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## An Enumeration of Historical Accounts Selected to Facilitate the Teaching of Key Historical Concepts

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AN ENUMERATION OF HISTORICAL  
ACCOUNTS SELECTED TO FACILITATE  
THE TEACHING OF KEY HISTORICAL  
CONCEPTS

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A Thesis  
Presented to  
the Graduate Faculty  
Central Washington State College

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In Partial Fulfillment  
of the Requirements of the Degree  
Master of Education

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by  
Juanita Colobong Sarandi  
August 1964

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APPROVED FOR THE GRADUATE FACULTY

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## CHAPTER I

### INTRODUCTION

The schools of today are very much concerned about the development of the whole child--physically, mentally, emotionally, spiritually and socially.

One of the subjects included in the curriculum which is primarily concerned with these different phases of growth is the social studies. Through these studies the pupils gain and understand the problems of the home, the community, the state and the nation. The social studies serve as a basis for developing social learnings needed in a democratic society. If these social learnings and understandings are developed naturally and meaningfully, they will be put to use in other activities in and out of school.

According to Preston, the social studies in the elementary grades should give the child knowledge and experiences which will enable him (30:26):

1. To gain knowledge and appreciation of the historic, geographic and social background of our cultural heritage which bear upon present-day living.
2. To acquire habits and skills needed in assuming his responsibility in a social group.
3. To develop a wholesome personality that will enable him to lead a useful and healthy life.

4. To cultivate an understanding of the principles of democracy and a loyalty to democratic ways of life.

5. To develop such fundamental characteristics as tolerance, cooperation, critical judgment, respect, loyalty, temperance, honesty and other characteristics necessary for wholesome living.

Children in the sixth grade in the Philippines study about the United States. They learn about her natural beauty, history, literature, science and inventions. This study leads to an appreciation and personal interest of the people who in one way or the other have contributed to their citizenship and education. The two most significant things that the United States has done to influence the history, education and economic development of the Philippines are: (1) the laying of her educational foundation of public school instruction and (2) the granting of her independence on July 4, 1946.

In order that the Filipino children will have a better appreciation and a continuing interest about democracy, Filipino teachers who are the key catalyst in the education process should be prepared to make learning in the social studies vital and interesting.

## I. THE PROBLEM

Statement of the problem. The purpose of this study is to (1) ascertain from the literature a number of

key core values basic to an understanding of American democracy and (2) to enumerate various accounts from United States History, which could be used with elementary school pupils to develop an understanding of these core values.

Importance of the study. The Philippines is considered the show-window of democracy in the Far East today. Her geographical location, however, may lead her to be an easy prey to Soviet control. Her democratic strength might be threatened at any time if the people fail to reapply the democratic principles that could meet their rights and changing needs.

The school is one agency where the spiritual basis of democracy can be established. While there is compulsory elementary education in the Philippines, drop outs are still a major unsolved problem. However, if the "big central ideas" which are necessary for the strengthening of democracy in the Philippines can be identified, teachers will know what to emphasize in their teaching programs.

The lack of instructional materials like books, films and other audio-visual aids call for a definite need for an approach to facilitate the teaching of these big central ideas.

The historical accounts selected with care might provide teachers with tools which could be exceedingly useful in the perpetuation of democratic principles.

Only through a continuing effort by all elements of a society can the society maintain and perpetuate those important values essential to its existence. This study is significant because it will provide one element of that society, its teachers, with an effective way of making a definite contribution toward a better understanding of the society and its form of government.

## II. DEFINITION OF TERMS USED

Social studies. Preston says (30:26), it is that part of the curriculum which seeks to help boys and girls to meet, understand, and solve some of today's problems. It helps the child to think critically, to respect the achievement of all people, to work cooperatively, to understand his community and become aware of his privileges and responsibilities as a citizen.

Generalization. A generalization has been interpreted as "a big central idea" around which learning in the social studies curriculum will be organized.

Concept. Webster's Unabridged Dictionary defines concept as "an idea that includes all that is characteristically associated with or suggested by a term."

Key core values. Key core values are basic statements which reflect the values and ideals growing out of the American tradition. These statements, in many instances, stem from basic American documents and from major historical events which have shaped the nation.

Historical account. A historical account in this study refers to an event in history.

### III. SECTION ON ORGANIZATION OF BALANCE OF THESIS

In Chapter II, the writer will review the literature concerning "key core values" in a democracy and will identify a number of values to be used in the study. Chapter III will deal with the enumeration of historical accounts. Finally, in Chapter IV, the writer will attempt to indicate how these accounts may be implemented in the classroom.

## CHAPTER II

### IDENTIFICATION OF CORE VALUES

In an effort to identify the key core values in this study, the writer prepared a bibliography of the recent books, yearbooks and periodicals in the Central Washington State College library in which: (1) the authors of textbooks and other references indicated in some way that their main purpose was a consideration of democracy and/or the values inherent in a society, (2) the editors of recent yearbooks of learned societies stated that the yearbook was concerned with democracy and/or the values inherent in a society, and (3) the authors of articles appearing in current periodicals the title of which indicate a concern with democracy and/or the values inherent in a society.

A thorough examination of the library resources resulted in the selection of the following references to be used as basic source material from which the key core values would be selected:

1. Crary, Ryland W. Education for Democratic Citizenship. Twenty-second Yearbook of the National Council for the Social Studies, pp. 154-60. Washington, D. C.: The National Council, 1951.

2. National Council for the Social Studies. "A Guide to Contents in the Social Studies," Report of the NCSS Committees on Concepts and Values, pp. 3-9. Washington, D. C.: The National Council, 1957.
3. Citizenship Education Project. Premises of American Liberty, pp. 1-14. New York: Teachers College, Columbia University, 1952.
4. The Citizenship Education Project. When Men Are Free, pp. 15-151. Premises of American Liberty. New York: Houghton Mifflin Company, 1953.
5. Educating for American Citizenship. Thirty-second Yearbook of the American Association of School Administrators, pp. 55-64. Washington, D. C.: The Association, 1954.
6. Allen, Jack. The Teacher of the Social Studies, pp. 8-9. Twenty-third Yearbook of the National Council for the Social Studies. Washington, D. C.: The National Council, 1952.
7. Michaelis, John U. Social Studies in the Elementary Schools, pp. 92-95. Thirty-second Yearbook of the National Council for the Social Studies. Washington, D. C.: The National Council, 1962.



8. Morale for a Free World. Twenty-second Yearbook of the American Association of School Administrators. Washington, D. C.: The Association, 1944.
9. The Improvement of Education. Its Interpretation for Democracy, pp. 65-70. Fifteenth Yearbook. The Department of Superintendence of the National Education Association of the United States. Washington, D. C.: The Association, 1937.

In the balance of this chapter, the writer will list and discuss the key core values selected for use in the study.

The task of the social studies teacher is to help young minds put into actual practice principles and values that they have learned and to pass them on to their offspring in order to carry on the essentials of democratic society. The National Council for the Social Studies Committee on Concepts and Values expresses that (26:22):

We cannot indoctrinate, in the sense of teaching specific answers to specific problems, but we can teach people the central principles and values of a free society. One of the bases of these values is the Universal Declaration of Human Rights which is a yardstick which can be asked to measure the extent to which the dignity and worth of each individual is recognized in each sovereign nation by social groups within nations. Some violations which occur are the inferior position of women in

many societies, national prejudices against the foreigner, racial discrimination, religious discrimination, class discrimination with caste as the most rigid form of organized discrimination. The concept of universal rights and freedom for the human family has long been accepted as an ideal, but the Universal Declaration of Human Rights is a pioneer achievement in the effort to achieve those rights and freedom on a world scale.

Inasmuch as liberty is being looked upon as the means to the proper functioning of democratic government, the concept of liberty according to the Fifteenth Yearbook, Department of the National Education Association of the United States, states that (14:65):

Liberty is the first stone in the foundation of democracy. The citizen of democracy should be granted liberty--liberty as initially conceived in freedom of person except when restrained by due process of law, liberty to think as he wishes and to speak as he thinks and liberty as later enlarged to require the active protection of his freedom from the aggression of others. In accepting liberty, he assumes the responsibility of demanding and supporting governmental actions and political practices designed to accomplish the general social good, and of opposing with vigor and courage, action designed to give freedom to the few at the expense of the many.

The wholesome relationships of individuals and society can be determined according to established rules. The Thirty-second Yearbook of the American Association of School Administrators discusses the law as the essential condition of a free society (11:58):

It is the government of laws and not of men that protects the individual citizen from the caprice and injustice of irresponsible rulers.

The concept of freedom under law and the establishment of a legal and governmental structure for the orderly regulation of human relations in a complex society is one of the greatest achievements of humanity. It is freedom under law that distinguishes a democracy from a totalitarian state: men who do not have it can never be free themselves nor build a free community.

The Thirty-second Yearbook of the American Association of School Administrators equally emphasizes one of the tenets of democracy which is equal opportunity (11:63):

The principle of democracy embraces something more than the concept of equal opportunity to achieve; it is tempered with the spirit of humanness for those who fail. Some are born with greater mental and physical capacities than others, and some are born into homes that provide them with a far richer inheritance than others. Free use of these unequal powers can lead to no other end than unequal attainments. And for the gifted and the less gifted alike, sheer luck may make the difference between success and defeat. As already indicated, democracy does not attempt to equalize accomplishments and attainments, but in the school and in the larger community alike it is sensitive to human failure or misfortune; even unto the least of these it has its moral obligation and commitments.

