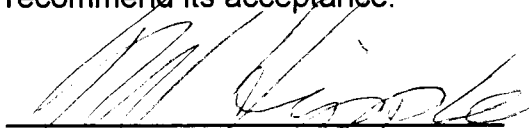
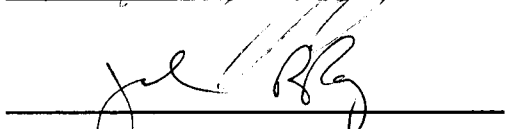
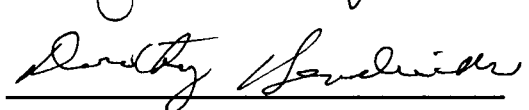


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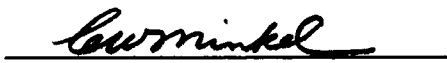
I am submitting herewith a dissertation written by Errol D. Putman entitled "Teaching About Patriotism: An Assessment of Teacher Attitudes and Classroom Practices." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Education.

  
Dr. Thomas N. Turner, Major Professor

We have read this dissertation and  
recommend its acceptance:

Accepted for the Council:

  
Associate Vice Chancellor and  
Dean of The Graduate School

**TEACHING ABOUT PATRIOTISM:  
AN ASSESSMENT OF TEACHER ATTITUDES  
AND CLASSROOM PRACTICES**

**A DISSERTATION  
PRESENTED FOR THE  
DOCTOR OF EDUCATION  
DEGREE**

**THE UNIVERSITY OF TENNESSEE, KNOXVILLE**

**Errol David Putman  
May, 1998**

## **Dedication**

This dissertation is dedicated to my two darling daughters,

**Alicia and Kimberly.**

## Acknowledgment

This researcher extends a warm and heartfelt appreciation to the members of his doctoral committee: **Dr. Dorothy Hendricks**, **Dr. John Ray**, and **Dr. Theodore Hipple**. Their guidance and encouragement contributed enormously to the timely completion of the dissertation.

Special appreciation is extended to **Dr. Thomas N. Turner** (Chair) for being so giving of his time, for maintaining an extraordinary level of patience, and for providing necessary consultation when it was most needed.

This researcher would be very much remiss if he neglected to recognize his elder daughter **Alicia**, his younger daughter **Kimberly**, and his good friend **Mariah**. Their continuous support and encouragement throughout the writing of the dissertation was very much appreciated.

It would hardly be fair to conclude this page without thanking **Al Bell**, Knox County Social Studies Supervisor, for giving freely of his time and rendering invaluable assistance with the many little things involved with the study.

## **ABSTRACT**

The purpose of the study was to investigate and evaluate teacher attitudes and classroom practices of Knox County high school American history teachers regarding teaching about patriotism. The population identified for the study consisted of forty-four high school American history teachers who represented the thirteen high schools in the Knox County school system.

A survey was developed for the study that consisted of four parts: (1) demographic data, (2) teacher attitudes toward teaching about patriotism, (3) classroom practices regarding the teaching about patriotism, and (4) open-ended questions that required teachers to identify the positive effects, negative effects, and strategies used to teach about patriotism.

The survey was administered to all forty-four high school American history teachers in Knox County. Thirty-four surveys were returned for a 77.3 percent return rate.

Data from the survey were tabulated for frequency and percentage and reported in narrative and table form. The findings and conclusions of the study were derived from an analysis the data.

Findings of the study:

1. Respondents encouraged students to stand during the national anthem, but did not encourage students to recite the pledge of allegiance.
2. The beliefs and teaching practices of respondents showed a strong preference for teaching the truth in issues related to patriotism.

3. Respondents were not always consistent in their response to statements contained in the survey.

4. Participants used a variety of strategies for teaching about issues that involved patriotism.

5. Most respondents did not believe they were provided adequate direction for teaching issues that pertained to patriotism and indicated they would be receptive to additional instruction concerning the concept.

6. Respondents supported and/or used several approaches for teaching patriotism that reflected traditional thinking and practices.

7. Respondents supported and/or used several approaches for teaching about patriotism that reflected non-traditional thinking and practices.

8. Most participants believed that teaching issues related to patriotism should involve a student-centered approach rather than methods that embraced indoctrination of students.

9. Most participants believed teaching issues that pertained to patriotism was an important function of the American history classroom.

10. Participants identified several potential positive and negative factors inherent with teaching patriotic issues.

11. Respondents were generally receptive to teaching issues that involved patriotism.

12. Participants were unsettled in thought and practice concerning the part indoctrination should play in studies involving patriotism.

#### Conclusions of the study:

1. American history teachers supported teaching issues involving patriotism.

2. American history teachers felt it important that historical truth be critically examined.

3. American history teachers employed a variety of teaching approaches for teaching their subject matter.

4. American history teachers employed a philosophical mix of approaches for teaching patriotic issues.

5. American history teachers were aware of the negative and positive factors inherent with teaching about patriotism.

6. American history teachers were clearly undecided regarding the role indoctrination should play in the study of patriotic issues.

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# CHAPTER I

## INTRODUCTION

American history teachers have long been aware that one of their more important responsibilities is teaching about the nature of patriotism. Patriotism, at least by some definitions, is the love of one's country. The expectation of teaching issues that involved patriotism has been presented in numerous magazines, journals, books, and speeches. As early as 1747, several years before the start of the American Revolution, Benjamin Franklin spoke of a relationship between education and government (Best, 1962, p.129), and suggested that one of the major purposes for reading history books was for individuals to learn the means to "secure their liberties" (p.146). More recently, in his book titled The End of Education (1995), Postman discussed the need to teach about patriotism because "students need [it] and their parents expect it" (p.71).

Teaching about patriotism has raised a number of issues and presented unique problems that teachers must resolve in order to be effective with instruction. One of these has been the role of the textbook. In the past, American history teachers have relied on history and social studies textbooks, professional social studies journals, or other similar sources for assistance and/or direction to aid classroom preparation. It appears, however, this approach is no longer appropriate. An examination of social studies instructional sources, including methods

textbooks and professional journals, reflect a sharp decline in providing direction for teaching about patriotism since the Vietnam War. In effect, teachers who have remained determined to teach about patriotism have been left to confront numerous influences and resolve several issues before they can proceed with instruction in the classroom.

Patriotism has been used as a mechanism to propel Americans to action throughout history. Textbooks have been filled with numerous accounts of patriotic actions. It would seem that high school American history teachers should be able to find uncontested safe ground for teaching about patriotism simply by opening the pages of any standard high school American history textbook. However, patriotic deeds seem to be less valued in recent texts. Textbook writers and teachers have been more influenced by those historians who have provided convincing arguments that many past actions of the United States were blatantly unpatriotic or, at best, highly questionable.

A People's History of the United States (1995) by Howard Zinn served as an example. In this well documented and popular history, Zinn described many less than honorable actions committed by the United States during its history. The removal of Indians from their ancestral lands in the American southeast (p.133), the invasion of Mexico in 1845 (p.149), and the imprisonment of thousands of people for daring to speak against American participation in World War I (p.359) were just a few examples.

Various extremist organizations, mostly from the right, have emerged at different times during the history of the United States for the express purpose of preaching their brand of patriotism. Historically, the most notable has been the Ku Klux Klan (Sims, 1978, p.200). In recent years, however, the militia movement has been successful in garnering the most dramatic headlines (Dees, 1996, p.64-65). The KKK, militia, and other similar groups such as the Neo-Nazis (p.100) have much in common. Born in hatred and, brandishing their self-righteous variety of patriotism, the groups decried everything they did not understand or perceived as different. Nevertheless, judging by the numbers these organizations have attracted to their membership, their messages have been convincing.

Origins for patriotic influences, good or bad, have not been restricted to the United States. In this century in particular, the force of patriotism has been applied in extreme forms on the world front. In various countries patriotism has been defined as the required blind obedience to the State. History recorded that the excesses perpetrated in Adolf Hitler's Nazi Germany (Santoro, 1939, pp.312-25) and Josef Stalin's Soviet Union (Payne, 1965, pp.574-88) during the 1930's and 1940's were without historical parallel. More recently, the blood bath in China's Tiananmen Square (p.859), provided an additional example of outrage. In each case, the actions resulting in terror were defined as acts of patriotism.

Literature has often had patriotic themes as a focus. All Quiet on the Western Front (Remarque, 1929), It Can't Happen Here (Lewis, 1935), and 1984 (Orwell, 1949), are some well known examples. In each case the lessons were

similar. Just as patriotism could be a motivating force to achieve positive results, it could also be applied as a means to accomplish brutal political ends.

Other forms of popular culture abound with an endless and often conflicting array of patriotic themes and messages. Examples are drawn from movies such as "Patton" (Schaffner, 1970), "Born on the Fourth of July" (Stone, 1989), and "Independence Day" (Temmerich, 1996), to songs entitled "Masters of War" (Dylan, 1964), "The Fighting Side of Me" (Haggard, 1972) and "Born in the U.S.A" (Springsteen, 1984). There also exists a plethora of commercially produced posters, radio and television advertisements, bumper stickers, comic strips and clothing that convey patriotic messages. Typically, messages range from the casual "America You're Beautiful," to the almost intimidating "America - love it or leave it" (Sedeen, 1993).

Discussion of the probable impact of forces outside the school related to the issue of teaching about patriotism should also include news columnists, talk show hosts, organizations such as the American Legion and the Veterans of Foreign Wars, representatives from the political sector, and a host of others who claim to represent mainstream America (Nash, 1997, pp.15-17). Each group has its own perception of patriotism accompanied by its interpretation of how the concept ought to be taught.

There is a maze of interpretations and related influences regarding patriotism. The teacher must evaluate the different sources and arrive at a responsible philosophy for instructing students. Teachers must translate this

philosophy into teaching strategies and materials designed for classroom instruction. Several decisions have to be made regarding: (1) how to teach students to develop a defensible definition of patriotism; (2) how to instruct students to apply their definition of patriotism to specific current and historical circumstances; (3) how to resolve valid and invalid sources of patriotic thinking; (4) how to contend with students and/or parents who espouse extremist views of patriotism; and (5) how to instruct students to resolve issues involving conflicting interpretations of patriotism.

### **The Problem**

Since early in the history of the United States, an expectation of history teachers, including Knox County teachers, has been to teach about patriotism. To provide an accurate assessment for teaching about patriotism in Knox County schools, it was necessary to focus on teacher attitudes toward teaching about patriotism and the depth and frequency that strategies for teaching about patriotism were employed in conjunction with other curriculum responsibilities.

### **The Purpose**

The purpose of this study was to investigate and evaluate teacher attitudes and classroom practices of Knox County high school American history teachers toward teaching about patriotism.

## **Research Questions**

The research questions used to facilitate the inquiry for teaching about patriotism in Knox County high schools included:

1. What attitude(s) do teachers have toward teaching about patriotism?
2. To what extent do teachers teach about patriotism?
3. To what extent do teachers support the use of indoctrination for teaching about patriotism?
4. What are the negative and positive factors identified by teachers regarding teaching about patriotism?
5. What specific strategies are used by teachers to teach about patriotism?

## **Importance and Need for the Study**

There has long existed an expected relationship between national, state, and local American history objectives and teaching about patriotism in the United States. The importance of the study was to assess the current level of teacher attitude(s) and classroom practice(s) in Knox County regarding the teaching about patriotism.

The study is important to the body of literature in social studies for the following reasons:

1. The results of the study will indicate if high school American history teachers in Knox County are aware of state and national expectations related to teaching about patriotism.

2. This study will determine how attitudes toward teaching about patriotism among Knox County high school American history teachers compare with those ideals expressed in the literature.
3. This study will provide information in terms of the range of attitudes and classroom practices related to teaching about patriotism among high school American history teachers in Knox County.
4. This study will enable the researcher to determine differences in the classroom practices of Knox County high school American history teachers and practices suggested in the literature.
5. The results of the study will provide valuable insight for the preparation of future teachers.
6. This study will provide enthusiasm and direction to the development of new, more practical approaches to the teaching about patriotism.

### **Assumptions**

The study was grounded in the following four assumptions related to teaching about patriotism in Knox County senior high schools:

1. High school American history teachers of Knox County believe they are expected to teach students about patriotism.
2. The survey instrument contained valid statements.
3. The survey provided necessary data for assessing attitudes and classroom practices for teaching about patriotism.
4. High school American history teachers in Knox County will honestly respond to the questions on the survey entitled "Teaching About Patriotism."

## **Limitations**

In cases where the subject of patriotism was seldom presented in the classroom, more than likely teachers responded to survey questions with less than candid answers. This may have been especially true if the respondent harbored guilt over failure to comply with what was perceived as a teaching responsibility.

The study could have been influenced to a considerable degree by timing. If the study were administered during a period devoid of a national threat, it is likely that opinions would have differed considerably than if the study were administered during a national emergency.

The study could have been influenced by the political composition of the population surveyed. If the population tended to be conservative, it is likely that feelings would have been more favorable toward teaching patriotism than if the population tended to be liberal.

## **Delimitations**

This study was delimited to high school teachers in the Knox County school system who were scheduled to teach a minimum of one section of United States history during the 1997-98 school year.

## Definition Of Terms

The following definitions were used in the study to clarify issues central to the questions related to teacher attitudes and classroom practices for teaching about patriotism in Knox County schools.

1. **Traditional approach for teaching about patriotism:** the act of teaching specific expectations or requirements that students adopt a traditional preconceived set of beliefs about his/her country.
2. **Non-traditional approach for teaching about patriotism:** the act by which teachers establish expectations or requirements that students develop a personal definition of patriotism through a careful examination of researched materials.
3. **Patriotism:** The quality of loving one's country.
4. **Nationalism:** The belief that the interests of one's own country should come before the interests of other countries.
5. **Chauvinism:** Unthinking and boastful devotion to one's country or cause, fanatical patriotism.
6. **Xenophobia:** Undue mistrust or fear of foreigners or strangers, especially in political matters.

## Summary

The population selected for this study comprised the sum total of high school American history teachers in Knox County. The teachers were surveyed to assess their attitudes and classroom practices regarding teaching about patriotism.

This study was divided into five chapters. The first chapter contained an introduction to the study of teaching about patriotism that focused on the

complexities that confronted teachers who were responsible for teaching about patriotism. Chapter one also included the problem, the purpose of the study, research questions, the importance and need of the study, assumptions, limitations, delimitations, and definition of terms. The focus of the second chapter was the literature review. A special effort was made to provide an historical review of teaching patriotism from the origins of the United States to the present. The research indicated this approach would provide insight to the various perspectives that currently influences policy with respect to teaching about patriotism. The emphasis of the third chapter was the methodology used for the study. Specific emphasis was given to the design of the research instrument, the population selected for the study, method of collecting data, and the time line of the study. The fourth chapter presented and discussed data collected on teacher attitudes and classroom practices in respect to teaching about patriotism. Chapter five included the summary, conclusions, and recommendations.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

Patriotism, a force that has been an influential factor in American politics since the inception of the Republic, has also been a significant element in American education. Many parallels can be drawn between patriotism as it has applied to politics and patriotism as it has applied to education. There have been several occasions in history when patriotic issues have been politically controversial and there have been times when history has produced controversially laden educational issues. In reality, however, this should not come as any surprise, because in so many respects, education is simply a mirror of society.

A point of controversy that has persisted through much of educational history has centered on whether to teach about patriotism by using a traditional approach or a non-traditional approach. By definition, a "traditional approach" has usually occurred either by didactic means where students were expected to accept a preconceived set of values regarding patriotism, or students were involved in ceremonial rituals such as singing patriotic songs and reciting the pledge of allegiance. By contrast, a "non-traditional approach" has directly involved students in educational inquiry that included defining patriotism, identifying problems inherent with patriotism, analyzing and evaluating problems of patriotism, and producing solutions to problems related to patriotism.

In order to thoroughly understand the contrasting viewpoints, it is important to delve deeply into the history of patriotism as an educational issue. In addition to gaining a depth of information regarding the two educational perspectives, additional benefits that an historical inquiry will provide include:

1. An understanding of the evolution of the definition of patriotism from the early days of the United States to the present and how the resulting changes impacted the way patriotism was taught in schools.
2. An examination of the various teaching models that have been used throughout history and how they have been judged in their historical context will help to make the advantages and disadvantages of each approach for teaching about patriotism more clearly understood.
3. A more thorough understanding of the theories of current educational leaders who espouse a particular approach for teaching about patriotism.

The chapter is divided into the following sections: Origins of Patriotism, Teaching Patriotism in the New Nation (1775-1810), Teaching Patriotism During Years of National Trial (1811-1860), Teaching Patriotism During Division and Recovery (1861-1900), Conflicting Views for Teaching Patriotism (1901-1929), Examples of Extremes for Teaching Patriotism (1930-1954), Teaching The New Patriotism (1956-1998), Recent Perspectives for Teaching Patriotism, and a Summary. It is hoped that this approach will enable the reader to grasp the issues central to teaching about patriotism. If that objective is achieved, perhaps a realistic approach for teaching about patriotism may be offered students in the future.

## ORIGINS OF PATRIOTISM

The nation state began in Europe during the eleventh and twelfth centuries when people began to think of themselves as members of a distinct nationality as opposed to members of a local group. However, the philosophy underscoring patriotism as a distinct political influence did not appear until centuries later. In fact, the term "patriot" appeared first in an English language dictionary in 1676, and twelve years later in a play called "The Volunteers" (Wheatley, 1993, p.397-98). From these meager beginnings, patriotism would impact the lives of countless numbers throughout subsequent centuries.

During the first two hundred years following its origin, patriotism evolved into a potent political force and became the property of the left in England. In the hands of its proponents, patriotism was defined as the action "to withhold loyalty to the state as it existed while proclaiming a 'patriotic' intention of restoring it to its ancient purity" (Cunningham, 1989, p.53). This belief was based on three assumptions:

1. England was the birthplace of liberty.
2. The English government was very susceptible to corruption and when corruption occurred, the opposition to the government was considered to be patriotic.
3. Political power was based on a balance between the King, the House of Lords, and the House of Commons (p.58; Martin, 1982, p.10).

