

**TEACHING IN THE ELEMENTARY  
SCHOOLS. A SERIES  
OF MONOGRAPHS, NUMBER  
1. CIVICS AND CITIZENSHIP**

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Teaching in the elementary schools. A series of monographs, number 1. Civics and Citizenship  
by David E. Cloyd

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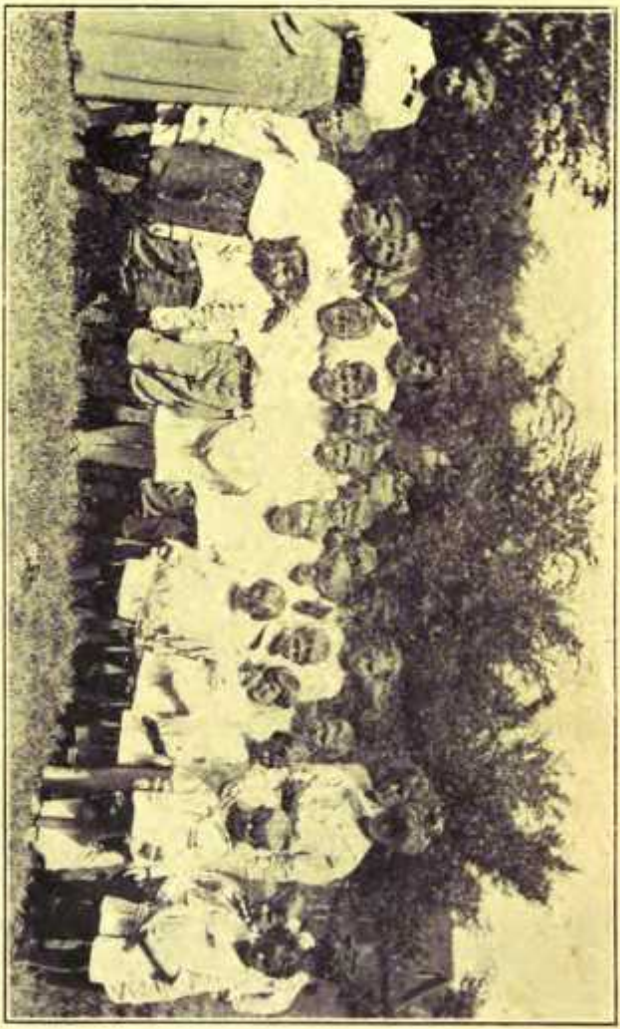
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**DAVID E. CLOYD**

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THE  
LITTLE  
CITIZENS



LITTLE CITIZENS

UNIVERSITY OF  
CALIFORNIA

### PREFACE.

The purpose of this monograph is to emphasize the importance of *instruction in citizenship* in the elementary schools. The brief discussions of the several phases of the subject and of the methods of teaching it are sufficient to give the teacher the modern social point of view and to awaken an enthusiasm for the subject. The course of study in civics given at the close of the treatise is intended as a guide to the teacher in the selection of life-units for the instruction and training of the boys and girls in active citizenship. The fundamental principle of co-operation in group life for the mutual welfare of all citizens is made prominent throughout the course.

The list of references given at the close is designed to help the teacher select one or more books adapted to this work.

November, 1916.

*The Author.*

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## CIVICS AND CITIZENSHIP.

### *What Civics Is:*

Civics is the subject that teaches people how to be good citizens in group life, such as the family, the school, the city, and the state. It deals with such topics as manners, obedience, duty, industry, protection of life, health and property, the payment of taxes and rents, the work of the community, of officials, of the courts, of legislatures, congress, political parties, fraternal and patriotic organizations.

This subject places emphasis upon relationships between individuals in a group and between groups of individuals in their efforts to deal with and to serve one another. In other words, civics is the subject that treats of the co-operative relations of individuals and groups in their attempts to live and work together. It pertains to the life of children as well as to the life of adults. For these reasons it is one of the most important school subjects.

