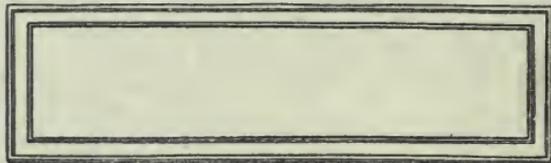
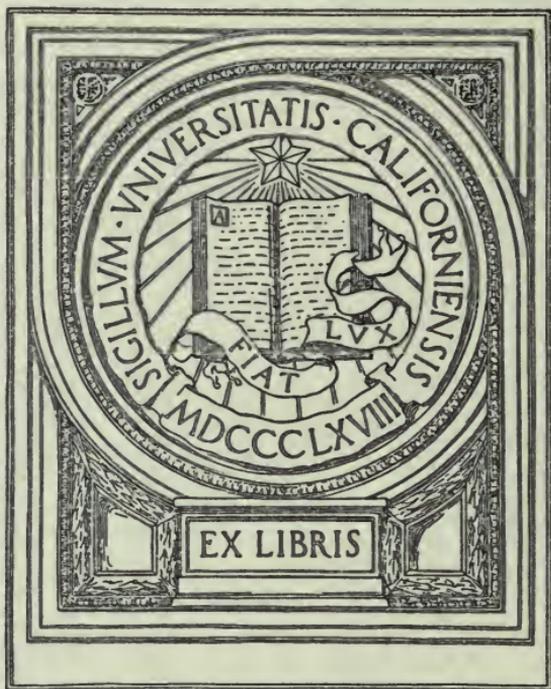


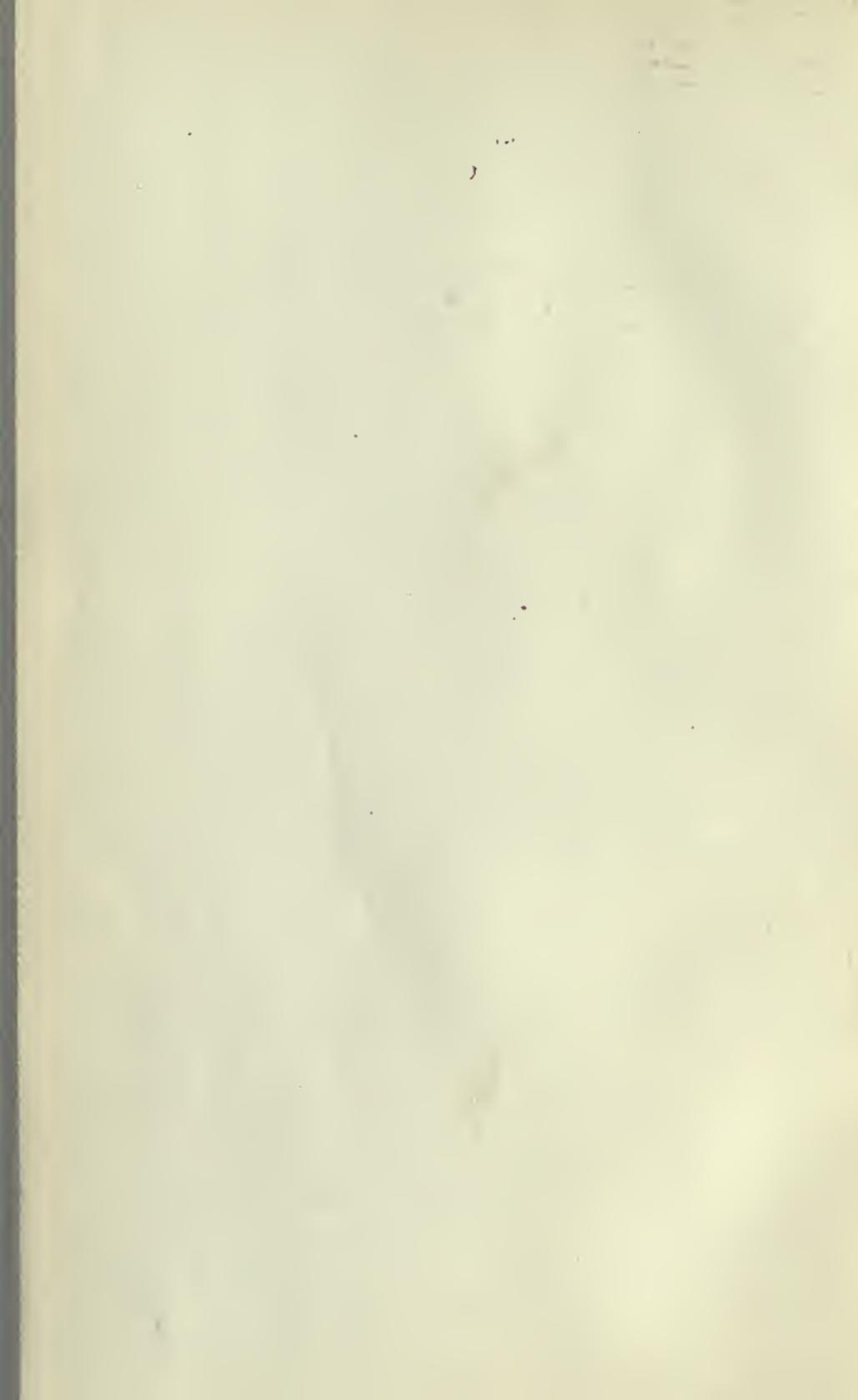
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THE PUBLIC SCHOOLS SOCIAL STUDIES REPORT

A report by the Director of Social Studies which represents a partial curriculum---in process of evolution---for Geography and History.

WM. JOHN COOPER

Director of Social Studies.

Oakland, Cal. Board of education
"



Addendum to the
SUPERINTENDENT'S ANNUAL REPORT
1917-1918
Oakland, California.

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INTRODUCTION

This report presents a partial curriculum in the Social Subjects. It represents in a sort of pedagogical cross section a stage in the evolution of the use of these subjects, not as ends in themselves for the sake of the knowledge to be gained, but as means of development and growth on the part of the young citizen of a re-vitalized democracy working in the social environment of the public schools. It is the product of the classrooms of the Oakland schools. Dozens, even hundreds, of classroom teachers and principals have contributed; to list all of them would almost represent a reprint of the Oakland school directory for the year, for all teachers using social subjects have made their contribution. Special committees have undertaken portions of the work as special co-operative projects. The director—Mr. Cooper—has been the leader and co-ordinator and chief experimenter. But the whole course is an illustration of the co-operative and inductive plan of curriculum development—rather than of the plan of curriculum development by “divine origin” in the Superintendent’s Office. Such a course is never complete, never static. It degenerates into the deadly rut of mechanical device the moment it becomes so. It will therefore continue to grow through this and coming years, and the resourcefulness and research genius of Oakland classroom teachers and principals will continue to weld into it under expert leadership as in the past months. Other cross section stages will from time to time be printed.

This publication appears in print in the original bulletin form as sent out to the teachers.

Fred M. Hunter,
Superintendent of Schools.



OAKLAND PUBLIC SCHOOLS

Superintendent's Report 1917-1918

The course of study in social subjects as printed herewith is a part of the Annual Report of the Superintendent of Schools. It is printed thus separately to make it more convenient for use as a teachers' manual.

The body of the report of the Superintendent of Schools embodies the following features:

Discussion of the issues and objectives in public education now before the people of Oakland; with recommendations of a program for the development of the schools.

Annual Statistical Report.

Reports of Assistant Superintendents and Secretary-Business Manager.

Discussion of the Committee Plan of Work.

Reports of Committees.

Reports of Principals and Directors and Supervisors of Special Subjects.

Report of the Director of Reference and Research.

GENERAL CIRCULAR NO. 1

TO PRINCIPALS AND TEACHERS:

For your information the following suggestions are submitted concerning reference books for the various grades together with notes on what should be the scope of each course.

A. History Work.

I. THE FIFTH GRADE. The Story of the Nation (biography).

a. Use California State Text. As soon as old Introductory History is used up obtain from superintendent's office the new text by **Mace**—"Beginner's History." If you have old texts, try to get one copy of the Mace for the teacher's desk.

b. Reference books—at least one copy of each of as many of these as you can afford:

1. Gordy, W. F., American Leaders and Heroes, (Charles Scribner's Sons—60c).

2. Foote, A. E. & Skinner, A. W., Explorers and Founders of America, (American Book Co.—60c).

3. Foote, A. E. & Skinner, A. W., Makers and Defenders of America, (American Book Co.—60c).

4. Tappan, Eva M., American Hero Stories, (Houghton Mifflin Co.—55c).

5. Coe, F. E., Makers of the Nation, (American Book Co.—56c).

6. Coe, F. E., Founders of Our Country, (American Book Co.—50c).

7. Mace, W. H., History Readers, (Rand McNally Co).

Book I35c.

Book II35c.

Book III35c.

8. Lawler, T. B., The Story of Columbus and Magellan. (Ginn & Co.—40c).

Additional titles furnished if requested.

c. Course of Study.

LOW FIFTH —Follow outlines furnished last term.
Complete as many biographies as possible.
The outlines furnished are for **teachers' use** only.

HIGH FIFTH —Continue low fifth work. More outlines will be furnished to complete course.

II. THE SIXTH GRADE. European Beginnings of American History.

- a. Text book. Have enough books that each pupil may have a copy. It is recommended that choice be made from:
Bourne & Benton, *Introductory American History*. (D. C. Heath & Co.—60c).
Mace & Tanner, *The Story of Old Europe and Young America*. (Rand McNally Co.—65c).
Hall, Jennie, *Our Ancestors in Europe*. (Silver Burdett & Co.—65c).
Other books may be used. See list in Course of Study.
- b. For teacher's use, get Report of the Committee of Eight on History in the Elementary School. (Charles Scribner's Sons—50c). This gives the outline the teacher is to follow.
- c. Reference books. Get at least one copy each of three books listed for this grade not used as the text in your school (see Course of Study) and Benezet, L. B., *The Story of the Map of Europe*. (Scott Foresman & Co.—60c). (This in simple form gives the background of the Great War).
- d. Course of Study.

LOW SIXTH—To the Crusades. (Committee of Eight Outline).

HIGH SIXTH—Finish outline in Committee of Eight for sixth grade including discovery and exploration of America.

III. SEVENTH GRADE.—The United States to 1870.

- a. Text: McMaster Brief History of the United States. (California State Text).
- b. Reference Books. Select from:
- Bassett, J. S., Plain Story of American History. (Macmillan Co.—\$1.00).
- Mace, W. H. School History of the United States. (Rand McNally & Co.—\$1.00).
- Forman, S. E., A History of the United States. (The Century Co.—\$1.00).
- Redway, J. W., The Redway School History. (Silver Burdett & Co.—\$1.00).
- Bourne & Benton, History of the United States, (D. C. Heath & Co.—\$1.00).
- Thwaites & Kendall, A History of the United States, (Houghton Mifflin Co.—\$1.00).
- Foster, E. G., A History of the United States, (Topeka, Kansas, Historical Publishing Co.—\$1.00).
- Woodburn & Moran, Elementary American History and Government, (Longmans, Green & Co.—\$1.00).
- Gordy, W. F., A History of the United States (Chas. Scribner's Sons—\$1.00).

Also get Stevenson, Augusta, Dramatized Scenes from American History (Houghton Mifflin Company).

- c. For the teacher's use—Bliss, W. F. History in the Elementary Schools. (American Book Company—80c).

Also Wayland, J. W., How to Teach American History. (Macmillan Co.—\$1.10).

- d. Course of Study.

LOW SEVENTH—From beginning of English settlement to administration of Washington, 1789—pages 33–209, Omit the following:

1. From the middle of page 35 to the bottom of page 39.
2. Maine and New Hampshire on page 60.
3. From the middle of page 71 to middle of page 74.
4. New Jersey on pages 78 and 79.

5. Carolinas on pages 82, 83, 84, and 85.
6. Chapter X.
7. Chapter XI to Quebec on page 140.
8. Details of the provinces of Quebec and East and West Florida, page 143.
9. Treat Chapter XV as a series of reports.

HIGH SEVENTH—(In general pages 210 to 392). From Washington through Reconstruction. Omit the following:

1. Pages 246 and 247.
2. Chapter XX. Read military events with books open and use maps.
3. Omit pages 296 to 299.
4. Omit Webster Ashburton Treaty pages 316-7.
5. Study pages 320-322 and Chapters XXVIII, XXIX and XXX with books open and use maps.

NOTE: In reading about campaigns endeavor to show connection with the geography. Lay stress on the location. Also supplement such a battle as Gettysburg in order to leave a vivid impression of the struggle.

IV. EIGHTH GRADE. Teachers should continue until January much as heretofore, but begin organizing the work by problems rather than by years or administrations; for example, The Tariff Problem. Of course, it will be necessary for this to continue from where the high seventh left off last term.

HIGH EIGHTH GRADE. Continue with the Civics Book as heretofore, supplementing with topics of local concern "to socialize" the work. A topic like "The Appearance of Vacant Lots in the Community" can be so worked up and contributed to by all the members of the class as to make an interesting and valuable civics lesson. Each teacher should obtain for herself, if she has not already done so, "The Teaching of Community Civics," being Bulletin of the United States Bureau of Education, 1915, No. 23. Send ten cents to the Superintendent of Documents, Washington, D. C.

Detailed instructions on Civics will be issued next year.

B. **Geography Work.** The re-organized course in Geography will start at two points, the low fifth and the low seventh. It is planned to put the new course into the fifth and seventh grades during this school year, and into the sixth and eighth grades during next year. Teachers' meetings in both low fifth and low seventh have been held, and outlines will be forth-coming as rapidly as they can be prepared and issued.

I. **LOW FIFTH GRADE.** The new course is concerned with North America (physical), and California. In view of the fact that these pupils have just gone over North America in the high fourth under the old plan, a rapid review may be taken. Then they should begin the study of California. As the high fifths are now studying California under the old plan, the two classes may be taught together for this semester.

a. Text. Use **both** state text books for such material as they contain, and supplement with local and recent material.

b. Reference Books.

Fairbanks, H. W., The Geography of California, (Whitaker & Ray Wiggin Co).

N. S. Shaler, The Story of our Continent, (Ginn & Co. —75c). **For Teacher's use only.**

Dodge, R. E., A Reader in Physical Geography, (Longmans, Green & Co.—70c). **For Teacher's use only.**

Winslow, I. O., The United States, (D. C. Heath Geography Series II.—50c).

Chase, A. and Clow, E., Stories of Industry, Volumes I and II, (Educational Publishing Co.—60c each).

Chamberlain, T: F. Geographical Readers (Macmillan Co. —40c each).

- I. HOW WE ARE CLOTHED.
- II. HOW WE ARE FED.
- III. HOW WE ARE SHELTERED.
- IV. HOW WE TRAVEL.

Tappan, Eva, M., The Industrial Readers (Houghton, Mifflin Co.—50c each).

- Book I. The Farmer and his Friends.
“ II. Diggers in the Earth.
“ III. Makers of Many Things.
“ IV. Travelers and Traveling.

Sutherland, W. J. and Sanford, C. M., Practical Exercises in Geography. Book I, (Silver Burdett & Co.—60c).

II. SIXTH GRADE.

- a. Keep Low Sixth grade as heretofore.
- b. Let High Sixth grade follow work laid out in old manual for Low Seventh (i. e. Africa, Asia, Australia).

III. SEVENTH GRADE. Low seventh pupils begin on new course as soon as topic now discussed is completed. Subject: The United States in its Relation to other American Countries.

- a. Textbook. Use Advanced Geography as guide to maps and locational work.

- b. References:

Keller, A. G. & Bishop, A. L., Commercial and Industrial Geography (Ginn & Co.—\$1.00).

Dryer, C. R., Elementary Economic Geography, (A. B. C.—\$1.28).

Allen, N. B., Industrial Studies, United States, (Ginn & Co.—65c); Europe, (Ginn & Co., 80c).

Chamberlain, The Continents and Their People, North America, (Macmillan Co.—55c); Europe, (Macmillan Co.—55c).

Rocheleau, W. F., Geography of Commerce and Industry (Educational Publishing Co.—\$1.00).

Blaich, L. R., Three Industrial Nations, (American Book Company—64c).

Carpenter, F. G., Readers on Commerce and Industry, (American Book Company).

“How the World is Fed”—60c.

“How the World is Clothed”—60c.

“How the World is Housed”—60c.

Johnson, Clifton, New England, A Human Interest Geographical Reader (Macmillan Company).

Winslow, I. O., Geography Readers, III, “Our American Neighbors.” (D. C. Heath Company—50c).

Hotchkiss, Caroline, "Representative Cities of the United States," (Houghton Mifflin Company).

- c. High Seventh pupils continue with old course until January, 1918.

IV. EIGHTH GRADE.

Continue with old course until next August.

Teachers' Books in Geography.

Dodge & Kirchwey. The Teaching of Geography in Elementary Schools, (Rand McNally & Company—\$1.00).

Holtz, F. L., Principles and Methods of Teaching Geography. (Macmillan Company—\$1.10).

Sutherland, W. J., The Teaching of Geography (Scott Forsman Company—\$1.25).

Wiswell, Leon O., Globes and Maps in the Elementary Schools, (Rand McNally Company—50c).

A. Motivation Suggestions.

I. A successful teacher in one of our schools in the industrial districts has made a chart showing, for each pupil, name of pupil, and occupation of father, of mother (if working in industries) and of other near relatives. This list enables her to call on the right pupil to introduce a topic in geography. NOTE: The Director will endeavor to serve as a clearing house for ideas and suggestions, that all may profit by the experiences of each.

II. Dramatization as a motivation force in History. See Wilson & Wilson "Motivation of School Work" pp. 109-117.

Useful books of Historical Plays for the fifth grade are:

1. Bird, Grace E. & Starling, Maud, "Historical Plays for Children" (Macmillan Company—40c).
2. Tucker, Louise E. & Ryan, Estelle L., "Historical Plays of Colonial Days" (Longmans, Green & Company—50c).

Stevenson, Augusta, "Dramatized Scenes from American History" (Houghton Mifflin Company) is best for the seventh grade.

III. Handwork, as a motive force. See:

1. Dynes, Sarah A., "Socializing the Child" (Silver Burdett & Co.—\$1.00) Chapter III. (Intended for grades 1, 2, and 3, but suggestive).
2. Dobbs, Ella V., "Illustrative Handwork for Elementary School Subjects" (Macmillan Co.) Especially Chapter IV. and pages 156-161.

Miss Louise Kidder of the McKinley School, Berkeley (Dwight Way just west of Telegraph Ave.) has an excellent exhibit of handwork done by her pupils in history. It is very worth a visit and Miss Kidder is most generous of her time and energy in helping other teachers.

IV. Problems as a motive force will be treated in introduction to low fifth history outlines when new series is issued.

B. Seventh Grade, biography Desk Book. Through oversight Brigham & McFarlane, "Essentials in Geography" Second Book (American Book Co. —\$1.24) was omitted from the list in General Circular No. 1.

C. Prize Essay: A first prize of \$75, a second prize of \$25, and five third prizes of \$10 each are offered to teachers of the Elementary Schools of California for essays on "Why the United States is at War." Essays are not to exceed 3000 words, to be based on current history as far as possible, and written in a style to interest Elementary School pupils. Essays are due in Washington Jan. 1.

I. Teachers of fifth grade geography whose schools are not too far removed from the center of the city may be able to give purpose to their work by introducing it with a class visit to the headquarters of the Publicity Commissioners of Alameda County on 13th and Harrison Streets opposite the Hotel Oakland. Mr. Stearn, in charge of this exhibit, is very generous of his time and energies in assisting teachers and pupils. Alameda County represents many of the industries and resources of the state, and, therefore, offers a good starting point. Moreover, some knowledge of this work has already been acquired in the fourth grade, and you can build upon the child's previous knowledge and experience. Other regions of the state can be compared with the local region.

II. It has been necessary in preparing these circulars to work on the most pressing problems first. Greatest attention has there-

fore been given to the 7A geography. As circulars reach you, especially on 5A geography and 5B history, they may treat of topics you have already covered or may plan on covering in a different way. You are urged, therefore, to use these circulars with great discretion this term. Do not feel that you are to overturn a carefully worked out plan of your own in order to try the plan indicated.

III. Inquiries still come in about sixth grade history outlines, probably due to the fact that some of the present sixth grade teachers were promoted with their classes, and last year did not learn of the plan of work in the sixth grade. No outlines are sent you on this work because the outline provided in the Report of the Committee of Eight on the Study of History in the Elementary Schools pp. 22-47 is very satisfactory. If possible, a copy should be on the desk of each sixth grade history teacher. For the text-books in the hands of the pupils and references books see General Circular No. 1.

IV. The seventh grade geography outlines are being issued as rapidly as possible. Complete outlines on wheat, fisheries, and coffee went to the teachers on or before September 20. Questions have arisen as to how much time should be spent on wheat. For your information the topics that the Social Studies Committee has agreed upon for this term are wheat, fisheries, coffee, cotton, wool, rubber, cattle and lumber. Sugar may be added. At the beginning of next semester (or perhaps before the close of this semester) a meeting of teachers will be called at which time you will be asked to express an opinion on the amount of time each of these topics should receive. Will you please, therefore, study the situation that you may make a positive contribution to this discussion. Furthermore, will you please feel free to criticise the material that is reaching you. I was delighted to find on my desk the other day a very well-prepared article by a seventh grade girl on "Wheat." There seems to be no question but that the application of Dr. McMurry's Elementary School Standards would have given a 100% answer in this case.

Extracts from the report of the Director of Social Studies to the Superintendent:

During the fall semester attention was given to: a, General directions on the work of the year together with book list (General Circular No. 1—see Appendix A); b, a revision of the 5th grade course in history outlined last year; c, the outlining of a 5A geography course; d, the outlining of a 7A geography course. During the Spring semester, three courses have been worked out in detail: a, the 5B geography course; b, the 7B geography course; c, the 8A history course.

A. Class Room Supervision.

The actual class room supervision has been devoted largely in class room teaching. It has seemed wise for the Director to actually teach classes for teachers in order to show in a concrete way methods of approach and points to be emphasized. Many teachers have had drilled into them so long the idea that pupils must memorize facts set forth in a textbook, that a method of teaching having in view results indicated by McMurry's Elementary School Standards has not been easy of realization. In some cases the Director has listened to excellent recitations, giving praise where due, and in a few cases recitations have been recorded by a stenotype reporter.

B. Meetings with Teachers.

Teachers' meetings have been called only when absolutely necessary. These meetings are valuable, (1) for the purpose of getting teachers in step with the policies of the administration; (2) for exchanging views, and, (3) for giving an opportunity for the expression of criticism on the plans already put forth. Teachers have come willingly to the meetings called and have co-operated in a most helpful spirit.

C. Survey of the Elementary School courses prepared during the Year.

1. Geography.

The geography course involves a study of man in relation to his environment, so divided that the so-called "first time over" treats primarily of the physical environment and its effect on man while the "second time over" treats rather of man's modification of his surroundings. This does not imply a hard and fast line of division but is set forth as a general guiding principle.

In studying the physical environment the home region is taken

first. California geography occupies the 5A semester; the United States 5B; Europe, 6A, and the rest of the world, 6B. This time allotment is justified by such studies as that made by Dr. Bagley (14th Year Book of the National Society for the Study of Education, page 135). The problem method has been generally pursued in this study. The 5A course consists of an introductory group of problems on North America to show position of California. The California geography is then grouped about eleven problems beginning with the Bay Region and working out over the State in a way to connect other sections of the State with the interests of Oakland children (See Appendix B). In like manner the 5B geography consists of eleven studies based upon the physical regions of the United States largely as indicated in Tarr & McMurry, *Advanced Geography* (State Text Book) figure 43, and as outlined in Sutherland & Sanford, *Practical Exercises in Geography*, Book I. The order of treatment, however, has been changed in a way to work from the local region outward, the first study being on the Great Basin, and the last on the New England Highlands. (Appendix C). An endeavor has been made to make as much use as possible of the State Text books, although these are very poorly adapted to our needs. Good atlases and geographical readers would be more suitable.

The second course in geography begins with the 7A grade and extends through the 8A. The commercial and industrial activities of man form the center of study. It is our aim to connect up all the industries and commercial enterprises of our people with the needs of the individual student and let him learn whether these needs are supplied by our own people, or people living in other lands, or whether the two are in competition with one another to supply his wants. Much economics and vocational information are indirectly taught.

In the 7A course the United States and its relation to other American Countries is the general topic. The industries studied involve the whole world but the geography of the Americas is to be given more detailed consideration. The topics outlined are: 1. Wheat, 2. Fish, 3. Coffee, 4. Cotton, 5. Wool, 6. Cyclones and Weather Conditions in the Mississippi Valley (Optional), 7. Rubber, 8. Lumber, 9. Cacao (Optional), 10. Our Relations with Other American Peoples, including consideration of their languages and governments, the Panama Canal and the work of the Pan American Union. It will be noted that most of these do not involve a study of complicated manufacturing processes; that they concern rather

large geographical areas and that they alternate climatic regions and in this way one study will furnish a review of places involved in a former study. (See Appendix D).

The 7B course considers the United States particularly in its relation to European countries taking up more complicated industries and activities involving European labor conditions as compared with American conditions. The topics for this semester are as follows: 1. Sugar, 2. Flax, 3. Leather Products, 4. Coal, 5. Iron, 6. Copper, 7. Chinaware and Pottery (Optional), 8. Lace (Optional), 9. Subtropical Fruits of Southern Europe, 10. Chemical and Dye Industry (Optional), 11. Shipping and Atlantic Trade Routes. (See Appendix E).

The 8A course, which is yet to be outlined, is to cover the Pacific Coast in its relation to the oriental countries.

2. History.

The history course for the fifth grade consists chiefly of biographical studies. The characters selected are prominent in the development of American ideals and it is hoped to inculcate certain fundamental American principles in connection with their study. The 5A course is a revision of outlines previously issued. (See Appendix F). It involves the biographical studies through the colonial period. The 5B course involves the Revolutionary heroes, and also Jefferson, Jackson and Lincoln. (See Appendix G).

The 7th grade history is so far merely an adaptation of the State textbook through the Civil War period. In the 7A course the Director has advised teachers at meetings to group the work around the study of four main problems:—

1. Why white men instead of red men live in America?
2. Why do these white men speak English rather than Dutch, French, Spanish, Swedish, or Portuguese?
3. Why do these English speaking people not have the English flag flying over their school houses and other public buildings?
4. Why do we have one flag and one government rather than thirteen flags and thirteen governments?

The 7B work has not been developed so satisfactorily. Teachers

are trying out such topics as: (1) Why our country has increased without dividing into two or more sections, and (2) Why we decided to do away with slave labor. Moreover, teachers have been given permission to experiment by beginning the 8A topics in the 7B term if they wish. No report on these experiments has been asked for as yet.

The 8A course embraces an industrial history of the American people. For the purpose of furnishing background for contemporary history and reviewing the essentials in the earlier period, study is grouped around the following topics: 1. The Expansion of the United States, 2. Population, 3. Immigration, 4. Development of American Agriculture, 5. Transportation in the United States, 6. The Development of Manufacturing in the United States, 7. The Trust Problem, 8. Capital, Labor and Management. (See Appendix H).

D. Co-operation with the Committee of the High School Teacher's Club.

The Director met with the sub-committee on History February 13, 1918 and explained fully the Social Studies Course in the grade schools. He declined at that time to comment on the high school course but participated as a member of general meetings of all the high school history teachers on April 10th, 17th, and 24th. He frequently conferred with Mr. Granger, chairman of the sub-committee and at Mr. Granger's request helped outline a number of the courses agreed upon at the final conference. The work done on the high school curriculum therefore has been merely in the nature of co-operation when assistance was requested.

E. The Technical High School.

1. The Social Problems Course.

A new course entitled Social Problems, ($1\frac{1}{2}$ year elective) open to advanced students only, has been tried out during the two semesters. It has worked very well. The class has managed its own affairs to a large extent. Recitations have taken the nature of general discussions of topics which are treated in the textbook. No mark is given on these recitations, but each pupil reports at the end of each quarter the dates on which he participated in discussions. During each quarter at least two papers are required on topics involved in the discussions. The general scope of the course

is indicated by Towne's Social Problems, which is used as the textbook. Class excursions to the State School for the education of the blind and deaf in Berkeley and to sessions of the Railroad Commission in San Francisco have been made. Individuals and committees have visited and reported on the work of the Salvation Army, Associated Charities, Municipal Wood Yard, etc. At this writing the class is working on the topic: "Why Freshmen Leave the Technical High School." Each pupil is looking up three or four pupils whose names have been furnished by the vice-principals.

2. The courses in Economics have developed very well, the advanced course being taken chiefly by boys, as might be expected.

3. The new course in European History has been developed in all its branches. The 19th century course has been handled by Miss Keefe who has done very good work. During the present semester Harding's Outline of the Causes of the European War, which consists of forty large pages published by the McKinley Publishing Company has been purchased by each pupil in getting a background for study of the War.

4. A class in Current History has been conducted for pupils who found it difficult to fit into other work, and has been virtually a running course in governmental policies regarding food and fuel and the progress of the War.

5. The United States Lessons in Community Life have been handled by the English Department since only a part of the students take history.

F. The Work for Next Year.

During the next school year the Director's attention should be given (1) In the fall semester, (a) to work out the geography of Europe for the 6A grade. The geography of the War should furnish the chief approach with such groupings as (1) the British Isles; (2) Spain and Portugal; (3) France, Belgium and possibly Italy; (4) Central Europe, particularly the Teutonic portions; (5) the Balkan States and Greece; (6) Switzerland, Italy and the Mediterranean Islands; (7) Russia, and the Scandinavian Peninsula. Emphasis should be upon the nations associated with the United States. (b) 8A Geography on the general topic, the Pacific Coast in relation with the Orient, grouped about industrial topics and the shipping and trade routes of the Pacific Ocean. Emphasis should be

upon the geography of Japan and China with enough attention to conditions in India to explain Hindu immigration to North America. (c) The 8B Civics: This should be a real course in Community Civics taking in portions of the hygiene that concern the **public** health. Such topics as the streets, fire department, police department and public buildings should be treated in the light of their history, present condition and future possibilities. This necessitates working out the history of the local region and making use of the Hegermann report.

2. During the Spring semester; the 6B Geography should be worked out on the basis of large geographic areas, Asia and Africa being treated together, for part of this work, and all courses should be revised for printing. (See Topic J below).

3. Assistance should be given committees of the high school teachers in preparing syllabi.

4. Development of courses in citizenship and Americanization to meet special needs. (See Topic K below.)

5. Preparing outline maps. (See Topic M below).

G. Americanization and Citizenship.

In the schools attended largely by children of foreign born parents, Americanization is one of the big problems, and one not met by civics in the commonly accepted sense of the term. An interest in and enthusiasm for American ideals may be successfully taught through American History. The problem (so far as Social Studies are concerned) is one of **selection** and **emphasis** rather than one of **scope**. It is not advisable even to eliminate European History from the sixth grade, but rather to emphasize more than do teachers in other schools the fact that American History is an outgrowth of European History; that the people who came to America came for greater economic opportunity and in search of religious and political freedom; that we are seeking to build up our own civilization upon the best and most progressive elements that **all Europe** has to contribute. This is "the land where hatred expires."

In the schools, however, which minister to a population largely of foreign born parents, afternoon and evening classes should be held for the adult population with a view of informing them of the underlying principles of American democracy. Upon inquiry I am able to ascertain the percentage of persons of foreign birth in these

communities, but have been unable to find any record of the number who are naturalized and number who are not naturalized. Two types of courses should be given: one, for those who are **not naturalized**, instructing them in American ideals and working principles of American government so that they will seek naturalization and be well enough informed to pass the court examination for admission to citizenship; second, courses for those who **have been naturalized** but are not thoroughly alive to the responsibilities they have undertaken. Some of them may be among what Dr. Suzzallo calls "lost Americans"; in a word, they correspond to what the good churchman may term "backsliders."

H. Methods.

The Social Studies Courses in the grades are well adapted to the application of what usually passes under the term Socialized Recitation. Many of the teachers have been highly successful in applying this very democratic method of conducting recitations. It has added interest to the work; it has developed a spirit of cooperation among pupils; it has succeeded in emphasizing the points of most vital interest to the pupils. So many of the teachers have been so successful at this work that to mention their names in this connection might be doing an injustice to other teachers whose work the Director has not seen because of insufficient time and because classes are held at an hour when he could not visit them. However, as a permanent record of the success of this method of instruction a stenotype reporter, Miss Catherine Irvan, of the Technical High School, has gone with the Director of Social Studies to a number of class rooms and each word spoken during the recitation by teacher or pupil, whether correct or incorrect has been taken down. Transcripts of these stenotype records in Miss Irvan's possession, are appended hereto and made a part of this report. To anyone interested, they show the Socialized Recitation in its **actual operation**, revealing its strong points and its defects. Of the latter, probably the chief is the work of the slow pupil. Just as he formerly was not reached, so now he tends to be the laggard in doing his share. It is the **personal opinion** of the Director, however, that he gets at least as much as he did under the old method, and he must now realize that he lags behind in the race not because of his failure to measure up to the **teacher's** standards, but because of his failure to keep step with the pace set by **his own fellows**, and it is hoped that as pupils advance from the lower grades with a greater familiarity with this method of recita-

tion work, the number failing to participate in the upper grades will be conspicuously less. (See Appendix I).

I. Outline Maps.

The insistence upon much rapid map making, especially in geography, led to the appointment of a committee of the Principals' Club to find some solution for the desk map question. At the same time Asst. Supt. Cox called a meeting of the high school history teachers for the discussion of books and supplies. In discussing the map book question, this meeting selected a committee to meet with the Social Studies Committee and at this joint meeting the following plan was adopted: First, that the department should have plates engraved and print its own desk maps; second, that there should be sixteen such plates made, six being particularly for high school use, the others such as would do for either high school or grade school courses. This report was made to the Principals' Club and approved and forwarded to Mr. Cox (Acting Superintendent in Mr. Hunter's absence). Receiving Mr. Cox's approval, it came to the Director to provide outlines for such maps. Tracings are now complete for two of these (California and the United States) and work is progressing on the others. One hundred dollars has been asked for in the next year's budget for engraving plates of these sixteen maps.

J. The Social Studies Committee, appointed by the Superintendent consisting of Principals Greenwell, Gilson and Wheeler, and class teachers, Miss Ogden, Mrs. Clark and Miss Grubb with the Director as chairman held several meetings during the fall term. Their advice and approval was had upon the general plan of each course of study worked out during the past year. Their helpful suggestions and cordial cooperation are hereby formally acknowledged and the Director's appreciation expressed.

It would be unfair to close this report without acknowledging the cooperation of the entire teaching corps with whom it has been my pleasure to work. I can say that there has been **no exception**. The principals of the schools have in many instances gone out of their way and taken of their time to accompany the Director in his visits, offer suggestions, and express their frank criticism. The enthusiastic, vigorous support of the policies of the Director by the Superintendent in large measure accounts for the success of the work during the present year, and is gratefully acknowledged. In

fact it is impossible to measure the actual progress of the Social Studies Course **as such** during the past year, because; first of the impetus given by the active support of the Superintendent, and second, the enthusiasm and spirit injected into the work through the War Work activities of the schools. There has been great progress; how much is due to these two factors is impossible to say, but their influence has been very great.

W. J. C.

HISTORY PLAN

GEOGRAPHY PLAN

| To be in effect | | Grade I-IV. Incl. | To be in effect. |
|-------------------------------|--|--|-------------------------------|
| Fall '17 and Spring '18 | Early history of Oak- land and Bay region. What our City does for us.—What we can do to Help it. | Industrial Groups. Common physical phe- nomena. Types of Life illustrating controls of of heat, moisture and * land relief. | Fall '17 and Spring '18 |
| | | 5A | |
| Spring '17 | The Nation Explorers Pioneers | North America (physical) California | Fall '17 |
| | | 5B | |
| Fall '17 | The Nation Founders Development. Civil War. | United States | Spring '18 |
| | | 6A | |
| Spring '16 | European beginnings. Ancient Mediaeval | Eurasia (physical) Europe | Fall '18 |
| | | 6B | |
| Fall '16 | European beginnings. Early Modern (Age of Discovery) | Africa, Australia, South America, Asia | Spring '19 |
| | | 7A | |
| Spring '17 | United States to 1789 | United States in its re- lation to other Amer- ican countries. | Fall '17 |
| | | 7B | |
| Fall '17 | United States to 1870 | United States in its re- lation to European Countries. | Spring '18 |
| | | 8A | |
| Spring '18 | History—Civics Na- tional Problems | Pacific Coast in its re- lation to the Orient. | Fall '18 |
| | | 8B | |
| Fall '18 | Civics State and Local | (Hygiene) | |

Social Studies Courses in Oakland High Schools, 1917.

| Course | Grade | School |
|--|---------------|--|
| European History Plan A—(Committee of Seven) | | |
| I. Ancient History to 800 A. D. | 9th (10, 11) | Frem., Oak. H. S., Univ., Voc. (girls). |
| II. Mediaeval and Modern | 10th (11, 12) | Frem., Oak. H. S., Univ., Voc. (girls). |
| European History Plan B (Approx- mately N. E. A. plan). | | |
| I. Early European Civil. to 1500 | 9th (10, 11) | Tech. |
| II. Modern " " | 10th (11, 12) | " |
| English History | 11th (12) | Fremont, Univ. |
| European Civilization (Ind. aspects.) | 9th (10, 11) | Tech. |
| Industrial History (English and Amer.) | 11th | Voc. (Presc.) |
| United States and Gov't. | 12th (11) | PRESC. All Schools. |

Economics.

| | | |
|--|------------------------------|---------------|
| Economics; (Emphasis on Production) | ½ yr. 10th | Voc. (Presc.) |
| Economics; Theory and Problems | 1 yr. 11th (12) | Oak. H. S. |
| Economics; ½ and Community Civics | ½ 10th (11) | Fremont |
| Economics I. ½ | 11 or 12 | Tech. Univ. |
| Economics II. ½ (Problems) | 11 or 12 | " " |
| Civics I Adv. Study Local, State Na- tional Government. | | not given. |
| Civics II Social Problems | (Presc. 1 yr. adv. work.) | Tech. |
| Current History ¼ to 1 yr. | 10, 11, 12 | Tech. |

TO PRINCIPALS AND EIGHTH GRADE TEACHERS:

At a meeting of the civics teachers held on October 17th to discuss the content of the civics work to be re-organized in the Spring and Fall terms of 1918 as indicated by the committee on social studies it was decided that the teachers make a study of the topics suggested by Professor Bobbitt in his part of the Cleveland Survey. It is Dr. Bobbitt's idea that the history curriculum maker should make "an analysis of present day social conditions, the proper understanding of which requires historical background," and then to grade these, placing in the elementary schools those that belong there, and in the high schools those that require more mature minds. You will, therefore, please study Professor Bobbitt's list which follows, indicating those that you think ought to be taken up in the 8A grade, those that are suitable for 8B, and those that should be left for the high school. You will strike out any that you think ought not to be studied, and add any that you think important. Once we get a fair agreement on this list, your director will consider it his work to find the necessary materials for the use of teachers and pupils, and to assist in adapting each topic to the maturity of the pupil in the grades where you think social necessity demands that it be treated.

| | | |
|-----------------------------------|-------------------------|-----------|
| Sociological Aspects of War | Race Problems | Trusts |
| Territorial Expansion | Transportation | Education |
| Our Insular Possessions | Money Systems | Suffrage |
| Centralization of Govt. | Immigration | Taxation |
| Growth of Population | Strikes and Lockouts | Army |
| Panics and Business Depressions | Inventions | Navy |
| Govt. Control of Corporations | Agriculture | Wages |
| Capital and Labor | Manufacturing | Commerce |
| Banks and Banking | Foreign Commerce | Crime |
| Tariff and Free Trade | Labor Unions | Charities |
| Municipal Government | Postal Service | Mining |
| Roads and Road Transportation | Liquor Problems | Prisons |
| Newspapers and Magazines | Unemployment | Pension |
| Women in Industry | Child Labor | Hospitals |
| Conservation of Natural Resources | Savings Banks | Insurance |
| Recreations and Amusements | Fire Protection | Housing |
| Co-operative Buying and Selling | Cost of Living | |
| Pure Food Control | Health Sanitation, etc. | |
| Water Supply of Cities | Courts of Law | |
| Parks and Playgrounds | National Defense. | |

For San Antonio, Dr. Bobbitt advised a study of: City beautification; street paving; street cleaning; the smoke nuisance; water supply; city milk supply; city food supply in general; fire losses and fire insurance rates; the economic value of birds; the sanitation of public buildings, schools, churches, theaters, etc; vocational survey of the city; the care of the unfortunate; the public utilities of the city; uses of vacant

lots; municipal social center; municipal civic forum; cost of maintaining each city department; city dust; the municipal board of health; the possible civic uses of the San Antonio river; the civic uses of the San Antonio river; civic problems of city school, etc.

