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The Teaching of Civics AN OUTLINE FOR STUDY

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The Teaching of Civics

A general aim of American education, over a long period, has been the preparation for citizenship in a democracy. Although this has been the purpose of the public school, not as much has been accomplished toward making the training in the duties of citizenship directly effective as appears desirable. The recent experiences in this country have been such as to justify the renewed interest that is being taken in the subject. The apparent need for directly teaching the rights and obligations of citizenship has led to the study of the problem which has resulted in the preparation of this outline for the teaching of civics.

The outline embodies some of the features of outlines previously prepared, some of the principles suggested in the publications of the Bureau of Education, and some of the practices in teaching the subject in the Training School of Colorado Teachers College. It is intended as a suggestive outline for the teaching of the subject, which may be helpful to the teacher in presenting the privileges and the responsibilities of citizenship.

Experience in teaching civics in the various grades of instruction will reveal the need for changes in the outline of work; it will show deficiencies. Suggestion for improvement of the outline or comment on the difficulties encountered in teaching the subject is solicited.

EDWIN B. SMITH,
Professor of History and Political Science.

"We stand first of all for a purposeful education for the ends of democracy.....To this end we regard it as both essential and inevitable that in a democracy education shall more and more consciously take its cues for courses of study and the organization of activities from a full knowledge of both the upward endeavors of the time and of the deficits which whoever looks may plainly see in our life..... We grant that the teaching of civics in the past has had little or nothing to do with the quality of our citizenship. We grant that there is some basis for the recent complaint that children's notions of what democracy means would probably have been little affected had they studied..... no civics. Civics in a democracy, to serve the ends of patriotism, must have the advantage of contrast with less liberal forms of government; but beyond that it must find its major material in the study of the concrete problems of the thoughtful American citizens."

A CONSCIOUS PROGRAM FOR NORMAL SCHOOLS
and TEACHERS COLLEGES.

THE
STATE TEACHERS
COLLEGE OF COLORADO
Greeley, Colo.

The Teaching of Civics

PART I. Introductory Discussion.

For the fourth time in the history of the United States the teaching of civics, or what is now included in that term, has been introduced into a place of prominence in the course of study. Whenever the principles of democracy or of republicanism have been threatened, this interest has been aroused. The indication seems to be that the interest in civics is becoming so strongly entrenched in the school system that it is to be permanent this time.

1. The new interest that attaches to civic relationships is probably due to the following:
 - a. Increased contact between the individual citizen and the community interests.
 - b. Growth in the feeling that democracy is the greatest feature of government, that it is the greatest factor in American citizenship.
 - c. The stress that is placed upon citizenship by the Great War.
 - d. Appreciation of the basic principles that are the foundation of democracy in a republic.

“The future of the republic depends upon its citizenship. We are not building permanently unless the youth of the land are made fully acquainted with the meaning of American citizenship. We must give patriotism a vitality which will find expression in service. We cannot make democracy safe for the world by writing treaties. The spirit of democracy must be in the minds of the people, and this means that they must understand the basic principles of democratic government.”—Thomas Marshall.
 - e. The appeal of the government for this work in the schools.
 - f. The experience of European countries with Bolshevism and the threat of it in this country.
2. The obligation is placed upon the school to serve the government and to render permanent service through improving the quality of the citizenship.

“Both the positive demands of the war and the prospective demands of the necessary readjustments inevitably to follow emphasize the needs of providing in full measure for the education of all the people.

“With the year there has been in this country an increase in the tendency toward democracy in education, toward giving to every child of whatever condition a full and equal opportunity with all other children for that degree and kind of education, that quality and quantity of education, which will develop in the fullest measure its manhood and womanhood, its human qualities, prepare it for the responsibilities and duties of democratic citizenship, for participation in civic and social life, and for making an honest living, contributing its part to the Commonwealth, and serving humanity by some useful occupation, followed skillfully and intelligently with good will and strong purpose.”—P. P. Claxton, United States Commissioner of Education.

