

Developments and Materials for Citizenship Education and Law Related Education

(concluded from p. 22)

reason to expect that converging forces will work to protect and promote the gains of the last few years.

Notes

¹The primacy of the family's role in political socialization is one that students of the subject matter do not agree on. In one of the first major works on the topic, Herbert Hyman states authoritatively that foremost among socializing agencies is the family. Herbert Hyman, *Political Socialization* (New York: Free Press, 1959). However, by 1975, two noted students of childhood political socialization, Robert D. Hess and Judith V. Torney, concluded as a result of their study of Chicago youth that the school was the most important and effective instrument of political socialization. Robert D. Hess and Judith V. Torney, *The Development of Political Attitudes in Children* (Chicago: Aldine, 1967). The exact importance of the family compared to other agents continues to be a matter of disagreement among social scientists.

²On this conclusion, students of political socialization are in much greater agreement.

³While there is diversity of opinion over how much stress schools should give to civic education, the degree of agreement on what such courses should accomplish is fairly strong. Kenneth Langton and M. Kent Jennings note that general agreement exists that civic courses should increase the student's knowledge about political institutions and processes, make him a more interested and loyal citizen, increase his understanding of his own rights and the civil rights of others, and encourage his political participation. Kenneth P. Langton and M. Kent Jennings, "Political Socialization and the High School Civics Curriculum in the United States," *American Political Science Review*, 62 (1968), pp. 852-867.

⁴For a brief overview of some of the major past and present efforts to develop citizenship goals for secondary education, see R. Freeman Butts, "Historical Perspective," in Jan K. Hamilton, ed., *Education and Citizenship* (Denver Colo.: U.S. Office of Education, 1977), pp. 1-11; Daniel W. Marshall, "Citizenship: The Evolution of Educational Goals," in Franklin D. Patterson, ed., *The Adolescent Citizen* (Glencoe, IL: Free Press, 1960), pp. 50-69; and Stanley E. Diamond, "Studies and Projects in Citizenship Education," in Patterson, ed., *Ibid.*, pp. 70-99.

⁵Committee on Pre-Collegiate Education, "Political Education in the Public Schools: The Challenge for Political Science," *PS* (1971), pp. 431-460.

⁶*Ibid.*

⁷The Social Studies Development Center at Indiana University was the headquarters for the

development of the High School Curriculum Project.

⁸Hamilton, ed., *op. cit.*

⁹National Task Force on Citizenship Education, *Education for Responsible Citizenship: The Report of the National Task Force on Citizenship Education* (New York: McGraw-Hill, 1977).

¹⁰*Citizen Education Bulletin*, Vol. 1, No. 1 (August, 1977), 1-2,4.

¹¹The Council for the Advancement of Citizenship is housed at the same address as the Center for Citizenship Education. The location is 1100 Seventeenth Street, N.W., Suite 1000, Washington, DC, 20036.

¹²*Changes in Political Knowledge and Attitudes, 1969-76* (Denver, Colo.: National Assessment of Educational Progress, 1978).

¹³*Education for Citizenship: A Bicentennial Survey* (Denver, Colo.: National Assessment of Educational Progress, 1976).

¹⁴"NCSS Cities' Citizenship Education Needs," National Council for the Social Studies press release, February 2, 1978.

¹⁵R.A. Hill and J.D. Wallace, *Recommendations for Research, Development, and Dissemination for Ethical-Citizenship Education* (Philadelphia: Research for Better Schools, 1976).

¹⁶Mark Blum, *Ethical-Citizenship Education Policies and Programs: A National Survey of State Education Agencies* (Philadelphia: Research for Better Schools, 1977).

¹⁷Fred M. Newmann, Thomas A. Bertocci, and Ruthanne M. Landsness, *Skills in Citizen Action: An English-Social Studies Program for Secondary Schools* (Skokie, IL: National Textbook Company, 1977).

¹⁸Ann P. Maust and Lucy Knight, *An Analysis of the Role of the U.S. Office of Education and Other Selected Federal Agencies in Citizen Education* (Washington, D.C.: U.S. Office of Education, 1978).

