A Guide to the Teaching of Civics in the High Schools of Kerala State, India, Based on a Critical Survey of Civics Curricula in Selected School Systems in the United States

Teresa K. Kalathiveetil
Loyola University Chicago

Follow this and additional works at: https://ecommons.luc.edu/luc_diss
Part of the Education Commons

Recommended Citation
https://ecommons.luc.edu/luc_diss/593

This Dissertation is brought to you for free and open access by the Theses and Dissertations at Loyola eCommons. It has been accepted for inclusion in Dissertations by an authorized administrator of Loyola eCommons. For more information, please contact ecommons@luc.edu.

This work is licensed under a Creative Commons Attribution-Noncommercial-No Derivative Works 3.0 License.
Copyright © 1958 Teresa K. Kalathiveetil
A GUIDE TO THE TEACHING OF CIVICS IN THE HIGH SCHOOLS OF KERALA STATE, INDIA, BASED ON A CRITICAL SURVEY OF CIVICS CURRICULA IN SELECTED SCHOOL SYSTEMS IN THE UNITED STATES

by

Teresa K. Kalathivootil

A Dissertation Submitted to the Faculty of the Graduate School of Loyola University in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy

June

1953
LIFE

Teresa K. Kalathiveetil was born in Ochanthuruth, Kerala State, South India, May 5, 1923.

She was graduated from Lady of Mount Carmel Girls' High School, Ernakulam, May, 1943, and from St. Teresa's College, Ernakulam, affiliated to the Madras University, May, 1943, with the degree of Bachelor of Arts.

From 1949 to 1951 the author conducted post-graduate work at the Presidency College, Madras, and procured the degree of Master of Arts in Economics in May, 1951.

The writer began her studies at Loyola University in October, 1951, and received the degree of Master of Arts in Education in January, 1954.

During the academic year 1956 - 1957, the author taught first grade at the Holy Ghost School in Wood Dale, Illinois.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INTRODUCTION</td>
<td></td>
</tr>
<tr>
<td>A. 1. Statement of the Problem</td>
<td>1</td>
</tr>
<tr>
<td>2. Some Definitions</td>
<td>4</td>
</tr>
<tr>
<td>B. Method of Procedure</td>
<td>7</td>
</tr>
<tr>
<td>1. Areas Chosen</td>
<td>7</td>
</tr>
<tr>
<td>2. Procedure</td>
<td>8</td>
</tr>
<tr>
<td>II. OBJECTIVES AND METHODS OF TEACHING CIVICS</td>
<td>11</td>
</tr>
<tr>
<td>A. Objectives</td>
<td>12</td>
</tr>
<tr>
<td>B. Methods</td>
<td>16</td>
</tr>
<tr>
<td>III. REVIEW OF COURSES OF STUDY IN CIVICS</td>
<td>30</td>
</tr>
<tr>
<td>A. Review of Courses of Study in Civics of Selected States and Cities in the United States</td>
<td>31</td>
</tr>
<tr>
<td>B. Review of Civics Course of Study in Kerala State</td>
<td>77</td>
</tr>
<tr>
<td>IV. A. GENERAL OBJECTIVES OF THE PROPOSED GUIDE</td>
<td>31</td>
</tr>
<tr>
<td>B. IMPLICATIONS FOR TEACHER EDUCATION</td>
<td>36</td>
</tr>
<tr>
<td>C. A NOTE TO THE TEACHERS</td>
<td>39</td>
</tr>
<tr>
<td>V. THE PROPOSED GUIDE</td>
<td>94</td>
</tr>
<tr>
<td>A. Our State</td>
<td>94</td>
</tr>
<tr>
<td>1. Objectives</td>
<td>94</td>
</tr>
<tr>
<td>2. Content Outline (Suggested Units) in the area</td>
<td>95</td>
</tr>
<tr>
<td>3. Suggested Experiences</td>
<td>103</td>
</tr>
<tr>
<td>4. Bibliography</td>
<td>106</td>
</tr>
<tr>
<td>B. Our Country</td>
<td>109</td>
</tr>
<tr>
<td>1. Objectives</td>
<td>109</td>
</tr>
<tr>
<td>2. Content Outline (Suggested Units) in the Area</td>
<td>110</td>
</tr>
</tbody>
</table>
3. Suggested Experiences

4. Bibliography

C. United Nations and World Problems

1. Objectives

2. Content Outline (Suggested Units) in the Area

3. Suggested Experiences

D. Evaluation

VI. SUMMARY AND CONCLUSIONS

BIBLIOGRAPHY
LIST OF TABLES

Table

I. NATURE OF THE COURSES OF STUDY ............................................. 73
II. THE EXTENT TO WHICH THE TWELVE STATE AND CITY COURSES OF STUDY CONFORM WITH CRITERIA ............................................................... 75
III. DISTRIBUTION AND FREQUENCY OF GENERAL OBJECTIVES STATED OR IMPLIED BY TWELVE STATE AND CITY COURSES OF STUDY ......................................................... 82
CHAPTER I

INTRODUCTION

A. 1. Statement of the Problem

The Asian continent is experiencing a social and political revolution of cosmic proportions, compounded of nationalism, anti-imperialism, and the rising protest of the masses against poverty and misery. Since World War II, many new nations have sprung up in Asia. Unfortunately, independence for these nations has coincided with one of the most troubled and menacing periods in world history. They are faced not only with the difficulty of avoiding entanglements in the rivalry between power blocs, but also with the problem of protecting themselves against the dangers and complications arising from the Asian revolution.

Because of her size and the international reputation of her leader, Jawaharlal Nehru, India has come to occupy a leading role among these new democratic nations. Although progress has been made in matters like the integration of the states and the moulding of a generous constitution, a number of problems and prejudices still stand in the way of rapid Indian advancement. The British domination which lasted for nearly two
centuries was anything but a training for democracy. It is true that the idea of democracy is not foreign to India. An impartial study of history will show that her people have not always lived a life dictated and held together by force. We have the testimony of ancient Brahmanic and Buddhist literature and of the Greek historians about the right of the people to elect their rulers, the duty of the rulers to obey the law and their obligation to consult their ministers as well as the representatives of the public in all important affairs of the state. Even during the middle ages, when absolute monarchy was prevalent, the villages in India maintained a democratic form of government right up to the beginning of the British rule. During the British period these village governments were almost entirely superseded by the rule of the officials.

To make matters even worse, the system of education which the British introduced, after wiping out the traditional Indian system of education, was not only wasteful but positively harmful. The British prescribed an educational system which failed to help Indians to appreciate and cherish their tradition and heritage, since it was not correlated to their needs, aspirations and cultural background. The British system of education in India was aimed at producing a clerical staff for the routine work of records and administration. The curriculum was not meant to encourage thinking or to develop patriotism and the
spirit of democracy, but only to help the children realize their life's objective, namely, to get a subordinate job in the government in order that they might be able to continue their struggle for existence in a land so richly blessed by nature.

The nature of education in India under the British rule can, perhaps, be better described in the following words of a famous Indian educator, Professor Radhakrishnan:

The educational policy of the government trains men into docile tools of an external authority; it does not help them to become self-respecting citizens of a free nation. Love of one's native land is the basis of all progress. This principle is recognized in all countries. But in our unfortunate country it is the other way.

With the attainment of independence, education in India is directed towards an altogether different goal. Although removal of illiteracy and the training of technical experts are all part of the new educational plan, the training of 360 million people in the ways of self-government is the major objective of the present educational program. The system of education is designed to develop in each and every citizen a democratic outlook, which rests on the fundamental principles of justice, liberty, equality and fraternity. While the whole school

1. Prem Chand Lal, Reconstruction and Education in Rural India, New York, 1932, 33.
program is to be directed towards this goal, the specific attention given to the study of civics has an important role to play in the attainment of the above objective. It is this urgent need that prompted the present study. The need for the study becomes even more apparent when we consider the fact that most teachers in India have a poor general and professional training. The departments of education provide them with a syllabus for each subject, while in the United States teachers are provided with valuable courses of studies, curriculum guides and bulletins. Besides, the textbooks produced by the various textbook committees in Kerala are generally limited to factual details and with no teachers' manuals to accompany them.

The purpose of this study is to provide a guide to the teaching of civics in the high schools of Kerala state, based on a study of materials available and widely used in the United States. It is the hope of the writer that this study will be of some help to the teachers of Kerala in their effort to instil ideas of democracy in the minds of her youth in whom lies the hope of a better and brighter future.

2. Some Definitions

a. Democracy

The term democracy has been described differently at the various critical periods of human history. Many hold the view that democracy is both a form of government and a way of life.
Thus, in Dewey's words:

A democracy is more than a form of government; it is primarily a mode of associated living.  

As a form of government democracy is that in which the ruling power of the state is legally vested, not in any particular class or section of the people, but in the members of the community as a whole. Thus, democracy implies certain rights and duties pertaining to all its citizens. As a way of life democracy concerns not only the organization and functions of governments but also the rights and duties of industry, the relationship of capital and labor, the possession and use of property, and, more important than all this, the health, happiness, perpetuation, education and improvement of the general population. Most important, because most fundamental, are the democratic habits of the people, the balancing of individual freedom by social responsibility, the control of emotions by intelligence, compliance with the will of the majority, and reliance on education rather than force to sway public opinion."

b. Citizen

Today, the term citizen in its widest sense includes all those who, living in the same state, are directed by the same laws and government and participate in the common benefits of the same political community. In short, a citizen is a


member of a state. However, the term citizen did not always carry the above meaning and significance. Thus in ancient Greece and Rome the privilege of being a citizen was reserved for the chosen few. But in the modern democratic states everyone enjoys the privileges of citizenship.

c. Civics

Civics is the study of citizenship. To be prepared as a citizen and to take his place in the social organization and successfully perform the duties of life, one must learn what it means to be a citizen. Civics attempts to do this job by enlightening the minds of citizens, so that they will value their privilege of citizenship and live up to its obligations.

d. Curriculum

The twenty-ninth yearbook of the National Society for the Study of Education defines curriculum as "the totality of subject matter, activities, and experiences which constitutes a pupil's school life". 4 Bobbitt's definition of curriculum is very similar. According to him pupils' activities and experiences are the curriculum. Krug states that curriculum is the sum total of the means employed by the schools to promote what the society considers desirable learnings. 5 Thus, curriculum

is the instrument by which the schools seem to translate hopes for education into concrete reality.

e. Course of Study

"A course of study is the material usually in pamphlet form which sets forth for the teacher such items as the objectives and content of a given subject, and the activities and books to be used to accomplish desired results."6

The value of a course of study lies in the fact that it is a mine of information on both subject matter and learning activities and includes lists of materials and teaching aids, diagnostic devices, and modern evaluation instruments. Besides, modern courses often contain instructions for constructing units, outlines for units, and sometimes sample units.

B. Method of Procedure

1. Areas Chosen

Generally speaking, in the United States, the civics program for the lower grades is especially concerned with problems in family and community life, while the program for the upper grades, as a rule, is designed to give the student some understanding of problems pertaining to government at the local, state, and national levels.

In the case of Kerala State, the syllabus for the grade school includes problems of a similar nature, though

considerably more attention is placed on the organization and function of the central and state governments. This arrangement is, perhaps, due to the fact that a good many of the pupils are not able to continue their education beyond the grade school, and it is necessary that they get some idea about the working of the central and state governments before they leave school. However, due to the time element involved and the limited capacity of the grade school pupils, it is not possible to teach the above topics in detail. Hence the high school syllabus contains duplication of topics covered earlier, though at a more complex level.

Proceeding from the point where pupils enter secondary school, this dissertation will stress more particularly materials on state and national governments. The last part of the guide will be on the United Nations and World problems, since the need for international cooperation and understanding is just as important as national spirit in the modern world. One of the units in the last part of the guide will be on the personal and social problems of high school graduate, since information on these can lead to more satisfactory behavior, better citizenship, and greater happiness.

2. Procedure
   a. Collection of Data

As already stated, the proposed guide is based on a study of the civics curricula used in some selected school
systems in the United States. With the advice of faculty members, forty-two state and city school systems were selected on the basis of their leadership in the field of education. Among these are several school systems selected specifically for the purpose of studying the type of curriculum that has been found suitable for use with a largely rural population. Letters were sent to the Superintendents of Public Instruction and Boards of Education requesting courses of study and other curriculum materials on civics. Letters also were sent to two laboratory schools, one of which reported that it had no printed materials available. A few states replied that they had no prescribed state course of study. Several courses of study either were not available for distribution or were out of print at the time. Ten states and cities did not reply to the letters. Finally, of the courses of study secured, the following six states and six cities were selected and used as the basis of the study.

<table>
<thead>
<tr>
<th>States</th>
<th>Cities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Alabama</td>
<td>1. Chicago</td>
</tr>
<tr>
<td>2. Georgia</td>
<td>2. Cleveland</td>
</tr>
<tr>
<td>3. Iowa</td>
<td>3. Los Angeles</td>
</tr>
<tr>
<td>4. Minnesota</td>
<td>4. Minneapolis</td>
</tr>
<tr>
<td>5. New York</td>
<td>5. Oklahoma City</td>
</tr>
</tbody>
</table>
Books on the Indian Constitution, history of India, history and geography of the State of Kerala, and civic text-books used in Kerala were secured. The prescribed syllabus for civics by the Department of Education in Kerala also was secured.

b. Organization

The first chapter of the study details the problem and the method of procedure. The general objectives and methods of teaching civics are the content of the second chapter. The data for this chapter were collected from the general literature. The third chapter is devoted to the review of the selected curricula in civics as well as the civics curriculum used in the high schools of Kerala State. The fourth chapter presents the general objectives of the proposed guide. These general objectives are based on an analysis of the objectives accepted by the majority of the twelve school systems whose courses of study are used in this dissertation. In the fourth chapter there is also a section on implications for teacher education. The third section of the fourth chapter is a note to the teachers regarding the use of the proposed guide. Chapter V is the proposed guide. The organization and content of the guide are based on the generally accepted practices of the twelve school systems studied, with necessary modifications to suit the particular conditions available in Kerala. The last chapter gives the summary and conclusions.
CHAPTER II

OBJECTIVES AND METHODS OF TEACHING CIVICS

The spread of totalitarian ideology and the consequent international tensions have increased the importance of training for citizenship in all democratic countries. Most educators hold the view that the need for intelligent understanding of the problems of citizenship is greater than ever before. Hence the primary purpose of education is considered to be the development of informed, able individuals, fully aware of the interdependence of the peoples of the modern world, and of their responsibilities, as citizens of their local communities, states, nations, and the world.

The modern schools strive to attain this purpose by developing their entire school program with this end in view. Civics, however, is the one subject that is specially organized for this purpose. In the development of a civics program the need for a clear statement and definition of objectives cannot be overestimated. Only as teachers know what they mean by competent citizenship, desirable social attitudes, social
sensitivity, and the like can they direct the educational experience of their students to develop these behaviors.

A. Objectives

Until recently, objectives of civics programs were stated in terms of subject learnings. Sometimes they were expressed in terms of teachers' goals. But the modern tendency is to state them in terms of the behavior of the learner. These behaviors include all the activities, habits, attitudes, and skills ultimately contributing to good citizenship.

Several ways of organizing educational objectives have been proposed during the past decades. The Educational Policies Commission in its attempt to clarify and translate objectives of education into expected outcomes, has established four major groups of objectives. The last of these, viz., the objectives of civic responsibility are cited below.

Social justice: The educated citizen is sensitive to the disparities of human circumstances.

Social activity: The educated citizen acts to correct unsatisfactory conditions.

Social understanding: The educated citizen seeks to understand social structures and social processes.

Critical judgement: The educated citizen has defenses against propaganda.

Tolerance: The educated citizen respects honest differences of opinion.

Conservation: The educated citizen has a regard for the nation's resources.
Social applications of science: The educated citizen measures scientific advance by its contribution to the general welfare.

World citizenship: The educated citizen is a cooperating member of the world community.

The Kansas study in Education for Citizenship formulated a series of objectives for a program in civics. The teachers who took part in this study considered it useful to state these objectives in terms of knowledges, attitudes, habits and skills. Since it is a rather long list, a summary of it is given below.

A. The student should possess the knowledge necessary to good citizenship. (1) He should be familiar with reliable sources of information, and (2) he should have information concerning basic facts and generalizations.

B. The student should have the skills necessary to critical thinking on the problems of citizenship. A citizen who has these skills should be able (1) to obtain information from written, oral, and graphic presentations, (2) to present information in oral and written form, (3) to locate information (4) to interpret and compare information, (5) to formulate and apply generalizations, (6) to recognize social, economic and political trends, (7) to recognize assumptions in argument, (8) to recognize logical consistency in argument, (9) to recognize the relevance and validity of evidence and (10) to apply background knowledge to present problems.

C. The student should have socially desirable attitudes, that is, he should (1) be interested

---


in citizenship, (2) have respect for the rights and personality of others, (3) be concerned about the general welfare, (4) be willing to cooperate in solving common problems and (5) prefer democratic processes.

D. The student should have the habits necessary to good citizenship. A citizen who possesses these habits, (1) keeps himself regularly informed on public issues, (2) participates in civic and social activities, (3) observes accepted social conventions and (4) observes laws, rules and regulations.

In its pamphlet, "Making Better Citizens", the Civic Education Foundation has given a list of comprehensive but distinctively civic objectives. These objectives are drawn from an analysis of the American democratic way of life and they are stated in terms of what the pupils may be helped to know, feel and do. The list is quoted below:

1. An adequate understanding of the democratic way of life and our representative system of government; and a whole-hearted allegiance to both.

