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ABSTRACT

This is the first of seven resource units which constitute a twelfth grade course on value conflicts and policy decisions. The topic of this unit is how we can preserve our security without sacrificing essential freedom. Introductory notes explain the unit format and discuss teaching strategies. Objectives for the unit are listed as they relate to values, skills, and attitudes. A double-page format relates objectives to pertinent content, teaching procedures, and instructional materials. The unit poses the question: To what degree do radical groups provide a threat to American Security? The material covers current examples of security-freedom as it related to draft protests, demonstrations, and the like. The unit examines the role of civil liberties, in a democracy and presents alternative courses of action which have been tried or posed to safeguard security. These alternatives are examined in terms of the value conflicts involved, the probable or past effectiveness of each in helping achieve its aim of promoting security, and the probable or past effects of such a course of action on civil liberties. A bibliography is included. The teacher's guide for this course is SO 006 331; other units are SO 006 333-338. (Author/KSM)

ED 083104

Grade Twelve

Unit: How Can We Preserve Our Security Without Sacrificing Essential Freedoms

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RESOURCE UNIT

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1967

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HOW CAN WE PRESERVE OUR SECURITY WITHOUT SACRIFICING OUR ESSENTIAL LIBERTIES

INTRODUCTION

This unit is part of a course entitled "Value Conflicts and Policy Decision". One of the units in the course has been chosen also to fit the theme of Challenges to Democracy at Home and Abroad.

This unit focuses upon a problem: the seeming value conflict between individual and national security. The issue is perhaps the most important issue in all government. The conflict may not be so clear in a democracy in which the desire to preserve national security involves the desire to preserve basic freedoms. Still, the issue arises constantly. The people within a democracy face new problems and make specific policy decisions as citizens must learn to make decisions about problems when the issue recurs.

The format of this resource unit clarifies the relationship among objective teaching procedures, and materials of instruction.

1. The objectives column on the left hand side of each page answers the question: Why should we teach this content and use these procedures?
2. The next column presents an outline of content. It answers the question: What topics should we teach?
3. The procedures column, found on the opposite page, answers the question: How can we teach these objectives and this content?
4. The materials column on the right hand side of the page answers the question: With what materials can we teach the objectives and content and handle the procedures?

The objectives column identifies transferable generalizations, not just simple propositions about the Communist Party, other far left groups, far right groups, or subversive measures. The outline of content identifies information which can be used to teach these generalizations. However, it should be clear that such information should be used to teach important propositions about extremist groups, civil liberties, and measures to curb subversives.

CAN WE PRESERVE OUR SECURITY WITHOUT SACRIFICING OUR ESSENTIAL LIBERTIES?

INTRODUCTION

This unit is part of a course entitled "Value Conflicts and Policy Decisions." Each unit in the course has been chosen also to fit the theme of Challenges to Democracy at Home and Abroad.

This unit focuses upon a problem: the seeming value conflict between individual rights and national security. The issue is perhaps the most important issue in all government. The issue may not be so clear in a democracy in which the desire to preserve national security conflicts with the desire to preserve basic freedoms. Still, the issue arises constantly as governments within a democracy face new problems and make specific policy decisions. Students must learn to make decisions about problems when the issue recurs.

The format of this resource unit clarifies the relationship among objectives, content, procedures, and materials of instruction.

The objectives column on the left hand side of each page answers the question: Why should we teach this content and use these procedures?

The next column presents an outline of content. It answers the question: What topics should we teach?

The procedures column, found on the opposite page, answers the question: How can we teach these objectives and this content?

The materials column on the right hand side of the page answers the question: Which materials can we teach the objectives and content and handle the teaching procedures?

The objectives column identifies transferable generalizations, not just singular propositions about the Communist Party, other far left groups, far right groups, or anti-subversives. The outline of content identifies information which can be used to teach the generalizations. However, it should be clear that such information can also teach important propositions about extremist groups, civil liberties, and measures to curb subversives.

Some of the teaching procedures suggest discussion questions. These indicate a general approach to discussion strategy: the teacher might begin a) with specific questions in the expectation of leading to broad issues, or b) with broad, general questions which stimulate further examination. The procedures do not list the questions to be asked, nor the exact order of asking them. Suggested discussions indicate only types of questions and more particularly types of questions which are used to introduce a discussion. Teachers and students must pose additional questions and modify those suggested as the discussion develops. Teachers should keep in mind the central importance of helping students to identify value conflicts, illogical thought, and those factual questions which need further investigation.

The materials column cites highly useful and commonly available materials. It does not include all the materials which could or even should be used. A complete bibliography can be found at the end of the unit. At times the materials column lists certain exercises, useful quotations, helpful information, and so on which are included in the appendix at the end of the unit. At other times the column refers to "Readings," collected and arranged by the Center and bound separately from the unit. Some other mimeographed materials referred to were developed independently by the Center's staff members and loaned for use in the course even though they are being placed in the public domain; they are available from the Center.

Since this is a resource unit, teachers should select and add procedures which are most suitable for each class. Teachers are not expected to use all of the procedures. Indeed, they could not do so in any one class. The factors to be considered in making such a selection are suggested in the overall guide to the twelfth grade. However, several points which are crucial for this unit are worth pointing out.

1. The availability of materials must influence what teachers select for their classes. The bibliography includes a lengthy list of materials, a number of which are out of print. The out of print materials have been included because they are highly useful and many of them are still likely to be found in school or local public libraries. Teachers should survey such resources and urge pupils to use the local library. However, teachers may have to adjust some of the procedures if there are not enough materials for their classes. The body of the unit contains a suggestion as to how to handle the unit if materials are scarce. The teacher should try to obtain more of the materials for another year. A publisher may at some time prepare a book of readings containing abridgements of important out-of-print books.

Some of the teaching procedures suggest discussion questions. These questions indicate a general approach to discussion strategy: the teacher might begin a) with specific questions in the expectation of leading to broad issues, or b) with broad, controversial questions which stimulate further examination. The procedures do not list all the questions to be asked, nor the exact order of asking them. Suggested discussion questions indicate only types of questions and more particularly types of questions which can be used to introduce a discussion. Teachers and students must pose additional questions and use those suggested as the discussion develops. Teachers should keep constantly in mind the central importance of helping students to identify value conflicts, assumptions, preconceptions, thought, and those factual questions which need further investigation.

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2. Whether students in a class have necessary previous experiences must influence the way in which this unit is developed. The unit, like all of the two units, builds upon generalizations, skills, attitudes, and content developed in courses in the Center's curriculum. For example, the eleventh grade course units on the Soviet Union and on Red China. The first includes an analysis of ideology. Both units include a study of what has happened to civil liberties in Communist countries. It is difficult to examine the American Communist Party without some understanding of both of these ideas. Therefore, if pupils have not studied this content in the Center's eleventh grade course or some similar course, the teacher will need to spend time developing such ideas at appropriate places in the twelfth grade unit. Such places are indicated within the body of the unit. If only some pupils have studied such ideas earlier, they can be used as resource persons to present some of the ideas to the entire class; the whole class need not take time to study the ideas in detail.

This unit also builds upon what pupils have learned earlier about civil liberties in the United States. If pupils have not studied this course or similar ideas in other courses, the teacher will need to expand the section on civil liberties in the twelfth grade unit.

3. This resource unit expects that students will develop further a considerable number of concepts, generalizations, and attitudes. It should be remembered, however, that most of them have already been learned to some extent through different courses in earlier courses. They are reinforced and tested further in this unit.

Thus all of the generalizations were part of the seventh, eighth, or eleventh grade courses. If pupils have not studied these courses or other courses in which these generalizations have occurred, the teacher will need to reduce the number of generalizations in the twelfth grade unit. For example, generalizations related to our political system, such as the separation of powers, and decision-making, were included in the eleventh grade and reinforced in some later courses. If pupils have already developed these generalizations to some extent, this twelfth grade unit provides an excellent opportunity to reinforce and test them still further. However, if pupils have not developed these generalizations to some extent, it may be wise to omit them as objectives in this unit. It is probably better to place more heavily upon those generalizations which are of central importance for the unit. The objectives are: generalizations 1-12, 15, 18-19 and 23 in the list of objectives.

Whether students in a class have necessary previous experiences must also influence in which this unit is developed. The unit, like all of the twelfth grade units, builds upon generalizations, skills, attitudes, and content developed in earlier units of the Center's curriculum. For example, the eleventh grade course includes units on the Soviet Union and on Red China. The first includes an analysis of Marxism. Both units include a study of what has happened to civil liberties in these countries. It is difficult to examine the American Communist Party without understanding of both of these ideas. Therefore, if pupils have not studied such units in the Center's eleventh grade course or some similar course, the teacher will need time developing such ideas at appropriate places in the twelfth grade unit. These places are indicated within the body of the unit. If only some pupils have studied such units earlier, they can be used as resource persons to present some of the ideas to the class; the whole class need not take time to study the ideas in depth.

This unit also builds upon what pupils have learned earlier about civil liberties in the United States. If pupils have not studied this course or similar ideas in other units, the teacher will need to expand the section on civil liberties in the twelfth grade unit.

This resource unit expects that students will develop further a comparatively small number of concepts, generalizations, and attitudes. It should be remembered, however, that most of them have already been learned to some extent through different content units in other courses. They are reinforced and tested further in this unit.

If some of the generalizations were part of the seventh, eighth, or eleventh grade units, and if pupils have not studied these courses or other courses in which such ideas were developed, the teacher will need to reduce the number of generalizations in this unit. For example, generalizations related to our political system, such as the role of the executive, legislative, and judicial branches, the separation of powers, and decision-making, were included in the eighth grade unit and reinforced in some later courses. If pupils have already developed these generalizations to some extent, this twelfth grade unit provides an excellent opportunity to test them still further. However, if pupils have not developed such ideas, the teacher should omit them as objectives in this unit. It is probably better to focus upon those generalizations which are of central importance for this unit. These are generalizations 1-12, 15, 18-19 and 23 in the list of objectives.

A number of skills listed for this unit were to be learned in earlier unit is designed to review and reinforce these skills and to stimulate pupils in new situations. For example, pupils should have developed skills in using sources of information in the eleventh grade. Consequently, it should be to review the skills and help pupils apply them to sources of information and Far Right groups in this country. However, if students have not learned in earlier courses, whether developed by this Center or not, more time must be given to these skills which are of central importance in this unit. Pupils must be encouraged to apply and discuss such skills throughout the unit. It might be wise to give the less central skills objectives, perhaps those related to reading, in more time to focus upon skills of evaluation.

Students will also need several important expectations, attitudes, and skills. Pupils who have come through earlier courses in this curriculum will have a variety of reading materials rather than to depend upon just one text. They will have learned to examine many different points of view and to ask questions. They will have developed, at least to some degree, certain attitudes related to the school. This unit is expected to develop such learning further. However, if students have not developed such learnings, the teacher must spend considerable time in helping them, particularly in this first unit of the course. In any case, the teacher must create a general classroom atmosphere which will encourage student inquiry and thought. This will help pupils see the value of using much information and many points of view. The kind of classroom atmosphere established in this first unit is important for the study of this controversial topic, "Security with Liberty," but also to help resolve value conflicts throughout the year.

4. Any unit dealing with current value conflicts and policy decisions should include specific examples which are soon dated. Many of the examples in this unit are of increasing usefulness, although others can be substituted. The teacher should be encouraged to keep the unit up-to-date by adding content about new extremist groups and data about old groups, and content about new measures taken or proposed for national security.

of skills listed for this unit were to be learned in earlier courses. This unit is designed to review and reinforce these skills and to stimulate pupils to apply them in various situations. For example, pupils should have developed skills in evaluating information in the eleventh grade. Consequently, it should be relatively easy to teach these skills and help pupils apply them to sources of information about Far Left groups in this country. However, if students have not learned these skills in earlier courses, whether developed by this Center or not, more time must be spent on them, which are of central importance in this unit. Pupils must have opportunity to discuss such skills throughout the unit. It might be wise to omit some of the original skills objectives, perhaps those related to reading, in order to provide focus upon skills of evaluation.

Pupils will also need several important expectations, attitudes, and values. Pupils who come through earlier courses in this curriculum will have learned to use a variety of reading materials rather than to depend upon just one text. They will have learned to examine many different points of view and to ask questions. They will have learned, at least to some degree, certain attitudes related to the scholarly values. Pupils are expected to develop such learning further. However, if students have not learned these skills in earlier learnings, the teacher must spend considerable time in helping them do so, in this first unit of the course. In any case, the teacher must set up a classroom atmosphere which will encourage student inquiry and thought and which will help pupils see the value of using much information and many points of view. The classroom atmosphere established in this first unit is important not only to the study of this controversial topic, "Security with Liberty," but also to the study of other topics throughout the year.

This unit dealing with current value conflicts and policy decisions will include examples which are soon dated. Many of the examples in this unit are of continuing value, although others can be substituted. The teacher should make every effort to keep this unit up-to-date by adding content about new extremist groups and more recent extremist groups, and content about new measures taken or proposed for preserving

OBJECTIVES

This unit should make progress toward achieving the following:

GENERALIZATIONS

1. The community demands order and stability -- goals which may be incompatible with the demands of individuals. The continuing attempt to solve the dilemmas of this conflict is, perhaps, the central problem in all of political philosophy and in all attempts to create and modify political institutions.
2. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.
3. Totalitarianisms extend the scope of politics far beyond the usual to include almost all aspects of life.
4. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes, all depend on a high degree of personal freedom.
5. Constitutions may contain negative prohibitions as well as grants of power and statements of relationships; that is, they may in democracies prevent majority action on some subjects or at least slow such action down.
6. Constitutions must have an interpreter, since they are by their nature general and nonspecific.
7. Constitutions change by force and by changes in custom and tradition.
8. Ideologies are important for they give to the political system the answers they give to ambiguous situations and the cues for responses; that is, an ideology is a set of cues and cue-book.
 - a. People with different ideologies perceive things differently.
 - b. Compromise is easier where there is an ideological perceptibility; that is, where the issue is clearly defined and not seen as relative issues.
9. Individuals know the political system through a set of images and pictures created by communicators; they react to these images rather than to the real system.
10. Democracy does not bear up well in a situation in which basic dissatisfaction with social and economic institutions become the focus of political action.

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6. Constitutions must have an ultimate inter- preter, since they are by nature ambiguous and nonspecific.
7. Constitutions change by formal amendment and by changes in custom and interpreta- tion.
8. Ideologies are important for the structure they give to the political system, the answers they give to ambiguous situations, and the cues for responses they suggest; that is, an ideology is a guide, manual, and cue-book.
 - a. People with different ideologies per- ceive things differently.
 - b. Compromise is easier where there is not an ideological perception of the issues, that is, where the issues are not moral- ized and not seen as related to other issues.
9. Individuals know the political system as a set of images and pictures created for them by communicators; they react to those im- ages rather than to the real world and real people.
10. Democracy does not bear up well in societies in which basic dissatisfactions with the social and economic institutions prevail and become the focus of political competition.

- a. Compromise is more easily achieved in those political systems in which there is agreement on questions touching upon the fundamental social, economic, and political institutions.
11. In complex societies, non-governmental aggregates of power or influence may be enemies of freedom in that they may deprive the individual of options just as surely as government may
- a. Government action may help increase as well as restrict individual rights,
12. A law or policy must be effectuated and applied; in that process the whole decision-making and influence process goes on again.
13. Any decision is in part a product of the internalized values, the perceptions, and the experiences of the person making the decision.
14. The decision maker reacts to pressures from other decision-makers as well as to pressures from the outside (such as public opinion and interest groups).
- a. Even those courts appointed for life are not free from the all-pervasive pressures of public opinion, widely-held values and beliefs, and other political pressures.
15. The means used may make it difficult to achieve the stated ends or goals.
16. The separation of powers assumption of a division of functions which cannot be reality.
- a. The law-making function by all three branches.
- b. When legislatures over agencies, they participate in administrative and executive
17. Federalism pays greater heed to government to local differences, but it also pays the price of inconsistencies, diversities,
18. Not all members of any group are alike.
- a. Members of any group are not alike for varying reasons, so they have nothing to do with the process of organization.
- b. Members of any group have different interests and participate in different ways.
- c. Members of any group are not alike for many things not related to the goals of the group; they have different views about some of these goals and about ways of achieving them.
19. Groups engaged in continuing activities from the outside tend to be inflexible. They tolerate few departures from their norms.

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in societies, non-governmental agencies of power or influence may be enjoyed in freedom in that they may deprive the individual of options just as surely as the government may.

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Policy must be effectuated and in that process the whole decision-making and influence process goes on.

Decision is in part a product of the individual's values, the perceptions, and the influences of the person making the decision.

The decision maker reacts to pressures from decision-makers as well as to pressures from the outside (such as public opinion and interest groups).

Those courts appointed for life are free from the all-pervasive pressures of public opinion, widely-held values and beliefs, and other popular pressures.

Government used may make it difficult to achieve the stated ends or goals.

16. The separation of powers is built on an assumption of a division of political functions which cannot be demonstrated in reality.
 - a. The law-making function is undertaken by all three branches.
 - b. When legislatures oversee administrative agencies, they participate in the administrative and executive processes.
17. Federalism pays greater homage than unitary government to local differences and autonomy, but it also pays the greater price in inconsistencies, diversity, and competition.
18. Not all members of any group are exactly alike.
 - a. Members of any group are attracted to it for varying reasons, some of which have nothing to do with the goals of the organization.
 - b. Members of any group have varying degrees of interest and participation.
 - c. Members of any group may disagree on many things not related to the particular goals of the group; they may even disagree about some of these goals and particularly about ways of achieving them.
19. Groups engaged in continued struggle with the outside tend to be intolerant within. They tolerate few departures from group norms.

- a. Countries are more intollerant of those it considers subversives in times of crises and threats from abroad than during times when they face no such threats.
20. Members of a small group influence the behavior of other members by setting up and enforcing norms for proper behavior.
 - a. Social sanctions, both formal and informal, are used in the process of socialization and to maintain social control.
21. The process of socialization is a continuous process; the individual acquires new values and patterns of behavior, and a sharp change in his life may result in re-socialization.
22. One of the major causes of factionalism within a group is the involvement of some of its members in other groups and organizations with competing goals and values.
23. The interest group attempts to bring aggregates of influence to bear upon decision-makers by attempts to frame the possible choices the decision-makers have, by direct influence, by education, and by attempts to control the selection of the decision-maker.
24. Frustration may result in aggression or scapegoating.

SKILLS

The broad skill toward which ultimately directed is underlipects of a skill taught in the plain type.

1. Attacks problems in a rational
 - a. Is alert to incongruities in problems, and is concerned
 - b. Defines problem by issues, defining terms, assumptions, values involved, questions which need investigation
 - c. Sets up hypotheses.
 - d. Considers alternative courses of action
Sets up hypotheses about alternative courses of action
 - e. Sets up ways of testing hypotheses
2. Is skilled in locating information
 - a. Uses specialized references and authors.
3. Is skilled in gathering information
 - a. Uses deduced consequences (if-then statements) to evaluate sources of information.

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SKILLS

The broad skill toward which teaching is ultimately directed is underlined; specific aspects of a skill taught in this unit are in plain type.

1. Attacks problems in a rational manner.

- a. Is alert to incongruities, recognizes problems, and is concerned about them.
- b. Defines problem by isolating basic issues, defining terms, identifying assumptions, values involved, and factual questions which need investigating.
- c. Sets up hypotheses.
- d. Considers alternative courses of action.
Sets up hypotheses about consequences of alternative courses of action.
- e. Sets up ways of testing hypotheses.

2. Is skilled in locating information.

- a. Uses specialized references to check on authors.

3. Is skilled in gathering information.

- a. Uses deduced consequences of hypotheses (if-then statements) to guide collection of information.

- b. Reads for main ideas.
 - c. Reads for details.
 - d. Adjusts reading rate to purposes in reading and to type of material read.
 - e. Takes notes on reading, using note cards.
 - f. Adjusts note-taking to type of oral presentation.
 - g. Draws inferences from tables and charts.
 - 4. Is skilled in evaluating information.
 - a. Distinguishes between relevant and irrelevant information and notes whether that which is relevant supports or contradicts the idea to which it is related.
 - 1. Identifies words and phrases which are intended to persuade.
 - 2. Detects various types of persuasion devices.
 - b. Checks on the accuracy of information.
 - 1. Checks facts against own background of information.
 - 2. Checks on the bias and competency of witnesses, authors, and producers of material.
- a) Notes whether the hurt by opposite
 - b) Identifies purpose count.
 - c) Notes opportunity observe events.
 - 3. Looks for points of agreement among with and producers of inf
 - 4. Recognizes difference of proving statement
 - a) Distinguishes between estimates.
 - b) Distinguishes between inferences, and val
 - 5. Identifies and examines to decide whether or accept them.
 - 3. Checks on the completeness wary of generalizations based on sufficient evidence.
 - a. Rejects all-none (black
 - b. Rejects whole-part argument upon further data.
 - c. Examines sample used if is representative of population generalizations are based

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cks on the accuracy of information.

Checks facts against own background
of information.

Checks on the bias and competency
of witnesses, authors, and produc-
ers of material.

a) Notes whether the author would be
hurt by opposite report.

b) Identifies purpose in writing ac-
count.

c) Notes opportunity for witnesses to
observe events.

3. Looks for points of agreement and dis-
agreement among witnesses, authors,
and producers of information.

4. Recognizes differences in difficulty
of proving statements.

a) Distinguishes between facts and
estimates.

b) Distinguishes between facts, in-
ferences, and value judgments.

5. Identifies and examines assumptions
to decide whether or not he can ac-
cept them.

3. Checks on the completeness of data and is
wary of generalizations based on insuffi-
cient evidence.

a. Rejects all-none (black-white) reasoning.

b. Rejects whole-part arguments and insists
upon further data.

c. Examines sample used in study to see if it
is representative of population for which
generalizations are being made.

- d. Looks for causative factors other than those mentioned in source of information.
 - e. Rejects post hoc arguments; looks for another factor which may have caused the later event.
4. Detects inconsistencies in material.
5. Has a well-developed sense of time.
- a. Looks for relationships among events.
6. Is skilled in organizing and analyzing information and in drawing conclusions.
- a. Applies previously-learned concepts and generalizations to new data.
 - b. Tests hypotheses against data.
 - c. Generalizes from data.
 - d. Having determined the causes of a social problem, scrutinizes possible consequences of alternative courses of action, evaluates them in the light of basic values, lists arguments for and against each proposal, and selects the course of action which seems most likely to prove helpful in achieving the desired goal or goals.
7. Communicates effectively with others.

- a. Communicates effectively, purpose or theme, organized to fit theme, and considers for whom he speaks or writes.
- b. Organizes his information in a logical pattern which fits the

ATTITUDES

1. Is curious about social data, behavior and wishes to read and write in the social sciences.
2. Is committed to the free exchange of social attitudes and data. Seeks for different points of view and conclusions.
3. Respects evidence even when it contradicts prejudices and preconceptions.
4. Searches for evidence to disprove, not just to prove them.
5. Evaluates information and socialization before accepting evidence and generalizations.
6. Values the scientific method of thought as applied to social and natural data.
7. Values objectivity and desires to avoid values from affecting his interpretation of the evidence.

causative factors other
mentioned in source of
information.

post hoc arguments; looks for
factor which may have caused
the event.

inconsistencies in material.

developed sense of time.

relationships among events.

in organizing and analyzing
and in drawing conclusions.

previously-learned concepts
applications to new data.

hypotheses against data.

inferences from data.

determined the causes of a so-
lution, scrutinizes possible
reasons of alternative courses
of action, evaluates them in the light
of values, lists arguments for
and against each proposal, and selects
course of action which seems most
likely to prove helpful in achieving
stated goal or goals.

works effectively with others.

a. Communicates effectively by clarifying
purpose or theme, organizing material
to fit theme, and considering audience
for whom he speaks or writes.

b. Organizes his information into some log-
ical pattern which fits his topic.

ATTITUDES

1. Is curious about social data and human be-
havior and wishes to read and study further
in the social sciences.
2. Is committed to the free examination of so-
cial attitudes and data. Searches actively
for different points of view and interpreta-
tions.
3. Respects evidence even when it contradicts
prejudices and preconceptions.
4. Searches for evidence to disprove hypotheses,
not just to prove them.
5. Evaluates information and sources of infor-
mation before accepting evidence and gen-
eralizations.
6. Values the scientific method and rational
thought as applied to social as well as to
natural data.
7. Values objectivity and desires to keep his
values from affecting his interpretation
of the evidence.

-x-

8. Is sceptical of theories of single causation in the social sciences and is equally sceptical of panaceas.
9. Feels a sense of responsibility for keeping informed about current problems.
10. Supports Freedom of thought and expression.
11. Values procedural safeguards for the accused.
12. Values institutions as a means of promoting human welfare, not because of tradition; is willing to change institutions as times create new problems.
13. Has a reasoned loyalty to the U.S. and desires to make it an ever-better place in which to live.

OBJECTIVES

- A. IS CURIOUS ABOUT SOCIAL DATA AND HUMAN BEHAVIOR AND WISHES TO READ AND STUDY FURTHER IN THE SOCIAL SCIENCES.
- S. Defines problem by isolating basic issues, defining terms, and identifying assumptions and values involved.
- A. FEELS A SENSE OF RESPONSIBILITY FOR KEEPING INFORMED ABOUT CURRENT PROBLEMS.
- A. IS ALERT TO INCONGRUITIES, RECOGNIZES PROBLEMS, AND IS CONCERNED ABOUT THEM.
- A. IS COMMITTED TO A FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA, SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.
- S. Rejects all-none (black-white) arguments.
- G. The community demands order and stability, -- goals which may be incompatible with the demands of individuals. The continuing attempt to solve the dilemmas of this conflict is, perhaps, the central problem in all of political philosophy and in all attempts to create and modify political institutions.

OUTLINE OF CONTENT

- 1. Important value conflicts and factors are involved in controversies over dangers to our country from extremists about what actions if any are needed for our security from such groups, and possible dangers to our freedoms which trying to preserve our security.
- A. People disagree about whether extremists groups or about which extremists threaten the security of our country who do agree about a threat discuss what actions should be taken to avert the threat.
 - 1. In part the controversy over what action to take involves a value conflict between the national security and external and internal threats to our freedoms, particularly civil liberties. Some of the acts which arouse controversy over this value conflict also involve value conflicts such as human rights, man liberty or national security.
 - 2. In part the controversy arises from a dispute over factual questions.
 - a. One group of factual questions related to whether or not extremists groups really threaten national security and to what degree they are a threat to our freedoms they are a threat.

OUTLINE OF CONTENT

ABOUT SOCIAL DATA AND
BEHAVIOR AND WISHES TO READ
FURTHER IN THE SOCIAL

problem by isolating basic
defining terms, and iden-
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SENSE OF RESPONSIBILITY
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OF ATTITUDES AND DATA,
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tempt to solve the dilemmas of
the conflict is, perhaps, the
central problem in all of polit-
ical philosophy and in all at-
tempts to create and modify polit-

1. Important value conflicts and factual questions are involved in controversies over possible dangers to our country from extremist groups, about what actions if any are needed to preserve our security from such groups, and about possible dangers to our freedoms which may arise in trying to preserve our security.

A. People disagree about whether or not extremist groups or about which extremist groups threaten the security of our country; those who do agree about a threat disagree about what actions should be taken to meet the threat.

1. In part the controversy over courses of action to take involves a value conflict between the national security (against both external and internal threat) and personal freedoms, particularly civil liberties. Some of the acts which arouse controversy over this value conflict also involve other value conflicts such as human life vs. human liberty or national security, etc.

2. In part the controversy arises out of a dispute over factual questions.

a. One group of factual questions is related to whether or not the different extremist groups really are a threat to national security and if they are to what degree they are a threat and why they are a threat.

TEACHING PROCEDURES

Initiatory Activities:

MATERIALS

1. Use some fairly recent examples of extremist action on both the far left and the far right. Use the most recent examples you can find as well as examples such as the following.
 - a. Have pupils examine a series of peace actions taken during the Viet Nam War such as: 1) an article or picture of a draft card burner, 2) a recent peace rally or peace march or picketing or sitdown, 3) an article about the booing of U.S. political leaders at Universities where they have been speaking about foreign policy issues, 4) the McComb Anti-War Petition of 1965.

Use current newspapers
zine articles
Reader's Guide
articles.
See "Selected Security Files"
the McComb

Give pupils the same questions which have appeared on some recent opinion poll toward anti-war demonstrators or draft card burners, etc. Then have pupils compare their results with those found in the public poll.

For an example
during 1965
in the appendix
Minnesota Poll
May 21, 1965

Now discuss: Do you think such actions should be permitted? Why or why not? If you think they should not be permitted, what do you think should be done about the situation? (Help pupils identify value conflict between national security and individual freedom and place each type of action on a continuum in terms of justified action in a democracy or action which is not justified or which is subversive. (Be sure to define the term subversive before pupils try to make such a scale.)

PROCEDURES Laboratory Activities.

Give some fairly recent examples of extremist action on the far left and the far right. Use the most recent examples you can find as well as examples such as the following.

