Unit organization of four topics in American history

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Boston University
UNIT ORGANIZATION OF FOUR TOPICS IN AMERICAN HISTORY

Submitted by
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CHAPTER I

Introduction

Laymen and educators are generally agreed that knowledge of our own history is essential in the making of good American citizens. A National Committee has summed up the reasons for this belief under four main heads: 1/

"History makes loyal citizens because memories of common experiences and common aspirations are essential ingredients in patriotism. History makes intelligent voters because sound decisions about present problems must be based on knowledge of the past. History makes good neighbors because it teaches tolerance of individual differences and appreciation of varied abilities and interests. History makes stable, well-rounded individuals because it gives them a start toward understanding the pattern of society and toward enjoying the artistic and intellectual productions of the past. It gives long views, a perspective, a measure of what is permanent in a nation's life."

As a result of the events of the past quarter generation, and particularly of those since 1933, which saw the rise of totalitarian systems throughout the world, American educators have been faced with the challenge of combatting totalitarian philosophies.

The writer believes that teachers of American History and of the social studies can best meet the threat of totalitarian ideas by presenting a positive program of studies centered around the theme of American democracy.

It has been with this purpose in mind that the writer has constructed four units in American History.

At present the writer is a student in the School of Education at Boston University. His only teaching experience has been as a practice teacher in Lawrence High School, Lawrence, Massachusetts, where he taught three twelfth grade classes in American history. Two of these classes were composed of students of average and below-average ability. The third class was composed of bright college preparatory students.

The writer feels that the following units can be used most successfully only with students of average or better than average learning ability who have previously satisfied the State requirements in United States History.

Since these units have not yet been tried out, there are probably many weak sections which will need revision. This can be done only by using the units in a classroom.

The form for the organization of these units follows that suggested by Professor Roy O. Billett of the School of Education, Boston University, in his course, "The Unit Method in the Secondary School", in which the writer was enrolled as a member in the summer of 1945.
TERMINOLOGY

"The unit is the verbal representation of a unit of learning, expressed in complete declarative sentences and represents the teacher's goal stated in terms of a desirable change to be made in the pupil in concept or skill, and hence in resultant ideal, attitude or appreciation. It is never transmitted to the pupils in written form."

"The delimitation of a unit is a statement of the lesser learning products which are components of the unit and which are to be made the direct object of instruction in a given class of a given grade level in a given situation within a given time allotment. Like the unit, each item of the delimitation is stated in one or more complete declarative sentences. The delimitation is also for the teacher's use only."

"Under the caption incidental learning products the teacher has speculated concerning fortuitous learning likely to take place even though it is not the direct object of instruction."

"Under indirect learning products the teacher has tried to name certain ideals, or attitudes, or appreciations to which the increments of meaning, insight or skill which are the unit and its delimitation may contribute."

1/ The terminology used in this thesis is based on "Fundamentals of Secondary-School Teaching" by Roy O. Billett, School of Education, Boston University. Houghton-Mifflin Company, 1940.
"The unit assignment is the general plan of teacher-pupil activity which the teacher was able to arrange prior to the opening of the teacher-learning cycle. The general plan prepared in advance leaves the teacher free (1) to capitalize on related current events by incorporating them in the unit assignment, and (2) to modify the assignment for each pupil as need arises.

The unit assignment is intended to stimulate problem-solving activity, not passive receptivity."

"The core activities are that part of the unit assignment in which it is expected that most pupils—perhaps all pupils—will engage directly at some time, in some way, and to some extent. Because practically all pupils will be concerned with practically all of these core activities, they are reproduced on mimeographed study and activity guides of which each pupil receives a copy."

"The optional related activities are those activities in which the pupils engage solely because they want to. Although these activities are optional, if the pupil selects an optional related activity, he is expected to select it with the advice and approval of the teacher, and to pursue it under the guidance of the teacher."

The list of reading references includes those books or periodicals which will help the student to obtain information concerning the core activities or the optional related activities. Through the device of a simple code, references to
these books or periodicals may be given. For example, if the suggested reading reference is to pages 118-147 in the eleventh book of the particular reading list, the annotation 11:118-147 would appear beside the particular core activity or optional related activity in the study guide.

The mastery test is intended to show the progress which each student has made and is not necessarily used for marking purposes.
CHAPTER II

UNIT ORGANIZATION OF THE TOPIC
"THE ECONOMIC DEVELOPMENT OF THE UNITED STATES"

General Statement of the Unit

The economic history of the United States recounts the changes in the methods of production, exchange and distribution of wealth in this country. The economic problems are very numerous. Among these are the tariff, money, banking, panics, inventions, manufacturing, labor, agriculture, and commerce. The history of each of these and its bearing on the political and social well-being of the people must be studied in order to understand the history of the United States.

Delimitation of the Unit

1. The process of producing and distributing the economic necessities of life has become far more complex than it was a century ago. We are dependent today upon a highly organized mechanism of production and exchange.

2. Large industrial units and business organizations have replaced many of the small shops, factories and stores of earlier days. In most lines the size of industrial units and business organizations seems to be increasing. As a result
of this trend, the number of plants in various lines has decreased over the past few decades while the total production of goods and the number of workers per plant have increased.

3. The growth of large banks and other centralized financial institutions has paralleled the growth of big business. Money and money substitutes, such as credit, are of great importance in an economy where specialization and exchange are so highly developed.

4. There has come about an increasing tendency for machines to displace labor. In both agriculture and manufacturing the invention and use of machines have greatly increased the productive power of individual workmen.

5. A shift has taken place in the economic status and the power of labor. In early America labor was scarce and wages were high in proportion to the cost of living. The majority of men operated their own little farms, shops, or business enterprises. They owned the land, buildings, tools, or whatever else was necessary to carry on their business affairs. But as the factory system and big business developed, larger and larger numbers of workers became wage-earners, with nothing but their services to sell.

6. Large-scale enterprise has also placed labor at a disadvantage in bargaining over wages and working conditions. But one worker in a plant which had scores of workmen, managed impersonally by a board of directors, was usually helpless. Less certain than in our earlier history that every man was a
"King", certain laborers adopted collective bargaining through labor unions as a means of presenting a united front to the organized power of their employers. Wage-earners as a class also increased their demands upon government that means be found to secure them against the insecurity which arises from low wages, unemployment, and industrial accident.

7. There has been a shift in the ownership and control of trade and manufacturing enterprises. The great corporations of today are owned not by one person, but by hundreds or even thousands of persons who buy the stock of each concern. Most of these stockholders have no voice in company management. They are entitled to a share of the profits from the enterprise, but they have little or nothing to say about how profits shall be made or what wages and salaries shall be paid to employees. These policies are usually determined by boards of directors or paid managers?

8. Agriculture has lost its central position in our national economic life. One hundred years ago public policies were determined largely by the needs and demands of the farmers and planters who made up the vast majority of workers and property owners in the nation. Roads, canals, and railroads were built to move farm products to market and to open new lands for settlement. But for the last few decades farmers have constituted only one of many groups demanding aid and protection of our state and national governments.
Probable Incidental and Indirect Learning Products

1. The realization that we have a machine economy in the United States.
2. The realization that our economy is highly specialized.
3. The realization that our economy is at one and the same time both competitive and cooperative.
4. An understanding of the role which government plays in our economic life.
5. The ability to use the dictionary and encyclopedia with facility.
6. The ability to prepare oral and written reports from various sources.
7. Expansion of the vocabulary of American history, including such concepts as economy, capitalism, monopoly, inflation, deflation, depression, trade unions.
8. The attitude of wanting labor to have a decent wage and management to have a fair profit.

Tentative Time Allotment

The tentative time allotment for this unit is four weeks, five periods per week, forty minutes per period.
"The Economic Development of the United States" is the topic of this unit's work. This study and activity guide has been prepared to help you to understand the work that we shall cover in this unit. The work under "Core Activities" must be prepared by each student.

Here are your instructions for the core activities:

1. You are asked to keep a scrapbook of clippings from newspapers and periodicals relating to agriculture, labor, industry, inventions, or any thing else which you think is related to American economic life. Choose news clippings and editorials from newspapers or periodicals which present viewpoints both favorable and unfavorable to labor, industry, farmers and such phases.


   This scrapbook will be due on the next to the last day of the unit.

2. There is a list of words which you have been asked to look up in the dictionary or encyclopedia. These
words have been chosen from your reading material and should
become a part of your everyday vocabulary. Write out the dic-
tionary definition and also a sentence or two in your own
words explaining what the word means. This list is to be
handed in on (Date)

3. There are thirty-three (33) questions which must
be answered before the unit is completed. You may proceed at
your own rate but try to average two (2) questions per day.
At the end of some of the questions you will find a set of
numbers. These refer to the books listed under the "List of
References" and the pages in which the necessary information
may be found. Example: 1:57-56 means Beard, "Basic History
of the United States," pages 37 to 56.

It is suggested that you write out the answers
to these questions to aid your discussion in class, but you
are not asked to hand them in.

4. Here are your instructions for "Optional Related
Activities": These activities are not required but are de-
signed to increase your knowledge of the work of the unit and
are a test of your ability to work independently. All activi-
ties are kept on separate cards on the teacher's desk where
you may get them when you are ready for them. If you decide
to work on one of these activities, you are asked to discuss
it with the teacher before you begin.

5. This unit is designed to cover four weeks of
work. On the last day of this unit a test will be given cov-
ering only the material which has been discussed in class.

6. If you have any questions about this study guide, or any part of the course, please feel free to ask the teacher questions during or after class.

7. Suggestions for improving this unit may be made to the teacher before or after class.
Unit Assignment

A. Introductory Activities. - Introductory talk by the teacher and class discussion on various factors in our economic life today, such as agriculture, labor, manufacturing, or banking.

During the discussion the following questions will be raised: What forms of economic activity are carried on in Lawrence today? What forms have been carried on in the past? What labor unions do the various workers in Lawrence belong to? When have strikes occurred in Lawrence?

B. Core Activities. -- 1. Each student is to keep a scrapbook of clippings from newspapers and periodicals relating to agriculture, labor, industry or banking. This scrapbook is to be handed in toward the end of the unit.

2. Look up in the dictionary or encyclopedia the meanings of the following terms:

- capitalism
- boycott
- economy
- trade union
- corporation
- industrial union
- monopoly
- company union
- pool
- injunction
- rebate
- collective bargaining
- panic
- strike
- inflation
- deflation
- chain store
- depression

3. In 1790, about ninety per cent of the people of the United States were engaged in farming; today, although we usually have a surplus of farm products, less than one-third of our total population is engaged in farming. Describe specific changes in farming during the past one hundred and fifty years that explain the decreased percentage of farmers.

15:150, 187-8, 201-206.
4. In what ways has agriculture benefited by invention?  
5. Outline the public land policy of the United States. How has cheap land affected the development of the nation?  
6. Name four kinds of paper money in circulation today. "What is there behind this paper money that keeps its value stable?  
7. Contrast the paper money issued during the Revolution with that issued during the Civil War.  
8. Discuss three important events in the history of our national banking system.  
9. What two serious defects in the United States currency were corrected by the Federal Reserve System? Explain how?  
10. Explain what is meant by the Industrial Revolution. Show that the Industrial Revolution is still going on in the United States by mentioning two specific evidences in each of the following fields: manufacture, transportation, agriculture. What evidences of the Industrial Revolution do we see in Lawrence today?  
11. Discuss the factors which contributed to the evolution from the small shop to the extensive factory as the important unit in American industry.  
12. The United States is the greatest manufacturing nation in the world today. Explain two important causes for this fact.
13. Contrast the manufacturing system of today with that of Colonial times. Mention a problem due to the increase of our manufacturers.

14. Why were the bases for the transformation of Americans from a people of small farmers and manufacturers into a land of highly organized industries laid during the Civil War years?

15. What is the meaning of "laissez-faire"? Does this economic doctrine characterize American economic life today?

16. What is a corporation? Why was it created? What is the difference between individual proprietorship, or partnership, and a corporation?

