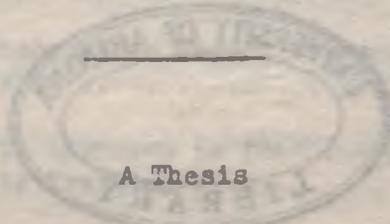


THE RELATIONSHIP BETWEEN THE PERSONALITY TRAITS DEMANDED BY
THE EMPLOYER AND THOSE DEVELOPED IN THE SCHOOLS

by

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CHAPTER I

INTRODUCTION

In the face of an evidently chronic condition of unemployment and labor surplus it seems to be important to know if education is preparing the student in the way which will help him most. Schools have been developed which teach vocational skills in order to facilitate the student's entrance into society only to be met by the insistence of the employer that personality is of even more importance than occupational ability. The following study has been undertaken to investigate the status of personality in industry and in education.

An effort has been made to discover:

1. What personality traits are demanded by the employer?
2. What is the theory of the schools in regard to personality development?
3. What is the practice of the school? Is the direct or indirect method better?

The data were collected from many sources. Two questionnaires were sent out, one to school men who were selected in a random fashion from the North Central Association Quarterly for July, 1938; and the other to employers and personnel directors. An attempt was made to have the schools and industries from the same territory, although no effort was made to pair them in any way. Information was also col-

lected from books, periodicals, rating scales, and a few personal interviews. Many studies were examined, but none were found which covered the exact field of this study.

The word personality is one of the most abstract in the language. Allport lists fifty definitions in his chapter on personality. His definition is perhaps the best of the psychological type, "Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment."¹ Richmond enlarges on the definition by saying that it is the "fundamental psychophysical make-up as modified by life experiences".² The greater part of the modification takes place early in life as the personality pattern is laid down in childhood. It is an integration, a growing together into a functioning unit. Young stresses the dependence of the developing personality upon the social interaction with others and upon the culture in which the individual grows up and in which he lives.³ The development of personality begins at birth with an indefinite something supplied by inheritance and added to in an unpredictable way by environment. The strongest behavior patterns are formed at home in the early years, but personality is never a static thing. All the parts of the child's experience, including his school experience, his relationships with individuals and groups, contribute to personality.

1. Allport, Gordon W., Personality, p. 48.

2. Richmond, W. V., Personality, p. 10.

3. Young, Kimball, "Freedom, Responsibility, and Self Control", Mental Hygiene, 21:180-182, (Ap.1937).

Personality traits are convenient names given to types of qualities of behavior which have elements in common. They are categories for the classification of habits.⁴ Traits are never possessed in the same degree by all people or by any two people. There are 18000 trait names in the English language.⁵

These two very abstract words, "personality" and "traits", limit in a very definite way the scope of this study. It is to be expected that no two people in answering a questionnaire mean the same thing in using the word "personality", and that the word "trait" will signify a different degree of the quality mentioned to each user. However, since the world is constantly using the two concepts in the same loose fashion, that fact cannot invalidate the study. Hollingworth says that traits are mainly ways of impressing our neighbors and that the best measure of them is the statement of what this impression is. This is the vocational significance of traits.⁶

Another limitation must be put on the scope of the study. There are thousands of occupations, and so it was necessary to limit the study to the occupations which might be entered by students out of high schools and vocational schools. These can be classified roughly into factory, sales, service, and office occupations. Many of the studies reviewed deal with occupations of the professional type and with educational situations on a higher level, but they are included because they make contributions which can also be applied here.

4. Allport, Gordon W. Personality, p. 286.

5. Allport, Gordon W. Ibid., p. 293.

6. Hollingworth, H. S. Psychology of Personality, p. 148.

The question of relationship of personality to industry and to education is an increasingly important one. Its importance has long been recognized. Objective testing techniques raised hopes that finally a way could be found to limit, catch, and measure the illusive thing. Traits were catalogued and measured but it was discovered that while traits characterized personality, personality was something more than an aggregate of traits. Now the efforts of the test makers is toward measuring the total reaction.

Meanwhile for the person looking for employment the question is not can personality be measured or rated, but what rating is being used by employers. Men are constantly being hired and fired. Why? Why are some successful and others failures? Can the school do anything about it? People disagree about the definition of personality, the interpretation of a trait name, about the possibility of measuring, and yet men and women are constantly failing in their vocational adjustment. Is it possible to discover the traits which help a man to get and to keep a job? Is it possible for the school to have a part in the development, or redevelopment after a bad start, of a personality which will have the ability to make the required adjustments to vocational life? Can a positive attack on personality be made? Is it possible to single out certain teachable traits for instruction in the schools without upsetting the integration and balance of the whole? Can better integration be gained by the indirect or the direct method? These are important questions. The happiness of the race and the fate of the democracy itself depend on finding the answers.

CHAPTER II

PERSONALITY AND INDUSTRY

Knowing the job is only one of the requirements for a successful career. Studies conducted by the Carnegie Foundation and Carnegie Institute have discovered the fact that fifteen per cent of business success is due to technical knowledge of the particular field and eighty-five per cent to human qualities; especially to those qualities having to do with successful dealing with people.¹ If these figures can be depended upon, the schools are giving only about fifteen per cent of the essential preparation for the job--the facts and knowledge needed. Abrams quotes the figures resulting from Brewer's study. He finds in his study of the causes for discharge that incompetency accounted for thirty-four and two-tenths per cent of the causes, and lack of social understanding, character, and personality traits for sixty-two and four-tenths per cent.² Anderson and Kennedy's study concerned six hundred and forty-six selected individuals just out of college who were to be trained in a business organization for executive positions. They came highly recommended and had been selected after personal interviews, yet thirty per cent failed within six months and twenty per cent, though satisfactory, still did not have the qualities necessary for promotion. "The failure was not due to lack of intelligence, poor health, or lack of education, but to deep-seated

1. Hoopingartner, Newman L., Business Personality and its Development, Preface.

2. Brewer, John M. "Causes for Discharge" quoted by Abrams, Ray, Business Behavior-Character Training Through Direct Methods, N.E.A. Proceedings, 1937, p. 671.

characteristics which a psychiatric study could have disclosed and for which help might have been offered during the school career."³

The poor qualities were lack of adaptability, lack of purposefulness, absence of a well defined ambition, and poor work habits. These unsuccessful persons were less alert than the other group, had a more poorly developed sense of reality, and had not acquired a habit of rational thinking or had unresolved conflicts. In short, they were not highly integrated personalities.

Hepner reports a study made by Professor Elton Mayo at the Western Electric Company in Chicago.⁴ He found that the emotional state of the worker influenced his production. He watched the curve of production to see which worker was out of adjustment and found that when the emotional blocks were removed the worker's efficiency increased.

Hersey, too, found that emotional states influence production. He found that the variations of efficiency ranged from two to twenty per cent under moods varying from elation to suspicion.⁵

An experiment of Brandenburg's is reported in the Tenth Yearbook of the Department of Superintendents which follows up thirty-six engineering students who had been rated on personality when in school. Five and a half years after graduation those in the first one third in personality were found to have salaries averaging \$3000, those in the second third averaged \$2316, and those in the last third \$2076. The

3. Anderson, V.V., and Kennedy, Willie Maud, Psychiatry in Education, p. 5-7.

4. Hepner, Harry W., Human Relations in Changing Industry, 290-359.

5. Hersey, Rex, "Rate of Production and Emotional State", Personnel Journal 10:35-64, (Feb. 1932) Reported in N.E.A. Elementary School Principals 15th Yearbook, p. 610.

correlation between personality and success was found to be .59 while that between school marks and success was .26 and that between intelligence and income was 0.0. Originality, enthusiasm, accuracy in work, aggressiveness, and self-reliance had the greatest predictive values.⁶

The most interesting study was one which approximates the scope of the present study. Manson did some very careful work to discover the relation of the total work situation and the total personality of the worker in terms of successful adjustment.⁷ She got her data through the Professional Women's Clubs and was able to interview by questionnaire 13,752 mature women in the higher occupational levels throughout the country. These were all experienced women, although not necessarily successful. Her purpose was to contribute to the general body of factual material on women's occupational interests; to find the personality attributes necessary for success in women's occupations, and to develop a reliable technique for analyzing and measuring the occupational interests and personality requirements. The first was done more completely than the second and no attempt was made to use the personality requirements scale to measure personality attributes.

Thirty personality traits were listed and each woman was asked to mark the ten traits most necessary for successful performance of her job. Then the second and third ten traits were to be marked in order of their relative importance. For the purposes of this study her results gained concerning occupational interest or desirability of oc-

6. Brandenburg, George C., "Personality and Vocational Achievement", reported Tenth Yearbook, Department of Superintendents, p. 94-95, (1932.)

7. Manson, Grace, Occupational Interests and Personality Requirements of Women in Business and the Professions.

cupation are unimportant except to notice that the interests are similar among those of similar occupations. There is the suggestion here which other studies have repeated, that the interest test might be useful as a guidance device to find the group of occupations for which a person is fitted.

Her conclusions are interesting. She finds that the women in different occupations differ in their opinions on the relative importance of the various traits considered, but that women in allied occupations are somewhat alike in their opinions. It appears that the traits essential for success in different types of work are dissimilar, but here again women holding positions in the same general field are more alike in their opinions regarding the requirements of their jobs than are women in different types of work.

It must be remembered that these women are all in the higher levels of women's occupations. Many studies bear out the opinion that the higher the occupational level the harder it is to pick out the distinguishing traits which make for success. The personality is very highly integrated and contains that indefinable something which makes for leadership and uniqueness. Link found when he attempted to analyze the characteristics described by executives as their reasons for success that it was impossible to formulate these qualities in such a way as to make them a very definite part of a training program for executives.⁸

8. Link, Henry C., Education and Industry, p. 157-158.

Dashiell's study on "Personality Traits and the Different Professions" showed that traits have little differentiating value when it comes to the professions.⁹ However, he decided that the professions were not true units but could be split into many occupations. Traits might be quite different for salesmanship and accounting which are both in the field of commerce which he listed as one of the professions.

