

In return for your
fine book, my analysis
of problems & proposed
remedies in an educational "utopia".
J. White

Sonderdruck:

Internationales Jahrbuch für Geschichts- und Geographie-Unterricht

Band XI - Braunschweig 1967

These articles are based on the author's Doctoral dissertation and his more recent experience and research in the field of teacher training. DIMENSIONS OF POLITICAL UNCONSCIOUSNESS is essentially the same as chapter 2. *The Case-Study Reform Movement in American Civic Education: Educational Implications of Political Apathy*. (University of California, Los Angeles, 1966). Available from University Microfilm, Ann Arbor, Mich., USA.

The Rationale and Direction for Civic Educational Reform in the U.S.A.

By Ira J. Winn

Over the past two decades there has been a marked increase in the number of scholarly reports expressing criticism of the state of civic responsibility and voter awareness in the United States. While evidence also exists pointing to the same problems in other countries¹⁾, the United States is almost unique in long maintaining a universal, public system of comprehensive secondary schools which require continuing instruction in the social studies. During six years of attendance in junior and senior high school, the majority of American young people are repeatedly exposed to the study of history, geography, civics or government, American social problems, and current events. Yet, survey research analysis of the adult voting population reveals widespread cynicism and apathy toward politics and a serious lack of understanding and support for basic Constitutional guarantees of civil liberties and due process of law; as well, the informational level of the American public is found to be fragmented and at a point far less than is commonly imagined²⁾.

Given the results of voter analysis, many political experts have concluded that political apathy and ignorance are for most people the more natural state. It appears

¹⁾ Gabriel Almond and Sidney Verba. *The Civic Culture*. Princeton, New Jersey: Princeton University Press, 1963. The authors present results of survey research study of political attitudes in the United Kingdom, Mexico, West Germany, the United States and Italy.

²⁾ Herbert McCloskey. "Consensus and Ideology in American Politics," *American Political Science Review*, June, 1964, pp. 361—382. Interpreting the data from a very large national sampling of the American electorate, McCloskey concludes (p. 362): "Any serious student of the political scene could not help but agree that the understanding of politics and political ideas by the American public is in any event too rudimentary at present to speak of ideological 'consensus' among its members".

David Riesman. "Private People and Public Policy," *Bulletin of the Atomic Scientists*, 15, May 1959, pp. 203—208. Riesman comments on the fragmented character of information held by the man in the street and on the irrational basis by which the average man makes political judgments.

Angus Campbell, Phillip E. Converse, Warren Miller, and Donald Stokes. *The American Voter* (abridged). New York: John Wiley and Sons, Inc., 1964. Over ten years of data gathering at the University of Michigan's Survey Research Center yields a comprehensive and disturbing appraisal of the political mentality of the American voter.

H. H. Remmers and R. D. Franklin. "Sweet Land of Liberty," *Phi Delta Kappan*, 44, October 1962, pp. 22—27. The authors summarize data showing negative attitudes toward the Bill of Rights on the part of high school and college students. These studies have formed an on-going research project at Purdue University (Lafayette, Indiana) and involve tens of thousands of students in yearly national samplings. See also: Roy Horton Jr. *American Freedoms and the Values of Youth*. (Ph. D. Thesis), Purdue University, 1955.

Herbert Hyman and Paul Sheatsley. "The Current Status of American Public Opinion," in Daniel Katz et al., *Public Opinion and Propaganda*, Holt Dryden: New York, 1954.

that there is no more likelihood of developing general political interest and cognitive abilities than there is reason to assume that all men will sustain a serious interest in engineering, the opera, or golf. In fact, there has been a noticeable tendency among American political scientists to rationalize political apathy as one factor that probably contributes to the stability of democratic government³⁾. It is argued that since apathy breeds inactivity among the unknowing, it has the positive value of reducing political conflict. Only in times of great instability are the politically unconscious drawn into the arenas of active politics, whereupon they often fail to defend democracy because they do not recognize democratic institutions; then they easily get involved in misguided efforts made in the name of liberty but actually destructive of the very freedoms they avow.