17. What is the meaning of "Big Business"? What forms of Big Business are present in Lawrence today?

18. Why didn't the Federal Government interfere with the development of Big Business in the 1860's and in the 1870's?

19. Mention five benefits and five evils of the Industrial Revolution. Which of these can you observe in Lawrence?

20. Distinguish between a patriotic tariff and a tariff for revenue. Give one argument for a protective tariff based on conditions arising from the recent war and one argument against a protective tariff based on conditions arising from the recent war.
21. Explain four of the following: tariff, excise, income tax, inheritance tax, general property tax, corporation tax. From which two of these forms of taxation does the Federal government derive most of its revenue in times of peace? 3:414-428

22. Describe the procedure which has become customary in the making of a tariff law. 5:121-26,193-93

22. List important inventions by Americans since 1790. 5:27,30,46,475,476;11

24. Discuss one invention which you consider as having an important bearing in our industrial development in the post-Civil War period. 8:233,334,487,488;11

25. What is a business cycle? 8

26. Outline on paper the causes of the panics of 1857, 1873, 1893, 1903, 1907, 1921 and 1929. 8:505,499,502,507,652,689

27. Trace the growth of the labor movement before 1860. 6:21,68,69,74,231


29. How did the Congress of Industrial Organization (C. I. O.) come into existence? How does it differ from the American Federation of Labor? What are its objectives? 1:459,476-77; 3:529, 532-34, 545
30. Show that both Labor and Capital have formed combinations on a national scale. Show how an action of the United States government has effected each of these combinations.

31. What is the meaning of the term "Collective bargaining"?

32. How does a serious depression affect organized labor?

33. What are two important questions which have been a subject of controversy between Capital and Labor in the United States? Mention a recent case in which the United States government intervened in a dispute between Capital and Labor.

34. What is meant by mass production? How does it affect each of the following: growth of cities, hours of labor and standards of living?

35. How has development of large-scale production during the past fifty years increased the problem of unemployment? How has the Federal government tried to solve this problem?

36. Are we more or less dependent upon agricultural goods since the United States has become highly industrialized?

C. Optional Related Activities

1. Prepare a chart showing the cycle of American booms and depressions from the panic of 1857 until the depression of 1929.
2. Prepare arguments showing why the United States should have a highly protective tariff for the woollen industries of Lawrence.

3. Prepare a short written report on the life of one of the following:
   
   a. Thomas Edison
   b. Eli Whitney
   c. Cyrus McCormick
   d. Henry Ford


5. Make a scrapbook of newspaper clippings concerning the problems of Capital and Labor.

6. Prepare written or oral reports on one or more of the following subjects. Use an encyclopedia or biographical sketches for background material.
   
   a. The effect on big business of the Civil War.
   b. The growth of one specific trust.
   c. A trust decision of the Supreme Court.
   d. Theodore Roosevelt, the "trust buster".
   e. Franklin D. Roosevelt and Big Business
   f. The American Federation of Labor.
   g. The Congress of Industrial Organization.

7. Prepare an oral report on one of the following subjects:
   
   a. The Baltimore and Ohio Railroad Strike (1877)
   b. The Homestead Strike (1892)
C. Pullman Car Strike (1894)  

8. Prepare arguments pro or con on the following topic: "Resolved, that disputes between Capital and Labor are a necessary evil."


10. Prepare an oral report on how the development of large-scale production during the past fifty years has raised the American standard of living.

11. Explain to the class the purpose of each of the following: Federal Trade Commission, Interstate Commerce Commission and the Federal Department of Commerce.

12. Prepare a written report showing how the United States assists agriculture through each of the following agencies: Weather Bureau, Reclamation Service, Bureau of Forestry, Agricultural Experiment Stations, Interstate Commerce Commission.

13. Prepare an oral report on one of the following subjects:

   A. Samuel Gompers
   B. Terence V. Powderly
   C. John L. Lewis

14. Show how industry reflects farm prosperity. Does agriculture reflect industrial prosperity to the same extent?

15. Search for information on the cash income of
each of the following groups:

A. City wage earners
B. Corporation executives
C. Farm owners
D. Farm tenants

16. Explain to the class what influences have made the farmer more of a "businessman" than formerly. 8;14

17. Trace the development of the banking systems of the United States by pointing out the leading provisions of the charter of the First Bank of the United States (1791), the National Banking Act of 1863, and the Federal Reserve Act of 1913. 8;12

18. What is the United States Tariff Commission and why was it established? 8;12

19. Select three of the following, and contrast the conditions before the invention with those brought about by the invention: cotton gin, steamboat, reaper, telegraph, electric light. 2;11

20. Collect several cartoons relating to labor and social security. What attitude do they reveal on the part of the cartoonist and the newspaper or magazine publishing them?
List of References for the Student

References for Teacher's Use

Arnold, Thurman W., "The Bottlenecks of Business", Reynal and Hitchcock, 1940.


Public Affairs Pamphlets:
D. Mastery Test

True - False

Instructions. Read each statement through carefully. If you think the statement is entirely right, mark / on the line provided at the end of the statement. If you think the statement is entirely wrong, mark -. Answer all the statements.

1. Every American paper dollar is backed by gold of equivalent value in the possession of the Federal Government

2. Throughout the course of American history, farmers have generally opposed high protective tariffs.

3. A large monopoly in the business field is commonly called a federation.

4. The first law to control monopolies in general was the National Recovery Act.

5. For the average person, one of the finest contributions to banking regulation was a law passed under President Franklin Roosevelt which provided for national insurance of depositors up to $5000.00.

6. Big business trusts were held in disfavor by the general public because it was felt that business should be government operated.

7. Labor has feared uncontrolled, large corporations because they would be less likely to pay fair wages.

8. A great advantage of big business over numerous little ones was to add to the industrial power of the United States.
9. The improved efficiency of the machine and the increased use of power have had little effect on the output of the farm.

10. Corporations and holding companies have tended to destroy the freedom of the individual in business.

11. The most important factor contributing to the Union victory in the Civil War was its industrial supremacy over the Confederacy.

12. The percentage of small businessmen owning and operating private businesses has increased in the last fifty years.

13. Large combinations in a particular business have usually affected the small concern by underselling it and ruining its business.

14. The doctrine of "laissez-faire" characterizes the American economic system today.

15. Most American economists today believe that we will have recurring depressions in the future.

16. The effect of mass production has been to raise the cost of most industrial products.

17. During the recent war years, collective bargaining has assumed increased importance.

18. Labor unions have always lost in strength and numbers during depressions.

19. A characteristic feature of the years immediately following every war in which the United States
has participated, has been a wave of strikes.

20. The American people are less dependent now upon farm products since the United States has become highly industrialized.

21. Before the Industrial Revolution, manufacturing had been done in small factories.

22. The administration of Franklin Roosevelt was favorable to capital and opposed to organized labor.

23. The essential difference between the Congress of Industrial Organization and the American Federation of Labor is that the former believes in industry-wide unions, while the latter organizes a particular craft as a unit.


25. The Industrial Revolution put an end to the evils of child and woman labor.

26. Child labor was of no interest to the American Federation of Labor because children could not be members.

27. For ten years following the Civil War our expanding industries suffered from a shortage of labor.

28. The total membership of the American Federation of Labor decreased during the five years following the first World War.
29. Corporation management tends to aggravate the labor problem because it destroys the personal relations between employers and employees.

30. After the Civil War, businessmen demanded high protective tariffs.

31. In 1870, more than half of our exports were agricultural products; at present more than half of our exports are manufactured goods ready for consumption.

32. Influenced by Gallatin's report on manufacturers, President Jefferson, in 1811, advocated an embargo to encourage our infant industries.

33. The principal occupation in the majority of the colonies was agriculture.

34. The "greenbacks" were gold-secured bank notes issued by the Southern Confederacy.

35. The Industrial Revolution was a revolt by the industrial laborers against the wealthy factory owners.

36. The tariff was more a sectional issue a hundred years ago than it is today, because of the attitude of the Republican Party toward the tariff since 1880.

37. President Theodore Roosevelt's efforts to settle the coal strike of 1902 made him very unpopular with the public.

38. The invention of the gasoline engine has tended to decrease the output of agricultural products in the United States.
39. The Homestead Act of 1862 placed a tax on all farm lands.
40. The Panic of 1873 was caused by overbuilding of railroads and factories.
41. American manufacturers as a group have usually favored immigration into the United States.
42. By 1895 a majority of the disputes between Capital and Labor were settled by voluntary arbitration.
43. The Congress of Industrial Organization is composed of radical labor unionists who desire to transform America into a Communistic State.
44. Western farmers generally have supported expansion in the volume of paper money.
45. The Federal Reserve System effectively prevents "elasticity" of currency.
46. The Wagner Act of 1934 legalized the practice of collective bargaining between Capital and Labor.
47. The rapid Western expansion of agriculture led New England farmers to adopt large-scale farming in order to compete.
48. The Federal government derives most of its revenue in time of peace from the general property tax.
49. The system of protective tariffs has ceased to be a cause of the discontent of farmers in the United States since 1900.
50. The opening of big Western farms decreased the need for agricultural machinery.
Essay

Instructions: Write briefly on one of the following:

1. State the arguments advanced in favor of high protective tariffs or of those in favor of free trade.

2. What are some of the major objectives of labor unions?

3. State some of the abuses which have sometimes been charged to Big Business.
CHAPTER III
UNIT ORGANIZATION OF THE TOPIC
"THE GROWTH OF DEMOCRACY IN THE UNITED STATES"

General Statement of the Unit

American democracy, as we know it today, came about by a slow growth through many centuries. It is not, as some people profess to believe, a system of government invented by a small band of leaders in the Revolution and in the Convention which formed the Constitution.

There are certain basic political ideals upon which the American democracy has been founded. These form the bases for the various movements which have contributed to the democratization of American life as exemplified by the extension of the suffrage, the rise of universal public education, humanitarian and reform movements, the changing concepts of democracy, and in our own time, particularly, legislation for social security.

These political ideals are:

1. That all men have certain natural rights more fundamental than their rights under government;
2. That governments were formed to protect these rights and promote the general welfare;
3. That governments rest upon the consent of the governed;
4. That when government fails to secure the general welfare it should be changed.
Delimitation of the Unit

1. Democracy was considered by many people as a radical experiment as late as one hundred and fifty years ago. The Constitution was framed by representatives of the more conservative element of the population. They realized that the gains they had made could be preserved only if they could erect a stable government. They were seeking ways to curb the growth of popular power.

2. Whenever the political party in power became too conservative, an election sooner or later brought into power more radical groups.

3. One of the factors contributing to the election of more democratic presidents was the extension of the suffrage. The new Western states which entered the Union greatly extended voting privileges. Following their lead, the older states removed their restrictions upon the ballot and by 1828 almost full white manhood suffrage prevailed.

4. One of the foundations upon which the American democracy rests is the extension of free public education to all children. The modern public schools have come to take over more and more of the functions which formerly belonged to the spheres of home, church, or industry.

5. While the United States has a Constitution which provides the basis for a political democracy, there have been numerous instances in which certain minority groups have been deprived of their political rights. One of the problems facing
the American democracy today is the necessity for correcting these abuses.

6. As part of the movement toward democratizing this country, certain reforms have been introduced such as those regulating the working conditions of laborers in industry.

7. One of the most interesting and important aspects of democracy has been its gradual developments into a social ideal. According to this point of view, democracy is more than a form of government. It is a way of life toward which we are struggling—a way which will bring about improvement in the welfare of all men.

Probable Incidental and Indirect Learning Products

1. An understanding of the changing concepts of democracy.

2. The realization that democracy can thrive only with an educated citizenry.

3. The realization that in a democracy the people can remove undesirable persons in public office by means of the ballot.

4. The realization that democracy should be looked upon less as something inherited and more as something which we are trying to create.

5. The ability to use the dictionary and encyclopedia in determining the meanings of certain words or phrases.

6. The ability to deliver an oral report prepared from various sources.

7. Expansion of the vocabulary of American history, including such concepts as democracy, republic, franchise,
suffrage, divine right.

8. An attitude of wanting to understand and to become acquainted with members of other racial and religious groups.

**Tentative Time Allotment**

The tentative time allotment for this unit is four weeks, five periods per week, forty minutes per period.
Instructions to the Student

Date

"The Growth of Democracy in the United States" is the topic of this unit. This study and activity guide has been prepared to help you to understand the work that we shall cover in this unit. The work under "Core Activities" must be prepared by each student.

Here are your instructions for the core activities:

1. There is a list of words which you have been asked to look up in the dictionary or encyclopedia. These words have been chosen from your reading material and should become a part of your everyday vocabulary. Write out the dictionary definition and also a sentence or two in your own words explaining what the word means. This list is to be handed in on (Date).

