

PUBLICATIONS

The most comprehensive work in citizen education is the U.S. Office of Education series on Citizen Education. This series of seven reports represents culmination of a two and one-half year effort to examine critical issues and develop information on the status and needs of citizen education. The following publications are available from: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

• *Citizen Participation: Building a Constituency for Public Policy* (Stock Number: 017-080-01997-3, \$1.80) by Nea and Walter Toner discusses citizen participation as an interactive process. The paper suggests that citizen participation involves an exchange of important information between public officials and citizens for use in planning and decision making. It should aid public school administrators seeking ways to develop effective collaboration between school and community on issues such as finance and educational policy.

• *An Analysis of the Role of the U.S. Office of Education and Other Selected Federal Agencies in Citizen Education* (Stock Number: 017-080-01999-0, \$2.00) by Ann Maust and Lucy Knight is designed to help program developers and planners better utilize existing federal resources. Citizen education components are scattered throughout many different programs and agencies, and this study was undertaken as a first step toward more rational planning in the field. The program mandates of the U.S. Department of Education, National Science Foundation, Law Enforcement Assistance Administration, and National Endowment for the Humanities are described.

• *New Directions in Communication Policy: Implications for Citizen Education and Participation* (Stock Number: 017-080-01998-1, \$1.60) by Larry Rothstein examines the role of mass communications in the development of civic competence. It considers the growing public interest in increasing access to the media, broadening the diversity of media content, and encouraging media responsiveness to public needs. The potential of

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A GUIDE to Sources in Citizenship Education

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Citizenship education has a variety of interpretations, each inspired by a particular view of citizenship and a set of expectations of education. This guide to publications and organizations in the field offers a sample of resources from many approaches, highlighting some of the most salient contemporary issues and concepts.

new developments in communication technology (such as interactive cable) for citizen education are also discussed.

• *Examining the Role of the Workplace in Citizen Education* (Stock Number: 017-080-1994-9, \$2.35) discusses the perspective of labor unions and business on citizen education. The first section of the paper brings together reports from labor unions on the goals of industrial democracy, the unions' role in fostering political knowledge and skills, and recommendations for the future. The second section contains reports from business representatives on corporate social responsibility programs. The publication includes comments from individuals associated with public interest groups, quality of work life programs, and other relevant concerns.

• *Key Concepts of Citizenship: Perspective and Dilemmas* (Stock Number: 017-080-1995-7, \$2.10) by Robert Salisbury focuses on participation. The paper presents philosophical interpretations of political participation, questions the extent to which participation promotes individual and group interests, relates participation to policy development, and discusses the intrinsic values of individual participation. In addition, a group of researchers or practitioners comment on the text.

• *Citizen Education and the Future* (Stock Number: 017-080-

01996-5, \$2.30) is an essay by Willis Harman focusing on industrialization as a key for interpreting the major developments of our times and as a unique problem for the exercise of citizenship. The essay contains an exploration of alternative futures and their implications for citizen activity. Critical reviews from experts in education, political science, and other fields are incorporated in the essay.

• *Citizen Education Today: Developing Civic Competencies* (Stock Number: 017-080-02044-1, \$4.25) by Elizabeth Farquhar and Karen Dawson examines issues of civic competencies, current research and assessment data, and describes illustrative programs of schools and other societal institutions. The report is based on papers commissioned by the staff, including those listed above and other experts in the field. It concludes with a discussion of the major needs in citizen education.

Education for Responsible Citizenship, Report of the National Task Force on Citizenship Education is available for \$5.95 from: McGraw-Hill Book Company, 28th Floor, 1221 Avenue of the Americas, New York, NY 10020. The report is a compendium of papers by various experts addressing salient issues in citizenship education. As an introduction, B. Frank Brown reviews research in the field to make a case for concern about citizenship education.

Ralph Tyler discusses the need to consider the total education environment of which the school is only a part. The political and social purposes of education are examined by Stephen Bailey, and R. Freeman Butts provides a historical perspective on civic education in the United States. Howard Mehlinger discusses the present crisis in civic education and the need for reform; a rationale for a new emphasis on citizenship education is proposed by Isidore Starr. The implications of Lawrence Kohlberg's work in moral development are reviewed by Edwin Fenton, and citizenship education through participation is discussed by Dan Conrad and Diane Hedin. Fred Newmann describes alternative approaches to citizenship education, and Saul Mendlovitz, Lawrence Metcalf, and Michael Washburn examine the implications of global issues.