Have pupils examine a series of peace actions taken during the Viet Nam War such as: 1) an article or picture of a draft card burner, 2) a recent peace rally or peace march or picketing or sitdown, 3) an article about the boozing of U.S. political leaders at Universities where they have been speaking about foreign policy issues, 4) the McComb Anti-War Petition of 1965.

Give pupils the same questions which have appeared on the recent opinion poll toward anti-war demonstrators, draft card burners, etc. Then have pupils compare their results with those found in the public poll.

Now discuss: Do you think such actions should be permitted? Why or why not? If you think they should not be permitted, what do you think should be done about the situation? (Help pupils identify value conflict between national security and individual freedom and place each action on a continuum in terms of justified action in a democracy or action which is not justified or which is subversive. (Be sure to define the term subversive before pupils try to make such a scale.)

MATERIALS

Use current clippings from newspapers and recent magazine articles. Also use Reader's Guide to locate articles.

See "Selected Readings on Security Freedom Issues," for the McComb petition.

For an example of such a poll during 1967 see the article in the appendix on the Minnesota Poll published on May 21, 1967.

G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes, all depend on a high degree of personal freedom.

b. Another group of factual questions related to the effectiveness of present actions in trying to provide security.

c. Still another group of questions related to the actual effects of various courses of action upon civil

relationship to democ-
lose and obvious one;
ation of majorities,
tion in goals, and the
oppose which democracy
, all depend on a high
ersonal freedom.

- b. Another group of factual questions is related to the effectiveness of different actions in trying to preserve our security.
- c. Still another group of questions is related to the actual effects of different courses of action upon civil liberties.

- b. Have pupils read statements such as: 1) Epton's speech at an open air meeting in Harlem an hour before the Harlem riots began in 1964, 2) the Editorial by Jerome in The Challenge, during the Harlem riots of 1964, 3) the statement by Carmichael during the Detroit riots of 1967, 4) excerpts from the speech by Brown at Cambridge, Md. just before riots began there in 1967, 5) pictures (or articles of picketing and sit-downs in civil rights demonstrations, etc. Again have pupils try to decide whether each type of action is justified or not and what the value conflict is in this group of cases. Have them place each type of action on a continuum showing this value conflict (justified action in a democracy at one end and subversive activity at the other).
- c. Have pupils read 1) about the arrest of Minutemen in 1966 including the reasons for the arrest and their stated reasons for their actions, 2) the section in Danger on the Right which describes the trouble which resulted from charges by the right in Amarillo, Texas and the bombing which took place in Midlothian, Texas, 3) some recent action taken by the Ku Klux Klan or extremist groups opposing civil rights, 4) an article illustrating a protest by an extreme right group toward the sale of any goods produced in communist countries, or any other examples of extreme action taken by a Far Right group very recently. In

See "Selected Security" -- F for the Epton statements.

See "Selected Freedom -- S Forster and E on the Right"

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at an open air meeting in Harlem an hour be-
Harlem riots began in 1964, 2) the Editor-
Jerome in The Challenge, during the Harlem
1964, 3) the statement by Carmichael dur-
Detroit riots of 1967, 4) excerpts from the
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See "Selected Readings on
Security -- Freedom Issue"
for the Epton and Carmichael
statements.

See "Selected Readings on
Freedom -- Security Issue"
Forster and Epstein, Danger
on the Right, pp. 3-4, 13.

7. IS CURIOUS ABOUT SOCIAL DATA.
- S. Defines problem by identifying values involved and factual questions which need investigating.
- S. Checks facts against own background of information.

each case discuss: What are the assumptions on which the people who took this action operated? (Be sure to review the meaning of the term assumption) Can you accept this assumption? Why or why not? Do you approve of the action taken? Why or why not? Should such action be permitted? Why or why not? What should be done to prevent such action if you think it should not be permitted? Have the class identify the value conflict or conflicts involved in each case. Again they might develop a continuum showing acceptable action in a democracy at one end and subversive action on the other end. Try to place each example on the continuum.

2. Remind pupils of the reasons given by the Minutemen and other far Right groups for their actions. Ask: What group do the Far Right groups consider subversive? Are these groups the only ones you know about which consider the U.S. Communists dangerous? (Be sure to review the meaning of right and left in politics and the meaning which has been given to the terms "Far Left" and "Far Right.")

Give pupils some of the questions in the poll on communism which Stouffer reported in his book. Include questions both on how people would treat communists and things advertised by communists and what danger people see in communism. Then have pupils compare the class results with the poll results made during the early 1950's. If they differ greatly, what might account for the difference? Also ask: What value conflicts are illustrated by answers to this poll? What factual questions are illustrated by the replies?

Also read aloud some of the comments which people made during this poll on why they thought someone was a communist. Discuss: Do you think they are good indica-

Stouffer, C
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ties. See
24. 30, 31,
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page 156-159
Or see sum
U.S. News &
May 6, 1959

Stouffer, C
and Civil I
178.

case discuss: What are the assumptions on which people who took this action operated? (Be sure review the meaning of the term assumption) Can accept this assumption? Why or why not? Do you approve of the action taken? Why or why not? Should action be permitted? Why or why not? What should be done to prevent such action if you think it should not be permitted? Have the class identify the conflict or conflicts involved in each case. Have them develop a continuum showing acceptable action in a democracy at one end and subversive action on the other end. Try to place each example on the continuum.

Discuss the reasons given by the Minutemen and Far Right groups for their actions. Ask: What do the Far Right groups consider subversive? Are these groups the only ones you know about which consider Communists dangerous? (Be sure to review the meaning of right and left in politics and the meaning as has been given to the terms "Far Left" and "Far

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Read aloud some of the comments which people made in response to this poll on why they thought someone was a communist. Discuss: Do you think they are good indicators

Stouffer, Communism, Conformity, and Civil Liberties, See esp. questions 24, 30, 31, 33, 51, 57, 58, 59 and questions related to page 156-158. Or see summary of book in U.S. News & World Report, May 6, 1955, p. 35.

Stouffer, Comm., Conformity, and Civil Liberties, pp. 176-178.

- S. Generalizes from data.

- S. Defines problem by identifying factual questions which need investigation.

- S. Sets up ways of testing hypothesis.

- S. Defines problems by defining terms.

- S. Checks on the bias of authors.

- S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

tions of communism? If you think they are poor indications, what problems would arise if many people held these views?

If there has been a recent public opinion poll on attitudes toward communism, have pupils compare these results with those obtained in the early 1950's. What changes have taken place?

3. Have pupils read quotations from J. Edgar Hoover and others who are not in Far Right groups about the danger of communism in the U.S. Read some quotations from the late 1940's and the 1950's and some from recent years. Why do these people think there is a danger? How strongly do they seem to feel about this danger?

See "Selected
Freedom - Security
Also use Reader
locate current

Now have pupils read several quotations from people who no longer consider the party dangerous. Ask: Why is it important to assess the danger of communists in this country?

4. Now say: Suppose for a moment that we use a working hypothesis that Hoover and some of the other authors are right and that the Communist Party in the United States is dangerous to our security. What evidence should we look for in order to test this hypothesis? What problem arises over definition in this hypothesis? (Have pupils try to define the term "dangerous" in operational terms.)
5. Display a few examples of some of the literature put out by different groups who believe that communists are very dangerous and taking over control in more and more groups. Project one example and have the class analyze some of the charges made and what the pamphlet indicates about the

Communism? If you think they are poor indicators, what problems would arise if many people held these views?

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See "Selected Readings on Freedom - Security Issue!" Also use Reader's Guide to locate current examples.

Pupils read several quotations from people who consider the party dangerous. Ask: Why is it difficult to assess the danger of communists in this country?

Suppose for a moment that we use a working hypothesis that Hoover and some of the other authors are correct and that the Communist Party in the United States is a serious threat to our security. What evidence should we have in order to test this hypothesis? What problems are involved in this hypothesis? (Have pupils discuss the over definition in this hypothesis? (Have pupils discuss how to define the term "dangerous" in operation-)

Give a few examples of some of the literature put out by extremist groups who believe that communists are very dangerous and are taking over control in more and more groups. Give one example and have the class analyze some of the literature and what the pamphlet indicates about the

- S. Distinguishes relevant from irrelevant information and notes whether that which is relevant supports or contradicts the idea to which it is related.
- S. Identifies words and phrases which are intended to persuade.
- S. Identifies assumptions.
- S. Checks on the bias of authors.
- S. Identifies words and phrases which are intended to persuade.

- S. Defines problems by identifying values involved and factual questions which need investigating.

group which prepared it. Also analyze the materials to see what kinds of evidence are presented for the charges and statements, to determine relevancy of evidence, to identify assumptions, persuasion devices, etc. Tell the class that they will have a chance to examine further examples later in the unit.

6. Point out that one author, Roger Burlingame, has written a book called The Sixth Column. Point out that he includes one chapter called "The Subversive Right." Ask: What does this title indicate about his views of Extreme Right groups today? Make sure that pupils understand the meaning of Fifth Column (see dictionary). Then read Burlingame's explanation of his term The Sixth Column.

Burlingame, T
p. 8.

7. Now read aloud excerpts from the conclusions to Epstein and Forster's book on the Birch Society in which they summarize their ideas about the dangers from that society. Point out that many people support this group and others believe that such groups on the Far Right are doing an invaluable job in helping to prevent communists from taking over our country.

Epstein and F
on the John B
1966, ch. 11.

Ask: What do we need to study about the communists in this country if we are to assess the charges against the Far Right groups? Why?

Point out that this unit will focus upon possible dangers to our security from extremist groups of both the Far Left and the Far Right. Recently there has been much talk about the New Left which some claim has replaced the influence of the Old Left and of the Communist Party of

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S. Looks for causative factors other than those mentioned in source of information.

the U.S.A. The unit will examine some of these "New Left" groups so pupils can decide whether the groups shall be classified as "extremist" and if they are dangerous to our national security.

Explain that the unit will not deal with all of the civil rights movements since the class will be studying another unit on the race problem in this country. However, the value conflict may be very similar when the groups supporting civil rights move toward violent means or inciting violent means. Moreover, Far Right groups have charged that race riots and some of the other civil rights action have been fomented by communists. Therefore, some of the charges must be examined in connection with this unit.

3. Remind pupils that one side of the value conflict which they have been examining is the value placed upon individual freedom and civil liberties. At this point, it might be wise to find out briefly some attitudes of Americans and the members of the class toward these liberties, as well as some of the kinds of incidents which have arisen which make some people fear that we could lose our civil liberties if we are not careful about any actions taken in the struggle to preserve our national security.

Give pupils questions from a recent poll on attitudes toward civil liberties in this country. Compare these results with those of general American public.

Or give pupils some of the questions in the Purdue study of attitudes of young people. Let them compare their class results with those of young people in general at the time the poll was taken.

Quote conclusions drawn by the Purdue Study or the authors of the more recent poll. Ask: What problems

For Purdue
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194-196; Re
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pp. 23-24.

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Draw conclusions drawn by the Purdue Study or the more recent poll. Ask: What problems

For Purdue study, see Remmers and Radler, The American Teenager, pp. 187-190, 194-196; Remmers and Franklin, "Sweet Land of Liberty," Phi Delta Kappan, Oct. 1962, pp. 23-24.

I. IS CURIOUS ABOUT SOCIAL DATA.

S. Defines problems by identifying values involved and factual questions which need investigating.

G. The community demands order and stability -- goals which may be incompatible with the demands of individuals. The continuing attempt to solve the dilemmas of this conflict is, perhaps, the central problem in all of political philosophy and in all attempts to create and modify political institutions.

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do you see in generalizing too much about people's attitudes from this poll? (Discuss way in which questions were framed.)

9. Cite or have pupils read about some of the examples of restrictions which led many people to worry about the extremes to which people may go in trying to fight communism. Then discuss each group of examples in terms of value conflicts raised by the action, the factual assumptions back of each value position taken, and the probable results of the action.

- a. Use examples of censorship such as 1) the attempt in Indiana to have Robin Hood kept out of schools, 2) the one-time Denver school board ban on any book whose author did not support "the principles of American constitutional government," 3) the banning of the book Profile of America from overseas libraries; etc.

See Appendix

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G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes, all depend on a high degree of personal freedom.

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G. The community demands order and stability -- goals which may be incompatible with the demands of individuals. The continuing attempt to solve the dilemmas of this conflict is, perhaps, the central problem in all of political philosophy and in all attempts to create and modify political institutions.

G. The contrast between democratic and undemocratic political systems may be looked at as a conflict in basic underlying values.

b. Use examples of extremes to which people's fear of communism led them such as 1) the seizure of penny-candy machines in Wheeling, W. Virginia because one of geography lessons enclosed in candy read: "U.S.S.R. Population 211,000,000. Capital, Moscow. Largest country in the world." 2) the order in Indiana that professional boxers must take non-communist oaths before boxing in Indiana; etc.

See Appendix.

c. Use examples of people who were incorrectly mistaken for communists or communist supporters and who faced difficulties as a result. (e.g. example of Dora V. Smith, a former U. of Minn. Professor who was barred from a speakers list after being confused with a Dora B. Smith who wrote for the Daily Worker; the attack on Agnes Meyer associated with the Washington Post because a Mrs. G.S. Mayer of another city had been quoted by the journal Soviet Russia Today as expressing admiration for the Soviet Union.)

See Appendix.
Time, Mch. 2, 1953.

- A. IS CURIOUS ABOUT SOCIAL DATA.
- S. Defines problems by identifying values involved and factual questions which need investigating.
- G. The community demands order and stability -- goals which may be incompatible with the demands of individuals. The continuing attempt to solve the dilemmas of this conflict is, perhaps, the central problem in all of political philosophy and in all attempts to create and modify political institutions.
- S. Checks on the bias of the author.
- S. Defines problems by defining terms and values involved.
- G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.
- G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes, all depend on a high degree of personal freedom.

B. In a democracy it is not easy to dichotomy between security and freedoms since one of the things to secure are these freedoms.

ABOUT SOCIAL DATA.

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B. In a democracy it is not easy to set up a
dichotomy between security and individual
freedoms since one of the things many wish
to secure are these freedoms.

- d. Use examples in which charges of communism have been levied to try to prevent or attack some disliked action. For example: 1) Use the New York Congressman's attack on the bill to give Hawaii statehood because it would "deliver the Hawaiian state government to the Communist Party on a silver platter." Discuss: Why might he use this argument for attacking the bill? Has Hawaii become a communist-controlled state? What other accusations have you heard recently about important social and political movements being communist-dominated? 2) Use examples of the way in which communist charges have been levied at fluoridation. Quote some of the charges. Discuss: Why do you think people might levy such charges?

e.g. Time,

Reporter,

10. Point out to the class that they have been talking about conflict issues between freedom and civil liberties on the one-side and security of the country on the other. Say: Let's examine this conflict more carefully before we continue this unit. We need to define the term security which we have been using. What do you think security for our country means? (Ask further questions as needed to help pupils differentiate between internal security and dangers from without.) Then discuss: Why do you think we should preserve the security of our country? What do we want to preserve? (Pupils are likely to bring out such things as independence from foreign domination and preservation of certain aspects of our life which should not be destroyed, such as freedom, etc.)

you wish to secure is individual
the issue of national security
line, with national security

Give examples in which charges of communism have been levied to try to prevent or attack some disliked action. For example: 1) Use the New York Congressman's attack on the bill to give Hawaii statehood because it would "deliver the Hawaiian state government to the Communist Party on a silver platter." Discuss: Why might he use this argument for attacking the bill? How might Hawaii become a communist-controlled state? What other accusations have you heard recently about important social and political movements being communist-dominated? 2) Use examples of the way in which communist charges have been levied at fluoridation. Write some of the charges. Discuss: Why do you think people might levy such charges?

e.g. Time, May 23, 1955.

Reporter, June 16, 1955.

Point out to the class that they have been talking about the conflict between freedom and civil liberties on the one hand and security of the country on the other. Let's examine this conflict more carefully before we continue this unit. We need to define the term security which we have been using. What do you think security of our country means? (Ask further questions as needed to help pupils differentiate between internal security and dangers from without.) Then discuss: Why do you want to preserve the security of our country? What do you want to preserve? (Pupils are likely to bring out the need for independence from foreign domination and the preservation of certain aspects of our life which should not be destroyed, such as freedom, etc.)

What you wish to secure is individual freedom. The issue of national security is a line, with national security

S. Defines problem by identifying factual questions which need investigating.

C. This unit will provide opportunity to analyze both the factual questions and positions involved in controversies. We can preserve our security without sacrificing essential civil liberties.

lem by identifying
tions which need in-

- C. This unit will provide opportunities to analyze both the factual questions and the value positions involved in controversies over how we can preserve our security without sacrificing essential civil liberties.

ity at one end and liberty at another and any position taken on an issue involving them placed on a point somewhere on this line? Why or why not? For what kinds of governments does this kind of diagram seem most suitable? Does the fact that we wish to preserve national security in part to preserve freedom mean that we can never limit any freedoms in order to preserve security? Why or why not?

11. Point out that this unit will deal with possible ways of preserving our security without sacrificing essential freedoms. Discuss: What factual questions do we need to investigate before we examine proposed courses of action? (Try to bring out the need to examine the problem more closely. How dangerous are communists and the New Left groups? How dangerous are the Far Right groups? Why might it help to know why people join such groups before we try to decide what courses of action to take?)

Remind pupils of differences of opinion about civil liberties. Ask: What factual questions do we need to investigate about civil liberties before we analyze proposed courses of action. (Try to bring out the need to look more carefully at these liberties to decide just how essential any or all of them are to our form of government and our security before we analyze courses of action which might interfere with these liberties.)

Now ask: What kinds of factual questions do we need to investigate as we analyze different courses of action which have been used or might be used to try to defend our security against possible subversion? (Use additional questions as needed to help pupils understand the need to find out as much as possible about the effectiveness of the courses of action in achieving goals and the effects upon civil liberties.) Remind the class that they should also continue to examine value conflicts and try

- S. Considers alternative courses of action.
- S. Sets up hypotheses about consequences of alternative courses of action.
- A. **IS CURIOUS ABOUT SOCIAL DATA AND HUMAN BEHAVIOR AND WISHES TO READ AND STUDY FURTHER IN THE SOCIAL SCIENCES.**

to clarify their own values as they relate to the basic questions raised in the unit.

12. Have the class list all of the alternative courses of action which they can think of at this time to try to preserve security without sacrificing essential freedoms. Also have them list the probable consequences which they think might follow each course of action. (This might be done in the form of hypotheses.) Save this list for additions and checking later in the unit.
13. Give pupils a student unit consisting of the general questions to be studied -- or major parts of the unit, so that they can keep these points in mind as they study. As far as possible use questions raised by the class in activity 11. (Do not include specific questions at this point on alternative courses of action, or even on communism. Give pupils separate lists of questions on these parts as you come to them in the unit.)

The student unit should also include a list of possible activities and an annotated bibliography for the activities. Discuss some of the activities in class in order to arouse interest in them. Let pupils suggest other activities they would like to do. Have pupils turn in sheets of paper with their names and first three choices for activities during the unit, numbered in order of choice. You may wish to have pupils select only activities on extremist groups at this time. Before beginning the sections on civil liberties and on alternative courses of action, they could add to suggested activities in the student guide and select things which they wish to do on those parts of the unit.

A. IS CURIOUS ABOUT SOCIAL DATA
AND HUMAN BEHAVIOR AND WISHES
TO READ AND STUDY FURTHER IN
THE SOCIAL SCIENCES,

ii. Many people see threats to the
country both from groups on the
from groups on the Far Right.

ABOUT SOCIAL DATA
BEHAVIOR AND WISHES
AND STUDY FURTHER IN
SCIENCES,

ii. Many people see threats to the security of this country both from groups on the Far Left and from groups on the Far Right.

Overnight, try to make an assignment of activities, considering pupils' choices, and the difficulty of materials which must be used for each activity. If too many pupils wish to do one activity, you will have to assign second and third choices to some pupils. If a pupil wishes to do an activity for which materials are too hard, you may wish to assign him his second choice. Keep a record of which pupils get second or third choices during this unit, so that in the next unit you can try to give them their first choice. Make out a tentative schedule for students so that they will know approximately when they must have their activity ready.

Developmental Procedures

14. Whether or not you wish to take up the Far Left and the Far Right groups separately or together depends in part upon the number of materials you have available for use. If you lack enough materials for all members of the class to use on each, you may wish to have pupils specialize on the Far Left or the Far Right and become resource people for discussing that group during class discussions. In this case, comparisons can be made between the Far Left and Far Right groups as you proceed. (e.g. What similarities or differences are there in reasons why people join the groups? in reasons why they leave the groups? in tactics used? etc.)

If you wish to teach the Far Left and the Far Right separately as is suggested in this unit, you could shift the order in which you take them up, depending upon which seems to be more prominent in the news at the moment. However, logically, it is difficult to deal thoroughly with the Far Right groups without examining the Far Left first.

- G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.
- G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes, all depend on a high degree of personal freedom.
- G. Totalitarianisms extend the scope of politics far beyond the usual to include almost all aspects of life.
- A. SUPPORTS FREEDOM OF THOUGHT AND EXPRESSION.
- A. VALUES PROCEDURAL SAFEGUARDS FOR THOSE ACCUSED OF CRIMES.
- A. HAS A REASONED LOYALTY TO THE U.S. AND DESIRES TO MAKE IT AN EVER-BETTER PLACE IN WHICH TO LIVE.
- S. Checks on the completeness of data.
- A. The Communist Party has been of importance in the U.S. but many people see it as a threat to the security of the country. This is also the view

t between democratic
ocratic political sys-
looked at as a con-
sive underlying values;

relationship to democ-
lose and obvious one;
ation of majorities,
tion in goals, and the
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EDOM OF THOUGHT AND

EDURAL SAFEGUARDS FOR
ED OF CRIMES.

NED LOYALTY TO THE U.S.
TO MAKE IT AN EVER-
E IN WHICH TO LIVE.

he completeness of data.

A. The Communist Party has been declining in im-
portance in the U.S. but many people still
see it as a threat to the security of the
country. This is also the view of the FBI.

Whichever course you choose to use in this part of the unit, you might bring to class a great variety of materials on the section to be studied and let pupils begin their work on individual and small group activities at this time.

15. Remind students that they have read comments by some of those who fear communism in this country. What dangers did these people see? On the basis of what you have studied in the 11th grade course, do people have reason to fear what will happen to civil liberties and other individual rights if the communists were to take over control of the government? Why or why not?

If pupils have not had the 11th grade course in the Center's program, you may wish to have a panel present a discussion of Civil Liberties in the Soviet Union and China. Or you may wish to take more time to do some of the activities in the unit on the Soviet Union and China.

Discuss
gained
liber
in a

if American Communists
t, they would treat civil
munists have treated them
a? Why or why not? What
rity do people worry
try? (Discuss threats
of war.)

S. Recognizes differences in difficulty of proving statements, (Distinguishes between facts and inferences.)

G. Ideologies are important for the structure they give to the political system, the answers they give to ambiguous situations, and the cues for responses they suggest; that is, an ideology is a guide, manual and cue-book.

G. People with different ideologies perceive things differently.

S. Sets up hypotheses.

S. Deduces possible consequents from hypotheses (if-then statements) to guide collection of information.

A. SEARCHES FOR EVIDENCE TO DISPROVE HYPOTHESES, NOT JUST TO PROVE THEM.

A. IS CURIOUS ABOUT SOCIAL DATA AND HUMAN BEHAVIOR AND WISHES TO READ AND STUDY FURTHER IN THE SOCIAL SCIENCES.

16. Review the basic Marxian principles with the class. Or, if pupils have not had the Project Social Studies course for the eleventh grade, use some of the activities designed to teach these principles in the unit on the Soviet Union.

Ask pupils to try to find out in their readings how closely the American Communist Party has followed these ideas? Has there been any difference in different periods during which the Party has existed? Is it important whether or not U.S. Communists believe in Marxian ideology? Why or why not?

17. Before pupils begin a study of communism in this country, let them set up possible hypotheses about what makes Americans turn to communism. (They can draw on what they have learned about other areas of the world and what they have found in newspapers and magazines.) Let pupils develop a series of if-then propositions which would have to follow if these hypotheses were true. They should then try to see whether the evidence they collect supports or contradicts these derived statements and so the hypotheses. Discuss the importance of the scientific approach of searching for evidence to disprove hypotheses as a means of testing them.

18. Bring in many books and articles on the Communist Party in the U.S. Provide pupils with annotated lists of these materials and tell them a little more about the books. Tell them to come the next day prepared to select a book or a number of articles to read.

See Bibliography.

- S. Distinguishes between relevant and irrelevant information and notes whether that which is relevant supports or contradicts the idea to which it is related.
- S. Checks on the accuracy of information, (Checks on the bias and competency of authors; checks facts against own background of information; looks for points of agreement and disagreement among witnesses and authors.)
- S. Checks on the completeness of data and its way of generalizations based on insufficient evidence.
- S. Detects inconsistencies in material.
- S. Takes notes on reading, using note cards.
- S. Adjusts reading rate to purposes in reading and to type of material read.
- A. EVALUATES INFORMATION AND SOURCES OF INFORMATION BEFORE ACCEPTING EVIDENCE AND GENERALIZATIONS.

Give a series of questions to guide their reading of the Communist Party. Let them add other questions they are interested.

See Appendix for a possible list.

What problems would you expect to have in trying to find answers to these questions? Review with the pupils the kinds of questions which they should ask themselves as they evaluate their sources of information. They should be able to think of many of them from their experiences of previous years. Suggest others as needed. (Prepare for the pupils a dittoed sheet of questions, summarized from what has been said, to guide their reading.)

With pupils the use of note cards in taking notes.
Ask: What kinds of headings might you use as headings for notes on the American Communist Party and on the Progressive Labor Party? Also review the need to vary the reading rate to different kinds of materials and to different kinds of materials.
Use examples from books pupils are reading.

Give pupils 4 or 5 days in class to make a good start on their books. Each day, interrupt the reading at the last part of the hour to do several of the fol-

- S. Checks on the bias of authors and witnesses.
- S. Checks on the bias and competency of authors and witnesses.
- S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.
- S. Reads for main ideas.

A. EVALUATES INFORMATION AND SOURCES OF INFORMATION BEFORE ACCEPTING EVIDENCE AND GENERALIZATIONS.

- S. Checks on the bias of authors and witnesses. (Notes whether author would be hurt by opposite report.)

lowing or similar activities. (Doing so will vary procedures in order to keep interest from flagging and will also help achieve important objectives of the unit.)

- a. Discuss: What kinds of things have you found so far about the bias of your authors? How do you know what the bias is?
- b. Point out that some pupils are reading books by ex-communists, while others are reading secondary accounts or reports of studies. Discuss: Is a primary source always more reliable than a secondary account? Why or why not?
- c. Give pupils a two-or-three page statement about some aspect of the Communist Party in the U.S. Have them read for main ideas rather than details. Then give them three possible summaries for this statement: a good one, a poor one, and one somewhere between in quality. Have pupils pick out the best one and explain their reasons for doing so. Discuss choices in class. Go back to original article and discuss use of introduction, close, headings, first sentences or devices to aid one in picking out main ideas.
- d. Read aloud a quotation from one of the attacks on communists during the period when some of the books pupils are reading were written. Or give examples of what happened to communists or suspected communists during this period.

Discuss: Suppose you were an ex-communist, would you write a book about your experiences? If so, why? If you wrote a book, do you think that the climate of opinion at the time might affect what you say? Why or why not? (Remind pupils of the problems of trying

G. Culture is always changing.

S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.
(Examines sample used in study to see if it is representative of population for which generalizations are being made.)

S. Recognizes differences in difficulty of proving statements. (Distinguishes between facts and estimates.)

S. Checks on the bias and competency of authors and witnesses.

S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

to detect the purposes in writing and whether or not someone would be affected adversely by a different report.)

- e. Ask pupils how many are reading books about the 1920's? the 1930's? the 1940's? the 1950's? the 1960's? Why is it important to distinguish between them? Point out the need for pupils to point out the date for their information as they discuss the material in class.
- f. Have those who are reading the Ernst and Loth study tell the class about how the study was conducted and when. Discuss: How much faith do you think you can put in what the authors conclude about U.S. communists? Now do the same with the study by Almond. Discuss problems of sampling and how people will respond so that pupils will see the need for limiting their generalizations to certain groups and periods.
- g. Give pupils recent quotations about the number of communists in the U.S. today. Quote someone about the number of fellow-travellers. (Be sure to ask what this term means generally.) Ask about each: Is this a fact or an opinion? Why is it necessary to estimate the numbers? What problems arise in trying to do so? (Be sure to discuss the problem of lack of membership cards and of defining the thing to be counted in the case of fellow-travelers.)
- h. Come back to the question of evaluating sources of information in terms of competency of authors and completeness of data. Ask pupils who are reading books by ex-communists: What chances did these people have to observe the inner workings of the party? How many of them were top leaders?

Ernst and Loth
the Am. Comm
Almond, Appel

Use current

Almond, Appel
Ernst and Loth
the Am. Comm

detect the purposes in writing and whether or not someone would be affected adversely by a different (part.)

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Ernst and Loth, Report on the Am. Communist.
Almond, Appeals of Communism.

Use current articles.