2. The information for your three hundred word essay may be obtained from V. L. Parkinson, "Main Currents in American Thought."

3. You are asked to keep a scrapbook of clippings from newspapers or periodicals relating to racial prejudice in the United States and social security legislation.


This scrapbook will be due sometime near the end of the unit on a date to be announced by the teacher.
4. There are thirty-nine (39) questions which must be answered before the unit is completed. You may proceed at your own rate, but try to average three (3) questions per day. At the end of most of the questions you will find a set of numbers. These refer to the books listed under the "List of References" and the pages in which the necessary information may be found. Example: 3:156-167 refers to Muzzey, "History of the American People", pages 156-167.

5. The "Optional Related Activities" have been designed to test your ability to perform a project on your own initiative and are not required. If you decide to work on one of the optional related activities you are asked to discuss it with the teacher before you begin. All activities are kept on separate cards on the teacher's desk where you may get them when you are ready for them.

6. This unit is designed to cover four weeks of work. On the last day of the unit a test will be given covering only the material which has been discussed in class.

7. If you have any questions about this study guide or any part of the course, please feel free to ask questions during or after class.
Unit Assignment

A. Introductory Activities.-- Introductory talks by the teacher tracing briefly the historical development of democracy in other countries up to the Colonial period in American history. In these talks the teacher will discuss the attitude of the ancient Greeks and Romans to democracy, Magna Carta, the struggle for power between the English kings and Parliament, and the contributions made to democracy by the eighteenth century French and English theorists, such as Voltaire, Rousseau, and Locke. There will be no class discussion during these introductory talks, unless the students have any questions to ask.

B. Core Activities.-- 1. Look up in the dictionary or encyclopedia the meanings of the following words:

- franchise democracy natural rights
- suffrage republic social contract
- poll-tax divine right federal

2. How would you define democracy? Discuss definitions that you find in some of the books listed below:

Adamic, L. "From Many Lands"
Bok, E. "The Americanization of Edward Bok"
Chase, S. "Rich Land, Poor Land"
Miller, H.R. "Races, Nations and Classes"
Sears, P.B., "Deserts on the March"
Smith, B. "The Democratic Spirit"
Skinner, C.N., "Myths and Legends of our Lands"

3. Prepare a written report of three hundred to four hundred words on one of the following subjects:
A. Natural rights Rousseau
B. Social contract Locke

4. Who favored the adoption of the Constitution and what arguments did they use for its adoption? Who opposed it and what were their arguments? 10:21-27

5. Read the Constitution of the United States. Do you think it was framed by theoretical radical revolutionists or by representatives of the conservative classes?

6. What does the Federal Constitution say in regard to voting?

7. What qualifications must a citizen of Massachusetts possess in order to vote? 6:567-68

8. What were the qualifications for voting in Jefferson's time? In Jackson's time? 10:161-166; 9:77-79, 142-43

9. What factors have contributed to the extension of suffrage in America? 9:77-79

10. Read and be prepared to discuss the nineteenth (19th) amendment to the Federal Constitution.

11. What are some of the methods used today to prevent Southern Negroes from voting? 10:167-73

12. Would you favor amending the Federal Constitution to prevent people from voting unless they had a minimum education of eight years in grammar school?

13. Should voting be viewed as a right, a privilege, or a duty? Do you favor universal suffrage? 10:160-61; 9:141-42

14. Explain the significance in American history of
the growth of free schools. 8:64-67;154-156;9:550-75

15. Compare the life of a boy or girl in 1817 with that of your own life, with respect to education and opportunity of advancement. 2:340,345,346; 3:36;4:487-84

16. Describe the attitude, during the Colonial period, of New England toward popular education. 2:104;3:86;4:475-7;7

17. List all the reasons you can think of why school enrollments have increased steadily in the United States for the past century. 2;7;8;11

18. Enumerate some ways in which the school in America has enlarged its program since the early nineteenth century. What changes in our society have led to these school changes? 2;7;11

19. What part have the state and community played in the maintenance of schools? How do you justify the existence of non-public schools? Give reasons for or against a Federal system of education. 2;7;11

20. In a country which accepts the idea of democratic social organization, what conditions prevent equality of educational opportunity? Does the nature of our Federal Constitution affect this problem? 9:561-564

21. Why is freedom of the mind important in democratic education? 9:564-566

22. Why are motion pictures and the radio called agencies of education? Are they under government regulation? 9:568-572

23. In a democracy is education a luxury, or is it a privilege? 2;4;9;11
24. Should our schools turn out citizens with a general education or a technical education? If a man is trained in a single trade can he know much about complex society and help to manage a republic?  2; 4; 9; 11

25. For the next three days be prepared to discuss in class the following topics:
   A. Colonial democracy
   B. Federalists and anti-Federalists
   C. Jeffersonian democracy
   D. Jacksonian democracy
   E. Wilsonian democracy
   F. New Deal democracy  2; 5; 42, 48, 62, 72, 77, 82, 121, 178, 187, 260, 282, 568, 596, 745; 4; 8; 10

26. What is the difference between economic, political and social democracy? Which of these concepts of democracy characterizes the United States today?  1; 2; 4; 6; 8; 9; 10; 11

27. Give instances in which democracy is not practiced in the United States today. What are the reasons for these conditions?  10; 159; 6; 575

28. What do you consider as the chief causes of prejudice today? How can they be eliminated?  2; 4; 9; 11; 180

29. Keep a notebook of clippings from newspapers and periodicals on the following topics: racial prejudice in the United States, and social security legislation.

30. Discuss the progress made by the Negro population in the United States since 1865 in the following: place in the economic life of the South; educational progress; and their
31. Contrast the position of women in industry, education, and government in 1789 with their position in 1946.

10:161-164; 9:522,546

32. Why is society interested in protecting women in industry?

9:522-546

33. What is meant by "sweatshop" labor? Why does society deplore it? What factors have contributed to the existence of sweatshops? What factors are contributing to their reduction?

2:4;10;11:420-81

34. Trace the progress of minimum wage legislation in the United States.

2:4;11

35. Are there any economic or social conditions in Lawrence which are conducive to poverty? Explain.

36. In your opinion has your local or state government any responsibility for the health and housing conditions in your community?

4:241-242

37. What is social insurance? What are some common types of social insurance?

6:646-649; 8:456,459,486

38. What was the broad purpose of the Federal Social Security Act of 1935? What effect does this Act have on the enactment of State social security legislation? Why?

10:620-21

39. Discuss the old-age insurance provisions of the Federal Social Security Act.

4:381,657-55, 677

40. How do you account for the increasing functions of government? Do you view this trend with alarm, with satisfaction, or with complacency? Explain your position fully.
In what ways have the initiative, referendum, and recall contributed to the developing concept of democracy in the United States?  

In what ways can you as an individual help to preserve democracy and make it function better?

C. Optional Related Activities.-- 1. Present arguments of your own, pro or con, on one of the following statements:
   A. "The age for voting should be lowered to 18 years."
   B. "The poll tax should be abolished".
   C. "Only people with a minimum of a high school education should have the right to vote".

2. Give a report to the class on the "Town Meeting of the Air" which may be heard on the radio every Monday evening at 7:30 P. M.

3. Prepare a talk on one of the following subjects:
   A. Plato's ideal state as presented in his "Republic".
   B. Education as a factor in promoting democracy.

4. Ask one of your classmates to participate with you in a debate on one of the following topics:
   A. Resolved, that woman's place is in the home.
   B. Resolved, that a child-labor amendment is necessary to protect the interests of minors.
5. Prepare a short oral report on any novel which you have read in recent years relating to a humanitarian or reform movement in America.

6. Prepare a book report of one thousand words on "For Us the Living", by John J. Mahoney. (Harper and Brothers) In your report, note particularly Professor Mahoney's concept of democracy and also what he believes that the public schools can do to help achieve social democracy in the United States today.

7. Prepare a written report on the contribution made to democracy by one of the following persons:

    Abraham Lincoln, William Lloyd Garrison,
    William Jennings Bryan, Franklin Roosevelt
    George Morris, or Andrew Jackson.

8. Prepare a written report on the part played in the woman's suffrage movement by Susan Anthony or Alice Stone Blackwell. If you are planning to do this report you may want to write to Miss Blackwell or visit her at her home in Cambridge, Massachusetts.

9. Prepare a short written report comparing the requirements for voting during the Colonial period with those of today.

10. Draw cartoons illustrating:

    A. Some ideals of American democracy.
    B. Responsibility of citizenship in a democracy.
    C. Privilege of citizenship in a democracy.

11. Read in class the provisions of your State Consti-
tion relating to voting and elections. List the requirements for voting.

12. Prepare a report, either oral or written, on one of the following topics:
   A. The secret ballot
   B. Preferential voting
   C. Proportional representation

13. Form a committee with two other students and investigate and report in class on opportunities for vocational education in Lawrence.

14. Can you see any common ground in (1) the effort to increase economic security, (2) the struggles of labor, and (3) the growth of public education?

15. What arguments can be offered for and against increased Federal aid to public schools?

16. Work out a graphic comparison of the Lawrence school system as it was in the years 1910 and 1940. Compare size, range of activities and offerings, organization and costs. Information for this report may be obtained from the Superintendent of Schools whose office is in the Oliver School.

17. Find out what Senators and Representatives in Congress have been most influential in promoting labor and social security legislation. Make a list of three or four important acts and try to find out how your state's congressmen voted on them.

18. Search the references for criticisms which have been made of the Social Security Act. How do supporters of the
Act reply? Do most critics feel that the act should be abandoned or merely modified?

19. Prepare a written report on one of the following topics:

A. The Radio in Education
B. The Federal Office of Education
C. The Adult Education Movement. 9;11

20. Select one novel which you think deals, directly or indirectly, with the meaning and importance of American ideals and traditions.
List of References for Student

11. Hughes, R.O., "Today's Problems", Allyn and Bacon, 1942

References for Teacher's Use

Clark, Helen I., "Social Legislation", D.Appleton-Century Company, 1940


D. Mastery Test

True - False

Instructions. Read each statement through carefully. If you think the statement is entirely right, mark + on the line provided at the end of the statement. If you think the statement is entirely wrong, mark - . Answer all the statements.

1. Democracy, as a form of government, originated in England.

2. The Magna Carta was a document which gave the common people of England the right to vote.

3. The doctrine of natural rights is usually associated with the name of Rousseau.

4. The various State governments of the United States determines the qualifications of the voters within each State.

5. The poll tax requirement has had the effect of disfranchising only the Negro in the South.

6. The United States today may be considered to be a social democracy.

7. The public high school, with its varied curricula, was first established in the 1820's.

8. Educational opportunities for the American Negro are about the same as they were fifty years ago.

9. The nineteenth amendment to the Federal Constitution states that women shall receive equal pay as men for the same type of work.

10. The Federal Social Security Act provides that all
American citizens over sixty-five years of age shall receive a monthly pension for the rest of their lives.

11. Health and housing conditions in Lawrence are the function of city, state, and federal agencies.

12. Jacksonian democracy had the effect of giving power to the industrial workers of the Eastern states and the farmers of the Western states.

13. Thomas Jefferson believed that democratic government should be in the hands of propertyless, industrial workers.

14. The initiative, referendum, and recall are three devices which have done a great deal toward improving the quality of municipal government in the last twenty-five years.

15. The Federal Constitution is considered by most historians as an essentially conservative document.

16. The American people have always recognized the fact that education is necessary to the success of a democratic government.

17. Free public education through the high school grades is now regarded as unnecessary government expense.

18. Throughout the Middle and Far West and in the South, college education is dominated by endowed private universities.

19. The greatest boon to the development of free college education in the United States was the setting aside of public lands for the support of universities.
20. The labor organizations which were formed in the United States previous to 1835 advocated state-supported systems of education.

21. The best way of meeting the problems of economic insecurity in your community is through State and Federal unemployment insurance.

22. The only purpose of the Federal Social Security Act is to provide a definite income for a period of time for unemployed workers.

23. It is generally agreed today that working conditions in factories are not the concern of the government.

24. The Federal Social Security Act has expanded the work of the Federal government in relation to the needs of a great mass of the population.