3. The opportunity of the school to serve the people should be used:
 - a. To create sane attitudes toward present-day problems.
 - b. To instruct in the essentials of democratic living.
 "The cornerstone of the new state will be education—not merely instruction in things worth knowing, but also discipline in things worth doing. It will be education for citizenship in a society that is pledged to maintain justice for all and to guarantee to each the attainment of what he deserves."—J. E. Russell, Dean of Teachers College, Columbia University.
4. New attitudes toward the teaching of civics have developed. The earlier civics, or civil government as it was called, was merely a study of the Constitution of the United States. Later the interest centered around the study of the machinery of government; only recently it has become a live interest, emphasizing the citizens' relations to the whole scheme of government and community living. Community civics now is a study of the conditions of the community, local, state, national, and international; and the relations between the individual citizens and these communities.
5. The aim of civics is to encourage and develop:
 - a. Healthful living.
 - b. The habit of being co-operatively active in community affairs; a willingness to contribute a proper share to the community interest.
 - c. The ability to evaluate leaders and measures; the habit of considering all sides of a question before forming an opinion.
 - d. The practical knowledge of politics, party platforms, and the management of political parties.
 - e. An understanding of the functions of the government of the several communities.

The chief emphasis should be upon the obligation of the individual to serve the community. This quality of citizenship cannot come from mere accumulation of facts, nor from generalization about the facts of government; they must come from a live interest, which can be cultivated best by direct contact with community affairs.
6. The instruction should be based upon these principles:
 - a. The pupil is a citizen with the interests and the responsibilities of citizenship.
 - b. Direct contact with community living should be recognized as largely as possible.
 - c. The interests of the community are the interests of the individual citizen.
 - d. What is desired among the people should be placed in the school, for people are influenced by the school experience of their children.
 - e. Co-operative action is the first principle of community living.
 - f. The creation of attitudes and interests is more important than the learning of facts about government.
 - g. Such material should be used as will be of value to the citizen in his experiences in community living.

PART II. Civics in the Elementary School.

GRADE I.

1. Aims in teaching:
 - a. To teach children an appreciation of dependence upon parents; what parents do for them.
 - b. To show children what they can do to help parents and others.
 - c. To teach children to keep clean and well by exercising simple health rules, such as those concerning fresh air, food, clothing, exercise, sleep, care of the skin, hair, eyes, teeth, nose and ears.
2. Outline of material. The family is the basis for the work, with the following subjects included:
 - a. Duties of parents: love, protection, support, and regulation of the home.
 - b. Duties of children: love for one another, kindness, respect, gratitude, good conduct, obedience, honesty, ownership, generosity, loyalty, and patriotism.
 - c. Health of the family: food, clothing, exercise, sleep, care of the eyes and the ears, cleanliness of skin, hair, and teeth.
 - d. Special community service of the family: conservation of food, finances of the war (war savings stamps, etc.), and recognition of any special interest which may develop.
3. Procedure: In the early grades not much time need be given directly to this work. The greater part of it may be accomplished through correlation with other subjects. Talks and stories are the direct efforts.
4. Bibliography. Other subjects in the course of study furnish material.
 - a. Texts for the teacher:

Dealey, J. Q., *The Family in Its Sociological Aspects.*
 Gillette, J. M., *The Family and Society.*
 Cabot, E., *Ethics for Children.*
 *A Course in Citizenship.* Material for grade one.
 Allen, W. H., *Civics and Health.*
 - b. Stories for children; some selections classified:

The family.
 The Fairy Who Came to Our Home, in For the Children's Hour, Bailey.
 Little Red Riding Hood.
 Why Tony Bear Went to Bed.
 Grandfather.

Love.
 The Hidden Servants, in Stories to Tell Children, Bryant.
 The Selfish Giant.

Support.
 The Little Red Hen, in Stories to Tell Children, Bryant.

Obedience.
 Raggylug, in How to Tell Stories to Children, Bryant.
 Little Half Chick.

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Cleanliness.

The Pig Brother, in Stories to Tell Children.

Helpfulness.

Why the Morning Glory Climbs, in How to Tell Stories to Children.

Why the Chimes Rang.

The Little Hero of Harlem.

Kindness.

Why the Evergreens are Always Green, in Stories to Tell Children.

Wheat Fields, in For the Children's Hour, Bailey.

Honesty.

Honest Woodman, in Child's World, Poulsson.

The Boy and the Wolfe.

Gratitude.

