



## CURRENT STATUS OF CIVIC AND MORAL EDUCATION AS A SUBJECT INGOVERNMENT ELEMENTARY SCHOOLS OF SOUTHERN PUNJAB

\*Dr. MuhammadShakir  
\*\*Dr. Jam MuhammadZafar  
\*\*\*Syed Waseem Ul Haq Naqvi

### **Abstract**

*The focus of this existing research was to identify the current status of civic and moral education as a subject at elementary school level. The main objectives of the study were (a) to investigate how civic education as a subject should be taught at school level;(b) to find out the civic education activities and what students want to learn in school regarding civic education and (c) to recommend suitable measures how to inculcate civic and moral education among elementary school students. The study was descriptive in nature while quantitative research approach was used to gather information from the respondents. The population of the study was elementary schools teachers, head teachers of district Lodhran and Bahawalpur. Total 155 teachers and head teachers and students were selected as a sample of the study. Questionnaire was considered the appropriate tool to gather information. On the base of the analysis of the study it was found that most of the teachers opined that in most of the electuary schools of district Lodhran and Bahawalpur there is no special civic education teacher who teaches civic education while few of the teachers opined that they arrange such activities for students in schools in which most of the students get benefits of civic education. Few teachers of district Lodhran were of the view that in your school are there teachers who specialize in a civic-related subject while most of the teachers were having negative opinion about the statement.*

**Keywords:** Civic and Moral Education, Elementary Schools

### **Introduction**

Nation policy guidelines and provincial textbook boards have prepared impressive learning material and textbooks to equip children with information and relevant knowledge. Critical review of the textbooks reveals that learning material adequately seems addressing basic literacy skills and provides certain level of knowledge.

---

\*Lecturer, Department of Educational Training, The Islamia University of Bahawalpur, Pakistan.

\*\*Assistant Professor, Department of Humanities & Social Sciences, Khwaja Fareed University of Engineering & Information Technology (KFUEIT), Rahim Yar Khan, Pakistan

\*\*\*MPhil Scholar, Department of Education, National College of Business Administration & Economics, Bahawalpur, Campus.



The immediate objective was to undertake a successful test that incorporates a representative sample of Lodhran city. After discussion with experts and educationist, target was set and a school was selected as a sample for this project. After the collective discussion, the program started in the Lodhran. As data is shown that Grade 3 may be too early for this program, so this project was implemented in 2 separate classes of students: Grade 2 and Grade 4. The Curriculum was offered for students in Urdu .After the successful implementation of this Curriculum and as a result have a very well tested set of assessment instruments was used as the basis for this program. The current protocol and instruments foresee the following stages to assessing the program's impact. Before taking the Curriculum, every student had to take a test that would assess their vocabulary and attitudes and beliefs on civic concepts. The students took the exactly same test after exposure to the entire Curriculum.

Values are of key importance for determining any action for any situation. Values serve as standard for beliefs, convictions and choice when these are generally accepted and observed. Having innate worth, values are perceived by a person as object, qualities and principles. Directions for human beings are set by values to determine what to do and what is not to do in different circumstances. Our relationship with rest of the world is also established by values. A number of selective orientations have been used to refer to values such as want, inclination, preference, desire, pleasure and many more. Presence of criteria or standards of preference may be considered the core phenomenon as to avoid the vagueness about the concept. In individual or group's life, values work as the principles for guidance. Values are of interest in academics and society since the concept has emerged from ancient times. Values being the codes for sanctioning reward or punishment are the guiding principles for action instead of being action itself. These serve as criteria for making judgment on actions or the consequences of actions (Oyserman, 2001). Difference between societies as identified by Ethnologists has depicted number of reasons including for setting behavior of groups. Values may be considered as the set of concepts and beliefs which may be helpful for bringing desired changes in situations and behaviors.

Allama Iqbal as a national poet and philosopher advocated for an ideal society having faith in oneness of God (monotheism) and other spiritual aspects like respecting dignity of every social individual, communal development and universal brotherhood. Pakistan has been geographically distributed into various areas mainly into seven regions. But despite these geographical divisions the regions share traditional and cultural values. Each region maintains some separate cultural values as well as has some nationally shared values. Desire for teaching civic values appears to be one of the important dreams and challenges to all nations in the 21<sup>st</sup> century. Globally, efforts are being made to develop a culture within individual society that can provide room to live together in peace and harmony. Efforts are made with the hope that civic education can change the attitudes, thinking and aims of war into peace, hatred into love and conflict into harmony. It is believed that civic values and critical thinking, once developed in individuals, can bring positive change in society.