2. An appreciation of the rights, protections, duties, and responsibilities which political democracy ensures and exacts.

3. A keen interest in things political.

4. A determination to try always to vote intelligently, and to form thoughtful judgments about political issues and problems.

5. An honest effort to help elect a larger number of superior political leaders.

6. An understanding of the place of law in our lives and the will to oppose delinquency in its observance.

7. A desire to increase inter-group understanding, respect and good will.
8. A grasp of the understandings and attitudes needed by citizens to make the American scheme of competitive enterprise work with maximum efficiency in our democratic society.

9. An understanding of the major features of the present international situation and an attitude of hope toward cooperation under peace and freedom.

10. The will to translate into civic behavior the basic teachings of religion.3

The Citizenship Education Study sponsored by the Detroit public schools and Wayne University approached the problem of defining objectives from a different angle. In one of its reports, instead of stating the objectives of citizenship education, some specific characteristics of the good citizen are listed as a target for citizenship training. After a discussion of certain important qualities of the good citizen the report concludes:

In summary, the end of good citizenship are concerned with democratic values, with the solving of social problems, with meeting basic human needs, with the quality of human relationships, and with the knowledge, skills, and abilities necessary in a democratic society. All these qualities of the good citizen should be given adequate attention in a program of citizenship education.4

Statements of objectives similar to those given in this chapter may be found in various reports and curriculum


bulletins. Since the above listings taken from authoritative sources give a sufficiently clear idea of what exactly citizenship education is aiming to accomplish, there is no need for further discussion of this topic. In conclusion, it may be added that the mission of education in general, and that of citizenship education in particular, is to induct democracy into life by aiding the pupils to develop healthy bodies, poised and trained minds, proper attitudes, and sound consciences.

B. Methods

In the past, the greatest weakness of educational systems has been the vain attempt to fill the pupils' minds with dry facts rather than train them in proper techniques of study. The learning of subject matter was over-emphasized while the development of definite work habits and desirable social attitudes were neglected. Needless to say that citizenship education was no exception to the general rule. Thus, citizenship programs, in general, emphasized facts of civil government and usually contained little or nothing of value in the training of children for citizenship through civic activities and the solution of civic problems.

However, modern educators have come to realize that good citizenship cannot be taught in vague terms of patriotism. Neither can democratic citizens be trained in a school whose theory and practice are formal and autocratic. Because
Children will learn to live life as they experience life. They will learn what they do, what they are to be; they are now in the process of becoming. It should be clear, then, that democratic living (hence democratic citizenship) will be learned only as pupils have opportunity to live it under democratic guidance, and that the process by which children are educated is, therefore, fully as important as the content of their education.  

Thus, citizenship education, if it is to achieve its goal, must be something more than textbook study. Hence, in the modern school civics is taught as a "doing subject", rather than as a body of facts to be learned. The ideal school is considered to be a laboratory which provides for experience and training in democratic living.

In recent years, much has been written on the techniques of teaching citizenship. Experts in the field seem to agree that there is no one best method of teaching which is applicable to all situations. All teachers are not likely to get the best results with the same procedures. Some may succeed best with one approach while others may do better with another. Besides, it is also important to remember that the technique to be used depends a great deal upon what is to be learned. However, there are certain methods that are recognized by experts to have brought about desirable results. Thus, according to the

The skilled, creative teacher will use methods that emphasize democratic living as aids to acquiring the knowledge and understanding basic to citizenship. An atmosphere of mutual respect conducive to learning will exist in the classroom. Much evidence will be found of constructive group effort, of student-teacher planning, of group dynamics in action, of defining problems, of learning how to interpret evidence, of training in problem solving and critical thinking, of group discussion leading to action, of playing the role of a leader and of a group member, and of learning other skills and practicing other processes characteristic of democracy.

Of course, basic texts and reference books will be used by the pupils as a means of finding answers to questions that are real to them. But, as the same yearbook puts it:

Not blind dependence on the textbook, to be memorized and handed back to the teacher, but intelligent use of the textbook as an invaluable ally, is the characteristic of the able teacher. Slides, film strips, moving pictures, tape recorders, radio, television, current magazines, newspapers, pamphlets, interviews, surveys, community visits, speakers, and many other devices will also aid the learning process. Whatever means will make the most vivid impression, whatever device will serve to make the knowledge and understanding of the values of democracy an integral part of the daily experience of boys and girls, whatever technic will help relate these values to the needs and interests of young folk will be among the tools of the effective teacher.

Thus the modern tendency is to emphasize the activity type of program since it lends more easily to providing situations of


7 Ibid.
real living conducive to citizenship education. But, for the successful pursuit of nearly all the activities, the use of a wide variety of textbooks, reference books and other printed materials will be necessary.

Since the activity program is so effective for citizenship training, a short description of such programs as practiced in the American schools is given next. The writer hopes that the following description of school activities will provide some practical suggestions for initiating and improving democratic practices in the schools of Kerala.

According to a bulletin published by the National Council for the Social Studies, democratic school activities are classified into three major groups:3

1. School government and service
   a. Student participation in school control
   b. Service group projects

2. School publications

3. School-community activities

1. School government and Service
   a. Student participation in school control

Student participation in school control varies widely in purposes, forms, and functions. However, student council and

home room are the two outstanding forms of student participation.

**Student Council**

Student councils give students practical experience in the working of representative government. For example, council election procedures, if well organized, can provide maximum educational benefits for both the electors and electees. There are several ways to organize a student council. In general, they are classified as follows on the basis of organization:

1. **Membership**
   - (a) Specialized - elected by classes, clubs, other groups
   - (b) Automatic - officers of classes, clubs, other groups
   - (c) Appointed - by principal, faculty and student leaders
   - (d) Unspecialized - elected from school at large

2. **Power and Authority**
   - (a) Informal - merely a non-acting discussion group
   - (b) Specific service - responsibilities assigned in some particular limited area
   - (c) General - representing the entire school and heading all extra-curricular activities

3. **Organization**
   This varies from a single simple committee or single-house plan to various forms of multi-house organization, often closely imitative of municipal, state or national organization.

Student councils can perform many useful functions to assist in school government. The following list illustrates the

9 Ibid., 12
numerous possibilities for activity that can be found in any school.

(a) Education - orientation, handbook, how to study, hobbies

(b) Courtesy and Conduct - playground, corridor, classroom, and street

(c) Service - welcoming, visitation, special help, loan funds

(d) Drives, campaigns - safety, posture, courtesy, punctuality, Red Cross

(e) Care of School, personal property - lost and found, trophies, beautification

(f) Public functions - programs, exhibitions, parties, convention

(g) School gardening - landscaping, plants, flowers, shrubs, exhibits

(h) Surveys - study habits, tardiness, health, library, traffic

(i) Special days, weeks - Book, education, friendship, state, United Nations

(j) Finance - financial system for school activities, auditing, ticketing, thrift, publicity

(k) Inter-school competitions - scholarships, attendance, courtesy

(l) Inter-scholastic activities - program exchanges, visits, letters

In some schools, the student councils have even undertaken projects which carry their efforts to the larger communities of the city, the state, and the nation. Thus during the

---

10 Ibid., 15.
1952 presidential campaign, the Lywood High School (California) 
students established information bureaus, spoke on election issues 
before service groups, registered citizens, and saw ninety per 
cent of the eligibles vote. 11 In Martinsville, Virginia, the 
students established a youth center, studied traffic problems, 
and publicized the local bloodmobile. 12

Student councils are solidly established in modern 
schools because school authorities appreciate the many ways in 
which they offer excellent opportunities for civic education. 
However, many student councils can be improved if the following 
points are given consideration:

(1) The use of the student council as a teaching device 
or as a learning experience in democratic living 
cannot be successful unless the entire faculty 
comes to an agreement as to its purposes, and the 
procedures to be followed.

(2) The purpose of the student council must be consis
 tent with the purposes of the school.

(3) The limitations of responsibility should be clearly 
and consistently outlined.

(4) The council should be encouraged to consider 
problems which are truly important to the children.

(5) Efforts should be made to keep the council from 
being a remote mystery to the large majority of the

11 William S. Vincent, "Citizenship Education: The 

12 Ibid., 66
students. Some schools have solved this problem by having the council conduct several meetings each year on the stage of the auditorium. Others invite each grade to sit in as a visiting audience at one of the meetings.

The Home Room

In most large schools throughout the United States, a certain amount of time is set aside for a home-room program which generally includes such aspects as vocational guidance, personality development, home and family living, and problems not specifically dealt with in subject matter classes. Students are usually assigned to home-rooms on a number of different bases, such as by classes, curriculum, intelligence quotients and sex. Teachers are assigned as sponsors for each group, either for a fixed period or for the entire school life of the group. The sponsor meets his home-room group during a school period to counsel with them as a group or as individuals. The following are some of the important objectives of the home-room plan:

(a) to make possible a close acquaintance between the student and his adviser

(b) to provide the student with guidance in the educational, personal, ethical, physical, social, recreational, and vocational phases of his life

(c) to develop desirable ideals and habits of citizenship and

(d) to expedite the handling of administrative routine, taking advantage of educative
opportunities which arise. 13

Teacher-pupil Planning

Various citizenship studies and projects have proved that teacher-pupil planning is one of the best techniques for improving the citizenship of children, giving them the feeling that the life they are leading in the school is their life and that they are involved in all its aspects. The following are some of the areas in which teacher-pupil planning can be used:

(1) to help the child evaluate his own progress
(2) to develop units of study based on children's interests, prior experience and knowledge and
(3) to plan home assignments on the basis of need

Problem Solving

Since the key to effective citizenship is ability and opportunity to participate in the making of important decisions, practice in problem-solving should have an important place in any citizenship program. The Detroit Citizenship Education study gives the following as important procedural steps in problem solving:

A. Defining the problem

1. Encountering the problem
2. Selecting the problem
3. Wording the problem
4. Setting up tentative conclusions

B. Working on the problem

1. Recalling known information
2. Determining need for more information
3. Locating sources of information
4. Selecting and organizing information
5. Analyzing and interpreting information

C. Drawing a Conclusion

1. Stating possible conclusions
2. Determining the most reasonable and logical conclusions
3. Reaching a conclusion

D. Carrying out the conclusion

1. Acting on the conclusion
2. Reconsidering the conclusion

However, the report of the above study has emphasized the fact that teaching of a formula of sequential problem-solving steps by itself may not be very productive in meeting the needs of children. It can be a highly effective initial point of attack. The most important consideration in problem solving is an appraisal of the values held by the individual as he participates in the solution of problems.15

14 Citizenship Education Study, Detroit, Curriculum for Citizenship, 338-343.

15 Ibid., 346.
b. Service-group Projects.

A democratic nation cannot exist too long without a citizenry that is willing to give unselfishly of its time, substance, and effort whenever the public interests are at stake. The school is the ideal place to train boys and girls to work together for the common good without expectation of any reward other than the satisfaction which comes from service to a cause greater than oneself. Besides, through a broad service program, schools can offer opportunities for success and satisfaction to those pupils who cannot gain them through high scholastic achievement. The following is a list of some of the service groups commonly found in the American schools:

1. Safety patrol
2. Student librarians
3. Messenger groups
4. Lawn clean-up squads
5. Ushers
6. Lost and found club
7. Projector operators club
8. Cafeteria assistants
9. Hostess club
10. Tutoring groups

2. School Publications

Student publications can be of immense help in developing student cooperation, originality, organizational ability, and group thinking. Generally speaking, typical school publications include school newspapers, yearbooks, student handbooks, magazines and classroom papers.
According to authorities in this field, if the schools are to develop responsibility through its publications, they must at least be willing to accept the following principles as a minimum standard.

1. Student reporters and editors must be treated with the respect that is due to their position. Decisions reached by them must be accepted and defended.

2. Problems confronting the staff must be solved by the entire staff seeking to clarify their position in relation to the entire school, not by a single editor, the adviser, the faculty or the administration.

3. Criticism of student, faculty, and administration must be accepted by all concerned, after the staff has carefully considered its position and is willing to accept the reasoning that the price of criticism is a constructive proposal.

4. Responsibility for material is a staff matter and staff members should not be required to "clear their stories" with members of the faculty or administration unless direct quotes are used.

5. Student staffs do make errors, a universal human failing, and arbitrary faculty censorship will not eliminate the errors or contribute to the individual staff member's growth.16

3. School-community Activities

One of the major purposes of citizenship education is to produce citizens who are not only interested but active in promoting the common welfare in a competent and democratic way.

To achieve this end, schools should train young people in the ways of social action that are appropriate to a democracy so that they will know how to deal with live social problems as citizens. Training in social action can be made most effective when the schools relate their work closely to the life of the community, because learning is always facilitated when the learner is aware of the reality of the problem with which he is dealing.

According to the Educational Policies Commission, there are four types of student participation in community activities. The first and the simplest form is the first-hand study of community conditions and problems by means of excursions, field trips, and informative surveys, planned and directed by adults. The second type consists of the participation of students in community activities which are under the direction of adults. Civic festivals, cleanup campaigns, and safety drives come under this category. In the third type of student participation, students help to plan and execute, sharing responsibility with adults. The playground and health campaigns conducted at Radford, Virginia, are given as examples for this type of activities. The fourth type of activities are initiated, planned and carried out by the students with the advice of the adults and the students bear the responsibility themselves.17

Literature on action experiences emphasizes the fact that it is very important to safeguard the quality of citizenship experiences provided to pupils. Badly conceived experiences might be worse than none at all. High quality in citizenship experiences can be ensured by the observation of certain basic principles.

These principles recognize that the experiences should meet community needs, enlist community participation, and lead to growth by pupils in citizenship abilities. In conclusion, it may be added, that in a school where pupils participate in the planning and management of their own affairs, as well as those of the community in which they live, there are many opportunities for learning to apply the following basic principles of democratic citizenship.

1. Respect for the worth of others' rights, opinions and personality traits regardless of race, creed or social or economic status.

2. Loyalty to the democratic technique of the use of intelligence in problem solving and a distrust of the use of force or intrigue.

3. Universal participation in the solution of social and civic problems.

18 American Association of School Administrators, Educating for American Citizenship, 283.
CHAPTER III
REVIEW OF COURSES OF STUDY IN CIVICS

According to Tyler, the four fundamental questions which must be answered in developing any curriculum and plan of instruction are:

1. What educational purposes should the school seek to obtain?

2. What educational experiences can be provided that are likely to attain these purposes?

3. How can these educational experiences be effectively organized?

4. How can we determine whether these purposes are being attained?

The Criteria for Evaluating Courses of Study compiled by the Bureau of Curriculum Research, Teachers College, gives the following points of strength for a curriculum:

1. Clear statement of objectives

2. Provision for individual differences

3. Suggestions to give the teachers insight into the value of the subject

4. Illustrative material given

---

5. Material based on present conditions
6. Well selected references

The above mentioned criteria represent modern professional opinion regarding curriculum materials. Hence the selected state and city courses of study will be reviewed in the light of these criteria.

A. Review of Courses of Study in Civics of Selected States and Cities in the United States

An examination of the twelve courses of study used in this dissertation shows a very great variation in their construction. They range from a brief outline to a workable guide with definite requirements, subject matter, references, and activities by which the stated objectives may be attained.

I. States

1. Alabama

The Alabama Course of Study and Guide for Teachers, Grades 1-12, contains the program recommended for the public schools of Alabama by the State Committee on Courses of Study. It is a general course for all grades and all subjects and

includes materials of a general nature meant as a guide for teachers.

The course is divided into five parts. Part one is introductory and discusses the nature of society and the purpose of education for American democracy. The classification of objectives made by the Educational Policies Commission in the Purposes of Education in American Democracy is stated in the course as the objectives of education in the State of Alabama. The Commission's classification consists of four groups of objectives.

1. The Objectives of Self Realization
2. The Objectives of Human Relationship
3. The Objectives of Economic Efficiency
4. The Objectives of Civic Responsibility

The second part deals with the school and community. All possible angles of school-community relationships are dealt with. This part offers the teacher considerable help in discovering and developing channels of communication between the school and community and gives suggestions for establishing school-community relationships based upon mutual participation of all educational agencies and institutions.

---

Part III, entitled Understanding Human Growth and Development Through Guidance, is an excellent resume of child and adolescent psychology. The last chapter of this part also contains some of the techniques which are useful for understanding and guiding growth and development.

Part IV offers suggestions for the organization and administration of the school program. Besides dealing with ways of organizing the subject matter program, it includes discussions on administrative and organizational principles, organizing the faculty for effective work, instructional materials and resources, classification and grouping procedures, and evaluative practices.

Two long chapters of part four are devoted to ways of organizing the school program. One of these chapters is on the organization of subject matter by grades. Since civics is not treated as a separate subject, it comes under social studies. The section under social studies for grade nine consists of one topic, namely, problems of citizenship. The whole program in citizenship for this grade is summarized thus:

Purpose: To develop through guidance in suitable work, observation, reading, conference, community life, social attitudes and understandings; functional learning of needed knowledge and concepts in the area of citizenship; needed abilities in use of textbooks and reference materials and interpretation of sociological data. Special attention should be given to the services of governmental agencies and to the needs of pupils for guidance in relation to personal problems of social adjustment.

The social studies are not separately listed under the program for grade ten. However, the purpose of the section devoted to English is

to encourage reading, enjoyment, and understanding of literature as recreation, and as a medium for interpreting cultures, social forces, and ideals — special emphasis on democratic ideals.5

The grade eleven social studies program includes history of the Government of Alabama and of the United States. The objective is to develop abilities and interest in present social and economic conditions and problems of community, state, region and nation. The materials recommended are history, biography, and related literature. The content outline to be covered includes problems and events dealing with the nature, organization and operation of government, constitutions and bill of rights as well as the study of American democracy and ideals.