The listing according to the Manson study of the thirty personality traits in order of the relative importance is suggestive. Since this list is the result of the opinions of almost 14000 women who are active participants of several hundred occupations it offers rather conclusive evidence as to the importance of these traits for the person about to enter them. Then again, since there are comparatively few fields which belong exclusively to women, this evidence is of interest to all, men as well as women. This list is pertinent to the present study also. The Manson study deals with traits important in the higher occupational levels and not with the lower levels and earlier stages of occupation which is the field of this study, but trait development is genetic and the foundations of these traits must have been laid long before the occupation was a reality.

The list with the traits placed in order of their importance is as follows:

1. Ability to handle and deal fairly with people.

9. Dashiell, J. F., "Personality Traits and the Different Professions", Journal of Applied Psychology, 14:197-201, (1930.)

2. Responsibleness.
3. Courtesy.
4. Carefulness regarding details.
5. Pleasing appearance.
6. Ability to follow directions.
7. Knowledge in the special field.
8. Self-confidence.
9. Initiative.
10. Tact.
11. Self-control.
12. Capacity for hard work and long hours.
13. System.
14. Alertness.
15. Adaptableness.
16. Kindliness.
17. Strength (physical).
18. Speed.
19. Resourcefulness.
20. Humor.
21. Conversational ability.
22. Organizing ability.
23. Foresight.
24. Technical skill.
25. Originality.
26. Creative imagination.
27. Power of analysis.

28. Forcefulness.

29. Artistry.

30. Manual dexterity.

Her listing according to the order rank given by the ten occupational groupings which the study makes shows the difference of opinion among the different groups. Table I shows the ranking given by the four groups which are most nearly like the grouping of the present study.¹⁰

This Manson study shows that there are certain definite traits which are more needed than others for success in vocational fields. Since these same traits: ability to handle people, responsibility, courtesy, pleasing appearance, self-confidence, initiative, tact-- would make for happiness and adjustment in living as well as working, it would seem that they are goals toward which the school should concentrate.

These same findings are emphasized consistently in present-day literature. "Inability to get along with and deal effectively with people is one of the greatest obstacles not only to success but also to happiness---schools, even professional schools-----are still woefully lacking in organized training to meet this need."¹¹

Anderson and Kennedy find that although personality is important in determining the individual's success or failure, it has received little attention.¹² Its intangibility has placed it on the border-

10. Manson, Grace, *Ibid.*, p. 350.

11. Hoopingarner, Newman L., "Why Men Fail--or Succeed", Occupations, 14:111, (Nov., 1935.)

12. Anderson, V. V., and Kennedy, W. M., Psychiatry in Education

TABLE I

ORDER RANK OF PERSONALITY TRAITS ACCORDING TO OCCUPATIONAL GROUP¹³

Total Rank	Traits	Occupational Groups			
		Clerical	Sales & Publicity	Production & Planning	Food, Housing, Personal Service
1.	Ability to handle people	5.5	1	1	1
2.	Responsibleness	1	5	4	7.5
3.	Courtesy	4	2	2	2
4.	Carefulness regarding details	2	11	6	14
5.	Pleasing appearance	7.5	3	7.5	3
6.	Ability to follow directions	3	14	3	20
7.	Knowledge in special field	14.5	7.5	11	5
8.	Self-confidence	7.5	4	5	7.5
9.	Initiative	9	11	14	15
10.	Tact	12.5	6	12.5	6
11.	Self-control	11	9	7.5	9
12.	Capacity for work	14.5	7.5	9	4
13.	System	5.5	16.5	15	16
14.	Alertness	10	13	12.5	21
15.	Adaptableness	16	18	17	11.5
16.	Kindliness	18	15	16	13
17.	Physical strength	17	16.5	18	11.5
18.	Speed	12.5	21	10	22
19.	Resourcefulness	20.5	19.5	23	19
20.	Humor	22	19.5	24.5	18
21.	Conversational ability	19	11	20	17
22.	Organizing ability	24	26	27	15
23.	Foresight	20.5	23	26	23
24.	Technical skill	23	28.5	24.5	24.5
25.	Originality	26	25	22	26
26.	Creative imagination	28.5	24	21	27
27.	Power of analysis	25	28.5	30	30
28.	Forcefulness	28.5	27	29	29
29.	Artistry	30	22	19	24.5
30.	Manual dexterity	27	30	28	28

13. Manson Study, Showing four of the ten occupational groups used in the study.

line of research and yet twenty to thirty per cent of all employed persons suffer in some degree from mild mental disorder.

The increased use of rating scales and the pyramiding number of books and courses on personnel management show that industry has found that it can save money and labor turnover by considering the intangible values of personality. The "Probst Personality Report" copyrighted in 1936 is one of the forms used by the Merit Service of the United States to check on the personality of applicants, and has been very popular with private industry. It states that the "purpose of this report is to secure information on which to base a rating for 'general personality', which, in this case, embodies the following factors:

- (a) General appearance (dress and physique).
- (b) Voice, speech, and emotional control.
- (c) Intelligence, judgment, mental alertness.
- (d) Ability to get on with people, to get things done, or to assume leadership."

One rating report commonly used considers all the factors in personality but uses the word personality to mean only cultural ones.¹⁴

The items considered are checked by several persons so that they represent a combined judgment. The items are:

1. Character - (integrity, truthfulness, honesty, ambition, decency, tact, loyalty.)
2. Intelligence - (judgment, accuracy, initiative, alertness, ability to learn, openmindedness.)
3. Industry - (energy, quality, and quantity of work.)
4. Personality - (refinement, courtesy, aggressiveness, health, appearance, manners, humor.)
5. Cooperation.
6. Knowledge of work - (decision, knowledge of correlated jobs.)
7. Ability to organize - (ability to handle people, plan, supervise and select subordinates.)

14. Hulverson, George R., Personnel, p. 275-276.

Hepner discusses a survey of outstanding traits which is kept by five persons and then the summary shown to the employee with suggested improvements. Such a plan necessitates considerable outlay in time and must be considered to pay dividends.¹⁵ Another says that the conscious development of such personality traits as make a man more valuable on certain types of work should have extra consideration. In a job analysis the personality required is rated from five to twenty-five points.¹⁶ He goes on to say that personality is highly important on some types of work, improves the chances of success on all types and is so impressive that it sometimes obscures the lack of ability for the job.

The Questionnaire to Industry

There have been many studies which were directed at the discovery of the important personality traits which contributed to vocational success in the higher levels. The writer has been unable to find any that concerned themselves with the traits desired by the employers of the type of employment possible to young people just finishing high school or vocational school. These young people who go to work at the close of high school or before that time usually are without the financial backing to carry them further or perhaps they are in the lower levels intellectually. In any case, success in their vocational ventures is particularly important. If they are to be valuable members of society, they must be able to support themselves. The evidence

15. Hepner, Harry Walker, Human Relations in Changing Industry, p. 658-661.

16. Hulverson, George R., op. cit., p. 213-215.

showing that a well integrated personality is of even more importance than the skills abilities needed for the various jobs is overwhelming. This does not mean that the ability to do the job is not needed, but that something more than the ability to do required work is needed.

The questionnaire containing nineteen listed traits was sent to forty-eight employers. A letter including the following instructions was sent with each questionnaire:

"If you were considering the employment of an applicant, or the promotion of an employee, what personality traits over and above the ability to do the job would seem most important to you? In other words, what traits are you willing to pay for? We are not considering those traits which would be considered essential for a highly trained executive but rather those most important in the positions which high school graduates might obtain. Will you check in the enclosed list the value which you attach to the enumerated traits?"

The traits were to be checked as very important, desirable, not important. The name of the firm, the type of industry (retail, office, factory, service, professional), and the type of employment were to be checked.

There were thirty-six responses and several checked for several types of employment so that there were forty-nine responses in all. One return failed to enter any check after two traits so that it was necessary to use forty-eight as a percentage base in those two cases.

The frequencies were entered on a master sheet and on separate sheets for each type of employment. On the master sheet the percentage of the total frequencies for each trait was discovered and entered. On each sheet the returns were weighted and the rank ascertained according to the weighted value. Very important was given a

weight of three; desirable, of two; and not important, of one. There were too few returns for the technical or professional list to make a selective ranking possible. For convenience the rank order of the total, for service and sale, for clerical, and for factory have been put on one sheet, Table II. Service and retail were listed together as they are differentiated from the others as those jobs which have contact with the public as their distinguishing characteristic. There were forty-nine responses in all, nineteen for the clerical or office type of work, twelve for the service and sale, ten for the factory type, and six for the technical and professional. There were two returns which were designated as being for all types of employment and these were included in the total but not in any special group.

These returns can be regarded as reliable for although they represent a small sampling, they have been assembled from all parts of the country except the Southeast. They represent the opinions of both large and small employers in many different types of industries.

Interpretation of Results

It is interesting to note that of the nineteen traits listed courtesy and reliability are singled out as being the most important to all the employers. Courtesy is the most important to employers in the sales and service lines, and that is easy to understand since the success in these lines depends not so much in quality in these days of standardized products as in ability to serve the public. Reliability is given first place in the clerical and factory groups, with reasoning ability also being given first rank by the factory group.

