

A STUDY OF THE PREAMBLE TO THE CONSTITUTION &
THE CONSTITUTION

U.S. Work projects administration, Ky.

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A STUDY OF
THE PREAMBLE TO THE CONSTITUTION
AND
THE CONSTITUTION

CITIZENSHIP TRAINING

Grades 5 to 12

U.S. work projects administration, Ky.

Prepared By

WPA EDUCATION PROJECT

WORK PROJECTS ADMINISTRATION IN KENTUCKY

NOVEMBER, 1941

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LINDSEY E. ALLEN,
STATE SUPERVISOR

WPA EDUCATION PROJECT

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FOREWARD

The well informed person may regard with amusement[?] materials written for adult study of our Constitution and what it means to our daily lives. We have lived in a democracy under constitutional government for a century and a half. Often we are inclined to take for granted that living in a democracy is a privilege, without realizing our responsibilities and duties in maintaining such a government. We are sometimes unaware of the forces that would undermine our own United States Government. Yet, at no time during the 153 years of constitutional democracy have we faced a more serious challenge than today.

It is not a matter of facing cannons, guns, or dodging bombs, but an ideology growing out of a philosophy of government which has for its chief aim the destruction of the basic principles upon which our way of life is founded. "The Democracies Must Go", say the dictator rulers of Europe.

Whether we conquer, and thereby keep democracy alive in the world, or succumb to slavocracy, depends upon a citizenry with an intelligent understanding of, and participation in, the democratic, social, economic and political way of life. We must always remember that democracy is not a gift, but a way of life that must be earned and preserved by effort.

The author hopes that through the use of this little volume teachers and students alike will gain a better understanding of the Constitution through a careful study of

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the Preamble and the Articles and Amendments thereof; that it will inspire a closer study of the Constitution and a better understanding of its importance to the Nation.

It is also the hope that, through encouraging group discussions, we shall come to a fuller realization of our responsibilities to each other, to the whole community, and, through the community, to the Nation at large.

LINDSEY E. ALLEN,
State Supervisor
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TABLE OF CONTENTS

	Page No.
Chapter I A Citizen is Interested in his Community	1
Chapter II Source of Government	9
Chapter III Introduction of Study of the Preamble and the Constitution	12
Chapter IV Preamble of the Constitution of the United States	17
Chapter V Warren Invites Others to the Class	23
Chapter VI "In Order to Form a More Perfect Union" ..	26
Chapter VII "Establish Justice"	32
Chapter VIII "Insure Domestic Tranquility"	39
Chapter IX "Provide for the Common Defense"	43
Chapter X "Promote the General Welfare"	50
Chapter XI "Secure the Blessings of Liberty to Ourselves and our Posterity"	55
Chapter XII The Establishing Clause	61
Chapter XIII Amendments to the Constitution of the United States	65
General Qualifications of a Voter in Kentucky	68
Questions and Answers for Review	69
To the Teacher and Students	75
Bibliography	78

CHAPTER I

A CITIZEN IS INTERESTED IN HIS COMMUNITY

The dim light was shining on the paper that Warren Penick was reading; around him sat his wife and little son. She was mending clothes. Samuel was playing on the floor with his toys near the small lamp that was burning. He is the average American Citizen with the same interests in his home and country that any good citizen has.

Mr. Penick suddenly lowered his paper, removed his glasses, looked at his wife and said, "Mary, I am going to the Adult Education Class".

"Yes", she simply answered, "but it's not for you, Warren. They would not pay any attention to you".

"Read this", he said, as he gave her a small clipping from a newspaper. As she finished reading the paper, she looked at Warren and repeated, "Adult Education Classes for All Adults".

"They told me at the foundry that we should know more about our Government and our relation to our Government and our work. I want to study more about these things. It will make me a better father, a better husband, and a better citizen. This will be our home for a long time, and we want to bring Samuel up to be a good and useful citizen. He already asks us questions we can't answer".

"Go along, Warren, and tell me more about it when you come home".

"Goodbye, Samuel".

"Goodbye, Daddy".

Warren left the house and went whistling down the street to the Community Building where the class was to be organized, and soon found a seat in the classroom.

The teacher walked into the room. She had a sympathetic interest in the people of her community.

From her face radiated a personality which inspired confidence in everyone present. She had a fine sense of humor, and a keen understanding of the educational needs of her community.

It was the general opinion that until genuine intelligent local leadership is developed, community interests would be divided.

Some of those present came only because it was just another place to go for entertainment. They did not stay long.

Most of those present had the interest of their community at heart.

"I like our teacher", said Mr. Penick to a man sitting near him.

"H-m, you'd better watch her. Maybe it's a trap to get us into something that won't do us any good", grunted Mr. Wilkes.

"I'm going to listen to all she says and then I'll know more about it. I don't want to say anything until I know what I'm talking about", answered Mr. Penick.

The teacher arose to explain:

THE MEANING OF ADULT EDUCATION

"This is a happy and a hopeful occasion. It means a new day for all of us; it means a special opportunity for the adults of this community to study our problems together. Many will remember, or have read about the Moonlight Schools in Kentucky. They were started and conducted by Mrs. Cora Wilson Stewart. These schools proved that men and women wanted to learn to read and to write. They wanted to learn enough arithmetic to meet the demands of their business life. They wanted to be better prepared to meet all the demands of good citizens.

As many of you know, the WPA Adult Education Program is made possible by appropriation of the Congress of the United States. We are grateful to our Government for the opportunity Adult Education affords us. The WPA Adult Education Program was started by our Government in 1933, and has grown in favor each year. Many thousands of men and women 16 years of age, and over, have gone back to school for more training. Many have gotten better jobs by going to school. All have been helped in some way.

Adult Education brings to us the opportunity for further educational growth and development", the teacher continued.

"It will help those who had to quit school before getting all the learning that they wanted and needed.

You will be helped to solve many of your everyday problems. Adult Education is the best method for the

study of the changes that come into our own lives and the life of the community.

Adult Education will give us the kind of education that is needed every day. It will give us a knowledge of what is necessary to make us well informed, responsible citizens.

Adult Education is for every man and woman in industry, on the farm, in business, the store, in the office; in the shop and in the bank, who want to train themselves to do better the things they will be doing each day.

Whether we work on the farm, in the bank, the store, the office, the factory, or mill, we are workers. We are working that we may supply our own needs and those of our families. Our children must be fed, clothed, and educated if they are to become good citizens.

Adult Education gives the opportunity for free discussion of our community problems. We learn what others are doing and how we may help them. We can talk about not only our everyday problems, but those of our community, state and Nation. We learn what is going on in other parts of the World."

The teacher stopped talking and the group discussed what had been said about Adult Education.

ADAPTATION

Adult Education meets the needs of men and women who are handicapped by lack of elementary schooling.

Many, too many, have little or no elementary schooling, and many have not gone beyond the fifth grade. It is for them as well as those who have had training in high school and college. It is for those who cannot read and write.

How will it help us in our home life? We will study our homemaking problems. Adult Education not only gives us an opportunity to study our everyday problems, but it will help bring about a better understanding of our community problems, as well as our state and National problems. ✓

How does Adult Education help us to become better citizens? The classes in Citizenship will study the Constitution of the United States as well as the laws of our State and local community. I mean those laws that we need in our everyday lives. The aim of all Adult Education is to make us better citizens.

"Adult Education will create a keener appreciation of our outlook on life. It will give us a better understanding of the possibilities for developing the general welfare of our community. It will help us to understand our duties to each other as citizens", said the Principal of the local Public School.

The teacher stopped talking and Mr. Penick said, "I think that every community should have Adult Education Classes. We will tell others and get them into the classes".

The Principal said, "I'm glad to hear you make that remark".

"Our Womens' Clubs and Parent Teacher Association want to take part in the study of the Constitution", said the President of the Parent Teacher Association.

"I think we are ready to put this over", said another member of the group. "It's a worthy opportunity for every adult".

"Why do you think this is an opportunity"?, asked the teacher.

"We have been thinking for a long time that education is only for our children. Now we see that it will help all of us. It is an opportunity to learn how to solve our problems in a democratic way".

"This is bringing education to us who didn't get to go to school much when we were young. I'm going to get into it right now. I loaf down town two or three hours every evening, and it doesn't do me any good, and this will do me and all of us much good", said one member.

"That is right. We get the wrong ideas about things talking with fellows on the street. We'd better get together as neighbors and fellow citizens and do some straight thinking. We need to know more about how to live in a Democracy".

"Thanks for those remarks", said the teacher.

All Adult Education should be woven around the social sciences with stress upon Citizenship. We should study Reading, Writing, Arithmetic, Spelling, Language, Geography, Health, Homemaking, Child Care, and Citizenship.

Training, Current Events, and Vocational subjects, in an Educational Program which will help us to understand better our problems. This will help us take part in all community activities. Our program of study should be as broad as the problems of life.

We know that the shorter working day gives us more time for leisure. What shall we do with our leisure time? I believe that everyone in the factory, on the farm, in the store, shop, bank, office, or home will be interested in more education. We want a better home, a better community, and want to become better members of the home and community".

