

# THESIS.

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THE DEVELOPMENT OF PATRIOTISM IN THE PUBLIC SCHOOLS.

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### THE DEVELOPMENT OF PATRIOTISM IN THE PUBLIC SCHOOLS.

Poets, orators, and historians vie with one another in sounding the praises of our country. Every true citizen of the United States may be a poet, and all may be orators, when "Our Country" is the theme. None disputes the historian when he says that it presents the highest form of civilization yet reached by man. Not our citizens alone, but foreigners as well, are found in this never-ending contest. All praise the country as a whole, as well as the institutions of which it is composed. Chief among these institutions, we find the public school system. This must always be the case in a free country. A government by the ballots of people enslaved by ignorance, is much more despotic than monarchy. The public school must ever be the chief guardian of the ballot-box.

The primary object, one might say the only object, of the government in supporting the schools is the production of better citizens. By the very nature of the government, its character is determined by that of the citizens composing it. This was clearly recognized and distinctly stated by the founders of the school system. The citizen must be law-abiding, and should

of others in order that he may demand concession to his own. He must develop his own powers and train his own will so that he may carry his portion of the burden of life without that disorder which follows when these are neglected. Each should be made to feel that his life has a direct bearing upon the well-being of the world. Too often one opposes the other. The individual believes that the rest of humanity is in conflict with him. He does not perceive that the condition of the whole determines the condition of the part. One member cannot rebel against the others without weakening itself. Likewise, the unit cannot injure society without having a portion of the evil return upon himself. That education is most nearly perfect which enables man most fully to understand his relations to others; which teaches him that he has a place to fill, a duty to perform; which enabled him to see that he is but a small part of the whole striving for the grand culmination which the Almighty alone can foresee.

To sacrifice all individuality to society is to produce a form of communism which will destroy all that energy which makes man a progressive being. No man labors most abundantly for the greatest reward, else he will be loath to repeat the effort. The development of the intellect and the training of the will give greater efficiency to the individual. This effort perfects him

but little if others are to share the returns equally. Each should know that increased effort brings its reward; he should see and feel that by bettering his own condition, he better the society of which he is a part. This life may be a preparation for further existence; as such, it should be a place of preparation. Each must strive for advancement in this life, in order that that may be more nearly like what it may be.

Education begins in the family where all are, or at least should be, bound by love. Under tender and loving care of parents the child learns habits of obedience, promptness, regularity, patience, and perseverance. The child does right for the pleasure of receiving the approval of those who love him. Through frequent repetition, he learns to do right for its own sake. The early training in the family should be a preparation for the school which becomes an aid in the development of the child. Under the loving care of parents and the kind and careful guidance of the teacher, the education continues. In the family, the loving approval of right deeds and the disapproval of wrong ones, leads the child to a love for right. In school he is brought in contact with others like himself. Here a new world is opened to him in which he finds individuals with rights equal to his own; he learns that a transgression on the part of others, deprives him of his

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just claims; he is made to see that he himself may deprive others of their dues. Experience teaches that a respect for the rights of others is the essential prerequisite for the recognition of one's own. In school, community of interest is perceived. Each learns that the success of the other is a factor in determining his own. All strive for the common goal,---the development of that man-hood whose duty it is to aid in shaping the destiny of man-kind.

The church should contribute its share of moral and religious training. Set apart for this purpose, it has teachers of ability and experience. Their resources and opportunities are numerous and far-reaching. Time has stored up means and established customs which may achieve grand results. Generation after generation comes to them with respect for their superiority and faith in their ability. A church with adequate conceptions of true religion and faithful ministers of the gospel, is an invaluable means in educating man.

Millions of foreigners have taken advantage of our country's generosity. Each year lands thousands upon our shores. America receives all and seeks to make them as her children. Just here lies a grand work for the public schools. To us have



come, and still continue to come, Irish, English, Scandinavian, Dutch, German, French, and Italian who have left home and country for the better ones which they expect to find here. All are to be Americanized, regenerated, in order that the home shall be one of quiet and the country one sustained by patriotism. If education is essential to our own native-born citizens, how much more necessary is it to these foreign born who lack all that part of patriotism which is innate.