The Elves and the Shoemaker, in Stories to Tell Children.

How Patty Gave Thanks, in Mother Stories, Lindsay.

Good Conduct.

The Gingerbread Boy, in Mother Stories.

Patriotism.

Betsy Ross and the First Flag, in For the Children's Hour.

 GRADE II.

1. Aims in Teaching:
 - a. To help children to appreciate their relations to the several social groups.
 - b. To show dependence of the individual upon the group.
2. Outline of material. The general subject is the home studied with relation to:
 - a. Cleanliness in and about the house: floors, windows, toilet, bath, fresh air, garbage, gardens, and yards.
 - b. Community service for the home: food, clothing, shelter, water, electricity, telephone, etc., as suggested by the grocer, milkmen, and others.
 - c. Home service for the community: care of the home and surroundings, complying with requirements relative to health and other community relations.
 - d. Special community service in the home: conservation of food, war savings stamps, liberty bonds, and contributions for relief purposes; also any new interest that may develop in the reconstruction.
3. Procedure: In this grade the practices of the first grade are continued; that is, the subject is taught largely through correlation with other subjects. Talks and stories are continued.
4. Bibliography.
 - a. Texts for the teacher:
 - Allen, W. H., Civics and Health.
 - Cabot, E. L., A Course in Citizenship.
 - Ethics for Children.

Dunn, A. W., Community Civics.

(See Bibliography in Grade I.)

b. Stories for children:

The Home.

How the Home Was Built, in Mother Stories, Lindsay.

The Little Gray Grandmother, in For the Children's Hour,
Bailey.

Helpfulness.

How the Crickets Brought Good Fortune.

The Stone in the Road.

The Cock, the Mouse and the Little Red Hen.

The Little Brown Lady.

Generosity.

The Story of Midas, in Stories to Tell Children, Bryant.

The Little Boy Who Had a Picnic.

The Little Old Man and His Gold.

The King of the Golden River.

Love for Animals.

Hiawatha's Childhood, Longfellow.

Dick Whittington and His Cat, in Tell Me Another Story,
Bailey.

Selfishness.

The Queer Little Baker Man, in Stories Children Need, Bailey.

The Cooky.

The Legend of the Woodpecker, in For the Children's Hour.

The Coming of the King.

Bravery.

The Eyes of the King, in Story Telling Time, Bailey.

Patriotism.

How Cedric Became a Knight, in For the Children's Hour.

Little George Washington.

Co-operation.

How Nice It Would Be, in Stories That Children Need.

The Story of the Pink Rose, in How to Tell Stories to Children.

The Old Woman and Her Pig.

GRADE III.

1. Aims in Teaching:

- a. To create an appreciation of what the school does for the child; to stir in the child an appreciation of the values of co-operation, mutual service, and community interest.
- b. To create good citizens through instilling proper regard for the neighborhood; to encourage a desire to improve the community.

2. Outline of material. The school and the neighborhood are considered with respect to the following:

- a. The school: purpose, buildings, rules governing, sanitation, exercise and play.
- b. The neighborhood: traffic regulations, street cleaning, removal of garbage, lighting, parks, occupations and industries of the community.

- c. The school and the community: thrift campaigns, liberty bonds, conservation of food, military education, occupations in the community concerned with war and the reconstruction interests.
3. Procedure: The work may be given indirectly by correlating with other subjects; it may receive attention directly through some periods being given to it each week. Talks and stories may be continued. Observation and excursion.
4. Bibliography.
 - a. Texts for the teacher:
 City Laws and Ordinances.
 Gulick, L. H., Town and City.
 Allen, W. H., Civics and Health.
 Ayres, M., Williams, J. F., and Wood, T. D., Healthful Schools.
 Dunn, A. W., Community Civics.
 Beard, C. A., American City Government.
 Howe, F., The Modern City and Its Problems.
 United States Bureau of Education Bulletin No. 17, 1915, Civic Education in Elementary Schools.
 - b. Stories for children: (See bibliography in Grade II.)

GRADE IV.