This emphasis on courtesy should be suggestive to those respon-

TABLE II
PERSONALITY TRAITS AS VALUED BY INDUSTRY

Traits	Very Important		Desirable		Not Important		weigh- ted
	f	%	f	%	f	%	
Poise	15	31%	25	51%	9	18%	104
Good Posture	5	10%	32	65%	12	24%	91
Good Appearance	20	41%	24	49%	5	10%	113
Pleasing Voice	14	29%	25	51%	10	20%	102
Ease of Talking	16	33%	25	51%	8	16%	106
Tolerance	18	37%	24	49%	7	14%	109
Reasoning Ability	42	86%	6	12%	1	2%	139
Initiative	39	80%	10	20%	0	0%	137
Industry	42	86%	7	14%	0	0%	140
Enthusiasm	24	49%	23	47%	2	4%	120
Self-control	28	57%	19	39%	2	4%	124
Reliability	46	94%	3	6%	0	0%	144
Optimism	13	27%	19	39%	17	34%	94
Humor	0	0%	28	57%	21	43%	77
Friendliness	15	31%	31	63%	3	6%	110
Cooperation	39*	81%	8	17%	1	2%	134
Tact	29	59%	19	39%	1	2%	126
Courtesy	36*	75%	12	25%	0	0%	144
Adaptability	38	78%	8	16%	3	6%	133

*The total response numbered 49 for all but cooperative and courtesy in which cases it was 48.

TABLE III

RANK AFTER WEIGHTING OF PERSONALITY TRAITS

Rank	Total	Service and Sales	Clerical	Factory
1.	: Courtesy	: Courtesy	: Reliability	: Reasoning
	: Reliability	:	:	: Reliability
2.	: Industry	: Adaptability	: Industry	: Industry
3.	: Reasoning	: Reliability	: Cooperative	: Cooperative
	:	: Tact	: Initiative	: Initiative
4.	: Initiative	: Cooperative	: Reasoning	: Self-control
	:	: Industry	:	: Courtesy
	:	: Initiative	:	:
5.	: Cooperative	: Reasoning	: Adaptability	: Adaptability
	:	:	:	: Enthusiasm
6.	: Adaptability	: Self-control	: Courtesy	: Tact
	:	: Talking ease	: Enthusiasm	:
	:	: Appearance	:	:
7.	: Tact	: Friendliness	: Self-control	: Tolerance
	:	: Enthusiasm	:	:
	:	: Voice	:	:
8.	: Self-control	: Poise	: Appearance	: Friendliness
9.	: Enthusiasm	: Optimism	: Tact	: Appearance
	:	:	:	: Poise
10.	: Appearance	: Posture	: Tolerance	: Talking ease
	:	:	:	: Poise
11.	: Friendliness	: Tolerance	: Friendliness	: Voice
	:	:	:	: Posture
12.	: Tolerance	: Humor	: Voice	: Humor
13.	: Talking ease	:	: Talking ease	:
14.	: Poise	:	: Poise	:
15.	: Voice	:	: Optimism	:
	:	:	: Posture	:
16.	: Optimism	:	: Humor	:
17.	: Posture	:	:	:
18.	: Humor	:	:	:

sible for the formation of school curricula. True courtesy is based on consideration and unselfishness and perhaps cannot be taught directly but the outward manifestation of courtesy, etiquette, is one of the few aspects of personality which can be definitely taught by direct procedures. The Manson study places courtesy third on its list with the ability to handle and deal fairly with people as first. Since courtesy is an inherent part of handling people it might be considered even more important than her list makes it.

Her list places responsibility second in rank. Reliability, which is another way of saying responsibility, ranks first on the present list. This is a habit which is given very little opportunity for growth in the school situation. It should and could receive more attention.

Perhaps the reason for the high valuation placed on reasoning ability by the factory group is that that ability is the one which can rightfully be least expected in that group of workers. Factory workers are usually gathered from the mechanically minded group rather than the intellectually minded group. Reasoning can more truthfully be regarded as an attribute of the second group, therefore a person with both mechanical and reasoning abilities would be outstanding. Since all personality traits follow the normal curve¹⁷ and no two persons have the same amount of any two, there must be many persons now receiving mechanical training in vocational and high schools who could profit by having greater attention given to the developing of reasoning habits.

17. Stagner, Ross, *op. cit.*, p. 158.

It is rather disturbing after noticing the high valuation placed on a sense of humor and on optimism by the mental hygienists to discover that the employer places them at the bottom of the list. However, since even the teacher cannot distinguish between personality traits which disturb her and those which are really disintegrating to the individual, perhaps it is too much to expect the employer to know or be more interested in the wholesome integration of his employees than in the gainful transaction of his business.¹⁸ Humor, probably, has an unfortunate connotation in connection with the practical joker. It should be noticed that while humor was not listed in any instance as being important fifty-seven per cent considered it desirable while only forty-three per cent gave it no importance at all.

The placing of tact in third place by the sales and service group offers a valuable guidance suggestion. It has been said that tact is the one personality trait which cannot be highly influenced by education. If tact is heaven sent, the possessor of it might well be guided into one of the occupations which places such a high value on it.

The value of such a study as this is not that it indicates that industry is interested in one outstanding trait or another, but that industry is willing to pay for personality. The possession of most of these traits would indicate an integrated personality. When industry shows a decided preference for the type of trait which can be cultivated, it should show the school where to put its emphasis. It should

Wickman, E. K., Children's Behavior and Teachers' Attitudes, p. 10.

act as a guide in guidance when the sales and service group show a secondary preference for those characteristics which most impress people, such as poise, appearance, voice, ease in talking, and tact.¹⁹

There is educational value in the fact that although different general fields of vocations place slightly different valuations on some of the traits, there is surprising agreement on the importance of such traits as reliability, industry, adaptability, and cooperation. It might be suggested that the school put special emphasis on these work habits very early in the school career and that the emphasis on the differentiating type come later as part of the specialized vocational work. The caution to be remembered is that these are not to be attempted as isolated traits but as outstanding characteristics of a well-rounded personality.

Table IV shows the preferences of the service and sales group of employers. Table V, the preferences of the clerical group of employers, shows that poise and posture are only less unimportant than humor. Table VI shows the preferences of the factory group of employers. Table VII is a copy of the questionnaire sent to employers.

19. See Table IV, p. 22.

TABLE IV

PREFERENCES OF THE SERVICE AND SALES GROUP OF EMPLOYERS

Traits	Very : Important	: Desirable	: Not Important	: Weighted Rank
Poise	: 6	: 5	: 1	: 8
Good Posture	: 3	: 8	: 1	: 10
Good Appearance	: 7	: 5	: 0	: 6
Pleasing Voice	: 7	: 4	: 1	: 7
Ease of Talking	: 8	: 3	: 1	: 6
Tolerance	: 3	: 7	: 2	: 11
Reasoning Ability	: 8	: 4	: 0	: 5
Initiative	: 9	: 3	: 0	: 4
Industrious	: 9	: 3	: 0	: 4
Enthusiasm	: 6	: 6	: 0	: 7
Self-control	: 7	: 5	: 0	: 6
Reliability	: 10	: 2	: 0	: 3
Optimism	: 5	: 5	: 2	: 9
Humor	: 0	: 8	: 4	: 12
Friendliness	: 6	: 6	: 0	: 7
Cooperative	: 9	: 3	: 0	: 4
Tact	: 10	: 2	: 0	: 3
Courtesy	: 12	: 0	: 0	: 1
Adaptability	: 11	: 1	: 0	: 2

TABLE V
 PREFERENCES OF THE CLERICAL GROUP OF EMPLOYERS

Traits	Very : Important	: Desirable	Not : Important	Weighted : Rank
Poise	: 1	: 16	: 2	: 14
Good Posture	: 0	: 16	: 3	: 15
Good Appearance	: 9	: 9	: 1	: 8
Pleasing Voice	: 4	: 12	: 3	: 12
Ease of Talking	: 2	: 15	: 2	: 13
Tolerance	: 6	: 11	: 2	: 10
Reasoning Ability	: 16	: 2	: 1	: 4
Initiative	: 16	: 2	: 0	: 3
Industrious	: 17	: 2	: 0	: 2
Enthusiasm	: 11	: 8	: 0	: 6
Self-control	: 11	: 7	: 1	: 7
Reliability	: 19	: 0	: 0	: 1
Optimism	: 3	: 10	: 6	: 15
Humor	: 0	: 12	: 7	: 16
Friendliness	: 3	: 15	: 1	: 11
Cooperative	: 17	: 1	: 1	: 3
Tact	: 9	: 9	: 0	: 9
Courtesy	: 13	: 5	: 0	: 6
Adaptability	: 13	: 5	: 1	: 5

TABLE VI
PREFERENCES OF THE FACTORY GROUP OF EMPLOYERS

Traits	Very : Important	: Desirable	Not : Important	Weighted : Rank
Poise	2	4	4	9
Good Posture	0	6	4	11
Good Appearance	0	8	2	9
Pleasing Voice	0	6	4	11
Ease of Talking	1	5	4	10
Tolerance	3	6	1	7
Reasoning Ability	10	0	0	1
Initiative	7	3	0	3
Industrious	8	2	0	2
Enthusiasm	4	6	0	5
Self-control	7	2	1	4
Reliability	10	0	0	1
Optimism	1	4	6	10
Humor	0	5	5	12
Friendliness	2	6	1	8
Cooperative	7	3	0	3
Tact	4	5	1	6
Courtesy	6	4	0	4
Adaptability	6	2	2	5

TABLE VII

THE INDUSTRY QUESTIONNAIRE

Personality Traits Valued by Industry

Traits	: Very Important	: Desirable	: Not Important
Poise	:	:	:
Good Posture	:	:	:
Good Appearance	:	:	:
Pleasing Voice	:	:	:
Ease of Talking	:	:	:
Tolerance	:	:	:
Reasoning Ability	:	:	:
Initiative	:	:	:
Industrious	:	:	:
Enthusiasm	:	:	:
Self-control	:	:	:
Reliability	:	:	:
Optimism	:	:	:
Humor	:	:	:
Friendliness	:	:	:
Cooperative	:	:	:
Tact	:	:	:
Courtesy	:	:	:
Adaptability	:	:	:

Name of Firm _____

Type of Industry: Retail - Office - Factory - Service - Professional

Type of employment considered: _____

CHAPTER III

THE SCHOOL AND PERSONALITY THEORIES

Theories about the School's Relation to Personality

There are many theories connecting the development of personality and the schools. Many people know just what the school should do: the national committees have promulgated aims which the school must strive for; there are more theories as to how the school can get the desired results; and theories as to the scientific approach to the training for personality. Each of these will be treated in turn.

