A Course in History

For

Elementary Schools

The State Normal School of Colorado

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Training School Bilding, State Normal School.

Library Bilding State Normal School.

THE POINT OF VIEW.

D. D. HUGH,

DEAN OF TRAINING DEPARTMENT.

Any outline of schoolwork should be based upon a clearly defined conception of the educational value of the subject. History has unfortunately been one of those subjects whose worth has been least satisfactorily evaluated. It has too commonly been assumed that some knowledge of the history of one's own country at least is a necessary part of the equipment of an educated person, without any serious effort being made to determin with any adequate degree of precision how this knowledge helps the individual. In so far as the question has been raisd at all the sufficient reply has seemd to be that a knowledge of past history is necessary to enable the individual to perform aright his political duties, tho a careful study of the results of the work would convince any unprejudist person, I think, that our history teaching judgd from this standpoint has produced wofully meager returns.

But we are fast outgrowing the notion that history is merely politics whether past or present. As Herbert Spencer so well pointed out half a century ago, history does not deal primarily with the details of wars, the machinations of rulers, the intrigues of court favorits, or the varying fortunes of political parties. It deals rather with the life of the people in all its larger social aspects. Its function in the public school is to enable the individual more intelligently and helpfully to participate in the social life around him thru a study of our institutions, embracing

in that term not merely the church and the state but also commerce and industry and various other aspects of the every day life of the people with all its manifold social ramifications.

But assuming that history is to promote the social life of the child it does not follow that in accordance with any logical or chronological scheme we can at once set about apportioning the material to the different grades by beginning with the study of the earlier and less complex civilization in the earlier years and proceeding in a systematic way to a consideration of later periods in the upper grades. The needs and instinctiv tendencies of the child must be taken into account at each stage of his development. History is not only to prepare a child for mature life but to make his child-life as rich as possible. Hence at each stage of his development we must pick out such phases of history study as are both suitable for the growth of the child at that time and at the same time capable of furnishing a basis for understanding the more complex problems which he will meet later. The material in other words must be capable of satisfying both present and prospectiv needs.

In accordance with this conception of history teaching the outline that follows naturally divides itself into three parts corresponding to the three periods usually recognized by child-study experts as occuring in the lives of school children. The first of these including grades one, two, three, covers the period of the primary school; the second, grades four to six, the intermediate school period; and the third, grades seven and eight, the grammar school. The work of each period it is believd, appeals

to the interests of children and is helpful for the understanding of the problems of later life.

The primary period deals with primitiv life. Many reasons might be given for the choice of this material. In the first place it relates to a type of life that is comparativly simple and easily within the comprehension of children of this age; secondly the degree of manual skill required for the reproduction of various interesting phases of this life is not beyond that possest by the children; and thirdly that type of life described is not only inherently interesting but is also valuable in affording a basis for unerstanding the more complex processes of our own civilization. For example, the child understands better how his own food and clothing is furnisht after studying the methods used by primitiv people for the satisfaction of these needs. It is mainly, of course, on account of its value as a means of interpreting present conditions that this phase of history is taught.

It is perhaps needless to call attention to the fact that this work will be educational largely in the degree in which the children enter into the situations described. It is more important that the children live the life than that they remember a series of facts relating to it. Consequently a great deal of emfasis should be placed upon representing by means of writing, drawing, clay modeling, constructiv work in wood and iron the life described. This makes the history a valuable basis for the correlation of the subjects in the primary grades. Much of the reading and language work may also be correlated with the history stories.

The work selected for the intermediate grades consists of the biografical study of individuals concernd for

the most part with the discovery and colonization of America. During this period the child possesses a more vivid sense of historical reality. He has largely outgrown the make-believe period and desires stories that are true. He is not yet able, however, to appreciate the problems of modern life stated in abstract form. His tendency to hero worship, moreover, makes the study of striking personalities of absorbing interest to him if presented with sufficient welth of concrete details. The individuals studied during this period should, of course, represent important types of social life so that thru a knowledge of their lives the child shall gain a clearer insight into his own surroundings.

