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THE TECHNE

Life without Labor is a Crime, Labor without Art
and the Amenities of Life is Brutality. — RUSKIN.

OCTOBER, 1922

What, Then, is Our Neighbor?

"What, then, is our neighbor? Thou hast regarded his thought, his feeling, as somehow different from thine own. Thou hast said, 'A pain in him is not like a pain in me, but something far easier to bear.' He seems to thee a little less living than thou; his life is dim, it is cold, it is a pale fire beside thy own burning desires. So, dimly and by instinct thou hast lived with thy neighbor, and hast known him not, being blind. Thou hast made (of him) a thing, no Self at all. Have done with this illusion, and simply try to learn the truth. Pain is pain, joy is joy, everywhere, even as in thee. In all the songs of the forest birds; in all the cries of the wounded and dying, struggling in the captor's power; in the boundless sea where the myriads of water creatures strive and die; amid all the countless hordes of savage men; in all sickness and sorrow; in all exultation and hope, everywhere, from the lowest to the noblest, the same conscious, burning, wilful life is found, endlessly manifold as the forms of living creatures, unquenchable as the fires of the sun, real as these impulses that even now throb in thy own little selfish heart. Lift up thy eyes, behold that life and then turn away, and forget it as thou canst; but, if thou hast *known* that, thou hast begun to know thy duty."—*Josiah Royce.*



PRINTED BY KANSAS STATE PRINTING PLANT
B. P. WALKER, STATE PRINTER
TOPEKA 1922
9-4675

Published by
STATE MANUAL TRAINING NORMAL
PITTSBURG, KANSAS

VOL. 5

No. 8

THE TECHNE

PUBLISHED BY THE STATE MANUAL TRAINING NORMAL, PITTSBURG, KANSAS.

A COLLEGE FOR TEACHERS.

W. A. BRANDENBURG, *President.*

VOL. 5.

OCTOBER, 1922.

No. 8

EDITORIAL COMMITTEE.

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The purposes of this magazine are: To set forth the distinctive work of the State Manual Training Normal; to publish papers that will be of interest to its readers; to assist teachers to keep in touch with the development in their subjects; to foster a spirit of loyalty that will effect united action among the alumni and former students in promoting the best interests of the institution.

Alumni, teachers and friends of the Normal are invited to send communications on such subjects as fall within the scope of the magazine to the committee in charge.

Address communications to The Editor, State Manual Training Normal, Pittsburg, Kan. Issued every month except August and September.

Sent free to all alumni and students of the State Manual Training Normal and to teachers, school officials and citizens on request.

Entered as second-class matter December 13, 1917, at the post office at Pittsburg, Kan., under the act of August 24, 1912.

The editors will welcome suggestions from TECHNE readers. Their desire is to make this little magazine helpful to teachers. Tell us how we can make it of greater service to you. Tell us what YOU want.

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The Relation of the Rural Teacher to the Community.

HARRISON L. EULER, Assistant Professor Rural Education, S. M. T. N.

The teacher who teaches in the one-room rural school is a good deal like "The Old Lady who lived in a shoe"; she has so many things to look after that she sometimes does not know just what to do. The purpose of this discussion is to assist this "Old Lady" a little by attempting more clearly to outline those duties which bind together the school, the teacher, and the community.

According to Dr. Warren H. Wilson, the community is "The habitat of a farm family: it is the unit made up of persons bound together by acquaintance and use of common place of residence and by common interests, usually including agriculture and other productive interests." The teacher is in charge of the formal educational development of the children of this community and is selected by its authorized representatives for this purpose.

The first duty of this teacher is to teach a *good school*. In this most important work a number of community activities may be included. In fact, nearly all community work in which the pupils participate should function practically in the school life. I do not maintain that community work in the school should be of primary importance. It emphatically should not. But there is a secondary interest which all successful teachers must keep in mind at all times if the school is to function as a vital part of a wide-awake, progressive community, and that interest is this community work which will closely link up home, school, and community.

Among these activities is good school work so arranged that it can be presented to the members of the community in various forms; debate subjects in which the community is vitally interested, readings, games, plays, special programs for celebrations, etc. This is one of the best ways of motivating school work, primarily for the pupils and secondarily for the adults.