The Citizenship Education Issue: Problems and Programs (Report No. 123) by LeAnn Meyer is available for \$5.00 from: Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, CO 80295. *The Citizenship Education Issue* touches briefly on various aspects of citizenship education including a discussion of the historic and current forces shaping past and present programs as well as the most basic present issues. In addition, the paper describes current programs and promising practices and suggests actions that might be taken by interested groups. The extensive bibliography makes reference to other works and organizations which deal in greater depth with history, issues, programs, and needed action in citizenship education.

Handbook of Basic Citizenship Competencies by Richard Remy is available for \$4.75 from: Association for Supervision and Curriculum Development, 225 North Washington Street, Alexandria, VA 22314 (orders under \$20 must be accompanied by payment). The *Handbook* was prepared as part of the Basic Citizenship Competencies Project, a joint venture of the Mershon Center at The Ohio State University and the Social Science Education Consortium. Seven basic competencies are discussed: acquiring and using information, assessing involvement, making

decisions, making judgments, communicating, cooperating, and promoting interest. The competencies, derived from theory and research, are detailed as organizers of programs in citizenship education. Also included are suggested classroom activities for various grade levels and criteria for evaluating citizenship-related learning experiences.

Building Rationales for Citizenship Education (Bulletin 52) edited by James P. Shaver is available for \$4.95 from: National Council for the Social Studies, 3615 Wisconsin Avenue, N.W., Washington, DC 20016. *Building Rationales* is addressed to social studies educators. The bulletin is intended to involve teacher educators, teachers, and supervisors in reexamining the assumptions underlying curricular and teaching decisions and their implications for citizenship education. The need for and elements of comprehensive rationale-building are discussed by Fred Newmann. Harold Berlak provides a radical critique of the purposes of citizenship education. Dan Conrad and Diane Hedin explore objections to and reasons for social participation as part of schooling. Assumptions about "slow-learners" and citizenship are examined by Charles Curtis. James Shaver concludes by raising some current central issues for rationale-building for citizenship education.

Who Teaches Citizenship? A Survey of Documents and Resources by Mary Jane Turner is available for \$3.25 from the Social Science Education Consortium, 855 Broadway, Boulder, CO 80302 (Order Number: 222). *Who Teaches Citizenship?* pulls together and reviews citizenship education-related materials from education, business and industry, labor, and voluntary organizations. The booklet serves as a broad-based introduction to the field. It includes a brief discussion of definitions, an examination of literature on the history and trends of citizenship education, as well as reviews of documents from various perspectives.

Words Into Action: A Classroom Guide to Children's Citizenship Education and *Words Into Action: A Home and Community Guide to Children's Citizenship Education* are available free of charge on a first-come basis from: Knowledge Inter-

pretation Project for Citizenship Education, Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123. *The Classroom Guide* is designed to aid teachers, administrators, and school policymakers link research and theory to practical learning experiences. *The Home and Community Guide* is designed for noneducators who are interested in extending children's citizenship education beyond the schools. It will help parents and community leaders better understand how current research and theory can be used in home and community settings. Written in nontechnical language, both guides contain descriptions of learning activities appropriate to various school or nonschool settings.

Fred Newmann, Thomas Bertocci, and Ruthanne Landsness offer a comprehensive curriculum aimed at citizen participation appropriate for conventional secondary schools in *Skills in Citizen Action*, available for \$2.25 from: National Textbook Co., 8259 Niles Center Road, Skokie, IL 60076. *Skills in Citizen Action* is directed to high school teachers and administrators interested in more systematic curriculum in community involvement. The one-year English/social studies program outlined in the booklet focuses on the development of citizen skills. The approach is a synthesis of contribution from disparate movements such as action learning, service internships, values clarification, moral development, law-related education, and humanistic education.

Moral Education . . . It Comes With the Territory edited by David Purpel and Kevin Ryan, published by Phi Delta Kappa, is available for \$13.50 from: McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, CA 94704. *Moral Education* is aimed at those concerned with the practice of moral education in the schools. The book is a compendium of a number of diverse and important insights, questions, and programs. General background and a conceptual framework for specific approaches in moral education is provided in Part One. Parts Two through Four focus on specific approaches: values clarification, cognitive-development, and cognitive approach.

Moral Education provides a reasonable representation of the current ideas and practices that seem to have the most promise and merit serious consideration by educators.

