### AMERICAN THE

Every School Must be a Nursery of American Citizonship.

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

The following remarkable lecture, and moral ideas must be impressed which we reproduce from The School upon the boys and girls who are to bethe welfare of our public school system:

problems of our age. The assassination of the president of the French re- It simply declares that America is for They were out of the world, they were learn."" public; thousands upon thousands of Americans. it asserts unequivocally out of Stanz. They were with me and idle and discontented men in America, with no sympathy for American institutions, ready to destroy property, enupon law and overthrow the government;-have these no meaning to us? We cannot as citizens, as patriots, as

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 land in which we live. cannot cease to pray God to give us peace in our time, and merciful to save what they ought to be until this domi- pupils which Pestalozzi showed for officers, generally, should always be the state.

masses in our public schools, the efforts toms, and obligations, our duties to our made to supply that need, the obstacles own country, and to the world, are the characters of our heroes and mar- that they be persons of unimpeachable met, the encouragements received, made paramount in every school in the tyrs are moulded with likeness of the morality, honesty and uprightness of prove the fitness of the topic for the land. land and the hour in which we live. There is a growing conformity in all ernment of the people, by the people, to teach men and women how God loves say and do. Children are intuitive educational interests.

light by the activity and genius of edu- public schools shall become the nurcators in one place, has value in every series of our highest and purest na- the lowest, the worst, as most needing to its pupils life-long impressions of other.

present is the opportunity, the work- only for those whose homes are now and patience, gentleness and goodness to times guilty of lack of good manners in shop, and inspiration must come alike here, but for the unnumbered millions the teacher, and makes voice, look and their school rooms toward their pupils, from the mistakes and the successes of of English-speaking people whose touch tell always and everywhere of who would be heartily ashamed if the past.

A friend, nearing the English coast child. by steamer in the night, could see the danger signals, the dazzling brilliancy of the lighthouses, the warning lights schools until the truth of the broaden- roughest toll in the world can never long hours passed in contact with of reef and shoal, till the whole seemed ing and deepening the foundations of efface such a teacher from memory, any teachers by pupils in the earliest and a very galaxy of illumination. He our educational system be thoroughly stood transfixed drinking in the view. He mentioned to the captain the beauty to practical effect. and wonder of the scene. The captain seeing another reason for the lights no duty is more imperative upon us pupils; makes patient waiting for its erase; the fine courtesy, gentle learnthar mere beauty said: "Do you realize than to provide the great mass of development the greatest privilege, its ing, kindly look, voice and manner of that each one of those lights marks the pupils throughout the United States realization the highest reward Thank teachers are never lost on the tender spot where many a soul has gone down with earnest, competent, patriotic God today for the teachers, living and tablets of a child's consciousness, as the to death through ignorance of the dan- teachers, who shall infuse by precept dead, who have taught us that such coarse, heedless, careless ways of others gers there? Those lights are to warn and example a high, pure, and noble love for pupils is no empty dream, no are reproduced long years afterwards me not to make the same mistakes, and American spirit upon all entrusted to in my obedience to these warnings lies their teaching and influence. your safety." or should know what shoals to avoid, tion as "the elevation of the individual what reefs to shun, and by what rocks into the life of the species." Every and outlined. spirit must animate the workers of tocome. schools, that they may be made thoroughly and altogether American. What is needed north, south, cast and west is to the grand aim of lifting up others the impress of American nationality and helping them to manhood and wo- 1894;) upon our public schools. We are the manhood. American people. We live in America. Our customs, habits, manner of life, principles, politics, ethics, morals, are or ought to be American. That does infused into them. them Puritan or Virginian, Texan or Californian, in their tendency and aim. learning and unquestioned talents do shop, the business house, the office of Our national flag floats over all our not succeed as teachers simply because the child, and hence more may be done people. That flag is the emblem of our they do not know either how to tell for him there than anywhere else. national supremacy. Our great commonwealth reaches from ocean to way or how to help others to think for the child-nature there ought to be in ocean, from the glaciers of Alaska to themselves and get what they need from the true teacher the earnest, constant the palms of Florida, embracing forty- study and books. It is no imputation endeavor to help the child to know the five sovereign states. Those coming here from England, France, Germany, Russia, Italy, Africa and Asia, to be a part of this republic, must be Ameri- honesty, if, knowing their inability to what he learns his own. can. They must be for us and with us teach, they still continue in the profesas well as of us. They cease to owe al- sion. legiance to foreign powers, and take on the privileges, obligations, duties is a conglomeration of accidental ele- public schools have certain great needs, the United States. ments without symmetry, without that one of these is the educational "A pilot entrusted to bring an ocean the management and teaching of the

can now than to have been a Roman two thousand years ago.