It was generally viewed that corruption arose when one of the three elements of the government (the King, the House of Lords or the House of Commons) came

under the influence of one of the other elements of the government. At this point, it was believed, any effort made to correct the balance was deemed appropriate and "patriotic" (Cunningham, p. 58).

### **TEACHING PATRIOTISM IN THE NEW NATION (1775-1810)**

Since the American colonies were deeply rooted in English institutions, it should not come as any surprise that the founding fathers of the United States labeled their efforts to thwart the abuse of England's power in the second half of the eighteenth century as "patriotic." As a direct result of this thinking, subsequent efforts to support the American government of the revolution were also perceived by colonists as patriotic (Martin, p.10).

The importance of keeping the citizenry apprised of patriotic events as they occurred was recognized as important from the earliest days of the revolution. Many colonial leaders believed, for example, that the very existence of the nation should be attributed to the celebration of events such as the Boston Massacre and the Battle of Lexington (Waldstreicher, 1995, p.51). Even the signers of the Declaration of Independence stood firm in their belief that "the new nation could not exist until . . . evidence of this nationwide celebration appeared in print" (p.44).

In time, schools also came to play a significant part in the effort to preserve and perpetuate knowledge of the patriotic achievements of the revolution. The precedent for a relationship between education and government had already been

suggested by Benjamin Franklin several years before the revolution began (Best, 1962, p.129). A quarter century earlier he had declared that one of the purposes of an education was to provide men with the necessary qualifications "to serve the publick (sic) with Honour (sic) to themselves and their country" (p.129). Franklin also asserted that among the major purposes for reading history was that men should have the means to "secure their liberties" (p.146).

As the revolution progressed, the interest for a heightened relationship between patriotism and education continued to grow, and probably produced the first objectives in civic education in what was to become the United States. The list of objectives was comprised of literacy, patriotic values, moral virtues (Butts, 1980, p.54), national loyalty, loyalty to institutions, and loyalty to freedom (Welter, 1962, p.36).

According to Cremin (1980), a noted authority in education history, Benjamin Rush and Noah Webster were two of the leading advocates for teaching patriotism in the schools (p.4). The goal of these early spirited patriots was nothing less than a new republican individual of virtuous character, abiding patriotism, and prudent wisdom, fashioned by education into an independent yet loyal citizen. Without individuals of such enduring qualities, Rush and Webster believed, the test in liberty would be short lived (p.5).

Noah Webster in particular reflected the sheer enthusiasm of the time as witnessed by the energy with which he produced the means to spread the message. Webster's dictionary and spelling books were written to produce a

distinct American language and character and, consequently, included several quotations of American origin. His intent was that the books "kindle patriotism in the hearts of youth" (Curti, 1946, p.124).

As the American Revolution drew to a close, others followed the example set by Webster. Textbooks began to appear celebrating patriotic themes that included love of country, unity, and liberty. Of the early textbooks, the spellers and the readers appeared to be the most influential carriers of civic education. According to Butts (1980), another authority in the field of education history, the principle theme of the early spellers and readers was to

attach the child's loyalty to the state and nation. The sentiments of patriotism, love of country, vies with the love of God as the cornerstone of virtue. Patriotism . . . must be considered as the noblest of social values (p.55).

In the years following the revolution, Webster, aside from his dictionaries and spelling books, attempted to educate the public on his beliefs. He wrote many newspaper and magazine articles, wrote letters to men of greatness and to those not so great, and made himself available to lecture. In each case, Webster's theme never varied; his mission was to spread the word about the greatness of America (Curti, p.124)

Thoughts of the founding fathers relating to education and patriotism extended far beyond a primary education. Thomas Jefferson suggested that a national university be constructed to serve the whole of the fledgling nation(p.184). Madison, who concurred with Jefferson, also believed that such a base of

education would "enlighten the opinions, expand the patriotism and harmonize the principles of those who attended" (Welter, 1962, p.26).

Jefferson also advanced a viewpoint on patriotism that would have serious implications for educators far in the future. He believed that the true message to emerge from this era was that patriots in a democratic society served their country best by using their critical powers to ensure governmental honesty. Jefferson observed that

it would be a dangerous delusion were a confidence in the man of our choice to silence our fears for the safety of our rights. Confidence is everywhere the parent of despotism -- free government is founded in jealousy, and not in confidence (p.17).

As in the past, James Madison agreed with Jefferson's views on education. He also added that "the truth is, all men having power ought to be mistrusted" (Richard, 1988, p.17).

It was also Jefferson who, thinking far into the future, was the first to raise several perplexing questions regarding the teaching of patriotism: (1) Should teachers indoctrinate by advocating a particular political view? (2) Should teachers be selected on the basis of their political beliefs as well as their academic achievements? (3) Can political teaching be value free, or is it inevitably value laden (Butts, 1980, p.56)?

As a concluding note, it is interesting to observe that the traditional definition of patriotism, dating back to seventeenth century England and espoused by Jefferson and other founding fathers, would not survive far into the nineteenth

century. Disappearing for about one hundred years, it would not reappear until the turn of the next century and, for substantial impact, would have to wait until the second half of the twentieth century.

### **TEACHING PATRIOTISM DURING YEARS OF NATIONAL TRIAL (1811-1860)**

The five decades preceding the Civil War were possibly the most politically trying period the United States has experienced throughout its entire history. Nevertheless, efforts to instill the values of patriotism continued. As a result of examining textbooks for the period 1811 through 1828, Elson (1964) concluded that since textbook authors believed patriotism vied with God as the cornerstone of virtue, it was their responsibility to influence student loyalties to the nation. Elson observed that for the period:

Patriotism . . . must be considered as the noblest of the social virtues. Every book contained many pieces sustaining the doctrine that one's loyalty to country must be paramount to all other loyalties (p.282).

Although history was considered to be a valuable tool for teaching about patriotism, there was not a single state in the Union that required the study of history during the fifty years following the signing of the Declaration of Independence. That oversight was corrected in the second quarter of the eighteenth century. In 1827, Massachusetts and Virginia became the first states to require their students to study history (Hurwitz, 1980, p.14). In the years that followed, state after state passed laws requiring the study of history. By the end of the century, the

study of patriotism was deeply intertwined in the study of history (Curti, pp.215-216).

One of the observations made by Butts (1980), as the United States approached mid-century, was that middle class values (especially in New England) of hard work, honesty, integrity, and the rewards of property and riches for individual effort were added to the definition of patriotism. Nevertheless, emphasis on the value of patriotism continued to run high and, of all the political values emphasized, liberty was by far the most important (p.58).

Other factors began to emerge during the period that solidified the relationship of patriotism to education. A major development of the era concerned the Manifest Destiny of the 1830's and 1840's. As a result of America's continued drive westward toward the end of the first half of the eighteenth century, attitudes regarding patriotism began to change. To the earlier stress on love of country and liberty was added a steadfast adoration and devotion "to a great and powerful nation" (p.62).

A second development involved the wave of immigrants that swept to America's shores during the 1830's and 1840's. The invading numbers provoked a sense of concern among all levels of American society. As a consequence, the public clamored for a system of instant Americanization. In response, Benjamin Labaree, President of Middlebury College, offered a traditional solution. In a speech given before the American Institute of Instruction in 1849, he stated that "a principle task of the school was the inculcation of those values vital to adequate

participation in the American community" (Cremin, 1951, p.45). The majority of concerned Americans, however, believed that recent immigrants needed to be educated beyond textbook instruction. They demanded that outward signs of loyalty be extracted from the immigrants including some kind of pledge to their new country, salutes to the flag, loyalty oaths, and patriotic songs (Butts, 1980, p.62).

Even the highly respected and revered educator Thomas Mann, Secretary to the State Board of Education of Massachusetts from 1837-1849, understood well the integral relationship between freedom, republican government, and education (Cremin, 1957, p.7). Although he is probably best remembered for advocating an equal and general education for all, regardless of intellectual attributes or economic standing, Mann was also very supportive of patriotism in the school (pp.7-8). As State Secretary for education, he declared that the law explicitly required teachers "to exert their best endeavors to impress upon the minds of children and youth committed to their care and instruction . . . love to their country" (p.106).

### **TEACHING PATRIOTISM DURING DIVISION AND RECOVERY (1861-1900)**

In many respects, the events that preceded as well as encompassed the Civil War disrupted the unity that had previously guided patriotic intentions. According to O'Leary (1994), for the remainder of the nineteenth century, the meaning of patriotism, and who qualified to use the label, stood at "the very heart of the cultural struggle over what it meant to be an American" (p.21). Obviously, this narrow

interpretation was directed mainly at those who had elected to fight for the Confederacy during the Civil War. Although it would be several years before the breach was repaired, patriotism as a political and academic force continued to evolve with succeeding interpretations.

According to Curti, the Civil War produced one of the most significant interpretations of patriotism since the American Revolution. It was his belief that while loyalty and patriotism did not necessarily involve everyone deeply, they did take on new meaning in the form of sacrifice for innumerable Americans. Curti reasoned, how could one not understand a sense of sacrifice when reminded of the lives lost in that great conflict, with the memorial parades and ceremonies that began to occur at war's end (p.170).

Curti also believed that, ultimately, most of the credit for elevating the significance of sacrifice to a level of public conscience belonged to three literary giants of the period. He claimed that James Russell Lowell, Walt Whitman, and Ralph Waldo Emerson, through their prose and poetry, did more to stir an awakening of principle than anything else. As an example, Curti described an American who, after reading Whitman's "When Lilacs Last in the Dooryard Bloom'd," received his "first thrill as a patriot" ((p.171).

The impact that Lowell, Whitman, and Emerson, had on interpretations of patriotism after the Civil War appear to have been extensive. Many readers and spellers used in schools during the period contained elements of the patriotic belief that one should be willing to lose not only family and friends, but life itself for one's

country. The following poem, popular during the period, is one example of the expanded definition of patriotism:

May the hearts of our people re-echo  
the cry,  
"Tis sweet, oh 'tis sweet for our  
country to die." (Elson, p.283).

Even at the highest levels of education there appeared to be little disruption of the link between education and patriotism as a result of the Civil War. In 1866, for example, at its Indianapolis meeting, the National Education Association resolved that "our schools must teach children that patriotism is an integral part of a student's education" (Hurwitz, p.14).

According to Elson (1964), who examined countless editions of schoolbooks from the nineteenth century, there existed several differences between schoolbooks of the nineteenth century and those of the mid-twentieth century. These textbook differences may account for differences in teaching emphasis (p.283). It seems of utmost importance that nineteenth century authors did not identify patriotism as xenophobia but simply as love of country -- a value that should be inculcated in all American youth (p.285).

Textbooks of the last century also made no effort toward neutrality. While they evaded issues that were controversial in their day, they took a firm and unanimous stand on matters of basic belief. Among the values textbooks held in high esteem were: love of country, love of God, duty to parents, honesty, hard work,

and the perfection of the United States. These basic values were beyond question and persisted through the remainder of the century (p.338).

An excerpt from a popular late 1800's essay written by George W. Curtis entitled "Patriotism" provided an accurate reflection of the times. He stated that

Because a man's country is not a certain area of land, -- of mountains, rivers, and woods -- but is a principle, and patriotism is loyalty to that principle (p.282).

Internationalism, a movement that emerged for the first time in the late 1800's, emphasized the need for heightened cooperation among the nations of the world. Although proponents of the movement felt their best chances for success lay in the educational arena, they did not receive widespread support. For example, there is no evidence that the N.E.A. even discussed internationalism in the last decade of the nineteenth century. Apparently, the idea that Americans should fight for the rights of all mankind and end the suffering of all peoples was premature for Americans of that period to grasp. The thoughts of a "United States of the Earth" was beyond the level of comfortable acceptance for the majority of Americans (Curti, p.215). However, there is evidence to suggest that the movement survived into the next century and became one of the voices of the peace movement that preceded World War I (pp.214-215).

Other kinds of opposition to conventional definitions, interpretations, and practices for teaching patriotism did exist and apparently enjoyed some level of success. Included in the number who stood in opposition to traditional teaching practices were Josiah Leeds and Josephus Nelson. In 1885, Josiah Leeds (a

Quaker) led a crusade to remove warlike propaganda from classroom walls and chauvinistic types of patriotic references from textbooks. A few years later, Josephus Nelson, Superintendent of Schools in Buffalo, New York, spoke against history being taught from the perspective of "our country, right or wrong" (Curti, p.215).

Values and beliefs espoused by the pacifist Leeds and the anti-nationalist Nelson were closely related to the opinions of others in education who also rebelled against routine and mechanical instruction in patriotism. This group, opposed to ritualistic flag salutes and the memorization of patriotic slogans, along with the more militaristic educational advocates, would march into the twentieth century looking for converts (p.216).

The last decade of the nineteenth century witnessed several, often conflicting, concerns voiced from various quarters in terms of how history should be taught. In 1892, for example, the Resolutions Committee of the National Education Association went on record that the American school, as it existed, was a unique influence for "patriotism and good citizenship" (Welter, 158). In contrast, the following year the Committee of Ten recommended that history teachers depart from too heavy a reliance on textbooks and, instead, stress the use of primary sources (Butts, 1980, p.63). In 1895, mirroring the 1892 position of their Resolutions Committee, the full convention of the N.E.A. voted "to recommend flag ceremonies and national patriotic holidays to inculcate patriotism [in students]" (Welter, 158). In 1899, the Committee of Seven publicized their hope that

patriotism would be toned down and urged, as had their predecessor committee in 1893, the use of primary sources to supplant the textbook in history courses (Butts, 1980, p.64).

As the nineteenth century came to a close, a new level of unity, one that included patriotism, had been initiated between North and South. This was largely the result of two events. The first involved the plains wars against the Indians in the late 1800's. The Indian was identified as the common enemy and anyone, even former Confederate soldiers, who fought against him was considered a patriot. The second event was the Spanish-American War. This war, fought against what was perceived as a foreign threat to American honor, inspired a sense of unity throughout the United States which included the former Johnny Reb as well as the former Billy Yank (O'Leary, p.21).

### **CONFLICTING VIEWS FOR TEACHING PATRIOTISM (1901-1929)**

The twentieth century brought several changes in the way patriotism was taught. The single-minded brand of patriotism that had previously been accepted was replaced by opposing philosophies competing for the right to influence the thinking of America's young.

Possibly encouraged by the positions taken by the National Education Association in the late 1890's, educators in the first years of the twentieth century continued to inculcate American youth with patriotic values just as they had done

in the previous hundred years. The period also witnessed several efforts to promote open displays of patriotism. As a reflection of the times, public schools began to require flag salutes, loyalty oaths, and patriotic songs (Williams, 1917, p.39).

Since the period also witnessed a heavy influx of immigrants, it appeared to be natural that the concern for patriotism should carry over to the "immigrant problem." Thus, the movement to Americanize all foreign elements experienced a re-birth. Much like its predecessor from almost one hundred years before, the primary objective of the movement was to bring pressure to bear on the educational establishment to teach (or coerce?) immigrants to renounce their native culture in favor of vintage American (in other words, white middle class Protestant), and to affirm their loyalty to the United States. As a result, a nation-wide campaign was initiated to teach English, history and civics through industrial and community programs (Butts, 1978, p.235). Support for the movement came from the Daughters of the American Revolution, Sons of the American Revolution, Society of Colonial Dames, and the North American Civic League for Immigrants (p.236).

During this same period while forces were actively promoting a regimented patriotism, a small circle of educators voiced their appeal for teachers to turn their backs on teaching patriotism via rote and regimentation. They advocated civic patriotism be taught – as opposed to military patriotism which glorified accomplishments in war and relied on salutes to the flag and the singing of patriotic songs. This civic patriotism emphasized the critical importance of the small group -- family,

school, church, community -- in which the child was deeply involved, and stressed the concept of sacrifice for the common good. The flag was to represent the best the country stood for, the ideals yet to be fully realized. Finally, it was underscored that rather than a blind devotion to the country, schools should emphasize an understanding of the country's history, its laws, institutions, beliefs, and values (Curti, p.216).

Eventually, the views of the small circle of "Progressive Patriots" attracted the attention of Internationalists (who came to exert a profound influence on the movement) as well as a number of other reformers. The movement stressed the belief that patriotism should not be restricted to the national borders of the United States, but should freely extend beyond (Curti, p.217).

One of the many who joined the progressive patriots was John Dewey, a renowned educator. Dewey's position was that : (1) Existing philosophies of patriotism could no longer do the work as they had in the past. (2) Although in the past patriotism was good for knocking down barriers of sectionalism, patriotism had gotten in the way by setting up barriers with other countries (Dewey, 1909, p.21; Curti, p.217). (3) The unity, loyalty, and patriotism of individuals could best be obtained through intelligence and education rather than through fear, compulsion, and violence (p.218). (4) A strong objection to the mindlessness commanded by strict adherence to conventional patriotism. (5) Opposed teaching methods that employed elements of indoctrination because "indoctrination is the systematic use

of every possible means to impress upon students one set of economic and political views to the exclusion of others" (Shermis, 1985, p.191).

Josiah Royce and Mary Follette, members of the movement and notable educators of the period, stressed that it was important to have local unity before national unity could be obtained. They believed that national unity could only occur after youngsters were taught to have a feeling of loyalty toward something they could understand. The only way one could foster the feeling of service and loyalty to his country was to first experience it at the local level amidst the traditions and mode of thinking he understood (Curti, p.218). As Follette observed, the approach must be used to "avoid a blind herd instinct" and probable failure (p.218).

Amidst the jousting that had occurred between the militant elements and the progressive elements regarding patriotism, an additional position on the issue of patriotism was formulated among the leaders of social studies education. The Report on the Committee on Social Studies (1916), a creation of the National Education Association (Mehlinger, 1981, p.5), provided the first real effort by a sanctioned body to identify a list of objectives for history and social studies that included a definitive explanation of the value of patriotism as a course responsibility. The committee concluded that:

The word patriotism has been much abused; but it is a good word. Instead of avoiding it because of its abuse, and instead of consciously giving young citizens the impression that the thing for which the word stands has somehow lost its significance, every effort should be made to imbue it with real meaning and make it a potent influence in the development of a sound national life (Curti, p.11).