The work for this second period is introduced by a study of the founding of Greeley and of the lives of its pioneers. This affords an excellent opportunity for utilizing the knowledge acquired in the earlier grades of the social activities concerned with supplying fundamental human needs. The children see, for example, that the Greeley pioneers were doing work similar to that of people living in the earlier pastoral and agricultural periods, and that the community grew in accordance with the same principles of exchange of commodities and of differentiation of labor exemplified in the more primitiv type of community studied in the third grade. This work also affords a splendid opportunity for laying a solid basis for the understanding of some of the concepts most fundamental to the further study of history and geografy, such as the development of a trade center, the need of government, and the mode of its organization. The child can be made to see right at home and before his eyes as it were how a city grows up and what factors promote or

retard its growth. This type of study is most earnestly commended to any community in the State, and enthusiastic teachers who undertake this work elsewhere will doutless find as we have in Greeley many persons, such as some of the pioneers of the district, who are glad to cooperate with them in the work.

The history teaching in these grades as well as in the earlier years requires much objectification to produce the best results. It is of little value to have the child memorize the facts unless he reproduces them in an activ, constructiv way. The teacher should gladly avail himself of every opportunity for correlated manual work, for dramatizing and for utilizing illustrativ material from an art or historical museum.

By the time children have reacht the grammar grades they have attaind a sufficient degree of maturity to be interested in the more abstract formulation of the problems of present day life. The work of these years aims at introducing them to these problems thru a systematic study of American history as presented in a regular text-book rather than by means of biografical sketches. More emfasis is placed upon the political aspects of history in these grades but an effort is made thruout the course to show that the political activities grow out of and are closely related to the social and economic conditions of the country. This period as a whole covers the work usually attempted in the public schools, and may be found suggestiv to teachers who do not teach history lower than the grammar grade. This course is prefaced by a brief study of the conditions of European life that led up to the discovery of America.

The main aim on the side of methodology in this

work is to aid the pupils to enter into the spirit of the times by a vivid realization of the problems as the people saw them. The children then attempt tentativ solutions of these problems or at least attack the study of their lessons with greater eagerness on account of having definit problems to solv rather than merely being required to memorize a certain number of pages of the text-book.

A list of books, partly for the teacher and partly for the pupils, is appended to the outline for each grade. Beyond the primary grades at least it is believd that considerable reading should be done both in the regular texts and in books for collateral reading. At present the need of reading material for our history work is most keenly felt for the work on the crusades in the fifth grade and for the European background in the seventh grade. Considerable collateral reading material for these parts of the course, however, has been collected and we hope in the near future to be able to secure the publication of more satisfactory text-books for these periods. We believe that teachers will find that the list of books given will repay careful perusal, and that the suggestion of some rather unusual books as texts, as Spark's Expansion of the American People, is worthy of careful consideration.

A number of persons have contributed to the working out of this course, the names of whom appear for the most part at the hedings of the different chapters.

NEW THEORY OF HISTORY TEACHING.

G. R. MILLER, PROFESSOR OF HISTORY AND SOCIOLOGY.

Human history is sufficiently old, broad, and varied in its content to furnish a basis for many theories of its teaching processes; but whatever our choice may be, it must conform to the law of educational value. Its moral content and ethical value need neither defender nor advocate. These values are evident and recognized.

The educational utility of history has receivd a wonderful impetus in the colleges and universities of America within the past decade. In these institutions the curriculum has expanded to include almost every phase of historical study, while sociology and economic subjects have been multiplied indefinitly. Our larger institutions show a constantly increasing impetus in this kind of work.

This readvent of the humanities in colleges has extended its impetus to the high schools, while industrial history and elementary economics are growing factors in the high school curriculum. Social and economic conditions have created the new college and high school curricula in history and its cognate branches. The same conditions plus modern psychology have created the new point of view of history teaching in the elementary school. The impetus comes, as it has come many times before, from the higher school. The elementary school is yet in the process of adjustment to the new conception.

A child can interpret only such knowledge as touches closely his own experience. That experience is the source thru which his education must procede, and from which it must come. His interests are in the immediate present,

in the now. The past will appeal to him only as he can discover it in his own activities, thoughts, feelings, or only as his present needs and desires find expression therein. The history that feeds his desires and illuminates the present is the only legitimate history for children. The child is always in direct contact with present social life. It is his constant environment. He is in it and of it; it is his life. He imitates it, and he becomes socially efficient thru the exercise of social activities.