The social studies program for grade twelve deals with two topics - Economics and Problems of Democracy. The topic, Problem of Democracy, has a clear statement of objectives, and it is to cover current social problems on all levels - community, state, national and world.

As may be noted, so far this section of the course has given only the objectives of the program and an outline of the

5 Ibid., 204.
subject matter to be covered in each grade. Instructional materials and resources and evaluative practices have already been discussed in a former section. The next chapter of part IV, which presents Ways of Organizing the Basic Social and Core Curriculum programs, has an excellent section on activities, projects, and studies in the area of citizenship. These suggested activities and projects provide for the practice of civic habits and skills.

The last part of the course is devoted to the further development of competencies in relation to individual differences.

Thus, the Alabama State Course of study meets most of the requirements of a good course of study. In fact it has gone further than ordinary courses of study in giving elaborate materials on school and community, guidance, human growth and development, school organization, and other topics of importance in the development of the individual school program. However, unlike many modern courses, it has not organized its program in units or given any illustrative instructional materials to help the teachers.

2. Georgia

The Curriculum Framework for Georgia Schools is meant to serve as a guide to curriculum planning and development for the various local systems in the state. In the introduction, it
is stated that the purpose of the bulletin is to present a flexible curriculum framework which can be used by all school systems as a reference while making the more detailed decisions necessary in the on-going curriculum process. The State Department Curriculum Framework is meant to encourage a desirable degree of uniformity in curriculum philosophy, content, organization and standards without destroying individual initiative.

The first section of the bulletin includes a statement of beliefs about education in Georgia and a presentation of an organized system of educational purposes. The classified list of objectives developed by the Educational Policies Commission is stated as the list of objectives for Georgia since it reflects Georgia beliefs and provides the scope and detail essential to the development of a rich and varied curriculum on local levels.

The next section is on the Characteristics of Growth and Development of Children and Young People as Basis for Curriculum Development. It includes a growth chart showing some pertinent characteristics of growth and development at different maturity levels.

The third section deals with the Organization of Educational Content and Experiences into Curriculum Patterns. It is subdivided into four parts. In the first part, content and experiences are organized in terms of the basic aspects of living which are listed as follows:

1. Achieving and maintaining physical and mental health
2. Making a vocational choice and earning a living
3. Performing responsibilities of citizenship
4. Conserving and utilizing resources
5. Communicating information and ideas
6. Expressing aesthetic values

The second part gives the organization of experiences in terms of maturity levels. This part contains a chart of suggested experiences based upon the objectives of education and growth characteristics at various levels of maturity. The third part is on curriculum organization according to grade group levels.

According to this organization by grade groups, the high school social studies program is to include world, American and Georgia history, American and Georgia governments, contemporary affairs and problems, sociology, community civics, economics, geography, preparation for home and family living, psychology and others. Besides instruction in the United States and Georgia history and U. S. and Georgia constitutions, the passing of a locally devised examination is required by law.

The last part of the third section is on guidance in the total school program.

The last of the four major sections is on evaluation. It includes instructive materials on evaluation as well as illustrative materials.
To conclude, the Curriculum Framework for Georgia Schools is a general curriculum bulletin including an outline for social studies. Civics is integrated with other social studies subjects and hence it is not listed as a separate subject. No specific objectives or bibliography are given for each subject. The general objectives of education are given and there are selected references at the end of each section. The activities chart covers a wide area and is fairly satisfactory. However, it is true that the course does not contain any specific course guides or resource units that may be valuable to the teachers. The bulletin has left the development of such materials to the local systems. But, as stated in the introduction of the bulletin there is a possibility that the Georgia State Department of Education may fill this gap by publishing specific course guides and resource units in the near future.

3. Iowa

The two Social Studies Series bulletins for the State of Iowa secondary schools are progressive in nature and very detailed in construction. The program for grades nine through twelve is divided into two large "blocks" and is printed in two separate bulletins. The first bulletin is for grades nine and ten and focuses the attention of the student on the world outside the United States. The objective for these two years is the development of international understanding and good will. In the
second bulletin, for grades eleven and twelve, the emphasis is on the United States as one of the greatest powers of the world. Thus, civics is not outlined as a separate subject but is contained in the social studies program.

The entire course is organized on a unit pattern. Almost all the units that directly belong to the field of civics are in the program for grades eleven and twelve. There are nine units for grade eleven under the general heading, "The Development of American Civilization". These units are mainly on American history and do not directly concern civics except two units which contain some materials on the United States constitution, the federal government and problems of labor and industry.

The program for grade twelve is almost entirely devoted to civics. There are altogether sixteen units. The first two units are on the problems of high school seniors. The next twelve units give a rather thorough treatment of the problems in a democratic society. These units cover all the materials usually included in a civics program for high school. The section devoted to social problems has units on

1. Our changing population and what it means
2. Housing problems
3. Preparing for marriage and parenthood

The section on Economic Problems in democratic society includes units on

1. Economic trends in a democracy
2. The national income
3. Taxation
4. Problems in personal finance

The next section presenting factors on the Political problems in a democratic society has five units on

1. Citizenship in a democracy
2. The importance of elections
3. Participation in local government
4. Your stake in state and national administration
5. Laws and a just enforcement of laws.

The last two units are

1. Living in the era of atomic energy
2. The high school graduate enters a new world

The units follow a common pattern, with a brief overview, a statement of the specific objectives which apply to the unit, a brief content outline, suggested teaching procedures, and bibliography. Each bulletin contains instructions on how to use the units, suggestions for evaluation and preparation of tests including sample test items. On the whole the Iowa course is one of the most useful references in this study. It meets all the requirements of a good course of study and is a very useful guide to teachers.

4. Minnesota

The Minnesota course, A Guide for Instruction in the
Social Studies, is for grades seven through twelve. Being a social studies guide, the citizenship program is presented along with other social studies areas. The course is organized by grades and the program for each grade is developed in units. All the units are designed on a similar pattern. They begin with an overview, followed by a statement of the desired outcomes. The content outline is given next. Then the teaching procedures, including initiatory, developmental and culminating activities are outlined.

The first half of the introduction is on the importance and duties of the social studies teacher who has a major responsibility in the development of future citizens. On page seven there is a list of obligations the social studies teacher has to fulfill if he is to attain a high degree of competency in the social studies field. This is followed by a self-analysis test for the teacher, the items being divided into four areas - knowledge of subject matter, knowledge of the child, ability to guide pupils in learning, and the teacher's personality. The role of the teacher in the school program, in community activities and in promoting world-mindedness is discussed briefly in the next two pages.

A statement of the broad objectives and desired outcomes of the social studies program is also given in the introduction. There is a brief but valuable discussion about the techniques of
teaching and the principles of learning. The teaching of controversial subjects is the topic discussed next. This section is very instructive and should be of help to the social studies teachers confronted with the problem of teaching controversial subjects. The last section of the introduction is on evaluation. The need for a continuous process of evaluation is well brought out. The different techniques of evaluation are listed and described briefly.

The program for grade seven is devoted exclusively to the history and geography of the United States. The eighth and eleventh grade programs are on world history and geography. The program for grade ten consists of a series of topical units which emphasize United States history but places it in perspective of world events.

The ninth and twelfth grade social studies programs are almost entirely devoted to citizenship. The program for grade nine has two parts. The first part has three units on the pupil and his school. There are five units in the second part entitled "The Young Citizen and His Community". These five units deal with the problems of participation in township, county, village or city, and state governments.

The program for grade twelve has five units on the fundamental concepts and problems of American democracy. The first unit outlines problems relating to the achievement of personal and social competence. The second unit, on effective
citizenship in a democracy, presents the rights and responsibilities of the individual in American democracy, the nature of government (including the characteristics of democracy and totalitarianism) and the organization and working of the national and state governments. Problems of life in an industrialized society are discussed in the third unit. Some of the problems included in this unit are economic security, government and business, agriculture, government income and expenditures, and international trade. Problems of everyday life in America, a land of many peoples, are dealt with in the next unit. Difficulties arising from differences in race, religion, and nationality, are the main topics of discussion in this unit. The last unit, on problems of world peace, is designed to give the student an understanding of world problems rising from world ideologies. Besides explaining the threat of world communism, the unit presents a comparison of the communistic and democratic ways of life. There is a section in this unit on America's foreign policy. United Nations and its specialized agencies as well as the arms race between the United States and Russia are also included in the unit.

Toward the end of the course a few paragraphs are added to show the importance of keeping the students in touch with contemporary scene and relating current events to the history of the past. There is also a bibliography for the teacher consisting of professional books, yearbooks and periodicals.
From the above review it is clear that the Minnesota social studies course meets all the requirements of a good course.

5. New York

The two citizenship education leaflets put out by the New York State Education Department are only outlines of the social studies program for the state. One bulletin is for grades seven, eight, and nine and the other for grades ten, eleven, and twelve. Though both bulletins are entitled Citizenship Education, they contain the entire social studies program and not just civics. In this course of study civics is integrated with the other social studies subjects to a greater extent than in the courses reviewed before.

The only statement of objectives for the program for grades seven, eight, and nine is given on page one in the following words:

Important objectives of the citizenship education program involve appreciation of the American heritage, the American way of life and the responsibilities of good citizenship.6

It is also stated in the introduction that the leaflet is intended to be only a framework of content upon which teaching units may be based. In making local adaptations of the course, it is recommended that schools use many of the textual and supplementary aids

suggested in earlier bulletins. It also states that the State Department of Education plans to publish more materials, including suggested activities and teaching materials.

The program for grade seven is called Our Community and State. Besides the problems of community life, it includes the history, geography and government of the state of New York. The eighth grade program is almost entirely devoted to the history of the United States except for an incidental discussion of the federal constitution in one of the eleven sections, United Nations in another, and an entire section on the federal government. The program for grade nine is on personal, national and world economic problems.

The second bulletin, consisting of the programs for grades ten, eleven and twelve has some introductory materials which are valuable teaching aids. There is a brief section on the legislative requirements affecting senior high school courses and on scheduling. There are suggestions for local adaptations of the course, classroom equipment, classroom teaching materials, library resources and for evaluating the program. A statement of the goals of education is also given in terms of understandings, skills, and attitudes. As in the first leaflet, it is mentioned that the Department is planning to publish handbooks of learning activities and suggested lists of audio-visual materials.

The course outline for grades ten, eleven and twelve has
three major sections - a two year course in American history, a one year course in American history, and the course on World history. Each one of these sections is further divided into major topics.

The American history two-year course begins with the European background at the period of exploration and leads up to the present. Since American history is integrated with civics such topics as the constitutions and governments of the United States and the state of New York, the American ideal of freedom and self-government, conflicting ideologies between the United States and the Soviet Union, the American economic problems, civil defense, and international relations are also discussed in the course.

The one-year American history course is specially prepared for schools that offer only the minimum program in citizenship education. It is a basic chronological history from the time of the first English colonial settlement in 1607 to the present with special emphasis on political history. As in the two-year course, the major civics topics, such as the constitutions and governments of the United States and the state of New York, United Nations, American foreign policy and civil defense, are also included in the course. Teachers are also urged to include, as time and the capacity of the pupils permit, some fundamental issues of the day regarding American life which are outlined in
the two-year course, but could not be included in the one-year course.

The world history course is organized in chronological order and is largely Europe-centered. Because of the vastness of the area to be covered, the major emphasis is on the last four or five centuries upon which an understanding of the present-day life is based. The content is also largely limited to the history of those parts of the world that are connected with the history of the United States. Certain aspects of world geography which are essential for a real understanding of world history are also brought into the course. The last topic in the world history course, entitled Postwar World, outlines the establishment of the United Nations, division of the world into power groups, Soviet expansion, the rights and duties of the citizen, and the importance of moral and spiritual values for good citizenship.

Since the New York course is intended to be only an outline, it is not as elaborate as some of the courses already reviewed. The objectives of the course are stated very briefly and not too clearly. The first leaflet does not contain any suggestions regarding activities, teaching materials or evaluation. Neither of them contains a bibliography. However, it is possible that the supplementary materials on learning activities and teaching materials, which the Department was planning to publish, may have been already provided. In general, the New York state course is a framework of content which the local systems
may use as a basis on which teaching units may be built.

6. Wisconsin

The Wisconsin course, Scope and Sequence of the Social Studies Program, is for grades one through twelve. Being a social studies course, the teaching of citizenship is presented in correlation with the other subjects. The purposes of the social studies program are stated clearly and briefly in terms of understandings, attitudes, and skills. Suggestions are given on teaching procedures and on the effective use of the social studies sequence.

The program for high school grades has received a fuller treatment and greater provision for flexibility. For each of the high school years one or more alternative plans are suggested. Thus, for grades nine and ten the following three alternative methods of organization are offered: (1) a two-year sequence with units in world geography and world history formed into an organization to given a clear, composite, unified picture of dynamic cultural patterns and movements; (2) two separate but correlated courses - one on world geography for the ninth grade and another on world history for the tenth grade; (3) a single year of world history in the tenth year.

The two-year sequence for grades nine and ten is given in an outline form with world history and world geography combined. The one-year course in world geography is also presented as a con-
tent framework. It has some introductory materials consisting of a statement of the major objectives, suggestions to teachers on organization, on effective techniques of teaching, and on an accurate interpretation of geography. The world history course for grade ten is organized on a slightly different pattern. The objectives are stated in terms of basic understandings and the main body of the course is presented as unit outlines. The unit outlines of earlier history are purposely made brief in order to provide time for a more intensive study of the nineteenth and twentieth centuries. Teachers are urged not to overlook the importance of integrating the teaching of world history with world geography and current events.

The grade eleven American history course is to be taught with special emphasis on the economic and industrial expansion of this country, and on the development of the United States as a world power with world responsibilities. There is no statement of specific objectives. The course consists of eight suggested problems which can be developed into units. Two of these topics, (1) how our democratic system was established? and (2) how our political party system developed and how it operates today, belong to the citizenship area.

The twelfth grade program is called the Problems Course and the objective is to give the pupils opportunity to study some of the more significant problems which they should consider as they approach adulthood. It is divided into four major parts.
which are subdivided into topics. Each topic is then outlined. The first part is devoted to a study of self and others. The second part is on problems of family and community life. The problems of village, county, city, state and national governments are outlined in the third part. The last part is on problems in human relations. Labor management, problems of intolerance and prejudice, foreign policy, and inter-national relations come under this part. United Nations is not mentioned, but it could be included in units developed on the basis of the suggested outline.

The course also contains suggestions on how to adapt the program to one-teacher schools. There are a few appendices, one of which is a unit on the fundamentals of national security and is recommended for inclusion either in the eleventh year American history course or the twelfth grade problems course. There are three other appendices that either directly or indirectly belong to the citizenship field. One of them gives a list of essential civic and citizenship understandings to be developed in the school program, another is on the cooperatives and the social studies, and a third is on conservation.

In conclusion, though the Wisconsin course offers several suggestions on how to organize a social studies program in various school settings, it still fails to meet all the criteria listed in the beginning of this chapter. There is neither a bibliography nor provisions for evaluation. Besides, it does not give any suggestions for learning activities. However, it is mentioned
in the foreward that this bulletin is to be used with another one published earlier which is said to have a section on evaluation and which may contain the other items missing in the present bulletin.

II. Cities

1. Chicago (Illinois)

The Chicago civics course of study for high schools is published in two parts, Civics 1 and Civics 2. As stated in the foreward, the course is outlined in terms of the first major function of living, viz., practicing American citizenship. The whole course is organized in units. All the units are built on the same pattern. First the specific objectives for the unit are listed in terms of understandings and desired outcomes. The scope of the unit in relation to content is also given along with the objectives. A suggested teaching outline is designed to provide the teacher with ideas on how to introduce and work out the unit. Next the content outline and suggested activities are given. The content outline is presented on the left half of the page under the heading, Teacher Guidance, and the corresponding activities are given on the right side of the page under the heading, Pupil Activities. The suggested activities are varied and meaningful. Each unit has its own bibliography.

The first part of the course begins with a statement of the general objectives. There are five units in this part.
The first unit is on the nature of services the individual citizen owes to his country. The four problems discussed in this unit are: (1) how can one learn to think critically about public affairs? (2) how can one participate actively in the political processes? (3) what should be known about taxation to evaluate the merits of various tax programs? and (4) what additional duties are among those expected of a citizen?

The second unit is on the federal and state constitutions. The third unit deals with the problems of law making both on the federal and state levels. The executive and judicial departments of the federal and state governments are discussed in the fourth unit. The last unit of the first part outlines some of the problems of democracy, for example, the principle of competitive enterprise, concept of property rights and the principle of "checks and balances". The first part of the course includes also the philosophy and scope of the curriculum program of the Chicago Public Schools. A list of textbooks recommended by the Social-studies Textbook Committee, as well as a list of sources for other teaching materials are included in this part.

Civics 2 begins with a statement of the general objectives for this part of the course. There are altogether eleven units. Each one of these illustrative units covers a broad area of living thus making it possible to develop more than one teaching unit from each outline. Besides, a variety of possibilities are suggested to achieve the same objectives. Teachers are not
required to teach all the units. Instead, they may select those which they feel best meet the needs of a particular class.