25. The concept of democracy was unknown to the ancient Greeks.

26. Democratic government can never exist under a monarchy.

27. The Fifteenth Amendment to the Federal Constitution, in effect, gives the Negro the right to vote.

28. All citizens of a nation which possesses economic democracy receive the same wages.

29. In a democratic school system it is important for teachers to be able to express their own opinions.

30. Social equality has always existed in America since Colonial days.

31. Universal suffrage was characteristic of Jeffersonian democracy.
32. The Federal Constitution was framed by representatives of the more radical elements of the population.

33. Andrew Jackson is regarded as the champion of the common man and of popular government.

34. Great progress toward economic democracy was made during the administration of Franklin Roosevelt.

35. Racial and religious prejudices are inherited.

36. The modern concept of democracy originated from the idea that governments rest upon the will of the people.

37. The nineteenth century movements for social reform have all contributed to the realization of our present democratic ideals.

38. The Federalist Party led by Hamilton and Washington, favored giving more power to the masses of people.

39. Government by an aristocracy of talent and wealth was advocated by Andrew Jackson.

40. The Federalist leaders were for the most part, discontented farmers.

41. There is a growing feeling among educators today that citizens of a democracy should receive a general education.

42. Individual citizens can do nothing to make democracy function better.

43. The natural-rights thinkers wrote books and pamphlets attacking the theory of the divine right of kings.

44. In America today we look upon universal education as the bulwark of our liberties.
45. Many of our traditions of democracy and liberty are inherited from the English and French peoples.

46. Citizens of a democracy should realize that for every right or privilege which they have, there is a corresponding duty to perform.

47. Little or no progress has been made in the last fifty years toward improving the working conditions of women in factories.

48. Citizens of a democracy reject the concept of "divine right of kings".

49. The terms, democracy and republic, mean the same thing.

50. The concept of "democracy" has various meanings today.

Essay

Instructions: Write briefly on one of the following:

1. What arguments can you give for and against democracy?

2. Why is universal education so important in a democracy?

3. What are some of the causes of non-voting in the United States today?
CHAPTER IV
UNIT ORGANIZATION OF THE TOPIC
"THE DEVELOPMENT OF THE AMERICAN POLITICAL SYSTEM"

General Statement of the Unit

Two divergent political philosophies, based on democracy and totalitarianism, exist in the world today. As citizens of the American democracy, we ought to know the constitutional basis of our government, the nature of our federal system, and the instrumentalities by which our government operates.

Delimitation of the Unit

1. The American system of government, especially in its early years, has reflected the culmination of trends over a period of centuries in England and France.

   The doctrines of sovereignty of the people, and separation of powers have both been transported across the ocean.

2. The federal system of government was found to be the most effective means of reconciling the conflicting sovereignties of the colonies.

   However, the contest for power between adherents of states' rights and of those who favor increased centralization in the Federal government, has never ceased, although the latter have been gaining the upper hand in the last fifty years.

3. The Federal constitution, which is the fundamental law of the land, has defined the powers which are delegated by it to the Federal government, those which it prohibits to the States, and those which are reserved to the States and to the people.
4. Almost from the beginning, the Supreme Court has taken upon itself the right and duty to declare acts of Congress constitutional or unconstitutional, thus making itself superior to both the executive and the legislative branches of the government.

5. While political parties are not mentioned in the Constitution, they have become an integral part of the American political system. In a totalitarian system of government, opposition parties are neither necessary nor tolerated. In a democracy, political parties are the agencies by which groups of people who think alike on certain fundamental issues can have their views advanced and adopted.

6. When our Federal government was in its infancy, it was a comparatively simple matter to select the personnel for the various activities of the government. Much of the appointment of civil service was done directly by the President with the advice of members of Congress. Since the appointment of supporting party members to political positions became a terrible burden on our Presidents, a Civil Service Commission was established, and now nearly all of the employees of the government, except department heads and key diplomats, are chosen through Civil Service.

Probable Incidental and Indirect Learning Products

1. An understanding of the relationship between the political system of a nation and its history.

2. An understanding of the part that government plays in the everyday lives of its citizens.

3. A realization that people in a democracy usually have
the type of government they deserve to have.

4. The ability to carry on orderly and constructive group discussion.

5. Taking systematic notes on written materials and on oral reports.


7. Ability to draw inferences and make generalizations.

Tentative Time Allotment

The tentative time allotment for this unit is four weeks, five periods per week, forty minutes per period.
Instructions to the Student

"The Development of the American Political System" is the topic of this unit's work. We have prepared this study and activity guide to help you to understand the work that we shall cover in this unit. The work under "Core Activities" must be prepared by each student.

Here are your instructions for the core activities:

1. You are asked to bring in a newspaper or magazine clipping concerning the activities of some branch of our Federal or State governments on (Date). Choose a clipping from a newspaper not more than two (2) weeks old, or from a magazine not more than one (1) month old. Suggestions: New York Times, Boston Globe, Boston Herald.

2. There is a list of words whose meanings you have been asked to look up in the dictionary or in your government textbook. These words have been chosen from your reading material and should become a part of your everyday vocabulary. Write out the dictionary definition and also a sentence or two explaining what the definition means in your own words. This list is to be handed in on (Date).

3. The three hundred word essay will be due (Date).

4. There are thirty-seven (37) questions which must be answered before the unit is completed. You may proceed at your own rate, but try to average three (3) questions per day. At the end of some of the questions you will find a set of numbers. These refer to the books listed under the "List of References for the
Student" and the pages in which the necessary information may be found. Example: 7:63-85 means Bruce, "American Parties and Politics", pages 63-85. You are not asked to write out the answers to these questions since they will be discussed in class.

5. The optional related activities are not required but are designed to increase your knowledge of the work of the unit. They are a test of your ability to work independently. If you decide to work on one of the optional related activities, you are asked to discuss it with the teacher before you begin. All activities are kept on separate cards on the teacher's desk, where you may get them when you are ready for them.

6. This unit is designed to take four weeks. On the last day of the unit, a final test will be given on the unit. The test will include only that material which has been discussed in class.

7. If you have any questions to ask about the study guide or about any part of the course, please feel free to ask the teacher questions during or after class.

Suggestions about improving this unit will be welcome at all times.
Unit Assignment

A. Introductory Activities.— Introductory talk by the teacher and class discussion on the meaning of government. During the discussion the following questions will be raised: What branches or agencies of the government affect you in your daily lives? What activities are performed for you by governmental agencies which you could not perform for yourself?

B. Core Activities.— 1. Each student is to bring to class a newspaper or periodical clipping showing the activities of some branch of our federal or state governments. These clippings will be read aloud in class, and group discussion will follow.

2. Look up in the dictionary or in your government textbook the meanings of the following terms:

- grant-in-aid
- spoils system
- habeas corpus
- ex post facto
- bill of attainder
- constitution
- tariff
- alien
- subject
- eminent domain
- due process of law
- police power
- national
- federal
- subsidy
- civil
- citizen

3. The United States is a representative, constitutional, federal, republic. Consult unabridged dictionaries and explain fully the meaning of each of these terms.

4. What is the meaning of sovereignty? Who or what possesses sovereignty in the United States, Great Britain and Soviet Russia?

5. From what nations does the United States inherit its traditions of democracy and republicanism?
6. Explain the meanings of the terms, "separation of powers", and "checks and balances". How does our system of checks and balances work?  

7. Write a three hundred (300) word essay on one of the following subjects:
   A. Montesquieu  
   B. Madison  
   C. Jay  
   D. Hamilton  
   E. Article No. 10 of the "Federalist"

8. Explain the tripartite division of function of government in the United States.

9. Prepare a chart showing the powers of government under our federal system.

10. Outline the general procedure by which a bill becomes law.

11. What is meant by the veto power? Can a vetoed bill become law? If so, how:

12. Find out what you can about the British parliamentary form of government. Are there any features of parliamentary government which could be used by our federal government?

13. Show the various ways by which the Federal Constitution has been amended or changed in the more than one hundred and fifty years of its existence.

14. Discuss three constitutional cases which you think helped to increase the powers of the executive branch of the
15. What is "judicial review"? Discuss the significance of the Constitutional case, "Marbury vs. Madison". 2:54-56, 68-69, 465-570

16. Has the Supreme Court of the United States been responsive to the people's wishes throughout its entire existence? 1;2;9;10

17. Study and be prepared to discuss the significance of the Tenth Amendment to the Constitution. 1;2;5;4

18. Has the trend in the past fifty years been toward an increase or decrease in states' rights? 3:103, 105, 122, 184


20. Do you think that the Federal and State governments will play a greater or lesser role in the lives of citizens in coming years?

21. Can you show that the system of grants-in-aid tends to centralize governmental power and authority? 2:96-97

22. What is a land grant? Make a list of the important land grants which the Federal government has made since 1789. 1;2;11:164, 172

23. What is a subsidy? A tariff? What are the different kinds of tariffs? Show the similarity between a subsidy to Western farmers and a protective tariff to Lawrence woolen manufacturers. 1:187-88, 217-219; 2:9:281-82

24. Discuss the desirability of high protective tariffs and of free trade for the United States. 4:715

25. What is meant by each of the following terms? Regis-
26. How is it possible for a President to be elected without a majority of the popular vote? 2:238

27. Trace the growth of political parties in this country. 2:184-187

28. In what ways are our major political parties basically alike? In what ways do they differ? 1:400-416

29. What part have political parties played in the development of democratic governments? 1:401

30. What services have minor parties given to American life and politics? 8:191-193

31. What arguments can be offered for and against the two party system in the United States? 8:116,182-207

32. Explain the meanings of initiative, referendum and recall. Give arguments for and against each of these. 8:53, 1:54-5, 155

33. Explain the meanings of pressure groups and lobbies. Should lobbies be declared illegal? 2:316-19, 298, 128, 131, 240, 243, 244, 257-258, 407

34. What evils have been brought about at times by the spoils system in American politics? 1:205, 3:2, 14, 628; 11:262, 445

35. Discuss the organization and duties of the United States Civil Service Commission. 8:298, 299, 307, 362

36. In the Civil Service should promotions be based on length of service, efficiency, ratings, or periodic examinations, or the combination of all these? 1:651-57; 9:453-45, 674, 676

37. How should our government personnel be chosen for different kinds of offices?
38. Read the first ten amendments to the Federal Constitution. What are these amendments commonly called? Give examples, to show what might happen to you or to other individuals if these guarantees of rights did not exist. 1;2;11

39. What is the meaning of the terms, "civil rights" and "political rights". Enumerate some of the civil and political rights which an American citizen possesses under the Constitution. 9: 75-75, 83-84, 97, 670-72, 682, 684-86; 1: 289-309

40. May a person believe whatever he pleases regarding religious matters? May he do what he pleases, asserting that his deeds are part of his religion?

C. Optional Related Activities.--1. Fill in the following outline on the Federal constitution:

A. Adoption of the Constitution
B. Fundamentals of the Constitution
C. Growth of the Constitutional System. 2;8

2. Prepare a short written report on the political philosophies of either Locke, Rousseau, or Montesquieu, and show how their ideas influenced the development of our Federal Constitution and our government.

3. Try to find newspaper clippings or magazine articles which illustrate one or two of the ways of constitutional change.

4. Look up brief accounts of the lives and opinions of various members of the Constitutional Convention of 1787. 2;5

5. In parallel columns list some of the problems dealt with by the Federal and State governments. Which of these fall largely to one area of government? Which ones have to be dealt
with by both? Which require the closest cooperation? 1;2;8

6. Select one case now before the Supreme Court of the United States and follow its progress in the newspapers. Present an oral report to the class on the development of this case.

7. Write a short report on any one of the following:

"The Life and Services of Chief Justice John Marshall"

"The Life and Services of Oliver Wendell Holmes"

"The Personnel of the Present Supreme Court".

8. Read the platforms issued by the two major parties during the last presidential campaign. Compare the planks dealing with such matters as labor and agriculture.

9. Explain to the class the following restrictions pertaining to political campaigns:

(1) on corporations
(2) congressmen
(? ) intimidation
(4) active part by government officials
(5) contributions and expenditures
(6) bribery
(7) newspapers and periodicals 1;2

10. Explain to the class which of the following political proposals you consider to be of most importance:

(1) pay the cost of political campaigns from government funds;
(2) make party organizations illegal;
(3) encourage a third party;
(4) compel citizens to vote;
(5) select only a few officers at one time, and make the ballot short by appointing officers other than those who make the laws;
(6) forbid the use of money in political campaigns;
(7) do away with the spoils system. 1;2;8;9

11. Collect ten or twelve newspaper or magazine articles or editorials dealing with the regulation of business or agricul-
ture by government. Classify these into three groups: (1) those in favor of extensive regulation; (2) those opposed to regulation; (3) those which merely discuss the issues or agencies without expressing an opinion one way or the other. Now list the arguments made in each of the three groups. Which arguments seem to be based on fact and reason? Which are based on anger and prejudice?