Nevertheless, it is also evident that political apathy breeds resignation to social ills, and thus frequently serves to preclude problem solution until things reach the stage of crisis. Political observers cannot afford to forget the warning of Edmund Burke, who insightfully observed that the only thing necessary for the triumph of evil is that good men do nothing.

It is known that participation helps activate interest and awareness, that democratic beliefs must be learned like any other beliefs, and that political concern is acquired just as any other interest in life. With regard to the general American population, there is a direct correlation between amount of formal education and socio-economic status on the one hand, and political participation, articulateness, and grasp of democratic concepts on the other. But careful examination of the responses to questions, including those given by persons with at least a high school education, reveals only a relatively superficial knowledge, minimal interest in political process and the study of history, a lack of ability at meaningful political analysis, and substantial negativism toward or misunderstanding of democratic institutions⁴⁾. Some evidence even indicates that high school seniors may be less sensitive to Constitutional rights than younger students in the same school. Further, it appears that the universities are not establishing democratic attitudes or changing negative values ignored by the secondary schools⁵⁾.

The significance for curriculum change to be found in the voter studies long received little attention from educators or from those most involved with political data gathering and analysis. Implicitly it was assumed that education automatically functions as a long run hope. Nevertheless, the large body of definitive research evidence has now begun to move American social scientists, lawyers, and educators

³⁾ McCloskey, *op. cit.*, pp. 374—376. The contention that apathy has a positive political value and that high levels of voter participation may actually reflect a state of crisis and the decline of social cohesion is also argued by Francis Wilson and Seymour M. Lipset. See: Wilson's "The Inactive Electorate and Social Revolution," *Southwestern Social Science Quarterly*, 16, March, 1936, pp. 73—76. Also Lipset's *Political Man: The Social Basis of Politics*. Garden City, N.Y.: Anchor Books, 1963, pp. 228—229 and 186.

⁴⁾ The Report of the Williamstown Workshop: *Education: That Security and Liberty May Prosper Together*. New York: Civil Liberties Educational Foundation, Inc., 1962. This key report views with alarm the general ineffectiveness of most of the teaching about the Bill of Rights. It surveys the deficiencies and makes important recommendations for curriculum change. The Williamstown Workshop may be viewed as the beginning of the case study reform movement.

See also: Minna Post Peyser, Homer Rainey, and Kenneth Pye. *Seminar on School Curricula for Instruction in the Bill of Rights*, University of Colorado, Boulder, 1963, National Assembly on the Teaching of the Bill of Rights (c/o Center for Research and Education in American Liberties, Columbia University, New York).

⁵⁾ C. McClintock and H. Turner. "The Impact of College Upon Political Knowledge, Participation, and Values," *Human Relations*, 15, 1962, pp. 172—176. College is found to have little impact.

Gordon Allport and James Gillespie. *Youths Outlook on the Future*. Garden City, N.Y.: Doubleday, 1955. The authors find American youth, in comparison with the youth of other countries, to be overly immersed in pursuit of material pleasures.

P. E. Jacob. *Changing Values in College*. Harpers, New York: 1957.

to reappraise the traditional curriculum and methodology of the social studies, and of civic education in particular⁶). Admittedly, formal education is not the only force moulding the citizen. But primary and secondary education, especially given the broad social aims of the American school, constitute major continuing influences which are subject to careful planning and direction.

The initial puzzle, of course, has been that of detecting exactly what inadequacies or blockage to learning may have become a part of the very fibre of civic education. Then there is the larger question of how to reconstruct the social studies curriculum and the related system of teacher training. An important clue to the root of both problems and to their probable solution is well stated by Lane and Sears, two analysts of American public opinion. While agreeing that the informational level of the public is very low, they stress the point that the significance of information lies less in its quantity and more in the uses to which it is put. They write that on this one point revolves the major problem of education for democracy. "Pouring 'civics' into the electorate won't help much (it won't be remembered long either); teaching men how to use knowledge, how to conceptualize, appraise evidence, infer causality—there lies a task worthy of a great teacher⁷."