The authors of the "Report," in a specific effort to bring emphasis to the study of history and patriotism, included the following observation:

A primary aim of instruction in American history should be to develop a vivid conception of American nationality, a strong and intelligent patriotism, and a keen sense of the responsibility of every citizen for national efficiency (p.17).

The following year, Ames (1917), published "How Far Should the Teaching of History and Civics be Used as a Means of Encouraging Patriotism" in The History Teacher's Magazine. Although much of what Ames presented in the way of objectives appeared in the "Report on the Committee on Social Studies," he carried the patriotic issue farther and cautioned that "the danger of fostering an exaggerated and unwholesome idea of nationalism must be guarded against" (p.68).

With the American declaration of war against Germany on April 6, 1917 (Morris, 1996, p.344), most Americans, including educators, turned their backs on the various liberal viewpoints that were offered for teaching patriotism. Henceforth, for the duration of the war, efforts were concentrated on approaches to help win the war.

Schools in the United States, as with segments of American society, received the call during World War I to do their part to defeat the enemy. Responding positively to the appeal, schools found themselves involved in the war effort in several ways. Probably the biggest contribution they made was to supply the manpower necessary to solicit contributions in support of the war effort. Although this measure proved productive in many respects, it also created several problems for

schools. Due to lack of government coordination, so many different groups called on schools to assist in the war effort that they became overwhelmed. Eventually, constant disruptions to education provoked an outcry from the National Education Association. The N.E.A. demanded the government streamline its war time efforts and produce a method of soliciting contributions that wasn't quite so burdensome to the schools (Protect, 1918, p.16).

The war also prompted additional suggestions for ways American students could contribute to the war effort. In an article entitled "Thrift, a Patriotic Duty," Strauss (1918), believed that a single major contribution that American students could make to the war effort was by learning to be more thrifty. He believed, "it is our duty to place thrift teaching in the schools on the grounds of pure patriotism" (p.29).

Schools also found ways to show their disdain for the German government and the German people. During the months following April 6, 1917, patriotic fervor had reached such a high pitch in some cases that reason had ceased to rule. As a consequence, in the name of patriotism, German books were burned by order of educational authorities; German music ceased to be played; and instruction in the German language was dropped from the curriculum of many schools, colleges, and universities (Curti, p.227).

In the years following World War I, probably as a reaction against the first Red Scare, citizenship education programs involving schools, student textbooks, and teachers were subjected to influences from a variety of right wing political and

patriotic organizations. These organizations believed that patriotism should be practiced in the open for everyone to see. (Butts, 1980, p.67-68).

In response to the changing political currents of the era, the role of civic education in the 1920's was greatly simplified. Students received the message that they were to rally around the flag, emphasize the merits and successes of the United States, and say nothing derogatory about the "greatest country on earth" (p.68.). Support for the effort came from the same patriotic organizations that supported the "Americanization" movement at the turn of the century with the addition of The American Legion and the Ku Klux Klan (Butts, 1980, p.136). The American Legion, for example, led the fight to get Congress and State Legislatures to pass laws to require flag salutes, military training and loyalty oaths (p.68; Williams, 1987, p.40).

Toward the end of the decade, Dawson (1928), the author of Teaching The Social Studies, proposed a viewpoint which contrasted with the prevailing opinion regarding patriotism. He advanced the position that it was entirely possible history should NOT be taught for the purpose of inculcating patriotism. He suggested the possibility that teaching patriotism might produce an arousing contempt for or a hatred of other nations. Specifically, Dawson remarked that "it has never been proved that disparagement of others or praise for ourselves produces a sane and wholesome patriotism" (p.284). Dawson also believed the best way to inculcate patriotism was to teach it impartially. He suggested relating to students the general

story of the struggles against special privilege which ran through the history of mankind and to fit American history into this story with absolute truth (p.284).

### **EXAMPLES OF EXTREMES FOR TEACHING PATRIOTISM (1930-1954)**

Toward the beginning of the thirties, a group of noted educators, left-wing social critics, labor leaders, philosophers, and political left wing activists initiated a ten year debate concerning indoctrination in American education. In the course of the distinguished groups' correspondence and communication, they came to accept two assumptions:

1. Indoctrination in American education is morally reprehensible.
2. The only viable alternative to indoctrination is the serious study of social problems (Shermis, p.190).

The concerns of these notables focused on the belief that teachers had for years inculcated in their students a wide variety of beliefs, attitudes, and values. On the list of specifics appeared loyalty and patriotism (p.191-192).

In the course of the ensuing debates, a number of definitions of indoctrination were offered and perspectives presented regarding the study of social problems. The single issue that appeared to generate the greatest amount of discussion involved pros and cons of good indoctrination as opposed to bad indoctrination. The discussions were particularly relevant to the issue of patriotism, but apparently died with the advent of World War II without anything being resolved.

Aside from the exchanges that appeared in print related to the debates concerning indoctrination and social problems, social studies journals in the United States were all but silent on the subject of directly teaching about patriotism for most of the thirties. This omission was probably due to the attention given the domestic and foreign events occurring during that period:

1. The depression in the United States;
2. The New Deal;
3. The successes of Communism in the former Russian empire;
4. The ascension to power of Benito Mussolini and his black-shirts in Italy in 1922;
5. The rise to power in Germany (1933) of Adolf Hitler and the Nazi Party; and
6. The aggressive moves of the Japanese militarists that had begun in 1931 with their invasion of Manchuria (Butts, 1980, p.68).

Opposition to the actions of the four totalitarian systems commanded a considerable following. This opposition was the result of the distasteful and exaggerated form of patriotism that the totalitarian governments exhibited. As years passed, the subsequent actions and brand of patriotism espoused by the four nations would be increasingly viewed as reprehensible by most Americans (Morison, 1965, pp.992-997).

During the 1930's, a significant focus of social studies journals regarding the teaching of patriotism turned from advocacy of an American brand of patriotism to a description of negative applications of patriotism that appeared in foreign

countries. Among the articles that appeared in print were: "History in the Russian Schools Before the Revolution" (Beresney, 1931), "The Teaching of History in the Secondary Schools of Poland" (Pohoska, 1932), and "The Nazi Revolution and Its Influence on the Teaching of History in Germany" (Bover, 1933). The authors were careful to point out that there was a strong emphasis on the stress given to patriotism in the countries. Brubacher (1938) was particularly descriptive in his article entitled, "A Formula for Citizenship." In reference to the Soviet Union, Italy, and Germany of 1938, Brubacher wrote that

from our point of view there are so many evil or undesirable characteristics connected with those systems that even the pronounced patriotic fervor which they attain cannot have our full approval (p.340).

With emphasis of professional social studies journals directed to events outside the United State that portrayed patriotism in a negative way, the teaching of patriotism in the United States did not fare too well in the period.

An interesting exception to the prevailing sentiment was the 1940 Supreme Court decision in *Minersville v. Gobitis*. This case involved two high school students (Jehovah's Witnesses) who had refused to recite the pledge of allegiance as required by the school they attended. In an 8-1 decision, the Supreme Court ruled that the school did have the right to compel students to stand and recite the pledge of allegiance to the flag (Butts, 1978, p.277). The majority opinion was based on the belief that schools had the right to use "the educational process to inculcate the ultimate beliefs of the nation" (Chase, 1985, p.263)

Ironically, three years later, during the height of World War II, the court reversed itself in another "pledge" case that also happened to involve Jehovah's Witnesses and decided on behalf of the aggrieved (Butts, 1978, p.277). In the 1943 court case, *West Virginia State Board of Education v. Barnett*, the high court issued two particularly strong statements that would decidedly impact the teaching of patriotism for future generations. In the majority opinion, the court declared

1. If there is any fixed star in our constellation, it is that no official high or petty can prescribe what shall be orthodox in politics, nationalism or other matters of opinion . . . (Lamorte, 1996, pp.106-108).
2. To believe that patriotism will not flourish if patriotic ceremonies are voluntary . . . is to make an unflattering estimate of the appeal of our institutions to free minds (Chase, p.263).

By 1940, after World War II had engulfed the major nations of the world and America's involvement appeared to be imminent, many Americans, including educators, began to re-evaluate patriotism and how it was taught in America's schools. Howard Anderson, in his presidential address to the National Council for the Social studies on November 22, 1940, reflected the changing mood of the time. He stipulated that, among other things, the following objectives should be taught:

1. The development of warm loyalties to the democratic way of life.
2. The ideas of loyalty and sacrifice for the common good.
3. Every effort should be made to convince students that democracy is the best system.
4. The democratic way of life should be maintained "whatever the cost" (Anderson, 1940, p.14 ).

Appearing during a period when the teaching of democracy was receiving renewed interest, Newton (1941) published his timely "Democracy or Super-Patriotism." In his article, Newton emphasized two main points. The first was his deep concern that teaching democracy not degenerate into some form of super-patriotism. Secondly, he strongly believed that the wrong way to teach democracy was to teach definitions and symbols without explanations (p.209). Newton offered four characteristics for teaching democracy properly:

1. Understanding the meaning of democracy in all its bearings [sic].
2. Teaching loyalty to the values of democracy.
3. Democracy can only be learned through experience: through living, the home, the school, and the community.
4. It is important to study existing problems in light of the ideals and purposes of democracy (p.210).

Above all, Newton strongly recommended that teachers who teach about democracy do so in a manner requiring individuals to think for themselves (p.210).

Following the Japanese attack on Pearl Harbor and the advent of American involvement in World War II, the emphasis of social studies journals in the United States changed for the duration of the war effort. During the war years, a disproportionate number of articles that appeared in social studies journals emphasized the need for schools to become involved in the war effort. For example, Coleman (1943) suggested the need for students to:

1. Set an example to the public through participation in school patrols, self-government, riding pools, and letter writing.

2. Participate in programs of instruction and inspiration regarding the war program and convey the knowledge to their parents.
3. Directly promote the war effort through involvement in salvage drives and school victory gardens (pp.260-261; Young, 1942, p.74.).

A sampling of similar themes appearing in prominent social studies journals were "Teaching Citizenship for Defense and War" (Lubbers, 1942), "Winning The War: A Job For The Schools" (Ross, 1943), "Ration Stamps and Salvage: A Tenth Grade Project" (Ludwig, 1943), and "Strengthening Our Morale" (Pithenen, 1944).

As the war progressed, articles emphasizing the exploits of past and current American notables began to appear in social studies journals, an effort apparently intended to remind Americans of the richness of their tradition of patriotic greatness or to inspire new heights of loyalty to the United States. Examples included "Thomas Jefferson: Crusader for Freedom" (Knoles, 1942), "Lieutenant General Omar N. Bradley" (Craf, 1944), "Benjamin Franklin, the Patriot" (National, 1944), and "General George C. Marshall" (Craf, 1944).

Articles intended to inspire patriotism and provide information on how students could contribute to the war effort were not necessarily reserved to social studies journals and magazines. Popular teaching journals such as Instructor magazine, normally perceived as a multi-subject magazine for elementary teachers and students, was deeply committed to supporting the war effort. Articles printed in Instructor magazine during the war included "A Unit On Flag Day" (Evans, 1941, p.16), "Seatwork on Washington and Lincoln" (Burke, 1942, p.24), "Your Flag and

my Flag" (Thompson, 1941, p.36), "Here's A Way To Help Your Country" (Kerr, 1942, p.17), "School Children Mobilize" (Lent, 1991, p.29), and "The Effect of the War on School Subjects" (Lent, 1991, p.29). In addition, Instructor periodically printed articles as part of a series entitled "They Made Our Country Great - Biographical Series."

In addition to school efforts to instill patriotism through the acquisition of knowledge (studying the Bill of Rights) and the appeal to emotion (through reading "O Captain, My Captain"), other approaches were used to inculcate American Students with patriotism. An interesting addition to the normal efforts of the period that appeared late in the war were plans for patriotic productions involving students. This unique enterprise had the encouragement and support of the Writers War Board in the hope that the plays would be used by young Americans to inspire support for the war effort (Tuttle, 1944, p.18).

As further evidence of the depth of support for the war effort and patriotism originating with educational sources, the National Education Association ran ads for the American Citizen Handbook in its N.E.A. Bulletin. The handbook, as the advertisement read, contained "all the information anyone could need on either the flag or the country that would be required in any patriotic service" (Education, 1942, p.255).

As an additional reflection of the times, Faherty (1942) published an article in The Social Studies, in probable reference to the publishing practices of the previous decade, entitled "A Neglected Objective in the Teaching of History."

Faherty specifically identified the recognition "of ideals of patriotism" as a history objective (p.27).

Two years later, Brickman (1944) carried the thought a step further in an article published in the same journal entitled "The Relationship Between Indoctrination and the Teaching of Democracy." Brickman claimed that under certain circumstances teaching patriotism would not be considered indoctrination. To qualify for the exclusion, Brickman specified three criterion that must be met: (1) The student must receive complete and accurate information; (2) The information must be thoroughly discussed; and (3) The information must receive a thorough and critical evaluation (pp.248-252).

In October of 1944, Ross published an article in The Social Studies with the apparent intention of sending a message to teachers to dissociate the American brand of patriotism from the brand of patriotism espoused by the enemy. Ross stressed that "American patriotism did not develop with the practice of the goose step" (p.244) and that teachers who have attempted to implant the ideals of the United States in students should look upon America's recent victories as evidence their efforts have been justified. Roth (1949), concurred with Ross's conclusions that history was misused by the Nazis to present a false form of patriotism (pp.309-314).

Another example of timely spirit appeared in an article in Social Education entitled "Objectives in the Social Studies" by Whittaker (1945). Although he did not explain how it should be accomplished, Whittaker assumed a strong position in

favor of teaching about patriotism. He went so far to assert that "patriotism must be acquired unless our teaching is to be judged unsuccessful" (p.268).

In an article entitled "The Education of a Loyal Nazi," Hoveneir (1983) provided a description of education in Nazi Germany that W.W.II social studies writers such as Ross and Roth supported. Hoveneir described the contrast of the Nazi educational system with the American educational system. Hoveneir explained that although the German educational system and the American educational system both required a form of universal attendance, there was little else the two school systems had in common. While German students only had to attend school until the age of ten, American students had to attend for a significantly longer period of time. At the age of ten, German students were sent to secondary schools where they were expected to make radical adjustments in their academic lives. It was at this level of education the school became the tool of the Party and all education became subservient to the needs of the Party. Students who were physically weak and/or were disobedient were expelled (p.392). Apparently, it was believed, as Hitler once remarked, "Knowledge is ruin to . . . young men" (Snyder, 1976, p.78).

As one would expect, high academic standards were not maintained in Nazi Germany. Too often, for example, the activities of the various Hitler Youth organizations interfered with school and teachers were not allowed to require make-up work. As a result, the traditionally high academic standards of German secondary schools declined substantially during the Nazi Era (Hoveneir, p.394).

Teaching about patriotism did not experience an appreciable decline after World War II as it had after World War I (Punke, 1956; Gross, 1953). This was probably influenced to a considerable extent by several developments taking place on the international front including:

1. The belief that the Soviets were not to be trusted as evidenced by their activities in eastern Europe after World War II (Baily, 1964, p.914; Baily, 1966, p.790).
2. The fall of China to the communists in 1949 (Baily, 1964, p.785).
3. The increasing belief in a communist monolith that would attempt to rule the world (Baily, 1966, p.748).
4. McCarthyism and the impact of the second "Red Scare" in the United States (Morison, 1965, p.1075).

Senator Joseph McCarthy stirred controversies about how to educate youth for democratic citizenship with "the public paranoia he helped to create" (Hepburn, 1989, p.4). As a result of the concern McCarthy generated and the presence of the Cold War, an almost hysterical fear regarding communism engulfed the United States.

The hysteria also affected education. The National Education Association was one of the largest and also one of the first institutions to respond. In 1952, the Educational Policies Commission of the N.E.A. assumed a position in support of a conservative approach to teach more "Americanism." It was their view that "schools must foster loyalty in both teachers and students" (Hepburn, p.6).

Professional social studies journals were similarly affected. Besides a profusion of articles that defined communism and described its evil features, articles written about patriotism evinced a strong sense of urgency, perhaps even more than those produced during World War II. Gross (1953), reflected popular thinking when he demanded the educational structure be reshaped "and patriotism, pride, and devotion to our nation and way of life" be given priority (p.258). Punke (1956), agreed with Gross in principle and added that "large group loyalty" was necessary to provide for the welfare of the whole (p.62). He believed emphatically that

at a time when a menace to [our] continued national existence seems imminent . . . a high percentage of the group will patriotically support their government against external encroachment (p.63).

It is important to note, however, that although the feelings of Gross and Punke, and many others, were running very much in an ultra-patriotic mood, they both remained staunchly opposed to any system of indoctrination or forced loyalty (Punke, p.62; Gross, p.138).

McCarthy, who had received a favorable rating in a Gallup Poll just one year before he had fallen from power, had certainly provoked a substantial level of confusion regarding the manner patriotism was taught in the United States. (Hepburn, p.3). It was largely for this reason that liberal intellectuals came to look on patriotism as "a cancer of the spirit" (Kriegel, 1995, p.28).

In effect, social studies education was influenced by the larger events and produced extremes of theories that ranged from the very conservative to the very

liberal. In many respects, however, it is doubtful that the times permitted a free and complete exploration of all teaching approaches. Nevertheless, social studies theories that were offered in the decade from the end of World War II through the middle of the fifties were packaged in three categories:

1. The conservative approach: Advocates of this approach demanded patriotic assemblies in the schools, etc. They applied pressure to teach more "Americanism" (Hepburn, p.6).
2. The problems approach: Adherents of this approach drew from the teachings of John Dewey. They argued for teaching a "careful scientific thinking based on an analysis of evidence and implication."
3. The teaching essentials approach: Proponents of this approach emphasized the teaching of substance and high intellectual competence as a means of becoming a critically thinking citizen. They emphasized that democracy would benefit if students acquired knowledge (p.7).

