



PRESENT DAY ISSUES.

The President of Amherst College Gives His Views Upon the

PROPER TRAINING FOR CITIZENS.

Importance of the Features Depending on the Family and School.

SOME VERY PERTINENT SUGGESTIONS

(WRITTEN FOR THE DISPATCH.)

In a country where the people govern, it is too obvious to need arguing that all the people should know something about government. Either there are certain principles in which wise men and practical men are agreed, and such principles can be learned and should be taught, or government is a matter of chance to be managed at haphazard. Does any one believe that affairs of government are the only occupation in which rational men engage, where study and experience of others are of no value to learners?

Since any male citizen of suitable age may become a legislator or an office-holder, while every citizen has an appreciable influence upon the political life of his neighborhood, it is evident that every citizen of the United States ought to have some intelligent comprehension not only of the essential features of our Government, national, State, and local, but also of the fundamental principles of political ethics, political economy and political science.

We get our supply of new citizens from two sources—immigration and the growing up of Americans. It is the duty of our Government when ignorant and immoral foreigners are made citizens by hundreds and thousands, that it should see that they are explicit in requiring evidence of fitness for citizenship before naturalization papers are granted.

It is not only our duty to see that they are explicit in requiring evidence of fitness for citizenship before naturalization papers are granted, but it is also our duty to see that they are explicit in requiring evidence of fitness for citizenship before naturalization papers are granted.

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aim, voluntary obedience to law, and public spirited interest in public affairs. In Germany, it became a fundamental maxim of State policy a century ago. "What you would have come out in the life of the nation, you must put into the schools and the universities. The wonderful vigor of the national life of Germany in these last decades, is directly traceable to the observance of this law of self-preservation applied by the State to Germany's educational system, in which patriotism is steadily and systematically inculcated, and in the fitting of young men for the proper discharge of public duties has an important place.

In America we have been slow to make room in the curriculum of our schools and colleges for the studies that emphasize the demands which popular self-government makes upon the citizen, as well as the blessings it confers.

A Sure Support. Of our form of government, as of everything else that is praiseworthy in life, it is true that "if we would preserve it we must love it." And intelligent study of the underlying principles of government will stimulate many of our young men to give to government, and will furnish a rational basis and a sure support for the loyal spirit of true patriotism which is the strength of a nation.

Here we see the value of the great tide of consciousness of national life which swept across the continent with the recent celebration of the centennial of our Constitution. As we read the inspiring words of independence, we are grateful to the heroic founders of our National Government. We love our country more intelligently and more truly, our thoughts are directed upon cost and the value of our national life; and it augurs well for our country that the imperative demand arises from the young in mind, that they should be made to understand the duties of American citizenship.

All colleges which deserve the name now furnish full instruction in such themes. But important as is the matter of our highly educated men upon the life of America, it is but a small percentage of our voters who in their school studies reach the college course, or even the high school. It is most important that all future citizens, girls and boys alike, in all our schools, should have elementary instruction in the principles of good citizenship. This is the duty of our boys, and the early school life of our boys that largely determine the life-bias toward good citizenship or bad citizenship for the great mass of our voters.

An intelligent, public spirited mother is almost by necessity the mother of patriotic sons and daughters. Given good mothers, in this respect, and good sons follow. To the ambitious mother who asked the witty English divine "how she could make sure that her boy should one day become a bishop," he replied, "first, get him born right. This goes to the root of the matter. And the next step, that we may have as many boys as possible early trained in the principles and the spirit of good citizenship, is to see that mothers, sisters and teachers of young children are intelligently awake to the responsibility of residence among a self-governing people. The girls and the women of our country should all be (as we believe many of them are) intelligent patriots, with clear knowledge and sound convictions upon matters of public interest in the State.