Patriotism we find defined as "that passion which moves a person to serve his country, either in defending it from invasion or in protecting its rights and maintaining its laws and institutions." In this "passion" must not only be thought of as that strong, vehement emotion which prompts violent action, but also as that calmer, grander, nobler feeling which produces patient, careful, methodical, enduring, and more efficient action. The first kind sustained Miltiades and his heroic comrades at Marathon, carried Regulus to certain death at Carthage, aroused Joan of Arc and her followers, inspired Arnold Von Winkelried at Sempach. The same passion inspired the heroes of the Revolution and of the Civil War. The second kind is that which inspires the unnumbered, unknown host whose effort achieves a grander result

without shedding the blood of fellow-beings. War should be made an institution of the past. Arbitration by war, is a resort to the animal, the brutal part of man's nature. In doing this, the nobler part which can solve all, is neglected. Unpassioned patriotism seldom finds an opportunity for action in the peace of to-day. The time demands that calmer kind upon which rests the future of the nation. The country wants intelligent, industrious, economical, moral, temperate, law-abiding, and justice-loving citizens. Citizens who see their own welfare in that of their country, and that of their country in their own. Citizens who feel that each has a place to fill, a duty to perform, for his country, and the world. Citizens who can act in accordance with this knowledge and feeling.

Formerly the public school was an aid in the education of the children of the land. To-day it must bear by far the larger portion, in too many cases all, of the burden of responsibility. Family relations have become more and more loose and to-day they are entirely unknown by some and but little known by many more. This is especially true in large cities in which we find the majority of the children. Parents willingly throw the responsibility upon the teacher. They do not know their own child-

Even for hours is but a place for eating and for sleeping. Moral and religious training is transferred to the church and the school. This is imperfectly done in the church for its power is lessened by the lack of co-operation of parents in securing attendance and in fixing the principles imparted to the children. No special reliance can be placed upon the world occupied with the rush and hurry of business. Patriotism, upon which depends the stability of the country, does not spring up in such families, and such churches, supplemented by such active life.

In earlier days, the influx of foreigners was less threatening. The demand for wage-workers controlled the supply. The prairies of the West furnished farms for all. Fortune favored them and drove away discontent. To-day our crowded cities cannot furnish sufficient employment. This produces beggars and tramps among the idle. Strikes and riots, sustained by ignorant, discontented foreigners, are of frequent occurrence among the laboring class. Formerly the proportion was much less. Associating with citizens, they acquired patriotic spirit, and the desire for citizenship. Now we find them forming entire communities. In such surroundings, true patriotism must come through the public schools.

Our education tends too much toward the practical, to-



ward that which is of money value to the possessor. It is looked upon as a business transaction which is to bring a return of money. As soon as the youth are able to work, parents ask, "Is there any money in sending him or her to school?" The same question comes to the young man in considering a college course. We also lack honesty. This is the first requisite of the business man who, perhaps, judges the youth by himself. In politics, and official, public life, it has been so neglected that to-day, "politician" may be said to mean one who is a sharper, trickster, and cunning schemer. We must remove this evil. The need of the public school in the past was imperative. The responsibility was great. A grand work was done. Their necessity in the future is more imperative, the responsibility greater, and the opportunities grander and nobler.

The recognition of the necessity for the development of patriotism is manifested by such movements as those which placed the flag in our school-rooms, the publication of juvenile magazines devoted to this subject, special programs on national holidays, and the like. These are aids, yet to one who understands the end to be reached, they appear weak and inefficient. Patriotism cannot be produced so easily. Apart from innate dispositions,

it begins at birth and culminates in manhood. It is a gradual growth which extends through the whole period of education. The training to produce it, should be carried through the entire course. This does not imply a separate time for such work. Education and the development of patriotism, are one and the same during most of the time. Indeed, may one not say that, when education has become what it should be, the two will be synonymous?