The problem of personality has been forced on the school. Originally the home and the church considered the problem to be theirs exclusively. Changing conditions have shifted the functions of the home and the church so that neither has the opportunity or sufficient time to handle the matter properly. Neither has given up its claim to a share in the process but continues to work in a limited field. With the extension of the school into the early years of the child with the kindergarten and the nursery school, personality training was naturally taken, too, for the education of the child under five and, indeed, of the child in elementary school, is really personality education. Since the training of the home and the school function less and less effectively in the life of the older child, the school is realizing that it must shoulder that too. With the change has come a change of adjective; the child no longer has a good or a bad per-

sonality but a normal or abnormal one.¹

The training of the home is often an obstacle to be overcome. "The fact that these personality patterns which determine the character of the child are given their original set in the home does not lessen, but greatly complicates the responsibility of the educator. How to help the child become a healthy functioning part of the social organism in spite of past experience is the challenge which the school must meet."²

The assumption of this new responsibility, the shaping of the total personality, necessarily negates the use of grades, scores, or percentiles as a measure of the achievement of the school or the pupil. The honor student is not always the successful individual in real life. "The time has come when the major elements of personality and the requirements of improving these elements should be the focal point around which the curriculum is built."³ There has been found to be no correlation between school grades and trait scores of various kinds. Personality characteristics have an important influence upon the degree to which the student lives up to his possibilities. The degree of successful emotional adjustment is important. "A school system which takes children in young, eager, and enthusiastic, and turns them out with the attitude of wishing never to see school again is a failure."⁴

1. Osburn, William G., "Non-intellectual Aspects of Personality Facing Education", Educational Record, 16:293-300, (July, 1935.)

2. Hogue, Helen G., "The Three C's of Education-Character, Citizenship, Culture.", N.E.A. Proceedings, 1937, p. 292.

3. Hoopingarner, Newman L., op. cit., p. 111.

4. Stagner, Ross, Psychology of Personality, p. 369.

More, it is a menace to desirable personality adjustment because the treatment received in school carries over to the outside situations and destroys self-confidence and interest and willingness to venture in new fields.

Many people consider the task of the school as being primarily that of developing the total personality. Hollingworth says that it is the problem of determining the qualities of men with reference to their fitness for the work of the world.⁵ Anderson and Kennedy go in to more detail. They say, "Education is a life-long process and fundamentally also an integrating process, so that the whole life of the child, as well as all of his occupations are of concern to the educator. All the child's activities are a part of this development process and extracurricular considerations are in many cases even more important than the traditional academic ones. The aim of education should be to develop to their greatest possibility all the assets and limit all the liabilities of the personality of a given student so that he may function effectively and live normally and happily in the ordinary social environment of every day life."⁶ They go on to say that especially in the junior high school education should take the form of personality training. Emphasis on habit training and the integration and socialization of the pupil's personality are of much more constructive value to the mental hygienist, at least, than occupational studies, trade finding, and subject matter reorganization.

5. Hollingworth, H. L., Vocational Psychology, p. XIII.

6. Anderson, V. V., and Kennedy, W. M., op. cit., p. 122.

Then, again, Shellow says that the function of education is to broaden experience, widen interests, and provide the background upon which we may work.⁷ Prescott is more specific.⁸ He says that beyond the development of skills and the requiring of knowledge lies the most important aim of education and guidance. It is the organization of experience into general concepts and attitudes and the development and evolution of value concepts. They condition the behavior which the individual feels justified in using to achieve his goal. They limit and define his satisfactions and appreciations.

Suppose the school were to guarantee that a student would give satisfactory service from the date of graduation? Hannan suggests that after the child has been in the hands of skilled professional men and women for twelve years they should be able to guarantee the outcome of their work.⁹ He says that we should be able to assume that there are certain fundamental characteristics which will allow a student to grow and develop in such a manner that he can be guaranteed if those characteristics have been properly controlled and directed. He lists cooperation, courtesy, self-control, reliability, and a sense of the value of order in personal appearance as being characteristics which are as necessary to successful living and successful service as a knowledge of those branches of the curriculum which many schools stress as all important. He adds that they cannot be found between the covers of textbooks but that it is the business of the school to give or to help the student find these things. With conditions in the economic

7. Shellow, Sadie M., How to Develop Your Personality, p. 250-259.

8. Prescott, Daniel A., "Affective Factors in Education", Occupations, 14:732, (May, 1936.)

9. Hannan, Lester T., "Product Guaranteed", New York State Education, 26:203-204, (December, 1938.)

world changing so fast it is impossible to give the pupil the technical knowledge which he is sure to need but it is possible to give him those things which will enable him to face life with the minimum of difficulty.

Yoder, who is the Assistant Medical Superintendent of the Ypsilanti State Mental Hospital, puts the task squarely to the school.¹⁰ He thinks that teachers will have to see the students as personalities and challenges and lead them to a richer, fuller life. More school children will go to state hospitals for mental disease than will graduate from colleges and universities. In the face of such facts interest in subject matter aims alone would be ridiculous as well as disastrous. One half the mental cases could be prevented, and a definite educational program undertaken jointly by the school and the home would greatly aid in the prevention of mental difficulty. "The goal of all training is to have children who are mature, self-reliant human beings; who instead of getting things from life for themselves will give themselves to life and the world."¹¹

Another accusation against the school is made by Anderson and Kennedy, who say that the education of the high-school students is a matter of book learning and taking certain subjects and passing certain courses and that the educational plan is too academic in its scope and vision to be considered a well rounded basis for personality, preparation, and training.¹² They go on to say that knowledge

10. Yoder, O. R., "Education of the Whole Personality", N. E. A. Addresses and Proceedings, 75:175, (1937.)

11. Yoder, O. R., op. cit., p. 175.

12. Anderson, V. V., and Kennedy, W. M., op. cit., p. 39.

that is cultural in nature, and training that is grounded on desirable habit formation in relation to the major life adjustments that the individual is called on to make are not found in either high schools or colleges. "The sort of education that envisages the whole personality of the student is not provided--despite the general agreement of most prominent educators as to the fundamental needs along these lines."

These opinions have come rather largely from psychologists and psychiatrists whose professional views have been influenced by the dire results of abnormal development and who have come to see that the real cure is in prevention. The consensus of opinion is that the school is ideally situated for the discovery of unhealthy symptoms and the re-training of undesirable tendencies in this program of prevention.

School Theories in Regard to Personality

It will be of interest to review just what the position of the school is in regard to its relationship to personality development. Since individual schools are apt to follow curriculum plans and aims of instruction promulgated by the national committees, it can be assumed that pronouncements of these committees and of the leaders who make them up are representative of the school system in general. It must be remembered that committees and leaders can be expected to be out in front and that the ideas they proclaim will not be accepted and used at once. Some cultural lag is to be expected but if there is repeated agreement among the committees, then, it can be assumed that they represent a rather general tendency.

In the early concern for personality development, the word

character is used instead of personality. It is to be expected that the moral aspects of personality should appear extremely important in an institution which had so lately broken away from the church, and in an age which used the terms good and bad personality instead of normal and abnormal. The moral aspects were stressed but the word character was used in much the loose general way in which personality is used today. Since character is the part of personality concerned with conformity to the moral standards of the group this early interest in character forming will be considered the source of the modern interest in personality.

The earliest education in America was entirely concerned with character formation. As the state gained control of the school, the interest shifted from individual morality to group morality and the virtues of the citizen. Later it was found that it was not possible to have one without the other. Ever since 1860 the school has had character education on its mind, for every N. E. A. program since then has devoted some time to its discussion.

In 1921 a committee on character education was set up because training in right conduct is one of the chief aims of the school and a survey of what the schools were doing was desired before new suggestions should be made. It was discovered that most schools were promoting character development with frantic, almost feverish, efforts. There were no well thought out, well tested techniques, and no body of convictions as to the experiences and subject matter productive of character results.¹³

13. Character Education Committee Report, Fourth Yearbook Department of Superintendents, p. 379-382, (1926.)

The committee reported in 1924 that the chief aim of education was the development of personality and the forwarding of social progress.¹⁴ Class room procedures in relation to character education were to:

1. Be meaningful, significant, purposeful to the pupils at the time they engaged in them.
2. Be socially valuable, now or later.
3. Appeal to the whole child, not just to intellect or other partial ability.
4. Secure thoroughness of mastery and integrity of effort on the part of each child.
5. Constitute an on-going, developing, integrating process of growth.

In 1929 the N. E. A. Research Bulletin¹⁵ announced that "data are sufficient to indicate to school workers that the development of good character traits is an essential aim of all education. Recent research has so clearly demonstrated the formative nature of the early years that the elementary school period is recognized as particularly important in the development of basic social habits and attitudes".