Human beings have the highest intellectual capacities among creatures, hence there is no reason why they cannot govern themselves as well as plan for an orderly and happy living. Quoted from the Citizenship Education Project, it says (6:64):

We believe that governing requires wisdom, and we know that individuals are not equally wise. But we do not believe that ability to govern is restricted to any one group in the population. We can point to the background of some of our ablest presidents and other public officials and see how

these backgrounds have differed. High school boys and girls know that a son or a daughter of a factory worker or a storekeeper can be just as good a representative for student council as a student whose father is a teacher or doctor.

Democratic citizenship demands willingness and cooperation among members in a society. The Twenty-second Yearbook of the National Council for the Social Studies illustrates that (7:152):

The schools do not nurture or educate alone. The home and the church, and the comforts of human society--the associations of free men--all these must help shape our growing concept of civic character, and above all inspire men to civilized loyalties. Loyalty to worthy objects, loved ones, values, ideals outside, beyond and greater than self in an ennobling quality. It is a belief in the enduring quality of things greater than the transient day of any man, that gives the individual and the reason and the strength to endure.

The "Love of Truth and Appeal to Reason" is clearly illustrated in the Thirty-second Yearbook of the American Association of School Administrators in the following way (11:60):

The concept that might makes right, the settlement of issues by the use of superior force, has never been in the American tradition. Rather a conviction is held firmly that the problems of human living can best be resolved through trained intelligence, through a rational analysis of the facts in hand, and without resort to the use of arbitrary powers. The appeal to reason in a free society makes it imperative that the citizen be equipped with certain mental skills and habits, that he habitually insist upon a critical evaluation of evidence before arriving at a conclusion.

Found in the Thirty-second Yearbook of the National Council for the Social Studies are basic understandings to be developed through the social studies (22:92):

Elementary school children can be helped to build concepts about important activities in our daily lives: transporting goods and people; communicating with one another; producing and consuming goods and services; satisfying religious aspirations; taking part in political and civic activities; helping less fortunate people; getting an education; and enjoying leisure. Such concepts along with simple concepts about democratic government and effective citizenship, contribute to the fundamental knowledge and to the tradition and heritage which make young children grow to become good citizens. These and other social studies concepts should be reinforced from grade to grade as the scope of the social studies curriculum broadens and the experiences of children become more mature.

In an atmosphere of freedom the spirit of mutual concern should prevail. Commenting from the Thirty-second Yearbook of the American Association of School Administrators, the ideals of democracy are embodied which says (11:61):

Only those are really free who have freed themselves from the driving impulses of irresponsible self interest, who in the most recesses of soul entertain a sensitive regard for the common good. A democratic society will not long endure if men insist on pursuing their selfish interests in clear opposition to the public interest. If men do not have a genuine devotion to the public welfare and if they are unwilling to subordinate self-interest to it, if they fail to recognize their common interest in the good society, they will drive themselves to the extremity of the totalitarian state.

The effective citizen votes in public elections; he obeys the laws and assumes his shares, whatever

it may be, in deciding what the laws shall be, he deserves through peace and war in the associated efforts through self-governing people control their affairs.

Human equality and equal opportunity, according to the National Education Association mean (14:2):

Everybody is entitled to equal educational opportunity; equal justice regardless of status, race, religion or national origin; equal rights to participate in the life of the community and of the nation and an equal chance to make the most of God-given talents and dispositions.

The National Council for the Social Studies gives an idea as to how brotherliness and cooperation can exist among nations to promote world peace (22:15):

World interdependence implies certain measures of cooperation that must be implemented by national states. These measures include: a free interchange of goods among the peoples of the world; a stable currency or national currencies that can be used to pay for the goods bought; a free movement of people from country to country; and a free exchange of ideas.

The democratic ideal emphasizes that human beings are the most important things in the world which can be further supported by the National Education Association magazine which contends that (14:2):

Each individual is unique, different from any other person who has ever lived. Thus each person has something nobody else has. Therefore, when anybody is lost, either through death or deprivation, everybody loses because a unique asset has gone out of the world. Individual differences can be a nuisance to one who has to run a "tight ship" but the democratic ideal holds that these differences are our greatest assets.

The preceding key core values selected from the literature were those which appeared with startling rapidity in the basic source materials. The following chart identifies each of the core values, the reference and page in the reference on which the material appeared.

TABLE I

## KEY CORE VALUES

	22nd Yr Bk	N C S S Gd to C S S	C E P P A L	C E P P W M A F	32nd Yr Bk	23rd Yr Bk	32nd Yr Bk	22nd Yr Bk	15th Yr Bk
	N C S S				A A S A	N C S S	N C S S	A A S A	D S N E A
1. Worth of Persons- That respect for the dignity and worth of the human personality is the basic concept of democracy.	155	3	1	15	55	8	92	258	65
2. Freedom of the Individual-That man can and should be free.	155	3	2	16	55		92	258	65
3. Government of Laws- That freedom under law is the essential condition of a free society.	155	6	3	46	56		93	258	66
4. Sense of Justice- That in dealing with one another, we should be governed by a sense of justice, good conscience, equity and fair dealing.	155	9	2	38	57	9	92	258	66
5. Capacity for Self- Government - That men have the ability to govern themselves.	156	9	6	62	58		92	258	67



6. Civic Participation- That the individual has a right to participate in deci- sions affecting himself.	156	6	4	52	58	9	92	258	
7. Love of Truth and Appeal to Reason- That men must enter- tain a love of truth supported by a ra- tional evaluation of the evidence.	157	8	8	34	59		92		
8. An informed Citizenry- That the citizen must be informed.	158	5	2	29	60	9	95	258	70
9. Social Responsibility the Counterpart of Freedom- That "the price of free- dom is its respon- sible exercise."	158	4	4	55	61	8	95	258	
10. Equal Opportunity- That each indivi- dual should have equal opportunity for self-realiza- tion.	154	6	1	17	62	8		258	
11. Brotherhood of Men- That men have the capacity to associate on a fraternal basis.	159	2	14	151	63		94		
12. The Right to be Different- That men have the right to be different.	160	6	1	17	64		92	258	

## CHAPTER III

### HISTORICAL ACCOUNTS

In this chapter, the writer reports the results of her research on historical accounts in United States history that could support the core values enumerated in the previous chapter. The main purposes of the study of these accounts should be to help citizens understand how democracy could function effectively and to understand further the present generation through the study of problems and ideals of society which were inherited as a legacy from the past.

#### CORE VALUE I--WORTH OF PERSONS:

That respect for the dignity and worth of human personality is the basic concept of democracy.

Account I--Reform Movement. In 1270, the Renaissance, which marked the close of the Middle Ages and the beginning of the modern world, was the period after the peoples of Europe passed through the great intellectual awakening.

The Protestant revolt against the Roman church took place in Europe after Luther had defied the Pope. That marked the historical beginning of the civilized life in

America. Out of such revolt came the first peoples who built their cabins in the Americans' forests. Among them were French, English, Dutch and Spaniards bringing with them their numerous ideas and points of view of their homelands. They were humble folks, and they came to the United States with very simple motives: to find a remote place where they might worship without fear of molestation, to own a bit of land, and to win wealth from gold or the fur trade. There were few great figures among them. La Salle and Penn were among the few who could be ranked among the leading minds of their days. The European leaders remained home fixing their minds on great European problems. The management of the settlement in America was left to less-able men. Yet, in reality, the early settlers were a picked group because only the strongest in mind and body could brave the rigorous demands of the wilderness. The whole environment was strange to them and they knew neither the forest nor its wild life. There was always the possibility of war between them and the Indians. They were exposed to the dangers of diseases in the isolated cabins. They suffered from extreme loneliness and rough labor. These were the prices of their environment. Despite all, their pioneering spirit laid the foundation upon which was built the culture of a new civilization and the first step in making a new world, America.

Account II--Dorothea Dix's Treatment of the Insane Persons. During the growth of the American Republic in 1807, social and humanitarian reforms took place. Imprisonment for debt and slavery was abolished, whipping was outlawed and public and private charitable institutions multiplied.

Humanitarianism was described in Emerson's New England Reformers(25:524):

But some there were, high-flying souls filled with the new wine of idealism, to whom the reality of ideas appeared to require that immediate effect should be given to their ideas; and failing this day they should refuse all participation in an order of things which they could not approve. There was an indefinite hope, and there was an assurance that all particular mischiefs were speedily coming to an end. . . . There was a keener scrutiny of institutions and domestic life than any we had yet known, and there was sincere protesting against existing evils, and there were changes of employment dictated by consciences.

One of the manifestations of the respect for the dignity and worth of human personality is shown in the untiring effort of Dorothea Dix, one of the reformers who removed the insane from jails and placed them in asylums. Another reformer was Samuel Howe, who after fighting for Greek Independence, returned to America with ambitious plans for the education of the blind, which were largely realized.

The humanitarian effort of Dorothea Dix led to the anti-slavery movement of which Congress approved in 1820. From that time, the act against the slave trade movement won its victory.

Account III--Andrew Hamilton and Thomas Jefferson's Presidential Campaign in 1800. In this campaign, Jefferson talked about the individual citizen and charged Hamilton with talking about autocracy instead of democracy. Hamilton turned the tables by pointing out Jefferson's belief in the common man's innate virtue as "sentimental nonsense."