Schooling and Citizenship in a Global Age by Lee Anderson is available for \$7.50 from: James Becker, Mid-America Program, Social Studies Development Center, 513 North Park, Bloomington, IN 47405. *Schooling and Citizenship* was prepared for the Mid-America Program for Global Perspective in Education. The book attempts to place in perspective the full meaning of global education and the realities which make it imperative. The long-term trends toward globalization of the society are documented and the resulting educational changes are described. In addition, the book offers suggestions on changes that are still needed to further improve global education. A summary of the book by Donald Robinson is also available free of charge from the same address.

ORGANIZATIONS

American Bar Association Special Committee on Youth Education for Citizenship (YEFC), 1155 East 60th Street, Chicago, IL 60637 (312-947-3960). Staff Director: Norman Gross. Since 1971 YEFC has served as a national clearinghouse and coordination center for all aspects of law-related education. YEFC provides consulting services to groups interested in establishing and developing programs, and assists in coordinating the efforts of educational systems, bar associations, justice agencies, and community groups. In addition, YEFC works with colleges and universities in incorporating law-related education into preservice teacher education programs. Their publications include various guidelines for law-related education and annotated bibliographies of law-related curriculum materials, audiovisual materials, and simulation games.

Citizenship Education Clearing House (CECH), 5331 Enright Avenue, St. Louis, MO 63112 (314-367-6613). Director: Nancy C. Brown. Since 1967 CECH has promoted student commitment to informed, responsible participation in governmental, political, and community affairs. CECH works in conjunction with school administrators, teachers, university per-

sonnel, politicians, and lay members of the community. The community-based organization offers a variety of services to schools, including teacher training for inservice and graduate credit and direct student training. The staff supports student participation in the life of the community by providing relevant information, community contacts, program development, organizational help, and on-site consultation.

Citizenship Development Program, The Mershon Center, The Ohio State University, 199 West 10th Avenue, Columbus, OH 43201 (614-422-1681). Director: Richard Remy. The Citizenship Development Program seeks to promote citizen competencies with basic citizenship skills such as decision making. The program attempts to facilitate citizen and community participation in civic education, engages in related research, and endeavors to bring new knowledge about political life and instruction to the schools. The program has worked with hundreds of educators to produce reports on various aspects of political education for federal and state agencies. A handbook of citizenship competencies and several guides for developing citizenship competencies have been produced in conjunction with Basic Citizenship Competencies Project, co-directed by Mary Jane Turner of the Social Science Education Consortium.

Citizen Education, Development Division, Research for Better Schools, Inc. (RBS), 444 North Third Street, Philadelphia, PA 19123 (215-574-9300). Director: Barbara Z. Presseisen. The Citizen Education component of RBS has focused on the promotion of quality citizen education efforts in Delaware, New Jersey, and Pennsylvania—all served by the educational laboratory. The staff of the RBS Citizen Education component works in concert with state planning groups, intermediate agencies, and local school improvement teams to plan and develop citizen education programs, to evaluate practices and programs, and to disseminate information and resources in citizen education to schools and professional audiences. RBS publications include symposia papers, reports, and guides for citizen education.

National Council for the Social

Studies (NCSS), 3615 Wisconsin Avenue, N.W., Washington, DC 20016 (202-966-7840). Executive Director: Paul P. Purta. NCSS is the national professional organization for social studies educators. Membership includes elementary and secondary teachers, university professors, curriculum supervisors, and developers. NCSS strives to promote citizenship education through its efforts to improve social studies education. NCSS publishes a newsletter, the journal *Social Education*, and numerous bulletins, reports, and guidelines salient to citizenship education. The College and University Faculty Assembly (CUFA) of NCSS also publishes a research journal that addresses citizenship education issues.

Social Studies Development Center (SSDC), Indiana University, 513 North Park, Bloomington, IN 47405 (812-337-3838). Director: Howard D. Mehlinger. SSDC is a university-based curriculum research, development, and diffusion center devoted to promoting improvements in social studies. The scope of its activities range from assistance to school systems to the management of international projects. It has produced commercially available curriculum products in geography, American government, and world history. An American history and global studies program are in development. In addition to its development efforts, the Center houses a social studies curriculum library and the Coordinator for School Social Studies whose services are available to all Indiana schools.

Social Science Education Consortium, Inc. (SSEC), 855 Broadway, Boulder, CO 80302 (303-492-8154). Director: Irving Morrissett. SSEC gathers, organizes, and disseminates information pertinent to social science education. It provides consulting and workshop services to school districts on various topics as well as serving as the Social Studies/Social Science Education Clearinghouse for the Educational Resources Information Center (ERIC). SSEC also publishes numerous source books in social studies/social science education, including curriculum guides, annotated bibliographies, and resource lists. A free catalogue of materials is available upon request.

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