Hence, teaching civic values and critical thinking is now becoming the growing concern of educationists as these help to develop individuals' personality with character and attitude. This growing concern is due to the fact that moral and social values among societies are disappearing leaving behind a situation of intolerance, injustice and inequality that is enraging as a major threat to global society. Because it is not the young generation that is mostly affected by the culture of conflict but the very young innocent minds that have just begin to activate their thinking, get polluted with negative attitude and values.

In Pakistan children are gradually becoming habitual of living in an environment where they can only see and cultivate in them disrespect to law and less tendency of co-existence based on justice and equality. Young children are greatly influenced by their surroundings and if the surroundings are fraught with violence, conflicts, hatred and injustice they may grow a tendency of attitude and activities that will certainly put the national and international civic values into more danger. Therefore, UNESCO in a regional seminar (2001) emphasized that a prioritized program of peace education in all aspects of school curricula should be introduced such as realizing the importance of the noble ideals such as love, kindness, mercy, friendship, generosity, equanimity and righteousness as enshrined in all religions.

### **Current Research**

The focus of this existing research was to identify the current status of civic and moral education as a subject at elementary school level. The main objectives of the study were (a) to investigate how civic education as a subject should be taught at school level;(b) to find out the civic education activities and what students want to learn in school regarding civic education and (c) to recommend suitable measures how to inculcate civic and moral education among elementary school students. To achieve the research objectives following research questions were designed and formulated:

1. How civic education as a subject should be taught at school level?
2. What are the major civic education activities and what students want to learn in school regarding civic education?
3. What are the suitable measures to improve the civic education in Pakistan?

### **Method**

The study was descriptive in nature while quantitative research approach was used to gather information from the respondents while survey method was used.

### **Population**

The population of the study was elementary schools teachers, head teachers of district Lodhran and Bahawalpur. The population of the study was divided in given below categories. Total 155 teachers and head teachers and students were selected as a sample of the study equally distribution regarding male and female, urban. The sample was selected by using random sampling technique.



## Tool Development

Questionnaire was considered the appropriate tool to gather information. The questionnaire was designed on five point Likert scale and few yes no statements which focused the current status of civic and moral education as a subject at elementary schools in district Lodhran and Bahawalpur.

## Data Collection and Analysis

The researchers have developed a healthy and positive relation with the respondents of the study with the help of local leaders and personal relations before starting data collection and a proper appointment taking procedure was adopted to collect the information within the research ethics. The researcher personally visited the respondents and built a level of confidence to get the real picture and took the additional notes as well.

Table 1

Status of Civic Education

Sr. No	Items	Scale	Frequency	Percentage
1.	In your school there is teacher who teaches civic education.	Yes	38	24.5
		No	117	75.5
2.	In your school there is special classroom related to civic education activities.	Yes	35	22.6
		No	120	77.4
3.	<b>Which of the following activities are there in your school.</b>			
3a	A students body or Government body	Yes	56	36.1
		No	99	63.9
3b	An school organization affiliated with national organization	Yes	49	31.6
		No	106	68.4
3c	Student groups who run school magazine	Yes	41	26.5
		No	114	73.5
3d	Discipline committee of students	Yes	71	45.8
		No	84	54.2
3e	Student partnership organization program	Yes	70	45.2
		No	85	54.8
3f	Human service organization	Yes	70	45.2
		No	85	54.8
3g	Ethics awareness groups in schools	Yes	104	67.1



		No	51	32.9
<b>3h</b>	Group of charity collector for needy person	Yes	52	33.5
		No	103	66.5
<b>3i</b>	Girls Guide and Boy Scout	Yes	92	59.4
		No	63	40.6
<b>3j</b>	Religious organization	Yes	70	45.2
		No	85	54.8
<b>3k</b>	IT club	Yes	91	58.7
		No	64	41.3
<b>3l</b>	Sports club	Yes	89	57.4
		No	66	42.6
<b>3m</b>	Organization support by any group	Yes	69	44.5
		No	86	55.5
<b>3n</b>	Overall	Yes	72	46.3
		No	83	53.7