Just as Joseph McCarthy's ascension to a pinnacle of public influence occurred in a short period of time, his fall from prominence was equally swift. As the McCarthy Era and its accompanying hysteria began to fade from the national scene, it was left to succeeding decades to bring additional change to the teaching of patriotism in America's schools.

### **TEACHING THE NEW PATRIOTISM (1955-1998)**

The Civil Rights Movement that began in the fifties and the anti-war movement that was launched a few years later provided the necessary catalyst for inspired re-direction. Before the two movements had run their course, America had

experienced several changes. Included in the list of casualties were the traditional definitions of patriotism. Black America, for example, was no longer willing to accept "prejudice, lynching, and segregation" in order to prove its patriotism and loyalty (p.21). Anti-war advocates, rallying in significant numbers, rejected outright the traditional belief in "my country, right or wrong" (Pullen, p.19). For the first time since the aftermath of the American Revolution, liberal elements seriously challenged entrenched conservatives to determine who would define patriotism.

Although individuals and groups who remained conservative on issues involving patriotism suffered major setbacks during the period, they continued to remain active. Persistent in the belief of "my country -- right or wrong," they supported laws to ban flag burning, and opposed court decisions that denied schools the right to require students to recite the pledge of allegiance. The losses conservative elements experienced in the various flag cases and renewed pledge of allegiance cases were viewed as major defeats.

Two Supreme Court cases in particular that earned the wrath of conservative elements and also impacted patriotic education in American schools were *United States v. Eichman* in 1990 and *Sherman v. Community School District 21* in 1992. In *United States v. Eichman*, the court declared the Flag Protection Act of 1989 unconstitutional. In the 5 to 4 decision, the court held that "the government may not prohibit the expression of an idea simply because society finds the idea itself offensive or disagreeable" (LaMorte, p.108). In the second case, *Sherman v. Community School District 21*, the court reaffirmed its 1943 decision in *West*

Virginia State Board of Education v. Barnett that the state could not require a student to recite the pledge of allegiance (pp. 106-108).

Regardless of their losses, the conservative agenda was still very much intact. In Texas, for example, a self-styled textbook clearinghouse existed that dispatched definitions, interpretations, and political judgments on what constituted "Americanism." The basic assumption was that "students need facts, not ideas" (Beinke, 1984, p.182).

At the same time conservatives were experiencing reversals, their recently re-born adversary, armed with new perspectives regarding patriotism, was being energized by success. Tending to be liberal, they defined themselves in terms of patriotism with a strong moral and intellectual guidance (Quigley, 1986, p.377-378). As a result, they believed in the concepts of diversity and pluralism (Rogers, 1964, p.269), humane ways of doing things (Gagnon, 1987, P.404), and respect for the rights of others (Beaty, 1981, p.18). Some adherents of leftist thinking suggested that Americans had the right (Galvex-Hjornevik, 1987, p.255), if not the patriotic responsibility, to dissent when necessary (McPhie, 1986, p.192). Those who subscribed to this view even went so far as to suggest that those who participated in Civil Disobedience were not necessarily disloyal. In essence, that under the right circumstances it was permissible to break the law (Newhall, 1973 p.308).

In reference to the Vietnam War (but easily applied to the Civil Rights Movement), anti-war activists proposed the view that although protests against the war were anti-government and anti-administration, they were very much pro-

country. They also believed it was the responsibility of the individual to criticize one's country when convinced that it was wrong, and that the individual's own conscience and judgment could deny that "patriotism can be made the exclusive property of any class, group, or school of thought" (Pullen, 1971, p.21). Therefore, it naturally followed that since Americans were free of a single minded allegiance to the state, such as that which existed in a totalitarian system, they had the right to freely exercise their own brand of patriotism (p.20).

According to Pullen, the differences between patriotism in a democracy and patriotism in a totalitarian system were very clear. In a democracy, the individual was loyal to several groups and idea systems. The ideas, ideals, and standards family, the school, the church, clubs, work organizations, sports teams, and other groups with whom he was in frequent contact were objects of his allegiance and rewarded him by enriching his life in one way or another. Somehow, Pullen explained, all these loyalties merged and combined into loyalty to the nation. In a totalitarian state, on the other hand, every attempt was made by the government to capture or destroy all intermediate loyalties so that the individual's loyalty was totally controlled by the state (p.33).

In 1970, reflecting the political mood of the times, Look magazine printed an article by Stevens entitled "Do We Need A New Pledge Of Allegiance." Although most of the article was devoted to a description of various court cases concerning patriotic issues, the writer did manage to question the value of patriotically inspired public recitations and perfunctory salutes as a means of inculcating patriotism in

American youth. He concluded that "true patriotism was most likely to develop from school programs that explained and illustrated the meaning of our great Constitution" (p.20).

At the invitation of the editor of Look, James E. Allen Jr., former U.S. Commissioner of Education, rewrote the pledge of allegiance in an effort to alleviate concerns of parents and students regarding the lack of reality in the existing pledge of allegiance. Allen's changes only added three words to the existing text: dedicate, principle, and truth, but altered dramatically the meaning of the pledge of allegiance.

I pledge allegiance  
to the flag  
of the United States  
of America  
and dedicate myself  
to the principle  
that the Republic  
for which it stands  
shall be in truth  
One Nation, under God,  
indivisible,  
dedicated to liberty  
and justice for all.

### **RECENT PERSPECTIVES FOR TEACHING PATRIOTISM**

In terms of education in the classroom, it was impossible for educators to avoid the profound impact of the new influences. The result was an expanded description of the value for teaching patriotism in America's schools. The new list,

although retaining some remnants from past definitions of patriotism, asserted the set of beliefs that the study of patriotism: (1) served as a unifying force within the diversity of America; (2) helped to perpetuate America's institutions; (3) encouraged citizens to willingly undertake actions intended to enhance the common good (Quigley, pp.377-379); (4) helped develop good and patriotic citizens (Banks, 1990, 282); (5) provided a sense of community; (6) promoted a feeling of belonging to a larger enterprise; (7) inspired an attitude of sharing in a collective enterprise; (8) encouraged citizens to contribute to the next generation; and (9) induced citizens "to be willing to sacrifice their lives for the common good" (Martorella, p.200).

According to Banks (1990), although teaching about patriotism had experienced some major changes, United States history continued to be the accepted medium for teaching about patriotism in American schools. Banks claimed it was for this reason that nearly all fifty states in the union required the teaching of United States history in their schools ( p.282).

Although the reasons for studying about patriotism appeared to be quite convincing, apparently they were not convincing enough. While many educators had little difficulty understanding the value for studying about patriotism since the Vietnam War, their level of enthusiasm was not always shared by their students. Evidence from the period following the Vietnam War tend to suggest that teaching about patriotism was a difficult task for educators.

The New York Times, for example, in an advertisement appearing in an October, 1971 issue of Social Education recognized the apparent apathy among

American students when they titled their ad "What's Happened to Patriotism?" The highlights of the educational package promoted in the article reflected genuine insight into patriotism in America during the period. The topics addressed in the educational package ranged from "the subtle shift of patriotic attitudes in this country" to "defining patriotism in terms of the many ways we serve our country" (What, 1971, p.653).

In 1987, in an effort to assess what good citizenship meant to high school students, a study was conducted with four groups of seniors with diverse social and economic backgrounds from four different geographical regions in the United States (Dyngneson, 1992). They were asked to rate the qualities they thought characterized a good citizen. The results of the research revealed that patriotism was rated as of moderately low importance as compared with current events and acceptance of authority of those in supervisory roles (p.57).

The general student apathy toward many traditional patriotic ceremonies that had previously occupied an acceptable portion of the school day has provoked some educators to question their value. Of the number of patriotic rituals that educators found generally objectional, the pledge of allegiance appeared to be at the top of the list. According to Kavett (1976), it was nonsense to continue with the ceremony for several reasons. First, the number of court battles that have resulted from the issue clearly illustrated it was not worth continuing. Besides, Kavett questioned, what do you do with students who are actually opposed to patriotic ceremonies on religious or moral grounds? Secondly, the fact that students are

required to participate for five days a week for a whole school year multiplied by the number of years they are in school can only be considered overkill. Last of all, students rarely paid attention and the whole charade "renders the spirit of the pledge meaningless" (p.136).

Educators appeared to be most opposed to practices that had been quite popular only a few years before. In addition to the pledge of allegiance, included were various forms of didactic moral instruction (Butts, 1979, p.363), ceremonial rituals of patriotism that included patriotic songs (p.363; Estvan, 1968, p.315; Chavez, 1984, p.135), and the celebration of heroes (p.135).

Among those who generally supported the calls for change, however, there appeared to be disagreement as to the extent patriotic ceremonies and rituals should be removed from the school. Butts (1979), voiced the opinion that patriotic ceremonies had "lost their savor among audiences at all levels of formal education" (p.363). Chavez (1984), suggested simply that "the older formulas of patriotic songs, pledge of allegiance, and the celebration of heroes does not work with older students" and declined to make a judgement in reference to elementary students (135).

In a survey conducted by Johnson and Hess (1984), the collective responses seemed to suggest an entirely different conclusion. When students in grades 4, 5, 6, 7 and up were asked which one of several patriotic or religious displays should be part of the school day. The pledge of allegiance won by a large margin (65%) to the second choice which was a patriotic song (26%)(p.505).

The difference between Kavett's conclusions and the findings produced by Johnson and Hess may be attributed to two factors. Kavett's study focused on high school students, while most of the work of Johnson and Hess involved elementary students. Kavett's conclusions were reached during the aftermath of the turbulent sixties while the investigation of Johnson and Hess was conducted during the relative quiet of the eighties. The disparity between the two studies regarding use of the pledge of allegiance in the classroom served to highlight the varying perspectives toward patriotic issues.

It is possible that the era of Vietnam, for the first time in American history, inadvertently produced a split in the manner patriotism was taught, one approach for elementary students and one approach for secondary students. Prior to the era of Vietnam, the approach used to teach elementary students about patriotism was identical to the approach used to teach secondary school students about patriotism. Elementary students and secondary students, for example, said the pledge of allegiance, saluted the flag, and were told by the teacher which events in history were patriotic and which events were not. Increasingly since World War II, however, educators had come to believe that issues surrounding patriotism were exceedingly complex and required, at least for secondary students, a complex solution.

The change of philosophy related to teaching about patriotism that affected high schools did not necessarily impact education at the elementary level in the same way. Elementary activities and teaching suggestions found to be most

appealing before the Vietnam War continued to be most appealing after the Vietnam War. The methods selected for use with elementary students continued to be primarily didactic and most often required student participation in ceremonial rituals. The most popular topics and activities centered around studies of the American flag, the pledge of allegiance, and notable Americans (Jarolimek, 1982, pp.5-6). In a comparison of themes appearing in magazines and journals before the war that included June 14, the birth of the flag (Fix, 1962, p.66; Coleman, 1958, p.22), what the colors of the flag symbolized (Kushner, 1960, p.41; Cummings, 1954, p.14) and a description and explanation of the flag code (Wilson, 1962, p.50), lessons appearing in magazines and journals after the war featured the same emphasis. Articles included instruction on the history of the pledge of allegiance (King, 1971, p.12-14) and what it meant (Minkow, 1975, p.22), activities that involved elementary students in school patriotic productions that highlighted the exploits of American heroes, lessons that underscored the achievements of the United States, and students engaged in singing patriotic songs (Hereford, 1983, p.38; Polsky, 1983, pp.32-33). Teachers were also invited to construct riddles or puzzles based on historical figures or events (Walker, 1983, p.44), to direct students to research life in early America, to create a museum in the classroom (Zjawin, 1983, p.28), and to research local history events or topics (Zjawin, 1983, p.31).

In contrast to the state of patriotic education at elementary levels in the years following the Vietnam War, numerous innovative approaches for teaching about

patriotism were developed for secondary students. Since there had been a variety of historical interpretations, it is understandable that a variety of approaches for the teaching of patriotism have also been developed. Just as few readers would agree with any single interpretation that has been passed from previous generations, it is unlikely that every reader would agree with the teaching suggestions presented in the following paragraphs. On one point, however, there was general agreement. In example after example, the authors emphasized the need to avoid suggestions that smacked of mindless xenophobia and chauvinism. Regardless of the approach used, however, Metcalf and Hunt (1968) suggested that before the study of patriotism was introduced to any group of students, the teacher should consider the following points:

1. Is it better to serve the government's wishes, right or wrong, in times of emergency, or is it best to engage in constructive criticism?
2. What is the social function of such patriotic ceremonies as saluting the flag, pledging allegiance to the flag, singing the national anthem, and holding memorial services for the war dead? Do these ceremonies make citizens more patriotic?
3. One of the purposes of historical research is to determine the relative amounts of truth and falsity incorporated in any nation's myth and legend. Is it possible to teach about patriotism and at the same time teach that certain myths and legends are false (pp.363-364)?

According to Muessig and Rogers (1964), patriotism should always be taught at higher concept levels. They explained that patriotism at the base level meant "lovin' yer country" and that an effort must be made to reach a higher level.

Muessig and Rogers also insisted that a non-emotional brand of patriotism was needed; something that was not over-saturated with chauvinism but was also not "void of moral intellectual and emotional sustenance" (p.266). Muessig and Rogers explained that their interpretation of "higher concept levels" should encompass the following five points:

1. A patriotic American should have a balanced love of country.
2. A patriotic American should understand the underlying meanings of national ceremonies and symbols (p.268)
3. A patriotic American should realize that democratic means must be used to achieve democratic ends in this society.
4. A patriotic American should grasp the importance of "diversity and pluralism" as democratic concepts (p.269).
5. A patriotic American should internalize deep abiding respect for the rights of others (p.270).

In contrast, Manacker & Wynne (1982) proposed a system of national service. They recommended that the school codes of the various states be amended to require all students to earn four units of academic credit toward graduation "through performing unpaid service work in their communities, or in their schools" (p.381). They referred to a June, 1982 Gallup Poll that revealed strong support for a program of national service as evidence for their position (p.382).

Justification for Manacker & Wynne's program was based on the simple fact that education was expensive and youth ought to be expected to help pay for it. Besides, they reasoned, the communication that would result from adults and youths being brought together could well be positive for all concerned (p.384).

Janowitz (1985) also proposed a plan for national service. Janowitz claimed that civic education and patriotism were intertwined and should be taught in America's public schools to promote the moral enhancement of the nation and a more orderly world. At the same time, however, Janowitz was very much opposed to an outdated form of patriotism that could possibly result in a narrow-minded xenophobia. He believed patriotism in the modern world should be defined as "neither a simplistic xenophobia nor an outmoded chauvinism, but a self-critical and enlightened sense of nationhood in keeping with a highly interdependent world community" (p.15).

Janowitz also believed that a significant segment of American people would prefer to see a stronger emphasis placed on patriotic sentiment and on civil obligations for American youth. He feared that schools today lacked the ability to mold such a civic consciousness and the only hope for reconstruction of patriotism in the United States was through a system of national service (p.17).

As with Manacker & Wynne, Janowitz claimed to have support for a national service program that encompassed adults and youth alike. Janowitz believed that since opposition was nonexistent, it was time to move forward, and he offered the following ideas as a base for small programs he felt would work: (1) make federal aid to education dependent on national service, (2) provide released time for students from public school to participate in community projects, and (3) add a year to public school and release students for a "free" year to engage in some form of community service (p.17).

Lewis (1995), the author of a book entitled The Kid's Guide to Service Projects described a variety of ways students could become involved in civic affairs. The author provided the following ten step program as a recommended course for action: (1) research the project; (2) form a team; (3) find a sponsor; (4) make a plan; (5) consider the recipient; (6) decide where the service will be performed; (7) obtain needed permission; (8) advertise; (9) conduct a fundraiser; and (10) evaluate (pp.8-10). He concluded with a listing and description of several activities for student involvement. Included on the list were "adopt a zoo animal, improve your school's environment, lend a hand to your senior friends, and hold a recycling contest" (pp. 16-140).

Another approach for teaching about patriotism proposed guiding students from their existing beliefs to an expanded perspective. Chavez (1984), was of the opinion that adolescents were more concerned with the freedom aspects rather than the loyalty aspects of patriotism. She stated that freedom appealed to students sense of individuality and desire for liberty (p.133). Chavez advocated an approach that would encourage students to understand the obligations freedom entailed. She suggested patriotism could be shown in private observance of the law as well as in acts of heroism (p.135).

According to Shaver (1985), in order to fulfill the school's citizenship role, educators must make greater efforts to involve students in the definition and shaping of the problem they are asked to consider. Shaver believed this required

assisting students to understand the connection between values conflicts in society and value-conflicts in their personal lives (p.197).

Reflective patriotism has been offered by Banks as another alternative for teaching about patriotism. By definition, reflective patriotism involved the means by which students became involved in the process. Banks believed that although students were aware of the successes of the United States, they must also be made aware of the struggles and shortcomings of the United States as well. Students who lacked abilities to be reflective, according to Banks, would not be able to improve the nation. Finally, he emphasized that students must be willing to act in a manner that would "maximize democratic opportunities for all the citizens of our nation and world" (Banks, pp.282-283).

Murray (1993) believed patriotism should be taught as a moral issue and based his belief on five propositions:

1. Patriotism is a moral matter.
2. Patriotism involves loyal dedication to values that serve as the nation's philosophical foundation.
3. The key task of each nation's educational system is that of teaching values.
4. Conceptions of a nation's patriotism can be derived by inspecting textbook contents.
5. Inspection of textbook contents can tell a great deal about national perceptions of patriotism (p.2).

As a moral virtue, Murray stressed that loyalty consisted of a person embracing and seeking to promote the values held by the object toward which

loyalty was directed. Although most often the object of loyalty is accepted as the nation, it could be individuals, groups, institutions, ideals, or schools (p.2). Murray believed that teaching patriotism was a fundamental task that should be assigned to a nation's schools and they should teach about patriotism as an exercise in analyzing moral issues (p.5).

