2)
14. Cooperation; characters--Henry Clay, Queen Isabella; stories--The Great Peace Maker (2), How Queen Isabella Assisted Columbus with His Explorations (1).
15. Loyalty; characters--Ruth and Naomi, Casabianca; stories--The Bible Story of Ruth and Naomi (3), The Command at the Post (1).
16. Reverence; character--Jesus; story--The Christmas Story. (3)
17. Tolerance; characters--Stephen, John Huss, Savonarola; stories--The Bible Story of Stephen (3), The Burning of John Huss (1), (2), The Life of Savonarola (1).
18. Test---a review of situations involving character traits studied during the first semester.



THE PRESENTATION OF CHARACTER STUDY

The development of character education has not been methodically approached in our public schools. It has been left to a rather vague or mysterious development in the life of the child. The extra-curricular activities or the play period of the school day have been largely responsible for any training the child might have received in the past.

The writer has felt a need of approaching character development on somewhat of a curricular basis in order to have a more adequate presentation. In keeping with this effort, the following list of character traits is submitted for each the first and second semester. These are accompanied by historical characters and events as leads into the study. The course is set up as a year's study in character education. All traits have been worked out similarly, but for purposes of brevity, they have not been included.

Following the guide sheet on "Accuracy" is included an example of the alternative choice type of questions which made up the test given at the end of the first semester. The pupils were tested to check their progress in reaching conclusions of proper type in trait situations. The test given included a trait situation which the student

was to check as to the proper response. Six different responses were set up and the student checked the two which were the best ones to choose under the situation. The test covered each of the seventeen character traits studied during the semester.

Similarly there is presented from the guide sheets of traits of the second semester an outline of the study of the trait of honesty, with another example of the tests of that particular trait.

The following is a detailed account of how the character trait of "accuracy" was presented to the class. Each of the other character traits was introduced in similar fashion.

The character trait to be studied is "accuracy". The class meets once a week on Friday afternoon. This class will furnish some diversion from the regular work. On Monday morning, the general outline is put on the bulletin board so the children may browse through the material during their leisure time. The character who is to be studied with the trait of accuracy is announced on the board. Reference materials are listed. If a picture of the character can be secured, it is placed somewhere in the room so it may be under observation. If another picture which will illustrate the trait to be studied can be secured, that, too, should be put up. A mere suggestion will often stimulate interest. A

memory verse is written on the board which assists the children in keeping the character trait in mind and in formulating a wholesome idea of the trait. The children come in, take their seats, but are not requested to use paper, pencil, or note books. If they care to copy down any thoughts or ideas, they may do so. This is in the fifth grade. The teacher announces the character who is under observation and the character trait that is dominant in his life. The children tell the story of the individual and relate instances when the character trait was demonstrated or observed. The character who has been under observation is William Tell. The illustration used in teaching accuracy is the incident in which Tell is commanded to cut the apple in two as it rests on the boy's head. The procedure of the teacher with the class is as follows:

We have all heard the story of this great hero and we admire him a great deal, but can you think of other people who have shown accuracy in their work? Do we need accuracy in school? In what subjects in school do you need to exercise accuracy? Have you really finished your work if it has not been accurately done? Can all of us do accurate work? Can we improve our accuracy? Name some things that you have

done that required accuracy. Think of some things that you would like to do in the future in which you will have to be accurate if you are to succeed.

We have all had an opportunity to relate our experiences. Now let us make up a slogan or short sentence that will help us to remember this trait, such as "Things done by halves are never done right".

We will now take a little time for a game. All take hold of hands in a circle and two of the children, a boy and a girl, are in it. The girl will be blind-folded. She tries to find the boy, who is also on the inside of the circle. She calls "Jacob", and he has to answer "Ruth", as he tries to side step her and avoid being caught. After she catches him, she must guess the name of the boy she caught. After the boy is caught, he is blind-folded and the game continues. The circle is formed and marches around him in a slow walk. When the one who is "it" points to someone, the latter must get into the circle with him and the game is resumed. Another game which may be played is called "Birds, Beasts, and Fish". The one who is "it" is in the center of the circle of students, all

seated, and points to a student in the circle. "It" then says "bird", and counts to ten. If the one who is indicated is not able to name a bird before "it" counts to ten, he becomes "it", in turn, and the game continues.

The time is up for our lesson on accuracy. All of you realize the importance of accuracy in your lives. I am sure you will endeavor to improve yourselves in accuracy. I will give you a number of other games which you may play out of doors, and which will develop your accuracy. Those games are Grab Tag, Poison, Pig in the Hole, Yardstick Hide and Seek. These games you may play inside: Needle Threading Contest; Yes, No, I Don't Know; Naming of Trees; Bird Guessing Contest. Play these games this week. Next week we are going to have a new lesson and perhaps we will have some new games that we can play.