Almond, Appeals of Communism.
Ernst and Loth, Report on the Am. Communist.

- S. Takes notes on reading, using note cards.
- S. Uses specialized references to check on authors.
- S. Communicates effectively by clarifying purpose or theme, organizing material to fit theme, and considering audience for whom he speaks or writes.
- s. Organizes his information into some logical pattern which fits his topic.
- S. Differentiates between facts, inferences, and value judgments.

Now have someone who has read one of the studies by Almond or Ernst and Loth on a number of ex-communists comment briefly on whether or not studies of a wider sample have shown that leaders and others are basically similar or different.

- i. Collect some of the reading notes made by students thus far. Without telling whose card you are discussing, project several good and poor examples. Have the class discuss what makes the note cards good or poor and how the poor ones might be improved.
 - j. Review with pupils the references which can be used to locate data on authors as a help in checking on their competency. Bring copies of their references to class. Let several pupils use them. Each can tell the class something about his author.
 - k. Help pupils set up criteria for good oral reports. Be sure to spend some time on kinds of organization possible for different themes or purposes. Also have pupils discuss ways of preparing for reports. Set up an evaluation sheet to use in grading reports.
- l Now do the same thing with criteria for good symposiums and panel discussions.
- m. Review with students the differences between facts, inferences, and value judgements. Ask pupils for examples of each from books they are reading. Then give pupils an exercise in which they must mark a series of statements F (for fact), I (for inference), or V (for value judgment). Discuss exercise in class. Also discuss possible advantage of using this classi-

- A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA, SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.
 - S. Looks for points of agreement and disagreement among witnesses and authors.
 - S. Recognizes differences in difficulty of proof. (Distinguishes between facts and inferences.)
 - S. Checks on the bias and competency of authors. (Notes opportunity for witnesses to observe events.)
 - S. Checks on the completeness of data.

 - S. Draws inferences from tables.
- 1. The Communist Party is not numbers but is more of a three numbers would indicate.
 - a. Most people in this country the Communist Party has through at least most of the U.S.S.R. Certainly followed the twists and policy.
 - 1) At times the party received direct orders other times it watched announcements from which cues, e.g. In 1929 Party in the U.S. estimate as U.S. leadership in its convention rep. received a cabinet was reversed with B chosen.
 - 2) Many of those who I perceive it as contempt for the Union. Leader to mention this fact dissatisfaction that whether this is because aware of the tie or agreeable has been

ED TO THE FREE EXAMINA-
SOCIAL ATTITUDES AND DATA,
ACTIVELY FOR DIFFERENT
VIEW AND INTERPRETATIONS,

points of agreement and
disagreement among witnesses and

notes differences in difficul-
ties of proof. (Distinguishes be-
tween facts and inferences.)

notes the bias and competency
of witnesses. (Notes opportunity for
witnesses to observe events.)

notes the completeness of data.

notes inferences from tables.

1. The Communist Party is not strong in numbers but is more of a threat than its numbers would indicate.

a. Most people in this country think that the Communist Party has been controlled through at least most of its history by the U.S.S.R. Certainly, the party has followed the twists and turns of Soviet policy.

1) At times the party apparently has received direct orders from Russia; at other times it watches Russian pronouncements from which it takes its cues, e.g. In 1929 the Communist Party in the U.S. elected Jay Lovestone as U.S. leader by a big majority in its convention. The Comintern rep. received a cable and the decision was reversed with Browder and Foster chosen.

2) Many of those who leave the Party perceive it as controlled by the Soviet Union. Leaders are more likely to mention this fact as a reason for dissatisfaction than are nonleaders. Whether this is because they are more aware of the tie or find it more disagreeable has been disputed.

fiction over one which merely distinguishes between facts and opinions.

22. Remind pupils that many have claimed that the Communist Party takes orders or is controlled from the U.S.S.R. (Perhaps read aloud several quotations to this effect.) The Party, on the other hand, has denied this statement.

e.g. Hoover
munism, p.
Overstreet
What We Mus
munism, p.

Discuss: What evidence, if any, have you found in your readings on whether the U.S. party was controlled by Moscow? Could the Party in this country agree on general policies without taking orders? Why? (Relate to ideological basis for party.) What kinds of things might tend to indicate more than just general policy agreement because both are communists?

If pupils report different things from their readings, have them discuss the sources from which they got their information and the time period about which their material was written. To what degree do sources about the same period agree or differ? To what extent do ex-leaders differ from ex-run-of-the-mill party members? Why might there be a difference?

23. Now show pupils Almond's tables which show the percentage of ex-communist party members who saw the party as controlled from Moscow while they were members and noted this control as basis for dissatisfaction. Were Party leaders or non-leaders more likely to note this?

Almond, App
p. 329.

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and opinions.

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e.g. Hoover, A Study of Com-
munism, p. 157.
Overstreet and Overstreet,
What We Must Know About Com-
munism, p. 136.

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Almond, Appeals of Communism,
p. 329.

- S. Deduces possible consequents from hypotheses (if-then statements) to guide collection of data.
- S. Tests hypotheses against data.
- S. Detects inconsistencies in material.
- S. Looks for relationships among events.
- S. Looks for causative factors other than those mentioned.

3) The Party line in overnight: with policies.

- a) Members joined from 1934-39 and Hitler's
- b) Following the Front, opposed the war, picketed and sabotaged through strikes
- c) After Germany American Communist supported America

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hypotheses (if-then statements)
made on the basis of collection of data.

hypotheses against data.

tests of inconsistencies in mater-

ials for relationships among

variables.
for causative factors other
than those mentioned.

3) The Party line in the U.S. has shifted overnight with reversals in Soviet policies.

- a) Members joined the popular front from 1934-39 and denounced Fascism and Hitler's Germany.
- b) Following the Russo-German pact, Communists dropped out of the Popular Front, opposed American entry into the war, picketed the White House, and sabotaged economic efforts through strikes.
- c) After Germany attacked Russia, American Communists became enthusiastic supporters of the war and urged American entry.

24. Summarize for the class the purpose of the Voorhis Act. Then ask: If you had been the leaders of the Communist Party in the U.S. at this time, what would you have done about the membership of the party in the Comintern? Now tell the class that the party cut off its membership in the Comintern just before the law took effect and announced in The Daily Worker that it was doing so "for the specific purpose of removing itself from the terms of the so-called Voorhis Act." Discuss: What did the U.S. Party imply by giving this reason for withdrawing from the Comintern? Do you think that this break would make much difference in the relationship between the U.S. Communist Party and the Comintern? Why or why not?

"Selected Reading

25. Review with pupils what they learned last year about changes in foreign policy in the U.S.S.R. Have a pupil make a short timeline to show these changes. Have the class examine the timeline.

Ask: What would you expect writings of Communist Party leaders and newspapers in this country to show just before and after these shifts if they did take orders from the U.S.S.R.? (Deduce consequences from hypothesis that Party did take orders from the U.S.S.R.) Also discuss: Would shifts necessarily mean that they were taking orders from the Soviet Union? What else might it show? Which would be more likely to indicate such a tie: an abrupt shift or a gradual one?

Now have pupils read excerpts from The Daily Worker just before and just after each Soviet shift in policy related to World War II. Have a pupil make another timeline just beneath the one on the Soviet Foreign policy shifts to show policy shifts of the U.S. Communist Party. Have pupils compare the two timelines as well as the speed of shifts. (Have pupils read and discuss only a few excerpts at a time.)

"Selected Reading

the class the purpose of the Voorhis Act, if you had been the leaders of the Communist U.S. at this time, what would you have done regarding membership of the party in the Comintern? Now assume that the party cut off its membership in the Comintern just before the law took effect and announced in The Daily Worker that it was doing so "for the purpose of removing itself from the terms of the Voorhis Act." Discuss: What did the party hope to achieve by giving this reason for withdrawing from the Comintern? Do you think that this break would have any effect on the relationship between the U.S. and the Comintern? Why or why not?

"Selected Readings."

Review with pupils what they learned last year about foreign policy in the U.S.S.R. Have a pupil prepare a report timeline to show these changes. Have the class draw the timeline.

Would you expect writings of Communist Party newspapers in this country to show just before these shifts if they did take orders from the U.S.S.R. (Deduce consequences from hypothesis that the orders from the U.S.S.R.) Also discuss: Do these shifts necessarily mean that they were taking orders from the Soviet Union? What else might it show? Which type of shift is more likely to indicate such a tie: an abrupt one or a gradual one?

Have pupils read excerpts from The Daily Worker just before and just after each Soviet shift in policy, related to the U.S. Have a pupil make another timeline just like the one on the Soviet Foreign policy shifts to show the shifts of the U.S. Communist Party. Have pupils compare the two timelines as well as the speed of change. Have pupils read and discuss only a few excerpts

"Selected Readings."

S. Tests hypotheses against data.

d) Following the war who wished to maintain front and work out communist policy, French communists out of office. For placed him, proceed the Marshall Plan

e) In 1961 the U.S. abrupt shift in policy the Soviet Union testing.

4. The Communist Party in the divided in 1956 after Khrushchev attacking Stalin and after viet. troops to put down the revolution; however, Gates was in his efforts to have the more independent of Soviet

hypotheses against data.

- d) Following the war, Earl Browder, who wished to maintain the united front and work out an American communist policy, was attacked by French communists and then forced out of office. Foster, who replaced him, proceeded to attack the Marshall Plan, NATO, Tito, etc.
 - e) In 1961 the U.S. Party made an abrupt shift in point of view after the Soviet Union resumed nuclear testing.
4. The Communist Party in the U.S.A. became divided in 1956 after Khrushchev's speech attacking Stalin and after the use of Soviet troops to put down the Hungarian revolution; however, Gates was finally defeated in his efforts to have the Party become more independent of Soviet policies.

Now discuss: Does this evidence support or refute the hypothesis about the tie between the two parties? Does it prove that the Communist Party in the U.S. was taking orders? Why or why not?

26. Have a pupil give a report on the expulsion of Browder as leader and then as a member of the Communist Party after World War II. He should describe the extent of Browder's control before 1945, the eulogy on Browder's birthday in 1945, the Duclos letter a week later, and the ensuing attack on Browder by American communists. Afterwards discuss: What light does this incident throw upon the question of Soviet control of the U.S. party?

Howe and Cose
Party, pp. 43
Hoover, Study
p. 160.

27. Have pupils read statements made in The Worker just before and after the Soviet Union resumed nuclear testing in 1961. Ask: What do these statements indicate about whether or not the U.S. Party was controlled by Moscow?

The Worker, S
and Sept. 10,
see summary
of Communism.

28. Have a pupil report on the effects on the U.S. Communist Party of Khrushchev's denunciation of Stalin and the use of Soviet troops to put down the Hungarian revolt. He should describe the statements by Khrushchev urging peaceful coexistence and his comments on countries pursuing their own "path to socialism" as well as a gist of his attack upon Stalin. He should also describe the struggle which took place between those who followed Gates and those who followed Foster, the Soviet position on this struggle, and the final outcome of the struggle.

Shannon, Com-
munism, pp. 2
and ch. 10

Afterwards discuss: Does this series of events support or refute the hypothesis that the U.S. Communist Party is controlled by the Communist Party of the Soviet Union? Did the events take place before or after the party shifted its attitude toward nuclear testing?

Discuss: Does this evidence support or refute the thesis about the tie between the two parties? Does it prove that the Communist Party in the U.S. was take-overs? Why or why not?

A pupil give a report on the expulsion of Browder and then as a member of the Communist Party World War II. He should describe the extent of the Party's control before 1945, the eulogy on Browder's death in 1945, the Duclos letter a week later, and the ensuing attack on Browder by American communists. Afterwards discuss: What light does this incident throw on the question of Soviet control of the U.S. party?

Pupils read statements made in The Worker just before and after the Soviet Union resumed nuclear testing in 1961. Ask: What do these statements indicate about whether or not the U.S. Party was controlled by Moscow?

A pupil report on the effects on the U.S. Communist Party of Khrushchev's denunciation of Stalin and the use of Soviet troops to put down the Hungarian revolt. He should describe the statements by Khrushchev urging peaceful coexistence and his comments on countries pursuing their own "path to socialism" as well as a gist of the attack upon Stalin. He should also describe the struggle which took place between those who followed Khrushchev and those who followed Foster, the Soviet position in the struggle, and the final outcome of the struggle.

Afterwards discuss: Does this series of events support or refute the hypothesis that the U.S. Communist Party is controlled by the Communist Party of the Soviet Union? What events take place before or after the party shifted its attitude toward nuclear testing?

Howe and Coser, Am. Comm. Party, pp. 437-449, 452.
Hoover, Study of Communism, p. 160.

The Worker, Sept. 3, 1961 and Sept. 10, 1961. (Or see summary in Hoover, Study of Communism, p. 163.)

Shannon, Decline of Am. Communism, pp. 274-78, 292-308, and ch. 10.

S. Generalizes from data.

S. Rejects all-none (black-white) reasoning.

4) The Party frequently posing U.S. foreign policy as a result of Soviet or Chinese crises between the U.S. and these countries. The U.S. policy is and has no defensiveness and no criticisms of the U.S. over, at an early stage, one leader

realizes from data.

acts all-none (black-white)
oning.

- 4) The Party frequently takes stands opposing U.S. foreign policy and supporting Soviet or Chinese policies in crises between the U.S. and one or both of these countries. Everything about the U.S. policy is pictured as wrong and has no defense. There are no criticisms of the Soviet policies. Moreover, at an early hearing before Congress one leader said he would not

29. Have pupils read the letter of resignation from Clark, the foreign editor of the Daily Worker. Ask: What does this letter suggest about a possible tie of the U.S. party with that in the U.S.S.R.? What does it illustrate about the question of whether or not party leaders had to take orders from Moscow?
30. Now say: Let's look at some other statements by Communist leaders and former communist leaders in this country. Tell the class about Foster's role as a leader before Browder became leader. Then have pupils read his statement about his relationship with the Soviet Party. Have the class analyze the implications of the statement. Discuss: If you think Foster was taking orders, why was he doing so? Did he have to do so? Did he have to support the Soviet view during his struggle with Gates in 1956? Why might he have done so then?
31. Read aloud a quotation from Browder made in the 1960's about his comments on possibilities of a Soviet-Nazi pact just before the pact and just afterwards. Have the class analyze his position to try to decide whether or not it illustrates that he was taking orders.
32. Have a pupil examine and report on some recent conflict situations between the U.S. and the Soviet Union or Red China. What did U.S. Communist Party leaders say about the actions of the U.S.S.R. or China? To what degree were the statements by these leaders ones which could be called "black-white" analyses of U.S. and communist actions? Could people agree with their statements without being communists? Is there any difference between their statements and those of non-communists who are also critical of U.S. actions?

See "Select

Simon, ed.
Thirties,

pupils read the letter of resignation from Clark, former editor of the Daily Worker. Ask: What does his letter suggest about a possible tie of the party with that in the U.S.S.R.? What does it illustrate about the question of whether or not party leaders had to take orders from Moscow?

Teacher: Let's look at some other statements by Communist leaders and former communist leaders in this country. Tell the class about Foster's role as a leader before Browder became leader. Then have pupils read his statement about his relationship with the Soviet party. Have the class analyze the implications of his statement. Discuss: If you think Foster was taking orders, why was he doing so? Did he have to do so? Did he have to support the Soviet view during his dealings with Gates in 1956? Why might he have done so?

See "Selected Readings."

Read aloud a quotation from Browder made in the 1960's about his comments on possibilities of a Soviet-Nazi pact just before the pact and just afterwards. Have the class analyze his position to try to decide whether or not it illustrates that he was taking orders.

Simon, ed., As We Saw The Thirties, pp. 241-244.

Have a pupil examine and report on some recent conflicts between the U.S. and the Soviet Union or Red China. What did U.S. Communist Party leaders say about the actions of the U.S.S.R. or China? To what degree do the statements by these leaders ones which could be called "black-white" analyses of U.S. and communist actions? Could people agree with their statements without being communists? Is there any difference between the statements and those of non-communists who are also critical of U.S. actions?

fight if the U.S. and go to war; later Foster writing that such a war and he would not support it.

S. Recognize differences in difficulty of proving statements. (Distinguishes between facts, inferences, and value judgments.)

S. Sets up hypotheses.

5) Although the Party followed Soviet policy, the party line has shifted, the Soviet Union power (other than the to enforce its decisions, Americans do not wish with Soviet orders.

S. Tests hypotheses against data.

fight if the U.S. and Russia were to go to war; later Foster stated in writing that such a war would be wrong and he would not support the U.S. government.

es differences in difficul-
ving statements. (Distin-
between facts, Inferences,
e judgments.)

hypotheses.

- 5) Although the Party in the U.S. has followed Soviet policies, party membership has frequently declined as the party line has shifted. Moreover, the Soviet Union has little power (other than the power of fear) to enforce its decisions if the Americans do not wish to go along with Soviet orders.

hypotheses against data.

33. Give the class an exercise on differentiating between fact, inference and value judgment about statements on the Communist Party's ties with other countries.

See Appendix.

Discuss the exercise in class. What difference is there between the inference about taking orders and the inference about changes in party line in the Daily Worker?

34. Discuss: Does it matter particularly whether or not the U.S. Party is actually controlled by the Soviet Party as long as it takes the same stand as the Soviet Party? Why or why not?
35. What could the Soviet Party do if the U.S. Party did not take orders or go along with the Soviet Party? What could leaders do if party members did not go along with Soviet policies or orders? What would you expect to have happen to Communist Party membership in this country when Soviet policy switched to become more anti-American?(Tell pupils that they should keep this question in mind as they look at membership figures shortly.)
36. Discuss: Do you think the evidence supports or refutes the hypothesis that the U.S. Communist Party takes orders from the Communist Party of the U.S.S.R.? Why?

S. Adjusts note-taking to type of oral presentation.

b. Communists have joined other nations and set up their own organizations. They have used social, economic, and political agitation and unrest to help for their cause.

S. Checks on the bias and competency of authors.

S. Looks for points of agreement and disagreement among witness and authors.

S. Generalizes from data.

S. Adjusts note-taking to type of oral presentation.

S. Checks on the bias and competency of authors.

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S. Generalizes from data.

e-taking to type of
ation.

- b. Communists have joined other organizations and set up their own front organizations. They have used cases of social, economic, and political discrimination and unrest to help gain support for their cause.

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points of agreement and
ent among witness and

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points of agreement and
ent among witnesses and

es from data.

37. Review with pupils different systems of taking notes on oral presentations. Which systems are more appropriate for organized speeches or oral reports? Which systems are more appropriate for discussions? Why? Have pupils take notes on discussions according to one of several appropriate systems. Tell them you will collect and check notes for some discussion quite soon.

For example
and Thomas
and Speake
Brown, 195

38. Hold a discussion on the basis of the reading pupils have done. What kinds of jobs do communists do for the party? How have they tried to win new members and support or sympathy for their cause? Of what importance has infiltration of organizations been? Of what importance has the setting up of front organizations been? What tactics have communists used to take over control of old organizations? Have pupils compare data from different books, compare sources, and generalize tentatively on the basis of the data presented.
39. Collect notes on the above discussion. Make suggestions for improvement of each paper. Select a good set of notes and a poor set of notes and project with an opaque projector (without showing names of pupils). Ask: Which set of notes is better? Why?
40. Have several pupils report on specific situations -- particularly recent one -- in which communists have been involved in action activities concerning social, economic, or political discrimination or problems of international relations.

Afterwards, ask the class: Did any of your books report similar incidents? If so, what? Did any of them take issue with the ideas presented by these reports? Why?

Work with pupils different systems of taking notes on presentations. Which systems are more appropriate for organized speeches or oral reports? Which systems more appropriate for discussions? Why? Have pupils take notes on discussions according to one of several appropriate systems. Tell them you will collect and check notes for some discussion quite soon.

For examples, see Ralph Nichols and Thomas Lewis, Listening and Speaking, Dubuque: Wm. C. Brown, 1954.

Lead a discussion on the basis of the reading pupils have done. What kinds of jobs do communists do for the country? How have they tried to win new members and support or sympathy for their cause? Of what importance has infiltration of organizations been? Of what importance has the setting up of front organizations been? What tactics have communists used to take over control of old organizations? Have pupils compare data from different books, compare sources, and generalize tentatively on the basis of the data presented.

Collect notes on the above discussion. Make suggestions for improvement of each paper. Select a good set of notes and a poor set of notes and project with an overhead projector (without showing names of pupils). Ask: Which set of notes is better? Why?

Have several pupils report on specific situations -- particularly recent ones -- in which communists have been involved in action activities concerning social, economic or political discrimination or problems of international relations.

Afterwards, ask the class: Did any of your books report similar incidents? If so, what? Did any of them take up the ideas presented by these reports? Why?

S. Rejects whole-part arguements and
Insists upon further data.

G. Not all members of any group are
exactly alike.

G. Democracy does not bear up well
in societies in which basic dis-
satisfactions with the social and
economic institutions prevail and
become the focus of political
competition.

S. Draws inferences from tables.

i. Generalizes from data.

S. Sets up hypotheses.

G. Not all members of any group are
exactly alike. (Members of any
group have varying degrees of
interest and participation.)

c. The Communist Party re-
votion and work for th
well-disciplined body
go to great effort and
aim across and who mak
sonal sacrifices for t
not all members are ec

whole-part arguments and upon further data.

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the focus of political
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Inferences from tables.

lizes from data.

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l members of any group are
y alike. (Members of any
have varying degrees of
st and participation.)

- c. The Communist Party requires great devotion and work for the party; it is a well-disciplined body of people who will go to great effort and time to put its aim across and who make considerable personal sacrifices for the party. However, not all members are equally devoted.

Who were the authors used in the reports? In the books which took issue with them? On the basis of the facts presented, to what degree do the tactics used by the communists resemble or differ from those used by other groups? Does the fact that communists have worked in these movements make everyone who took the same side or also joined the movement a communist or fellow-traveler? Why or why not? Some people have charged that the communists try to use these movements to gain converts and publicity or to cause trouble, not really to help those suffering from poverty or discrimination. On the basis of your reading, would you agree or disagree? What evidence do you have for your conclusion? Even if some of the communists and their leaders in the movement were not motivated by a humanitarian desire to help these people, would this mean that all communists engaged in the activity lack such ideals? Why or why not?

Also discuss: Why might such communist activity win a number of supporters?

41. On the basis of reading done, have pupils discuss the amount of activity and work demanded of party members.

Almond, Ap
pp. 149-151

Project tables in Almond showing the amount of time members have devoted to party work. Have pupils compare these figures with time pupils' parents devote to their political parties or to community groups to which they belong.

Ask: How did this devotion to party work enable the party to gain influence or control over different organizations? What tactics did such devotion make essential

the authors used in the reports? In the books
book issue with them? On the basis of the facts
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semble or differ from those used by other groups?
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How did this devotion to party work enable the
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s? What tactics did such devotion make essential

Almond, Appeals of Communism,
pp. 149-150.

- S. Rejects whole-part arguments.
- S. Looks for points of agreement and disagreement among witnesses, authors and reports of research studies.
- G. Members of a small group influence the behavior of other members by setting up and enforcing norms for proper behavior.
- G. Social sanctions, both formal and informal, are used in the process of socialization and to maintain social control.
- G. Groups engaged in continued struggle with the outside tend to be intolerant within. They tolerate few departures from group norms.
- G. Members of a small group influence the behavior of other members by setting up and enforcing norms for proper behavior.

for those who wished to get control away from the communists later and keep communists out of control?

Also discuss: What effects do you think such demands upon party members might have upon many who joined the party? (Let pupils hypothesize about effects upon reasons for leaving party, but put off discussion of this point until later.)

42. Read aloud two quotations presenting contrasting viewpoints on the strictness with which party members had to follow the party line and party orders. With which point of view would pupils agree? Why? What tended to happen to those who did not wish to follow orders or the line? Was the party more lenient with some kinds of people than others? (Have pupils use data from books they have read in answering these questions.)

e.g. Hicks, When
as against one of
Budenz or Chamberlain
Hoover, Masters
p. 175.

43. Have a pupil report on Meyer's analysis of how a cadre Meyer, Moving
member of the party is trained. Then discuss: How does
such training seem to compare with that of other party
members about whom you have read? Does there seem to be
any difference between the training and discipline imposed
upon cadre as against other members?

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er and keep communists out of control?

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others? (Have pupils use data from books
ead in answering these questions.)

e.g. Hicks, Where We Come Out
as against one of the books by
Budenz or Chambers, Witness or
Hoover, Masters of Deceit,
p. 175.

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ning seem to compare with that of other party
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e as against other members?

- 2 -
- G. Social sanctions, both formal and informal, are used in the process of socialization and to maintain social control.
 - G. Groups engaged in continued struggle with the outside tend to be intolerant within. They tolerate few departures from group norms.
 - G. The process of socialization is a continuous process; the individual acquires new values and patterns of behavior and a sharp change in his life may result in resocialization.
 - G. One of the major causes of factionalism within a group is the involvement of some of its members in other groups and organizations with competing goals and values.

S. Looks for points of agreement and disagreement among witnesses, authors and reports of research studies.

S. Generalizes from data.

d. Communists have tried in organizations, government, industry etc. where they are in a position to help the cause.

1) In some positions to propagandize others.

2) In some positions to influence policy.

3) In some positions to obtain information from Soviet authorities.

sanctions, both formal and informal, are used in the process of socialization and to maintain control.

Individuals engaged in continued struggle with the outside tend to be more cohesive within. They tolerate deviations from group norms.

The process of socialization is a continuous process; the individual acquires new values and patterns of behavior and a sharp change in environment may result in resocialization.

One of the major causes of factionalism within a group is the involvement of some of its members in other groups and organizations with conflicting goals and values.

For points of agreement and
disagreement among witnesses,
and reports of research

Conclusions drawn from data.

- d. Communists have tried to obtain positions in organizations, government, schools, industry etc. where they could use their position to help the communist cause.
 - 1) In some positions they have been able to propagandize others.
 - 2) In some positions they have been able to influence policies.
 - 3) In some positions they have been able to obtain information to pass on to Soviet authorities.

44. Discuss: Why might the Communist Party want to control those whom party members marry or want to rid members of loyalty to other groups?
45. On the basis of materials pupils have read, have them discuss: How have communists tried to gain positions of influence which would permit them to formulate policy or propagandize or gain access to information? How widespread was such infiltration? Does it seem to be declining? What evidence do you have for your conclusions?

Now have several pupils give oral reports on some of the espionage cases which have involved the Soviet Union. Afterwards, discuss: How much of a threat is the Communist Party in this country in terms of espionage? (Who were the spies? Were they members of the U.S. Communist

Use Reader
index to
Bibliography

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Use Reader's Guide and index to books. See Bibliography.

- 4) In some positions a position to sabotage war were to break viet Union or Red atoge might be in or actual damage to materials.
- 5) Infiltration into various kinds reach many years ago and greatly since then reasons.

S. Adjusts note-taking to type of oral presentation.

S. Generalizes from data.

S. Checks on the bias of authors and producers of material. (Notes whether author would be hurt by opposite report.)

e. Since the Smith Act makes Communism illegal, Communists in this country have no chance of overthrow of the government. They have said they would do this through the ballot and to put down the revolution. Those who would not submit to this would submit statements advocating the overthrow of the government. Soviet leaders in the U.S. talked about the necessity of this.

- 4) In some positions they have been in a position to sabotage industry if war were to break out with the Soviet Union or Red China. Such sabotage might be in the form of strikes or actual damage to machines and materials.
- 5) Infiltration into organizations of various kinds reached its height many years ago and has declined greatly since then for a number of reasons.

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eralizes from data.

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- e. Since the Smith Act made such statements illegal, Communist leaders in this country have not urged violent overthrow of the government; instead they have said they would win power through the ballot and would then have to put down the revolt of capitalists who would not submit. However, earlier statements advocated the violent overthrow of the government. Moreover, Soviet leaders in this period still talked about the necessity for revolution.

Party?) Would all communists be spies even though some were? (What have your books indicated about this question?) What might cause some people to spy for the U.S.S.R. even if they were not communists or Communist sympathizers?

46. Now collect pupils' notes on one of these reports. Criticize and return. Project a good and a poor set of notes and have pupils discuss what makes each good or poor. Compare the system of note taking on reports to that for taking notes on discussion.

47. Have pupils read excerpts from early Comintern statements, Communist Party constitutions and early statements by Communist Party leaders in this country about their attitude toward revolution, the Soviet Union, and the dictatorship of the proletariat. Briefly tell the class about the major provisions of the Smith Act. Then have them read quotations from Communist Party leaders after the Act was passed. How did the statements change? Why? Do pupils accept the post-Smith Act statements as more accurate or less accurate in expressing the views of leaders? Why? What effect might the change have had upon young people who were attracted to the party by some of the stated ideals and had not heard the earlier statements?

S. Recognizes differences in difficulty of proving statements, (Distinguishes between facts and estimates.)

2. The Communist Party has many members in terms of population of the U.S. or in percentages achieved in some European countries. However, support from some non-members out of the party for a variety of reasons, however, Party membership has had a variety of reasons, however, in this country but has been drastically since World War II. It is difficult to know just how many fellow-travellers there are in this country, although the FBI tries to estimate.

