

COMMUNITY LIFE AND CIVIC PROBLEMS

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THE CAPITOL

The national Capitol at Washington is not surpassed for beauty or nobility by any public building in the world. Its dome, which is over three hundred feet high, is surmounted by a bronze statue of Freedom.

TO THE MEMORY OF
H. I. H.

THE AMERICAN'S CREED

✓ ✓ ✓

I believe in the United States of America as a government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign nation of many sovereign states; a perfect union, one and inseparable; established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

I therefore believe it is my duty to my country to love it; to support its constitution; to obey its laws; to respect its flag; and to defend it against all enemies.

The American's Creed, written in 1918 by William Tyler Page, Clerk of the House of Representatives, was selected from among the thousands which were submitted as the best brief statement of American political beliefs and principles. Mr. Page was awarded the \$1000 prize offered by the city of Baltimore, and his statement was publicly accepted by the Speaker of the House of Representatives as the National Creed.

PREFACE

This book is an outgrowth of classroom needs and experience. For three years it was used in mimeograph form, wholly or in part, as a text in the laboratory schools of The University of Chicago. It served also in a similar capacity in other schools in different parts of the country. In the light of the suggestions and criticisms of the pupils and the teachers who have thus used it, it has been recast and rewritten a number of times. In its present form, therefore, it stands as a classroom product.

In writing this book I have tried to do four things: first, to explain a few of the important institutions and problems of modern life; second, to make civics interesting and concrete by a liberal use of illustrative material; third, to establish lasting ideas about the topics discussed by treating them at some length rather than in fragmentary fashion; and fourth, to inspire boys and girls with a desire to do their part in bettering their own groups and neighborhood as well as their state, their country, and the world.

The conception underlying the book is the Biblical proposition that no man liveth to himself alone. All his life he dwells, works, and plays with other men who are associated with him for reasons like his own in various kinds of groups. In short, human life is group life. Man enters the world as a member of the family group; as a child he receives education in a school group; for religious solace and inspiration he usually depends on the church group; in daily occupation he works with others in industrial groups; to secure safety and certain services he is a member of political groups. His dependence on others and the dependence of others on him,

which not only cause these group relations but arise from them, are the most important facts in human life.

The book is divided into four parts. In Part One are treated the chief characteristics of group life as they appear in the family, the school, the church, and the local community. In Part Two are discussed some of the more important problems of community welfare. Part Three deals with the elementary phases of industrial society. Part Four is devoted to a discussion of government and political parties; since the chief functions of government are brought out in the first three parts of the text, the last division is confined largely to an explanation of its organization.

Care has been exercised to give proper acknowledgment to the sources from which this book is drawn, and while the possibility of error is multiplied in a work which has been rewritten as many times as this, it is hoped that no failure to give credit has occurred. For helpful criticisms my thanks are due, in the first place, to those who have used the text in its preliminary form. In this respect I am especially indebted to Miss Edith Shepherd of the University Junior High School, who for two years has made the book the basis of work in English. For contributions to the book-lists and for other valuable suggestions I am under deep obligations to Miss Hannah Logasa, librarian of the University High School, and to Professor S. A. Leonard of the University of Wisconsin. For helpful comments arising from a reading of various portions of the manuscript, grateful acknowledgment is made to Principal Morton Snyder, Park School, Baltimore, Maryland; Professor A. H. Sanford, State Normal School, La Crosse, Wisconsin; Professor Carl E. Pray, State Normal College, Ypsilanti, Michigan; Professor S. C. Parker, The University of Chicago; and Dr. Charles H. Judd, Director of the School of Education, The University of Chicago. To Professors R. E. Park and L. S. Lyon of The University of Chicago, to Miss Frances B. Wells of the Austin High School, Chicago, and to Miss E. Mabel Skinner, Chair-

man of the Civics Department, Washington Irving High School, New York City, I acknowledge my indebtedness for counsel resulting from a careful reading of much of the proof. I have also profited greatly from numerous suggestions received from Professor R. M. Tryon, School of Education, The University of Chicago, who read with discriminating and stimulating criticism the entire manuscript. Much time and thought have been given to the selection of illustrations which would have real educational value; for help in this difficult undertaking I owe a great deal to the advice and experience of Mr. Edward K. Robinson of Ginn and Company. To Mr. Roswell T. Pearl and others of the editorial staff of the same firm I am also grateful, not only for countless worthy suggestions but for their unfailing courtesy during the progress of the book through the press. Finally, for invaluable assistance in matters of both content and style, I am deeply indebted to my wife.