Unlike the first part of the course, the second part has a special note to the teachers regarding the use of materials contained in it as well as a note on evaluation. There is no bibliography for each unit in Civics 2. Instead, there is a list of suggested reading given at the end of the course. As in the first part, there is also a note to the teachers concerning instructional materials. Except for these few differences, the organization of the second part is very similar to that of the first.

The eleven units in the second part deal with the problems of (1) local government, (2) family life, (3) health, (4) crime, (5) housing, (6) education, (7) labor, (8) economic security, (9) cooperation between diverse groups, (10) safety and driver education and (11) international relations.

To conclude, the Chicago civics course contains (a) statement of objectives, (b) organized outline of content and corresponding educational experiences, (c) provisions for flexibility in the program to adapt to individual situations and (d) information concerning instructional materials. However, the course does not provide enough help for evaluation. All that the course has to say about evaluation is given in a small paragraph in Civics 2. It is stated that evaluation should accompany all
phases of unit activity and that it should be used not only to appraise the significant objectives of the units, but also to diagnose student needs and interests as well as for purposes of motivation. The committee in charge of this course might have left out further details on evaluation since a large school system like that of Chicago has specialists and special materials on evaluation covering all subjects and areas of education.

2. Cleveland (Ohio)

The Cleveland Board of Education has published a summary Outline of the Social Studies by grades. Besides this summary outline, there are specially prepared guides for certain social studies subjects. The social studies program followed in the Cleveland schools is rather different from those that are already reviewed. The junior high school social studies program is required throughout the entire school system. But in the senior high school only one year of American history and government is required in all the schools. Other social studies subjects like world history, geography, vocational guidance, consumer economics, social and economic problems, modern history, commercial law, economics and sociology are considered electives in many schools. In some other schools, only students majoring in certain subjects are required to take them.

The outline of the program for each grade consists of a brief sketch of the chief desired objectives, the topics to be
treated, and the textbooks recommended. In some cases the outline suggests the time to be allotted for each topic or unit and gives the numbers of chapters in the recommended textbook that are relevant for the particular topic. The course for each year is organized in two parts, one for each semester. If there is a prepared guide available for any part of the program, it is also mentioned in the outline.

The program for grade seven is devoted to the study of different countries and peoples of the world. The eighth grade program deals mostly with American history except for one topic that emphasizes the growing responsibilities of American citizenship.

The central theme of the program for grade nine is the benefits derived from and the obligations imposed by personal and political liberty. The specific objectives for the program and the list of recommended basic and supplementary textbooks covering each unit area are listed. The units develop present-day political, social and economic problems.

As already stated, the social studies courses offered in the senior high schools vary from school to school. The senior high school students are required to take only two years of social studies, including one year of American history and government. However, tenth grade world history, eleventh grade American history and government, and twelfth grade social and economic problems are
considered the basic courses. Hence only these will be reviewed for the purposes of the present study.

World history is a one year elective course, generally offered in the tenth grade. The work of the first semester covers the period from earliest times through the period of the French Revolution. The second semester carries the story down to the present. As in the case of the other course outlines, the objectives and the list of basic and supplementary textbooks are given. The topics are presented as unit headings with the probable number of weeks to be spent on each unit. There is a prepared guide for this course.

The eleventh grade American history and government is required of all pupils. The work of the first semester consists of the study of American history from the period of discovery through the era of Jackson, and the federal, state and local systems of government. The development of America from the time of Jackson down to the present period is included in the course for the second semester. The aim of this course is stated as follows:

to aid pupils in gaining a realistic understanding of the practical operation of the American social-economic-political system and of the responsibilities growing out of our leadership in world affairs, to the end that they may be able to participate effectively as citizens of their nation, state, and local community.7

7 Board of Education, Summary Outline of the Social Studies by Grades, Division of Social Studies, Cleveland, 1955, 25.
The whole course is organized in twelve units. There is a separate guide for each semester of this course. The units are developed and designed specifically for pupil use. Each unit is divided into several sections. Each section consists of a brief outline of the materials to be studied, and suggested activities (including discussion questions and individual or group projects) for the development of those materials. Summarizing activities are provided in a separate section at the end of each unit. Besides, there is a student check list in each unit to enable the pupils to conduct their own review of important terms, places, persons, events and dates studied in the unit. There is also a bibliography for every unit. The following six units belong to the area of citizenship education:

1. Roots of American democracy and culture
2. The American colonies defend their freedom and create a new nation
3. Our federal government
4. The new nation tested at home and abroad
5. State government
6. The government of local communities

The course in social and economic problems is also organized in units. In the first semester emphasis is placed on social problems. The second semester is devoted mainly to the study of economic problems. The general objectives for the course are stated clearly and the textbooks recommended are listed.
The content outline of the course is presented in fifteen unit headings. No class is expected to study all the units. Five units for each semester is considered to be a reasonable minimum. There are prepared guides for all the units. They are organized more or less on the same pattern as the course in American history and government except that the units in the problems course have a few keynote quotations, and stated specific objectives for each unit.

In general, the Cleveland course has all the characteristics of a good course of study. The objectives of the course are stated, the content and activities are organized effectively, and teachers and pupils are provided with all possible help regarding instructional materials. Flexibility is ensured by making it possible for the teachers to adapt the course to local conditions and needs. Provision is made for evaluation in the form of student check lists. Some of the suggested activities also can be used as instruments of evaluation.

The one special feature of this course is that, in the prepared guides, the units are built for pupil use and not just for teacher guidance.

3. Los Angeles (California)

The Los Angeles city schools are provided with the following three separate publications to guide them in citizenship education. (1) Educational program in American Institutions
and Ideals, (2) Junior High School English, Social Studies and (3) Outline Course of Study - United States Government.

The first of these, American Institutions and Ideals, is a report to the Board of Education of Los Angeles regarding the educational program in the city schools on the teaching of American institutions and ideals. The report includes:

1. The purposes of the total curriculum which relate to the teaching of American institutions and ideals.

2. Courses of study and materials of instruction specifically provided for purposes of teaching American institutions and ideals.

The leaflet, Junior High School English-Social studies, is a tentative outline of local and state governments for the use of both pupils and teachers. It presents the study of government as a living experience at home, at school, in the community, state and nation. The objectives are stated very briefly in the introduction. Teachers are advised to develop the concepts and enlarge the scope of the outline according to the needs and abilities of their pupils. The outline contains only a short list of references since the pamphlet, American Institutions and Ideals, include lists of basic and supplementary textbooks and audio-visual materials.

---

3 Los Angeles City School Districts, Division of Instructional Services, Educational Program in American Institutions and Ideals, Publication No. GC-5, Los Angeles, 1955, 1.
The third leaflet, Outline Course of Study - United States Government, develops the only senior high school course that belong specifically to the area of civics. This course is designed to help pupils to understand the government of the United States, the ideals of the American way of life, and the duties of the citizens through a close study of the local, state, and national governments. Teachers are urged to emphasize the practical aspects of the individuals relationship to his government, his responsibilities in a democratic society, as well as his rights and privileges as a member of such a society. The form and organization of the course are to be adapted to the needs of each class according to the discretion of the teachers concerned.

The general objectives for the above course are stated clearly in terms of knowledge, understandings, attitudes, and skills. The content outline is organized in units. Each unit is divided into several sections. There are altogether five units: (1) the introductory unit, (2) government of the United States, (3) political parties in the American system of government, (4) California state government and (5) local government in the United States. There are no specific stated objectives or bibliography for each unit. However, there is a short general bibliography given at the end of the outline course.

Regarding the evaluation of the citizenship program, it is mentioned that passing of an examination on the provisions and
principles of the United States constitution is necessary for graduation. All the students are required to take an examination at the close of the B 12 semester. Teachers or departments in every school are expected to devise an examination to test the achievement of pupils in regard to the following points:

1. The constitution of the United States, the structure of the governmental system it has created and the basic philosophy it expresses.

2. The functions, services, and political operation of the national government.

3. The structure and function of the state and local government.

4. The duties, privileges, and responsibilities of citizens under the American system of government.

5. American ideals and the basic principles of the democratic way of life.

The above review shows that these outline courses contain the usual materials included in courses of study except suggestions for learning activities. However, it is possible that the text books and supplementary textbooks recommended in the outline courses may contain such materials. In the Los Angeles city school program, civics come under the broad outline of social studies. But the outline courses for civics are prepared separately and provided for the teachers' use.

4. Minneapolis (Minnesota)

The writer was able to secure only the following three publications from the Minneapolis Board of education:
1. Social Studies Curriculum Study, Report No.2
2. Social Studies Curriculum Study, Report No.3

The first of these, Social Studies Curriculum Study, Report No.2, is a draft of the proposed scope and sequence for the social studies curriculum, kindergarten through grade twelve. This report is an outline of content which is to be detailed later as a guide. The outline of the social studies program for grade nine consists of a series of suggested significant themes around which meaningful units may be built. The general title for the ninth grade program is The Young Citizen and the World. The five major topics outlined under this general title are:

1. Personal and social development
2. Minneapolis as a metropolitan area
3. The state of Minnesota
4. Citizenship in our nation
5. Building world cooperation

The program for grades ten and eleven is devoted to the study of the history of the United States in a world setting. In this course, the United States history is integrated with the history of the world in order to help the pupils to attain a deeper understanding of the role of America in the development of the world history. As in the case of the program for grade nine
The content is organized in topic outlines. Teachers are advised to teach selected portions of the content intensively rather than consider all of them.

The twelfth grade program, entitled Modern Problems, consists of six major topic outlines. These topics include the basic content required of all pupils. Besides, the pupils are also expected to make an intensive study of one of these six topics which is to be selected according to their special interests.

The six major topics are listed below.

1. Problems of government
2. Current world problems
3. Economics in everyday life
4. Social problems and community study
5. Psychology of daily living
6. Occupational relations

Social Studies Curriculum Study, Report No. 3, is a guide for the systematic development of the skills necessary for the social studies. It includes: (1) a tentative identification of the skills needed to carry on social studies work effectively, kindergarten through grade twelve, and (2) a suggested sequence for the development of the skills at different maturity levels based on the growth characteristics and the previous experiences of the learners and the nature of the social studies.

The third pamphlet is a social studies curriculum guide
for the junior high schools. The objectives for the three year program are stated in terms of skills, competencies, and concepts. Each year's work is organized in very brief unit outlines. There are no specific objectives, bibliography, or suggested activities attached to each unit. The units for grade seven are (1) the school, (2) the home, (3) the community, (4) the state and (5) the world. The following are the unit outlines for eighth grade: (1) America's ideals, (2) America's past, (3) America's role in world affairs. There are only two unit outlines for grade nine, (1) community life and (2) world outlook.

There is a list of references for each year's program. Information regarding other types of instructional materials is also included in the guide. It is stated that resource guides on many of the units are available through the publications office. The guide also contains valuable information on evaluation.

Thus the Minnesota junior high school curriculum guide contains all the information and help usually provided in a course of study. But, for the senior high school there is only a very brief content outline made available in the Social Studies Curriculum Study, Report No. 2. However, it is possible (as mentioned in the report) that a regular course of study is already published or will be published in the near future using the outline given in the report as a basis. From the titles of the publications reviewed it is clear that in the city of Minneapolis civics is not treated as a separate subject but as a part of the wide
social studies program.

5. Oklahoma City (Oklahoma)

The bulletin entitled "A Tentative Outline of Social Studies in the Secondary Schools", contains the social studies program for the Oklahoma City schools beginning from grade seven through twelve. The following is a list of social studies offerings in the secondary schools of Oklahoma City.9

<table>
<thead>
<tr>
<th>Grade</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seventh grade</td>
<td>World Geography (required)</td>
<td>2</td>
</tr>
<tr>
<td>Eighth grade</td>
<td>American History (required)</td>
<td>2</td>
</tr>
<tr>
<td>Ninth grade</td>
<td>Civics, Careers, Oklahoma History (required)</td>
<td>2</td>
</tr>
<tr>
<td>Tenth grade</td>
<td>Electives</td>
<td>2</td>
</tr>
<tr>
<td>Eleventh grade</td>
<td>American History (required for graduation)</td>
<td>2</td>
</tr>
<tr>
<td>Twelfth grade</td>
<td>Electives</td>
<td></td>
</tr>
</tbody>
</table>

The outline course of study begins with a statement of the basic purposes of social studies and some suggestions regarding methods of teaching. The course is organized by grades. A general description of the characteristics of pupils of the particular grade level is the first item in each year's program. Next there is a short introduction for the year's work. The specific objectives for the year are then listed. This is followed by an outline of content, generally organized in large topics stated as problems. A list of unit headings are given for each year based on the content outline. A long list of varied activities and a bibliography including information on all types

---

9 Oklahoma City Public Schools, A Tentative Outline of Social Studies in the Secondary Schools, Oklahoma City, 1956, 2.
of instructional materials follow next. Besides, there is a suggested unit for every grade, probably included with the purpose of guiding teachers in the construction of other units. Each unit consists of the following four parts: (1) concerns or unit outline, (2) activities, (3) materials and (4) evaluation.

In this course, the teaching of civics is integrated with that of other social studies subjects. Thus the world geography course for the seventh grade also treats the various types of governmental organizations, problems of living, and problems arising from the interdependence of nations. The eighth grade history course correlates the historical development of America with learning experiences that will help students to gain an understanding and appreciation of the American democracy. The American history course includes such basically civics topics as the rights of citizens and practice of democracy by the students.

The ninth grade program consists of an integrated course in civics, Oklahoma history and careers. Problems of citizenship developed in this year's work include problems of community life, functions and agencies of county, state and national governments and public welfare.

The required one year course in American history is assigned to the eleventh grade. It is actually a course in American history and civics since it is designed to develop good citizenship by helping the students to gain
1. A knowledge and appreciation of our nation and its institutions.

2. An understanding of our relationship as a nation to the rest of the world.

3. An appreciation of democracy as a way of life in comparison with other forms of government.

4. An opportunity to practice good citizenship by identifying their interests with those of the community and nation.10

There are no required courses for tenth and twelfth grades. But there are a number of electives offered and ten of these are developed into courses. As a rule each one of these elective courses consists of the following parts:

1. Statement of objectives
2. Suggested units or problems
3. A small list of instructional materials
4. Suggested activities

The list of the ten electives that are developed in the course of study is given below:

1. Bible history
2. Government
3. Negro history
4. Latin American history
5. Psychology

10 Ibid., 50.
6. Problems in American democracy and government
7. Sociology
8. Social problems
9. World problems
10. World history

In conclusion, it may be said that the Oklahoma City course of study fulfills all the requirements of a good course of study. Both the general and specific objectives of the program are stated in the outline. Content and learning experiences are organized effectively and teachers are provided with information and help regarding instructional materials and evaluation. The numerous electives offered make provision for individual differences and variation in student interests.

6. Santa Barbara (California)

The Santa Barbara city course of study titled, "Social Studies in the Secondary Schools", is rather a course outline for grades seven through twelve. Civics is integrated with other social studies subjects and hence it is not mentioned as a separate subject.

The course of study begins with a statement of the major aims, the general objectives, and the specific objectives for the entire social studies program. The general body of the course consists of outlines of required courses and electives.

The seventh grade program is based on a state requirement
which suggests a study of the Eastern Hemisphere. Only a unit outline of the program is given and there are no stated specific objectives or suggested activities. Though the course is to include the whole of the Eastern Hemisphere, the unit outline has left out Australia and all of Asia except China.

The eighth grade program is devoted to the study of American history. There is no statement of specific objectives and the entire course consists of twelve units presented in very brief outlines. An examination of the unit outlines show that certain problems in citizenship education are included in them. A list of textbooks and course outlines for grades seven and eight are given next. However, there is no information as to the place from where these course outlines may be secured.

There is no course listed for grade nine. A one year elective course in world history is developed for the tenth grade. The major objectives of the course are stated and a textbook is recommended for the course. Nine unit titles are listed with the suggested number of weeks to be spent on each unit. Oral reports, map work, collateral reading and other projects are recommended as supplementary to the textbook.

The eleventh grade program consists of a one year required course in United States history. The outline for this particular course is more detailed than all the other courses included in this leaflet. The purpose of the course is to lay the foundation for a lifelong interest in responsible citizenship.
The program for the first semester covers the history of America from European beginnings through the reconstruction of the South. The second semester covers the industrial, social, international, cultural and political developments of the United States from 1865 to the present with the purpose of making the present more understandable. Classes are provided for three levels of pupil interest and ability. The following is a list of requirements for all students taking this course.

1. United States Constitution to be passed by all students for high school diploma. This is given in 11 B semester.

2. Alcoholism and narcotics - social aspects and conservation.

3. Current events - approximately one-fifth of the school time. Stress is placed on relation to the great American tradition.†

A short bibliography and list of other instructional materials are also included.

Three one semester courses are earmarked for grade twelve one of them being a required course. The required course is called Problems of American Democracy. The purpose of the course is to encourage students to think constructively and critically about democratic ideals and practices. The course includes an intensive study of the city, county and state governments. A

† Santa Barbara City Schools, Social Studies in the Secondary Schools, Division of Secondary Education, Santa Barbara, California, 1953, 6.
major requirement of the course is that all students must pass a test on California state government. Four major unit headings, with the suggested number of weeks to be devoted to each, are listed. Teachers are advised to encourage wide reading in political, social and economic problems as well as the use of magazines, pamphlets, radio and television. The recommended textbook for the course is mentioned. Except for the above there are no other suggested activities or bibliography.