I. The 7A Geography outline will be completed with p. 20 which should reach you by Nov. 2. Teachers will feel free to send criticisms to the director on amount and character of the work. In estimating the amount of work possible, please recall that we began on the new course a few weeks late this fall. How much time should we give to each topic with an **average** class? Let me hear from you before January 11, 1918, on this point at least.

II. The Social Studies Committee will meet on November 15 to determine in a general way the content of the 7B Geography course. You will recall that the "United States in Relation to European Countries" is the general subject. The **locational** work will therefore be concerned mainly with Europe. The director intends to propose for discussion at this meeting the following topics: sugar, cattle and leather products, copper, flax, coal, iron and iron manufactures, chinaware, chemicals and dyes, shipping and Atlantic Trade Routes. If you have suggestions to offer in way of additions, omissions, or order of treatment for the committee's consideration, please send them in before November 15.

III. General Circulars.

Not all of these have been sent to **each** teacher. If you are interested in any circular which has not been sent you, please ask for it. A complete list follows:

General No. 1. (6 pages) Lists of books and general directions for Fall term of 1917.

" No. 2. A few additional book titles and some suggestions on history method.

" No. 3. Comments on 5th and 7th grade geography outlines and use of Committee of Eight for 6th grade history.

" No. 4. Outline of plan of history and geography in Oakland schools—grades 1-8 inclusive.

" No. 5. Social Studies Courses in Oakland's High Schools.

General No. 6. Suggestions on civics topics preliminary to working out the 8A and 8B courses (next term).

IV. History 5A outlines sent out last term will soon be revised and issued on sheets uniform with present Supervisory Series. Please let me have any criticism you care to make at once. You will recall that early in the term we agreed in a teacher's meeting to study in the 5A term the following: Columbus, Magellan, Cabots, De Soto, Hudson, La Salle, J. Smith, M. Standish, Roger Williams and Thos. Hooker, William Penn, Oglethorpe. For the 5B, the biographies studied will be Benjamin Franklin, George Washington, (S. Adams, P. Henry, and military heroes of Revolution—**optional**), Jefferson, Jackson, (Webster, Clay, Calhoun—**optional**). Lincoln, Lee, Grant, In general follow Mace (your textbook). Outlines will be issued as soon as possible.

SELECTED BIBLIOGRAPHY ON GEOGRAPHY AND HISTORY
TEACHING (ELEM. SCHOOLS)

- BAGLEY, W. C.—“The Determination of Minimum Essentials in Elementary Geography and History.” 14th Yearbook, Nat. Soc. for Study of Educ. Part I. Bloomington, Ill., Public School Publishing Company.
- BAGLEY, W. C.—“Present-Day Minimum Essentials in United States History as Taught in the Seventh and Eighth Grades,” 16th Yearbook.
- BETTS, G. H.—“Classroom Methods and Management,” (Bobbs, Merrill Co.).
- BLISS, W. F.—“History in the Elementary Schools,” (American Book Co.).
- BOBBITT, F.—“What the Schools Teach and Might Teach,” (Cleveland Survey).
- CHARTERS, W. W.—“Teaching the Common Branches,” Chap. 9 (Geography), Chap. 10 and 11 (History), (Houghton, Mifflin Co.).
- COMMITTEE OF EIGHT—“The Study of History in the Elementary Schools,” (Scribner).
- DODGE AND KIRCHWAY—“The Teaching of Geography,” Rand McNally & Co.).
- FINLAY JOHNSON, H.—“The Dramatic Method of Teaching,” (Ginn & Co.).
- FREEMAN, F. N.—“The Psychology of the Common Branches,” Chap. 7, (History), Chap. 8 (Geography), (Houghton, Mifflin Co.).
- HORN, ERNEST,—“Possible Defects in the Present Content of American History as Taught in the Schools,” 16th Yearbook.
- HORN, ERNEST—“Principles for Making Curricula in History,” Teachers College record, September, 1915, Teachers College, New York.
- JOHNSON, H.—“The Teaching of History,” (Macmillan Company).
- KEMP, E. W.—“An Outline of History for the Grades,” (Ginn & Co.).
- KENDALL & MIRICK—“How to Teach the Fundamental Subjects,” Chap. IV., (Geography, history and civics), (Houghton, Mifflin Company).
- MACE, W. H.—“Method in History” esp. 213-292., (Rev. Ed. Rand McNally).

- McMURRY, C. A.—“Special Method in History,” (Macmillan Company).
- McMURRY, C. A. — “Special Method in Geography,” Macmillan Company).
- McMURRY, FRANK—“Principles Underlying the Making of School Curricula, pp. 1-10; “Principles for Making and Judging Curricula in Geography,” pp. 11-32; Teachers College Record for September, 1915.
- RAPEER, L. W. AND OTHERS—“Teaching Elementary School Subjects, Chap. 16 (Geography) 20 (History) 21 (Civics) (Scribners).
- RICE, EMILY J. AND OTHERS—“The Course of Study in History for the Common School,” (University of Chicago Press).
- SUTHERLAND, W. J.—“The Teaching of Geography,” (Scott, Foresman & Co.).
- SUTHERLAND, W. J., & SANFORD—“Practical Exercises in Geography,” (Silver Burdett & Co.).
- TRYSON, R. M.—“Materials, Methods, and Administration of History Study in the Elementary Schools of the United States,” (Indiana University Bulletin).
- TRYSON, R. M.—“History in the Junior High School” in *Elem. Sch. Jour.*, May, 1916.
- TALKINGTON, H. L.—“How to Study and Teach History in the Grades,” (Bloomington, Illinois Public School Publishing Co).
- WAYLAND, J. W.—“How to Teach American History,” (Macmillan).
- WILSON, H. B. & G. M.—“Motivation of School Work,” Chap. 7 (History) Chap. 8 (Geography), (Houghton, Mifflin Co.).
- UNITED STATES BUREAU OF EDUCATION, BULLETINS:
 No. 17, 1915.—“Civics Education in Elementary Schools.”
 No. 23, 1915.—“The Teaching of Community Civics.”
 No. 28, 1916.—“Social Studies in Secondary Education.”
- “The History Teacher’s Magazine,” Philadelphia, (McKinley Publishing Co.).
- “The Journal of Geography.” Appleton, Wisc.

TO PRINCIPALS AND FIFTH GRADE TEACHERS :

The Supervisory Series for 5A Geography is completed with page 16, sent to the teachers November 22. As you were advised in my General Circular No. III, these 5A Geography outlines were unavoidably late in appearing and were in no way intended to interfere with plans which had already been worked out by teachers. Some of you, however, have been making considerable use of these problems and you are therefore in a position to criticise them. Will you please let me know at your convenience: first, which problems, if any should be omitted; second, what regions, if any, should be more thoroughly stressed than the present series of problems seems to do; third, problems which are **in general** satisfactory to you, but should be changed in some **details**. Since it is planned to get this material in shape for printing next summer, you are requested to assist in any needed revision by experience derived from your teaching next semester.

In this connection you will observe that no study has been issued on the Great Basin area including the Imperial Valley. The reason for this is that the geography of this region does not belong to California proper but rather to the geography of Nevada, Arizona, etc., and will furnish the material for the first type study in the 5B work, which works out from California and covers the United States. Moreover the 8A Geography contemplates a study of the Pacific Coast in its relation to the Orient. The industrial side of our geography including our wonderful petroleum resources will be studied in connection with that term's work. This does not imply that it is our intention to ignore it completely in the 5A term, but only to explain to you why such an obviously important industry is not made the basis of one of our studies.

May I take this opportunity to express my appreciation of the hearty co-operation I have had from you. I feel that you have been remarkably successful in securing the interest and co-operation of your pupils in gathering material necessary for the successful study of our State. In this connection, however, the Chamber of Commerce and Alameda Co. exhibit authorities report that groups of pupils are re-visiting them and carrying away pamphlets, etc., indiscriminately. **To prevent abuse** let us instruct our pupils to go there **only** with their teachers or as individuals representing a class with note from the teacher, and in case pamphlets are wanted, please state this fact. Otherwise it is possible for a few mischievous boys "to wear our welcome out."

Through the generosity of the Southern Pacific Co., and the courtesy of Passenger Traffic Mgr. Chas. S. Fee, I am enabled to send to each

school one copy each of several folders useful in teaching California geography.

I do not plan to issue any further circulars this semester but will devote attention to preparing bulletins to assist in beginning the work next semester in the 5B course.

TO PRINCIPALS AND TEACHERS IN GRADES 4, 5 and 6.

At the request of the Superintendent, the following suggestions are offered for the use of the U. S. "Lessons in Community and National Life" Series C., in order that no single subject in our curriculum be forced to yield to matter that is being cared for in some other way. If you have already worked out a plan, by all means follow it. If not, use these suggestions with such modifications as your situation seems to demand.

1. The War and Aeroplanes, take up in English, all grades.
2. Spinning and Dyeing Linen in Colonial Times.
4th grade use any time.
5th grade, Home Economics or History time. If latter; in 5A with Miles Standish story; in 5B with Washington Story.
6A with Geography of the Dakota-Manitoba region.
6B with History; Life in the Middle Ages.
3. Water Supply of a Town or City.
In all grades in time for English or Hygiene.
4. Petroleum and its uses.
4th grade omit.
5A in Geography with Los Angeles study.
5B in Geography with Pennsylvania region.
6A in Geography with Pennsylvania region.
6B in Geography with China (or as a side report on Russia).
5. Conservation as exemplified by Irrigation Projects.
4th grade omit.
5A grade omit.
5B in Geography with Studies I, II, III, or IV.
6A in Geography with Canada or parts of U. S. Study.
6B in Geography with Egypt.
6. Checking Waste in the Production and use of Coal.
4th and 5A in English time.

5B in Geography in connection with the Coal States.
6A in Geography in connection with the Coal States.
6B in Geography in connection with China's undeveloped resources (Contrast).

7. Preserving Foods.

In all grades in Home Economics or English time.

8. Preventing Waste of Human Beings.

In all grades in English time. A place for Vocational talk.

TO PRINCIPALS AND TEACHERS IN GRADES 7 and 8:

At the request of the Superintendent, I offer suggestions for the use in your classes of the United States "Lessons in Community and National Life" Series B. The only purpose of this circular is to point out a plan for those who are having difficulty in working this material into the already crowded curriculum. If, therefore, you have a plan which **works** do not change.

1. The Effect of the War on Commerce in Nitrate.

7A, 7B and 8A take geography time at once.

8B use English time.

2. The Varied Occupations of a Colonial Farm.

7A and 7B in history time. Displace parts of textbook.

8A in History time (contrast with factory method).

8B in civics time displacing Chapter XXI (State text).

3. A Cotton Factory and the Workers.

7A in Geography with Cotton.

7B in Geography with Flax.

8A in Geography with Commercial Studies.

8B in Civics in connection with Chapter XI.

4. Feeding a City.

7A, 7B, 8A in Geography with any food product study.

8B in Civic supplementing Chapter XIV.

5. Saving the Soil. (Connect with School Garden if you have one).

7A in Geography time with Study of Wheat.

7B in Geography time with Study of Sugar.

8A in Geography time. Any time, in place of anything.

8B in Civics time, displacing most of Chap. VIII.

6. Making dyes from Coal Tar.
 - 7A in Geography time with Study of Cotton or Wool.
 - 7B in Geography time with Study of Flax.
 - 8A in Geography time. Displace anything you wish.
 - 8B in Civics in connection with Chap. XII.
7. An intelligently selected diet.
 - In all grades in Home Economics or English time.
8. Finding a job.
 - In all grades in English time. Stress vocational aim.

TO PRINCIPALS AND TEACHERS IN GRADES 7 and 8.

At the request of Superintendent Hunter, I offer suggestions for the use in your classes of the United States "Lessons in Community and National Life" Series B for December and January. The only purpose of this circular is to point out a plan for those who are having difficulty in working this material into the already crowded curriculum. If, therefore, **you** have a plan which **works** do not change. Further lessons of this series have not been ordered for work this semester. Plan your work accordingly.

Lesson B9—How Men Made Heat to Work.

7A—Use English time (or History time).

7B—In Geography with Coal and Iron.

8A—In History with Study V on Transportation.

8B—In Civics with Chapter XIV or as a separate lesson.

Lesson B10—Telephone and Telegraph.

7A-7B—Use any History time.

8A—In History with Study V on Transportation.

8B—In Civics with Chapter XIV or as a separate lesson.

Lesson B11—The Work of Women.

7A-7B—Use any History time or in Geography with study of any textile.

8A—In History with Study VI on Manufacturing.

8B—In Civics with Chap. XIII or as a separate lesson.

Lesson B12—Impersonality of Modern Life.

7A-7B—Omit.

8A—In History with Study VI on Manufacturing.

8B—In Civics as special lesson (or with Chap. XI).

Lesson B13—The Department of the Interior.

7A-7B-8A—Omit.

8B—Omit or read over in Civics with Chap. XXIV.

Lesson B14—The United States Public Health Service.

7A-7B-8A—Read in class and use for composition work.

8B—In Civics with Chap. IX (or for composition).

Lesson B15—Price Control of Wheat.

Lesson B16—Why we must help France.

7A-7B—Use as part of English work for reading and composition.

8A-8B—Use as part of English work for reading and composition.

TO PRINCIPALS AND TEACHERS IN GRADES 4, 5 and 6:

At the request of Superintendent Hunter, I offer suggestions for the use in your classes of the United States "Lessons in Community and National Life" Series C for December and January. The only purpose of this circular is to point out a plan for those who are having difficulty in working this material into the already crowded curriculum. If, therefore, **you** have a plan which **works** do not change. These will be the last of these circulars for this semester.

Lesson C9—Inventions.

4th—Use any time. Read (aloud by teacher, perhaps), discuss, and write compositions.

5th—Use English time. Read Compositions on topics.

6th—Use History time. Connect with advance from the savage state.

Lesson C10—Iron and Steel.

4th and 5th—Omit.

6th—In English or in History as in C9.

Lesson C11—The Effects of Machinery on Rural Life.

4th—Omit.

5A—In Geography with any study of valley conditions.

5B—In Geography with Study VI, The Great Plains and Plateaus.

6th—Use English time to read and discuss.

Lesson C12—Patents and Inventions.

All Grades—Talk it over with pupils. Some of the pupils will have read in Book of Knowledge, Popular Mechanics, etc., similar material.

Lesson C13—Market Reports on Fruits and Vegetables.

All Grades: Illustrate by imagining the school garden a sole producer on a large scale of one product needing an extensive market. Think of the number of people required to produce and market the product. If there is not a school garden omit the lesson.

Lesson C14—The United States Fuel Administration.

All Grades in English or Geography time.

Lesson C15—Sugar.

4th grade in English time (stress only pp. 22-24).

5th and 6th grades in English or Geography time.

Lesson C16—The Commercial Economy Board of Council of National Defense.

All Grades—Take time from subjects least pressed for time. This lesson should be so thoroughly mastered that it will have some effect during the summer vacation. Moreover, these strenuous times may force some of your older boys into the industries before school again opens. Throw your whole spiritual weight into final appeals that these boys may always be sincere cooperators in a social order dedicated to the principles of **intelligent voluntary cooperation** and unalterably opposed to both the threadbare philosophy of rank individualism and the Prussian ideal of dominance.

VI. Thomas Jefferson.

1. Birth, 1743 in Virginia. What other Virginia boys have you studied about? Why were so many of the notable men of this period born in this colony? (Note extent of U. S.; size and age of Virginia.)
2. Early training. Was Thomas as a boy a good student? Did he like athletics? What sort of things did he do best? Did he go to college?
3. His position in his community. What prominent men were

his friends? Did his fellow citizens elect him to office? By what means did he earn his living? (Law).

4. His part in the development of the American Nation. How did he feel toward the British taxes? What part did he take with regard to these taxes? (Compare with other patriots.)
5. In the Continental Congress. Would you expect Jefferson to be chosen by his colony to go to this Congress? Did his fellow members in Congress have confidence in him? Were they satisfied with his draft of the Declaration of Independence. (NOTE: Learn thoroughly the date of July 4, 1776, and its significance without going into the philosophy expressed in the Declaration.)
6. Jefferson's work for his own State. Virginia was now an independent State instead of British colony and Jefferson served as a member of its legislature and (from 1779 to 1781) as its governor. In those days people paid taxes to support a certain church whether they attended it or not. Jefferson believed that a man ought attend what church he pleased and contribute to its support as he could. He therefore worked for a law in the State of Virginia to bring this about. (Stress again the idea of religious freedom taught in connection with the story of Roger Williams.)
7. His service to this Nation as a foreign minister. After the death of Mrs. Jefferson, Thomas Jefferson was willing to leave his old Virginia home for a time. He served as foreign minister for four years and returned home when Mr. Washington became President to conduct the office of Secretary of State which has charge of all our foreign ministers.
8. During Mr. Adams' administration Mr. Jefferson served as vice-president of the United States and wrote the first set of rules for the United States Senate (over which he presided).
9. Jefferson as President. In 1800 he was elected president, becoming the founder of what was then called the Republican Party, later the Democratic-Republican Party and still later the Democratic Party. (Discuss the addition of

the Louisiana country and let some pupil report on Lewis and Clark.)

10. The latter portion of his life was given to working for education and he became the founder of the University of Virginia. He considered this so important that he asked to have engraved on his monument that he was the "Father of the University of Virginia."
11. Importance: Mr. Jefferson ranks as one of our first great democrats for he had a very great faith in the ability of the people to govern themselves honestly and efficiently. Many of the men of his time did not believe in a government by kings but did not think that the average man would be wise enough to know what kind of government was best for him and so thought that the vote ought only be given to men of considerable wealth or education and that the holding of office should be confined to the well-to-do. With all of these Mr. Jefferson disagreed for he believed that the people should be educated so that they would know and understand questions that were important in their life.

References: Mace, "Beginner's History" (State text), pp. 229-238. Foote & Skinner, "Makers and Defenders of America," pp. 117-127. Coe, F. E., "Makers of the Nation," pp. 213-217.

For the Teacher: Sparks, "The Men Who Made the Nation," pp. 218-266.

VII. Andrew Jackson.

1. Birth, 1767 in North Carolina. Jackson's family lived back in the mountains west of the great plantations owned by the wealthy men. The later immigrants from England and Ireland, had to settle in these foothill regions and struggled with clearing forest and fighting wild animals from their stock. Therefore, Andrew's people were very poor.
2. Early training. Would you expect to find good schools in these hills in the early days? Were Andrew's people able to send him to school? Find out whether he liked outdoor activities and if he excelled other boys in anything.
3. Andrew's family in the Revolutionary War. The other

men we have been studying were grown men during the Revolutionary War. How old was Andrew Jackson when the Declaration of Independence was signed? when Washington became President in 1789? (Some boy may give a report on the British raids in the Southern states and how they affected the Jackson family.)

4. His position in the community. Jackson studied law but decided that his chances of making good would be better in a new country in the West and he therefore moved to Tennessee and settled down in Nashville.
5. His services to Tennessee. Find out what offices he held. How did his neighbors like him?
6. Jackson as a military man. How did he become known as "Old Hickory?" Tell about his fights with the Indians, his battle at New Orleans.
7. As president. To whom did Jackson owe his election? Name men who opposed him. Why did they oppose him? His attitude toward the Union.
8. Importance. A great true democrat.

References: Mace, "Beginner's History," (State text), pp. 245-254 and references, page 257. Foote & Skinner, "Makers and Defenders of America," pp. 168-177.

For the Teacher: Sparks, "The Men Who Made the Nation," pp. 282-317.

VIII. Calhoun, Clay and Webster. (Optional).

NOTE: If time permits groups of students may study the work of these three great statesmen and discuss them in class.

References: Mace, "Beginner's History," (State Text), pp. 296-314. Coe, F. E., "Makers of the Nation," pp. 283-290 (Webster); pp. 291-195 (Calhoun); pp. 296-302 (Clay). Foote & Skinner, "Makers and Defenders of the Nation," pp. 178-190 (Clay); pp. 191-204 (Webster).

IX. Abraham Lincoln.

1. Birth—February 12, 1809, in Kentucky. (Show picture of cabin and discuss hardships of frontier life). Learn Feb. 12th.
2. Boyhood and influence of mother. Did he love his mother?
3. Education. How much chance did young Abe have to go to school in Indiana and Illinois? What books did he read? Have you read any of them?
4. How did he learn to write? What kind of a copy book did he have? What things did he write in?
5. How he earned his living. What sort of a farmer was he? Why did he have to split rails? What sort of a business man was he? Why did he have to fight Indians? (Frontier conditions again.)
6. What offices did Lincoln hold before he became President? Why did people like to vote for him? How did he let people know what he thought on slavery and other questions? (Stump speeches.)
7. Lincoln as President. NOTE: Give a brief account of the Civil War; its causes; effect of it on slavery and the stability of the Union, such as given in the textbook.
8. His assassination and place in history.

References: Mace, "Beginner's History," (State Text), pp. 315-330. Mace, "Wm. H. Lincoln, The Man of the People." Foote & Skinner, "Makers and Defenders of America," pp. 230-256. Coe, "Makers and Defenders of America," pp. 303-324. Sparks, "Men Who Made the Nation," pp. 378-410.

For the Teachers: Selected Works of Lincoln and Biographies. Read selections from letters showing human side, kindness of heart, etc. Study simple appreciations of Lincoln. Benjamin Chapin has impersonated Lincoln very well for a moving picture dramatization of the President's life. If this is given at time of study, suggest to pupils that they see it. Then discuss in class.

X. Civil War Heroes.

Grant.

Lee.

Reports and discussion of about the extent indicated in the State text.

This concludes set.

LOW FIFTH GEOGRAPHY

A. The Function of Geography.

Professor Bobbitt argues that the educational process in and out of school should have as its result that children acquire by easy stages the ability to think and so as adults think and see. In the early community, this process was simple and required no conscious, purposeful schooling. In its first stages schooling was concerned with mastering first written language and later numbers. "As community vision widened and men's affairs came to extend far beyond the horizon, a need arose for knowledge of the outlying world. This knowledge could rarely be obtained sufficiently through travel and observation. There arose the new need for the systematic teaching of geography. What had hitherto not been a human necessity and therefore not an educational essential became both because of changed social conditions." The significance of this argument lies in the stress it puts upon geography as a **social** subject. The teacher who bears this in mind will, therefore avoid; first, facts of geography **for facts' sake**; second, bringing in **mere facts** of general science; third, memorization of states and capitals, counties and county seats, etc. The view point must be primarily social, that is, as the child develops toward adulthood he should understand such forces and controls as determine the relationships between the earth and its human inhabitants.

"The function of historical and geographical subject matter—is to enrich and liberate the more direct and personal contacts of life by furnishing their context, their background and outlook."
—Dewey.

B. Method.

I. Study the relation of the 5A course to other parts of the geography course.

a. Teachers who have not taught in the earlier grades should study carefully the work in home geography which has preceded, and make constant use of these principle in the work of the fifth grade.

b. Have in mind in a **general** way the work which is to follow

follow this grade to see exactly its functions in the whole geography course.

- c. Consider what training the pupil should have received by completion of his geography work that your contribution may be clear in your own mind.

References: Dodge & Kirchwey, "The Teaching of Geography," Chap., (Rand, McNally & Co.—\$1.00).

B. Method.

II. Study the relation of this work to the other 5A subjects. Pupils are being taught by **means of Geography**—it is but **one** of your tools. See especially:

- a. History.
- b. Home economics—for food and textile products.
- c. Literature.

III. The underlying psychology of geography is the "extension of experience through imagination." See Freeman, F. N. "The Psychology of the Common Branches." Chap. VIII. (Houghton Mifflin Co., 1916—\$1.25.)

IV. Lesson Plans. "The teacher should be perfectly free to plan his work so as to give his children the best training he can. He should adopt any "methods" that seem suited to his needs, but should never forget that he is supposed to be forging one of the necessary links in the whole chain of geography study and that his work must be strong geographically, as it should be pedagogically."—(Dodge & Kirchwey, p. 5.)

b. Problem Method. Geography furnishes an excellent subject to teach by the problem method. Sutherland, W. J., "The Teaching of Geography." (Scott Foresman & Co—\$1.25), Chapters 11 and 12. (Also Dodge & Kirchwey, pp. 85-86.)

c. The Socialized Recitation. Important problems involving several recitation periods offer a fruitful field for the co-operation of all members of the class in their solution.

References: Pearson, F. B., "The Vitalized School," Chap. 15, (Macmillan Co.—\$1.40). Whitney, William, "The Socialized Recitation," pp. 1-17. (A. S.

Barnet Co.—50c.) Earhart, Lida B., "Types of of Teaching," Chap. 11, (Houghton, Mifflin Co.—\$1.25).

d. Suggested Lesson Plans. Strayer, G. D., "A Brief Course in the Teaching Process," Chapter 16, (Macmillan Company—\$1.25) especially pages 221-223, a lesson plan for Pittsburg as a trade center. Earheart, Lida B., "Types of Teaching," plans for 6th grade on "Climate of Western States," pp. 251-254, On "Irrigation in the Western States," 255-9.

V. Use of Equipment.

- a. Maps and Globes. Wiswell, L. E., "Globes and maps in Elementary Schools," (Rand McNally Co.—50c). Dodge & Kirchwey, Chapter XVII. Redway, J. W., "The New Basis of Geography," Chapters VIII and IX (Macmillan Co.—\$1.00). Sutherland, W. J., "Teaching of Geography," Chapters XVIII, XIX and XX.
- b. Pictures, Models, etc.
Dynes, Sarah A., "Socializing the Child," pp. 41-73, (Silver, Burdett & Co.—\$1.00). Intended for grades I-III but is suggestive to a teacher. See also Dodge & Kirchwey, Sutherland, Redway and references in Tarr & McMurray, Introductory Geography page 117.
- c. Museum and Excursion. (See references above.) Also "Journal of Geography," Vol. III., p. 322-332.

C. Content Material for Course.

I. Globe and Map Lessons.

- a. Continents and oceans. Location, size (relative). Introduce by letting pupils volunteer stories read in lower grade or at home (e. g. war story introduces Europe "as the main theater." Where is Europe? Size? Shape? etc.).
- b. Directions on globe. Where do we live? Europe is in what direction? How far distant (i. e. what part of globe's circumference in our latitude). Use of parallels and meridians as indexes of direction.
- c. Scale—where to find, how to use; need for, etc. Introductory Geography (State Text) Chapter XI.

II. North America Physical.

- a. Position on globe as to equator, poles, oceans, other continents.
- b. Size. Third among continents; contains about one sixth of all land area.
- c. General shape and location in zones of wider and narrow parts. Indentations of coast line. Peninsulas, Large Bays, etc.
- d. General relief, extent, general direction and elevation of primary highlands. Effects on rivers, etc.
- e. Suggested problems. (Adapt to your class those you think suitable.)

1. Hudson and other explorers were looking for a waterway through North America. Had they known what we know today about the location of mountains, would they have spent time in this search? Explain fully.
2. In what general direction must most of the rivers flow that empty into the Pacific Ocean? Into the Atlantic?

Explain.

3. Show how the plains between the two great ranges slope. Prove your point (by rivers).
4. Is the land along the 49th parallel from the Rockies to the Lakes higher or lower than the land at St. Louis? Than land near Hudson Bay?
5. If you were travelling over the United States, (a) would you expect to find the James river or the Mississippi river the larger? Why? (b) Would you expect to find more snow on the Blue Ridge Mountains or the Sierra Nevada Mountains? Why?
6. What mountains almost form an eastern boundary for our own state? (b) What mountains are along our coast? (Note Junctions in North and at Tehachapi.)
7. What must be the directions of the two chief rivers of this state? (b) Why do these rivers have more and larger tributaries come from the East than from the West?
8. (a) Will you be likely to find animals with heavy coats of hair in North America? In what part? (b) Will you

- find the poisonous snakes and insects of the hot climates? In what part? (c) Is the climate suited to few or to many kinds of animals?
9. (a) What sorts of plants will grow where the polar bears live? Why? (b) Will orange trees grow there? Will any orange trees grow in North America? Where? Why?
 10. The early settlers in North America were always looking for gold. Was there gold where they settled? Might there have been? Were there other minerals? Did the first settlers find and use these minerals?
 11. (a) What different sorts of savages might have lived in North America? (Many kinds from the sluggish tropical savage to the vigorous Eskimo). (b) In what part would Englishmen, Frenchmen, and Dutchmen be likely to settle? Spaniards?

References: For Teachers' reading: Sutherland, W. J., "The Teaching of Geography," Chap. VIII on "Geography and Life." (General discussion of effect of environment on plant and animal life.) Dodge, R. E., "A Reader in Physical Geography," pp. 10-23. (General treatment of many topics mentioned in above problems.) Shaler, N. S., "The Story of Our Continent." (The Index is very good.) See "Appalachian Mountains," "Climate," "Cordilleran Mountains," etc. Salisbury, Barrows & Tower, "Modern Geography," see p. 174 and Index. Also Plate I in Appendix.

For pupil: Tarr & McMurry, "Introductory Geography," (State Text), pp. 150-152. Map of North America. Show coast line with chief bays. Show chief mountains ranges, Mississippi River with four main tributaries, and chief rivers emptying into Pacific, Atlantic, and Arctic Oceans. Make boundary lines to show how much of North America is under the United States Flag.

Pupils who are good in drawing may be able to make a charcoal map or colors may be used for the

plateau regions. A sand table may be employed for part of the work and a large relief map should be used.

A second map of the Western part of North America (i. e. from Rockies west) may be also made as introductory to the California geography.

III. California (Study I).

The following exercise and problem are adapted from Sutherland & Sanford, "Practical Exercises in Geography, Book One," pp. 177-178.

1. On an outline map of the Pacific Slope enter the names of seven or eight largest cities. (Tarr & McMurry, "Introductory Geography," pp. 336-338.)
2. Why are there so few cities on the Coast?

Problem: What Geographic Conditions have made the Bay Cities the Metropolis of the Pacific Coast?

The steps suggested in the study of this problem are as follows:

1. Sketch San Francisco Bay. Give your reasons for believing that it is a good harbor.
2. Locate San Francisco, Oakland, Berkeley, Alameda, Richmond.
3. Using the table in your textbook (Adv. Geog.) find; 1st, population of each of these; 2nd, total population (add in Piedmont, Emeryville and Albany if you can find figures).
4. Compare this total population with that of Seattle; of Los Angeles; of Portland.
5. What mountains skirt the Pacific Coast? How near to the sea do they seem to be? Where do you find an opening through these mountains? Consult a railroad map to learn how many railroads take advantage of this opening. (Get these from railroad offices: S. P., W. P., etc.).
6. Use the scale and determine about how many miles north of Oakland one must go to find another opening through the mountains through which railroads pass. How many miles south? How does the lack of openings through the mountains affect the trade of the Bay Cities?

7. How many miles north of San Francisco Bay is the first good harbor? How many miles south? How does the absence of good harbors affect the trade of the Bay Cities?
8. Consult Dictionary for the meaning of the term "hinterland." What two river valleys constitute the most productive portion of hinterland? About what is the area of their basins? (Page 285 gives length and breadth. Have pupils multiply.) How many counties the size of Alameda county would these valleys make? (For area of Alameda County, see Adv. Geog. p. 641. Have pupils divide.) From your textbook, make a list of the important products of this hinterland.
9. Write three reasons why you think the Bay Cities are the Metropolis of the Pacific Coast.

NOTE: If pupils have very old textbooks, teacher should have them add a column for latest census figures.

Problem: If you were called to Stockton (on business, to see your father who was ill there, etc.) how could you get there?

1. Draw a map of the Bay region about 75 miles north and south of Oakland and 125 miles inland. See insert, (figure 519 Advanced Geography).
2. Label San Francisco, San Pablo, Suisun, Tomales and Half Moon Bays, Golden Gate, Strait of Carquinez, Sacramento and San Joaquin rivers, Mt. Tamalpais, Mt. Diablo.
3. Locate San Francisco, Oakland, Berkeley, Alameda, San Jose, Hayward, Livermore, Niles, Martinez, Benicia, Antioch, Tracy, Stockton, Sacramento.
4. The water route. Cross to San Francisco. About where is the dock? When does boat leave? How many hours long is the trip? What does it cost? (Get time table from Cal. Nav. & Imp. Co.) How many miles does the boat go? With your scale see how far it is from San Francisco to Stockton as the crow flies? Why so far by water? What does this indicate about the mountains?
5. The rail routes. Consult inset map, figure 519. What railways go from Oakland to Stockton? Which company has two lines? Why do each of the other companies follow

so closely the lines of this company? Why did none of them go straight towards Stockton? Teachers must have relief map to show canyons, etc. Have pupils obtain time tables of these railroads. How far is it to Stockton by these various routes? About how many hours does the trip take by local train? What is the difference between a local train and an overland train?

6. The automobile route. (Boys may be able to bring from home auto road maps or get them from the California Auto Association, headquarters in the Oakland Hotel.) Two main routes: via Dublin pass (Lincoln Highway) and via the Claremont Tunnel. Why do railroads not follow these canyons? Why are the roads so crooked? Why does the Lincoln Highway join the railroad at Altamont? Why must one on the tunnel route either turn south and join the Dublin route in the Livermore valley or else practically follow the Santa Fe Railroad?
7. Why do all these routes approach Stockton from the south or southwest rather than from the west or northwest? (Effect of swamps.)
8. How high is the divide east of Piedmont and Berkeley? Name the highest peaks. Give height of some of them.

References: Tarr & McMurry Geographies (Text-books). Time tables and road maps. U. S. Geologic Survey—San Francisco, Haywards, Concord, Pleasanton, Mt. Diablo and Tesla Quadrangles. Any good relief map or graphic relief map. Fairbanks "Geography of California," Chapter XIII, especially pp. 92 and 100-101.

III. California (Study I).

Problem: To plan a Week-end Outing on Mt. Tamalpais.

I. Make a rough map of Bay region (much as in Study II but on a little larger scale—see figure 526 Advanced or 230 Introductory but show more of Marin coast).

II. Locate Mt. Tamalpais, the important water areas, and chief cities. Show also the Oakland local piers, Ferry Building (S. F.), Sausalito. Show N. W. Pacific R. R. (as far as map allows).

III. Label counties. Write "part" under county name where whole county is now shown.

IV. How can we reach Mt. Tamalpais? (a) Ferry and rail route. (Get time tables.) When do trains go? How long is the trip? What will it cost (add local fares in) for transportation. Figure complete trip to top. Why is the Tamalpais railroad so crooked? Also plan on walking from Mill Valley. How long is the road? Cost? Etc. (b) Automobile trip to Mill Valley, 1, via Oakland Estuary Ferry and 2, via Richmond-San Rafael Ferry? No auto road on the mountain. Plan to walk up or take a train from Mill Valley.

V. How high is the mountain? Compare with Grizzly, Redwood Peak, etc. - graphs. What places will you expect to see from the top on a clear day? We may return home the same day or stay over night in one of the many Marin home cities, or remain on top of the mountain all night. Get suggestions from class on plan to be worked out.

VI. On the mountain on a moonlight night as the fog comes in. (Fig. 524) Advanced, and 71 Introductory. If some pupil has seen this sight from Tamalpais or the higher peaks east of us, let him tell about it. Get fog formations and general wind direction clear at this time.

References: Tarr & McMurry Geographies, (textbooks).
Salisbury, Barrows & Tower, "Modern Geography,"
pp. 61-62. (For the teachers' use—a brief but clear
explanation of clouds and fog.) Maps—U. S. Geo-
logical Survey. Fairbanks, "Geography of Cal-
ifornia," p. 98.

Optional Problem: A Study of a Geological Survey Map, using the Tamalpais Quadrangle. Teach meaning of contour lines.

California (Study IV).

Problem: To plan a week end outing in the Santa Clara Valley.

I. Make map of coast section of California from latitude 38° to 36° - 30° approximately and inland to a north and south line about through Stockton.

II. Locate: Important water bodies shown on previous maps (so far as they appear), Monterey Bay, Mt. Diablo Range, Santa Cruz

Ranges, Mt. Hamilton, Niles, Mission San Jose, Gilroy, Santa Cruz, Redwood City, Palo Alto, and others if they come up in discussion. Label counties.

III. Pick out imagined destination, i. e., San Jose, Los Gatos, etc. (After discussion with class.)

IV. Discuss how one can get there; railroads and auto roads; note absence of mountains to be crossed. Where are the mountains? What direction? Note how climate differs from that of Oakland. Explain why.

V. Discuss agricultural products to be seen along the road. This will open up the fruit regions, especially the cherry industry of our own county and the prune industry of Santa Clara (Fig. 591, Adv. and figs. 260 and 265 Intro.). Let children who have visited these places or have lived there, tell of their experiences. (A visit to the Alameda Co. exhibit at 13th and Harrison will be profitable if class has not been there). Other industries may come up for discussion.

VI. Points of especial interest for discussion (with imaginary visits).

1. Mt. Hamilton and the Lick Observatory (Fig. 629 Adv. Geography).
2. The old Mission San Jose (in our own county) and tales of the mission founders.
3. San Jose (founded 1781) was the second pueblo (town) founded by the Spaniards in California. The Normal School. What are Normal Schools for?
4. The quicksilver mine at New Almaden—nature and uses of quicksilver (fig. 615 Adv. also Map—fig. 612 Adv.).
5. Stanford University (at the edge of the valley).
6. Santa Clara University (Church college) at Santa Clara. Also site of an old mission.

References: Tarr & McMurry Geographies (textbooks). Alameda Co., "California, Farms, Orchards," etc., by Daniel H. Bradley, published by the Board of Supervisors of Alameda County. (Obtain at 13th and Harrison.) Allen, "Industrial Studies United States," pp. 99-102 (discusses prunes only. Borrow

copy from 7th grade teacher.) Alameda County Map—a folder (Obtain at 13th and Harrison Streets). Have pupils write to Chamber of Commerce, San Jose for material.

California (Study V).

Problem: Why is Petaluma known as “The city of a million hens?”

I. Do you have chickens at home? Do you buy eggs and poultry?

NOTE: Children who have the care of chickens should be given an opportunity to explain something of their care, feeding, different breeds, etc.

II. Try to learn from your dealer where the eggs and poultry you buy are produced.

III. Make a rough map of central California from about lat. 37 to lat. 39. Locate main bodies of water and chief cities as on previous maps.

IV. About how many people live in the bay cities? (Consult appendix and add.)

V. Can these people produce the amount of eggs and poultry they need?

VI. What regions near this center of population would be suitable for poultry raising? Would you expect the poultry industry to flourish in the high Sierras? (See fig. 520 and 540 Advance Geography and fig. A., and 232 Intro. Geography.) What effect would the snow have on poultry industry? What effect would distance from market have? What effect will cold winters have on the sort of houses chickens would require and so expense? What animals might be destructive of chickens?

NOTE: It may be said that the first requirements for successful poultry raising are: 1. Near markets. 2. Fairly even temperature, winters not too cold and summers not too hot. 3. Plenty of green feed, which may be produced if necessary by irrigation.

VII. How does the Sonoma County regions, especially

around Petaluma meet these requirements? Study fig. 580, 581, 582 Adv. and 246, Intro. Some children may have been in this region.

VIII. How does our own country meet these requirements? Have we much poultry?

References: Tarr & McMurry Advance Geography, pp. 593-4. Southern Pacific Co., "Success with Poultry in California." Have pupils write to the Chambers of Commerce at Santa Rosa and Petaluma for information. Crissey, "Story of Foods," Chapter XI, (For teacher's use). Carpenter, "How the World is Fed," pp. 126-138. (General for the world. Contains some good illustrations.)

NOTE: Do not let this study pass without indirectly inculcating some lesson in kindness to the creatures upon whom man depends. Where pupils have fowls at home, emphasize the importance of sanitary conditions. In the care of poultry sanitation pays dividends in dollars. (Civics and Hygiene correlation.)

California. (Study VI).

Problem: Why are so many of our homes finished in redwood?

1. Have pieces of redwood brought to class. Visit, if possible, a nearby building during erection and look for redwood finish, doors, shingles, etc.
2. Schools near estuary may motivate by using observations of pupils or occupations of parents engaged in lumber trade.
3. Let carpenter's and lumbermen's children lead the discussion: Arouse interest to know more.
4. How many have been in Redwood Canyon? Muir Woods? Other redwood groves?
5. Read in encyclopedia on redwood (or sequoia).

6. Draw rough map of California. Show mountain ranges and the chief rivers. Locate our bay, Humboldt Bay and Monterey Bay. Locate Oakland, San Francisco, Eureka, and other cities that may be mentioned in discussion.
7. Redwood is really found only in California. There are two varieties: the *Sequoia Gigantea* (the big trees), found only in the Sierras (west slope) east of San Joaquin Valley; and the *Sequoia Sempervirens* (west slope of Coast Range from Oregon to Monterey Bay, but chiefly in Del Norte, Humboldt and Mendocino Counties). "Redwood is found along the Pacific Coast from the Chetco River in Southern Oregon to Salmon Creek, Monterey County, California, a distance of about 500 miles, and rarely extends more than 30 miles from the sea. Its altitudinal range is from sea level to 2,500 and occasionally 3,000 feet. U. S. Department of Agriculture—Forest Service. Silvical Leaflet 18 (U. C. Library bound in 520c, U 5 f s, ml-53)—the whole story of the *Sempervirens* except the lumber side in five pages.
8. Discuss uses of redwood, advantages.