christians, overlook the imperative treachery, cowardice, demagogism, ness, infidelity, as unworthy a man or wished it to be so," woman, boy or girl, who belongs to the

The need of the education of the where; until our languages, laws, cus-

If the experiment here tried of gov- good," and gave his life for the world pupils al ways as truly as what teachers and for the people, shall not perish them. A love like Pestalozzi's takes readers of character. It is impossible Whatever good thing is brought to from the earth, it will be because our no account of beauty or goodness, riches to put a bad man or a bad woman in tional life; because they shall conserve sympathy and help, and clings to them evil. All education is for the future-the the best interests of the republic, not till it can do no more. It gives infinite homes are to awaken the mind of the the tenuer affection ruling the life.

> The true American spirit can never be properly cultivated in our public live in its atmosphere. Long years of room than in the drawing room. The believed and unhesitatingly carried in-

Is it strange, then, that the wrecks schools is a right educational spirit; and women on earth. to unconsciously of the centuries should become the that inspiring love born in men and draw them upward to communion with the gains in money or in fame meagre, most potent teachers? The skilful women to help others by imparting Him who calls Himself our Father in but no teacher who faithfully fills an teacher, like the skilful mariner, knows, knowledge. Dr. Harris defines educa- Heaven, and of whom it is written appointed sphere will fail at last to see "God is love." Raise the standard of those who lives of good men and women whose to steer. The educational whirlpools true teacher's work, therefore, is up- teach and you must certainly lift up characters he has moulded-will fail to of the centuries are laid down on the lifting. It raises, or ought to raise the the ideals of those taught. Improve teacher's sailing chart, the signal fires teacher upon a higher plane. It raises, the quality of the teachers if you want hang out, the flash lights are adjusted. or seeks to raise the pupil upon the finer pupils. Demand loftier teaching the billowy shallows and rugged shores plane the tracher occupies. It is need- if you hope for higher learning. The and treacherous sand bars are traced less to say that no one can do this who fact that this call comes from every didoes not love teaching, does not love rection shows a common necessity. It must never be forgotten that the work of giving instruction to others. What the country wants, what the foundations are now being laid on It is the same as the teacher giving 15,000,000 children in our public schools which the structure of our homes and himself or herself for the sake of the need, is a corps of professionally trained government, our social and national pupil. The maxim is accepted that "a teachers, competent, satisfied and life, must be reared for the future. A poet is born, not made." There must happy. able to cause others to know, broad, noble, generous, high-minded be the poetic spirit. This is true to fitted to cause others to learn. Teachsome extent of teachers. There must ing is a high and noble profession. It day, or they can bever build worthily be the teaching spirit. Certainly, so demands much of those embracing it. for the present, or for the centuries to far as this love of teaching is concerned, It wields immense power over its subit is born in the true teacher. It grows jects. It can never, therefore, be out-The "manifest destiny," as Mr. Fiske with the years. It is developed by the side a citizen's duty, foreign to a paterms it, of our language to become the teacher's own training for the work. It triot's heart, or alien to a christian's mother language of the world, empha- is strengthened by exercise in trying obligations, to ask how the teachers of sizes the first great need of our public to teach. It comes to its full fruition our public schools can be so trained as should not only have adequate remunwhen men and women realizing the nobest to meet the responsibilities resting bility of their calling, give themselves upon them.