Hamilton wished to concentrate power, Jefferson to diffuse power. Hamilton feared anarchy and thought in terms of order. Jefferson feared tyranny and thought in terms of liberty. Hamilton believed republican government could only succeed if directed by a governing class; Jefferson, that republicanism was hardly worth trying if not fused with democracy. Hamilton took a gloomy view of human nature while Jefferson had a positive view of the nation made up of independent human beings with different personalities. According to him, the people are the safest and most virtuous of power; and it is education that would protect their civic virtue and perfect their wisdom. Jefferson, who knew Europe, wished America to be

as unlike Europe as possible; Hamilton, who never left America, wished to make his country a new Europe.

#### CORE VALUE II--FREEDOM OF THE INDIVIDUAL

That man can and should be free.

Account I--Woman's Suffrage. According to the common law of England and of the United States during the early days of the nineteenth century, "husband and wife were one." A married woman was said to be "dead in law." A man had absolute power over his children; controlled his wife's property, could collect and spend her wages, and beat her. If she ran away, no matter what the provocation was, he could compel her to return and collect damages from the person who gave her shelter, which they called "harboring." To sum it all, the husband owned the wife's person.

Writers say that the century from 1840 to 1940 may appropriately be called the women's century. In 1840, for the first time, women proposed to unite and organize. In this activity, no blood was shed, no lives were lost, and no votes were bought or sold. Reason, logic, patience, determination and cooperation were the weapons which won the final victory. In 1940, this aim with slight exceptions had been achieved.

The story began in June, 1840, when some women attended the Anti-Slavery Convention held in London. Immediately after the arrival of those who attended the convention, they initiated a convention of their own, which took place at Seneca Falls, New York on July 19, 1848. Their motive was to demand equality. They fought for their right to vote. Their move met many oppositions. The newspapers reported everything to their disadvantage. Despite all barriers, conventions and meetings were called in nearly all the states and principal cities. Most of them were informal, and anyone who had anything to say was invited to speak. In state legislatures, they found members to present their petitions, and these were referred to committees. By 1869, the enthusiasm over the woman's rights program had steadily increased. Permanent organizations were effected. In 1890 the National American Women Suffrage Association was created, with Elizabeth Cady Stanton as president. After 1890, each state moved to approve legislative acts on Woman's Suffrage. When the nineteenth amendment to the United States Constitution was approved, declared and ratified on August 26, 1920, American women fully enjoyed the political rights they had long fought for.

Account II--Evolution of Child Labor. Probably the best way to illustrate the Child Labor is to present an example taken from Lumpkin's Child Worker in America (19:13):

A girl who began working at the age of fourteen tells us of what her job was like:

I am seventeen years old, but look to be fifteen or younger. When I was twelve, I was hurt by an automobile. Because of the injuries I received, I could not go to school. At the time of the accident, my mother was working in a cotton mill. The terrible shock gave her a nervous breakdown. She could not work.

So, at the age of fourteen, I went to work. Because I had no training in any kind of work, I always got a job that was the most monotonous and the poorest paid. I finally got work in a knitting factory as a seamer. This is my daily program:

At 5:30 it is time for me to get up. I am tired and sleepy. After I get up I hurriedly eat my breakfast and I am ready to go to work. It is a chilly winter, but I know that it will be hot in the mill. I start my three-mile walk to the factory.

I seam men's heavy underwear. After I finish twelve union suits, I get a check for six cents for size fifty and four and one-half cents for the smaller size. At the end of the week, I paste my checks in the book and give the book to the boss, who pays according to the number of checks I have. After I finish a dozen union suits, I tie them up and carry them to the bin. The dozens are heavy and grow heavier as the day goes on. The bin is usually full, and as I throw my dozen up on the top it very often comes down on me. Of course, I fall. Rupture is quite common from carrying the heavy dozens.



The movement for control of Child Labor began in the 1820's when labor organizations were known to have marked the struggle to secure free public school education for all children, to raise the compulsory school age, and to regulate the conditions under which young people should be allowed to work.

In 1936, significant interest for control of Child Labor took place as being manifested in the convention of the American Federation of Labor. Resolutions were made calling for a National Labor Party. Meetings were held, organizations were formed, all having the same goal-- Child Labor control, until today when the hopes of those who strongly initiated the movement are already realized.

Account III--Andrew Jackson's Presidential Campaign in 1812. In this presidential campaign, Jackson had three opponents. They were: Quincy Adams of Massachusetts, Henry Clay of Kentucky, and William Crawford of South Carolina. All the three had important positions in the government and were supported by political organizations. Jackson, from Tennessee, on the other hand, was described as the candidate of the masses without any identified backers except a few numbers of voters, many of whom had only been recently enfranchised. It was the common people's influence that contributed to his success as a candidate.

Throughout his campaign, he viewed himself as the agent of the majority, a person who derived as much power from the people as from the constitution. The result was that countless individuals who had previously thought of themselves as being ruled by the government believed that they were ruling themselves. Jackson gave the voters who supported him more than a sense of participation. He pointed out that to the people belonged the right of choosing their officials. He expressed his concern over the individual's freedom. Many people looked at him as one of their own and his appeal made the people prefer him to Adams.

Jackson's success as a presidential leader can be attributed to his ability to ascertain the freedom of the individual. It was his ability to reflect and affect public opinion that made Jackson the first president to rule by popular support.

#### CORE VALUE III--GOVERNMENT OF LAWS

That freedom under law is the essential condition of a free society.

Account I--Thomas Paine's "Common Sense." Thomas Paine's pamphlet, "Common Sense," illustrates the origin and design of a government in general. It presents the need of a government in any form of society.

In this article he describes a small number of persons settled in any part or corner of the earth unconnected with any form of society. These people represent the first people of any country. Like any other group of individuals, they possess different capacities, unequal strengths and varied wants and needs. Obviously, four or five might succeed, but one might labor hard without accomplishing anything. Hunger, in the meantime, would urge him to quit his work and every different necessity would call him in a different way. Disease, hunger, and even misfortune confront this person and force him to seek a closer attachment to the rest of the group. Thus, necessity forms this group into society. In order that they remain fair and just to each other, there is a need of establishing law and government. As the colony increases, public concern increases likewise. Since not all of them live together closely, it is inconvenient for all of them to meet on every occasion. This calls for a number, selected from the whole body, to form the legislative part to be managed by a chosen head who has the same concern as those who appointed him.

The moment their interchanges establish a common interest, they mutually help and support each other. The kind of participation and interest they put into their

community will depend upon the strength of their government and the happiness of the people themselves. Here, then, emanates the origin and design of government where reason and the conception of freedom is best illustrated.

Account II--The Fifth Amendment of the United States Constitution. In a government of laws, the people are given the most freedom possible. In this kind of government, the people's voices are heard through their leaders whom they have chosen through their votes.

The fifth amendment of the United States Constitution forbids the federal government to take away a person's "life, liberty, or property without due process of law." So "due process" is required before the death penalty can be given for murder, a jail sentence for robbery, or even a fine for a traffic violation. It further provides that no person can be subjected to double jeopardy, nor may the government take public property without just compensation

Account III--The Preamble of the United States Constitution. The free people are those who live under a written constitution which establishes a limit to their freedom and liberty.

The basic ideals and values of American life are embodied in the preamble of the United States Constitution, which states :

We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this constitution for the United States of America.

The American Revolution furnished the Americans the opportunity to solve their grievances through the Declaration of Independence. John Adams wrote, Americans wanted "a standing law to live by" which resulted in the formation of the written constitution.

#### CORE VALUE IV--SENSE OF JUSTICE

That in dealing with one another, we should be governed by a sense of justice, good conscience, equity and fair dealing.

Account I--Desegregation Decision of the Court in 1954 in the Case of Brown vs. Board of Education. Minors of the Negro race in the state of Kansas, South Carolina, Virginia and Delaware, through their legal representatives, sought the aid of the courts in obtaining admission to the public schools of their communities on a non-segregated basis. The plaintiffs contended that the segregated public schools are not "equal" and cannot be "equal" and that hence, they are deprived of the equal protection of the laws. Because of the obvious importance of the question presented, the court took jurisdiction.

The court concluded that since "education is perhaps the most important function of the state and local governments" and "the very foundation of good citizenship" where the state undertakes to provide it, the "right . . . must be made available to all on equal terms." It proceeded to declare that separation of children in the educational process from others of their own ages and qualifications "because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone." The court concluded that "separate educational facilities are 'inherently unequal', and are in violation of the equal protection of the laws guaranteed by the Fourteenth Amendment of the United States Constitution."

Account II--Civil Rights Act of 1960. The Civil Rights Act of 1960 was enacted to enforce constitutional rights. It was signed into law on May 6, 1960 by President Eisenhower. The act is as follows (31:116):

#### TITLE I

##### OBSTRUCTION OF COURT ORDERS

Whoever, by threats or force, willfully prevents, obstructs, impedes, or interferes with, or willfully attempts to prevent, obstruct, impede, or interfere with, the due exercise of rights or the performance of duties under any order, judgment, or decree of

a court of the United States, shall be fined not more than \$1000 or imprisoned not more than one year, or both.

## TITLE II

FLIGHT TO AVOID PROSECUTION FOR DAMAGING OR DESTROYING ANY BUILDING OR OTHER REAL OR PERSONAL PROPERTY; AND, ILLEGAL TRANSPORTATION, USE OR POSSESSION OF EXPLOSIVES; AND, THREATS OR FALSE INFORMATION CONCERNING ATTEMPTS TO DAMAGE OR DESTROY REAL OR PERSONAL PROPERTY BY FIRE OR EXPLOSIVES

1074. Flight to avoid prosecution for damaging or destroying any building or other real or personal property

Whoever moves or travels in interstate or foreign commerce with intent either (1) to avoid prosecution, or custody, or confinement after conviction, under the laws of the place from which he flees, for wilfully attempting to or damaging or destroying by fire or explosive any building, structure, facility, vehicle, dwelling house, synagogue, church, religious center or educational institution, public or private, or (2) to avoid giving testimony in any criminal proceeding relating to any such offense shall be fined not more than \$5000 or imprisoned not more than five years, or both.