QUESTIONS FOR FURTHER STUDY

1. What is the meaning of Citizenship Training?
2. For whom is it intended? Who may attend?
3. Why should we be interested in all Adult Education?
4. Why was Mr. Penick interested in Citizenship Training?
5. What did he do to help organize the group?
6. Why should we know more about our Government?
7. What can you do to help organize a group for study?
8. Why should we know more about our everyday problems?

WORD STUDY

- (a) Study the Meaning.
- (b) Learn to Spell.
- (c) Use in Sentences.

- | | | |
|--------------|---------------|-----------|
| 1. Education | 3. Foundry | 5. Better |
| 2. Attention | 4. Government | 6. Happy |

-8-

- | | |
|-------------------|------------------|
| 7. Useful | 17. Individual |
| 8. Leader | 18. Responsible |
| 9. Sympathetic | 19. Community |
| 10. Confidence | 20. Informed |
| 11. Economic | 21. Citizens |
| 12. Opinion | 22. Handicapped |
| 13. Intelligent | 23. Appreciation |
| 14. Failure | 24. Equal |
| 15. Harmony | 25. Opportunity |
| 16. Entertainment | 26. Emergency |
| 27. Relief | |

FORUM

Subject:- Why Make Citizenship Training Possible for all?

PROBLEMS

1. Make a survey of your immediate community to discover:
 - a. Those who cannot read and write.
 - b. Those who want to study home problems.
 - c. Those who want to take citizenship training.
 - d. Those who need more training in Reading, Writing and Arithmetic.

Your teacher will guide you in making this survey.

CHAPTER II

SOURCE OF GOVERNMENT

There was a time when the people of the world roamed from place to place. They did not stay long anywhere. They did not build houses.

They lived in caves and in the forest under the trees. They fished, hunted and gathered berries for food. They did not use the rich soil to plant gardens for food. These people lived during the hunting and fishing stage of the race. They were known as Nomads or wanderers. They had no animals such as horses, cows, pigs and sheep, so they did not raise grain for them to eat.

The time came when they began to study the soil and what it could do for them. To use the soil for growing food meant staying in one place long enough to work the soil, plant the seed, and reap the harvest. Soon these Nomadic tribes learned that they could live in one place or locality and make a living. They found out that they could help each other by working together, and living together.

They soon learned that they needed rules to govern them in their work, and in their play. In the beginning, these rules or laws were unwritten. Some members of the group forgot the rules, and this brought unhappiness to the ones who forgot, as well as to the other members of the group.

This group became an organized community. All members of the group became citizens of the community.

When the early settlers came to America, they worked together to help each other clear the forest, build homes, and work the soil to get food. They soon saw that the Indians did not like them, so they banded together to protect themselves against the Indians and the beasts of the forest. They agreed to help each other. They made rules or laws to govern themselves.

The members of the group who did not obey the laws were punished. One rule common to most of the groups was that "He who would not work could not eat". Failure to obey the laws was quickly punished. These groups grew larger and larger and became small villages.

In Europe, the Governments became oppressive. That is, they would not allow the people to do what they wanted to do; took away their freedom to worship God as they pleased. Many did not like this and went elsewhere to live. The early Puritans came to America in 1620. They were called Pilgrims. They agreed to a compact or laws to govern themselves for the welfare of all members. This was called the Mayflower Compact. It was given the name of the ship that brought them here. This Compact was made while crossing the Atlantic Ocean on their way to America. The Pilgrims came from England. Others came from other countries of Europe. They settled in different parts of North America. They formed into groups or Colonies. We shall learn in this study how

the thirteen original colonies united under one government, and became the United States of America. Thirty-five states have joined the original thirteen states to make forty-eight states.

QUESTIONS FOR FURTHER STUDY

1. Why did people roam from place to place in the hunting and fishing stages of man?
2. Give meaning of Nomad.
3. What caused them to settle in one place?

WORD STUDY

- (1) Study the Meaning.
- (2) Learn to spell.
- (3) Use in a sentence.

- | | | |
|-------------|------------|------------|
| 1. Nomad | 3. Reap | 5. Rules |
| 2. Wanderer | 4. Harvest | 6. Compact |

FORUM

Why do wandering tribes never reach a high degree of civilization?

PROBLEM

Name and locate the Thirteen Original Colonies.

CHAPTER III

INTRODUCTION TO STUDY OF THE
PREAMBLE AND THE CONSTITUTION

We Americans are natives of all the world,
gathered here under one flag in the name of liberty.

We know the meaning of liberty in any language,
time or place. We feel the spirit of those who blazed the
trail in a new world, bringing within their hearts the
spirit of freedom.

We, the people of the United States include
about:

42 million of British origin.

15 million of German origin.

12 million of Negro origin.

10 million of Irish origin.

5 $\frac{1}{2}$ million of Italian origin.

5 million of Scandanavian, Norwegian, Swedish, and Danish
origin

5 million Slavic, Russian, Czechs, Bulgarian, Croatians,
Montenegrins, Serbians, Slovaks, and Moravians.

5 million of Polish origin.

5 $\frac{1}{2}$ million of Jewish origin.

2 million of French origin.

1 million of Mexican origin.

1/4 to 3/4 million each of the following: Lithuanians,
Spanish, Greek, Oriental and American Indians, and Finns.

We have several hundred Chinese and Japanese
citizens. These were born in the United States.

We are all immigrants together. The American

Indians probably came over from Siberia many thousands of years ago. Americanism belongs to all of us - every race and creed.

All citizens in the United States live in a Constitutional Democracy. The difference between living in a Democracy and living under other forms of Government is that in a Democracy the citizens organize and carry on Government. You can see then that every one of us should know what his Government expects of him.

We must learn to plan together and to work together for the common good of all of us.

The story of Salom Rizk will help us to understand what Americanism should mean to all of us.

SALOM RIZK

"Salom Rizk lived in a small village in Syria. He was an orphan boy. One day he was told that his parents had been naturalized citizens of the United States. He was poor, half fed and ragged. He could not speak one word of English. When he learned that he was an American citizen, he wanted to come to the United States. It took him four years to get here. Many would have not struggled as he did to come to a country so far away, but when Salom learned that he was also a citizen of the United States, he could not be happy until he came here. He had heard that he would be free to work and build a home for himself.

He can now speak and write English. He has taught Americanism to the boys in Boys Town, Nebraska, and to thousands of people all over the United States. He has

given us a fine example of living and teaching Americanism. The following is part of what he says about America and the people and places.

'In the Presidential Election, Roosevelt was running against President Hoover. It seemed unbelievable to me that the head of this vast country had to appeal to me and to the grocer next door in order to stay in the White House. As the campaign got hotter, I was always imagining that President Hoover would call out the Army to crush those who were hurling accusations at him. One of my neighbors would say hard things against the President right before the corner cop. I was astonished that he wasn't arrested for criticising the head of the Government. Gradually, I realized that in America you can't arrest anybody for being dissatisfied with the Government, because the Government belongs to the people.

On Election Day, I met the personnel director of the college at the polling place. I thought he would challenge my right to vote. What right had I to match my ignorance against a scholar's knowledge? But he gave me only a glance. It seemed perfectly natural to him that I, Salom Rizk, Syrian shoemaker, should be helping choose the President of the United States.

I remember during that campaign how the newspaper cartoons by "Ding" Darling ridiculed Roosevelt. When Roosevelt won, I thought he would purge Ding as Hitler would have done, but instead, he appointed him chairman of a commission to conserve wild life!

My next astonishment came with the depression. There was no plague, no drought, only rich cornfields, and everybody in Iowa seemed to have enough to eat. This twisted my reason, just as hunger in Syria had twisted my stomach. I said to a group of Iowa farmers: In Syria, we don't have depressions. We just have eternal poverty with droughts, locusts, and taxgatherers, all against us. If the Syrian farmer had the help from the government that the American farmer gets, he would think he was in Heaven.

But my greatest astonishment was that Americans - especially young Americans - took their blessings so for granted. That everybody could write and worship as he pleased seemed nothing strange to anybody".

QUESTIONS FOR FURTHER STUDY

1. What is meant by saying "We are natives of a country"?
2. What is an immigrant?
3. Is America the first home of the Indians?
4. What do we mean by "The Common Good" of all Americans?

WORD STUDY

- (a) Study the meaning of these words.
- (b) Learn to spell them.
- (c) Use them in sentences.

- | | |
|------------|--------------|
| 1. Native | 3. Immigrant |
| 2. Liberty | 4. Citizen |

FORUM

Why have so many people come from other countries to America?

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-16-

PROBLEM

Name the countries from which the immigrants named on
Page 12 of this Chapter came.

-17-

CHAPTER IV

PREAMBLE TO THE CONSTITUTION OF THE
UNITED STATES

If we are to be intelligent citizens, we must know something about the basic laws of the United States. This means a study of the Constitution and the Amendments to the Constitution. If we are to understand the Constitution, we should study the Preamble first.

Write the Preamble on the blackboard so all can see it. Read it together. Commit to memory. If you cannot read it, you should commit it to memory.

THE PREAMBLE

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 blessing of liberty to ourselves and our posterity,
do ordain and establish this Constitution
for the United States of America.

"This is the first time that I have read it",
said one member of the group. "I've read it, but I don't
understand what it means", said another.

"What does Preamble mean"?

"Preamble means that which goes before and

suggests the nature of what follows. To help you understand, it is the soul or spirit of the Constitution. If we carefully study each part of the Preamble, it will help us to understand the Constitution.