The first great factor is the teacher. He is the overseer, the director of all the work; the judge before whom all things are tested and each pupil judged. To the pupil, he is the living example of what education can do. He becomes the ideal toward which the pupil strives. A pleasing picture, this, when one beholds a teacher capable of performing each part in turn! A grand, ennobling work when carried on by one worthy of being the ideal! Disagreeable sight when it presents one unequal to the work to be done! Debasing task, when attempted by one undeserving of the trust! The first requisite is good character. He should have a moral sentiment which chooses truth, justice, and the serving of mankind rather than honors of worldly gain. He should be one who does right because he loves the right. The good teacher will also be industrious, patient, persevering.

economical, temperate in all things, law-abiding, and justice-loving. A true appreciation of patriotism must accompany these qualities in order that he may seek to develop the same in his pupils. A careful training should provide him with self-possession, and such a balance as is not easily disturbed by startling events thrust upon him. He should regard his interior motives, as well as those of his youth, in order that he may better understand the manifestations of the same by his pupils. Children resemble savages, the children of the race. They are quick in accepting the evils of their master but slow in acquiring his virtues. Should he have vices in undue proportion, there will be taken up to a larger degree than will the virtues. The apprentice seeks to equal the model. The skill attained depends upon the skill displayed in that model. The pupil, likewise, imitates his teacher. The character produced, is determined by the original. Exceptions occur, in which the apprentice surpasses the model, but were all thus, there would be less need, by far, of skilled masters and efficient teachers. In addition to this, there must be a love for the work. The work, at its best, was drudgery and routine work which tires the body and exhausts the nerves. The salary is comparatively small. Unless he is sustained by interest and love

for the work, and for the children, success is denied him. Preparation will be but a self-imposed task bringing no gain. Pupils will be endured as mere burdens to be dropped as soon as the salary is at hand.

The teacher has need of knowledge in three separate fields. The first is a knowledge of children. How shall he develop the mind when he does not understand its nature and the order of its development? By what means shall he control the emotions, without a knowledge of their manifestations and the stimulants of the emotions producing these manifestations? Through what methods shall he train the will when he does not understand something of the perceptions received, the emotions felt, and the intellectual activities performed, whenever the will acts? In what manner shall he arrange the course of study when he knows nothing of the powers of the child's mind in the successive periods of school life? The capable teacher should understand the child in all its stages. With this knowledge, he will be able to check emotions that lead to wrong doing; to prevent injurious growth; to avoid waste of time in repetition, or in attempting that which is beyond the pupils powers. In the second place, he must have an adequate knowledge of the branches of knowledge to be taught.

This is essential to the arrangement of the work as well as for the teaching of each separate study. Text-books are dry, uninteresting outlines unless supplemented by the teacher. He must show the relation of part to part, of parts to the whole, of the whole upon life. Thirdly, the teacher must understand the methods of teaching. A knowledge of the child together with the knowledge of the subject-matter, are ineffectual without good methods of teaching. It is of no avail, to know the nature and order of development of the mind, if the instructor cannot, through correct methods, present the different studies of the curriculum. Through a lack of this knowledge, there is a needless expenditure of time and effort; many a young mind is blighted, loses the incentive to knowledge. In this way, many a energetic child have taken the lead in life, falls back into the ranks of those who follow others. Thoroughly equipped in these fields, the instructor is prepared to produce a developed intellect, cultured emotions, and a trained will, all of which lie at the foundation of true patriotism.

The organization offers opportunities often overlooked. Primarily, its function was to aid in imparting knowledge. In addition to this, it offers a means of culture. Through this, the citizen of the future acquires habits of industry and obedience.



This obedience, when properly carried out, leads to a respect for law and love for justice. Here he becomes a unit of the society and is compelled to recognize the rights of others; he learns to sacrifice individual welfare when it conflicts with the well-being of the whole. In the school, he discovers that he has a place to fill, a duty to perform for the upbuilding of the school. Here the pupil acquires a fellow-feeling, a sympathy for others which will accompany him through life. The little, unimportant affairs of a child's every-day life are soon forgotten but each has a direct influence which will display itself in the character of the man.