As recently as 1994 Zevin attempted to shed additional light on the dispute between patriotism and protest. He claimed that patriotism was "a willingness to follow the lead of national interests whether they have a firm moral justification or not" (p.21). Zevin also claimed that "protests are organized efforts to countermand the policies and politics of the existing government . . . in ways that conform to popular needs and demands" (p.22).

According to Zevin, conservatives stress patriotism and liberals emphasize the right of individuals to critical thinking (p.22). However, he believed that both views of democratic citizenship, the patriotic and the critical, should occupy a place in the education of future citizens. Schools, according to Zevin, must somehow accommodate conservatives and critics alike and reconcile the appropriate points of conflict in the curriculum. He identified the challenge of the educational system to be the creation of a curriculum that "simultaneously promoted pride of country and critical participation in the political process" (p.23). Finally, Zevin suggested four ways to counter pressures of "patriotism" and "protest" and create truly loyal and thinking citizens:

1. Schools promote student polling during local, state, and national elections.
2. Schools take student government a good deal more seriously.
3. Students assist in voter registration drives and discuss the advantages or disadvantages of taking a position in favor of participation, protest, or apathy.
4. Modestly rearrange the curriculum to promote an exchange of ideas across two or more disciplines (p.25).

One of the responsibilities of the school, according to Postman (1995) was to educate students in a way that instilled a sense of national pride. He believed that "students deserve [it], and their parents expect it" (p.71). To accomplish this end, Postman recommended that there be a general return to studying the great documents of American history. On this point, Postman is not alone (Butts, 1979, p.364). The approach Postman recommended required students to memorize all, or parts of, the text of great documents such as The Gettysburg Address, the Preamble to the Constitution, and the First Amendment to the Bill of Rights. In each case, he proposed that memorization be followed by a thorough historical examination and a current application of the document in order to provide each student with a truly inspiring educational experience (Pg. 132).

The confusion and/or difference of opinion regarding teaching about patriotism was probably best illustrated through an examination of the recently released National Standards for Civics and Government (Center, 1994), and the National Standards for United States History (Crabtree, 1994). Although one should have been able to identify similarities in the descriptions of the concept

"patriotism" as each publication wrote about the unique aspects of "American" government and "American" history, that was not the case.

In the National Standards for Civics and Government, the importance of patriotism to the study of American government was emphasized in several ways. Patriotism was identified as "one of the fundamental values of the United States" and students were expected to explain the importance of the concept (p.22). Patriotism was defined as loyalty to the values and principles underlying American constitutional democracy (p.38). Patriotism was also identified under content standards and students were asked to explain and define each value considered to be "fundamental to American public life" (p.59).

In contrast, the National Standards for United States History (Crabtree, 1994), completely omitted the term patriotism. For this reason the document has been subjected to a great deal of criticism from a variety of quarters. Included on the list of critics were Lynn Cheney, former Secretary of Education, Pat Buchanan and Bob Dole, former presidential candidates, Newt Gingrich, Speaker of the House of Representatives, and Rush Limbaugh, talk show host (Nash, 1997, pp.15-17).

Nash (1997), in an article written for The Social Studies, attempted to disarm much of the criticism by providing several, although not explicitly defined, examples of patriotism that appeared in The National History Standards. He emphasized that studying national heroes and national symbols was an effective way of inculcating basic lessons in civics and national identity (p.160). Nash also provided several examples from the early period of the United States to illustrate that The National

History Standards provided opportunities for students to analyze, assess, compare and contrast, and explain various actions of American heroes. The numbers included references to George Washington, Thomas Jefferson, the Constitution, specific military leaders, military campaigns, the two-party system, and the anti-slavery movement.

Nash emphasized that there was a tremendous need to teach analytic skills and fulfill the students' thirst for historical knowledge that goes beyond celebration of plaster saints. He conceded that

Fathoming the purplish veneration of earlier generations is a lesson in itself. There will always be a role for patriotic relics and shrines focused on larger-than-life individuals who sum up the emotions and ideals of an earlier age (p.161).

## **SUMMARY**

For almost two hundred years educators in the United States presented lessons to students about patriotism with relative ease. With minor exception, the definition of patriotism had not changed appreciably since the birth of the Republic and classroom lessons on patriotism and the accompanying ceremonies seldom varied over the same period of time. Although there was little variety in their pedagogical approaches, the efforts were generally of a wholesome nature and accepted by the majority of society.

In the years that followed World War II, attitudes began to change. Many Americans started to question the beliefs and values that had previously been

acceptable parts of the American scene. Some even began to suggest that new definitions of patriotism would be in order, or, at the very least, that the old definitions should be more liberally defined. One of the results of this desire for change was the offering of a plethora of approaches for teaching patriotism.

The debate concerning the role of patriotism in the classroom will likely continue for many years. Before it subsides, the fundamental issues tied to the national history standards will first have to be resolved. In the meantime, teachers concerned with teaching issues involving patriotism will have to rely on good judgment and lessons that have worked in the past.

## **CHAPTER III**

### **METHODS AND PROCEDURES**

The study sought to determine teacher attitudes and classroom practices among Knox County high school American history teachers with respect to teaching about patriotism. To accomplish this objective, a survey was developed and administered to high school American history teachers in the Knox County school system. The population of American history teachers who taught at the high school level was comprised of forty-four classroom teachers.

The purpose of the chapter was to describe the development of the survey instrument, identify the population for the study, explain procedures used for the administration of the survey, and discuss the method used to tabulate and analyze the data.

#### **SURVEY INSTRUMENT**

The use of a survey was selected as the research tool for the study because it was determined to be superior in comparison with other research methods for obtaining information regarding specific teacher attitudes, existing classroom practices, and teacher perceptions pertinent to the study. The survey instrument, comprised of four parts, was specifically developed to meet the objectives of the study.

Section one of the survey was designed to identify specific demographic characteristics of the population identified for the study. Questions designed for this purpose focused on the number of years participants taught American history at the senior high school level, the highest academic degree participants earned, and whether participants were certified to teach history.

The second section of the survey focused on teacher perceptions of what it meant to teach about patriotism. This section of the survey contained ten statements with a five point Likert scale. The statement choices offered were strongly agree, agree, undecided, disagree, and strongly disagree. Examples of the type of survey statements included: (1) The sole responsibility for teaching about patriotism should be left to organizations other than schools; (2) It is permissible for high school American history teachers to use methods of indoctrination when engaging their students in patriotic studies; and (3) American history teachers would be more receptive to teaching about patriotism if they were provided more direction on the subject.

The third section of the survey centered on the classroom practices of teachers. In this section respondents were presented with a list of twenty statements written in the first person with each statement containing a three point Likert scale. The choices offered the participants were frequently, seldom, and never. Statements were purposely framed to reflect contrasting approaches for teaching about patriotism. Some statements were worded to express a traditional approach for teaching about patriotism while other statements were worded to

denote a non-traditional approach for teaching about patriotism. Sample statements from the section included: (1) I encourage students to discuss the advantages and disadvantages of participation, protest, and apathy when discussing the political process; (2) I advocate that every good citizen should act according to the statement "my country - right or wrong;" and (3) I teach the truth regarding America's past - good or bad.

The fourth section of the survey, also centered on classroom practices, used three open-ended questions. The purpose of the open-ended questions were to provide participants the opportunity to register personal views regarding the negative and positive features for teaching about patriotism and to offer specific strategies or lessons for teaching about patriotism.

The survey was validated through the efforts of American history teachers in Sevier and Blount counties, two counties adjacent to Knox County. The teachers were provided a copy of the survey and were asked to

1. Review the survey in terms of content, style, and understanding.
2. Provide suggestions for change where appropriate.
3. Complete the survey and return by anonymous mailing.

Suggestions and recommendations were subsequently reviewed by the researcher. In instances where it was deemed appropriate, the suggestions and recommendations were incorporated in the final draft of the survey.

## **POPULATION OF THE STUDY**

The population chosen for this study consisted of the entire contingent of secondary American history teachers who taught in the Knox County School system. An American history teacher was defined as a teacher who taught, or was scheduled to teach, a minimum of one section of American history during the 1997-1998 school year.

Since the population selected for the study was comprised of the total population of high school American history teachers in Knox County, the need to determine a method for selecting a sampling was irrelevant. In this case, the population was the sample.

## **ADMINISTRATIVE PROCEDURES**

In late spring of 1997, shortly before school was out for the year, Mr. Al Bell, Knox County Social Studies Supervisor, was approached and apprised of the prospective research topic "Teaching About Patriotism: An Assessment of Teacher Attitudes and Classroom Practices." During the discussion, the general design and content of the research instrument and the motivation of the researcher were explained. At the conclusion of the discussion, Mr. Bell extended his tentative support to the project.

Mr. Bell was approached again in the fall of 1997 concerning the research project "Teaching About Patriotism: An Assessment of Teacher Attitudes and

Classroom Practices,” the topic of the meeting the previous spring. Mr. Bell was provided copies of the survey and cover letter that would be mailed to members of the survey population. Mr. Bell offered his full support of the project with respect to the high school American history teachers in Knox County. He also offered to support the project at the administrative level where the project would need to receive final approval.

Subsequent to the meeting with Mr. Bell, the request for approval of the research project was forwarded to Dr. Samuel Bratton, Coordinator of Research and Evaluation. The request to administer the survey to Knox County teachers was approved by Dr. Bratton on November 11, 1997 (Appendix A).

Approval was sought from the University of Tennessee Office for Research Administration for exemption of “Research Involving Human Subjects.” The required FORM A was completed and submitted with the necessary signatures. Approval to administer the survey was granted on November 19, 1997.

After the approval by Dr. Bratton and the University of Tennessee Office overseeing the “Use of Human Subjects for Research,” packets were prepared for distribution to the prospective participants that included a copy of the survey, cover letter (Appendix B), and a self-addressed envelope. The completed packets were mailed to each member of the identified population on November 24, 1997. The last completed survey was returned on December 18, 1997.

## **DATA ANALYSIS PROCEDURES**

The completed surveys were tabulated based on the four primary divisions of the instrument. Section one was comprised of the demographic questions, section two was comprised of statements requiring a five point Likert style response relating to teacher attitudes toward teaching about patriotism, section three was comprised of statements requiring a three point Likert style response related to classroom practices for teaching about patriotism, and section four was comprised of three open-ended questions.

The data in section one were tabulated to determine the distribution of years of service the surveyed population represented, the highest degree earned by the participant(s) and whether or not the participant(s) were certified to teach history. Choices in each part were tabulated for a total number of responses and then computed to percentages.

The data in section two were tabulated by recording the number of responses for each of the five choices (strongly agree, agree, undecided, disagree, and strongly disagree) offered the participant(s) for each statement in the section. The selections for each category were tabulated to arrive at a total number of responses and were computed to percentages.

The data in section three were tabulated by recording the number of responses for each of the three choices (frequently, seldom, and never) offered the

participant(s) for each statement in the section. The total number of responses in each category was computed to percentages.

The fourth section focused on three open-ended questions. A concerted effort was made to identify specific response(s) to the survey questions. After the completed list of participant responses were recorded, responses were grouped according to similarities and tabulated.

## **SUMMARY**

The purpose of the study was to assess teacher attitudes and classroom practices regarding teaching about patriotism in the high schools in the Knox County school system. The population selected for the study comprised the forty-four high school American history teachers who taught in the Knox County school system. An American history teacher was defined as one who taught a minimum of one section of United States history during the 1997-1998 school year.

An appropriate survey instrument, consisting of four sections, was developed and mailed to each member of the participating population. Members of the identified population were invited to participate in the study by completing the anonymous survey and returning it in the self-addressed stamped envelope.

Forty-four surveys were mailed to high school American history teachers in Knox County. Thirty-four surveys were completed and returned for a 77.3 percent return rate.

## CHAPTER IV

### PRESENTATION AND DATA ANALYSIS

The purpose of the study was to assess the attitudes and classroom practices of high school American history teachers in Knox County as they related to teaching about patriotism. A descriptive approach that required the use of a survey was selected for the study. A letter of permission to conduct the study was obtained from the central administrative office of the Knox County school system and The University of Tennessee granted subsequent approval to use human subjects for research purposes.

A cover letter described the purpose of the study and accompanied the survey developed for the study. The survey, titled **TEACHING ABOUT PATRIOTISM**, contained four parts: *Demographic Information*, *Attitudes Toward Teaching about Patriotism*, *Classroom Practices for Teaching About Patriotism*, and *Open-Ended Questions for Teaching About Patriotism*. The survey was mailed to the forty-four members of the identified population of Knox County American history teachers in late fall of 1997. Thirty-four participants returned the completed survey for a 77.3 percent rate of return.

The data from each section of the survey were carefully analyzed and tabulated for frequency and percentage. The data were reported in narrative and table form by section in chapter four. The findings of the study were drawn from the data as analyzed and also reported in chapter four.

## DEMOGRAPHIC INFORMATION

The members of the population who elected to participate in the study consisted of thirty-four American history teachers who taught in the thirteen high schools of the Knox County school system. The results of the survey reflected an array of educational experiences among the participants. Sixteen or 47.1 percent of the participants taught American history for ten years or less, seven or 20.6 percent of the participants taught American history between eleven and twenty years, and nine or 26.5 percent of the participants taught American history between twenty-one and thirty years. An additional two or 5.8 percent of the participants taught American history for more than thirty years.

As a group, the participants were well educated. All thirty-four or 100 percent of the participants possessed a Bachelor's degree. Of this number, eighteen or 52.9 percent of the participants held a Master's degree. In addition, two or 5.8 percent of the participants had earned a Specialist in Education degree.

Thirty-three or 97.1 percent of participants reported they were certified to teach history. One or 2.9 percent of participants did not respond to the question relating to certification.

When compared with public school teachers nationally, Knox County American history teachers received a favorable ranking. The highest degree held by teachers nation wide was: Bachelor of Science (52.0%), Master of Arts (42.0%), Education Specialist (4.6%), and other (1.4%). In addition, 35.2 percent of teachers

nation-wide taught school for nine years or less, 35.0 percent taught school between ten and twenty years, and 29.8 percent of all public school teachers taught over twenty years (Snyder, p.78).

## **ATTITUDES TOWARD TEACHING ABOUT PATRIOTISM**

Section two of the survey focused on teacher attitudes toward teaching about patriotism. The section consisted of ten statements. Participants were asked to respond to each statement by selecting one of five likert style responses: strongly agree, agree, undecided, disagree, and strongly disagree. The data related to attitudes toward teaching about patriotism was reported in the following paragraphs. In addition to the sample of tables for teacher attitudes reported in chapter four, a complete summary of the data for teacher attitudes toward teaching about patriotism is provided in Appendix C.

**ATT Statement 1: Teaching about patriotism should be one of the objectives of every American history course.** All thirty-four participants responded to the statement for a 100 percent rate of response. Fourteen or 41.2 percent of the participants strongly agreed and sixteen or 47.1 percent of the participants agreed that teaching about patriotism should be one of the objectives of every American history course. Only one or 2.9 percent of the participants disagreed with the statement. Three or 8.8 percent of the participants did not record an opinion. The data indicated that participants believed teaching about

patriotism was integral to an American history course. Table 1 contains a summary of the responses for patriotism being an objective of every American history course.

**ATT Statement 2: It is difficult to teach about patriotism without indoctrinating students.** Thirty-three of the participants responded to the statement for a 97.1 percent rate of response. Only two or 5.9 percent of the participants strongly agreed while nine or 26.5 percent of the participants agreed that it is difficult to teach about patriotism without indoctrinating students. Sixteen or 47.1 percent of the participants disagreed and three or 8.8 percent of the participants strongly disagreed that it is difficult to teach about patriotism without indoctrinating students. Three or 8.8 percent of the participants were undecided

**TABLE 1**

**Teaching about patriotism should be  
one of the objectives of every  
American history course**

|                | <b>N</b> | <b>%</b>   |
|----------------|----------|------------|
| Strongly Agree | 14       | 41.2       |
| Agree          | 16       | 47.1       |
| Disagree       | 1        | 2.9        |
| Undecided      | <u>3</u> | <u>8.8</u> |
|                | 34       | 100.0      |

**N = Number of Responses**  
**% = Percent of Responses**

concerning the issue. One or 2.9 percent of the participants did not respond to the statement. The respondents were mixed in their feelings regarding the extent patriotism can be taught without indoctrinating students. The data suggested that in actual practice the participants would be inclined to incorporate a degree of indoctrination into teaching approaches used to teach patriotic issues.

**ATT Statement 3: The best approach to use when teaching about patriotism is to permit students to develop their own understanding of the concept after a thorough examination of American history.** Thirty-four participants responded to the statement that the best approach to use when teaching about patriotism is to permit students to develop their own understanding of the concept after a thorough examination of American history for a 100 percent response rate. Eleven or 32.3 percent of the participants strongly agreed and an additional sixteen or 47.1 percent of the participants agreed with the statement. Two or 5.9 percent of the participants disagreed that the best approach to use when teaching about patriotism is to permit students to develop their own understanding of the concept. Five or 14.7 percent of the participants were indecisive regarding this approach for teaching about patriotism. Participants clearly endorsed this approach for teaching patriotic issues as opposed to indoctrination approaches. This indicated a belief that, given sufficient information, students will make the right decision on their own. But, more importantly it indicated the belief that students should be allowed to reach their own decisions.

**ATT Statement 4: The sole responsibility for teaching about patriotism should be left to organizations other than schools.** All thirty-four participants responded to the statement for a 100 percent rate of response. Eighteen or 52.9 percent of the participants disagreed that the sole responsibility for teaching about patriotism should be left to organizations other than schools. An additional fourteen or 41.2 percent of the participants strongly disagreed that the sole responsibility for teaching about patriotism should be left to organizations other than schools. The remaining two or 5.9 percent of the participants did not take a position on the issue. The participant response to the statement revealed a belief that teaching about patriotism should not be left to organizations outside the schools. This indicated that the participants felt the school had an ethical duty to do something regarding patriotic education. It also suggested that these organizations cannot or are not going to give students what they need in the area of patriotism.