### *Why Civics Should Be Taught:*

An examination of the courses of study in typical schools throughout the country reveals the fact that not very much attention is given to this subject in a serious or systematic way, in the daily program of the schools. This is doubtless due to the fact that in past years civics has been regarded as a formal text-book subject, dealing with the machinery of government and suited only to the upper grammar grades and the high school, as preparation for adult citizenship. But in recent years the viewpoint has changed. The school life is now more like life outside of school in its aims, methods and



subject matter. Society is realizing that the ideas and habits acquired by children do not change materially as they grow into adults. Hence, a greater effort is being made through the school to supply the children with the ideas and the activities that result in habits of conduct and habits of service befitting a co-operative social, political and industrial life. Children come to understand the more remote and more complex phases of life through an understanding of and an interest in the concrete activities of their daily human relationships. This puts civics, the subject that treats of these relationships, in the program of every grade of the course of study. When the population was very scattered the necessity for this civic training was not strongly felt, but now that people are massing together in villages, towns and cities, and even the rural settlements are being brought into close contact by telephones, postal service and improved methods of transportation, the pressure for a harmonious and stimulating conception and control of human relationships is growing greater day by day. Likewise, the movement for equal suffrage calls for civic training of the girls as well as the boys, thus adding to the importance of this school subject.

And the ever increasing difficulties of maintaining peaceful international relationships call for a higher type of world citizenship and a new interpretation of patriotism. Love of humanity must transcend love of country in this new citizenship, if the people of the world are to succeed in living close together, as the new inventions and increasing population is placing them. A striking illustration of this new community life is the rural consolidated school as the center of all phases of

child and adult life the year around. Another illustration is the consolidation and federation of churches, both at home and in the foreign fields, for the strengthening of the feeling of oneness of human interests and the breaking down of the unreal and artificial differences between mankind. The free public school is the greatest institution ever devised by society for developing a democratic social consciousness. Because of its non-partisan, non-sectarian character the school is being used more and more to take over the activities of the home and the church and the newer activities of society as a whole. In a large measure the school is a laboratory in which the activities of the community are observed, explained and applied as factors in the unfolding and developing child life, not *for* service, but *in* service. The simple principles of group life may thus be understood, formulated and used habitually, and consciously as guides in civic advancement.

*Civics Instruction*

*Needed in All Grades:*

The unbroken continuity of the life of the individual, as such, and as a member of social groups makes civics instruction necessary in every grade of the school work. An analogy of this is found in the religious training of children in the home and the church where the efforts of the parents and religious teachers are unceasing. The child, as it enters school and passes from grade to grade, is conscious of its duties to others and of its blessings from others. It also sees the necessity of modifying its habits and notions regarding right and wrong as its interests and relationships widen. In these newer and richer experiences he needs not only the environment that calls forth and necessitates the

changes, but also the sympathetic and intelligent guidance of those directing his fuller training. The gradation in the child's development is paralleled by the grades in the school and should be met grade by grade with more intensive study of the lessons begun in the lower grades and also with new interests. Learning from environment is not enough, the teacher must help the child to organize its reactions upon this environment so as to make more certain a wholesome interest and a social attitude. The gradation of the work in classes from primary to the higher grades should be from an observation of the services rendered by one individual to another, upward through the social groups and institutions to the machinery of government as a means of conducting, controlling and advancing all individual and social activities. At every step emphasis must be put upon helpful human service, as the fundamental principle of true citizenship.

*Citizenship—Its  
Modern Meaning:*

As indicated above, a new conception prevails today of the citizen and citizenship.

The narrowness of the Greek city-state is deep-buried in the past; the suzerainty of the Roman Government was razed to the ground by the virility of the Teutons; the divinely appointed king ruling over the rest of us as subjects now sleeps peacefully; lords and serfs today dine together; capitalists and laborers look for protection to the same courts; rival nations are dreaming of a universal board of arbitration; one language, through trained interpreters, tells these tales of progress the world around; eight minutes on the wires, by relays, encircles the earth with a message of man's triumph.