

**INDIANA AND THE NATION:
CONTAINING THE CIVIL GOVERNMENT
OF INDIANA; THE STATE
CONSTITUTION; THE CONSTITUTION OF
THE UNITED STATES; SUGGESTIVE
TOPICS AND QUESTIONS**

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Indiana and the Nation: Containing the Civil Government of Indiana; The State Constitution; The Constitution of the United States; Suggestive Topics and Questions by Cyrus W. Hodgins

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CONTAINING

THE CIVIL GOVERNMENT OF INDIANA; THE STATE CONSTITUTION;
THE CONSTITUTION OF THE UNITED STATES; SUG-
GESTIVE TOPICS AND QUESTIONS

BY

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PREFACE.

As the necessity for intelligent citizenship becomes more and more apparent, the demand for instruction in civil government becomes more and more urgent. Under the stress of this urgency the subject has been placed in the course of study for all the best high schools of the entire country. The line has generally been drawn, however, at the civil government of the United States, and state and local governments have been neglected. This neglect has been largely due to the fact that suitable books have been wanting.

To meet that want for the boys and girls of Indiana, this book has been prepared. By far the greater number of these boys and girls will never reach the high school. They are, nevertheless, citizens, and must participate in the state and local governments under which they live. This fact has been kept in mind in the preparation of the book, and the text and questions have been prepared with reference to their needs.

Besides the work on the civil government of Indiana, the book contains the text of the United States Constitution, with an analytical outline of the same, to which is added a large number of interesting and suggestive questions. These features make it not only a convenient text book, but a handy little reference book on civil government for any school or home in the state.

EARLHAM COLLEGE,
RICHMOND, IND., JUNE, 1893.

C. W. H.

SUGGESTIONS TO THE TEACHER.

No school work accomplishes the best that is possible for the student if it does not lay upon him the necessity of self-directed observation, and independent thinking. This principle has been kept in view in the preparation of this book. The text does not, therefore, elaborate the details of the government of the State. It leaves to the teacher and pupils the pleasure and profit of finding out some things for themselves. The details of Indiana civil government are constantly *working out* in the very presence of teacher and pupils, and it is the design of the questions, and especially of the suggestive topics, to incite them to open their eyes and see the governmental processes that are going on about them.

The **Suggestive Topics** and **Topics for Discussion** constitute an important feature, and the intelligent and persistent use of them by the teacher may be expected to secure valuable results; among them are the following:

1. Interested searching for facts in many a neglected corner.
2. Independent thinking about the facts.
3. Talks with parents and with local officers concerning local government.
4. Observation of the workings of town, city, township and county governments.
5. Development of patriotic interest in the management of public affairs, and intelligent criticism of public officers.
6. Growth of the feeling of responsibility for the faithful performance of the duties of citizenship.

Interest may be excited and maintained by varying the requirements concerning the suggestive topics. One pupil may be assigned the duty of preparing a careful oral report on some one of the topics; another may present a written statement upon some other topic; or the entire class may be assigned the same topic, in competition for the fullest, and at the same time the most concise, answer.

Each topic for discussion may be made the subject of one or more carefully written papers on the opposite sides, or two or more may orally discuss it, or it may be the subject of general discussion by the entire class.

Pupils should not be confined to either oral or written forms of statement; training in both is needed—in the former for readiness of speech, in the latter for conciseness and accuracy of statement.

The lists of topics and questions are by no means exhaustive, and the teacher should add such as he may see to be useful; and the pupils should be encouraged to ask questions of their own.

Before assigning lessons, the teacher should make such special preparation as will enable him to draw the line at the proper amount, and so clearly direct the study of the class as to economize their time and their efforts.

The book may be used as a regular text upon the subject to which it is devoted, or it may be used as supplemental to the history or civil government of the United States.

A few **Reference Books** on the subjects studied should be in every school library. Besides the list given under "Notes to Teachers," following the text of the Constitution of the United States, pp. 175-177, the following are suggested:

1. A recent Unabridged Dictionary.
2. Reports of state officers, state boards, etc.
3. Reports of state institutions.
4. Reports of county, city, and other local officers.

Note.—Such reports are often published in the local newspapers, and the school should have a scrap-book for filing and preserving them.

5. A copy of the Revised Statutes of Indiana.

6. A copy of the School Law, of the Election Laws, of the Road Laws, and the Acts of the General Assembly for each session since the revision of the statutes.

Note.—If these cannot be obtained for the school, they can usually be consulted in the office of some attorney.

7. Copies of the "Rules and Orders" for the Government of the House of Representatives, also of the Senate.

Note.—These can be had by addressing the Representative or the Senator from your county.

The amount of practical information that may be obtained from public documents, and the degree of interest in them that may be excited, will agreeably surprise both teacher and pupils.

In the use of this book, as of any other used in the school, its value to the pupils will depend more upon the skill of the teacher than upon its own merits.