## TITLE III

### FEDERAL ELECTION RECORDS

Sec. 301. Every officer of election shall retain and preserve, for a period of twenty-two months from the date of any general, special, or primary election of which candidates for the office of President, Vice President, presidential elector, Member of the Senate, Member of the House of Representatives, or Resident Commissioner from the Commonwealth of Puerto Rico are voted for, all records and papers which come into his possession

relating to any application, registration, payment of poll tax, or other act requisite to voting in such an election, except that, when required by law, such records and papers may be delivered to another officer of election and except that, if a State or the Commonwealth of Puerto Rico designates a custodian to retain and preserve these records and papers at a specified place, then such records and papers may be deposited with such custodian, and the duty to retain and preserve any record or paper so deposited shall devolve upon such custodian. Any officer of election or custodian who willfully fails to comply with this section shall be fined not more than \$100 or imprisoned not more than a year, or both.

#### TITLE IV

#### EDUCATION OF CHILDREN OF MEMBERS OF ARMED FORCES

Sec. 501. (a) Subsection (a) of section 6 of the Act of September 30, 1950 (Public Law 874, Eighty-first Congress), as amended, relating to arrangements for the provision of free public education for children residing on Federal property where local educational agencies are unable to provide such education, is amended by inserting after the first sentence the following new sentence: "Such arrangements to provide free public education may also be made for children of members of the Armed Forces on active duty, if the schools in which free public education is usually provided for such children are made unavailable to them as a result of official action by State or local governmental authority and it is the judgment of the Commissioner, after he has consulted with the appropriate State educational agency, that no local educational agency is able to provide suitable free public education for such children."

Account III--Civil Rights Bill of 1964. The Civil Rights Act of 1964 was signed into law on July 2, 1964, by President Johnson. These are the provisions (15:4):



## TITLE I--VOTING RIGHTS

In voting for federal elections, HR 7152 added to the Civil Rights Act of 1957's provisions against denial of voting rights the following:

- barred unequal application of voting registration requirements;
- prohibited denial of the right to vote because of immaterial errors or omissions by applicants on records of application;
- required that all literacy tests be administered in writing, and that for a period of twenty-two months the individual may, on request, receive a copy of the papers within twenty-five days; gave the Attorney General authority to enter into agreements with state or local authorities that their literacy tests are fairly administered and need not be given in writing;
- made a sixth-grade education (if in English) a rebuttable presumption of literacy.

## TITLE II--PUBLIC ACCOMMODATIONS

Barred discrimination on grounds of race, color, religion or national origin in public accommodations enumerated below, if discrimination or segregation in such an accommodation is supported by state laws or official action, if lodgings are provided to transient guests or interstate travelers are served, or if a substantial portion of the goods sold or entertainment presented moves in interstate commerce.

## TITLE III--DESEGREGATION OF PUBLIC FACILITIES

Upon written complaint of aggrieved individuals, permitted Justice Department suits to secure desegregation of state or locally owned, operated or managed public facilities, when the Attorney General believes that the complaint is "meritorious" and certifies that the aggrieved persons are unable to initiate and maintain legal proceedings because of financial limitations or potential economic or other injury to themselves or their families.

## TITLE IV--DESEGREGATION OF PUBLIC EDUCATION

Required the U. S. Office of Education to make a survey and report to Congress within two years on the progress of desegregation of public schools at all levels.

Authorized the Office to give technical and financial assistance, if requested, to local public school systems planning or going through the process of desegregation. The assistance could be: coping with special problems arising out of desegregation, or making available Office of Education or other personnel equipped to handle such problems; arrangements, through grants or contracts, with colleges and universities to train school personnel to deal with desegregation problems, and payment of stipends to those who attend the institutes on a full-time basis; grants to a school board to pay for the cost of giving school personnel special training or employing specialists.

## TITLE V--CIVIL RIGHTS COMMISSION

Wrote into law a number of requirements for Commission procedures, covering the summoning and taking testimony from witnesses, giving notice of hearings, confidentiality of proceedings, and bipartisanship in its activities.

Broadened the duties of the Commission by authorizing it to serve as a national clearinghouse on civil rights information, and to investigate vote frauds as well as denials of the right to vote.

Barred the Commission from investigating the membership practices or internal practices of any fraternal organizations, college sororities and fraternities, private clubs or religious organizations.

Extended the life of the Commission for four years, through January 31, 1968, and required it to file a final report at that time, with such interim reports as the Commission, Congress or the President deem desirable.

## TITLE VI--NONDISCRIMINATION IN FEDERALLY

## ASSISTED PROGRAMS

Barred discrimination under any program or activity receiving federal assistance against any person because of his race, color or national origin.

Directed each federal department or agency extending financial assistance to any program or activity through grants, loans or most kinds of contracts, except contracts of insurance or guaranty, to issue rules or regulations, to be approved by the President, to carry out the purposes of this title.

## TITLE VII--EQUAL EMPLOYMENT OPPORTUNITY

Outlawed the following employment practices if based on grounds of race, color, religion, sex or national origin:

- failure or refusal to hire or fire any person, or discrimination against him with respect to pay or terms and conditions of employment; or, in the case of an employment agency or hiring hall, failure or refusal to refer a worker;
- segregation, classification or any limitation of an employee in a way that would deprive him of equal employment opportunities;
- exclusion or expulsion from union membership;
- segregation, classification or limitation in union membership, or failure or refusal to refer for employment;
- a union's causing or attempting to cause an employer to discriminate against a worker;
- discrimination in any apprenticeship or training programs;
- discrimination against employees or applicants for employment because they have challenged employment practices outlawed by this section;
- printing or publishing any job notices indicating preferences because of race, color, religion, sex, or national origin, unless these are bona fide job qualifications.

Exemptions: Made the following exemptions from coverage:

- employers' alien workers outside the U. S.;
- employment by religious groups of individuals to carry out their religious activities;
- hiring for educational activities by educational institutions;
- hiring or classification on the grounds of religion, sex, or national origin where these are bona fide occupational qualifications;
- hiring by schools supported, controlled, or managed by a particular religion or persons of that religion;
- discrimination against Communists or members of Communist-front organizations (as determined by the federal Subversive Activities Control Board);
- preferential treatment for Indians living on or near reservations in enterprises on or near reservations;
- refusing to hire, or firing those who do not meet Government security requirements;
- the United States Government, and state and local governments, government-owned corporations, Indian tribes and nonprofit private membership clubs (fraternal organizations, social clubs, country clubs, etc.); however, the section stated that it shall be the policy of the U. S. to insure equal employment opportunities in federal employment.

#### TITLE VIII--REGISTRATION AND VOTING STATISTICS

Directed the Census Bureau to gather registration and voting statistics based on race, color and national origin in such areas and to the extent recommended by the Civil Rights Commission, both on primary and general elections to the U. S. House since January 1, 1960.

Required such information on a nationwide scale in connection with the 1970 census.

Made clear that persons could not be compelled to disclose race, color and national origin, or questioned about party affiliation or how they voted.

## TITLE IX--INTERVENTION AND REMOVAL OF CASES

Made reviewable in higher federal courts the action of federal district courts in demanding a civil rights case to state courts.

Authorized the Attorney General to intervene in private suits where persons have alleged denial of equal protection of the laws under the Fourteenth Amendment and where he certifies that the case is of "general public importance."

## TITLE X--COMMUNITY RELATIONS SERVICE

Created a Community Relations Service in the Department of Commerce to aid in resolving disputes relating to discriminatory practices based on race, color or national origin.

Authorized the Service to offer its services either on its own accord or in response to a request from a state or local official or other interested person; directed the Service to carry out its conciliation activities without publicity;

Stipulated that the Service be headed by a director, to be appointed by the President and confirmed by the Senate for a four-year term; and authorized the director to appoint whatever staff was necessary.

Required the director to file a report with Congress by January 31 of each year.

## TITLE XI--MISCELLANEOUS

Provided that in any criminal contempt case arising under the Act, except voting rights cases, defendants are entitled to jury trial upon demand, with a limit on the sentences of six months in prison and a \$1000 fine.

## CORE VALUE V--CAPACITY FOR SELF-GOVERNMENT

That men have the capacity to govern themselves.

Account I--Declaration of American Independence.

The dispute between the colonies and Britain was centered upon the question of parliamentary authority. The immediate reasons which impelled the Americans to declare their independence was to fight for their political and social principles. Jefferson summed up, independence was fought "out of the decent respect for the opinions of mankind."

The political philosophy of the declaration is:

We hold the truths to be self evident that all men are created equal, that they are endowed by their creator with certain inalienable rights, that among these are life, liberty, and the pursuit of happiness. That to secure these rights governments are instituted among men, deriving their just powers from the consent of the governed. That whenever any form of government becomes destructive to these ends, it is the right of the people to alter or abolish it, and to institute new government laying its foundation on such principles and organizing its power on such form, as to them shall seem most likely to effect their safety and happiness.

Many efforts were exerted by the Americans to gain their independence. It was finally on July 2, 1776, when Congress adopted the motion of Henry Lee of Virginia that "These United Colonies are, and of right ought to be, free and independent states; that they are absolved from all allegiance to British Crown; and that all political connection between them and the State of Great Britain is, and ought to be, totally destroyed." Two days later, on July 4, 1776, Thomas Jefferson's draft of a "Declaration of Independence" was adopted.