1. Aims in teaching:
 - a. To show the service which the city renders the citizen.
 - b. To make clear the value and the necessity for co-operation of the citizens in furthering the welfare of the community.
2. Outline of material. The life in the community and some of the problems associated with the home:
 - a. Food supply: markets, dairies, prices, and inspection.
 - b. Water supply: source of supply, purity, and cost.
 - c. Housing: building laws, lighting, cleanliness, ventilation, sewage, gas, and electricity.
 - d. Fire protection: fire company, fire escape, origin of fires, and prevention of fires.
 - e. Police department: duties of the policemen, relation of the citizen to the policeman.
 - f. Health department: inspection of supplies, quarantine, education of the public.
 - g. Community activities affecting the home: increase in cost of living due to the war, the food supply as affected by the war, the changing source of supply, limitations on the quantity of food available. The subjects mentioned in the other grades may be continued.
3. Procedure: The practice still may be largely indirect. Correlation with other subjects aids. The more direct teaching of the subject may be practiced. Contact with the various interests of the community should be had by trips to investigate them.
4. Bibliography.

City Laws and Ordinances.
 Gulick, L. H., Town and City.
 Allen, W. H., Civics and Health.
 Denison, E., Helping School Children.
 Hughes, R. O., Community Civics.
 (See Bibliography for Grade III).

GRADE V.

1. Aims in teaching:
 - a. To help the children appreciate themselves members of the political groups that do work for them.
 - b. To encourage a community interest in keeping the streets, the school yard, and the neighborhood generally clean.
 - c. To teach the children to appreciate the purpose of the police.
 - d. To show the children how they may co-operate with the fire department in preventing fires.
 - e. To show the children that there are various ways of co-operating with and sacrificing for the good of the community, which means in reality the good of the individual citizen.
2. Outline of material. Life in the community outside the home, with some of its relations; such as:
 - a. The cleanliness of the streets: means for cleaning the streets—sweeping, hose flushing, vacuum cleaning; removing ashes, garbage, and snow; and the disposal of waste.
 - b. Protection by the police department: duties of the department—protecting life and property, prevention of crime, regulation of traffic, keeping order; attitude of the citizens toward the police; and the protection which is desirable.
 - c. Fire protection: equipment, members of the department, finances; co-operation of the citizens—fire prevention; fire alarm boxes and hydrants; fire drills in schools.
 - d. Recreation and community improvement: parks—location, uses, support; playgrounds, schoolyards, gymnasiums, theater and moving pictures, and concerts for the public.
 - e. Current community activities: previously mentioned interests may be continued.
3. Procedure: While much of the interest of the civics work in this grade finds expression incidentally, more time should be given to direct teaching of the principles of good citizenship. The school program should provide definitely for this work.
4. Bibliography.

United States Bureau of Education, Bulletin No. 23, 1915, The Teaching of Community Civics.
Department of Public Instruction, Colorado, War-Modified Course of Study.
Gulick, L. H., Town and City.
Field, J., and Nearing, S., Community Civics.
Hughes, R. O., Community Civics.
Beard, C. A., American City Government.

GRADE VI.

1. Aims in teaching:
 - a. To teach the forms of government, its agencies and functions.
 - b. To show children how the government serves community interests and the interests of the children; and how the government is dependent upon individuals in promoting its best interests and operation.

2. Outline of material. The work of the grade centers around the necessity for government, the relations between government and the citizen, and the government of the local community.
 - a. As a preparation for understanding government, consider the government in the home, the school, the playground, and the clubs.
 - b. The privilege of voting and its responsibilities; methods of voting in the past and at present; majority rule and political parties.
 - c. Services of the community to the citizen through the organization of the city, the state, and the nation:
 - (1) The local community serves the citizen by providing for protection of health, care of property, and education.
 - (2) The state serves the citizen by aiding in the construction of roads, by controlling the use of alcoholic liquors, and by providing for general education.
 - (3) The nation serves the individual by carrying the mails, by operating the railroads and telegraphs, and by providing for the rights of citizenship.
 - d. The duties of the citizen to the communities which serve him: obedience to law, honest voting, payment of taxes as provided by law, and response to any call of the community for service.
 - e. Organization of the local government.
 - f. Services of the local government for the citizen.
 - g. Comparison of local government with other forms of government: The commission form of government of cities, the city manager type, European government for cities (some type forms).
 - h. Special organizations within the city to meet temporary needs, such as the council of defense, the food administration, the home service section of the Red Cross, etc.
3. Procedure: In this grade as in the preceding one, the work is done by means of formal study of problems; it is also accomplished by observation and investigation by the children themselves.
4. Bibliography.