Social and industrial activities should be basal in all history work in primary grades, and it need not be a matter of special concern whether the story is developt from the occupation, or the occupation is based on the story. The essential and prime necessity in either case is the physical activity of the child. Let the child live the experience, reconstruct it, vitalize it, build it anew, and it becomes a part of his own physical and mental life and character. It vitalizes him. Such a process is creativ.

The child life is seemingly imitativ, and characteristically so; but neither psychology nor teacher will venture to say when the seeming imitation has become true creation. The best education is wrought thru creativ processes. The child's education must be a series of such processes. No procedure in teaching is educational in the truest sense which is not quickening the creativ power of the child. Psychology recognizes the predominant imitativ activities of young children; but it also recognizes the almost imperceptible line which in the child mind and life divides the imitativ activities from the truly creativ. They touch, they blend, and in the earlier years they are inseparable. Imitativ activities are the necessary bases of creativ activities, and in the child life, they, more often

than otherwise, are genuine creations. The child who has livd thru an historical period, or story, constructing and reconstructing its materials, producing and reproducing its thought, its feeling, its ideas, material and mental, who has busied himself with both hand and brain in these processes, such a child has truly brought events to pass, has made life for himself. He has created anew human thought and interest, and his work has been in the highest sense educational.

This viewpoint of history teaching is a stimulus to nativ imitativ and creativ power. The newer conception need not and should not be interpreted as a criticism on older methods, for the new concept contains all the features which were possible to the older. The ethical aims of history teaching are not minimized by the constructiv principle, but are, on the other hand, enhanced by the practis of creativ activity.

What the hand has constructed remains a vivid, permanent conception, around which will cluster the life, the thought, and the feeling of the history story. Constructiv activities vivify and fix the thought structure of the history; constructiv processes become the center of thought organization, creating unbroken thought unities in the child mind—creating thus sound mental and moral fiber. Thus the new point of view tends to increase, rather than diminish, ethical results of history teaching.

The newer method should not be interpreted as crowding out of the curricula such material as has been intended to excite admiration and emulation of the heroic and noble in human conduct. On the contrary, such material will remain with all its former possibilities plus the added

living interest of dramatization or other physical activities as a center around which to build and vivify the ideal concept. The union of manual or other expressiv activities with history does not mean at all the abolition of oral expression as an adjunct of history. To accept such a meaning from the theory would be to destroy one of the greatest results in grade history work. History is basal in education because of the nature of its content. It is the story of human endevor, human successes and failures. It is the story of human life, thought, and emotion. Its thought-giving power and stimulating influence to life and activity are equald by few other subjects in the curriculum. To divorce it from the arts of oral and written expression would be to divest it of one of its greatest possible accomplishments.

Oral expression thru history is a matter of prime importance. The very nature of the content of history, human life, natural, untrammeld, insures a freedom and rediness of expression to the child, which higher literary forms may not always so easily elicit. The history story need not be commonplace; but the absence in it of ornamental forms of expression tends to produce a redy, free, fluent expression by the child. Oral expression should accompany history in every grade of the elementary school; and no matter how many other or newer forms of expression may be added, oral expression as a fixt daily practis should remain. It requires a quick, redy organization and arrangement of ideas. The child who has become interested in the history story and workt thru its incidents by means of manual constructiv work, has an organized knowledge and a confidence in that knowledge which will aid him immesurably in its oral

expression. Admitting then many varied possibilities in grade history teaching, let us remember that all its relations and possible correlations spring from the social nature of its content.

Social efficiency, the appreciation of social values, is largely the purpose of history teaching in all grades of the elementary school. Other values are subordinate. Social life is always a present fact, and history teaching is the interpretation and illustration of this present fact. All history teaching is specific sociology teaching. History for children should be the story of the growth of society, the home, the industries, the increase of thinking and of comforts thru necessity, the evolution of present social life by means of intelligent necessary work, doing, activity. When history is thus made an activ, dynamic process in the child life, it becomes a true educativ force. Thus it becomes vital, and the child lives in it and thru it. It responds to and satisfies the child's social desires. It makes more clear and vivid his entire thinking and doing. It vivifies him.

The moral influence of this method of procedure can scarcely be overestimated. Far from being materialistic, it is rather an epitome of the development of the moral character of the race. The ethical social values outweigh all other results of the method. The stories of human encessities, initiativ, invention, tools, construction, doing; the growth of the thinking and living processes is ethical in the noblest sense.