12. Present an oral report showing how the Interstate Commerce Commission has aided various kinds of business.

13. Prepare a written report on one of the following:
   A. Reciprocal Tariff Agreements
   B. Federal Loan Agency

14. Can you tell the class why bankers and manufacturers have supported the Republican Party in past years? Why has organized labor more often supported the Democrats?

15. Make a list of State and Federal activities in aiding and supervising business and agriculture which preceded the New Deal. Now list those which were set up under the administration of Franklin Roosevelt. Do the two lists differ very much in the purposes and natures of the agencies established?

16. There is a bill pending before Congress now relating to the reorganization of certain administrative agencies of the Federal government. Follow the progress of this bill carefully in the newspapers, and make periodic reports to the class.

17. Prepare a written report on one of the following:
   A. The Food and Drug Administration
   B. The United States Patent Office
   C. The Weather Bureau

18. Inquire at your local post office for information
regarding the organization and methods of the Federal Civil Service. You can secure information on the extension of the merit system from the Massachusetts Civic League, Joy Street, Boston.

10. If we should hold a national constitutional convention today, what social groups should be represented? What geographical areas? Select ten or twelve leaders of the present day whom you think persons of sufficient ability to sit in such a convention.

20. At various times, presidents of the United States have openly criticized decisions of the Supreme Court. Do you believe this a public service? Present your opinions in the form of an oral or written report.
List of References for Student's Use

4. Hughes, R.O., "Today's Problems", Allyn and Bacon, 1942

References for Teacher's Use

Carrothers, Chester C., "Civil Service, Our Government as an Employer", Ginn and Company, 1939
Bromage, N.W., "State Government and Administration in the United States", Harper and Brothers, 1936
D. Mastery Test

True - False

Instructions. Read each statement through carefully. If you think the statement is entirely right, mark + on the line provided at the end of the statement. If you think the statement is entirely wrong, mark -. Answer all the statements.

1. The Federal government of the United States has the same form of organization as the centralized government of France.

2. Aliens possess no civil rights under the Federal constitution.

3. The Supreme Court of the United States, throughout its entire history, has generally tended to be conservative in its outlook.

4. All members of the Democratic Party share the same outlook on political and economic matters.

5. The Constitution of the United States states that the Supreme Court shall have the rights to review all legislation passed by Congress.

6. High protective tariffs have always been desired by American farmers.

7. Political parties are necessary for the functioning of modern democracies.

8. Government aid in the form of pensions and subsidies has been provided by the Federal government only in the past twenty-five years.

9. The separation of the three branches of the national government, as provided by the Federal Constitution has
been maintained until the present day.

10. The American form of government is the only example of
democracy in the world today.

11. The initiative, recall, and referendum have been re-
peatedly and successfully used by Americans in recent years.

12. The rights of freedom of speech and of the press which
are guaranteed by the United States Constitution allow Amer-
ican citizens to say and write whatever they please.

13. Sovereignty in the United States is derived from the
people.

14. Minor parties in the United States have had no influ-
ence upon the policies of either of the major political
parties.

15. The spoils system in American politics has been used
only by the Democratic party.

16. The New Deal, under Franklin Delano Roosevelt, pursued
a policy of negotiating reciprocal trade treaties with
other nations.

17. John Marshall believed in liberal interpretation of
the "implied powers" of the Federal Constitution.

18. The Federal Constitution, as originally adopted, pro-
vided for a two-house legislature.

19. After being passed by Congress and signed by the Presi-
dent, laws affecting interstate commerce must be approved
by the Supreme Court before they become effective.

20. Basically, subsidies and tariffs are alike.

21. The Republican Party was hostile to railroad expansion
and refused to aid the railroad companies by means of land subsidies.

22. The policy of granting old-age pensions to all its employees has recently been adopted by the Federal Government.

23. Certain features of the British parliamentary system, if adopted by the United States government, would improve the efficiency of the latter.

24. In our system of checks and balances neither the President nor Congress has any way of influencing Supreme Court decisions.

25. The strength of the Anti-Federalist lay mainly with the shipping interests of New England.

26. Andrew Jackson maintained that the Federal Constitution did not authorize Congress to provide funds for internal improvements.

27. The disputed Hayes-Tilden election of 1876 was settled by the United States Court of Claims.

28. The Constitutional case, Marbury vs. Madison, is famous because it gave the Supreme Court the right of judicial review.

29. The chief advocates of states' rights today come from the Northeastern industrial states.

30. There has been a trend away from states' rights in the United States in the past twenty-five years.

31. Civil liberties are often in danger of being abrogated in time of war.

32. One of the ways by which the Federal government has ex-
tended its influence in recent years has been through the use of grants-in-aid.

23. The attempt of the Federal government to control railroads and other big corporations was one of the main political questions between 1876 and 1900.

24. The adoption of the eighteenth amendment to the Federal Constitution (Prohibition) increased respect for law in the United States.


26. The Underwood Act of 1913 aimed to increase the control of the Federal government over Big Business.

27. The phrase, "No state shall deprive any person of life, liberty, or prosperity without due process of law", is taken from the Bill of Rights of the Federal Constitution.

28. Gerrymandering is a form of direct legislation.

29. The differences between the Democratic and Republican Parties are clearly defined.

30. Political parties have played an important part in the development of democratic government in the United States.

31. A bill cannot become law once it has been vetoed by the President.

32. The terms, "republic" and "democracy" have the same meaning.

33. The only way by which the Constitution of the United States can be changed is through a constitutional amendment.

34. The difficulties of maintaining popular control over
government have become more numerous than ever before.

45. Lobbying is an accepted part of government legislative activity today.

46. The Mugwumps were a group of dissatisfied Democratic leaders determined to defeat Grover Cleveland.

47. The division of executive authority between national and state government helped to make the years 1781-1789 the "critical period" of American history.

48. Under the Articles of Confederation Congress had the power to collect taxes.

49. Sovereignty in Great Britain is possessed by the King.

50. The name, William Tweed, is associated with Civil Service reform in this country.

**Essay**

**Instructions.**—Discuss in three or four paragraphs one of the following:

1. Some of the duties which an American citizen owes to his government.

2. The functions of political parties in the American system of government.

3. The system of checks and balances in our Federal government.
CHAPTER V
UNIT ORGANIZATION OF THE TOPIC
"AMERICAN FOREIGN RELATIONS"

General Statement of the Unit

The foreign policy of a democratic nation is influenced largely by the force of public opinion. The citizens of a democracy should therefore be informed, as part of their ordinary education, about their relations to other peoples, about the limitations upon their own rights, about their duties to respect the rights of others, and about what has happened or is happening in international affairs.

Delimitation of the Unit

1. The foreign policies of the United States have evolved from long and painful experience. They are completely based on self-interest, as are those of all other nations.

2. Physical separation from Europe and Asia by two wide oceans has enabled the United States to pursue, with considerable success, a policy of isolation. This was of vital importance during the years when the nation was too weak to risk involvement in the affairs of the outside world, and when it was forced to adopt the strategy of playing for time until it became strong.

3. With its incomparable natural advantages, the United States from the earliest days, has been a mercantile nation, vitally concerned with freedom of the seas. Later it also became a great industrial power, with enormous manufactured as well as agricultural surpluses to export. Still later, it became the world's creditor. Commercial, industrial, and financial enterprises have
inextricably involved the American people in the affairs of the world.

4. United States foreign policy derives its precedents and traditions from the writings on international law of Hugo Grotius, who lived in the small maritime nation of Holland.

5. Although the United States at various times in its history has resorted to expediency in dealing with other nations, it has usually lived up to its moral and legal obligations.

6. The American people, except for occasional brief periods and until recently, have never been so much concerned with foreign as with domestic problems.

7. The presence of great hostile camps in Europe, to say nothing of domestic disturbances within those nations, has consistently operated to the advantage of America, and enabled her, while weak, to consolidate her position.

8. The American people, exercising their democratic privilege and enjoying freedom of speech and press, have shaped their own foreign policies. Although the Department of State has given direction to these policies, it has never dared to deviate far from the wishes of the nation in major decisions.

Probable Incidental and Indirect Learning Products

1. The ability to understand current events in our foreign relations in terms of our national history.

2. The ability to use the dictionary and encyclopedia with facility.

3. The ability to follow directions from the use of the study guides.
4. The ability to compile material in an essay form.
5. Skill in distinguishing between fact and opinion.
6. The attitude of wanting the United States government to live up to its moral obligations with other nations.
7. An increased and continued interest in our foreign policy today.

**Tentative Time Allotment**

The tentative time allotment for this unit is three weeks, five periods per week, forty minutes per period.
Instructions to the Student

Date

"American Foreign Relations" is the topic of this unit's work. We have prepared this study and activity guide to help you understand the work that we shall cover in this unit. The work under "Core Activities" must be prepared by each student.

Here are your instructions for the core activities:

1. You are asked to bring in a newspaper or magazine clipping on foreign affairs on (Date). Choose a clipping from a magazine not more than three (3) months old, or a newspaper not more than two (2) weeks old. Suggestions: Magazines: Time, Newsweek, Harper's, Atlantic Monthly, Saturday Evening Post, Foreign Affairs; Newspapers: New York Times, Boston Globe, Boston Herald. Do not bring in headlines.

2. There is a list of words whose meanings you have been asked to look up in the dictionary or encyclopedia. These words have been chosen from your reading material and should become a part of your everyday vocabulary. Write out the dictionary definition and also a sentence or two explaining what the definition means in your own words. This list is to be handed in on (Date).

3. The information for your three hundred work essay may be obtained from any general history book. Selected books from the reading list:

   Beard, "A Basic History of the United States"

   Muzzey, "History of the American People"

This paper is due (Date).

4. There are twenty-seven (27) questions which must be
answered before the unit is completed. You may proceed at your own rate, but try to average about three (3) questions per day. At the end of some of the questions you will find a set of numbers. These refer to the books listed under the "List of References" and the pages in which the necessary information may be found. Example: 2:320-338 means Bailey, "Diplomatic History of the American People", pages 320-338. You are not required to write out the answers to these questions since they will be discussed in class.

5. Here are your instructions for "Optional Related Activities": These activities are not required but are designed to increase your knowledge of the work of the unit. They are a test of your ability to work independently. If you decide to work on one of the optional related activities, you are asked to discuss it with the teacher before you begin. All activities are kept on separate cards on the teacher's desk where you may get them when you are ready for them.

6. This unit is designed to take three weeks. On the last day of the unit, a final test will be given on the unit. The test will include only that material which has been discussed in class.

7. If there are any questions in your mind about this study guide, or any part of the course, please feel free to ask the teacher questions during or after class. If you have any suggestions about improving this unit, you are asked to do so by depositing your written suggestion on the wooden box which is on the teacher's desk. Or you may make the suggestion to the teacher before or after class.
Unit Assignment

A. Introductory Activities.-- Introductory talk by the teacher and class discussion centering around the following: In what ways are nations like or unlike the individuals within the nation? Can a nation, even one so rich and powerful as the United States, live completely by itself? What are the factors which are making nations increasingly dependent upon one another? Why must laws be made to govern the relations between nations?

B. Core Activities.-- 1. Each student is to bring to the class a newspaper or magazine clipping concerning foreign affairs as it relates to the United States. These clippings will be read aloud in class and class discussion will follow.

2. Who determines and is chiefly responsible for our foreign policy? 1:1-42

3. What part does the State Department play in our foreign policy? 1:1-42

4. What are the duties of ambassadors and ministers? What special privileges do they enjoy? 1:14

5. Look up in the dictionary or encyclopedia the meanings of the following words: policy, isolation, intervention, precedent, tradition, expediency, propaganda, buffer state, isthmus, arbitration, sphere of influence, privateer, impressments, balance of power, belligerency, sovereignty, economic imperialism, military imperialism.