City Charter, Laws and Ordinances.
 Gulick, L. H., Town and City.
 Munro, W. B., The Government of European Cities.
 Dunn, A. W., Community Civics.
 (See bibliographies for grades IV and V).

GRADE VII.

1. Aims in teaching:
 - a. To show the relation of the local government to the state government.
 - b. To teach an appreciation of the relations of the individual citizen to the state government.
2. Outline of material. The general subject is the people living under state government.
 - a. The government of Colorado.
 - (1) Division of powers between state and local government; county government and city government.
 - (2) The suffrage.

- (3) Political parties and party platforms.
 - (4) Conduct of elections.
 - (5) The departments of government and the relations of the citizen to them.
 - (6) Direct participation of the people in government as expressed by the initiative, referendum, recall, and recall of judicial decisions.
 - (7) The place of public opinion.
 - (8) Education provided by the state.
- b. Services of the state for the citizen: protection and liberty, freedom of speech and of religion, good roads, care of health, provision for education, and industrial and social legislation.
 - c. Obligation of the citizen toward the state: financial support, respect for laws, intelligent interest in the issues effecting the interests of the people of the state, earning an honest living, and the care of one's health.
 - d. Special organizations within the state to meet temporary needs, such as the state council of defense, food administration, state constabulary, etc.
3. Procedure: The work of the year centers around problems whose solution cultivates the civic qualities in children which are desired in citizens.
4. Bibliography.
- Hughes, R. O., *Community Civics* (excellent text for the grade).
 Hatch, D. R., *Civil Government of Colorado*. 1917 edition.
Statutes of Colorado.
 Material published by the state government: Reports of bureaus and commissions, reports of departments, etc.
 Holcolmbe, A. N., *State Government in the United States*. A college text of value for the teacher.

GRADE VIII.

1. Aims in teaching:
- a. To teach the form and functions of national government.
 - b. To develop the spirit of internationalism.
 - c. To create the right attitudes and feelings toward the ideals of Americanism.
 - d. To encourage right thinking toward the political and economic problems of the people.
 - e. To aid the pupils in selecting a life work by giving them a knowledge that will guide them.
 - f. To show the value of education so that the school course will not be interrupted.
2. Outline of material. The first part of the year is given to a study of the people under the national government; the latter part, to a study of the economic problems connected with citizenship.
- a. The people living under a national government.
 - (1) Obvious connection between the citizens and the national government through the money system, the postal service, taxation, control over commerce, and the administration of law.

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- (2) Political parties and elections: organizations of parties, platforms, campaigns, suffrage, and elections.
 - (3) The process of law-making, which involves an understanding of the national legislative procedure.
 - (4) The place of the executive in our government.
 - (5) The protection of the individual against oppression by the government:
 - (a) The Constitution and its amendments.
 - (b) The national court system.
 - (6) The ideals of American government as expressed in the Constitution and the amendments.
 - (7) International relations—the application of American ideals internationally.
 - (8) The meaning of citizenship in a democracy like the United States.
- b. Economic phases of citizenship.
- (1) The civic responsibility connected with the production of wealth (this term needs to be interpreted in its larger sense).
 - (a) The social significance of all work.
 - (b) The social value and interdependence of all work.
 - (c) The social responsibility of the worker for the character of his work.
 - (d) The duty of the community to the worker.
 - (e) The necessity for social control, governmental or other.
 - (f) The part that government actually plays in regulating the production of wealth.
 - (2) The civic responsibility connected with the use of wealth.
 - (a) The accumulation of wealth is possible, due to the services of the government.
 - (b) The possession of wealth carries with it an obligation to the government.
 - (c) It carries with it an obligation to the community.
 - (d) It obligates the holder to use it for meeting his own needs and for advancing the welfare of others.
 - (3) "Vocational guidance" an important factor in citizenship.
 - (a) The good citizen must earn a living for himself and for dependents.
 - (b) Vocational information is important from the standpoint of the individual and of the community.
 - (c) The characteristics of a vocation must be considered. They include: healthfulness, remuneration, value to society, social standing, natural qualifications, general education, and special preparation.
 - (d) The study of vocations: professions, trades, and other occupations, grouped under agriculture, commerce, railroading, civil engineering, building trades, learned professions, and miscellaneous openings.
 - (e) Discussion of life work: preparation, securing a position, efficient service and its reward. There is opportunity to show the values of education, and especially the money value.