No other 52-word sentence has ever been written that means so much to the people of the United States and to all others who love liberty.

The Constitution is the basis for our independence and liberty as American Citizens. It binds us together as citizens of our community, state, and Nation. The states which make up the United States are bound together by it. We are as responsible to the laws of the United States Government as we are to the laws of the state, county, city, or local community.

We cannot, as states, pass any law that is in violation of our Federal Constitution.

"Are all of our laws based upon the Constitution"?, asked a member of the group.

"We must always remember that the Constitution is the Supreme law of the United States. Our States, Counties and Cities cannot pass laws which are in conflict with the Constitution".

"How long have we had a Constitution"?

"Since 1787".

"Our Constitution was written and adopted by our forefathers after we broke away from England and became an independent country. We won independence

from England through the Revolutionary War 1776 - 1781. Read your History of the United States for further information about the Revolutionary War".

Before the Constitution was adopted by the Constitutional Convention in 1787, the thirteen colonies, or states, were governed by the Articles of Confederation, which had been adopted in 1781. They found after eight years that the Articles of Confederation would not hold the States together.

Under the Articles of Confederation, the Colonies or states, could not be forced to help each other. They could not be forced to help support the central government by paying taxes, etc. Each state did what it wanted to do, and no more. The thirteen states were becoming divided and soon would have become independent of each other. The 55 men who represented the thirteen colonies tried to amend the Articles of Confederation, but finally decided to write a new Constitution which was ratified in 1787 - 1790 by each of the thirteen states. The original draft of the Constitution was written by James Madison. We shall study our Constitution as we study the Preamble. It is suggested that we read the entire Constitution after we complete our study of the Preamble.

The Declaration of Independence gives us the reasons for breaking away from England. As you may know, we were ruled by England for many years. The Revolutionary War 1776 - 1781, was fought to free

ourselves from England. We won the war and immediately began to form a Government of our own to govern the thirteen states. On July 4, 1776, the Declaration of Independence was issued. Read and discuss it in class.

We have inherited many of the ideas of Government from our European ancestors. Our English heritage is here named because England is the first Country of Modern Europe to try to define the rights of its citizens.

Five documents have been written by England which try to define the rights of the citizen and his relation to his Country. They are called our English Heritage. They are:

1. Charter of Liberties, adopted in 1100.
2. The Magna Carta (Great Charter) - 1215.
3. The Petition of Rights, adopted in 1628. ✓
4. The Habeas Corpus Act, adopted in 1678.
5. The Bill of Rights, adopted in 1689.

Of these, the Magna Carta is probably the most important, as this is the first time in History that the people forced a King to give his people certain rights.

King John literally was forced to sign the Magna Carta. He threw himself to the ground and wept bitterly. Magna Carta means "Great Charter".

TO THE TEACHER:

Get a copy of the Articles of Confederation and read to class, or have individual pupils read it. Study it, and as the class proceeds, make comparisons with our present Constitution.

There were thirteen colonies, or states, in the beginning, but now we have forty-eight states. We will start the study of the Preamble. To better understand it, we will study each part separately. Let us read it again. Everyone reads or recites from memory.

WE, THE PEOPLE OF THE UNITED STATES - What group of people does this mean to you?", asked the teacher.

"It means our forefathers", said one man.

"It means the people who run our Government", said another.

"I think", said Mr. Penick, "That it means all of us, regardless of who we are or what we do".

"It includes everyone in this room", said another.

Here are some of the nationalities that make up the population of the United States: German, Negro, Norwegian, Swedes, Danes, Finns, English, Jewish, Bohemian, Irish, Italian, Russian, Chinese, Japanese, Mexican, Yugo Slovakia, Czecho Slavs, Spanish, and French. See Page 12 for number of each group. To which group do you belong?

QUESTIONS FOR FURTHER STUDY

1. What is meant by "We the People"?
2. Name several different nationalities represented in this Country.
3. Should I know the meaning of the Preamble? Why?
4. What does Preamble mean?
5. What is a Constitution?

6. What does Liberty mean?
7. Why is liberty the keynote to the Constitution?
8. What is the basis for our State laws? See Article 6 of the Constitution.
9. Why are we responsible to the laws of the United States, and to our own State laws?
10. When was the Declaration of Independence written? When was the Constitution adopted? Give date of Revolutionary War.

WORD STUDY

- (a) Study the meaning of these words.
- (b) Learn to spell them.
- (c) Use them in sentences.

- | | | |
|---------------|---------------|--------------------|
| 1. Preamble | 6. State | 11. Responsibility |
| 2. Employer | 7. National | 12. Knowledge |
| 3. Employee | 8. Liberty | 13. Domestic |
| 4. Law | 9. County | 14. Tranquility |
| 5. Understand | 10. Community | 15. Leisure Time |

FORUM

Subject:- Leisure Time and its Relation to Citizenship.

PROBLEM

1. Name the different nationalities in your city, town or community.
2. Name the thirteen original colonies or states.
3. Give the main reason for our breaking away from England.
4. Freedom is not inherited. It is not a gift. We must struggle to get it. Do you believe this? Discuss in class.

CHAPTER V

WARREN INVITES OTHERS TO THE CLASS

"I'm glad I am going to the Citizenship class", said Warren Penick at the breakfast table.

"Why, Daddy":, quickly asked Samuel. He took Samuel on his knee and said, "I'll be a better Daddy by studying and learning some things that will help me take better care of you and Mother. You will soon start to school, then we will study with you".

"Do you enjoy the class, Warren", asked Mary.

"I surely do. Why they all wanted to learn how to become better citizens. Two men are foreigners, and they wanted to learn how to become citizens of the United States. They were told and joined the class".

"Oh, it gives everyone an opportunity to study the Constitution", said Mary.

"Yes, Mary, and I think it's our duty to study it and then we will know how to help bring back better days for everyone. Something is wrong with us; we should not have wars and unemployment".

"Did Mr. Vatz go", asked Mary.

"No, and I must tell him. We promised our teacher to tell everyone about it".

"He should become a citizen, so this is his chance".

"I'm glad I went because our teacher said that the right kind of education will do away with

misunderstanding and trouble in the world; will do away with war, and restore the home and church to their rightful place in our society. She said that the different countries go to war because they do not understand each other's problems and that there was too much selfishness in the world".

Warren hesitated and Mary said, "We need more of the spirit of goodwill in us. . . . that would help cure many of the heartaches of all of us. We were put here to work and be happy in our work".

"Yes, you're right. We have seen better days, but we must sacrifice along with the others and help our Government and one another bring about better conditions. You taught school, Mary, and can help me with my work".

"Warren, I know what I'll do. I'll go with you to the Citizenship Class. Everyone should know more about what makes a good citizen. I can learn many things too that will help me".

"That will be fine, and then we can study together. You know little Samuel will start to school very soon, then all of us can work together and help each other."

QUESTIONS FOR FURTHER STUDY

1. Why did Warren join the Adult Education group?
2. What did his wife say about it?
3. What question did Samuel ask his Daddy?
4. What was the answer?

-25-

5. What good did Warren think they would get out of it?
6. What did he do to help the class?
7. Did his wife help?

WORD STUDY

- (a) Study the meaning of these words.
- (b) Learn to spell them.
- (c) Use them in sentences.

- | | | |
|------------|----------------|------------------|
| 1. Welcome | 3. Education | 5. Understanding |
| 2. Workers | 4. Forefathers | 6. Knowledge |

FORUM

Subject:- What constitutes a happy home, and why should we strive to have a happy home?

CHAPTER VI

IN ORDER TO FORM A MORE PERFECT UNION

We have been talking about "We the People of the United States", and decided that it means everyone under the American Flag regardless of who we are, where we are, or what we are doing. We are one large family striving to meet our human needs.

"Now, we shall study the second part of the Preamble". A member of the class wrote it on the blackboard.

"IN ORDER TO FORM A MORE PERFECT UNION", read a member of the class.

"What is a Union":, asked Warren.

"A union is a group of people united in a common cause".

We could work together and not have a perfect union.

We must have a common goal or objective if we are to have a perfect union. Each member of the union must feel responsible for the success of the union, if it is to be a happy one.

"Can you give an example of a union"?

"Marriage is an example, because in a marriage we have the same interest and are trying to work together for the good of the home".

"Sometimes they don't work together", said one.

"Is that a union":, asked the teacher.

"Yes, it is a union, but an unhappy one", answered Mr. Penick.

"Do you see that if one member of the marriage union is untrue or fails to do the things that will bring happiness, then the union is not perfect", said one member.

"We have forth-eight states in the union of the United States. You can see that if one state is unwilling to do its duty toward the common good of all the states, we have an imperfect union."

If we are citizens of the United States, we are also citizens of the State in which we live. All the people in a state make a union of the state. If anyone violates the laws of the state, or is unwilling to respect the rights of others, we do not have a perfect union of State.

A community is a union of the people living in it. To be a happy community, we must respect the rights of each other and carefully obey the laws of our community. Some of these laws are unwritten. We observe unwritten laws because we cannot make a law to cover every relation of life. There is a name for these unwritten laws. They are called Equity, and together with written laws, are called law and equity.