The emfasis on social life gives a proper basis for biografic study. The child is a hero-worshiper, and it is easy to permit the hero story to become a sensational narrativ. But the social method gives the hero his proper

social relation, and he becomes truly a hero to the children only as he contributes some impetus to social advancement. He is a social aid, a helper; and unless biografy gives this result in the child mind, it has faild of its legitimate purpose.

Social evolution as a basis for elementary history teaching does not at all necessitate a chronological order of history periods. On the contrary, a psychological order is necessary, since the purpose is social growth, rather than time sequences; the time element is subordinate. The work of the elementary grades should be a series of historic periods that illustrate the psychologic order of the social growth of the race. Any discussion of what the period should be will not alter the underlying theory of this point of view. Individuals will hold differing opinions in this particular.

The study of the simpler industrial processes of primitiv times can be made productiv of excellent results. Its appeal is thru its simplicity, and its very barrenness of industrial products tends to arouse interest in the possible invention of such products, quickening interest and stimulating constructiv thinking and physical activity. But the history purpose will center around the evolution of processes and not primarily on the time element.

Primitiv human activities are not confined to anthropological periods. American frontier history or colonial history furnishes excellent material for intermediate grades. The history of the evolution of the American frontier is one of the most fertile fields for middle and higher grade work, and it matters little whether the type studies be chosen from the region of the Rockies, the plains, the middle states, or the Atlantic

colonies. The story is always the evolution of the social and industrial life of the American people; and it has been this ever-recurring and ever-advancing frontier of evolution, always with us, touching the national life with its simple, natural modes, that has created and kept us a democratic people; and it furnishes a worthy, useful curriculum for American children.

American history is essentially industrial. It is a period of rapid change and marvelous industrial growth. It seems bare of resource to the superficial observer. Truly it has been a story of hard conditions. It lacks the pageantry of the days of chivalry. It has been a struggle against nature, but human thought and labor have conquerd; and American children and American life are the flower of these hard conditions.

The evolution of the frontier tract into a modern city is also a romance, tense in its interests, varied in its details, versatile in its problems, rich in the streams of human life that merge in it, blend with it, create it and recreate it. And in this story are touches of as great heroism and as noble love as ever spoke from the lips of troubadour or knight.

The recent new impetus to manual training, industrial work, and to trade and vocational schools, tends to strengthen the new point of view of history teaching in the elementary school. "Constructiv physical activities give a motor outlet for the child's expression. In primary grades the demand for such motor outlet is urgent and immediate. In the middle grades motor activity is still demanded; but the mere play of activity no longer directly satisfies; here the activity must accomplish more definit results; here ought to begin some facility in more special

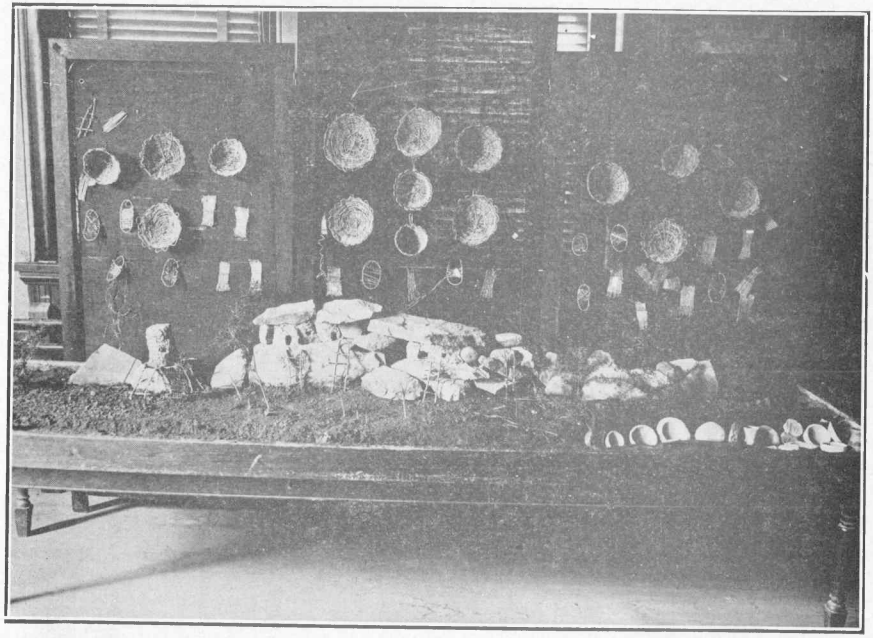
constructiv processes both physical and mental." The history story and the physical processes are complementary educational means, reinforcing and strengthening each other, each stimulating to the constructiv bilding of life. The child traind by such method and thru history based on such theory, will gain much sound, well united knowledge and correlated power.