The cause of a large part of poor conditions in the rural schools is the lack of interest of the members of the community in the school. Progressive improvement has come to rural districts which have advertised the facts until the people have been educated to a realization that things are not as they ought to be, and feel a real desire to better them. A teacher can have an efficient, well-equipped rural school if she is willing and knows how to carry her community with her through this educative development.

Some people feel that this is the duty of the county superintendent and the county supervisors. I concede that they are a vital factor when coöperating with the teacher. But after the county superintendent and supervisor have visited the school once during the year, who will look after this work while they are away? Others say the school boards should attend to these duties. For the sake of argument, we will grant that they should.

I also realize that there are few teachers qualified to carry on this work efficiently. I wonder why they are not qualified. The main reason is that the people do not look upon education seriously. They feel, in the rural districts, that "what was good enough for me is good enough for my children, that my son, or daughter, can go down to the state normal, take a summer course, and come back to teach the home school." The efficiency of the rural

school will increase in proportion as the people of the rural districts take the education of their children seriously, demand better qualified rural teachers, and see to it that they get them through the establishment of rural certification standards equal to those of the urban schools.

Also, some people think that even though the teacher were thoroughly qualified, there would not be time for all the work. If the rural school were to be taught as it has been, under the urban form of organization, with its large number of short and almost valueless recitations, and with the addition of other community activities, it would be a herculean task. But if this new rural teacher is thoroughly qualified, she will not organize her school upon the urban graded basis, but upon the group basis. There are grades and classes that can be taught at the same time, for it is not the chronological but the mental age which counts. Pupils of the same mental age can work together in groups even though they may be in different grades. Supervised study will play a great part in this reorganization. Pupils will be taught how to study efficiently alone.

These things must be recognized if the one-teacher school functions effectively, but in addition there must be further development through eradication of a large amount of dead material which never did and never will function in the lives of the rural boys and girls. Things of living, vital interest must be substituted, and part of that new material will be those community activities which properly belong in the school.

So much for the in-school activities. There is also a community duty the teacher ought to look after, and this is the junior project work. It ought to be a part of the school work, but there are good reasons for its being outside. However, it ought to be under the supervision of the teacher, for it deals with the club work of the boys and girls in the school. If properly developed, it will greatly motivate school work primarily and stimulate interest in community activities; secondarily, it will interest the adults.

Another asset to any teacher is a good live parent-teacher's association. A teacher can do her best work only when she has an efficient, wide-awake parent-teacher's association through which she can work in the development of her school activities. Many teachers fail because they are not willing to educate their community as they develop their school work. The wise instructor is one who develops his community as he develops his school work.

Every teacher ought to visit the homes of the pupils at least once during the school year. No teacher can fully understand a child and teach him efficiently until that child is known not only at school, but out of school and in his own home.

Moreover, the teacher ought to live in the community at least ten months of the year and spend at least fifty per cent of the week-ends in some form of community work. There is only one way to accomplish a good piece of work—keep the respect of the people who are coöperating and see that the piece of work undertaken is completed. This can be done only by being on the job and pounding away at it continually. It has been proved statistically that community work and junior project work prosper in proportion as the teacher sticks to the job and sees that the directions are carried out carefully after they have been given by the instructors.

There may be other activities in which the teacher will wish to participate.

However, those activities should not be considered a part of the teacher's professional work, but rather a part of the duties of a citizen of the community. Coöperation with other organizations in the community for its best interests should be encouraged, and teachers ought to do as much of this work as is compatible with their health and the proper performance of professional duties.

One of the outstanding facts which the New York survey has developed is the deplorable condition of the rural schools of that state. Conditions there are typical. New York is one of the largest states of the Union, with a rural population large enough to control any election it wishes to control, if the farmers get together. The reason for the sorry condition of the rural districts was explained in the survey. It was found that only 1.7 per cent of the schools were doing any definite community work and had definite organizations for that purpose. It was found that there was practically no interest in the rural schools of the "Empire" state. Some of the buildings are over a hundred years old, and little has been done in all this time to improve them. In Kansas, likewise, there are buildings which have been standing for fifty years with instruction going on in them fifty years behind modern educational thought.

