

OUR PUBLIC SCHOOLS.

Every School Must be a Nursery of American Citizenship.

The American Language Must be Taught Everywhere and the American Spirit Must Rule Them Every-where.

The following remarkable lecture, which we reproduce from The School Bulletin, was delivered by Charles R. Skinner, at Chautauque, July 12, 1894. It is worthy of a careful perusal by every American who is interested in the welfare of our public school system:

We meet in this place, devoted to law, hallowed to learning, consecrated to religion, confronted by the mightiest problems of our age. The assassin of the president of the French republic; thousands upon thousands of idle and discontented men in America, with no sympathy for American institutions, ready to destroy property, endanger life, defy authority, obstruct commerce, mock at prosperity, trample upon law and overthrow the government;—have these no meaning to us?

We cannot as citizens, as patriots, as christians, overlook the imperative questions of today. We cannot refuse to be concerned for the welfare of the republic. We cannot neglect to counsel together for the common good. We cannot cease to pray God to give us peace in our time, and merciful to save the state.

The need of the education of the masses in our public schools, the efforts made to supply that need, the obstacles met, the encouragements received, prove the fitness of the topic for the land and the hour in which we live. There is a growing conformity in all educational interests.

Whatever good thing is brought to light by the activity and genius of educators in one place, has value in every other.

All education is for the future—the present is the opportunity, the workshop, and inspiration must come alike from the mistakes and the successes of the past.

A friend, nearing the English coast by steamer in the night, could see the danger signals, the dazzling brilliancy of the lighthouses, the warning lights of reef and shoal, till the whole seemed a very galaxy of illumination. He stood transfixed drinking in the view. He mentioned to the captain the beauty and wonder of the scene. The captain seeing another reason for the lights that mere beauty said: "Do you realize that each one of those lights marks the spot where many a soul has gone down to death through ignorance of the dangers there? Those lights are to warn me not to make the same mistakes, and in my obedience to those warnings lies your safety."

Is it strange, then, that the wrecks of the centuries should become the most potent teachers? The skilful teacher, like the skilful mariner, knows, or should know what shoals to avoid, what reefs to shun, and by what rocks to steer. The educational whirlpools of the centuries are laid down on the teacher's sailing chart, the signal fires hang out, the flash lights are adjusted, the billowy shallows and rugged shores and treacherous sand bars are traced and outlined.

It must never be forgotten that foundations are now being laid on which the structure of our homes and government, our social and national life, must be reared for the future. A broad, noble, generous, high-minded spirit must animate the workers of today, or they can never build worthily for the present, or for the centuries to come.

The "manifest destiny," as Mr. Fiske terms it, of our language to become the mother language of the world, emphasizes the first great need of our public schools, that they may be made thoroughly and altogether American. What is needed north, south, east and west is the impress of American nationality upon our public schools. We are the American people. We live in America. Our customs, habits, manner of life, principles, politics, ethics, morals, are or ought to be American. That does not mean a lowering of the standard. Far from it. What our public schools are to be, what they are to teach, what force they shall exert upon our own and other people, depends upon the spirit infused into them.

What other than the American spirit can it be? It will never do to make them Puritan or Virginian, Texan or Californian, in their tendency and aim. Our national flag floats over all our people. That flag is the emblem of our national supremacy. Our great commonwealth reaches from ocean to ocean, from the glaciers of Alaska to the palms of Florida, embracing forty-five sovereign states. Those coming here from England, France, Germany, Russia, Italy, Africa and Asia, to be a part of this republic, must be American. They must be for us and with us as well as of us. They cease to owe allegiance to foreign powers, and take on the privileges, obligations, duties and responsibilities of American citizens. Unless this is done the country is a conglomeration of accidental elements without symmetry, without

force, without beauty. Every increase only adds to the disorder, and the outcome must be disintegration and chaos. We want citizens, not subjects, and if history, ancient and modern, is read aright, it must teach this truth, that it is a grander privilege to be an American now than to have been a Roman two thousand years ago.

Every place where school is taught must be a nursery of American citizenship. Our own language is to be everywhere taught. Our own political, social and moral ideas must be impressed upon the boys and girls who are to become the fathers and mothers, the voters and the makers of laws in the years close at hand. To do this is to perpetuate the life of the nation in every home—is to make the children feel that their country is worthy the best their hands can do, their brains devise, their hearts desire. This does not imply narrowness, nor selfishness, nor bigotry. It simply declares that America is for Americans. It asserts unequivocally the Monroe doctrine as applied to the education of our children and youth. It sets aloft the truth that this country has a mission in the world that it needs men and women trained after the American model, honest, faithful, courageous, pure, high-minded, noble, christian, scornful, and rejecting dishonesty, treachery, cowardice, demagogism, hypocrisy, impurity, baseness, meanness, infidelity, as unworthy a man or woman, boy or girl, who belongs to the land in which we live.