The other two courses for the twelfth grade are (1) Problems of American Democracy (Junior Statesmen) and (2) Advanced Civics (Junior Statesmen). The first course, with its special emphasis on some of the problems of American life, is designed to prepare the students to meet and solve these problems. The second course goes more deeply into both the theory and the practical application of government than any unit given in the Problems of American Democracy course. The general content of both courses is broken into units and the units in turn are presented in very brief outlines with the number of weeks to be devoted to the study of each.

Santa Barbara secondary schools also offer four elective courses in social studies. The course of study gives only a brief outline for each. The electives offered are (1) world geography - one semester, (2) elementary sociology - one semester, (3) modern family and (4) preparatory psychology.
The above review shows that the Santa Barbara city course of study meets only some of the criteria used for evaluation of courses in this study. Generally speaking, except in the case of the eleventh grade United States history course, there are no provisions for evaluation, learning experiences and bibliography. There are no suggested units or similar instructional aids to teachers. However, in the case of the seventh and eighth grade programs, a few outline courses are recommended. But, as stated already, nothing is mentioned about the nature of the course outlines or the source from which these may be obtained.

SUMMARY AND CONCLUSIONS

As the individual reviews show, it is not easy to make exact and definite statements as to how far each course of study measures up to the criteria set for evaluation. In the first place, while most of them are courses in social studies, there are two that are general and one that is specifically for civics. The following table illustrates the nature of the courses used in this study.
<table>
<thead>
<tr>
<th>Course of Study</th>
<th>General</th>
<th>Social Studies</th>
<th>Civics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Georgia</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iowa</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Minnesota</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>New York (State)</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Wisconsin</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Chicago (Illinois)</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Cleveland (Ohio)</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Los Angeles (California)</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Minneapolis (Minnesota)</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Oklahoma City (Oklahoma)</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Santa Barbara (Calif.)</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

In general, the city courses of study are more specific in their nature than the state courses. This is very logical, since the state course is usually meant to be a general guide for the local systems, who develop their own courses to suit individual situations.

A few courses of study meet certain criteria partially. For example, in the case of illustrative materials, while the
Santa Barbara course of study presents the program for most grades in unit headings or brief unit outlines, the one year required course in United States history is developed more elaborately with suggestions for assignments and bibliography. Again, a few courses of study have a specific bibliography, suggested activities, and evaluation procedures only for certain units or for certain grades. A few systems, like Wisconsin and Minneapolis, have previous bulletins and resource materials which contain the items that are missing in the course of study reviewed in this dissertation. In the case of Georgia, and the state of New York, resource units, guides, and other teaching aids, are to be provided in the near future. The following table gives a general summary of the review.
TABLE II. SHOWING THE EXTENT TO WHICH THE TWELVE STATE AND CITY COURSES OF STUDY CONFORM WITH CRITERIA

P - Partial fulfilment of the criteria

<table>
<thead>
<tr>
<th>Courses of Study</th>
<th>Objectives</th>
<th>Learning Experiences</th>
<th>Selected References</th>
<th>Evaluation</th>
<th>Teaching Aids</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General</td>
<td>Specific</td>
<td>Provision</td>
<td>Organization</td>
<td>General</td>
</tr>
<tr>
<td>Alabama</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Georgia</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Iowa</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Minnesota</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>New York (State)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>X</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chicago (Ill.)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>P</td>
</tr>
<tr>
<td>Cleveland (Ohio)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Los Angeles</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Minneapolis</td>
<td>X</td>
<td>X</td>
<td>P</td>
<td>F</td>
<td>P</td>
</tr>
<tr>
<td>Oklahoma City (Okla,)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>P</td>
</tr>
<tr>
<td>Santa Barbara</td>
<td>X</td>
<td>P</td>
<td></td>
<td></td>
<td>P</td>
</tr>
</tbody>
</table>
Two items in the criteria, viz., (1) provision for individual differences, and (2) material based on present conditions, are not included in the table, since all the courses reviewed have met these two conditions in various ways - (1) by making definite provisions, (2) by the provision of electives, (3) by leaving it to the local authorities, (4) or by making the course flexible and adjustable.

The following conclusions have been derived from the review of these courses of study:

1. Of the twelve cases studied, nine provide specific courses of study for the social studies. In Alabama and Georgia, civics is presented under the general heading social studies. The New York state course is entitled Citizenship Education, but, in content, it is not different from the other courses in social studies. Chicago is the only school system where civics is taught as a separate subject. But, in the Chicago High School Program of Studies, civics is listed under social sciences. Thus the trend towards a "broad fields" type of curriculum is evident.

2. Citizenship training is no longer considered to be the sole responsibility of civics teachers. Rather, it is a responsibility to be shared by all teachers and particularly by the social studies teachers.

3. The statement of objectives are in terms of knowledges, understandings, attitudes and skills. Thus the major goal of citizenship is not memorization of facts, but the improvement of civic behavior.

4. In general, the courses are not formal and the emphasis today is on the functional aspects rather than on the structural elements.
B. Review of Civics Course of Study
in Kerala State

1. Structure of Schools in the State of Kerala

Until about two years ago, the major part of what is now called Kerala was known as the Travancore-Cochin state. The emergence of Kerala is directly attributable to the nation-wide agitation for linguistic states. The state of Kerala was formed strictly on the basis of language by uniting the Malayalam speaking part of the Madras State with Travancore-Cochin.

Within the last few years, several changes have been made in the field of education throughout India. Travancore-Cochin, the most advanced Indian state in education, in its efforts to develop a system of education suitable for a free country, has made several changes both in curricula and in the organization of the schools. One of the first attempts was to introduce a uniform structural organization of schools throughout the state. It was decided that there should be eleven classes (grades) in all, organized in three levels, as follows:

1. Primary classes -- the first five years
2. Lower secondary classes called Forms I, II, and III -- sixth, seventh and eighth years
3. Upper secondary classes called Forms IV, V, and VI -- ninth, tenth and eleventh years

When further changes were made in 1957, the number of
years remained the same. Instead of classes and forms, each grade is now called a standard. According to the new grouping of grades, the first five standards have become the lower primary. The sixth, seventh and eighth standards form the upper primary. The high school years consist of the ninth, tenth and eleventh standards. The proposed guide is intended for these three standards of high school.

2. Review of High School Civics Curricula in Kerala State

Civics is one of the several subjects that were added to the curricula since the attainment of independence. In the course of studies published in 1954 civics is listed as a separate subject, under social studies, with a separate syllabus.

Generally speaking, the syllabus give a very brief outline of the content to be taught. However, in the case of citizenship education for the first year of high school, the objectives are stated as follows:

The object of the study of civics is to enable the pupil to comprehend the services bestowed on him by society and the consequent duties demanded of him. This involves a knowledge of the working of the various units of organization in society.\(^{13}\)

\(^{12}\) Education Department, Government of Travancore-Cochin, Syllabi for Primary, Middle and High Schools, The Government Central Press, Trivandrum, 1954.

\(^{13}\) Ibid., 121.
The syllabus for the same year (ninth standard) consists of

1. Revision of the work done in the upper primary classes

2. Family as a unit of society

3. Wider social groups like the panchayat (village council) and municipality

4. Other social groups like the castes, religious groups and voluntary organizations

5. The state as a supreme organization and its claims over the subordinate social groups

6. Classification of the states

7. The functions of the state

The program for the tenth standard is titled, "The State and the Citizen" and its content consists of the following major topics:

1. Laws -- why they are necessary, obedience to the laws

2. How laws are made

3. How laws are carried out and enforced

4. A study of some of the laws with illustrations

5. State control and individual liberty

6. Taxation

7. How the citizen should cooperate with the state machinery

The program for the eleventh standard is devoted to the study of democratic governments. It contains the following major topics:
1. Nature of democratic governments
2. Political parties
3. The cabinet system
4. The function of the press in democratic countries
5. Revision

There is no statement of objectives for the tenth and eleventh standard programs. There is no provision for learning experiences and evaluation. The course provides the teachers with a list of topic outlines without any teaching aids for the development of these topics.

From the above review, it is evident that at present the State Department of Education in Kerala provides the teachers with a syllabus consisting of lists of topics to be taught in each subject in the different grades. This practice was introduced during the British rule and when changes were made in the rest of the world including Great Britain, nothing was done in India to improve these antiquated practices. Judging from the achievements made by the government during the last few years, the writer hopes that the day will not be far off when teachers in Kerala will be provided with modern courses of study and other teaching materials.
CHAPTER IV

A. GENERAL OBJECTIVES OF THE
   PROPOSED GUIDE

In seven of the twelve courses of study reviewed in this dissertation, both general and specific objectives are listed. Hence, the commonly accepted practice in the construction of curriculum materials today is to state both the general and the specific objectives.

All of the twelve courses agree on most of the general objectives, whether stated or implied. This is evident from the following table. Since a majority of the courses of study are for social studies, as shown in Table I on page seventy-three, the general objectives applicable to citizenship education alone were selected and used in the table.

1 See Table II on page 75.
<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>COURSES OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Understanding necessary for intelligent citizenship</td>
<td>Alabama</td>
</tr>
<tr>
<td>2 Understand democratic way of life and competing ideologies</td>
<td></td>
</tr>
<tr>
<td>3 Critical judgement - defense against propaganda</td>
<td></td>
</tr>
<tr>
<td>4 Tolerance - respect honest difference of opinion</td>
<td></td>
</tr>
<tr>
<td>5 Understand and perform rights and duties as citizens of the community, state and nation</td>
<td></td>
</tr>
<tr>
<td>6 Ability to work cooperatively with others</td>
<td></td>
</tr>
</tbody>
</table>
TABLE III (Continued)

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>COURSES OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 Respect for human personality</td>
<td>I I W S I I W W W W I W 12</td>
</tr>
<tr>
<td>8 Think rationally = an inquiring mind</td>
<td>W W W S S W I W I W I 12</td>
</tr>
<tr>
<td>9 Ability to observe, investigate, analyse and form well-considered judgments</td>
<td>W W W S W W W W W W W W 12</td>
</tr>
<tr>
<td>10 Understanding of current problems in the light of democratic ideals</td>
<td>W W W W I W W W W W W 12</td>
</tr>
<tr>
<td>11 World citizenship = cooperative member of the world community</td>
<td>S S W I I W W W I W W W 12</td>
</tr>
<tr>
<td>12 Social justice = sensitivity to social disparities</td>
<td>S S W W W W W W W W W W 10</td>
</tr>
<tr>
<td>13 Social activity = correct unsatisfactory conditions</td>
<td>S S W W W W W W W W W W 10</td>
</tr>
<tr>
<td>14 Good mental health</td>
<td>I I I S W I W W W W 8</td>
</tr>
<tr>
<td>OBJECTIVES</td>
<td>COURSES OF STUDY</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>---------------------------------------</td>
</tr>
</tbody>
</table>
Among the eighteen objectives listed in the table the first fourteen are either stated or implied in eight or more of the twelve courses of study. Two of the objectives -- (1) character and integrity, and (2) insight into the ethical values and principles -- though not stated specifically in several of the courses, could be considered to be implied in some of the other objectives.

Accepting the fourteen objectives most frequently stated as the most important, the following general objectives of the proposed guide were derived from them:

1. Understanding and appreciation of the democratic way of life

2. Understanding and performance of the rights and duties as citizens of the community, state and nation.

3. Understanding of desirable social relationships required for living in a democracy

4. Understanding of the qualities of character, personality and habits generally accepted as essential to wholesome living in a democratic society

5. Development of social sensitivity, civic literacy and critical judgment

6. Understanding of current problems in the light of democratic ideals

7. Understanding of the increasing interdependence of the nations of the world

Each of these general objectives will be detailed later in connection with the construction of the civics program for each year.
B. IMPLICATIONS FOR TEACHER EDUCATION

In the improvement of citizenship education the importance of the teacher cannot be overestimated. Democratic citizenship requires certain qualities of mind and spirit, qualities that may be taught effectively only by those who possess them and cherish them. Hence, any improvement in citizenship education should be preceded by the necessary teacher preparation and training.

The major aim of teacher preparation for citizenship education should be to help teachers to improve their understanding of democracy and skill in democratic practices. To achieve this purpose it is necessary

a. to equip teachers with realistic knowledge of social, economic and political forces and how they operate in community life,

b. to acquaint teachers with community institutions and resources,

c. to provide experience in cooperating with democratic community groups,

d. to provide experience in group-work techniques through democratic organization,

e. to provide more realistic instruction in child and adolescent psychology, and

f. to train teachers to interpret and apply the purposes and methods of democratic education.

Radical changes in teacher-education will be necessary to fulfill the above requirements. Since citizenship training is the responsibility of the entire school, all prospective teachers should be trained to meet the challenge. Special training will be necessary for civics and other social studies teachers.

Throughout the United States many colleges and universities have experimented with various teacher-education programs in their attempt to improve the professional training of teachers. The twenty-third yearbook of the National Council for Social Studies, after describing eight of these programs, comes to the conclusion that if these eight programs described are representative of forward looking attempts to improve the pre-service education of teachers, future programs will include:

- a. More concern for the development of basic social concepts in prospective teachers
- b. Greater emphasis on developing socially sensitive individuals
- c. Increased emphasis on courses in the social sciences which focus the attention of the student on problems of living
- d. More direct first hand experiences in community living and with children
- e. Increased traveling experiences

f. More workshop-type courses in the professional field

g. A longer period of preparation for teaching with more opportunity for students to work under the guidance of effective teachers

h. More concern with evaluation as the heart of learning

Most of the activity programs that are appropriate for preservice training are difficult for inservice training, since teachers do not regularly come together in study situations. However, to help those teachers who are already in service, it is possible to organize summer workshops, extension courses, conferences, and committees. Group-work techniques, discussion group techniques, sociometric studies, role playing, and community-survey are other useful techniques for inservice training.

Improvements may not be visible overnight. Longstanding habits and practices can be changed only with extended planning and study. It will be necessary to convince those who have long believed that training in specialized subjectmatter alone is adequate to prepare a man to teach in a school of the necessity and value of training teachers in the democratic methods of instruction.
C. A NOTE TO THE TEACHERS

1. Suggestions for Using the Proposed Guide

A civics program may include many types of experiences which lead to growth in knowledge, understanding, and effective individual and group living, but without effective classroom instruction no high ideals of citizenship can be built. This is because guides and other instructional materials are only the necessary tools and it is the skill and enthusiasm of the teacher that are vital in creating responsible citizenship.

The purpose of the proposed guide is to provide a framework which can be used by the various school systems in the state as a reference while preparing the more detailed instructional materials necessary for teaching. The content of the guide is not fixed or final, since the State Department alone can make decisions of that nature. The order of the units also may need to be changed with changes in the prescribed syllabus.

The suggested units in the guide are not developed individually as resource units. However, after familiarizing themselves with the content of the guide, the teacher and the students working cooperatively could plan units of learning geared to the needs of the class. The following outline for such units may be helpful:

a. Objectives

b. Scope of the unit
c. List of activities to achieve the particular objectives

d. List of materials

e. Evaluation

2. How to Teach

In the second chapter, Objectives and Methods of Teaching Civics, a brief description of teaching procedures has already been given. However, one important point to be stressed is that pupil participation is the key to the success of any school program, and especially of the citizenship program. Pupils should have a real part in establishing the objectives and in planning the classroom activities. Good citizenship habits cannot be learned from a textbook or by listening to lectures. Hence the importance of providing opportunities to practice and accept the responsibilities of democratic citizenship.

Introduction of teacher-pupil planning with students who are accustomed only to teacher-planned lessons should be a gradual process. Teachers should begin by letting students share in planning very specific activities such as (a) developing a list of suggestions for behavior on a field trip; (b) deciding upon criteria for evaluating reports; (c) deciding upon ways of displaying materials; and (d) developing a time schedule for working on a project. When they have acquired experience in planning these activities, students will be ready to share the actual
planning of a total unit. Guide sheets, giving steps in planning, may be helpful for the total plan as well as for individual group activities.

Pre-planning by the teacher is essential for the success of pupil-teacher planning. The teacher should anticipate student problems and interests and be ready with additional suggestions. The teacher should also check the progress of the class each day and help students in modifying plans in the light of new ideas or problems. Provisions will also have to be made to meet the individual needs of the students.

3. Teaching of Current Affairs

To make the citizenship program effective, teachers should place great emphasis upon the teaching of contemporary events. The teacher should constantly bring the students in touch with the contemporary scenes and relate current events with those of the past. To be able to do so, he himself should be informed about community, state, national, and world affairs.

It will be a good practice to reserve a certain period during each week for the discussion of current events. This does not mean that current events should not be brought up during class whenever they are pertinent.