"Do you see then, that we are a perfect union only when we are happy and successful in planning and working together"?

Here is a story which will illustrate the meaning of a perfect union.

"Near the Miller Mill Company is a library that was erected by the man who owned the mill.

The present owner was once a worker in the mill, and later became its sole owner. He learned the meaning of justice. He is especially interested in his workers and their problems.

He believed in sharing his profits with those who helped him make his business a success.

From the street, may be seen a beautiful window which he had placed in the library. The design in the window gives a lesson all its own.

A teacher is pictured teaching a group of children of all nationalities. The children are gathered around her. Over the top of the design, is found the word "Democracy".

When the light shone through the window, it did not reveal the little Negro as a member of a black race, but as a unit of a blended race.

The Owner of the library stopped to view the wonderful work of art that he had so carefully planned. He stood quietly studying the effect of the light that was woven into the design. He suddenly turned to a bystander and remarked, "I expected to see each child as a separate individual, and thought each child would stand out in bold relief, representing his own nationality in an individual way.

The longer I look at this window with the light shining through, the more I see a blending of the

faces".

The bystander, who was an employee in one of his mills said, "The light shining through the faces could be called Democracy".

"What do you mean, Jack"?

Jack answered, "The light of Democracy makes us a perfect union".

"Jack, what caused you to form this opinion"?

"Well, I've been using my leisure time for reading and I've found that democracy means equal rights for all".

The Owner was pleased with this remark.

"Then you mean that when the light of democracy shines upon us it blends us into one perfect union. We become interested in each other's problems. Then a union is a group working together for a common purpose".

As the man turned to leave the library, he recalled the following poem:

"GLORY TO THEM"

Glory to them, the toilers of the earth,
who wrought with knotted hands, in wood and stone,
Dreams their unletter minds could not give birth
Any symmetries their soul had ever known,
Glory to them, the artisans, who spread
Cathedrals like brown lace before the sun;
Who could not build a rhyme, but reared instead
The Doric grandeur of the Parthenon;

-30-

I never cross a marble portico,
Or lift my eyes where stained glass windows steal
from virgin sunlight moods or deeper glow,
or walk dream peopled streets, except to feel
A hush of reverence for that vast dead
Who gave us beauty for a crust of bread.

..... Dr. Anderson M. Scruggs
Atlanta, Georgia

As an everyday reminder to his fellow citizens,
he had this poem chisled in stone and placed beneath the
window. He wanted all who viewed the window to get the
same idea of Democracy that the bystander had shown him.

QUESTIONS FOR FURTHER STUDY

1. What makes a good union?
2. How many states in the United States?
3. When was the Constitution formed? See Page 19.
4. How many states or colonies were in the original organization? See page 19.
5. What is our relation to the Government of the United States?
6. Is the Constitution binding on every citizen?
See Article 2, Sections 2 and 3 of the Constitution.
7. Why should we seek to understand the Constitution and the laws of the State, County and City and our immediate locality?
8. What is meant by saying, "In union there is strength"?
9. Why does Democracy seem to bind us into a common understanding?
10. Why was the bystander able to see the true meaning of Democracy in the picture?
11. What is meant by "Law and Equity"?

WORD STUDY

- (a) Know the meaning of these words.
- (b) Be able to spell them.
- (c) Be able to use them in sentences.

- | | | |
|----------------|----------------|---------------|
| 1. Perfect | 6. Family | 11. Marriage |
| 2. Union | 7. Unhappiness | 12. Untrue |
| 3. American | 8. Citizen | 13. Home |
| 4. Flag (U.S.) | 9. Human | 14. Suffering |
| 5. Regardless | 10. Preamble | 15. Violate |

Select a sentence you like in the Chapter and give your reason for your choice.

PROBLEM

1. Give an example of the saying, "In Union There is Strength".
2. Discuss the question of Equality of Opportunity.

CHAPTER VII

ESTABLISHING JUSTICE

"Establishing Justice" is the third part of the Preamble. The teacher will write it on the blackboard. Refer to Article III of the Constitution in your study.

"Thus far, we have talked about 'We, the People of the United States, in order to Form a More Perfect Union'."

We have learned that we have a mixture of races. The United States is often called "The Melting Pot" of the world. This means that we have people from all Countries living here. We send the children to school and take the adults into our society, and soon they are made to feel at home.

Many of them become naturalized American citizens. Whether they become citizens or not, all of their children who are born in the United States become citizens by right of birth. See answer 31 in Review Questions or Amendment 14 to the Constitution.

We have learned that the earliest settlers of the thirteen colonies, or states, came from parts of Europe, England, France and Spain."

"Did all of them have the same kind of government in Europe"?, asked the teacher.

"They not only had different kinds of government, but their living conditions were very different. They did not speak the same language. They came here to settle for different reasons. The main reason for the

coming of the early Colonists, those who helped form our Constitution and Government, was to get away from religious oppression. Some came to claim new territory in behalf of the countries sending them".

"It was necessary for them to have some rules to guide them in their political and social life".

"Yes, and what did they do"?

"They adopted the Articles of Confederation in 1781, and in 1787 - 1790 ratified the present Constitution of the United States. The Preamble we are now studying is a part of the Constitution. We shall study the Constitution later".

"Why did the Colonists talk about justice"?

"As we have said before, the Colonists came to America to have freedom. They learned that if they were to have freedom, it must be given to all and not to a few within the group".

Justice means equal opportunities and rights to all.

"What did the Colonists think of religious worship"?, asked the teacher.

"In England, the people were forced to belong to the Church of England. The colonists came to America from countries which did not allow religious freedom. By religious freedom, we mean the right to worship God according to the dictates of our own conscience. This means the right to worship God as it pleases us to worship Him. Do you think all people should be free to worship God as they please"?

"If everyone gets justice, we will be free to do the things we want to do and will be punished for doing the things that harm others or cause trouble in the community".

"What are some of the things that we may want to do"?

"Make a home where we can do the best for our family".

"Establish schools for the education of both children and adults".

"Have a part in Government by being allowed to vote".

"Establish churches of our religious choice".

Turn to Article XX of the Amendments to the Constitution.

"Run for office".

"Have opportunity to hold office; to prepare for a trade or profession or to go into business; to have free education for our children; to do what we like and can do best".

The class may name others.

"We have been talking about justice. What is justice"?, asked the teacher.

"Equalization of Rights and Opportunities.

The right to do what we think is best for us and the community and be protected in it".

"What is meant by Establish Justice"?

"To make laws that govern us in our political,

social and business relations. Justice has sometimes been the privilege of only a small group and with-held from others".

"Establish Justice, means establishing a system which will guarantee equal rights and privileges for everyone".

"It guarantees to us our four freedoms. They are (1) Freedom of the Press, (2) Freedom of Speech, (3) Freedom on Assembly, and (4) Freedom of Worship. What do we mean by each of the four freedoms? Give an example of each of them.

"To get the full value of justice, we must be willing to understand each other's problems, and to have a desire to help in solving these problems. Every citizen should want to help in the administration of the justice granted by the Constitution".

"Justice is administered through our Judicial Department. Turn to Article 3 of the Constitution. It may be well to state here that we have three Departments of the United States Government:

1. The Legislative or Law-Making Department.
Turn to Article 1 of the Constitution.
2. The Executive or Law-Enforcing Department.
Turn to Article 2 of the Constitution.
3. The Judicial or Law-Interpreting Department.
Turn to Article 3 of the Constitution.

You will want to read these Articles as you study the Preamble.

Each state and county has these three divisions of Government.

QUESTIONS FOR FURTHER STUDY

1. Who is the Executive of the National Government?
(The Executive Department enforces the Laws)
2. Who is the Executive of the State Government?
3. Who is the Executive of the County Government?
4. Who is the Executive of the City Government?
(The Judicial Department Intreprets the Laws)
5. What group heads the Supreme Court of the United States?
6. What group heads the Court of the State?
7. What group heads the Courts of the County?
8. What group heads the Courts of the City?
(The Legislative Department makes the Laws)
9. What group or groups make the Laws of the United States?
10. What group or groups make the Laws of the State?
11. What group or groups make the Laws of the County?
12. What group or groups make the Laws of the City?

The third part of our Preamble refers to the Judicial Department. Our United States Supreme Court is the highest Judicial Court in the United States. Each State has its State Supreme Court. Each County has its County Court. Each locality has a Justice of the Peace or other Judicial Officer. The Judge sits as a court alone, or with a Jury to hear a trial case at law.

If the Judge sits alone, he has the sole decision in the controversy. If a Jury is called in to hear the case, it listens to the witnesses testify and the plea of the lawyers for both sides and then under the instructions of the Judge, who is presiding, the Jury decides the whole

matter of guilt or innocence of the accused person.

Always remember that every one in the United States has a right to trial by a Jury. Turn to Articles 6 and 7 in Amendments to the Constitution. It makes no difference what kind of a crime has been committed, the accused person is innocent until proven guilty. The criminal is given every protection. He is entitled to a fair trial. If he cannot afford a lawyer, one is furnished by the Court. We should not take the law into our own hands, but allow the Courts of Law to act in every case of law violation.

Discuss this topic in terms of the needs of the group. Stay on it long enough to teach carefully our system of Courts. Select a sentence from this Lesson and tell why you selected it.