Table 1 describes about the statement that in your school there is a teacher who teach civic education. 75.5% teachers opined that in most of the elementary schools of district Lodhran there is no special civic education teacher who teach civic education while 24.5% teachers opined that they arrange such activities for students in schools in which most of the students get benefits of civic education. 22.6% teachers of district Lodhran were of the view while 77.4% teachers were having negative opinion about the statement. Further data reveals that 36.1% teacher opinion that in most of the school a student body exists while 63.9% teachers were of view that there is no student body or government body. 31.6% teachers' opinion that there is school organization like school management council or school management committees while 68.4% there is no school organization like school management council or school management committees. 26.5% teachers opinion that in school there is a group of students who run newspaper or school magazine while 73.5% teachers were having negative opinion that in school there is a group of students who run newspaper or school magazine. 45.8% teachers' opinion that in school there is student discipline committee while 54.2% teachers were in school there is student discipline committee. 45.2% teacher opinion that a student exchange or school partnership program organizations available for students to join here in the school or community while 54.8% teacher were having negative opinion that a student exchange or school partnership program. 45.2% teachers' opinion that school student partnership organization program while 54.8% teachers were having negative opinion student partnership organization program. 67.1% teachers opinion that school has human right organization while 32.9% teachers were having negative opinion school has school has link with different human



rights organizations. 33.5% teachers' opinion that a group of charity collector for needy person exists while 66.5% teacher were having negative opinion group of charity collector for needy person exists. 59.4% teacher opinion that girls guide and boy scouting while 40.6% teacher were having negative opinion that there is no girl guide and boy scout. 45.2% teachers' opinion that school has religious organization while 54.8% teachers were having negative opinion that religious organization. 58.7% teacher opinion that information technology club exists in school while 41.3% teacher were having negative opinion that there is no information technology club. 57.4% teachers were in the favor of sports club while 42.6% teachers were having negative opinion that there is no sport club in schools. 44.5% teacher opinion that organization support by any group while 55.5% teacher were having negative opinion that organization support by any group. Overall this factor indicates that 46.3% teachers opinion that overall have positive opinion about the factors while 53.7% teachers were have negative opinion about the statement.

Table 2  
 How should civic and moraleducation be?

Sr. No	Statement	1	2	3	4
4.	<b>How should civic and moral education be?</b>				
4a	In Specific subject/course	4 2.6	18 11.6	104 67.1	29 18.7
4b	Taught into subjects related social studies	8 5.2	56 36.1	54 34.8	37 23.9
4c	Taught in all subjects	39 25.2	26 16.8	60 38.7	30 19.4
4d	Taught only in Islamic studies	4 2.6	58 37.4	58 37.4	35 22.6
4e	Taught in co-curricular activities	9 5.8	23 14.8	91 58.7	32 20.6
4f	Total Frequency	14	40	69	33
	Total Percentage	16.19	44.88	60.25	33.69

Note: Not Important=1, Somehow Important = 2, Important=3, Very Important =4

Table 2 most of the 67.1% + 18.7% = (85.8%) teacher and head teacher were agreed that civic education should be taught in specific subject while 2.6%+11.6% = (14.2%) respondents disagreed that civic education should be taught in a specific subject. 34.8%+23.9% = (58.7%) teacher and head teacher were agreed that civic education should be taught in subject related to social studies while 36.1%+5.2% = (41.3%) were having negative opinion about the statement. 38.7%+19.4% = (58.1%) teachers and head teachers were agreed that civic education should be taught in all subjects while 25.2% + 16.8% = (42%) respondents have negative opinion about the statement that civic education may be taught in all subjects. 37.4%+22.6% = (60%) teacher and head teacher were agreed that civic



education should be taught in Islamic studies subjects while  $37.4\%+2.6\%=(40\%)$  said that it should not be taught in Islamic study subject.  $58.7\%+20.6\%=(79.3\%)$  teachers and head teachers were agreed that civic education should be included in co-curricular activities while  $14.8\%+5.8\%=(20.6\%)$  respondents disagreed that civic education should not be an co-curricular activity.

