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Lawrence Plan Leaflets
[Issued by the National Security League]

The Lawrence Plan for Education in Citizenship

No. 1

A STATEMENT OF AIMS AND PRINCIPLES

BY
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AND
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THE LAWRENCE PLAN FOR EDUCATION IN CITIZENSHIP

The LAWRENCE PLAN, set in action in May, 1918, aims to discover by careful experiment in what ways American public schools may best help to make and keep the children of this nation genuine patriots and good citizens.

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LAWRENCE PLAN LEAFLETS

Issued by the National Security League

This series is issued in connection with the experiment in education for citizenship carried on in the Oliver School of Lawrence, Massachusetts, under the direction of a special Board of Directors.

Leaflet No. 1. STATEMENT OF AIMS AND PRINCIPLES. By John J. Mahoney and Henry Harmon Chamberlin.

Leaflet No. 2. THE NEED OF A POSITIVE PROGRAM. By Albert Bushnell Hart.

(Others to follow.)



LAWRENCE PLAN LEAFLETS

No 1

A STATEMENT OF AIMS AND PRINCIPLES

I. Outline of the Plan

A. DEFINITION OF THE PLAN

The Lawrence Plan for Education in Citizenship is an effort to solve the problem of making the schools a force for patriotism.

B. PARTIES TO THE PLAN

It is carried on by a combination of three educational bodies.

1. The School Committee of Lawrence, Massachusetts, which supplies the teachers, the group of children and the place and means of teaching.

2. The State Normal School at Lowell, Massachusetts, which furnishes expert guidance and supervisors, with the sanction of the State Board of Education of Massachusetts, which gives its permission for the part time service of certain teachers of the Lowell Normal School.

3. The Educational Department of the National Security League, which furnishes funds for the extra expense of the plan.

C. AIMS

The LAWRENCE PLAN was born of our belief that every schoolboy and schoolgirl in the country ought to know and appreciate the privileges and duties of being a good American. We aim to teach the sacrifices and achievements of our forefathers in founding our democracy, to point out the promise of our future and its perils, and to warn of the grave menace to Democracy which confronts us to-day.

D. APPLICATION

The plan will be applied to the Oliver School, an elementary school in Lawrence, with fourteen hundred pupils and forty teachers. We do not propose to substitute a new curriculum for that in common use; but we hope to permeate every course of study with loyalty to American ideals. This

emphasis on training for citizenship will involve no radical reorganization of the school as now conducted. It will give new life and meaning to the everyday work of the school.

The plan is still in the making. The methods we indicate are in no sense final. They will be adapted, altered and amended as circumstances require. If we could draw up a complete program now there would be no need of working out the experiment. Our statement of methods is tentative and suggestive. It is a working hypothesis, not a creed.*

II. Relation of Education in General to Education in Citizenship

A. EDUCATION DEFINED

Education is not merely a matter of attending school regularly, of learning things out of books, of passing examinations and being promoted to the next grade. These make up the routine of education, absolutely necessary under present conditions, but not the thing in itself. Nor is education only a matter of committing facts to memory, nor even the subtler process called "training the mind." Education, from the child's standpoint, consists in acquiring the habits, powers, aptitudes, opinions and ideals that will enable the individual, not only to earn a living, but to live a helpful, worthy and successful life. Education, from the teacher's standpoint, is the business of using books and courses of study and school activities as a means towards the accomplishment of this end. A school, therefore, is of real value only in so far as it equips men and women to play their part in the world outside.

Real education cannot leave out of account the main purpose of public schools—to keep the republic safe, by maintaining the needed supply of intelligent, thoughtful, self-sacrificing citizens. Unless they meet this test, the schools are recreant, the teachers useless, and the children still ignorant of one of the greatest things in life—the life of the nation.

B. EDUCATION IN CITIZENSHIP

1. History

According to this theory—which unfortunately is oftener held than practiced—any given subject should be taught

* Details of the organization of the LAWRENCE PLAN may be found in Leaflet No. 2, *The Need of a Positive Program*.

not merely for its facts but for its values. Our theory of Education in Citizenship goes one step further and lays special stress on American values. History, for example, will be taught, not merely to impart the facts of history, but to make every American boy and girl "believe and understand the worth of being free"; and to make them also understand the price we have paid and are paying for American freedom, and the future sacrifices that will be required to make the world a decent place to live in. The fruit of such teaching will be love and loyalty for America, for our boys and girls will realize the opportunities she gives, the blessings she confers and the duties we owe her.