6. Locate on a map: Cuba, Philippine Islands, Hawaii, Panama, Nicaragua.

7. Who is your present Secretary of State? What qualifi-
cations does he possess for his position?

8. What is international law? In what ways is it different from statute law? 1:527-541;8:47,100,101,102,151

9. Is the foreign policy of a large, industrialized nation fundamentally different from that of a small agricultural nation? 1:2

10. Should the foreign policy of a nation be based on expediency, on its moral obligations or a combination of both? 1:8

11. What were Washington's and Jefferson's views on our relations to foreign nations? Should their views guide us in our relations with other nations today? 4:86-110,1:3-130,152-2,157

12. A writer on the diplomatic history of the United States has said, "Europe's distresses have made possible America's successes." Explain. 2:21,68-9,99,100-1,106,152,164,201,374-5,489,545,805

13. What does "freedom of the seas" mean? 1:522-7;2:6,806

14. In what ways has our geographical separation from the European continent determined our foreign policy? 1:2;4

15. "Hat rights does a neutral nation possess during a war? A belligerent nation? 1:2;8:187-141

16. What is the Monroe Doctrine? What part has it played in our foreign relations? 1:50,51,78,81,82,93,94,120,136,162,530-532;5

17. Cite two instances when possible war with England was averted through compromise. 2:289,295,590

18. Give reasons why the United States fought the War of 1812 and the Mexican War. 2:111-14,131,124,130,141-2,249,253-2,262,262,265,266

19. Has the United States ever gone to war for reasons of
national honor?

20. What part did propaganda play in causing us to enter the first World War? 2:613-15; 3:428

21. Should the diplomacy of a nation be conducted secretly or should it be exposed to public view at all times?

22. Write a paper of three hundred words on one president who has been "his own Secretary of State". 2

23. Has the United States ever benefitted by participating in a war? 2:4;242-244

24. Are the Hawaiian and Samoan Islands important to us for reasons of defense or commerce or both? 2:421,467;3:344,409,494

25. In what ways can public opinion in a democracy make its will known so as to influence the nation's foreign policy?2:804

26. What were the factors which led to the United States Senate's rejection of our participation in the League of Nations in 1919? 2:667,672;3:455-57

27. Has the Republican Party always been the party of isolationism? 2:316,382,433,471,473,507,669

28. Explain the phrase, "Business seeks out new interests" 2:4;10


30. In what ways have you been affected by the recent war?
C. Optional Related Activities.-- 1. List the outstanding Secretaries of State from 1789 until the present.  2; 9

2. Prepare a list of periodicals which contain sections devoted to foreign affairs.

3. Read and report on one of the following books you find interesting:
   Walter Millis, "The Road to War"
   Julius W. Pratt, "Expansionists of 1812"
   Mark Sullivan, "Our Times", Vols. 1,2,4
   Foster Dulles, "America in the Pacific"
   Harold Howland, "Theodore Roosevelt and His Times"

4. Give examples where the interests of minority groups in this country have affected our relations with other nations.  3; 4

5. Make a list of United States exports and imports in ten-year intervals from 1800-1940.

6. Draw a map of United States foreign possessions.

7. The movie, "Wilson" is playing at the Capitol Theatre this week. Give a three-minute talk about the movie, noting particularly the events which brought us into the war.

8. Prepare an oral report on two important questions since 1800 that have involved the United States and Latin America. Explain to the class the circumstances of these cases.  7; 9; 11

9. Prepare a written report showing how each of the following has influenced American policy in the Far East: Hay, Hull and Hughes.

10. Tell the class your opinion, pro or con, concerning the following statement: "The organization of the United Nations Organization represents a distinct improvement over the set-up of the League of Nations".

11. Collect newspaper clippings, to be used for the bulletin
board, on American-Russian relations.

12. What arguments might be offered for and against Philippine independence?

13. Make a chart showing the organization of the Department of State.

14. Prepare a chart showing the growth of American territory since 1789.

15. Look up the facts as to vocational opportunities in the foreign service. What special training is required? 1; 2; 7

16. Prepare affirmative or negative arguments on one of the following:
   A. Resolved, That participation in another great war would tend to destroy democracy in the United States.
   B. Resolved, That the United States should make military alliances with all the nations of the Western Hemisphere.
   C. Resolved, That the United States has more to gain than to lose by granting Philippine independence.

17. Prepare an oral or written report on one of the following topics:
   A. The Caribbean policy of the United States
   B. American relief work in Europe
   C. The economic development of Hawaii
   D. The relations of the United States and Mexico.

18. Explain to the class how and why modern science and technical inventions affect the problem of national isolation. 2; 11

19. Should the United States and the Latin-American states jointly enforce the Monroe Doctrine? What proposals have been made in the last few years for economic co-operation between the
nations of the Western Hemisphere?

20. State the arguments of those who advocate a policy of national isolation and self-sufficiency. Compare the value of this policy with that of strengthening international organized control of international relations through the medium of the United Nations Organization.
List of References for the Student


4. Bemis, Samuel F., "Diplomatic History of the United States"


References for Teacher's Use


D. Mastery Test

Instructions: Read each statement through carefully. If you think the statement is entirely right, mark 1 on the line provided at the end of the statement. If you think the statement is entirely wrong, mark -. Answer all the statements.

1. The Monroe Doctrine is now a part of the Constitution of the United States.

2. The foreign policy of the United States is determined and administered by Congress.

3. The Democratic Party has always been opposed to an isolationist foreign policy.

4. The United States went to war in 1812 to maintain its neutral rights.

5. Public opinion in a democracy can be effective in influencing its foreign policy.

6. International law is binding on all civilized nations whether or not they have signed international agreements.

7. The Hague Convention of 1899 attempted to maintain the Open-Door policy in China.

8. Fear of possible British and French intervention led to our annexation of Texas in 1845.

9. The United States went to war with Spain in 1898 with the intention of acquiring the Philippine Islands.

10. President Wilson and his cabinet maintained a neutral attitude toward England and Germany during the first year
11. The United States has maintained constant peaceful relations with Mexico since the Mexican War of 1845.

12. The "Open Door" means the right of American citizens to engage in trade and industry abroad on an equal basis with other foreigners.

13. President Taft's foreign policy was characterized by non-intervention in Latin-American affairs.

14. The government of England was sympathetic to the Northern cause during the Civil War.

15. On the whole, the basic foreign policies of the United States have served the nation well.

16. The Good-Neighbor Policy refers to relations between the United States and China.

17. Domestic politics often control American diplomacy.

18. In general, the United States attempted to follow a policy of isolation up to 1939.

19. Domestic disturbances within European nations have consistently operated to the advantage of America.

20. Treaties made with foreign powers are negotiated under the direction of the President and must be ratified by a two-thirds vote of the Senate.

21. One of the principal causes of the Mexican War was the annexation of Texas by the United States.

22. Before the Spanish-American War, citizens of the United States had economic interests in Cuba.

23. The contention of the United States that it had sole
jurisdiction of the sea fisheries in the Bering Sea was denied by an arbitration tribunal.

24. The United States acquired Alaska to meet the demand of overwhelming public opinion for the acquisition of gold fields.

25. The Wilmot Proviso declared that Mexico had no right to exclude slaves from territories ceded to the United States.

26. The Ostend Manifesto was a proposal designed to prevent the Pullman strike of 1894.

27. The Latin-American states organized the Pan-American Union as a safeguard against the increasing interference of the United States.

28. One of the duties of a United States Consul is to promote American foreign trade.

29. The United States policy of isolation was easier to maintain after 1900 than in the years preceding 1900.

30. John Adams' foreign policy was strongly supported by the Democratic-Republican Party.

31. Prior to its entrance into the World War, the United States had causes of complaint against both Great Britain and Germany.

32. President Theodore Roosevelt encouraged European nations to send troops to those Latin-American countries that did not pay their debts promptly.

33. Foreign affairs had been so completely settled during Washington's administration that John Adams' presidency was devoted almost entirely to home affairs.

34. One of the provisions of the Monroe Doctrine was that
The United States would help the colonies of European nations to gain their independence.

35. The United States aided the Chinese "Boxers" in expelling Europeans from China in 1900.

36. When Theodore Roosevelt came to the presidency in 1901, he stated that he was anti-imperialistic and that he opposed the retention of Porto Rico and the Philippines by the United States.

37. The United States refused to send delegates to the second Hague Peace Conference because it had been called by the Czar of Russia.

38. Reciprocity treaties were negotiated during President Wilson's administration between the United States and most of the Latin-American states.

39. The successful completion of the Panama Canal was largely due to the support of President Taft.

40. The major policy of the United States in its relations with China has been to arrange for "spheres of influence".

41. The United States must exert some influence on Caribbean countries in order to show them that it meant business.

42. The idea of building a Panama Canal originated in the United States.

43. The famous Fourteen Points outlined President Wilson's program for insuring permanent world peace.

44. During the American Civil War the French attempted to establish an empire in Mexico.

45. President Wilson promised the Filipinos that the United
States would grant them complete independence before 1950.

46. The adoption of high protective tariffs by the United States after the First World War was a step in the direction of world peace.

47. The need for an outlet for our surplus population has been used as an argument for acquiring foreign territory by the United States.


49. The Alabama claims were claims of citizens of Alabama against the United States.

50. The Washington Conference of 1921 was called to consider limitation of naval armament.

Essay.

Instructions.-- Write briefly on one of the following:

1. State the arguments which were formerly used for and against American imperialism.

2. Discuss the President's control of international relations.

3. Discuss some of the fundamental foreign policies of the United States.
**APPENDIX A.**

*Key to Mastery Tests*

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APPENDIX B
OBJECTIFICATION OF ESSAY QUESTIONS

UNIT I

1. A. Those arguing in favor of a high protective tariff, maintain that home industries must be fostered and therefore the duty must be sufficiently high to keep out competitive foreign goods.

B. Furthermore, by maintaining the home market, the nation will be independent of other countries, especially in time of war.

C. The high rates will result in high wages for American workers.

D. Dumping of cheap foreign goods must be prevented by a high tariff wall.

E. On the other hand, those that favor free trade argue that industry should be localized, or that a nation or locality should produce only such goods as it is especially adapted by nature or by labor to produce cheaply.

F. The high wage argument is met with the answer that American labor is intelligent and skilled, and, because of this, would be able to maintain its high wage scale as it would produce superior goods and furnish these in greater abundance.

G. The United States is not only an importing nation but depends on its exports to keep its farmers and workers employed. If we close our markets to foreign goods, other nations will close their markets to ours, crippling our industries.

2. A. One of the objectives of unions is the improvement of
wages. The unions argue that the increasing use of machinery enables workers to produce a larger amount of goods in a given time; that is, the worker's productivity is increased. But unless his wages are also increased, he does not share in the increase of production.

B. Labor unions have also demanded shorter hours because they feel that the more rapid pace of work set by machines greatly increases the nervous tension of the worker and is more exhausting. This is evidenced by the increase of accidents in the later hours of the work-day. In the second place, labor believes that the development of machine processes of manufacture tends to create wealth in continually shorter and shorter periods of time. This should give all workers as well as employers greater leisure for recreation, education, and enjoyment. Moreover, labor argues, the shorter day and shorter week will tend to give employment to more workers, and thus relieve unemployment.

C. In order to create greater stability of employment, labor asks that the worker have some modification of the arbitrary power of a "boss" to dismiss him at will, without explanation or warning.

D. Labor believes that the environment surrounding employment should be safe and decent. In particular it urges that where women are employed, wholesome and comfortable conditions of work are essential and will tend to improve production.

A. The benefits of economy and efficiency are not always
passed on to the public in lower prices. In many cases they have led to large profits for stockholders and exorbitant salaries and bonuses for management while wages to workers were low and the prices to the public high.

B. Faulty or adulterated products have sometimes been sold, usually by means of expensive advertising schemes which misled buyers.

C. Overcapitalization and stock watering have been practiced by some concerns. Such practices may keep prices or rates high, yet make it impossible for holders of stock to receive fair dividends.

D. Ownership and control have been too widely separated. Stockholders usually have no voice and little interest in the management of a corporation. This function is turned over to paid personnel, who may or may not own stock in the business. Sometimes corporations are organized with voting and non-voting stock. Those who hold the latter have no voice in policy-making, or management. By limiting the amount of voting stock and keeping it in a few hands, a corporation worth millions may be controlled by a few persons who have a relatively small investment in the business.

E. Lack of social responsibility of management has been charged. Paid managers may feel no obligation to the public but only to the concern which is paying them. Their sole concern is to squeeze the greatest possible profits out of the enterprise, regardless of public interest. In some cases, unnecessary personnel has been carried on boards at handsome salaries, or managers
have been given huge bonuses.

