

THE CONSTITUTION OF THE UNITED STATES OF AMERICA

GENERAL INFORMATION

LESSON 01 CHAPTER 02

1.1 GENERAL

1.1.1 General purpose

This course in citizenship is designed to teach the fundamental principles upon which our Government is founded, including an insight into the social and economic elements upon which our civilization stands.

Special emphasis is laid upon the meaning of "liberty," as interpreted by the founders of this Republic, and the larger relationship of the individual citizen to others and to his Government, defining loyalty and national responsibility in terms of citizenship, recognizing that an intelligent and informed people is a greater asset than are the unintelligent, uninformed, or misinformed, and that no government can exist upon a plane higher than the moral character of its people.

1.1.2 Knowledge, the safeguard of our Republic

Because of the rapid increase in our population, largely made up of immigrants from all parts of the world, the tendency within the family and the school is to neglect the training of our youth in the knowledge of his Government and his individual responsibility. It cannot be expected that foreign-born parents, lacking knowledge or inspiration of American ideals, will be either fitted or inspired to give such instruction to their own children.

The indifference or the neglect of native-born citizens concerning the training of their children to meet the responsibilities of citizenship is largely caused by lack of information and proper understanding of the history, ideals, and underlying principles of our political institutions.

The remarkable development of industry in America has caused a congestion of population in our large cities, creating social, economic, and political problems that materially affect the structure of our Government.

The solution of the problems of citizenship lies largely in the education of the youth of America in the principles of representative government and their personal responsibility in perpetuating and improving her free institutions.

1.1.3 Character building

The ever-increasing wants as compared to the needs of humanity, the added individual burdens and problems of modern civilization, emphasizing material rather than ethical and spiritual attainment, are tending to break down the character of our youth.

It is the mission of this course to specially emphasize the moral aspects of citizenship — to build up home discipline, reverence for religion, and respect for constituted authority.

1.1.4 National defense

Education and training in citizenship form a vital part of national defense.

It will be the mission of this course to interpret national defense through a broad and comprehensive instruction in citizenship, stressing the responsibility of the individual citizen to become fully prepared for the defense of his country in any emergency that may arise, whether of domestic or foreign import, in peace or in war.

1.1.5 Time allotted

In this course of citizenship adequate time will be allotted for instruction, arranged in a number of short periods of not more than 40 minutes' duration each, which may be supplemented by addresses and travelogues illustrated with PowerPoint slides, covering outstanding phases of American history, given to combined groups at such time and frequency as directed by the camp commander, with special reference to rainy-day schedules.

1.1.6 Outlined topics

This course will be given under a series of outlined topics briefly presented by the instructor, preceded by a few succinct historical statements bearing upon the development of our country.

1.1.7 Questionnaire

Brief questionnaires, containing a number of questions pertinent to the subject matter contained in each lesson, are given as an aid to the instructor in guiding the general discussions by the students.

1.1.8 Subject matter suggestive

This course is not intended to teach the details of American history, but to give special emphasis to pertinent facts and principles associated with the foundation, development, and preservation of our Government as to its social, economic, and political phases. The instructors should briefly explain the historical and psychological aspects to the various forms of government.

The subject matter and illustrations are suggestive only and are given as guides in teaching the fundamental principles of government and citizenship.

The instructor will make application of these principles in such a manner as to stimulate individual thinking, leaving it to the student to reach his own conclusions based upon the facts and situations discussed.

1.1.9 Plan of instruction

In the presentation of this course it is necessary for the instructor to give certain definite and concise information concerning the outstanding characteristics of our country; the fundamental principles of our Government; the spirit and will to do by which it attained its present position; emphasizing the encouragement, assistance, and protection granted every individual citizen as guaranteed in our Constitution as the supreme law of the Nation; developing the idea of individual responsibility and intelligent participation in government as an economic necessity as well as an evidence of patriotism and loyalty to our country.

The didactic method concerning facts of history, social changes, economic development, and basic principles of our Government will be used without discussion and without argument, special emphasis being given to the fact that the United States is a Republic, not a democracy.

Group discussions will be led by the instructor covering the cardinal points of each lesson as outlined in the text, care being exercised to confine the discussion to the limits of the lesson.

1.1.10 Selection of instructors

Here shall be designated an education director of citizenship training. Under his/her supervision, qualified personnel carefully selected by the him/her will act as instructors in this course.

1.1.11 Suggestions for instructors

Instructors are particularly cautioned to confine instruction and discussion in each study period not only to the lesson text but also to keep it within the scope of the

general division (social, economic, political) to which that particular lesson is related. The tendency is to wander away into a discussion of all three phases of citizenship, because of the close interrelationship existing in- all the lessons. Clarity of instruction can be had only through close observance of this suggestion.

The instructor must use language simple enough to be readily understood by all.

The text of these lessons is so arranged as to permit additional time for study and discussion when such opportunity is available through accommodation to rainy-day schedules.

1.1.12 Supplemental instruction

At the discretion of the education director, instruction may be supplemented by addresses given by selected speakers to the combined student body on subjects related to citizenship.

As a part of this course historic facts and brief statements taken from the speeches and writings of distinguished Americans may be projected on the screen immediately preceding the feature picture at all motion-picture shows.

1.1.13 Efficiency

To secure the most efficient results, the personnel detailed as instructors should be thoroughly trained in the method of using the various studies in citizenship and the questionnaires.

A refresher or normal course will be conducted for the instruction of the designated instructors in subject matter and method of presentation, with the view of having the classes in citizenship faced by instructors as alert, competent, and as confident as are platoons in a military drill.