NOTE: It is pointed out that Eureka (the city of redwood homes) has never had a serious fire.
9. Forest protection, fire caution, conservation. Write to State Forester, Sacramento.

Suggested topics. (Optional).

California Redwood Park in Santa Cruz Mts.

References: Tarr & McMurry, pp. 574-576, 610-611, and Figs. 553, 555, 609-610; Adv., pp. 310-311 and 319; Figs. 231, 256, 257, Intro. California Development Board, Annual report entitled "California, Resources and Possibilities," pp. 54-55 (in 1917 edition). Do **not** ask pupils to remember statistics. Southern Pacific Company folder "Big Trees of California," (Mostly on *Gigantea*, but very good and beautifully illustrated).

For Teacher: The Redwood Lumber Manufacturers' Association "The Home of the Redwood," 1897, U. C. Library f520 B321. (59 pages—well illustrated. Has map of North Coast counties.) The Pacific Lumber Co., "California Redwood Lumber." (48 pages—nearly all illustrations. Very good. U. C. Library 520 m P1175.)

California (Study VII).

Problem: (Optional) Why does the North Coast Region contain so many Mineral Springs?

1. Make a map showing the northern portion of the State. See figure 518, Advance and 228 Introductory.
2. Show the mountain ranges, Sacramento River and main tributaries, Eel and Klamath Rivers, Mt. Shasta, Mt. Konocti, Mt. St. Helena, Mt. Tamalpais and Mt. Diablo, and Mt. Lassen. Trace in roughly the counties of the north coast region. Locate Clear Lake.
3. Observe how the coast mountains in the Klamath section are practically one range and are divided near the Bay region into three ranges by (1) the Sonoma Valley and (2) the Napa Valley and the Clear Lake region.
4. What is a mineral spring? (p. 211 Salisbury, Barrows & Towner.) Locate on the map any mineral springs that you have heard about.
5. Are there any geysers in California? If so, locate them. What is a geyser?
6. Can you find out what causes geysers and mineral springs? (NOTE: this subject will be treated more fully when the Yellowstone Park is taken up in the 5B term.)
7. What is a volcano? Discuss Mt. Lassen.
8. After pupils have discovered the connection of these phenomena with volcanic action, let them study the make-up of Mt. St. Helena and Mt. Konocti for further evidence of volcanoes.

9. Do these volcanoes cause the earthquakes of the Bay region?
10. What is the cause of our earthquakes?
11. Observe that Lake County has no railroads. Why? What will be the effect on freight costs?

References: Tarr & McMurry, *Advanced Geography*, p. 564 and figure 539. Faribanks, "Geography of California," Chapter 13 on the Coast Ranges, especially pp. 104-107 on ancient volcanoes and the earthquake rift. Salisbury, Barrows & Towner, "Modern Geography," p. 210—geysers and p. 211, mineral springs. (General for teacher's use.) Dodge, "Physical Geography," p. 164. Shaler, "Story of Our Continent," pp. 253-257. (Very general.)

Suggested Projects:

1. Let pupils write to various mineral spring resorts advertising in the newspapers. (These will be more numerous in the spring semester.)
2. Some boy may be able to get up some simple apparatus to illustrate the working of geysers. The demonstration and explanation of its working will form an excellent exercise in exposition.
3. Children who have visited some of these springs may be able to write compositions on their outing.
4. The Chamber of Commerce in Napa and Lakeport may be able to furnish information on their counties. (Let a pupil write.)

California (Study VIII).

Problem: Why do so many thousands of people spend summer vacations in the Sierra Nevada Mountains?

1. Have pupils read Chapter III, *Introductory Geography*. Teach new vocabulary by use of pictures, etc.
2. Draw rough map of California showing mountain ranges and the two large river systems (especially San Joaquin).

3. Locate Lake Tahoe, Mono Lake, Owens Lake and other lakes. Locate Mt. Whitney, Yosemite Valley.
4. Study a railroad map of California (p. 550 Adv. or fig. 225 Intro.) Why do you think the whole eastern side of the state has so few railroads across it? What do the branches eastward from the main line indicate? Why do they not continue eastward to the next north and south line? (Connect with effect of our Mt. Diablo Ranges on railroad lines.)
5. Find out how much higher these mountains are than our Berkeley hills. Draw figures to represent Grizzly Peak, Mt. Tamalpais, Mt. Diablo, Mt. Lassen and Mt. Whitney.
6. What effect will elevation in the Sierras have on climate? Why should people from Sacramento, Stockton, Fresno, Bakersfield, etc., like to go into the Sierras in the summer time? What does Sierra mean? Nevada?
7. Why do we find snow in the Sierras all summer long? What effect will this have on our rivers?
8. Why do boys like the mountains? How many of you would like to spend part of a summer in the Sierras? What part do you prefer? Why?
9. Special studies. Lake Tahoe, Yosemite Valley, Mt. Whitney, Donner Lake and its story. Mace, "Beginner's History," pp. 22-24 (California Supplement). If any pupils become interested in the work of glaciers in carving out mountains, a study of the Mt. Shasta, a sheet is outlined in Sutherland and Sanford "Practical Exercises in Geography Book II," pp. 178-180.

References: Tarr & McMurry, Intro. Chap. III., and Index "Sierra Nevada Mountains." Tarr & McMurry, Adv., pp. 570-581 and Index "Sierra Nevada Mountains." Fairbanks, "Geography of California," pp. 62-77. Southern Pacific Folders, "The High Sierra of California," "The Tahoe Country, its Lakes and Streams," "Yosemite National Park." The United States Geological Survey Maps will furnish much valuable material for the teacher who wishes to make

a detailed study of some of these regions before taking the topic up with her class.

California (Study IX).

Problem: What determined the location of the Cities of Sacramento and Stockton?

1. Make a rough map of California showing mountain systems and river systems. Locate Sacramento and Stockton.
2. On what large river is Sacramento? Name the tributary which joins this river at Sacramento. Can you think of any reason for the name American River? (Rio de los Americanos.)
3. What man first settled at this point (Mace, "Beginner's History," p. 21 of California Supplement).

Color the region in which gold was found in the early days. (Mace, "Beginner's History," pp. 28-34 of California Supplement.)

5. What would be the easiest way before the days of railroads for miners to reach these regions? (Review for river routes of Study II.)
6. Why was it impossible for all people to mine? (Emphasize need of some men to furnish supplies and do other necessary work.)
7. Had you been interested in a store in California, in the mining days, what sort of articles would you have carried in your store?
8. From a study of the map where would you have wanted your store to be located? (Consider nearness to and need for water transportation for imported goods. Bring out advantageous location of Sacramento and Stockton.)
9. Why do the ocean steamers today not go to Sacramento and Stockton? (Discuss increased size of vessels.)
10. Note that these cities are still terminals of steamers (See folders of California Nav. Co., S. P. Co., etc.).

Problem: Why is it that Sacramento and Stockton have continued to grow in spite of the decline in importance of mining and the fact that San Francisco and Oakland are now the shipping terminals?

1. Hunt for the rise of other industries, grain, fruit, berries, etc.
2. Can you find any industry or industries which explain the continued prosperity of these cities?
3. Are they so located that they are likely to grow in size and importance or do you think they have reached their highest development as have some European Cities? (Study their position as shipping centers for the products of the valleys. Note the railroad lines.)

References: Tarr & McMurry texts: Adv. pp. 665-570; 606,626-7, 634-5; Intro., pp. 315-317. Mace, "Beginner's History," (Textbook California Supplement). See Index under Sacramento, Stockton. Sutter, Sutter's Fort, Mining Camps, Marshall, Fairbanks, "Geography of California," Chapter XII, (esp. pp. 85). S. P. Co., "California for the Settler," (esp. pp. 13-21). California Development Board, "California Resources and Possibilities." Advertising pamphlets on the Valley Counties. (Obtain at California Development Board, Ferry Building, or write to local Chamber of Commerce.)

California (Study X).

Problem: To find out where our oranges grow.

- 1 Find out how many carloads of oranges were shipped from California last year. (See last report of California Development Board or publications of Citrus Protective League.) Suppose there are forty cars to a train, how many trains will this make?
2. What parts of California produced oranges? Show on rough outline map. What part produced the most of them?
- 3 Make rough outline map of southern part of California.

Show Tehachapi, Sierra Madre, and San Bernardino Ranges, Mt. Lowe, Mt. San Bernardino, Mohave Desert, Salton Sea, Death Valley.

4. Study figure 245 Introductory, also figure 572 Advanced. Do you think oranges or lemons would thrive in the mountains? Why? From the great number of oranges in Southern California in the valley regions, what do you conclude as to the climate?
5. How much rainfall does this part of California get? What do you conclude from the deserts you have shown? In the region nearer the coast away from the desert do you find any large rivers? See map, figure 537, Advanced or 244 Introductory, also figure 553 Advanced.
6. Note the county just south of Los Angeles County. Why do you suppose it has this name? Locate Riverside and Redlands. These are centers of the orange industry.

Suggested Topics: A history of orange industry in California, (fig. 594 Advanced). (b) What are citrus fruits? (Cut citrus fruits in half; compare with peach, apple, pear, etc.) (c) How do Southern California oranges reach us? (Study of the main railroad and steamship routes.)

References: Tarr & McMurry, (Texts), Intro. pp. 298-301; Adv. pp. 586-589, 601-604. California Development Board, California Resources and Possibilities, 1916, pp. 15, 26, 27, 48, 49. (Good). Chamber of Commerce Bulletins (Have pupils write, especially to Orange and Riverside Counties).

Problem (Optional). Why has Los Angeles become the largest city in this region? (Now also the largest in California.)

1. Locate this city. Study picture fig. 574 Adv. (or between pp. 148-9 Introductory). Does this look like a modern city?
7. How is it situated as regards the orange country? What other fruits might grow in the same climate as

cranges? Do these really grow near Los Angeles? (See references above.)

3. Note the map of Southern California (fig. 537 Adv. or 244 Intro.). What about the railroads? If you were running a store in most of the towns of this region, where would you send when your stock was running low? If you were running a store in Bakersfield, should it cost you more or less in freight charges to get your goods from Los Angeles wholesalers than from San Francisco wholesalers?
4. Study an automobile map of Southern California. Why do so many roads lead to the coast? Are these roads kept in good condition? If you were a wealthy person with business interests in N. Y. or New England where the ground is covered with snow in winter, should you like to spend your winters in Los Angeles?

California (Study XI.)

Problem: (Optional). Why should San Diego become a great city?

1. Locate San Diego on a rough map of California.
2. Make a drawing of San Diego Harbor. (Southern Pacific Co., Map of California, or publications of the San Diego Chamber of Commerce, or, Advanced Geography fig. 537 or Intro. 244.)
3. Is this harbor deep? Is it protected from the winds?
4. Has it been long known to man? (This was the point at which upper California was discovered. See Mace, "Beginner's History," pp. 4-9 of California Supplement.)
5. Note map of the United States, fig. 44 Adv. and fig. 124 Intro. Does not San Diego seem the nearest port for many of the people in the central portions in the United States to get goods from the Orient? Measure distance from Chicago, St. Louis, Denver, etc., to San Diego and compare with distance to San Francisco Bay.

6. Study the relief map fig. 45 Adv., also figs. 516 Adv. and 283 Intro. Do there seem to be difficulties in the way of using San Diego as the main port for getting goods from the Orient?
7. Study a railroad map of the United States and of California. Is there a direct railroute from San Diego to Chicago? (Note that Santa Fe line passes through Los Angeles. Another line passes into Mexico. Why not directly toward Chicago?) What effect should a railroad through mountains have? Why will such a road be very expensive?
8. Would San Diego have a better chance for development if it were located at San Pedro? (Distance lessened—mountain barriers not so serious.)
9. What effect will the climate of San Diego have upon its desirability as a home city? (San Diego advertises the fact that it "uses the shortest thermometer in the world.") (Explain.)
10. Study picture facing p. 153 Intro. What does it indicate about importance of the city?

Suggested topics: (a) Why was an exposition held at San Diego in 1915-1916? Did you attend? Did any one you know attend? (b) The semi-precious gems of San Diego County. (An important industry, Adv. p. 615.)

References: Tarr & McMurry (Texts). Board of Supervisors and Chamber of Commerce; San Diego, City and County Advertising Pamphlets.

5B COURSE. INTRODUCTORY

Methods. See suggestions offered in outlines for 5A Geography pp. 1-3.

General Scope. The general topic for the semester's study is the United States.

Brief Approach. Recall to the pupils that we have studied some of the outstanding features of California, extending our investiga-

tions as far as the top of the Eastern barriers. Review briefly the large features of California; also the general physical features of the Continent of North America. (5A outlines pp. 4-5.)

United States, (Study I): The Great Basin

1. Note on the map that California takes in quite a strip of land east of the mountain barriers to which we studied.
2. As we stopped our California Study in the south, let us imagine ourselves taking a trip from Oakland to Los Angeles. By what railroads may we get there? (Fig. 519.) (NOTE: All references are to Tarr and McMurry Advanced Geography—State Text — unless otherwise indicated.) Review what we may see along the route. (For S. P. lines consult folder “Wayside Notes Along Sunset Route;” for Santa Fe, see folder “By the Way.”)
3. On an outline map of the United States locate the Sierra Nevada Mountains, the San Bernardino Range, and the railroad over which we have been travelling.
4. At Los Angeles. Why an important city? Note its situation for a railroad center of the southland. Hunt the passes through the mountains to the eastward. Why hunt passes? What are the railroad lines to eastern points? Let us imagine ourselves taking the Los Angeles Limited train of the Salt Lake line en route for Salt Lake City.
5. Locate Salt Lake City and Los Angeles on your outline map. (Fig. 44 or 131.) Use the latitude and longitude lines to help you. (At this point teach the meaning of these lines, pp. 39-44.)
6. Now draw on your map the Salt Lake Route you are travelling over. Study Fig. 130. Would it appear possible to build this line without crossing very high mountains? Can you tell from Fig. 130 how much higher the ground is above sea level at Salt Lake City than it is at Oakland or Los Angeles? Since you cannot, that map is not satisfactory. Consult the railroad time table. (Salt Lake Route: “The Way to the East,”

pp. 12-13.) Now study the large relief map in the School room. How do you think you would like to be a civil engineer engaged in surveying rights of way for railroads? (Optional: Talk to your father or some friend or read about this life and write a paper telling what sort of duties and experiences one would have.)

7. At Salt Lake City. (Fig. 131—lower.) What body of water will you see? Is it larger or smaller than San Francisco Bay? How much? Draw this lake on your map. What range of mountains can you see from the city? Show them on your map. Are they as high as Mt. Diablo? The Sierras? Are they snow clad? (Brigham and McFarlane: Essentials Book II., Figs. 233-238.) Find out what you can about Salt Lake City. (See p. 159. Also Cyclopedias.)
8. Now let us return to Oakland as quickly as possible. What railroad provides the most direct line? (Fig. 227. Note that W. P. line is now shown.) Let us study the character of the country from the car window. (S. P. folder "Wayside Notes along Ogden Route." Keep map before you.) Study especially the Great Salt Lake. (How would you like to swim in it?) the serrated mountain ranges of Nevada, Humboldt River, Carson Sink, and Reno. Review California points after we enter the State, especially the mountains, Sacramento River, Sacramento City, and the Delta region.
9. Study together a good relief map of the Western United States. See Fig. 43 (poor). Show the geographical boundaries of the Great Basin on your own map. General directions are given in Sutherland and Sanford, "Practical Exercises in Geography, Book I," p. 154 (correct "Truckee Lake" to read "Lake Tahoe"). For a good map, see Fairbanks, "Western United States," p. 97.

Suggested Problems. (Groups of children may work on each of these problems. Let the general clearing up of the difficulties constitute the basis of two or more real socialized recitations.

1. Why is the Great Basin so dry? (Some suggestions

helpful to a teacher are given by Sutherland and Sanford, *op. cit.* page 154, Exer. 2.)

2. If the climate should change and the rainfall in the Great basin become very heavy, by what path would the water escape to the ocean? (Needs an excellent relief map and a continuation of study in No. 9 above.)
3. Do many people live in the Great Basin? Why? (Census figures in Appendix; also Sutherland & Sanford, pp. 156-7, Exer. 5.)
4. What are the chief occupations of the people in the Great Basin? (Textbook, pp. 150-163 *passim*. Figs. 137-8. Get other pictures if possible.)

References: Tarr & McMurry, *Adv. Geography*, (State Text), pp. 147-176., *passim*. (and as above). Brigham & Macfarlane, "Essentials, Book II." pp. 155-172. Fairbanks, "Western United States," pp. 95-123. Fairbanks, "Geography of California," chap. XII. (For teacher only. Treats of California portion of the Great Basin.) Sutherland & Sanford, "Practical Exercises in Geography, Book I," chap. XII. (Two pages of descriptive matter, five exercises, and one problem and references. Very suggestive for the teacher.) McMurry, C. A., "Type Studies in the Geography of the United States," pp. 252-260. (Good.) Chamberlain, "North America," pp. 134-142. Carpenter, "North America," pp. 256-264.

Correlation: Ample opportunity offers for correlation with the work in composition. A practical exercise in Arithmetic may be worked out, in computing the mileage of such a round trip, the number of days required, the cost on a mileage basis, or with total cost, the average cost per mile travelled, number of nights one must spend in sleeper, cost of sleeping car, cost of dining car service at a fixed amount (set by the teacher) for breakfast, lunch, dinner, etc.

United States (Study II.): The Columbia Plateau.

1. Study a relief map of the western part of the United States. (Brigham & McFarlane II. Maps on p.

156 and p. 174 are good.) State Text, figures 130, 131, 132, will help some, but do not show elevation.

2. Observe direction of the rivers just north of the Great Basin. When we reach this country we have therefore crossed the northern rim of the Great Basin. We now want to find out about **this** region.
3. Let us start north from Oakland by S. P. Shasta Route. Observe the two California mountain ranges on our right and left. (See S. P. folder, "Wayside Notes Along Shasta Route.") Where do they come together? Name **this** peak. How many high ranges do you note north of this point? Name. Pick out the highest points. (Be sure to locate Shasta, Hood and Rainier. Although off the plateau proper Mt. Baker should be noted.) How do these peaks compare with Mt. Tamalpais, Mt. Diablo, Mt. Whitney?
4. How was this mountain system probably formed? (Text pp. 4-6.) What is the explanation of these peaks? (pp. 6-8.)
5. What great river system cuts through this mountain chain?
6. On an outline map of the United States: (1) show the coast line and Puget Sound, (2) locate the mountain ranges you have been studying and the highest peaks, (3) the great river system (Columbia). Let us trace the branches of this river to learn what country it drains. (Fig. 131.)
7. What mountain system seems to be the eastern boundary of this region? Show this on your map.
8. In what states does this country lie? Observe that two of these extend westward to the Pacific. Show these State boundaries on your map.
9. Do there seem to be as many ridges in this plateau as we saw in the Great Basin? (Fig. 130.) The explanation of this is that the valleys have been filled many centuries ago by a flow of lava from the volcanoes which you have already discovered in the Cascades. (See pp. 149 to 150. If possible the teacher at least should

read "How the Columbia Plateau was Made" in Fairbanks, "The Western United States," pp. 19-30.)

10. How can soil be formed from lava rock? (Shaler, "Story of Continent." See index, also Dodge, "A Reader in Physical Geography," See index.)
11. Locate the chief city in the plateau (Spokane) and note what your book says about it. Compare with Oakland in size. What sort of activities are carried on around it? Is there plenty of rainfall in this region?
12. Let us examine the region between the plateau and the ocean. Notice the many small mountain chains near the coast with two low big areas—one, the Willamette Valley; the other, so low that it is filled with water—Puget Sound. Show on your map.
13. Note the cities in the Willamette Valley. Why so many? Which is the largest? Note the cities on Puget Sound. Show on map. Compare these in size with Oakland. What do you think will be the chief occupations of these people?

References: Tarr & McMurry (State Text), Adv. Geog., pp. 4-8, 147-176, passim., Figs. 130, 131, 132. Brigham & McFarlane, Essentials II, pp. 173-184, especially sec. 249 and part of sec. 252. Fairbanks, "Western United States," pp. 19-30. (Very good; also several good pictures.) Chamberlain, "North America," Chapter XVII. (General.)

Optional Problems:

1. What city should always be the chief city in Oregon? (A study of Portland's excellent situation.)
2. Why are there so many cities on Puget Sound? Which ones should grow most rapidly? Search for railroad lines.
3. Find out why the Yakima Valley is a great fruit region?
4. How was Crater Lake formed? Why is this country reserved as a National Park? (See S. P. Folder on Crater Lake.)
5. Locate the national parks in this country and explain distinctive features of each.

United States (Study III): The Colorado Plateaus.

1. See Fig. 43, (State Text). Let us imagine ourselves on top of the Wasatch Mountains about the middle of Utah State. We can now look down upon some of the U. S. Government's Indian Reservations.
2. In the distance far to the eastward, we may see the main portion of the Rocky Mountain System and possibly Pike's Peak (about the center of Colorado).
3. Long chains of mountains seem to extend toward us from this main chain.
4. In the valleys between these are large rivers which come together in the southeast portion of Utah and form the Great Colorado River. The main part of this plateau is like the great Basin, about a mile above the level of the sea.
5. (a) On an outline map of the U. S. show the Cascade Range of the Sierra Nevadas, the Coast Range, the main portions of the Rocky Mountains, the Wasatch Mountains. (b) The Sacramento and San Joaquin Rivers, the Colorado River and tributaries, the Columbia River. (c) The Great Salt Lake. (d) Label the Colorado Plateau, Great Basin and Columbia Plateau.
6. Study the wonders of the canyon of the Colorado. It is a good sample of erosion on a large scale. Colorado means "red" in Spanish and refers to the muddy appearance of the stream. Dr. Fairbanks says that one cubic foot of water near the mouth contains nearly six cubic inches of sediment. (Western U. S., p. 6.) (Get as many pictures as possible to show the gorge and its coloring.)
7. The wonderful Imperial Valley where the soil depth is known to be 500 feet has been made by this river. It is estimated that the Gulf of California once extended as far north as Indio, Riverside County. (Get S. P. folder on Imperial Valley.)

References: Tarr & McMurry (State Text) Adv. Geog., esp. 165-169, 149, 152, and maps. Fairbanks, "The Western United States," pp. 1-18 inclusive. (Very

good.) Brigham & McFarlane, II, pp. 155-172, passim, esp., 161. McMurry, "Pioneers of the Rocky Mountains, and the West," pp. 114-164. (Extracts largely in quotation from Major Powell's account of his journey through the Grand Canyon in 1869. Should be read.) Various railroad folders and other advertisements of the wonders of the canyon. Chamberlain, "North America," pp. 126-133. (Brief, but good.)

(Study IV): The Rocky Mountains (The Ridge).

1. Study map fig. 10 (Adv. Geography). What seems to be the eastern rim of the three regions we have been studying. What is its length? (Alaska to Panama.)
2. Turn to figures 43 and 45. How can you tell where the highest part of this rim is? (Lead to answer from the study of the direction of streams.)
3. Consult figures 42 and 43. What is the name usually applied to the area we are now studying?
4. Study figure 44, western section. From the streams shown, locate the highest points of this mountain system? Find them also on figures 130 and 131.
5. From figure 131, pick out and make a list of the highest peaks. Compare them with Mt. Tamalpais; Mt. Diablo; Mt. Whitney.
6. Find the state of Colorado (figure 131). Observe the rivers. What portions of the state seem to be the highest? Find out (from a railroad folder, if you need to) how high Denver is above the sea level.
7. What do you think might be the chief occupations of the people of Colorado? Why? Consult some books to see if they agree with you. (In your text-book, see index under "Colorado" and "Denver.")
8. Make a list of all the things you can think of that are mined out of the earth. Read your text-book and other books to see which of these minerals are found in these mountains.

9. Make a map of the United States from this point west to the Pacific showing the various mountains and plateaus you have studied. Print neatly the name of each mineral in the place where it seems to be most commonly found.
10. What effect do you think these mountains had on the westward movement of the American people? To what part of the Pacific Coast did Americans first come overland? Who were the leaders? (See your history pp. 244-253; also encyclopedias.) Show on a map how these people got through the Rocky Mountains. (The Northern Pacific Railroad now follows their route much of the way.)
11. Hunt other passes through these mountains and note their effect on railroad building. (Study figure 227.) If railroads had not been developed, what effect would these mountains have had on our population?
12. Make a study of one of our great National Parks. NOTE: If pupils or teacher have visited one of these, let this fact determine the one selected for study. If there is no first hand experience to be had, the following are suggested (a) Yellowstone with its geysers, hot springs, and highly colored mineral deposits. "It has a canyon gorgeous with all the colors and shades of the rainbow, and it is literally the greatest wild animal sanctuary in the world." (b) "The Glacier National Park was made by the earth cracking in some far distant time and one side thrusting up and overlapping the other. It has cliffs several thousand feet high and more than sixty glaciers feed hundreds of lakes. One lake floats icebergs all summer. This scenery is truly Alpine." (c) The Rocky Mountain National Park near Denver which "straddles the Continental Divide at a lofty height, with snowcapped mountains extending from end to end. Its glacier records are remarkable." From "Glimpses of our National Parks," pp. 4 and 6, passim. (d) "The Mesa Verde National Park hides in its barren canyons the well-preserved ruins of a civilization which passed out of existence so many centuries ago that not even tradition recalls its people." Glimpses of our National Parks, p. 6.

Suggested Problems (Optional).

1. By what railroad could you most readily reach Denver from Oakland? Trace its course showing by what route it reaches Denver. (W. P. D. & R. G.)
2. Why did the U. S. establish a mint in Denver?
3. Would you expect Denver to be a healthful city or not? Why?
4. A geographical study of the "mountain parks" or intra montane valleys of Colorado (Sutherland and Sanford; "Practical Exercises I," p. 131 has an exercise outline).

References: Tarr & McMurry, "Advance Geography." (State Text), see Index. Brigham and McFarlane, "Essentials, Book II," pp. 155-172 (esp. map, p. 1). McMurry, C. A., "Larger Types of American Geography," (including the regions studied up to this point in this course), pp. 83-93, "The First Pacific Railroad." Fairbanks, "The Western United States." (Furnishes possible topics for extra reports by very industrious children, e. g. "The Pony Express," pp. 198-204; "The Mud Volcanoes of the Colorado Desert," pp. 70-74; "The Story of Lewis and Clark," pp. 151-161, etc. McMurry, C. A., "Pioneers of the Rocky Mountains and the West." (Good supplementary reading for bright pupils, esp. Chap. I, on "Lewis and Clark;" and Chapter II on "Fremont's First Trip to the Rocky Mountains." Sutherland and Sanford, "Practical Exercises in Geography, Book I," pp. 129-133 (Valuable for teacher). Geographical Readers on "North America," as Carpenter and Chamberlain. For National Parks, use U. S. Government Publications. Obtain from Supt. of Documents, Washington, D. C. for 35c. the National Parks Portfolio. (Ask your principal if there is one in the school.) Obtain **free** from Director of National Parks, Dept. of the Interior, Wash., D. C. (1) "Glimpses of Our National Parks," (48 pp. General.) (2) General Information regarding Yellowstone National Park, (3) General information regarding Glacier

National Park, (4) General information regarding Rocky Mountain National Park, (5) General information regarding Mesa Verde National Park, or, if you prefer one of the Western Parks get pamphlet in the same series for either Crater Lake National Park or Mount Ranier National Park, Yosemite National Park, Sequoia and General Government National Parks (on the trees). The U. S. Government also publishes four excellent Guide Books for Western U. S., primarily for travelers on the railroads to be had in libraries or from Supt. of Documents at 50c. each: "U. S. Geological Survey Bulletin, No. 611 on the Northern Pacific Route with side trip to Yellowstone;" "U. S. Geological Survey Bulletin, No. 612 on the Overland Route with side trip to Yellowstone;" "U. S. Geological Survey Bulletin No. 613 on the Santa Fe Route with side trip to Grand Canyon of Colorado;" and "U. S. Geological Survey Bulletin, No. 614 on the Shasta Route and Coast Line."

(Study V): General Survey of the Great Central Valley.

Suggested outline (for directing study of the pupils).

1. See map fig. 45 (Adv. Geog.). Put your finger on the Ridge of Rocky Mountains that you have been studying.
2. Move your finger eastward (what direction?) until you find another system of mountains. Name these mountains (see fig. 42). Learn to spell this name.
3. Here we seem to have a great valley—more than half of all our nation. How does the extra rainfall in this region reach the ocean? Study map closely. (Do not allow answers too quickly. Cause pupils to observe great Mississippi River system, other waterways to Gulf of Mexico, the Lake drainage system and the Hudson Bay drainage, especially the Red River of the North, fig. 42.)
4. Study fig. 44. Observe the Great Lakes. How many lakes are there? Name them. Are they larger or smaller than Great Salt Lake? Than S. F. Bay? (Lake Michigan, the second largest of the lakes is about 325 miles

long and 75 miles wide, i. e. it would about fill up the Sacramento and San Joaquin Valleys from Chico to Bakersfield. Lake Superior is about one-third larger being the largest body of fresh water in the world. On a ship on this lake one can be nearly as far from either side as from Oakland to Sacramento and so entirely out of sight of land.) Find out if these lakes are salty? If salty, why? If not, why? (Discuss their outlet.) Which are highest above sea level? Why? Read about the Great Niagara Falls. (See fig. 64.)

5. Can you find any other lakes in this region? (Minn. only.) Discuss what general absence of lakes indicates as to drainage, slope, etc.,
6. Make outline map of U. S. showing the important mountain systems, the two oceans, the Gulf of Mexico, the Great Lakes, Great Salt Lake, Puget Sound, S. F. Bay; and rivers as follows: Columbia, Sacramento, San Joaquin, Colorado, Rio Grande, Mississippi, Missouri, Platte, Arkansas, Red, Ohio, Red of the North, St. Lawrence.

Notes for the Teacher: (1) Preparatory to studying the climate of the Mississippi Valley, have pupils study zones and seasons, pp. 242-243; read over winds, pp. 244-248; and **study** rains, pp. 248-252. (2) (Optional) "Standard Time," pp. 44-46 (merely the general notice). (3) Divisions of the Great Valley Region. Tell pupils that we have noticed three ways by which water from this region reaches the ocean. It is clear from the flow of rivers that some parts are much higher above sea level than others and some are nearer high mountains all of which affects products, etc. Therefore, we shall study this region by sections. See fig. 43 for the names generally applied to these regions. Our next study will be the Great Western Plains.

References: Tarr & McMurry, "Adv. Geog." (as above indicated). Brigham & McFarlane, "Essentials II," esp. maps of South Central States, fig. 179; and North Central States, fig. 202. Geographical Readers on Mississippi River, Great Lakes, Niagara Falls, etc. Encyclopedias.

(Study VI): "The Great Plains" or Plateaus.

A. Definition and General Description.

I. "The Western border of the Great Plains constitutes the foothills of the Rocky Mountains. The slope eastward is very gentle, the plains finally merging into the Lake and Prairie Plains. The altitude of the higher western portion reaches four to six thousand feet, while at the eastern border it drops to about one thousand feet."

II. "The drainage is generally eastward, many large rivers rising in the Rockies, and traversing the entire width of the plains. The drainage nearly all reaches the Mississippi River. The Great Plains are, of course well drained, as shown by the absence of lakes. The rivers often decrease in size as they journey eastward, for the dry, sandy soils drink in the water readily, and evaporation is rapid under bright suns and in dry atmospheres."

III. "When this part of the ancient sea bed was raised, the east side was first uplifted, the process gradually extending to the west. As a result many valleys and depressions of the Great Plains became inclosed lakes, whose waters gradually became salt. The beds of gypsum and salt in Kansas are thus accounted for. Kansas is the fourth state in the production of salt." (Sutherland and Sanford, pp. 111-112.)

B. Suggested Outline for Study.

- a. See map, fig. 43. We will now study the Great Western Plains. Note this region on fig. 44 (Western Section).
- b. These plains include eastern parts of states containing the Ridge of the Rockies and the next tier of states. From north to south, name states in this tier.
- c. Which way do these plains slope? How do you tell?
- d. Locate 100th meridian. (You can always find this line on a map by observing Texas. Note how.)
- e. Between the 100th meridian and the Rockies list cities you can find (fig. 44).
- f. Look at list of cities in back of your book and note how many people these contained in 1910. Compare with Oakland, Berkeley, Alameda, Richmond.

- g. **Problem:** To find out why the Great Plains have so few cities and such small ones. (Adv. Geog. pp. 126-130, pp. 99-100 and p. 107.) Discuss picturesque side of the cattle industry relative to natural conditions, etc. Get as many pictures as possible.
- h. Between the 100th meridian and about the 95th (fig. 44) the elevation drops from 2000 feet to 1000 or less above sea level. (In Texas it is less than this because of the coastal plain.) The rainfall is much greater than west of the 100th meridian.
- i. Make a list of cities in this region and compare population with Oakland, Berkeley, etc. Do you think this can be a mining region? Manufacturing? What must it be? (Adv. Geog., p. 142. For Dallas and Fort Worth, see p. 114.)
- j. Study the wheat and corn belts (pp. 124-126) (pp. 114-115 for Oklahoma). NOTE: Wheat is taken up for industrial study in 7A Geography—a detailed study should not be made here.

Map Suggestions: On outline map of U. S., show (1) regions you have studied, (2) the part of the Great Plains best suited for cattle and sheep, (3) the part suited for wheat and corn, (4) the largest cities in each of these belts, (5) the largest rivers that cut across the plains.

References: Tarr & McMurry, Adv. Geog., as given above. Brigham & McFarlane, Essentials II, esp. 123, and 129-142. Sutherland & Sanford, Practical Exercises in Geog. pp. 111-127 (Good for teachers' use. Exercise on "Round-up," p. 119; "Sheep-raising," p. 124 may be found useful.) Chamberlain, "North America," pp. 115-126.

(Study VII): The Prairie Plains (Miss. Valley Plain and Praries).

A. Definition and General Description.

I. "The region known as the Prairie Plains includes extensive areas which lie south and west of the Great Lakes. These plains are called **prairies** because they are usually treeless."

II. "The surface of the Prairie Plains is generally level. Here and there it is slightly undulating. Portions near the rivers are often dissected and rough through the process of erosion. The altitude varies from 300 to 650 feet."

III. "The Prairie Plains were once a part of the bed of a great interior sea which extended from the Arctic Ocean to the Gulf of Mexico."

IV. "Practically all of the Prairie Plains have been covered with ice, some portions having been invaded several times. These great sheets of ice started far to the north and slide slowly southward, their great lobes pushing and crowding each other as if each was eager to go in as straight a line as possible toward the southern point of Illinois. These great masses of ice passed over large areas of sandstone and limestone, crushing, grinding, and mixing them, and sweeping the material thus formed far to the south, where it was spread out over the plain in a somewhat even mantle of what is now known as glacial drift. Here and there ridges called moraines were deposited by the halting ice sheets. These moraines are often discernible as one travels across the country. The soils of the Prairie Plains are known as glacial drift soils and are noted for their fertility and, owing to their great depth, for their endurance." (Sutherland & Sanford, pp. 88 and 89, *passim*.)

B. Suggested Outline for Study.

- a. Consult fig. 43. Locate this area on fig. 44. What states lie in this region. See also fig. 104.
- b. In the early days of our country before we had great factories what was there about this country to attract men to it? Why do you think Mr. Lincoln's father moved to Indiana and later to Illinois? What sort of work did young Abe Lincoln do in these parts?
- c. On map 104, look for cities. Are there many? Compare with Great Plains. What about number of people? Look up size of some of these. Which is the largest in this region? Compare them with Oakland, San Francisco, etc.
- d. Turn to Fig. 227, then to Fig. 237 (Adv. Geog.) Where is the great network of our railroads located? What

does this indicate about number of people and amount of freight in this region? Would railroad building in this region be difficult or not? Why?

- e. Look up population of the states in this region and add together. About what portion of our people live on these prairies?
- f. Make a list of the most important ways in which these people make a living.
- g. Note the chief mineral wealth of this region (pp. 132 and 135).

C. The Lake Superior Highlands. (See Fig. 43, Adv. Geog.)

- a. What is most important in this region (pp. 132-134, Adv. Geog.).
- b. Can this iron be taken readily to the coal?
- c. What will be the effect on manufacturing?

D. Special Topics (Exercises and Problems—Optional).

- a. Why has city (Name one) become so important? (Sutherland & Sanford, pp. 102-105 provides outlines for Chicago and St. Louis) e. g. Why is Grand Rapids a great furniture manufacturing center? (p. 77.) Why is Detroit suitable for automobile factories, etc.?
- b. Study of glaciation (S. & S., p. 92 outline and map).
- c. Study of Mississippi River (Mark Twain, "Life on the Mississippi").
- d. Study of Industries (for corn see S. & S., pp. 96-101).

E. Maps.

- a. Make a map of U. S. Label correctly areas already studied. Show chief rivers.
- b. Map of Prairie Plains and Lake Highlands showing important rivers, states, and chief cities.

References: Tarr & McMurry, Adv. Geog. (State Text), esp. pp. 119-126; pp. 137-144, also pp. 12-15 (on glaciation). McMurry, "Larger Types of American Geography," pp. 94-118 (passim). Sutherland

& Sanford "Practical Exercises in Geography," Book I, Chaps. V and VI. (Excellent for teachers.) Winslow: "The United States," pp. 123-165. (Good.) Brigham & McFarlane, "Essentials II," especially Map Fig. 202 and pp. 132-133.

(Study VIII): Ozark Region (Optional).

- a. See Fig. 43 Adv. Geography.
- b. "By the Ozark Uplift, or Plateau, is meant a mountainous and islandlike region lying largely in Missouri. It is surrounded on all sides by a broad expanse of prairies." "The soil of the Ozark Plateau is fertile, and the rainfall is sufficient for agriculture. Throughout the entire region a great variety of natural trees grow in abundance, in marked contrast with the treeless prairies on every side. Few of these forests have been removed, and the country is but sparsely settled. The region is noted for its beautiful scenery and health-giving springs. In Missouri there are rich deposits of lead and zinc that are mined, especially in the Joplin district." (S. & S., 10.)
- c. Emphasis may be put on Lead and Zinc resources. References: Sutherland & Sanford, Chapter VII.

(Study IX): "Dixie Land."

A. General Survey.

1. See fig. 43 (Adv. Geog.). Note the coastal plains of the Gulf and on the Atlantic just east of them. See fig. 86. We have already studied the western part of Texas.
2. Are there any important mountains in this area? (See fig. 88.)
3. What seems to be the slope of the land? Are there any evidences of good rainfall? Is the drainage good? (Do not overlook Florida and the swamps of the Mississippi. Why are these areas poorly drained? (Elevation) See p. 18 and 199 (Adv. Geog.).
4. Should the climate be cold or warm? Why?

5. Is the soil fertile? Why? What sorts of crops ought to grow in Dixie? What crops do you find here?
6. See fig. 87. Pick out what seem to be the largest cities. Look up population. Compare with Oakland, Berkeley, San Francisco.
7. Why do so many negroes live in Dixie? How did their ancestors get there? Could the south do without them? (Stress need of much agricultural labor) See Adv. Geog., Appendix on Negroes.

B. Industrial Studies (Optional). Detailed studies of sugar, cotton and rice are made in 7th and 8th grades. Therefore do not go into details here.

1. The Fruit Industry—especially pineapples and citrus fruits in Florida. Compare with Southern California. (For outline of Pineapple Study, see Sutherland & Sanford, pp. 44-45).
2. Turpentine Industry of North Carolina. (S. & S. p. 29.)
3. Peanut crop of North Carolina and Virginia. (Center at Norfolk. S. & S.)
4. **Problem:** "What Conditions Determine the Commercial Importance of New Orleans?" (S. & S., pp. 45-47.)

C. Maps:

1. Map of the southern states showing the territory covered in figure 86 or figure 87. Show Rio Grande, Mississippi with Red and Arkansas Rivers, Tennessee and Cumberland, Tombigbee and Alabama and Savannah Rivers; Mobile Bay, Tampa Bay, Florida Everglades and Keyes, the important cities of the South including those figuring prominently in the Civil War.
2. Map showing the center of the fruit industry, cotton industry, sugar industry, turpentine industry and tobacco industry.

References: Tarr & McMurry, Adv. Geog. (State Text), pp. 98-115. Sutherland and Sanford, "Practical Exercises in Geography," Chap. II. (part) and Chap.