GUIDE SHEETS

Accuracy

Curriculum objective-----Citizenship efficiency.

Intermediate objective-----To develop the desire to be accurate in all school work, to teach the rewards of accuracy, to teach the penalty of carelessness.

Quotation for blackboard---"If you mean to do a thing, and mean to do it really, never let it be by halves; do it fully, freely."--Anonymous

Favorite character-----William Tell

Other characters-----Col. Charles Lindbergh, Galileo

Approach-----1. Definition of accuracy: exact, careful, conforming to truth, free from failure, particular, strict in regard to details.
2. What is the importance of accuracy?
3. How may a person train himself to be accurate?

Trait problem

1. When Mary left the building, she picked up Paul's books, thinking they were her own.

Procedure in acquiring trait

1. A person should stop for a second to make sure the things he picks up are his.

- | | |
|---|--|
| 2. Fred was in a hurry to work his arithmetic. He left out most of the decimals. | 2. Remember the proper placing of a decimal makes a problem either right or wrong. |
| 3. Louise was thinking about the show and forgot to sign her examination paper. | 3. All papers, such as checks, are worthless without signatures. |
| 4. John went duck hunting. As he came up over the bank, the ducks took to the wing. John shot but he forgot to aim. | 4. A person never gets more than that at which he aims. If he aims at nothing, that is what he will get. |

- Personal experience-----
1. Record the times when you have been most accurate.
 2. Name the different things you do in your life which require accuracy, such as reading, writing, spelling, speaking, playing the piano.

- Reference material-----
- Grades 1-4, "William Tell and the Apple", Book of Knowledge, Vol. 19, p. 7217-7219.
- Grades 5-6, "Lindbergh Flies Alone", World Book, p. 4025.
- Grades 7-8, "Galileo Proves Aristotle is Wrong", Book of Knowledge, Vol.1, p. 280.
- Puzzle Work, "What's Wrong With These Pictures?", Book of Knowledge, Vol.4, p. 1282; Vol.5, p. 1654; Vol.11, p. 3860; Vol.12, p. 4268.

- Slogan-----
- "He never hits the mark who, while he takes the aim, he says, 'I think I'll miss', the while he takes the aim."

Games to be played out of doors:

1. Cat and Mouse
2. Grab Tag
3. Ruth and Jacob
4. Pig in the Hole

5. Poison (Listed under indoor games)
6. Yard stick Hide and Seek

Games to be played indoors:

1. Birds, Beasts, and Fish
2. Needle Threading Relay
3. Yes, No, I Don't Know
4. Penny Study
5. Bird Guessing Contest
6. Naming Trees

First Semester Test

These are some things which happened to boys and girls of your age. Read each statement carefully, then mark an "X" in two sets of parentheses (), indicating the nearest right things for them to do under the circumstances. Each problem has six blanks; mark two of them.

When Mary handed in her arithmetic paper, she forgot to sign her name.

- | | |
|---------------------------------|-----------------------------|
| () Doesn't make any difference | () Doesn't concentrate |
| () Goodie, goodie | () A joke |
| () Careless habit | () They were wrong any-way |

When Bill drove his car up to the parking, he drove up on the curb.

- | | |
|----------------------|--------------------|
| () Ha, ha | () Cowardly act |
| () Good sport | () Acting smart |
| () Careless driving | () Going too fast |

CHARACTER TRAITS

Second Semester

19. Good sportsmanship; characters---Joseph, Paul, Silas; stories--Bible Story of Joseph (3), Bible Story of Paul and Silas (3).
20. Thrift; characters---Dick Whittington, Benjamin Franklin; stories--Whittington and His Cat (1), Benjamin Franklin's Thrift (2).
21. Self reliance; characters--Charles Lindbergh, U. S. Grant; stories--Lindbergh Flies Alone (1), Grant's Success as a Soldier (2).
22. Honesty; characters--Abraham Lincoln, Socrates; stories--The Life of Lincoln (1), (2), The Teachings of Socrates (1).
23. Optimism; characters--Evangeline, Job; stories--The Story of Evangeline (1), The Bible Story of Job (3).
24. Courtesy; character--George Washington; story--The Life of Washington. (1), (2)
25. Open-mindedness; characters--James Watt, Luther Burbank; stories--The Perseverance of Luther Burbank (1), The Invention of the Steam Engine (2).
26. Ambition; characters--Joseph, David Livingston; stories--Bible Story of Joseph (3), The Life of David Livingston (1).
27. Self confidence; characters--Louis Agassiz, John Muir; stories--The Life of Louis Agassiz (1), The Man Who Made Himself a Great Scientist (2).
28. Self sacrifice; characters--Father Damien, Mahatma Gandhi; stories--The Life of Father Damien, The Life of Mahatma Gandhi. (1)