As part of a broad study of the need and direction of civic educational reform, this writer sought corroborating evidence of deficiencies in adult political cognition by probing the responses of senior (12th grade; ages 17–18) students to a questionnaire on freedom of the press and the related concepts of a free marketplace of ideas⁸). It was easily demonstrated that despite six years of schooling in the social studies, support for key principles of democratic society is generally limited to abstract generalizations and clichés. For example, while almost all agreed with the generality that freedom of the press is essential to democracy, consensus suffered serious breakdown on specific items relating to book censorship, open reporting of the war in Viet Nam, loyalty oaths for news commentators, and the right of distribution of pamphlets on a public street.

When tied to related studies of students and voters an overall picture emerges showing that mature political perception is not being developed in formative years. Civic education appears highly effective at teaching those principles of a free society which can be stated in highly generalized and easily memorized form. But political understanding is not generally developed, nor is there created a strong support for the application of commonly avowed principles to specific situations. The germ of the democratic philosophy and the feeling for a "living" Bill of Rights is not commonly sown. To this extent, at least as regards fundamental democratic consensus, one might say that civic education has deteriorated to mere pedantry, parrotry, and propaganda.

⁶) The term "social studies" includes content or materials drawn from all the social and behavioral sciences, and often the humanities as well. "Civic education" is a somewhat narrower term indicating a focus on questions which have a nature or concern that is primarily political.

⁷) Robert E. Lane and David Sears. *Public Opinion*. Englewood Cliffs, N.J.: Prentice Hall, Inc., 1964, pp. 69–70.

⁸) The concept of a free marketplace of ideas has been beautifully stated by Justices Holmes and Brandeis in interpreting the Constitutional principle of free speech. In *U.S. v. Schwimmer* (279 U.S. 644) Mr. Justice Holmes wrote: "... if there is any principle of the Constitution that more imperatively calls for attachment than any other it is the principle of free thought—not free thought for those who agree with us but freedom for the thought that we hate..." Mr. Justice Brandeis, in a concurring opinion in *Whitney v. California* (274 U.S. 357), wrote: "Those who won our independence... believed that freedom to think as you will and to speak as you think are means indispensable to the discovery and spread of political truth... that public discussion is a political duty... that the path of safety lies in the opportunity to discuss freely supposed grievances and proposed remedies; and that the fitting remedy for evil counsels is good ones.... They did not exalt order at the cost of liberty..."

Of course, adults forget much of the factual material learned in school. But much more important to curriculum reform is the finding that they rarely learn how to approach public issues. Evidence points to weaknesses in reflective, relational, and inferential thinking about current events, and tests show that as students are accustomed to memorizing exact answers to important questions, they find it very difficult to work with qualified appraisals or incomplete knowledge⁹). Also, there is a tendency among teachers to present political and legal principles as absolutes or self-enforcing truths; accordingly, students associate politics, and especially the law, with something impersonal, remote, inevitable, and even threatening. To that degree the institutions of government are not seen as reasoned processes which are susceptible to change, and which give order to a society and protection to the individual in his daily life¹⁰).

In a sense, the citizen actually learns how NOT to learn during the course of traditional civic education. The patterns of information handling that are pre-vaillingly encouraged bear little relation to education as a reflective process or as a process of personal development. Because of continual exposure to expository textbooks and expository teaching, no personal attachment to political inquiry is developed and no practical framework is learned and utilized for the rational analysis of issues of public controversy. True, the student papers and notebooks are patiently (or grudgingly) filled with extracts or summaries of political wisdom concluded by the teacher or the textbook. However, conclusions cannot really be understood apart from an analysis of the arguments whereby they are reached. What can be seen is that political studies have become so outlined, so "objectified" that the individual often remains alien to politics. Thus the study of history is commonly viewed as dull or stale. In the classroom there apparently develops no great devotion to the challenges of political life and no real thirst for continuing political education¹¹). Accordingly it is not surprising that the forgetting rate for political information is so high.