Account II--The Granting of the Philippine Independence by the United States. The indignation between the United States and Cuba was aroused when Americans in Cuba, which was under the possession of Spain, were unfairly treated. Commodore George Dewey was in Hong Kong in charge of the Asiatic Squadron when Spain declared war against the United States. Dewey proceeded at once to the Philippines which had been a colonial possession of Spain. On May 1, 1898, the Spanish Fleet and the American Squadron fought on the shores of Manila Bay.

After the naval victory at Manila, President McKinley offered \$20,000,000 to reimburse Spain for her public works in the Philippines. That marked the beginning of the dependency of the Philippines to the United States.

In March 1900, President McKinley appointed a Philippine commission to the Philippines to create a government partly Filipino and partly American, giving ultimate control to the Americans. The following year, on March 2, 1901, the President of the United States directed Congress to exercise military, civil and judicial powers necessary to govern the Philippines. On July 2, 1902, the United States Congress passed an act providing for a popularly elected assembly which would constitute the lower

house of the Philippine legislature. The Philippine commission, which consisted of seven members appointed by the President of the United States, served as the upper house.

Several Philippine commissions were sent to the United States to secure their independence. In 1912, the Filipinos were promised "the immediate declaration of the nation's purpose to recognize the independence of the Philippines as soon as a stable government can be established."

In line with this promise, the Jones Act of 1916 replaced the commission by an elective Filipino senate of twenty-four members and a house of representatives of ninety-two members. It further extended suffrage to all male Filipino adults who could speak and write in their native dialects. In spite of the continued political unrest, the social and economic progress of the Philippines under the American rule was remarkable. The American government spent large sums of money to build roads, schoolhouses, sanitation and health services, and encouraged the development of agriculture and commerce.

The Tydings-McDuffie Act which was approved on March 24, 1924 established a Philippine Commonwealth government and promised Philippine Independence in 1946.



Pursuant to the act, a constitutional convention was held and a draft constitution was approved on February 8, 1935.

The Philippine Army, which had been trained under the supervision of Douglas MacArthur, was called into the United States service on July 26, 1941 in time to help meet the threat of Japanese invasion.

With the Japanese invasion in the Philippines, Philippine President Manuel Quezon, Vice President Sergio Osmena and the Commonwealth cabinet left the Philippines to conduct a government in exile in Washington. Osmena became president of the Philippines upon the death of Quezon in August 1944. He returned to the Philippines when United States forces headed by General Douglas MacArthur made their first Philippine landings on Leyte Island on October 20, 1944. MacArthur proclaimed the liberation of the Philippines in July, 1945. During the liberation period the Philippines received aid from the United States in the form of food stuffs, clothing and educational materials.

Finally, on July 4, 1946, the long-awaited dream of the Filipinos materialized when the United States granted their independence.

Account III--The Acquisition of Statehood by Alaska and Hawaii. "Alaska and Hawaii's struggle for statehood" show a lively account of how they were admitted to join the forty-eight states of the United States.

Statehood became of real interest to Alaska in 1915. Their first political activity was to seek some form of civil government. They sent delegations to Washington requesting "any form of civil government" but their pleas were ignored. Delegate James Wickersham, introduced the first statehood bill in Congress on March 30, 1916. The bill was referred to a committee and died. They contended that Alaska was not ready, could not afford, had insufficient resources and the population was too sparse.

During the Second World War, the military forces discovered the strategic value of the territory and pleaded with Congress to enact measures assisting community growth. They said, "we can't defend a wilderness."

Another statehood bill was introduced to Congress on December 3, 1943 by Alaska's delegate, Anthony J. Dimond, but it met the same fate. The bill died.

After the war ended in 1945, thousands of veterans went to Alaska to find homes. Sentiments in favor of statehood grew with the population. In 1947 another bill was introduced, but it died in the rules committee. The death of the bill, however, did not kill their hope for statehood.

The 1949 territorial legislature created the Alaska Statehood Committee and appropriated \$80,000 for promoting statehood legislation, making studies of transitional problems and compiling information to aid delegates to the constitutional convention. After the committee was created, an organized effort toward statehood was initiated. New bills went into the Eighty-second Congress. It was debated over a period of four weeks. When it went to the floor of the Senate for action, enactment was prevented through a margin of one vote, forty-five to forty-four. It required five more years to bring about a vote again.

In the winter of 1956, the Alaskans held a constitutional convention on their own motion without waiting for authorization from Congress. They adopted the so-called "Tennessee Plan" for seeking statehood. The territory acted like a state by electing two senators and a representative and sent them to Washington to request Congress that they be seated. The plan was carried and three men were elected as provisional senators and representative.

Eleven statehood bills went before the Eighty-fifth Congress. They were approved by the committees and were in line for floor action. Representative Clair Engle of California, Chairman of the House Interior Committee,

invoked an old rule under which statehood legislation is privileged. He got a bill to the floor without action by the Rules Committee.

During the debate the opponents provided for a referendum vote on three propositions before Alaska could become a state. The propositions required that Alaskans indicate that they (1) want immediate statehood, (2) accept the boundaries of the territory as the boundaries of the state and (3) accept provisions as to transfer of public lands to the state and power of the president to withdraw military lands in emergency. The bill was also amended to have the federal government retain control over the fisheries until the Secretary of the Interior certified that the new state was ready and able to assume management responsibilities. The bill won victory in the Senate and was finally signed by the President of the United States on July 7, 1958. That marked the beginning of self-government of the people of Alaska.

On July 6, 1898, the Senate and the House of Representatives adopted a joint resolution to effect the negotiations of the annexation of the new republic of Hawaii to the United States.

In 1900, Congress passed the Hawaii Organic Act, establishing the territorial form of government and providing

that the Constitution and laws of the United States have the same force in Hawaii as in the continental United States. Several bills were submitted calling for statehood, but Congress said "Hawaii was not yet ready."

After World War II, statehood efforts were vigorously renewed. In 1944, the Hawaiian Equal Rights Commission, created by the territorial legislature in 1935, recommended that its name be changed to Hawaii Statehood Commission. Later in 1947, the United States House of Representatives passed a bill providing for Hawaiian statehood, but it was defeated in the Senate.

In 1958 there was a proposal by the Commissioners that the statehood bills for Alaska and Hawaii were to be joined, but Representative Jack Burns and Governor William Quinn of Honolulu were in favor of Hawaii to wait for its turn because they thought that the chance for both territories for statehood would be destroyed if both were joined. The Hawaii statehood bill died, but assurances were given by Johnson that it would receive early consideration in the Senate in 1959.

Many oppositions were made to Hawaii's statehood by some antagonists in Congress on the grounds that the influence of the International Longshoremen's and Warehousemen's Union in politics and the extent of Communist

control in the union were too great. Another argument was that Hawaii's oriental population would not be able to adapt to the American political institution. An intensive public opinion survey showed that those who favored statehood were: 62 per cent of Japanese ancestry, 44 per cent of Chinese, 39 per cent of Filipino, 33 per cent of Caucasian, and 39 per cent of the Hawaiians and part Hawaiians.

Voters of the territory endorsed the statehood bill in June, 1959 during the second session of the Eighty-fifth Congress. Both houses voted overwhelmingly to admit Hawaii to statehood.

As a sovereign republic and as a territory of the United States, it has financed and has ruled itself with a minimum of assistance and direction from the Federal Government. On the coming of her statehood, the governmental program continued in the same manner as it did before.

#### CORE VALUE VI--CIVIC PARTICIPATION

That the individual has a right to participate in decisions affecting himself.

Account I--Election. In a democracy the governmental system depends upon the consent which the governed give to those who govern.

The right of each citizen to cast a ballot is the outcome of class struggles and bitter fighting between the rulers and peoples of the various countries of the world. In a democracy, the individual's vote determines who the leaders will be and what direction their leadership will take; thus an election is perhaps the most crucial confrontation between the people and their government.

It is declared in the Fifteenth and Nineteenth Amendments of the United States Constitution that a citizen may not be denied the right to vote because of race, color, previous condition of servitude or sex. However, going to the polls to vote is not enough. To be effective, voting must be protected by safeguards which insure the independence of the voter as well as the integrity of his vote. Without such secrecy, a suffrage right is meaningless. A voter should not be afraid to express his honest choice on a ballot. In addition, a voter must be protected against corruption. When he goes to the polls to cast his ballot, he should be presented with a ballot which lists genuine choices of candidates from which he may make his selection and not to vote a hand-picked candidate of the ruling group. It is only an honest and accurate vote where the individual can exercise

fully his constitutional privilege which will in turn effect his welfare or downfall according to whomever he will elect to office to help him and serve him as a citizen of a country or state.

Account II--Rise of Labor Unions. One of the most significant and contributive developments in American history has been the growth of American Labor Unions.

The rise of labor unions in the United States presents a rich history. It can be traced through the courage of many simple working men and women as well as that of leaders and outstanding fighters for the cause of the working man. The history is bitter. Working men have been beaten, shot down and murdered. These were the consequences of their attempt to organize, in order that they and their families could live in greater dignity, and could secure higher wages and better working conditions. A president of a Miners' Union expressed his plea almost in despair when he said (17:113):

We will be compelled to carry on as best we can in the mining industry, knowing that our terrible adversary, the steel industry, having tasted blood, may at any time open up and attempt to destroy us. . . . We will accept that decision sadly, for despair will prevail where hope now exists. The enemies of labor will be encouraged and high wassail will prevail at the banquet tables of the mighty if our petition of these industries who are fighting will not be granted.