OUR PUBLIC SCHOOLS. force, without beauty. Every increase spirit, and that a prime factor in the steamer to her city dock has had many only adds to the disorder, and the out- educational spirit demanded today is years of hard practice before, long come must be disintegration and chaos. the ability to teach; to help pupils find miles beyond Sandy Hook, the captain We want citizens, not subjects, and if the best there is in them; to help lift resigns the ship to his orders. Life history, ancient and modern, is read them up to higher and nobler lives; to and property are too precious to be aright, it must teach this truth, that it help them know in turn how to do the given over into the hands of an unis a grander privilege to be an Ameri- most possible for others. practised pilot. Yet how constantly

Pestalozzi at Stans (Ed. Cyc. 9th ed. | are our public schools committed to the Edn. vil. 677) shows teachers for all the care of teachers who spend their first Every place where school is taught centuries what love for pupils means. months and years in a series of experimust be a nursery of American citizen- A number of children were left without ments on the hearts and lives of our ship. Our own language is to be every- parents, home, food or shelter. Pesta- children before they can be said to have where taught. Our own political, social lozzi gathered them all together and any practical knowledge of teaching. sought to reclaim them. He says: Who can tell how many a life has been

"I was from morning till evening al- spoiled as a result of these experiments Bulletin, was delivered by Charles R. come the fathers and mothers, the vot- most alone in their midst. Everything in the school room? It is no wonder Skinner, at Chautauqua, July 12, 1894. ers and the makers of laws in the years which was done for their body or soul that those most conversant with this It is worthy of a careful perusal by close at hand. To do this is to per- proceeded from my hand. Every as need of our public schools cry out with every American who is interested in petcate the life of the nation is every sistance, every help in time of need, one accord: "Give us professionally home-is to make the children feel that every teaching which they received trained teachers, with a basis of broad We meet in this place, devoted to their country is worthy the best their came immediately from me. My hand scholarship; men and women who law, hallowed to learning, consecrated hands can do, their brains devise, their lay in their hand, my eye rested on themselves have been thoroughly dis to religion, contronted by the mightiest bearts desire. This does not imply their eye, my tears flowed with theirs, ciplined in the divine art of teaching narrowness, nor selfishness, not bigotry. and my laughter accompanied theirs. and know how to inspire others to

Inseparably connected with love of the Munroe doctrine as applied to the I was with them. Their soup was mine study, knowledge of child-nature, and education of our children and youth. It -their drink was mine. I had nothing, practical methods of teaching, there sets aloft the truth that this country I had no housekeeping, no friend, no must be in the complete equipment of danger life, defy authority, obstruct has a mission in the world that it needs servants around me. I had them alone. the teacher's professional spirit that commerce, mock at prosperity, trample men and women trained after the Amer- Were they well, I stood in their midst; essential qualification most aptly called ican model, honest, faithful, courageous, were they ill, I was at their side. 1 culture. Culture is that instinctive pure, high-minded, noble, christian, was the last who went to bed at night, feeling of refinement and delicacy scorning, and rejecting dishonesty, the first who rose in the morning, which leads every true teacher to treat Even in bed I prayed and taught with each child courteously, kindly, in a hypocrisy, impurity, baseness, mean- them until they were asleep. They genuine manly and womanly way. This is made up of two parts, morals and

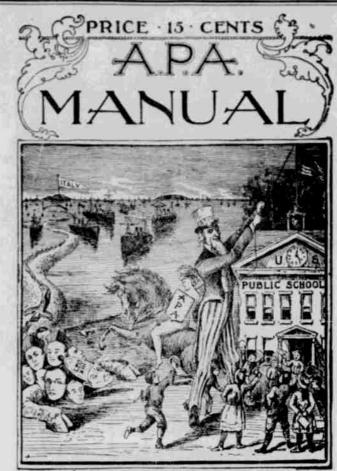
When those who are teachers of our manners. It ought not to be necessary children and youth can lay claim to a to say that school commissioners, school Our public schools can never become tithe of this self-sacrificing love for superintendents, school teachers, school nant American spirit rules them every- those poor waifs at Stanz, the millen- men and women of exceptional morals. nium will have come for our public They may not be communicants of schools. It is through such love that churches, but it should be demanded Great Teacher "who went about doing life. What teachers are, impresses

> or rank. It lays hold of the poorest, charge of a school without imparting Professors and teachers are some-

charged with the same offense in sp-Blessed the teachers possessing such ciety. Society suffers far more from

a love-thrice blessed the pupils who lack of good manners in the school more than a mother's love can be blot- most impressible years fill their memories with the manners, good, bad or ted from the heart of the son she cherished. A love like that sees possibili- indifferent, which subsequent training As Americans, as citizens, as patriots, ties of good in the most unpromising finds it difficult or impossible wholly to "baseless fabric of a vision," but one of in pupils who are the unfortunate sub-

the sweetest and most blessed realties jects of such influences. Another great need of our public to cheer and ennoble the lives of men The place in which the teacher



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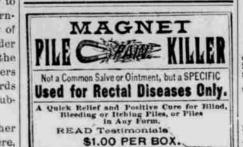
children. Teachers can also accomplish far more for themselves in study and thorough knowledge of subjects to be taught, far more for their pupils whom they learn to know and understand, and to whom they can more readily impart instruction than to pupils with whom they have only slight acquaintance.