Curriculum reformers now seem agreed that some form of "inquiry method" is the only practical solution to these problems. The hope is to turn the social studies class into a center for the exploration and analysis of political ideas; interest will be heightened and thinking sharpened thus by bridging the gaps now existing between political structure, political theory, and the personal concerns of life which are found to distract most people from political study and involvement. Efforts at experimental curriculum reform are underway at several universities, but so far there is no con-

⁹) Stephen Krebs. "Teaching Critical Thinking," *Education*, 81, 1960, pp. 153–157. See also: Donald Oliver and James P. Shaver. *The Analysis of Public Controversy: A Study in Citizenship Education*. Harvard University Graduate School of Education, 1962. This is probably the most comprehensive experimental study of learning in the field of citizenship education. Chapters 1–4 particularly question the validity of traditional assumptions about learning underlying the traditional curriculum.

¹⁰) D. Barclay. "Law Course for the Young," *New York Times Magazine*, April 16, 1961, pp. 100–102.

Robert M. O'Neil. "An Approach to Teaching the Bill of Rights," *Teachers College Record*, 65, 3, December 1963, pp. 272–279.

¹¹) Two-thirds of a national sampling would not wish to see their son enter politics. (Hyman and Sheatsley, *op. cit.*, p. 40.) According to a Bureau of the Census Study in 1957, less than 2% of the U.S. population participates in any programs of civic and public affairs (Edmund de S. Brunner. *An Overview of Adult Education Research*, p. 95). In a study of a world affairs audience, teachers and the mass media were listed as factors of least influence in initiating interest in world affairs (Robert and Carolyn Hattery, *A Midwest World Affairs Audience*. University Extension, University of Wisconsin, 1959). "Numerous surveys indicate that the status of the social studies in the secondary schools has reached a new low. Tired of memorizing long lists of facts and generalizations from textbooks, students have turned their attention to other disciplines that present more stimulating materials or a more challenging intellectual experience." (Edward Fenton. *Teaching the New Social Studies in Secondary Schools: An Inductive Approach*. Holt, Rinehart and Winston, New York, 1966, p. 2.)

certed drive in any one direction¹²). However, the most promising signs for civic education are found in the beginnings of a movement, abetted by the legal profession, favoring the implementation of case analysis or case study as the key to the problem.

The goal of case study is the development of superior powers of judgment through a process of active group discussion and decision making. Focus is directed at the analysis of actual or simulated problems and their projected solution, thus nurturing the skill to think reflectively and to analyze subject material at both theoretical and practical levels. By centering the students' inquiry upon a real political-legal problem, the approach encourages inferential thinking and the testing of generalizations from the start of the learning process. Also, case study promotes and matures the ability to transfer from familiar questions or situations to novel circumstances requiring the application of the same or similar principles. It should be remembered that it is just such a lack of ability at applied judgment that has been demonstrated by testing the clichés and generalizations to which students and voters are so easily and commonly attached.

In contrast, as has been indicated, traditional civic education emphasizes pupil recitation and expository teaching; and in the American classroom, despite a relatively free atmosphere for student-teacher interchange of ideas, it leads to disorganized and unproductive class discussion. Whatever the intent, the dominant concern in the traditional classroom is not with depth analysis of the great issues and representative problems of value, legality, and constitutionality. Instead, political education lapses into a primary focus on the charting of governmental organization, with occasional commentary on political history. Both process and structure are approached as ends—a series of rules of order, a listing of terms, and other technical formalism to be committed to memory.