S. Looks for relationships among events.

S. Generalizes from data.

izes differences in diffi-
proving statements, (Dis-
hes between facts and esti-

2. The Communist Party has never had very many members in terms of the total population of the U.S. or in terms of the percentages achieved in some Western European countries. However, it has had support from some non-members who stayed out of the party for a variety of reasons. Party membership has had its ups and downs in this country but has been declining drastically since World War II. For a variety of reasons, however, it is difficult to know just how many communists and fellow-travellers there are in this country, although the FBI tries to keep count.

or relationships among

izes from data.

48. Now read aloud excerpts from the New Program of the Communist Party U.S.A. as it relates to the type of activity and methods used to achieve a communist state in the U.S. Do pupils accept this statement as the real goal of the present party? Why or why not? Remind pupils of the Soviet policy of peaceful co-existence at the time the statement was made. Would this policy be likely to have affected the statement of the Communist Party in this country? Why or why not?

New Program
Party U.S.A.
pp. 97, 99.

49. Have pupils indicate different figures they have found on the strength of the American Communist Party. Be sure they indicate dates for their figures. Compare different figures for the same dates. Why do they differ?

For several
Hoover, Ma
p. 5 (for
Shannon, D
munism, pp
Howe and Co
Party, pp.

Ask: What other kinds of figures might you be able to find for the 30's and early 40's which might throw some light on the strength of the party? (If necessary suggest election figures.) Have a pupil use an almanac to make a large chart showing the vote for Communist candidates in elections in which they ran.

World Alma

50. Give pupils an exercise in which they are to mark each statement fact or estimate. The exercise should include statements which have figures on communist party membership or fellow-travellers.

See Append

51. Have a pupil make two graphs showing changes in estimated party strength over the years. He should have one show changes in votes for communist candidates for President. The other should show changes in estimated membership. Have these charts made to the same scale as the

Read aloud excerpts from the New Program of the Communist Party U.S.A. as it relates to the type of activities and methods used to achieve a communist state in the U.S. Do pupils accept this statement as the real goal of the present party? Why or why not? Remind pupils of the Soviet policy of peaceful co-existence at the time the statement was made. Would this policy be likely to have affected the statement of the Communist Party in the U.S. Why or why not?

Do pupils indicate different figures they have found on the strength of the American Communist Party. Do they indicate dates for their figures. Compare different figures for the same dates. Why do they differ?

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New Program of the Communist Party U.S.A. See especially pp. 97, 99.

For several estimates, see Hoover, Masters of Deceit, p. 5 (for 1930-1955). Shannon, Decline of Am. Communism, pp. 91-92, 360. Howe and Coser, Am. Communist Party, pp. 527-528.

World Almanac.

See Appendix.

- A. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION IN THE SOCIAL SCIENCES.
- A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.
- A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE; CONSIDERS GENERALIZATIONS AND THEORIES AS TENTATIVE, ALWAYS SUBJECT TO CHANGE IN THE LIGHT OF NEW EVIDENCE.
- A. VALUES THE SCIENTIFIC METHOD AND RATIONAL THOUGHT AS APPLIED TO SOCIAL AS WELL AS TO NATURAL DATA.
- S. Looks for points of agreement and disagreement among witnesses and authors and reports of research studies.
- S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence. (Examines sample used to see if it is representative of population for which generalizations are made.)

- 3. Members of the Communist party, differ in the types of thing they for the party, differ ing of party ideology, reasons which lead many the party.
 - a. Not as much is known core members and leaders may not be like those get out. However, included a number of This study does show top leaders differ level leaders, who what from the ordinary
 - b. Studies of former members show that they kinds of homes and but that few come from Such studies also show nists join when the per cent are children foreign born parents

OPTICAL OF THEORIES OF SINGLE
TION IN THE SOCIAL SCIENCES.

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NAL THOUGHT AS APPLIED TO SO-
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reement among witnesses and
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es.

s on the completeness of data
s wary of generalizations
on insufficient evidence.
ines sample used to see if it
representative of population for
generalizations are made.)

3. Members of the Communist Party are not all alike; they join for different reasons, differ in their degree of loyalty to the party, differ in the amount of work and the types of thing they are willing to do for the party, differ in their understanding of party ideology, and differ in the reasons which lead many of them to leave the party.
 - a. Not as much is known about the hard core members and leaders; they may or may not be like those who join and then get out. However, one study has included a number of ex-party leaders. This study does show that by-and-large top leaders differ somewhat from lower-level leaders, who in turn differ somewhat from the ordinary member.
 - b. Studies of former communist party members show that they come from different kinds of homes and income backgrounds, but that few come from extreme poverty. Such studies also show that most communists join when they are young. A large per cent are children of one or more foreign born parents, and many who have

timelines on shifts in foreign policy. Also add to those timelines a few more events such as Khrushchev's denunciation of Stalin, the use of Soviet force to put down the Hungarian rebellion, etc. Now have pupils compare changes in party strength to these events. What factors seemed to make it easier for the U.S. Communist Party to gain members? What things seemed to bring about a loss in membership? Why?

52. Now hold a class discussion on the question: What have you found from your books about the kinds of Americans who join the Communist Party? What kinds of homes do they come from in terms of income levels? political background? religious background? What is their educational level? Are most of them foreign born? of poor educational level? etc. Get pupils to present data in answer to these questions in terms of the books each one has read. Pupils will disagree about some of the answers because of their different sources of information. When such disagreements show up, have pupils who disagree tell something about their sources of information. Discuss reliability of these sources.

Then ask pupils to generalize on the basis of all of this data. Having compared these different sources of information, what can you conclude about the kinds of Americans who join the Communist Party? Be sure to ask further questions if pupils generalize too widely. For example, if they accept some of the statements by Ernst and Loth as accurate for all communists, ask any pupils who have read Almond to comment. Also discuss the problems of sampling in the Ernst and Loth study as well as in the Almond study. Who were the people studied? Which groups were not studied? Is it possible that those who do not leave the party differ from those who do? What light does the Almond study throw on long-time members? Can you accept everything that an individual ex-communist or all of the ex-communists interviewed have to say about the party?

- S. Checks on the bias of informants.
- G. Members of any group are attracted to it for varying reasons, some of which have nothing to do with the goals of the organization.

- S. Draws inferences from tables and charts.

- A. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION IN THE SOCIAL SCIENCES.
- A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.
- S. Looks for points of agreement and disagreement among witnesses, authors, and reports of research studies.
- S. Checks on bias of authors.
- S. Rejects whole-part arguments.
- G. Members of any group are attracted to it for various reasons, some of which have nothing to do with the goals of the organization.

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been in the party for sometime are foreign born. Most are not minority group members, although some are. Many come from liberal or even radical families, but many also come from conservative families.

inferences from tables and

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c. People join the Communist Party for different reasons and usually for a combination of reasons. Some of these reasons seem to be more important in the U.S. than in some other countries which are not controlled by the communists.

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of any group are attracted or various reasons, some of have nothing to do with the of the organization.

Why or why not? Do you think they would be likely to be fairly reliable about their home background? age at joining party? attitudes of parents? How does Almond try to get around the fact that he has no figures on parental income? Which is really more important in terms of what might lead people to join the party: actual income and occupational level or what people think about it?

53. Have a pupil use the Almond study to make a series of charts showing something about the background of those who became communists in this country. Another pupil might make similar charts using the Ernst and Loth study. Have the class compare the two sets of charts.

Almond, A
pp. 202,
Ernst and
Am. Commu

54. Hold a discussion based on the wide reading about the reasons why people joined the Communist Party. Again list reasons on the chalkboard and try to find out how much agreement there is on each reason among the different sources. Discuss: Is a person's expressed reason necessarily the real one? Suppose a person thinks he is telling the truth? Do you think you can be sure that the reason or reasons he gives are the true ones? How did Ernst and Loth and also Almond try to identify some of the reasons which might not be expressed? What did they conclude about reasons for joining? Do the two studies agree on the reasons? Do there seem to be differences in reasons for different occupational or class groups? in different periods when people joined? Do you think most people who joined had just one reason for joining? To what extent did those who joined really know about and understand the Marxian-Leninist ideology? What kind of picture did most of them have of the purposes of the Party?

Project tables from Almond as a check on some of the conclusions. Also discuss: Do you think the reasons for joining are the same as those in the U.S.S.R. and China? Why?

Almond, A
pp. 100,

why not? Do you think they would be likely to be reliable about their home background? age at party? attitudes of parents? How does Almond get around the fact that he has no figures on actual income? Which is really more important in terms of what might lead people to join the party: actual income and occupational level or what people think about

A pupil use the Almond study to make a series of charts showing something about the background of those same communists in this country. Another pupil make similar charts using the Ernst and Loth study. The class compare the two sets of charts.

Almond, Appeals of Communism, pp. 202, 210, 222, 198.
Ernst and Loth, Report on the Am. Communist, ch. 1.

A discussion based on the wide reading about the reasons why people joined the Communist Party. Again list reasons on the chalkboard and try to find out how much agreement there is on each reason among the different sources. Discuss: Is a person's expressed reason necessarily the real one? Suppose a person says he is telling the truth? Do you think you can be sure that the reason or reasons he gives are the real ones? How did Ernst and Loth and also Almond identify some of the reasons which might not be used? What did they conclude about reasons for joining? Do the two studies agree on the reasons? Do they seem to be differences in reasons for different occupational or class groups? in different periods when people joined? Do you think most people who joined had one reason for joining? To what extent did those who joined really know about and understand the Marxianist ideology? What kind of picture did most of them have of the purposes of the Party?

Use the tables from Almond as a check on some of the conclusions. Also discuss: Do you think the reasons for joining are the same as those in the U.S.S.R. and China? Why?

Almond, Appeals of Communism, pp. 100, 128, 135, 163.

- 5.. Adjusts type of note-taking to type of oral presentation.

- 5. Draws inferences from tables.

- 7. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION IN THE SOCIAL SCIENCES.

- 7. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.

- 5. Looks for points of agreement and disagreement among witnesses, authors, and reports of research studies.

- 5. Checks on bias of authors.

- 5. Rejects whole-part arguments.

- G. Members of any group are attracted to it for various reasons, some of which have nothing to do with the goals of the organization.

- 5. Draws inferences from tables.

55. Once more collect pupils' notes on discussion and write suggestions for further improvement on each paper. Again you might project and discuss samples of good and poor notes.
56. Project some of the tables in Almond and have pupils analyze them to note differences among different groups and differences among Americans and French and Italians in terms of reasons for joining. After projecting and discussing some of these tables give pupils a written exercise on interpreting another of the tables on ex-communists. Then discuss findings in class.
57. Now have pupils who have read Ernst and Loth and Almond explain more fully the emotional reasons some had for joining. Quote Almond on the kinds of emotional problems which might lead a person to the Party, and the other factors which apparently must combine with these problems to do so. Project tables to illustrate some of these points. Quote Meyer's contrary point of view about this cause. Then ask: Do those of you who read books by ex-communists find any support for the Almond and Ernst point of view? (Have them explain their answers.) Did those of you who read Hoover's chapters on the appeals of communism find any support for the point of view? What might explain the difference between Meyer and the findings of the two surveys? Have pupils who have read books by ex-communists decide whether they can identify any such factors in their books.

Almond, A
pp. 195,

Almond, A
pp. 243,
(tables),
Meyer, Th
nists, p.

ore collect pupils' notes on discussion and write
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ise on interpreting another of the tables on ex-
nists. Then discuss findings in class.

Almond, Appeals of Communism,
pp. 195, 196, 198, 243, 256.

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he appeals of communism find any support for the
of view? What might explain the difference be-
Meyer and the findings of the two surveys? Have
s who have read books by ex-communists decide
er they can identify any such factors in their

Almond, Appeals of Communism,
pp. 243, 246, 253, 261, 281
(tables), ch. 10 for quotes.
Meyer, The Moulding of Commu-
nists, p. 92.

S. Draws inferences from tables.

A. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION.

S. Rejects whole-part arguments.

S. Looks for points of agreement and disagreement among witnesses, authors, and reports of research studies.

A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.

G. Members of any group may disagree on many things not related to the particular goals of the group; they may also disagree about some of these goals and particularly about ways of achieving these goals.

S. Draws inferences from tables.

d. Membership in the Communist Party in this country turns over rapidly and the large majority remain with the party only a few years. People leave the Party for a variety of reasons and combinations of reasons. Certain groups find it easier to leave than others do, even though they have begun to question the Party line. Various groups find it difficult to be involved in the degeneration of the Party at any one time. Membership has declined after almost every change in the Party line except after the Party more acceptable to the masses can people (as during the 1930s and the World War II era).

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als and particularly about
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ferences from tables.

- d. Membership in the Communist Party in this country turns over fairly rapidly and the large majority of members remain with the party only a few years. People leave the Party for different reasons and combinations of reasons. Certain groups find it harder to break away than others do, even after they have begun to question their membership in the Party. Various factors seem to be involved in the degree to which groups find it difficult to break away at any one time. Membership has declined after almost every big shift in the Party line except those which made the Party more acceptable to the American people (as during United Front days and the World War II alliance).

58. Have a pupil prepare a bulletin board display on "Why Americans Join the Communist Party." He might use tables, draw cartoons, and use pictures as well as captions to illustrate the reasons.

59. Show pupils the tables in Almond which compare the kinds of appeals made in Soviet papers and in the Daily Worker. (Be sure to explain headings on tables before pupils study them.) What kinds of appeals did communists and those who read the Worker find in this country? Were the same things being emphasized in the Soviet Union? Why or why not? What effect might this difference have?

Almond, Appeals
pp. 69, 70,
87.

60. Have a class discussion based on the reading pupils have done on why people left the Party. Again try to find out how much agreement there is among the different sources of information.

Almond, Appeals
ch. 11 and p.

Ask: How do these reasons for leaving compare with those the same people had for joining? Does there seem to be any relationship between lack of a clear picture of the party's ideology before joining and the reasons for leaving? What differences are there among the long-time party leaders, lower level leaders, and the ordinary party workers? (From time to time show pupils tables from Almond so that they can compare the findings in that study with some of the statements they have found in other sources. Use some of the tables for written exercises.)

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ans Join the Communist Party." He might use
draw cartoons, and use pictures as well as cap-
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who read the Worker find in this country? Were
ne things being emphasized in the Soviet Union?
why not? What effect might this difference have?

Almond, Appeals of Communism,
pp. 69, 70, 72, 73, 77, 85,
87.

class discussion based on the reading pupils have
n why people left the Party. Again try to find
w much agreement there is among the different
s of information.

Almond, Appeals of Communism,
ch. 11 and p. 354.

How do these reasons for leaving compare with
the same people had for joining? Does there seem
any relationship between lack of a clear picture
party's ideology before joining and the reasons
aving? What differences are there among the long-
erty leaders, lower level leaders, and the ordin-
ty workers? (From time to time show pupils
from Almond so that they can compare the findings
only with some of the statements they have
sources. Use some of the tables for
.)

G. Individuals know the political system as a set of images and pictures created for them by communicators; they react to those images rather than to the real world and real people.

G. People with different ideologies may perceive things differently.

S. Sets up hypotheses.

S. Tests hypotheses against data.

S. Tests hypotheses against data.

S. Considers alternative courses of action.

61. Have a pupil pretend that he is a young person who joined the Communist Party during the United Front days against Fascism and left after the Soviet-Nazi pact. Have him draw two cartoons showing his image of the party in each period.

Have the class examine the cartoons. If no one has made cartoons, remind the class that some members left and some did not after this shift in party line. Discuss: Why might some members who joined during the United Front days of anti-Nazism as a means of fighting Nazism, fail to leave after the Soviet Nazi Pact in 1939? Have a pupil who has read Fast's book describe the way in which members' perceptions are affected by their ideology and by the communist communications which they read and discuss. Have the pupil who has read Meyer's book comment on his explanation of why more members are not disillusioned by the sudden shifts in party line.

62. Have a pupil prepare a chart showing the results of the Ernst and Loth study on how long people who got out of the Party stayed in the Party. Have pupils compare the two charts and generalize about them. Ask those who have not read the two studies to hypothesize about such questions as the following: Would high party officials, lower party officials, or ordinary party members find it hardest to bring themselves to make a break with the party? etc. Then have pupils who have read the Almond study discuss the evidence which would support or refute the hypotheses.

Ernst and Loth,
Am. Communist,
Almond, Appeals
pp. 336-337. 34

63. Discuss: Why did people hesitate to leave the party? (Have pupils use data from their readings in this discussion.) Do you think these reasons suggest any possible measures which might be taken in this country to encourage people to leave the party?

all pretend that he is a young person who joined the Communist Party during the United Front days of anti-fascism and left after the Soviet-Nazi pact. Draw two cartoons showing his image of the United States during this period.

Class examine the cartoons. If no one has any questions, remind the class that some members left the Party and did not after this shift in party line. Discuss with the class might some members who joined during the United Front days of anti-Nazism as a means of fighting fascism and did not leave after the Soviet Nazi Pact in 1939? Ask the class who has read Fast's book describe the way in which people's perceptions are affected by their ideology and the communist communications which they read and discuss with the pupil who has read Meyer's book communicate an explanation of why more members are not disaffected by the sudden shifts in party line.

all prepare a chart showing the results of the class study on how long people who got out of the Party stayed in the Party. Have pupils compare the results and generalize about them. Ask those who have read the two studies to hypothesize about such things as the following: Would high party officials, party officials, or ordinary party members find it easier to bring themselves to make a break with the Party? Then have pupils who have read the Almond study discuss the evidence which would support or refute these hypotheses.

Why did people hesitate to leave the party? Have pupils use data from their readings in this discussion. Do you think these reasons suggest any possibilities which might be taken in this country to encourage people to leave the party?

Ernst and Loth, Report on the American Communist, p. 14.
Almond, Appeals of Communism
pp. 336-337, 340.

S. Draws inferences from tables.

S. Generalizes from data.

e. Members of the Party seemed greatly in terms of what they knew about espionage and control from Moscow, the degree they were willing to accept line or orders willingly, which party actions were in with other values the degree to which they were sacrifice values, other re and time for the party's ca

S. Generalizes from data.

ences from tables.

from data.

- e. Members of the Party seemed to differ greatly in terms of what they knew about the party's real aims, the amount they knew about espionage activities or control from Moscow, the degree to which they were willing to accept the party line or orders willingly, the degree to which party actions were in conflict with other values they held, the degree to which they were willing to sacrifice values, other relationships, and time for the party's cause.

from data.

64. Perhaps have each pupil write an imaginary letter which an ex-communist might have written to a relative or friend explaining why he joined the Communist Party, why he left, why he hesitated to leave, and problems he has faced since leaving.

65. Read aloud a brief quotation on the different ways in which ex-communists react to communism and conservatism. Point out that some feel that many will turn to extreme right groups or religion. Now project charts from Almond so that pupils can judge the accuracy of these hypotheses. Also have pupils examine tables to find out which groups were most likely to react by going to an opposite extreme or sheer political indifference.

Almond, Appeal
pp. 356-359.

66. Remind pupils that they were to try to find out whether or not the communists in this country believed in Marxian ideology. Ask: On the basis of your present information, how would you answer this question?

67. Have a pupil prepare and explain a chart presenting the model of the Communist Party and the good communist Party worker as found through content analysis of leading Communist books.

Almond, Appeal
ch. 3.

Discuss: How many of the people you read about seemed to live up to this model while they were in the Party?

Have each pupil write an imaginary letter which a communist might have written to a relative or friend explaining why he joined the Communist Party, why he left, why he hesitated to leave, and problems he had since leaving.

Give a brief quotation on the different ways in which ex-communists react to communism and conservatism. Point out that some feel that many will turn to religious groups or religion. Now project charts and so that pupils can judge the accuracy of these theses. Also have pupils examine tables to which groups were most likely to react by going to the extreme or sheer political indifference.

Ask pupils that they were to try to find out whether communists in this country believed in Marxism. Ask: On the basis of your present information, would you answer this question?

Have pupils prepare and explain a chart presenting the structure of the Communist Party and the good communist worker as found through content analysis of leadership books.

How many of the people you read about seemed to fit this model while they were in the Party?

Almond, Appeals of Communism, pp. 356-359.

Almond, Appeals of Communism, ch. 3.

- G. Members of any group have varying degrees of interest and participation.
- S. Checks on the bias and competency of authors.
- S. Checks on the completeness of data and its wary of generalizations based on insufficient evidence.
- S. Looks for points of agreement and disagreement among witnesses, authors, and reports of research studies.

(Was there any difference among different groups within the Party? Did the people you read about seem to be aware of the ideal model of party workers at the time they joined? How well do you think the majority of party members lived up to this ideal?)

68. Select students who have read books by ex-communists who were never really important in the party. Now select pupils who read books by communists who were espionage agents or leaders and remained communists for a long time. Have them compare what they found about their attitudes toward taking orders from the party, the means used by the party, their knowledge about the party's relationship to the U.S.S.R., their knowledge about spying, etc.

e.g. Hicks, Where
Out or Fast, Nake
against one of th
Budenz or Chamber

Or have several pupils read and prepare written reports on two different eye-witness accounts of life in the Communist Party. In each case, the two accounts should differ. For example, someone might read the account by Chambers and the account by Hicks. Another might read the account by Budenz and the account by Fast, etc. Have pupils identify points of difference about why people joined, what they did in the party, how they now feel about the party. They should also try to account for these differences.

Have these pupils report briefly on the itemized differences they found and possible explanations for them. Have each pupil comment on the reading rate which he had to use in making this kind of comparison. How did it differ from that which he would use in just getting general ideas about why people joined a party and what kinds of activities they undertook in the Party?

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Have them compare what they found about
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the party, their knowledge about the party's
o the U.S.S.R., their knowledge about spy-

e.g. Hicks, Where We Came
Out or Fast, Naked God as
against one of the books by
Budenz or Chambers, Witness.

l pupils read and prepare written reports
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S. Looks for points of agreement and disagreement among witnesses, authors, and reports of research studies.

S. Looks for points of agreement and disagreement among witnesses and authors.

S. Adjusts note-taking to type of oral report.

S. Looks for points of agreement and disagreement among witnesses and authors.

4. The Communists have been charged with renewed activity, especially among youth groups as Communist Party with infiltrating other youth groups of the New Left.

A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

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4. The Communists have been charged with renewed activity, especially setting up new youth groups as Communist Party fronts and with infiltrating other youth groups of the New Left.

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D TO THE FREE EXAMINA-
IAL ATTITUDES AND DATA.

69. Have a group of students analyze typical written materials on the American Communist Party designed for high school students. They should compare the material with the findings of the Ernst and Loth and the Almond studies. Have them report their findings to the class.

70. Show the film Communism in the U.S. and have pupils compare the ideas presented in it with those they have found in other sources.

Film: Communism in the U.S.
Indiana University

71. Have a pupil report on the W.E.B. DuBois Clubs. He should analyze the charges that they are a communist front youth organization. He should also analyze the tactics which they use. In making his report, he should note different points of view he has found.

Luce, The New Radicalism, pages. See in Jacobs and Lanier, The New Radicals, 191-200.
See also Readings on Communism

Afterwards, check pupils' notes on the report.

72. A pupil might report on other New Left youth groups which Luce claims are front organizations or being infiltrated by the Communist Party of the U.S. He should analyze the degree to which different authors agree upon such a designation as well as the tactics used by the group, the extent to which members are Marxist oriented, and the estimates of membership, size.

Luce, The New Radicalism, use index.
Jacobs and Lanier, The New Radicals
See also Readings on Communism

73. Give pupils Stauffer's question on what makes the communist party dangerous. Compare pupils' reactions now to those they had at the beginning of the unit.

Repeat some of the other questions which you gave pupils from the Stauffer study at the beginning of the unit. Compare reactions now to those before pupils studied the American Communist Party. Have reactions changed? If so, why?

group of students analyze typical written material from the American Communist Party designed for high school students. They should compare the material with findings of the Ernst and Loth and the Almond studies, and report their findings to the class.

Watch film Communism in the U.S. and have pupils compare ideas presented in it with those they have found in other sources.

Assign pupil report on the W.E.B. DuBois Clubs. He should discuss the charges that they are a communist front organization. He should also analyze the tactics of their use. In making his report, he should note the points of view he has found.

Afterward, check pupils' notes on the report.

Assign pupil report on other New Left youth groups and discuss the claims that they are front organizations or being controlled by the Communist Party of the U.S. He should analyze the degree to which different authors make such a designation as well as the tactics of the group, the extent to which members are indoctrinated, and the estimates of membership, size.

Discuss Stauffer's question on what makes the communist party dangerous. Compare pupils' reactions now with those they had at the beginning of the unit.

Review some of the other questions which you gave pupils in the Stauffer study at the beginning of the unit. Compare reactions now to those before pupils studied the American Communist Party. Have reactions changed? If

Film: Communism in the U.S., Indiana University, 30 min.

Luce, The New Left, scattered pages. See index. Jacobs and Landaer, ed., The New Radicals, pp. 48-53, 191-200. See also Reader's Guide.

Luce, The New Left, p. 4 and use index. Jacobs and Landau, eds., The New Radicals. See also Reader's Guide.

S. Generalizes from data.

S. Applies previously-learned concepts and generalizations to new data.

B. The Progressive Labor Party party which follows the Chinese Party line.

S. Looks for points of agreement and disagreement among witnesses and authors.

S. Generalizes from data.

S. Applies previously-learned concepts and generalizations to new data.

C. A number of other groups have grouped with the Progressive some of groups considered Communist as part of "The New Radical Left." These groups react s

izes from data.

previously-learned concepts
eralizations to new data.

B. The Progressive Labor Party is a communist party which follows the Chinese Communist Party line.

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eralizations to new data.

C. A number of other groups have come to be grouped with the Progressive Labor Party and some of groups considered Communist Fronts as part of "The New Radicals" or "The New Left." These groups react strongly to many

74. Have all pupils write editorials expressing their views on the extent to which the Communist Party in the U.S. constitutes a danger today and the reasons for their views. Perhaps have them focus upon their reactions to some recent statement about this danger.

75. Have pupils read excerpts from the article on 'Perspectives of the Left' which appeared in the Progressive Labor Party organ Progressive Labor, and from the Preamble to the Constitution of the Progressive Labor Party. Does this preamble support or refute Luce's charges?

"Selected Rea

Discuss: What do these documents indicate about the point of view of the Progressive Labor Party ?

76. Have pupils give a panel report on The Progressive Labor Party. They should compare reasons why people join and leave it with those which the class has discussed for joining and leaving the Communist Party. They should report on Luce's interpretation of the relationship between this party and the Chinese Communist Party. One member of the group might check Progressive Labor Party materials to see what policies they are advocating in terms of foreign relations and especially the Chinese-Soviet rift. What light do these materials throw on Luce's claim about the tie between the U.S. and Chinese parties? The panel should also discuss tactics used by the party and compare them with those used by the Communist Party.

Luce, The New
also digest
Digest for Fe
Jacobs and La
Radicals, pp.

77. Have pupils read an excerpt from Flack's paper for the 1965 Students for Democratic Society Convention. Discuss: Does this sound as though the organization is communist? What would you need to know about the organization in order to decide whether or not it is a group

"Selected Rea

pupils write editorials expressing their views on the extent to which the Communist Party in the U.S. constitutes a danger today and the reasons for their views. Perhaps have them focus upon their reactions to the Party's recent statement about this danger.

pupils read excerpts from the article on 'Perspectives on the Left' which appeared in the Progressive Labor Party organ Progressive Labor, and from the Preamble to the Constitution of the Progressive Labor Party. Pupils discuss the Party's preamble support or refute Luce's charges?

What do these documents indicate about the Party's view of the Progressive Labor Party?

pupils give a panel report on The Progressive Labor Party. They should compare reasons why people leave it with those which the class has discussed for joining and leaving the Communist Party. Pupils could report on Luce's interpretation of the relationship between this party and the Chinese Communist Party. One member of the group might check Progressive Labor Party materials to see what policies are being advocated in terms of foreign relations and the Chinese-Soviet rift. What light do these materials throw on Luce's claim about the tie between the U.S. and Chinese parties? The panel should discuss tactics used by the party and compare them with those used by the Communist Party.

pupils read an excerpt from Flack's paper for the Students for Democratic Society Convention. Does this sound as though the organization is a group? What would you need to know about the organization in order to decide whether or not it is a group?

"Selected Readings."

Luce, The New Left. (See also digest in Reader's Digest for Feb., 1967.)
Jacobs and Landauer, The New Radicals, pp. 43-48.

"Selected Readings."

of the values of American society
bring about drastic changes in

- S. Looks for points of agreement and disagreement among witnesses and authors and other sources of information.

- S. Defines problem by identifying values involved.

- S. Generalizes from data.

- S. Identifies assumptions.
- S. Generalizes from data.

-77-

of the values of American society and wish to
bring about drastic changes in that society.

points of agreement and
disagreement among witnesses and
other sources of in-

formation about the
problem by identifying
persons involved.

conclusions drawn
from data.

assumptions.

conclusions drawn
from data.

dedicated to violence or to peaceful means to achieve its aims.