Kansas has been at the forefront in every other worth-while progressive movement for the betterment of the state. We feel sure that when she awakens she will not be outdone by any state in the education of her youth in the rural districts, that she will demand higher qualifications for the rural instructors through higher certification standards, and by so doing will strengthen the weakest link in her educational chain. She will then rise from twenty-seventh among the states to the place where the Sunflower state belongs, first.

Education as Purposing.

S. A. COURTIS,* Director of Instruction, Teacher Training, and Research, Detroit, Mich.

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The evolutionary process in education, in running its course, has emphasized at various times the individual, society, instruction, and experience. Each age has made its contribution, partial though that contribution has been. It remains for the present era to combine the various elements, which have thus far been isolated, into a workable, well-balanced whole. To those who have eyes to see, the present growing emphasis on method means that the process of combination is well under way.

The interesting thing about the situation is that while it is too soon to tell exactly what form the final synthesis will take, the general nature of the solution can already be seen in vague outline. The education of the future will be largely an education through experience. It will center around and recognize the peculiar capacities and nature of the individual, and will be designed to develop in him self-direction, self-appraisal, and self-control; that is, initiative, critical faculties, and intelligent restraint. At the same time, it will recognize the importance of tying the individual into a social group. Accordingly, it will give him essential experiences in a social environment, in an

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attempt to transmit to him the social standards, ideals, and problems of his age. In a word, the education of the future will be individualized, socialized, and vitalized.

Such a statement emphasizes the complexity of the educational process and might be discouraging, were it not for two things: In the first place, the scientific study of educational problems proves that education is after all a natural phenomenon, taking place under natural law, and controllable in terms of law. The education of the future will move toward its final form in no uncertain fashion. Through scientific experimentation and exact measurements every step of progress will be taken along a highway marked by certain knowledge. Progress may be slow, but it will be correspondingly sure.

The second encouraging factor in the situation has been the recent discovery that the complexity of mental and physical activity is reducible to a single underlying cause, which is apparently also the ultimate source of all ideas of worth and value in the individual—namely, his emotions. Not what an individual knows, not what he does, proves to be the decisive factor, but what he feels. The education of the future will consciously endeavor to develop, organize, and control the emotions of men.

The immediate effect of the recognition of this great fundamental truth has been to emphasize education as purposing. In everyday life the combination of the rational and emotional processes results in the formation of purposes, and gives rise to activities designed to achieve those purposes. Therefore, the new education may be defined as the process of helping children to help themselves. Its functions are to teach children: (a) To form worthy purposes; (b) to achieve those purposes efficiently.

In such a conception of education, knowledge and skill are relegated to their proper place. They are regarded as means to ends only, not as ends in themselves.

It is evident that a consistent modification of teaching, in accordance with the above definition, would result in very great changes in a teacher's work. The teacher who adopts as her goal the development of growth in power to purpose and to achieve will find that for success her teaching activities must be of three fundamental types:

1. Stimulation, or the arousing of worthy purposes in children,
 2. Assistance, or helping children achieve their purposes,
 3. Interpretation, or helping children to generalize from their experience.
- Each of these will be discussed in some detail.

Stimulation. The first phase of a teacher's work is the arousal of purpose. Children have many instinctive tendencies or desires. Thus, the sight of candy will arouse in the average child a desire to eat it. If, however, the child's natural tendency to eat the candy is blocked by some element in the situation, as, for instance, the fact that the candy is in a store window, he may form the purpose to take whatever steps are necessary to secure the candy, such as running an errand to earn the necessary money. A purpose is thus the determination to carry out a *series of actions* which will result eventually in the satisfaction of some desire.

A teacher's ability to arouse purposes will be dependent upon her knowledge of the natural desires of children. Fortunately, the strongest of these are well

known. All children are instinctively attracted to any situation which promises novel experiences through self-directed activity. Thus, in the grades, and for many years beyond, all construction projects make an instinctive appeal. If a teacher arrays both the materials and the completed project before a child in such a way that in imagination he pictures himself as putting the material together and creating something new for himself, there will be aroused in him that organization of feeling, desire, and thought which is called purposing. He will "purpose" to achieve the given goal.