The decisional character of case study is of particularly vital significance for civic education. This is because the approach is strongly directed toward consideration of fundamental value problems inherent in the development of democratic political life. Illustrative domestic and international issues, past and present, are used as a grindstone for sharpening understanding and judgment of political process and history. Often this is best accomplished by study of important cases in constitutional law. A structure for analysis is fairly easily taught and learned, requiring a gathering and examination of the facts and claims making up the background of the case, and then a focus on questioning and weighing of the values, definitional considerations, and legal principles involved. Thus the cases chosen for study are normally issue-raising, rather than being purely descriptive; instead of offering the traditional summary analysis, the text simply defines the areas of decision for the students to ponder and analyze under the guidance of the teacher. Carefully prepared case stories are interesting to read, insure a balance of views and interpretations (which prevents one-sided presentation or discussion by teacher or students), and move discussion beyond the preliminary level of problem description, where most traditional civic education lies stagnant. The strong case study focus on analysis and judgment forces the participants to adopt the needed reflective, questioning attitude which is the mark of the open-minded, mature political mentality.

¹² Some of the major centers for reform of the social studies and of civic education are: Lincoln-Filene Center, Tufts University, Medford, Mass; Social Studies Curriculum Development Center, Carnegie Institute of Technology, Pittsburgh, Pa; Committee on the Study of History, Amherst College, Amherst, Mass; Center for Research and Education in American Liberties, Columbia University, New York City. There are over forty curriculum projects aimed at reform, but only the Center at Columbia University seems interested in *practical* training of teachers in case study.

II.

Operational Considerations

The identification of causal factors underlying the need for civic educational reform, and the development of a superior rationale and learning theory supporting the use of case study solves only half the educational problem. Three corollary questions of a distinctly operational nature remained to be attacked: 1. What practical considerations weigh in favor and against implementing case study in the classroom? 2. What problems must be identified and answered if teacher training and retraining are to be effectively reformed? 3. How can these problems, once identified, best be resolved? By combining results obtained during five years of personal experience in the practical application of case study in secondary schools with research evidence available from several experimental case study curricula, and questionnaire data developed by this writer during a University of California workshop, "Teaching Constitutional Rights in the Secondary Schools", a number of significant findings, conclusions, and recommendations were drawn. The most important of these are now outlined as a way of summarizing the needed direction for the case study reform movement.

(a) Initially, teachers can be expected to misunderstand the nature of case study. Clarification develops only after several sessions of actual practice and observation. It is concluded that curriculum reform will not be very successful if case study training is restricted to lectures and discussions about cases and substantive law. However important such study is, teachers must also be given the opportunity to write case studies, to try them out in peer groups or in their classes, and to gain the benefits of criticism of their teaching style. Nevertheless, it was discovered that out of many civic education teacher training institutes and workshops, only two give any serious attention to practical training in case study.

(b) A common teaching error is that of using case studies in the classroom as mere interest-arousing devices or as aids to exposition. Without proper training, most teachers will develop only enough interest or capability to lecture about cases and the law; but they will not be prepared to explore the issues in the case by using an analytical framework for class discussion in depth. Accordingly, the real meaning and effectiveness of case study is diluted and lost, and disillusionment with the approach can develop. Indeed, case study can easily be reduced to an educational fad if left in untrained hands. Therefore, it is strongly recommended that a practical course in discussion leading, emphasizing the use of case study, be made a required part of in-service and pre-service teacher training in civic-education. Such a program can follow the lead of discussion leader training courses already successfully implemented in several university extension programs and by other groups concerned with adult education.

