

## ADVOCATE TEACHING MANNERS IN SCHOOL

Gen. O'Ryan Favors Supplementary Military Course With An Effort to Foster Courtesy.

(N. Y. Times)  
The teaching of good manners in the public schools, which has received the hearty support of the Teachers' Council, is made the subject of discussion in the Current Bulletin of the New York State University. At the suggestion of Dr. John H. Finley, State Commissioner of Education, the entire bulletin is devoted to manners for the reason, as Dr. Finley says, that with the increasing congestion of population we have greater need of manners and by manners I mean good manners.

"The Meaning and Value of Manners," and "Good Manners, a Test of Education," are the topics presented in brief articles contributed by Major Gen. John F. O'Ryan, John S. Phillips, editor of the Red Cross Magazine; President Nicholas Murray Butler, President of Columbia University; Lord Rosebery and New York State Historian James Sullivan.

In his introductory note Dr. Finley says: "I have asked the soldier, Major Gen.

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O'Ryan, who broke the Hindenburg line, to take the supreme command in his attack upon bad manners; the great editor, the famous university President, the distinguished statesman and our able State historian, assisting."

General O'Ryan advocates supplementing the compulsory military training law, now being carried on in New York State, by an effort in the public schools to foster that courtesy which is indispensable to discipline and efficiency.

"Let the boys stand in an attitude of alert and respectful attention, he says, 'when reciting or addressing the teacher. Proscribe postures which, though they may please the fancy of the boys, may serve to stimulate disrespect, inattention or frivolity. The manly 'Yes, sir,' and 'No, sir,' required in the military service, should replace the variety of offensive and negative responses that indicate lack of courtesy and good manners."

"If good manners and politeness are to characterize our people the effort to that end must begin in childhood and the instruction given in the home must be supplemented by training and discipline in the schools."

Courtesy Adds to Manliness.  
General O'Ryan expresses the belief that perhaps some of our boys regard manners and politeness as unimportant with strenuous manliness. He cites the fact that the magnificent valor of the French at Verdun did not suffer because of the good manners and politeness which characterized their relations with one another and with their allies.

"On the contrary," he says, "their efficiency in the fight and their heroic spirit and sacrifice were made possible by the smoothness of their staff and supply work and the habitual consideration for the feelings and rights of others, which characterized the French people and which, in a measure, furnished the inspiration for their heroic sacrifice on the battlefield in the cause of civilization."

Mr. Phillips says that manners are best acquired in childhood and youth when the mental organs are flexible and readily trained. He believes that "the school, that great extension of the home, is the true training ground," and that "teachers skilled in understanding of children and young people are the natural counselors to arouse interest and direct exercise in this fundamental of human intercourse."

"Good manners," he declares, "not

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only ead to success in the worldly sense, to added friendships, to progress in business and social standing; not only form one of the keys to the gates of wealth, but practise in manners is the simplest and most valuable kind of spiritual discipline; it educates the heart; it is an antidote to irritations of personality; and so increases the sum of our happiness and satisfaction in life."

President Butler includes manners as the second of six tests in determining whether a real education is being had, and whether progress toward a sound educational ideal is making.

"Refined and gentle manners," he states, "are the expression of fixed habits of thought and action. A boor who happens to be in possession of a considerable body of knowledge is not for that reason an educated man. The truly educated man will reveal education in his attitude to those about him; in other words, through his manners."

President Butler names the other tests—correctness and precision in the use of the mother tongue, sound and high standards of taste and appreciation, the power and habit of reflection,

the power of growth and the power to do.

State Historian Sullivan tells of the past ages in which the training of youth in good morals and gentle manners was one of the most important functions of the parent or the teacher.

"Comparatively recently," says Dr. Sullivan, "the educational world has awakened to the fact that the teaching of good manners has become rather ineffective so far as the large mass of our boys and girls are concerned. It is thus that a present effort is being made looking to a revival in our schools, a veritable renaissance, of that kind of training in good morals and gentle manners which was given over so many centuries to our boys and girls of western Europe and America."

Lord Rosebery says that manners are even more important than appearance. Say three boys are applying for the same position. One might be a monster of learning, with a Shakespearean forehead; one might be not half so good but still able. One boy might not have the abilities of either of the other two but if he has good manners, if instead of grunting an answer like the first one, or giving only an inarticulate sound like the second, he gives a clear, respectful answer to the questions asked him, it is ten to one against the other two.

"Manners are not easily taught except by example. Every boy, if he forgets everything else, I have said, should bear in mind the enormous value of manners. All through his life it will

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give him a value which he would never possess without them and a start over other boys who neither tried to be nor were well-mannered."

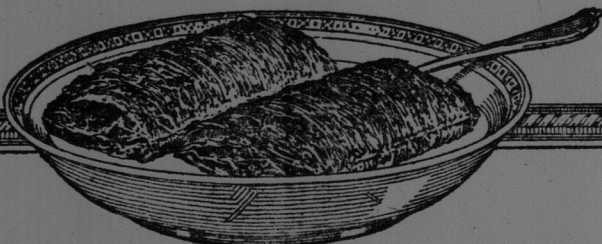


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