**ATT Statement 5: Teaching about patriotism is important to American history teachers.** The number of participants who strongly agreed that teaching about patriotism is important to American history teachers was sixteen or 47.1 percent. An additional twelve or 35.3 percent of the participants agreed that teaching about patriotism is important to history teachers. Two or 5.9 percent of the participants disagreed that teaching about patriotism is important to American history teachers. Four or 11.7 percent of the participants were undecided concerning the issue. Thirty-four participants responded to the statement for a 100 percent rate of response. The data indicated participants tended to be patriotic.

The data also showed that participants were firm in their belief that teaching about patriotism was important to American history teachers and that they were well equipped to teach issues that involved patriotism. Table 2 provides a summary of participant responses concerning the importance of teaching about patriotism.

**ATT Statement 6: It is permissible for high school American history teachers to use methods of indoctrination when engaging their students in patriotic studies.** Thirty-four participants responded to the statement for a 100 percent rate of response. One or 2.9 percent of the participants strongly agreed and seven or 20.6 percent of the participants agreed that it is permissible for high school American history teachers to use methods of indoctrination when engaging their students in patriotic studies. In contrast, twelve or 35.3 percent of the partici-

**TABLE 2**

**Teaching about patriotism is important  
to American history teachers**

|                | <b>N</b> | <b>%</b>    |
|----------------|----------|-------------|
| Strongly agree | 16       | 47.1        |
| Agree          | 12       | 35.3        |
| Disagreed      | 2        | 5.9         |
| Undecided      | <u>4</u> | <u>11.7</u> |
|                | 34       | 100.0       |

**N = Number of Responses**

**% = Percent of Responses**

pants disagreed and six or 17.7 percent of the participants were in strong disagreement that it is permissible for high school American history teachers to use methods of indoctrination when engaging their students in patriotic studies. Eight or 23.5 percent of the participants were undecided concerning whether indoctrination should be used in patriotic studies. The participant responses indicated a high degree of ambivalence regarding the use of indoctrination when engaging students in patriotic studies. Of particular interest was the large number of participants (almost 25 percent) who reported they were undecided concerning the advisability of using indoctrination to teach issues involving patriotism. The data suggested that teachers were not convinced that patriotic issues could be taught without resorting to teaching approaches that incorporated indoctrination. The data also indicated that teachers used strategies for teaching about patriotism that included some form of indoctrination. Table 3 summarizes the responses for using indoctrination when teaching about patriotic issues.

**ATT Statement 7: The best approach for teaching about patriotism is to construct lessons that permit students to openly discuss the concept.** Thirteen or 38.2 percent of the participants strongly agreed that the best approach for teaching about patriotism is to construct lessons that permit students to openly discuss the concept. An additional nineteen or 55.9 percent of the participants agreed that the best approach for teaching about patriotism is to construct lessons that permit students to openly discuss items related to patriotism. Two or 5.9 percent of the participants did not take a position on the issue. Thirty- four partici-

**TABLE 3**

**It is permissible for high school American history teachers to use methods of indoctrination when engaging their students in patriotic studies**

|                   | N        | %           |
|-------------------|----------|-------------|
| Strongly Agree    | 1        | 2.9         |
| Agree             | 7        | 20.6        |
| Disagree          | 12       | 35.3        |
| Strongly Disagree | 6        | 17.7        |
| Undecided         | <u>8</u> | <u>23.5</u> |
|                   | 34       | 100.0       |

**N = Number of Responses**

**% = Percent of Responses**

participants responded to the statement for a 100 percent rate of response. The data revealed that participants favored lessons that involved student discussion of patriotism. Since this was the same population that had difficulty deciding whether or not it was advisable to use indoctrination when teaching issues that involved patriotism, the data also indicated that consistency was not always present in the choices of participants.

**ATT Statement 8: American history teachers have been given adequate direction for teaching about patriotism.** Thirty-four participants responded to the statement that American history teachers have been given adequate direction for teaching about patriotism for a 100 percent rate of response. One participant or 2.9 percent strongly agreed and eight or 23.6 percent of the participants agreed with

the statement. Conversely, eighteen or 52.9 percent of the participants disagreed that American history teachers have been given adequate direction for teaching about patriotism. An additional three or 8.8 percent of the participants strongly disagreed with the statement. Four or 11.8 percent of the participants were undecided whether teachers have been given adequate directions for teaching about patriotism. A significant number of participants did not believe teachers had been given adequate direction for teaching issues related to patriotism. This belief suggested two problems inherent with current practices: (1) the failure of teacher preparatory systems to adequately prepare teachers for patriotic education; and (2) the shortage of available programs designed to provide direction for teaching patriotic education.

**ATT Statement 9: Teaching about patriotism is too controversial a topic to be taught in an American history classroom.** Thirty-four participants responded to the statement that teaching about patriotism is too controversial a topic to be taught in an American history classroom for a 100 percent rate of response. One participant or 2.9 percent strongly agreed with the statement. In contrast, seventeen or 50.0 percent of the participants disagreed and fifteen or 44.2 percent of the participants strongly disagreed that teaching about patriotism is too controversial a topic to be taught in an American history classroom. The remaining one or 2.9 percent of the participants were undecided on the issue. A substantial number of participants rejected the statement directly. The data indicated that participants supported the belief that teaching issues involving patriotism should

remain with the schools. The data also suggested that not only was teaching patriotic issues acceptable, it was an expected function of the American history classroom. Table 4 provides a summary of responses concerning patriotism as a controversial topic.

**ATT Statement 10: American history teachers would be more receptive to teaching about patriotism if they were provided more direction on the topic.**

One hundred percent of the participants responded to statement ten. Five or 14.7 percent of the participants strongly agreed and fourteen or 41.2 percent of participants agreed that American history teachers would be more receptive to teaching about patriotism if they were provided more direction on the topic. Seven or 20.6 percent of the participants disagreed that American history teachers would

**TABLE 4**

**Teaching about patriotism is too controversial a topic to be taught in an American history classroom**

|                   | <b>N</b> | <b>%</b>   |
|-------------------|----------|------------|
| Strongly Agree    | 1        | 2.9        |
| Disagree          | 17       | 50.0       |
| Strongly Disagree | 15       | 44.2       |
| Undecided         | <u>1</u> | <u>2.9</u> |
|                   | 34       | 100.0      |

**N = Number of Responses**  
**% = Percent of Responses**

be more receptive to teaching about patriotism if they were provided more direction on the topic. Eight or 23.5 percent of the participants were undecided on the issue. Most participants reported an interest in receiving additional direction for teaching patriotic issues. This interest was likely a result of the inadequacies revealed by participant responses to statement number eight. Participants reported less support for additional instruction than the responses to statement number eight would indicate. The discrepancy between the responses to the two statements seemed to suggest that they did not feel strongly enough about their inadequacies to desire additional instruction. It seems unlikely these teachers would request additional meetings or inservice beyond existing commitments.

### **CLASSROOM PRACTICES FOR TEACHING ABOUT PATRIOTISM**

Section three of the survey focused on classroom practices for teaching about patriotism. The section contained twenty statements that reflected a diversity of methods and philosophical basis for teaching students about patriotism. Participants were asked to respond to the statement(s) by identifying one of three choices (frequently, seldom, and never) that most represented their teaching style. The data related to classroom practices for teaching about patriotism is reported in the following paragraphs. In addition to the sample of tables reported in chapter four, a summary of the data for classroom practices related to teaching about patriotism is provided in Appendix D.

**CP Statement 1: I present factual material on the myths and legends of the United States.** All thirty-four participants responded to statement one for a 100 percent response rate. A significant twenty-seven or 79.4 percent of the participants frequently presented factual material on the myths and legends of the United States. An additional seven or 20.6 percent of the participants seldom presented factual material on the myths and legends of the United States. The data suggested that participants failed to fully appreciate the nature of myths and legends. At the same time, however, the data indicated an effort by participants to avoid misleading students. A summary of data for presenting factual material on the myths and legends of the United States is presented in Table 5.

**CP Statement 2: I explain the meaning of patriotic ceremonies such as the pledge of allegiance, singing the national anthem, saluting the flag, and holding memorial services for the war dead.** Thirty-four participants responded to the statement for a 100 percent rate of response. The number of participants who frequently explained the meaning of patriotic ceremonies such as the pledge of allegiance, singing the national anthem, saluting the flag, and holding memorial services for the war dead was four-teen or 41.2 percent. An additional sixteen or 47.1 percent of the participants seldom explained the meaning of patriotic ceremonies to their students. In contrast, four or 11.7 percent of the participants never explained the meaning of patriotic ceremonies such as the pledge of allegiance, singing the national anthem, saluting the flag, and holding memorial services

TABLE 5

**I present factual material on the  
myths and legends of the United States**

|            | N        | %           |
|------------|----------|-------------|
| Frequently | 27       | 79.4        |
| Seldom     | <u>7</u> | <u>20.6</u> |
|            | 34       | 100.0       |

**N = Number of Responses**

**% = Percent of Responses**

for the war dead. The data suggested participants did not view providing their students with explanations of patriotic ceremonies as a valuable adjunct to understanding patriotism. The data also indicated that it is entirely possible participants did not understand the meaning of specified patriotic ceremonies.

**CP Statement 3: I teach American history in a manner that emphasizes the positive features of the United States.** Thirty-three participants responded to the statement for a 97.1 percent rate of response. Thirty-two or 94.2 percent of the participants frequently taught American history in a manner that emphasized the positive features of the United States. Only one participant or 2.9 percent seldom taught American history in a fashion that emphasized the positive features of the United States. The remaining one participant or 2.9 percent did not respond to the statement. This statement was one of several in the survey that received strong support from participants. This suggested that participants believed it important

to avoid illustrating the negative aspects of the United States. The data also suggested that the participants possessed strong feelings regarding patriotism. Table 6 reflects a summary of participant responses related to teaching the positive features of American history.

**CP Statement 4: I encourage students to discuss the advantages and disadvantages of participation, protest, and apathy when discussing the political process.** Thirty-four participants responded to the statement for a 100 percent rate of response. Twenty-seven or 79.4 percent of the participants frequently encouraged students to discuss the advantages and disadvantages of participation, protest, and apathy when discussing the political process. Six or 17.7 percent of the participants seldom encouraged students to discuss the advantages and disadvantages of participation, protest, and apathy when discus-

**TABLE 6**

**I teach American history in a manner that  
emphasizes the positive features of the United States**

|                 | N        | %          |
|-----------------|----------|------------|
| Frequently      | 32       | 94.2       |
| Seldom          | 1        | 2.9        |
| Did Not Respond | <u>1</u> | <u>2.9</u> |
|                 | 34       | 100.0      |

**N = Number of Responses**  
**% = Percent of Responses**

sing the political process. One participant or 2.9 percent reported never involving students in discussions that centered on this pedagogical approach. The data indicated that participants were interested in conveying to students all aspects of American politics. This indicated that participants believed participation, protest, and apathy were elements central to the political process. The data also suggested participants believed that a thorough investigation of the political process would strengthen student understanding of the political process.

**CP Statement 5: I advocate that every good citizen should act according to the statement "my country - right or wrong."** All thirty-four participants responded to statement five for a 100 percent rate of response. Four or 11.8 percent of the participants frequently advocated and seven or 20.6 percent of the participants seldom advocated that every good citizen should act according to the statement "my country - right or wrong." Conversely, twenty-three or 67.6 percent of the participants never advocated that every good citizen should act according to the statement "my country - right or wrong." The data suggested that participants believed citizens should act according to "my country, when right keep it right. When wrong, make it right." The data also indicated that participants were strongly opposed to forms of patriotism that imbued blind obedience. A summary of participant responses for statement five is provided in table 7.

**CP Statement 6: I teach my students to evaluate American heroes against established standards such as the Declaration of Independence, Bill of Rights, and the Constitution.** Thirty-one participants responded to the

statement for a 91.2 percent rate of response. Responses from thirteen or 38.2 percent of the participants showed they frequently taught students to evaluate American heroes against established standards such as the Declaration of Independence, Bill of Rights, and the Constitution. Fifteen or 44.2 percent of participants seldom taught students to evaluate American heroes against such established standards. Only three or 8.8 percent of participants never taught students to evaluate American heroes against established standards such as the Declaration of Independence, Bill of Rights, and the Constitution. Three or 8.8 percent of participants did not respond to statement six. The data indicated that participants saw little value in using great American documents as a means to evaluate American heroes. It was also possible participants believed that a careful

**TABLE 7**

**I advocate that every good citizen should  
act according to the statement  
"my country - right or wrong"**

|            | <b>N</b>  | <b>%</b>    |
|------------|-----------|-------------|
| Frequently | 4         | 11.8        |
| Seldom     | 7         | 20.6        |
| Never      | <u>23</u> | <u>67.6</u> |
|            | 34        | 100.0       |

**N = Number of Responses**

**% = Percent of Responses**

evaluation of American heroes against specified documents was beyond the realm of student understanding.

**CP Statement 7: I teach that democracy is the best political system.**

Thirty-four participants responded to statement seven for a 100 percent rate of response. Twenty-five or 73.5 percent of the participants frequently taught students that democracy was the best political system. An additional seven or 20.6 percent of the participants seldom taught students that democracy was the best political system. The remaining two or 5.9 percent of the participants reported never teaching students that democracy was the best political system. The data suggested that participants believed forms of government other than a democracy were inferior and unacceptable. The data also indicated that participants believed the best way to maintain support for democracy in the United States was to teach that it was the best political system.

**CP Statement 8: I assign my students to study existing problems in the United States in light of the ideals of democracy.** Thirty-four participants responded to the statement for a 100 percent rate of response. The number of participants who frequently assigned students to study existing problems in the United States in light of the ideals of democracy was eighteen or 52.9 percent. An additional fifteen or 44.2 percent of the participants seldom gave students specific assignments related to using democratic ideals as a means of judgment. Only one participant or 2.9 percent never gave students assignments to study existing problems in the United States in light of the ideals of democracy. The data

indicated participants recognized that problems did exist in the United States. The data also indicated that participants prized the democratic values of the United States. Table 8 provides a summary of participant responses.

**CP Statement 9: I teach lessons that use American heroes as role models.** Of the number of participants, nineteen or 55.9 percent frequently taught lessons that used American heroes as role models. Thirteen or 38.2 percent seldom taught and two or 5.9 percent of the participants never taught lessons that used American heroes as role models. Thirty-four participants responded to the statement for a 100 percent rate of response. This suggested participants believed that it is important for American youth to have role models. The data also indicated that participants believed American heroes were suitable subjects to serve as

**TABLE 8**

**I assign my students to study existing problems  
in the United States in light of the  
ideals of democracy**

|            | <b>N</b> | <b>%</b>   |
|------------|----------|------------|
| Frequently | 18       | 52.9       |
| Seldom     | 15       | 44.2       |
| Never      | <u>1</u> | <u>2.9</u> |
|            | 34       | 100.0      |

**N = Number of Responses**

**% = Percent of Responses**

role models. Several examples can be found in history of individuals who most exemplify positive characteristics such as loyalty, responsibility, sympathy, integrity and compassion and would be acceptable role models for American youth.

**CP Statement 10: I require students to memorize all or parts of American documents such as the Gettysburg Address, the Declaration of Independence, and the Preamble to the Constitution.** One hundred percent of the participants responded to statement ten. Only five or 14.7 percent of the participants frequently required students to memorize all or parts of American documents such as the Gettysburg Address, the Declaration of Independence, and the Preamble to the Constitution. Fourteen or 41.2 percent of the respondents seldom required students to memorize all or parts of American documents. In contrast, fifteen or 44.1 percent of the participants never required students to memorize all or parts of American documents. The data indicated that participants had little interest in using memorization as a means to inculcate patriotic values. The data suggested that memorization is not currently a valued educational method.

**CP Statement 11: I encourage students to stand during the playing of the national anthem at school functions.** Thirty-two participants responded to the statement for a 94.1 percent rate of response. Twenty-five or 73.5 percent of the participants frequently encouraged students to stand when the national anthem was played at school functions. Three or 8.8 percent of the respondents seldom encouraged students and four or 11.8 percent of the participants never encouraged

students to participate in this patriotic ritual. The remaining two or 5.9 percent of participants did not respond to the statement. The data suggested that the participants found nothing objectionable with expecting students to stand during the national anthem. This indicated participants believed participation in this patriotic ritual was a positive educational experience for American youth. Table nine provides a summary of the data for statement 11.

**CP Statement 12: I teach the truth regarding America's past - good or bad.** Thirty-three participants responded to statement twelve for a 97.1 percent rate of response. Thirty-three or 97.1 percent of the participants frequently taught the truth regarding America's past - good or bad. One participant, or 2.9 percent did not respond to the statement. The data showed that teaching the truth regard-

**TABLE 9**

**I encourage students to stand during the playing  
of the national anthem at school functions**

|                 | <b>N</b> | <b>%</b>   |
|-----------------|----------|------------|
| Frequently      | 25       | 73.5       |
| Seldom          | 3        | 8.8        |
| Never           | 4        | 11.8       |
| Did Not Respond | <u>2</u> | <u>5.9</u> |
|                 | 34       | 100.0      |

**N = Number of Responses**

**% = Percent of Responses**

ing America's past received strong support from participants. The data suggested participants believed the strength of the United States can best be served through a virtuous portrayal of the past rather than through efforts to conceal past unpleasantries.

**CP Statement 13: I disclose serious flaws in American heroes.** Thirty-three participants responded to the statement for a 97.1 percent rate of response. Twenty-one or 61.8 percent of the participants reported they frequently revealed serious flaws in American heroes. An additional eleven or 32.4 percent seldom and one or 2.9 percent of the participants never revealed serious flaws in American heroes. One participant or 2.9 percent did not respond to statement thirteen. The data indicated participants believed that the existence of flaws in American heroes was somewhat prevalent. The data also suggested that participants believed disclosure of flaws in American heroes was important to understanding American history.