HOWARD COPELAND HILL

CHICAGO, ILLINOIS

TO THE TEACHER

For reasons pointed out in the preface this book is organized as a study of the chief group relations of an ordinary person. Since in a large sense one becomes a member of the community when he is born, the topic "Myself and Others" is first studied. After this introductory survey of the meaning of community life various groups are taken up in the order in which one usually becomes a member of them: the family; the school; the church; the local community (in which one joins in a more active sense after leaving school); the working group; and, lastly, the political group. This genetic organization enables pupils to understand the order in which the topics are arranged. By occasionally emphasizing and explaining the organization, the teacher can give to the subject a unity and clearness which cannot be secured otherwise.

Each topic is treated in accordance with the recommendations of the Committee on Social Studies of the National Education Association. First, the need for community action in meeting modern social problems is pointed out; second, the work of the most important agencies which deal with these problems is explained; and, third, the responsibility of the individual in assisting in their solution is emphasized.

Since the present is the outgrowth of the past it can be understood only in the light of the past. It is equally axiomatic that before one can solve a problem he must understand it. For these reasons a brief historical sketch intended to serve as a background for the study of particular problems is used to introduce many of the topics treated in this volume. In teaching civics we should emphasize the functions and activities of institutions rather than their

anatomy or machinery. In this book, therefore, while institutional structure has been explained,—so far as limits of space allowed,—the utility and work of the agency in question have received chief emphasis. By this method interest is more easily maintained and a truer perspective of social values is gained.

This book is primarily a textbook in civics. It has been found useful also in a number of schools in different parts of the country as a basis of social-science material on which to build work in English. In these instances both oral and written exercises as well as reading-projects have been centered about the subjects which are treated in the various chapters. Suggestive topics for compositions—most of which have been tested by use in the classroom—are given with each chapter.

Extensive reading-lists, intended to enrich and vitalize the course, are furnished for the different topics. Readings are classified roughly under three divisions: (1) study references; (2) interesting works in the field of history, biography, travel, and the essay; and (3) imaginative or idealistic literature in the form of the novel, the short story, the poem, and the drama. While some of these readings, such as the Lessons in Community and National Life, might well be required of the entire class, it is recommended that, for the most part, each pupil be encouraged to read as many as possible of the books which appeal to him. In this way not only will the work of the class be enlivened by different and interesting contributions from the various pupils, but a love of reading will be aroused or stimulated.

In order that such reading may not become burdensome—an outcome which would defeat one of its chief values, the cultivation of a habit of reading worthy literature—it is essential that long book reports should not be required. A method of checking which avoids this danger and at the same time promotes interest and appreciation is to limit reports to cards (3 by 5 or 5 by 7),—one for each reference read,—on which pupils shall give (1) a brief summary of the content

of the book or article, (2) a sentence indicating its relation to the chapter under discussion, and (3) a statement of what they liked or disliked in the story or account. The following is an illustration of a concise and appropriate card report:

KELLY, MYRA

307

"Wards of Liberty," pp. 1-307

1. "Wards of Liberty" is a book composed of eight short stories centering around Miss Bailey's schoolroom in the Ghetto district of eastern New York City.
2. The author pictures America as the "Mother of Liberty" and the little aliens as her "wards"; in this way she illustrates our duty to immigrants.
3. The manner in which these stories are told, the queer English used by the little foreigners, and the human interest of the tales make the book a charming and interesting one.

If the report cards are filed by authors' names and are placed so that pupils may have access to them, they will prove invaluable in stimulating reading. They will also enable teachers to discover what boys and girls like to read. With few exceptions the works cited in the book-lists have been thus tested; an asterisk prefixed to a reference indicates that it is exceptionally interesting or illuminating. Since many of the books are published in several editions, it has seemed inadvisable to give the names of publishers. The books can be secured without difficulty from any good bookstore.

The variety in titles given in the book-lists is due to the wide variations in pupils' tastes; what is charming to one is occasionally insipid to another. The wise teacher will constantly add to the lists, and, if encouraged, pupils will also contribute valuable suggestions toward such enlargement and will gladly bring books for class use from their own homes.

In this way the facilities furnished by the school will be increased and opportunity will be given for practical social service.

In the teaching of the new civics the text should be looked upon only as a guide, for in no other subject is it so necessary to avoid bookishness. To assist the teacher in this matter questions, problems, subjects for debate, and things to do are included in each chapter. They should be regarded, of course, as merely suggestive; the wise teacher will use, omit, or adapt them to his needs, as seems best; certainly they should not be followed blindly or mechanically. The object of study is not the book; it is the community.

Wherever possible, illustrations should be drawn from the life and institutions of the vicinity; individual investigation and expression should be encouraged; pupils should be brought into direct contact with the activities of their own neighborhood; when it is practicable they should be stimulated to active coöperation in advancing its welfare. Above all, they should be inspired to think, feel, and act socially. When studied in this way civics will, indeed, contribute to the betterment of community life.

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