In this age of money-getting, the studies are apt to be judged from a utilitarian stand-point, utilitarian in the sense of money-producing. Arithmetic and writing are needed in business. Geography gives knowledge used in commercial intercourse. Grammar is essential to correct correspondence, and so on with others. All this is important but it falls far short of education. To make money-getting the end, is to neglect the inner, the true life of man. With all the practical, we want more honesty, more sympathy, more love for fellow-man, more inclination toward noble lives; not less of the business education, but more of the moral,

the emotional, the aesthetic. It is true that not all of the studies are direct means for such training, yet they aid indirectly by developing powers used in other departments. Reading and History are most valuable as direct means for developing the patriotic spirit. Reading offers all the wealth of the past found in literature. Here the child finds industry and economy rewarded; immorality and intemperance bring misery and suffering; right is rewarded, and wrong is punished. History furnishes a faithful record of the past. In it, he finds the mutual dependence of country and individual in the battle for existence. In it is revealed the noble endurance and sacrifice of the heroes of the past. There he also finds wrong punished and right rewarded. When properly taught, the pupil recognizes the constant upward tendency of mankind. History as taught in most of our schools, is too much an account of great men and of wars. The life of the common people is neglected. The inner life of the nation furnishes the interesting and valuable part of the study. Through it the pupil is led to see that the military hero is not the only one. He learns of the great host of heroes who lived and died unknown to fame. These were as truly patriotic as were those who led armies to victory, or those who died at the cannon's mouth.

Under special methods for the development of morality and patriotism---for without morality it does not flourish---one may place the teaching of gems of literature. Through a selection of noble passages, much can be done toward making men moral, toward giving them higher ideals, and stronger incentives to noble lives. When beset by trials and difficulties, a noble passage often gives one encouragement and induces him to increase his efforts. For smaller pupils, one should select whole passages to enlarge the mind and develop the imagination. For larger pupils, grander passages should be chosen to lead them to more reading of good books and less of the dime-novel kind. Were the time and money consumed in this kind of reading, devoted to good literature, many a one who is doomed to a life of drunkenness and vagabondage, might lead one of usefulness and honor.

National holidays offer another means. Although not a part of the public school system, they may come in as aids. The Fourth-of-July orator, with eloquent voice and beautiful language, sounds the praises of our country. He pictures the advantages of soil, and climate, and location. He portrays the freedom which all enjoy. He recalls the noble past, and pictures a grand future. Apparently, he forgets that the very statement implies a grave

responsibility. A noble past demands that we prove ourselves worthy of its inheritance; a glorious future is only to be gained by industry and perseverance, by love of justice and of country, by patriotism, such as is demanded by the time in which we live. Our national holidays have degenerated. Far too many regard them as days of freedom, non-restraint, in which dangerous passions may be indulged without incurring punishment. These days should be holidays. They should be days awaited with eagerness and recalled with pleasure. They can be made days of order and faithful worship. Without neglecting the grand and the noble, the evils which threaten should be recognized, and the great efforts necessary to overcome them, should be understood and felt.

February 22nd, April 30th, July 4th, and other anniversaries of importance in the development of our country, offer excellent opportunities for the development of patriotism. Programs should be prepared with the following ends in view:-- To make children familiar with the sacrifices of the Fathers of our country; to make them recognize their own duties and responsibilities in sustaining and securing the well-being of the land; to make them realize the full beauty of individual patriotism; to stimulate them to action along paths of right, justice, truth, patriotism.

One should not be disappointed if the results of such teaching are not found on the following day, month, or year. The proper seed, correctly sown, will find a soil in which it will germinate, develop, and produce fruit.

True patriotism exists in the individual as soon as he understands his true relation to his country; when he feels the blessings which it bestows upon him and strives to repay the same by worthy actions and noble deeds. All growth of this kind must be slow. The means are in proportion to the end to be reached. All must be prepared to put forth a faithful, long-continued effort in order that the result may be accomplished. Our flag is a symbol for all the thoughts which it arouses in the mind of him who beholds it. When true patriotism is appreciated, when worth and nobility of character are developed in our public schools, the stars and stripes will have become the true symbol to the young and the old.

*August M. Ware*