Table 3

How to involve parents in school in civic education activities

Sr. No	Statement	Never	Some times	Often
6.	<b>How to involve parents in school in civic education activities</b>			
6b	Make sure that children complete their home work in time	5.8	82.6	11.6
7.	<i>Please, indicate how frequently each of the following occurs at yourschool:</i>			
7a	<i>Drugs</i>	2.6	67.1	30.3
7b	<i>Absenteeism</i>	3.2	84.5	12.3
7c	<i>Patriotism</i>	12.9	82.6	4.5
7d	<i>Racism</i>	12.9	82.6	4.5
7e	<i>Sympathy</i>	11.6	86.5	1.9
7f	<i>Empathy</i>	12.3	81.3	6.5
2g	<i>Emotional Distress</i>	7.1	84.5	8.4
7h	<i>Rule of Law</i>	14.8	82.6	2.6
7i	<i>Fairness</i>	16.1	82.6	1.3
7k	Value friends and loved ones more than material objects	14.2	81.3	4.5
7l	Stealing is wrong, and has legal and social consequences	9.0	82.6	8.4
7m	Charity/Kindness/Responsibility to those less fortunate	11.6	79.4	9.0
7n	Appearances can be deceiving/More than one explanation for one's behavior	11.6	83.2	5.2
7o	Gender equality	11.0	72.9	16.1
7p	Bullying	6.5	75.5	18.0
7q	Violence	11.0	85.8	3.2
7r	Patience	14.2	81.3	4.5



7s	<b>Overall</b>	<b>10.7</b>	<b>81.0</b>	<b>8.3</b>
----	----------------	-------------	-------------	------------

Table 3 describes that about the status of civic education in district Lodhran. Data identified that teachers and head teachers were of the view that students want to know the effective use of vote and similar number of the participants were of the view that their child completes his/her homework and raise and contributes funds for tuition. Data in able explored the opinion of teachers and head teachers about the frequency of things happened in schools. 7.7 percent drugs, 11.6 percent absenteeism, patriotism 21.3%, racism 30.3%, sympathy 1.9. Further data reveals that 6.5 empathy, 8.4% emotional distress, 8.4% rule of law, 1.3 fairness, 4.5% value friends and loved ones more than material objects, 8.4% Stealing is wrong, and has legal and social consequences. 16.1 gender equality, 18.0 bullying, and violence 3.2 and 4.5 patient often occur in school.

Table 4

What students should learn to become a good citizen?

Sr. No	Statement	1	2	3	4
8.	What students should learn to become a good citizen?				
9a	Law obedience	0	11	91	53
		0.0	7.1	58.7	34.2
9b	Importance of vote	13	47	50	45
		8.4	30.3	32.3	29.0
9c	Awareness of politics	41	33	43	38
		26.5	21.3	27.7	24.5
9d	Hard work	9	30	70	46
		5.8	19.4	45.2	29.7
9e	Participation in peaceful protest	13	23	78	41
		8.4	14.8	50.3	26.5
9f	Knowledge about the country	0	25	87	43
		0.0	16.1	56.1	27.7
9g	Want to be soldier	6	27	69	53
		3.9	17.4	44.5	34.2
9h	Reading	1	3	46	105
		0.6	1.9	29.7	67.7
9i	Community participation activities	0	8	100	47
		0	5.2	64.5	30.3
9j	Showing respect for community	1	58	61	35
		0.6	37.4	39.4	22.6





9k	Human right activity take part	24	16	61	54
		15.5	10.3	39.4	34.8

Note: Not Important=1, Somehow Important = 2, Important=3, Very Important =4

Table 4 describes that what students should learn to become a good citizen. Data in table reveals that 58.7%+34.2%=(92.9%) teachers and head teachers agreed that students want to learn about Law obedience while 7.1% respondents disagreed with the statement. 32.3%+29.0%=(61.3%) teachers and head teachers agreed students want to learn Importance of vote while 8.4%+30.3%=(38.7%) respondents disagreed want to learn the importance of vote. 27.7%+24.5%=(52.2%) teachers and head teachers agreed students awareness of politics while 26.5%+21.3%=(47.8%) respondents disagreed students want to awareness of politics. 45.2%+29.7%=(74.9%) teachers and head teachers agreed that students want to become hard working while 5.8%+19.4%=(25.2%) respondents disagreed students want to become hard working. 50.3%+26.5%=(76.8%) teachers and head teachers agreed that students want to participate in peaceful protest while 8.4%+14.8%=(23.2%) respondents disagreed that students want to participate in peaceful protest. 56.1%+27.7%=(83.8%) teachers and head teachers agreed that students should learn to become a good citizen knowing about the country's history while 16.1% respondents disagreed that students want know about the historical background of the county. 44.5%+34.2%=(78.7%) teachers and head teachers agreed that students want to become solider while 3.9%+17.4%=(21.3%) respondents disagreed that students want to become solider. 67.7%+29.7% =(97.4%) teachers and head teachers agreed that like reading while 0.6%+1.9%=(2.5%) respondents disagreed that students like reading. 64.5%+30.3%=(94.8%) teachers and head teachers agreed that students wish to participate in community participation activities while 5.2% respondents disagreed that students wish to participate in community participation activities. 39.4%+22.6%=(62%) teachers and head teachers agreed that that students want to show respect for community while 37.4%+0.6%=(38%) respondents disagreed that want to show respect for society. Further data explored that 39.4%+34.8%=(74.2%) teachers and head teachers agreed that want to take part in human right activities while 15.5%+10.3%=(25.8%) respondents disagreed that students' want to take part in human right activities.