- c. Interests in the national government which are the outgrowth of the war: The conservation movement, government operation of railroads, finance, influence of the war on the government, democracy versus autocracy, obligations of the citizen in time of war, the enemy alien, and the Americanization of foreigners.
3. Procedure: The problem is the basis of the work for the year. Through problems the material is selected and used to accomplish the aims indicated. Investigation and observation on the part of the pupils are encouraged at all times.
4. Bibliography.
- Hughes, R. O., *Community Civics*. This is excellent for class use as a text.
- War-Modified Course of Study.
- Ashley, R. ., *The New Civics*.
- Turkington, G. A., *My Country*.
- Weaver, E. W., *Profitable Vocations for Boys*.
- Profitable Vocations for Girls.
- Gowin, E. B., and Wheatley, W. A., *Occupations*.
- Davis, J. B., *Vocational and Moral Guidance*.
- Pressy, P., *A Vocational Reader*.
- Money Value of Education. *Bulletin of Bureau of Education*, 1917.
- Leavitt, F. M., and Brown, E., *Elementary Social Science*.
- Tufts, J. H., *The Real Business of Living*.

PART III. Civics in the High School.

The suggestions contained in Part I will be found applicable in the teaching of civics in the high school. No restatement of the aims appears necessary. The main effort is to suggest the material that should furnish the basis of the instruction in civics in the high school.

I. Citizenship in a Democratic Community.

1. The term citizenship, its implications: (only suggested here). For every privilege conveyed by citizenship there is the corresponding duty to the community; for every right that is exercised there is the corresponding obligation.
2. The term community is applied to every group that does service for the citizen. It is not restricted to any locality; it may be the state, the nation, or even the larger world community.
3. Relationship between the citizen and the community.
 - a. The community serves the individual citizen through educational institutions, through protection of life, property, etc.
 - b. The citizen has obvious duties toward the community, some of which are the following:
 - (1) Intelligent participation in civic activities.
 - (2) Willingness to contribute a proper share to the community activities.
 - (3) Obedience to law regularly enacted.
 - (4) Healthful living.
 - (5) Earning a living.

II. The Community Organization.

1. Purpose of community organization.
 - a. Early conception: The individual entirely subservient to the community, usually meaning the ruling faction.
 - b. Modern conception: communities organize to maintain peace, order, security, and justice among individuals that compose them; to further the interests of the individual members.
 - c. Compare these two conceptions using modern organizations for illustrations; the two extremes have been Germany and the United States, autocracy versus democracy.
2. Forms of community organization.
 - a. The simple forms such as the home, the school, etc.
 - b. The local community organization such as the town, the city, and the county.
 - c. The state government.
 - d. The federal government.
 - e. The international organizations already formed: educational, religious, industrial, commercial, and others.
 - f. International organizations proposed: various forms of the league of nations.
3. The services of these organizations to the individual.
 - a. The home establishes the foundations of community living through encouraging habits of co-operation and of assuming responsibility, while directing the general physical and mental growth of the child.
 - b. The school supplements the home in developing the young citizen by extending the community experiences of the child, while providing for its physical and mental growth.
 - c. The church develops the religious qualities of the citizen and encourages higher standards of social living.
 - d. The city is organized to promote the welfare of the citizen through its normal activity; such as, the maintenance of order, the guarding of health, the provision for education, and encouraging recreation.
 - e. The county serves by providing through regular agencies for education, the building and maintenance of roads, the protection of the poor, and the care of the criminal and insane.
 - f. The state government is organized to further the interests of the citizens through the control of marriage and divorce, the supervision of education, the promotion of health, the care of the unfortunate, and the regulation of the special interests of labor and of business.
 - g. The federal government exercises control over commerce and manufacture, directs foreign relations, promotes the interests of the farmer and industrial worker, collects taxes, distributes the mail, provides a currency system, and administers the laws.
 - h. The international organizations attempt to establish satisfactory relations between the citizens of this country and those of neighboring nations.