QUESTIONS FOR FURTHER STUDY

1. With what does the third part of our Preamble deal?
2. Why do we have a Judicial Department of Government?
3. How many departments of Government are there? Name them. See answer 4 in Review Questions.
4. Which is the Law-Enforcing Department? See Article 2.
5. Which is the Law-Making Department? See Article 1.
6. Which is the Law-Interpreting Department? See Article 3.
7. What is meant by "Establish Justice"?
8. Who has a right to trial by jury? See Articles 6 and 7 of the Amendments.
9. What do you think about mob violence?
10. Should we allow lynching?

11. What is meant by religious toleration? See Article 1 of the Amendments.
12. What do we mean by "taking the Law into our own hands"?
13. What do we mean by our four freedoms? Name them, and discuss each of them.

WORD STUDY

- (a) Words to be spelled.
- (b) Words to be defined.
- (c) Words to be used in sentences.

- | | | |
|---------------|-----------------|--------------|
| 1. Establish | 9. Religious | 17. Supreme |
| 2. Justice | 10. Human | 18. Court |
| 3. Perfect | 11. Rights. | 19. Jury |
| 4. Union | 12. Freedom | 20. Trial |
| 5. Settle | 13. Discussion | 21. Crime |
| 6. Political | 14. Execution | 22. Criminal |
| 7. Social | 15. Legislation | 23. Judge |
| 8. Profession | 16. Judicial | 24. Mob |
| | | 25. Violence |
| | | 26. Desire |

FORUM

- Questions:- Does Observance of Law Make us Free?
Does Justice Mean Doing as one Pleases?

PROBLEM

Give Examples of Each of the Four Freedoms.

CHAPTER VIII

"INSURE DOMESTIC TRANQUILITY"

This is the fourth part of the Preamble. Here are three words that are full of meaning for all of us. "Insure Domestic Tranquility". Write them on the blackboard for study. Refer to the dictionary for definitions.

Insure means to guarantee.

Domestic means home or homeland.

Tranquility means peace.

"Domestic Tranquility" means peace at home or a peaceful home. The word "home" as used here, refers to homeland or country.

Peace in the homeland or our country means peace in our individual homes.

"Domestic Tranquility" then means peace in all the country or nation and also peace in our own homes. ✓

Tell what tranquility means in your own words.

"If our homes are peaceful, it will do much to maintain peace in the Nation", said Mr. Penick.

"What do you mean by a peaceful home"?, asked the teacher.

"It means a law abiding home".

"It means a home in which every member of the family takes part in the work and pleasures of the home".

"It means a home where no members of the home trespasses upon the rights of any other members of the home".

"It means a home in which the parents are loved by the children of the home and children are loved by the Parents".

"I think", said Mr. Penick, "that all of these answers are right, but a happy home is one in which the members are not selfish. They try to help their neighbors and be good members of the whole community".

What we say of our own homes can be said of our city, county, or state or nation. Always remember that homes make a community and that communities make a state or nation.

We who live in the United States live in a Democracy. To live in a Democracy and be happy, we must strive to keep our country at peace. We can do this by doing all the things that keep us peaceful.

There are about 2,250,000,000 people in the world and of this number, only 1/4 or about 6,000,000,000 know anything about Democracy. We live in a Democracy. There are three persons who do not know anything about Democracy to one who does know about it.

We, as a nation, should lead the world in the fight for peace. We went to war against Germany in 1917 to bring peace and keep Democracy alive in the World.

To promote the peace of the world, the Hague ^{League} ~~Switzerland~~ ^{HOLLAND} was established. This Court is located in ~~Switzerland~~.

It was organized for the peaceful settlement of disputes between the countries of the world in 1899. The Court of International Justice has almost taken its place. Any

Country may belong.

It was organized to prevent war, and to foster a better understanding between nations. No one can successfully dispute the fact that if the nations of the world understood each other, and were sympathetic in their relations, we could easily adjust our differences without using the instruments of war.

Discuss the question of a better understanding between nations and how to bring it about.

Discuss the League of Nations:

1. Reason for its existence.
2. Its purpose.
3. Is the United States a Member? Why?
4. What relation to the League did Ex-President Woodrow Wilson bear?
5. Why did he go to Europe at the close of the World War?
6. What did he mean by the "Brotherhood of Man"?

What effect on the world has the Versailles treaty had?

The class should read the provisions of the Treaty.

Why did Germany object to the provisions of the Treaty relating to Germanu?

As citizens, we can help preserve peace among ourselves by careful obedience to our laws. Each home is protected by law in its right to peaceful pursuit of happiness.

"Do we have the right to do as we please"?

The whole question of Domestic Tranquility should be thoroughly discussed.

Select sentences from the lesson, and give reasons for selection.

QUESTIONS FOR FURTHER STUDY

1. What is the meaning of domestic?
2. What is the meaning of tranquility?
3. What is the meaning of domestic tranquility?
4. How do we preserve the peace of our country?
5. What should we do to preserve peace?
6. What is meant by peace at any price?
7. Name some of our wars with foreign countries.
8. Name one result of the war between the States - The Civil War.
9. Why was the Hague organized? Do we belong?
10. In what way does the Versailles Treaty refer to the United States?

WORD STUDY

- (a) Know the meaning of these words.
- (b) Be able to spell them.
- (c) Use them in sentences.

- | | | |
|----------------|--------------|-----------------|
| 1. Domestic | 6. War | 11. Navy |
| 2. Tranquility | 7. Happiness | 12. Agrarian |
| 3. Peace | 8. Pursuit | 13. Industrial |
| 4. Foreign | 9. Private | 14. Sympathetic |
| 5. Civil | 10. Army | 15. Nation |

FORUM

Subject:- Should we Accept Peace at any Price?

CHAPTER IX

"PROVIDE FOR THE COMMON DEFENSE"

Have the class recite the Preamble from memory down to the study of this lesson, which is the fifth part of the Preamble. Each one should know it thus far:

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 . . .

"PROVIDE FOR THE COMMON DEFENSE" - Refer to Article II, Section II of the Constitution. By defense, we mean protection or security. What do we have to protect? Food, clothing, shelter and amusements occupy most of the thoughts and labor of most of us.

Important as these things are, they do not constitute the major objects of our defense. Only in times of some domestic or foreign crisis are we deeply stirred about anything outside the daily grind and its diversions. It is at such times that we begin to think about the defense of our "Way of Life".

In the Declaration of Independence, there are two words which should be studied carefully. They are "Inalienable" and "Rights". "Inalienable Rights" are rights which come to us at birth. They cannot be transferred from one person to another. We are protected in exercising these rights by the Constitution. If we had been born into slavery, we would still be entitled to

these rights, but we would be denied the right to exercise them by virtue of our having been born into slavery. Man's laws may take away our inalienable rights or guarantee them to us. Man's laws do not give us these rights. They only protect us in exercising them. Our inalienable rights are:

Life, Liberty and the Pursuit of Happiness.

These rights are better expressed by our four freedoms, which are:

Freedom of Speech.

Freedom of Press.

Freedom of Assembly.

Freedom of Religious Worship.

Read Article 1 of the Amendments to the Constitution.

The four freedoms were named in an earlier Chapter. They should be discussed more fully here.

"I have been thinking of the four freedoms since we first read them. It makes me more thoughtful of other people", said Mr. Penick.

"Do we need to defend these rights"?

"I think", said Mr. Penick, "it is more important for us to defend the right to Life, Liberty and the Pursuit of Happiness than any of our other rights".

"Why, Mr. Penick"?

"Because all that we try to do depends upon being free to think and act for ourselves".

Name the many ways in which we may defend our rights. Write your answers on the blackboard and study

them.

How will defending our rights help defend our homes and business?

What do each of you think is the most important thing we defend? Your answers should be listed and studied. Give reasons for your choice.

How is Defense related to Domestic Tranquility? We must be happy if we are to be successful in our work.

OUR MEANS OF NATIONAL DEFENSE

By National Defense, we mean the defense of our Nation in its relation to other peoples and countries.

We send an Ambassador to each foreign country to keep us informed as to all matters of State which are of interest to our Country. They reside in a foreign capital as our diplomatic representatives.

We establish consular service in each foreign country to keep us informed as to our commercial or business interests.

Our Army and Navy are organized and maintained for our National Defense. They protect us on land on on sea. Each State has a State Militia for the Defense of the State. If the State Militia cannot protect the State, the Governor may petition the help of the United States Army.

To "Provide for the Common Defense", we have (1) a standing Army, (2) a Navy, (3) a State Militia, and (4) our local police force, both County and City.

Our Army and Navy are maintained by the United States Government.

The Army protects us on land.

The Navy protects us on sea.

Our Army in peace times is small - about 150,000 men and officers, and is increased as we need a larger Army. Today, September 30, 1941, we have 1,600,000 men and officers. The Army is made up of men who volunteer or are drafted. By drafted men, we mean men who are required to enter the Army because of an emergency, such as we now have, September 30, 1941. Drafted men are called for a stated length of time, or the duration of war, at the end of which time, they may leave the Army or they may enlist, voluntarily, for as long as they desire.

The Navy is small in peace time, but in times of emergency it is enlarged to meet the emergency. We always have had a large Navy in the Pacific Ocean to protect our shore line and commerce. We have, in the past, depended upon the English Navy to keep the sea lanes open on the Atlantic to our commerce and passenger needs.