78. Now have a group of students present a panel report on Students for Democratic Society. They should describe different points of view and the sources they have used. Jacobs and La New Radicals, 149-180.
79. Perhaps have a group of students present a panel discussion on the F.S.M. movement and the Berkeley Student Revolt and analyze the characteristics of many members of the New Left as they are indicated in this revolt. Lipset and Wa Berkeley Stude
- Discuss: What are the value conflicts involved in such a revolt?
80. Remind the students of the statements they read at the beginning of this unit by Brown and Carmichael of SNIC. Now have a student or a group of students report on SNIC and analyze its tactics and the charges that some people have made that it has come under communist influence. Discuss: Is such an organization dangerous to our society? Why or why not? Luce, The New Jacobs and La Radicals.
81. Have pupils read and compare a series of editorials and articles on The New Left or New Radicals. Discuss: How does the New Left seem to differ from the leftist groups of the 1930's? How do their basic assumptions differ? Do you think it is dangerous to our society? Why or why not? If you do, do you consider it more or less dangerous than the Communist Party? Why? e.g. Jacobs and The New Radicals 280-295; Time pp. 26-27; Roy Grows 'Tires of May 2, 1967,

to violence or to peaceful means to achieve

group of students present a panel report on
Democratic Society. They should describe
points of view and the sources they have used.

Jacobs and Landau, eds., The
New Radicals, ch. 4 and pp.
149-180.

group of students present a panel discus-
sion of the F.S.M. movement and the Berkeley Student Re-
volt. Analyze the characteristics of many members of
the movement as they are indicated in this revolt.

Lipset and Walin, eds., The
Berkeley Student Revolt

What are the value conflicts involved in such

statements of the statements they read at the
end of this unit by Brown and Carmichael of SNIC.
A student or a group of students report on
the movement, analyze its tactics and the charges that some
people have made that it has come under communist influ-
ence. Discuss: Is such an organization dangerous to
our society? Why or why not?

Luce, The New Left.
Jacobs and Landau, eds., The New
Radicals.

Read and compare a series of editorials and
statements from The New Left or New Radicals. Discuss: How
do the New Left seem to differ from the leftist groups
of the 1930s? How do their basic assumptions differ?
Is it dangerous to our society? Why or why
not? Do you do, do you consider it more or less danger-
ous than the Communist Party? Why?

e.g. Jacobs and Landau, eds.,
The New Radicals, pp. 82-85,
280-295; Time, April 28, 1967,
pp. 26-27; Rowan, "New Left
Grows 'Tiresome,'" Mpls. Star,
May 2, 1967, p. 10A.

C. Sets up hypotheses about possible consequences of alternative courses of action.

S. Sets up hypotheses.

S. Uses deduced consequences of hypotheses (if-then statements) to guide collection of data.

D. Groups of the Far Right have been their membership in recent years; sidered by some to be dangerous to society, by others to be preservercurity, and by still others to be tant as to be ignored.

S. During discussions, keeps to the point, helps move the discussion along, and searches for points of agreement.

S. During discussions helps create an atmosphere in which all members of the group feel secure and anxious to participate.

S†. During discussions, respects the rights and opinions of others.

ases about possible
alternative courses

ases.

consequences of hy-
phen statements) to
n of data.

- D. Groups of the Far Right have been increasing their membership in recent years; they are considered by some to be dangerous to American society, by others to be preservers of our security, and by still others to be so unimportant as to be ignored.

ions, keeps to the
rove the discussion
arches for points of

ions helps create
in which all members
feel secure and anxi-
pate.

ions, respects the
nions of others.

82. Discuss: On the basis of what you now know about the Communist Party and the Progressive Labor Party and the other groups of the New Left, what kinds of programs would you suggest to reduce their strength? to reduce any threat you think they pose in this country? Have pupils suggest possible courses of action and what they think would result from each course of action in terms of the communist threat and civil liberties. Tell pupils that they will return to examine these courses of action later in the unit.

83. Before pupils begin their study of the groups of the Far Right, let them set up hypotheses about why people might join such groups. They should develop a series of if-then statements which would hold true if their hypotheses are true. Discuss: How might political scientists collect data to test these hypotheses? How can we try to test them? Give pupils a chance to read in class or go to the library to work on special topics related to the Far Right. Pupils should try to find information in their reading to support or contradict these if-then statements and so the hypotheses and to find out if political scientists have conducted such studies.

See bibliography.

84. Before holding any more general class discussions, ask the class to suggest ways of improving discussions. What kinds of behavior have made for good discussions? for poor discussions? Try to identify criteria for good discussion behavior. Point out necessity for trying to follow such criteria, particularly when dealing with highly controversial topics.

7. EVALUATES INFORMATION AND SOURCES OF INFORMATION BEFORE ACCEPTING EVIDENCE AND GENERALIZATIONS.

A. IS CURIOUS ABOUT SOCIAL DATA.

G. The interest group attempts to bring aggregates of influence to bear upon decision-makers by attempts to frame the possible choices the decision-makers have, by direct influence, by education, and by attempts to control the selection of the decision-maker.

S. Identifies and examines assumptions to decide whether he can accept them.

G. In complex societies, non-governmental aggregates of power or influence may be enemies of freedom in that they may deprive the individual of options just as surely as government may.

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S. Identifies and examines assumptions to decide whether or not he can accept them.

1. The Far Right does not consist of a monolithic organization; the differences on the Far Right differ considerably from their attitude toward the use of violence.

a. Some of the Far Right groups do not advocate violence or have been known to use violence or are preparing to use violence. Some think it essential to prepare ground groups to use violence. Some think it essential to prepare groups they see as important in society.

FORMATION AND SOURCES
ON BEFORE ACCEPTING
GENERALIZATIONS.

ABOUT SOCIAL DATA.

group attempts to
ates of influence to
cision-makers by at-
me the possible choices
makers have, by direct
education, and by at-
ontrol the selection of
-maker.

and examines assumptions
whether he can accept

ocieties, non-govern-
ates of power or in-
be enemies of freedom
may deprive the indiv-
ons just as surely as
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ates of power or in-
be enemies of freedom
may deprive the indiv-
ns just as surely as
y.

and examines assumptions
whether or not he can ac-

1. The Far Right does not constitute a mono-
lithic organization; the different groups
on the Far Right differ considerably in
their attitude toward the use of violence.

- a. Some of the Far Right groups openly ad-
vocate violence or have been know to
use violence or are preparing under-
ground groups to use violence if they
think it essential to preserve what
they see as important in American so-
ciety.

85. Show the film Case History of a Rumor which shows how a rumor was started by people on the Far Right about an Invasion of the country. Discuss: Do you think the groups which spread this rumor were helping preserve our security? Why or why not? Do you think that they constitute a danger to our security? Why or why not? Now tell pupils that they will take a more thorough look at groups on the Far Right. Pupils should try to decide whether they are dangerous to our security.

Film: Case History of a Rumor
Operation Water
(C.B.S. Reports)

86. Have a group of students present a panel discussion on the Ku Klux Klan. Discuss: Is the Klan a danger to the security of our country? Why or why not? On what assumptions does the Klan base its actions?

Rice, Ku Klux Klan
Politics.
See Anti-Defamation League
pamphlets and
Use Reader's Guide
information from
House Committee

87. Remind pupils of the material they read about the Minutemen when they started the unit. Then have a pupil present a report on the Minutemen. Discuss: Are the Minutemen a danger to our security? Why or why not? On what assumptions do they base their organization?

Use Reader's Guide

Film Case History of a Rumor which shows how a rumor started by people on the Far Right about an attack on the country. Discuss: Do you think the people who spread this rumor were helping preserve our country? Why or why not? Do you think that they constitute a danger to our security? Why or why not? Now have the pupils that they will take a more thorough look at the Far Right. Pupils should try to decide if they are dangerous to our security.

Film: Case History of a Rumor, Operation Water Moccasin (C.B.S. Reports).

Group of students present a panel discussion on the Ku Klux Klan. Discuss: Is the Klan a danger to the security of our country? Why or why not? On what assumptions does the Klan base its actions?

Rice, Ku Klux Klan In Am. Politics.

See Anti-Defamation League pamphlets and leaflets. Use Reader's Guide to locate information brought out during House Committee investigations.

Read the pupils of the material they read about the Minutemen when they started the unit. Then have a pupil make a report on the Minutemen. Discuss: Are the Minutemen a danger to our security? Why or why not? On what assumptions do they base their organization?

Use Readers' Guide.

S. Generalizes from data.

S. Identifies and examines assumptions to decide whether or not he can accept them.

S. Generalizes from data.

b. Most of the Far Right Group openly advocate violence but stir up hatreds which lead. Unlike the ordinary conservatives tend to:

1) Group all opponents as communist sympathizers.

2) want to get rid of almost all social-economic legislative programs set up in this country during this century.

3) try to set up organization from the top.

A. EVALUATES INFORMATION AND SOURCES OF INFORMATION BEFORE ACCEPTING EVIDENCE AND GENERALIZATIONS.

S. Identifies and examines assumptions to decide whether he can accept them.

S. Checks facts against his own background of information.

from data.

nd examines assumptions
ether or not he can ac-

rom data.

- b. Most of the Far Right Groups do not openly advocate violence but sometimes stir up hatreds which lead to violence. Unlike the ordinary conservative, members tend to:
- 1) Group all opponents as communists or communist sympathizers.
 - 2) want to get rid of almost all of the social-economic legislation and international programs set up in this country during this century.
 - 3) try to set up organizations dominated from the top.

FORMATION AND SOURCES
ON BEFORE ACCEPTING
GENERALIZATIONS.

nd examines assumptions
ether he can accept them

against his own back-
formation.

88. Now compare the Minutemen and the Ku Klux Klan. What do they seem to have in common? How do they differ? What seems to set them off from some of the other Far Right Groups?

89. Have a group of students present a panel discussion on Rockwell's American Nazi Party. Discuss: On what assumptions did Rockwell base his organization? How is this group organized? What tactics does it use? Do you think that this party is a danger to our security? Why or why not?

See Anti-Defamation materials and materials produced by the American Party.

90. Tell pupils that they are now going to look at the largest and best-known of the groups on the Far Right, the John Birch Society. Some people believe that it is dangerous. Others believe strongly that it is the hope of America. Pupils should try to decide for themselves.

Give pupils a copy of Welch's remarks at the Minnesota Symposium in 1964. After they have read his initial statements, have them look more carefully at certain statements such as: 1) "government is always and inevitably an enemy of individual freedom;" 2) "I would rather have for America, and I am convinced America would be better off with, a government of 300,000 officials and agents, every single one of them a thief, than a government of a

Minnesota Symposium
U. of Minn., Department of Lectures
same as some of
Welch's Blue Book

the Minutemen and the Ku Klux Klan. What do they have in common? How do they differ? What sets them off from some of the other Far Right

group of students present a panel discussion on the American Nazi Party. Discuss: On what aspects does Rockwell base his organization? How is it organized? What tactics does it use? Do you think this party is a danger to our security? Why

See Anti-Defamation League materials and materials produced by the American Nazi Party.

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a copy of Welch's remarks at the Minnesota Symposium in 1964. After they have read his initial remarks, have them look more carefully at certain passages such as: 1) "government is always and inevitably a threat to individual freedom;" 2) "I would rather have a government of 300,000 officials and agents, than a government of a

Minnesota Symposium, 1964.
U. of Minn., Dept. of Con-
certs and Lectures. (Almost
same as some of comments in
Welch's Blue Book.)

- S. Generalizes from data.
- G. The interest group attempts to bring aggregates of influence to bear upon decision-makers by attempts to frame the possible choices the decision-makers have, by direct influence, by education, and by attempts to control the selection of the decision-maker.
- G. In complex societies, non-governmental aggregates of power or influence may be enemies of freedom in that they may deprive the individual of options just as surely as government may.
- S. Applies previously-learned concepts and generalizations to new data.
- G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

million agents with every single one of them an honest, honorable public servant." 3) his statement on government interference with the market system. Have pupils discuss: Do you agree with these statements? Why or why not? What evidence does Welch present for his conclusions? What proposals does he make for preventing war? for improving economic conditions? Some people have called Welch an anarchist. Does this statement support or contradict that charge?

91. Have pupils examine Welch's ten point program. Discuss: How does this program compare with that of the other Far-Right groups that you have studied so far? How does it compare with what you know of the communist program?

Now have a pupil report on how the organization has tried to carry out points 4-6. Another might report on how the group tried to carry out point #10 during the 1964 election.

Welch, Blue Book
Broyles, The John Birch Society, pp. 15-16
Overstreet and Overstreet, Tactics of Extremism
Broyles, The John Birch Society
Epstein and Foran, The John Birch Society
Overstreet and Overstreet, Tactics of Extremism

92. Have pupils read (or read aloud) an excerpt from Welch's Blue Book which describes the organization which Welch would insist upon for the Birch society. Discuss: How does the organization of this group compare with the organization of political parties in this country? How does it compare with the organization of the communist party?

Welch, Blue Book
quoting
Overstreet, Tactics of Extremism,
Broyles, John Birch Society
pp. 47-48.

ents with every single one of them an honest, public servant." 3) his statement on government interference with the market system. Have pupils do you agree with these statements? Why or what evidence does Welch present for his conclusions? What proposals does he make for preventing improving economic conditions? Some people call Welch an anarchist. Does this statement contradict that charge?

Examine Welch's ten point program. Discuss: How does his program compare with that of the other Far Right groups that you have studied so far? How does it differ from what you know of the communist program?

Write a pupil report on how the organization has tried to carry out points 4-6. Another might report on how it tried to carry out point #10 during the 1964

Welch, Blue Book. Or see Broyles, The John Birch Society, pp. 15-16 or Overstreet and Overstreet, Strange Tactics of Extremism, ch. 7. Broyles, The John Birch Society. Epstein and Forster, Report in the John Birch Society 1966. Overstreet and Overstreet, Strange Tactics of Extremism.

Read (or read aloud) an excerpt from Welch's book which describes the organization which Welch has set up for the Birch society. Discuss: How does the organization of this group compare with the organization of political parties in this country? How does it compare with the organization of the communist

Welch, Blue Book. Or see quotations in Overstreet and Overstreet, Strange Tactics of Extremism, pp. 35, 122; Broyles, John Birch Society, pp. 47-48.

- G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.
- G. The means used may make it difficult to achieve the stated ends or goals.
- S. Identifies and examines assumptions to decide whether or not he can accept them.
- S. Rejects post hoc arguments; looks for another factor which may have caused the later event.
- A. EVALUATES INFORMATION AND SOURCES OF INFORMATION BEFORE ACCEPTING EVIDENCE AND GENERALIZATIONS.

93. Read aloud several quotations from Lenin on Party organization and tactics which are similar to some of those made by leaders on the Far Right. (Or merely recall his tactics if pupils studied the Center's 11th grade course.) Discuss: Do the ends justify the means of using the same tactics as those used by the Communists? Remind pupils about their study of the U.S.S.R. last year. What happened when the Soviets tried to use terror and force and totalitarian government to achieve their ends?
94. Read aloud some of the charges of communism levied against conservatives and middle-of-roaders by some of the ultra conservatives. (e.g. Welch's charge against Eisenhower and Dulles; Revilo Oliver's comments on Kennedy's assassination, etc.) After each charge, ask pupils whom they think this charge might be made against. Tell them and ask what they know about this person's political views. If necessary, read aloud enough more of each charge so that pupils can try to identify the assumptions upon which the charges are based. Discuss: Do you think such remarks are useful in combatting communism in this country? Why or why not? Do you think groups making such charges are dangerous to our security? Why or why not?
95. Have students read and analyze a number of issues of the Birch Society's American Opinion magazine and other Birch Society materials. They might study current issues and also some of the issues of 1963. Discuss the points of view and reasoning used in them.
96. Have a student read and report on the case of the teacher, Mrs. Franklin, in Paradise, California. He should discuss what kinds of attacks were made, what evidence was used, and what happened as the result of the attacks.
- Overstreet and Overstreet, Strange Tactics of Communism, pp. 120, 155, 224. Quotations from Lenin unit on U.S.S.R. in Overstreet and Overstreet, Strange Tactics of Communism, p. 50 (Dulles).
- e.g. See Broyles, Birch Society, p. 21 (Eisenhower); Epst. Forster, p. 21 (Kennedy). Overstreet and Overstreet, Strange Tactics of Communism, p. 50 (Dulles).
- Issues of American Opinion
- "Hell Breaks Loose in Paradise," Life, April 1963, pp. 73-82.

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Overstreet and Overstreet,
Strange Tactics of Extremism,
pp. 120, 155, 224. See
Quotations from Lenin for
unit on U.S.S.R. in 11th Grade.

e.g. See Broyles, The John
Birch Society, p. 7, 10
(Eisenhower); Epstein and
Forster, p. 21 (Kennedy);
Overstreet and Overstreet,
Strange Tactics of Extremism,
p. 50 (Dulles).

Issues of American Opinion.

"Hell Breaks Loose in Para-
dise," Life, April 26, 1963,
pp. 73-82.

- S. Identifies and examines assumptions to see whether or not he can accept them.
- S. Rejects whole-part arguments.

- S. Recognizes differences in difficulty of proving statements. (Distinguishes between facts, inferences, and value judgments.)
- A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

- S. Checks on the bias of producers of information.
- S. Looks for points of agreement and disagreement among witnesses, authors, and producers of information.

97. Have pupils read the ADA leaflet on John Birch in Uniform which deals with the Birch Society campaign to "Support Your Local Police." Then discuss: Should policemen be allowed to join the Birch Society and still remain on the force? Why or why not? What seems to be the purpose of the "Support Your Local Police" campaign? Is the author's attack on Birchite membership on police forces any different than the attack in recent years on government workers, including policemen, who belonged to other organizations such as the one mentioned in the article (Core)? Is it any different than attacks on communists in government positions? Why or why not?

Anti-Defamation
leaflet.

98. Now have a group which has made a thorough study of both pro and anti Birch society literature present a panel discussion on the question: Is the Birch Society dangerous to American security? or Is the John Birch Society helping or hindering the fight against communism in this country? Afterwards have pupils identify examples of facts, inferences, and value judgments in statements made by panel members.

Blue Book.
American Opinion
Other material
Society.
Overstreet and
Strange Tactics
Forster and
on the Right.
Forster, Report
Birch Society
Broyles, John
"The John Birch
the Conservative
National Review
"Mutiny in the
Sat. Eve. Post

99. Show parts of the film Danger on the Right or the film The Radical Right. Discuss: What methods do these Far Right groups use? Are they a danger to our security or are they protecting our security? What organization produced this film? What is its bias? Do the books and articles you have read support or contradict the inferences drawn by the film producers?

Danger on the
Defamation Le
The Radical R
Defamation Le

read the ADA leaflet on John Birch in Uni-
ca with the Birch Society campaign to "Sup-
cal Police." Then discuss: Should police-
ed to join the Birch Society and still re-
force? Why or why not? What seems to be
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use? Are they a danger to our security or
ecting our security? What organization pro-
ilm? What is its bias? Do the books and
have read support or contradict the infer-
by the film producers?

Anti-Defamation League
leaflet.

Blue Book.

American Opinion.

Other materials from Birch
Society.

Overstreet and Overstreet,
Strange Tactics of Extremism.

Forster and Epstein, Danger
on the Right. Epstein and
Forster, Report on the John
Birch Society 1966.

Broyles, John Birch Society.

"The John Birch Society and
the Conservative Movement,"
National Review, Oct. 19, 1965.

"Mutiny in the Birch Society,"
Sat. Eve. Post, April 8, 1967.

Danger on the Right, Anti-
Defamation League, 57 min.
The Radical Right, Anti-
Defamation League, 30 min.

- S. Checks on the bias and competency of authors.
- S. Detects various types of persuasion devices.
- S. Checks facts against own background of information and collects additional information when he needs it to check the facts.
- S. Identifies and examines assumptions to decide whether or not he can accept them.
- S. Checks facts against his own background of information.

- S. Generalizes from data.

100. Bring to class examples of literature from a number of the Far Right Groups other than the Birch society which will be discussed in more detail later. Have pupils analyze the material. What is the purpose of each leaflet or booklet? What evidence is presented for its conclusions? What persuasion devices are used? How does the information jibe with what pupils have learned about communism or other groups attacked? How effective do you think such literature would be in winning support among the American people? Do you think that the groups which put out such literature are dangerous to American security or do you think they are promoting American security? What makes the literature different from most political literature you have read?

See list of ad-
such organiza-
street and Over-
Strange Tactics
(at end of book)

101. Show the film Communism on the Map which has been produced and distributed by one of the Far Right groups. Discuss: How does this film compare with what you have learned about communism? Do you think this film is a good one for trying to preserve the security of our country? Why or why not?

Film: Communism

102. Have several groups of students prepare and read about other Far Right groups and about conservative groups that would not be so classified. Have them bring things to class. Discuss points of similarity and difference among the Far Right Groups and conservative groups. How do they differ from the conservative groups? Why?

Materials from
groups.
Forster and Ellisworth
on the Right,
Burlingame,
Overstreet and
Strange Tactics
Ellsworth and
Right Wing.

class examples of literature from a number of Right Groups other than the Birch society which discussed in more detail later. Have pupils read the material. What is the purpose of each leaflet? What evidence is presented for its content? What persuasion devices are used? How does the information jibe with what pupils have learned about the Birch or other groups attacked? How effective do you think such literature would be in winning support from the American people? Do you think that the groups that put out such literature are dangerous to American society or do you think they are promoting American security? What makes the literature different from most literature you have read?

film Communism on the Map which has been produced and distributed by one of the far right groups. How does this film compare with what you have read about communism? Is it accurate? Do you think the film is a good one for trying to preserve the security of our country? Why or why not?

Compare the materials from the Far Right groups of students with those read about the conservative groups. Do you think the Far Right groups should not be so classified? Discuss points of similarity and difference between the Far Right Groups and the conservative groups.

See list of addresses of such organizations in Overstreet and Overstreet, Strange Tactics of Extremism (at end of book).

Film: Communism on the Map.

Materials from Far Right groups.
Forster and Epstein, Danger on the Right.
Burlingame, The Sixth Column.
Overstreet and Overstreet, Strange Tactics of Extremism.
Ellsworth and Harris, Am. Right Wing.

- S. Distinguishes between relevant and Irrelevant information and notes whether that which is relevant supports or contradicts the idea to which it is related.
 - S. Identifies assumptions.
 - S. Rejects post hoc arguments; looks for another factor which might have caused the later event.
 - S. Rejects whole-part arguments.
 - S. Checks on competency of authors.

 - S. Generalizes from data.
 - G. Members of a group may disagree on many things not related to the particular goals of the group; they may also disagree about some of the goals and particularly about ways of achieving these goals.
 - G. Members of any group are attracted to it for varying reasons.
 - A. **SCEPTICISM OF SINGLE-FACTOR CAUSATION.**

 - S. Draws inferences from tables.
 - S. Generalizes from data.
2. Much less is known about why groups of the Far Right than what makes people join them.
- a. Although some of the emb groups have emotional pro large the type of person of the Far-Right groups w advocate violence tend to ferent than those who joi Party.

ences between relevant and
information and notes
at which is relevant sup-
contradicts the idea to
s related.

assumptions.

st noc arguments; looks
r factor which might
d the later event.

ole-part arguments.

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e from data.

a group may disagree on
s not related to the par-
als of the group;
so disagree about some
s and particularly about
believing these goals.

any group are attracted
arying reasons.

OF SINGLE-FACTOR CAUSA-

ences from tables.

from data.

2. Much less is known about why people join groups of the Far Right than is known about what makes people join the Communist Party.
 - a. Although some of the members of both groups have emotional problems, by-and-large the type of person who joins many of the Far-Right groups which do not advocate violence tend to be quite different than those who join the Communist Party.

103. Point out that several criticisms levied at the Far Right are that members use post hoc reasoning, that they use guilt by association to try to make many people seem communist or communist sympathizers and that they also lump together all who oppose their views as communists and communist sympathizers and make charges against them. Another charge is that some of the writers for these groups do not provide evidence for their charges or statements and do not footnote evidence that they do give. Discuss: Do you think that these charges are well-founded? Do you think they are important factors to consider? Why or why not? Do any of the materials which attack the groups of the Far Right use any of the same tactics?

104. Read aloud some of the findings of the Stanford study on the people who attended the Schwarz Christian Anti-Communist Crusade schools. Discuss: How do the people who studied at this school differ from those who joined the Communist Party? Do people who join this and the Birch Society, etc., seem to be similar in personality to those who join the Ku Klux Klan and the American Nazi Party? Have a pupil tell the class about Overstreet's analysis of a "radical rightist." Does his analysis agree with that of the Stanford study?

Forster and Eps
on the Right,
Overstreet and
Strange Tactics
ch. 18.

105. Project some of Lipset's tables analyzing the supporters of the John Birch Society as well as the amount of support for the organization.

Bell, ed., The
pp. 422-423,
435.

that several criticisms levied at the Far
that members use post hoc reasoning, that
guilt by association to try to make many peo-
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s agree with that of the Stanford study?

Forster and Epstein, Danger
on the Right, pp. 58-59.
Overstreet and Overstreet,
Strange Tactics of Extremism,
ch. 18.

ome of Lipset's tables analyzing the supporters
hn Birch Society as well as the amount of sup-
he organization.

Beil, ed., The Radical Right,
pp. 422-423 425, 431, 433,
435.

S. Looks for points of agreement and disagreement among authors.

S. Applies previously-learned concepts and generalizations to new data.

b. A number of people believe that kinds of stresses and strain- tainties in our life have made groups seem more attractive. the present-day movements of a continuance of certain movements in the U.S. from that of the Republic.

G. Groups engaged in continued struggle with the outside tend to be intolerant within. They tolerate few departures from group norms.

G. Countries are more intolerant of those considered subversives in times of crisis and threats from abroad than during times when they face no such threats.

G. Frustration may result in aggression.

points of agreement and
among authors.

iously-learned concepts,
izations to new data.

- b. A number of people believe that certain kinds of stresses and strains and uncertainties in our life have made Far Right groups seem more attractive. Others see the present-day movements as something of a continuance of certain kinds of movements in the U.S. from the early days of the Republic.

ed in continued strug-
outside tend to be
within. They tolerate
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may result in aggres-

If there has been a recent public opinion poll on attitudes toward any rightist group, give some of the questions to the students. Let them compare their results with the poll's findings. Also let them compare the poll's findings with findings on polls about attitudes towards communism.

106. Perhaps have a pupil report on The True Believer's analysis of the person who joins a mass movement which demands fanatical faith and sacrifice. Afterwards, discuss: How does Hoffer's analysis fit those who join groups of the Far Right? of the Far Left? Hoffer, The
107. Quote Forster and Epstein on the reasons why the Christian Anti-Communism Crusade and the Christian Crusade dropped off some after widespread and critical publicity about the Far Right in the early 1960's, while the Birch Society grew. Discuss: On the basis of what you know about why people joined the Communist Party, does this argument make sense? Why or why not? Forster and on the Right
108. Have a good student read and tell the class about several analyses of factors in American life which might help explain the increasing membership in groups of the Far Right. Discuss. (For example, discuss the importance of insecurity about international affairs, etc.) Then discuss: Do you think these factors will become more or less important in the years just ahead? Forster and on the Right
Bell, ed.,
ch. 13.
Burlingame,
pp. 8-9.

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Hoffer, The True Believer.

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Forster and Epstein, Danger on the Right, pp. 8-9.

Have a good student read and tell the class about several causes of factors in American life which might help explain the increasing membership in groups of the Far Right. Discuss. (For example, discuss the importance of security about international affairs, etc.) Then ask: Do you think these factors will become more or less important in the years just ahead?

Forster and Epstein, Danger on the Right, pp. 5-7.
Bell, ed., Radical Right, ch. 13.
Burlingame, The Sixth Column, pp. 8-9.

- . Checks on bias and competency of producers.
 - S. Checks facts against his own background of information.

 - S. Generalizes from data.

 - S. Tests hypotheses against data.
 - S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.
 - G. Compromise is easier where there is not an ideological perception of the issues, that is, where the issues are not moralized and not seen as related to other issues.
 - G. Compromise is more easily achieved in those political systems in which there is agreement on questions touching the fundamental social, economic, and political institutions.

 - S. Generalizes from data.
3. There is considerable disagreement the pros and cons of groups of Right.

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s against his own back-
information.

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nd political institu-

from data.

3. There is considerable disagreement about the pros and cons of groups of the Far Right.

109. Show the film Star-Spangled Extremism. Then discuss: What relationship do the makers of the film see between the Far Right groups of today and those of earlier days in American history? Do you agree with the film's analysis of the similarities and differences between groups? Why or why not? Who produced the film? What point of view does it represent?
- Star-Spangled
30 min. Anti
League.
110. Read aloud the Overstreet analysis of similarities and differences between communism and groups of the Far Right. Discuss: On the basis of what you have read thus far, do you agree or disagree with their conclusion?
- Overstreet and
Strange Tactics
pp. 19-21.
111. Return to the hypotheses which pupils set up before they began their study of the Far Right. Have them discuss them in the light of evidence collected thus far. Do they have enough evidence to contradict any of them? to support any of them? What kinds of studies might they like to see done in order to test these hypotheses further?
- Read aloud and have pupils discuss each of the reasons cited by the Overstreets for arguing that the Birch Society helps the international communist movement even though not purposively. Also discuss the effect of the Far Right groups upon American political traditions and norms and so on the possibility of compromise.
- Overstreet and
Strange Tactics
pp. 32-33.
112. Now hold a summarizing discussion on the question which was raised earlier: Do you think that the Far Right constitutes a danger to the security of the U.S.? If

film Star-Spangled Extremism. Then discuss: What relationship do the makers of the film see between the groups of today and those of earlier days in history? Do you agree with the film's analysis of the similarities and differences between the groups? Why or why not? Who produced the film? What message does it represent?