4. Classroom Teaching Materials and Equipments

Good classrooms may not make good teachers. But good
teachers in well-equipped classrooms usually become better teachers. Hence the importance of providing every classroom with adequate teaching materials and equipments. Each pupil should have a basic textbook. In addition, the room should have the following reference materials and equipments:

Teaching Materials

Encyclopedias
Historical Encyclopedias
Dictionaries
Atlases
Globe
Wall maps
World Almanac
Information Please Almanac
Markable globes and maps
Materials for making maps, charts, graphs and posters
Pictures and charts
A simplified handbook of parliamentary rules

Equipment

Movable furniture, with some tables and chairs for discussion groups and for hand work

Display facilities, including magazine racks, and accessible book shelves

File cabinets
Chalkboard
Tackboard
Storage facilities

Besides the above, audio-visual aids and library facilities should be readily available for the use of the class.
CHAPTER V

THE PROPOSED GUIDE

A. Our State

1. Objectives

a. Understandings

Understanding of the rights and duties of citizens in a democracy

Understanding of the organization and functioning of the state government

Understanding of how the government contributes to public welfare

b. Attitudes

To develop faith in democracy

To develop the belief that alert and informed citizens can have efficient government

To develop a spirit of fair play, a desire for open discussion, and a respect for the ideas of others

To develop the belief that every right implies a responsibility, every opportunity an obligation, every possession a duty

c. Skills

Ability to participate in group discussion and group planning

Ability to work cooperatively with others
Ability to think critically and reflectively on political, social, and economic problems

Ability to locate and use sources of information

To learn the meaning of terms used in government

To attain competence in the exercise of the rights and duties of citizenship

2. Content Outline (Suggested Units) in the Area

UNIT I. HOW OUR STATE WAS FORMED

AND WHAT ARE THE SOURCES

OF ITS AUTHORITY

A. Political Conditions in India at the Time of Independence in 1947

1. Immermurable political divisions - provinces, princely states, centrally administered areas

2. Impracticability of retaining so many small political units in a modern state

3. Exaggerated communal feelings - a legacy of the British policy of dividing peoples to ensure their supremacy

B. The Status of Princely States Before and After Independence

1. The status of princely states before independence determined by the various treaties and agreements with the British

2. In general the states possessed a great measure of internal sovereignty, but were subject to Britain in foreign affairs

3. Supremacy of the British ended with the Independence Act and the states owed allegiance to the Government of India

C. Integration of the Princely States
1. Need for integration

2. Attempt at integration a great success

3. The formation of Travancore-Cochin State

4. Integrated states referred to as part B states in the constitution

5. Special provisions for part B states in the constitution for a transitional period of ten years

6. Agitation for further integration of states -- the formation of Kerala State

D. Sources of our State's Authority

1. India -- a union of states, and not a federation in the strict sense of the term; no dual citizenship and no separate constitutions for the states

2. Kerala -- one of the fourteen states in the Indian Union, a union based on the sovereignty of the people

3. The political or ultimate sovereignty belongs to the people; the various branches of government possess legal sovereignty; legal sovereignty is subordinate to political sovereignty

4. The powers of the union and the states as laid down in the constitution

UNIT II, THE EXECUTIVE BRANCH OF

THE STATE GOVERNMENT

A. The Governor

1. Governor -- The executive head of the state and all administration carried on in his name

2. How the governor is appointed, necessary qualifications, term of office

3. Functions and powers of the governor -- executive and legislative; ordinances of the governor; the power to grant pardons
B. The Council of Ministers

1. Relationship between the governor and the ministers

2. The appointment of the chief minister and the other ministers; necessary qualifications, terms of office; collective responsibility to the legislature

3. The duties of the chief minister -- to serve as the mouth-piece of the Council of Ministers; to communicate to the governor all decisions made by the Council

C. The Extent of the Executive Power of the State

1. The executive authority of the state covers those matters on which the state legislature has power to make laws -- the state list and the concurrent list

2. Regarding the concurrent list the executive power of the state is subject to and limited by the powers expressly conferred by the constitution or by the laws made by the union parliament

UNIT III. THE STATE LEGISLATURE

A. Unicameral and Bicameral Legislatures

1. The nature of unicameral and bicameral legislatures

2. The unicameral and bicameral states

3. The names of the two houses of legislatures

4. Kerala -- a unicameral state

B. The Composition of the Legislative Assembly

1. The number of members of the assembly

2. The sessions and duration of the legislative assembly

3. Governor's functions regarding the legislature

4. The officers of the legislature -- the speaker and the deputy speaker -- their duties
5. The powers and privileges of the members of the legislative assembly

C. The Process of Lawmaking

1. Introduction and reading of the bills
2. Ordinary bills and money bills
3. The governor's assent to the bills
4. Bills reserved for consideration by the President
5. Rules of procedure -- regarding the official language and discussion of matters related to the judiciary

D. Public Opinion and Lawmaking

1. Influence of the press and the radio
2. Influence of organized interests
3. Influence exerted by individual citizens through letters, telegrams, and other messages to their representatives

E. Laws

1. The need for laws in a free society
2. Kinds of laws
3. The citizens' relation to the law -- obedience to the law and leadership to secure the best possible laws

UNIT IV. THE STATE JUDICIARY

A. Types of State Courts

1. The state high court
2. District courts
3. Lower courts
B. The State High Court

1. Appointment of the chief justice and other judges; necessary qualifications, terms of office

2. Jurisdiction and function of high courts

3. Other court officers -- appointment and terms of office

C. District Courts and Lower Courts

1. District courts -- appointment and terms of office of district judges; function of district or session courts

2. Lower courts -- subordinate courts for civil cases; magistrate's courts for criminal cases; courts of small causes

D. The Administration of Justice

1. Types of cases

2. Means of determining the guilt or innocence of the accused -- trial, jury system and possibility for appeal

UNIT V. SOME OF THE DEPARTMENTS

HANDLING THE STATE BUSINESS

A. The State Public Service Commission

1. Appointment and term of office of members and staff of the commission

2. Governor's power to make regulations as to conditions of service of members and staff

3. Functions of the commission

4. Power of the legislature to extent the functions of the commission

B. The Secretariat

1. The chief secretary

2. Secretaries, assistant secretaries, and superintendents
3. The functions of the secretariat

C. Major State Services

1. Education -- functions, Director of Education, divisional inspectors, and assistant inspectors

2. Medical and Public Health Departments
   a. Functions
   b. Heads of departments
      Medical -- Surgeon General
      Ayurveda -- Director of Indian Medicine
      Public health -- Director of Public Health

3. Police -- functions, Inspector General, district superintendents and assistant superintendents

4. Public works -- functions, Chief Engineer, executive engineers, assistant engineers, sub-engineers and supervisors

5. Agriculture and Fisheries -- functions, Director of Agriculture, inspectors, veterinarians, superintendent of fisheries

6. Industry, Labor, and Cooperative Societies -- Director of Industry, Commissioner of Labor, Registrar of Cooperative Societies

D. Sources of State Income that Help Finance the State Services

1. Land Revenue -- land revenue and agricultural income tax, Collectors, thanasildars, village officers

2. Excise, Sales tax, and Registration

3. Department of Forestry -- functions, Chief Conservator

4. Department of Transport -- functions, Director of Transport

5. The Revenue Board -- supervises the state sources of income, the first and second members of the Board, the deputy commissioner
UNIT VI. RELATIONS BETWEEN THE UNION AND STATE GOVERNMENTS

A. Distribution of Legislative Powers

1. Distribution of legislative powers based on territorial limits and subject-matter of laws -- the union list, the state list, and the concurrent list

2. Residuary powers vested in parliament

3. Extraordinary and emergency powers of the parliament

4. Legislation by the parliament on the request of two or more states

5. Conflict between union and state laws in the concurrent field -- union law prevails

6. Legislation regarding international agreements

B. Administrative Relations

1. Obligation of the states and the union

2. Conferring of special powers on states by the union

3. Public records and decrees

4. Coordination between the states

C. Relations Regarding Finance, Property, Contracts and Suits

1. Distribution of revenues between the union and the states

2. Borrowing by the union and the states

3. Government property, contracts and suits

D. Relations Regarding Trade and Commerce

1. Freedom of internal trade

2. Provision for prevention of discrimination between the states
UNIT VII. CITIZENSHIP IN A DEMOCRACY

A. Citizenship is Membership in a State or Nation
   1. Single equal citizenship for all citizens of India
   2. The three types of citizens mentioned in the constitution
   3. How citizenship of India may be lost

B. Our Fundamental Rights Described in the Constitution
   1. Right to equality
   2. Right to freedom
   3. Right against exploitation
   4. Right to freedom of religion
   5. Cultural and educational rights
   6. Right to property
   7. Right to constitutional remedies

C. Our Responsibilities as Citizens of a Democracy
   1. To obey the laws
   2. To vote and participate in the process of electing officials
   3. To serve the government in such ways as holding office and serving on a jury
   4. To help support the government by payment of taxes
   5. To help solve civic problems
   6. To work for the support of oneself and one's dependents
   7. To serve the country in time of war
   8. To cooperate with and get along with one's fellowmen
9. To know the machinery and process of government

10. To study the critical issues of the day

D. Cooperation Between Diverse Groups in a Democracy

1. Kinds of groups -- religious, economic, social, linguistic

2. Problems that accentuate group differences -- discrimination, insecurity and fear, potential violence

3. Suggestions for improvement of group relations -- education, legislation, assurance of economic security for all groups, intergroup cooperation and understanding

E. Scientific Approach to Problems Essential in a Democracy

1. Factors that block critical and effective thinking -- prejudices, failure to use sound methods of reasoning, blind acceptance of propaganda

2. Steps in solving problems scientifically
   a. Understand clearly what the problem is
   b. List the possible solutions to the problem
   c. Get all the evidences possible
   d. Draw conclusions only after obtaining and weighing all the available evidences

3. Suggested Experiences

Prepare a chronological or time list of political events beginning with the attainment of independence and leading to the formation of Kerala State.

Prepare a large poster map of India showing the boundaries of each state. Within the limits of each state print its name and mark its capital.

Prepare at random the names of five or more legislative assembly members. Write down all the information you can gather about them from your friends and relatives. From this experience, can you draw conclusions about the problems of selecting men for the state legislature?
Prepare an oral report on the role of the governor in the state government.

Obtain surplus ballots from a previous election, voters' registration papers and other materials used in an election. Show these to the class and explain for what each is used.

List groups of clues about each member of the cabinet (state) and ask students to identify each.

If an election is pending, suggest that the students discuss with their parents what the issues are, the officers to be elected, the type of election, and other information that relates to the election.

Students can be encouraged to organize in their own communities "get out the vote campaigns" and "registration campaigns".

Organize the class as a legislative assembly, introduce bills, and carry them through their mock legislature until they are either passed or defeated.

The class might discuss the best techniques for writing letters to their representatives in the legislative assembly. Members of the class may then write letters suggesting action on certain bills in the legislature.

If possible, the class may arrange to visit the state legislature. However, the visit must be preceded by a careful study of the state legislative assembly.

Make a list of the various types of state courts and indicate the type of cases which come before each of them.

Discuss why trial by jury has for centuries been one of the most jealously guarded rights of democratic nations.

Have pupil panel discuss the jury system, bringing out its development, meaning for freedom, abuses, and an estimation of its value.

Prepare a poster chart illustrating the difference between civil and criminal case procedures.

Have a panel discussion on the following statements:
   a. "Justice delayed is justice denied"
b. "It is better that ninety-nine guilty men escape than one innocent man be wrongfully punished". Bring out the safeguards provided in the administration of justice to prevent the denial of justice or undue hardships on the innocent.

Divide the administrative departments of the state among the students and have each one make a chart showing the powers and duties of each department.

Prepare a bulletin board about some important governmental service currently in the news.

Make a list of state employees who receive their jobs by appointment by the governor, and by examination or certification of proper training.

List the services provided by the state Departments of Education and Public Health.

Make a report on the functions of the state Public Service Commission.

Prepare a chart with three columns in it; consult the constitution and devote one column to list the powers of the union, another for the powers of the state, and the third to list the concurrent powers.

Discuss why the residuary powers are vested in the union and not in the state.

Hold a debate on the remark "our constitution reduces the states to mere district boards".

Interview six persons of voting age. Get their replies to the following questions.
  a. Are they registered?
  b. Did they vote during the last national elections?
  c. Did they vote at the last state elections?
  d. If they did not vote, what reasons did they give?
On the basis of this information get suggestions from the class to secure greater participation in elections.

The declaration of fundamental rights in the constitution does not mean that the citizens have a license to do whatever they please. Each liberty carries with it certain
limitations for the protection of the people. Make a list of the fundamental rights stated in the constitution, and opposite to each show a corresponding duty.

Write for copies of nationally famous newspapers such as The Hindu, The Times of India and the Madras Mail. Compare headlines, cartoons, and editorials with those of the local newspapers.

Discuss why readers should know something about the publishers of magazines and newspapers.

Examine advertising in various magazines and newspapers and analyze the appeal used to sell the product.

Discuss the special provisions made in the constitution for the protection of certain classes.

Select national leaders from the various social and religious groups and show the contributions each one has made for the welfare of our nation.

Prepare a discussion between a committee from the class and a committee of the parents on ways in which pupils and parents can work for better human relations within the school and the community in which it is located.

Have students choose a school or community problem and make a thorough investigation of it.

Make surveys of local health and sanitary conditions. Discuss what pupils can do to improve the conditions.

4. Bibliography

Ahmad, Zaimul, A Brief Analysis of the New Constitution, Allahabad, 1935.


Citizenship Education Study, Detroit, *Emotional Adjustment, a Key to Good Citizenship*, Detroit, 1953.


McWilliams, Cary, Prejudice, Boston, 1944.

Myers, Alonzo F., and Clarence O. Williams, Education in a Democracy, New York, 1954.


Powdermaker, Hertoise, Probing Our Prejudices, New York, 1944.

Ruch, Floyd L., et al., People are Important, Chicago, 1941.


Thousless, Robert H., How to Think Straight, New York, 1939.


Wadhawan, K.L., The Indian Constitution, Delhi, 1951.

B. Our Country

1. Objectives

   a. Understandings

      Understanding of the blessings of freedom and democracy

      Understanding of the nature of democratic governments

      Understanding that the constitution was formed for the purpose of safeguarding our freedom by uniting the country in a firm union

      Understanding of the organization and working of the national government

      Understanding that all government and governmental services would be impossible without taxes

      Understanding of the need for law

   b. Attitudes

      To develop an appreciation of the sacrifices of our predecessors for the cause of freedom

      To develop a willingness on the part of the present generation to give unselfishly of time, talents, and self for the preservation of liberty

      To develop a love for and loyalty to the principles of the Government of India

      To develop the belief that citizens are responsible for efficient and effective government and this goal will be achieved only to the extent that interested and active citizens demand and work for it.

      To develop the belief that taxes are desirable and necessary. Barring dishonesty and waste, they furnish the best means of obtaining certain goods and services

      To develop respect for law

   c. Skills

      Ability to read the constitution understandingly
Ability to interpret the daily political happenings in the light of constitutional principles

Ability to use parliamentary procedures

Ability and willingness to work for the welfare of wider social groups

Ability to evaluate the various taxes and tax proposals and formulate opinions on whether they are desirable

2. Content Outline (Suggested Units) in the Area

UNIT I. THE STRUGGLE FOR INDEPENDENCE AND THE ESTABLISHMENT OF OUR COUNTRY AS A SOVEREIGN DEMOCRATIC REPUBLIC

A. India's Struggle for Independence Unique in World History
   1. The freedom movement and the rising protest of the people against British exploitation
   2. Mahatma Gandhi and non-violence
   3. Our national leaders and their selfless devotion to our motherland
   4. The Independence Act and the establishment of the Constituent Assembly

B. Classification of Governments
   1. Monarchy -- autocratic and constitutional
   2. Democracy -- pure and representative; ancient and modern
   3. Dictatorship

C. Nature of Modern Democratic Governments
   1. Unitary and federal; rigid and flexible; parliamentary and presidential
2. Party system -- importance of political parties in a democracy; functions of political parties; organization of political parties; merits of bi-party and multi-party systems; the leading political parties in India

3. The cabinet system -- its characteristics, functions, its relation to the legislature, coalition cabinets

4. Adult franchise and sovereignty of the people

UNIT II. OUR CONSTITUTION

A. The Purpose of the Constitution as Stated in the Preamble

B. Important Features of Our Constitution

1. Partly rigid and partly flexible

2. Compromise between fundamental rights and security of the state

3. Directive principles of state policy

4. Adoption of the unqualified adult franchise and abolition of communal representation

5. Federal structure supplied with the strength of unitary government

6. Combination of the presidential and parliamentary forms of government

7. Compromise between judicial supremacy and parliamentary sovereignty

8. Integration of princely states

9. A comprehensive constitution -- the longest written constitution

C. Our Constitution Compared to those of Britain, the United States, Canada, and the Soviet Union -- Similarities and Dissimilarities

D. Amendments of the Constitution -- the First Amendment Act of 1951
A. The President -- His Functions and Powers

1. The method of electing the president, qualifications and conditions of his office, term of office, immunities, oath, provisions for vacancy

2. Powers of the president -- executive, legislative, judicial, financial, martial, diplomatic, emergency

3. The powers of the president in actual practice; relations between the president and his ministers

B. The Vice-President

1. Method of election, qualifications, and term of office

2. His powers and functions

C. The Council of Ministers

1. Appointment, qualifications, term of office

2. Collective responsibility versus individual liability

3. The powers and functions of the prime minister

4. The powers and functions of the council of ministers

D. The Organization of the Supreme Court

1. The number, qualifications, appointment, and term of office of the judges of the supreme court

2. Constitutional provisions for the independence of the supreme court

3. The position of the supreme court as the guardian of the constitution

E. Jurisdiction and Powers of the Supreme Court

1. Original jurisdiction

2. Appellate jurisdiction

3. General powers and advisory functions
UNIT IV. THE UNION LEGISLATURE

THE PARLIAMENT

A. The Organization and Powers of the Parliament
   1. Its bicameral nature -- the council of states and the house of the people
   2. The officers of parliament and their functions
   3. The privileges and immunities of the members of parliament
   4. The powers of the parliament -- the union list and concurrent list
   5. Sessions of parliament

B. The Council of States
   1. The number, election, and qualifications of its members
   2. Representation of states and duration of the council

C. The House of the People
   1. The number, election, and qualifications of its members
   2. The delimitation of constituencies

D. The Process of Law-Making
   1. General principles of procedure
   2. Procedure for money bills and financial matters
   3. Joint sittings of the two houses

E. Departments of the Union
   1. Defense
   2. Commerce and industry
   3. Transport and communication
4. Education
5. Finance
6. Scientific research and culture
7. Irrigation and power
8. Foreign affairs

UNIT V. TAXATION AND THE FINANCING OF GOVERNMENT SERVICES

A. The Need for Taxes in Modern States
   1. To render services beneficial to all
   2. To pay for previous expenditures
   3. To meet the expenses of running the government
   4. To provide welfare works
   5. As a means of social and economic control

B. Main Theories of Taxation
   1. Cost of service or purchase theory
   2. The benefit theory
   3. The ability to pay theory
   4. Equal distribution

C. Characteristics of a Good Tax
   1. Justice -- equality of sacrifice
   2. Base and economy in collection
   3. Convenience to the tax payer
   4. Certainty of collection
5. Elasticity

6. Difficulty to evade payment

D. Classification of Taxes

1. On the basis of incidence -- a. direct taxes; b. indirect taxes; -- meaning and examples, merits and defects

2. On the basis of rate -- a. proportional; b. progressive; c. regressive; -- meaning and examples, merits and defects

3. Types of taxes levied by national, state and local governments -- income tax, land revenue, agricultural income tax, inheritance tax, corporation tax, excise, import and export duties, sales tax, gasoline tax, local rates, and licenses

E. Ways of Ensuring Honesty and Efficiency in the Use of Public Money

1. Public interest and concern

2. Budgeting

3. Planning

UNIT VI. LAWS AND THE JUST

ENFORCEMENT OF LAWS

A. The Need for Laws in a Free Society

1. To translate constructive government policies into action

2. To protect the rights of the citizens and to restrain those who ignore the rights of others

B. Origin of Laws

1. Usage -- practices that are generally followed by the public but not formally adopted as laws

2. Legal precedent -- accepted practices from court decisions
3. Statutes passed by legislatures

C. Individual Citizen and the Laws
   1. The citizen's duty to obey the laws
   2. His duty to secure best possible laws
   3. His duty to secure justice for himself and others by serving as a juror, testifying as a witness, and by financially supporting the courts through taxes

D. Agencies for the Enforcement of Laws
   1. The justice department -- the various types of courts
   2. The police

3. Suggested Experiences

Have students develop bulletin boards with pictures of national leaders. Encourage individual students to write biographical and character studies of these great men.