The Report on Character Education in the Tenth Yearbook of the N. E. A. again used character in the general sense of personality. It says that character education is as broad as the entire process of education, informal as well as formal. It cannot be confined to any single form of effort, as is often assumed in the so-called direct method. If character education is properly correlated with the rest of the child's experience and if it gives real insight instead of being just verbal preachment it is an essential part of the education of the human being. "A complete plan of character education will em-

14. Character Education Committee Report, United States Education Bulletin, 1926, #7, p. 10.

15. Research Bulletin of N. E. A., Vol. 7, #2, p. 81, (Mar., 1929.)

ploy all the resources at our command, both the simpler and the more mechanical guidance in formation of habits and the more distinctive human education through ideas and sentiments."¹⁶ It goes on to say that any curriculum that makes a sincere, intelligent, and courageous approach to the real problem of living is a character education curriculum. Such a curriculum can never be fixed or final but must be concerned with shaping the future, with the discussion of contemporary problems, with the transmission of the cultural heritage and experience, and with the child himself.

A sub-committee on Problems and Plans of the American Council on Education makes its contribution to the subject by analyzing the ways in which desires and attitudes develop, and says that the school must recognize the situation as one which may be remedied by education or one which can only be changed by changing a social process and whatever the situation adapt the program to whatever needs the children show. It is the duty of the school to bring the child to emotional as well as intellectual maturity.¹⁷

The whole of the Fifteenth Yearbook of the Department of Elementary School Principals is devoted to the "Personality Adjustment of the Elementary School Child". It defines personality to mean the composite of an individual's emotional tendencies, attitudes, and behavior patterns including the habits of thought and feeling as well as his overt conduct. Character education is concerned with bringing the individual into conformity with the ideals and behavior patterns

16. Character Education, Tenth Yearbook, Department of Superintendents, p. 78; (1932.)

17. Prescott, Daniel, "Non-Intellectual Education", Educational Board, 17:258, (April, 1936.)

of his social group, while mental hygiene is concerned with bringing the individual into conformity or unity with himself. Schools have greatly over-emphasized the first and are just beginning to realize that the two are bound together. "The school's major contribution lies in promoting vigorous, healthy personality growth in so-called 'normal' children, rather than in treating those with personality disorders." ¹⁸ However, here it is not possible to draw a sharp line for many normal children have personality problems which if not solved may develop into disorders.

Each committee adds to the story. The Committee on Social and Economic Goals of America reporting in 1937 sets forth ten goals all of which if attained would result in more highly integrated personalities but it also specifically mentions the goal of an active, flexible personality. ¹⁹ The Advisory Committee on Education discussing the necessary education for vocational training stresses the need of the elementary and secondary schools for facilities for giving basic training which will prepare the student to learn a job quickly or to shift quickly to a new type of work if the job vanishes. ²⁰ Important as this kind of training is for young workers, they stress the useful habits and basic traits which are roughly included in the term character and which with flexibility of mind and a wide range of interests are the really essential foundations for successful working life in any occupation.

18. Fifteenth Yearbook, Elementary School Principals, 1936, P.234-236.

19. Social and Economic Goals of America Committee Report, reviewed in N. E. A. Journal 27:9-14, (Jan., 1938.)

20. Advisory Committee on Education, Report of the Committee, p. 14-15, (1938.)

Of equal pertinence for business training and success are phrases chosen at random from the section on business education in the "1937 N. E. A. Addresses and Proceedings". Such phrases as "select students for business machine training who show aptitudes for getting along with people", or "social sense is most important for store employees", or "train students (in the secretarial section) to develop business integrity, fair dealing, courtesy, good manners, punctuality, loyalty, dependability, cooperation, courage, originality, and a sense of humor", show that the school recognizes that vocational training is not complete without personality training.

Conclusion: It is evident that there is no doubt in the minds of most school men as to the responsibility of the school in regard to personality development. Every major committee in the last twenty years has stated or re-emphasized that responsibility. The conception has broadened from one concerning itself only with moral obligations to one which now envisions the total personality. It feels that to develop this total personality it must use every means at its disposal and that its chief function lies in the field of prevention rather than cure and that its chief concern must be the normal rather than the abnormal child.

Scientific Approach to the Problem of Personality Training

Since outsiders insist that the school must tackle this problem and the school accepts the responsibility, there remain only the problems of how to go about the job and the practical application of the theories. These, naturally, are the really difficult parts of

the whole question. Personality is an undefinable, unmeasurable element which seemingly has been unpredictable. It has to be described in relative terms. People apparently exposed to the same environment and springing from the same heredity have totally different types of personality, react in different ways, and make adjustments in different fashions. Is this thing a gift of the gods or can it be trained? If it can be trained, how is it to be done? Can it be trained piecemeal, one trait at a time, or must it be done in its entirety? Is the direct or the indirect approach better? When and where should the instruction begin? These are only a few of the problems facing the school in accepting this new responsibility.

Fortunately there are some principles on which to build. It is not possible here to go through all the historical development of the ideas concerning personality, nor is it possible to mention all the studies through whose results the ideas of personality have been developed. Schwesinger in her book "Heredity and Environment"²¹ summarizes all this background. She concludes that while heredity sets the limits of development of personality, the actual development is largely the result of the conditions and culture within which the individual is situated. This places personality development within the realm of school possibilities. If "personalities are not born that way but are formed as a result of learning processes that continue throughout the life of the individual",²² education of the personality

21. Schwesinger, Gladys C., Heredity and Environment, MacMillan Company, New York, 1933.

22. Shaffer, L. F., "Educating Personalities for Business", Business Education World, 17:651-654, (1937.)

is possible.

Early efforts at understanding the personality were centered in the attempt to take the personality to pieces and find its elements. The analysis of traits seemed to be a convenient place to start, since the modification of traits has often seemed educationally desirable. The Thurstone multiple theory that traits are made of interrelated variables composed of a number of factors common to all but in different degree and the Spearman two-factor theory that each trait is composed of one common element and one specific element influenced the first educational attempts. It seemed feasible to find the common centers around which traits were grouped and educate in a general way hoping that the transfer would be made in a specific way.

The modern view of trait development is that behavior is specific and concrete. An individual cannot be honest in general but does specific acts of honesty. He becomes honest by multiplying into thousands specific acts in which honesty is made natural and satisfying. The stimulating situation is a fundamental unit of trait action and therefore the child must be taught the specific trait response in a concrete situation.²³ The rationally analyzed principles of conduct come after a long series of individual trait actions, and from that point principles and precepts applied to the specific problem become influential. These ideals or generalized experiences become an influence for determining the direction of subsequent behavior. Therefore having set up a basis of specific habit practices and a principle to

23. Thorpe, Louis, "The Modern View of Trait Development", Educational Method, 17:114-117, (December, 1937.)

act as guide in future situations, it is not necessary to learn a definite mode of response to every concrete situation. The difficulty has been in applying the principle before the basic experience has been adequately learned with a resulting disparity between verbal and actual behavior.

Since the personality consists primarily of a definite set of habits built up by the same sort of practice used in learning the multiplication table,²⁴ the learning rules set up by Thorndike apply to personality development as to other school subjects. Learning is most efficient when directly related to practice. The school must provide a stimulating program of social participation to furnish the proper situations for practice in specific habit formation. The school's tendency to provide only for practice thinking and doing and to repress action not only prevents the learning of desirable traits but also sets up psychoses, inhibitions and all the reactions which constitute maladjustments and which in turn lead to delinquency.²⁵

Dr. Walker says that the raw materials out of which personality is built are physique, intelligence, temperament, experience, and habits.²⁶ The limits of the first three are largely set by the accident of birth, but education can furnish health education and habits, tools for using intelligence, broaden experience, and develop techniques of social intercourse.

Shellow says that while education has provided exercise for healthy bodies, and training in the use of minds, the education of emotion

24. Uhl., W.L., and Powers, F.F., Personal and Social Adjustment, p.361.

25. Miller, Spencer, "Directing the Energies of Youth into Proper Channels", Educational Record, 16:147-157, (April, 1935.)

26. Walker, J.F., Mental Hygiene Notes.

has been haphazard.²⁷ The education of the emotions begins early in life by means of example, usually unconscious example. Children, who grow up afraid of storms, may have been conditioned to that fear by the unconscious flinching of the mother as she held the baby in her arms. The education is continued by means of further example furnished by people or stories or pictures, by play, precept, and the child's own experience and growth. Educating or re-educating emotions consists in forming habits utilizing emotional energy in constructive ways--- not destructive ways. It does not mean repression but the substitution of a desirable for an undesirable habit.

In fact this method should be the basis for all attempts at the redirection of personality. Behavior is determined by conditioning, imitation, suggestion, etc., and the attempt to prevent undesirable traits or redirect bad ones makes use of the same learning processes as were used in the first place.²⁸

The training of emotions has been so well founded by the time the child comes to school, and direct efforts have had so little effect that school men have often despaired of being able to make any progress at that type of personality training, and yet Mead says that "human nature is almost unbelievably malleable, responding accurately and contrastingly to contrasting cultural conditions. The differences between individuals who are members of different cultures, like the differences between individuals within a culture, are almost entirely to be laid to differences in conditioning, especially in early child-

27. Shellow, S. M., How to Develop Your Personality, p. 198-205.

28. Stagner, Ross, Psychology of Personality, p. 112-113.

hood, and the form of this conditioning is culturally determined."²⁹

Since the same situation may result in a different kind of reaction by different people there must be a more careful exploration of the situations to trace the effect of behavior forming situations on particular personalities. Thomas says that an inventory and measure of the social influences of selected cultural centers is desirable.³⁰

The emphasis in personality development as a school process has changed as the idea of an integrated or total personality has come to the front. The school still realizes that such stock responses as courtesy can and must be taught but the inner person must change before the outer trifles assume real consequence. Personality is not changed by the methods of the charlatans in an overnight transformation. Indeed, the school must engage in a campaign of propaganda education to offset the dangers of the mental cosmetics and the secrets of personal magnetism which are being advertized as giving instantaneous success. The gains made in the formation of habits technique have not been given up but the front of the problem has broadened. The school faces the need of finding the cause of unadjustments and of offering opportunities for all the varied possibilities of the individual.