III. Allen, "Industrial Studies, U. S.," Chapter VIII on fruit (mostly on California fruits, however). McMurry, Type Studies from "United States Geography," pp. 81-88, (Orange Groves in Florida); pp. 181-197 (description of trip from St. Louis to delta of Mississippi); pp. 175-180, (description of surface of Tennessee). Brigham & McFarlane, "Essentials," Book II, pp. 97-128, *passim*.

(Study X): Appalachian region with the Middle Atlantic States.

A. General Survey.

1. See fig. 43, Advanced Geography. Locate the Appalachian Mountains. Now see fig. 62 and 63. Observe states in this region.
2. In what general direction from Oakland is this region? In what general direction from Dixie Land? In what general direction from the prairie plains? Where would parallel of latitude through Oakland cut this region?
3. In what direction does this mountain system extend?
4. General makeup of the Appalachian region. (From Sutherland and Sanford.)

a. Appalachian (Allegheny) Plateau.

"The Allegheny Plateau lies west of the Allegheny Mountains and extends westward to the flood plains of the Ohio and Allegheny rivers, and north to the Mohawk. The northeastern part of the plateau is so badly dissected that it is truly mountainous. These mountains are known as the Catskills." (p. 50.)

b. Appalachian Mountains.

"The Appalachian Mountain system extends from southern New York to central Alabama, and varies in width from 50 to 130 miles. The system includes a great central valley between two continuous ridges. East of the valley are the Blue Ridge Mountains, formed of ancient crystalline rocks that are very hard. This range is lowest

in Pennsylvania where its greatest elevation is 2000 feet. As the Blue Ridge extends southward its elevation gradually increases until in Virginia it reaches an altitude of 4500 feet above the sea. On the whole the Blue Ridge presents an even crest line with but few gaps and isolated peaks. On the east its slope is abrupt; on the west it descends gradually. Nowhere is the Blue Ridge broken or barren; but everywhere it is covered with soil, often affording good pasturage and usually clothed with forests. To the west of the Blue Ridge is the Great Valley which is practically continuous for a distance of 400 miles, and varies in width from 50 to 100 miles. It is known in different states by different names. In Pennsylvania it is called the "Cumberland Valley," in Maryland, the "Hagerstown;" in Virginia, the "Shenandoah," etc. (pp. 49-50, passim.).

c. The Piedmont Plateau.

"Lying between the rugged Appalachian Mountains on the west and the low Coastal Plains on the east is a long, narrow area that is slightly rougher than a plain in places, and almost rough enough to be considered mountainous in others. In New Jersey the Piedmont is 60 miles wide, 67 miles long, and embraces much of the northern half of the state. It varies in elevation from 400 to 900 feet, and has a sandy soil, most of which is tilled. In Pennsylvania the Piedmont is a region of beautifully rounded hills between which are broad, fertile valleys. In Maryland the Piedmont averages about 50 miles in width and includes an area of 2500 square miles. It is a belt of hills and valleys increasing in roughness as it approaches the mountains. The streams that cross the Piedmont are swift, shallow, and have many picturesque rapids. As these same streams cross the Coastal Plain they become quiet, and gradually widen into estuaries. The rise and fall of the tides may be noticed even to the Fall Line." (pp. 48-49, passim.)

B. Special Studies.

1. The great cities. See map fig. 62. Note the number of cities. Look up the population of a number of the larger ones. Compare with Oakland and San Francisco.
2. A study of New York City. Discuss the transportation problem as compared with Oakland—elevated railways, subways. Discuss the sky-scrapers. Compare with Oakland City Hall. Imagine elevator ride in such a building as Woolworth Building.
3. An account of Washington, the capital city.
4. An account of Philadelphia and its historic land marks.
5. A study of the flood problem on the Ohio River, involving the streams of the Allegheny Plateau. (Worked out in detail in Sutherland & Sanford, pp. 65-66).
6. Niagara Falls.
7. United States Military Academy, West Point (for boys).
8. United States Naval Academy, Annapolis (for boys).

C. Industrial Studies (optional).

1. The Erie Canal. (S. & S., pp. 59-60.)
2. **Problem:** Why is western New York a great fruit growing and truck farming region? (S. & S., p. 64.)
3. The potato industry, very important in New York. (S. & S. pp. 63-64).
4. **Problem:** What has determined the location of the inland cities of the Coastal Plains? (S. & S., pp. 19-20).

NOTE: Studies of many industries are taken up in grades 7 and 8 under cotton, wool, pottery, fish (oysters), leather products, coal and iron, therefore details of these industries need not be stressed at this point; a general survey will suffice.

D. Maps.

1. A map of the United States showing the areas studied with the Middle Atlantic region in color or shaded.

2. A map of the Middle Atlantic region corresponding to fig. 62, showing Chesapeake Bay, Delaware Bay, New York Harbor, Long Island Sound; James, Potomac, Susquehanna, Delaware and Hudson Rivers, also chief tributaries of the Ohio on the Allegheny Plateau, states and big cities.
3. (Optional) Map showing the importance of the Erie Canal. See fig. 60., Adv. Geog., and indicate position of Niagara Falls.

References: Tarr & McMurry, Adv. Geog. (State Text), pp. 67-97; pp. 4-6, passim. Sutherland & Sanford, Chap. II (part) and Chap. IV. (Very good, especially for teacher's use.) Brigham & McFarlane, pp. 71-96. (Especially good on soils and drainage, also on the truck gardening and dairying of the region.) McMurry: "Larger Types of American Geography," pp. 1-36, (a detailed study of the Appalachian Mountains); pp. 195-262, (detailed study of New York City). McMurry, "Type Studies from U. S. Geography," pp. 1-14, The Hudson River; pp. 39-45, Niagara Falls. Hotchkiss, Caroline, "Representative Cities of U. S.," (N. Y. & Pittsburg). Geographical Readers.

(Study XI): New England Highlands ("The land of the Yankees").

A. General Survey.

1. See fig. 43, (Adv. Geog.). Locate this region on fig. 44.
2. What general direction is this region from the Central States? In what direction from Oakland? What relative positions do Maine and California occupy on a map of the United States?
3. See figs. 46 and 47. What streams and bodies of water separate the New England States from the region we have just studied?
4. From study of fig. 46 what can you say about the mountains of this region? About the rivers? Locate the highest mountain in this section. (See Appendix). Compare with Tamalpias, Diablo, Shasta.

5. How does this region compare with the others you have studied in the number of lakes?
6. Find how the area of all of this region compares in size with California. (See Southern Pacific Map of California—Inset.)
7. Compare total population of New England States with California.
8. What are the chief occupations of the New England people?

B. Special Studies. (For Group Work or Individual Reports.)

1. The waterfalls of the New England region, their cause and their effect upon the development of factories. (See Sutherland & Sanford, pp. 5-8 for suggestions on effect).
2. The lumber interests, especially the effect of timber on the early commercial development (ship building in days of wooden ships).
3. Boston, its commercial importance, its historical landmarks.
4. The building stone industry. (S. & S., pp. 12-13).
5. The summer resorts of New England. Where are they and why are they popular.
6. The wood-pulp and paper industry. (Carpenter, "How the World is Housed.")

NOTE: In the 7th and 8th grades special attention is given to the woolen, cotton, leather and general metal manufacturing; also fishing and maple sugar. Special phases of these industries, however, may be studied, such as watch-making in Massachusetts, jewelry in Massachusetts and Rhode Island, clocks and firearms in Connecticut, etc.

C. Maps.

1. A complete map of the United States showing all the regions. (See fig. 43, Adv. Geog.)

2. A map of the New England Group; see fig. 47, showing Long Island Sound, Narragansett, Buzzards, Cape Cod, Massachusetts, and Penobscot Bays; Husdon, Connecticut, Merrimac, Kennebec, and Penobscot Rivers; the States and larger cities.

References: Tarr & McMurry, *Adv. Geog.*, (State Text), pp. 49-66. Sutherland & Sanford, "Practical Exercises in Geography," Chap. I. Brigham & McFarlane, pp. 35 and 36, and 53-70. McMurry, "Types Studies from United States Geography," pp. 15-22, (Hoosac Tunnel). Fry's *New Geography*, Book I. pp. 113-120. (Some good pictures quarrying and scissons manufacture).

NOTE: This completes the 5B Outlines.

7B COURSE

General Scope of Term's Work.

The United States in its relations to European Countries is the general topic. The industries of man around which the studies will be largely grouped will be a little more complex than those taken up in the 7A term. Nature's services will be emphasized but man's modifications will be more prominent in the manufacturing activities studied. The topics are: Sugar; Cattle and Leather Products; Copper; Flax; Coal; Iron and Iron Manufactures; Chinaware; Chemicals and Dyes; and Shipping and Atlantic Trade Routes.

Methods. For suggestions see outlines for 7A Geography, pp. 1-3.

Reviews. Review important points in New World geography as occasion arises.

Drills. In your usual recitations in the Social Studies you have in mind such purposes as, leading individuals to draw correct conclusions from given facts which they or their fellows have discovered to be truths, to search for these facts individually and collectively in books and elsewhere (especially in their daily experiences,) to work together in solving problems and to see how the great activities of the world are possible (in a highly complex society) only through cooperation. Of course the pupils are not conscious of your aim or aims in each recitation. They should not be. But there will be times when you think that certain facts, which (in your judgment)

represent minima of information the pupil should retain. There is no real reason why you may not have drill lessons on this sort of thing. But do all in your power to prevent them from being dry and tiresome. You have a purpose to accomplish in this work but you do not wish in accomplishing it to make any child less eager to be in school and to work with you and his mates.

(Study I): Sugar.

Suggestions for approach.

1. What is the reason for the campaign to conserve our sugar supply.
2. Discuss the forms in which we consume sugar. Let the class co-operate in making up as complete a list as possible.
3. In what ways do we use sugar in our homes? (Food preparation, etc., especially for girls' investigation.)
4. Qualified teachers may perform a chemical experiment with a sugar solution and sulphuric acid. This will carbonize the sugar and open the way for a discussion of the wonderful chemical processes that go on in the sugar producing plants. (For teachers who have had science.)
5. A class search for all the sources of sugar.
6. How much sugar in the form of sugar does your family use in one year? If you cannot find out, keep track of it for a month or so and compute. NOTE: the average per capita consumption in the U. S.—all purposes—is from 70 to 80 lbs. per year.
7. Do you suppose that the loss of Germany's African possessions has caused any shortage of sugar in Berlin?

General Outline of High Points in Study for Teacher's use.

I. Sugar Cane. (1) Up to 1850 chief source of the world's supply; now the source of about 50%. (2) Description of plant—compare with corn stalk. (3) Habitat; tropics (75-80 degrees), rainfall of about 60 inches; Cuba, Java, Brazil, Hawaii, India. Also in subtropical areas New Zealand, Natal, Cape Colony,

and Louisiana (only important place in continental U. S.) (4) Methods of cultivation (i. e. sort of labor, machines, soils, etc.). (5) Manufacture of sugar from cane. (6) By-products, molasses, alcohol (and formerly rum), molassquiet (or molasscuit)—a cattle food.

II. Sugar beets. (1) (History. Experiments in using beets for sugar were made during the period Europe was under blockade by Napoleon and his enemies. Only a low percentage was obtained and when commerce was restored to normal the beet industry could not withstand the competition of cane. Recent developments demonstrate how science can be made to minister to man. By selection of beet stock and improvement of methods of manufacture the sugar increase had been as follows: 1836, 18 lbs of beets required for 1 lb. of sugar; in 1882, 10 lbs.; in 1904, 7 lbs. These experiments have been largely worked out by the Germans whose soil and climate are right for sugar beets and who have made great advance in chemistry. (2) Description of plant and why it stores sugar. (3) Habitat; temperate regions, usually cooler than the corn regions with long dry autumn. Chief countries: Germany (32%) Austria-Hungary (20%), Russia (19%), United States, produces about 6% of total (in the states of California, Colorado, Michigan, Utah, Idaho and Wisconsin). (4) Process of sugar manufacture. (5) By-products; cattle food from pulp, fertilizer from leaves. (6) Discuss the amount of hand labor required in cultivation and by whom done in Europe.

III. Maple Sugar. (1) From sugar maple tree. (2) Habitat. (3) High price; would disappear from the market were it not for peculiar flavor. (4) Description of tapping and the manufacture of syrup and sugar. (Let children of New Englanders ask parents about these things and report to class.) (5) Why is no cultivation needed?

Comparative Studies. Do we raise enough sugar for our own use? From what places do we now obtain it? Can we produce enough if we want to? What European nations produce their own sugar? Which buy some? Which sell? Do we buy from Europe? Does Europe and the United States buy in the same places? (See some of the later Commercial Geography texts for high schools.)

Suggested Projects. (1) "On a map of the world, paste

pictures of beets or sugar cane on islands or countries where each is grown." (2) "Trace a map of the United States and draw a picture of beets, or cane, or a maple tree in the states noted for sugar. Color the states in each section." (Allen, U. S., p. 79.)

Map Suggestions.

(1) Outline map of the world with sugar cane regions in one color and beet areas in another. May also show the maple region. (Discuss the climate of the areas shown, temperature, rainfall, etc.)

(2) Map of Europe, showing: (1) chief mountain ranges, (2) chief rivers, (3) National boundaries, (4) Capital cities and large commercial centers in sugar producing countries.

References: Tarr & McMurry, Adv. Geog. (State Text). Index under "sugar," "sugar beet," "sugar—maple," and fig. 590. Allen, Industrial Studies, United States, pp. 66-80. (Best short account for pupils.) Freeman & Chandler, "World's Commercial Products," pp. 76-113. (Well illustrated. Good on processes of manufacture. Best general reference for teachers.) Blaich, "Three Industrial Nations," pp. 197-200 and Index. Brigham & McFarlane, "Essentials Book II," pp. 121-2 and Index. Also map, p. 122, (sugar-producing areas of the United States); map p. 404 (sugar producing regions of the world), map p. 272 (production of beets in Europe). Smith, J. R. "Commerce and Industry," (Holt & Co.), pp. 107-116 and index. (Very good for teacher.)

References for General use by teachers only: Brigham, "Commercial Geography," Chap. XVII on "The Foreign Commerce of the United States." (Pre-War conditions), also see statistical appendix of Smith, Commerce and Industry.

(Study II): Flax.

Suggestions for Approach.

1. Tear up an old collar or cuff and note fiber carefully.

2. Search for all articles you know of that are made of linen. (Children in some schools should be able to use this approach.)
3. Have you ever noticed the oil that forms a large part of the liquid in most paints? What is it called? Ask a painter about it. Where does it come from? How is it made?
4. Did you ever have to drink flaxseed tea?
5. Did you ever have a flaxseed poultice on you?
6. Pictures of the flax plant and of phases of its cultivation and manufacture of linen, etc.

High points in study (for teacher's use).

1. Flax has been cultivated since prehistoric times; bundles found in remains of Swiss Lake Dwellers; linen used to wrap bodies in Egypt; mentioned in Bible as part of priestly robes, etc.
2. Cultivation of flax to-day either for its **seed**, or for its **fiber**.
3. For seed purposes: World's annual production 110-,000,000 bu. which are produced in Argentine (30%), in European Russia (20%), in India (18%), in U. S. (18%), (N. Dak., S. Dak., Minn., and Mont.), (chiefly in Canada), (11%). Methods of cultivation, by machinery much as other cereals. Little effort made in U. S. to save the fiber because it takes too much hand labor and so cannot compete with cotton and with European fiber. Uses of the seed, oil, oil cake for cattle, etc.
4. For fiber purposes; one of the leading crops of Russia which produces 81% of the world's supply. Study how the fiber is obtained from stalk. Discuss the amount of cheap hand labor is required and why Russian conditions have been suitable therefore and American conditions not suitable for this industry. Discuss life of Russian peasants.
5. Manufacture of linens; an important industry of Belgium before the war. The water of the Lys seems to be especially adapted to the retting process. Great Britain, France.

Map Suggestions:

1. Outline map of world showing flax producing regions.

2. Map of Europe to show (1) countries and capitals (2) mountain ranges (3) chief rivers (4) flax producing areas (5) cities engaged in manufactures of flax products: Belfast (for table linen especially), Courtrai and other towns in Belgium and North France (for lawns, cambries and laces), Troy, N. Y. (for collars, cuffs, and shirts).

References: Tarr & McMurry, *Adv. Geog.* (State Text), pp. 335-6. Brigham & McFarlane, "Essentials II." Index under "Flax" and fig. 603, map of flax producing regions. Carpenter, "How the World is Clothed" pp. 50-59. (Best account for pupils.) Allen: "Industrial Studies—Europe," Chap. III, *passim*. (Good.) Smith, "Commerce and Industry," pp. 228-230. Freeman & Chandler, "World's Commercial Products," pp. 313-15 (Very general).

(Study III): Leather Products.

Suggestions for approach.

1. Let each pupil find out, if possible, the maker of his shoes and location of the maker's factory.
2. Make a list of the products of leather (each pupil try to contribute one use).
3. Make a list of all the animals furnishing skins or hides for leather. (Hunt picture of each).
4. Search papers and magazines for advertisements of shoes and other leather products. Note location of factories.
5. Locate local tanneries, and factories. Visit them if possible.

Outline of important facts for teachers' use.

- a. Skins treated with hair on—usually called furs. Discuss fur-bearing animals, their habitat—the subarctic

forests chiefly. (Alaska to Labrador; Finland to Kamchatka). Chief markets are Leipsig and London.

- b. Hides or skins with hair removed and tanned—called leather. (1) U. S. is leading manufacturer of leather, and imports about \$100,000,000 of hides and skins—one of our chief articles of our foreign trade. (Examine cattle countries to find out where we may get these most readily). We make about \$300,000,000 worth of leather per year. (2) U. S. is rich in natural tanning materials, Tannin, like sugar, is found in many plants—oak, hemlock, chestnut, sumac leaf (Sicily) Valonia, (cup of acorn in Asia Minor); myrobalans—(dried fruit of a tree in India), etc. (3) U. S. imports some special European makes of leather and sells much of our leather to other countries.

c. Tanning. (Not necessary to go into technical side.)

1. A process to get rid of flesh and fat and change skin from a material likely to decay to a durable product.
2. Old process largely by vegetable products.
3. New process by chemicals (chromium compounds) developed at Philadelphia—now the great leather manufacturing center in the world.

d. Shoes.

1. U. S. is the leading shoe manufacturing country in the world. We also use more leather shoes than other peoples. Why? Discuss effect of tropics on sale of shoes. Effects of poverty as in China, etc.,—straw sandals; also countries having wooden shoes. It is hardly likely that enough leather could be produced to make shoes for all the world. We now export shoe-making machinery which enables foreigners to make as good shoes as they can buy from us. Discuss the footwear of various peoples (of Europe especially).
2. Special projects. (1) Report on making of shoes. (b) The history of the shoe with pictures. (c) Map of world with drawings or pictures of prevailing type of shoe.

3. About 130 persons work on each pair of our best grades of shoes. Emphasize the **interdependence** of men as seen in this industry. Suppose the cutters of uppers should strike, how could the others work? Suppose all shoe factories were stopped could we make our own shoes?
 4. Will shoes be likely to cost more or less as the population of the United States becomes more dense? (Less cattle.)
- e. Leather belting for factories. Importance. What part of hide is used for belting?
 - f. Glove Industry. What animals' skins are used? Glove centers are at Johnstown and Gloversville, N. Y.
 - g. Chamois skins and their uses.
 - h. Leather in automobile construction.
 - i. Harness and Saddles.
 - j. Other Uses. Suit cases, handbags, purses, book-bindings, etc.

References: Tarr & McMurry, (State Text), Adv. Geog., pp. 61 and 619. Carpenter, "How the World is Clothed," pp. 156-170. (Very good. Covers shoes of all peoples.) Smith, "Commerce and Industry," pp. 238-239. Brigham & McFarlane, "Essentials II," pp. . United Shoe Machinery Co., (205 Lincoln St., Boston). Let a pupil write for pamphlets. ("Good-year Welt Shoes, How They are Made," is one good pamphlet issued by this company.)

Optional Problems:

1. Why is the harness business becoming less important in California every year?
2. Would you think Mexico a good place to establish glove factories?
3. Do you think shoe factories would prosper in Holland?

(Study IV): Coal.

Suggestions for Approach.

- a. Let pupils bring in small pieces of coal and study them. How was this formed?
- b. Why "Save that shovelful"? Explain.
- c. Name all the uses of coal that you know from observation, reading, talking to people, etc.
- d. What articles in this school room required coal in their making? What service did the coal render?
- e. How does anthracite coal differ from bituminous? What is peat? Lignite?
- f. Is there coal in California? (Adv. Geography, pp. 612 and 615 and map p. 613.) Where is it found? Where else is coal found?
- g. It is said that one of Marco Polo's **wonderful** stories was that the Chinese burned black stones which grew red and remained hot a long time. Explain. Why does it not seem so wonderful to you?

Chief Points (For Teacher's guidance).

1. Formation of Coal. (Advanced Geography, p. 2).
2. Where coal is found. Index "Coal." What countries produce most? U. S. 38 to 40%; Great Britain about 22%; Germany about 20%; Austria Hungary 4%; France 3%; Belgium 2%. (If Germany should keep Belgium and Northern France, what would be the effect on the coal resources of Germany and France?)
3. Known fields of coal still undeveloped in Alaska, China, Russia.
4. Chief uses of Coal.

| | |
|-------------------------------------|-----|
| "Industrial Steam Trade | 33% |
| Railroad Fuel | 28% |
| Domestic and Small Steam Trade..... | 16% |
| Manufacture of Beehive Coke..... | 9% |
| Manufacture of By-Product Coke..... | 4% |

| | |
|---------------------------------------|-----|
| Exports | 4% |
| Steamship Bunkers at Tidewater | 2% |
| Used at Mines for Steam and Heat..... | 2% |
| Manufacture of Coal Gas..... | 1%” |

—From Journal of Geography, Feb. 1918, No. 6,
p. 227.

5. The mining of coal and the miner's life.
6. Our responsibility for laws that will make mining safe.
7. Importance of coal in industrial life of people. What are the great industrial nations of the world? Why? How do these stand in education? in art? in literature? in railway development? roads? bridges? etc.

Map Suggestions. (1) Outline map of world showing coal areas (Brigham & McFarlane II, p. 408 has map). (2) Map of U. S. showing coal states. (3) Map of Europe showing coal nations and relations of the coal area to the War.

References: Tarr & McMurry, Adv. Geog. (text). Index "coal." Brigham & McFarlane, "Essentials II," p. 403 and references. Allen, "Industrial Studies, United States," chap. XI. (Very good, especially on mining side, also list of locations, p. 165. Allen, "Industrial Studies, Europe," see Index "Coal," (Fragmentary). (Sutherland & Sanford, Practical Exercises in Geography V., pp. 54-58. Good analysis for teacher with three suggested **exercises** but no problem.) Brigham, A. P., "Commercial Geography," pp. 79-91. (Very good especially for teachers; general survey with maps of coal areas of U. S. and Great Britain and suggestions on conservation.) Van Hiss, "Conservation of Natural Resources in the U. S.," Index "Coal." (For teacher only; on waste and conservation.) Blaich, Lydia R., "Three Industrial Nations," especially pp. 274-280, also Index (for pupils). Smith J. R., "Commerce and Industry," pp. 153-167 and Index (Best single reference for the teacher). McMurry, C. A., "Type Studies from U. S. Geography," pp. 63-80. (On coal mine; very good). Tappan, Eva M., "Diggers in the

Earth," pp. 1-11. (Easy reading for pupils, single story of coal formation and mining.)

(Study V): Iron.

Suggestions for Approach.

1. Do you wear any iron connected with your clothing or ornaments?
2. What articles in our room are made in whole or part of iron? Make a list.
3. What uses are made of iron in your homes? Make up as complete a list as you can and bring it to class. For which of these could substitutes be found? Would they be as good? Better? Would they cost more or less?
4. Visit a blacksmith shop or a garage and watch iron heated and hammered out. Describe what you have seen. Observe how it is cut, bored, etc.
5. Have you any relatives or friends who work in iron industries? (Make a list of these for the class.)
6. What places in Oakland are manufacturing iron products of some sort? Selling iron products?

Chief Topics.

1. The uses of iron; its importance in all manufacturing.
2. Nature of iron ore.
3. Process of mining; its simplicity in the Great Lakes Region.
4. Need of coal and limestone for manufacture of pig iron. Describe pig iron; process of manufacture of pig iron.
5. The iron producing nations. "World's annual production of pig iron, 72,000,000 long tons; U. S production 30,000,000 long tons. Countries leading in the production of pig iron, with percentages of world production:

| | | | |
|---------------------|-----|--------------|----|
| United States | 41% | France..... | 7% |
| Germany..... | 24% | Russia | 6% |

| | | | |
|---------------------|-----|-----------------------|----|
| Great Britain | 12% | Austria-Hungary | 3% |
| Belgium | 3% | | |

Brigham & McFarlane, p. 409.

6. States leading (a) in iron ore; (b) in pig iron manufacture;
- | | | | |
|---------------------|-----|-----------------------|-----|
| (a) Minnesota | 62% | (b) Pennsylvania..... | 42% |
| Michigan..... | 21% | Ohio | 23% |
| Alabama | 8% | Illinois..... | 10% |
| | | New York | 7% |
| | | Alabama | 7% |
7. Some great iron manufacturing cities with the particular industry that distinguishes them; e. g. Philadelphia (Baldwin Locomotive Works); any ship building city; Pittsburg (steel plants) Sheffield (cutlery) etc.
8. (Optional). An exposition of some processes such as the Bessemer process, or some work done in the school shops.
9. Iron is sometimes used as a medicine? Why? Is there iron in our bodies?

Map Suggestions.

1. Outline map of world showing iron ore producing regions.
2. Outline map of world showing great iron manufacturing cities.
3. Outline map of United States showing iron regions.
4. Outline map of Europe showing iron regions.

Suggested Problems and Projects.

1. Why is Pittsburg the center of the iron and steel industry?
2. Why should Philadelphia have great ship building plants?
3. Why is Sheffield, England, the center of the cutlery industry?

4. What factors determined the location of the Krupp Works?

5. On a map of the world print neatly names of most important iron or steel products of various manufacturing regions.

References: Tarr & McMurry, Adv. Geog. (State Text) Index "iron manufacture" and "iron are." Brigham & McFarlane, "Essentials II," Index and p. 409 (map of world showing iron producing regions). Allen, "Industrial Studies, U. S.," Chap. XII (Very good for pupils). Allen, "Industrial Studies, Europe," see Index. Brigham, "Commercial Geography," pp. 58-78 (Very good). Smith, R. R., "Commerce and Industry," pp. 139-148, (For teacher, good). Keller & Bishop, "Commercial & Industrial Geography;" Index "iron" also p. 43, map of iron and coal deposits in British Isles, also p. 44, map of routes on Great Lakes showing advantages of Pittsburg. Tappan, Eva M., "Diggers in the Earth," pp. 57-64 (Brief but interesting). McMurry, C. A., "Larger Types of American Geography," pp. 135-163 (esp. on Pittsburg district). Blaich, Lydia R., "Three Industrial Nations," see Index. Carpenter, "How the World is Housed," pp. 156-163; 164-172, passim.

(Study VI): Copper (May be considered along with iron).

Suggestions for approach.

1. Make up propositions 1-3 and 5 and 6 under Iron above. Substitute electrical shops, brass foundries, etc., for garage and blacksmith shops.
2. Compare pieces of copper wire with pieces of iron wire as to pliability, rusting, etc.
3. **Problems:** Why does the Telephone Company prefer copper wire to iron wire?
4. Compare uses of iron and copper in the war. Which nations are best supplied with iron? with copper?
5. Precipitate copper from a copper sulphate solution by

use of piece of zinc or aluminum or iron. Rub a wet piece of copper sulphate on some iron or a knife blade.

Chief Points in Study.

- I. Mining of copper—description of a typical mine (Brief).
- II. (Optional) Copper Ores—and how copper is obtained from them, smelting processes. (Too technical except for boys planning on mining).
- III. Uses of copper, especially in electrical appliances. (Stress).
- IV. Alloys of copper and their uses. (Brass is copper and zinc; bronze is copper and tin). Get samples if possible.
- V. U. S. production. (Over half of world's supply).
- VI. Leading copper states in Union (Brigham & McFarlane, p. 409). Arizona 33%, Montana 23%, Michigan 13%, Utah 12%, Nevada 7%, New Mexico 4%. (See also Journal of Geography for March, 1918.)

Map Suggestions: (a) World showing copper regions, (b) U. S. showing copper regions, and chief copper mining cities as Helena, Butte, Tucson, etc.

References: Tarr & McMurry, Adv. Geog., Index "Copper." Brigham & McFarlane, "Essentials II," Index "copper," and p. 409 (Map of copper regions of world). Carpenter: "How the World is Housed," pp. 182-188. Smith "Commerce and Industry," Index "copper." Encyclopedias. California State Mining Bureau Bulletin, No. 50, "The Copper Resources of California." (Excellent on ores, but **very technical**.)

(Study VII): Chinaware and Potteries (optional).

A. Suggestions for Approach.

1. Examine the trade marks on chinaware in your homes.
2. Make a list of all the places from which chinaware comes.

3. Examine broken chinaware noticing the difference between the glazing and the interior part.
4. Visit local potteries.
5. Teachers may be able to get information from firms like Sanish in San Francisco.

B. Chief Points in Study.

1. The sorts of clay used in coarse ware such as brick and tile. (Very common; therefore local industries).
2. The types of clay needed for bowls and vases. (Not so common).
3. The types of clay needed for the fine china. (Mixture from several localities).
4. The chief pottery centers of the United States: Trenton, N. J.; Cincinnati, Ohio; Newell, West Virginia.
5. Describe the process of making a plate.
6. The china centers of Europe: (a) on the River Trent in England, (b) in France; (Limoges sends 2-3 of its porcelain to U. S.) (c) Germany (so called "Dresden vase") from Meissen, (d) Belgium (Jenamapes and Liege) before the War, Holland (Delft), (e) Japan, (f) China (fine clays).

References: Tappan, Eva M, "Makers of Many Things," pp. 56-63. Tarr & McMurry, Adv. Geog., Index under "clays" and "pottery." Chase & Clow, "Stories of Industry, Vol. I," pp. 164-171.

(Study VIII): (Optional) Lace.

A. Suggestions for Approach.

1. Examine various types and sorts of lace.
2. Make a list of the uses of lace in connection with the furnishing of your home. Why is it used?
3. Why is lace worn on clothing? Does it furnish any warmth?
4. Is lace made by hand or machines?

B. Chief Points in the Study.

1. Study the labor conditions making possible handmade lace. (Among the peasant women of Europe and in church schools where no wages are paid.)
2. Locate cities and countries famous for their laces; especially Nottingham in England (curtains); Calais and Lyons in France (veils, collars and delicate dress laces); Plauen in Germany; St. Gall in Switzerland; also various cities in Belgium, Italy, Spain and Portugal.

NOTE: It is suggested that this study be used for girls from homes where much lace is used and that it be pursued far enough to reveal the expense in energy and in general the poverty of those who are employed in its manufacture, particularly in the case of handmade laces.

References: Carpenter, "How the World is Clothed," pp. 141-147. Encyclopedia Britannica. Map of Europe in Geography.

(Study IX): (Optional) The Subtropical Fruit Culture of Southern Europe.

A. Suggestions for Approach.

1. The uses of olive oil.
2. Investigation of cultivation of the olive from earliest times.
3. The uses of the "currant" (from Greece).

B. Chief Points in Study.

1. The location of the peninsulas of southern Europe, (Spain, Portugal, Italy, Greece).
2. Temperature and rainfall conditions in the Mediterranean region.
3. Why the olive flourishes in these peninsulas.
4. How the oil is made and a comparison of it with California oil.
5. The currant industry of Greece.

6. The labor conditions making possible these industries.
7. The lemon industry in Sicily.
8. The mulberry tree of Italy and its purpose.
9. Why do the Italians raise so many nut trees (especially chestnuts)?
10. The cork forests of southern Spain and Portugal.

References: Tarr & McMurry, Adv. Geog. (State Text). See maps. Brigham & McFarlane, "Essentials Book II," see index. Allen, "Industrial Studies, Europe," Chap. 13, (Spain and olives); Chap 15 (Italy and macaroni); Chap. 5 (Portugal and its cork forests); Chap. 17 (gardens and perfumes). This chapter is a good introduction to the perfume manufacturing of France and the flower gardening industry of the Balkan Peninsula, particularly Turkey.

(Study X): (Optional) The Chemical and Dye industry.

A. Suggestions for Approach:

1. Study of colors with a simple scientific explanation of color.
2. A tabulation of colors in the clothing of the class or the furnishings of the school room.

B. Main Points in Study.

United States Lessons in Community and National Life for November, 1917, Lesson B6, Making Dyes from Coal Tar.

NOTE: Connect the lesson with the Geography of Germany. Emphasize the encouragement of Chemistry by the Imperial Government which avails itself of these experts in time of war. Stress the possibilities of boys serving their fellowmen through the chemist's work.

References: "United States Lessons in Community and National Life," November 1917, Lesson B6. Blaich: "Three Industrial Nations," pp. 137-139, Encyclopedias.

(Study XI): Shipping and Atlantic Trade Routes.

A. Suggestions for Approach.

1. Visit to ship yard (for classes on water front).
2. Story of an ocean trip (may be related by child of an immigrant after talk with parent. Have such stories written as compositions. Select with care the pupils to report to the class to avoid possibilities of ridicule by "near aristocrats."
3. Story of the building of a ship, of the launching of ship.
4. Present need of ships and ship builders.

B. Main Points in Study.

1. An idea of size, comforts, speed, etc. of a modern liner.
2. Difference between "line service" (regular sailings, stops, etc.), and "tramp service."
3. Study of North Atlantic Route (on Globe).
 - a. Location of North America and Europe.
 - b. Location of the manufacturing nations.
 - c. Location of the "great circle" from New York to Liverpool. (The shortest distance from N. Y. to Liverpool will not be on the parallel but on the great circle passing through these points. Make this clear.)
 - d. Hunt for troublesome island or rocks, fogs, etc.
 - e. What are the possibilities for fuel on this route?

C. Maps:

1. Atlantic Ocean to show chief points in study made of Trade Routes.
2. Similar map to show most important ports in Atlantic trade: New York, Boston, Philadelphia, New Orleans, Havana, Halifax, Quebec, London, Liverpool, Glasgow, Bristol, Havre, Antwerp, Rotterdam, Amsterdam, Hamburg, Bremen, Copenhagen and Baltic Sea ports.

References: Allen: "Industrial Studies, Europe," Chap. II, (Ships and Shipbuilding). Brigham and McFarlane, "Essentials II." (Fig. 360, "The World—Commercial Development"). Smith: "Commerce and Industry," especially Chap. 43 "The Ocean and its Carriers" and Chap. 44, "The North Atlantic Route." Excellent for the teacher.

NOTE: This concludes the 7B Outlines.

7A COURSE

A. Method.

I. Study the relation of the 7A course to other parts of the geography course.

- a. Your pupils have studied, in the fifth and sixth grades, the outstanding features of the globe and their large effects on human life and human activities. If you conceive of the field of geography as embracing the relationships between man and his environment, the part of the course just finished, is concerned largely with a study of the environment and its effects on man. With the seventh grade, stress is placed rather on man's efforts at control or modification of his environment. A summary of man's needs and the resources he has for satisfying them should be studied. For example, what regions can be made to supply the need for wheat? Is our need for this food supplied by near regions or by far regions? Why? If by several regions, compare them. Emphasize our personal interest therefore in the welfare of a region ministering to us. Stress the value of a co-operation that is world wide.
- b. Your special concern for this semester is the United States in its relations to other American States. Pupils will study later on our interests in Europe and in the Orient.

II. Study the relation of this work to the other 7A subjects.

Pupils are being taught by **means of geography**—it is but **one** of your tools. See especially the work in

- a. History.

- b. Home Economics—for food and textile products especially.
- c. Literature, especially travel.

III. The underlying psychology of geography is the “extension of experience through imagination.” See Freeman, F. N., “The Psychology of the Common Branches,” Chapter VIII.

IV. Lesson Plans.

- a. “The teacher—should be perfectly free to plan his work so as to give his children the best training he can. He should adopt any “methods” that seem suited to his needs, but should never forget that he is supposed to be forging one of the necessary links in the whole chain of geographic study and that his work must be strong geographically, as it should be pedagogically.”—Dodge & Kirchwey, p. 5.
- b. Problem Method. Geography furnishes an excellent subject to teach by the problem method. Sutherland, W. J., “The Teaching of Geography.” (Scott Foresman & Co.—\$1.25), Chapters 11 and 12. Also Dodge & Kirchwey, pp. 85-86.
- c. The Socialized Recitation. Important problems involving several recitation periods offer a fruitful field for the co-operation of all members of the class in their solution.

References: Pearson, F. B., “The Vitalized School,” Chapter 15, (Macmillan Co.—\$1.40). Whitney, William, “The Socialized Recitation,” pp. 1-17, (A. S. Barnes Co.—50c.). Earhart, Lida B., “Types of Teaching,” Chapter II., (Houghton-Mifflin Co.—\$1.25).

- d. Suggested Lesson Plans. Strayer, G. D., “A Brief Course in the Teaching Process,” Chap. 16, (Macmillan Co.—\$1.25), see especially pages 221-223 for a lesson plan for Pittsburg as a trade center. Earhart, Lida B., “Types of Teaching,” (Plans on “Climate of Western States,” pp. 251-4, and on “Irrigation in the Western States,” pp. 255-9. Both are of 6th grade difficulty).

V. Use of Equipment.

- a. Maps and Globes: Wiswell, L. E., "Globes and Maps in Elementary Schools," (Rand McNally Co.,—50c). Dodge & Kirchwey, Chap. XVII. Redway, J. W., "The New Basis of Geography," Chapters VIII and IX, (Macmillan Co.—\$1.00). Sutherland, W. J., "Teaching of Geography," Chapters XVII, XVIII and XX. Holtz, F. L., "Principles and Methods of Teaching Geography," Chaps. XIV and XV, (Macmillan Co.—\$1.10).
- b. Pictures, Models. Dynes, Sarah A., "Socializing the Child," pp. 41-73, (Silver Burdett and Co.—\$1.00). Intended for grades I-III but is suggestive to a teacher. See also Dodge & Kirchwey, Sutherland, Redway and references in Tarr & McMurry, Intro. Geog., p. 117.
- c. Museum and Excursion. (See references above "Journal of Geography," Vol. III., pp. 322-332.)

(This outline is for direction of the teacher.)

B. Important Needs and their Satisfaction.

I. Chief needs of man.

- a. Food and drink.
- b. Clothing.
- c. Shelter.
- d. Transportation and Recreation.

References: Keller & Bishop, pp. 1-8.

II. Influence of geographic environment on the way man satisfies his needs. Keller & Bishop, pp. 8-19. Dryer, C. R. Econ. Geog., pp. 18-45 and 50-54.

III. Division of labor and exchange of products. Keller & Bishop, pp. 24-34.

C. Studies in Man's Efforts to Satisfy his Desires.

I. First Study—Wheat the chief food product.

- a. Motivation suggestions.

1. Visit (if near enough) the Shredded Wheat Factory. Begin study with what the class saw, and trace back. Recall the other factory at Niagara, N. Y.
2. Visit a flour mill, warehouse, or
3. **Problems:** If a relative gave you a farm in the Sacramento Valley would you raise wheat? Why? Locate the mythical farm on a map and begin study of conditions of production and marketing.
4. Possible questions and problems: Why are we interested in wheat? Does it grow in this state? In what parts? Show these areas on a map. What sort of soil and climate seem suited for it? What elevations? What parts of the United States seem adapted to wheat? Do we get wheat from any of these regions? Do these regions raise enough for themselves? More than enough for themselves? If more, how do they get it to other people? (Rivers, canals, roads, railroads.) Do these regions sell this as wheat or do they manufacture it into flour and other products? Where are the big flour milling cities? Name them. Why are they in these locations?
5. Do we sell any wheat to Canada or buy any from her? Why? What portions of Canada produce wheat? Compare in climate, soil, and altitude with the wheat regions of the United States. What are facilities for getting it to market?

Make a similar study of Mexico, Central America and South America.

Suggested references: Tarr & McMurry, "Advanced Geography," (State Text), indexes under "wheat." Encyclopedias, Keller & Bishop, Chapter 7. Dryer pp. 113-117, Allen, "United States," Chapter IX. Rocheleau, W. F., "Geography of Commerce and Industry," Chapter II. Bengston & Griffith, "The Wheat Industry," (Macmillan Co.,—65c.) Brigham and McFarlane, "Essentials of Geography, Book II," page 403. (American Book Company,—\$1.25.) Carpenter, "How the World is Fed," p. 12-43. Brig-

ham, A. P., "Commercial Geography," Chap. I., (Ginn & Co.—\$1.30).

Map Suggestions:

1. Have maps drawn for each important section studied showing important rivers; (2), wheat areas **in color**; (3), railroad trunk lines; (4), **canals**; (5) **wheat cities**.