Table 5

How you plan civic education activities for students and what are basic sources of selecting material?

Sr. No	Statement	1	2	3	4
10.	How you plan civic education activities for students and what are basic sources of selecting material?				
10a	Textbook	1	10	94	50
		0.6	6.5	60.6	32.3
10b	Official documents designed by Ministry of	10	53	54	38



	Education	6.5	34.2	34.8	24.5
10c	Original sources	24	18	85	28
		15.5	11.6	54.8	18.1
10d	Published material	5	48	64	38
		3.2	31	41.3	24.5
10e	Media (newspapers, magazines, television)	3	26	88	38
		1.9	16.8	56.8	24.5
10f	Knowing about the country's history	3	37	67	48
		1.9	23.9	43.2	31

Table 5 describes that  $60.6\%+32.3\%=(92.9\%)$  teachers and head teachers agreed that they draw from the book while  $6.5\%+0.6\%=(7.1\%)$  respondents disagreed with the statement.  $34.8\%+24.5\%=(59.3\%)$  teachers and head teachers agreed the draw Official curricula prepared by public institution while  $6.5\%+34.2\%=(40.7\%)$  respondents disagreed they draw official curricula prepared by public institution.  $54.8\%+18.1\%=(72.9\%)$  teachers and head teachers agreed that when you prepare for civic education related media while  $15.5\%+11.6\%=(27.1\%)$  respondents disagreed with the statement.  $41.3\%+24.5\%=(65.8\%)$  teachers and head teachers agreed that commercial companies and public institutes while  $3.2\%+31\%=(34.2\%)$  respondents disagreed that private foundations.  $56.8\%+24.5\%=(81.3\%)$  teachers and head teachers agreed with media while  $1.9\%+23.9\%=(25.8\%)$  respondents disagreed with the statement.  $43.2\%+31\%=(74.2\%)$  teachers and head teachers agreed that country's history while  $1.9\%+23.9\%=(25.8\%)$  respondents disagreed that knowing about the country's history.

### Conclusions of the Study

Most of the teachers opined that in most of the electuary schools of district Lodhran and Bahawalpur there is no special civic education teacher who teaches civic education while few of the teachers opined that they arrange such activities for students in schools in which most of the students get benefits of civic education. Few teachers of district Lodhran were of the view that in your school are there teachers who specialize in a civic-related subject while most of the teachers were having negative opinion about the statement. Further data reveals that few of the teacher opinion that in most of the school a student body exists while half of the teachers were of view that there is no student body or government body. Few of the teachers' opinion that there is school organization like school management council or school management committees while most of the there is no school organization like school management council or school management committees. Few of the teachers opinion that in school there is a group of students who run newspaper or school magazine while most of the teachers were having negative opinion that in school there is a group of students who run newspaper or school magazine. Half of the teacher opinion that a student



exchange or school partnership program organizations available for students to join here in the school or community while half of the teacher were having negative opinion that a student exchange or school partnership program organizations available for students to join here in the school or community. Half of the teachers' opinion that school student partnership organization program while half of the teachers were having negative opinion student partnership organization program.

Most of the teachers opinion that school has human right organization while few of the teachers were having negative opinion school has school has link with different human rights organizations. Few of the teachers' opinion that a group of charity collector for needy person exists while most of the teacher were having negative opinion group of charity collector for needy person exists. Half of the teacher opinion that girls guide and boy scouting while few of the teacher were having negative opinion that there is no Girl Guide and Boy Scout. Half of the teacher opinion that information technology club exists in school while few of the teacher were having negative opinion that there is no information technology club. Half of the teachers were in the favor of sports club while few of the teachers were having negative opinion that there is no sport club in schools. Half of the teacher opinion that organization supports by any group while half of the teacher were having negative opinion that organization support by any group.