29. Self control; characters--William Penn, Wilfred Grenfell; stories--Penn and the Founding of Pennsylvania (1), Friend to Fisher Folk (2).
30. Comradeship; characters--David and Jonathan, Damon and Pythias; stories--Bible Story of David and Jonathan (3), The Story of Damon and Pythias (1).
31. Leadership; characters--Theodore Roosevelt, Joan of Arc; stories--Life of Roosevelt (1), Life of Joan of Arc (2).
32. Neatness; characters--Robert E. Lee, George Washington; The Life Story of Washington and Lee. (1)
33. Enthusiasm; characters--Booker T. Washington, Julius Rosenwald; stories--Up From Slavery (1), The American Philanthropist (2).
34. Kindness; characters--Androcles, Edith Cavell; stories--Androcles and the Lion (1), The Life Story of Edith Cavell (2).
35. Faith; characters--mothers; story--Story of Motherhood Through the Ages. (1), (2)
36. Test--review of material covered during the second semester.

The following is a detailed account of how the Character trait of "honesty" was presented to the class. Each trait had a similar presentation to the class.

The character to be studied is Abraham Lincoln. Reference materials are placed on the bulletin board so the children may read about the life of Lincoln and his noble deeds. A picture of Lincoln is placed in the front of the room or in the most conspicuous location. This

quotation is written on the board: "The first step to greatness is to be honest", by Johnson. Other quotations, such as:

"Let your truth stand sure,
And the world is true;
Let your heart keep pure,
And the world will, too."

by George Houghton, may be used.

The children are urged to find favorite memory gems, quotations, and short poems, and to place them on the bulletin board. The children are given an opportunity to tell about the life of Lincoln. One child tells of his home training, and another relates his struggle to gain an education. One of the children recalls incidents during his career as a store clerk, and one of the boys tells of his career as a lawyer. All of the children are asked to have one of Lincoln's stories or jokes to tell to the class. Further procedure is as follows:

We have been hearing for the past twenty minutes of the life and deeds of Abraham Lincoln. There is one character trait that is outstanding in this man's life, and that is honesty. What is your definition of the term, honest? Is an individual honest if he never tells a lie? Is it possible to tell a lie without saying a word? Do you think it pays to be honest? How do you think a boy or

girl will really profit in being honest?

What should you do if you had some of these experiences:

You own a pen and you don't like the way it writes. You would like to dispose of it and get another.

You find a five dollar bill on your way to school.

Your teacher assigns a hard lesson in history, and she informs you that it will require your reading your lesson twice before you come to class.

You are taking an examination in arithmetic and a parent calls the teacher to the door.

Have you ever been tempted to be dishonest? Is telling only a part of the truth a lie? Is it the manly thing for you to lie for a friend who has committed a big wrong? If you had been a personal friend of Hauptmann's, who was condemned for killing the Lindbergh baby, would you have said he didn't do it?

We have used a great deal of time in studying Lincoln. All of us love the man because he was so honest. We all desire to grow to be like him so people will admire us. Lincoln did not get to be the great man we know him to be in a day or a year, but it took years of consistent living to forge such a life. In your school life, each act helps

you to be more and more like Lincoln, when you are honest. I am going to give you some games to play this coming week in which everyone may experience the act of being honest or being dishonest.

The first game is Poison. (All take hold of hands around some object such as a block of wood, a stone, or a brick. The object is to get someone to touch the brick. If one touches it, he is "it", and the rest of the players immediately let go of hands and anyone who touches the person who is "it" also becomes "poison".)

Hot Hand is another game for the boys. (The boys gather around a table, and the person who is "it" bends over the table, so that one of the group may swat him. He then turns around and tries to guess which person hit him. If the one who really did it is selected, he becomes "it", and takes his place over the table, but if not, the person who is "it" must be hit again. The players must be honest in telling who did it.)

Beckon is another game that will exercise your honesty. (The players all hide, and if they are discovered by the person who is "it", they must come to the base until they receive a beckon.)

Another game you may play is Dare Base. (The one who

leaves the base last has the power to tag and put in prison the other players.)

When the weather is unfavorable, one of the games which we may play is Spin the Bottle. Several of the relay games, such as the Peanut Relay, are suitable. (In this game, there are a number of peanuts for each side. They are to be carried one at a time from one point to another inside a spoon. One hand held behind the runner must be kept there as a handicap. The side that is first to get all the peanuts carried to the assigned place wins the game.)