2. Final maps (at conclusion of study): North America map should show (1) Mountains—Appalachian, Rockies, Sierra Nevada, Coast Range; (2) Rivers—St. Lawrence, Mississippi and four chief tributaries, Red River (of the North), Columbia, Mackenzie, Sacramento, San Joaquin, Hudson; (3) wheat areas **in color**; (4) political divisions—Canada (with provinces of Ontario, Manitoba, Saskatchewan, Alberta, and British Columbia); United States (with states of Washington, North Dakota, South Dakota, Nebraska, Kansas, Oklahoma, Minnesota, Iowa, Missouri, Illinois, Indiana, Ohio, Pennsylvania, Maryland, and California), Mexico, Central America; (5) Cities: Minneapolis, Duluth, Kansas City, Milwaukee, Chicago, St. Paul, Detroit, Toledo, Cincinnati, Buffalo, Spokane, Winnipeg, Toronto, Seattle (shipping point), Omaha, St. Louis, Oakland, San Francisco and Stockton. South America map (1) Mountains—Andes, Highlands of Venezuela and Guiana and S. E. Brazil; (2) Rivers—Orinoco, Amazon (with tributaries unnamed), La Plata (with Parana, Paraguay and Uruguay); (3) Wheat areas **in color**; (4) all political divisions; Buenos Aires, Rosario, Valparaiso.

II. Fish, a most useful product.

a. Motivation suggestions. (Try one of these approaches if you have no better scheme.)

1. Visit a fish market and note kinds on sale.
2. Let a child whose father or brother is engaged in some phase of the fish industry tell about it.

3. Who will tell what the big corks bobbing on the water near the Key Route pier mean? Who has caught fish during the summer vacation? Where? What sorts of fish have you eaten? Who has lived in a fishing town? Tell about the life there. Are there fish in San Francisco Bay? What sort? Why do some people eat fish on certain days? Where do they get the fish? Prove that fish are a good food. (Home Economics correlation.)

NOTE: The teacher will take up the kinds of fish in such order as they come up naturally in the class discussions. These notes are **only** to be used as guides for the teacher.

- b. The Salmon. The center of the salmon industry is the Columbia River Region. Where did the fresh salmon that you last ate come from? Have you used canned salmon? Did you notice on the can where it was packed? What sorts of positions might one get in a salmon cannery? What methods should you use to catch salmon? Why does the salmon spend part of its time in fresh water and part in salt water?

Make a map to show the chief salmon fisheries of the Pacific Coast of North America from Mexico northward with coast mountain ranges, Monterey Bay, San Francisco Bay, Sacramento and San Joaquin Rivers, the Columbia River, Puget Sound Region, Fraser River, the coast-line of Alaska fairly accurately, the Yukon River, and the Pribilof Islands, California, Oregon, Washington, British Columbia, Alaska, Monterey, San Francisco, and Astoria.

Be able to locate other haunts of salmon—the New England rivers, the St. Lawrence and its tributaries, England, Norway, Russia, Japan. What do you note about the general location on the globe of the salmon haunts?

References: Tarr & McMurry, *Advanced Geography*, Index, "Fisheries," (especially page 172). McMurry, C. A.; "Type Studies from U. S. Geography," 275-288, (Macmillan Co.—72c.). Allen: "United States,"

pp. 293-302. Keller & Bishop, p. 54 and map on page 38. Encyclopedias (especially Britannica). Fiction: Rex Beach, "The Silver Horde."

- c. The Cod. Center of the industry is the North Atlantic. Have you eaten cod fish? In what form did you buy it, (i. e. fresh or dry and salted?) Where did it probably come from? (Study as the great cod fishing center, Gloucester, a city of about the population of Alameda,) Where can a fisherman find cod? What are the banks? (i. e. the Newfoundland Banks). How were they formed? (Textbook, p. 16.) What is indicated by the many widows and orphans in Gloucester? Discuss dangers and hardships of the fisherman's life. What causes sudden fogs on the Newfoundland Banks? (text p. 266.) At this point study the currents of the North Atlantic and their effects on climate.

Make a map of the North Atlantic Ocean showing the New England and east Canadian coasts. Indicate the shallow water along the shore and the Newfoundland banks. (Maps in text book pages 10 and 264). (Maps in Brigham & MacFarlane, pp. 8 and 246.) Locate also Cape Cod and Cape Cod Bay (why did it receive this name?); Nova Scotia, Cape Breton Island, (why this name?); New Foundland, the New England States, the provinces of eastern Canada, the cities of Boston, (important fishing market,) Gloucester, Portland, (Me.), Halifax, Digby, (important Nova Scotia fishing village of 1150 people, see Encyclopedia), Labrador Current and Gulf Stream.

Locate also on the map important countries to which codfish are exported; namely, Spain, Italy and Greece. (Why to these countries particularly?) Why not similar exports to France? (While France probably consumes as much as the other countries, it has its own fishermen and owns the islands of St. Pierre and Miquelon. Textbook p. 192.)

References: Tarr & McMurry, Index "Fisheries."
McMurry, "Type Studies from United States Geography," (Macmillan Co.—72c), pp. 23 to 38. Allen, "United States," pp. 287 to 293. Brigham & Mc-

Farlane "Essentials of Geography, Book II," index, Keller & Bishop, p. 52.

Suggested Fiction: Kipling's "Captains Courageous,"
Suggested Compositions: Trawling, "Preparing Cod-fish for Market."

- d. The Oyster. At the lower end of the cod region; namely, Chesapeake Bay, we find the center of the oyster industry. Suggested Questions: Where do the fresh oysters in the market come from? Can you tell the difference between a California oyster and an eastern oyster? Where are the oyster canning centers? Where does the oyster live? Give an account of the life of an oyster. How are oysters caught?

References: Text book, p. 72. Allen, "United States," pp. 302-307. Keller & Bishop, pp. 108, 53, 54, and map, p. 38. Brigham & McFarlane, "Essentials II," p. 108. Map: Map of the eastern and gulf coasts of the United States showing the oyster centers at Chesapeake Bay and Long Island Sound, locating Gulf of Mexico, Chesapeake Bay, N. Y. Harbor, Long Island, the states bordering on the Atlantic Ocean and the Gulf of Mexico, the cities of Baltimore, New York, Norfolk. Make a map of California to show oyster products in the Gulf of California, in San Francisco Bay (especially opposite San Mateo and Millbrae) and in Tomales Bay). (Textbook opposite page 556.) See Key Stone Views for illustrations.

Optional Topics: (to be used by teacher as time and interests of class dictate.)

- e. The Lobster. The important center of lobster fishing is off the coast of Maine. If there seems to be an interest on the part of any in the class, reports may be made on (1) the method of capture (2), life history of a lobster, (3) the work of the Federal Fish Commission in propagating lobsters and endeavoring to get them started in new waters.

References: Allen, "United States," pp. 311-313. Tarr & McMurry (State Text) p. 57.

- f. The Sponge should be considered if some pupil brings it up. Although the sponge is not a fish, the sponge industry is classed under "fisheries." Reports may be made on the life history of a sponge, methods of capture, and attempts to propagate sponges in America.

Locate on map these American sponge grounds in the Bahamas and the Florida Keys. Locate in a general way chief habitats of sponge in Red and Mediterranean Seas.

References: Encyclopedias.

Map: (add sponge areas to map showing oyster beds).
Allied Topic: the physical geography of the Keys and Bahamas (i.e. geological reasons).

- g. The Whale. Have you eaten whale steak? What products have you used that come from whales? What is whale bone and how is it obtained? Have you seen a whaler in San Francisco Bay? Describe it.

NOTE: Let interested pupils (especially boys) study whale catching; whale oil and its uses, whalebone (what it is, how obtained, uses) sperm oil (how different from "whale oil").

References: Tarr & McMurry (State Text), p. 178 and figure 159. Allen, "United States," pp. 307-311 (very good).

Possible map: World with oceans labelled. Write whales in Arctic regions (especially off Canada Coasts). Sperm whales in Tropics, (especially Indian Ocean and around Hawaii).

- h. Seals. Habits, use of fur, efforts of U. S. Government to conserve, etc.

References: Tarr & McMurry (State Text), p. 178-9 & Fig. 161. Allen, "United States," pp. 313-315 (good). Keller & Bishop, pp. 54-55.

Allied topics for study: Relation of climate and animal life.

- i. Trout, especially in California streams. Reports by pupils who know first hand where caught; kinds of

trout; California fish laws—closed season and why. Citizen's duty in co-operation; fish hatcheries of the State.

References: Publications of California Fish and Game Commission (in University of California Library, or, Write to Fish and Game Commission, San Francisco.

- j. Sardine Canning industry at Monterey (Booth's Crescent Brand, etc.).
- k. The White Fish of the Great Lakes (except Lake Ontario which is no longer a factor). The Sturgeon from which American Caviare is made.
Reference: Keller and Bishop, pp. 107-8.

III. Coffee.

Suggestions (for introducing topic if teacher has no better plan).

- a. Was coffee used in your home this morning? Have you used coffee? (Discussion may come up about some adults and most children not using coffee. Show that not all persons can eat and drink the same things.) Do you know where this coffee came from? Can you find out?
- b. Perhaps someone who has worked in a grocery store or coffee house may tell of sales, grades of coffee, adulterants, etc.
- c. Someone may have a relative interested in retail, wholesale, importation or even growing of coffee.
- d. Let the children bring some coffee beans to school as starting point for the study.

Questions and Problems: Why is coffee so called? (From Kaffa in Abyssinia probably the original home of the coffee plant.) What sort of a plant is it? What part used for the drink? Do we get our coffee from Abyssinia? Why? Discuss scattering of plant life by man. (Here is an excellent example, for coffee was first extensively cultivated in Arabia just across the Red Sea from its original habitat and one of our best qualities today goes under the name Mocha.

Nicholas Witsen of Amsterdam took a tree in 1690 from Arabia

to Jáva—where coffee is now extensively grown and from this island comes the name of another brand. Early Spanish and Portuguese explorers brought plants to America and French explorers carried it to their tropical possessions. In what general region does coffee grow today? (25° N. to 25° S.) Study effect of altitude, soil qualities, moisture and shade conditions and how man controls some of these factors by irrigation and planting shade trees with his coffee trees.

Map: Of North and South America or at least from 35° N. to 35° S. Equator, Tropics of Cancer and Capricorn. Locate important rivers and mountain ranges. Indicate in **color** coffee areas. (Map, Brigham & McFarlane, p. 227). Put in political subdivisions of South America, Central America, Mexico, and larger islands of West Indies and Panama Canal. Cities: Vera Cruz, Mexico, Guatemala, San Salvador, Colon, Panama, Rio de Janeiro, Santos, Bahia, Havana. Show U. S. rights in Canal Zone and West Indies in some distinctive way, (shading, color, etc.)

Suggested Reports: (1) The American, Dutchman, German, Englishman, etc., as coffee drinkers. (i. e. Which uses most?) (2) The first coffee houses of London, and attitude of kings. (3) Spread of coffee drinking from Arabia to Europe via Constantinople.

References: Encyclopedias, "Coffee," "Brazil," Tarr & McMurry (State Text), Index, "Coffee." Bowman, "South America," pp. 217-224. Chamberlain, "South America," pp. 59-66. Bulletin of International Bureau of American Republics (Now Pan American Union) for Nov. 1908 (an excellent 12 page article, illustrated, Freeman & Chandler, "The World's Commercial Products," pp. 174-198. (Well illustrated, one color plate.) For the teacher only.

IV. Cotton: Important clothing product.

1. Suggestions for approach.

- a. How many are wearing clothing made of cotton?
- b. Visit a cotton mill (if near enough and the mill will give permission).

- c. Bring a cotton ball to class (try the museum if necessary).
- d. Use pieces of absorbent cotton, or ravel cloth or string to arouse interest.
- e. Use pictures of plant.
- f. Make use of vocational activities of parents. if any are in cotton mills, clothing stores, etc.

2. Important points in study.

Does cotton grow in California? Where? From what regions do the California Cotton Mills (23rd Ave., and the railroad) get their cotton? What do they make at these mills? Are these articles used in Oakland? In what other parts of the U. S. does cotton grow? In what states are these regions located? Which states produce more cotton than our own? From this study what sort of climate do you think the cotton plant needs? About what part of the globe might produce cotton? From your geography, see if any of these regions are important cotton regions. (Be sure pupils find India and Egypt.) What is calico? How did it get this name? (See big dictionary. Calicut-Calcutta.) Make a list showing all the uses of cotton you can find. What is a cotton-gin? Who invented it? When? Is such a machine still used? Is it much different from the original? What is done with cotton seeds? In what parts of the United States is most of our cotton cloth made?

3. Suggested projects.

- a. "Mount on a large card samples showing the uses of cotton. See which row of the class can get the greatest number of articles and mount them in the neatest way." Allen, p. 65.
- b. "Describe clearly how the cloth in any cotton garment you have on, is made." Allen, p. 65.
- c. If you were managing a cotton mill in New Bedford,

Mass., and you were buying cotton from a grower in the neighborhood of Houston, Texas, how would you get the cotton to your mill? (Study steamship and railway routes, comparing distances, directions, land or water areas traversed, etc.) Text Book, figs. 227 and 237.

Suggested Maps: (1) Outline of world showing continents with chief cotton regions in color (Brigham & McFarlane, "Essentials II," p. 406). (2) North and South America: a, Mountains and chief river systems; b, cotton producing areas in color; c, political divisions—California and all States of the U. S. south of $36^{\circ} 30'$ from Texas east and Missouri and Virginia. (The U. S. produces 62% of world's cotton. India 18% and Egypt 7%). Mexico, Brazil, Peru; cotton shipping centers—New Orleans, Galveston, Memphis, New York, Norfolk, Charleston, Savannah, etc.; e, cotton manufacturing regions shaded (to overlap colored regions)—the New England States, New York, New Jersey, Pennsylvania, Maryland, Delaware, and the southern group; f, chief cotton manufacturing cities: Lewiston, Augusta, (Me.), Manchester and Dover, (N. H.), Lowell, Fall River, New Bedford, Taunton, (Mass.), Pawtucket, Providence (R. I.), Utica and New York City, Philadelphia, Chester, the southern cities (Text Book, p. 110). g, locate other cotton growing regions of the earth and chief cotton manufacturing nations.

References: Tarr & McMurry, *Advanced Geography*, (State Text), Index "Cotton," p. 517. Keller & Bishop, Chapters XI and XII. (The most exhaustive treatment within the range of elementary school pupils.) Allen, "United States," Chapter VI. (Brief but excellent.) Carpenter, "How the World is Clothed," pp. 15-50. Brigham & McFarlane, "Essentials II," p. 406 and Index "Cotton." Brigham's "Commercial Geography," pp. 23-39. Article on Cotton in *Bulletin of International Bureau of American Republics* (Now Pan American Union) for April 1909, p. 599 (Good).

V. Wool: another important factor in clothing.

NOTE TO THE TEACHER: You will observe that the study of **Wheat** made it necessary to study the plains regions in the temperate climates of North and South America. **Fisheries** brought about a study of certain coast lines and climatic conditions on the ocean. **Coffee** was next taken up because its study covered areas in the torrid zone. With **Cotton** the pupil again approached the temperate climes but explored areas not studied under **Wheat**. **Wool** brings him back to the temperate regions and in many ways overlaps **Wheat** so furnishing a review of locations but it also introduces areas of greater elevation than **Wheat**. Moreover it introduces a subject in which our nation is not most important and along with the **Coffee** study should unconsciously but effectively inculcate the idea of economic interdependence of peoples regardless of flag.

1. Suggestions for approach.
 - a. Adapt suggestions under cotton to wool.
 - b. Appeal to love of animals for stories about lambs (Some children may have had them for pets.) In some parts of the City try goats.
 - c. Gloves, shoes, etc., made from sheepskin.
2. Important points in study.

Are there any woolen mills in Oakland? Are there any sheep in Alameda County? How do you know? (Have you seen them or know somebody who has some; read about them in paper or pamphlets? etc.) What articles in your home are made of wool? Where may this wool have been raised? (Name chief wool growing regions of the world. (Tarr & McMurry, p. 518.)

What countries of the world produce more wool than the United States? What position does the United States hold among the wool producing regions? Where is the leading wool producing region of the United States? What other animals beside sheep furnish wool used in clothing? Where are the chief wool-manufacturing cities in the

United States? Name the most important and tell what sort of woolen goods each produces chiefly.

3. Suggested projects: (1) Make a list of products obtained from sheep. (2) On a map of the world, on each country, paste a picture (or draw one), of the animal from which wool is obtained. (Allen, "United States," page 251.) (3) Make a chart of samples of different cloths manufactured from wool. (4) Learn to tell the difference between woolen goods and cotton goods by burning a string or thread of each.
4. Subjects for reports by certain pupils (optional). (1) The sort of dogs used by shepherds and their training. (2) The life of a sheep-herder. (3) Why the cattle-man doesn't like the sheep-man and why the Australian sheep-man fights the rabbit. (4) Sheep-shearing. (5) The hand way and the machine way of spinning. (6) The hand way and the machine way of weaving—Carpenter "How the World is Clothed," pp. 127-135. (7) Knitting by hand and by machine,—Carpenter, pp. 135-140. (8) The Greek story of Arachne and the creation of the spider.

Suggested Maps. 1. The world, showing continents, oceans, and in color, the chief wool-producing regions; also, important steamship lines from leading export ports to leading import ports. 2. Map of North and South America to show (a) the chief sheep regions in color. (b) Mountains and chief rivers. (c) Argentina, Uruguay, Chile, Peru, Mexico and all the States of the Great Plains region of the United States, e. g., from 100° to 115° west; also Oregon, Michigan, Texas, and California. (The chief wool-producing states are: 1, Wyoming; 2, Montana; 3, Ohio.) (d) Chief wool manufacturing cities in Pennsylvania, New Jersey, New York and New England, especially Philadelphia (carpet manufacturing center): New York City; Woonsocket; Providence, R. I.; Boston; Lowell; Lawrence, Mass.; Manchester, N. H. Most of the cotton manufacturing cities have woolen mills, also (See above). (e) Cities

in Latin America shipping wool: Buenos Aires, Montevideo, Valparaiso, Arequipa.

References: Tarr & McMurry, (Text Book), p. 518 and index under "Wood Manufacturing" and "Sheep Raising." Brigham & McFarlane, "Essentials, Book II," p. 406 and index. Carpenter, "How the World is Clothed," pp. 73-105. (The best treatment for pupils of this age.) Allen, "Industrial Studies—United States," pp. 233-252 (Very good). Keller & Bishop, pp. 219-221 and 222-223. Bowman, "South America, a Geography Reader," see index. (Good for South American information.)

The attention of the pupil may now be called to the fact that certain plants have been found in different temperature belts of the earth, e.g., wheat, cotton, and coffee. He will have noticed that the chief sheep area of the United States lies in the plateau region of the same general belt as the wheat areas of the Great Plains and of the Pacific. In his reading, he may have discovered that this plateau region is a region of bunch grass supported by a rainfall which is not plentiful enough to support forests and the larger brush which would tend to tear the wool of the sheep, form covers for predatory animals and in other ways be detrimental to the industry. Here seems to be a good place to study those rainfall conditions which make the plateau region sub-arid and to account for the diminishing rainfall from 100° to 115° west longitude. For this study the teacher should have an original weather map, or, better a series of weather maps, showing the progress of a "cyclonic low." The nature and use of the barometer should be taught in this connection. For the assistance of teachers, who have time for this study exercises and problems may be taken from Sutherland and Sanford, "Practical Exercises in Geography, Book I," pp. 115-117.

Note : At this point teachers who have time will make a study of Cyclonic Storms. In general the outlines given in Sutherland and Sanford will be followed. These blank pages occur because of copyright material which had to be omitted. Teachers may use them for notes on their own outlines.

VI. Rubber.

1. Suggested approaches.

- a. **Projects.** (1) Ask pupils to cut from advertisements pictures of articles made of rubber and bring to class. These may be pasted in notebooks or on large cards in the classroom. (2) Have small rubber articles collected (i. e. ball, comb, pencil, eraser, fountain pen, rubber band, etc.). Note the elastic and rigid forms of rubber. (3) Bring to class some plant with a milky sap, extract sap and coagulate it.
- b. **Occupations of parents and friends** (automobile tire salesman and repairmen, etc.) as in earlier studies.
- c. **Problems:** (1) How did the material in the barrel of a fountain pen come to be called rubber? (First practical use of erasing pencil marks discovered by Dr. Priestly, English chemist in 1770.) (2) Find out why some rubber articles are elastic and some are not. (3) From what sources do we get rubber? (4) Are old rubbers (overshoes) and rubber boots good for anything? (Teach conservation.)

Suggestions for study

The best rubber is known as Para rubber. Why? Locate this place. Learn all you can (Encyclopedias, etc.) about the Hevea tree. Explain the tapping and collecting the latter. How is it coagulated? In what form is rubber shipped? What country ships most rubber? What country buys most? Why don't they manufacture rubber goods in the former or raise Hevea trees in the latter? What is a mackintosh? Why so called? Discuss rubber as used in clothing (hats, coats, shoes, etc.) What trees or shrubs besides the hevea produce rubber? Where do they grow? Are they important? Can rubber be cultivated? Why does most of rubber produced in Ecuador, Bolivia, Colombia and Venezuela go to market via Para?

Map Suggestions. (1) The world with rubber producing areas in **color** and rubber manufacturing regions shaded. (Brigham & McFarlane, Book II, p. 407.) (2) North and South America (at least tropics): a, rubber producing areas in color; b, political divisions Mexico, the 6 central American States, all South American States, north of Tropic of Capricorn. Cities—Para, Geara, Rio de Janeiro. Other large cities may be put in for locational work. (3) (Optional map for interested boys). Map of U. S. showing home cities of companies making leading brands of automobile and bicycle tires. (Obtain facts from advertisements, and tire stores.)

References: Tarr & McMurry, Adv. Geog. (Text Book). Index "rubber," Brigham & McFarlane, "Essentials Book II," pp. 407; 228-9 (Brief but good.) Carpenter "How the World is Clothed," pp. 240, 261. (Best account for pupils.) Keller & Bishop, pp. 85-100 (Comprehensive, good). Bowman, South America index "rubber" (Good description of country.) Freeman & Chandler: "World's Commercial Products," pp. 278-297. (For teachers' use. Beautifully illustrated. Excellent classification of rubber.) Bulletin of the International Bureau of American Republics (now

Pan-American Union) for Dec. 1908, pp. 990-1010. (Illustrated.) A good general survey for teachers' use.

VII. Lumber.

NOTE: This topic will take us into some mountain regions which have been scarcely touched in the previous studies, as well as furnish chance for review (especially of Canada).

1. Suggestions for approach.

- a. Through the manual arts classes obtain samples of wood. Let boys tell stories of things made and trace source of material.
- b. Visit a house in course of construction. Note kinds of wood and sizes of timber (boys may make measurements.)
- c. Pictures of lumbering.
- d. Lumber used in ship building (for classes near the estuary).
- e. Stories of lumber cargoes (for classes near the estuary.)
- f. Stories from lumber camps drawn from the experiences of pupils or occupations of parents.
- g. Obtain samples of wood finished in different ways (S. C. Johnson & Sons, Racine, Wisconsin may furnish them. Let a pupil write).
- h. "Make a list of as many hard wood trees as you can; of those yielding soft woods." Allen, page 285. Get small samples wherever possible.
- i. "Make a list of the articles in your school room which are made of wood; of those in your home." Allen, page 285.

2. Important points in study.

The forest areas and sorts of timber in California. Where are the mills? To what uses is California lumber put? Through what ports is it shipped? What national forests are in California? What State forests? What is the purpose of a national

forest? What does the State Forester and his assistants do? (Address the State Forester at Sacramento.) Where are the chief forest regions of the United States? (Map, Keller & Bishop, p. 57 or Adv. Geog., textbook, p. 228). Of Canada? (Map—Carpenter, p. 65.) What woods do we get from the tropics? What are the chief lumber shipping cities? The chief milling cities?

Map Suggestions.

1. Map of North and South America (together or two maps) showing principal forest areas in color.
2. Map of United States showing (1) forest areas in color. (2) Rivers. (3) Mountains. (4) State lines. (B) Cities especially important in lumbering. (Consult textbook.)
3. Map of United States showing in color the National Forests.

References: Tarr & McMurry, *Advanced Geography*, (textbook,) index "lumbering" and "Forests, Tropical." Brigham & McFarlane, "Essentials Book II," esp. pp. 203-4 (on Canadian forests). Allen, "United States," pp. 253-286. (Best general treatise for U. S. Also covers turpentine, resin, Arbor Day, etc.) Carpenter: "How the World is Housed," pp. 64-90 (Excellent, covers field, has maps and illustrations.) Also pp. 331-339. (Furniture.) McMurry, "Type Studies from the Geography of the United States," pp. 108-119 (Soft wood forests and Map; good). pp. 132-142 (On hardwood forests of Ohio Valley (Good). Keller & Bishop; pp. 56-60 (Illustrated, map). Johnston, Clifton, "New England, A Human Interest Geographical Reader," pp. 329-343 (On Maine forests only. Very good). Winslow, "Our American Neighbors" pp. 12-14 (On Canadian forests only). Bowman, "South America," index "Forests" and Vegetation Map plate XI, p. 316. (For South American references.) Freeman & Chandler, "World's Commercial Products," pp. 297-312 (For teachers' use.

Illustrated. Excellent on classification of varieties of timber writers from British viewpoint.)

Suggested Topics for special reports.

- a. Work of a forest ranger.
- b. Arbor Day, why, when, etc. Let class plant a tree if they are interested.
- c. Work of a carpenter, cabinet maker, etc.
- d. Forest fires (Story of one).
- e. How forests hold moisture in the ground.
- f. The turpentine industry.
- g. Pitch, and resin, sources, uses, etc.
- h. Quinine, a South American forest product.
- i. The California Redwood Park in the Santa Cruz Mountains.

VIII. Cacao (Optional topic).

NOTE: This topic may be introduced in classes who finish the other topics or may be studied by boys and girls who are ahead of the average in the class. When studied by the whole class, it will serve as a review of the tropics and so should be taken up when the teacher feels the time is ripe for review.

1. Approach. (The method of approach will depend upon whether the teacher takes the topic as a class study or as special work for the "supernormals.")
 - a. Various products of cacao used in our homes.
 - b. Advertisements of these from magazines.
 - c. Pictures of the tree, its cultivation, etc.
 - d. Visit of certain pupils to Ghirardelli factory in San Francisco (or recollections of the exposition).
2. Important points in study. Distinguish between the cocoanut palm, the cocoa plant and the cacao (cocoa) tree. From the first comes the useful cocoanut and its products, from the second the drug cocaine, and from the third, cocoa, chocolate and cocoa butter. The cacao tree is a native of the Americas. Cocoa was used as a beverage among the Aztecs whom Cortez conquered, and the beans passed as money. The bever-

age was introduced into Europe by the Spaniards. In study of manufacturing processes and methods of cultivation, the Dutch have been leaders.

Map Suggestions. (1) The world; cacao producing regions in color, cacao consuming countries shaded. (2) North and South America (torrid zone at least). Locate Mexico, countries of Central America; the West Indies Islands including, besides the larger ones, the new possessions of United States (Virgin Islands); Guadaloupe and Martinique, (French); Dominica; Grenada, and Trinidad (British):

References: Tarr & McMurry, *Advanced Geography*, Index "cocoa." Brigham & McFarlane, "Essentials Book II," p. 405. (Map only.) Chamberlain, "South America," pp. 158-164. (Brief but good.) Bowman, "South America," see Index "cacao" (fragmentary). Carpenter, "How the World is Fed." pp. 317-322. (Good.) Crissey, "The Story of Foods," (Rand McNally), pp. 390-398. (Includes discussion of food value.) High School textbooks on Com'l. Geog. (especially Adams; Trotter, Brigham). Freeman & Chandler, "World's Commercial Products," pp. 113-143. (For teacher only. Beautifully illustrated. Excellent on processes of manufacture. Production statistics too old.) Bulletin of International Bureau of American Republics (now Pan-American Union.) Sept., 1908, pp. 471-482. (Illustrated. Good for teacher's use.) Let some pupil write for information to Ghirardelli Co., San Francisco. (940 North Point.) Walter Lowney Co., Boston, Mass., Hershey Chocolate Co., Hershey, Pa., and others.

IX. Our Relations with Other American Peoples.

I. The Panama Canal Zone.

1. "On a good map in your textbook find the city of Panama. On what ocean is it located? In what bay?"
2. "In a similar manner locate the city of Colon. In what direction is Colon from Panama?"
3. "By the use of the scale determine the distance between these two cities. A strip of land ten miles wide and ex-

tending from one city to the other is known as the Panama Canal Zone."

4. "Why do you think we purchased this land? Of what importance is it to the United States?" Sutherland and Sanford Book I, p. 190.

II. The Panama Canal.

1. Describe the Canal, length, width, locks, etc.
2. Suggested problems: Would the canal save you time and freight charges.
 - a. If you were buying Ecuador cacao for Lowney? For Ghirardelli? For Hershey? How much distance (approximately) in each case?
 - b. If you were buying coffee from Santes for (1) an Oakland importer, (2) a New York importer?
 - c. If you were the buyer of rubber for a tire manufacturer in (1) Akron, Ohio? (2) Oakland?
 - d. If you were buying Argentine leather for (1) a Boston shoe factory? (2) an Oakland shoe factory? Suppose you could get Australian leather equally as good for the same price, which would be the better place to buy (in each case)?

NOTE: In each case assume shipping costs to depend on distance **alone**, otherwise the problem becomes too complicated.

References: Tarr & McMurry Supplement to State texts. Brigham & McFarlane, "Essentials II," pp. 190-192 (good pictures of locks). Pamphlets published during exposition. Nida, Panama and its Bridge of Water (Rand McNally). Magazine articles (in library). Barrett, John, "Panama Canal," (for teacher. Excellent).

III. **Languages. Problem:** If you were a travelling salesman for an Oakland factory in South America what language would be most useful for you? If you were a buyer of crude rubber, which language?

IV. **Governments.** What sort of governments do these nations have? NOTE: The republics of Argentina, Brazil,

Mexico, and Venezuela have constitutions providing a decentralized, federal type of republic like the U. S. A. The others provide the unitary centralized type much after the pattern of France. It is unnecessary for the pupils to study this fact but the teacher should understand the difference in case the matter comes up.

V. **The Pan-American Union.** Explain what is meant by "Latin America?" "Anglo - America?" "Pan America?" What is the Pan American Union? Where is its office? What is its work? Why is it important?

References: Barrett, "Pan American Union." (For teachers. Very good.) The Bulletin of the Pan American Union (published monthly in four languages of the Americas).

VI. Map Suggestions.

- a. Prepare an outline map of North and South America (together or two separate maps) with important islands.
- b. Show separate states (nations) of the Americas and locate and name capital city in each. (Do not memorize these.)
- c. Write on each a word to show what kind of government the people have. If it belongs to a European nation indicate by "Brit." "French," "Dutch," etc.
- d. Indicate on map the **prevailing** language in each of these countries.

HISTORY

5A AND 7B COURSE

A. **The Function of History Teaching.**

"We believe that a leading aim in history teaching is to help the child to appreciate what his fellows are doing and to help him to intelligent voluntary action in agreement or disagreement with them."—Committee of Eight p. X.

"The essential purpose of history," to use the words of Dr. Woodley, "is to give an idea of individual and national worth and the means by which they have been developed; so that the child knowing these may be persuaded to do the things and live the life that will make for the welfare of himself and the

state." (Quoted by Dr. Wayland in "How to Teach American History," page 42.)

Let us emphasize in the first quotation the words "intelligent" and "voluntary," and let us keep in mind that **action** results not from cold intellectual effort but from emotional life. The traditional university professor demands intellectual effort primarily and the typical evangelist seeks immediate action. Therefore the former neglects appeal to the emotions while the latter devotes most of his attention to emotional appeal. The best pulpit speakers and orators strive to combine the elements of "conviction" and "persuasion" in such a way as to get **intelligent action**. But the world today requires intelligent action on the part of the citizen that "will make for the welfare of himself and the state" that is, **intelligent voluntary co-operation** with his fellows for the social good. The "splendid isolation" of individualism has had its day. The steady development of the idea of the monogamous family loosened its grip on the individual man; the tendency of modern nations to express certain national ideals has broken its influence over families and classes; and, may we not believe that the Great War initiates the overturning of its influence as between the nations of the earth? Are men not becoming more and more convinced that if crime, poverty, feeble-mindedness, etc., are to disappear from among us that there must be some modification of the race-is-to-the-swift, — let the devil-take-the-hindmost — policy and, if the day is to dawn when war is to be a synonym for murder and forceful annexation for larceny, it can only dawn when the same standards of conduct now acknowledged as wise among small groups of men are made to govern men in their larger group relations?

"Emphasis is given to the chief aim of history by centering its lessons upon the effort to socialize and humanize the children by an intelligent and sympathetic treatment of the moral relations of men. History is thus pre-eminently a moral study and moral practice. To give a vivid and intense realization of social duties and obligations is the essence of the best history instruction.

"A great moral-social aim has such kingly power that it draws into its tributary service other important aims which some have set in the chief place. Among these is a pure and liberal patriotism, intelligent and fair-minded. The mental powers are

also exercised in a mode of reasoning peculiar to historical materials which calls for a well-balanced judgment in the weighing of arguments, and in estimating probabilities. This is a most useful form of reasoning, constantly needed in our every day problems."

B. Method.

I. Study the relation of this work to the other 5A subjects. Pupils are being taught by **means of geography**—it is but **one** of your tools. See especially

- a. History.
- b. Home economics—for food and textile products.
- c. Literature.

II. The underlying psychology of geography is the "extension of experience through imagination." See Freeman, F. N., "The Psychology of the Common Branches", Chapter VIII. (Houghton Mifflin Co. 1916—\$1.25).

III. Lesson Plans.

- a. "The teacher—should be perfectly free to plan his work so as to give his children the best training he can. He should adopt any "methods" that seem suited to his needs, but should never forget that he is supposed to be forging one of the necessary links in the whole chain of geographic study and that his work must be strong geographically, as it should be pedagogically."—Dodge & Kirchwey, p. 5.
- b. Problem Method. Geography furnishes an excellent subject to teach by the problem method. Sutherland, W. J., "The Teaching of Geography," (Scott Foresman & Co.—\$1.25), Chapters 11 and 12. Also Dodge & Kirchwey, pp. 85-86.
- c. The Socialized Recitation. Important problems involving several recitation periods offer a fruitful field for the co-operation of all members of the class in their solution.

References: Pearson, F. B., "The Vitalized School," Chapter 15. (Macmillan Company,—\$1.40.) Whitney, William, "The Socialized Recitation," pp. 1-17, (A. S. Barnes Company,—50c.) Earhart, Lida B., "Types

of Teaching," Chapter 11. (Houghton-Mifflin Co.—\$1.25.)

- d. Suggested Lesson Plans. Strayer, G. D. "A Brief Course in the Teaching Process," Chapter 16. (Macmillan Company, \$1.25.) "History must be presented not as an accumulation of results or effects, a mere statement of what has happened, but as a forceful acting thing. The motives, that is, the motors, must stand out. To study history is not to amass information but to use information in constructing a vivid picture of how and why men did thus and so; achieved their successes and came to their failures."

IV. Attention to Organization by Pupils.

"How essential this is to success in adult undertakings of all sorts every one knows. No subject is mastered until the relation of its parts to one another is determined, until the facts bearing on each phase are separately grouped, and until enough such facts are collected to give fair support to each leading idea. Good organization of ideas means just this; it signifies such order and completeness as will assure thoroughness or fullness of comprehension and consequent force in presentation." (op. cit. p. 9).

What subject is better than history for training pupils in organization, if we only avoid the steady diet of the "one word" and "date" answer? How much more true if we bring to bear the geography and civics lesson? Let John tell the story of the Cabots in an organized way. Demand that he go to the map and show what Cabot actually discovered, talking two or three minutes or longer. Let him give a word picture of the size of the ship, number of the crew, purpose of the voyage, etc. Or, let Mary tell just what conditions in Massachusetts led Roger Williams to leave the colony and explain whether she would have gone with him or not under the circumstances.

V. Development of **Initiative** by Pupils.

"In the world at large possibly the most highly valued quality of character is self-reliance, i.e., the abil-

ity to act as a leader whether in one's own affairs or in the affairs of others. Every intelligent parent desires to see the right kind of independence developed in his child." (op. cit.)

Do John and Mary ask questions or do I, the teacher, ask **all** the questions? Are my pupils being trained now to undertake tasks by themselves or do they wait for my direction?

"My teacher of history," says Dr. Wayland, "should increase my efficiency as an **active** factor in a progressive.

To accomplish this the history must touch the pupil's life, either by its direct bearing on his present environment or by its evident solution of a problem which is vital to him.

C. Biography as a Means of History Instruction.

"The field with which the teacher of history has to deal offers as units of instruction individual human beings and groups of human beings. Facts relating to the former make up the special subject matter of biography. Facts relating to the latter make up the subject matter of history proper." (Johnson, 161.)

American History is rich in biographical material because our early days fall in the full light of modern history and we know our leaders and heroes as real men, not as half mythical persons. Moreover, our early history furnished favorable conditions for noble men and women to render great service. "Biography," says Dr. Wayland, "emphasizes the personal element in history. The personal element can hardly be over valued. In truth, we are constantly in danger of not recognizing the personal element of forces in great movements at half their value. We speak of the course of events, as if things of themselves worked themselves out in logical series. We abstract the spirit of the age, as if it were something that has an existence apart from the embodied spirits that walk and talk before us." "In proportion as the student recognizes the personal element in history, in proportion as he sees how social and political institutions are determined by the characters and conduct of men and women, he will be forced to acknowledge his personal obligation as a citizen. Upon such a basis education for efficient and honorable citizenship ought to be proper and easy.

Is it fortitude and devotion and patience and justice and enterprise and patriotism that have made the past glorious? Is it these qualities that we cherish for the future? These things are found in persons: nowhere else can they be found." ("How to Teach American History," pp. 145-147.)

Moreover, "Children have a natural and healthy interest in persons; they live and suffer with their heroes and thus enlarge their own experience in a manner scarcely to be thought of in dealing with social groups."—Johnson. And Dr. Wayland pertinently adds, "Proper biography thus opens many desirable flights to aspiration, and at the same time closes many that are undesirable. The child's imagination is going to make flights, we may be certain of that; the child is going to think himself somebody else much of the time. Shall he be introduced into the company of nobles, who have made the best the world has, or shall he be allowed to find heroes for himself in Deadwood Dick and the nearest gang leader?" (op. cit. p. 148.)

References for the teacher: Johnson, Henry; "Teaching of History," Chapter VI. Wayland, John W., "How to Teach American History," Chapter XII.

D. Motivation Methods.

I. Dramatization. If the pupils really "live and suffer with their heroes," as Johnson has suggested, this imaginative impersonation can be made to approach reality by dramatization. This may extend from the costuming of a single child to represent a character studied to the pageant. It has been suggested that costumes suitable to represent explorers and settlers of various nationalities be made in the Home Economics department one by one as time and resources permit. Such costumes then become part of the school equipment and can be used term after term to illustrate lessons. As they increase in number and variety, they can be used in costuming little plays and pageants.

For the teacher's reading: Wilson and Wilson, "Motivation of School Work," pp. 109-117. Wayland, J. W., "How to Teach American History," Chap. XIII. Finlay-Johnson, Harriet, "The Dramatic Method of Teaching." Especially Chap. II. (Ginn & Co.—\$1.00.)

Useful books of historical plays for the fifth grade are: Bird, Grace E. & Starling, Maud, "Historical plays

for Children," (Macmillan Co.—40c.) Tucker, Louise E. & Ryan, Estelle L., "Historical Plays of Colonial Days." (Longmans Green & Co.—50c.)

II. Use of pictures.

Good pictures are needed to make dramatization successful and may serve as a substitute therefor. Moreover, pictures such as that of Hudson's "The Halfnoon" (restored for the Hudson-Fulton Celebration in N. Y., in 1909) are most valuable in making the past real. But, "Even the best pictures are likely to give children incorrect notions of size, hence care must be used to help the child to acquire standards by which to judge the actual size of objects seen in a picture."—Dynes, "Socializing the Child," p. 52. (Miss Dynes suggests some methods on the same page.) Assure yourself by proper questioning that the child gets your idea for he may be either ignorant of perspective or seeing as important something you overlooked. "In using pictures eternal vigilance is necessary to clearly guard against a wrong 'first impression' for the good picture clearly perceived makes a strong appeal to the child, and the first impression is likely to remain a permanent one." (Dynes *op. cit.* p. 54.)

For the teacher's reading. Dynes, Sarah A., "Socializing the Child." Chap. II. Wayland, J. W., "How to Teach American History," Chap. XIV. Johnson, Henry, "Teaching of History," Chaps. VIII-IX (*passim*):

Reasonably priced pictures (1c to 5c each). The Perry Pictures. (For catalogue address The Perry Picture Co., Malden, Mass.) The Cosmos Pictures (Cosmos Picture Co., New York). Brown's Famous Pictures (Geo. P. Brown & Co., Beverly, Mass.).

