

CITIZENSHIP TRAINING MANUAL

Lesson 02 – General

Part 1 – General

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1.0 Citizenship

1.1 National defense

Under the national defense act as amended in 1920. the War Department, among its many other duties, *is* charged with the task of recruiting and training the young men of our Nation through enlistments in the Regular Army, voluntary enlistment in the Reserve Officers Training Corps of high schools, colleges, universities, and in the 30-day training period in citizens' military training camps throughout the nine corps areas of the United States. The combined average yearly strength of these various units approximates some 260,000 young men between the ages of 16 and 25 years, the most critical period in the determination of their real value as citizens of our country.

It is, therefore, essential that the training of these young men embody, with their instruction in military science, at least a basic course in the science of government and the privileges, duties, and responsibilities of the individual citizen, in order that they may be returned to civilian life better equipped as the defenders of the institutions of our Government in time of peace as well as in time of war.

1.2 Citizenship Training

Training in citizenship is the most vital of all subjects to that nation whose system of government, security of property, and full power to express individual initiative are based upon the intelligence, education, and character of each individual citizen.

1.3 Individual Initiative

Individual initiative is the product of slow progress in the development of the idea and ideals of self-government. It was cherished in the minds of the early Germanic tribes, transmitted by them in the fifth century to the conquered British Isles, there developed and finally transferred in principle to the shores of America 300 years ago.

From the landing of the first settlers through the slow and perilous years of colonial development, the struggles of the Revolutionary days, the hardships and privations following the adoption of our Constitution, the winning of the Great West, the fight to save our Union, and the tremendous accomplishments in the development of agricultural and industrial resources, individual initiative, coupled with community cooperation, has been a determining factor, a spur to our achievements, and a guaranty to our national security.

The protest of the Colonies against usurpation of the rights of citizens, the Declaration of Independence, the Revolutionary War, the writing and adoption of the Constitution of the United States, and the ever-increasing development in population, industry, wealth, and security, denoting the achievements of the United States, would not have been possible lacking the spirit of individual initiative and the talent for self-government. The United

States worked out its own destiny by the simple process of hard labor inspired with the knowledge of full opportunity in the exercise of individual ability, and sure reward and protection in the possession of the fruits of their labor.

1.4 Foundation of Citizenship

In any instruction in citizenship productive of lasting results, there must be woven into the study the story of the faith, sacrifice, service, and achievements of the pioneers of America from the landing of the Pilgrims to the settlement of the Great West and the development of our vast national resources. This story, pregnant with hope, faith, courage and the will to work, is the rock foundation upon which to build the structure of citizenship in the youth of today that the future may be assured in perpetuity of the institutions, principles, ideals, and traditions the development of which has made the United States great among the nations of the world.

A study of the census reports of the United States, particularly during the past 50 years, reveals a condition that to every thinking man and woman is fraught with grave danger to the continuation and maintenance of our constitutional form of government and the blessings of liberty which we enjoy. We must be prepared to recognize this situation and find the solution of the problem.

1.5 Social Phase of Citizenship

As the result of the changing life stream of America, there has arisen one of the greatest problems of our national life.

Up to 30 years ago approximately 90 per cent of all immigration to America was of Anglo-Saxon origin, that race of people which has been working out the problem of self-government for nearly 2,000 years. Due to the remarkable impetus given to industrial development following 1890, opportunity for employment was offered and every inducement made to secure the immigration of European common labor, resulting in an immediate change in the type of immigration to America, by which central, eastern, and southern Europe increased their totals by over fifty times in the 50 years from 1870 to 1920.

The history of the nations from which this later immigration originated is that of large cultural advantages in art, literature, and science, enjoyed by the ruling and favored minority, while oppression, privation, and suffering were endured by the great majority of their subjects.

This latter class, without knowledge of self-government, denied the opportunity for self-development, eagerly responding to the call of American opportunity, emigrated to our shores, here to enjoy full participation in the rights of American citizenship without a proper understanding of the meaning of liberty or the nature and value of our free

institutions, the very foundation of which is laid in intelligent and active participation in government by our individual citizens.

A course of instruction in citizenship to be effective must develop the social phase of citizenship and be particularly directed to the native and foreign-born youth, setting up a clear understanding of this great problem of assimilation and amalgamation of the bloods of all nations into the virile life stream of America.

1.6 Economic Phase of Citizenship

The industrial achievements of America have become the marvel of the world. Therefore the economic phase of citizenship must be developed with careful study and with all the wisdom we possess that we may assure continued progress to the welfare, tranquility, and enrichment of our own citizens and at the same time steer a safe course for our ship of state in the maelstrom of world envy engendered by a knowledge of our wealth and power.

In the accomplishment of our industrial achievements the United States has reinvested its profits in the development of horsepower, automatic machinery, labor-saving devices, transportation, communication, organization, administration, and, since the World War, has given further impetus to its accomplishments by sharing more and more the fruit of her industries with the wage-earning class. In the progress thus made the demand for brains to replace brawn has been an ever-increasing factor in the production of our goods as to quantity and quality in order to maintain our sense of well-being, high standards of living, and to meet the competition of the world at large.

A course of instruction in citizenship must emphasize the necessity of the education of our masses as an economic measure in supplying the great need of modern industry.

1.7 Philosophy of American Government

The philosophy of government, as set up under our Constitution, finds its keynote in individualism as opposed to that misguided philosophy of government, collectivism, which makes the State paramount in its demands over the inalienable rights of its individual citizens. Incomprehensible as it may seem, the political problems of America and of the world at large are embodied in this question of individualism as opposed to collectivism as the philosophy of government for the future development and welfare of nations.

Emphasis must be laid upon the benefits and advantages accruing to each individual citizen of our country under the form of government set up as the supreme law of the land in the Constitution of the United States of America.

2.0 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.

2.1 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.

2.2 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.

2.3 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.

3.0 Time Allotted

- 3.1 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.

4.0 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.

4.1 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.

4.2 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.

4.3 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.

4.5 Selection of Instructors

There shall be designated a Education Chairman of citizenship education for each Workshop. Under his supervision, Facilitators carefully selected by the chairman will act as instructors in this course.

4.6 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.

4.7 Supplemental instruction

At the discretion of the Education Chairman, 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.

4.8 Efficiency

To secure the most efficient results, the officers 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 in each training facility 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.