The game of Flower Pot is a good game to play in doors. Now before we adjourn, let us write a slogan for this trait of honesty. What shall it be? "Honesty is the best policy" is a good one, and there are "Honesty pays dividends", and "Everyone respects honesty". The best one is selected.

GUIDE SHEETS

Honesty

Curriculum objective-----Citizenship efficiency, ethical character.

Intermediate objective-----To teach the student to have respect for honesty, to teach honesty in thinking, in dealings with others, in preparation for life's activities.

Quotation for blackboard----"Let your truth stand sure
And the world is true;
Let your heart keep pure,
And the world will, too."
--George Houghton

Favorite characters-----Abraham Lincoln, Socrates.

Approach-----1. Definition of honesty: to be true in word and deed; to be trustworthy, above reproach, sincere.
2. How much value do business men put on honesty in selecting their employees?
3. When do most people learn to be honest?
4. What things are said about people who have earned a reputation for honesty?

Trait problem

Procedure in Acquiring Trait

- | | |
|---|--|
| 1. Ruby didn't like her pen, and desired to get rid of it. Helen thought she would like the pen. | 1. Ruby told Helen why she did not like the pen. |
| 2. Harry found a five-dollar bill in the school house. | 2. He reported to the teacher that he had found the money, and asked her to investigate. |
| 3. Miss Long assigned a lesson which she said every member of the class should read at least twice. | 3. The lesson should be read as assigned, as many times as necessary for complete understanding. |
| 4. Miss Masters was called from the room while the class was taking a test. | 4. The class proceeded just as though she had been present. |

- Personal experience-----1. What opportunities have members of the class had to exercise honesty?
2. Is anyone ever justified in telling an untruth?
 3. Is a part-truth a falsehood?
 4. Is a boy or a girl who lies for his or her friends really true to them?
 5. What can be done for the children who have little concern for the truth?

- Reference material-----Grades 1-2, "The Boy Who Cried 'Wolf'", Book of Knowledge, Vol.3, p. 851.
- Grades 1-3, "Abraham Lincoln", Book of Knowledge, Vol.3, p. 1045-1050.
- Grades 3-4, "The Man Who Was Not Afraid", Book of Knowledge, Vol.14, p. 5248.
- Grades 5-8, "Lincoln's Gettysburg Address", Book of Knowledge, Vol.3, p. 1038.
- Grades 7-8, "What Socrates Thought of the Truth", Book of Knowledge, Vol.16, p. 5916.
- "Lincoln, the Man of the People", Edwin Markham; Book of Knowledge, Vol.5, p. 1645.
- "O Captain, My Captain!", Walt Whitman; Book of Knowledge, Vol.10, p. 3736.
- "The Story of Lincoln", World Book, p. 4008-4019.

Slogan-----"Honesty pays big dividends".

Games to be played out of doors.

1. Poison (Listed under indoor games)
2. Hot Hand " " " "
3. Link Tag
4. Basket Ball
5. Beckon
6. Stop, Thief

Games to be played indoors.

1. Hide the Thimble
2. Simon Says Thumbs Up
3. Birds, Beast, and Fish
4. Spin Bottle and Tell Fortune
5. Ruth and Jacob (Listed under outdoor games)
6. Pass Clothespins Relay

Sample Test Questions Asked At Close of Second Semester's Study

Trait situations involving the trait of honesty. The pupil checked the two trait responses which were the nearest right.

Theodore finds a pocket book containing ten dollars. It belongs to a rich man who has taken advantage of his Uncle Theodore. He gives the pocket book to the teacher.

- | | |
|--|---|
| <input type="checkbox"/> Sure easy | <input type="checkbox"/> A fine gentleman |
| <input type="checkbox"/> The right thing to do | <input type="checkbox"/> Served him right |
| <input type="checkbox"/> I wouldn't | <input type="checkbox"/> A sap |

The teacher asks James if Henry didn't break the window. He admits that he did. Henry has asked that nobody tell who did it.

- | | |
|---|---|
| <input type="checkbox"/> Poor sport | <input type="checkbox"/> Always be honest |
| <input type="checkbox"/> Traitor | <input type="checkbox"/> He's a cheat |
| <input type="checkbox"/> Couldn't be honest
and do otherwise | <input type="checkbox"/> Tell a lie |

Contrasting Results

As a means of comparison to determine the value of this course of character education through activity, a test was given on trait situations which had not been discussed in class. The results obtained are illustrated by Curve 'D' in Figure 5. The same type of a test was given which involved trait situations studied in class and the results obtained are illustrated by Curve 'C' in Figure 5. The test shows the effectiveness of the course in meeting trait situations.