Our public schools can never become what they ought to be until this dominant American spirit rules them everywhere; until our languages, laws, customs, and obligations, our duties to our own country, and to the world, are made paramount in every school in the land.

If the experiment here tried of government of the people, by the people, and for the people, shall not perish from the earth, it will be because our public schools shall become the nurseries of our highest and purest national life; because they shall conserve the best interests of the republic, not only for those whose homes are now and here, but for the unnumbered millions of English-speaking people whose homes are to awaken the mind of the child.

The true American spirit can never be properly cultivated in our public schools until the truth of the broadening and deepening the foundations of our educational system be thoroughly believed and unhesitatingly carried into practical effect.

As Americans, as citizens, as patriots, no duty is more imperative upon us than to provide the great mass of pupils throughout the United States with earnest, competent, patriotic teachers, who shall infuse by precept and example a high, pure, and noble American spirit upon all entrusted to their teaching and influence.

Another great need of our public schools is a right educational spirit; that inspiring love born in men and women to help others by imparting knowledge. Dr. Harris defines education as "the elevation of the individual into the life of the species." Every true teacher's work, therefore, is uplifting. It raises, or ought to raise the teacher upon a higher plane. It raises, or seeks to raise the pupil upon the plane the teacher occupies. It is needless to say that no one can do this who does not love teaching, does not love the work of giving instruction to others. It is the same as the teacher giving himself or herself for the sake of the pupil. The maxim is accepted that "a poet is born, not made." There must be the poetic spirit. This is true to some extent of teachers. There must be the teaching spirit. Certainly, so far as this love of teaching is concerned, it is born in the true teacher. It grows with the years. It is developed by the teacher's own training for the work. It is strengthened by exercise in trying to teach. It comes to its full fruition when men and women realizing the nobility of their calling, give themselves to the grand aim of lifting up others and helping them to manhood and womanhood.

Those who find the teaching spirit lacking can best serve the teaching profession by leaving it. Ability to pass certain examinations before school authorities is one thing—ability to impart knowledge to others is far different. A person may be learned, may be able to prove his learning by undoubted evidence; but the teacher's duty is first to impart knowledge to others; second, to train others to think and to acquire knowledge for themselves. So it is often seen that men and women of great learning and unquestioned talents do not succeed as teachers simply because they do not know either how to tell what they have learned in the right way or how to help others to think for themselves and get what they need from study and books. It is no imputation upon any man's or woman's worth or learning to say they have no ability to teach. It is a reflection upon their honesty, if, knowing their inability to teach, they still continue in the profession.

It is not the province of this address to point out how this essential qualification of a teacher may be secured. It is simply to emphasize the fact that our public schools have certain great needs, that one of these is the educational

spirit, and that a prime factor in the educational spirit demanded today is the ability to teach; to help pupils find the best there is in them; to help lift them up to higher and nobler lives; to help them know in turn how to do the most possible for others.

Pestalozzi at Stanz (Ed. Cyc. 9th ed. Edn. vii. 677) shows teachers for all the centuries what love for pupils means. A number of children were left without parents, home, food or shelter. Pestalozzi gathered them all together and sought to reclaim them. He says:

"I was from morning till evening almost alone in their midst. Everything which was done for their body or soul proceeded from my hand. Every assistance, every help in time of need, every teaching which they received came immediately from me. My hand lay in their hand, my eye rested on their eye, my tears flowed with theirs, and my laughter accompanied theirs. They were out of the world, they were out of Stanz. They were with me and I was with them. Their soup was mine—their drink was mine. I had nothing, I had no housekeeping, no friend, no servants around me. I had them alone. Were they well, I stood in their midst; were they ill, I was at their side. I was the last who went to bed at night, the first who rose in the morning. Even in bed I prayed and taught with them until they were asleep. They wished it to be so."