(c) Although teachers fear that case study will waste much time in frustrating and fruitless discussion, the comparative evidence shows that case trained learners do not fall behind in their retention of factual information. Even though the range of topics covered may be less than in a traditional course of study, the penetration is much deeper and there is a smaller forgetting rate. This is because the facts are set in a more meaningful story context in case study; also, because the learners are made to appraise the meaning of factual information rather than fixating discussion at the level of mere association and recall. The purpose of the social studies, it should be remembered, is not simply the imparting of a description of the world. The aim of the

social studies teacher is to help sharpen the powers of analysis and judgment so that the students can reach intelligent decisions about the information which is often laboriously collected. Thus, the typical compulsion for skimming all the data in a voluminous textbook or course syllabus by the end of a semester is little more than a symptom for a grand illusion. The truth is that wide and rapid coverage is of no particular benefit to factual learning.

(d) Students regularly exposed to case analysis show marked advantages over traditional lesson learners. Case trained learners show superior strength in the use of the intellectual skills vital to intelligent study of public issues. They are found to be more aware of any lack of information needed to solve a given problem and they are more adept than traditional learners in logically describing, analysing and rebutting political argument. They are better at differentiating fact from opinion and they are more open in their attitude toward contrary opinion¹³). Also, they generally develop greater political awareness and are more interested in public affairs.

(e) Slow learners can be greatly helped by careful use of case study. The cases chosen must have simpler themes than those used with faster learners and there must be a much more gradual increase in the complexity of issues under study. Young learners, and particularly the slower ones, will have difficulty identifying with the problems and social roles of the adult world which are involved in most case stories. However, the case approach has been used successfully with young and slow learners (ages 12–14). With judicious choosing of materials for study, important habits of reflective political thinking can be encouraged at an early age.

(f) There is little relationship between competence at political analysis and grasp of factual material encouraged by the widely accepted pattern of multiple choice or "objective" tests. In fact, a primary emphasis on associative-recall learning, as seen in the kinds of questions frequently asked by the teacher in class discussion or examinations, can upset the case study learning structure. Students become dependent upon the kind of learning that is encouraged by the questions to which they are most exposed, particularly if the questions are used to determine achievement scores or grades. Therefore it is of prime importance that teachers be made aware of the necessity for minimizing the use of recall questioning; at the same time they must master the difficult art of asking questions that require reflective thinking. Discussion leader training can thus help the teacher to wean himself and the students away from a dependence on fact collecting and simplistic generalization. For the traditional concentration on organizing and reorganizing facts, and then memorizing and verbalizing the data collected, is but the façade of thinking or learning—or teaching.

(g) If case oriented reform of civic education is to be successful, both teachers and students must also be weaned away from their dependence upon traditional expository textbooks and materials. Although publication of case story materials (pamphlets, curriculum guides etc.) has increased in the past year, these are not widely used and are seen largely as an adjunct to the traditional curriculum. Hopefully, publishers eventually will respond fully to the need for a radical departure from traditional textbook format. However, this writer finds that teachers can be

¹³ Oliver and Shaver, *op. cit.*, v. II, Chapter 11: pp. 65–68 and 44–64. See also: Donald Oliver and Susan Baker, "The Case Method," *Social Education*, 23, January 1959, pp. 26–28 (especially concerned with use of cases with slow and young learners).

taught to prepare their own case study materials, and that the opportunity to do so makes for heightened interest and a challenging class assignment. The opportunity to select, write, and test his own material can lend a flavor of independence and style that is encouraging to further creativity in the classroom. In a year a teacher can build a file of 20–30 case studies. Because of the almost timeless importance of the problems and principles involved, these can form a base for future classes. As political currents and issues change with the times, this base can easily be expanded or modified.

(h) This writer disagrees with many proponents of civic educational reform, who seem to feel that case study can be set into the present framework of the social studies without serious dislocation. For one thing, a careful focus on case analysis will take up much more class time than can be allowed by the traditional curriculum. It is already squeezed by many kinds of time demands normally made in the American school, and also by calls for greater attention to the study of sociology, psychology, international relations, and economics. But more important is the fact that the traditional approach to the social studies is so antiquated as to be past the possibility of patchwork reform. The traditional emphases on expository teaching of government and history is found to have little or no positive effect on political cognition. Indeed, the chronological survey approach to history, stressing a broad sweep over many topics and covering hundreds of years, constitutes a ridiculous waste of effort; retention of subject material is very low, while the accumulation of the factual historical record continues at an ever-accelerating rate. Since the curriculum is relatively inelastic, it makes no sense to attempt reform through the existing structure of courses. A more basic change is needed.