**CP Statement 14: I instruct students that it is the responsibility of the individual to criticize the government when one is convinced the government is wrong.** Twenty-five or 73.5 percent of the survey participants frequently instructed students that it is the responsibility of the individual to criticize the government when one is convinced the government is wrong. Of the number remaining, eight or 23.6 percent of the participants seldom and one or 2.9 percent of participants never instructed students that it is the responsibility of the individual to criticize the government when one is convinced the government is wrong. Thirty-

four participants responded to statement fourteen for a 100 percent rate of response. Most respondents instructed students that criticism of government was appropriate when one was convinced the government is wrong. The data suggested that participants believed the well being of a free society is nurtured through constructive criticism rather than contrived cover-up in issues involving politics.

**CP Statement 15: I promote the belief the United States is the best country in the world.** All thirty-four participants responded to statement fifteen for a 100 percent rate of response. Responses from twenty-nine or 85.3 percent of the participants showed they frequently promoted the belief the United States is the best country in the world. Two or 5.9 percent of the participants seldom and three or 8.8 percent of the participants never promoted the belief the United States is the best country in the world. The data indicated that the participants tended to be devoutly patriotic. This suggested that participants believed the statement that identified the United States as the best country in the world was not subject to debate. The data also suggested that occasions arose where participants were willing to teach unsubstantiated claims as truth.

**CP Statement 16: I teach that there are occasions when a protest against the government can be defended as appropriate patriotic action.** Thirty-three participants responded to the statement for a 97.1 percent rate of response. Twenty-five or 73.5 percent of the participants frequently taught students that there are occasions when a protest against the government can be defended as appropriate patriotic action. Six or 17.7 percent of the participants

seldom taught students and two or 5.9 percent of the participants never taught students that a protest against the government can be defended as appropriate patriotic action. Only one participant or 2.9 percent did not respond to the statement. The data suggested that participants believed the right to protest was an innate right of the citizenry in a free society and that positive results can occur through its use. The data also indicated that participants taught about examples involving protest such as the Bonus March, the Civil Rights Movement, and the anti-war movement of the Vietnam era in a manner devoid of bias. A summary of participant responses is provided in table 10.

**CP Statement 17: I simultaneously promote pride in the United States and critical participation in the political process.** The number of participants

**TABLE 10**

**I teach that there are occasions when a protest  
against the government can be defended as  
appropriate patriotic action**

|                 | N        | %          |
|-----------------|----------|------------|
| Frequently      | 25       | 73.5       |
| Seldom          | 6        | 17.7       |
| Never           | 2        | 5.9        |
| Did Not Respond | <u>1</u> | <u>2.9</u> |
|                 | 34       | 100.0      |

**N = Number of Responses**  
**% = Percent of Responses**

who frequently promote pride in the United States and critical participation in the political process simultaneously numbered thirty or 88.2 percent. The remaining four or 11.8 percent of the participants seldom promoted pride in the United States and critical participation in the political process. Thirty-four participants responded to the statement for a 100 percent rate of response. The data suggested participants believed political criticism is a positive adjunct to a free society. The data also suggested that, when compared with participant responses to similar statements in the survey, participants were consistent in their belief that political institutions are strengthened when subjected to the critical process.

**CP Statement 18: I provide students with encouragement to understand the obligations freedom entails.** Thirty-four participants responded to the statement for a 100 percent rate of response. A significant thirty-one or 91.2 percent of the participants frequently provided students with encouragement to understand the obligations freedom entailed. Only three or 8.8 percent of the participants seldom provided students with encouragement to understand the obligations freedom entailed. The data suggested that the concept of freedom was highly prized by the participants. The data also indicated participants were clearly supportive of encouraging students to understand the obligations involved with freedom. By inference, respondents taught in a manner that emphasized specific responsibilities of citizenship as becoming educated to the issues and the act of voting.

**CP Statement 19: I encourage students to recite the pledge of allegiance at school functions.** Thirty-one participants responded to statement nineteen for a 91.2 percent rate of response. Eight or 23.5 percent of the participants frequently encouraged students to recite the pledge of allegiance at school functions. Ten or 29.4 percent of the participants seldom encouraged students and thirteen or 38.3 percent of the participants never encouraged students to recite the pledge of allegiance at school functions. An additional three or 8.8 percent of the participants did not respond to the statement. In a comparison of two patriotic rituals, standing during the national anthem and reciting the pledge of allegiance, participants reported far less support for encouraging students to recite the pledge of allegiance. The data indicated participants believed it was inappropriate to recite the pledge of allegiance in a school setting. Table 11 provides a summary of data related to encouraging students to recite the pledge of allegiance.

**CP Statement 20: I promote the belief the United States is the land of the free.** All thirty-four participants responded to the statement for a 100 percent rate of response. Responses from twenty-six or 76.5 percent of the participants showed they frequently promoted the belief the United States is the land of the free. In comparison, eight or 23.5 percent of the participants reported they seldom promoted the belief the United States is the land of the free. The data indicated that participants believed the United States provided a high degree of freedom to

**TABLE 11**

**I encourage students to recite  
the pledge of allegiance  
at school functions**

|                 | <b>N</b> | <b>%</b>   |
|-----------------|----------|------------|
| Frequently      | 8        | 23.5       |
| Seldom          | 10       | 29.4       |
| Never           | 13       | 38.3       |
| Did Not Respond | <u>3</u> | <u>8.8</u> |
|                 | 34       | 100.0      |

**N = Number of Responses**

**% = Percent of Responses**

its citizens. The data also suggested that participants believed freedom was a highly prized concept.

### **OPEN-ENDED QUESTIONS**

Section four of the survey asked participants to respond to three open-ended questions related to classroom practices for teaching about patriotism. The three questions focused on the: (1) negative factors intrinsic to teaching about patriotism; (2) positive factors intrinsic to teaching about patriotism; and (3) specific strategies used by participants for teaching about patriotism.

**O-E Question 1: What would you identify as negative factor(s) intrinsic to teaching high school students about patriotism?** Twenty-seven or 79.4

percent of the participants responded to the question. Since participants were permitted to identify more than one choice, the numbers do not necessarily represent a true reflection of responses by all participants. Respondents reported several potential negative results that could occur while teaching patriotic issues. Their responses were grouped and reported according to similarities. Fifteen (15) selections identified possibilities of indoctrination as the strongest negative result that could occur when teaching about patriotism. Of particular concern to participants were possibilities teachers would use the opportunity to impart extreme nationalistic perspectives. Participants were also concerned that students would not be permitted the opportunity to make their own choices in issues related to patriotism. Five (5) choices suggested the lack of patriotism among students made it difficult to teach issues involving patriotism. The choices suggested that students simply did not take discussion of patriotism seriously. Four (4) items advised that teaching about patriotism in the classroom too often concentrated on the over glorification of past wars and war heroes. Respondents suggested that non-military heroes are seldom extended a proper place in patriotic discussions. Four (4) preferences identified the few number of patriotic ceremonies in schools as a negative factor. The remaining four (4) responses were grouped as other.

**O-E Question 2: What would you identify as positive factor(s) intrinsic to teaching high school students about patriotism?** Twenty-five or 73.5 percent of the participants responded to the question. Since participants were permitted to identify more than one choice, the numbers do not necessarily

represent a true reflection of responses by all participants. Respondents identified several positive outcomes that result from teaching patriotic issues. Their choices were grouped and reported according to similarities. Fourteen (14) responses suggested that lessons related to patriotism proved to be a positive educational experience for students. The participants indicated that, among other benefits, teaching high school students about patriotism developed pride in the United States. Seven (7) selections suggested that teaching about patriotism in the classroom permitted teachers the opportunity to display a variety of methods for expressing patriotism. The methods included discussing the achievements of minorities, the value of civil liberties, and the ideals of the United States. Four (4) answers denoted that teaching about patriotism facilitated the teaching of civic responsibility. Participants indicated that discussing patriotism permitted them the opportunity to instill in students their responsibilities as citizens. Two (2) responses indicated that teaching about patriotism provided the opportunity to recognize national heroes. Two (2) answers reflected a belief that teaching about patriotism provided the opportunity for patriotic rituals. The remaining two (2) responses were grouped as other.

**O-E Question 3: Briefly describe a lesson or strategy for teaching about patriotism you have used with your students.** Twenty-four or 70.6 percent of the participants responded to the question. Since participants were permitted to identify more than one choice, the numbers do not necessarily represent a true reflection of responses by all participants. The participants offered several

strategies for teaching about patriotism. The strategies were grouped and reported according to similarities. In the interest of illustrating the variety of teaching methods used, several strategies were reported as single examples. Seven (7) answers suggested that teaching about patriotism provided the opportunity to teach all sides of an issue. Participants used strategies that offered students materials from several sides of specific issues and permitted them the opportunity to draw their own conclusions. Participants also believed that teaching about patriotism offered students opportunities to express their views on a variety of issues. Four (4) returns reported strategies that used teaching about patriotism to introduce the use of protest in history. For example, students were assigned to analyze and draw conclusions from the Civil Rights Movement and the Vietnam War as they related to the nature of protest. Four (4) choices explained how teaching about patriotism provided opportunities for teaching democratic ideals. Examples included assigning students to contrast American ideals with Fascism and asking students to identify specific reasons Americans have fought and died in the various wars of national defense. Three (3) items emphasized the use of biographies to teach about patriotism. Two (2) returns reported teaching strategies that involved the use of videos, recorded speeches, photographs, and songs when teaching about patriotism. Two (2) answers stipulated that teaching about patriotism provided the opportunity to highlight contributions of different ethnic and racial groups in the nation's wars. Single participant responses suggested that patriotic discussions provided an educational basis for creative writing exercises; mock trials; interviews

of veterans; and assignments involving memorization of the Gettysburg Address and parts of the Declaration of Independence. The remaining three (3) responses were grouped as other. A summary of strategies for teaching about patriotism is presented in table 12.

## **FINDINGS**

The data analysis revealed several findings pertinent to the teaching of issues related to patriotism among Knox County American history teachers. The following list is a summary of the findings:

1. Respondents encouraged students to stand during the national anthem but did not encourage students to recite the pledge of allegiance.
2. The beliefs and teaching practices of respondents showed a strong preference for teaching the truth in issues related to patriotism.
3. Respondents were not always consistent in their response to statements contained in the survey.
4. Participants used a variety of strategies for teaching about issues that involved patriotism.
5. Most respondents did not believe they were provided adequate direction for teaching issues that pertained to patriotism and indicated they would be receptive to additional instruction concerning the concept.
6. Respondents supported and/or used several approaches for teaching about patriotism that reflected traditional thinking and practices.

**TABLE 12**

**Briefly describe a strategy for teaching about patriotism  
you have used with your students**

|                                                                                       | <b>Frequency</b> |
|---------------------------------------------------------------------------------------|------------------|
| 1. Useful for teaching all sides of an issue.                                         | 7                |
| 2. Permits the introduction of protest in history.                                    | 4                |
| 3. To incorporate teaching of democratic ideals.                                      | 4                |
| 4. Best taught by using Biographies.                                                  | 3                |
| 5. Useful for highlighting contributions of<br>different groups in the nation's wars. | 2                |
| 6. Provides an opportunity for creative writing<br>exercises.                         | 1                |
| 7. A base for mock trials.                                                            | 1                |
| 8. Interviews of veterans make patriotism real to<br>Students.                        | 1                |
| 9. Justification for memorizing all or parts of<br>American documents.                | 1                |
| 10. Other                                                                             | 3                |

7. Respondents supported and/or used several approaches for teaching about patriotism that reflected non-traditional thinking and practices.

8. Most participants believed that teaching issues related to patriotism should involve a student-centered approach rather than methods that embraced indoctrination of students.

9. Most participants believed teaching issues that pertained to patriotism was an important function of the American history classroom.

10. Participants identified several potential positive and negative factors inherent with teaching patriotic issues.

11. Respondents were generally receptive to teaching issues that involved patriotism.

12. Participants were unsettled in thought and practice concerning the part indoctrination should play in studies involving patriotism.

### **SUMMARY**

The data in this chapter were derived by using a four-part survey administered to teachers in the Knox County school system who taught American history at the high school level. Forty-four members of the population were mailed surveys. Thirty-four completed surveys were returned for a 77.3 percent rate of return.

The data were compiled, analyzed, and reported in four parts: demographic information; attitudes toward teaching about patriotism; classroom practices regarding the teaching about patriotism; and three open-ended questions that focused on classroom practices related to teaching about patriotism. The compiled data were analyzed for frequency, converted to percentages, and reported in narrative and table form.

The findings presented in chapter four reflect an analysis of the data derived from the survey. The conclusions, recommendations, and summary of the study are presented in chapter five.

## **CHAPTER V**

### **SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

Chapter five presented the summary, conclusions, and recommendations of the study. The summary focused on the purpose of the study, a listing of the research questions, the development and implementation of the research instrument, and a presentation of the findings. The conclusions of the study, obtained through an analysis and interpretation of the findings, were explained in detail and presented in narrative form. The proposed recommendations of the study, based on the findings and conclusions, were listed at the end of the chapter.

#### **SUMMARY**

The purpose of the study was to investigate and evaluate teacher attitudes and classroom practices of Knox County high school American history teachers toward teaching about patriotism. The research questions developed to facilitate the inquiry for teaching about patriotism in Knox County high schools included:

1. What attitudes(s) do teachers have toward teaching about patriotism?
2. To what extent do teachers teach about patriotism?
3. To what extent do teachers support the use of indoctrination for teaching about patriotism?
4. What are the negative and positive factors identified by teachers regarding teaching about patriotism?

5. What specific strategies are used by teachers to teach about patriotism?

The data revealed in the survey produced answers to the four research questions. In most cases, detailed multiple responses were provided for the questions.

The population identified for the study were forty-four American history classroom teachers who taught in thirteen Knox County high schools. A four-part survey was developed for the study. The survey contained: (1) questions related to demographic information; (2) statements related to teacher attitudes toward teaching about patriotism; (3) statements related to classroom practices of teachers; and (4) open-ended questions that requested teacher identification of negative and positive outcomes related to teaching patriotic issues, and a listing of strategies used in the classroom for teaching about patriotism.

The survey was mailed to members of the identified population in the fall of 1997. Thirty-four surveys were returned for a 77.3 percent return rate. Data from the surveys were tabulated for frequency and percentage of response. The following summary of findings were concluded through an analysis of the data.

1. Respondents encouraged students to stand during the national anthem but did not encourage students to recite the pledge of allegiance.
2. The beliefs and teaching practices of respondents showed a strong preference for teaching the truth in issues related to patriotism.

3. Respondents were not always consistent in their response to statements contained in the survey.

4. Participants used a variety of strategies for teaching about issues that involved patriotism.

5. Most respondents did not believe they were provided adequate direction for teaching issues that pertained to patriotism and indicated they would be receptive to additional instruction concerning the concept.

6. Respondents supported and/or used several approaches for teaching about patriotism that reflected traditional thinking and practices.

7. Respondents supported and/or used several approaches for teaching about patriotism that reflected non-traditional thinking and practices.

8. Most participants believed that teaching issues related to patriotism should involve a student-centered approach rather than methods that embraced indoctrination of students.

9. Most participants believed teaching issues that pertained to patriotism was an important function of the American history classroom.

10. Participants identified several potential positive and negative factors inherent with teaching patriotic issues.

11. Respondents were generally receptive to teaching issues that involved patriotism.

12. Participants were unsettled in thought and practice concerning the part indoctrination should play in studies involving patriotism.

## CONCLUSIONS

The position of academics toward teaching issues involving patriotism has vacillated between support and opposition for much of the twentieth century. In some respects, the conclusions of the study revealed similar levels of uncertainty among Knox County teachers. The six conclusions obtained through an analysis of the data and findings presented in chapter four provided several interesting insights for understanding the teaching of patriotic issues in the high schools of Knox County.

**First Conclusion:** American history teachers supported teaching issues involving patriotism. They believed that teaching about patriotism was important and should be one of the objectives of an American history course. They also registered strong opposition to releasing patriotic education to organizations outside the school. American history teachers showed their strong support for patriotic education by using a variety of educational strategies for teaching patriotic issues in their classrooms.

**Second Conclusion:** American history teachers felt it important that historical truth be critically examined. They did not accept the old axiom that American youth should be sheltered from the unflattering side of their country's past. American history teachers presented factual material on the myths and legends of the United States, disclosed flaws in American heroes, and taught the truth -- good or bad -- regarding America's past.

**Third Conclusion:** American history teachers employed a variety of instructional approaches for teaching their subject matter. Various teaching strategies involved the use of: biographies of famous Americans; memorization of notable documents; mock trials; interviews of veterans; creative writing assignments; class discussion; use of historical songs; videos; recorded speeches and photographs of famous Americans.

**Fourth Conclusion:** American history teachers employed a philosophical mix of approaches for teaching patriotic issues. They used several teaching approaches for teaching about patriotism that would be defined as “traditional” such as teaching American history in a way that emphasized the positive features of the United States. American history teachers also used a variety of teaching practices that would be defined as “non-traditional” such as encouraging students to discuss the advantages and disadvantages of participation, protest, and apathy when discussing the political process.

**Fifth Conclusion:** American history teachers were aware of the negative and positive factors involved with teaching patriotic issues. Among the most noted negative factors identified were: (1) the possibility that methods of indoctrination would be used to teach patriotism, (2) the students’ lack of patriotism, and (3) the study of patriotism was too often used for an over glorification of war and war heroes. In addition, several positive factors involved with teaching patriotic issues were identified that included: (1) helping students develop pride in the United

States, (2) providing teachers the opportunity to display expressions of patriotism, and (3) facilitating the teaching of civic responsibility.

**Sixth Conclusion:** American history teachers were clearly undecided regarding the role indoctrination should play in the teaching of patriotic issues. They failed to take a strong position either to support the use of indoctrination or to oppose the use of indoctrination for studying issues involving patriotism. American history teachers also recorded a high incidence of failure to take a position on issues involving indoctrination. Finally, although American history teachers used teaching practices that hinged on indoctrination such as promoting the belief the United States is the best country in the world, they also showed a strong preference for pedagogical approaches that were contrary to the basic tenets of indoctrination such as discussing with their students the use of protest as an appropriate weapon to achieve political ends.