Nowadays, there are still picket lines, violence and strikes, but these are few compared with the past. The right to organize is not challenged as it once was. The working man is becoming a member of the democratic society. His wages have become higher and he has owned increased protection against abuse, exploitation and mistreatment on the job. The Committee for Industrial Organization reported to a conference of its unions at Atlantic City on October 1, 1937, that (17:276): "approximately one billion dollars in wage increases had been provided for organized workers."

However, the improvements of the working man's lot were achieved as a consequence of much struggle. Things would not have happened without those who had faith, vision and courage. Back in the 1930's during the great depression years when labor was in its height, there were millions who were out of work, suffering from hunger, fear and insecurities. Strikers stayed in mills, plants and stores, sometimes at the risk of their lives. They did these things to gain for themselves and their families basic rights and liberties until they were able to win higher and more decent wages that should be accorded for every human being.

Account III--The Founding of the American Red Cross.

The Red Cross has symbolized throughout the world a uni-

versal spirit of humanitarian relief in times of war or peace. It gives help regardless of race, country or creed.

Clara Barton, who founded the American Red Cross Society on May 21, 1881, had won nation-wide fame during the Civil War for her courageous work. She brought supplies to the front, administered first aid, cared for the sick and wounded. At the close of the conflict, she helped to locate missing prisoners of war.

After the Civil War, Clara Barton toured the country lecturing on her experiences. Her idea was to initiate a drive for the formation of a Red Cross Society in the United States. Her plan was to form a national organization sanctioned by the government, with different state divisions and smaller local relief societies. Her efforts were realized when President Arthur officially proclaimed the American adhesion to the International Red Cross on July 26, 1882.

Through the movement led by Clara Barton, and a number of patriotic volunteer workers, stands an organization which has no counterpart in other charitable organizations in terms of humanitarian service. People abroad are included in enjoying its benefits.

#### CORE VALUE VII--LOVE OF TRUTH AND APPEAL TO REASON

That men must entertain a love of truth supported by a rational evaluation of the evidence.

Account I--John Thomas Scope's Trial. Mr. John Thomas Scope was under contract to teach in a institution in the state of Tennessee. The American Civil Liberties Union brought him to trial for teaching the Theory of Evolution.

The union affirmed that since Mr. Scope was under contract with the state, he had no right or privilege to teach or proclaim the theory of evolution. They contended that the people of Tennessee had the liberty to control the curriculum of their public schools.

The case was brought to court. Mr. Bryan won over Mr. Clarence Darrow, Mr. Scope's attorney. Consequently, Scope lost the case and was fired from his job. The press opinion was that the actual handling of Scope's indictment cheapened and damaged the process whereby truths should be brought to popular understanding. The case educated American public opinion to evaluate, believe and accept truths supported by an explanation and evidence.

In a democratic form of government, the individual should be free to advocate or express his own opinion or belief without fear, just as the enacted law or policies of the government should be subjected to an evaluation by an alert and well-informed public opinion.

Account II--The First Amendment of the United States Constitution. The Americans set up their ideals through a fundamental law, their constitution, which embodies limitations of power, rights and privileges of every individual citizen. They also established courts with the power of passing on the constitutionality of the laws.

The First Amendment of the United States Constitution forbids Congress to pass any law that inhibits free exercise of one's beliefs, or abridging the freedom of speech, or the press, or the right of the people to petition the government in time of redress or grievances.

#### CORE VALUE VIII--AN INFORMED CITIZENRY

That the citizen must be informed.

Account I--George Washington's Farewell Address. Like any other outgoing official, George Washington, the first President of the United States, gave his farewell address in 1796 when he retired from office.

Good judgment, intelligent decisions, policy-making and solving personal and international affairs demand adequate and broad knowledge of social and political processes. It is only through the schools and higher institutions of learning where the citizens could obtain trained intelligence to maintain free and democratic

society. Washington stressed the importance of an informed citizenry when he mentioned in his farewell address (25:262):

Promote then as an object of primary importance, institution of general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened.

Account II--Horace Mann's On the Education of Free Men. Education is the best tool by which the individual can grow and make accomplishments according to the talents and capacities God has given him. It is one of the best foundations by which ignorance may be erased. Anybody, regardless of status, race, religion or national origin, has the right to be educated, to participate in the life of the community where he lives, and has an equal chance to grow, improve and share the benefits of whatever the present and the future have in store for him.

In Horace Mann's On the Education of Free Men, it says (25:8):

Education is to be available and equal to all, part of the birthright of every American child. It is to be for the rich and the poor alike, not only free but the equivalent in quality of any comparable private institution.

Account III--The Role of the United Nations. Without the United Nations, the international outlook would have been bleak and hopeless when tensions were threatening

the peace of the world. It came into being as a result of the people's need for an assured world order.

The United Nations is one of the agencies that brings the different nations and peoples of the world together through peace and cooperation. When two or three countries make an agreement or when they engage in some dispute, the interest of so many countries is seriously involved.

Vast new programs of international cooperation for the economic, social and cultural advancement of the peoples of the world are being stabilized by the United Nations. Aside from peace treaties and alliances for military purposes, the United Nations is concerned with the facilitation of communication, transport, trade and monetary exchange. These aids reach down to the living conditions of the large areas of the world that suffer from diseases, poverty, malnutrition and resourcelessness. The economic and social activities of the United Nations extend far beyond rehabilitation, technical aid and other methods for the advancement of underdeveloped countries. Aside from the maintenance of international peace, the functions of the United Nations mentioned above are among the few ways by which the peoples of the world are bound together in mutuality, exchange and share.

CORE VALUE IX--SOCIAL RESPONSIBILITY THE  
COUNTERPART OF FREEDOM

That the price of freedom is its responsible exercise.

Account I--President John F. Kennedy's Inaugural Address. President John F. Kennedy's address was delivered at the Capitol on January 20, 1961.

Kennedy's address embodies the true spirit of service, sacrifice, freedom, brotherhood of men, and a call for peace and world understanding. Part of his address states (16:2):

. . . Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty.  
. . . To those new states whom we welcome to the ranks of the free, we pledge our word that one form of colonial control shall not have passed away merely to be replaced by a far more ironic tyranny. We shall not always expect to find them supporting our view . . . But we shall always hope to find them strongly supporting their own freedom. . . . In your hands, my fellow citizens, more than mine, will rest the final success or failure of our course. . . . In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility--I welcome it. I do not believe that any of us would exchange places with any other people in any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it--and the glow from that fire can truly light the world. . . . And so, my fellow Americans: ask not what your country can do for you--ask what you can do for your country. . . . My fellow citizens of the world: ask not what Americans will do for you, but what together we can do for the freedom of men.

Account II--Draft in World War II. During the war, hundreds of thousands of men had spontaneously joined the army and navy to answer the call of service to their country in particular, and for the promotion of maintenance of world peace in general.

Historian Shugg describes the draft in the United States when he said (32:63-64):

To start the necessary training, the War Department requested in May 1940, that the National Guard should be called to duty and "federalized" as part of the active army. Congress not only granted this request (August 27, 1940) but after a summer of debate passed the Selective Service Act (September 16, 1940) to mobilize the manpower of the nation for military service. Sixteen million men between the ages of twenty-one and thirty-six were registered (October 16, 1940) by voluntary boards of their fellow citizens. The number of men to be called up for training each year was first set at nine hundred thousand, and their period of training was limited to one year. Nine months later (June 30, 1941) nearly a million and a half men, including the Regulars and National Guard, were serving in the Army. Their number was limited chiefly by the slower increase of officer personnel to train them and of supplies with which to equip them. It was significant that for the first time in its history the United States had adopted compulsory military training while the country was still at peace. The fact was a measure of the danger which the American people felt as a result of the fall of France and the sweep of Hitler's armies over Europe.

The world-shaking events commenced when the Japanese attacked Pearl Harbor and the Germans invaded the Soviet Union. The outlook of the world was black and hopeless then. The war called for the innumerable efforts and loyalty of enlisted men to prevent further aggression.



Blood and treasures had been sacrificed. Utmost loyalty had been demanded. Able men deserted their loved-ones, families, parents, friends and all that were dear to them to fight for the cause of freedom. The Second World War would have been fought in vain unless the people united and felt the urgent need of cooperation, sense of freedom and international relations. Some men perished and were unable to see and enjoy the fruit of what they had been fighting for, but they did not die in vain. The precious blood that they shed will assure a more fruitful and meaningful life for mankind.

Account III--The Carnegie Foundation. The Carnegie Endowment for International Peace is under the leadership of its president, Mr. Josph Johnson. This foundation plans, organizes, and publishes comprehensive series of national studies intended to bring out the experience and attitudes of the different countries in their relations with international organizations, particularly the United Nations. Individual universities or international law associations are the sponsoring organizations of this foundation.

The said foundation obtains non-official reports from an organization of scholars working in the fields of social and political science and international law. The

writers express their own comments and analyze the positions taken by their own governments in relation to the activities of the United Nations. These scholars are expected to show official viewpoints as well as the trends and directions of public opinion of the country they are working for. The results of their work are published. Some studies are presented under the name of an individual author or one or two authors join for the whole work. Other reports are the product of a group aided by researchers. A number of students go through elaborate processes of preparation, subject to considerable consultation, evaluation and editing through the cooperation of competent groups and specialists.