In the accompanying graph, the following results are recorded:

1. Curve 'C' shows the effectiveness of the reaction of the pupils toward trait situations involving traits previously studied in class.
2. Curve 'D' indicates the effectiveness of reactions toward trait situations before any study of traits by pupils.
3. The contrast between curve 'C' and curve 'D' shows a very marked tendency, in effectiveness of response in favor of directed study involving traits, and trait situations.
4. The increased effectiveness of response in curve 'C' over 'D' shows the value of directed supervision in study of character traits.
5. The plan of character study as undertaken may not be as effective as some other or better plan of procedure. The study made and the contrasting results show the need for an organized plan of approach for study of character traits with pupils of the elementary school years.

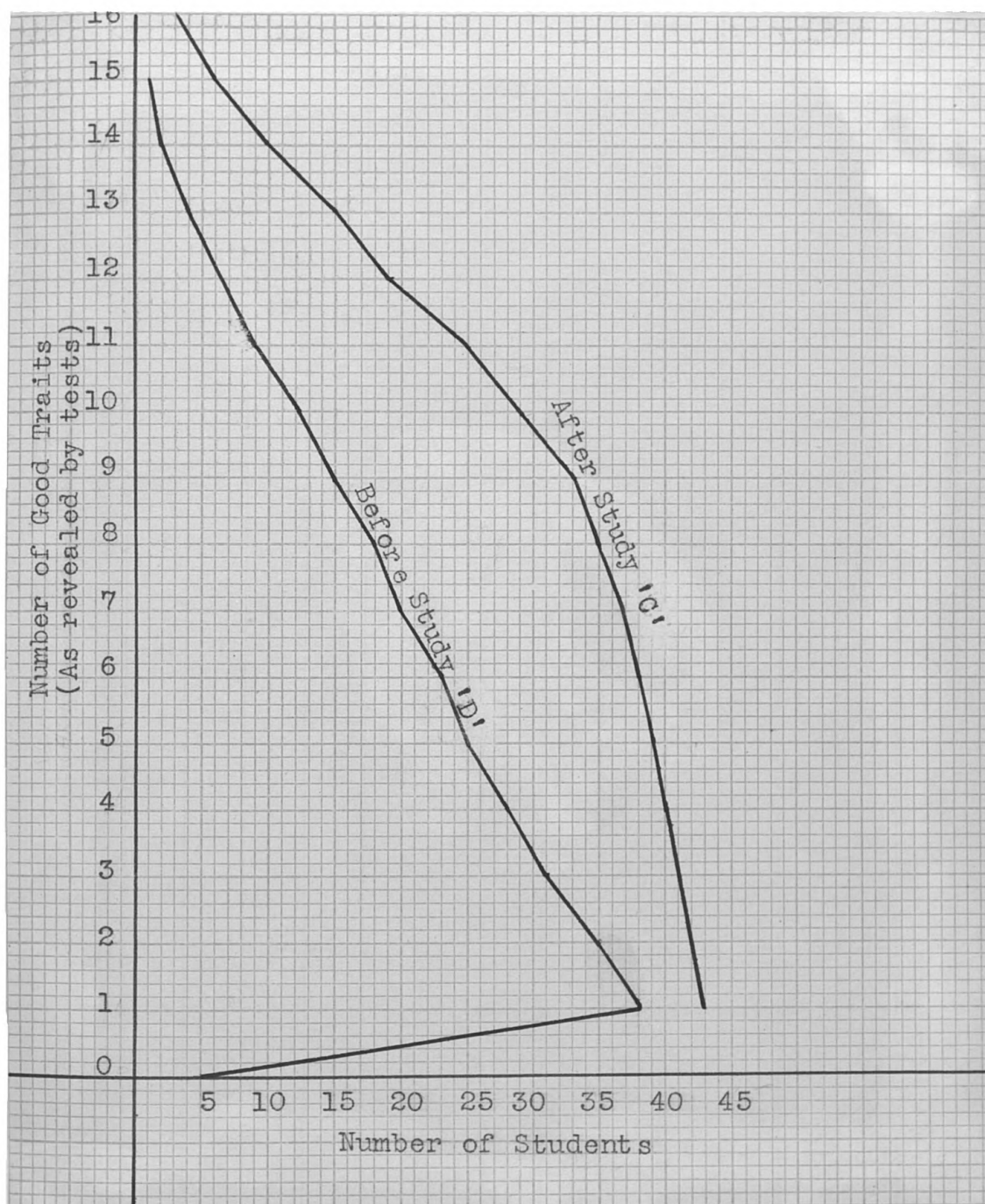


Figure 5. Number of pupils in the Burr Oak School, grades 4-8, who were tested on proper trait responses.