¹⁹The person most responsible for pushing for the creation of the National Center was Russell Hill of Research for Better Schools in Philadelphia.

²⁰In April, 1979, Representative Carl Perkins (D-KY) and Representative Charles Bennett (D-FL) proposed a grants program for states to promote citizenship education in elementary and secondary schools but it was not reported out of committee.

²¹Cynthia A. Kelly, ed., *A Dictionary of Law-Related Education Projects*, 3rd ed. (Chicago: ABA Committee on Youth Education for Citizenship, 1978).

²²Final regulations on the program can be found in the *Federal Register*, Vol. 46, No. 11 (January 16, 1981), 3877-3882.

²³*Street Law News*, Vol. 1, Issue 1 (Spring, 1981), p. 1.

Letters

Responses to "Political Science at a Teaching College."

Note: The following letter was sent to Thomas E. Mann, APSA Executive Director.

Dear Tom:

The anonymous article on political science in teaching colleges in the current issue of *NEWS* struck home to me. I read it on 1 May and then read Fred Hechinger's article in the Sunday *New York Times* of 2 May on the gypsy generation of academics. Both problems are serious and they are related. As we have more and more jobless professors, temptations for humane, but financially pressed administrators to increase workloads and to hire faculty on a part-time basis are likely to grow. The immediate effects on individuals are tragic, and the long range effect on colleges and on the various disciplines will be equally devastating.

The Association may not be able to do much about the paucity of full-time jobs, but perhaps we can help with teaching loads. A few years ago I was not especially sympathetic to complaints on this score. I have, however, become a convert to the need for reform. In part this conversion is due to a realization that what I did in my twenties, when I was at a teaching college, would not have been possible in later years.

Moreover, in the last few years I've visited a half dozen college campuses where the teaching loads would kill a healthy elephant — if he or she took seriously the obligation to lecture and advise at a high level of expertise. Again, not only do the professors suffer, but their students, despite heroic efforts, are often receiving less professional instruction than they deserve — or for which their parents paid. No man or woman can, term after term, competently teach three or four different courses in scattered areas of the discipline. The literature is too vast, the ideas changing too rapidly. Brighter students surely recognize some of the problems, and, though they may sympathize with particular professors, are not apt to be impressed with political science as a discipline — and so not apt to think of joining our ranks in the future. In the

short run, we may not need recruits, but the long haul is another story.

I think the Association should take official notice of the problem that Anonymous so ably outlines. Perhaps, you or the president could appoint a committee to look into the matter and make recommendations that, if the Association approves, might help its members — and so itself — in "teaching colleges." This problem is important to the entire profession, and it is not likely to go away. Indeed, unless we do something, it is likely to grow. And it is not a problem that individual political scientists can do much about, or to whose solution individual institutions are likely to assign high priority unless subjected to systematic pressure from political science as a profession.

Peace and other good things,
Walter F. Murphy McCormick
Professor of Jurisprudence
Princeton University

Dear Editor:

The author of "Political Science at a Teaching College," who asked to remain anonymous, has made some good suggestions to alleviate teaching loads at so-called teaching colleges. I have only one question; is it really possible to teach political science, on no matter what level, without doing some research? I am a little bit sick and tired of making distinctions between teaching and research institutions. Both teaching and research are onerous jobs but they are intertwined and one supports the other. More than that, many lazy professors I have known have insisted that they were "teaching people or research people" and they didn't do a good job with either task.

Arthur C. Banks, Jr.
President
Greater Hartford Community College

Dear Editor:

In January I will be teaching a special course on Watergate. I would appreciate receiving syllabi or other information from any instructors who have previously taught such a course.

Don Ostrom
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A Call for Essays, Features for the NEWS on Microcomputers

The Summer 1983 *NEWS* will focus on the adaptation and application of microcomputers for political science. Please send essays and descriptions of programs and their use in research, teaching and departmental administration to the *NEWS*/APSA, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036.

The Summer 1983 *NEWS* will complement the demonstrations and presentations on microcomputers to be scheduled at the 1983 Annual Meeting of the APSA. Herbert F. Weisberg, Ohio State University is the Program Chairperson.