Majority of the teacher and head teacher were agreed that civic education should be taught in specific subject while few of the respondents disagreed that civic education should be taught in a specific subject. Half of the teacher and head teacher were agreed that civic education should be taught in subject related to social studies while few were having negative opinion about the statement. Most of the teachers and head teachers were agreed that civic education should be included in co-curricular activities while few of the respondents disagreed that civic education should not be an co-curricular activity.

Majority of the teachers and head teachers were agreed that students in this school like to learn from person who have different ideas while few of the respondents disagreed that school like to learn from person who have different ideas. Most of the teachers and head teachers were agreed Students like to work in groups while few of the respondents disagreed Students like to work in groups. Most of the teachers and head teachers were agreed Students love to work in collaboration to contribute in society while few of the respondents disagreed Students love to work in collaboration to contribute in society. Majority of the teachers and head teachers agreed Students want to learn that how to protect environment while few of the respondents disagreed Students want to learn that how to protect environment.



Data in able explored the opinion of teachers and head teachers about the frequency of things happened in schools. Very few students were involved in drugs, absenteeism, patriotism, racism, sympathy, and empathy, and emotional distress, rule of law, fairness, and value friends and loved ones more than material objects and Stealing is wrong, and has legal and social consequences.

### **Recommendations of the Study**

Based on the research findings, following were the recommendations of the study:

- Government should established separate room in each school for civic education activities so than teachers may teach civic education through different activities i.e. videos, audio for ethical stories and other A.V. aids used for civic education.
- Most of the teachers were having negative opinion in your school are there teachers who specialize in a civic-related subject so government should appoint separate teacher who teach civic education at primary, elementary and elementary level.
- The results of the study further explored that most of the teachers have negative opinion student government organizations available for students to join here in the school or community so this research study recommends that at school level students bodies and school organization should be established in which students should be the part of that organizations.



## References

- Abdi, A.A., Shizha, E and Ellis, L (2010). *Citizenship Education and Social Development in Zambia*. USA: Age Publishing Inc.
- Abidi, A.A, Bwalya, I and Shinzha, E., (2006). 'Recasting Postcolonial Citizenship Through Civic Education: Critical Perspectives on Zambia' in *International Education, Vol 35, No.2*
- Abowitz, K. & Harnish, J. (2006). 'Contemporary discourses of citizenship'. *Review of Educational Research*. Vol 76 , No 4. pp. 653-690.
- Accessed 7 June 2011.
- Akinbote, O. (1995). A Note on citizenship Education: Retrospect and Prospect. *Canadian Social Studies* 30(1), PP. 30-32.
- Amadeo, J., Torney- Purta, J., Lehmann, R., Husfeldt, V.& Nikolova, R. (2002). *Civic Knowledge and engagement among upper secondary students in sixteen countries*. Amsterdam: International Association for the Evaluation of Educational Achievement.
- American Society*. Lanham, Maryland: Madison Books. and Cambridge, MA: Harvard University Press.
- Anderson, H. (ed) (2009). *Effective Practices in Civics and citizenship Education: A guide for Pre-service teachers*. Boston: commonwealth of Australia.



- Anderson, J., Swick, K.J and Joost, Y.F.F (eds.) (2001). *Service Learning in Teacher Education: Enhancing the Growth of New Teachers, Their Students and Communities*. New York: American Association of College for Teacher Education. *Anniversary Edition*. Berkeley: University of California.
- Arbues, E.,(2014). ‘Civic Education in Europe: Pedagogic Challenge versus social Reality’ in *Sociology Mind*, Scientific Research 4, 226-232
- Aristotle (trans. and ed. E. Barker) (1948). *Politics*, Oxford: Clarendon Press.
- Australian Curriculum Assessment and Reporting Authority (2012). *Civics and Citizenship Draft shape paper*. Sydney: ACARA.
- Castle, E.B. (1961). *Ancient Education and Today*. Harmondsworth: Penguin.
- Cicero (trans. C.W. Keyes) (1928). (a) *De Re Publica*, (b) *De Legibus*, London: Heinemann.