It is to be emphasized that purpose is not merely an intellectual perception of the goal to be achieved; it is a dynamic, emotional set of the will to achieve the goal. True purposing makes the individual self-directive. In other words, the teacher's work in stimulation is not successful unless it results in making the children so anxious to do something that they begin to act of themselves.

Stimulation is entirely a teacher-directed process, but successful stimulation results in a complete reversal of the position of the teacher and children. In the beginning the children were passive; their thoughts and activities were determined by the teacher. At the end, there is no longer need of activity on the part of the teacher; the children are impatient to take the necessary steps to achieve their purpose; they will resent any interference by the teacher which seems to be an interruption to achievement. The test of successful stimulation by the teacher is the degree to which the situation is taken over by the children. If the teacher's work has been a failure, she will have to direct also the planning, acting, etc., which follow. If it has been successful, the children will direct and carry on all these activities themselves. Thus, the character of the successful teacher's work changes at this point and passes over into:

Assistance. When a child has once formed a purpose—that is, when he has once decided to achieve a certain result, he begins to act in the ways that seem to him to be necessary to achieve the desired result. But the child's experience is exceedingly limited. Usually there are new elements in the situation with which he does not know how to deal. These difficulties cause failures, and the failure to achieve the desired result leads to thinking and to modification of his activities. At first, children will necessarily appeal to the teacher for assistance. The able teacher is not the one who gives assistance merely, but the one who, while giving assistance, is able to so direct the child's attention to *methods of self help* that she makes her help more and more unnecessary. Little by little the child attains to more perfect control of the general methods of attacking problems. He builds up skills, standards, judgment, until he acquires complete mastery of the situation. In attitude, intelligence, and skill he is prepared to attack any new difficulty hopefully, and with a high degree of probability of success.

One of the strongest emotional satisfactions in man is that resulting from a sense of power, of self-mastery. To master a difficulty is innately satisfying, a stimulus to repeat the experience, to attempt still more difficult achievements. It is a powerful incentive to effort, to growth. The whole history of man may be summed up as an increasing conquest and control of nature. The most successful teacher is the one who is so able to assist her children that their school life is a continuous series of experiences in the successful *self-achievement* of more and more difficult goals.

If, however, the difficulties prove too great for the child to master, he becomes discouraged and abandons his purpose for something easier of achievement.

The failure of conventional teaching lies in the fact that it does not recognize that true education results only when an individual purposes, plans, acts, judges, and generalizes *for himself*. Under absolutely ideal conditions each of these steps would be taken by the child for himself. However, the human race has lived a long time in the world and has accumulated a certain store of wisdom. It is the function of the school to transmit this wisdom to the child and to give him power to use it. Moreover, life is so short and the store of wisdom is so great that the child must be brought as quickly and as efficiently as possible to the level of the development of his age, that he may devote his energy to carrying civilization forward to still higher levels. The school must make the child familiar with the sources and storehouses of accumulated knowledge, with the methods by which this stored knowledge is made available and put to work, and must give him power to use these methods successfully. This the teacher is able to do through control of the children's purposing, but any failure to allow the child to plan, act, and judge for himself means loss of power. Consequently, after the children have once formed satisfactory purposes, they must be made wholly responsible for the achievement of their purposes, the teacher abstracting herself from the situation, and contenting herself with watching the struggles of the children to achieve their goals.

A teacher who does this completely and intelligently will find:

1. That children will experience difficulty at different steps of the process, each according to his peculiar nature,
2. That the children will soon become conscious, each of his own peculiar difficulty,
3. That the children will quickly learn to ask intelligently for the help the superior experience of the teacher is able to render, when they get into difficulties which are greater than they are able to surmount.

In other words, the teacher's duty during this phase of the work is to watch (not instruct), to inspire and encourage effort, to render assistance when it is asked for and when in her judgment failure would result in too great discouragement; to be of use generally by placing her superior experience and knowledge at the service of the children; to reward success by entering into the child's enjoyment of it and giving it the stamp of her approval. Skill in teaching at this state consists in knowing when to give direct help to the individual and when merely to spur him on to greater effort. During this stage, however, it is the children, not the teacher, who are in charge, and the children's work is characterized by evidences of self-direction, self-appraisal, and self-control.