We are now building ships to put a stronger Navy in both the Pacific and the Atlantic Oceans. We shall have, by 1944, a two-ocean Navy, which will be four times larger than at any previous time. Our Navy ranks second in size now. England's Navy is larger than our own. By 1944, we shall have the largest and best equipped Navy in the World.

Our State maintains a State Militia. Turn to Article 2 of the Amendments of the Constitution. Its members are men of civilian ranks who volunteer for an

indefinite time. The militia is used in case of emergencies or when the police force, local or state, cannot meet the emergency. The State Militia is subject to call by the Governor.

Always remember that the President of the United States is the Commander in Chief of the Army and the Navy, and that under his direction, we have a Secretary of War and a Secretary of the Navy. These, together with the Congress of the United States, regulate the Army and the Navy. Turn to Section 2 of Article 2 of the Constitution.

To defend our immediate community, we have, in addition to what we have named, our state, county, city and community police force. Each of these function in their own state, county, city or community.

We have highway protection as we drive on the public highways. We have speed regulations on the highways.

Discuss all or any one of these different defense organizations so that the group may know more about them. Always bear in mind the need for them.

Our Government spends most of its revenues for our defense - 90% out of every Federal Dollar paid directly to the United States Government is for war, past present or future, including the pensions that go to those who served our country in the Army and the Navy in the past.

QUESTIONS FOR FURTHER STUDY

1. Is the expenditure justified?
2. Could we get along without a Navy?

3. Could we get along without a standing Army?
4. How does our Navy rate in comparison with the Navy of other countries? Which has the largest Navy?
5. How does our Army rate in comparison to the Armies of other countries? Name the countries that have larger Armies than our own.
6. How many soldiers went to the last War. . . The World War? For Research.
7. How many were killed or maimed for life? For research.
8. What is the purpose of our State Militia?

WORD STUDY

1. What four freedoms do we defend? Name them.
(a) Use these words in sentences.
2. What is meant by "Inalienable Rights"?
(b) Name them.
3. Did the red men in America have these rights?
(c) Define them.

- | | | |
|-----------|--------------|-----------------|
| 1. Common | 5. Civilian | 9. Defense |
| 2. Armies | 6. Training | 10. Justified |
| 3. Navies | 7. Camps | 11. Revenue |
| 4. Topics | 8. Community | 12. Militia |
| | | 13. Inalienable |

Select any sentence in the Chapter which you like and tell why you made the selection.

FORUM

Subject:- How Would a Better Understanding Between Nations be a Better Defense Than the Maintenance of Armies and Navies?

PROBLEMS

1. Tell one outstanding duty of the Army.

2. Tell one outstanding duty of the Navy.
3. Tell one outstanding duty of the Militia.
4. Name the Present Secretary of War.
5. Name the Present Secretary of the Navy.

CHAPTER X

"PROMOTE THE GENERAL WELFARE"

Have the class recite the Preamble from memory down to the study of this lesson. Each one should know it thus far:

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" was written on the blackboard for study. This is the sixth part of the Preamble.

If we are to be happy and successful in our everyday work, we must wisely consider the welfare of one another. Selfishness should be banished for the general good of all of us. A selfish person makes life unhappy for all who must associate with him.

"What is meant by general welfare"?

General Welfare is the welfare of the whole nation, state, county, city or local community.

To be more specific, it means the encouragement of the establishment and maintenance of good homes, churches, schools, libraries, recreational facilities, good roads, health protection, fire protection, and police protection.

Our "way of life" has risen to the status which demands these institutions and services if we are to be healthy, happy and have a degree of security.

Our discussion would not be complete if we did not mention old age pensions, Social Security and Unemployment Insurance. ✓

All of these are pertinent to our general welfare.

The class should stop to discuss the topics named above that interest its members most.

We must understand that our individual welfare is closely linked to the general welfare. If we, as individuals, are happy and successful, it adds to the happiness and success of the entire community if we consider what we do in terms of the general good.

An habitual criminal does not consider his actions in terms of the general good of the community. He is utterly selfish. He disregards law. Life is cheap to him. He will gain his ends at any cost. The end justifies the "Means", is his slogan. This means that he does as he pleases - right or wrong. He has a vicious attitude toward all law and the rights of others.

All violation of law disregards the principles underlying our general welfare.

"Do we have a right to do as we please"?, asked Warren.

"What do you mean, Warren"?

"If I want to do a thing and my neighbor objects, and if I am in my own home, should I do what I want to do"?

The very reason for his objection is perhaps

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a justification for your not doing it, if the neighbor is a thoughtful one.

"What is meant by a thoughtful neighbor"?, asked Warren.

Have the class discuss this problem.

We might be protected by the law, yet the welfare of the community would best be served by not doing certain things - making loud noises - allowing insanitary conditions to exist, etc.

The community is composed of the people living in it. What any one does effects the peace and happiness of the entire community. A good act or kind word makes the community better.

Our home surroundings help make us what we are. We are largely what our homes make out of us. But our home is one of a group of homes, and we are one member of a group that makes up a community. Since we must move in groups, it is our duty to strive to understand the laws that govern group action, and obey those laws.

"Lawlessness is on the increase", said Mr. Penick. "Lawlessness will undermine the very foundation of a democracy", said another.

Do you agree with what Mr. Penick says?

Discuss this question.

Discuss the Gangster Problem

1. Why do children grow into criminals?
2. How can the home help prevent crime?

3. Are Gangsters usually men or women who have not been properly guided by the home in their childhood?
4. What mistakes do parent make in overlooking misbehavior among children in the home?
5. Discuss "The end Justifies the Means".

Should we strive to obey a law which we, as individuals, think takes away our liberties?

The general welfare clause of the Preamble is the basis of all legislation which concerns the general welfare of our people. The New Deal Legislation of 1933 and to the present time is based on this clause. In 1929, we were suddenly faced with the fact that we had 15,000,000 men and women out of employment who were formerly engaged in gainful occupations. What caused this is not a part of this discussion, but some asked "Why should we starve in a land of plenty"? You may want to discuss this question further.

President Roosevelt and the Congress based all the Emergency Relief Legislation on the welfare clause of the Constitution. Some of this legislation was ruled unconstitutional by the United States Supreme Court. The AAA and the NRA are the most important.

The United States Supreme Court may declare any law of Congress unconstitutional. It does not, however, act on any law until it is acted upon by a lower court, and not then unless the decision of the lower court is unsatisfactory to one, or both, of the parties interested or affected by the decision.

QUESTIONS FOR FURTHER STUDY

1. What is the meaning of Welfare?
2. What is the meaning of Personal Welfare?
3. What is the meaning of General Welfare?
4. What is selfishness?
5. How is the Observance of Law necessary to our General Welfare?
6. Do we have the right to do as we please?
7. What do we consider the greatest hinderance to our (a) Political Welfare (b) Economic Welfare?
8. Explain the meaning of "starving in a land of plenty".

WORD STUDY

1. Words to be spelled.
 2. Words to be defined.
 3. Words to be used in sentences.
- | | | |
|------------|-------------|-----------------------|
| 1. Promote | 5. Law | 9. People |
| 2. General | 6. Gangster | 10. Inflation (Money) |
| 3. Welfare | 7. American | 11. Delfation (Money) |
| 4. Land | 8. Congress | 12. Business |

FORUM

Subject:- Crime - It's Causes and Prevention.

PROBLEM

List Crimes That are the Result of Disregard of our General Welfare.

CHAPTER XI

SECURE THE BLESSINGS OF LIBERTY
TO OURSELVES AND OUR POSTERITY

We have tried throughout this study to learn the true meaning of liberty. There is a difference of opinion as to its meaning.

What is Liberty? Liberty is escape, or removal, of restraint. Liberty means the privilege of choice ... the right to do what we wish to do, under law or license.

Freedom is the absence of restraint. Absolute freedom is Anarchy, or total disregard for law or human rights.

"I have a right to do as I please. No one is going to tell me what to do!" These statements are often heard. Some say, "No law should be passed that would take away our natural rights". Natural rights are in-born rights. Name some of them. Does the exercise of natural rights bring freedom to us?

Do we have any rights not granted to us by law?

If every American citizen were to exercise, from this day on, his natural rights, would we soon destroy our Government? Would our economic, our religious or our social life be well served if all of us exercised what we believe to be our natural rights?

Discuss this topic freely.

Does law make us free? There are those who say, "that no restraint should be put on us. That laws

are for the masses, not for certain classes of citizens". Always remember that liberty means sacrifice for all who enjoy it. We do not inherit liberty, but must fight for it. The most important lesson that can be learned from this study is that we must recognize the strong responsibility which liberty imposes upon all those who enjoy it. This responsibility is not fully realized today here or anywhere else. We must hold fast to the faith that is in us, a faith in the destiny of free men. Do we have such a faith? Discuss this question freely and thoroughly. Is it true that we only think of our liberties when they are about to be taken away from us? Do some of our naturalized citizens forget the benefits of liberty?

To properly discuss the subject of liberty, we must study the meaning of license. License is regulation of our conduct by law. It is the authority to do or to be permitted to do certain named things. It is following rules of action. Most of our actions as citizens are granted under license. It means regulation of the natural tendencies of man. Are natural tendencies and natural rights the same? If not, are they in any way related to each other? Name something you do that is not regulated by law.

