

Feb 13- 9 verses from the 1st Chapter of the Book of
Joshua.

I want to conclude this morning series of talks I have been giving you on what the school can do in the way of training for citizenship and this talk will be in a general way. I am not going to attempt to put together the general things I have told, but there is an underlying principle that runs all over thing that we call teaching that is fundamental for the training of citizenship. First, we want to realize that the child is living his life when he is attending school. That school life is just life, and a habit formation is going on just as much in the school room as it is out of the school room; realize that the child is forming habits as well as getting ideals and standards that probably will go with that child all through his life. School is organized authority over the child, and the child realizes that fact. Now if the school is so organized that the child is constantly trying to break the school's laws; if the child is working against the law that is over him he is forming habits that will go with him as a mature citizen, and when he becomes grown he will have a habit of fighting the law. We don't realize that as vividly as we ought to. If there is war between the students and the teachers there is being built up in the student's life a spirit of rebellion against constitution, law and authority, and instead of training the child for good citizenship we are training him for poor citizenship. Even a citizen whether he is a law abiding citizen or whether he is a law breaking citizen he is a citizen nevertheless, so this thing of school teaching is after all a most vital thing in the life of a people. From what I have just said perhaps you gather now what I meant yesterday when I said the teacher must love the children and must cause the children to love back. There must not be any war between teachers and pupils. That teacher who thinks of her children she is teaching as a group of bad children is an absolute failure. That spirit coming out from a constituted law toward those who must obey the law enters into those who must obey the law and becomes a positive factor for harm.

If you can't make yourself love the work and love those with whom you work get out of the school room. The quicker you get out of it the better for civilization. If on the other hand you can establish that spirit of hearty co-operation between you and the students don't forget that you as teacher represent a constituted law. If you can create that spirit of hearty cooperation so that the children will want to do the task that is put before them so the children will want to hold to high standards, so the children will want to conform to the rules and regulations of the school. If you can put the spirit in them that will make them want to work with you, and help you as teacher to have order and good work, and help you as teacher to get high ideals, help you as teacher to be able to, put your confidence in them, and to know that they will obey without your being there to watch them; that spirit that will allow you to leave the room after you have assigned the task of written work and go about the building wherever you please, knowing that they will not cheat, knowing that they will, what people used to call, tote fair, knowing that they will hold to right ideals without your being there to make them hold it, then you are building up real citizenship,

then you are placing into their little lives that spirit that will make of them a law abiding citizens without the presence of the sheriff or the policeman you are placing in them the right kind of ideals and standards that will make them want to have the right kind of government over them; you are placing into their little lives the ideals and standards that will make of them the very best typw of citizen. Now you can't do that by teaching citizenship as a special subject any more than you can do it by teaching arithmetic or history or language or geography or any of the other studies. You may be teaching citizenship as a by-product of the school, or if you want to put it in other phraseology teaching of citizenship is a vital part of all teaching, and is not to be set aside here as a particular subject, and say to the children, now during this period we are going to teach citizenship, and then for a period of 15 or 20 minutes teach citizenship. Now we have had out citizenship for the day you can go the devil for the rest of the day. Now what sort of citizens will you make? It goes through the whole school work, it is in every thing that we do. Its out on the playground, it's in the class room, its on the corridor, it's there when you are teaching, it's the spirit of the thing. The same kind of thing I talked to you about is going on right here only have a better example in your student government association. You have an active part in the management and operation of the law of this school, you are active participants in most all the regulations of this college. If you are helping to make this student government association a success you are a good citizen; if you are fighting it and contending with it at all times you are just simply putting yourself against constituted law. Oh, you say, Mr. Wright there are certain things in the student government that are not right, and they ought to be changed, then it is the part of a good citizen to obey what is there until it is changed.

but a good democrat or a republican either is a good citizen who obeys the law that is there now, and if it isn't a good one uses all of his efforts to have it changed, but conforms to it while it is law; that's a good citizen. Oh, we are are just like we are when we leave school. I suspect in college here, I don't know whether it is true or not, I guess it is, because it is universal, we are just about like we are when we leave here.

I know a certain county in N. C. where the blind tiger business is a very big business in that county, and they decided that for one to protect themselves they must put a sheriff in that was friendly towards them, so they put in a sheriff who was friendly to the liquor interests of that county

if you have you have done just those liquor folks in that county I am talking about. In a democracy the standard of government is just a little bit above the average standard of the citizenship being governed. The men we send to congress to make laws for us both in the House of Representatives and in the senate, those we send

to Raleigh to make laws for us are not the most brilliant citizens in America or in North Carolina but they are those people who are leaders, just a little bit above the average intelligence of the nation or of the state. They are folks who dip down into the lives of all the people just enough to appeal to them so the people will select them as their law makers, as their judges. It is vital, therefore, to the civilization in which we live, and to the government under which we live that we bring the intelligence of the entire population to as high a plane as possible. A democracy is a government of the people by the people and for the people, and that means a government is what the people want it. If we want to raise our government standards we must start at the bottom and bring up the entire citizenship. That is the reason why in America the public school is the most vital form of organization in America because it is the public school. The school teachers of America are making our government safe or making it insecure, and it is, therefore, exceedingly vital to this government of ours that the teachers of America have a clear concept of their duties and obligations along the line of citizenship. I hope you will take these thoughts I have left with you for these last few days on this subject, most of you will. I hesitate to say this, but I will, I have noticed just two or three people who have not paid very much attention to it. We have them with us every where, the Bible tells us that the poor you have always with you, poor in spirit, poor in ideals, they need our help. There have been just a few that are not interested in this. I am sorry girls that you are not interested. Take these facts and let them become a part of your life when you go away from this institution and begin to train the children of this great country of ours.