(Continued on Page Four.)

### 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.

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Says Oscar Chrisman (Forum Feb.

"The life, the growth, the ideas, the Those who find the teaching spirit very being of the child should be inlacking can best serve the teaching pro- quired into and studied. The child is fession by leaving it. Ability to pass the most important object upon earth certain examinations before school for our consideration. His health, his not mean a lowering of the standard. authorities is one thing-ability to im- nurture, his development, are far more Far from it. What our public schools part knowledge to others is far differ- worthy our regard than anything else. are to be, what they are to teach, what ent. A person may be learned, may be Yet less is known about the child, and force they shall exert upon our own and able to prove his learning by undoubted attention given to his care than anyother people, depends upon the spirit evidence; but the teacher's duty is first thing else. I'aidology must take up to impart knowledge to others: second, this very necessary work. Perhaps the What other than the American spirit to train others to think and to acquire greatest application of this knowledge can it be? It will never do to make knowledge for themselves. So it is of the child will be in the school room, often seen that men and women of great because the school room is the work-

> what they have learned in the right "Independent of this special study of upon any man's or woman's worth or subjects taught; to train him not merely learning to say they have no ability to to learn lessons assigned, but to teach teach. It is a reflection upon their him to think; to help the child make sibly can from those who stay only a

"In these two respects-the love of study for the sake of knowledge; the are removed as quickly. Parents con-It is not the province of this address study of the child to learn how to teach fide far more in teachers whose term of to point out how this essential qualifi- a child-a vast improvement can be service is extended, whom they have and responsibilities of American citi- cation of a teacher may be secured. It made by the 425,000 teachers in our tested in various ways: and teachers zens. Unless this is done the country is simply to emphasize the fact that our primary, grammar, and high schools in find this confidence between parents

works may be obscure, the labor severe. certain evidence of his work in the A Visit of Jesus Christ

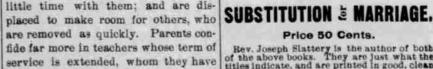
> feel the satisfaction which comes of a duty conscientiously done-will fail to hear the voice of Him who was the Teacher sent from God, saving in tones of infinite love and tenderness, "Well 631 F Street, done, good and faithful servant."

Christ takes a look into the vatican; con-erses with one of the pope's guards and a ardinal. The profession of a true teacher can never be an easy one. It demands much labor to properly prepare for it. It in-00 copies. Special prices for larger quantities. sists upon hard work every day it is followed. It provides no pension when W. N. SMITH, "ILL. days of toil have ceased, and smooths no path down to the last resting place THOROUGH-BRED with promise of support from others. It gives no certainty that place and Bronze Turkeys, B. & W. Plymouth Rocks, Light Brahma and CHICKENS, S. L. Wyandotte Stock and Eggs for sale. Circulars free. 7-6-7m wages shall be received, and leaves the spectre of inactivity and want ever standing at the door.

Such a profession as the teachers' eration, it should also be secured in more 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 officered by untried men, but greater danger far to the republic lies in having untried teachers foisted upon our schools by political caballing 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

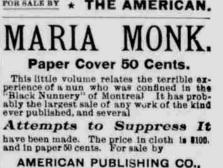
day will dawn upon our public schools. Pupils will learn far more from teachers they respect and love, and in whom they cherish confidence after years of work together, than they poslittle time with them; and are dis-

and themselves of great assistance in



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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 er-press or mall. Address. AMERICAN PUBLISHING CO., 1615 Howard Street, Omaha. Neb. or. 807 Main St. Kansas City, Mo. or.Cor. Clark and Randolph, Ohlcago, III.



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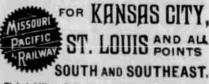
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