

**THE PEDAGOGICAL VALUE OF
WILLINGNESS FOR DISINTERESTED
SERVICE AS DEVELOPED IN THE TRAINING
SCHOOL OF THE STATE TEACHER AND IN
THE RELIGIOUS NOVITIATE THE RELIGIOUS
LIFE. A DISSERTATION**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649668861

The Pedagogical Value of Willingness for Disinterested Service as Developed in the Training School of the State Teacher and in the Religious Novitiate the Religious Life. A Dissertation by Mary Ruth

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Cover @ 2017

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MARY RUTH

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OF THE

SISTERS OF SAINT DOMINIC, SINSINAWA, WIS.

A DISSERTATION

*Submitted to the Catholic Sisters College of the Catholic University
of America in Partial Fulfillment of the Requirements
for the Degree Doctor of Philosophy*

WASHINGTON, D. C.

JUNE, 1917

PREFACE

The purpose of this study is to discover in what school a willingness for disinterested service, an essential element of citizenship, can most effectively be cultivated. Modern theorists recognize that the education of the young for citizenship is the primary obligation of the State; for the permanence of our institutions is dependent upon the character of our citizens. The method of historical approach adopted here involves a somewhat detailed survey of the means of training for citizenship in the schools of our country; this survey extends from the colonial period to the present time.

Since instruction alone fails to reach the deep springs of conduct, character-forming in the school is vitally dependent upon the personality of the teacher. This being true, the problem of training citizens in disinterested service centers in the training of the teacher. The actual value of present teacher-training in developing the elements of character which form the moral foundation, and the actual methods and practices in operation to accomplish this primary end of State education can with profit, we think, be subjected to more critical study than has hitherto been given them.

This study is an inquiry, therefore, into the means employed by each of the two school systems of the United States to furnish teachers equipped for the important work of teaching disinterested service. In this study we purpose to consider the three elements which enter into this equipment. These elements are: the selection of the candidates for teaching, the teacher-training of the candidates, and the training of the teachers while in service. The problem is to determine the relative value of the contribution of the State school system and of the Catholic school system to the training for disinterested service; that is, disinterested service as an element of citizenship in the United States. The answer lies in the relative emphasis placed by each of the school systems upon these three elements of training which are strong factors in the process of forming teachers to *practice* disinterested service and, therefore, of equipping them to *cultivate* in pupils the same moral quality. The writer is happy to have this opportunity to acknowledge gratefully the valuable assistance and encouragement given by the Very Reverend Thomas Edward Shields, Ph.D., under whose direction this dissertation was written.

February 2, 1917.

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Re-classed 11-11-32 AWA

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PRELIMINARY STATEMENT

The aim of education determines the principles that control it and the ideals that animate it. Educational organization follows and depends upon the social changes of a nation and attempts to carry out the ideas involved in the changes. The controlling purpose of all State education is to train its members for efficient citizenship. The principle underlying its entire educational policy is the right of the State to self-preservation, from which principle follows its power to adopt lawful means necessary to secure its well-being. Upon this principle rests the argument and justification of educating individuals at public expense. Since the State depends for its very permanence upon the education of its citizens, it is fulfilling its primary and essential function when it occupies itself with the task of furnishing individual opportunity of education to the children of the masses.

While the State attempts to develop the personal power and responsibility of the individual, it attempts to do so only as a means to attain the larger end of efficient social action. Its supreme purpose is to make for social progress, and its entire system, in theory at least, is orientated with reference to the maintenance and the progress of the State. Especially is this the present trend of educational science, as is evidenced by the inquiry of a large class of educators into the relationship between school work and other social activities. Instead of regarding the school as an end in itself, they are giving synthetic thought to the relationship between school problems and the general welfare of the community. This conception of the school in close relation to the social environment has grown out of the instinctive sense of the need of something to take the place of those religious and moral processes of education now almost neglected.¹

Another class of educators holds that the ideal of education is personal, and the aim, the development of personality. According to this theory of individualism, the improvement of society is a secondary consideration. Attention is focused upon making the individual better without thought of estab-

¹ Cf. Sadler, M. E., "The School in Relation to Social Organization," *Congress of Arts and Sciences*. Boston, 1907, Vol. VIII, p. 95. Cf. Snedden, D. *Vocational Education*. Boston, 1912, p. IV.

lishing a consciousness of community relations. Any adequate concept of education must recognize both the claims of society and the claims of the individual. "The mission of the school is to shape the development of the individual with a view both to his personal growth in virtue and to the discharge of his social obligations."² The same basic thought is expressed by Doctor Monroe: "From whatever interest, whether practical or theoretical, or from whatever line of investigation, the problem of education is now approached, its meaning is given in some terms of this harmonization of social and individual factors. It is the process of conforming the individual to the given social standard or type in such a manner that his inherent capacities are developed, his greatest usefulness and happiness obtained, and, at the same time, the highest welfare of society is conserved."³

On the basis that education has two aspects and involves two factors, (1) the development of the individual, (2) the creation and cultivation of his sense of obligation to society, the first step is to consider the character of the citizen in whom is effected an equilibrium between individual interests and social interests. *Agere sequitur esse* is a scholastic maxim. External conduct depends upon interior discipline. If the State would make itself secure as a socially efficient community, it must look to the personal character of its citizens quite as zealously as to their vocational training. "Preparation for the duties of citizenship is not less indispensable than preparation for a trade. And preparation for the duties of citizenship means that the school must endeavor to impart a civic and moral ideal."⁴

At this time when vocational education and social efficiency are occupying the central place in the educational consciousness, and the moral demands of our complex social life are increasingly great, the problem of moral and civic education becomes vitally important and calls for serious consideration. Of the fourfold division of the educative process given by Dr.

² Pace, E. A., "Education and the Constructive Aims," *Constructive Quarterly*, Vol. III, p. 601.

³ Monroe, P., *Text-book in the History of Education*. New York, 1905, pp. 755-56.

⁴ Sadler, M. E., "Introduction" to *Education for Citizenship*, by Kerschensteiner, G. Chicago, 1911, p. IX.