SUMMARY

1. Group participation in games is no longer popular with many of the children in the county.
2. Of the 656 pupils surveyed, only 230 played the nationally known game of basket ball, or less than 35 per cent.
3. The survey shows that 78 per cent of the students play football. This may be due to the fact that more children can play at the same time. The season is shorter than the basket ball season is in the little towns where basket ball is the main sport.
4. Group games in which rhythmic approach is made rate higher in popularity.
5. Group games are more popular in earlier childhood years.
6. Seasonal games are more universally engaged in than games that may be played at any season of the year, such games as Fox and Geese, vs. Pull Away.
7. The first and second grade of Burr Oak participated in 73 per cent of the games which were common to all the students in Jewell County including grades 1-8.
8. Of the group games known to any member of the first and second grade, 20.8 per cent were played by the entire room.
9. Too haphazard selections are made for the child's reading material.

10. The comparison in curve 'C' and curve 'D' in Figure 5, shows that twice as many students make proper responses to situations as they arise after they have been brought to their attention as those who have not been guided and directed in making proper reactions when problems present themselves.

Children must learn to play together. The play life of the child furnishes the best means for wholesome activity. It is through play that children learn to observe the rules of the game. They learn to discipline themselves. Children, when given the opportunity to play, build up traits and trait reactions through the repetition of the trait itself.

Real character has to be forged on the anvil of experience. It is a drawing out program and not a pouring in process. When definite goals and objectives are to be attained, improvement may be expected in the character traits shown by students.

Definite training should be encouraged and required of all playground supervisors. All students should be directed in group play.

CONCLUSIONS

1. Children must see desirable traits before they will

pattern after them.

2. Careful selection of characters possessing desirable traits are important in teaching character education.
3. Some means of expression is necessary before proper habits of response in character training will be established.
4. Proper habits of response, when willingly executed, will establish a desirable character.
5. Group participation in games is being neglected because of added effort in the supervising of games.
6. The thirty-four character traits submitted for this course, and many others which might be substituted or added, will arouse a consciousness of a need for character training.
7. The comics are read and admired by all grade children. Any feature of education that is so prominent in the life of children should be carefully supervised and censored as to its moral effect on children.
8. The miscellaneous reading in the home has been selected for the adult. The schools should assume the responsibility of supplying the reading materials that will render the greatest returns for the child's time and interest.

ACKNOWLEDGMENTS

Acknowledgment is made for the valuable help and advice given by the following persons in making this study: Dr. C. V. Williams, Department of Vocational Education, Kansas State College, Manhattan, Kansas; Dr. W. E. Sheffer, Superintendent of Schools, Manhattan, Kansas; Principal John G. Masters, Central High School, Omaha, Nebraska; Mr. R. H. McCann, Superintendent of Schools, McCook, Nebraska; Instructor Alex Daughtry, Department of English, Burr Oak High School, Burr Oak, Kansas.

REFERENCES

- (1) Book of Knowledge.
Ed. by Holland Thompson and Arthur Mee. New York.
The Grolier Society, 20 v. 1935.
- (2) World Book.
Ed. by E. S. Furquhar. Chicago. W. F. Quarrie
and Co., 19 v. 1936.
- (3) Bible. King James Version.
St. Louis. Blackwell-Weiland Book & Stationery
Co., 1096 p.
4. Bennett, M. E.
Building your life. New York. McGraw-Hill,
335 p. 1935.
5. Campbell, Doak S. and Caswell, Hollis L.
Curriculum development. New York. American Book
Co., 600 p. 1935.
6. Cubberly, Elwood P.
The history of education. Boston. Houghton-
Mifflin, 849 p. 1920.
7. Fishback, Elvin H.
Character building for junior high school grades.
Boston. D. C. Heath, 216 p. 1930.
8. Mallory, Royce R. and Wheatley, William A.
Building character and personality. Boston.
Ginn, 192 p. 1936.
9. May, M. A. and Hartshorne, H.
Studies in deceit. New York. The Macmillan Co.,
306 p. 1928.
10. Shellow, Sadie Myers.
How to develop your personality. New York. Harper
and Brothers, 308 p. 1932.

APPENDIX

Questionnaire--Games

What games do you play? If you play the games frequently, make an "X" in Blank 1; if seldom, in Blank 2; if never, in Blank 3.