Have a class discussion on the important role played by Mahatma Gandhi in the freedom movement and his unique weapon of non-violence in an age of atomic and hydrogen bombs.

Prepare short tableaus depicting events that took place during the struggle for freedom.

Have the students make a list of the characteristics of the different types of governments -- monarchy, democracy, and dictatorship.

Have a panel discussion on the major features of modern democratic governments (party system, cabinet system, rigidity or flexibility of the constitution) with special reference to the governments of India, the United States, Great Britain, Canada and Switzerland.

Have the students prepare a chart showing the major political parties. In parallel columns list planks of these parties on major issues.

Have students report on the purpose of the constitution as stated in the preamble.
Hold a class debate on the statement "the adoption of unqualified adult franchise and abolition of communal representation was a step in advance considering the conditions of the country".

Have the class discuss the advantages of the following provisions in the constitution:
Dual polity but single citizenship
Unified laws, judiciary, and key services
Directive principles of state policy

Make a chart showing the similarities between the constitutions of India, the United States, Great Britain and Canada.

List the important changes made by the First Amendment Act of 1951.

Let the students look through the constitution quickly to catch the major headings. Make a list of the major topics covered. Discuss how this list can be used as a basis for writing a constitution for any organization to which they belong.

Compare the executive, legislative, and judicial powers of the Governor of Kerala with those of the President of India.

Have the pupils consult the constitution for the following facts about the President and the Vice-President: qualifications, term of office, method of election, method of removal, and powers.

Divide the various departments of the central government among the students in the class. Have each one prepare a special report on the organization, duties, and services of each.

Make a chart for the bulletin board showing the meaning or use of the following terms: federal, a state in the Indian Union, residual powers, concurrent powers, republic, dictatorship, rigid constitution, citizen, inter-state, sovereignty, article of the constitution, party system, cabinet, and convention.

Have a committee of the class make up and present a series of pantomimes illustrating the rights guaranteed in the constitution and the ways in which their enjoyment of those rights might be restricted. Discuss their res-
responsibilities in preventing any of these restrictions.

Prepare a chart summarizing the most important similarities and differences which come to light after a comparison of the Indian constitution with that of the Soviet Union.

Have a committee of the class discuss possible additions to the list of fundamental rights in the constitution of India and the reasons for the addition of these rights.

Collect newspaper and magazine articles dealing with cases before the supreme court. For each of these cases, determine whether the jurisdiction was original or appellate.

Prepare a poster with the pictures of present members of the supreme court. Below each picture write short biography of the appropriate justice.

Have the pupils visit a prison or a reformatory.

Appoint a committee to arrange a bulletin board with information about the members of parliament.

Dramatize a phase of parliamentary debate on some issue.

Compare the salaries of state and union legislators. Discuss how their salaries compare with the salaries of private business executives.

Interview the local state representative regarding the work of the last session of the state legislature.

Write a theme comparing the Kerala unicameral and the union bicameral legislatures.

Prepare a chart summarizing the advantages and disadvantages of presidential and parliamentary systems of government. Discuss how our constitution combines the principles of these two forms.

Display on the bulletin board pictures from newspapers and magazines which show the benefits you derive from taxes.

Have the students make a list of the various taxes they pay or have paid at some time. List these on the blackboard. Raise such questions as: Do you think these taxes are
good taxes? What are these taxes used for? To whom are these taxes paid? The resulting class discussion will rouse the interest of the people to learn more about taxes.

Have a committee or the entire class survey the local taxes and local government expenditures. The survey should include amount, levying agencies, purposes of taxes, and amounts collected from various taxes. The findings of the survey may be presented to the class in (a) oral or written reports; (b) graphically as charts, graphs, and diagrams; (c) bulletin board materials and (d) round table or panel discussions.

Assuming that ability to pay is a desirable criterion in selecting sources upon which taxes are to be levied, have the students rate the following as indicators of ability to pay.

a. Income
b. Consumption of luxury items
c. Use of an automobile for personal pleasure
d. Trucks used for delivery of goods to customers
e. Inheritance bequeathed by a distant relative
f. Purchase of a sari worth ten rupees

Apply to each of the following taxes the various tax principles learned in the unit on taxation:

a. Land revenue
b. Agricultural income tax
c. Sales tax
d. Taxes on alcoholic liquor
e. Income tax
f. Tax on tobacco

Have each pupil choose one of the taxes in effect today and prepare a report pointing out the degree to which the tax meets or fails to meet the requirements of a good tax.
Have a pupil prepare a chart which shows each of the taxes in force today and the degree to which each is regressive, proportional, or progressive.

Have a pupil or a committee prepare a chart to show how much the various governmental units spent on the various items in their budgets.

Compare the meaning of the words, liberty and license. Have students give illustrations of each from their school community.

Lead a discussion in which the students attempt to visualize what would happen if 360,000,000 people would attempt to live without any sort of law.

Have students examine the reasons for such practices as class bells, absence excuses, and reports on student work.

Have students conduct a mock parliament to dramatize the process by which a bill become a law.

4. Bibliography

Ahmad, Zaimul, A Brief Analysis of the New Constitution, Allahabad, 1936.


Borchard, E.M., Convicting the Innocent, New York, 1932.


Martin, Charles E., *Representative Modern Constitutions*, Los Angeles, 1923.


Myers, Alonzo F., and Clarence O. Williams, Education in a Democracy, New York, 1954.


Schuster, George and Guy Wint, India and Democracy, London, 1941.


Stamp, Sir Josiah, Fundamental Principles of Taxation in the Light of Modern Developments, 1929.

The Indian Council of Agricultural Research, Developing Village India, Revised ed., Bombay, 1951.


Wadhawan, K.L., The Indian Constitution, Delhi, 1951.

Wheare, Kenneth C., Modern Constitutions, London, 1951.
G. UNITED NATIONS AND WORLD

PROBLEMS

1. Objectives

A. Understandings

Understanding of the meaning and dangers of communism

Understanding of the changes that have taken place in the world and the significance of these changes

Understanding of the many problems in man's search for peace

Understanding of the disastrous results of nuclear war and the consequent need for maintaining peace

Understanding of the importance of United Nations as the framework within which peace might be accomplished

Understanding that the welfare, peace, and security of our own country are closely bound up with the welfare, peace, and security of other parts of the world

Understanding of the important role which public opinion must play in a sound foreign policy

Understanding of one's own strengths and weaknesses

B. Attitudes

To develop a sense of partnership with the other free nations of the world in safeguarding liberty and human dignity

To develop a desire to live at peace with other nations

To develop a willingness to make personal and national sacrifices in order to preserve world order

To develop a willingness to support the work of the United Nations
To develop a sense of responsibility to be informed on current national and international problems

To develop a realization that the individual citizen has a definite responsibility in shaping the policies of his government at home and abroad

To develop the belief that family life can be improved by raising the level of its members' understanding of themselves and others as individuals

C. Skills

Ability to cope with the tensions and anxieties of modern life

Ability to live one's life successfully in the larger society outside the home because of the influence of good home life

Ability to appraise current magazines and newspapers as to their general content, readability, and editorial opinion

2. Content Outline (Suggested Units) in the Area

UNIT I IDEOLOGICAL DIFFERENCES AND THE RESULTING INTERNATIONAL TENSION

A. Division of the World into Power Groups

1. United States and the Western powers

2. Russia and her satellites

3. The neutral nations

B. Ideological Differences -- the Major Cause of International Tension

1. Democracy

   a. definition of democracy
b. types of democracy -- direct or pure, representative, republican, crowned

c. essentials of democracy -- a deep conviction of the value of the human person, the representative system, the rule of law

d. advantages of democracy

e. problems of democracy

2. Communism

a. definition

b. historical development of communism

c. tenets of communism -- individuals the servants of the state; dictatorship of the proletariat; social control of economic life; abolition of private property; class warfare; disregard of moral principles; religion regarded as the opiate of the people

d. criticism

G. Communism Contrasted with Democracy

1. One-party rule

2. Supremacy of the state

3. Planned economy

4. Nonexistence of civil liberties

5. Plans for world revolution

6. Propaganda of hatred toward non-communist world

UNIT II. THE INCREASING INTERDEPENDENCE OF NATIONS AND THE NEED FOR INTERNATIONAL COOPERATION

A. Changes in the Modern World That Have Increased the Inter-
dependence of Nations

1. Revolution in the concept of time, space, and distance due to modern means of transportation and communication

2. Growing economic interdependence -- the need for raw materials and markets for finished goods by the industrially advanced countries; the need for capital and technical know-how by the industrially backward nations

3. Atomic energy and its significance -- what an atomic war would mean to the world; need for control and regulation of atomic weapons; arms race between the two big powers and the constant threat of war

B. Peace a Necessity for Man's Survival

1. Causes of modern war -- desire to secure land for strategic purposes; desire to secure land as an outlet for surplus population; economic rivalry; militarism; economic depressions; colonization and exploitation of the weaker nations by the stronger nations; extreme nationalism; intolerance and lack of respect for cultural diversities

2. Nature of modern wars -- global in sphere; tremendous in human and material costs; dangerous to human civilization; productive of undesirable results such as hatred, greed, despair and defeatism

3. The cold war -- causes, characteristics, trouble spots

4. Peaceful methods of settling international disputes -- diplomacy, arbitration, conference, international court of justice

C. Recent Designs to Promote World Peace

1. Education for world understanding

2. International Cooperation for economic improvement

3. Educational and cultural exchange programs

4. Disarmament

D. Role of the Individual in Promoting a Program of Peace and Security
1. Importance of moral and spiritual values for good citizenship and the development of good will

2. Citizenship responsibilities

3. The citizen's role in military and civil defense

UNIT III. UNITED NATIONS AND WORLD CITIZENSHIP

A. The Development of World Cooperation

1. Early attempts to find a way to a lasting peace

2. Regional federation -- Pan American Union

3. World Organization -- the League of Nations

4. Weaknesses of these attempts at peace and the reasons for their failure

B. United Nations -- Another Attempt at World Unity

1. Conferences leading to the formation of the United Nations

2. Purposes of the organization as stated in the preamble

3. Membership -- provisions and obligations

C. The Organization of the United Nations

1. The General Assembly -- the deliberative body to discuss every matter within the scope of the U.N. Charter

2. The Security Council -- for the preservation of peace and security

3. The Secretariat -- to carry out administrative responsibilities of the organization and to assist all the other organs of the U.N.

4. The Trusteeship Council -- to deal with matters concerning dependent territories placed under the authority of the U.N.
5. The International Court of Justice -- to carry out the judicial matters of the U.N.

6. The Economic and Social Council -- to perform the economic, social, cultural, and humanitarian functions of the U.N.

D. The Specialized Agencies of the United Nations

1. The U.N. Educational, Scientific, and Cultural Organization
2. International Labor Organization
3. International Refugee Organization
4. World Health Organization
5. Food and Agricultural Organization
6. International Monetary Fund
7. International Civil Aviation Organization
8. International Bank for Reconstruction and Development
9. International Trade Organization

E. The Work of the United Nations -- Its Weaknesses and Hopes for the Future

1. The achievements of the U.N. to date -- Palestine, Korea, Vietnam, Indonesia, Kashmir

2. Weaknesses of the U.N. -- veto power, amendment process, lack of real legislative power, lack of compulsory jurisdiction by world court, lack of international police force, difficulties of setting up and enforcing armament restrictions, weakness of trusteeship system, alliances within the organization, maintenance of sovereign rights by the member nations

3. Hopeful signs for the future -- minor successes in political field, attempts to organize it in a realistic way, advances made in social and economic matters, growing fear of war, growing realization that prosperity depends upon world cooperation, better opportunities for increasing world understanding and tolerance through contacts
UNIT IV, DIRECTING OUR FOREIGN POLICY

TOWARD A UNITED WORLD

A. Importance and Nature of Our Foreign Policy
   1. Meaning of foreign policy
   2. How our foreign policy is developed -- the citizens' role
   3. Facts behind our neutral policy

B. Principles which govern Our Foreign Policy
   1. Principle of non-violence
   2. Principles of Panch Shila

C. Objectives of Our Foreign Policy
   1. National security
   2. Economic welfare
   3. Rights of self-government and freedom from exploitation for all nations
   4. Maintenance of peace

D. Our Peace Making Efforts Since the Attainment of Independence
   1. In the settlement of the Korean problem
   2. In ending the fight in Vietnam
   3. The formation of the Afro-Asian bloc

E. Our Stand on Current World Problems
   1. Kashmir and Goa
   2. The admission of China in the U.N.
   3. South Africa, Cyprus, and Algeria
UNIT V. PERSONAL AND SOCIAL PROBLEMS OF A HIGH SCHOOL GRADUATE

A. Knowing Ourselves

1. Factors that affect our behaviour
   a. our philosophy of life
   b. heredity
   c. environment

2. Value of self-analysis
   a. to make the most of our assets
   b. to minimize our liabilities
   c. to choose the most suitable vocation
   d. to develop a suitable hobby
   e. to use our leisure time profitably

B. Personal and Social Adjustment

1. Personal adjustment -- emotional maturity -- learning to control emotions, to be relatively free from anxieties and tension, to form satisfying permanent friendships, to profit from mistakes and successes, to accept responsibility, to budget time, to use money wisely, to develop a philosophy of life, to develop confidence in oneself, to be tolerant of other people's opinions and actions, to be free from suspicion

2. Social adjustment -- developing social skills, developing satisfactory relations with the members of the family and people outside the family, proper etiquette at home, at school, in public, at social affairs
C. Higher Education and Job

1. Higher education -- college, technical school, social work, nursing

2. Job -- preparation for a job, qualifications for jobs, securing a job, advancing in a job, changing jobs

D. Marriage and Family

1. Importance of religion in family life

2. Requisites for a successful married life -- relationships between the members of the family, individual responsibilities, financial security, emotional satisfaction

E. Living to Serve

1. Satisfaction and pleasure in serving others

2. The importance of selfless service in a free society

3. Examples of men and women who devoted their life to serve others

4. Ways in which one can serve his community, state, nation, and the world

3. Suggested Experiences

Have the class pay a visit to the poor sections of the town or village. Gather information from the residents of the area about their earnings, expenses and debts.

Since poverty and misery are two of the basic causes for the spread of communism, discuss what the class can do to relieve distress in their community. Plan a program of positive social activity for the class.

Have a class debate on the statement "the end justifies the means".

Have committees of students report on the basic tenets of democracy and communism.

Have the students discuss the changes that might take place
if their state were completely under communistic domination.

Prepare a bulletin board on the need for world cooperation. One side of the board might be devoted to the costs of modern wars in terms of human casualties, sufferings and financial cost as compared with past wars. The other side of the bulletin board might be devoted to the need for social and economic cooperation.

Make up a brief poll to which students may respond; agree, disagree, or undecided. The following are some sample items:

1. What happens to people in far distant parts of the world is of no concern to us.

2. United Nations should be given the power to put an end to colonialism and exploitation.

3. We need a real world government with the power to legislate in certain matters which affect the well-being of the whole world.

Have students read articles about the potential destructive- ness of atomic and hydrogen bombs, germ warfare, new poison gases, and make reports to the class.

Have a panel discussion on the use of outer space for peaceful purposes only.

Have pupils who are interested in art prepare charts to illustrate the shrinking time distances in the world.