When those who are teachers of our children and youth can lay claim to a title of this self-sacrificing love for pupils which Pestalozzi showed for those poor waifs at Stanz, the millennium will have come for our public schools. It is through such love that the characters of our heroes and martyrs are moulded with likeness of the Great Teacher "who went about doing good," and gave his life for the world to teach men and women how God loves them. A love like Pestalozzi's takes no account of beauty or goodness, riches or rank. It lays hold of the poorest, the lowest, the worst, as most needing sympathy and help, and clings to them till it can do no more. It gives infinite patience, gentleness and goodness to the teacher, and makes voice, look and touch tell always and everywhere of the tender affection ruling the life.

Blessed the teachers possessing such a love—thrice blessed the pupils who live in its atmosphere. Long years of roughest toil in the world can never efface such a teacher from memory, any more than a mother's love can be blot- ted from the heart of the son she cherished. A love like that sees possibilities of good in the most unpromising pupils; makes patient waiting for its realization the highest reward. Thank God today for the teachers, living and dead, who have taught us that such love for pupils is a noble dream, no "baseless fabric of a vision," but one of the sweetest and most blessed realities to cheer and ennoble the lives of men and women on earth. To unconsciously draw them upward to communion with Him who calls Himself our Father in Heaven, and of whom it is written "God is love."

Raise the standard of those who teach and you must certainly lift up the ideals of those taught. Improve the quality of the teachers if you want finer pupils. Demand loftier teaching if you hope for higher learning. The fact that this call comes from every direction shows a common necessity. What the country wants, what the 15,000,000 children in our public schools need, is a corps of professionally trained teachers, competent, satisfied and happy. able to cause others to know, fitted to cause others to learn. Teaching is a high and noble profession. It demands much of those embracing it. It wields immense power over its subjects. It can never, therefore, be outside a citizen's duty, foreign to a patriot's heart, or alien to a christian's obligations, to ask how the teachers of our public schools can be so trained as best to meet the responsibilities resting upon them.

Says Oscar Chrisman (Forum Feb. 1894):

"The life, the growth, the ideas, the very being of the child should be inquired into and studied. The child is the most important object upon earth for our consideration. His health, his nurture, his development, are far more worthy our regard than anything else. Yet less is known about the child, and attention given to his care than anything else. Paedology must take up this very necessary work. Perhaps the greatest application of this knowledge of the child will be in the school room, because the school room is the workshop, the business house, the office of the child, and hence more may be done for him there than anywhere else.

"Independent of this special study of the child-nature there ought to be in the true teacher the earnest, constant endeavor to help the child to know the subjects taught; to train him not merely to learn lessons assigned, but to teach him to think; to help the child make what he learns his own.

"In these two respects—the love of study for the sake of knowledge; the study of the child to learn how to teach a child—a vast improvement can be made by the 425,000 teachers in our primary, grammar, and high schools in the United States.

"A pilot entrusted to bring an ocean steamer to her city dock has had many years of hard practice before, long miles beyond Sandy Hook, the captain resigns the ship to his orders. Life and property are too precious to be given over into the hands of an unpractised pilot. Yet how constantly are our public schools committed to the care of teachers who spend their first months and years in a series of experiments on the hearts and lives of our children before they can be said to have any practical knowledge of teaching. Who can tell how many a life has been spoiled as a result of these experiments in the school room? It is no wonder that those most conversant with this need of our public schools cry out with one accord: 'Give us professionally trained teachers, with a basis of broad scholarship; men and women who themselves have been thoroughly disciplined in the divine art of teaching and know how to inspire others to learn.'"

Inseparably connected with love of study, knowledge of child-nature, and practical methods of teaching, there must be in the complete equipment of the teacher's professional spirit that essential qualification most aptly called culture. Culture is that instinctive feeling of refinement and delicacy which leads every true teacher to treat each child courteously, kindly, in a genuine manly and womanly way. This is made up of two parts, morals and manners. It ought not to be necessary to say that school commissioners, school superintendents, school teachers, school officers, generally, should always be men and women of exceptional morals. They may not be communicants of churches, but it should be demanded that they be persons of unimpeachable morality, honesty and uprightness of life. What teachers are, impresses pupils always as truly as what teachers say and do. Children are intuitive readers of character. It is impossible to put a bad man or a bad woman in charge of a school without imparting to its pupils life-long impressions of evil.