The contributions these studies actually make are certainly of considerable importance. For in these studies we see the relations of many countries themselves. The better the viewpoints of each country are being understood, the more realistically their problems can be assessed and solved.

#### CORE VALUE X--EQUAL OPPORTUNITY

That each individual should have equal opportunity for self-realization.

Account I--Atlantic Charter. The Second World War which threatened to destroy all civilization gave a powerful motivation to the search and foundation of new forms of agreement and organization that might restore peace and economic stability.

In February 1942, United States President Franklin D. Roosevelt and Prime Minister Churchill of the United Kingdom met together and formed common principles in the national policies of their own respective countries on which they based their hopes for future world peace. This was known as the Atlantic Charter.

The Atlantic Charter declared that (3:20):

The United States and the United Kingdom would endeavor to further the enjoyment by all states in access to the trade and raw materials of the world; that they desire to bring about the fullest collaboration among nations in obtaining improved labor standards, economic advancement, and social security; to establish a peace that would enable all men to live out their lives in freedom from fear and want.

The ideas that united these two nations in the dedication of the principles of self-determination is a manifestation of a devoted purpose to seek, promote and respect human rights. It further shows encouragement and a recognition of each nation's ability to govern herself which is provided in the third article of the Atlantic Charter which says: "Respect the rights of all peoples to choose the form of government under which they live."

Account II--Fourteenth Amendment of the United States Constitution. The Fourteenth Amendment of the United States Constitution states (5:18):

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty or property, without due process of law; nor deny of any person within its jurisdiction the equal protection of the laws.

Equal protection of the laws has many applications in the civil liberty area. It requires (5:18):

That equal protection and security should be given to all under like circumstances in the enjoyment of their personal and civil rights; that all persons should be equally entitled to pursue their happiness and acquire and enjoy property; that they should have like access to the courts of the country for the protection of their persons and property, the prevention and redress of wrongs, and the enforcement of contracts; that no greater burden should be laid upon one than is laid upon others in the same calling and conditions, and that in the administration of criminal justice no different or higher punishment should be imposed upon one than such as is prescribed to all for like offences.

Account III--Public Education in America. Horace Mann, an acknowledged leader of the American system of free public schools preached the doctrine that (8:17):

Education should be universal, non-sectarian, and free. Its aim should be social efficiency, civic virtue and character. Public schools need to be democratized; that is, it should be restored to the people of the state, high as well as low, in the old sense of the name.

Americans have become fully aware of the power of education. Schools today have established a different viewpoint as compared to the schools during the past generation. Quoted from Larsen, he said (8:x):

It has been the unique role of the public schools to give substance to our unique ideal of equality of opportunity. In so doing they have given the idea of universal free education a status and a scope that the world has never seen before. To me as a first-generation American, the public schools literally translated into reality the American ideal of the equality of opportunity. As a nation we have worked harder, longer and more successfully than any other nation in the world to build a system of universal education.

#### CORE VALUE XI--BROTHERHOOD OF MAN

That men have the capacity to associate on a fraternal basis.

Account I-Charter of the United Nations. The United Nations Organization came into being in 1946. One of its major purposes is to maintain world peace and cooperation among the different countries of the world.

The charter of the United Nations states (20:1083):

We THE PEOPLE OF THE UNITED NATIONS DETERMINED to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, and

to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, and

to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and

to promote social progress and better standards of life in larger freedom.

AND FOR THESE ENDS

to practice tolerance and live together in peace with one another as good neighbors, and

to unite our strength to maintain international peace and security and to ensure, by the acceptance of principles and the institution of methods, that around force shall not be used, save in the common interest, and

to employ international machinery for the promotion of the economic and social advancement of the people.

Account II--Peace Corp Volunteers. The formation of the Peace Corp in March, 1961 has created and promoted a closer tie between the United States and other countries of the world, particularly in Africa, Asia, and Latin American countries. It was organized through the initiative of the late President John F. Kennedy.

In the realm of education, these volunteers give assistance in the concepts of hygiene, nutrition, science, home economics, improved agricultural methods, and all subjects including crafts instructions and other skills essential in industrial development. These volunteers are offered a wide variety of tasks. They help awaken public interest through publications, pilot projects, and the use of varied audio-visual aids. They are offered great

adventure experiences including the opportunity to learn a foreign language, foreign people, foreign culture and a first-hand experience about the contemporary world.

Despite the meager remuneration these volunteers receive, they possess the missionary zeal to go and disseminate the spirit of brotherhood and understanding. They have a chance to serve, learn and to broaden international understanding through a partnership approach. The educational, cultural, economic and social programs of other countries are elevated through their assistance based on the principles of "self-help." In short, they help the people to help themselves. These and other numerous activities are varied ways by which the spirit of love and goodwill among men is being fostered.

Account III--Exchange of Fulbright Students Among Countries. Capable students are offered scholarships by the Fulbright Scholarship to further their education in other countries. These scholars are given opportunity to specialize in their chosen fields.

The Fulbright Exchange Program presents the following objectives (23:4):

- (1) The opportunity to stay or teach in a particular country, and to citizens of these countries the opportunity to travel for educational purposes to the United States. The general intention is assuredly the promotion of international understanding and goodwill.

- (2) To contribute to the cultural relations between the host country and the country which the grantee represents, the grantee acting as emissary abroad and eventually as a resource at home for promoting wider understanding of the people he has visited.
- (3) To contribute scholarship and the development of education in the host country.
- (4) To provide the scholar with a unique opportunity for intellectual development

As soon as the terms of these scholars terminate, they go back to serve their respective countries to help perpetuate and conserve the best elements of their people's way of life. The valuable training that they received abroad are carried home with them as a tool to eliminate and modify the aspects of their culture which ought to be changed or improved.

#### CORE VALUE XII--THE RIGHT TO BE DIFFERENT

That men have the right to be different.

##### Account I--Religious Freedom in the United States.

The pioneers in America were always independent in terms of their religious and political beliefs. That led to the multiplication of different sects.

Today there are numerous religious patterns that exist in the United States. However, everybody regardless of color, nationality or political belief has the right to worship God in any manner he wants to and follow the religion he believes is best without molestation or annoyance



from the rest. A legal and historical basis of an American tradition of religious liberty is found in the First Amendment and Article 6, Section 3, of the United States Constitution. The First Amendment reads, in part (27:14): "Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof." And Article 6, Section 3 (27:14): "No religious test shall ever be required as qualification to any officer or public trust under the United States."

Account 11--Patrick Henry's Speech in the Virginia Convention in 1775. Patrick Henry, a broad-minded patriot, had a rare power of persuasion by his speech. On March 20, 1775, in a Revolutionary Convention in Virginia, he expressed to the people his individual declaration of war against Great Britain. Since the people's petition to the Parliament had been disregarded, he made an appeal that it was necessary for them to make a move to fight in order to gain the freedom and privileges for which they had been fighting for so long. His love for individual freedom and liberty was pointed out in his speech when he said (25:145):

Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid, Almighty God! . . . I know not what course others may take; but as for me, give me liberty or give me death!

## CHAPTER IV

### MATERIALS TO FACILITATE THE TEACHING OF HISTORICAL ACCOUNTS

The nature of social studies teaching can be promoted through the use of the different basic teaching methods like: the unit method, the project method, the contract method, and the tutorial method. Within the framework of these different methods, numerous activities can be used to add more meaning and clarity to the concepts being developed. Activities such as: asking questions, taking field trips, listening to lectures, participating in demonstrations, dramatizations, playlets, pantomines, interviews and research, and giving reports are but a few of the many activities which a teacher may use.

To further develop understandings, the teacher should provide a variety of instructional materials such as: books, films, filmstrips, pictures, charts, pamphlets, graphs and perhaps resource persons if there are available ones to clarify a particular problem.

The historical accounts enumerated in the previous chapter have been particularly selected for the purpose of helping the writer make the teaching of social studies

more meaningful to the grade six pupils in the Philippines. The language used in the discussions and illustrations of the accounts selected may be in some instances, beyond the comprehension of the sixth grade pupils in the Philippines. Because of this factor, there is a definite need for free and inexpensive materials to supplement the teacher's explanations and the pupils' textbooks.

Not all schools in the Philippines are provided with projectors, and other modern types of audio-visual materials; however, there is a general source in Manila which distributes essential teaching guides to all schools in the country. Film strips and slides may be borrowed through special requests and correspondence.

In this chapter, the writer indicates specific materials that could be used to illustrate more meaningfully the accounts intended to be taught. Indicated below are lists of suggested materials and sources.