Have students prepare cartoons illustrating the view-points of different nations on current international disputes.

Have students who are members of scout or girl guide organizations find out and report to the class what is done by their organization to promote international understanding.

A committee of students could prepare brief reports on early plans for international organizations.

Prepare a bulletin board showing U.N. symbols such as the U.N. flag, the U.N. Secretariat and Assembly buildings, and excerpts from important U.N. documents.
Have individual pupils or committees make reports on the work of U.N. in the social and economic fields.

Have pupils examine current magazines and periodicals to discover their attitudes towards the U.N.

Make a report on the Universal Postal Union. Discuss the value of this international organization to the member nations.

Have a diagram drawn to show the organization of the Permanent Court of Arbitration.

Make a map of the world showing the membership of the U.N.

Have each student write a theme on "My Blueprint for World Order".

Have a panel discussion on: "How we can create a world order in which conflicts are solved without resort to force".

Organize the class into a mock meeting of the U.N. Assembly. Each student may pick out some country to represent and present that country's point of view on the debate.

Construct a world map showing the places where the United Nations has done or is doing some constructive work. Indicate the U.N. agency or council involved.

In collaboration with the science department, prepare a joint display -- the science classes erecting atomic models and the civics classes designing displays showing methods of controlling atomic energy.

Have a committee of pupils prepare the following data for the class:

a. the area, population, industrial output and national income of India to-day and at earlier times in its history.

b. a list of the great powers of the world prior to World War I, prior to World War II, and today.

c. statistics or graphs showing the comparative strength of the great powers in the world today.

Have a panel discussion on foreign policy stressing the res-
ponsibility of the citizens in the making of a sound policy.

List the names of our ambassadors to twelve countries of the world, including the major powers.

Ask two or three members of the class to look up the question of Kashmir, and the difficulties involved in a peaceful settlement of this problem.

Have a debate on "national economic self-sufficiency versus international plan of national specialization".

Discuss the need for international cooperation in civil aviation, merchant shipping, and tele-communications.

Conduct a panel discussion on the Colombo Plan.

Discuss why the great powers are so interested in the Mediterranean area and the Middle East.

Have a panel discussion on "India and Pakistan: Solidarity and Security".

On an outline map of the world mark all the members of the Afro-Asian bloc.

Make a chart, cartoon, or graph illustrating some aspects of our foreign policy. Possible subjects might be Goa, Kashmir, Union of South Africa, recognition of Communist China, status of Indians in Ceylon.

Assuming you are a newspaper editor with a limited number of foreign correspondents, point out on a map where you would station your reporters during the coming months and explain why.

Give a test which would include some questions that tie up current events with their historical background.

Conduct a community poll to determine the attitudes of people, and to discover the extent of ignorance and false beliefs about atomic energy.

Discuss the proposals for international atomic energy control by the various agencies of the different nations.

Present a program to the P.T.A. offering a play about life before and after a city is struck by an atomic or hydrogen bomb.
Conduct an adult education program through radio skits, posters, and signs on atomic power control.

Arrange for speeches on atomic subjects by authorities in the field.

Hold a class discussion on teen-age problems. Let the students submit unsigned questions which can be discussed in class.

Make reports (individual or group) on the following topics:
   a. Characteristics of an interesting personality
   b. Characteristics of an extrovert
   c. Characteristics of an introvert
   d. Biography of characters in history, who adjusted themselves to reality inspite of serious draw-backs.

Appoint a committee to write an ethical code that young people of their age could follow.

Ask students to tell stories they have heard or read that illustrate admirable character traits, such as loyalty, courage, patience, truthfulness.

Have class discussions on:
   a. Personalities are made, not born
   b. Methods of breaking bad habits
   c. Methods of facing problems
   d. Ways to make and keep friends

Arrange field trips to factories and stores to give students first-hand knowledge of occupations.

Ask each student to write a letter of application for the job he would like to get.

Organize student committees to make a survey of the school and community to determine the number of high school graduates who go to college and other advanced training institutions; the number who go to work at various
occupations; the number of new employees hired each year at the various local enterprises; the qualifications required by these employers.

Have representatives of the local higher education institutions address pupils concerning the requirements for admission, the type of courses offered and the expenses of college education.

Hold debates on -- (a) Do machines create or destroy jobs? (b) What should the role of private enterprise be?

Make reports on the following topics:

a. New industries in India
b. Position of the worker in various countries
c. The role of labor unions
d. Government legislation and its effect on employment opportunities

4. Bibliography


Fosdick, Harry F., On Being a Real Person, New York, 1943.


Gilmore, Mary, Becoming What They Will Be, Association of Youth Serving Organization, New York, 1946.


Hoffman, Paul G., Peace can be Won, New York, 1951.


Laird, Donald A., Technique of Personal Analysis, New York, 1943.


Merriam, C.E., What is Democracy, Chicago, 1941.


Newton, Roy, How to Improve Your Personality, New York, 1942.


D. Evaluation

The term evaluation has sometimes been used to mean merely the administration of a series of formal tests by the teacher. But, thanks to modern developments, today evaluation is considered to be an attempt to see whether desirable growth is taking place in the pupils along the lines of important educational objectives. This means that one must test not only for knowledge, but also for the development of skills, ability to analyze, changes in attitudes, and increased interest.

In a democratic school, evaluation is a cooperative
process to be carried on by pupils and teachers in terms of goals sought. The greatest educational value comes when the learner has a large part in setting his goals, in determining how far he has progressed, and in selecting the next steps he should take to reach the goal. Evaluation should be a continuous process if it is to improve the effectiveness of teaching and learning.

1. Techniques of Evaluation

An evaluation program for citizenship education should employ techniques that are sufficiently comprehensive and varied to apply to both long-term and short-term objectives. In other words, the techniques should be adequate to measure the changes in basic attitudes and behavior as well as the amount of factual knowledge gained. This means that teachers should not rely entirely on tests, but should consider oral and written reports, participation in class, panel discussions, library reading reports, and contributions in the various activities that lend themselves to evaluation. The following is a description of some of the techniques that may be found useful:

a. Achievement tests -- essay type, true--false, matching, completion, and multiple choice. When using the above types of tests, it is important to keep in mind that understanding means more than memorization of facts. It means also to interpret, to illustrate, to compare, and to contrast.

b. Observation of activities -- to find evidences to prove that pupils have learned what was assigned, are inter-
ested in and willing to take part in class discussion, have learned how to perform some of the duties of citizen-
ship.

c. Self-evaluation -- with the help of check lists or rating forms which will give the pupil a concrete guide for self-analysis and improvement.

d. Standardized tests and attitude scales -- for diagnostic and evaluative purposes.

e. Reports and research work of individual pupils or groups of pupils -- to note the ability to outline, to summarize, to support or attack a generalization with specific examples gained from study, to interpret, compare and contrast.

f. Other methods -- cumulative records, conference with the student, interviews with parents, class surveys and questionnaires.

2. The Preparation of Tests

As stated already, the teacher should base the evaluation on the objectives sought. Teachers should keep in mind this important point when preparing the tests. The following are the two types of tests that are commonly used.

a. Essay Tests

This type of test may be effectively used to evaluate the ability of the pupils to organize materials, to interpret facts and draw conclusions from them, and to summarize and express oneself clearly. The following suggestions will be useful in the preparation of essay tests:¹

1. Questions must be clear, understandable and meaningful to the students

2. Restrict the use of essay tests to those functions to which it is best fitted

3. Increased the number of questions asked, and reduce the amount of discussion required on each

4. Before correcting the test, outline the points which constitute the answer

5. In grading the test, evaluate all answers to question one before beginning to evaluate the next question

6. If the question is such that there is more than one possible correct answer evaluate the answer in terms of the correctness of supporting evidence and logic used and not in terms of whether the answer agrees with the teacher's opinion or belief.

The following are a few samples of essay questions:

1) Why are special privileges and immunities bestowed on the members of our legislature?

2) Who appoints the subordinate court judges and what are their qualifications?

3) How does jury service provide an opportunity for the citizen to exercise one of his important privileges?

b. Objective Tests

The principal types of objective tests are true-false, multiple-choice, matching, and completion. The following are some of the general principles that should be kept in mind when preparing the above types of tests:

2 Ibid., 113-120.
1. As a rule, the test should include more than one type of item

2. The items should be so phrased that the content rather than the form of the statement will determine the answer

3. The items should be so worded that the whole content functions in determining the answer, rather than only part of it

4. All the items of a particular type should be placed together in the test.

5. The items in the test should be arranged in order of difficulty

6. A regular sequence in the pattern of responses should be avoided

7. The directions to the pupil should be as clear, complete, and concise as possible

Sample Test Items

True-False

T F (1) The Indian Constitution is the longest written constitution in the world.

T F (2) The President of India has powers similar to those of the President of the United States.

T F (3) The lower house of the Union legislature is called the legislative assembly.

Matching

(1) The executive head of the State Government

(2) Chairman of the upper house of parliament

(3) The archstone of the cabinet

(1) Vice-President

(2) Governor

(3) Prime Minister

Multiple Choice
(1) The government of India is a (a) pure democracy (b) democratic republic (c) loose confederation of sovereign states (d) corporate state.

(2) The theory of representative government is best exemplified in India by (a) cabinet (b) courts (c) parliament (d) our diplomatic corps.

(3) The House of the People has the sole power to (a) initiate revenue bills (b) approve appointments of judges (c) choose the vice-president (d) declare war.

Completion

(1) The presiding officer of the House of the People is called the ____________.

(2) A concurrent power exercised by both the union and state governments is ____________.

(3) One qualification for the office of president is ____________.
CHAPTER VI

SUMMARY AND CONCLUSIONS

Today, the world is faced with the greatest and grimmest struggle of all, the struggle for liberty, equality, and fraternity, not only amongst men but also amongst nations, great as well as small. The world has awakened to the fact that every nation has a fundamental right to determine and work out her own ideals, and that the consent of the governed is the only logical and just basis of any government.

In this new struggle for international right and international justice, India has emerged as the largest independent democratic nation. Considering the political, social, and economic conditions in Asia, it appears that India is the logical national unit around which may be built a new, stable, and prosperous Asia which will be able to stand as a buttress against the expansion of a new type of exploitation and imperialism.

To meet this new challenge, India has to bring about several changes and reforms within her own borders. Perhaps the first and most important thing to be done is to mold India into a unified nation. Everything that helps the growth of
nationalism has to be tried and tried earnestly. Hence the need for a well organized program in citizenship education.

In the past, India has always been willing to learn from the experiences of others and to accept whatever was beneficial for her advancement without sacrificing her own identity. Following this tradition, the writer has attempted in this dissertation to study programs of citizenship education used by one of the leading democratic nations in the world, and from this background to set up a guide for the teaching of civics in one of the states of the Indian Union.

A careful review of selected curricula was first made. The proposed guide is based on the findings of this review as well as on a review of the civics curriculum followed in Kerala State. The general objectives of the proposed guide and the specific objectives for each year's program are stated. Brief outlines of suggested units form the content of the program. A list of suggested experiences and a bibliography are also given. A brief section of the guide is devoted to evaluation procedures. Implications for teacher-education are also dealt with. The section, titled, "A Note to the Teacher", provides instruction on how to use the guide.

The guide is not comprehensive by any means. However, with this guide as a basis, each unit can be further developed for classroom use.
Perhaps, some readers may think that undue emphasis has been laid on the United Nations and world problems. But, then, let us not forget the fact that we are marching to the one world of to-morrow, where national problems will be intermingled with the international problems of the human race.

Today children need to learn that the world is composed of two and a half billion people who are basically alike. They need to learn that

Differences between people in the world community are largely acquired, that most differences should be welcomed; .................................................................

that illiteracy and ignorance are not always synonymous. Nor does the poverty of a nation mean that it has not contributed to the culture of the world at some time in the past or at the present moment.

Children and youth must learn that while conflicts between countries and cultures continue, the world is trying to learn to live peacefully together.1

India's independence will be meaningless unless she is able to contribute her share in the establishment of good will and peace among nations. With her rich spiritual heritage, and under the wise guidance of her great statesmen, free India could develop into a great force for world peace and international understanding. Her greatest national poet, Rabindranath Tagore, has left a message which perhaps better expresses the cherished hopes of every peace loving citizen of the world:

---

Where the world has not been broken up into fragments of narrow domestic walls;

Where words came out from the depth of truth;

Where tireless striving stretches its arms towards perfection;

Where the clear stream of reason has not lost its way into the dreary desert sand of dread habit;

Where the mind is led forward by Thee into ever-widening thought and action --

Into that heaven of freedom, my Father, let my country awake.²

BIBLIOGRAPHY

A. BOOKS

Ahmad, Zaimul, A Brief Analysis of the New Constitution, Allahabad, 1936.


Alabama Department of Education, Using Resources of the Community to Build a School Program, Division of Instruction, Bulletin No. 12, Montgomery, 1950.


A State Committee of Social Studies Teachers, A Suggested Organization of a Social Studies Program for Secondary Schools in the State of Delaware, Department of Public Instruction, Dover, Delaware, 1951.


Basu, Anathnath, Education in Modern India, Calcutta, 1947.

Basu, Boman D., History of Education in India under the Rule of the East India Company, Calcutta, n.d.


Cincinnati Board of Education, Course of Study in American Problems, Cincinnati, 1947.

Cincinnati Public Schools, Tentative Course of Study, Sociology, Grade Twelve, Curriculum Bulletin 206, Cincinnati, 1947.


Citizenship Education Study, Detroit, Emotional Adjustment, a Key to Good Citizenship, Detroit, 1953.

Citizenship Education Study, Detroit, Schools and the Development of Good Citizens, Detroit, 1953.


Cleveland Public Schools, American History and Government, Part I, Units I - VI, Cleveland, 1949.

Cleveland Public Schools, American History and Government, Part II, Units VII- XII, Cleveland, 1950.

Cleveland Public Schools, Problems: Social and Economic, Part II, Units XIII- XV, Cleveland, 1951.

Coe, George A., A Study in Civic Training, Clark University, 1922.


Coupland, Reginald, The Indian Problem, Oxford University Press, 1934.


Dayton Public Schools, Social Studies, Grades Three Through Eight, Tentative Course Outline, No. 16, Dayton, 1950.

Dayton Public Schools, Tentative Course Outline, Civics, Grade 12, Tentative Course Outline No. 5, Dayton, 1952.

Delaware State Social Studies Project, Social Studies Program, Delaware, 1951.


Department of Public Instruction, Utah, Social Science Course of Study for Secondary Schools, Salt Lake City, 1947.

Des Moines Public Schools, A Partial Overview of the Social Studies Curriculum, Des Moines, 1951.


Dutt (Datta), T.K., What English Education Has Made of Us, Lahore, 1939.


Education Department, Government of Travancore-Cochin, Syllabi for Primary, Middle and High Schools, The Government Central Press, Trivandrum, 1954.


Educational Policies Commission, Learning the Ways of Democracy, National Education Association, Washington, D.C., 1940.


Embassy of India, About India, Washington, D.C., 1953.


Lal, Prem Chand, *Reconstruction and Education in Rural India*, New York, 1932.


Mellor, Andrew, India Since Partition, New York, 1951.

Menon, Thekkkey, K.N., A Symposium on Post-war Education in India, Baroda, 1945.


Minneapolis Public Schools, Curriculum Guide - English and Social Studies, Grades 7, 8, 9, Minneapolis, 1951.


Minneapolis Public Schools, What Should be Taught in the Junior High School, Minneapolis, 1955.

Moore, Clyde B., Civic Education; Its Objectives and Methods for a Specific Case Group; A Study in Educational Sociology, Teachers College, Columbia University, 1924.

Mukerji, S.N., Education in India in the Twentieth Century, Baroda, 1955.


Myers, Alonzo F., and Clarence O. Williams, Education in a Democracy, New York, 1954.


Oak, Vishnu V., England's Educational Policy in India, Madras, 1925.

Olcott, Mason, Village Schools and Teachers in India, Calcutta, 1926.


Parkin, G. Raleigh, India Today, an Introduction to Indian Politics, New York, 1948.


Pope Pius XII, Summi Pontificatus, The Paulist Press, New York, n.d.


Santa Barbara City Schools, Social Studies in the Secondary Schools, Santa Barbara, 1953.


Schuster, George and Guy Wint, India and Democracy, London, 1941.


State of Iowa Department of Instruction, *The Development of World Civilization*, Grade 9, *The World Community*, Grade 10, Des Moines, 1950.


The Indian Council of Agricultural Research, Developing Village India, Revised Ed., Bombay, 1951.


Thompson, Edward J., Reconstructing India, New York, 1930.


Thurston, Henry W., The Education of Youth as Citizens, New York, 1940.

Tyler, Ralph W., Basic Principles of Curriculum and Instruction, Chicago, University of Chicago Press, 1950.


Wisconsin Cooperative Educational Planning Program, *I Did It This Way*, Social Studies Bulletin No. 3, Madison, 1951.


B. ARTICLES


*Foreign Education Digest*, "Education in India", XV, July, 1950 to June 1951, 25-32.


*Foreign Education Digest*, "An Experiment in Social Education in India", XIV, 115.


National Planning Commission, "Five Year Plan of Educational Development in India", The Indian Journal of Educational Research, XII, December, 1951, 206-211.


C. UNPUBLISHED MATERIALS

Cullen, Ruth W., A Survey of Modern Trends in Character Education in Public Elementary Schools as evidenced by the Analysis of Course of Study of Type Cities and States, Unpublished Master's Thesis, Loyola University, Chicago, 1931.