Interpretation. With the achievement of the immediate goal there comes a time when once again the teacher can profitably take charge of the group activity. It is not enough that the child should have experiences; he must profit by his experiences. It is now the teacher's part to help the children to see the larger significance of their experiences, to compare the achievements of different members of the class, and to find the cause of the differences; to help the children formulate what they have learned from their experiences, and to

state their formulations so that they may be available for use in future experiences. In all this work the teacher should pay more attention to developing in the children power to generalize than to the generalizations themselves. She should aim at building up general methods of profiting by experience, and measure her success by the extent to which the children's need of her decreases. As a rule, the period of interpretation will result in and imperceptibly pass over into the period of stimulation for the next project.

The complete scheme of the new method of teaching is shown in table I:

TABLE I—Showing scheme of new method of teaching.

	<i>First stage.</i>	<i>Second stage.</i>	<i>Third stage.</i>
Nature of activity.....	Stimulation.	Achievement.	Interpretation.
In charge	Teacher.	Pupils.	Teacher.
Teacher's work	Presentation of stimuli.	Assistance.	Direction of generalization.
Pupils' work	Purposing.	Planning, executing, judging.	Generalizing.
Product	Formation of a purpose.	Achievement of purpose.	Conserving benefits of experience.

It is little wonder, therefore, that in modern discussions of method, the emphasis is being placed more and more upon purposing as the key to the situation. The immediate problem before the teaching profession is to convert the aims and methods of education from the autocratic mass imposition of knowledge and skill, which prevailed in the past, to the democratic method of individual purposing in a social environment.

Equal Rights and Equal Opportunities.

One of the hopeful signs in the educational situation is the growing concern which persons of leadership outside the profession are showing for the educational needs of the nation. It becomes increasingly evident that the problem of educating all the people is a problem for thinking men and women, regardless of occupation. The following plea for equal rights and equal opportunities is an editorial by Dr. H. J. Waters which appeared recently in the *Weekly Kansas City Star*:

"A nation's conscious concern over education measures its interest in its own future.—Slogan of the National Education Association. No part of the nation's educational system is worthy of so much conscious concern as is the school where its farmers are prepared for their duties and responsibilities. And no part of a nation's education system is so difficult to develop and maintain satisfactorily as its rural schools.

"Educating one considerable part of its children well and another part badly is an unsafe program for any nation, however rich and powerful.

"The principle upon which our nation was founded—that of equal rights and equal opportunities to all—is being grossly violated in the matter of the education of the country child. Equal opportunity is not even approximated when the children of the city attend school in a comfortable, commodious, sanitary and well-lighted building; and taught by well trained and carefully supervised teachers; are accurately graded and given every facility that modern progress has provided, while children of the farm are brought together in a poor, one-room schoolhouse, where one teacher, a poorly trained, inexperienced, underpaid girl, teaches all grades, and that without modern help and with almost no supervision. To the inexperienced country teacher is given

the most difficult task in education—that of teaching the entire range of elementary subjects to small and unclassified groups.

"Eight million farm children in the United States must be satisfied with an education costing twenty-four dollars a year each, while approximately an equal number of city children have spent upon their education forty dollars a year. The country child's school year is thirty-eight days shorter than the city child's school year. The country child gets only six years of elementary schooling, as compared with eight years given the city child. Country children lose by absence on the average twenty-eight per cent of a seven months' school year and the children of a town school lose but twenty-one per cent of a nine months' school year.

"Half of the rural teachers of the United States have never finished a four-year high-school course; ten per cent have never studied beyond the grade they teach; and only two in a hundred have graduated from a normal school or college. In only twelve states is provision made for a professionally prepared supervisor for rural schools. Every town of the United States has a well-trained supervisor for its schools. In more than half the states country superintendents of education—those in charge of rural schools—are chosen on the basis of their political affiliations. No other school supervisor is so chosen.

"No wonder the country child's interest in school lags; no wonder the attendance record in country schools is low; no wonder progress in education among country children is unsatisfactory. The fault lies not with country children, but with country schools.

"While we have made marvelous progress in the last quarter of a century in our professional schools, colleges, universities, high schools, and city graded schools, yet the old type of rural school remains almost unchanged. The facilities of this school are in the main about as crude as they were half a century ago.