Stereographs, etc. Keystone, "Teacher's Guide," (Keystone View Co., Meadville, Pa.). "Tours of the World," Catalogue of Stereographs and Slides. (Underwood & Underwood, New York.)

Magazine pictures, especially The National Geographic Magazine (certain numbers). The Mentor (selected numbers).

Postcards and guidebooks. It may be that children will have at home postcards and guide books collected by parents or friends while touring. Others may be

found in stores, note also "Little Phosnut Journeys" (Detroit Publishing Co.).

III. Relics, Models, etc.

Each school needs a museum room or museum cases in class room. In these could be gathered relics connected with the past. In the absence of this the city museum may be called upon to furnish what it has. Teachers should decide upon their work long enough in advance to allow the museum a reasonable period in which to meet the school's request. Homes, in some cases, will loan historical relics. Models and casts are very rare in American schools and may well be the gifts of classes in schools (where gifts are made). In time such articles will be considered part of the school's equipment. Relics are usually small and so do not take up much space. Moreover they do not present the difficulties of size and perspective that pictures do, nor the scale problem that casts frequently do.

For Teachers' Reading. Wayland, J. H., "How to Teach American History," Chap. XIV. Johnson, Henry, "Teaching of History," Chap. IX.

IV. Handwork.

"It has been said we remember one-tenth of what we hear, five-tenths of what we see, and nine-tenths of what we do,"—Wayland, p. 162. Whether we agree or not with these percentages we are agreed that the more senses appealed to, and the more avenues the brain uses, the better the chance of leaving an impression. Our instruction work has been successfully used in lower grades and there appears no good reason for abandoning a successful tool at any arbitrarily fixed point in the school curriculum. Therefore, do less of this work than in earlier grades, but yet do some. Mary A. Whitney has tabulated "construction work" as follows:

1. Blackboard illustration using free-hand drawing, stencils or "cut-out" pictures.
2. Paper folding for caps, boats, tables, chairs, tents, cradles, flags.
3. Paper cutting, posters, or upright figures.
4. Weaving, raffia or reed, for baskets and hammocks; woolens for rugs, mats, blankets; beads for wampum and headbands.

5. Color work, pen and ink, crayons, water colors, crayons and dyes.
6. Wood chairs, tables, beds, wagons, etc. A sharp jack-knife and the crates for fruit or cigar boxes can be used.
7. Cardboard for houses, wagons, etc. Corrugated paper is excellent.
8. Clay; almost anything imaginable can be made from clay. Clay, when hard, can be painted with water colors and baked in the ordinary oven.
9. Sand table.
10. Salt; take one-half cup of salt; one-fourth cup of corn-starch, mix thoroughly; add one-fourth cup of water; stir until smooth; set on stove to cook, stirring constantly until it thickens into one lump. Take it off immediately and squeeze with hands as you would clay or wax. Mold into forms desired.
11. Pictures.
12. Miscellaneous, toothpicks, clothespins, tissue paper, crepe paper, tin foil, toy animals, animal crackers, boxes of all kinds, cotton sparkle, beads, horse hair, glue paste, soda fountain straws, peanuts, almonds, walnuts, cloves, corn stalks, corn husks, wire, chicken feathers, adhesive tape, court plaster.

Not all these methods are suitable to your class, but they are included here for the sake of completeness. Of Miss Whitney's project suggestions which concern your part of the course, I take the liberty of passing on to you the following:

Columbus in chains; Magellan's route marked on a tennis ball; Drake and a Spanish ship as a prize; John Smith and his compass; Miles Standish's sword; John Winthrop's collar and hat; New England fireplace; logs and andirons; Dutch oven; Hour glass; Dutch houses; Dutch girl; Penn's Quaker; Southern plantation, cotton, tobacco; George Washington, as a surveyor; tripod, compass, raft for journey to Ohio; Benjamin Franklin, boy with loaves of bread, gets lightning, "Poor Richard's Almanac"; Independence Bell; Daniel Boone, his tree, his stump and his Boonesboro; Mississippi River Flatboat; George Washington's Inauguration clothes; Eli Whitney's Cotton Gin; First

steamboat (made of paper and cardboard); A Spanish mission; Discovery of gold in California, spade, pick, pan.

From "Teaching" (Kansas State Normal) for October 1916, pp. 15-21. Reprinted in History Teacher's Magazine, Vol. VIII, pp. 60-62. (February 1917.)

Other references: Dynes, Sarah A., "Socializing the Child," (Silver Burdett & Co.—\$1.00), Chap. III. (Intended for grades 1, 2, 3, but suggestive.) Dobbs, Ella V., "Illustrative Handwork for Elementary School Subjects," (Macmillan Co.). Especially Chap. IV. and pp. 156-161.

V. Oral Story.

There seems to be no doubt that in the earlier grades much of the history should be presented by oral story and it will not be wise to abandon this tool at any arbitrarily fixed stage in the pupil's development. Dr. Charles McMurry ("Special Method in History," pp. 49-118) has discussed the oral treatment of history stories, and incorporated his method of telling the story of George Rogers Clark. Among the advantages which Dr. McMurry emphasizes is that the story furnishes the details needed for the developing reasoning powers of children, which text-books can in no way supply. "It (the text-book) can simply present the cold facts and leave the student to think or not to think, as he chooses. It gives simply answers, not problems. He must bring the child up against problems and allow him a chance to think about them seriously."

References: McMurry, "Special Method in History," pp. 40-118. The many books on story-telling by Miss Bryant, Miss Keyes, etc. Miss Shedlock ("The Art of the Story Teller,") gives some excellent suggestions, especially on the difficulties of the story. (See Chapter I.) One of Miss Shedlock's schemes is to tell stories to pupils who keep their eyes closed during the narration. She argues that while only one sense is appealed to in this way, that it is the important sense and that the pupil's use of his eyes merely permits distraction. This device ought to be valuable, where the pupil is required to exercise his imagination.

VI. The Problem:

Successful teachers, who have exercised care in selecting the questions they gave pupils to study, have always made use of the problem for its challenge has prompted good work. It has been claimed that the only fruitful study consists in the solution of problems. In preparing for a recitation, Dewey says, "The best, indeed only preparation, is aroused to a perception of something that needs explanation, something unexpected, puzzling, peculiar. When the feeling of a genuine perplexity lays hold of any mind (no matter how the feeling arises) that mind is alert and inquiring because stimulated from within." ("How We Think," p. 207.)

Recent writers point to history as an ideal subject for the problem method. "Any topic not attaching itself to a problem should be omitted." say the Wilsons ("Motivation" p. 132). It is true that the history of a people may be grouped around any number of problems that the teacher desires to make (see "Motivation," p. 129) but this does not settle the matter, for our set problem may be too complex for the child. "Children and youth are expected as they grow up to take on by easy stages the characteristics of adulthood. At the end of the process it is expected that they will be able to do things that adults do: to think as they think,—." (Bobbitt, "What the Schools Teach and Might Teach," p. 15.) Let us stress "by easy stages." While the problems of adult life extend from the very simple to the most complex, teachers must set problems whose solution a child can discover and understand. The tests of a good problem are three.

"It should be worth solving: it should be within the mental capacity of the pupil, and each one should be of such a kind that its solution will make the pupil more skilful or more intelligent in solving the next one." (Kendall & Mirick, "How to Teach the Fundamental Subjects," p. 245.)

Since history records the problems of men and their solutions, its problems have passed the test of **worth**. Present the large problem (confronting Columbus, Hudson, DeSoto, or the Pilgrims, etc., to even fifth grade children, if you can put it simply and clearly, but remember that in solving this problem you must break it up into the many less complex problems involved and the less mature the children the simpler you must make the problem. For example:

How did the French come to have claims on North America? (The big problem; its solution would take up too much of the course. Therefore we arbitrarily select one phase of it for our fifth grade, namely the work of La Salle.)

How did La Salle's work give France claims on North America? (Our problem, clear and simple. Therefore give it to the child but do not let him try the answer at once. Break it up into problems with less complex solutions.)

What interested LaSalle, a rich Frenchman, in North America? (This is the first minor problem, clear, concise, solution simple, and the answer should be readily found. The answer may vary from the simple statement, "the wild life in American forests," (text Mace, p. 106) interested him, to a narration of his training for the priesthood with the Jesuits who were writing accounts of the American explorations of their members.)

Why were the Rapids in the St. Lawrence called Lachine? (This second problem takes one up the river and brings out the fact that the French first thought they were on the way to China.)

If you had been with LaSalle should you have advised the route he took? (This problem involves a search for the most natural route—river and lakes. Do not forget you are teaching geography in the best way,—making its information help in solving a problem.)

Should you have built forts? Why?

Where did LaSalle build his forts? Why in these places?

How did the French around these forts make their living, etc. You will recall that Dr. McMurry has said (v. supra, p. 8) these problems will grow naturally out of your oral story. Lastly, keep the reins tight; gradually let pupils tackle more and more complex problems; make your problems such that few aids need be used in gathering fact at first (perhaps only the text book or a simple experiment or observation) but gradually problems requiring the use of reference books, libraries, friends, etc., should be used.

References: (No entirely satisfactory treatments have appeared). Horn, Ernest, "principles for Making Curricula in History," Teachers' College Record,

Sept. 1915, pp. 33-59 passim (seventh grade teachers will be interested in pp. 44-51). (The best article.)
Course of Study for Public Schools of Baltimore Co.
Md. (Should be in library in Supt. Hunter's Office.)

I. Columbus: (Outline of important facts with suggestions for the teacher).

1. His boyhood and preparation. Did he have geography books? How did he learn about the world? What places would the people he talked with know?
2. Why should he leave Italy and settle in Portugal? Would the Portuguese know waters that the Italians did not? Why?
3. Other sources of his information and interest. How can we learn about the world beside talking to sailors, etc.? (a) Few books of travel in those days—Marco Polo's book and what it said. (b) Maps, charts, globes, etc. Why many in Portugal? (c) Draw a rough map of the world to show how the map that Columbus studied probably appeared?
4. His search for aid in his enterprise. Why did he have to go to kings? Why not other persons? (Need of wealth and power to get men.)
5. Why should Portugal, Spain, and England or France be likely to help him?
6. His first voyage, with special attention to
 - a. The preparation, number and size of ships. (Visualize.)
 - b. Incidents of the trip across the Atlantic, fears of the men, Columbus's perseverance. (Vivid description.)
 - c. The discovery of land. (Exact spot not known today.)
 - d. Description of the country and its inhabitants. Why "Indians"?
 - e. Other islands he discovered. (general.)
 - f. The reception given to him by Ferdinand and Isabella in Spain.
 - g. What Columbus thought he had discovered.

7. How many other voyages did he make? Make a rough map of North and South America and shade all parts Columbus visited.
8. Columbus's misfortunes and some of the reasons. His own character, enemies, indifference, Portuguese success in reaching India, etc.

NOTE: Columbus contributes little to American National ideals for except in geographic research, his was not ahead of his age. Research on Columbus during the past thirty or forty years has given rise to a crop of partisan literature extending from efforts to prove the great navigator worthy of canonization on the one hand to base attacks on his character and accomplishments on the other. Joaquin Miller has probably emphasized correctly the lesson his life teaches. Let the teacher therefore consider Columbus in the **light of the problem** he had to solve and **stress his solution** of it.

References for the pupils: Mace, W. H., "Beginner's History," (Text Book), pp. 2-16 and references, Gordy, W. F., "American Leaders and Heroes," pp. 1-21. Foote and Skinner, "Explorers and Founders of America," pp. 24-36. Guerber, H. A., "Story of the Thirteen Colonies," pp. 36-59. Lawler, T. B., "Story of Columbus and Magellan," pp. 14-68.

For the Teacher: Bourne, E. G., "Spain in America," pp. 8-53. (Harper's \$2.00.) Ober, F. A., "Columbus the Discoverer," 300 pages. (Harper—\$1.00.) Stapley, Mildred, "Christopher Columbus," 240 pages, (Macmillan,—\$.50).

II. Magellan (For Teacher's information: Rather detailed because material is hard to find. Present by oral story to pupils).

1. Born about 1480 in Portugal. Was page at court. (About how old was he when Columbus discovered America? Would it be talked about in the Lisbon Court? Why?)
2. In service of Portugal. Went on the great Portuguese expedition to India (1505-12) 22 ships, 15,000 men. Fought in many battles in the East and established Portuguese rights. In war with Moors 1513. Wounded and maimed for life. Returned to Lisbon. Asked for increase

in pension. Refused by King. Showed King plans for westward journey to Spice Islands. King (Dom Manoel) did not approve.

3. Entered service of Spain, 1517. Laid plans before King Charles I. Hoped to find strait to Spice Islands and prove they belonged in Spain's half of the world (as divided by Pope). Portuguese tried to prevent sailing of expedition.
4. The Expedition—five ships—old and not well suited for the long trip. Many articles to be used in trade with natives (quicksilver, vermilion, colored cloths, velvet, red caps, fish hooks, combs, looking glasses, and 20,000 small bells).
5. First part of voyage. Sept. 1519—April, 1520. Canary Islands; Brazil coast. Camped at Rio de Janeiro. Traded with Indians. Camped at Rio de la Plata (de Solis, a Spaniard, had been to this point). South of here Magellan was discovering a new land. Spent winter (April to October) at Port San Julian (49° S.) (Why winter at this time of year? Connect closely with map work.)
6. The great mutiny, revealing Magellan's courage and ability. Three larger vessels refused to acknowledge Magellan. By quickness he overpowered mutineers on one. Three ships kept other two in harbor. One tried to escape and was overpowered; the other then surrendered. Leaders were executed or left on shore and never heard of again.
7. Exploration for strait during the winter. One vessel wrecked.
8. Second stage of voyage—through the strait, Oct. and Nov. 1520. Some wished to return to Spain. Magellan forbade. One ship deserted after a mutiny and returned to Spain with false reports. Magellan named Tierra del Fuego because of smoke rising from it.
9. Third stage of voyage—Nov. 1520—March, 1521. Across the vast Pacific. Hunger, thirst and disease. Men ate leather from rigging. Many died. Discovery of the Ladrone (Robber) Islands. Supplies and water obtained there.

10. The Philippines discovered, March, 1521. (Given this name later.) Magellan visited several islands. Was helping King of Cebu with whom he made alliance, put down an obstinate king when killed in battle. Victors refused to surrender his body. So many Spaniards were killed that they could handle only two vessels, and the third was unloaded and burned. Other islands were explored.
11. At the Spice Islands—Nov., 1521. Repaired vessels and obtained cargo of spice. One vessel was found to be leaking. So it and crew were left to make repairs. Victoria sailed home alone (Feb. 1522).
12. The homeward voyage. At Cape Verde Island July. Portuguese captured 13 men on shore leave. At Seville, Sept., with 18 men left. The other 13 later joined them. Great rejoicing.
13. Importance of the voyage. (a) Proved sphericity of earth. (b) Proved globe was larger than theretofore believed; also that Asia was smaller than thought. (c) proved that America was a separate continent.

“Columbus and Magellan are the great figures of this heroic age in American History, but though their lives overlapped a quarter of a century, they really belong to different ages. There was none of the prophetic mysticism of Columbus in the makeup of the great Portuguese. Magellan was distinctly a man of action, instant, resolute, enduring. The first voyage across the Atlantic broke down the barriers of the ages and was a sublime act of faith; but the first navigation of the Straits of Magellan was a far more difficult problem of seamanship than crossing the Atlantic. More than half of the English and Dutch navigators who later attempted it towards the end of the sixteenth century gave it up and turned back. Columbus’s voyage was over in thirty-five days; but Magellan’s expedition had been gone a year and weathered a subarctic winter before its real task began—the voyage over a trackless waste of water exactly three times as long as the first crossing of the Atlantic. For these and other similar reasons it seems to be the mature judgment of the historians of the

discoveries that Magellan is to be ranked as the first navigator of ancient or modern times.”—Bourne, E. G., pp. 127-128.

References: (For the Pupil). Mace, “Beginner’s History” (State Text), pp. 28-31 and references p.

Perry, A. C., and Price, G. A. American History—First Book, pp. 48-56 and map, 57. (American Book Co.) Foote and Skinner; “Explorers and Founders,” pp. 81-86 (Map on 85). Lawler, T. B., “The Story of Columbus and Magellan,” (best account).

For the Teacher: Ober, F. A., “Ferdinand Magellan.” (Harpers—\$2.00.) Bourne, E. G., “Spain in America,” pp. 115-132. (Harpers, \$2.00. Morris, Charles, “Heroes of Discovery in America,” pp. 57-67. (Lippencott—\$1.25.)

Type Studies of Exploration.

Rather than confuse the pupil with many names and details that can have little real purpose aside from mere fact study, it has seemed wise to select four explorers for thorough study—one from each of the great exploring nations in North America. In selecting the explorer to be studied these principles have been kept in mind:

- (1) That he be representative of the spirit and aims of the nation for which he sailed.
- (2) That his accomplishment be of vital importance in connection with sovereignty claims on America and later settlements.
- (3) That the exploration materially contributed to the world’s knowledge of geography.
- (4) That each exploration should be enough different in character results, from others studied, etc., that pupils will not become confused.

Therefore we will study: for England, the Cabots and Drake (optional). For Spain, de Soto. For France, La Salle, and for Holland, Hudson. The teacher is urged to use every means to make these men stand out as **real** persons with feelings, aims, ambitions, disappointments.

III. The Cabots, a study of the first English voyage to the new world; one on which England based her later claims to North America.

1. John Cabot was probably born in Genoa, was later a citizen of Venice; then became a resident of Bristol, the home of English seamen. (Locate these places on the map. What ought to be the knowledge of geography that John Cabot would have from living in these three cities?)
2. King Henry VII wished to establish English claims to the New World. He gave John Cabot and his son, Sebastian, a ship called the "Matthew," with eighteen men. (Discuss probable size of such a ship and the dangers of the voyage.)
3. Cabot's first voyage began in May, 1497. He went directly across the rough Atlantic. Sighted land June 24th, 1497.
4. The exact point where Cabot first saw the coast of North America is disputed. It was probably Newfoundland or Cape Breton Island. He probably is the discoverer of the mainland of America. (Columbus reached South America in August, 1498.)
5. Cabot reported that he had discovered the coast of China and immense quantities of fish (cod). The king gave him as a present ten pounds (about \$50 of our money), and made him admiral. (The reward was not great, although this would purchase many times what the same amount purchases today.)
6. The second voyage 1498. "It would appear that in his second voyage Cabot followed the coast of North America down to the latitude of South Carolina if not somewhat further." There were probably five or six ships on this voyage.
7. Nothing further is known about John Cabot, but "as a daring navigator, John Cabot must rank with the greatest of that age."—Bourne, p. 59. His son, Sebastian later entered the service of Spain and became head of their exploring work and himself made voyages to South America.

8. The importance of Cabot's voyages. Although only unrecorded fishing trips followed it was on these discoveries that the England of Queen Elizabeth's time rested its claim on America.

NOTE: Stress the new geographic knowledge Cabot gave the world. In the pupil's imagination let Cabot be another Genoese like Columbus. For drawing and handwork his ship the "Matthew" was probably very like in style and size Columbus's smallest ship, the "Nina."

References:

For the Pupil: Mace, "Beginner's History," (State Text,) pp. 34-37. Foote and Skinner, "Explorers and Founders," pp. 87-90. Coe, F. E., "Founders of our Country," pp. 87-90.

For the Teacher: Bourne, E. G., "Spain in America" pp. 54-60 and bibliography, 328. Morris, Chas., "Heroes of Discovery in America," pp. 32-38.

IV. De Soto—Type of explorer for Spain. (Outline for teachers' use.)

1. Ferdinand (or Hernando) De Soto, born in Spain, 1500.
2. Boyhood days. He was strong in body and very quick to observe. (Is this a help in learning? Why? Were there many books in his day?)
3. Many of his father's friends had been on voyages to America? (What sort of stories would the boy hear? Would he be interested?)
4. He went to Panama and in 1519 joined an army to conquer Nicaragua. (Locate these places.) As a soldier he made good and was a commander himself at 28.
5. In Peru with Pizarro, the conqueror. Pizarro captured the Inca (King of the Peru Natives) and forced the natives to bring much gold to secure his release. In spite of all the gold Pizarro killed the chief and divided up the booty with his men. De Soto received a big fortune. (Ought men to play fair, even in war with the conquered?)
6. In Spain, De Soto married a fine lady and lived like a prince. But he tired of this life. (Why? Do men of action like this sort of life?)

7. Wonderful stories now reached Spain about a tribe of Indians somewhere near Florida whose chief was covered every morning with a sticky fluid and then sprinkled with gold dust. "El Dorado." De Soto yearned to find these people and was made governor of Cuba and Florida with power to take an army, and find the gilded chief and rule his country.
8. He inspected Cuba, and spent about a year in fitting out his conquering party; 9 vessels, 620 odd men, 223 horses, and quantities of supplies including live hogs. (Why not slaughtered meat? Emphasize limitations in days before curing processes were invented and drying was known, such as venison.)
9. Landed at Tampa Bay, May 1539. Joined by Ortiz, a Spaniard, lost on earlier expedition who had lived 12 years with Indians.
10. De Soto forced Indians to act as carriers of provisions, etc. Many died. (Was this right?) Wintered on Apalache. In spring, marched northeast across present Georgia to Savannah River. Thence northwest through Georgia and Alabama, to head of Mobile Bay (Mauvilla) where there was a large Indian village. Great battle with natives; many slain, 18 Spaniards killed, 150 wounded. (Oct. 1540.) Wintered in Northern Mississippi. Another great fight with Indians (Mar. 1541), 13 Spaniards and 57 horses killed; most of hogs, clothing, saddles, etc., burned. (Discuss De Soto's cruelty to Indians. Also his grit in sticking to his plan.)
11. Marched northwest and discovered Mississippi River on May 8, 1541. (Discuss the feelings of the discoverers. The greatest river men had ever seen!) A month was spent building barges to cross. (Patience and perseverance.)
12. Hard to trace route on West side of Mississippi River: went probably to near Little Rock, Ark. Wintered perhaps on Red River. Much snow and suffering. Wanted to send for more men and supplies. In spring started for Gulf to carry out plan but became ill and died (May 2, 1542) after he had chosen Moscoso to be his successor. (Grim determination of the man.)

13. The party tried to go to Gulf through Texas but Indians and lack of supplies forced them to seek river again. Built ships and embarked in July, 1543. Had much trouble with Indians in canoes attacking them for they had lost all their firearms and had only shields and swords left. Reached Panuco River, Mexico, Oct. 1543. "Thus ended the most remarkable exploring expedition in the history of North America." Bourne, "Spanish in America," p. 168.
14. Total time of expedition over $4\frac{1}{4}$ years. Out of 620 Spaniards, 311 returned, a remarkable percentage for the hardships and fights encountered—a tribute to the generalship of De Soto.

NOTE: De Soto is a conquerer with a harsh record among the conquered. But his is a heroic figure, an excellent example of stick-to-it-ive-ness. His service to the world in geographic knowledge was great and he gave his country large claims on the Mississippi Valley.

The type of boy who is beginning to crave exciting reading matter, may be encouraged to follow a real hero in a good book, rather than an imaginary one in a "blood-and-thunder" magazine.

References for pupils: Foote & Skinner, "Explorers and Founders of America," pp. 47-56. (Very good and generally trustworthy.) Gordy, "American Leaders and Heroes."

For teacher only: Bourne, "Spain in America," pp. 162-168. (Brief but good.) Brittain, Alfred, "Discovery and Exploration" (being Vol. I of "History of North America," Philadelphia, Geo. Barrie & Sons), pp. 348-361. (Excellent. Translation of account by one of De Soto's men.) In U. C. Library. King, Grace, "De Soto and his Men in the Land of Florida," (Macmillan Co.—\$1.50).

V. Hudson.

Many explorers visited the Americas in the 16th and 17th centuries under flags of England, Spain, France, Holland, Portugal, and Sweden. Some were in quest of riches, others of land to conquer or Christianize, others of power and fame. Many however were searching for a strait, which all geographers

thought must exist, through the land barrier to Asia and the Spice Islands. As exploration followed exploration, this strait was indicated on maps as farther and farther northward. De Soto's work had shown that it must be north of 40° at least. One of the explorers who searched for this fabled strait was Henry Hudson.

1. Historians have been unable to find out anything about the early life of Henry Hudson. Possibly he was descended from a family long interested in exploration—members of the British Muscovy Company (1555). (Discuss importance of records of births, etc., in public archives and in family Bibles.)
2. He was a citizen of London and friend of Captain John Smith (of Virginia) who furnished him with maps, etc.
3. (Be sure to have a globe handy.) First voyage—for England, 1607. "He tried to penetrate between Greenland and Spitzbergen, in the hope of passing across the North Pole and finding beyond some available stretch of water over which he could sail to the eastern ports of Asia."—Fiske, p. 83. (A logical way to India;) somebody had to discover that India could not be reached that way. What was the difficulty?
4. Second voyage for England, 1608. He "tried to pass between Spitzbergen and Nova Zembla." (Locate.) Two sailors claimed they saw a mermaid (perhaps a seal). Hudson had been nearer the North Pole than any previous explorer. He found himself famous. (Discuss popular interest in Polar exploration.)
5. Third voyage in service of Dutch East India Company, 1609. How he was secured from English Company is unknown. Did not know Dutch. Dutch sailing directions for North Seas were translated for his benefit. The "Half Moon," (80 tons burden, crew of 16 or 18 men, about half of them English). Headed for Nova Zembla. Much ice; crew mutinous. Decided to try for the strait at about 40 degrees (above where John Smith had gone in 1608). (How did he know where Smith had been?) Repaired mast in Penobscot Bay. Anchored off Cape Cod. Entered Delaware Bay, concluded it was mouth of a river. Anchored September

- 3, near Staten Island. (Locate these places. Why did he enter these bays?) Relations with natives. Early fights. Later trading. Feast with Indians near Catskill. (Why make friends with natives? What did he want?) Returned to England and sent report to Amsterdam. Later sent the "Half Moon" to Holland for King James would not allow Hudson to leave England. (Why?)
6. Fourth voyage (for England again) 1610. Entered Hudson Bay. Wintered in James Bay. Ship locked in ice. Crew mutinied under lead of Green, a young man Hudson had befriended. Hudson and sick men put adrift in small boat—never heard from again. (What sort of a man was Green?)
 7. Green and some others were killed in fight with Indians. Ship finally reached England and rest of crew was imprisoned. (Should they have been punished?)
 8. Importance. "Of all the searchers for a northerly route to the Indies none was ever more persistent or more devoted than he. In the brief four years during which we can follow his career he tried four ways of finding it—the way across the pole, the way by Nova Zembla, by the imaginary sea of Verrazano, and by the veritable sea of Hudson. Had his life been spared we should doubtless have seen him enter the bay afterward discovered by Baffin, the route by which success could be attained, but only with modern resources and in the middle of the nineteenth century. In all that he attempted he failed, and yet he achieved great results that were not contemplated in his schemes. He started two immense industries, the Spitzbergen whale-fisheries and the Hudson Bay fur trade; and he brought the Dutch to Manhattan Island,"—Fiske p. 94.

References for the pupil. Mace, W. H., "Beginner's History." pp. 54-56 (Cal. State Text). Foote & Skinner, "Explorers and Founders of America," pp. 168-174. (Excellent—follows Fiske's account.) Coe, "Founders of Our Country," pp. 123-131. (Good.)

References for the Teacher: Fiske, John, "The Dutch and Quaker Colonies in America." Two volumes, Vol.

I, pp. 82-95. (Houghton Mifflin Co.—\$1.80 volume.)
Morris, Charles; "Heroes of Discovery in America," pp.
190-195. (Lippincott—\$1.25.) Bacon, Edgar, M.,
"Henry Hudson, His Times and His Voyages." (Putnam
—\$1.35.) Janvier, T. A., "Henry Hudson," (Harpers,—
75c.).

For Hudson in folk lore see Irving's works; also Skinner,
C. W., "Myths and Legends of Our Own Land."
Vol. I, passim. (Lippincott, —\$2.00.)

VI. La Salle—Representative of France.

Hudson is easily studied by use of the globe and the appar-
ently possible routes to India. La Salle's work may be presented
in the form of problems. (See p. 9.)

One other European nation was of first importance in the
exploration of North America. This was France. Under
some strong kings, the French set out shortly after the first voy-
ages of the Spaniards and English. In a great naval battle fought
in 1588, the English fleet sank the great Spanish "Armada"
and Spain lost the control of the ocean. Before this time,
France had discovered and explored the St. Lawrence River
region under Cartier. In the same year that Henry Hudson
was travelling up the Hudson River, another Frenchman,
Champlain, was in the northern part of what is now New York
on the lake that bears his name, but the man whom we will
study as representing French activity is La Salle.

1. Robert Cavelier de La Salle born in Rouen, 1643. La-Salle was the name of the **estate** of his father, but it is by this name that he is known in early history.
2. Early education was excellent; had been in training to become a Jesuit friar. For this work his fiery tempera-
ment was not suited.
3. Reached Canada, 1666. Studied Indian methods and
languages. A wide traveller. Trusted by Frontenac,
the governor, who gave him permission to erect Fort
Frontenac at the outlet of Lake Ontario.
4. Returned to France (1674). His plans for exploration
approved by the king.
5. Rebuilt Fort Frontenac, and developed a settlement
(1676).

6. Returned to France again. Obtained permission from the king to traffic in buffalo wool and skins towards the Mississippi Valley, and to build forts. Brought with him to America de Tonty, a young Italian who became La Salle's most trusted officer.
7. La Salle built the "Griffon" just above Niagara Falls. Sailed Lakes Erie and Huron. Gathered a cargo of furs which had been collected during the year past by his trappers and traders.
8. La Salle and his party went southward to the Illinois River. After a hard winter on the Illinois, La Salle returned with five companions to Montreal, 1680. Much suffering. (The "Griffon" had been lost.)
9. Gathered supplies and returned to the fort on the Illinois to rescue Tonty.
10. Trouble with his enemies and creditors. His fort on the Illinois being destroyed by the Indians, he built Fort Miami on the St. Joseph River, 1680. Found Tonty and party in spring 1681, at Mackinac. (After much "hard luck," he still persisted.)
11. New western trip with Tonty and party of fifty-five persons, later increased to one hundred and thirty including Indians; reached the Mississippi February 6, 1682.
12. Exploration of the Mississippi. Reached the mouth of it April 9; food scarce, disease, Indians treacherous. Named country Louisiana.
13. La Salle's friend Frontenac replaced by a new governor who was unjust to the explorer, and removed him 1683.
14. La Salle returned to France. Placed his case before the king and was restored to possession of Fort Frontenac and the territory west with orders to found colonies in Louisiana.

5B COURSE

Method. For suggestions, see Supervisory Series 5A History, pp. 1-9.

Content of the Course.

Selected biographies, each standing for some important phase

of our development as a nation and embodying great principles of service to fellow men.

Group A. Men who made possible our National Existence.

- a. George Washington.
- b. Benjamin Franklin.
- c. Optional Group.
 1. Patrick Henry.
 2. Samuel Adams.
 3. Revolutionary war heroes.

Group B. Men who directed our National Development.

- a. Jefferson.
- b. Jackson.
- c. Optional Group.
 1. Webster.
 2. Clay.
 3. Calhoun.
- d. Western Pioneers.
- e. Inventors.

Group C. Men who directed our fathers in the great crisis.

- a. Lincoln.
- b. Lee.
- c. Grant.

A. Men who made our National Existence Possible.

NOTE for the Teacher: In the first division of (5A work) the pupils have noted the European nations most interested in North America, each represented by some leading explorer. In the second division they have discussed important individuals and the colonies that these founded, each individual being selected because of some important contribution that his work has made to American ideals.

The pupil may now be reminded that these colonies existed for many years under the British rule. Virginia being one hundred and sixty-eight years old at the outbreak of the Revolution (1775) as (i. e. Virginia was under the British flag over half of her entire history). During this time these colonies have many conflicts with the settlers of the other countries especially with the Spanish and the French. When the last war with France closed in 1763, England

obtained all of Canada and the French settlements in the Mississippi Valley.

During this last conflict with France, there ascended to the English throne a king who reigned for sixty years. This King (George III) decided upon a more stringent enforcement of the laws governing trade with the colonies, and also thought that part of the debt incurred by England in the last war with the French, should be paid by the colonists. These two things led to a policy of taxation which brought on the war for independence in America.

We will, therefore, study some of the more important persons who embodied this struggle for American freedom, keeping in mind that there were **many** heroes in every colony but that we have time to learn about only a few.

1. George Washington (1732-1799).

1. Early boyhood and education. Washington's father owned four plantations in Virginia, but most of the estate went to Lawrence, fourteen years older than George, after the English custom. (Is this democratic? Why?)
2. George received his early education from a tenant of his father. (Why no school?)
3. After the death of Mr. Washington, when George was eleven, mother and son became very much attached, and George and his brother Lawrence were much together. (Was this right? What was the son's duty toward his widowed mother? Brother had received good education in England. What effect on George?)
4. He was strong and athletic, excelled in running, jumping, wrestling, and horsemanship. (What benefit? Why should a boy do these things?)
5. He had a quick temper which he learned with difficulty to control. (Do you know anyone with quick temper? What is his duty?) He liked an exciting life, wanted to quit school and go to sea, but, at his mother's request, gave up going to sea. (Should he have stayed home?)
6. His love of outdoors led him to study surveying, and at the age of fifteen he went to live with his brother Lawrence at Mount Vernon where he met Lord Fairfax. (Ought a boy to learn a trade? Why?)
7. Lord Fairfax, having confidence in him, sent George

- (16 years old) with one or two companions one hundred miles into the wilderness to look over and survey a tract of land he had in the Shenandoah Valley. (Why should he have confidence in George? Why did George have the strength to be able to do this work? Locate Shenandoah. Note mountains to be crossed.)
8. From this time on, he made many trips through the forest, becoming a skilled woodsman and thoroughly familiar with the Indian ways. (Was this knowledge valuable in those days?)
 9. Was appointed public surveyor, and then major of Virginia militia. (What, then, did his fellow citizens think of him? Should a person try to have the respect and esteem of his fellows?)
 10. Upon the death of his brother and his brother's daughter, he became owner of the Mount Vernon estate and so a wealthy man. (Would this make him a better man? A worse man?)
 11. He was not the kind of man to lead a life of ease and was sent by Virginia on dangerous expeditions into the Ohio Valley to attempt to check the advance of the French settlement. On the first of these trips, he had very narrow escapes from death at the hands of the Indians and in crossing the Allegheny River. (Should rich men be idle?)
 12. He was made lieutenant colonel of the Virginia forces sent to check the French, and became a member of General Braddock's staff when it arrived from England. Braddock was defeated because he would not fight as Washington suggested. (Why was Washington the wiser?)
 13. Upon his return from the war with the French, he married Mrs. Martha Custis, and for a time devoted himself to his plantation at Mount Vernon. (Is farming a worthy occupation?) (Discuss it.)
 14. In the difficulties with England, he favored the colonists' side and represented Virginia in the first Continental Congress in 1774, along with Patrick Henry. (Wouldn't you expect him to be with the King? Why?)
 15. He was elected commander-in-chief by the second

Continental Congress in 1775, and took command of the American army after the Battle of Bunker Hill. (What must his fellow men have thought of him? Why?)

16. In the Revolutionary War, Washington kept the men encouraged, kept them fighting against odds and under trying circumstances, and saved the American cause by his excellent judgment of when to retreat and when to attack. (Why would soldiers trust him?)
17. Relate the experiences at Valley Forge. (Would you do as much for a great cause?)
18. His victory over the English at Yorktown in 1781 won America's independence. (What would be his power now? Might he not be king?)
19. His retirement to private life. (What does it show about his character?)
20. Noting the quarrels between the various colonies and fearing that they would fight each other, he asked representatives from Maryland and Virginia to meet at his home to talk over conditions in 1785. (Why should he care? Should we study conditions that may be threatening danger to our country?)
21. The members of this conference decided to ask every colony to meet the next year at Annapolis. At this conference it was decided to have a meeting of all colonies at Philadelphia the following year.—1787. (Had Washington succeeded them?)
22. This Philadelphia meeting became the famous Constitutional Convention with Washington as its president. (What is a constitutional convention?)
23. Two years later, Washington was elected unanimously the first president of the United States and he put the new government into operation. (Was this a wise choice? Did Washington merit the confidence of his fellow citizens?)
24. He was unanimously re-elected four years later.
25. At the end of the eighth year, he declined another election delivering his famous "Farewell Address" to the American people. In the administration of his successor when war with France threatened, although an old man,

he was again appointed commander-in-chief of the American forces. When this war passed over, he retired to his Mount Vernon plantation when he died from a disease of the throat in December, 1799.

26. Washington was not only the soldier who won American independence but was the man who particularly assured our democracy by declining all propositions to make him king, and by his guidance in developing the Constitution of the United States and in framing the policies of the nation in the first eight years of its history.

References for the pupil: Mace, W. H., "Beginners' History," (State Text), pp. 115-147. Foote and Skinner, "Makers and Defenders of America." pp. 38-73. Coe, Fanny E., "Makers of the Nation." pp. 179-189. Gordy, W. F., "American Leaders and Heroes." pp. 116-134 and 189-210. Rideing, W. H., "Washington." (True Stories of Great Americans Series.) Macmillan Co. Mace, W. H., "Washington," (Little Lives of Great Men Series.) Rand McNally Co. Baldwin, J., (Four Great Americans.) "George Washington," American Book Co.—50c.

References for the Teacher. Sparks, E. E., "The Men Who Made the Nation," pp. 89-157. Macmillan—60c. Ford, Paul Leicester, "The True George Washington." (Lippincott Co.—\$1.50.) Dellenbaugh, F. S., "George Washington," (True Stories Series.), Macmillan Co.—50c. Lodge, Henry Cabot, "George Washington," two vols., Houghton Mifflin Co., (American Statesman Series.)—\$1.25 per vol.

II. Patrick Henry (1736-1793.) Optional.

1. Henry was born in Virginia four years later than Washington. His fondness for out door life gave him health and strength. (Why should boys take plenty of exercise?) He was a good musician however, and finally became interested in law. (Should a person become discouraged if he fail? Should boys try to find out what they are best fitted for and do that?)
2. Henry's first important law suit. The people of Virginia had for many years paid their clergymen in to-

bacco, but because of the high price of tobacco in the last years of the French war the legislature had provided that salaries might be paid in money. One of the clergymen objected since if he could have his salary in tobacco he could sell it for a large sum. The king declared that the Acts of the Virginia Assembly were of no effect. Thereupon, Patrick Henry became the representative of the tax payers, and denounced the king's interference with the Virginia legislature. He so influenced the jury that while they decided that the clergyman was entitled to damages they awarded him with only one penny. (Was Patrick a success as a lawyer?)

3. Henry as a member of the Virginia legislature. The reputation of his lawsuit led to Patrick Henry being elected, when twenty-nine years old, a member of the House of Burgesses, the legislature of Virginia. At this session (1765) the question was before the legislature of de
4. The nature of the Stamp Act. Pictures of the stamps may be found in various histories, including some of the books referred to below. (Since this act had been passed in England, not by the Virginia Assembly, which side will you expect Patrick to take?)
5. Henry's speech against accepting the Stamp Act, urged resistance, closing with "Caesar has his Brutus, Charles the First, his Cromwell, and George the Third—," etc. (Discuss its effect upon America. Should he have said such a thing? Might it have proven dangerous?)
6. Patrick Henry's speech in 1774 on the bills directed against Massachusetts ("Give me liberty, or give me death" speech). Explain its effect on bringing Virginia and other colonies to the aid of Massachusetts. (Why should Virginia stand by Massachusetts?)
7. During the war, Patrick Henry commanded Virginia forces.
8. He became the first governor of Virginia. (What opinion did his fellows have of him?)
9. His last years and death. (What do you like about Patrick Henry?)

References for the Pupil: Mace, W. H., "Beginner's History" (State Text) pp. 129-130 and 158-167. Coe, Fanny E., "Makers of the Nation," pp. 9-18. Foote & Skinner, "Makers and Defenders of America," pp. 13-19. Gordy, W. F., "American Leaders and Heroes," pp. 145-155.

References for the Teacher: Morgan, George, "The True Patrick Henry," 492 pages. (Lippincott, 1907—\$2.00). Howard, G. E., "Preliminaries of the Revolution," (American Nation Series, Harpers—\$2.00), pp. 97-101 (Parsons' Cause) pp. 141-145. (Stamp Act.)