History work has been a constant impetus to physical, mental, and ethical growth. The hand has been skild in material construction, traind in definit accomplishment. Mind and hand working in unity have livd thru and reconstructed periods of human life, have taught men to invent and create and thus solv and work out the question of social progress. The interest which the child naturally takes in biografy has been given a proper social basis. His heroes are not isolated from the times in which they livd, but are to him great men because they achievd something for their fellow men.

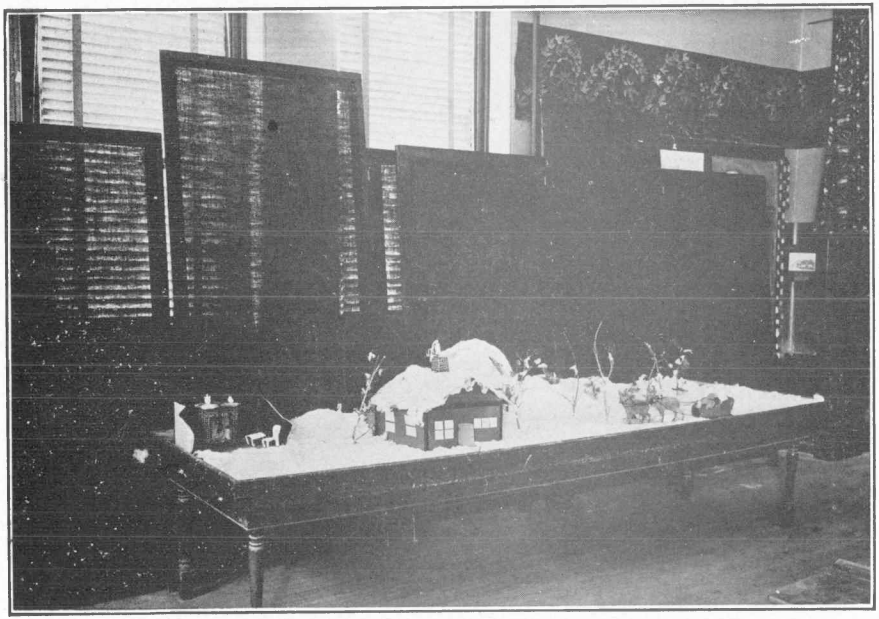
Work by the individual has been made work for all. His heroes are real because their heroism has been a servis to humanity. He has workt out the progress of peoples thru many years of time. He has followd the larger and vital thoughts to definit conclusions, and has thus avoided the confusion of many and unrelated scraps of history. He has followd large ideas in their simple developing processes, and has not dissipated time and energy on unrelated materials. What he has done stands *en masse,* united, an intellectual and moral power. He has been led to recapitulate great periods of human history, not because this process is imperativ in his education, but because he can thus easily obtain much of the inherited mental life of the human race.

A Primitiv Fire-Drill.

Dyeing Among the Lake Dwellers.



Lolami's Home.



A Christmas Scene in the First Grade.

THE FIRST GRADE.

BELLA B. SIBLEY, TRAINING TEACHER.

We study human nature at home and on the street, but in history we study it to better advantage because there we see our own motives laid bare and our own actions at such a distance that we can give them their true value. The element of personal feeling is eliminated from our conclusions. In his observation of human nature outside of the school the child is as likely to imitate the bad as the good in the conduct of others; he may not be so fortunate as to have wise help in forming his judgments, and the effects of action are not always seen. In school, the teacher has a special opportunity to lead her pupils to see the relation of motivs and actions, and the relation of action to results upon environment. Untraind, the child may grow into that low type of humanity that sees nothing beyond the narrow circle of personal interests; with adequate training, there is always hope that he may approach that highest type which takes the whole world into the round of its sympathies.