Professors and teachers are sometimes guilty of lack of good manners in their school rooms toward their pupils, who would be heartily ashamed if charged with the same offense in society. Society suffers far more from lack of good manners in the school room than in the drawing room. The long hours passed in contact with teachers by pupils in the earliest and most impressive years fill their memories with the manners, good, bad or indifferent, which subsequent training finds it difficult or impossible wholly to erase; the fine courtesy, gentle learning, kindly look, voice and manner of teachers are never lost on the tender tablets of a child's consciousness, as the coarse, heedless, careless ways of others are reproduced long years afterwards in pupils who are the unfortunate subjects of such influences.

The place in which the teacher works may be obscure, the labor severe, the gains in money or in fame meagre, but no teacher who faithfully fills an appointed sphere will fail at last to see certain evidence of his work in the lives of good men and women whose characters he has moulded—will fail to feel the satisfaction which comes of a duty conscientiously done—will fail to hear the voice of Him who was the Teacher sent from God, saying in tones of infinite love and tenderness, "Well done, good and faithful servant."

The profession of a true teacher can never be an easy one. It demands much labor to properly prepare for it. It insists upon hard work every day it is followed. It provides no pension when days of toil have ceased, and smooths no path down to the last resting place with promise of support from others. It gives no certainty that place and wages shall be received, and leaves the spectre of inactivity and want ever standing at the door.

Such a profession as the teacher's should not only have adequate remuneration, it should also be secured in mere tenure of position. It is bad enough that political wire-pulling, caucuses of school boards, direct gifts of money or influential friends secure places at first. It is far worse when competent teachers are dismissed through such means to make room for those unfitted to do the work required. It has been well said: "The public would cry out against the danger of having an ocean steamship line offered by untried men, but greater danger far to the republic lies in having untried teachers foisted upon our schools by political canting and chicanery."

When in our country, faithful, honest, thoroughly trained teachers shall be adequately paid, and their positions made secure against political intrigue and personal favoritism of school officers and boards of education, a brighter day will dawn upon our public schools. Pupils will learn far more from teachers they respect and love, and in whom they cherish confidence after years of work together, than they possibly can from those who stay only a little time with them; and are displaced to make room for others, who are removed as quickly. Parents confide far more in teachers whose term of service is extended, whom they have tested in various ways; and teachers find this confidence between parents and themselves of great assistance in the management and teaching of the

PRICE 15 CENTS. A.P.A. MANUAL. and Complete EXPOSE OF THE PRINCIPLES & OBJECTS AMERICAN PROTECTIVE ASSOCIATION. FOR SALE BY AMERICAN PUBLISHING COMPANY.

children. Teachers can also accomplish far more for themselves in study and thorough knowledge of subjects to be taught, far more for their pupils whom they learn to know and understand, and to whom they can more readily impart instruction than to pupils with whom they have only slight acquaintance.

Pamphlet. Extracts from United States Congressional Record, containing address of Hon. W. S. Linton and discussion in congress upon sectarian appropriations of national money to Indian education, and the vote thereon; also remarks made respecting a requirement to teach the English language in New Mexico after admission to statehood, and two separate votes rejecting such a requirement. Address, Gen. Green Clay Smith, P. O. Box 333, Washington, D. C. Price, postage paid, \$2.50 per thousand, or 5 copies 10 cents.

MAGNET PILE KILLER. Not a Common Salve or Ointment, but a SPECIFIC Used for Rectal Diseases Only. A Quick Relief and Positive Cure for Hemorrhoids, Piles, or Itching, Swelling, or Pain in Any Form. READ Testimonials. \$1.00 PER BOX. MAGNET CHEMICAL CO., Western Dept., Omaha, Neb.

A Visit of Jesus Christ TO POPE PIUS IX. One of VICTOR HUGO'S wittiest and most sarcastic poems, translated from the French by CHASE ROYS, 631 F Street, WASHINGTON, D. C. Christ takes a look into the vatican; converses with one of the pope's guards and a cardinal. Single copy 10c. 100 copies 10c. 1000 copies \$1.00. Special prices for larger quantities.

W. N. SMITH, OHO. BREEDER OF BRED OXFORD DOWN SHEEP, BRONZE TURKEYS, B. & W. PLYMOUTH ROCKS, LIGHT BRAHMS AND CHICKENS. Stock and Eggs for sale. Circulars free. 7-6-7m

A GRAND DISCOVERY! WANTED—A live man or woman in every county where we have not already secured a representative to sell our "Revolver Silver" SOLID METAL Knives, Forks and Spoons to common sense, a solid metal white silver, no base metal, about one-fourth that of silver; the chance of a life time; agents receive from \$25 to \$100 per week and demand for our Solid Metal Goods. Over One Million Dollars worth in daily use. Case of samples free. Address Standard Silverware Co., Dept. 20, Newberry, S. C.