## **RECOMMENDATIONS**

The recommendations were based on the review of related literature and an analysis of the data revealed by the study.

1. The survey instrument titled "Teaching About Patriotism" needs to be further refined. This could be accomplished by submitting the survey to additional numbers of professional social studies educators who would be asked to analyze each question for content and clarity and propose recommended changes.

2. In future studies, interviews should be conducted with a sample of participants subsequent to the survey. This would serve the purpose of resolving issues still unresolved at the conclusion of the survey.

3. The study should be replicated in rural school districts in Tennessee. The additional research would provide essential information to determine the validity of the original conclusions.

4. The study should be replicated with middle school and junior high school social studies faculty. The results could be compared with the results of high schools for the purpose of: (1) expanding the teaching of patriotic education; and (2) identifying levels of consistency in social studies curriculums.

5. A study should be undertaken to discover how social studies curriculum textbooks and professional journals deal with the issue of teaching about patriotic issues.

6. Research should be undertaken related to the relationship of state curriculum and state curriculum supervisors for teaching about patriotism.

### **Recommendations for Knox County Schools**

In addition, the following recommendations were specifically made for the teachers and administrators of Knox County schools:

1. The administration of Knox County schools should provide Knox County American history teachers with inservice opportunities regarding teaching about patriotism.

2. Knox County American history teachers should be encouraged to share ideas for teaching about patriotism that have proven successful through educational experience(s).

3. Literature for teaching about patriotism should be provided to the American history teachers of Knox County.

4. Knox County American history teachers should be commended for their efforts toward involving their students in patriotic education.

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## **APPENDICES**

**APPENDIX A**  
**PERMISSION LETTER**

KNOX COUNTY SCHOOLS  
ANDREW JOHNSON BUILDING

*Allen Morgan, Superintendent*

November 11, 1997



Mr. Errol Putman  
142 Claxton Addition  
University of Tennessee  
Knoxville, Tennessee 37996-3400

Dear Mr. Putman:

You are granted permission to survey appropriate high school social studies teachers concerning your proposed research study entitled, "Teaching about Patriotism." When Knox County teachers are contacted through school mail, their principals are notified by this office as a courtesy. Since this study does not involve students or impinge upon instructional time, it is unlikely that any principal will object to the study.

In all research studies names of individuals, groups, or schools may not appear in the text of the study unless *specific* permission has been granted through this office. The principal researcher is required to furnish this office with one copy of the completed research document.

Good luck with your study. Do not hesitate to contact me if you need further assistance or clarification.

Yours truly,

*Samuel E. Bratton, Jr.*

Samuel E. Bratton, Jr., Ed.D.  
Coordinator of Research and Evaluation  
Phone: (423) 594-1740  
Fax: (423) 594-1709

Project No. S11

**APPENDIX B**  
**COVER LETTER AND SURVEY**

Errol Putman  
142 Claxton Addition  
1126 Volunteer Blvd.  
Knoxville, TN  
37996-3400

Dear

The enclosed survey deals with the attitudes and practices of high school American history teachers regarding teaching about patriotism. Information from the survey will be the core of my doctoral dissertation at the University of Tennessee. Mr. Al Bell, Knox County supervisor, has helped me identify a population of Knox County teachers to whom this issue would be of interest and importance. Your input is critical. I very much need your help in completing the survey. The survey should take you about 15-20 minutes to complete.

Your return of the completed survey is voluntary and constitutes your sole consent to be a participant in the research project. In order to assure your privacy, the surveys are not in any way coded to identify participants. If you have any questions, call me at (423) 974-3435 or write me at the return address on this envelope.

Please accept the enclosed "Jefferson Bill" as a small token of my gratitude for your participation in this study. Your response is appreciated.

Sincerely,

Errol Putman

Enclosures: Questionnaire  
Self-addressed stamped envelope

## TEACHING ABOUT PATRIOTISM

**SECTION ONE - DEMOGRAPHIC INFORMATION:** Please place a check in the blank to the left of the appropriate response.

A. How long have you taught American history at the senior high level?

☐ 0 to 10 years ☐ 11 to 20 years ☐ 21 to 30 years ☐ over 30 years

B. What is the highest academic degree you have attained?

☐ BS/BA ☐ MS/MA ☐ EdS ☐ PhD/EdD

C. Are you certified to teach history?

☐ yes ☐ no

## SECTION TWO - ATTITUDES TOWARD TEACHING ABOUT PATRIOTISM:

Please circle the appropriate response by using the following codes.

**SA = STRONGLY AGREE**

**A = AGREE**

**U = UNDECIDED**

**D = DISAGREE**

**SD = STRONGLY DISAGREE**

1.    **SA   A   U   D   SD**    Teaching about patriotism should be one of the objectives of every American history course.
2.    **SA   A   U   D   SD**    It is difficult to teach about patriotism without indoctrinating students.
3.    **SA   A   U   D   SD**    The best approach to use when teaching about patriotism is to permit students to develop their own understanding of the concept after a thorough examination of American history.
4.    **SA   A   U   D   SD**    The sole responsibility for teaching about patriotism should be left to organizations other than schools.
5.    **SA   A   U   D   SD**    Teaching about patriotism is important to American history teachers.

6.    **SA A U D SD**    It is permissible for high school American history teachers to use methods of indoctrination when engaging their students in patriotic studies.
7.    **SA A U D SD**    The best approach for teaching about patriotism is to construct lessons that permit students to openly discuss the concept.
8.    **SA A U D SD**    American history teachers have been given adequate direction for teaching about patriotism.
9.    **SA A U D SD**    Teaching about patriotism is too controversial a topic to be taught in an American history classroom.
10.   **SA A U D SD**    American history teachers would be more receptive to teaching about patriotism if they were provided more direction on the topic.

**SECTION THREE - CLASSROOM PRACTICES:** Please respond to the following statements by circling the letter code of the corresponding choice you feel most accurately represents your teaching style.

**F = FREQUENTLY**

**S = SELDOM**

**N = NEVER**

1.    **F    S    N**    I present factual material on the myths and legends of the United States.
2.    **F    S    N**    I explain the meaning of patriotic ceremonies such as the pledge of allegiance, singing the national anthem, saluting the flag, and holding memorial services for the war dead.
3.    **F    S    N**    I teach American history in a manner that emphasizes the positive features of the United States.
4.    **F    S    N**    I encourage students to discuss the advantages and disadvantages of participation, protest, and apathy when discussing the political process.
5.    **F    S    N**    I advocate that every good citizen should act according to the statement "my country - right or wrong."

- |     |   |   |   |                                                                                                                                                                          |
|-----|---|---|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6.  | F | S | N | I teach my students to evaluate American heroes against established standards such as the Declaration of Independence, the Bill of Rights, and the Constitution.         |
| 7.  | F | S | N | I teach that democracy is the best political system.                                                                                                                     |
| 8.  | F | S | N | I assign my students to study existing problems in the United States in light of the ideals of democracy.                                                                |
| 9.  | F | S | N | I teach lessons that use American heroes as role models.                                                                                                                 |
| 10. | F | S | N | I require students to memorize all or parts of American documents such as the Gettysburg Address, the Declaration of Independence, and the Preamble to the Constitution. |
| 11. | F | S | N | I encourage students to stand during the playing of the national anthem at school functions.                                                                             |
| 12. | F | S | N | I teach the truth regarding America's past - good or bad.                                                                                                                |
| 13. | F | S | N | I disclose serious flaws in American heroes.                                                                                                                             |
| 14. | F | S | N | I instruct students that it is the responsibility of the individual to criticize the government when one is convinced the government is wrong.                           |
| 15. | F | S | N | I promote the belief the United States is the best country in the world.                                                                                                 |
| 16. | F | S | N | I teach that there are occasions when a protest against the government can be defended as appropriate patriotic action.                                                  |
| 17. | F | S | N | I simultaneously promote pride in the United States and critical participation in the political process.                                                                 |
| 18. | F | S | N | I provide students with encouragement to understand the obligations freedom entails.                                                                                     |
| 19. | F | S | N | I encourage students to recite the pledge of allegiance at school functions.                                                                                             |
| 20. | F | S | N | I promote the belief the United States is the land of the free.                                                                                                          |

**SECTION FOUR - PERSONAL PERSPECTIVES:** Please respond to the following questions based on your classroom experiences. If additional space is required, feel free to use the back of the survey.

- A. What would you identify as negative factor(s) intrinsic to teaching high school students about patriotism?
- B. What would you identify as positive factor(s) intrinsic to teaching high school students about patriotism?
- C. Briefly describe a lesson or strategy for teaching about patriotism you have used with your students.

**APPENDIX C**

**TEACHER ATTITUDES TOWARD  
TEACHING ABOUT PATRIOTISM**

## APPENDIX C

### Teacher Attitudes Toward Teaching About Patriotism

|                                                                                                                                                    | SA |      | A  |      | U |      | D  |      | SD |      | NR |     |
|----------------------------------------------------------------------------------------------------------------------------------------------------|----|------|----|------|---|------|----|------|----|------|----|-----|
|                                                                                                                                                    | N  | %    | N  | %    | N | %    | N  | %    | N  | %    | N  | %   |
| 1. Teaching about patriotism should be one of the objectives of every American history course.                                                     | 14 | 41.2 | 16 | 47.1 | 3 | 8.8  | 1  | 2.9  | 0  | 0    | 0  | 0   |
| 2. It is difficult to teach about patriotism without indoctrinating the student.                                                                   | 2  | 5.9  | 9  | 26.5 | 3 | 8.8  | 16 | 47.1 | 3  | 8.8  | 1  | 2.9 |
| 3. The best approach to use when teaching about patriotism is to permit students to develop their own understanding of the issue.                  | 11 | 32.3 | 16 | 47.1 | 5 | 14.7 | 2  | 5.9  | 0  | 0    | 0  | 0   |
| 4. The sole responsibility for teaching about patriotism should be left to organizations outside the school.                                       | 0  | 0    | 0  | 0    | 2 | 5.9  | 18 | 52.9 | 14 | 41.2 | 0  | 0   |
| 5. Teaching about patriotism is important to American history teachers.                                                                            | 16 | 47.1 | 12 | 35.3 | 4 | 11.7 | 2  | 5.9  | 0  | 0    | 0  | 0   |
| 6. It is permissible for high school American history teachers to use methods of indoctrination when engaging their students in patriotic studies. | 1  | 2.9  | 7  | 20.6 | 8 | 23.5 | 12 | 35.3 | 6  | 17.7 | 0  | 0   |

|                                                                                                                                       | N  | %    | N  | %    | N | %    | N  | %    | N  | %    | N | % | N | % |
|---------------------------------------------------------------------------------------------------------------------------------------|----|------|----|------|---|------|----|------|----|------|---|---|---|---|
| 7. The best approach for teaching about patriotism is to construct lessons that permit students to openly discuss the issue.          | 13 | 38.2 | 19 | 55.9 | 2 | 5.9  | 0  | 0    | 0  | 0    | 0 | 0 | 0 | 0 |
| 8. American history teachers have been given adequate direction for teaching about patriotism.                                        | 1  | 2.9  | 8  | 23.6 | 4 | 11.8 | 18 | 52.9 | 3  | 8.8  | 0 | 0 | 0 | 0 |
| 9. Teaching about patriotism is too controversial a topic to be taught in an American history classroom.                              | 1  | 2.9  | 0  | 0    | 1 | 2.9  | 17 | 50.0 | 15 | 44.2 | 0 | 0 | 0 | 0 |
| 10. American history teachers would be more receptive to teaching about patriotism if they were provided more direction on the topic. | 5  | 14.7 | 14 | 41.2 | 8 | 23.5 | 7  | 20.6 | 0  | 0    | 0 | 0 | 0 | 0 |

SA = Strongly Agree  
 A = Agree  
 U = Undecided  
 D = Disagree  
 SD = Strongly Disagree  
 NR = No Response  
 N = Number of Responses  
 % = Percent of Responses

**APPENDIX D**

**CLASSROOM PRACTICES FOR TEACHING  
ABOUT PATRIOTISM**

## APPENDIX D

### Classroom Practices for Teaching About Patriotism

|                                                                                                                                                                                    | F  |      | S  |      | Ne |      | NR |     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------|----|------|----|------|----|-----|
|                                                                                                                                                                                    | N  | %    | N  | %    | N  | %    | N  | %   |
| 1. I present factual material on the myths and legends of the United States.                                                                                                       | 27 | 79.4 | 7  | 20.6 | 0  | 0    | 0  | 0   |
| 2. I explain the meaning of patriotic ceremonies such as the pledge of allegiance, singing the national anthem, saluting the flag, and holding memorial services for the war dead. | 14 | 41.2 | 16 | 47.1 | 4  | 11.7 | 0  | 0   |
| 3. I teach American history in a manner that emphasizes the positive features of the United States.                                                                                | 32 | 94.2 | 1  | 2.9  | 0  | 0    | 1  | 2.9 |
| 4. I encourage students to discuss the advantages and disadvantages of participation, protest, and apathy when discussing the political process.                                   | 27 | 79.4 | 6  | 17.7 | 1  | 2.9  | 0  | 0   |
| 5. I advocate that every good citizen should act according to the statement "my country - right or wrong."                                                                         | 4  | 11.8 | 7  | 20.6 | 23 | 67.6 | 0  | 0   |
| 6. I teach my students to evaluate American heroes against established standards such as the Declaration of Independence, Bill of Rights, and the Constitution.                    | 13 | 38.2 | 15 | 44.2 | 3  | 8.8  | 3  | 8.8 |
| 7. I teach that democracy is the best political system.                                                                                                                            | 25 | 73.5 | 7  | 20.6 | 2  | 5.9  | 0  | 0   |
| 8. I assign my students to study existing problems in the United States in light of the ideals of democracy.                                                                       | 18 | 52.9 | 15 | 44.2 | 1  | 2.9  | 0  | 0   |

|                                                                                                                                                                              | N  | %    | N  | %    | N  | %    | N | %   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------|----|------|----|------|---|-----|
| 9. I teach lessons that use American heroes as role models.                                                                                                                  | 19 | 55.9 | 13 | 38.2 | 2  | 5.9  | 0 |     |
| 10. I require students to memorize all or parts of American documents such as the Gettysburg Address, the Declaration of Independence, and the Preamble to the Constitution. | 5  | 14.7 | 14 | 41.2 | 15 | 44.1 | 0 |     |
| 11. I encourage students to stand during the playing of the national anthem at school functions.                                                                             | 25 | 73.5 | 3  | 8.8  | 4  | 11.8 | 2 | 5.9 |
| 12. I teach the truth regarding America's past - good or bad.                                                                                                                | 33 | 97.1 | 0  |      | 0  |      | 1 | 2.9 |
| 13. I disclose serious flaws in American heroes.                                                                                                                             | 21 | 61.8 | 11 | 32.4 | 1  | 2.9  | 1 | 2.9 |
| 14. I instruct students that it is the responsibility of the individual to criticize the government when one is convinced the government is wrong.                           | 25 | 73.5 | 8  | 23.6 | 1  | 2.9  | 0 |     |
| 15. I promote the belief the United States is the best country in the world.                                                                                                 | 29 | 85.3 | 2  | 5.9  | 3  | 8.8  | 0 |     |
| 16. I teach that there are occasions when a protest against the government can be defended as appropriate patriotic action.                                                  | 25 | 73.6 | 6  | 17.6 | 2  | 5.9  | 1 | 2.9 |
| 17. I simultaneously promote pride in the United States and critical participation in the political process.                                                                 | 30 | 88.2 | 4  | 11.8 | 0  |      | 0 |     |
| 18. I provide students with encouragement to understand the obligations freedom entails.                                                                                     | 31 | 91.2 | 3  | 8.8  | 0  |      | 0 |     |
| 19. I encourage students to recite the pledge of allegiance at school functions.                                                                                             | 8  | 23.5 | 10 | 29.4 | 13 | 38.3 | 3 | 8.8 |

| N  | %    | N | %    | N | % |
|----|------|---|------|---|---|
| 26 | 76.5 | 8 | 23.5 | 0 | 0 |

20. I promote the belief the United States is the land of the free.

F = Frequently  
 S = Seldom  
 Ne = Never  
 NR = No Response  
 N = Number of Responses  
 % = Percent of Responses

## **Vita**

Errol David Putman was born on January 27, 1944 in London, England to Patricia Winifred Putman and the late Alton Putman. He spent his early years in the "thumb" area of eastern Michigan where he lived and attended school. In 1962, he graduated from Laker high school in Pigeon, Michigan.

Errol entered Central Michigan University in the fall of 1962, as a student on the Five-Year Intern Program. He was awarded a Bachelor of Science in Education degree with a major in history in the spring of 1967. Subsequent to graduation, Errol accepted a teaching position with the Chippewa Hills school district. He began his first year as a full-time teacher in the fall of 1967.

In 1968, while still teaching high school, Errol returned to Central Michigan University to pursue a master's degree as a part-time student. Following three years of concentrated study, Errol graduated with a Master of Arts degree in history in 1971.

Errol taught American history for Chippewa Hills high school from the fall of 1967, through the spring of 1995. He enjoyed his years in the classroom immensely and was perceived by his students as a demanding but fair teacher. In addition to his teaching responsibilities, Errol coached track for the school system for twenty-five years. For his efforts, he received recognition as "Coach of the Year for the State of Michigan" in 1988, and was nominated to the Michigan Coaches Hall of Fame in 1998.

In the spring of 1995, Errol retired from his teaching and coaching responsibilities at Chippewa Hills high school and entered the University of Tennessee the following fall as a full-time student in pursuit of a Doctorate of Education with a concentration in Social Science Education. He graduated with his Doctorate of Education in the spring of 1998.

Errol is a member of the National Council for History Education, National Council for the Social Studies, Tennessee Council for the Social Studies, Association for Supervision and Curriculum Development, National Social Studies Supervisor's Association, Phi Kappa Phi education fraternity and a lifetime member of the National Education Association.