Suggested Techniques

If the school is to have as its objective the total personality it must change its emphasis from academic achievement to personality

29. Mead, Margaret, "Sex and Temperament in Three Primitive Societies," quoted by Richmond, W.V., Personality, p. 280.

30. Thomas, W.I., "Behavior Pattern and the Situation", in Personality and Social Group, edited by E. W. Burgess, p. 1-15.

achievement. It is very well to say that the total curriculum develops the total personality but it does not necessarily follow that adequate personality development is inherent in every curriculum regardless of its content or application. Several studies have been made which show that the school system instead of improving integration is a contributing cause of mal-adjustment. Beck studies the adjustment difficulties of a group of one hundred women teachers at a summer school session and finds that the teachers are not as well adjusted as other students at the session.³¹ Moreover, he finds that a third of them are definitely mal-adjusted and that a sixth of them need psychiatric advice. Even though these figures may not represent an adequate sampling, they do suggest that the school's problem cannot be handled by unadjusted teacher personalities. The advantages of the atmosphere of a peaceful, happy room environment should not be lost nor the disadvantages of mental conflicts and erratic conduct of the teacher thrust upon the pupils.

The Wickman study showed that teachers failed to recognize the withdrawal type of behavior as evidences of serious maladjustment on the part of the student but were more concerned with the type which interfered with the quiet progress of school routine.³² It is, of course, necessary that the individual conform to certain group standards but the teacher who is capable of using the curriculum to develop all the phases of personality must be able to recognize bad adjust-

31. Peck, Leigh, "Study of the Adjustment Difficulties of a Group of Women Teachers", Journal of Educational Psychology, 27:414, (Sept., 1936.)

32. Wickman, E.K., Children's Behavior and Teachers' Attitudes, p. 10.

ment symptoms. Stagner says that the school does not offer a health-ful environment for the pupil nor for the teacher. He lists as factors contributing to possible mal-adjustment, the personality of the teacher, the power relationships of the teacher to the pupil, the necessity for mass production and the failure to gear the speed of progress to the intellect of the average child.³³

There are certain methods which, Rivlin says, have a bad influence on the development of the child's personality.³⁴ The fact that they are rather common methods shows that the teacher is more concerned with the direct results of teaching than with personality outcomes. He lists these methods: exaggerated importance of marks, over-emphasis on speed especially where no distinction is made between thought and drill questions, confusion of ignorance with misconduct, over-emphasis on subject matter, assignment of unnecessary home work, use of examinations without regard to their limitations, and cheating as caused by the school situation. Any of these methods might interfere with the curriculum in developing a wholesome, well adjusted child.

Burnham names conditions which are injurious to the development of the child's personality and for which the teacher rather than the curriculum is responsible.³⁵ Perhaps the school as well as the teacher must be held responsible for allowing failure to become chronic, but the happy, well adjusted personality must have some successes in order to grow. The atmosphere of haste and hurry is an unhealthful one. An overdose of blame which makes the child feel sinful and

33. Stagner, Ross, op. cit., p. 380.

34. Rivlin, Harry N., Educating for Adjustment, p. 337-367.

35. Burnham, W., Wholesome Personality, p. 678.

wicked and the misunderstanding of the pupil and his reasons for his conduct and the ignoring of his personality furnish other causes of mal-adjustment. The two things causing the worst results are the use of sarcasm, and robbing the child of his particular task and the freedom to plan and carry out that task.

These and similar dangers inherent in every school situation grow out of the personality adjustment of the teachers and their lack of knowledge of mental hygiene. Since all personality outcomes which are expected to accrue indirectly from the total curriculum may be negated by the unfortunate techniques and personality of the teachers, the first step toward techniques developing personality must be the more careful training and selecting, and placing of the teachers of the school.

Rivlin has suggested methods which can be used to advantage in the school.³⁶ He suggests following the lead of the Progressive Educationists and base the curriculum on the activities of the child in a school centered around the child. Failure should be regarded as a challenge (not an offence) to find the correct cause. Any pupil that fails in everything needs a reorganized curriculum. There are many causes of failure which are not caused by the school and which are beyond the power of the school to remedy but there are causes which can be removed. The teacher's personality as a contributing cause has been discussed. Diagnostic tests will discover past poor teaching or specific deficiencies. The timid child must be helped to forget himself, the egocentric one must have new channels of interest

36. Rivlin, Harry N., op. cit., p. 368-394.

developed and the day dreamer needs active participation. For each, the task within his power of accomplishment is most important.

From the teacher's point of view the analysis of the phases of development and the possible steps in the process as made by Valentine³⁷ offer the most practical suggestions. After all, it is not possible to go West on all the transcontinental lines at once. He shows how it is possible to work on the development of the total personality not in a vague, general way, but along definite paths. In the first place he reminds the teacher that every aspect of personality has been drawn from preceding sources and processes and that although it cannot be changed by reading somebody's books or doing exercises it can be modified.

He would begin with physical health since that is the source of energy which makes for dynamic personality. Pupils need to be taught to know and act upon the importance of food, bowel action, warm baths, and plenty of rest and exercise. Schools have long recognized the importance of health education but it has not always been considered part of the personality development program.

The atmosphere of cheerfulness which should belong to the school room is one of the means of gaining mental health. The activities should develop confidence and hope.

It is possible to improve personal efficiency by specific attacks. Qualities cannot be improved in general, that is, not memory in general; but the application of memory which a particular job calls

37. Valentine, P. F., The Psychology of Personality, p. 354-380.

for can be improved. After there have been enough experiences it is possible to generalize on experience so that the fruits of training may be transferred to new experiences. There are certain kinds of habits which may be applied to other fields. Habits of accuracy, standards of workmanship, standards of reliability have a carry-over value. It is the function of education to provide the experience and furnish the guidance which will build generalizations which may be carried over to new experiences. It must be remembered that the experience of life provides a continual source of new generalizations and that the pupil must not regard these school generalizations as static and final. Then, there are always certain traits or abilities which are necessary to the type of efficiency desired. These should be analyzed, after the individual himself needs to be scrutinized in the light of these findings. One would not attempt to refine a color sense in one who is color blind to start with. After it has been decided what is to be accomplished and that it is within the realms of possibility for the individual the proper instruction must be given. After that there must be practice until the habit and skill are established. Frequent short practice periods give better results than fewer long ones.

Education must also remember that there are general abilities which contribute to efficiency of any type. The ability to read and write is important in all, while broad general knowledge of the whole field adds to the specific ability in smaller phases of it.

The improving of social traits is an important part of the school's

task, since they are the aspect of behavior concerned on the interaction of the individual with others. Here the emphasis must not be on a static behavior or fixed standards, but on a growing adaptation. The school must again start with specific responses such as giggling, interrupting, the tone of voice, or getting excited when discussing religion or politics. From the specific work toward general modes such as tolerance, poise, refinement, courtesy, or honesty. This is done by practicing specific desirable traits. However, it is not enough to change the response, but somehow the feeling behind the response must be changed.

The motivation responsible for the better response can be developed by establishing prestige for certain ideals such as self-control, dignity, courage. The interests encouraged must be worthwhile so that they have a carry-over value. This change in general mode or feeling causes and in turn is caused by a constructive modification of the whole personality and this is the point toward which all the efforts have been aiming.

Thus the attack and the aim is the same in all cases whether it be in the field of physical, mental, efficiency, or social traits improvement. The attack is specific at a definite point for a definite specific purpose. The attack is repeated at specific points until a habit has been formed, a generalization made which can be transferred to new experiences as a guiding motivation and become a part of the whole personality. It must never be forgotten that the work on separate traits is only the first step in the process, which is not completed until the reaction has affected the whole personality.

For instance, Mulgrave while working on specific speech difficulties is aiming toward poise which she calls the keynote of an integrated personality.³⁸ She says that speech cannot be divorced from the whole personality; that speech attitudes are tied up with emotional control. Audibility, quality, control, range, pitch,--all are dependent on other characteristics and the training of these voice elements will in turn react on these elements which in turn react on other elements until one change results in some sort of change throughout the personality. Poise is reflected in the voice and since it is a subtle indicator of inner well-being and of adequate relations with one's environment the successful development of a speech trait results in integration of the whole.

38. Mulgrave, Dorothy, "Speech and Personality", Business Education World, 18:428-430, (February, 1938.)

CHAPTER IV

WHAT SCHOOLS DO ABOUT PERSONALITY

It will be interesting to find out just what the practical outcomes of all this theory are. What are schools doing in their acknowledged task of personality training?

In 1926 a survey of character education activities was made and reported in the Fourth Yearbook of the Department of Superintendents. The 229 replies to the questionnaire sent out showed that practically every system reporting had some definite character education activities. There seemed to be a great confusion and lack of knowledge as to the proper method with a resulting diversity of practice. The majority were using regular and extra-curricular activities in such a way as to develop desirable habits and ideals. Twenty per cent used special character education materials such as codes, plans, and rating devices. Another twenty per cent had definite organization in the form of programmed periods. Sixty-five per cent thought to develop proper aims and attitudes by some use of the opening exercise period. These opening exercises seemed to take the form of talks, Bible reading, religious instruction, humane education, etc. "It seems probable that the activities are assumed by many to have inherent character education values and thus the period is reported as used with the object of promoting character development."¹

1. Fourth Yearbook, Department of Superintendents, p. 334.

Many schools mention that individual development is featured as a part of the classroom activities and the social activities of the school as a whole. Club work is named as the most popular of this group being mentioned from three to 229 times, physical education three to 151 mentions, school control three to 29 times, assemblies run by pupils 49 times and social affairs three to eight times.