The great issues of public controversy, which have formed recurrent themes throughout history, must be made the selective principle for choosing content for general civic education and the new social studies. In this sense there can be no special study of controversial issues apart from the main stream of the curriculum. For social studies is nothing less than a study and analysis of the great controversial issues and movements of history and life, past and present. Accordingly, the new civic education must focus much less on the structure of government and much more on an analysis of its processes and premises. Particular attention must be given to case studies which illustrate the themes of liberty, equality, and justice, and the overall human struggle for political maturity.

(i) A course in constitutional law, emphasizing civil liberties and the growth of the Western political-legal tradition, and a course in social psychology, offering the teachers the opportunity to explore their own values in "sensitivity training" sessions, should be made a standard requirement of teacher training. Such courses can help to give teachers needed confidence in their ability to handle case studies, and can sharpen perception on behavioral factors affecting political judgment and the teaching of social studies. This is especially important in view of the suspicion voiced by many teachers as to whether most of their peers would have the necessary desire or competency to leave the security of familiar and comfortably established ways of teaching.

(j) Case study is not a panacea for civic education. To gain full benefit, the approach must be used judiciously by well trained teachers. Cases should be selected to form a logical pattern, rather than being scattered through the curriculum merely to fill time. One or two case studies per week are just enough to keep interest alive

and political perception sharp, while avoiding an overplay of the approach to the point of tedium. What is most important is that the rest of the course of study be changed and accommodated to the demands of an inquiry-centered approach. With the case study emphasis on reflective thinking and problem solving, rote or copy work must be abandoned for more challenging forms of study. This must include greater emphasis on original student work, including the writing of case studies and case decisions. Also there must be much greater emphasis on training the student in use of library resources; in finding and analysing original sources of historical information; in learning to discover the difference between fact and opinion; in using current periodicals as sources of fact and opinion; in detecting and solving problems arising out of semantic differences; in becoming attuned to the subtleties of political humor, as are found in political cartoons; and in preparation of carefully guided field studies in the community.

Reference Addendum

1. The influence of participation in broad social movements in activating political interest and sensibilities is seen in: Warren Haggstrom's "Poverty and Adult Education," *Adult Education*, 15, #3 (Spring 1965), pp. 145—160. Also: William Haddad. "Mr. Shriver and the Savage Politics of Poverty." *Harpers*. December, 1965. A related article is: Jack London's, "Attitudes Toward Education by Social Class," *Adult Education*, 13, Summer 1963, pp. 226—233.

2. Criticism of the nature of the resource materials generally used in the social studies is intensifying. (For proponents of case study, the issue is a pivotal one.) Oscar Handlin, examining the pressures that lead to watered down history texts, concludes: "with few exceptions, it (the traditional history text) is dogmatic and dull, an obstacle rather than an aid to learning." (Textbooks That Don't Teach, *Atlantic*, 200, December, 1957, pp. 110—113.) Martin Mayer finds that, "The teacher's manuals that accompany the texts are commonly an insult to the professional competence and common sense (let alone intelligence) of the teachers to whom they are delivered." (Trouble With Textbooks, *Harpers*, 225, July, 1962, pp. 65—71.) For fuller discussion of the textbook crisis see: "Textbooks and Schools," *Phi Delta Kappan* (entire issue) 33, January, 1952; Mark Krug, "Safe Textbooks and Citizenship Education," *School Review*, 68, #4, Winter 1960, pp. 463—480; Robert W. Frederick and Paul H. Sheats. *Citizenship Education Through the Social Studies*, New York, Row, Peterson and Co., 1936, pages 3—8, 164—167.