

HIT AND RUN—Instead of Showering Our Hero With Kisses They Decided On a China Shower and—and Gave It to Him!

BY HITT



Torrance Teacher Discusses Character Building in Schools

(Mrs. John Young, teacher in the Torrance High school, read the following excellent paper on "Character Development in Our Public Schools" at a recent meeting of the Women's Christian Temperance Union. Members were so pleased with it that they requested The Herald to publish it in full, which we are happy to do.—Editor.)

By MRS. JOHN YOUNG

Ever since Adam and Eve made a moral success of one boy and a moral failure of the other, the training of children in character has been one of the chief concerns of parents.

People have been whipped, burned, hanged, electrocuted, lectured and subjected to every other form of torture with a view to improving their character or improving that of others who might profit by the example. Character has always been the ultimate goal of education.

Character education of youth is necessary for successful democracy. We will all admit that this character development must begin at home in pre-school days. Church authorities have said "Give us a child until he is seven and that child is ours." A child that is headed right is well on his way toward honesty, truthfulness, fair play, reverence, respect, toward character by the time he starts to kindergarten.

Yet we teachers may not, in the language of the day, "pass the buck." The public school is the instrument of the people to train the youth for social efficiency, in a democracy. Character education

is the most important phase of school work and should be the first thought of every teacher.

Child development is our job and parents may help in this work by watching, not so much for pupil grades and for pupil progress, the side of the report card that grades for neatness, co-operation, attitude, progress is more important than the side that grades in special subjects.

You parents send your children to school to be educated, but just what is education?

One of our modern definitions of education is this, "Education is being able to use the tools that the world has found useful."

A character monogram put out by the Los Angeles City Schools tells us that "A requirement for graduation should be that each individual should have a good rating in character as shown by his daily life."

After I was asked to speak on character development I asked my class in civics why they came to school. Most of the boys honestly admitted that they expected to be able to earn more money—they gave the bread and butter reason. Surely to earn one's living, to be financially independent, is an important principle in character development.

The child thought more of "social efficiency." They wanted to be able to have standing that would give them a happy, productive social life.

A few of the more thoughtful ones wanted to be of service to others. They thought of our school motto which is inscribed in our

auditorium, "Enter to Learn, Go Forth to Serve."

A high school diploma should stand for an ability to meet all three of these requirements of an education; earning a living, social efficiency, ability to be of service in one's own community and also it should develop a high grade of citizenship—a good rating in every day living.

We teach the pupils that it is necessary to develop the ability to take one's share of the world's work—to share its obligations and benefits. Our present state superintendent stresses the fact that the attitude toward work is of vital importance to our pupils.

Character teaching is done through regular school, subjects, and through co-operation with all helpful agencies, the church, the home, the club.

We have several main objectives toward which we strive in our character building program. One of these is the knowledge of the individual and social efficiency.

Preparation for life in the group is made by teaching that the chief essential for anyone in human society is to get along with people, to appreciate the rights of others and to perform one's duties to his fellows, to habitually recognize human independence, and the Brotherhood of Man. I think our World Friendship clubs drive this thought home to our students.

We strive to teach our pupils to be thrifty, to be fair and square, to enjoy the beautiful in art, in literature, in nature—to know the joy in the great out-of-doors.

Most of our work about eight hours, sleep about eight hours, have eight hours of leisure time. That leisure time is an index to character. A prominent educator says, "Tell me what you do with your leisure time and I will tell

you what you are making of your life." The school points out that leisure time should be used for some wholesome avocation, had or recreation: for reading good books, for contemplation, for visits to art galleries and museums—for a chance to express one's self in art, in music, and in making worth while friendships.

Some objectives which we strive not to forget are the preparation for reverence, the majesty of nature, the nobility of manhood and womanhood.

Just now we are stressing respect for law, which Mr. Hoover recently emphasized in his speech; He tells us that we are a nation of lawbreakers and urges us to respect, and obey our laws.

There is an interesting article in the May issue of World's Work, called "Science Measures Morals," by Albert Wiggam.