As to classroom methods the indirect and the direct methods are in about equal favor. The most common opinion is that there is need actually to practice ethical, moral, and social ideals in life situations. Others think that ethical lessons should be stressed in all subjects and classroom activities. Many urge the training in specific formation of desirable habits while many others think that this is accomplished indirectly and incidentally through the subject matter. Those subjects thought to be valuable in this way were biography in first place, civics in the second, and all subjects had the third place in the number of times mentioned. Literature and English also were thought to be valuable. Socialized instruction, supervision of all student activities, and the organization of the school and the classes for character education were all stressed about equally. There was a great tendency to associate definite character outcomes with definite types of activities but the report suggests that character education would be greatly improved if it could be discovered just what student activities brought the desired outcomes.²

The character outcomes which the school systems think should be

2. Fourth Yearbook, Department of Superintendents, p. 389-390.

forthcoming are ranked according to the total number of frequencies, and according to those developed by classroom recitation, other classroom relations, and the school as a whole. The first rank given under each of these classifications was given to courtesy, honesty for the class recitation, courtesy for other class relations, and loyalty for the school as a whole. This placing of courtesy first is interesting when it is remembered that that is one of the most highly placed by industry. Evidently the school is aiming in the right direction. The rank given by the total group is: courtesy, honesty, cooperation, loyalty, conformity, responsibility, justice, industry, independence, service, self-control, promptness, judgment, accuracy, and sportmanship.

Table IX tabulates a comparison between the teaching outcomes desired as given by the questionnaire of the present study, and the traits considered by women workers as important in their line of work as reported in the Manson study. It must be remembered that the schools had no list of outcomes to choose from, for each school listed the ones it was working for. In the Manson study there were thirty traits to list in the order of importance and in this questionnaire only nineteen traits were listed. If there had been no list sent to employers or to the employees, the results might have been different. In the present study several employers did list traits not mentioned on the sheet as being more important than the ones listed. For instance, ability to get along with other people was given by one as the most important trait which an employee could have, and that is the one given first place in the Manson study. Honesty was mentioned by an-

TABLE VIII

COMPARISON OF THE TEACHING OUTCOMES DESIRED IN SCHOOLS WITH
THE TRAITS DESIRED BY EMPLOYERS¹ AND THE TRAITS CONSIDERED
IMPORTANT BY EMPLOYEES²

Rank	School Outcomes	Traits wanted by Employers	Traits considered important by employees
1.	Courtesy	Courtesy	Ability to handle and deal fairly with people.
		Reliability	
2.	Honesty	Industry	Responsibleness
3.	Cooperation	Reasoning	Courteous
4.	Loyalty	Initiative	Careful of details
5.	Conformity	Cooperative	Appearance pleasing
6.	Responsibility	Adaptability	Ability to follow instructions
			Self-confidence ³
7.	Justice	Tact	Initiative
8.	Industry	Self-control	Tact
9.	Independence	Enthusiasm	Self-control
10.	Service	Appearance	Capacity for hard work and long hours
11.	Self-control	Friendliness	Systematic
			Alert
12.	Promptness	Tolerance	Adaptable
13.	Judgment	Ease of talking	Kindliness
14.	Accuracy	Poise	
15.	Sportsmanship	Voice	

1. The present study, Table III.

2. See Manson, Grace, p. 350.

3. Knowledge in the special field is listed seventh in the Manson Study but is omitted here because that is not considered a trait in the other two lists.

other as being very important and that is the second on the list of teaching outcomes.

It should be noticed, too, that the school has several traits listed which help the individual adapt himself to situations on a broader plane than industry. Loyalty, justice, service, and sportsmanship belong to the wider social field and the school's business is to prepare for citizenship as well as vocational adjustment. It is evident that in spite of the different methods used in assembling the lists they are very similar. Courtesy is first on two lists and third on the other. Reliability, first on one list, is second on another although worded differently and appears sixth on the teaching list. Industry appears on all the lists although called capacity for hard work on the third list. If ability to handle and deal fairly with people can be called cooperation, then cooperation appears early on all the lists, as is self-control. It seems to be evident that the school accepts its responsibility in the matter of personality and character education. It is also evident that the outcomes desired are those highly valued by industry. It remains to be seen what the schools are really doing to bring about these aims.

Recently, much more publicity has been given the attempts of colleges and universities to improve the personality adjustments of their pupils. This has grown out of the changing methods in placement and guidance. Placement used to be concerned with the finding of jobs for graduates and connections with the placement office were established during the last half year in school. Now the tendency is to make the connection at the beginning of the freshman year and to con-

tinue the contact throughout the four or five years. The emphasis is placed on guidance rather than on placement, and has necessitated inquiries into the abilities and possibilities of the student, into the requirements of the occupation, and lastly into the curriculum and techniques of the educational institution itself. This movement which began in the higher levels has spread downward throughout the entire school system finally reaching even the elementary school system. The interest has broadened, too, from one exclusively vocational to an interest in the whole of personality adjustment.

The Occupational Orientation Inquiry used by Iowa State College is characteristic of the guidance work done where the interest is largely vocational.³ The Inquiry takes the form of a self-analysis blank designed to help the students orient themselves vocationally. It is composed of an interest and experience history, a self-rating blank on a five-point scale in regard to 222 jobs on interest, knowledge, ability, and opportunity for placement, and the student's evaluation of his total possibilities in each job on which he rated himself high. This type of guidance is to help the student make up his own mind as to his possible future vocation early in his college career and the implication is that having made up his mind he will take the proper courses to fit himself for the work. Little emphasis is placed on the fitting of the curriculum to the needs and abilities of the individual.

Stephens College has done outstanding work in its attempt to

3. Wallar, G.A., "The Use of the Occupation Orientation Inquiry", Occupations, 17:298-302, (January, 1939.)

fit its curriculum to the particular needs and problems of women. Charters made a study of women's occupations as well as their mental and avocational activities, and an attempt was made to base the subject matter on his findings. Emphasis was made in seven areas, communications, physical health, mental health, aesthetics from appreciative point of view, social adjustments, consumer economics, and religion or ethics, all of which were to be built on a natural science base. Competent personality rather than pure scholarship, action rather than knowledge were the outcomes desired. Provision was made for basic differences in individual interests and problems. Education has always stressed intellectual disciplines, but it was felt that education for women should make more contributions to the emotional side of life, since emotional sensitiveness is more characteristic of women. Emotions have a greater motive power than intellect when it comes to driving to action.⁴

No one technique has been used to bring about a change of emphasis from subject matter to one of pupil value. First of all the curriculum was made over. Then an advisory system was set up to help the student study her own problems. Here the student studies her own needs, selects her personal goals of effort, plans her college activities, and evaluates her own progress. Special counselors have been provided for special problems such as health and posture. The dress and beauty consultants have resulted in improved college work.⁵ To

4. Wood, James Madison, "A Woman's Right to a Right Education.", Progressive Education, 16:44-50, (January, 1939.)

5. Gibb, Louise, "Personal Appearance", Occupations, 15:528 (M.1937.)

adjust to individual differences there is differentiation within each course, supplementary conferences, and a program of extra class activities in which all the students on the campus accept personal responsibilities designed to develop special talents or give play to individual interests. "The adjustment of education to the needs of women as a group was only the first step in a long process of adjustments to individual needs. If the development of the total personality is the ultimate aim of education, there must be a recognition of basic differences in individual interests and individual problems."⁶ The content of core courses must be modified to break down the established uniformity of college courses.

New York University for the past eleven years has offered a course in "Personality Improvement and Vocational Orientation" in both day and night sessions which has been very popular, especially with adults who have been employed.⁷ This is supposed to be the first course attempting to analyze the student and the job and to help develop personal qualities ever given in a college or a university.⁸ Such courses have since become very common in college, high school, and especially in the junior high school.

The many studies showing the need of students in colleges and universities for guidance and personality help have shown the interest of this level of education in a real rather than a theoretical

6. Wood, James Madison, op. cit., p. 47.

7. Hoopingarner, Newman L., "Why Men Succeed or Fail", Occupations, 14:105-111, (Nov., 1935.)

8. Hoopingarner, Newman L., Personality and Business Ability Analysis, Preface.

basis on which to work.⁹ The study at Minnesota showed 17.8 per cent of the students with abnormalities serious enough to need treatment.¹⁰ Cobb at Harvard found 16.4 per cent of the students in a neurotic condition, and the Blanton study at Wisconsin found fifty per cent of the student body had emotional difficulties, ten per cent of which were of a serious nature.¹¹

A study made by a home economics class in Teachers College to discover the amount of personality help being given to prospective teachers in sixty-four other schools got fifty-seven answers.¹² They reported that eighty-six per cent had some means of pointing out desirable personality traits and the majority had organized programs whose objective was personality. Forty-seven per cent used an introduction course for freshmen which was usually given in the Home Economics department. These courses stressed academic, social, and personal adjustment, standards for mental and physical health, lessons on personality, social customs, increased breadth of living, and clothing selection. These schools are evidently using a direct attack.

There have been some interesting reports made by secondary schools on their attempts to meet the problem. One football team asked for instruction on Pullman travel and hotel practices and a class was organized which was so popular that a mixed group class is contempla-

9. Morrison, A.W., and Diehl, H.S., Reported by Anderson, V.V., and Kennedy, W.M., Psychiatry in Education, p. 25.

10. "Some Studies in Mental Hygiene Needs of Freshman University Students", Journal of American Medical Association, 51:166-170.

11. Anderson, V.V., and Kennedy, W.M., op. cit., p25.

12. Scott, D.D., "Helping Prospective Teachers of Home Economics in Development of Personality", Journal of Home Economics, 29: 84-87, (February, 1937.)

ted which will be concerned with personal conduct in relation to community activities and service agencies.¹³

Fremont, Ohio, also put in a course as a result of requests of students who wanted "to learn the things we really ought to know about how to get along".¹⁴ They had had personality and etiquette clubs but there had been no time for any sort of background. This course was based on a mental hygiene course and was built around three units; how to get along with other people, developing one's own personality, and learning techniques. Etiquette instruction was carried on by means of skits and reports of committees on Do's and Dont's for Dates.