Star-Spangled Extremism,
30 min. Anti-Defamation
League.

Discuss the Overstreet analysis of similarities and differences between communism and groups of the Far Right. Discuss: On the basis of what you have read, do you agree or disagree with their conclusion?

Overstreet and Overstreet,
Strange Tactics of Extremism,
pp. 19-21.

Discuss the hypotheses which pupils set up before their study of the Far Right. Have them discuss these in the light of evidence collected thus far. Do you have enough evidence to contradict any of them? To support any of them? What kinds of studies might they be done in order to test these hypotheses further?

Discuss and have pupils discuss each of the reasons the Overstreets give for arguing that the Birch Society is the international communist movement ever so effectively. Also discuss the effect of the groups upon American political traditions and upon the possibility of compromise.

Overstreet and Overstreet,
Strange Tactics of Extremism,
pp. 32-33.

Summarizing discussion on the question which was asked earlier: Do you think that the Far Right poses a danger to the security of the U.S.? If

III. Civil liberties are essential to a democratic political system; the organization of the competition in goals, and the atmosphere which democracy presupposes, all require a high degree of personal freedom.

- A. VALUES PROCEDURAL SAFEGUARDS OF THOSE ACCUSED OF CRIMES.
- G. Constitutions may contain negative prohibitions as well as grants of power and statements of relation-

A. Civil liberties in this country are not absolute. The extent to which in the federal constitution protection from state interference has been granted in recent years through changes made by the Supreme Court.

- III. Civil liberties are essential to a democratic political system; the organization of majorities, the competition for goals, and the ability to oppose which democracy presupposes, all depend on a high degree of personal freedom.

LEGAL SAFEGUARDS OF
OF CRIMES.

may contain negative
as well as grants of
elements of relation-

- A. Civil liberties in this country are relative, not absolute. The extent to which guarantees in the federal constitution protect individuals from state interference has been expanding in recent years through changing interpretations by the Supreme Court.

not, why not? If so, how much danger and why? At present, would you advise restricting their activities at all? Why or why not? (Use further questions as needed to help pupils identify the value conflict here.)

113. How much time should be spent on the next section of the unit, depends upon whether or not pupils have studied the Minnesota Center's 8th grade and 11th grade courses. If pupils have not studied these courses, teachers will wish to use a number of activities, at a somewhat higher level than those done in the eighth grade.

Ask pupils to define civil liberties. Then ask: What examples have you already come across in this unit of restriction of civil liberties? What seems to give rise to such action? Remind pupils that the decision on whether or not restrictions should be permitted may depend upon the severity of the problem facing the country (which they have already examined), upon how important or essential civil liberties are to our form of government and to other things we value and which may be important for our security as well (e.g. education; advancement of science and technology), on what different measures would do to civil liberties, and on how successful measures would be in preserving security. We have already studied the danger to security and each has assessed the extent of this danger. We now turn to an assessment of just how essential civil liberties are to our form of government and to our security.

114. Review briefly some of the basic civil liberties safeguarded by our constitution. Briefly discuss the meaning of these rights and ask pupils to cite examples. If pupils have not studied the 8th grade course, you may wish to use Form A of the Center's paper on "The Gideon Case" (with the cover sheet identifying grade level re-

West, "The Right
The Gideon Case.
Lewis, Gideon's

If so, how much danger and why? At present, advise restricting their activities at all. Why not? (Use further questions as needed to identify the value conflict here.)

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some of the basic civil liberties safe-kept in our constitution. Briefly discuss the meaning of these rights and ask pupils to cite examples. If they have not studied the 8th grade course, you may refer to Form A of the Center's paper on "The Gideon Case" or use the worksheet identifying grade level re-

West, "The Right to a Lawyer: The Gideon Case."
Lewis, Gideon's Trumpet.

ships; that is, they may in democracies prevent majority action on some subjects or at least slow such action down.

- G. Constitutions change by formal amendment and by changes in custom and interpretation.
- G. The contrast between democratic and nondemocratic political systems may be looked at as a conflict in basic underlying values.
- G. Constitutions must have an ultimate interpreter, since they are by nature ambiguous and nonspecific.
- G. The separation of powers is built on an assumption of a division of political functions which cannot be demonstrated easily in reality. (The law-making function is undertaken by all three branches.)

moved). Some might then read Lewis, Gideon's Trumpet. Discuss the major questions raised at the end of the study. (Use this case prior to study of First Amendment cases because it explains the process by which the federal constitutional guarantees were extended to protect people against state action.) If pupils have studied the 8th grade course, be sure to review the way in which rights in the federal constitution have been extended to protect individuals from state action. Also review the need for some interpreter of the Constitution and the way in which the Supreme Court acquired this power in this country. Discuss: How does the Supreme Court help make law?

115. Have pupils break up into groups to discuss case studies on rights of the accused. Then have reporters from the different groups report the decisions of their groups. Hold a general class discussion where the different groups have come to different conclusions.

Parker, O'Neil,
Civil Liberties,
Soc. Ed., Mch.,
case).

116. Now have pupils read from a variety of sources about the rights of accused and how these rights have been interpreted. If pupils have not studied the Center's eighth grade course, you might use some of the papers prepared

Parker, O'Neil,
Civil Liberties,
Papers prepared
Unit in Center's

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Parker, O'Neil, and Econopouly,
Civil Liberties, pp. 13-28.
Soc. Ed., Mch., 1966 (Malloy
case).

Parker, O'Neil, and Econopouly,
Civil Liberties, pp. 29-58.
Papers prepared for Judicial
Unit in Center's 8th grade

A. SUPPORTS FREEDOM OF THOUGHT AND
EXPRESSION.

B. A free press and free speech, the organization of majorities, goals, and the ability to oppose in a political system. These protect procedural safeguards of crimes. However, free speech and press are dependent in turn on procedural safeguards.

S. Applies previously-learned generalizations.

G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes, all depend on a high degree of personal freedom.

G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes, all depend on a high degree of personal freedom.

F. FREEDOM OF THOUGHT AND
ION.

B. A free press and free speech are necessary for the organization of majorities, competition in goals, and the ability to oppose in a democratic political system. These rights also help protect procedural safeguards of those accused of crimes. However, free speech and free press are dependent in turn upon such procedural safeguards.

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for that course on the rights of those accused of crimes. (If so, tear off the cover sheets which indicate the grade level of the materials.)

course.

Discuss the reasons for each of the rights. Also discuss: Why has the Supreme Court insisted upon the preservation of these rights even when the justices may have been convinced of the guilt of the defendants?

117. Have pupils read and discuss some of the case studies dealing with the first amendment cases found in the Freedom Agenda pamphlet and in Parker, O'Neil and Econonopouly. Perhaps break the class up into buzz groups to discuss the cases, have reporters from the different groups report reactions of their groups, and hold a class discussion of the major issues.

Westin, Discuss
pp. 5-8.
Parker, O'Neil,
Civil Liberties
Studies and the
Five, section A

118. Discuss: On the basis of what you have learned in earlier social studies courses, how essential do you think civil liberties are to our form of government? (Draw upon what pupils learned in 8th grade course, in tenth grade course, and in study of totalitarian systems in 11th grade.) Is free speech or free press any more important than safeguards for those accused of crimes? Why or why not?

119. Have pupils read various statements about interpretations of the first amendment. Discuss: Is free speech or free press absolute? That is, does a person in this country have a right to say or write anything he wishes to?

Parker, O'Neil,
Civil Liberties
176, 178-188.

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Westin, Discussion Cases,
pp. 5-8.
Parker, O'Neil, Econopouly,
Civil Liberties, Cases,
Studies and the Law, part
Five, section A.

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Parker, O'Neil, Econopouly,
Civil Liberties, pp. 173-
176, 178-188.

G. Constitutions may contain negative prohibitions as well as grants of power and statements of relationships; that is, they may in democracies prevent majority action on some subjects or at least slow such action down.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS. VALUES INDEPENDENT THOUGHT.

G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes, all depend on a high degree of personal freedom.

S. Detects various types of persuasion devices.

C. The degree to which personal freedom affects the amount of criticism given to government officials and of information which they can obtain in developing policies. Free speech make it more likely that mistakes are invented or corrected in political speech and a free press (with proper safeguards needed to help secure the important to the advancement of including scientific and technological progress) and so to our national security.

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- C. The degree to which personal freedom exists affects the amount of criticism which will be given to government officials and the amount of information which they can obtain in developing policies. Free speech and free press make it more likely that mistakes can be prevented or corrected in political affairs. Free speech and a free press (with procedural safeguards needed to help secure them) are also important to the advancement of knowledge, including scientific and technological knowledge) and so to our national security.

120. Read aloud some quotations from Commager which help explain his insistence upon the "pragmatic necessity for freedom." Discuss: Do you agree or disagree with Commager? Why?

Commager, Freedom and Dissent, ch. 1, pp. 15, 18, 22,

121. Have pupils read the incident about the high school senator who was not permitted to deliver his validictory address in 1962 because of his comments on disarmament. Then have pupils discuss the pros and cons of preventing him from making this speech.

Douglas, Freedom of Speech, p. 1.

122. Read aloud some recent quotation about the reaction of some people to the idea of having college students debate some controversial question such as one about Viet Nam. Tell the pupils briefly about the controversy in

For the 1954 Congressional Record, Nov. 29, 1

Some quotations from Commager which help explain the existence upon the "pragmatic necessity for discussion: Do you agree or disagree with Com-

Commager, Freedom, Loyalty, Dissent, ch. I, particularly pp. 15, 18, 22, 30, 34, 36.

Read the incident about the high school senior not permitted to deliver his valedictory address because of his comments on disarmament. Pupils discuss the pros and cons of preventing making this speech.

Douglas, Freedom of the Mind, p. 1.

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For the 1954 controversy, see Time, Nov. 29, 1954.

- A. IS SCEPTICAL OF PANACEAS.
- A. IS COMMITTED TO A FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.
- S. Sets up hypotheses about consequences of alternative courses of action.

IV. Many measures have been tried to and prevent sabotage and espionage. Measures vary both in the degree to which they curtail civil liberties and in their effectiveness in combatting subversion.

ICAL OF PANACEAS.

MITTED TO A FREE EXAMINA-
SOCIAL ATTITUDES AND
RESEARCHES ACTIVELY FOR DIF-
FOUNTS OF VIEW AND INTER-
ESTS.

IV. Many measures have been tried to curb subversives and prevent sabotage and espionage. These measures vary both in the degree to which they limit civil liberties and in their effectiveness in combatting subversion.

hypotheses about conse-
of alternative courses of

1954 over the debate issue of that year on whether or not we should recognize Red China. Discuss: Should debates over such questions of foreign policy be restricted? Why or why not? What value conflict is involved in this question? What may be the effects on foreign policy makers if debate is limited?

123. Have pupils read "Challenging the Status Quo" in the pamphlet on Freedom of the Mind. Afterwards discuss: How important is freedom of speech and press to democracy? to science? to education? Douglas, Free pp. 31-37.
124. Read aloud brief quotations from people on the importance of civil liberties in this country. (e.g. William Allen White: "Liberty is the only thing you cannot have unless you are willing to give it to others." Elmer Davis: "This republic was not established by cowards; and cowards will not preserve it."; Raymond F. Fosdick: "In our concern over what communism may do to democracy we have overlooked the danger of what we ourselves may do to democracy under the stimulus of fear." Discuss: What do you think these people mean? What do they fear? Do you agree or disagree with them? why?
125. Remind pupils that after they studied the communist party in this country, they made suggestions about what might be done to reduce communist strength or the threat from communism in this country. Return to the list pupils made at that time. Do pupils wish to add other possible courses of action to preserve American security from internal threats from both the Far Left and the Far Right? Do they wish to add any other possible results from following each course of action? (If pupils have not listed some of important measures suggested or tried, you may wish to tell them that certain courses of action had been proposed or

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measures suggested or tried, you may wish to tell
at certain courses of action had been proposed or

- A. VALUES OBJECTIVITY AND DESIRES TO KEEP HIS VALUES FROM AFFECTING HIS INTERPRETATION OF THE EVIDENCE.

- S. Works effectively with others. (Accepts his share of responsibility for the work of a group; participates actively without trying to dominate.)

tried. Have the class try to figure out possible effects of following each course of action.)

Now tell the class that they are to begin a more thorough study of possible courses of action. They should try to decide whether the evidence they gather supports or contradicts the effects which they have predicted. They should also try to decide at the end of their study whether or not they think changes should be made in the kinds of measures now being used and whether or not new measures should be followed. Perhaps give pupils a list of questions to keep in mind as they study this section of the unit.

126. If pupils selected individual and small group projects for the entire unit during the introductory phase of the unit, remind them of the tentative schedule for reports and panels or revise the schedule if it seems wise at this point.

If pupils did not select activities to do on this section, take time to go over a proposed list, let them add to the list, and then have them turn in their first three choices. Make the final assignments the next day and give them a tentative schedule of the days on which projects are due.

127. Give pupils a chance to read in class for a few days so that they can prepare their panels and reports and other activities on the different measures used against subversion. At times interrupt the reading toward the end of the hour or at the beginning of the hour by doing one or more of the following:

S. Checks on the bias and competency of authors.

S. Uses Book Review Digest.

S. Uses specialized references to check on authors.

- a. Let pupils meet in groups if they are working on panels or symposiums, etc. in order to check on progress of members and plan next steps. They will also need to meet briefly before reading even begins in order to plan what they will do. Ask these groups for progress reports every day or so.
 - b. Review with pupils the need for evaluating their sources of information. Do this by asking pupils what they have found thus far in their reading about possible bias of authors. What indications do they have for this bias? At another time ask pupils what they have found out about the competency of the authors of the materials they are reading. Discuss briefly some of the factors related to competency which have shown up in these books.
 - c. Bring in a copy of the Book Review Digest and show pupils what they can find out about their books in different editions of this reference work. Then have all pupils look up reviews of the book they are reading and write a brief statement about whether or not they agree with the summary from a review presented in the Book Review Digest. They should also indicate differences found in the reviews and which point of view they agree with if there are differences. If there are no differences, do pupils agree with the general assessment of the book by reviewers? A copy of
 - d. Once again bring to class reference works on authors and let several pupils check on the authors of their books and tell the class what they have found out about them.
128. Point out to the class that there have been several occasions in American history prior to the worry about subversives following World War II when the American people

t pupils meet in groups if they are working on papers or symposiums, etc. In order to check on progress members and plan next steps. They will also need meet briefly before reading even begins in order to plan what they will do. Ask these groups for progress reports every day or so.

view with pupils the need for evaluating their sources of information. Do this by asking pupils what they have found thus far in their reading about possible biases of authors. What indications do they have for bias? At another time ask pupils what they have found out about the competency of the authors of the materials they are reading. Discuss briefly some of the factors related to competency which have shown up in these books.

Bring in a copy of the Book Review Digest and show pupils what they can find out about their books in different editions of this reference work. Then have all pupils look up reviews of the book they are reading and write a brief statement about whether or not they agree with the summary from a review presented in the Book Review Digest. They should also indicate differences found in the reviews and which point of view they agree with if there are differences. If there are no differences, do pupils agree with the general assessment of the book by reviewers?

A copy of Book Review Digest.

Once again bring to class reference works on authors and let several pupils check on the authors of their books and tell the class what they have found out about them.

Point out to the class that there have been several occasions in American history prior to the worry about subversives following World War II when the American people

- G. Groups engaged in continued struggle with the outside tend to be intolerant within. They tolerate few departures from group norms.
- G. Countries are more intollerant of those considered subversives in times of crisis and threats from abroad than during times when they face no such threats.
- G. A law or policy must be effectuated and applied; in that process the whole decision-making and influence process goes on again. (Enforcing officers must decide how, when, and with what degree of stringency to enforce legal restrictions.)
- G. Any decision is in part a product of the internalized values and the perceptions of the persons making the decision.
- G. The decision-maker reacts to pressures from other decision-makers as well as from the outside.
- A. SUPPORTS FREEDOM OF THOUGHT AND EXPRESSION.
- A. The federal and state government to curb subversion in times of long before the communist threat parent after World War II.
- 1. The Alien and Sedition Acts of restricting free speech at the undeclared war with France.

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other decision-makers as
m the outside.

EDOM OF THOUGHT AND EX-

A. The federal and state governments have acted to curb subversion in times of past danger, long before the communist threat became apparent after World War II.

1. The Alien and Sedition Acts had the effect of restricting free speech and press during the undeclared war with France in 1798.

became worried about possible subversives and took action against them. It is important to look at some of these kinds of actions and their effects in order to analyze some of the types of action taken after World War II against Communists and other subversive groups.

Review with pupils what they learned in American history about the Alien and Sedition Acts. Or if they did not study these acts in an earlier grade, have a pupil give a report on what led to their passage and how they were interpreted. Discuss the importance of enforcement officials and factors affecting their decision-making.

Miller, Cri
Biddle, Fea

worried about possible subversives and took action against them. It is important to look at some of the kinds of actions and their effects in order to analyze some of the types of action taken after World War I against Communists and other subversive groups.

Work with pupils what they learned in American history about the Alien and Sedition Acts. Or if they did not study these acts in an earlier grade, have a pupil give a report on what led to their passage and how they were enforced. Discuss the importance of enforcement of these acts and factors affecting their decision-making.

Miller, Crisis in Freedom;
Biddle, Fear of Freedom.

2. During the Civil War the federal government used a government loyalty program, oaths, and congressional investigative committees in addition to the suspension of habeas corpus and military courts.

3. During World War I, the federal government passed the Sedition and Espionage Acts and state governments also passed laws to identify and punish possible subversives.

A. VALUES PROCEDURAL SAFEGUARDS FOR THOSE ACCUSED OF CRIMES.

G. Groups engaged in continued struggle with the outside tend to be intolerant within. They tolerate few departures from group norms.

G. Countries are more intolerant of those considered subversives in times of crisis and threats from abroad than during times when they face no such threats.

4. Following World War I, the Red Scare saw a number of repressive measures including mass arrests without warrants of suspected communists.

2. During the Civil War the federal government used a government loyalty program, loyalty oaths, and congressional investigating committees in addition to the better known suspension of habeas corpus and trial by military courts.

3. During World War I, the federal government passed the Sedition and Espionage Acts; state governments also passed acts to punish possible subversives.

FEDERAL SAFEGUARDS FOR
PREVENTION OF CRIMES.

aged in continued struggle
outside tend to be in-
within. They tolerate few
from group norms.

are more intollerant of
ordered subversives in
crisis and threats from
during times when they
in threats.

4. Following World War I, the Red Scare led to a number of repressive measures and extensive arrests without warrants of those suspected of being communists.

129. Review what pupils learned about civil liberties during the Civil War. Or if pupils did not study the Center's course for that level, have them read about civil liberties during the Civil War. Again they should note the role of those who enforce decisions and factors influencing their decisions. Discuss: Did these measures prove effective in combating subversion? To what degree did they interfere with civil liberties?
- Hyman, Era of
Weyl, Battle
loyalty, chs.
West, "Civil L
ing the Civil
130. Have a pupil prepare a bulletin board display on some of the extremes to which individuals and government went during World War I in trying to fight German sympathizers.
- Chafee, Free S
Fear of Freed
54-69, 102-04;
Against Disloy
131. Have a pupil present a report on Civil Liberties in World War I. Once more have pupils note influences on those who made decisions as to how to interpret and carry out laws. Briefly analyze some of the Supreme Court cases arising out of the law. Also discuss: Did these measures prove effective in combatting subversion? To what degree did they interfere with civil liberties?
- See procedure
132. Have several pupils present a panel discussion on the Red Scare after World War I. Discuss: Were the methods used in this fight against communism justified? What factors affected Palmer's decision? Did the measures prove an effective way of reducing communist strength in the U.S.?
- Murray, Red Sc
pecially chs.
Chafee, Free S
Fear of Freed
Yesterday.

pupils learned about civil liberties during war. Or if pupils did not study the Center's that level, have them read about civil liberties during the Civil War. Again they should note the cases who enforce decisions and factors influencing decisions. Discuss: Did these measures prove effective in combating subversion? To what degree did they interfere with civil liberties?

1. prepare a bulletin board display on some of the cases to which individuals and government went during World War I in trying to fight German sympathizers.

1. present a report on Civil Liberties in World War I. Once more have pupils note influences on the cases made decisions as to how to interpret and apply the laws. Briefly analyze some of the Supreme Court cases arising out of the law. Also discuss: Did these measures prove effective in combatting subversion? To what degree did they interfere with civil liberties?

1. pupils present a panel discussion on the Red Scare during World War I. Discuss: Were the methods used to fight against communism justified? What effect did Palmer's decision have? Did the measures prove effective way of reducing communist strength?

Hyman, Era of the Oath;
Weyl, Battle Against Disloyalty, chs. 5-6;
West, "Civil Liberties During the Civil War."

Chafee, Free Speech; Biddle, Fear of Freedom, pp. 19-22, 54-69, 102-04; Weyl, Battle Against Disloyalty, chs. 7-8.

See procedure 130.

Murray, Red Scare, see especially chs. 3-5, 12-14;
Chafee, Free Speech; Biddle, Fear of Freedom; Allen, Only Yesterday.

- G. A law or policy must be effectuated and applied; in that process the whole decision-making and influence process goes on again. (Enforcing officers must decide how, when, and with what degree of stringency to enforce legal restrictions.)
- G. Any decision is in part a product of the internalized values and the perceptions of the persons making the decision.
- G. The decision-maker reacts to pressures from other decision-makers as well as from the outside.
- S. Generalizes from data.
- G. Groups engaged in continued struggle with the outside tend to be intolerant within. They tolerate few departures from group norms.
- G. Countries are more intolerant of those considered subversives in times of crisis and threats from abroad than during times when they face no such threats.
- A. TREATS PEOPLE AS INDIVIDUALS, NOT AS MEMBERS OF A PARTICULAR GROUP.
- 5. During World Wars I and II to identify subversives and sabotage plots.
- 6. During World War II the federal government moved thousands of those of Japanese descent into relocation camps, as a means of preventing possible espionage and sabotage on the West Coast.

Policy must be effectuated; in that process decision-making and in-process goes on again. Officers must decide and with what degree of to enforce legal restric-

on is in part a product of internalized values and the attitudes of the persons making the decision.

Decision-maker reacts to pressure from other decision-makers from the outside.

is from data.

aged in continued struggle from the outside tend to be intolerant within. They tolerate less pressure from group norms.

are more intolerant of those considered subversives in times of crisis and threats from the outside during times when they face such threats.

PEOPLE AS INDIVIDUALS, NOT AS MEMBERS OF A PARTICULAR GROUP.

5. During World Wars I and II the FBI attempted to identify subversives and uncover espionage and sabotage plots.

6. During World War II the federal government moved thousands of those of Japanese descent into relocation camps, without trials, as a means of preventing possible sabotage and espionage on the West Coast.

133. Have a pupil give a report on the work of the FBI during World Wars I and II. Discuss: How did the procedures used by the FBI in these cases differ from those used during the Red Scare? e.g. Weyl, Ba
Disloyalty,
Barth, Loyalt
134. Show the film The Constitution and Military Power. This film deals with a person of Japanese descent who was ordered to a relocation camp. (The case is that of Korematsu v. United States.) Stop the film before it tells what happened in the case; call for volunteers to serve as the justices making the decision and ask them to role-play their discussion of what the decision should be. Then resume the showing of the film so that pupils can see how the case was actually decided. The Constitut
tary Power.

Will give a report on the work of the FBI during I and II. Discuss: How did the procedures of the FBI in these cases differ from those used in the Red Scare?

View film The Constitution and Military Power. This film is about a person of Japanese descent who was interned in a relocation camp. (The case is that of Yasui v. United States.) Stop the film before it reaches the part where the justices made the decision; call for volunteers to discuss the justices making the decision and ask them to discuss by their discussion of what the decision should be. Resume the showing of the film so that pupils can see how the case was actually decided.

e.g. Weyl, Battle Against Disloyalty, chs. 7, 11; Barth, Loyalty of Free Men.

The Constitution and Military Power. TU-AVC. 29 min.

A. VALUES PROCEDURAL SAFEGUARDS FOR THOSE ACCUSED OF CRIMES.

- G. Groups engaged in continued struggle with the outside tend to be intolerant within. They tolerate few departures from group norms.
- G. Countries are more intollerant of those considered subversives in times of crisis and threats from abroad than during times when they face no such threats.
- G. The decision-maker reacts to pressures from other decision-makers as well as to pressures from the outside (such as public opinion and interest groups).
- S. Considers possible alternative courses of action by examining consequences of each and checking these consequences against goals (values).

B. Since the beginning of the communist countries, both governments have acted to try

PROCEDURAL SAFEGUARDS FOR
ACCUSED OF CRIMES.

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tense within. They tolerate
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Groups are more intollerant of
those considered subversives in
times of crisis and threats from
the outside than during times when they
face no such threats.

A decision-maker reacts to pressures
from other decision-makers
as well as to pressures from the
public (such as public opinion
and interest groups).

Consider possible alternative
courses of action by examining con-
sequences of each and checking
consequences against goals

- B. Since the beginning of the Cold War with com-
munist countries, both state and federal gov-
ernments have acted to try to curb subversives.

135. Invite a Japanese American who was relocated during World War II to tell the class about his experiences and his reactions to them.
136. Have a pupil draw several cartoons showing different points of view about the Japanese relocation measure.
137. Discuss: On the basis of what you have found so far, what tends to happen to the interpretation of laws to prevent subversion during times of great emergency and of fear and frustration? How effective were the different measures in combatting subversion?
138. Have a pupil prepare a series of cartoons representing different viewpoints toward any one of the measures used to fight subversion.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.

G. Groups engaged in continued conflict with the outside tend to be intolerant within. They tolerate few departures from group norms.

S. Looks for relationships among events.

A. VALUES PROCEDURAL SAFEGUARDS.

G. The community demands order and stability -- goals which may be incompatible with the demands of individuals.

S. Generalizes from data.

S. Sets up hypotheses about consequences of alternative courses of action.

1. The FBI has continued and erations in investigating communist sympathizers and Right groups in order to identify dangerous elements as well as espionage and sabotage. given the job of investigating workers and applicants for

2. The federal loyalty and security have tried to screen out others who might be security states and local governments. lished their own forms of

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SOCIAL ATTITUDES AND DATA.
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PROCEDURAL SAFEGUARDS.

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goals which may be incom-
with the demands of indiv-

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ypotheses about consequen-
ternative courses of action.

1. The FBI has continued and expanded its operations in investigating communists and communist sympathizers and certain Far Right groups in order to identify possible dangerous elements as well to prevent espionage and sabotage. It has also been given the job of investigating government workers and applicants for government jobs.

2. The federal loyalty and security programs have tried to screen out communists and others who might be security risks. Some states and local governments have established their own forms of loyalty programs.

139. Have a pupil prepare a timeline to show international crises since World War II. Place it on the bulletin board or above the chalkboard. As pupils examine particular cases or laws or investigations, etc, have them look to see what was happening in international affairs at that time. Do they see any relationships among these events and international affairs?
140. Invite a local FBI man to class to discuss the role of the FBI in trying to identify communists and other possible dangerous elements in this country. He should describe the techniques used, the groups investigated, and the precautions taken to safeguard individual rights.
141. Have a pupil give a report on the work of the FBI since World War II in both: (a) fighting communists and espionage rings, and (b) collecting information about such groups as the Ku Klux Klan and civil rights violence.
142. Give pupils a brief summary of the evolution of the loyalty-security program of the federal government. Indicate original provisions and changes which were made in the "Selected

Pupil prepare a timeline to show international events since World War II. Place it on the bulletin board above the chalkboard. As pupils examine paragraphs or laws or investigations, etc, have them see what was happening in international affairs at the same time. Do they see any relationships among these and international affairs?

Call a local FBI man to class to discuss the role of the FBI in trying to identify communists and other dangerous elements in this country. He should discuss the techniques used, the groups investigated, and the precautions taken to safeguard individual rights.

Pupil give a report on the work of the FBI since World War II in both: (a) fighting communists and espionage, and (b) collecting information about such groups as the Ku Klux Klan and civil rights violence.

Write a brief summary of the evolution of the loyalty and security program of the federal government. Indicate the major provisions and changes which were made in the program. "Selected Readings."

Moreover, security programs tended to some industries those with government con

- G. The community demands order and stability--goals which may be incompatible with the demands of individuals.
- G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.
- G. Freedom's relationship to democracy is a close and obvious one.

- G. The community demands order and stability--goals which may be incompatible with the demands of individuals.
- G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.
- G. Freedom's relationship to democracy is a close and obvious one.
- S. Defines problem by isolating basic issues and identifying values and factual questions which need investigating.
- A. IS SCEPTICAL OF PANACEAS.