The State-society organized with reference to rights and corresponding duties, obligations and corresponding privileges—every founded upon relations of justice. It is the ambitious mother who asked the witty English divine "how she could make sure that her boy should one day become a bishop," he replied, "first, get him born right. This goes to the root of the matter. And the next step, that we may have as many boys as possible early trained in the principles and the spirit of good citizenship, is to see that mothers, sisters and teachers of young children are intelligently awake to the responsibility of residence among a self-governing people. The girls and the women of our country should all be (as we believe many of them are) intelligent patriots, with clear knowledge and sound convictions upon matters of public interest in the State.

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mentally different from those of his home life that the boy virtually begins his school life when he enters school. At home in the family love, self-love, and the law. In the school, as in the State, considerations of justice, of equity, of impartiality, must be the first place. "What relations with others, my equals, are possible for me?" is the question the schoolboy is practically answering, day by day, whether or not he puts it into words. The way in which he carries himself among his schoolmates, the standards of honor and of behavior which he accepts and helps to form, will go with him through life. The school by its tone and spirit, as well as by its studies, determines in no slight degree the nature of those relations with his fellows—relations just and harmonious, or selfish and discordant—which are to make or mar his life as man and citizen.

Teachers with whom rests the responsibility of fixing these standards in school life will not train their pupils intelligently for the duties and responsibilities of citizenship unless they have themselves given time and attention and loving thought to the principles of sound government, and to the demands which popular government, if it succeeds, must constantly make upon the citizen for moral thoughtfulness, self-control and public spirit.

The study of the history of our country, with emphasis upon shining examples of patriotism and disinterested goodness; patriotic songs in the schoolroom; patriotic exercises for forming and declaiming, these help to form the true spirit and tone in the school. But more than this is needed.

By whatever means be done or left undone by our colleges, let Americans see to it that in the great system of public schools which is so closely connected with our national life, there be early introduced, steadily pursued and strongly emphasized, such studies as tend directly to make moral, intelligent, loyal citizens, who understand and love not only their rights but also their duties as citizens of the United States. Our highest interests depend upon this. So only can government by the people be carried on with safety to the people; and it is an unquestionable maxim of government, as deserving of attention in treating the peaceful policy of national education as at moments of crisis and manifest danger to the State, "Salus populi lex suprema." "The welfare of the people is the highest law."

MERRILL EDWARDS GATES, LL. D., President of Amherst College, Mass.

PITTSBURGERS in Alaska and some of the sights to be seen there in THE DISPATCH to-morrow.

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never met elsewhere such perfect social tact—and she carried off the artist, leaving a strange couple truly to their fate. "I beg pardon," said Mr. Grant, "but Mrs. Powell neglected to mention your name when she did me the honor of presenting you to me. One of my weaknesses is that I always like to know to whom I am speaking. Very likely if I were a New Yorker I should not have to ask; but, being a foreigner, perhaps it is excusable. All this was said with perfect frankness; and withal there was something so open and winning about him that I could easily understand his popularity.

"Even were you a New Yorker, Mr. Grant," I replied, "your ignorance of my name would not be at all astonishing, for I come from a very self-centered little city—you may have heard of it?" "Boston," I then told him my name.

It seemed incredible that two persons should be talking and laughing together—to all outward appearance so careless and unassuming—and yet but three days before to have met under such different and revolving circumstances. "Surely I must be laboring under some strange delusion," I thought. "It is possible that this delightful, refined young man can be a common thief."

While these thoughts were buzzing in my head and to take my mind in a light chit-chat of the hour, I had almost decided that it was a case of mistaken identity, when a movement of his hand brought an odd ring into view. It was a snake, loosely curled about his finger, and as he looked at it with a slight smile, I could not but be mistaken—no one in the center of the head was missing.

"You had pardon me, Mr. Grant?" I asked, "if I take the liberty to admire your ring? It is so much more effective than the ordinary close coil of a snake." "I never saw one quite like it," he said. "I will take it off, so that you may examine it closer." "Thank you," I replied, as I received it from him. "Oh, what a pity!" I exclaimed, "you have lost that stone!" "Yes, only a few days ago. I have not yet had time to have a new one cut. You see the shape is uncommon."