2. Civics

Civics will also be of prime importance. Government will be taught, not merely through the medium of text-books and class work, but by raising the spirit of devotion to the community—in the school, in the home, in the neighborhood, in business, in all the duties of life.

The fruit of this teaching will be obedience to law, mutual service and the joy of working together for a common cause. Such a course aims directly at the teaching of American loyalty and American patriotism.

3. Literature and other Studies

Moreover, the American spirit will pervade other courses where the subject at first sight would seem less germane to the matter. Literature, for example, will be taught not merely to acquaint the pupils with what authors and poets have written, but to rouse enthusiasm for "the things that are more excellent," and especially those things which the American spirit holds dear. Arithmetic, geography, science and music can thus be vitalized and Americanized. Hygiene, physiology and physical training can be made to rouse a truly American enthusiasm for health and vigor. Every course can be made to teach human values in general and American patriotism in particular.

4. The Life of the School

The school that teaches the principles of democracy should be itself a democracy. The child learns how to be a good citizen by being a good citizen. The life of the school

should give free play to common interest and common action for the common good. It must train in initiative, in self control, in respect for liberty under law.*

III. Principles of Good Citizenship

A. OUR PRESENT NEED

The LAWRENCE PLAN lays special stress on the necessity of Education in Citizenship because of the present crisis. The struggle between Democracy and Autocracy—between Prussia and Civilization—is the greatest struggle between the forces of good and evil that the world has ever known. God grant the powers of light may overcome the powers of darkness; but still darkness will never be wholly obliterated. There will still be Huns after the war. Therefore, it behooves us now as never before to light the fire of American patriotism in the heart of every American child, as a beacon to the nations till the end of time.

B. WHAT THE PRINCIPLES ARE

The LAWRENCE PLAN applies certain cardinal principles which should become a second nature to every American pupil.

1. *Citizenship—Freedom and Personal Obligation*

(a) The good citizen knows America for the land of opportunity.

(b) He believes in hard work and reverences honest labor.

(c) He knows he is free to bring out the best that is in him, materially and spiritually, provided he does not encroach on the rights of others.

(d) He realizes that for him, every right has a corresponding duty, and every privilege a corresponding obligation.

(e) He knows that the highest spiritual development must bring to "men's business and bosoms" a high regard for their fellow men and the spirit of service and of sacrifice for them and for their country.

2. *Patriotism—Devotion to Country*

(a) The good citizen has an abiding faith in American Democracy.

(b) He believes in obedience to law.

* The bases for systematic work in citizenship are discussed more in Leaflet No. 2, *Needs of Education in Citizenship*.

(c) He believes in majority rule as a cardinal principle of Democracy.

(d) He believes (1) in the American representative form of government; and therefore (2) in a wise choice of capable leaders.

(e) He regards public office as a public trust.

(f) He is never "agin the government" except for the sake of helpful criticism.

(g) He recognizes (1) that Democracy, like all human institutions, has its faults; (2) and that only by constant vigilance can American Democracy be preserved.

3. As he grows in years and experience, the principles of American Democracy come to have for him a sacred meaning. He loves his country. He would fight for her as he would defend the honor of his mother or his wife or his children. He will gladly lay down his life that she may live. Let us hope he will learn to live for her in the same spirit as her heroes have died for her.

C. THE THREEFOLD ALLEGIANCE

Toward what actual visible things can the feeling of loyalty be directed? What is it that children must love, obey and protect in the state? Manifestly the three types of government which exist side by side within the United States: (1) The local unit, town, village, borough, or city, is to be cherished because it comes closest to the child—is his home, his political mother. (2) The State government provides the safeguards of personal liberty, pays for public education, regulates business. (3) The nation is the object of the highest service for the child, and demands his loyalty, his allegiance, his military service.

D. THE WORLD ORDER

1. The good citizen realizes that the United States is, on the whole, the best form of government that ever existed; but he recognizes the merits of other countries as well as of his own.

2. He hopes that a spirit of tolerance for other liberal forms of government will pave the way for a democratic world control, and he knows that such world control can rest only on good faith.



3. For these reasons, a good American will make a good citizen of the world. But (a) he will realize that Internationalism must supplement Americanism, not destroy it; and (b) he will realize that he could best hasten the coming of such a world order by serving America now with all his heart and all his soul and all his strength.

Such in brief are the principles which must be kept in mind in any attempt at patriotic education and will be made the base of the LAWRENCE PLAN.