"But merely talking about the deficiencies of country schools accomplishes nothing. If we hope to equalize the educational opportunities of the country and the city child we must take radical steps with the country school. We must make the county the school unit and replace the isolated, weak, one-room school with a well supervised and well equipped consolidated institution.

"If country people as a whole realized the extent to which their children are denied the privileges of other children in the matter of an education, there would be nothing short of an open revolt. The fathers and mothers of these cheated children would say: 'We must have better schools for our children at any cost. If the burden is greater than we can bear, the cities must help carry the load.'

"As good schools in the country as in the city is the only safe course for any nation."

Some Outstanding Resolutions of the Boston Meeting of the National Education Association.

Notwithstanding all that has been so nobly wrought, there are unfinished tasks before us. No state to-day can be educationally self-sufficient. No American citizen, no matter what his color, what his occupation, or what the land of his birth, can, with safety to our social order, be merely "hands and feet to fetch and carry." Human destiny, to an extent never known before, is now in the hands of the great masses of the people. The fundamental problem that now confronts us is to raise the common man, not so much to a greater degree of skill and industrial efficiency as to those higher planes of thinking, feeling, and social action which the complexity and interdependence of life demand.

In full accord with these ideals and teachings, we pledge our support to the following principles and policies and invite good citizens everywhere to join us in making them effective throughout the nation.

1. We reaffirm our sincere, devoted, and unqualified support of federal aid and federal recognition of public education—without federal interference in any way with state and local control—as they are embodied in the Towner-Sterling bill now pending in the sixty-seventh congress.

The question of adequate school revenues is one of the most pressing and important problems facing the country at this time. The wealth of the nation is sufficient for all its educational needs. We ask that congress and the state legislatures recognize the supreme importance of public education and that they set themselves to the task of providing adequate funds for its support. We believe, in order that there may be equality of educational opportunity for all children, that the state should assume a much larger responsibility for the adequate financial support of schools and that at least one-half of the school revenues should be derived from state income.

2. We believe that the best interests of education will be served by a full recognition of the principles that education is a state function; that local boards of education are in this sense officers of the state; and that they should be free to determine and administer their own financial budgets, subject to general state control but unhampered by municipal authorities.

3. The safety of the republic rests to a large degree with the teachers of the nation. We call upon teachers everywhere to teach respect for law and order and for constituted authority; to impress alike upon young and old the importance of obedience to the constitution and to all state and national laws and to local ordinances; to teach the children that the laws are made by the majority and may be changed by the majority; but that they must be obeyed by all; and that he who disobeys the constitution or laws is an enemy of the republic.

4. We approve training in American citizenship and urge that the principles of this government as embodied in the state and national constitutions be made an integral part of the training of every student in every school. We also urge in the interest of true Americanism that no person unwilling to submit to these principles be employed in the education of youth.

5. We declare our unqualified approval of permanent tenure for teachers during efficiency and good behavior following a reasonable probationary period; of the establishment of permanent, safe, and adequate teachers' retirement funds; of raising educational standards and attracting the finest ability to the teaching profession by an increase in teachers' salaries; and we stand unalterably opposed to a lowering of salary schedules for competent teachers in any part of the country. To these ends we urge continued activity by the National Education Association to secure the legislation in various states which will bring about these results.

6. We declare that the fundamental need in public education is an adequate supply of well-trained teachers, and we urge the support of every agency and policy that will increase and improve the facilities for the preparation of teachers. We urge that salaries be based upon professional preparation, the skill attained, and quality of service rendered, irrespective of grade or age of the children to be taught.

7. We call attention to the failure to provide an adequate program of education for the children living in the rural area of our country, and we urge that the educational opportunities provided for children in rural America be made equivalent to those offered to children in the most-favored urban communities.

Children's Code of Morals for Elementary Schools.

By WILLIAM J. HUTCHINS.

MORAL CODE FOR BOYS AND GIRLS.

Boys and girls who are good Americans try to become strong and useful, that our country may become ever greater and better. Therefore they obey the laws of right living which the best Americans have always obeyed.

I.—THE LAW OF HEALTH.

The Good American Tries to Gain and to Keep Perfect Health.

The welfare of our country depends upon those who try to be physically fit for their daily work. Therefore:

1. I will keep my clothes, my body and my mind clean.
2. I will avoid those habits which would harm me, and will make and never break those habits which will help me.
3. I will try to take such food, sleep and exercise as will keep me in perfect health.