Other schools report stressing personality adjustment in connection with vocational work as does the Whittier, California, high school which combines the second semester of shorthand with personality study.¹⁵ The material to be covered seems much too long for the one period a week to be given to it. This seems to be a common difficulty of courses of this type. They are given at just one level and usually just before the pupil is about to leave school for good, which means that there is too much material to be given and that it must be given in such a general way that the school can be sure of only the verbal response.

The Shaker Heights School of Cleveland reports an entire curriculum revision undertaken cooperatively by the pupils, parents, and teachers. Their survey showed that the school was doing the best job

13. Sickles, F.J., "Instruction in Personal Conduct", Curriculum Journal, 10:37, (Jan., 1939.)

14. Van Buskirk, Golda, "Fremont High School's Course in Personality Development", Clearing House, 12:224-226, (December, 1937.)

15. Nelson, Doris, "Personality Adjustment Training in Shorthand Classes", Business Education World, 19:387-388, (J.1939.)

at training of civic attitudes, but that was only 72.8 per cent adequate. Acquisition of characteristics enabling pupils to get along with people was the lowest (64.8 per cent adequate) of the five needs surveyed.¹⁶

One of the most far-reaching experiments has been carried on by Rockland County, New York, which has developed guidance services on a county wide basis.¹⁷ They considered that the physical examination should be understood to mean personality examination as well, since apparently normal children might have mal-adjustments which would retard progress and development. The program was put on through the joint efforts of the teachers and a trained psychiatrist.

This is an example of early guidance in which the emphasis is on educational guidance and personality adjustment and which, though nothing is said of vocations, is now considered the finest type of vocational preparation.

The School Questionnaire

The school questionnaire was sent to fifty principals whose names and schools were selected at random from the North Central Association Quarterly for July 1938. Both large and small schools, and junior and senior high schools were selected. An attempt was made to send both school and industry questionnaires to the same areas although no attempt was made to pair them.

16. School Review, 67:87-88, (February, 1939.)

17. Gooch, Wilbur, and Leonard, Miller, "Vocational Guidance in Rockland County", Occupations, 14:882-887, Section 2, (May, 1936.)

The following instructions were sent with each blank:

The enclosed list of questions is being sent out in an endeavor to discover what is being done by schools to develop personality traits. It is recognized that the outcome of any curriculum results indirectly in the formation of personality, but it has seemed desirable to gather information relative to the specific attention that is being given to the subject in school curricula.

The questionnaire sent to schoolmen was undoubtedly a mistake, in that the same information would have been gained by a single question. There were twenty-nine replies to the fifty sent out which is not a bad proportion when the number of such requests to schoolmen is remembered, but since they answered only such items as they wished or answered the whole in several general statements, the resulting information is of little value except as it represents general tendencies.

The replies did, however, represent several schools of thought, and as such are interesting. Ten returns indicated that no part of their school's curriculum had for its primary aim the development of personality. Many of these replies stated that instead of special courses for such a purpose the whole curriculum was designed to develop personality. It is not possible to decide from these replies how many of these schools are still in the "mental discipline" stage and how many belong to the psychological school which is not interested in the factors shaping personality but in personality as a unit. This school of thought believes that personality is shaped by the impact of culture upon the individual. Therefore, if the curriculum is sufficiently broad and varied to awaken and develop interests the personality should be properly cared for. This group think that a direct

approach upon personality would destroy all chances of success. None in this group of ten mention any type of guidance program, and only one mentions individualized instruction. Another lays stress upon selecting teachers of outstanding personality so that instruction will be by example rather than precept and will enter incidentally into all phases of the school work. Two list classes whose secondary aim is personality development; i.e., speech, retail selling, personal and social problems, choral club, student council, and American problems. In the case of the first school the classes are electives, open to the tenth, eleventh, and twelfth grades, and in the second case the classes touch only a very small part of the school population.

The rest of the group believe that all the courses in a school should lead toward personality development but that there are places where the adjustment of the child can be helped by some type of positive attack. This attack takes several forms. That most closely connected with the first point of view is the one in which the emphasis is changed on several kinds of classes in which personality development has long been accepted as a secondary aim. These are the old "finishing school" subjects,--speech, dramatics, physical education, and music. Two of the questionnaire replies have courses of this sort shifted to the position in which personality development is the first consideration, and one adds an orientation course.

Two others have home economics classes, evidently for girls only, which stress personal attractiveness. Another has fine arts and hygiene which devotes part to personality, behavior, and responsibilities. This seems to be one of these courses about personality which

attempts to develop attitudes by means of discussion. Four of the schools have classes in social living in which the pupil is studied in relation to the actual life situations in which he finds himself or to which he must soon adjust himself. One of these is a core course which is required of seniors, but it lasts only six weeks. Another is a core course built upon a four-year schedule of social studies, history, and integrated English which culminates in a senior orientation course which is to include elementary psychology.

It is interesting to notice that all these schools which use direct class instruction in addition to the incidental personality development work of the general curriculum also tie this class work to a guidance program.

The remaining nine replies think that nothing can be done by direct class instruction. They all favor the indirect approach of the general curriculum but in addition make a direct attack - but not through a special class. One hopes to gain development by means of elective extra-curricular activities. This school has no guidance program, but is a small school. Another ties up the guidance program with the Student Council, and the extra-curricular activities, and the general program by means of personal interviews. This is a small vocational school of eighty-one boys. A junior high school carries on its personality work by means of the home room. This school has each teacher evaluate certain traits and attitudes and these evaluations are sent to the parent at report time with the scholarship grade. In another, a small university high school, the Coordinator

of Guidance ties together the character building resources and activities of the school, that is the classroom, extra-curricular, and out-of-school experiences of the pupils.

Three schools use rating scales. In one school the rating scale is in the form of a cumulative record which follows the child from first grade through Junior College. Each teacher has a form which is turned in at the end of the year and is transferred to the permanent record. Over and above its value in guidance work, the superintendent of that system considers this device to be most valuable in that it forces each teacher to think in terms of personality rather than subject matter. Another one uses a five-way trait rating scale, while the third places a self-rating chart in the hands of the pupil.

Two others have developed what might be called Life Advisement programs which are planned for each of the four years. One program is administered by the principal and vice-principal with the help of four counselors. This school has a well developed outline of topics and perhaps is taught as a class. The other one carries on the program through the home room where content of the topic for the year is developed by each group of homeroom teachers. Individual follow up work is done and the personality value of the extra-curricular activities is recognized.

These twenty-nine replies show three tendencies, with the balance of the evidence in favor of personality development by some other means than direct class-room instruction. Ten favor leaving the personality development to the indirect method of the general curriculum hoping to gain mature and integrated personalities by

means of a casual approach of all lines. Nine others at the other end of the line agree as to the direct class method but use a positive guidance or activity approach. Ten put varying degrees of emphasis on special class instruction which in itself varies in content from instruction in the personal characteristics such as voice and dress and manners to social behavior, interests, and responsibility.

Table X is a copy of the questionnaire sent to the schools.

TABLE IX

THE SCHOOL QUESTIONNAIRE

What part of your curriculum has for its primary aim the development of personality?

- a. Elective? Required?
- b. What traits do you expect to develop?
- c. Taught to whom?
- d. How large a unit?
- e. Brief listing of content.

List other courses whose important but not primary aim is personality development.

If personality development is not a part of your curriculum, how do you arrange for it?

Is there any planned connection between any of these courses and vocational guidance?

Name of School

Size

City

State

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The question undertaken in this study has been to discover the relationship between the personality traits demanded by the employer and the personality training of the schools. The following questions were to be investigated:

What personality traits are demanded by the employer?

What is the theory of the school in regard to personality development?

What is the practice of the school? Is the direct or indirect method better?

As a result of a study of literature on the subject, and the results gained from two questionnaires the following conclusions have been made:

1. It is evident that certain traits are more important than others for vocational success.

2. Although some types of personality traits are definitely more important for some fields of work, such as tact for sale and service fields, there is very general agreement by all the fields as to the importance of courtesy, reliability, industry, reasoning ability, cooperation, and the ability to handle people.

3. There is almost complete agreement of schoolmen and people outside the school as to the necessity for the school to develop an integrated personality with outstanding traits which are of value in vocational adjustments and in life in general.

4. Schools tend to rank as important outcomes of instruction those traits which industry places first.

5. In theory there is not complete agreement as to method but the national committees have gone on record favoring the use of all resources both direct and indirect.

6. The survey of the practice of the school shows an increase^d awareness of need for personality training and an increased number of attempts to meet it. The schools are using the direct, the indirect, and the combination of all methods in about equal proportions. There is an increased tendency toward beginning the attack at the beginning of the school career and carrying it on to the end.

7. There is almost complete agreement both inside and outside the school that the schools are not accomplishing the desired aims.

8. The personality of the teacher is an important step in the process.

Recommendations

It is quite evident that until the school has more success in achieving the desired outcomes the study for the techniques and activities needed to bring them about will have to be continued. Since so much of the success of the school depends on the personality of the teacher, her selection and training should be considered from the point of view of her effect on the pupils. Since teachers as well as pupils learn best by doing, a part of her training should be continued after she has begun her teaching.

There is need for a plan of attack which will extend in a unified and well organized way from the beginning of the child's school

career through to his absorption into society. At present too much of the attempt is begun too late, and is too unconnected with work in other parts of the system. Broad general traits should be developed early in the school career and the more specialized ones later as the type of vocational work is decided upon.

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