An examination of my apartment disclosed that several of my wraps were under the bed, forming a comfortable resting place. It then dawned upon me that at some hour during the evening he had come to the door, and that he had seen me. I was not to think that during my residence in my room, I had been the subject of my own bed, set in motion by some unwary movement of the robber as he was preparing to leave his hiding place. It was not possible to think that during my residence in my room, I had been the subject of my own bed, set in motion by some unwary movement of the robber as he was preparing to leave his hiding place.

As I was about to go out I stooped to pick up my handkerchief that I had dropped near the foot of the bed. To my astonishment, I found a turquise on the floor. It was a small stone, but of a very peculiar shape, being triangular. Where could it have come from? It certainly was not mine, for I did not own a turquise. The idea flashed upon my mind that the robber had lost it when he fell against the foot of the bed. If that were the case, I had a valuable clue.

At my request the reporters were not notified of my loss, for I did not care to figure in the papers as the heroine of such a midnight abduction. I told the proprietor of the hotel that I infinitely preferred to lose the money rather than to gain such unenviable notoriety. He was quite willing to accept my decision, for the publicity given to the robbery might have injured his house. I felt sure that Tom would approve of my course, and when his answer to my full description of the event of that night reached me, a couple of days later, he said "he could not be thankful enough that my adventure had been kept out of the papers."

On Monday evening I had promised to go to a reception at Mrs. Robert Chapman Powell's; she is a charming woman, with an extended reputation as a literature. She has lovely hours, where, on Monday evenings, she is always at home to her friends. One finds representatives of almost every set in New York in her rooms. Artists, actors, musicians, authors, editors and bohemians mix on neutral ground with members of the ultra-fashionable Four Hundred. It is always a pleasure for me to go to Mrs. Powell's, for it then be a lion of any importance, or a star of real magnitude in town, I am sure to find the celebrity whom the world is running wild over, comfortably ensconced. This bright little woman's wing, I arrived at 9 o'clock, and found the rooms already comfortably filled. I settled myself in the embrasure of a bay window with an old friend, and from this position I had an admirable view of the assemblage. My friend was pointing out the people of note, when suddenly I felt the blood leaving my face as I drew back within the shadow of the curtain. "Who is that man?" I asked, hastily interrupting my friend. "I mean the blonde man who has just come in and is speaking to Mrs. Powell."

"Oh, that is Jack Grant." "And who is Jack Grant?" I asked, mastering my excitement; for unless my eyes were playing me false, the gentleman before me of my recent adventure was before me. There were the same clear-cut features, the same fair hair and mustache, the same fine physique. Each of these things I had pressed upon my memory such a short time before that it seemed impossible I could be mistaken. "Jack," I added, "because there is something strangely familiar about his face."

THE Rev. George Hodges makes St. Luke's the subject of his sermon for THE DISPATCH to-morrow.

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NEW PUBLICATIONS. But the great majority of our citizens come to us not from immigrant steamships, but from the public schools! What are our schools doing to provide the United States with citizens intelligent enough upon matters political, and patriotic enough to secure the permanent success of our form of government "by the people, for the people?"

The obligation of the State to maintain the school we hear often enough emphasized, but it is usually conducted in the interest of the State by using all right means to support good citizens as frankly recognized and as fairly met? In our school system is there a large element of them who believe in the school which promote intelligent patriotism?

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What Are Americans Doing in Art? An important paper by Francis D. Miller, Vice-President of the American Academy of Design. "The Players," the famous New York club founded by Edwin Booth, described by Brander Matthews, with striking illustrations.

Three Complete Stories (with illustrations), and first chapters of "THE NAULAHKA," A NOVEL OF AMERICA AND INDIA BY RUDYARD KIPLING AND WOLCOTT BALESTIER.

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"The Autobiography of a Justice of the Peace." By the well-known humorist Edgar W. Nye ("Bill Nye"). Illustrated. A Great German Artist. The work of Adolf Meissner, described by one of his pupils and richly illustrated with eleven engravings.

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