Games to be played indoors:

	1.	2.	3.
1. Author's Contest	()	()	()
2. Automobile Race	()	()	()
3. Spin Bottle and Tell Fortune	()	()	()
4. Bell Man	()	()	()
5. Biblical Alphabet	()	()	()
6. Biblical Base Ball	()	()	()
7. Biblical Nature Study	()	()	()
8. Birds, Beasts, and Fish	()	()	()
9. Birds Fly	()	()	()
10. Bird Guessing Contest	()	()	()
11. Blind and Deaf Man's Fight	()	()	()
12. Blind Man's Party	()	()	()
13. Bull Dog Pull	()	()	()
14. Button, Button	()	()	()
15. The Builder	()	()	()
16. Camel Relay	()	()	()
17. Cate Family	()	()	()
18. Changing Seats	()	()	()
19. Cross Questions and Silly Answers	()	()	()
20. Crossing the Brook	()	()	()
21. Dog, Bow Wow	()	()	()
22. Elephant Race	()	()	()
23. Elopement	()	()	()
24. Faba Gaba	()	()	()
25. Fight of the Witches	()	()	()
26. Flower Pot	()	()	()
27. Fruit Basket Upset	()	()	()
27b. Blind Bird Catcher	()	()	()

28. Geography Fruit Basket	()	()	()
29. Go to the Fair	()	()	()
30. Gossip	()	()	()
31. Handkerchief Snatch	()	()	()
32. Hands up, Hands down	()	()	()
33. Have You Seen My Sheep?	()	()	()
34. Hello, Mike	()	()	()
35. Hide the Thimble	()	()	()
36. Hot Hand	()	()	()
37. How Do You Like It?	()	()	()
38. How Do You Like Your Neighbor?	()	()	()
39. I Brought Back What I Borrowed	()	()	()
40. I Love My Lassie	()	()	()
41. I Have a Bright Idea	()	()	()
42. Ironing Board	()	()	()
43. Indian Wrestle	()	()	()
44. I Say Stoop	()	()	()
45. June Floral Wedding	()	()	()
46. Magic Music	()	()	()
47. Locomotive Relay	()	()	()
48. My Grandmother Died	()	()	()
49. Mix Hats and Wrestle	()	()	()
50. National Contest	()	()	()
51. Naming Trees	()	()	()
52. Nature Puzzle	()	()	()
53. Needle Threading Relay	()	()	()
54. Penny Study	()	()	()
55. Poison	()	()	()
56. Poor Puss	()	()	()
57. Potato Relay	()	()	()
58. Progressive Story Writing	()	()	()
59. Prince of Paris Lost His Hat	()	()	()
60. Pass Clothespin Relay	()	()	()
61. Peanut Race	()	()	()
62. Pinning Tail on Donkey	()	()	()
63. Puss Wants a Corner	()	()	()
64. Quaker Meeting	()	()	()
65. Railroad Train	()	()	()
66. Riddles	()	()	()
67. Ring on a String	()	()	()
68. School Room Tag	()	()	()
69. Sewing Machine	()	()	()
70. Ships A-Sailing	()	()	()
71. Shouting Proverbs	()	()	()
72. Simon Says Thumbs Up	()	()	()
73. Suspense	()	()	()

74. Tick, Tack, Toe	()	()	()
75. This Is My Foot	()	()	()
76. What Birds Are We?	()	()	()
77. Wheelbarrow Race	()	()	()
78. Want to Buy a Little Red Hen?	()	()	()
79. Who Is It?	()	()	()
80. Winkem	()	()	()
81. Yes, No, I Don't Know	()	()	()

Games to be played out of doors:

1. Adam and Eve	()	()	()
2. Animal Chase	()	()	()
3. Ante Over	()	()	()
4. Basket Ball	()	()	()
5. Ball Hustle	()	()	()
6. Baste the Bear	()	()	()
7. Beckon	()	()	()
8. Bird Catcher	()	()	()
9. Blind Hunter	()	()	()
10. Broncho Tag	()	()	()
11. Cat and Mouse	()	()	()
12. Centipede Race	()	()	()
13. Charley Over the Water	()	()	()
14. Circle Race	()	()	()
15. Dare Base	()	()	()
16. Drop the Handkerchief	()	()	()
17. Duck on Davy	()	()	()
18. Every Man in His Own Den	()	()	()
19. Farmer and Crows	()	()	()
20. Farmer in the Dell	()	()	()
21. Farmer and the Turkey	()	()	()
22. Fisherman's Net	()	()	()
23. Football	()	()	()
24. Fox and Geese	()	()	()
25. Grab Tag	()	()	()
26. Hang Tag	()	()	()
27. Heave Ahoy	()	()	()
28. Helevo	()	()	()
29. Here We Go Round the Mulberry Bush	()	()	()
30. Hide and Seek	()	()	()
31. Hop Scotch	()	()	()
32. Jumping Rope	()	()	()
33. Last Couple Out	()	()	()
34. Leap Frog	()	()	()
35. Line Base	()	()	()
36. Link Tag	()	()	()
36b. Baseball	()	()	()