Self-control is necessary in a democratic society, Why?

How does education effect the exercise of natural tendencies? Discuss here the reasons for having

a free public school system.

What effect does environment have on natural tendency? Will we not agree that the varying differences in man, due to environment, heredity and training, are best served by well ordered rules of action?

Is it right then to conclude that laws are necessary to establish a balance of conduct as citizens in our economic and social relations? Is this license? Do we have any unrestricted liberties?

Does it follow then that, were it not for the laws, might would overcome right?

Have we any evidence in history in which might or power overcame right? Have someone in the class tell of the sea pirates of the past.

Do you know any small nations that have been conquered by a stonger nation? What about Norway, Sweden, Denmark, etc?

Is it true that the weak have always been the victims of the strong?

If the exercise of our natural tendencies did not result in actions that take away our liberties, would we need laws to govern us?

Our posterity (our children) come into this discussion as those who are directly affected by our understanding of liberty. We leave them a rich heritage, or we leave them a heritage that binds them to traditions which prevent them from becoming useful citizens.

"This is the reason that we should study about

our duties as citizens", said Warren.

"He is right", said another.

"I've decided to be a better citizen and help others be better citizens", said Mr. Wilkes.

"Thanks for those remarks", said the teacher.

What are some of the liberties that parents should guarantee to their children. Name some of them.

Why should we be careful about the laws we make which concerns our children?

Discuss further.

We establish schools that our children may be better prepared to make the best use of the blessings of liberty.

Our churches teach us the blessings of liberty to ourselves and to our children. They help us to safeguard and to enjoy these blessings.

If we establish a well ordered Democracy, we are leaving to posterity a rich heritage in which to carry on.

It has been said that, "The finest gift to posterity is a well ordered society".

"Citizenship Training" is part of the plan to prepare us for a **richer** and fuller life; to prepare us for a better parenthood; to make us better citizens, better workers; to help establish a happier relationship between peoples and countries.

Select a sentence you like and give reasons for your choice.

WORD STUDY

- (a) Words to be spelled
- (b) Words to be defined
- (c) Words to be used in sentences

- | | |
|-------------------|-------------------------|
| 1. Establish | 6. Environment |
| 2. Injustice | 7. Democratic - Society |
| 3. Posterity | 8. Possibilities |
| 4. Power | 9. Parenthood |
| 5. Natural rights | 10. Realization |

QUESTIONS FOR FURTHER STUDY

1. What do we mean by liberty?
2. What do we mean by "conduct by law".
3. How does environment influence the destiny of man?
4. Are we willing to obey the laws?
5. What are some of the elements in a well organized society?
6. What are some of the possibilities in our community for a better community?
7. What responsibility does liberty impose upon us who enjoy it?
8. What is the outstanding thing you have learned in this study?

FORUM

Subject:- Discuss the Documents that lead to the making of our Constitution.

- (a) Charter of Liberties, 1100.
- (b) Magna Charta, 1215.
- (c) Petition of Rights, 1628.
- (d) Habeas Corpus Act, 1678.
- (e) Bill of Rights, 1689.

PROBLEMS

1. Name some natural rights that conflict with our legal rights.
2. Was the conquest of England by the Normans in 1066 a natural right or a legal right?

CHAPTER XII

THE ESTABLISHING CLAUSE

We have come to the last clause of the Preamble to the Constitution of the United States. It reads: ". DO ORDAIN AND ESTABLISH THIS CONSTITUTION FOR THE UNITED STATES OF AMERICA".

Since we have committed to memory and have studied the separate clauses of the Preamble, we will test our memories again by reciting it with the whole class listening. Each member of the class should do this. It will help us and the class.

"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 Preamble contains 52 words. No sentence in any language has been written that contains thoughts of greater significance to humanity. This one sentence embodies a complete charter of freedom for any people.

This is only a beginning of the study of the forces that establish democracy in the world and keep it alive.

Someone has wisely said, "We, as individuals,

lose and regain democracy each day. It is not a gift, but a thing to be earned by effort. It may be lost by lack of effort".

Unselfish cooperation will keep democracy alive. The world is paying a staggering price in money, life and happiness because it does not understand the meaning of cooperation, or is stubbornly unwilling to practice it. Is the crisis in which most of the world finds itself, the result of a lack of understanding and an unwillingness to be cooperative?

THE CONSTITUTION OF THE UNITED STATES

Our Constitution was adopted September 17, 1787, by the Constitutional Convention and ratified by the thirteen colonies on the following dates:

Delaware	December 7, 1787
Pennsylvania	December 12, 1787
New Jersey	December 18, 1787
Georgia	January 2, 1788
Connecticut	January 9, 1788
Massachusetts	February 6, 1788
Maryland	April 28, 1788
South Carolina	May 23, 1788
North Carolina	November 21, 1789
New Hampshire	June 21, 1788
Virginia	June 26, 1788
New York	July 26, 1788
Rhode Island	May 29, 1790

The makers of the Constitution did not leave anything to chance. They set themselves to the great task of building, piece by piece, the machinery that would guarantee to the people the freedom implied and stated in both the Declaration of Independence and the Preamble to the Constitution.

The Constitution is composed of seven Articles and twenty-four Sections.

Article One (1) has ten sections which define the Legislative, or law-making powers.

Article Two (2) has four sections which define the Executive or law-enforcing powers.

Article Three (3) has three sections which define Judicial or law-interpreting powers.

Article Four (4) has four sections which define the relation of one State to another; fugitives from justice; admission of new States and the guarantee of a Republican form of Government.

Article Five (5) has one section which relates to the power and method of amending the Constitution.

Article Six (6) has one section which contains miscellaneous provisions - national debts, national law supreme, and oaths of office.

Article Seven (7) has one section which relates to ratification and establishment of the Constitution.

The class should now turn to Article One (1) and read and study it. Since there are ten sections in Article One, it is suggested that the class be divided into ten groups. Select a Section or have one assigned by the teacher. Study this and report to the class the results of your study.

This should be done with each of the Seven Articles. General discussion should always follow each

section study and report.

ACTIVITY

1. As you study Article one, set up a legislative body by having election of Senators and Representatives, and follow the organization of the two houses of Congress.
Appoint a legislative committee from each house and have a bill introduced by one house. Discuss the bill in the House originating it, and finally approve it and send to the other House for approval or disapproval. If the House to which it is sent approves it, they return it to the House originating it. The bill then is sent to the President for his signature. It then becomes a law. If the House to which it is sent disapproves the bill, what is done with it? See Section 1 of Article 1 of the Constitution.
2. Organize an executive Department of the National Government.
3. Organize an executive Department of the State Government.
4. Organize a Judicial Department of the National Government.

CHAPTER XIII

AMENDMENTS TO THE CONSTITUTION

The Constitution represents the most successful attempt in history to write a "Bill of Rights" for all the people. James Madison, who wrote the original draft of the Constitution, confessed that it was not perfect, but was an attempt to set down in words the rights of citizens. The members of the Constitutional Convention were determined in their efforts to balance the granted rights of the people with the best welfare of the States. There was not full agreement. In fact, some members became angry and left the Convention. Thomas Jefferson was Ambassador to England, and made it convenient to attend to business in England. He returned, however, in time to oppose the adoption, and certain Articles of the Constitution. It was finally decided to adopt it with the promise that a "Bill of Rights" in the form of Amendments would be added to the Constitution as soon as it could be written and agreed upon.

Patrick Henry of Virginia was so bitter against adopting the Constitution without a "Bill of Rights" that Virginia with-held her approval for months. Some feared that that State would not accept it. When James Madison promised to use his influence to add the "Bill of Rights" to the Constitution, Virginia signed it.

You will remember that James Madison wrote the original draft of the Constitution. His influence

**PAGE(S)
MISSING**

GENERAL QUALIFICATIONS OF A VOTER IN THE STATE OF KENTUCKY

1. He must be a citizen of the United States.
2. He must be at least twenty-one years of age.
3. He must have lived five years in the United States.
4. He must have lived one year in the State of Kentucky.
5. He must have lived six months in the County in which he wishes to vote.
6. He must have lived sixty days in the precinct in which he wishes to vote.

Kentucky was the fifteenth State to join the Union of the United States. It was admitted in 1792. Vermont and Kentucky were the first two States to join the Union following the ratification of the Constitution by the Thirteen Original Colonies. Vermont was first, and Kentucky was second.

QUESTIONS FOR REVIEW

(For answers see Pages 71 through 74 of the Appendix)

1. Who formed the Constitution of the United States?
2. When was our Constitution ratified by the Thirteen Colonies?
3. Into how many Articles is the United States Constitution divided?
4. Into how many branches is the United States Government divided?
5. Into how many branches is each State Government divided?
6. Into how many branches is each City Government divided?
7. What is the name of the National Legislative body?
8. What is the name of the State Legislative body?
9. What is the name of the City Legislative body?
10. What is the law-making body of the United States?
11. What is the law-making body of the State?
12. What is the law-making body of the City?
13. Does every State in the United States have two branches of the Legislative body - a bicameral body?
14. Must all laws of the United States conform to the United States Constitution?
15. Must all laws of the different States conform to the United States Constitution?
16. Must all laws of the City conform to the State laws?
17. Must the State Constitutions conform to the United States Constitution?
18. How are representatives apportioned in each State?
19. By whom and for what term are Representatives elected?
20. By whom and for what term are United States Senators elected?