II.—THE LAW OF SELF-CONTROL.

The Good American Controls Himself.

Those who best control themselves can best serve their country.

1. I will control my *tongue*, and will not allow it to speak mean, vulgar or profane words.
2. I will control my *temper*, and will not get angry when people or things displease me.
3. I will control my *thoughts*, and will not allow a foolish wish to spoil a wise purpose.

III.—THE LAW OF SELF-RELIANCE.

The Good American is Self-reliant.

Self-conceit is silly, but self-reliance is necessary to boys and girls who would be strong and useful.

1. I will gladly listen to the advice of older and wiser people; I will reverence the wishes of those who love and care for me, and who know life and me better than I; but I will learn to think for myself, choose for myself, act for myself.
2. I will not be afraid of being laughed at. I will not be afraid of doing right when the crowd does wrong. Fear never made a good American.

IV.—THE LAW OF RELIABILITY.

The Good American is Reliable.

Our country grows great and good as her citizens are able more fully to trust each other. Therefore:

1. I will be honest, in word and in act. I will not lie, sneak, or pretend, nor will I keep the truth from those who have a right to it.
2. I will not do wrong in the hope of not being found out. I cannot hide the truth from myself and cannot often hide it from others.
3. I will not take without permission what does not belong to me.
4. I will do promptly what I have promised to do. If I have made a foolish

promise, I will at once confess my mistake, and I will try to make good any harm which my mistake may have caused. I will so speak and act that people will find it easier to trust each other.

V.—THE LAW OF CLEAN PLAY.

The Good American Plays Fair.

Clean play increases and trains one's strength, and helps one to be more useful to one's country. Therefore:

1. I will not cheat, nor will I play for keeps. If I should not play fair, the loser would lose the fun of the game, the winner would lose his self-respect, and the game itself would become a mean and often cruel business.
2. I will treat my opponent with courtesy.
3. If I play in a group game, I will play, not for my own glory, but for the success of my team and the fun of the game.
4. I will be a good loser or a generous winner.

VI.—THE LAW OF DUTY.

The Good American Does His Duty.

The shirker or the willing idler lives upon the labor of others, burdens others with the work which he ought to do himself. He harms his fellow-citizens, and so harms his country.

I will try to find out what my duty is, *what I ought to do*, and my duty I will do, whether it is easy or hard. What I ought to do I can do.

VII.—THE LAW OF GOOD WORKMANSHIP.

The Good American Tries to do the Right Thing in the Right Way.

The welfare of our country depends upon those who have learned to do in the right way the things that ought to be done. Therefore:

1. I will get the best possible education, and learn all that I can from those who have learned to do the right thing in the right way.
2. I will take an interest in my work, and will not be satisfied with slipshod and merely passable work. A wheel or a rail carelessly made may cause the death of hundreds.
3. I will try to do the right thing in the right way, even when no one else sees or praises me. But when I have done my best, I will not envy those who have done better, or have received larger reward. Envy spoils the work and the worker.

VIII.—THE LAW OF TEAM WORK.

The Good American Works in Friendly Coöperation with his Fellow Workers.

One man alone could not build a city or a great railroad. One man alone would find it hard to build a house or a bridge. That I may have bread, men have sowed and reaped, men have made plows and threshers, men have built mills and mined coal, men have made stoves and kept store. As we learn better how to work together, the welfare of our country is advanced.

1. In whatever work I do with others, I will do my part and will help others do their part.
2. I will keep in order the things which I use in my work. When things

are out of place, they are often in the way, and sometimes they are hard to find. Disorder means confusion, and the waste of time and patience.

3. In all my work with others, I will be cheerful. Cheerlessness depresses all the workers and injures all the work.

4. When I have received money for my work, I will be neither a miser nor a spendthrift. I will save or spend as one of the friendly workers of America.

IX.—THE LAW OF KINDNESS.

The Good American is Kind.

In America those who are of different races, colors, and conditions must live together. We are of many different sorts, but we are one great people. Every unkindness hurts the common life, every kindness helps the common life. Therefore:

1. I will be kind in all my *thoughts*. I will bear no spites or grudges. I will not think myself above any other girl or boy just because I am of a different race or color or condition. I will never despise anybody.