AGENTS LADIES OR GENTS. Home, using or writing Revolver Silver. We do all kinds of plating at our works, manufacture the materials and outfit, and teach the art. We will do the only complete outfit, including tubes, which holds and materials for plating, preparing, plating and finishing every thing. Circulars and prices free. Gray & Co., Plating Works, Dept. 4, Columbus, Ohio.

SPEEDY and LASTING RESULTS. FAT PEOPLE. No inconvenience. Simple. You can get this. Absolutely FREE. From any injurious substance. LARON ABBOTT'S REDUCING. GUARANTEE A CURE or refund your money. Price \$3.00 per bottle. Send 4c. for treatise. TREMONT MEDICAL CO., Boston, ?

Secrets of Romish Priests Exposed. Price 40 Cents. SUBSTITUTION & MARRIAGE. Price 50 Cents. Rev. Joseph Slattery is the author of both of the above books. They are just what the titles indicate, and are printed in good, clean type and bound in paper covers. Sent by express or mail. Address AMERICAN PUBLISHING CO., 1615 Howard Street, Omaha, Neb. or, 807 Main St., Kansas City, Mo. or, Cor. Clark and Randolph, Chicago, Ill.

THE COMING AMERICAN CIVIL WAR. By B. A. HUNTINGTON. This is among the latest publications and ranks among the best. It deals with the foreign exerted in political affairs of our country by the Roman Catholic Church. Every American should read it. Paper cover. Price 50 Cents. Sent postpaid on receipt of price, by the AMERICAN PUBLISHING CO., 1615 Howard Street, Omaha, Neb. or, 807 Main St., Kansas City, Mo. or, Cor. Clark and Randolph, Chicago, Ill.

FRIENDS Willing to make a first-class income with little trouble, should secure the agency for Our Magic Wall Paper Cleaner, and Our Magic Paint and Gypsum Cleaner. They sell themselves. Friends only address for particulars, MAXWELL & CO., 263 Plum St., Cincinnati, O.

A. P. A. SONGSTER. Only One in Existence. REV. O. E. MURRAY, A. M. B. D.

MARIA MONK. Paper Cover 50 Cents. This little volume relates the terrible experience of a nun who was confined in the "Black Nunnery" of Montreal. It has probably the largest sale of any work of the kind ever published, and several Attempts to Suppress It have been made. The price in cloth is \$1.00, and in paper 50 cents. For sale by AMERICAN PUBLISHING CO., 1615 Howard Street, Omaha, Neb. Main St., Kansas City, Mo.

Fifty Years —IN THE— Church of Rome. By REV. CHAS. CHINIQUY. This is a standard work on Romanism and its secret workings, written by one who ought to know. The story of the assassination of Abraham Lincoln by the paid tools of the Roman Catholic Church is told in a clear and convincing manner. It also relates many facts regarding the practices of priests and nuns in the convents and monasteries. It has 324 pages, and is sent postpaid on receipt of \$2.00, by AMERICAN PUBLISHING CO., 1615 Howard Street, Omaha, Neb. or, Cor. Clark and Randolph, Chicago, Ill.

PATRIOTIC LITERATURE. Send Ten Cents in Silver For Samples.

The Most Useful Ever Published. Instructive and to the Point. ALL NEW. ADDRESS: THE PATRIOTIC TRACT CO., Lock Box 34, Station E, CLEVELAND, OHIO.

FOOTPRINTS OF THE JESUITS. By HON. H. W. TUCKERMAN, Ex-Secretary of the Navy, Author of "The Papacy and the Civil Power." A judicial study of the Origin, Principles, and Progress of the "Society of Jesus," especially as it stands related to Civil Government. Octavo. Cloth, 500 pages, with Portrait of Author. Price, post-paid, \$1.75. CRANSTON & CURTIS, Publishers, Cincinnati, Ohio, St. Louis.

FOR INDIAN TERRITORY, THE CHEROKEE STRIP, OKLAHOMA, FT. SMITH, LITTLE ROCK and HOTSPRINGS, ARK. Ticket Office, N. E. Corner 18th and Farnam Sts.

FOR KANSAS CITY, ST. LOUIS AND ALL POINTS SOUTH AND SOUTHEAST. Ticket Office, N. E. Corner 18th and Farnam Sts.