21. Do we vote directly for the President of the United States?
22. What is the length of term of the President, and when does he take office?
23. What was known as the Lame Duck Session of Congress?
24. What is census, and how often is it taken?
25. Who is the presiding officer of the House of Representatives, and by whom is he elected?
26. Who is the presiding officer of the Senate, and by whom is he elected?
27. Where must bills for raising revenue originate?
28. When does a bill become a law if not signed by the President?
29. How are bills passed by Congress?
30. Is a religious test required as a qualification to hold office in the United States?
31. Who may become a citizen of the United States?
32. How are Amendments to the Constitution adopted?
33. Read and discuss the first, sixth, fourteenth, and fifteenth Amendments to the Constitution.
34. By what amendment was slavery prohibited?
35. Can the President declare war?
36. When was the Woman Suffrage Amendment allowing women to vote passed?
37. Do all naturalized citizens become good American citizens?
38. How may we help the naturalized citizen acquire the "American Way"?
39. How many United States Senators in the United States Congress?
40. How many Representatives in the United States Congress?
41. How many Representatives from Kentucky in the United States Congress?
42. How many Senators from Kentucky in the United States Congress?

ANSWERS TO REVIEW QUESTIONS

1. The Constitution of the United States was formed by the Constitutional Convention at Philadelphia. It was adopted by the Convention on September 17, 1787. The original draft was written by James Madison. Fifty-five men sat in the Convention; Washington, Jefferson, and Patrick Henry were among the fifty-five men.
2. 1787 - 1790. Here are the States with dates of Ratification:

Delaware - 1787	Maryland - 1788
Pennsylvania - 1787	South Carolina - 1788
New Jersey - 1787	New Hampshire - 1788
Georgia - 1788	Virginia - 1788
Connecticut - 1788	New York - 1788
Massachusetts - 1788	North Carolina - 1789
Rhode Island - 1790	
3. The Constitution consists of the Preamble, Seven Articles and twenty-one Amendments.
4. According to the Constitution, the Government is divided into three branches, namely:
 1. Legislative (Law-making) Department.
 2. Executive (Law-enforcing) Department.
 3. Judicial (Law-interpreting) Department.
5. Each State Government is divided into three departments, with similar powers to the National Government.
6. Each City Government is divided into three Departments, with similar powers to the State Government.
7. The National Legislative body is called the Congress.
8. State Legislature or State Assembly.
9. Municipal Assembly or Board of Aldermen.
10. The Congress, which is composed of two branches, namely, the Senate and the House of Representatives.
11. The State Legislature or State Assembly, which is composed of two branches, namely, the Senate and the House of Representatives.
12. The City Council.
13. No. Nebraska has only one branch. It is called unicameral Legislature.

14. Yes
15. Yes
16. Yes
17. Yes
18. Apportioned by Congress according to the population of each State (excepting Indians, not taxed), which is ascertained by the Census. The present rate is one Representative for every 279,712 people in the State, or a fraction thereof.
19. By the people for a period of two years.
20. By the people for a period of six years.
21. No. We vote for electors who cast their vote for President. The electors from each State are equal to the number of members of Congress from that State. Kentucky has eleven electors. The political party whose electors get the largest vote cast in an election, choose their President. If the electors are Democrats, a Democratic President is chosen.
22. Four years. January 20th.
23. Defeated Senators and Representatives in the November Election would serve from the convening of Congress in January to March 4th. This was changed to allow successful candidates to take office on January 3rd. This change was made by the ratification of the Twentieth Amendment to the Constitution on February 6, 1933, and became effective on October 15, 1933, following the ratification in February, 1933.
24. Census is the enumeration of the people of the United States, and it is taken every ten years.
25. Speaker of the House. The House of Representatives chooses its own speaker and Sargeant-at-arms and other necessary officers.
26. Vice President of the United States. He is elected by the people through their electors. He may vote only in case of a tie vote.
27. In the House of Representatives. After the House passes on revenue bills, they are sent to the Senate for approval or change. If approved, they are signed and sent to the President. If changed, they are sent back to the House. If both the House and the Senate agree, the bill is sent to the President for his approval. If the House and Senate cannot agree, the bill

is sent to the Committee on Revenue which originated it, or to a combined committee of both the Senate and the House to be rewritten or a new bill drafted.

28. If the President should not return a bill within ten days (Sunday excepted) after it has been presented to him, the same shall become a law, unless the Congress by their adjournment prevents its return in which case, it shall not become a law.
29. Every bill which shall have been passed by the House of Representatives and the Senate, shall, before it becomes a law, be presented to the President for his signature; if he approves, he shall sign it, but if not, he shall return it with his objections to the House that originated it.

If the House agrees by 2/3 vote to pass the bill, it shall be sent, together with the objections, to the other House and if approved by 2/3 of that House, it shall become a law without the signature of the President.

30. No religious test shall ever be required as a qualification to any office under the United States Government.
31. All natural-born or naturalized citizens 21 years of age, or over. All persons born or naturalized in the United States are citizens of the United States and of the State in which they reside. Only free white aliens, or aliens of African descent, can become citizens of the United States. No Chinese, Japanese, or other people from Asia may become citizens unless they are born in the United States. They cannot become naturalized citizens. The only exception to the rule of citizenship by birth in the United States are children born of foreign sovereigns or children of diplomatic representatives born on foreign ship within our territorial waters, and children born of enemies within and during a hostile occupation of part of our territory.

It is advised that the class read on the subject of Naturalization at this time. See laws on Naturalization passed 1910, 1914, and 1922.

An Anarchist cannot become an American Citizen, neither can a bigamist or a polygamist. An Anarchist does not believe in Government. A bigamist is a person having two wives or husbands.

32. On application of 2/3 of the State Legislature, or by a vote of 2/3 of both houses of Congress, an amendment may be submitted. It must be ratified by 3/4 of the

State Legislature or by Conventions in 3/4 of the States.

33.

34. Article 13.

35. No. Congress declares War.

36. August 26, 1920. It was rejected by Alabama, Maryland, Virginia, Georgia, South Carolina, Mississippi and Louisiana. No action by North Carolina, Delaware and Florida.

37. A man may be naturalized and yet not "Americanized"; he may shift his political allegiance without changing his manner and style of life. The problem of preparation for Citizenship is somewhat distinct from the problem of Americanism. The will to be a citizen should be based upon the desire to live in a Democracy and to be happy; not only the laws but the spirit that breeds and perpetuates Democracy. Discuss this question.

38. (1) Teach him our language. He cannot acquire our way of life and not know our language. Without the language, the foreign-born individual cannot participate fully in the life around him.

(2) Teach by example. If we live in a democratic way, the foreign-born individual will have a pattern to guide him.

39. Ninety-six (96) Senators - Two (2) from each State.

40. 435 Representatives.

41. Nine Representatives

42. Two Senators.

TO THE TEACHER AND STUDENTS

1. Have current events discussion as often as possible.
2. Bring to the classroom newspaper clippings announcing proposed legislation, documents, sample ballots and other materials of interest to this study.
3. Read what the papers report about our relations to foreign countries.
4. Read what is going on in Washington, the Capital of the United States.
5. Read what is going on in your own City or Community.
6. Read the decisions of the United States Supreme Court and of other Courts (Circuit and Federal).
7. Study the records of candidates for election.
8. Use visual aids, if available.
9. Dramatize the House of Representatives, the United States Senate, the State Assembly, Trial by Jury, and other Governmental functions of the National or State Government.
10. Encourage debate on questions of local and national interest.
11. Encourage the socialized recitation. Permit students to question other students.
12. Study the Constitution as much as possible.
13. Use the review questions and answers for reviewing class discussion as well as home study.
14. Encourage written and oral reports on questions of civic interest.
15. It is suggested that each member of the class have a copy of the Constitution of the United States for ready reference.
16. A copy of the Articles of Confederation should be available for class and teacher reference.
17. Each class member should read one book on early Colonial History.
18. It is suggested that each student keep notes on class discussion and their own research.

19. Your teacher will furnish you with a bibliography for your reference and research study. This should be done early in the study. See Bibliography on last page of this study.

This book may be kept

-77-

It has been the purpose of this little volume to bring to its readers the spirit of the Constitution, and further, to inspire a desire for a fuller understanding of our Constitution and all laws; and a more determined effort to bring about a fuller realization of our responsibilities to safeguard the American way of life with our honor, our resources, and if necessary, our lives.

The Author

O. A. Jarvis.

This book may be kept

-78-

B I B L I O G R A P H Y

1. The Confederation and the Constitution - A. C. McLaughlin
2. A Constitutional History of the United States -
A. C. McLaughlin
3. An Economic Interpretation of the Constitution of the
United States - Charles A. Beard
4. The Constitution and the Men Who Made It - Hastings Lyons
5. Storm over the Constitution - J. Brant
6. Fifty-Five Men - Fred Rodell
7. The Federalist System - John Spencer Bassett
8. The Federal Union - J. D. Hicks

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