2. I will be kind in all my *speech*. I will not gossip nor will I speak unkindly of anyone. Words may wound or heal.

3. I will be kind in all my *acts*. I will not selfishly insist on having my own way. I will always be polite. Rude people are not good Americans. I will not trouble unnecessarily those who do work for me. I will do my best to prevent cruelty, and will give my best help to those who need it most.

X.—THE LAW OF LOYALTY.

The Good American is Loyal.

If our America is to become ever greater, her citizens must be loyal, devotedly faithful, in every relation of life.

1. I will be loyal to my family. In loyalty I will gladly obey my parents or those who are in their place. I will do my best to help each member of my family to strength and usefulness.

2. I will be loyal to my school. In loyalty I will obey and help other pupils to obey those rules which further the good of all.

3. I will be loyal to my town, my state, my country. In loyalty I will respect and help others to respect their laws and their courts of justice.

4. I will be loyal to humanity. In loyalty I will do my best to help the friendly relations of our country with every other country, and to give to everyone in every land the best possible chance.

If I try simply to be loyal to my family, I may be disloyal to my school. If I try simply to be loyal to my school, I may be disloyal to my town, my state and my country. If I try simply to be loyal to my town, state and country, I may be disloyal to humanity. I will try above all things else to be loyal to humanity; then I shall surely be loyal to my country, my state and my town, to my school and to my family.

And he who obeys the law of loyalty obeys all of the other nine laws of The Good American.

Books for Rural Schools.

A TWO-FOOT SHELF of twenty-five books for rural school children, grades one to eight, was selected by the American Library Association and the National Education Association at their meetings last July. The numbers opposite the titles given indicate the order of choice.

- Little Women.—Louisa May Alcott (1).
Alice in Wonderland and Through the Looking Glass.—Lewis Carroll (2).
Robinson Crusoe.—Daniel Defoe (3).
Treasure Island.—Robert Louis Stevenson (4).
Tom Sawyer.—Mark Twain (5).
Boys' Life of Abraham Lincoln.—John George Nicolay (6).
Jungle Book.—Rudyard Kipling (7).
Fairy Tales.—Hans Christian Andersen (8).
Æsop's Fables (9).
Child's Garden of Verses.—Robert Louis Stevenson (10).
Merry Adventures of Robin Hood.—Howard Pyle (11).
Tales from Shakespeare.—Charles Lamb (12).
Arabian Nights (13).
Boys' King Arthur.—Sir Thomas Malory (14).
Story of Mankind.—Henrik Willem Van Loon (15).
Rebecca of Sunnybrook Farm.—Kate Douglas Wiggin (16).
Home Book of Verse for Young People.—Burton E. Stevenson (17).
Christmas Carol.—Charles Dickens (18).
Rip Van Winkle.—Washington Irving (19).
Mother Goose (20).
Hans Brinker, or The Silver Skates.—Mary Mapes Dodge (21).
Boys' Life of Theodore Roosevelt.—Hermann Hagedorn (22).
Wonderbook for Boys and Girls.—Nathaniel Hawthorne (23).
Wild Animals I Have Known.—Ernest Thompson Seton (24).
Heidi: A Story for Girls.—Johanna Spyri (25).

Experience has shown that there are homes to which it is unwise to leave for final decision the question whether or not children shall attend school. Nor can it be left to each community to decide, below certain minimum standards, what school facilities shall be furnished.

The state must, for its own protection and for the protection of future citizens, recognize the necessity of a good popular education. It can take no risk in insuring that every boy and girl is adequately prepared for citizenship. The state, in the discharge of this responsibility is sure to clash sooner or later with some one who does not care for schools. For example, there is a family which is shiftless and neglects its children. The state steps in and even goes so far as to assume charge of the children. A community tolerates a tumble-down school building and the state steps in with its authority and condemns the building. . . . Schools are not local institutions, especially in a democratic country, where the safety of all public institutions depends on the intelligence of its citizens. Not only is the state always concerned with the schools, but it is a general fact that the state is likely in most cases to have higher standards for schools than does the individual district.—*Rural School Survey of New York State.*