-123-

Moreover, security programs have been extended to some industries, particularly those with government contracts.

community demands order and stability -goals which may be incompatible with the demands of individuals.

contrast between democratic and autocratic political systems may be regarded as a conflict in basic guiding values.

's relationship to democracy is a clear and obvious one.

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P.

LOGICAL OF PANACEAS.

early years of the program. Discuss: What do you think the purposes are of such a program? How effective do you think this program would prove to be? What possible disadvantages might this program have?

143. Show the film National Security vs. Individual Rights. This film deals with the security case of Radulovich. Discuss: Do you think Radulovich was a security risk? If you had been the person making the decision, what decision would you have made in this case? What factors do you think were at work in the first place in bringing about the original decision? What effect do you think Morrow's See It Now program might have on the case?

Film: National Security vs. Individual Rights, 30

144. Break the class into small groups to discuss a variety of real or hypothetical cases related to the loyalty-security program. Have pupils read the cases and then discuss the questions which follow them.

Westin, D.
pp. 15-19
"Security Discussion."

After the groups have discussed the cases, bring the class together again. Let a reporter from one group present that group's reactions to a particular case. If other groups disagreed or if there are strong minority reports from groups, hold a general class discussion on the case. Then go on to the other cases, letting a reporter from a different group present an opinion for each case. Have pupils identify the value conflicts involved in each case and the factual questions which are raised by arguments introduced in the support of each position. (If the class discusses the case of Congressman X in "Security Cases for Discussion," explain afterwards that the case was built around the career of Senator Joseph McCarthy who was one of the chief congressional investigators during the early 1950's.)

years of the program. Discuss: What do you think purposes are of such a program? How effective do you think this program would prove to be? What possible disadvantages might this program have?

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Divide the class into small groups to discuss a variety of actual or hypothetical cases related to the loyalty-security program. Have pupils read the cases and then discuss the questions which follow them.

After the groups have discussed the cases, bring the class together again. Let a reporter from one group present that group's reactions to a particular case. If other groups disagreed or if there are strong minor reports from groups, hold a general class discussion on the case. Then go on to the other cases, letting a reporter from a different group present an opinion for each case. Have pupils identify the value conflicts involved in each case and the factual questions which are raised by arguments introduced in the support of each opinion. (If the class discusses the case of Congressman Joseph McCarthy who was one of the chief confidential investigators during the early 1950's.)

Film: National Security vs. Individual Rights, McGraw-Hill, 30 min.

Westin, Discussion Cases, pp. 15-19.
"Security Cases for Discussion."

- G. The community demands order and stability--goals which may be incompatible with the demands of individuals.
- G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.
- A. VALUES PROCEDURAL SAFEGUARDS FOR THOSE ACCUSED OF CRIMES.
- A. IS SCEPTICAL OF PANACEAS.
- G. The community demands order and stability--goals which may be incompatible with the demands of individuals.
- G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.
- G. Freedom's relationship to democracy is a close and obvious one.
- S. Checks on the completeness of data and is wary of generalizations based on Insufficient evidence.
 - a) Rejects whole-part arguments and insists upon further data.
 - b) Rejects post hoc arguments; looks for another factor which may have caused the later event.

145. Have a pupil give a report on the Abraham Chasanow case. He should stop before he tells what the outcome was and let pupils discuss what they think should have been done. Then have the pupil report the outcome of the case.

Lewis, "What
Victim of N
Reporter, M
17; Lewis,
Report," Re
1955.

146. Read aloud some of the "Ten Commandments for Pure Conduct of Government Employees" which Thurman Arnold proposed in 1948 as a result of some of the government loyalty cases with which he was acquainted. Discuss: Why might people worry about the loyalty program as a means of fighting communism if Arnold's list is fair?

Harper, Nov
63.

147. Give pupils an exercise in which they must analyze the logic (particularly fallacies related to whole-part thinking and to post hoc thinking) in relationship to loyalty-security investigations of government employees. Discuss the exercise in class.

See Appendix

pupil give a report on the Abraham Chasanow case. Would stop before he tells what the outcome was and pupils discuss what they think should have been done. Give the pupil report the outcome of the case.

Lewis, "What Happens to a Victim of Nameless Accusers," Reporter, Mch. 2, 1954, pp. 10-17; Lewis, "Security: Interim Report," Reporter, Sept. 8, 1955.

Read some of the "Ten Commandments for Pure Conduct Government Employees" which Thurman Arnold proposed in a result of some of the government loyalty cases which he was acquainted. Discuss: Why might people object to the loyalty program as a means of fighting communism if Arnold's list is fair?

Harper, Nov., 1948, pp. 61-63.

This is an exercise in which they must analyze the particularly fallacies related to whole-part thinking (to post hoc thinking) in relationship to loyalty investigations of government employees. Discuss exercise in class.

See Appendix.

S. Defines problem by identifying values involved.

G. The community demands order and stability -- goals which may be incompatible with the demands of individuals.

G. The contrast between: democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

S. Adjusts reading rate to purpose in reading and to type of material read.

S. Reads for details.

148. Have a pupil give an oral report on the Dr. Condon case. Discuss: Do you think it was in the interests of the security of this country to decide the case in this way? Why or why not? What value conflicts were involved in this case? Biddle, Fea pp. 226-230
ington Wit
Stripling,
America; Ca
tee on Un-A
pp. 131-153
149. Have several pupils who are interested in science investigate the Oppenheimer case and present a panel discussion on the question: Did the Board's action in declaring Oppenheimer a security risk increase our national security? (Tell the class about the award made to Oppenheimer by President Johnson.) Afterwards, have the class analyze the value conflicts involved in the case. Curtis, Opp
Strout, Cor
and Securit
Dr. J. Robe
Life, Mch.
34a.
150. Have a group of students interview a local university physicist on the current scientific regulations designed to preserve security and on his reactions to them.
151. Have several pupils examine the program for security in our armed forces. They should look at the oaths that inductees must sign and at some of the cases which arose under the security program. They should also investigate what has happened recently in connection with this program. Has it changed at all since the early 1950's? Then have the pupils present a panel discussion on the basis of their findings. Yarmolinsky
Personal S
152. Point out that states and local governments and even industry have set up their own security programs. Then give pupils a copy of "Cases related to the Security Programs" of the federal, local and state governments, industrial security programs, and the right to practice law and medicine in different states. Discuss purpose in reading these cases. ases Rela
ograms."

give an oral report on the Dr. Condon case. Do you think it was in the interests of the this country to decide the case in this way? Not? What value conflicts were involved in

Biddle, Fear of Freedom, pp. 226-230; Andrews, Washington Witch Hunt, ch. 4; Stripling, Red Plot Against America; Carr, House Committee on Un-American Activities, pp. 131-153.

pupils who are interested in science investigate the Oppenheimer case and present a panel discussion. Question: Did the Board's action in declaring Oppenheimer a security risk increase our national security? (Discuss the award made to Oppenheimer by Johnson.) Afterwards, have the class analyze the value conflicts involved in the case.

Curtis, Oppenheimer Case; Strout, Conscience, Science, and Security: The Case of Dr. J. Robert Oppenheimer; Life, Mch. 3, 1967, pp. 34-34a.

Some of students interview a local university professor on the current scientific regulations designed for national security and on his reactions to them.

Have pupils examine the program for security in our country. They should look at the oaths that inductees take and at some of the cases which arose under the program. They should also investigate what has happened recently in connection with this program. Has anything changed at all since the early 1950's? Then have the pupils present a panel discussion on the basis of their

Yarmolinsky, Case Studies in Personal Security.

What states and local governments and even industries set up their own security programs. Then give pupils a list of "Cases related to the Security Programs" of various states, local and state governments, industrial security, and the right to practice law and medicine in various states. Discuss purpose in reading these cases.

"Cases Related to the Security Programs."

- G. Constitutions may contain negative prohibitions as well as grants of power and statements of relationships; that is, they may in democracies prevent majority action on some subjects.
- G. Government action may help increase as well as restrict individual rights.
- G. The separation of powers is built on an assumption and division of political functions which cannot be demonstrated easily in reality. (The law-making function is undertaken by all three branches.)
- G. Freedom's relationship to democracy is a close and obvious one.
- G. Any decision is in part a product of the internalized values, the perceptions, and the experiences of the person making the decision.
- G. Even those courts appointed for life are not free from the all-pervasive pressures of public opinion, widely held values and beliefs, and other political pressures.
- A. HAS A REASONED LOYALTY TO THE U.S.
- A. VALUES PROCEDURAL SAFEGUARDS.

(Note need to read for details.) How should pupils adjust reading rate to such a purpose? Have pupils read through these cases and discuss them one by one at first. Then you might group some of the briefer statements which relate to the same kind of question. (Or break the class into groups to read and discuss groups of cases and have reporters tell the class about the effects of the cases upon the loyalty-security program.) Have pupils discuss whether or not they think the decision in a case was correct.

Discuss On the basis of these cases, have you changed your mind at all about the effectiveness of the government loyalty-security program or don't you think that these cases help decide that question? Have you changed your mind at all about the possible disadvantages of such a program? (Or have you changed your mind at all about how this program or similar programs in state and local governments might affect civil rights?) What function was the Supreme Court carrying out in deciding these cases? How do you account for what seems like a change in position of the Court?

- A. FEELS A SENSE OF RESPONSIBILITY FOR KEEPING INFORMED ABOUT CURRENT PROBLEMS.

- S. Defines problem by isolating basic issues and identifying assumptions, values involved, and factual questions which need investigating.

- A. HAS A REASONED LOYALTY TO THE U.S. AND DESIRES TO MAKE IT AN EVER BETTER PLACE IN WHICH TO LIVE.

- S. Having determined the causes of a social problem, scrutinizes possible consequences, of alternative courses of action, evaluates them in the light of basic values, lists arguments for and against each proposal, and selects the course of action which seems most likely to prove helpful in achieving the desired goal.

153. Have a pupil give a report on the Otepka case and recent developments in the security program.

Use Reader's G
clippings, (e.
Tribune, June
p. 15A.)

154. Have a group of pupils prepare a panel discussion on the pros and cons of the government loyalty-security program at the federal level. Or have several pupils prepare one chart on the pros and cons of the security program and another on possible changes in the program. Discuss in class: Would you agree that these changes would be wise? Why or why not?

155. Set up a loyalty-review board in class to review the loyalty of some of the students in the class to the school. Have several other students bring mock charges against certain students for disloyalty. The board should role-play a discussion of whether or not such charges indicate disloyalty to the school. Such role-playing should help pupils understand the difficulty of defining loyalty.

Commager, Free
Dissent, ch.

Now discuss: What do we mean by loyalty to the U.S.? Read aloud quotations from Commager on what constitutes loyalty. Do pupils agree or disagree? Why?

156. Have each pupil write an editorial on his reactions to the government loyalty-security program. He should evaluate the program in terms of his position on the value conflict involved and his conclusions on the factual questions related to the effectiveness of the program in achieving desired ends and the effect on civil liberties.

1. Give a report on the Otepka case and recommendations in the security program.

Use Reader's Guide and clippings, (e.g. Mpls. Tribune, June 11, 1967, p. 15A.)

2. A group of pupils prepare a panel discussion on the merits of the government loyalty-security program at the school level. Or have several pupils prepare one set of pros and cons of the security program and suggest possible changes in the program. Discuss in class. Would you agree that these changes would be wise? Why or not?

3. Form a loyalty-review board in class to review the loyalty of the students in the class to the school. Have other students bring mock charges against certain pupils for disloyalty. The board should role-play a disloyalty hearing. Whether or not such charges indicate disloyalty is debatable. Such role-playing should help pupils understand the difficulty of defining loyalty.

Commager, Freedom, Loyalty, Dissent, ch. 5.

4. What do we mean by loyalty to the U.S.? Read the opinions from Commager on what constitutes loyalty. Do you agree or disagree? Why?

5. A pupil write an editorial on his reactions to the present loyalty-security program. He should evaluate the program in terms of his position on the value of the program and his conclusions on the factual questions involved and the effectiveness of the program in achieving its ends and the effect on civil liberties.

- S. Defines problems by identifying factual questions which need investigating.
3. Loyalty oaths have been used by federal, state, and local governments to screen out potential security risks.
- S. Defines problem by isolating basic issues and identifying assumptions, values involved, and factual questions which need investigating.
- S. Having determined the causes of a social problem, scrutinizes possible consequences, of alternative courses of action, evaluates them in the light of basic values, lists arguments for and against each proposal, and selects the course of action which seems most likely to prove helpful in achieving the desired goal.
- G. The separation of powers is built on an assumption of a division of political functions which cannot be demonstrated easily in reality.
4. Congressional and state legislatures have carried on investigations to gather information about the situation, to put pressure on the executive branch for stricter security measures, to arouse public opinion, and to punish individuals through

problems by identifying
questions which need in-
vestigating.

3. Loyalty oaths have been used widely by federal, state, and local governments to screen out potential security risks.

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tions which need investigating.

determined the causes of a
problem, scrutinizes possible
causes, of alternative courses
of action, evaluates them in the light
of values, lists arguments for
and against each proposal, and selects
the course of action which seems most
likely to prove helpful in achieving
the desired goal.

ation of powers is built
assumption of a division of
functions which cannot be
performed easily in reality.

4. Congressional and state legislative committees have carried on investigations to gather information about the need for legislation, to put pressure on the administration for stricter security measures, to arouse public opinion, and at times to punish individuals through publicity.

157. Show the film The Challenge which deals with a bus driver who was fired for refusal to sign a loyalty oath. The film shows a PTA meeting discussing the question but does not come to a decision. Ask the class members to assume the roles of PTA members and try to reach a decision. Discuss: What factual questions are involved in making such a decision?

Film, The C
distrubuted

158. Remind pupils of the use of loyalty oaths in the Civil War and in some of the cases examined thus far. Now have two pupils debate the use of loyalty oaths to fight subversion.

e.g. Douglas
Mind, pp. 2
of Freedom,
153; Gelhorn
version; Ch
of Liberty;
ties, May,
Oaths Falling
Die, Others
"Medicare O
Civil Liber
pp. 1, 6; Sc
Nov., 1951.

159. Have a pupil prepare a bulletin board display, using clippings, on any current congressional investigation related to subversion.

160. Have pupils read about and discuss any recent congressional investigation related to subversion.

Film The Challenge which deals with a bus driver fired for refusal to sign a loyalty oath. The film is a PTA meeting discussing the question but does not reach a decision. Ask the class members to assume the role of PTA members and try to reach a decision. What factual questions are involved in making this decision?

Film, The Challenge, 28 min., distributed by AFL-CIO.

Pupils of the use of loyalty oaths in the Civil War and in some of the cases examined thus far. Now have the pupils debate the use of loyalty oaths to prevent subversion.

e.g. Douglas, Freedom of the Mind, pp. 21-23; Biddie, Fear of Freedom, pp. 14-15, 150-153; Gelhorn, States and Subversion; Chaffee, Blessings of Liberty; ACLU, Civil Liberties, May, 1967, "Loyalty Oaths Falling Faster, 3 More Die, Others Marked," p. 3; "Medicare Oath Downed," ACLU Civil Liberties, Dec., 1966, pp. 1, 6; Social Education, Nov., 1951.

Pupils prepare a bulletin board display, using the film, on any current congressional investigation of subversion.

Class is read about and discuss any recent congressional investigation related to subversion.

- S. Defines problem by isolating basic issues and identifying values involved.
- G. The separation of powers is built on an assumption of a division of political functions which cannot be demonstrated in reality.
- G. The separation of powers is built on an assumption of a division of political functions which cannot be demonstrated in reality.
- G. A law or policy must be effecuated and applied; in that process the wrole decision-making and influence process goes on again.
- Λ. VALUES PROCEDURAL SAFEGUARDS FOR THE ACCUSED.

161. Divide the class up into groups to discuss case number one on investigating committees from Westin's pamphlet. Then call on a reporter from one of the groups to present his group's conclusions about the case. If reporters from the other groups disagree, hold a general class discussion of the major issue in the case which concerns the right of the committee to investigate the views of a professor at a private college.

Westin, Discu
pp. 11-12.

Now have a pupil give a report on the purposes of congressional investigating committees.

Taylor, Grand
Barth, Gov't,
tion.

162. Have several pupils present a combination symposium-panel discussion on the pros and cons of congressional investigations into subversion.

Or have them prepare a large wall chart summarizing the pros and cons of congressional investigations related to subversion. They should then elaborate upon the points in class.

Taylor, Grand
Loyalty of Fr
Gov't. by Inv
bloom, Am. Se
dom, pp. 56-6
Committees on
Activities; S
Plot Against
Battle Against
Andrews, Wash
Hunt, chs. 3-
of Freedom, c
But We Were B
Buckley and B
and His Enemie
Where We Came
ed., Investiga
Congress; Man
Setting of In
176.

class up into groups to discuss case number investigating committees from Westin's pamphlet. On a reporter from one of the groups to present group's conclusions about the case. If reports of the other groups disagree, hold a general class of the major issue in the case which concerns of the committee to investigate the views of a at a private college.

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all pupils present a combination symposium-presentation on the pros and cons of congressional investigations into subversion.

them prepare a large wall chart summarizing the pros and cons of congressional investigations related to subversion. They should then elaborate upon the chart in class.

Westin, Discussion Cases, pp. 11-12.

Taylor, Grand Inquest;
Barth, Gov't. by Investigation.

Taylor, Grand Inquest; Barth, Loyalty of Free Men; Barth, Gov't. by Investigation; Goldbloom, Am. Security and Freedom, pp. 56-62; Carr, House Committees on Un-American Activities; Stripling, Red Plot Against America; Weyl, Battle Against Disloyalty; Andrews, Washington Witch-Hunt, chs. 3-4; Thomas, Test of Freedom, ch. 8; Davis, But We Were Born Free, ch. 1; Buckley and Bozell, McCarthy and His Enemies; Wechsler, Where We Came Out; Johnson, ed., Investigating Powers of Congress; Mandelbaum, Social Setting of Intolerance, pp. 130-176.

163. One of the best-known court cases arising out of congressional investigations was the Hiss case. Have a pupil read two or more of the books written about Hiss. He should write a paper on the case, evaluate the books in terms of bias and competency and completeness of data, and note particularly pertinent differences and similarities in the books. He might also make a report to class. Or several pupils might read different books on the Hiss case and present a panel discussion about the case. They should be sure to compare the books as sources of information.

De Toledano
of Treason;
Jowitt, The
Alger Hiss;
of Public Op
eration on
Red Plot Aga
Six Crises.

164. Another famous case arising out of investigations was the Owen Lattimore case. Have several pupils present a panel discussion on this case. They should discuss the assumptions and arguments used in the case, and they should also discuss their sources of information. Be sure to analyze in class the reasons for Judge Youngdahl's decision to dismiss the main charges against Lattimore.

Weyl, Battle
ty; Lattimore
Stander; Mc
ism, The Fi
Buckley and
and His Ener

165. If pupils have not studied the Center's program in the junior high school, you may wish to use some kind of demonstration to show problems in accuracy of testimony. For example, show the film Fidelity of Report, stop it after it shows the robbery for the first time, ask pupils to answer a series of questions about details of the robbery and then show the rest of the film which repeats the crime. Discuss: How accurate were you as witnesses? Do you think that you were more or less accurate than a real witness might be? Why?

Film: Fidel
State Univ.

One or two weeks later, repeat the test on the facts of the robbery and check to see how much has been forgotten in only this length of time. Discuss: How many of these facts do you think you would remember after seven years? Would you be more likely to remember facts in which you

best-known court cases arising out of congressional investigations was the Hiss case. Have a pupil or more of the books written about Hiss. He writes a paper on the case, evaluate the books in terms of bias and competency and completeness of data, particularly pertinent differences and similarities between the books. He might also make a report to class. Pupils might read different books on the Hiss case and present a panel discussion about the case. They should be sure to compare the books as sources of information.

Another famous case arising out of investigations was the Lattimore case. Have several pupils present a panel discussion on this case. They should discuss the assumptions and arguments used in the case, and they should also evaluate their sources of information. Be sure to analyze the reasons for Judge Youngdahl's decision to discontinue charges against Lattimore.

If you have not studied the Center's program in the high school, you may wish to use some kind of demonstration to show problems in accuracy of testimony. First, show the film Fidelity of Report, stop it when it shows the robbery for the first time, ask pupils to write a series of questions about details of the robbery. Then show the rest of the film which repeats the robbery. Discuss: How accurate were you as witnesses? Do you think that you were more or less accurate than a real witness might be? Why?

Two weeks later, repeat the test on the facts of the robbery and check to see how much has been forgotten after this length of time. Discuss: How many of these facts do you think you would remember after seven years? Which facts are you more likely to remember facts in which you

De Toledano and Lasky, Seeds of Treason; Chambers, Witness; Jowitt, The Strange Case of Alger Hiss; Hiss, In the Court of Public Opinion; Cooke, Generation on Trial; Stripling, Red Plot Against America; Nixon, Six Crises.

Weyl, Battle Against Disloyalty; Lattimore, Ordeal by Slander; McCarthy, McCarthyism, The Fight for America; Buckley and Bozell, McCarthy and His Enemies.

Film: Fidelity of Report, Pa. State Univ., 1 reel.

- G. The community demands order and stability -- goals which may be incompatible with the demands of individuals.
- S: Identifies assumptions.
- S. Checks on the completeness of data. (Rejects whole-part, all-none, post-hoc arguments)
- G. The means used may interfere with the achievement of ends.
- G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.
- S. Interprets cartoons.

- A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

knew a crime had been committed or facts about circumstances in which you were not thinking about a crime? Now discuss their implications for court cases and congressional investigating committees. Ask: How do these committees get around the statute of limitations?

166. Play a recording of some of the investigations conducted by congressional committees. Have pupils analyze the material in terms of effects on civil liberties and upon achieving the goal of combatting subversion. Also have them analyze the logic and assumptions of members of the committee.

Recording
on Un-American
(San Francisco)
Folkways

167. Give pupils a series of scrambled quotations from communists, some investigators and some far right groups about the ends justifying the means. Have pupils try to identify the statements made by communists. Then identify the statements with the authors. Discuss: Do you think that the means used by communists should be used to fight communism? Why or why not?

See Appendix

168. Project some of the cartoons which have appeared in support of or critical of congressional investigating committees. Have pupils analyze them in terms of the main idea presented, the techniques used to present this idea, etc.

169. Have several pupils read different books about Senator Joseph McCarthy and present a combination symposium-panel on the question: Did McCarthy do more harm or more

Buckley and
and His Enemies
and May, 1954

a crime had been committed or facts about circumstances in which you were not thinking about a crime? Discuss the implications for court cases and congressional investigating committees. Ask: How do these committees get around the statute of limitations?

a recording of some of the investigations conducted by congressional committees. Have pupils analyze the material in terms of effects on civil liberties and up-achieving the goal of combatting subversion. Also have them analyze the logic and assumptions of members of the committee.

Recordings: House Committee on Un-American Activities (San Francisco, May, 1960), Folkways; Witness, Riverside.

Give pupils a series of scrambled quotations from communists, some investigators and some far right groups with the ends justifying the means. Have pupils try to identify the statements made by communists. Then identify the statements with the authors. Discuss: Do you think that the means used by communists should be used to fight communism? Why or why not?

See Appendix.

Select some of the cartoons which have appeared in support of or critical of congressional investigating committees. Have pupils analyze them in terms of the main idea presented, the techniques used to present this idea,

Have several pupils read different books about Senator Joseph McCarthy and present a combination symposium-panel discussion on the question: Did McCarthy do more harm or more

Buckley and Bozell, McCarthy, and His Enemies; Anderson and May, McCarthy, The Man,

- S. Generalizes from data.

- G. Individuals know the political system as a set of images and pictures created for them by communicators; they react to these images rather than to the real world and real people.

- S. Checks on the bias and competency of authors.

- S. Identifies and examines assumptions to decide whether he can accept them.

- S. Recognizes differences in difficulty of proving statements. (Distinguishes between facts, inferences, and value judgments.)

- S. Looks for points of agreement and disagreement among witnesses, authors, and producers of information.

- S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

good in his fight against communism?

The Senator,
Carthy, McCa
Fight for Am
Senator Joe
Where We Can
Mandelbaum,
of Intoleran
De Antonio a
or Order; La
Controversy

170. Give pupils a copy of ~~some~~ of McCarthy's speeches and have them analyze it in terms of basic assumptions, persuasion devices, logical arguments, evidence presented, completeness of data, etc. Let several students check sources from which McCarthy quoted or give pupils an analysis made by someone else of such sources.

"Selected Re

Discuss: What made McCarthy's speeches so persuasive with many people? Do you think that he was justified in the techniques that he used in trying to achieve his ends? Why or why not?

his fight against communism?

The Senator, the "Isms"; Mc-
Carthy, McCarthyism, the
Fight for America; Rovere,
Senator Joe McCarthy; Wechsler,
Where We Came Out, parts 2-3;
Mandelbaum, The Social Setting
of Intolerance, pp. 130-176;
De Antonio and Talbot, Point
of Order; Latham, Communist
Controversy in Washington.

"Selected Readings."

Give pupils a copy of one of McCarthy's speeches and
ask them to analyze it in terms of basic assumptions, per-
suasive devices, logical arguments, evidence presented,
soundness of data, etc. Let several students check
the sources from which McCarthy quoted or give pupils an assignment
to find out by someone else of such sources.

What made McCarthy's speeches so persuasive
to many people? Do you think that he was justified
in the techniques that he used in trying to achieve his
ends or why not?

- 142-
- S. Detects various types of persuasion devices. (Identifies card-stacking by quoting out of context.)
 - S. Rejects whole-part arguments.
 - A. IS SCEPTICAL OF SINGLE-FACTOR THEORIES OF CAUSATION.
 - G. Individuals know the political system as a set of images and pictures created for them by communicators; they react to these images rather than to the real world and real people.
 - S. Checks on the bias and competency of authors.
 - S. Identifies and examines assumptions to decide whether he can accept them.
 - S. Recognizes differences in difficulty of proving statements. (Distinguishes between facts, inferences, and value judgments.)
 - S. Looks for points of agreement and disagreement among witnesses, authors, and producers of information.
 - S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

171. Or play a recording of one of McCarthy's speeches and have pupils analyze the speech for what is said, evidence presented, assumptions, persuasion devices used, etc. Discuss difference in listening to evaluate and listening for main ideas.

Now either give pupils some of the actual statements to which McCarthy refers as his evidence or have pupils look up the references which he cites. Does the evidence support McCarthy's interpretation of it? Was McCarthy justified in using such statements to fight communism? Why or why not?

- S. Detects various types of persuasion devices. (Identifies card-stacking by quoting out of context.)
- S. Rejects whole-part arguments.
- L. IS SCEPTICAL OF SINGLE-FACTOR THEORIES OF CAUSATION.
- S. Listens to evaluate what he hears.
- S. Checks on the completeness of data. (Identifies card-stacking such as quoting out of context.)

- S. Distinguishes between relevant and irrelevant information and notes whether that which is relevant supports or contradicts the idea to which it is related.
- S. Rejects whole-part arguments and insists upon further data.
- S. Identifies and examines assumptions to decide whether he can accept them.

172. Ask all pupils to write an editorial on the question: Does the U.S. need to fear Soviet power? Now take several of these editorials and type them up with certain words and phrases omitted or type up certain sentences out of context in such a way as to modify the meaning. Project or read them aloud to class, citing author's name. When he objects, ask him if he didn't say this in his paper. Discuss such use of quoting out of context for the purpose of combatting subversion.

173. Have several pupils dramatize sections from famous congressional hearings such as that of Bishop Oxnham or James Wechsler. Or have all members of the class read excerpts from the transcript of such a hearing.

"Selected Readings."

Discuss the kinds of questions asked and the logic of the arguments used.

- S. Adjusts reading rate to purpose for reading.
- S. Reads for details.
- G. Constitutions may contain negative prohibitions as well as grants of power and statements of relationships; that is, they may in democracies prevent majority action on some subjects or at least slow action down.
- G. Government action may help increase as well as restrict individual rights.
- G. Constitutions must have an ultimate interpreter, since they are by nature ambiguous and nonspecific.
- A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.
- A. IS SCEPTICAL OF PANACEAS
- S. Checks on the bias and competency of authors. (Notes whether the author would be hurt by an opposite report.)

174. Break the class up into buzz groups to discuss the second case in Westin on congressional investigating committees. Afterwards hold a general class discussion if the groups arrive at different conclusions.
- Westin, Discussions
pp. 12-13.
175. Point out to the class that a number of witnesses have refused to answer questions before the congressional committees or grand juries. What did McCarthy call such people? What action was sometimes taken against them? Now have pupils read brief summaries of court cases related to the refusal to answer questions. (You will probably wish to have pupils read and discuss these cases one at a time. Use only those cases in Part One at this time. Remind the class of the need to adjust their reading rate to purpose of reading for details.) Discuss the arguments for refusal to answer questions. (What have the courts said about such grounds for refusal? Do you think the arguments are sound? etc.) Also, review the role of the Supreme Court in interpreting the Constitution.
- West, "Cases Refusal to Answer"
Part 1.
176. Have a pupil prepare an imaginary editorial which might have appeared in England or France as the result of some of the hearings before Congressional committees. Read it to the class and then discuss the effects of hearings upon our image abroad. Remind pupils that McCarthy investigated state department personnel and charged some with turning in reports which favored the communist cause. Discuss: If you had been a representative of the State Department overseas, how might these attacks on others have affected your reporting of what you saw in the country to which you were assigned?