III. The Responsibilities of the Individual as a Citizen.

1. Responsibilities of the individual with respect to his own development.
 - a. To maintain himself in the best possible health.
 - b. To secure the best education open to him.
 - c. To avail himself of the opportunities to develop his religious life.
 - d. To perform the work that he decides to do to the best of his ability. Here is suggested one phase of the problem of labor and capital.
 - e. To administer the wealth that he may have in his possession, not only for his own individual interest but in the interest of the community. The opposite phase of the problem of labor and capital is suggested.
2. Responsibilities of the individual with respect to the communities which serve him.
 - a. To support the various community organizations through recognition of the regulations and obedience to them.
 - b. To maintain right attitudes toward fellow citizens.
 - c. To have appreciation of appearance of surroundings (civic beauty).
 - d. To appreciate relationship to the community in administering wealth and in performing labor or service of any kind.
 - e. To share in all community activities.

IV. The Political Party as a Factor in Citizenship.

1. The part of public opinion in a democracy.
2. The relation of public opinion to the political party.
3. The party as an agent for expressing the will of the people.
4. The suffrage privilege and the corresponding obligation. Study party platforms, state and national; consider the character and qualifications of candidates.

The place of the political party in political life may be shown by careful tracing of the method of selection of the presidential candidates, using the party machinery that has been developed.

V. American Political Ideals.

The statement of American ideals may be found in the documents: such as, the Declaration, the Preamble, the Bill of Rights, and in the statements of political leaders, such as Patrick Henry, Thomas Jefferson, George Washington, Andrew Jackson, Abraham Lincoln, Daniel Webster, Elihu Root, Theodore Roosevelt, and Woodrow Wilson. There are many others who may be included or who may be substituted for the ones mentioned.

These ideals may be compared to or contrasted with the ideals of some of the European peoples in order that the American ideals may be appreciated more fully.

VI. The Application of American Ideals to Some of the More Important Community Problems.

In this work it is not so important that the problems are considered and some solution attempted as it is that the right habits of considering

them shall be encouraged. Opinions and prejudices should not determine the attitude toward the current problems; attitudes should be reached after a study of all sides of the question, and then there should not be the feeling that it is necessarily settled.

Some problems of present importance which may be given consideration are:

1. Making the press the faithful leader of public opinion.
2. A league of nations to control international relations.
3. A military policy for the United States.
4. Americanization of the foreign population.
5. The effect of immigration upon the social life of the country.
6. An effective law to restrict immigration.
7. Child labor in the local community.
8. National protective legislation for children.
9. The permanent effects of the war upon women in industry.
10. The desirability of establishing pension systems in the United States.
11. The further breakdown of the "laissez-faire" theory of government.
12. The prevention of unemployment.
13. The care of criminal offenders.
14. The conservation of human resources.
15. Other problems of reconstruction.

VII. "Vocational Guidance."

The consideration of the various problems that may properly be a part of the course in civics, especially the problems of industrial life, suggests the part that the individual citizen should have in the economic life of the community. It is the function of the public school to train the student so that he will be able to select the particular field of work in which he can give the greatest service. Only as he does this is the individual the best citizen in his community.

1. The increasing number of vocations open to young men and young women.

The United States census recognizes twenty-two professions and approximately four thousand occupations.

2. The selection of the vocation is dependent upon two considerations:
 - a. Individual fitness through inheritance, education, natural inclination, moral qualities, social efficiency, and vocational experience.
 - b. The nature of the vocation as expressed in the following:
 - (1) The character of the work: importance in the community, prospect of growth, healthfulness, stimulation to effort, remuneration, and opportunity for advancement.
 - (2) The demands for training: general equipment, and specialized experience.
 - (3) The social value of the work.
 - (4) The social standing of those who follow the vocation.
3. The relation of the citizen toward the community activity.
 - a. The good citizen earns a living for himself and his dependents.

- b. He has a responsibility for the conditions of industry and employment.
- c. He has a responsibility for the production and the consumption of wealth.

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