F. Trusts and monopolies develop, which restrain competition and keep prices rigid.

Unit II

1. FOR

A. People progress best when they make choices for themselves.

B. Democracy gives the individual citizen a sense of responsibility and a desire to make good.

C. Democracy promotes peace. Free, self-governing people are much less ready to go to war than those who are dominated by one man or a selfish class.

D. The loss of liberty is too high a price to pay for dictatorial efficiency. Besides, dictators can make blunders.

AGAINST

A. Democracies may delay in time of emergency. The dictator need not wait.

B. A majority vote is not necessarily on the right side. Majorities may be tyrannical and changeable.

C. In democracies leaders may be chosen not on real merit but because they make big promises to ignorant voters.

D. To be well governed is more desirable than to have the privilege of making ignorant mistakes. The authoritarian government is efficient.

2.

A. The very core of democracy is belief in the worth of all
men to society. Each individual has his place and is entitled to share in the work and the rewards of our cooperative efforts in the manner best suited to his talents and ability. Upon each of us rests responsibility for the success of our democratic institutions.

B. It follows that we must equip our citizens to bear the responsibility thus placed upon them. Those who have liberty and equality under the law must be trained to use those rights constructively and in accordance with the law.

C. Unless our people are enlightened, our government, even our whole social system will finally collapse. Self-governing men must understand their government and the problems which it faces. People who struggle for democracy must learn to understand and respect one another and to work together for common purposes.

D. Because we believe that we can create and maintain a true democracy, the American people have placed more emphasis on education than has any nation in the world. Our public school system has grown to be one of the biggest civic organizations in the nation. We have established public elementary schools, high schools, vocational schools, colleges, and universities.

3. A. Large numbers at every election, especially in the cities, are debarred because of not having resided long enough in the state, county, or election precinct.

B. Ten or more Southern states to all intents and purposes have but one party, and because of the lack of genuine contests, together with the disfranchisement of most Negroes, yield an
exceedingly small vote.

C. Many voters in all parts of the country are prevented from voting by bad weather, illness, or other legitimate reason.

D. To some extent, voters are discouraged or thwarted by legal and administrative obstacles - the great crowding at the polls, too short hours for voting, too much red-tape in absent voting.

E. To some extent, they are deterred by the lack of vital issues in an election, by belief that their vote would not affect the result, by disgust with politics and parties, or even by contempt for political methods of action in general.

F. After all allowances are made, probably the most common cause is simply indifference and inertia.

UNIT III

1. A. Military service in times of national crisis. Since the government gives protection to its citizens, they owe allegiance to the state. In a great national crisis, this takes the form of military service.

B. Payment of taxes. With the growth in governmental functions there has been a corresponding increase in taxation. The last war was far more destructive and costly than any other war. During the Depression years, billions of dollars had to be spent for relief.

C. Civic Interest. It is the duty of every citizen to take an active and intelligent interest in his government. There are many indifferent voters who do not go to the polls. Instead, they merely criticize destructively the men and parties in power.
Representative government can succeed only with an active and informed citizenship working unceasingly for the good of the state.

2. A. Political parties serve as important agencies for the forming of public opinion, and for the carrying over of this public opinion into legislative enactment. Without political parties, it would be difficult to express the public will, either in the enactment of legislation, the election of public officials, or the administration of public affairs.

B. The political campaign, waged by rival organizations, focuses the spotlight of public attention upon the candidates for offices and their qualifications.

C. Through party platforms, public attention is centered upon public issues.

D. The political contest serves as a means of educating the public and of stimulating interest.

3. A. The system of checks and balances was set up to re-enforce the separation of the legislative, executive and judicial branches of the government.

B. The purpose of the checks and balances was to prevent one branch of the government from encroaching upon another, and becoming so powerful as to threaten individual liberty and the preservation of democratic institutions.

C. For example, although the President has a veto upon the laws of Congress, that body has the right to impeach him. By their appointing power the President and the Senate can control the personnel of the Supreme Court, but the latter has the power of
passing upon the constitutionality of the laws made by Congress. Hence, the separation of powers between the three fundamental departments has not been so great as has frequently been claimed.

D. By the devise of checks and balances it was hoped that the mistaken policies or undemocratic tendencies of one department might be curbed by the other two departments. It has, however, just as frequently tended to confuse responsibility and to make for political deadlocks. Out of this situation has grown the political party, which has assumed the responsibility for enacting legislation.

UNIT IV

1. A. American imperialism is partly due to the economic urge for markets for American manufactured goods and to the desire to find sources of raw material, that are not found in the United States. American capital sought to invest in lands rich in undeveloped, sources. In order to safeguard these investments, some control of the countries in which the money was being spent was necessary.

B. It was essential that European nations be kept out of the lands bordering on the Caribbean Sea so that the United States could more easily protect its southern, western and eastern coastline in time of war.

C. On the other hand, opponents of imperialism have argued that the forcible annexation of millions of people against their will violated the spirit of the Constitution, and the very terms of the Declaration of Independence.
D. As long as America stayed at home and minded her own business, she could easily protect her shores without an enormous military establishment. By projecting itself into the Far East, the United States has had to maintain a large navy to protect its colonies, and thus has become involved in foreign wars.

2.

A. Through his power to appoint ambassadors and other public ministers, and to receive similar officers from other governments, the President directs and carries on all negotiations and discussions with foreign powers. Through this diplomatic contact he may also negotiate treaties. However, the approval of the Senate is necessary for certain appointments. Treaties require the approval of a two-thirds majority of the Senate.

B. The President's power to begin and to carry on negotiations with foreign governments gives him the opportunity to plan and formulate our foreign policy.

C. Other constitutional provisions increase the President's power over our foreign policy. Among them is the provision giving him the right to appoint and consult heads of the executive departments, and also the provision which makes him Commander-in-Chief of the Army and Navy. Through the first of these provisions he is given general control over the Department of State by which our international affairs are administered. By his authority in negotiations, aided by his position as commander-in-chief of the army and navy, the President can do much to lead up to or prevent a war if he so wishes.

D. As Chief Executive, the President has at times, also,
entered into what are called executive agreements with other governments. Such agreements are not treaties but temporary understandings, which however, are usually accepted as defining the policy of our government upon the subject dealt with.

3. A. Through the years isolation has been a cardinal policy. This means that the American people have wished to work out their own destiny without becoming embroiled in the conflicts of the outside world. But such a policy has not been carried out with complete success. The United States deliberately forsook isolation in order to secure the advantages of the French Alliance in 1778 and entered great world conflicts in 1917 and 1941.

B. If isolation means that the United States will stay out of Europe, the Monroe Doctrine means that Europe must stay out of America. European forms of government and European military establishments are regarded as inimical to the interests of the American people. In brief, the Monroe Doctrine is a long-range self-defense doctrine.

C. A third fundamental policy has been the freedom of the seas. The United States, as a mercantile nation, has consistently contended for the right to do business in time of war without intolerable restrictions from the belligerents.

D. The Open-Door means the right of American citizens to engage in trade and industry abroad on an equal basis with other foreigners. This doctrine is usually applied to China.

E. A fifth foreign policy is that of Pan-Americanism. Its objective has been the closer association of the American repub-
lics for the achievement of common aspirations, especially peace and security. This ideal embraces commercial and political as well as cultural relations.
APPENDIX C

GLOSSARY OF TERMS

1/ Alien. A person domiciled in a state of which he is not a citizen. Aliens enjoy most of the civil rights and the same measure of protection for those rights that citizens enjoy, especially in the United States, where the national and State bills of rights expressly extend their guarantees to "persons", whether citizens or aliens. Aliens, however, are often denied the right to own or inherit property, particularly real property, to engage in the exploitation of real sources, to compete with citizens for certain types of private employment, or to engage in the practice of certain professions. They are excluded from the enjoyment of political rights, such as voting, officeholding, and public employment.

Amendment. 1. A change made or proposed on the floor of a legislative body or in committee by adding to, striking out, or altering the wording of any part of a bill or resolution.

2. An addition to, or a change of, a constitution or an organic act which is appended to the document rather than intercalated in the text. The Constitution of the United States provides for two methods of proposing amendments: (1) by a convention called by Congress on the application of two thirds of the states; or (2) by a two-thirds vote of both houses of Congress.

Amendments so proposed may be ratified either by the legislature.

1/ These definitions were obtained from the Dictionary of American Politics" by Smith and Zurcher; Barnes and Noble, Inc. 1944
or conventions of three fourths of the States. A state legislature which has rejected an amendment may afterward accept it; but, conversely, if it has once accepted an amendment it cannot recall its action. The Supreme Court has held that a legislature must act, and not the voters, in a referendum, though an advisory referendum has sometimes been employed. In proposing amendments Congress may set a time limit, seven years, within which they must be ratified or considered to be rejected. The first ten amendments, constituting the Bill of Rights, were adopted in 1791. Two others, adopted in 1793 and 1804, remedied defects in the original Constitution. The Thirteenth, Fourteenth and Fifteenth amendments, adopted between 1865 and 1870, freed the slaves and guaranteed their civil and political rights. Since 1861 six other amendments have been adopted dealing with the income tax, the prohibition question, the suffrage, and presidential and congressional terms.

Arbitration. 1. The submission of an international dispute to an umpire or tribunal chosen by the states, who are parties to the controversy, judgment being rendered subject to such limitations and on the basis of such rules and principles as may be set forth in the agreement to arbitrate. The judgment is usually called an award. A permanent panel of judges or umpires, available to states wishing to arbitrate disputes was established in The Hague in 1899, and known as the Permanent Court of Arbitration.

2. In municipal law, the hearing, investigation, and determination of a controversy by an arbitrator or arbitration tribunal to whom the cause has been submitted by consent of the parties and by whose decision they agree to be bound. The award
is enforcible by an action at law.

Balance of Power—The policy, especially favored by European diplomats, which seeks to prevent any state on the Continent from acquiring a hegemony or from achieving such a position of power and influence as to become a potential menace to the integrity of the remaining states.

Belligerency—The international status, and its consequent rights and duties, assumed by a state which wages war against another state. The status is also enjoyed by an organized rebellion which is diplomatically recognized by other states.

Big Stick—Forceful methods in dealing with foreign—and, by extension, domestic—problems. When recommending increased appropriations for the navy, President Theodore Roosevelt used the expression, "Speak softly and carry a big stick".

Bill of Attainder—A legislative condemnation without the formality of a judicial trial. It is prohibited by the Constitution.

Bill of Rights—A brief summation of certain fundamental rights and privileges which are guaranteed to the people against infringement by any part of the government. The first ten amendments to the Constitution of the United States are popularly called the Bill of Rights.

Boycott—A concerted agreement to refuse to have any dealings with a nation, corporation, or employer with the object of bringing pressure to bear. If third parties are coerced into joining, the boycott is usually considered illegal.

Buffer State—Any small state occupying a territory which neighboring great powers may covet for strategic or other reasons, but
which none dares to annex because of mutual rivalry or distrust; also any small state which separates great powers whose boundaries would otherwise be contiguous, and which thereby reduces the possibility of diplomatic friction between the great powers and provided a potential military barrier.

Cabinet—An executive council, particularly one which has grown up without specific constitutional or legal authorization. President Washington summoned the heads of the three departments, the Vice President and the Attorney General to meet with him, and the cabinet has since existed. By custom it is composed of the heads of the ten executive departments, who are often named as such because the President wants their advice in the cabinet, or because they represent important geographical sections or economic groups; but the President may invite others. Cabinet meetings are held once a week or oftener. The sessions are secret and informal. No minutes are kept, and only rarely is a vote taken; for a vote could not bind a President, who must take personal responsibility for every decision. The English cabinet, a much older body, consists of the heads of the principal administrative departments, with perhaps a few ministers without portfolio, which under the leadership of a prime minister directs the administration and exercises political leadership in legislation.

Capital—Wealth saved from income which is being or may be, utilized in the production of goods and services.

Capitalism—An economic system in which the ownership and management of productive wealth is vested in private enterprises who hire labor and compete with one another in providing goods and
services for profit.

Chain Store—One of a number of retail stores under the same control.