37. London Bridge	()	()	()
38. Lose Your Supper	()	()	()
39. Midnight	()	()	()
40. Old Witch	()	()	()
41. Partner Tag	()	()	()
42. Pig in the Hole	()	()	()
43. Rooster Fight	()	()	()
44. Run, Sheep, Run	()	()	()
45. Ruth and Jacob	()	()	()
46. Shinny	()	()	()
47. Skinning the Snake	()	()	()
48. Skip Tag	()	()	()
49. Squirrel in a Tree	()	()	()
50. Streets and Alleys	()	()	()
51. Stop, Thief	()	()	()
52. Three Deep	()	()	()
53. Three-Legged Race	()	()	()
54. Tug of War	()	()	()
55. Pull Away	()	()	()
56. What Land Is This?	()	()	()
57. Wolf	()	()	()
58. Work Up	()	()	()
59. Yard Stick Hide and Seek	()	()	()

Comics

What comics do you read? If you read the comic regularly, make an "x" in Blank 1; if seldom, in Blank 2; if never, in Blank 3.

	1.	2.	3.
1. Always Be-Littlin'	()	()	()
2. Apple Mary	()	()	()
3. Barney Google	()	()	()
4. Benny	()	()	()
5. Bringing Up Father	()	()	()
6. Bungle Family	()	()	()
7. Bunky	()	()	()
8. Captain and the Kids	()	()	()
9. Captain Easy	()	()	()
10. Colonel Pottersby and the Duchess	()	()	()
11. Cynical Susie	()	()	()
12. Dan Dunn	()	()	()

13. Dick Tracy	()	()	()
14. Ella Cinders	()	()	()
15. Four Aces	()	()	()
16. Freckles and His Friends	()	()	()
17. Fritz Ritz	()	()	()
18. Funny Fold-Ups	()	()	()
19. Gasoline Alley	()	()	()
20. Grin and Bear It	()	()	()
21. Harold Teen	()	()	()
22. Hawkshaw the Detective	()	()	()
23. Jeanne Gets a Curtain Call	()	()	()
24. Joe Jinks	()	()	()
25. Joe Palooka	()	()	()
26. Little Annie Rooney	()	()	()
27. Little Orphan Annie	()	()	()
28. Little Mary Mix-up	()	()	()
29. Looey Dot Dope	()	()	()
30. Major Hoople	()	()	()
31. Mickey Finn	()	()	()
32. Mickey Mouse	()	()	()
33. Moon Mullins	()	()	()
34. Out Our Way	()	()	()
35. Payroll Ambush	()	()	()
36. Popeye	()	()	()
37. Rosie's Beau	()	()	()
38. Skippy	()	()	()
39. Smokey Stover	()	()	()
40. Tarzan	()	()	()
41. The Gumps	()	()	()
42. Tail Spin Tommy	()	()	()
43. Toonerville Folks	()	()	()
44. Under Sea Exploits	()	()	()
45. Van Swaggers	()	()	()
46. Winnie Winkle	()	()	()

Magazines

What magazines do you read? If you read the magazines regularly, make an "x" in Blank 1; if seldom, in Blank 2; if never, in Blank 3.

	1.	2.	3.
1. American	()	()	()
2. American Girl	()	()	()
3. Athletic Journal	()	()	()

4. Atlantic Monthly	()	()	()
5. Ballyhoo	()	()	()
6. Better Homes and Gardens	()	()	()
7. Bird Lore	()	()	()
8. Capper's Farmer	()	()	()
9. Child Life	()	()	()
10. Christian Century	()	()	()
11. Christian Science Monthly	()	()	()
12. Collier's	()	()	()
13. Correct English	()	()	()
14. Cosmopolitan	()	()	()
15. Country Gentleman	()	()	()
16. Current Events	()	()	()
17. Current History	()	()	()
18. Farmer's Wife	()	()	()
19. Good Housekeeping	()	()	()
20. Homoletic Review	()	()	()
21. Hygeia	()	()	()
22. Literary Digest	()	()	()
23. McCall's	()	()	()
24. Nation	()	()	()
25. Nature Magazine	()	()	()
26. Needle Craft	()	()	()
27. Our Dumb Animals	()	()	()
28. Physical Culture	()	()	()
29. Pictorial Review	()	()	()
30. Popular Mechanics	()	()	()
31. Popular Science Monthly	()	()	()
32. Reader's Digest	()	()	()
33. Red Book	()	()	()
34. Review of Reviews	()	()	()
35. Saturday Evening Post	()	()	()
36. Scholastic	()	()	()
37. Scribner's	()	()	()
38. Scientific American	()	()	()
39. St. Nicholas	()	()	()
40. Time	()	()	()
41. Weekly Reader	()	()	()
42. Wee Wisdom	()	()	()