#### 1. REFORM MOVEMENT

- a. Material--Men and Movements in Europe Since 1500, by C. F. Mullet, 29 pp. 1963.  
Source--Macmillan Company, Department 470, 5th Avenue, New York 11, New York.
- b. Material--Highlights Handbook About the Pilgrims and Their Times, 31 pp. 1960.  
Source--Highlights for Children, 2300 West 5th Avenue, Columbia 16, Ohio.
- c. Films:
  1. Title--"Pioneers of the Plains"  
Source--Encyclopaedia Britannica Films 1942, 1150 Wilmette Avenue, Wilmette, Illinois.
  2. Title--"Westward Movement"  
Source--Coronet 1956  
Coronet Films Sales Department

- Coronet Building, Chicago 1, Illinois.
2. DOROTHEA DIX TREATMENT OF THE INSANE PERSONS--No Available Reference.
  3. ANDREW HAMILTON AND THOMAS JEFFERSON'S PRESIDENTIAL CAMPAIGN IN 1800  
ANDREW JACKSON'S PRESIDENTIAL CAMPAIGN
    - a. Material--Book of Presidents, by Vincent Wilson, Jr., 80 pp. pors and maps, 1963.  
Source--American History Reservation Associates  
20 Shaw Avenue, Silver Spring, Maryland.
    - b. Material--Historical Review: Presidential Candidates From 1788 to 1960, Rev. ed., 26 pp., 1963.  
Source--Congressional Quarterly Service, 1735 K Street, Washington, D. C. 20006.
    - c. Material--Presidential Pictures of All the Former Presidents of the United States, (black and white) (9" x 12").  
Source--Presidents, Mutual Network, New York 19.
    - d. Film:
      1. Title--"Thomas Jefferson"  
Source--Encyclopaedia Britannica Films  
1150 Wilmette Avenue, Wilmette, Illinois.
  4. WOMAN'S SUFFRAGE
    - a. Material--History of Women in Republic National Conventions and Women in the Republican National Committee, by J. L. Good, 58 pp., 1963.  
Source--Type Masters, Incorporated. 463 Eye Street, Washington 1, D. C.
    - b. Material--League of Women Voters of the United States, 1026 17th Street, Washington, D. C. 20036.
  5. EVOLUTION OF CHILD LABOR
    - a. Material--Labor and Civil Liberties, by Harry Fleischman, 6 p., 1963.  
Source--American Jewish Company, 165 East 56th Street, New York 22, New York.
  6. THOMAS PAINE'S COMMON SENSE--No Available Material
  7. PREAMBLE OF THE UNITED STATES CONSTITUTION; FIRST, FIFTH AND SIXTH AMENDMENTS OF THE UNITED STATES CONSTITUTION
    - a. Material--Constitutional Revision in Theory and Practice, by T. H. Allen, Jr. and C. B. Ransome, Jr., 169 pp., 1962.

- Source--University of Alabama, Bureau of Publications Administration, University, Alabama.
- b. Film:
1. Title--"Our Bill of Rights"  
Source--Academic Films 1940, 516 5th Avenue, New York 36, New York.
8. DESEGREGATION DECISION OF THE COURT IN 1954 IN THE CASE OF BROWN VS. BOARD OF EDUCATION
- a. Material--Freedom through Dissent, by J. Pemberton, 88 pp., 1962.  
Source--American Civil Liberties Union, 156 Avenue, New York 10, New York.
  - b. Material--Negro Today, by Herbert Aptheker, 62 pp., 1962.  
Source--Marzani and Munsell, 100 West 23rd Street, New York 11, New York.
- c. Film:
1. Title--"Boundary Lines"  
Source--International Film Foundations 1 East 42nd Street, New York 17.
9. CIVIL RIGHTS ACT OF 1960
- a. Material--Study of Discrimination in the Matter of Political Rights, by Herman Santa Cruz, 105 pp., 1962.  
Source--U. N. Section Room, 1074 New York 17.
  - b. Film:
    1. Title--"Sit-In"  
Source--McGraw-Hill 1960, 330 West 42nd Street, New York 36, New York.
10. CIVIL RIGHTS ACT OF 1964
- a. Films:
    1. Title--"Democracy"  
Source--Encyclopaedia Britannica Films 1946, 1150 Wilmette Avenue, Wilmette, Illinois.
    2. Title--"Are You a Good Citizen?"  
Source--Coronet 1949, Coronet Films Sales Department, Coronet Building, Chicago, Illinois.
11. DECLARATION OF AMERICAN INDEPENDENCE
- a. Material--Copy of Declaration of Independence  
Source--53 West 43rd Street, New York 11036.
  - b. Films:
    1. Title--"Winning Our Independence"  
Source--Teaching Films Custodian

- 25 West 43rd Street, New York 36.
2. Title--"American Revolution"  
Source--Encyclopaedia Britannica Films  
1150 Wilmett Avenue, Wilmett,  
Illinois
12. THE GRANTING OF THE PHILIPPINE INDEPENDENCE
- a. Material--Philippines, 15 pp., 1963.  
Source--Chem Bank, New York Trust Company,  
Int. Div., 165 Broadway, New York 15.
- b. Film:
1. Title--"Philippine Republic"  
Source--March of Time, 330 West 42nd  
Street, New York 36, New York.
13. ELECTION
- a. Material--How to Organize an Election by  
Norris Denman, 138 pp., 1962.  
Source--Les Edition du Jour, 3411 Rue Street,  
Denis Montreal 18, Quebec, Canada.
- b. Film:
1. Title--"Our Representatives"  
Source--Coronet 1947, Coronet Films  
Sales Department, Coronet  
Building, Chicago, Illinois.
14. RISE OF LABOR UNIONS
- a. Material--Impact of Right to Work Laws; Wages,  
Working Conditions and Union Secur-  
ity, by M. J. Nadworny, 45 map, 1963.  
Source--University Institute of Economic  
Affairs, 475 5th Avenue, New York 17.
- b. Film:
1. Title--"Labor Movement"  
Source--Coronet 1959, Coronet Films Sales  
Department, Coronet Building,  
Chicago, Illinois.
15. THE FOUNDING OF THE AMERICAN RED CROSS
- a. Material--Directory of Voluntary Organiza-  
tions in World Affairs, 64 pp., 1963.  
Source--Foreign Policy Association, 345  
East 46th Street, New York 17.
16. MR. JOHN THOMAS SCOPE'S TRIAL
- a. Material--Repeat of the Tennessee Anti-Evolution  
Law-Science Number 73; sup. 12, March  
27, 1931.  
Source--Periodical Section, CWSC, Ellensburg,  
Washington.

17. GEORGE WASHINGTON'S FAREWELL ADDRESS  
 a. Material--Soldier Into Statesman: Washington at Temple Hill, by H. N. Mac Cracken 12 p., 1962.  
 Source--Hope Farm Press and Bookstore, Cornwallville, New York.
18. HORACE MANN'S ON THE EDUCATION OF FREE MEN  
 PUBLIC EDUCATION IN THE UNITED STATES  
 a. Films:  
 1. Title--"Horace Mann"  
 Source--Encyclopaedia Britannica Films 1150 Wilmette Avenue, Wilmette, Illinois.  
 2. Title--"Education in America"  
 Source--Coronet 1958, Coronet Films Sales Department, Coronet Building, Chicago, Illinois.
19. THE ROLE OF THE UNITED NATIONS  
 a. Material--United Nations: Structure for Peace, by E. A. Gross, 132 pp., 1962.  
 Source--Harper and Row, 49 East 33rd Street, New York 16, New York.  
 b. Film:  
 1. Title--"One World or None"  
 Source--Film Publishers, Inc., 1946 25 Broad Street, New York 4.
20. PRESIDENT JOHN F. KENNEDY'S INAUGURAL ADDRESS  
 a. Material--Kennedy, John Fitzgerald Family 64 pp., 1964.  
 Source--Look Magazine, Att. Sam Brittingham, 111 10th Street, Des Moines 4, Iowa.
21. CARNEGIE FOUNDATION  
 a. Material--Foundations, Charitable and Educational, 99 pp.  
 Source--Carnegie Corporation of New York, New York 17, New York.
22. CHARTER OF THE UNITED NATIONS  
 a. Material--Copy of Charter  
 Source--United Nations Sales Section Room, 1074 New York 17, New York.  
 b. Film:  
 1. Title--"Peace Builders"  
 Source--Canadian Travel Film Library 233 Sansome Street, San Francisco, California.
23. EXCHANGE OF FULBRIGHT STUDENTS AMONG COUNTRIES  
 a. Material--Educational Exchange--State Department Publishers On Exchange Visitor Program (V.40, No.9, 1963).

Source--American Council for Nationalities  
Service, 20 West 40th Street, New  
York 18, New York.

24. RELIGIOUS FREEDOM IN THE UNITED STATES

- a. Material--Religious Freedom in America:  
Changing Meanings in the Past  
and Present by J. T. Ellis and  
Others, 75 pp., 1963.

Source--National Conference of Christians  
and Jews, 43 West 57th Street, New  
York 19, New York.



## CHAPTER V

### SUMMARY AND CONCLUSIONS

It has been the purpose of this study to determine a number of essential key core values that would facilitate the understanding of a clearer concept of democratic principles.

Through an examination of books, yearbooks, periodicals and other resources in the library, a careful evaluation of key core values was made. Those that were commonly found in these materials were selected as the focal point of study in this thesis. Out of these key core values identified, the writer researched various accounts from United States History which could be used as a tool by teachers to facilitate elementary school pupils' understanding of the core values selected.

### LIMITATIONS OF RESEARCH

The core values identified when applied or used may overlap in terms of meanings and interpretations. In the same manner, the various accounts selected to illustrate the said core values have the tendency to overlap.

Since there is no single account that stands out from each core value, it is possible that individual teachers using the said core values may choose and use different accounts from numerous sources. However, the

accounts used are closely related and have close agreements with the basic core values. In many instances, they are concerned with, and stem from basic documents.

### CONCLUSIONS

As a result of the research and readings made, the writer gained better knowledge and admiration of American culture; acquired better habits and skills in assuming social responsibilities; developed a richer personality that will enable her to lead a more useful and healthier life and developed a critical judgment to issues which are needed in wholesome living. The writer was able to acquire a better understanding of the concepts and principles of democracy and a better appreciation of the democratic way of life.

If the various outcomes of learning gained in this study will be utilized to the best advantage, the writer and others will be able to make the teaching of United States History in the Philippines more meaningful, colorful, and interesting. Consequently, the pupils will gain more benefits and a deeper meaning in the interpretation and application of democratic principles and ideals.

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