III. Samuel Adams (Optional.)

1. Born 1722 (ten years before Washington) in a well-to-do family. (Should he get a good education if he wants it?)
2. "A studious, indoor sort of a lad." Graduated from Harvard and taken into business with his father. (If he likes to study all the time will he be likely to care for business? For law? For medicine?)
3. Studied law, and was greatly interested in public life. Spent much time "talking politics." (Ought men to talk politics? Why?)
4. Business failed and he lived on a small salary obtained for service as clerk of the Massachusetts Assembly. Absolutely honest. (Should honest men be kept in office? Why important to you?)
5. He opposed the Stamp Act in Massachusetts. Began writing against the proposal to tax America a year before the act was passed urging union. (What was Henry doing in Virginia?)
6. Opposition to Townsend Acts. (Explain these in a simple way). Agreement not to import and use tea. Adams began to talk independence in 1768. (Would his fellow citizens believe in him? Why?)
7. Boston Massacre—1770. Soldiers in Boston to enforce king's law. People resentful. Riot. Citizens killed. Adams demanded removal of all soldiers and by influence in town meeting forced the governor to remove troops. (Ought soldiers to be policing streets in time

of peace? Why? Was Adams right? Would the [king like him for this?]

8. Samuel Adams and the committees of correspondence. The idea of building an organization to resist the encroachments of the king seems to date back into the Stuart period of English history. Many claims have been put forward for the credit of first introducing it into the colonies. Samuel Adams, if not the first to introduce it, was at least one of the first, and at all times he was the greatest believer in the need of the effectiveness of the system. He has been known as "the man of the town meeting." Explain to pupils how through these local organizations non-importation agreements could be made and effectively enforced, merchants boycotted, and the revolutionary propaganda spread. (Ought we to agree together to save food? To not use certain foods?)
9. Adams was one of the prime movers for the first Continental Congress. In 1776 he signed the Declaration of Independence. His name also appears as a signer for Massachusetts. (Why elected?)
10. Importance. The historian, John Fiske, ranks him "second to Washington." He has been called "the brain of the Revolution" and "man of the Town meeting." His methods and his wisdom in action may be comprehended by one who studies in detail the story of the Boston Tea Party. (What do you like about Samuel Adams?)

References for the Pupil. Mace, W. H., "Beginner's History," (State Text), pp. 167-179. Coe, Fanny E., "Makers of the Nation," pp. 19-29. Foote and Skinner, "Makers and Defenders of America." Gordy, W. F., "American Leaders and Heroes," pp. 156-164.

References for the Teacher. Sparks, E. E., "The Men who Made the Nation," pp. 47-48. (Macmillan Co.—60c.)

IV. Benjamin Franklin.

1. Birth and early life. Seventeen children made it hard for his father, a soap and candle maker of Boston, to give his boys much education. From eight to ten, he

received some schooling. At ten he went to work in his father's shop. (What ways could children help make the family living in these early times?)

2. Benjamin liked reading, and spent his savings in buying books, so his father decided to make him an apprentice to his brother James, a printer. (Do you like to read? Do you own any books that are really yours?)
3. He liked printing because of the chance it gave him to read, but at seventeen disagreed with his brother and went to New York. Not finding work, he went to Philadelphia. (Discuss printing as a trade.)
4. Franklin, a printer in Philadelphia with a shop of his own. He lived a simple and temperate life and saved money. (Why should a man save?)
5. He founded a subscription library which is considered the beginning of Philadelphia Public Library. (Why was he interested in libraries?)
6. Poor Richard's Almanac. (Give some proverbs. Discuss them.)
7. He established an academy which grew into the University of Pennsylvania. (Why should he be interested in education?)
8. As an inventor, he was the most famous American of his time. The Franklin stove.
9. He was interested in his city and improved the police department, fire protection, street lighting and street sweeping. Should citizens pay attention to these things? Does your father belong to an improvement club?
10. As a scientist, he was known all over the world. (Discuss his experiments with electricity.)
11. He attempted to get the colonies to unite as early as 1754—the Albany Plan. Discuss the value of union.)
12. He became the representative of Pennsylvania and several other colonies in England to protest against taxation,—the Stamp Act. (What did this indicate about his reputation?)
13. Returned to America in 1775, and was one of the committee of five which wrote the Declaration of Independence. (Responsibility?)

14. He was sent in 1776 to France, to try to get aid for the Americans. Was in France about ten years, and is considered the first, and perhaps the greatest of American ambassadors. (Discuss contrast to French autocrats.)
References for the Pupil: Mace, W. H., "Beginner's History," (Cal. State Text), pp. 147-158. Gordy, W. F., "American Leaders and Heroes," pp. 175-188. Coe, Fanny E., "Makers of the Nation," pp. 30-36. Foote and Skinner, "Makers and Defenders of America," pp. 107-110. Baldwin, James, "Benjamin Franklin;" "Four Great Americans," (Amer. Book Co.—50c.)

References for the Teacher. Franklin, Benjamin, "Autobiography." Dudley, E. Lawrence, "Benjamin Franklin," Macmillan Co. (True Stories Series—50c.) Fisher, Sydney George, "The True Benjamin Franklin," (Lippincott Co.—\$2.00). Morse, John T., Jr., "Benjamin Franklin," Houghton Mifflin Co., (American Statesmen Series.—\$1.25). Sparkes, E. F., "The Men Who Made the Nation," pp. 1-46, (Macmillan Co.—60c.)

V. Other Heroes of the Revolution (Optional).

Do not attempt to teach the campaigns of the Revolution, but encourage the pupils to read and let each have his particular hero.

1. Revere, Paul and the First Flights.

Gordy, W. F., "American Leaders and Heroes," pp. 165-175. Pratt, Mara L., "America's Story for America's Children," Vol. V., pp. 62-73, (D. C. Heath & Co.—40c). Foote and Skinner, "Makers and Founders of America," pp. 31-34. Tappan, Eva M., "American Hero Stories," pp. 143-151, (Houghton Mifflin—55c.).

2. Hale, Nathan.

Mace, W. H., "Beginner's History," pp. 179-182. Foote and Skinner, "Makers and Defenders of America," pp. 98-102. Mowry, W. A. & A. M., "American Heroes and Heroism," pp. 24-28, (Silver Burdett & Co.—60c). Root, Jean C., "Nathan Hale," 160 pages, (Macmillan Co.) "True Stories of Great

Americans—50c.” Dickson, M. S., “Pioneers and Patriots in Early American History,” pages 1-17. (Macmillan Co.) (Every Child’s Series—40c.)

For biography of Jefferson, Jackson and Lincoln, see p. 35 to 40, inc.

8A COURSE.

A. General Scope.

This semester the problems confronting our national government since the Civil War should be studied in a way to

1. Make the pupil fairly conversant with the big men and important issues of the post-war period;
2. Give the pupil a proper background for the forming of intelligent opinions on the problems he will be called upon to help solve.
3. Show him the working of the Federal Government through its performances in actual occurrences.
4. Review and tie together the main threads of our nation’s story studied in preceding terms.

B. Methods.

Methods used in the earlier classes should not be abandoned but more use can now be made of the problem. Also let the class consider itself a governmental body working on the solution of the problem, e. g., as the House of Representatives considering a tariff bill, or an appropriation to pay for the Philippines, etc., or the United States Senate deliberating on the ratification of a treaty with China; or the President’s Cabinet considering what action should be taken with regard to Japanese in California. (Needless to say such work presents adequate opportunity for socialized types of recitation.)

Wilson & Wilson, “Motivation of School Work.” “School Review XVII,” p. 255 and quoted in Johnstone. “Modern High School,” pp. 240-244. Scott, Colin, A., “Social Education,” pp. 142-146.

C. Content Material—(Outlines for Guidance of Teachers only).

(Study I): The Expansion of the United States.

Suggestions for Approach. (Use what is nearest the pupils’ interest).

1. How does California happen to be under the United States flag?

2. Should Hawaii become a state? How do we happen to have it?
3. Should the Philippines be given independence? How did we get them?
4. Should we acquire Lower California from Mexico? What has been our policy of getting territory? Conquest? Purchase? etc.
4. If President Washington could return to life, how would you explain our territorial extent to him?

Table of Chief Facts.

| | Date. | Acquisition | From | How | Party. |
|----|-------|---|------------------------|--|--------|
| 1. | 1803 | Louisiana Country | France | Treaty, \$15,000,000 | Dem. |
| 2. | 1819 | Florida (includ. parts of Ala. and Miss.) | Spain | Treaty \$ 5,000,000 | Dem. |
| 3. | 1845 | Texas | Texas | | Dem. |
| 4. | 1846 | Oregon Country (Ore.), Wash., | Idaho, Gt. Britain. | By annex- ation treaty and we gave up B. C. | Dem. |
| 5. | 1848 | Mexican Cession | Mexico | Conquest, \$15,000,000 | Dem. |
| 6. | 1853 | Gadsden Purchase | Mexico | Treaty, \$10,000,000 | Dem. |

General character. All acquisitions are contiguous and helped extend our territory westward between roughly parallel lines. Party favoring expansion—Democratic.

Post-War Acquisitions.

| | | | | | | |
|----|--------|--------------------------------------|--|---|---------------|------|
| 1. | 1867 | Alaska | Russia | Treaty, \$7,200,000 | Rep. | |
| 2. | 1898 | Hawaiian Islands | Hawaii | Annexation | Rep. | |
| 3. | 1898-9 | Miscel. Islands | Wake Howland Baker Midway | Occupation | Rep. | |
| 4. | 1898-9 | Samoa Islands | | { Great Britain { Germany | Treaty | Rep. |
| 5. | 1898-9 | Spanish War Acq. | | { Porto Rico { Guam { Philippines | Conquest " | Rep. |
| 6. | 1904 | Panama Canal Strip | Panama | Treaty, \$10,000,000 | Rep. | |
| 7. | 1916 | Nicaragua Canal Route and Naval Base | Nicaragua | Treaty, \$3,000,000 | Dem. | |
| 8. | 1917 | Virgin Islands | { St. Croix { St. John { St. Thomas and about 50 small points. | Treaty, \$25,000,000 | Dem. | |

General character—all non-contiguous. Reasons for acquisition chiefly military in case of islands; in case of European nations wishing to sell our purchase seems a necessary corollary to the Monroe Doctrine. Except for Mr. Wilson, party in power has been Republican.

References for pupils: McMaster, (State Text), "Brief History of U. S.," Index. Elementary texts listed in General Circular No. 1, Social Studies Department, especially Gordy, pp. 476-477, (Outline).

References for teacher. Bassett, "Short History of the United States," passim. "Croscup's Synchronic Chart of United States History," Chapters V. and X. (Very good). Statesman's Year Book or American Year Book for 1916, 1917 (on late acquisitions.) Maps in atlases, histories, handy books of facts, etc.

(Study II): Population.

Suggestions for Approach. (Try some of these if you are dissatisfied with your plan).

1. What races of people have you noticed in Oakland? How many are there of each sort?
2. Were any people living in Oakland when this country became part of the United States? If so, what sorts were they?
3. What sorts of people lived in each of the additions to our territory at the time we bought it?
4. At one time much of Oakland was cultivated as farms and later as vegetable gardens. Do you think as many people then lived within our city limits as do now? (Explain here the expression "density of population.")
5. Suppose Oakland develops a great many ship building plants and factories on our water front, how far away will the workers wish to live? (Call attention to the tendency to tenements near such districts.) Civic Problem—How can undesirable crowding be prevented.
6. If President Washington had toured the whole United States after he was inaugurated, how far west would he have come? How many people (exclude Indians) would he have discovered in the land he governed? Frame similar questions for President Lincoln and President Wilson.

Important Facts (for teachers use only).

I. On Race and Nativity.

| | Native Native Parentage | White For. or mixed Parentage | For. Born White | Negro | Other races | Total |
|---------------|-------------------------------|--|--------------------|-----------|----------------|------------|
| Oakland | 55,198 | 49,936 | 36,822 | 3,055 | 5,163 | 150,174 |
| California | 1,106,533 | 635,889 | 517,250 | 21,645 | 96,232 | 2,377,549 |
| United States | 49,488,575 | 18,897,837 | 13,345,545 | 9,827,763 | 412,546 | 91,972,266 |

| | Indian | Chinese | Japanese | Others | Total |
|---------------|---------|---------|----------|--------|---------|
| California | 16,371 | 36,248 | 41,356 | 2,257 | 96,232 |
| United States | 265,683 | 71,531 | 72,157 | 3,175* | 412,546 |

* Mostly Hindus and Koreans.

(Some problems in arithmetic may be made from these figures (approximate) e. g. What per cent of the Japanese in the United States live in California? In Oakland? etc.)

II. On Density.

| Census Year | Population of the U. S. | Land area in square miles | Population per square mile. |
|-------------|----------------------------|------------------------------|--------------------------------|
| 1910..... | 91,972,266 | 2,973,890 | 30.9 |
| 1900..... | 75,994,575 | 2,974,159 | 25.6 |
| 1890..... | 62,947,714 | 2,973,965 | 21.2 |
| 1880..... | 50,155,783 | 2,973,965 | 16.9 |
| 1870..... | 38,558,371 | 2,973,965 | 13.0 |
| 1860..... | 31,443,321 | 2,973,965 | 10.6 |
| 1850..... | 21,191,867 | 2,944,337 | 7.9 |
| 1840..... | 17,069,453 | 1,753,588 | 9.7 |
| 1830..... | 12,866,020 | 1,753,588 | 7.3 |
| 1820..... | 9,638,453 | 1,753,588 | 5.5 |
| 1810..... | 7,239,881 | 1,685,865 | 4.3 |
| 1800..... | 5,308,483 | 867,980 | 6.1 |
| 1790..... | 3,929,214 | 867,980 | 6.5 |

1910 Abstract of Census, p. 28.

“The population of the United States showed approximately an increase of one-third during each of the seven decades from 1790 to 1850; of one-fourth during each of the three decades from 1860 to 1890; and of one-fifth during each of the last two decades, 1890 to 1900 and 1900 to 1910.” Abstract of Census, p. 22.

NOTES: (1) The areas and population of outlying possessions (including Alaska) are not included in the above

table. (2) The mountain states (except Colorado) i. e. Arizona, New Mexico, Nevada, Utah, Idaho, Wyoming and Montana showed a density of less than six per square miles. (Research the pupils' knowledge of geography for a reason). R. I., Mass., N. J., Conn., N. Y., Pa., Md., Ohio, Dela., and Ill., average over 100 per square mile. Why? (R. I. has an average of 508.5). Should a man be so much restricted in the use of firearms in Nevada as in Rhode Island? Why? Where would you expect to find the stricter laws about loose animals, in Mass. or Ariz.? Why? Will the law provide more or less restrictions on driving automobiles in Oakland ten years from now? etc.

III. On Urban and Rural Population.

“Urban population” includes all places (incorporated or not and including New England “towns”) of 2500. Other areas, even though incorporated, are classed as “rural.”

Population of the United States.

| | 1910 | 1900 | 1890 | 1880 |
|----------------------|------------|------------|------------|------------|
| Total number..... | 91,972,266 | 75,994,575 | 62,947,714 | 50,155,783 |
| Urban..... | 42,623,383 | 30,797,185 | 22,720,223 | 14,772,438 |
| Rural..... | 49,348,883 | 45,197,390 | 40,227,491 | 35,383,345 |
| Total, per cent..... | 100.0 | 100.0 | 100.0 | 100.0 |
| Urban..... | 46.3 | 40.5 | 36.1 | 29.5 |
| Rural..... | 53.7 | 59.5 | 63.9 | 70.5 |

1910 Abstract of Census, p. 55.

Problems: What percentage of California's population in 1910 lived in its three largest cities? Our largest city is New York (nearly 5,000,000 in 1910); Chicago had over 2,000,000 and Philadelphia more than 1,500,000 people.

Problems: Who governed more people, President Washington in 1790 or the Mayor of New York in 1910? The Governor of California or the Mayor of Chicago (in 1910)? Should the position of Mayor of Oakland become more or less important? Why?

IV. On Illiteracy.

“The Bureau of the Census classifies as illiterate any person 10 years of age or over who is unable to write, regardless of ability to read.”—Abstract from Census p. 239.

| Class of Population | Population 10 years of age and over: | | |
|---------------------------------|--------------------------------------|----------------------|-----------|
| | 1910 | | |
| | Total | Illiterate Number | Per Cent. |
| Total..... | 71,580,270 | 5,516,163 | 7.7 |
| White..... | 63,933,870 | 3,184,633 | 5.0 |
| Native..... | 50,989,341 | 1,534,272 | 3.0 |
| Native parentage..... | 37,081,278 | 1,378,884 | 3.7 |
| Foreign or mixed parentage..... | 13,908,063 | 155,388 | 1.1 |
| Foreign born..... | 12,944,529 | 1,650,361 | 12.7 |
| Negro..... | 7,317,922 | 2,227,731 | 30.4 |
| Indian..... | 188,758 | 85,445 | 45.3 |
| Chinese..... | 68,924 | 10,891 | 15.8 |
| Japanese..... | 67,661 | 6,213 | 9.2 |
| All other..... | 3,135 | 1,250 | 39.9 |

Abstract of Census, p. 239.

In 1890 illiteracy among the negroes was 57.1% and in 1900 44.5%. Do you think the negroes want education? (Brief report on Booker T. Washington). Ought the white men in the South encourage the negro farmers to send their children to school? Why? Do you think all the negroes should be allowed to vote? Why?

In 1910, Oakland had 3,863 illiterates over ten years old, of whom 3,000 were foreign born white people. Do you know any of these? Does Oakland offer them any chance to become literate? What chance? Can you interest one of these people? Is it worth doing? How may these foreign born whites become citizens of the United States? Do you think they should become such? Why? Ought they to know how to read and write first? Why?

V. Militia.

The military strength of a country is said to include all males from 18 to 44 inclusive. In 1910 there were 20,473,684 (of whom 665,522 were in California). Of course not all of these are physically fit to fight but if only one-half are taken the United States could raise an army of ten million men. How many have been raised by the draft?

References: McMaster, (State Text), "Elementary Histories," esp. Forman. See Index.

For the teacher only; U. S. Census, 1910, especially Abstract of the Census, and Statistical Atlas of the U. S. Towne, "Social Problems," Chap. II (Good).

(Study III): Immigration.

Suggestions for Approach.

1. We noticed that many of our white inhabitants were

- born abroad. Were any of you born abroad? Was your father? Your mother? Any of your grandparents? etc.
2. Why do foreigners come to America? Why did your people come? Ask your parents.
 3. List countries from which ancestors come. (Have pupils do this as individual exercises. If, due to war prejudices, certain pupils might be annoyed by others on account of ancestry, do not use as a general exercise.)
 4. More foreigners have come to the Atlantic coast than to the Pacific coast. Why?
 5. Should we do anything to help newly arrived immigrants? Do we do anything? (Signs-in ferry building will lead up to work of California Commission on Immigration and Housing.)
 6. The crowded districts of our cities are largely inhabited by the foreign born. Why? (Poverty, language, customs, etc.)

Leading Facts. (For Teacher only).

I. The "old immigration" vs. the "new immigration." The "old immigration" refers to that prior to about 1880. 95% came from northwestern Europe. From 1820 to 1850 Ireland sent more than any other country (partly because of famines there). From 1850 to 1890 the Germans generally led (more than one-fourth of all the immigrants from 1880-1890 were Germans). The Scandinavians were also important in this decade. England, Scotland, France, Holland and Switzerland also sent many. The whole was Celtic and Teutonic. The "new immigration" is from southern and eastern Europe—largely Latin and Slavic. Since 1900 it has constituted about three-fourths of all our immigrants.

II. Comparison of the two sorts.

| As regards: | Old type | New type |
|-----------------------|---------------------|--------------------|
| 1. Language | Same or similar | Very different |
| 2. Customs | Similar to ours | " " |
| 3. Government ideals | Liberal | Used to Autocracy. |
| 4. Occupation here | Farmers and skilled | Unskilled Labor. |
| 5. Standard of living | Fairly high | Low |

| | | |
|---|--------------------------|--|
| 6. Permanency of residence and citizenship. | Remain - become citizens | Many depart; others are not naturalized. |
| 7. Men and women | About same | Too many men. |
| 8. Illiteracy | 2.7% | 35.6% |

III. Causes of Immigration (32,000,000 have come since 1820).

- a. Desire to earn a better living. Peasants have a hard time in parts of Europe.
- b. Desire to own land. It was scarce in Europe; plentiful in America. Why?
- c. Famines and hard times in old country (esp. for Ireland).
- d. European wars and unsuccessful revolutions. (Germany about 1850.)
- e. Political persecution by monarchical governments. (Austria, Hungary and Russia.)
- f. Religious persecution (Russian Jews; Armenians, etc.).
- g. Steamship companies advertise U. S. to get business.
- h. U. S. and many states encouraged immigration to fill up vacant land.

IV. Effects of Immigration.

Industrial—Up to 1914 too many unskilled workers; keep standards of living in this class down. Cheap labor helps some industries but retards development and use of machinery. Many have no families, expect to go back; so unfair competition with men with families.

Social—New immigrants crowd together; do not learn English quickly or become naturalized; make tenement problem more difficult; more juvenile crime among these people. Also unsanitary in housekeeping.

Political—"New immigrant" does not fit well into democratic type of government. They do not understand the meaning of child labor laws, female labor laws, temperance legislation, etc. They are illiterate and subject to will of political bosses.

V. Classes now shut out.

1. Convicts, immoral persons and polygamists.

2. Insane, idiots, etc. Also person afflicted with certain nervous disorders.
3. People likely to become paupers (\$4.00 tax is demanded also).
4. People having contagious diseases (incl. tuberculosis.)
5. Anarchists; contract laborers.
6. Persons who cannot read 30 words in their own language (except where driven out by religious persecution and no chance for education was given in home country).
7. Chinese common labor (coolies) by Exclusion Act (since 1882).
8. Japanese common labor (by agreement with Japan).

Suggestions for Debate: Resolved that Hindus should be excluded from the United States. (This topic will allow use of arguments that we need cheap labor, that Hindus are crowded, poor and unhappy in India, etc.; also that they are caste ridden (undemocratic) illiterate, have low standard of living, etc., without seeming to strike at relatives of pupils in the class).

References: For the Pupil: McMaster, (State Text), "Brief History of United States." See Index "Immigration." Other Elem. Histories, esp. Bourne and Benton; Foster; also Gordy. Thwaites & Kendal. For the Teacher: Report of the United States Commissioner-General of Immigration (issued annually at Government Printing Office, Washington, D. C.) Crosscuts: "Synchronic Chart of American History," Chap. XV: (Very good.) Towne, "Social Problems," Chap. III (Excellent brief survey with ample references to authorities such as Steiner (Various books); Ross, "The Old World and the New;" Jenks and Lauck, "The Immigration Problems."

(Study IV): Development of American Agriculture.

Suggestions for Approach.

1. "Food will win the War." Explain this slogan.
2. We must eat to live. Do your parents raise what you eat? Where do they get it? Did the storekeeper raise

- it? Who did? (Trace until you make clear the basic character of agriculture in all civilized society).
3. Have you a vegetable garden at home? If so, what do you raise. If none, why? (Try to interest pupils in a home garden, if they have vacant land, even though it be only in a small way.)
 4. Develop the topic from your school garden and its products.
 5. How were all the people coming to America to be fed? They had to farm or others had to raise more foods, etc.
 6. Let pupils tell of visits to farms and sorts of work done there, etc.
 7. Outlying schools may be able to arrange for class visits to truck gardens in the vicinity.
 8. U. S. Community Lessons B1 on "Why we must help France." If U. S. were in a state of siege could we be starved? Why? Might we have to get along without some things? What things? Why?

Chief Topics (for teacher's use).

I. Products made known to the white man by the discovery of America. "Several of the most important plants in the world's agriculture are native to the Americas, and hence were unknown to Europeans before the discovery of the new world in 1492. The ones that have had the greatest effect on agriculture are: Tobacco, Indian corn, White potato, Sweet potato, Tomato, Cranberry, Pumpkin, Squash, Peanut, Strawberry, Timothy, and Orchard grass. Some of these plants, notably tobacco and Indian corn, the first settlers found on their arrival. Others were later introduced from the West Indies, South America, or from southern Europe, where they had been carried by the Spanish. In any case, they were native American plants, and their contribution to agricultural progress has been very great." Thompson, "History of U. S.," p. 61. See textbook, p. 105 and p. 113.

II. Indian Agriculture (Very Brief accounts). Killed trees by girdling them. Planted corn in hills, making holes with stick. As it grew they made hill with crooked stick or large shells; they often planted four grains of corn and two beans in the same hill. Dead fish used for fertilizers. (Refer to Squanto

story in Plymouth Colony. See Tappan: "Our Country's Story," p. 57; also other books.)

III. Colonial Agriculture.

- a. Learning about Indian crops. Cultivation of corn everywhere and tobacco in Virginia (after 1612).
- b. Introducing European plants; especially wheat, rice and cotton, and learning **where** they would grow. New England colonists planted rice and cotton. What was the result? (Test knowledge of geography). Others tried allspice, cinnamon, etc. **Somebody** had to learn. Where did wheat become important? (Middle Colonies) Cotton? (S. C. and Ga.); rice? (S. C.)
- c. **Poor tools**—Get pictures if possible. (Thompson, p. 60 has a fair picture).

"The massive old wooden plow required a strong team, a stout man to bear on, another to hold, and a third to drive. The work it did was slow and laborious. The other tools were a heavy spade, a clumsy wooden fork, and, later, a harrow. I have had in my possession specimens of these forks two hundred years old. It is difficult to see how they could have done very effective work."—Charles L. Flint in Report of the Commissioner of Agriculture for the year 1872'p. 278 (from Thompson: "History of the United States," p. 61, footnote.)

- d. Live Stock. First settlers at Jamestown brought cattle. By 1620 they had 500. First cattle at Plymouth came in 1624—four head. Hogs flourished especially in the south. Work animals were oxen, mules and horses $\frac{1}{2}$ all undersized animals, poorly cared for. Later fine horses were brought from Europe for races.
- e. Other Activities. The colonial farmer frequently went fishing, killed and cured his own meat, cut his own wood and lumber for his buildings, made his own harness and shoes; his wife and daughters made candles, spun, wove and made clothing. He often paid his taxes in grain or other products. Did he need money? Why? See U. S. Community Lesson B2 on "The Varied Occupations of a Colonial Farm."
- f. Size of Farms. In New England, small (average about 100 acres) and self-sufficing for the most part. In South,

the plantation system with slave labor was the rule, and manufactured articles were obtained from England in exchange for cotton, rice, indigo and tobacco produced on the plantation.

- g. No effort was made to keep soil from becoming exhausted and many farms became such poor producers that people moved west to new land and left old farms to weeds and wild beasts.

IV. Improvements in Agriculture—1800-1860.

- a. New land occupied; first the part between Appalachians and Mississippi; after 1820 movement across Mississippi into the first tier of states west of the river. Old settlers came west to get better land. New immigrants sought homes.
- b. Improvements in farm machinery. "The first farm tool to be improved to any considerable extent was the plow. Many of the leading men of the time, notably President Jefferson studied how to improve the shapes of different plows and their construction."—"Many a farmer, clinging to the old wooden plough, asserted that cast iron poisoned the ground and spoiled the crops." "By 1860, over four hundred patents had been issued for improvements on the plow. Other tools used in planting or cultivating were introduced or improved during this period. The most important of these were the light-toothed harrow, horse-hoe, grubber, cultivator, drill, and seed-sower. ("Thompson U. S.," pp. 217-218.) (Some farmers still think they must plant root crops like potatoes in the dark of the moon and head crops like cabbage in the light of the moon. What do you think of this? Compare with the "cast iron poisoning the ground" argument.)

Improvements in harvesting machinery. Look up work of Cyrus H. McCormick. (Get publications of the International Harvester Co. and of the Holt Manufacturing Co. in Stockton and the C. L. Best Co. in San Leandro). Explain the old scythe and grading methods.

In 1855 an agricultural exposition was held in Paris. In a test on a field of oats, in a contest between 3 reapers each cutting about one acre, the American machine finished

in 22 minutes, the English in 66, and the Algiers machine in 72. At the same exposition a test of threshing machines was made all competing with six men using old fashioned flail with this result:

| | | |
|---------------------------------|-----|-----------------|
| Six threshers with flails..... | 60 | liters of wheat |
| Pitt's American thresher..... | 740 | “ “ “ |
| Clayton's English thresher..... | 410 | “ “ “ |
| Dunoir's French thresher..... | 250 | “ “ “ |
| Pinet's Belgium thresher..... | 150 | “ “ “ |

NOTE: "A liter equals approximately a quart," (Thompson, U. S., p. 220.)

- c. In live stock, better breeds of animals were introduced. A heavy horse for farm and dray work appeared although oxen were extensively used on the farms yet. More attention was given to proper feeding of animals, after the invention of the mower had made hay raising simpler. Barns also were built for horses and cattle. Mules did most heavy work on the southern plantations because they stood abuse well and lived on poor food. Hogs were now often penned and fed instead of running wild. Why? Pork packing establishments developed at Pittsburgh, Cincinnati, St. Louis and Chicago. Why?
- d. Roads and turnpikes were built and wagons greatly improved, to get products to market. Steamboat and railroads became important factors.
- e. Agricultural Education—Agricultural societies began about 1800; fairs in 1816 in Massachusetts; by 1860 there were a thousand such fairs held.
- f. Crops. Cotton became king in the South. Corn remained the chief food crop and was used in fattening animals. Hay became important in the northern states. (Why? Effect of snow in winter on food for animals.) Wheat ranked next to corn and by 1860 much wheat and flour were exported? (Why do we send wheat and flour abroad today and use the corn meal ourselves?) Constant cheap labor was suited for cotton—hence slavery; more skilled but occasional labor was needed for cereal crops. (What effect then did agriculture have on our history?)

V. Immediate results of the Civil War. As the feeding of the National Army was made possible by the improved machinery,

("In 1860 it was estimated that the use of threshing machines in two Ohio counties alone annually saved the labor of 40,000 men"), so the end of the struggle released a vast army of workers. Many went West, following the new railroad and began new farms; so by 1880, 120,000,000 acres had been added to our improved farm land and our cereal crop doubled. In the South, however, so great had the destruction been and so difficult was it to get used to paid labor that the cotton yield of 1859 was not equalled again until 1879.

VI. Agricultural Development since 1880.

1. Our leading crops (in order of value) are: corn, hay, and forage, cotton, wheat, oats, potatoes, orchard fruits.
2. Effect of fast freights and refrigerator cars:
 - a. Fruits and garden truck may be taken to cities, great distances; so fruit and berries in Florida and California especially go to big cities of East. This has lowered prices and made use more general.
 - b. The dairy industry has been likewise affected. Milk is now taken great distances. Milk and butter are now very important industries.
 - c. Slaughter houses may be near stock raising and fattening centers.
 - d. Poultry and eggs. This is becoming the main industry of some farms (instead of a side issue). The value is now about one-half billion annually.
3. Agricultural Education. (Including actual assistance.)
 - a. Agricultural Colleges (such as at U. C.) developed with aid granted by Congress during Civil War. These now have regular courses of instruction (as at Berkeley); experimental farms (as at Davis); experiment stations (several in California); issue bulletins. (Get some from U. C.); send lecturers out to hold farmers' institutes; send out demonstration trains; etc. (What H. S. course prepares for this?)
 - b. The U. S. Dept. of Agriculture at Washington D. C., maintains a Weather Bureau to notify farmers of storms; a Bureau of Soils; issues farmer's bulletins, distributes sample seeds; helps solve road problems and administers the money Congress allows to states for road building; maintains a forest service for fight-

ing fires, planting new trees, letting out grazing privileges, etc; superintends enforcement of the Pure Food Laws; gives information on market conditions and has power to fix grades and standards in case of cotton and cereals; fights diseases of farm animals and plants. The work of this department has been advanced especially under the administrations of Mr. Roosevelt and Mr. Wilson. (Bring some farmer's bulletins to class).

- c. The State of California has a Horticultural Commissioner, who "is at the head of a great state system which exists for the purpose of protecting our horticultural interests, including the raising of fruits, nuts, vegetables, and ornamental trees and plants." "His principal duties are as follows: (1) To guard the state against the introduction of tree or plant diseases and destructive insects from other states or from foreign lands." (2) "To eradicate tree or plant diseases and destructive insects found within the state." (3) "To rear and distribute beneficial insects." (4) "To collect books, pamphlets and periodicals containing information relating to horticulture: and to collect statistics showing the condition and progress of horticulture in this state and elsewhere."
- d. "The State Veterinarian:" "It is the duty of the veterinarian to protect the health of domestic animals in the state. All veterinary surgeons are required by law to report cases of contagious diseases to him." "The State Board of Agriculture:" Their "principal duty is to provide for and conduct the annual fair which is held in the fall of the year at Sacramento. The fair grounds comprise eighty acres of land located outside the city limits. The land belongs to the state and is equipped with buildings and other necessary improvements." "The State Dairy Bureau:" Along with other duties is directed "to compile and disseminate statistics and useful information relative to the dairy industry." (Sutton, "Civil Government in California," pp. 234-239.)

4. Conservation.

- a. Crop rotation, use of fertilizers, legumes, etc.

- b. Plowing should be done so as not to let soil wash away.
 - c. Forests are preserved to hold soil and water on mountains.
5. Development of machinery and application of power to it.
 - a. Perfection of reapers, binders, threshers, etc.
 - b. New machines for planting as drills, seeders, etc.
 - c. Cultivating machines (gang plows, multiple cultivators, etc.)
 - d. Corn shellers, bean threshers, cotton pickers, tractors, etc. (Let pupils hunt for pictures in magazines.)
 6. Reclamation of arid lands. The States (especially Utah) have done much work, but the United States has done more under the National Reclamation Act of 1902, an important law of Roosevelt's Administration. (Let pupils get pictures of Roosevelt, Truckee-Carson or other projects. See encyclopedias under "Roosevelt Dam"). The money comes from sale of U. S. lands; dams and ditches are built; land is sold to settlers on easy terms in not over 160 acre farms; when all paid up settlers manage the project; Reclamation Bureau of Interior Department in charge.
 7. Helping finance the farmer. Improved farms now cost much money. Many have little money to start; so Congress (in Mr. Wilson's first term) authorized the creation of twelve Farm Loan Banks. These borrow from any person having money to invest and give bonds in security. This money is then loaned to farmers at low interest on long terms so it can be paid back out of profits. Various organizations of farmers are being formed to sell their products directly and so eliminate profits of the middlemen. (California Fruit Grower's Exchange, etc.)
 8. Compare the old farm life and the new with the telephone, rural delivery, automobiles, good buildings, labor saving machinery, improved schools, etc.

References (for Teacher): Thompson, "History of the U. S. Political, Industrial, Social," (Best account. Generally followed above), chaps. IV, XIII and XXIII. Bogart, "Economic History of the United States," Chaps. 5, 9, 17, 18, and 21, (Good). Department of Agriculture; Yearbooks. U. S. Census; Abstract. Statistical Atlas.

References (for Pupil): Elementary Histories, See index "Agriculture" in Woodburn and Moran; Forman; Gordy; Mace (School History) and under "Farming" in Bourne and Benton. (All good.) Moore, J. R. H., "An Industrial History of the American People," chaps. VI and X (Good; written for 9th grade pupils).

(Study V): Transportation in the United States.

a. In the Colonial Period: Dependence on Ocean and Atlantic Rivers.

1. Our trade on the ocean up to the Revolution was largely with England. (Why? Brief mention of Navigation Acts and their purpose).
2. In 1789, Congress favored American vessels in the coast-wise trade. After 1817 it prohibited foreign vessels engaging in coast trade.
3. Observe the location of population before 1800 east of the Appalachians. Observe also the river systems of this country. What would be the effect of the coast-wise trade on the development of inland transportation? Would you expect roads?
4. Why did New England become a great ship building center? (Discuss the presence of materials for the sort of ships built in those days, and the effect of the British Navigation Acts and the above mentioned acts of Congress in promoting American ship building.)
5. What effect did this ship building have on our troubles with France and Tripoli? On our war with England in 1812?

b. Development of Roads ("the Turnpike Period") Revolution to 1812.

1. At first colonists remained near streams for communication in case of Indian troubles. As early as 1639 Massachusetts constructed roads between towns but these were poor with few bridges.
2. After the Revolution, States encouraged Turnpike Companies and sometimes voted tax money to help build roads. The first turnpike went from Lancaster to Philadelphia (1793). Soon Pa., N. Y., and the New England States had a fair system but tolls made freight rates high. "On the average it cost about \$10

for every 100 miles to transport goods by land," (Bogart, p. 187).

3. The Cumberland Road was begun in 1811 (appropriation made in 1806) and finished at Vandalia, Ill., in 1830, by the United States.
 4. Suggested Problems: (a) Why should post roads have been mentioned in the Constitution? What sort of a mail system probably existed? (b) Why did the farmers of Western Pennsylvania make their grain into whisky instead of shipping it abroad? (See Whiskey Rebellion.) (c) Why was it so difficult for American troops to defend our coasts against British raids in the War of 1812? Why was it often difficult to supply our armies with food? (d) Had you been living in Philadelphia in 1803, how could you get into our new Louisiana country to locate a farm?
- c. Development of River and Lake Traffic ("The Canal Period") to 1840.
1. Invention of the steamboat and its importance. Fulton's "Clermont" went in 1807 from New York to Albany in 32 hours. In 1815 "The Enterprise" went from New Orleans to Cincinnati in 28 days. Before this flat boats had taken cargoes down the river and been sold for timber.
 2. Rapid development of river traffic in the West especially. "By 1856, there were on the Mississippi and its tributaries more than one thousand steamboats valued at \$20,000,000." (Thompson, p. 246.)
 3. Canal building. Begun in Virginia as early as 1787. By 1807 only six canals. Erie canal completed in 1825. (Clinton.)
 4. Importance of Erie Canal (a) developed New York City as the gateway; (b) increased demand for all sorts of internal improvements; (c) made possible rapid settlement of the Lakes region (off the Miss. System); (d) lowered freight rates; "The importance of cheap freight rates in the development of the West can hardly be overestimated. Before the canal was built, the charge for transporting a bushel of wheat from Buffalo to New York was about three dollars. Immediately

after the completion of the canal, it fell to less than fifty cents and later to only a little more than ten cents. Likewise the time required for transporting goods from New York to Buffalo was reduced from twenty to six days." (Thompson, p. 251.)

5. Suggested Problems: (a) What made possible the development of Chicago? (b) What determined the location of Buffalo? Would land in Michigan be more valuable or less valuable after 1825? Why? (c) Why did not Baltimore after it connected with the Cumberland Road become the gateway to America? (d) Why did New Orleans become an important city in the early part of the nineteenth century? (Stress the agricultural resources of the northwest, the cotton industries of the gulf states, transportation difficulties across the Appalachians, the great river system and boats.)
6. Project. Make drawings or a model to show the working of a lock canal.

d Development of the Railroad up to the Civil War.

- 1 Experiments with a rail showed how much it was superior to the road. (Get pictures or make drawings to show development of the rail).
- 2 The first important line in America was the Baltimore and Ohio begun July 4, 1828. (Get a folder of this line if possible.) The growth of mileage in the United States:

| | |
|-----------|----------|
| 1830..... | 23 miles |
| 1840..... | 2818 " |
| 1850..... | 9021 " |
| 1860..... | 30793 " |

In 1860 there were 74 miles of road in California and Oregon. (How far would this extend from Oakland if it had all been in one line?)

- 3 Show the development of the locomotive and the sorts of power used prior to the steam engine. (Bogart gives some good pictures).
4. (Optional.) Report on the development of the car, especially for passengers.
5. Suggested problems. (a) Had you owned a farm in

Illinois in 1832, would you have voted for the candidate for President of the United States who favored spending United States money on roads, canals, etc., or not? Why? (b) How do you think Senator Clay of Kentucky voted on such measures? Senator Benton of Missouri? Why? (c) How would the Congressman from New Orleans district vote on spending United States money on such projects as the Erie Canal? Why? (d) From a study of a railroad map of the United States in 1860, can you explain why General Grant was trying to take Corinth, Miss? (Battle of Shiloh.)

e. Development of the Transcontinental Railroads.

1. How large was the United States by 1850? What led so many people to come to the Pacific Coast about this time? By what routes and means could Easterners get here? (Locate the routes on a map.) Describe wagons, etc. Give accounts of hardships, length of time, etc.
2. In 1860 ten railroads reached the Mississippi River from the Lakes regions: Why did they not come beyond? The longest system was 740 miles. (Ill. Central.) How does this distance compare with that from the Mississippi River to California? Would there be any freight to gather along a road to the Pacific?
3. Government aid. It was clear that somebody with money was needed to stand back of a railroad into an unsettled country for it would not pay at first. Illinois had given aid in 1850 to the Illinois Central. Other States had helped roads in their territory. Who could help in a road to the Pacific? Where should it touch the Mississippi River? Northern Congressmen wanted the road to terminate near Chicago; Southern Congressmen favored New Orleans; Why? So no action except making surveys resulted until the Civil War. At this time efforts were made to have California and Oregon join the South: When this failed a plan was set on foot to set up a Pacific Republic. What effect would these schemes be likely to have on the railroad?

What effect would the departure of the Southern Congressmen have on the location of the railroad?