On tests taken home girls cheated more than boys. Its aim is to eliminate the liar and the cheat. It is a system to measure whether or not Johnny and Mary are getting to be liars, cheaters and thieves as they grow older. On home tests girls cheated more than boys. Probably girls are not more dishonest but they cared more for the more stupid pupils were, the more dishonest they were.

One of the finest things that was proven by these tests is that when a class tested unusually high for honesty, these exceptional cases were due chiefly to the personal influence of some superior teacher. For after all we, teachers and parents teach by example rather than by precept.

Especially is personal influence vital at the time of adolescence. When our boys and girls are long legged, awkward freshmen or sophomores many times often they have real difficulties to solve. It is then

we find some teachers who by their friendliness and their personal interest, are real guides, to the boy or girl when they need a real interested friend.

Will you not agree with me that this personal influence is after all responsible for most of the character development in our school?

Not so long ago one of our great schoolmasters—a veteran in that high service was asked, "Where in your time-table do you teach religion?"

"We teach it all day long," he answered. "We teach it in arithmetic, by accuracy. We teach it in language, by learning to say what we mean. We teach it in geography, by breadth of mind. We teach it in handicraft, by thoroughness. We teach it in astronomy, by reverence. We teach it on the playground, by fair play. We teach it by kindness to animals, by courtesy to servants, by good manners to one another, and by truthfulness in all things. We teach it by showing the children that we, their elders, are their friends and not their enemies. We teach them to build the church of Christ, they stand to their teachers and their school fellows because we believe that unless they learn to build it where they are, they will not learn to build it afterwards anywhere else!"

Yet, now there is a demand for direct as well as indirect character education and our best journal of the National Education Association

tells us that every teacher should feel free to omit a lesson in Arithmetic or English, to consider character problems as occasions arise.

For after all our real aim is character development.

Mrs. Sydney Sheldon of Redondo boulevard was a dinner guest Friday of Mrs. Neil Ort of Beacon street San Pedro.

Mrs. H. E. Hickman of Weston street was a guest of Long Beach friends Friday.

Mr. and Mrs. Dick Young, and family of Los Angeles were Sunday guests of Mr. and Mrs. A. R. Young and Mr. and Mrs. Arthur Tappin. The two Mrs. Youngs and Mrs. Tappin are sisters.

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How to Play BRIDGE Series 1928-29 by Wynne Ferguson Author of "PRACTICAL AUCTION BRIDGE"

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ARTICLE No. 21

Good "Card Manners" should be cultivated by every card player, not only because they make the game more pleasant but because they are a winning proposition. A player has a much better chance to win with a partner who is satisfied and happy than with one who is upset by constant and unpleasant criticism. Try it out and you will be surprised at the good results.

One's acquaintances have perfect card manners: He makes every bid in the same even tone of voice (how often players improperly convey a meaning by making a bid emphatically or hesitatingly). He never hesitates in playing a card with the object of making the opponents think that he has something in his hand which actually is not there and if he has a bad partner, he seeks every opportunity of congratulating him on a correct piece of play and never refers to errors. Thereby he gets the best out of the bad partner. Cultivate good card manners and you will automatically increase your winnings.

In the preceding article twelve problem hands that appeared in an English competition were given for the reader to decide upon the proper bids. The hands were as follows: Z is always the dealer and the other players are sitting around the table as follows:

PRIZE HANDS 1. A B one game: Z Y 8 and A B 10 in second game. Where the bidding was: Z, "One No-Trump"; A, "No Bid"; Y, "Two Diamonds"; B, "Two Spades"; Z, "Two No-Trumps"; A, "Three Hearts"; Y and B, "No Bid"; what should Z say, holding Spades, K, 7; Hearts, K, 8, 6, 4; Diamonds, A, Clubs, A, K, Q, J, 10, 5? 2. Z Y one game: Z Y nil and A B 24 in second game. What should Z bid, holding Spades, K, 2; Hearts, K, 6; Diamonds, 4, 2; Clubs, A, K, Q, J, 10, 9, 4? 3. Z Y 24 and A B 27 in rubber game. Z bids "One No-Trump"; A, "Two Diamonds"; Y, "Three Clubs"; B, "Three Hearts"; what should Y now say, holding Spades, 9, 8, 7; Hearts, 7; Diamonds, 6; Clubs, 9, 8, 7, 5, 4, 3, 2? 4. At love all in first game, what should Z bid, holding Spades, 9, 8; Hearts, Q, 10, 6; Diamonds, A, K, Q, 10; Clubs, A, K, Q, J, 10, 9, 4? 5. Z Y one game: Z Y nil and A B 27 in second game. Where Z bid "One Diamond" and A "No Bid"; what should Y say holding Spades, A, K, 6, 2; Hearts, A, Q; Diamonds, Q, 10, 7, 6, 3; Clubs, A, K, Q, J, 10, 9, 4? 6. At love all in rubber game, what should Z bid, holding Spades, K, J, 10, 7, 6, 5, 2; Hearts, 8, 7; Diamonds, Q, J, 7; Clubs, K? At love all in rubber game, where the bidding was, Z, "One Diamond"; A, "No Bid"; Y, "Three Hearts"; B, "Four Clubs"; Z, "Four Hearts"; A, "Five Clubs"; Y, "Five Hearts"; what should B now say, holding Spades, Q, J, 10, 6, 4; Hearts, 8; Diamonds, A, K, J, 10, 7, 6? 8. At love all in rubber game, what should Z bid, holding Spades, A, K; Hearts, 3; Clubs, 4, 3; Diamonds, 10, 6, 5, 2? 9. A B one game, no score in second game. Where Z bids "One Club" and A doubles, what should Y say, holding Spades, A, 7, 6, 4; Hearts, K, 5; Diamonds, Q; Clubs, Q, J, 7, 6, 5, 3? 10. Z Y 18; A B nil in rubber game. Z bids "One Spade" and A "Two Hearts"; what should Y say, holding Spades, none; Hearts, Q, 10, 6, 5, 2; Diamonds, A, K, 7, 4, 3; Clubs, A, 8, 5? 11. At love all in rubber game, where Z bids "One No-Trump", what should A say, holding Spades, Q, J, 10, 6; Hearts, K; Diamonds, A, 4; Clubs, A, Q, 10, 9, 6, 3? 12. Z Y 28, A B nil in rubber game. What should Z bid, holding Spades, 4; Hearts, K, J, 9, 8, 7, 6, 5, 4, 2; Diamonds, 6, 3; Clubs, 4? The decision of the English judges, all experts as to the proper bid in each hand is as follows: 1. "Three No-Trumps." 2. "One No-Trump." 3. "No Bid." 4. "One No-Trump." 5. "No Bid." 6. "No Bid." 7. "Five Spades." 8. "No Bid." 9. "Four Clubs." 10. "Double." 11. "No Bid." 12. "Three Hearts." The majority vote of the English contestants as to the proper bid with the foregoing hands, is as follows: Bid Percentage 1. "Three No-Trumps." 55 2. "Three Clubs." 28 3. "No Bid." 51 4. "One No-Trump." 44 5. "One No-Trump." 25 6. "Two Spades." 28 7. "No Bid." 45 8. "No Bid." 65 9. "Three Clubs." 32 10. "Double." 35 11. "Two Clubs." 30 12. "Three Hearts." 51 The writer agrees with the vote of the English judges in all the hands except three. In Hand No. 3, the writer would bid five clubs over four hearts. Y's hand is hopeless as a trick taker except with clubs as trumps and rubber at the four heart bid. If A B should bid five hearts and Z should double, Y should pass and hope that Z can take three tricks. With Hand No. 8, the writer would bid one heart. The hand contains so many top cards that there is a danger of it being passed out by the other three players if Z passes. With Hand No. 12, the writer would pass. There is sure to be a bid on this hand and therefore a second chance for Z to show his heart suit. It is a very dangerous hand with which to bid three hearts. The opponents are almost sure to bid and, if the partner helps the heart bid, Y Z may lose a big penalty. It seems much better tactics to pass with this hand on the first round and await developments.

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