Checks and Balances—A system of "so contriving the interior structure of the government as that its several constituent parts may, by their mutual relations, be the means of keeping each other in their proper places". (The Federalist, No. 51). While recognizing the principle of separation of powers among the legislative, executive and judicial departments, this system seeks to protect each of them against the others, and the people against all, by requiring the approval by one department of certain acts of another. The term is also used to describe certain aspects of the relations between States and the national government, and the requirement of concurrent action by both houses of a legislature.

Citizen—A member in full standing of a political community. As a citizen, a person owes the state allegiance, that is, the obligation of fidelity, the duty of compulsory military service, and the faithful performance of such other duties as the state imposes upon its members.

Civil Liberty—1. Liberty, as defined by law; personal security and the peaceful enjoyment of property and other lawful rights which result from the existence of organized government, in contradistinction to the supposed liberty of a state of nature.

2. Personal and property rights guaranteed by constitution and laws against infraction by governments or individuals.

Civil Rights—Those liberties possessed by the individual as a
member of the state; more particularly, those liberties guaranteed to the individual in the state against encroachment by his government. In this latter sense, civil rights are found enumerated in the bills of rights of state and national constitutions and included both substantive rights, such as freedom of speech, press, assembly, or religion; and procedural rights, such as protection against unreasonable searches or seizures as against punishment without a fair trial. The most important of these rights is embodied in the clause which prohibits the government from depriving anyone of life, liberty, or property without due process of law. By its interpretation of the "due process" clauses, the Supreme Court of the United States largely determines the scope of civil rights in America. Recently interest in civil rights has been directed toward positive legislation by the government guaranteeing certain liberties to the individual against encroachment by other individuals or groups.

Civil Service - An agency of government by which trained men and women are selected on a merit basis for government service. This is in contrast with the spoils system.

Collective Bargaining - Unitig workers to bargain with their employers.

Company Union - An employee organization limited in membership to the employees of one plant or employer. Recent federal and state labor relations acts, while not outlawing such unions, seek to prevent their creation, domination, control, or maintenance by the employer.

Constitution - The fundamental law, or the fundamental
principles underlying the organization of a state, which determines the powers and duties of the principal governmental authorities and guarantees certain rights of the people against infringement. Corporation -- An artificial body created by law under a charter or act of incorporation, with a special name, and having certain legal capacities separate and distinct from those of the natural persons composing it, such as perpetual succession, the power to make contracts, to sue and be sued as an individual under a corporate name, to have a common seal, and to make and repeal bylaws. All corporations derive their legal capacities from state or national constitutions or statutes. The charters of private corporations are contracts which States may not impair by subsequent laws. Corporation Tax -- A special tax levied on the grant of a charter, the admission of a corporation to the privilege of doing business in another state, the amount of capital stock, the value of a franchise and other intangibles, or corporate income, as distinguished from other forms of income tax. Craft Union -- A labor union with memberships limited to workers in a particular trade, as distinguished from an industrial union to which all who work within an industry are eligible. Deflation -- An economic condition characterized by a fall in prices, that is, an increase in the value of the unit of a currency in terms of the commodities it will purchase or in terms of its exchange value with units of other currencies in a free international money market. Democracy -- Rule by the people. In practice this means that power to determine the major issues of public policy must reside
in the bulk or majority of the community and that in the making of such decisions, the vote of each individual shall count for one and none for more than one. Hence, democracy may be described as government by consent and political equality. The people may exercise power either directly, as in city-state or town meetings, or indirectly, through representative institutions in which the popular role is confined to using the ballot to enforce responsibility upon those to whom authority is entrusted. Since political democracy is based on the concept of equality, the term is often extended to cover institutions necessary to the preservation of the substance of such equality. Thus in a democratic system elections must be held with reasonable frequency and regularity, the ballot must be secret, and the individual must be secure against arbitrary arrest. Likewise there must be freedom of speech, of assembly, and of petition, as well as equality before the law. Democracy in its political sense seems to have come into modern usage in connection with a broad social ideal of which democratic government formed only a part. Social democracy entails the denial of all special privileges, political or social, not based upon merit. Those who lay their major emphasis upon the equalitarian aspect of democracy frequently insist that it involves a substantial degree of economic equality, and apply the term "economic democracy" to this ideal. Sometimes this phrase also implies a measure of direct regulation of industry by the workers themselves.

Depression -- One of the several phases of the business cycle marked by business stagnation, low prices, and mass unemployment.
Diplomacy — The art and practice of conducting negotiations between sovereign states for the attainment of mutually satisfactory political relations.

Divine Right — The right of a monarch to his office because of (1) the divinity of his person, or (2) the divine origin and authority of his office, or (3) inheritance of the right from ancestors who were divinely appointed to rule.

Due Process — Legal restrictions confining the government within the limits of those fundamental principles of liberty and justice which lie at the base of all our civil and political institutions. The due-process clauses of American State and Federal constitutions have become a reservoir of implied constitutional limitations upon government authority whose content is largely determined by actual litigation in the courts.

Embargo — An order issued by a state detaining vessels in its ports, usually as an act of reprisal or coercion against another state. A hostile embargo is a seizure of foreign ships, which may become permanent if war follows. A civil embargo, such as the Embargo Act of 1807 (repealed in 1809), prevents the departure of vessels or goods belonging to the state which declares it. Often it is accompanied by the closing of ports to vessels of an offending state.

Eminent Domain — The paramount right of the sovereign to take over, or use, private property. It may be exercised by both national and state governments, but only for a public purpose and on payment of just compensation.

Excise — An indirect tax levied on goods or products, manufactured
sold, used or transported within a country, or upon various privileges. In current usage the term has been extended to include various license fees and practically every internal revenue tax except the income tax.

Expediency -- Subordination of moral principle for the sake of facilitating an end or purpose.

Ex Post Facto Law -- A retroactive criminal law which is unconstitutional when it declares an act a crime which was not a crime when it was done.

Federal -- Pertaining to the division of public powers in a state between one central government with authority to legislate on certain subjects and to enforce its will upon individuals, and numerous regional governments each having authority in other matters within its restricted territorial jurisdiction, the division being established and maintained by a constituent authority legally superior to both the central and the regional governmental areas.

Franchise -- The privilege of voting.

Government -- The organization of the state which, in addition to administrative agencies, normally consists of three great branches, executive, legislative and judicial.

Grant - in-Aid -- An appropriation made by Congress to assist the states, or by a State legislature to assist local government units, in the maintenance of schools, construction of public works, provision for relief, or other public purposes of general interest. A grant-in-aid is made, strictly speaking, only to supplement appropriations made by the state or locality, and may
be proportioned to such appropriations.

**Habeas Corpus** -- An order from a court demanding a prosecuting attorney to show why a prisoner should not be released.

**Impressment** -- The drafting of men into the navy for the defense of the state. In Great Britain it was a royal prerogative frequently exercised before 1815. As used in the stopping of American vessels and taking from them of Americans alleged to be British subjects, it was one of the causes of the War of 1812.

**Income Tax** -- An excise tax levied upon wealth in the process of acquisition in the form of salaries, wages, commissions, rents, royalties, interest, dividends, business profits, or increase in capital actually realized.

**Industrial Revolution** -- An historical period beginning in England about 1750 and marked by the introduction of power-driven machinery, unprecedented economic expansion, the wages system, and the corporate form of business enterprise. The terminal date is undetermined.

**Inflation** -- Rapid and extensive increase in the amount of money or credit in circulation, in comparison with the actual needs of trade, which causes prices to rise. Inflation may result from new discoveries of gold, large emissions of paper money, over-expansion of credit, or from sudden decrease in the available supply of consumer's goods.

**Inheritance Tax** -- A tax or excise levied ad valorem upon the share of the state of a deceased person which an heir receives. It is sometimes confused with an estate tax, which is levied on the value of the whole estate.
**Initiative** -- A method by which voters may propose or initiate legislation or constitutional changes.

**Injunction** -- A legal process whereby a person is commanded by a court to do or to refrain from doing certain acts.

**International Law** -- The rules or customs which govern the relations of one nation with another.

**Intervention** -- Forcible interference by one state in the internal affairs of another to restore order, prevent the commission or continuance of acts which shock the moral sense of civilized peoples, or compel a state to fulfill its international obligations. "Remature recognition of the independence of insurgents constitutes intervention, but recognition of their belligerency is not so regarded.

**Isolation** -- Aloofness in international politics; refusal to participate with other states in efforts to remove causes of international friction and to secure the peace of the world; popularly termed avoidance of "entangling alliances".

**Judicial Review** -- The examination or "review" by the courts, in cases actually before them, of legislative statutes and executive or administrative acts to determine whether or not they are prohibited by a written constitution or are in excess of powers granted by it; and if so, to declare them void and of no effect.

**Labor Union** -- An unincorporated and voluntary association of employees which acts as their collective bargaining agent with employers to determine wages and the conditions of employment. Labor unions are roughly classified as *craft*, or *horizontal* unions; and as *industrial* or *vertical* unions. The former exercise juris-
diction over all workers of a particular craft, trade or skill, wherever they may be employed; the latter may include all workers in a given industry regardless of their craft, trade or skill.

Laissez-faire -- A phrase coined by French physiocrats which has come to stand for noninterference by government in economic life.

Land Grant -- A gift of public land to an individual, corporation, local government division, or State to aid in accomplishing some public purpose.

Majority -- More than one half. Unless an absolute majority is legally required for a decision, a majority consists of more than one half of those present and voting.

Monopoly -- The ability to fix the price of a service or a commodity, without reference to a competitive market. This ability may result from exclusive control of the supply, control of patents, a public franchise, or from co-operative action of erstwhile competitors which tends to eliminate competition.

Natural Rights -- Individual rights, including those to life, liberty and the pursuit of happiness, which are regarded as inalienable, and the violation of which by the British government was a justification for the Declaration of Independence.

Neutrality -- The state of remaining indifferent, or of not taking sides in a quarrel or war.

Panic -- Sudden, widespread fright over business conditions, resulting in the dumping of securities on the markets, and later usually in business depression.

Plurality -- The excess of votes for one candidate for office over those cast for any other candidate.
Police Power — The power of the government to pass and enforce laws necessary to promote health, safety, morals, or general welfare.

Poll Tax — A direct personal tax usually levied by a local government unit at a stated rate per head upon all adult male persons.

Pooling — An agreement among competitors to avoid the detrimental effects of unhampered competition by fixing common prices, or by allocating available markets or their common income or profits according to a fixed ratio.

Precedent — A judicial, administrative or legislative act or decision deemed of sufficient weight to be followed in subsequent cases. The conclusiveness of a precedent depends greatly upon the authority and prestige of the body which established it, and upon its adherence to just principles, its reasonableness, and the length of the time it has stood unchallenged.

Precinct — A minor division for casting and counting votes in elections or for police administration in a city or ward.

Privateer — An armed private vessel formerly commissioned by letter of marque and reprisal to cruise against enemy naval or merchant vessels.

Propaganda — The utilization of words, objects, or persons, in an attempt to influence or control the opinion and overt actions of groups and individuals.

Protective tariff — A rate of duty imposed under the principle of protection; or a tariff law containing many protective rates, as opposed to a revenue tariff which is enacted primarily for the purpose of yielding revenue from duties on goods imported.
Rebate — A part of the stated transportation charge refunded to the shipper. Rebates were forbidden by the Interstate Commerce Act of 1887.

Recall — The process by which an unsatisfactory public official may be removed from office by vote of the people.

Referendum — The means by which proposed legislation is referred to direct vote of the people for approval.

Registration — A method of getting a written record of names or facts.

Representative — One chosen to act for a popular or other constituency in a legislative assembly.

Republic — A government in which the generality of adult citizens determine policies and laws through elected officials and representatives and in which no individual has a vested right to vote.

Separation of Powers — The division of governmental power among separate or distinct departments to avoid any trend toward despotic power.

Sovereignty — Supreme power or authority.

Sphere of Influence — A politically backward, economically underdeveloped region, in which a powerful state claims, often with the concurrence of other states, special rights of economic exploitation, colonization, and possible ultimate annexation.

Spoils System — The practice of distributing government positions among loyal members of the party in power, without regard for their fitness.

Strike — A suspension of work, by a group of employees, usually for the purpose of retaining or improving wages or working standards.
Subsidy -- A money grant by the government to aid a private enterprise or an undertaking of some subordinate branch of government which is deemed advantageous to the public.

Suffrage -- The right and privilege of voting.
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</tbody>
</table>