4. Make a study of the building of the Central Pacific-Union Pacific line 1862-1869—a remarkable enterprise in its time.
5. When farmers along such line shipped products they had to pay what the railroad demanded for they had no choice. i. e. the railroad had a monopoly. (Explain this word). Why would the railroad not charge enough to put the farmers out of business? Why would it charge “all the traffic will bear”?
6. If a railroad found the people of a town making laws it did not like, it sometimes charged this town higher rates than a neighboring town further west. What effect would this have on business of the first town? Also railroads favored one shipper over another. (Standard Oil Company.)
7. As a result of these abuses—extortion (No. 5) and discrimination (No. 6) farmers organized societies to elect state legislators. These societies were called “Patrons of Husbandry” or “Grangers.” In many states they elected a majority of the state legislature, but these new “farmer legislators” knew little about railroads and often passed foolish laws which the railroads resisted and the courts declared to be unconstitutional. Other laws were disregarded because nobody was responsible for enforcing them. Moreover, states could do nothing with the business that went from one state to another. Why? (See Const.)
8. Finally after the U. S. Supreme Court had set aside most of the Illinois laws, Senator Cullom of that state introduced a bill in 1887 since known as the Interstate Commerce Act. It prohibited the railroads favoring certain customers and created the Interstate Commerce Commission to enforce the Act. This commission has been given more and more power under Presidents Roosevelt (1906 Hepburn Act) and Wilson (1913 Clayton Act).
9. There has been a steady growth in railroads until in 1913, 251,948 miles are reported, or more than in all

Europe. Also there has been a tendency for small roads to be absorbed by larger ones until 9 or 10 groups of capitalists control three-fourths of this mileage, and the struggle has been against these powerful groups. New transcontinental lines constituted much of this road. (Name and locate them.)

10. In the various states, Railway Commissions have been formed and given more power. In Wisconsin Gov. La Follette created an effective commission about 1905, and in California, Gov. Johnson obtained from the people by amendment to our constitution authority to make our commission (which has existed since 1879) an effective body. Look up some of its powers.
11. Make clear difference between Federal and State control.
12. In 1917, the United States took over railroads because of need of a single central control during the War. This step will probably force the people to seriously consider U. S. ownership. (Discuss it.)
13. (Optional). Development of electric interurban systems, (Reports on S. P. System, Key Route; California Traction, Oakland Antioch, etc.)
14. (Optional). Topics for report and discussion (related to this).
 - a. The invention and perfection of the telegraph by S. F. B. Morse 1832-8. First used in 1844 between Baltimore and Washington. Effect on movement of trains.
 - b. Development of wireless and effect on transportation.
 - c. Development of iron ships. Americans had surpassed the world in wooden ship building. England's lack of timber forced experiments with iron. England took lead in ship-building and by 1860 surpassed us. (Cunard line, 1838.)
 - d. Effect of our Civil War in destroying our ships and giving carrying trade to other countries.
 - e. First ocean steamers 1838—Sirius and Great Western. Fifteen days time. (Compare in size, convenience and time with present liners).
 - f. Effect on steam navigation of invention of screw propeller (1836-8) and use of coal for steam production (1836).

- g. The invention of telephone and its assistance to communication and transportation.
- h. Invention of postage stamp and improved mail service with better transportation.

References (for the pupil): See Index of state text (McMaster) and other elementary histories under "canals," "Erie," "Panama," "railroads," "ships," "ship building," etc., especially Foster, Bourne & Benton, Forman, Mace (School History) and Woodburn and Moran. Tappan, Eva M., "Travelers and Travelling," (Easy reading; good.) Mowry, Wm. A., "American Inventions and Inventors," (Very simple, nothing since 1910.) Sparks, Edwin E., "The Expansion of the American People," esp. chaps. 12, 22, 23, and 30. (Good.) Nida, Stella H. "Panama and its Bridge of Water." McMurry, C. A., "Larger Types of American Geography," pp. 54-93. (Penn. R. R. and First Transcontinental line.) See encyclopedias under names of inventors and many magazine articles on Panama Canal.

References (for the teacher): Thompson, "History of the United States, Political, Social, Industrial," (index). Bogart, "Economic History of the United States," (index). World Almanac—Latest edition for late statistics. Sutton: "Civil Government in California," (For California Railroad Commission and its powers). Johnson, "American Railway Transportation."

(Study VI): Development of Manufacturing in the United States.

Suggestions for Approach.

1. What does manufacture really mean? (Manu - hand; facture from facere - to make.) Look up in big dictionary.
2. Make a list of things you are using in school that were made in factories.
3. Think how much of your clothing was made in factories. Of that part made at home, where was the material made?
4. Who (in the class) have worked or are working part time in some factories? Which factories?
5. How many have relatives working in factories (in some capacity).

Outline of Main Points.

I. The Industrial Revolution (in England.)

- a. Three hundred years ago, (about the time Jamestown was settled) most families had to themselves produce the raw materials and manufacture all articles of food, clothing, etc., that the members of it used.
- b. By a hundred years later some men were specializing in iron work—shoeing horses and making tools (smith); others made furniture (joyner); others cloth (weaver); others dyeing it (dyer); others clothing (tailor); etc., (hence many of our names today). They spent most of their time on their special line and traded the surplus for food, drink, etc. As these men prospered, they took in young boys (apprentices) to learn the trade and sometimes kept them on pay after they had learned it. All this work was done by hand with simple tools like the spinning wheel, hand loom, tongs, hammer, saw, etc.
- c. Before another hundred years had passed, great changes occurred in: first, new machines capable of displacing many men and women were introduced for spinning and weaving; second, power was applied to run these, at first animals or water wheels, but soon steam.

| Machine | Inventor | Date of Inven. |
|---------------------|------------------------|----------------|
| Spinning jenny..... | James Hargreaves..... | 1764 |
| Water frame..... | Richard Arkwright..... | 1769 |
| “Mule”..... | Samuel Crompton..... | 1779 |
| Power loom..... | Edmund Cartwright..... | 1784 |

Definite improvements were made in the steam engine by James Watt in 1766. In 1785 steam power was “first supplied to a silk mill, and to a cotton mill, (in 1785) and was adopted in Manchester and Glasgow, great cotton centres, in the next seven years.” Thompson. These changes forced so many to give up the trades and work in factories and caused much great suffering that it is known as the Industrial Revolution.

II. British Attitude toward Colonies and its Effect.

- a. The English merchants did not want colonials to use these new machines to make goods. They wished the colonists to buy from the mother country. This is why Parliament

passed laws to stop colonists from exporting cloth, hats, etc., to any place even England or to another colony or to erect iron mills, forges, furnaces, etc.

- b. The colonial manufactures of textiles were mostly from wool and flax; made generally at home but sometimes finished by a skilled fuller or dyer. In metals after 1750 only pig iron and bar iron for shipment to England could be made, but blacksmiths still made tools for local use as ordered. Leather was tanned and boots and shoes for local use were made. Building materials—lumber, brick, tiles, etc., were made in the colonies as was the cheaper furniture. The chief industry probably was grinding wheat and corn to meal, and this determined the location of many cities. Shipbuilding and manufacture of necessary ship equipment was very important in England.
- c. The British manufacturers wished the colonists to produce raw material they needed, so colonists were encouraged to make pig and bar iron for shipment to England, to raise tobacco, indigo, flax, hemp, barrel staves, tar, rosin, turpentine, etc. Frequently the government paid a sum (bounty) on each ton produced in addition to what the producer got for his product in the market.

III. The American Industrial Revolution. (1789-1815).

- a. England, in order to prevent competition, had forbidden exportation of machinery for making cloth.
- b. Samuel Slater, an English immigrant to U. S., built in 1789 (Washington's inauguration year) a machine to make cotton cloth.
- c. In 1793, Eli Whitney invented Cotton Gin. (Discuss this machine and its effect on cotton production, slavery, etc.)
- d. Water power was plentiful ("Fall line" cities established). Also plenty of iron ore; wood and coal for smelting it.
- e. Until 1806, manufactures developed slowly because Europe was at war and demanding food supplies from America at high prices. Therefore, men farmed or engaged in shipping rather than enter factories.
- f. From 1806 to 1815, the French and English so disregarded neutral rights that our commerce was ruined, and there was great demand for manufactured goods. The embargo

also stopped profits in shipping and capitalists and laborers hunting new industries developed factories.

- g. Effect of War of 1812. The government needed large quantities of clothing, blankets, tents, and leather goods. These it could not get from England, nor could it deal with a lot of hand workers. In addition, new industries like arms and ammunition factories developed.

IV. Development of a Tariff for Protection.

- a. Definitions and points of view. "Tariff" may be to a charge such as railroad makes for carrying passengers, freight, etc.—"railroad tariff." In American history the word refers to a tax put upon goods entering the country from outside its boundaries. Those who oppose all tariff wishing goods to come in without tax are said to favor "free trade." Those who wish the U. S. government to put a reasonable tax on articles like tea, coffee, etc., that are imported are said to favor a "tariff for revenue," since the object of such a tariff is to raise money to pay salaries, keep up army and navy. If goods are produced in America but at an expense greater than the cost of producing them in another country, the American producer may ask Congress that such foreign goods be taxed when they enter this country. The amount of tax he would claim, should at least equal the difference in the cost of production in the two countries in order that he might compete on equal terms. (Show by figures.)
- b. The war in Europe and the War of 1812 had kept foreign goods from competing with American goods until 1815. (Why?)
- c. The American manufacturers at the close of the war were afraid English manufacturers would undersell them and asked for a protective tariff on the ground: (1) "that they had performed a public service by building up manufactures during the war; (2) that the integrity of the United States as a nation depended on its becoming industrially self-sufficing; (3) that high wages made it impossible for them to compete with British manufactures of similar goods." Thompson, p. 157. See McMaster (State Text), pp. 265-266.

- d. The further development of protection will be noted in connection with the increase in manufactures.

V. Growth and Position of Manufactures—1815–1860.

- a. Call attention to the development of transportation which made possible the distribution of manufactured goods from large manufacturing centers.
- b. As men specialized in manufacturing lines, new machines and tools were developed and many patents were issued for inventions. These were along the line of improving leather and shoe manufacturing, tools made of iron and steel, the sewing machine by Howe (1846), vulcanized rubber by Charles Goodyear (1844), and the rotary printing press by Richard Hoe (1847) which made possible larger newspapers, magazines and an increased supply of books.
- c. Discuss patents; their nature, reasons for, and by what governmental authorities issued. (See Constitution, look up "patent office" in civics texts.)
- d. The leading manufacturing industries were cotton, which increased from 90,000 spindles in 1810 to 5,250,000 in 1860; woolens; iron and iron products. (What effect would the demand for iron rails have on the development of this industry?)
- e. The growth of the large factory. There was a tendency during the whole period for large factories to develop in place of more numerous small ones, partly because of the expense of machines and the favorable advantages of power or fuel for raw materials at certain centers. Secondly, there was a great division of labor with specialization of workers on one particular job. Thirdly, the old owner was replaced by a boss or overseer. Fourthly, as a heavy job was sub-divided, women and children were employed for the lighter work. Fifthly, as these big systems grew in size and the owners did not give the personal attention, the gulf between employer and employee widened. (Helping to make for strikes, etc.)

VI. The Effect of Manufactures on the Civil War.

- a. In 1860 the leading manufactures in order of importance were: (1) flour and milling; (2) cotton goods; (3) lumber;

- (4) boots and shoes; (5) leather; (6) ready-made clothing; (7) woolen goods; (8) machinery.
- b. The South had been primarily an agricultural region with slave labor and so about 5-6 of the manufacturing was in the Northern section.
- c. The needs of armies could therefore be more readily satisfied in the North. (Upon which of the above industries would armies draw the most heavily? Discuss.)
- d. The iron industries that were in the South were in Tennessee, Louisiana, and Virginia. Nearly all soon came into Federal hands. The Alabama fields were scarcely known at that date.

VII. The Effect of the War upon Northern Manufactures.

- a. The government at once made heavy demands for arms, ammunition, cloth for uniforms, boots and shoes, saddles for the cavalry and the like. These industries were taxed to the utmost.
- b. It was impossible to deal with many small producers and therefore large establishment developed and contractors brought together the output of numerous small factories.
- c. Many industries were standardized. For example, the demands for uniforms in quantities brought about the manufacture of standard sizes and laid the foundation for the present ready-made clothing industry. (In 1910, men's clothing stood eighth among our industries in value of output in spite of expansion of steel and textile industries.)
- d. Standardization made possible greater use of machines, larger factories, more minute division of labor and the greater employment of women and children.
- e. In the South manufactures increased to some extent, but the necessary machinery and skilled labor for the great development were lacking.
- f. With the close of the war, railroad iron was turned out in place of cannon, ready-made clothing instead of uniforms, and boot and shoe factories had come to stay. The old hand methods were displaced and by 1880 both in output value and amount of capital invested, American manufactures had doubled, although the population had increased less than 60%.

- g. Tariffs had been raised during the war both to get more money and to keep foreign manufacturers from under-selling American goods which were paying heavy excise taxes. After the war, manufacturers urged keeping high tariffs to protect them.

VIII. The Business Age—1880–1910. “Many important factors have contributed to the **rapid growth of American manufactures**, chief of which is the abundance of natural resources. Iron ore, timber, grain, and cotton supply the material for innumerable manufactures, while the supply of energy in the form of water power, petroleum, and coal seems inexhaustible. A second factor, and one likely to be overlooked, is the enterprise and daring of the American manufacturer. He is tireless, demands the latest and best machinery, and loses no opportunity to increase the quantity and improve the quality of his product. No other nation excels the United States in this respect. The inventive genius and energy of the people of all classes have likewise added to the industrial success of the country. A third factor has been the development and extension of transportation facilities. No nation made up of isolated sections can hope to succeed in manufactures on a large scale, for a proper territorial division of labor would be impossible.” (Thompson, p. 387.)

- a. Our leading industries (1909) in order of value of output were:
1. Slaughtering and meat packing. (This was second in 1880, first in 1890, second again in 1900.)
 2. Foundry and machine shop products (held first place in 1900).
 3. Lumber and timber products.
 4. Iron and steel.
 5. Flour and grist milling. (This was the leading industry in 1880.)
 6. Printing and publishing.
 7. Cotton goods.
 8. Men's clothing.
 9. Boots and shoes.
 10. Woolen goods.

“Since the Thirteenth Census (1910) the automobile and the motion picture industries have grown rapidly,

and they are likely to become increasingly important.”
(Thompson, p. 388.)

There were in all 48 industries with output valued at \$100,000,000 or more.

- b. Our leading manufacturing states in value of products in order: New York, Pennsylvania, Illinois, Massachusetts, Ohio, New Jersey, (all over \$1,000,000,000), Michigan, Wisconsin, Indiana, Missouri, California, Connecticut (all over \$500,000,000).

IX. The tariff during the “Business Age.”

- a. With very slight changes, the war tariffs remained until 1884.
- b. In 1884 the Democrats (with Cleveland as candidate) pledged themselves to lower the tariff; the Republicans opposed this. Mr. Cleveland was elected and sent three messages to Congress urging a lower tariff. Such a bill passed the House but was defeated in the Senate (where the Republicans had a majority). In 1888 the Republicans nominated Mr. Harrison and elected him by getting the New York vote.
- c. During Harrison’s administration a new tariff law was passed (McKinley Act) giving high protection to manufactures and adding tin plate to the list. (Also gave bounties on sugar).
- d. The advance in prices without a similar advance in wages led to the election of Mr. Cleveland again with Democrats in control of both House and Senate. The Wilson Tariff bill did not suit President Cleveland and he refused to sign, but it became law anyway. (Why?) About the same time came a business panic, hard times and strikes and the people returned the Republicans to office (McKinley 1896). A new high protective tariff was passed (Dingley Act 1897) which pleased manufacturers. The country was prosperous and the Republicans claimed their tariff caused this prosperity, but by 1908 arguments for a lower tariff were so great that even Republicans (Taft) promised revision. The law Taft signed did not suit the people and in 1912 he was turned down in favor of Mr. Wilson and the Democrats.
- e. The Democrats’ tariff bill (Underwood-Simmons Act)

was just becoming effective when the Great War cut off most of our trade and we cannot tell how it would have worked had there been no war.

- f. In tariff bills each Congressman wants the goods from his district or state protected so that they will sell for high prices but often wants little tariff on other sections' goods. Therefore tariff bills have often been a combination of trades. This has led to a demand for a non-partisan board to study the question and advise Congress. Taft appointed such a board but it was discontinued in 1913 and a new one created in 1917. It may succeed if Congress will take its advice.

References (for the pupil): McMaster, "Brief History" (State Text), index "Manufactures," "tariff." Other Elementary Histories, especially Bassett, Forman, Foster, Gordy, Mace, Thwaites and Kendall, Woodburn and Moran, and Blaich, especially Chap. 20.

References (for the teacher): Thompson, "History of the United States," Political, Social and Industrial. (Best reference.) Bogart, "Economic History of the United States," (Good, but not up-to-date). Bassett, "Short History of the United States." Crosscup: "Synchronic Chart of United States History," Chap. VIII., Tariff (excellent outline), also chart, p. 86. U. S. Census: Abstract; Statistical Atlas.

(Study VII): The Trust Problem.

I. Effect of Machines on Workers. In the old days a man made a complete shoe, changing from one tool to another. Today as many as 130 persons may work on a single shoe, for each does a small part of the work with the aid of a machine which must be kept busy all the time. This has made possible putting the best workers on the most important tasks and finding simple tasks for the unskilled. It has also made possible many places in factories that can be filled by women and children. So while our population is about three times what it was in 1860, our workers in manufactures are about six times as numerous as in 1860.

II. Growth of Corporate Form of Ownership. Moreover in the old days most workers owned their tools or machines just as the carpenter does today but as expensive machines were invented, single individuals could not afford them and partnerships were

formed. As industries grew these gave way to the corporation. (Study these forms). To size of a corporation there seems to be no limit.

Ownership of Manufactures, 1910.

| Character of Ownership | Wage-earners | | Value of Product | |
|-------------------------|----------------|-------------------|------------------|-------------------|
| | Average Number | Per Cent of Total | Average Value | Per Cent of Total |
| Individual..... | 6 | 12.2 | \$14,523 | 9.9 |
| Partnership (firm)..... | 15 | 12.0 | 40,249 | 10.6 |
| Corporation..... | 72 | 75.6 | 235,121 | 79.0 |

III. Competition. Explain:

1. Meaning by: (a) 100 yard dash, (b) basket ball game between two schools; (c) several grocers, milkmen, or vegetable stores.
2. Business competition in form of: (a) courtesy and improved service; (b) price cutting. If A undersells B, B must cut; A again cuts. This leads to substitution, adulteration, and bankruptcy.

IV. Nature of the Corporation and Its Influence. Form a stock company in the class. Elect directors and a manager. Stockholders will be interested in profits. Manager must get profits, therefore, he desires to eliminate competition. Form two or three companies with names. Let managers get together and agree on prices. Discuss effect. If agreement is kept we have **monopoly**; if one breaks it all evil effects of competition return. The "pool" is a result of such agreement.

V. Monopoly implies a substantial unity of control generally for purpose of fixing price:

Show that monopoly is not a synonym for "corporation" or "trust." If a man invents something and is granted a patent, **he** has a monopoly.

VI. The "Trust Agreement" (the early trust). "In 1882 the Standard Oil Company, under the leadership of John D. Rockefeller, organized the first American trust. The plan of organization was simple but effective. Owners of competing oil companies deposited their stocks with nine trustees, receiving in return trust certificates, hence the name trust. (In 1870, the Standard Oil Company was one of two hundred and fifty oil refineries, and produced only

four per cent of the total output. Seven years later, however, it controlled 95 per cent of the oil refined in the United States. The strong opposition of other producers led to the fusion of some forty companies as described above.) According to the agreement, the trustees managed the affairs of the combining companies in such a manner as to eliminate competition among themselves and to destroy the business of companies not in the combination. From the start, the new organization earned excessive profits for its members. This success led to the establishment of similar combinations in other fields." (Thompson, p. 398.)

Let the managers now select trustees (say 5) and let each pupil stockholder turn over his stock to the trustees taking a receipt. Now hold an election in each corporation and let class vote result.

VII. The Sherman Anti-Trust Law of 1890 begins with this sentence: "Every contract, combination in the form of trust or otherwise, or conspiracy, in restraint of trade or commerce among the several states, or with foreign nations, is hereby declared to be illegal." "Materials for the Study of Elementary Economics," Marshall Wright Fields, p. 338. In this year the Sugar Trust was broken up and in 1892 the Standard Oil Trust was ordered dissolved by the Court.

VIII. The "Giant Corporation," (the later "trust"), a holding corporation or "corporation of corporations." In this type a new corporation is formed. (Organize one.) It buys the control (51%) of the stock of corporations it wishes to control. (Now hold elections in the former competing companies.) The largest business of this sort is the United States Steel Co. (Steel Trust.)

IX. Advantages of these "Giant Corporations." In making goods in large quantities many things can be done which are impossible for small manufacturers. Among these are (a) making expensive experiments in attempt to improve product, (b) buying raw products at lowest prices because of quantity, (c) dividing up the work among so many employees makes it possible to use unskilled labor in many jobs, (d) fewer salesmen and less advertising required, (e) by-products can be profitably used. (For example a country butcher has much waste but the great meat packers claim to use all the pig but the "squeal."), (f) the big company can compete in foreign markets.

X. Objections to the trusts are: (a) they become monopolies and charge what they please (regardless of cost); (b) they take

unfair advantages (by getting railroad rates, etc.) to prevent competition or crush competitors; (c) they have been accused of using their wealth and power to corrupt public officials and influence elections.

XI. Trust Policies: (a) Let alone policy (*laissez faire*) favored by trusts and individualists (on theoretical grounds), (b) Public regulations by legislative and judicial action, enforcing publicity, etc. Generally tried but only moderately successful. Some good done by Interstate Commerce Commission. (Explain it.) Similar commission for all big business has been advocated; (c) Governmental ownership, especially of all monopolistic business,—the Socialistic viewpoint rapidly gaining adherents because of its success in war time.

XII. Effect of Tariff on Trusts. No casual relationship really proven. Mr. Havemeyer, head of the Sugar Trust, frankly stated, however, in 1899, that in his opinion the American trust owed much to the tariff. "The mother of all trusts is the customs tariff bill. . . . There probably is not an industry that requires a protection of more than 10 per cent *ad valorem*, and it is to obtain what is provided over such percentage in the tariff that leads to the formation of what are commonly spoken of as "trusts." Whatever the merits of the controversy may be, it cannot be denied that the trusts have had notable successes in protected industries." (Thompson, p. 402.)

Illustrate this by supposing candymakers in Oakland could get a duty on candy from San Francisco, Berkeley, Alameda, etc., and then forming a combine to raise prices (or some similar example.)

References (for the pupil): McMaster, Brief History (State Text) Index "Antitrust Law," "Corporations." Other Elementary Histories, esp. Bourne & Benton, Thwaites and Kendal, Redway, Foster, Forman and Hart. Hughes, R. O., "Community Civics," Chap. XXIII. (Good.)

References (for the teacher): Thompson, "History of the United States," pp. 397-402. (Good.) Ashley, "New Civics," pp. 305-314. (Good.)

(Study VIII): Capital, Labor and Management.

A. Suggestions for Approach.

1. Let the preceding studies suggest the consideration of

these topics. For example, a consideration of the trust problem involves the **management** of big corporations.

2. Discuss someone who has just landed in this country all alone, who has strength and energy **only** and is willing to devote them to any good cause which will guarantee him a respectable living. (Labor.)
3. Discuss abstaining from some of the enjoyments we might have in order to save our money and invest it in War Savings Stamps and Thrift Stamps. Suppose a man should in time of peace so abstain from enjoyments he might have in order to save his money and invest it in factories or machines, should he have a return on his investment? (Interest on **capital**.)

B. Essential Definitions.

1. Labor (or work) in the economic sense means man's strength and energy applied to the materials furnished by nature with a view of producing something that will satisfy human wants.
2. Capital, in the economic sense, means those tools, machines, buildings, and other things which have resulted from the energy man has expended in creating something more than what he needed and used for immediate enjoyments; things which help him in satisfying more quickly his necessary wants, and in satisfying wants that had not been satisfied before.
3. Business Management implies the ability to direct the forces of capital and labor in such a way as to produce things for which a need is felt to the best advantage and to market them.

C. Labor and its Problems.

1. Discuss the enforced labor of war prisoners in Europe and of Belgians in Germany. (Why do we think this not right?)
2. Slave labor versus free labor. In the former, the gain of a worker from his work belongs to his owner. Free labor means strength and energy used as the laborer thinks to his best advantage. The slave, therefore, was merely a work machine belonging to an owner. Free labor may be employed either in working for one's self or working for an employer.

3. In the early development of our country, most men worked for themselves and the members of their immediate families. Mr. Lincoln's career furnishes an example. (Study also U. S. Lessons in Community and National Life, Oct. 1917, Lesson B2—"The Varied Occupations of a Colonial Farm." Very good.)
4. Working for an employer. Discuss the inability of a boy leaving school to work for himself in the sense of producing all of his own food and clothing and shelter. In order to get others to furnish him some of these things, he must render services to other people; so, he gets a job, i. e., he sells his labor. With the money he gets, he buys what others produce.
5. Divisions of labor and specialization. Before our Civil War many persons went regularly to a shoemaker. One man measured the customer's feet, cut the leather, made and fitted the shoes, just as today many men and women go to tailors and dressmakers.
6. Organizations of Managers. In large corporations the stockholders (the real owners) frequently are not the actual managers. In this case, the manager is himself an employee selected in the belief that he can deliver profits and often made to feel that his position depends upon his success in this respect, thus the real owner of the capital employed does not know anything about the employees who are using this capital in producing goods for our needs. These employers form organizations for their own advantage. Suggested Topics: Should such organizations consider: (a) Improvements in machinery? (b) In systems of bookkeeping? (c) In systems of stock records? (d) In advertising? (e) In salesmen? (f) In improving the quality of the goods? (g) Providing opportunities for their employees to better their conditions?
7. Industrial war, or strife between organized employers and organized employees. It is seen that both groups are necessary in the production of goods. One or both frequently overlooks the fact that they are producing goods for the general public and rendering a service to the general public; consequently, in trying to gain its own end the public is disregarded. In the case of strife between the Shredded Wheat management and its employees those persons who

do not use the product would not feel any concern for those who do use it; the supply already on the shelves of the stores would probably outlast a strike; if not, a substitute could be used. In this case, we might wait until one side or the other might be conquered; the public would not be greatly concerned if its peace were not disturbed by rioting and destruction of property. In the case of interruption of the street car traffic or the traffic across the Bay, thousands of innocent persons would at once be inconvenienced and perhaps deprived of the possibility of earning their living. Such cases as these emphasize the fact that after all, the public, as a third party should have some say in the settlement of industrial disputes. The problem arises in how the public is to exercise its rights and yet do no injustice to the worker or the employer.

D. Capital and its Control.

1. In a savage state man's endeavors are directed to acquiring what is necessary to satisfy such immediate needs as hunger, thirst, shelter, etc. If, after the satisfaction of these immediate wants he ceases to work, there is no opportunity for the formation of capital. If he devoted extra time to making a stone hatchet or a spear with which he can better satisfy his immediate needs the next day, these tools represent capital. At the present time one might think of each man spending for food and drink, clothing, amusements and the like, his entire time or his entire income. But a vast quantity of machinery is required every year to carry on modern industry. The men who make this machinery are making what is real capital and their food, clothing, etc., must be supplied by other persons who produce more of these things than they need. Therefore the farmer who produces above his own needs contributes indirectly to capital formation. The duty of capital formation in the nation should fall upon everyone and each person should therefore make such savings as he can.
2. The Functions of the Savings Bank. Since most individuals savings will be in the form of money and in most cases will be not in large sums at any one time, to assist in capital formation, banks have been created where the savings of a large number are brought together in usable sums. These are borrowed by skilled managers who know how to bring

about the most necessary forms of capital. Therefore, the capital really belongs to the original savers. The chief possibility of injustice lies in the mismanagement of capital by those in control of the money saved and the capital resulting from it. Individuals or groups of individuals may charge exorbitant interest rates or may discriminate against one borrower in favor of another. The chief remedy for this seems to be governmental control of such institutions as banks and governmental responsibility for deciding who may borrow. The United States government has taken action in this direction in two ways: first, the Federal Reserve System for the control of the money in the country; and second the Farm Bank System for regulating loans to farmers. (Find out something about the Federal Reserve Bank in San Francisco and the Farm Loan Bank in Berkeley.)

3. Have reports on Savings and Tariff.
4. Reckless use of capital, (a) in land speculation brought on panic in Van Buren's administration, (b) in railroad development brought on panic in Grant's time. These led to labor troubles because men were thrown out of work, had wages cut in some cases. Many of our panics have been complicated by improper handling of banking and money also.

References: Leavitt and Brown, "Elementary Social Science," especially Chaps. III, (Labor); IV, (Capital); V, (Management); VI, (Modern Business of Production and Distribution). This book is elementary and fairly good. Hayward, W. R., "Money, What It Is and How to use it," esp., Chap. V, ("How Money Grows"). Very good elementary treatise. Pritchard and Turkington, "Stories of Thrift for Young Americans." (Simple stories in popular form.) McMaster (State Text) Index under "labor," "panics," "strikes." Also other elementary histories, under same topics, especially Bourne and Benton, Gordy, and Mace (School History.) (All Good.)

For the Teacher. Any of the High School or College treatises on Economics. Adams, "Description of Industry," esp. Chap. I on "Work," Chap. IV (Factors of Production); Chap. V, (Machinery and Industry);

Suggested Problems, (from Leavitt and Brown).

1. Select some store, manufacturing establishment, or farm, about which you think you can get information.

Learn what you can about the amount of capital employed in land buildings, and ready money for running expenses.

Estimate the amount of income the owner would receive if he could convert his establishment into cash and invest the money at 6 per cent.

2. Make a list of the opportunities for employment afforded the young people of your community by (a) the farm. (b) The factory. (c) The railroads. (d) The department store.

Work out for any one occupation a line of advancement which a young employee may reasonably hope to follow.

NOTE: This concludes the 8A Outlines.

Report of the Committee on Social Studies in the High Schools of Oakland.

This committee was appointed by the Executive Board of the High School Teachers' Club of Oakland, September 13, 1917. Its function was to investigate the course in Social Studies and to offer recommendations for its readjustment and organization. This was no small task, because it really involved a study of the whole educational movement of to-day. This committee has constantly kept in mind the immediate needs of the present and the possible necessities of the future. We have not had time to go into many phases of the subject, but we are prepared to offer certain recommendations which look toward the future and which may serve as a starting point, and possibly as a basis, for the readjustment and evolution of our course in Social Studies.

That we might secure a basis for our report, we have:

1. Made a survey of the course in Social Studies in Oakland to ascertain what is actually being done.
2. Made a survey of the course in Social Studies offered in leading California high schools and several eastern high schools.
3. Made a careful review of the recently published reports dealing with the reorganization of the course in Social Studies; particularly, the report of the "Committee of 21," commonly called the N. E. A. Committee, and the report of the Nebraska Committee on the course of study in history in that state.
4. Made a careful study of the intermediate school problem with especial reference to the course in Social Studies that is offered in the 7th, 8th, and 9th years.
5. Conferred with various school authorities as to the larger and broader aspect of the course in Social Studies in its relation to other courses.
6. Conferred on three or more occasions with the entire history teaching force of the Oakland high schools, that we might obtain the constructive ideas and ideals of the entire Department of Social Studies.

The committee has been deeply impressed by the situation in which the American nation and the world finds itself to-day. We believe that our course in Social Studies must be adjusted to the newer educational conceptions and the present day social demands.

The Social Studies (as other studies) must justify themselves. The Department of Social Studies accepts the challenge. It needs no argument to prove that there should be a higher standard of American citizenship throughout the land. We are willing to measure every subject offered in our department by that demand. We believe that systematic effort, through the medium of the courses in Social Studies, among the 1,500,000 pupils in our high schools, can do much towards developing in them a consciousness of social responsibility. In fact the direct objective of all our courses should be to develop a socially conscious citizenry.

In shaping the course, the committee has constantly kept in mind:

1. The pupil in his immediate relation to society and his potential relation as a future voter. To elaborate: The entire field of history should be socialized. All our courses should be taught from the social point of view. The outlining of the course, the subject matter within the course and the method of instruction, should be adapted to "the pupil's immediate needs of social growth."
2. The variability of the fundamental interest of the pupil. Too often we lose sight of the human element involved. We try to fit the pupil to the course, rather than the course to the pupil. To obtain the greatest results, measured in terms of the pupil's development, we must find a point of contact. This means that there must be the most careful selection and adaptation of material, and the closest study possible of the individual needs and capacity of the pupil.
3. The necessity for flexibility or variability, that the course as a whole, or the various courses, may be adapted—not alone to the needs of the individual, but as well to groups of individuals. For instance, the college preparatory group may have different needs than the commercial group. All groups must be considered, all groups must be provided for.

To summarize: This committee suggests certain significant changes in the course in Social Studies in the Oakland high schools, briefly these are:

1. Current history should be an integral part of each subject offered in the course.

The committee accepts the axiom that history to be dynamic must

function in the present. If the pupil is to be adjusted to his environment, he must be acquainted with the movements, tendencies, and problems of the present.

2. Only a year's course should be offered in Ancient and Medieval Civilization.

Too much stress has been placed upon the remote period of world civilization. Too many non-essentials have been introduced. Petty and worthless details and "dead" matter should be eliminated. "Only those facts, conditions, theories, and activities that contribute rather directly to the appreciation of methods of human betterment should have a claim."

3. At least one year's work should be offered in Modern and Contemporary World Civilization.

In view of the world conflict that is now waging, and the part that our nation is playing in world affairs, we believe that greater emphasis should be placed upon modern nations, modern governments and institutions, modern peoples and their peculiarly characteristic mental attitudes. Moreover, the future must be considered. Our nation is assuming more and more an important place in the councils of the world. In fact, in many respects, it is leading the world. Not only must our pupils understand the background of existing world institutions, but also, they must be prepared to assist in the solution of the world problems of the future.

4. A year's work should be offered in American History.

There are many domestic and national problems as well as world problems. If the difficulties our nation has experienced in the last few years, with alien people within its bounds and with individuals presumed to be American, are to be solved, and if the problems of reconstruction within our nation are to be faced intelligently, there must be more definite and positive teaching of American ideals, American patriotism and the duties and responsibilities of American citizenship.

Our course in American History and Government as it is now offered is very faulty. If American History is fully covered, then Civics is almost totally ignored. Conditions to-day show conclusively that we cannot afford to ignore either American History or Civics. Therefore, we offer a one year course in American History and an additional half-year course in Civics.

5. A half-year course in Advanced Civics, and a half-year course in Social Problems should be offered.

These courses, with Economics, give opportunity for a direct study of the important political, economic and social problems of American Democracy. Attention and emphasis should be upon the elements of community and national welfare, rather than the machinery of government or theories. As each pupil is a potential voter, these courses should do much to give that knowledge and training and attitude of mind, which will enable him to take his place as a really efficient citizen of our democracy.

6. A half-year course in Civic Problems and Vocational Life should be offered in the 10th year.

Many pupils can take only a special two years' course. These pupils are unable to make a detailed study of American institutions and the very important political, economic, and social problems of American democracy, that are offered in courses in the 11th and 12th grades. Yet these pupils are potential voters and are important factors in shaping the American commonwealth. For all students of special two year courses we offer this course.

The committee, acting in conjunction with the entire history teaching force of the Oakland high schools, recommends the adoption of the following as the basic course in Social Studies in the Oakland high schools:

COURSES IN HISTORY (9th to 12th Years.)

History 91: Early European Civilization to about 325 A. D. with emphasis on:

- a. Pre-historic man and how we know about him.
- b. The evolution of civilization from savagery.
- c. The development of a high civilization in the Nile Valley.
- d. The transmission of this civilization to the northeastern Mediterranean.
- e. The development of man's efforts to explain his environment as seen in early science, philosophy and religion.
- f. The origin of the idea of the imperial state; the divine right of kings and its transmission to Europe.
- g. The world empire of the Romans with emphasis on governmental and legal institutions and the conception of Roman citizenship.
- h. Specimens of literature showing the intellectual development of early peoples.

History 92: Medieval and Early Modern European Civilization, from about 325 to about 1648, with emphasis on:

- a. The rise and development of the Christian Church.
- b. The rise and spread of Islam.
- c. The conflict of the Orient and the Occident.
- d. The development of nationalities and national languages and national literatures.
- e. The conflict between the ambitions of the monarchs and the idea of world sway held by the Popes.
- f. The revival of learning, medieval art, architecture, and letters.
- g. The great westward movement, geographical discovery, and colonization.

History 101: Modern European and Early American Civilization from about 1648 to about 1815, with emphasis on:

1. The development of civil liberty in Europe and America.
 - a. Struggle for freedom of religion.
 - b. The development of trial by jury.
 - c. The fight for the principle of representation in taxation.
 - d. The development of habeas corpus.
 - e. Invention of printing and development of a free press.
 - f. Right of petition.
 - g. Right of assembly.

History 102: 19th Century and Contemporary Civilization from 1815 to the present time, with emphasis on:

- a. The industrial revolution.
- b. The development of modern nations.
- c. The development of international trade.
- d. The growth of the middle class in importance.
- e. The trend towards democratic government.
- f. The causes of the Great War.

History 111: The Development of the American Nation to 1815, with emphasis on:

- a. The European background of American History.
- b. The conflict of European nations for control in the new world.
- c. A comparison of the colonial policies of the different nations.
- d. The development of democratic institutions in the colonies.
- e. The clash of American ideals with the Hanoverian.
- f. How the American Government was formed.
- g. The political and industrial revolution (1800-1815).

History 112: The Development of the American Nation from 1915 to the present, with emphasis on:

- a. The beginning of commercial independence.
- b. The development of American national feeling in the Mississippi Valley especially.
- c. The democracy of the West and its effect on the East.
- d. The development of a free labor conscience and its opposition to slavery.
- e. The development of an American literature.
- f. The extension of free education.
- g. The problems of concentration and integration of industry.
- h. The entrance of the United States into world affairs.

COURSES IN CIVICS, ECONOMICS AND SOCIOLOGY.

(10th to 12th Years.)

Civics 101: Civic Problems and Community Life.

- a. A consideration of the problems of a local community having in view:
 1. Better community health.
 2. A more attractive city.
 3. Better opportunities for education.
 4. Better recreational facilities.
- b. A consideration of the division and specialization of labor, stressing:
 1. The difficulty of working for one's self in the old sense.
 2. The dependence of man on man.

3. The need for capital in industry.
4. The use and abuses of organizations of capitalists and laborers.
5. Analysis of the service rendered to the community by certain vocations.

Civics 121: Advanced Civics, with emphasis on:

- a. The citizen and society.
- b. The government and the citizen.
- c. The political, economic, and social problems of American democracy.

Economics 111: A general survey of the economic field with a view of giving the pupil a cross-section of how men make their living by serving their fellowmen.

Economics 112: The practical problems in Economics including a survey of the economics of railways, markets (particularly wholesale produce, stock, and bond), banking, insurance, taxation, foreign exchange, international trade and tariff, and such economic reform programs as advocated by the Progressive Party, the Socialists, and the Syndicalists.

Social Problems 122: A survey of such social problems as immigration, labor organizations, female and child labor, unemployment, defectives, (blind, deaf, feeble-minded, insane, criminals), development and organization of the family (including divorce problems), poverty, liquor question, safety movements, etc.

Pre-requisite: Economics 111 or Civics 121.

To be required in various courses:

1. For two year vocational pupils—Civics 101.
2. For four year vocational students—History 112, Civics 121, Economics 111, and Economics 112.
3. For four year pupils in general courses—History 112, Civics 121, and any two regular half year courses, above the 9th year.
4. For college preparatory pupils—History 112, Civics, 121, and any two regular half year courses above the 9th year. (Those taking the Engineering Course are required to take only History 112 and Civics 121.)

The committee, acting in conjunction with the entire history teaching force of the Oakland high schools, recommends the adoption of the following text-books.

For Early European Civilization:

Webster, "Early European History," publishers, D. C. Heath & Co.

For Modern and Contemporary Civilization:

No recommendations at the present time.

For American History:

Forman, "Advanced American History," publishers, The Century Co.

For Advanced Civics:

Ashly, "The New Civics," publishers, MacMillan Company.
Sutton, "Civil Government in California," publishers, The American Book Company.

For Civic Problems and Vocational Life:

Hughes, "Community Civics," publishers Allyn and Bacon.

For Social Problems:

Towne, "Social Problems," publisher, The MacMillan Company.

For Economics:

Recommendation for no adoption and no change.

In conclusion, the Committee wishes to state that its future purpose is to arrange for sub-committees, to be drawn from this department, to elaborate the courses outlined above, in accordance with the principles of socialization and adaptation mentioned throughout this report.

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