Class up into buzz groups to discuss the section on Westin on congressional investigating committees. Afterwards hold a general class discussion if you arrive at different conclusions.

Westin, Discussion Cases, pp. 12-13.

Ask the class that a number of witnesses have refused to answer questions before the congressional committees and grand juries. What did McCarthy call such refusal? What action was sometimes taken against them? Have pupils read brief summaries of court cases regarding refusal to answer questions. (You will probably have pupils read and discuss these cases one by one. Use only those cases in Part One at this time. Discuss the class of the need to adjust their reading rate for details.) Discuss the arguments for and against refusal to answer questions. (What have the courts held on such grounds for refusal? Do you think the grounds are sound? etc.) Also review the role of the courts in interpreting the Constitution.

West, "Cases Related to Refusal to Answer Questions," Part I.

Have pupils prepare an imaginary editorial which might appear in England or France as the result of some hearings before Congressional committees. Read the editorial to the class and then discuss the effects of such attacks on the home page abroad. Remind pupils that McCarthy investigated state department personnel and charged some of them with espionage in reports which favored the communist cause. Discuss: If you had been a representative of the state department overseas, how might these attacks have affected your reporting of what you saw and heard? To which you were assigned?

- S. Checks on the bias and competency of witnesses, authors, and producers of material.

- S. Looks for points of agreement and disagreement among authors.

- G. In complex societies, non-governmental aggregates of power or influence may be enemies of freedom in that they may deprive the individual of options just as surely as government may.

- S. Generalizes from data.

- S. Generalizes from data.

- S. Having determined the causes of a social problem, scrutinizes possible consequences of alternative course of action, evaluates them in the light of basic values, lists arguments for and against each pro-

177. Show the film Operation Abolition and also the film which analyzes it and the way it was made. Discuss. Film: Operati
178. A pupil might read and compare Miller's play The Crucible with Starkey's, A Devil in Massachusetts. He should write a paper doing two things: (1) evaluating the historical accuracy of the play, and (2) discussing the comparisons which Miller was interested in drawing between the Salem Witch Trials and some of the modern attempts to combat subversion. Miller, Crucible
A Devil in Ma
179. Have several pupils examine the records of the 1966 hearings on the Ku Klux Klan and the publicity which these hearings received. They should discuss the hearings in class and compare them with the purposes and techniques used in the communist hearings. They should also report on any effects of these hearings. Use Reader's
180. Have a group of pupils investigate the House Committee on Un-American Activities hearings into anti-war activities during the summer of 1966. They should discuss the hearings and the way in which witnesses behaved at the hearings. Also discuss: What was the purpose of the hearings? Was this purpose related to the legislative function? Use Reader's
181. Break the class into buzz groups to discuss case 3 under congressional investigating committees in Westin's pamphlet. After a brief time for discussion of the case, hold a general class discussion on the following questions: Westin, Discus
pp. 14-15.

film Operation Abolition and also the film analyzes it and the way it was made. Discuss.

Film: Operation Abolition.

might read and compare Miller's play The Crucible with Starkey's, A Devil in Massachusetts. He should prepare a paper doing two things: (1) evaluating the historical accuracy of the play, and (2) discussing the reasons which Miller was interested in drawing parallels between the Salem Witch Trials and some of the modern anti-Communist subversion.

Miller, Crucible; Starkey, A Devil in Massachusetts.

Several pupils examine the records of the 1966 hearings of the Ku Klux Klan and the publicity which these hearings received. They should discuss the hearings in detail and compare them with the purposes and techniques of the communist hearings. They should also report on the effects of these hearings.

Use Reader's Guide.

A group of pupils investigate the House Committee on Un-American Activities hearings into anti-war activities in the summer of 1966. They should discuss the hearings and the way in which witnesses behaved at the hearings. They should also discuss: What was the purpose of the hearings? What purpose related to the legislative function?

Use Reader's Guide.

Divide the class into buzz groups to discuss case 3 under the heading of national investigating committees in Westin's pamphlet. After a brief time for discussion of the case, hold a class discussion on the following questions:

Westin, Discussion Cases, pp. 14-15.

posal, and selects the course of action which seems most likely to prove helpful in achieving the desired goal or goals.

G. Constitutions may contain negative prohibitions as well as grants of power and statements of relationships; that is, they may in democracies prevent majority action on some subjects or at least slow such action down.

G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

G. Federalism pays greater homage than unitary government to local differences and autonomy, but it also pays the greater price in inconsistencies, diversity, and competition.

S. Rejects whole-part arguments.

S. Generalizes from data.

S. Having determined the causes of a social problem, scrutinizes possible consequences of alternative

5. Some people have suggested amendment be repealed; imm been passed to get evidenc otherwise be self-incrimin

6. Lie detectors have been us security programs in Indus in government; some peopl to see our laws changed to of lie-detector evidence in

nd selects the course of
hich seems most likely to
ipful in achieving the de-
al or goals.

tions may contain negative
ons as well as grants of
d statements of relation-
hat is, they may in democ-
revent majority action on
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ary government to local
ces and autonomy, but it
s the greater price in in-
ncies, diversity, and com-

whole-part arguments.

izes from data.

determined the causes of a
problem, scrutinizes possi-
quences of alternative

5. Some people have suggested that the fifth amendment be repealed; immunity laws have been passed to get evidence which might otherwise be self-incriminating.

6. Lie detectors have been used widely in security programs in industry as well as in government; some people would like to see our laws changed to permit the use of lie-detector evidence in trials.

How effective do you think congressional investigating committees have been in fighting subversion? What effects have they had upon civil liberties? What procedural safeguards do you think such committees should follow? Why? Do you think such committees should be given more power? Should their power be restricted? Why or why not?

102. Have several pupils debate the pros and cons of the 5th amendment provision against self-incrimination. Then remind pupils of the immunity laws and have pupils read and discuss the number of cases arising under the immunity laws. Discuss the problems arising between the federal and state governments over testimony by people who might be called by both levels of government for testimony.

Griswold, The Today. (One s printed in Sch can Government pp. 259-269.)
Hook, Common S Fifth Amendmen Civil Libertie States, pp. 14
Blessings of Li Davis, But We

183. Have a pupil give a report on the use of lie detector tests in government and industry. (You might even have someone bring in an uncomplicated machine to dem-

Series of arti magazine (June July 20, 1954)

ve do you think congressional investigating
have been in fighting subversion? What ef-
they had upon civil liberties? What proce-
wards do you think such committees should fol-
Do you think such committees should be given
Should their power be restricted? Why or

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rovision against self-incrimination. Then
ls of the immunity laws and have pupils read
the number of cases arising under the immu-
Discuss the problems arising between the fed-
ate governments over testimony by people who
illed by both levels of government for testi-

Griswold, The Fifth Amendment
Today. (One section is re-
printed in Schmidt, ed, Ameri-
can Government in Action,
pp. 259-269.)
Hook, Common Sense and the
Fifth Amendment; Cushman,
Civil Liberties in the United
States, pp. 140-144; Chafee,
Blessings of Liberty, ch. 7;
Davis, But We Were Born Free.

il give a report on the use of lie detector
overnment and industry. (You might even
he bring in an uncomplicated machine to dem-

Series of articles in Reporter
magazine (June 8, June 22,
July 20, 1954; June 9, 1953)

courses of action, evaluates them in the light of basic values, lists arguments for and against each proposal, and selects the course of action which seems most likely to prove helpful in achieving the desired goal or goals.

S. Reads for details.

S. Looks for relationships among events.

S. Adjusts reading rate to purpose in reading.

S. Reads for details.

G. ~~Even~~ those courts appointed for life are not free from the all-pervasive pressures of public opinion, widely-held values and beliefs, and other political pressures.

G. Any decision is in part a product of the internalized values, the perceptions, and the experiences of the person making the decision.

G. Constitutions must have an ultimate interpreter, since they are of nature ambiguous and non-specific.

7. The federal government has of acts aimed at controlling within the country, preventing more anarchists or travelers communists or communist systems.

of action, evaluates them
light of basic values, lists
s for and against each pro-
and selects the course of
which seems most likely to
helpful in achieving the de-
tal or goals.

er details.

er relationships among e-

7. The federal government has passed a series of acts aimed at controlling the communists within this country, preventing the entry of more communists or travel abroad for communists or communist sympathizers.

reading rate to purpose in

er details.

se courts appointed for
not free from the all-per-
pressures of public opinion,
eld values and beliefs, and
litical pressures.

sion is in part a product
nternalized values, the
ons, and the experiences
erson making the decision.

tions must have an ulti-
erpreter, since they are
re ambiguous and non-spe

onstrate such tests and the principle behind them.

Discuss: How effective are those machines in achieving purposes? (Are they reliable in picking out only those who lie?) How does the use of such tests affect people's liberties? Do you think the use of such tests should be expanded? restricted?

Science Digest
Sept., 1954;
Digest, Nov.,
Privacy of I
7.

104. Have pupils read excerpts from the Smith Act or at least a summary of the Act. Discuss: When was this act passed. What was happening in this country at that time? What was the purpose of the act when it was passed? Then tell pupils how the act was first used against Trotskyites rather than members of the U.S. Communist Party.

West, "Acts
Communist Acti

105. Have pupils read Judge Medina's charge to the jury in the trial of the top 11 communists. (Remind them to read slowly for details.) Discuss the difference between advocacy and conspiracy to advocate. Then have the pupils read excerpts from the majority opinion and dissenting opinions in the Dennis case. Or have pupils read a brief summary of the case. Then discuss the decision of the Supreme Court. Also ask: When was the decision reached? Do you think the same decision would be made today? Why or why not? (Note possible effects of different membership on the Court, of different public atmosphere, of differences in ideas about the strength of the Communist Party and so the "clear and present danger," etc.)

"Selected Re
"Cases Relat
Act."

such tests and the principle behind them.

How effective are those machines in achieving
(Are they reliable in picking out only those
How does the use of such tests affect people's
? Do you think the use of such tests should be
restricted?

Science Digest, Oct., 1955.
Sept., 1954; Reader's Di-
gest, Nov., 1953. Brenton,
Privacy of Invaders, chs. 6-
7.

Is read excerpts from the Smith Act or at least
of the Act. Discuss: When was this act passed?
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purpose of the act when it was passed? Then tell
how the act was first used against Trotskyites
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West, "Acts Regulating Com-
munist Activities."

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of the top 11 communists. (Remind them to
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write a brief summary of the case. Then discuss the de-
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be reached today? Why or why not? (Note possible effects
of different membership on the Court, of different pub-
lic opinion, of differences in ideas about the strength
of the Communist Party and so the "clear and present dan-
ger.")

"Selected Readings" or West,
"Cases Related to Smith
Act."

S. Sets up hypotheses about consequences of alternative courses of action.

S. Tests hypotheses against data.

S. Generalizes from data.

186. Have pupils read the rest of the descriptions of cases arising under the Smith Act. It is probably wise to read and discuss them one at a time. Be sure to discuss the reasons for the decisions and also the implications of these cases for both the effectiveness of the Smith Act in fighting subversion and the effect of the act upon civil liberties. Once more have pupils note the important role of the Supreme Court in our system.
- West, "Cases Smith Act."
187. Have several pupils present a symposium-panel on the Internal Security Act of 1950. They should tell the pupils about the provisions of the Act and then discuss the pros and cons of the act.
- Have the class try to predict possible outcomes of this Act in terms of effectiveness, impact upon civil liberties, and Supreme Court interpretations on constitutionality.
- Guttman, Comm Courts, and Goldbloom, Ar and Freedom, Chafee, Bles Barth, Loyal pp. 42-47; B. Freedom, pp. Weyl, Battle alty, ch. 19
188. Have a pupil investigate recent cases related to the Internal Security Act. What has happened to this act as the result of Supreme Court decisions? Now discuss: On the basis of how this act has operated and the Supreme Court decisions, how effective do you think the act has been in combatting communism in this country? What effect do you think it has had on civil liberties?
- "Selected Re and Peltason People, pp. ed., Problem American Dem 461; Use Rea locate infor recent decis
189. Have a group of students present a combination symposium-panel discussion on changes in the immigration acts to fight subversion.
- Goldbloom, A and Freedom, cox, CIVIL Attack, pp. Fundamental Free People:

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Group of students present a combination symposium-discussion on changes in the immigration acts and subversion.

West, "Cases Related to Smith Act."

Guttman, Communism, the Courts, and the Constitution; Goldbloom, American Security and Freedom, pp. 49-53; Chafee, Blessings of Liberty; Barth, Loyalty of Free Men, pp. 42-47; Biddle, Fear of Freedom, pp. 28-31, 106-107; Weyl, Battle Against Disloyalty, ch. 19.

"Selected Readings;" Burns and Peltason, Gov't. By the People, pp. 150-152; Riddle, ed., Problems and Promise of American Democracy, pp. 460-461; Use Reader's Guide to locate information on more recent decisions.

Goldbloom, American Security and Freedom, pp. 53-55; Wittcox, Civil Liberties Under Attack, pp. 70-73; Konvitz, Fundamental Liberties of A Free People: Religion, Speech,

- b. Defines problem by identifying values involved.
- c. Having determined the causes of a social problem, scrutinizes possible consequences of alternative courses of action, evaluates them in the light of basic values, lists arguments for and against each proposal, and selects the course of action which seems most likely to prove helpful in achieving the desired goal or goals.
- G. Any decision is in part a product of the internalized values, the perceptions, and the experiences of the person making the decision.
- G. The decision-maker reacts to pressures from other decision-makers as well as to pressures from the outside (such as public opinion and interest groups).

Press; O'Br
curity and
Thomas, The
Campbell, T

190. Divide the class into groups to discuss brief case studies related to some of those denied entry to the U.S. under the changed immigration laws. Have reporters present the opinions of their groups. If they differ, hold a general class discussion of the case. Be sure to have the class (a) identify the value conflict involved in each case, and (b) consider the probable consequences of the course of action taken by the U.S. government.

West, "Case
gration."

191. Give pupils a dittoed account of several Americans who have been denied passports to travel abroad and of the general denial of passports to travel in Red China and Cuba. Have pupils who have read Luce describe the effects of the restrictions on Luce and his friends.

Bulletin of
Oct., 1952.
Guide. Luc

192. Have pupils read a summary of the provisions of the Communist Control Acts of 1954. Discuss the provisions in terms of possible effectiveness and effects upon civil liberties. Then have a pupil tell the class about the events leading up to the passage of these acts and the debate related to the acts. (Discuss in terms of factors affecting decision-making.)

West, "Acts
minist: Acti
Guttman, Co
and the Con
Gethorn, Air

Press; O'Brian, National Security and Individual Freedom;
Thomas, The Test of Freedom;
Campbell, The Golden Door.

West, "Cases Related to Immigration."

the class into groups to discuss brief case studies of some of those denied entry to the U.S. unchanged immigration laws. Have reporters present questions of their groups. If they differ, hold a class discussion of the case. Be sure to have (a) identify the value conflict involved in the case, and (b) consider the probable consequences of the course of action taken by the U.S. government.

Bulletin of Atomic Scientists,
Oct., 1952. Use Reader's
Guide. Luce, The New Left.

pupils read a dittoed account of several Americans who have been denied passports to travel abroad and of the denial of passports to travel in Red China and have pupils who have read Luce describe the effect of the restrictions on Luce and his friends.

West, "Acts Regulating Communist Activities."
Guttman, Communism, the Courts,
and the Constitution, pp. 113ff.
Gelhorn, Am. Rights, pp. 70-95.

pupils read a summary of the provisions of the Communist Control Acts of 1954. Discuss the provisions in terms of possible effectiveness and effects upon civil liberties. Then have a pupil tell the class about the background leading up to the passage of these acts and the events related to the acts. (Discuss in terms of factoring decision-making.)

S. Having determined the causes of a social problem, scrutinizes possible consequences of alternative courses of action, evaluates them in the light of basic values, lists arguments for and against each proposal, and selects the course of action which seems most likely to prove helpful in achieving the desired goal or goals.

S. Checks on the completeness of data and its wary of generalizations based on insufficient evidence. (Identifies examples of card-stacking, including quoting out of context.)

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

A. FEELS A SENSE OF RESPONSIBILITY FOR KEEPING INFORMED ABOUT CURRENT PROBLEMS

A. IS SCEPTICAL OF PANACEAS.

G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes all depend on a high degree of personal freedom.

S. Defines problem by identifying values involved.

9. Attempts have been made to tapping laws to make it easier to get evidence and present the positive

10. Both legal and informal attempts to restrict subculture and propaganda.

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in goals, and the ability
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al freedom.

problem by identifying

9. Attempts have been made to change our wire-tapping laws to make it easier to obtain evidence and prosecute possible subversives.

10. Both legal and informal censorship have attempted to restrict subversive literature and propaganda.

193. Now have several pupils present a panel discussion on the question. Should our wiretapping laws be changed? They should precede this discussion by a review of the present status of such laws. They should also discuss the possible need for control of electronic devices.

Dash, et.al.,
Brenton, The
chs. 8-10; an
for Dec. 23,
1953; "The Ca
tapping," Lo
Zeldermyer, I
ch. 12; "I Wa
Sat, Eve, Pos
"Eavesdroppin
Down but Not
25, 1967.

194. If you have not used them earlier, have the class divide into buzz groups to discuss the censorship cases in Westin.

Westin, Discu
pp. 5-8.

Several pupils present a panel discussion on the question: Should our wiretapping laws be changed? They should precede this discussion by a review of the status of such laws. They should also discuss the possible need for control of electronic devices.

Dash, et al., The Eavesdroppers; Brenton, The Privacy Invaders, chs. 8-10; articles in Reporter for Dec. 23, 1952 and Jan. 6, 1953; "The Case Against Wiretapping," Look, Sept. 27, 1949; Zeldermyer, Invasion of Privacy, ch. 12; "I Was a Wiretapper," Sat. Eve. Post, Sept., 10, 1949; "Eavesdropping Legislation: Down but Not Out?" Time, June 23, 1967.

If not used them earlier, have the class divide into groups to discuss the censorship cases in Wes-

Westin, Discussion Cases, pp. 5-8.

- A. SUPPORTS FREEDOM OF THOUGHT AND EXPRESSION.
 - G. In complex societies, non-governmental aggregates of power or influence may be enemies of freedom in that they may deprive the individual of options just as surely as government may.
 - G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes all depend on a high degree of personal freedom.
 - S. Rejects whole-part arguments.
-
- G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes all depend on a high degree of personal freedom.

195. Or show the film Freedom to Read if pupils did not see it in the 8th grade. Discuss the issue in terms of possible effects of censorship.
196. Give pupils the names of a series of books which have been censored in recent years. (Include many with political or socio-economic themes.) Do not tell them that they have been censored. Just ask how many pupils have read each one. Do they know what these books have in common? Then tell them about the censorship. Discuss possible reasons for the censorship. Also discuss: Do you think that censorship reduces the number of readers? Why or why not? How might censorship for obscenity be used to censor books for political views? What have you learned about censorship in other countries where it is very thorough throughout the country? Do you think such censorship is wise as a means of fighting subversive ideas? Why or why not?
197. Show the film Peaceful Assembly and Free Speech if pupils did not see it in the 9th grade. Discuss the issues in the case and relate them to more recent cases. Then have a concluding discussion: Does censorship hurt or hinder the attempt to preserve security?
198. Have a pupil report on recent cases of censorship or attempted censorship of either Far Left or Far Right groups. Discuss the pros and cons of such censorship.

the film Freedom to Read if pupils did not see it in the 8th grade. Discuss the issue in terms of possible effects of censorship.

Lists the names of a series of books which have been censored in recent years. (Include many with popular socio-economic themes.) Do not tell them they have been censored. Just ask how many pupils read each one. Do they know what these books have been censored for? Then tell them about the censorship. Discuss possible reasons for the censorship. Also discuss whether you think that censorship reduces the number of readers or why not? How might censorship for obscenity be used to censor books for political views? What have you learned about censorship in other countries? Is it very thorough throughout the country? Do you think such censorship is wise as a means of fighting subversive ideas? Why or why not?

Use the film Peaceful Assembly and Free Speech if pupils did not see it in the 9th grade. Discuss the issue in the case and relate them to more recent cases. Have a concluding discussion: Does censorship ever hinder the attempt to preserve security?

Have a pupil report on recent cases of censorship or censored censorship of either Far Left or Far Right. Discuss the pros and cons of such censorship.

Film: Freedom to Read, 14 min.,
AFL-CIO distributors.

See also: Daniels, Censorship of Books; Blanshard, The Right to Read; Haight, Banned Books; Cooper, The Right to Know; Wilcox, Civil Liberties Under Attack.

Film: Peaceful Assembly and Free Speech, 25 min., AFL-CIO distributors.

Use Reader's Guide and annual ACLU reports.

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G. The means used may interfere with the achievement of ends.

1b. Private individuals are tried on their own communists.

G. In complex societies, non-governmental aggregates of power or influence may be enemies of freedom in that they may deprive the individual of options just as surely as government may.

A. VALUES INSTITUTIONS AS A MEANS OF PROMOTING HUMAN WELFARE, NOT BECAUSE OF TRADITION; IS WILLING TO CHANGE INSTITUTIONS AS TIMES CREATE NEW PROBLEMS.

12. Some people argue that fight communism is to reduce poverty and dis other social problems cite in their attempts and new members.

means used may interfere with achievement of ends.

11. Private individuals and groups have carried on their own campaigns against communists.

Complex societies, non-governmental aggregates of power or influence may be enemies of freedom that they may deprive the individual of options just as surely as government may.

12. Some people argue that the best way to fight communism is to pass measures which reduce poverty and discrimination and other social problems which communists cite in their attempts to gain supporters and new members.

ES INSTITUTIONS AS A MEANS OF
OTING HUMAN WELFARE, NOT BE-
E OF TRADITION; IS WILLING TO
GE INSTITUTIONS AS TIMES CREATE
PROBLEMS.

199. Now remind pupils of what they have learned about some of the measures used by groups of the extreme right in this country. Discuss: In the light of what you have studied thus far, do you think that such measures are effective in combatting communism? Do you think they are dangerous in and of themselves? If you think they are dangerous, or if you dislike such measures, how would you try to stop them? (Discuss problem of using measures such as censorship etc. against these groups. Do pupils who opposed such measures against communist and communist sympathizers oppose them now? Again focus the discussion on the questions: Do the ends justify the means? Do the means used affect the ends which can be achieved?)

200. Have a pupil give a report on blacklisting in radio and television, particularly during the height of the Mc Carthy period. Discuss the criteria used for blacklisting and pros and cons of such measures in terms of goals and effects upon civil liberties.

Miller
Nizer
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in R.

201. Read aloud the quotation from J. Edgar Hoover on the role of private individuals in fighting communism. Discuss: Do you agree or disagree with Hoover? Would you agree with him if he also say that Congressional committees should have investigations up to the FBI? Why or why not?

Hoover
pp. 18

202. Discuss: In the light of what you know about the appeals of communism in this country, can you think of any other courses of action which might help blunt these appeals? How would groups of the far Right react to such problems? Discuss the pros and cons of programs of socio-economic reform as a means of preserving our security. Also discuss possible effects upon civil liberties.

Now remind pupils of what they have learned about some of the measures used by groups of the extreme right in this country. Discuss: In the light of what you have studied thus far, do you think that such measures are effective in combatting communism? Do you think they are dangerous in and of themselves? If you think they are dangerous, or if you dislike such measures, how would you try to stop them? (Discuss problem of using measures such as censorship etc. against these groups. Do pupils who opposed such measures against communist and communist sympathizers oppose them now? Again focus the discussion on the questions: Do the ends justify the means? Do the means used affect the ends which can be achieved?)

Have a pupil give a report on blacklisting in radio and television, particularly during the height of the McCarthy period. Discuss the criteria used for blacklisting and the pros and cons of such measures in terms of goals and effects upon civil liberties.

Miller, Judges and the Judged;
Nizer, The Jury Returns, ch.
4 (digested as "Blacklisted,"
in R. Digest, Mch., 1967.)

Read aloud the quotation from J. Edgar Hoover on the role of private individuals in fighting communism. Discuss: Do you agree or disagree with Hoover? Would you agree with Hoover or also say that congressional committees should have investigations up to the FBI? Why or why not?

Hoover, A Study of Communism,
pp. 185-188.

Discuss: In the light of what you know about the appeals of communists in this country, can you think of any other methods of action which might help blunt these appeals? How would groups of the far Right react to such problems? Discuss the pros and cons of programs of socio-economic measures as a means of preserving our security. Also discuss possible effects upon civil liberties.

G. Democracy does not bear up well in societies in which basic dissatisfactions with the social and economic institutions prevail and become the focus of political competition.

A. IS SCEPTICAL OF PANACEAS.

13. An attempt has been made to pass bills to restrict draft spiracies such as

A. IS SCEPTICAL OF PANACEAS.

14. Attempts have been made to restrict draft, through prohibition, through a variety of private measures to restrict war effort in V

S. Having determined the causes of a problem, scrutinizes possible consequences of alternative courses of action, evaluates them in the light of basic values, lists arguments for and against each proposal, and selects the course of action which seems most likely to prove helpful in achieving the desired goals.

a. Draft card business has been arrested because of loss of student

b. The Pool bill restricts restrictions in time of war those who traffic in tertiary traffic

cy does not bear up well in
es in which basic dissatis-
s with the social and econom-
stitutions prevail and become
us of political competition.

TICAL OF PANACEAS.

13. An attempt has been made in Congress to pass bills to restrict organizational conspiracies such as the Ku Klux Klan.

TICAL OF PANACEAS.

determined the causes of a
scrutinizes possible con-
es of alternative courses
on, evaluates them in the
basic values, lists argu-
er and against each propo-
l selects the course of ac-
ch seems most likely to
helpful in achieving the de-
als.

14. Attempts have been made through court action, through proposed legislation, and through a variety of other public and private measures to curb those who oppose the war effort in Viet Nam.
 - a. Draft card burners and protestors have been arrested and threatened with the loss of student deferments.
 - b. The Pool bill would have provided new restrictions on those who aid the enemy in time of war and would have punished those who tried to interfere with military traffic in the U.S.

203. Have a pupil report on the Anti-Klan bill of 1966. He should tell the class about its provisions. Afterwards, discuss: Do you think such a bill would be wise? Why or why not? (Be sure to have pupils define the basic issues, values involved, factual questions involved, etc.)

orig. "A
Outlaw
KlAC,"
Septem-
ber, 1966

204. Have the entire class read articles about measures voted to try to curb draft-card burning and protests by college students against the Viet Nam war. Or have several pupils present a combination symposium-panel discussion on such measures. Then discuss the pros and cons of each measure in terms of the effectiveness in achieving purposes and the effects on civil liberties.

See Dir.

205. Have a pupil give a report on the Pool bill which was introduced and passed the House of Representatives in 1966. He should analyze the provisions of the bill and discuss some of the questions raised during the House debate. Afterwards have the class discuss the pros and cons of such a bill.

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with H
1966,
Reader

pupil report on the Anti-Klan bill of 1966. He should tell the class about its provisions. Afterwards, have the class discuss: Do you think such a bill would be wise? Why or why not? (Be sure to have pupils define the basic values involved, factual questions involved,

e.g. "Anti-Klan Bill Would Outlaw CIA, Union Tells HUAC," Civil Liberties, September, 1966, p. 7; Also, use Reader's Guide.

The entire class read articles about measures taken to curb draft-card burning and protests by college students against the Viet Nam war. Or have several pupils present a combination symposium-panel discussion on these measures. Then discuss the pros and cons of each in terms of the effectiveness in achieving the intended effects on civil liberties.

See Reader's Guide.

A pupil give a report on the Pool bill which was introduced and passed the House of Representatives in 1966. He should analyze the provisions of the bill and discuss some of the questions raised during the House debate. Afterwards have the class discuss the pros and cons of such a bill.

"The House Loses Patience with HUAC," Reporter, Dec. 1, 1966, pp. 35-36. See also Reader's Guide.

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c. Other public and private measures have been used against demonstrators.

IV. Measures to preserve our security can be assessed in terms of the extent of the danger to our security, the effectiveness of the measures in achieving their purposes, and the degree to which the measures affect civil liberties.

206. Have several pupils investigate and report on other measures taken against those who have demonstrated in some fashion against the Viet Nam war. Then hold a class discussion on the pros and cons of such measures.

Culminating Procedures

207. Now have each pupil prepare a paper in which he presents his analysis of measures already used and presents his ideas on the best means of preserving our security without sacrificing essential freedoms. Afterwards, hold a culminating discussion on the same question.
208. Give pupils a unit test and discuss it in class. Include a mock speech on American security which pupils should analyze in terms of consistency, accuracy, completeness of data, persuasion devices, and basic assumptions.

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