Many of the complex processes of modern life are beyond the comprehension of the first grade child. At this point the history of the cave man, adapted from Waterloo's "Story of Ab", contains experiences that are sufficiently related to his spontaneous activities to interest him intensely. The literary simplicity of the story form, and the dramatic action make it ideal historical material for the child at this age. Care must be taken not to in-

troduce subject matter which is not authorized by anthropology, paleontology, and geology. The story is merely a means, a dramatic device, for teaching history. As it is workt out, the child lives thru the experiences of the little cave boy, shares his joys and sorrows, feels the consequences of his mistakes, and is delighted when he succeeds.

The connection between the child's home with its civilized environment and Ab's cave home is made by calling up in the child's mind the sources, in so far as he is familiar with them, from which his food, clothing, and shelter are obtaind. The teacher asks such questions as, Where do we get bread? (From the baker). What is bread made of? (Flour). Where do we get flour? This question would probably receive several answers, because Greeley is in the midst of an agricultural district and contains flour mills as well as grocery stores. Some children may answer. From the flour mill; others, From the groceryman. Either answer is adequate for the teacher's purpose. Where do we get meat? (From the butcher). Where do we get milk, butter, sugar, fruit, etc.? Where do we get clothes, hats, shoes, stockings? Who bilds our houses? (The brick-mason, stone-mason, carpenter, plasterer). How do we go to Denver? (On the train, In an automobile, By horse and carriage). A few minutes of this questioning will serve to arouse the interest of the children. Then the teacher may procede with her story in some such way as follows:

"I know of a little baby boy who livd where there were no railroads, no automobiles, and no carriages; where there was no way of going anywhere except on foot. When his house was bilt, there were no carpenters,

no stone-masons, no brick-masons, no painters, no plasterers, and no paper-hangers. If he did not find a place already suitable for him to live in, he made it himself. When his father and mother wanted food for him, there were no grocerymen, no bakers, no milk men to buy it from. Neither were there any farms where food was produced. When he needed clothes, there were no dry goods stores, no shoe shops, no hat stores. You will be wondering where he got his clothes. We shall learn about that presently. I want to tell you now some other things. This little boy's bed was made of dry leaves. His home was a big cave made of stone with a stone floor and no windows, and containing only one room. Not a very pretty home on the inside, but it was in the most beautiful place that you can imagine, against a hillside of rocks overgrown with moss and with vines over it that were coverd with red berries. Great shady trees grew all around, in the branches of which pretty little birds hopt about, sang, twitterd, and bilt their nests. At the foot of the hill a broad, beautiful river flowd; boughs and branches of trees overhung this river, making irregular shadows in the clear, sparkling water. Fishes swam about in this river and darted in and out of the tall grass which grew at the water's edge. Here and there small islands lifted their heads above the surface of the water. Paths were worn from the cave to the river where the baby's father and mother walkt for water. There were no irrigating ditches, no sprinkling carts, nor any hose. It raind very often and washt the trees, grass, the outside of the cave, and everything clean, after which the sun came out and the birds' songs floated in the moist balmy air.

"Although the cave in which the father and mother and baby livd, at the time of which our story tells, was in such a delightful place with such beautiful surroundings, there was one thing that made them afraid almost all the time. Great, monster wild animals roamd all thru the thick forest. These animals slept in caves and dens during the day, but at night they came out into the moonlight in search of food and water. Then the great cave bear, the hyena and the saber-tooth tiger roard, howld, and came very near the cave. This very cave in which the baby livd was once the home of the cave bear. It was such a large, good cave and in such a beautiful place that the father decided to drive the animals out and bring his own wife and baby there to live. But it was a dangerous thing to do because the cave bear was so big and strong that he could strike a man one blow with his paw and kill him. The father wonderd and wonderd how he could get the family of bears out of the cave. He used to approach as near the cave as he dared, then he would climb a tree and swing himself along by the branches from one tree to another until he was near enough to watch the very cave door. He found that the bears all came out at night and left the cave empty. After watching the cave for a long time and trying to think of some way to drive the bears out, at last he had an idea. One very dark night when the bears were out looking for food he bilt a big fire in front of the cave door, then hid himself in the top of a big tree and watched for the bears. Soon there came the great bear over the hill walking slowly, for he was tired and sleepy; but when he saw the big fire, he howld with fear and rage and ran back over the cliff. Meantime the pine knots became hotter and

hotter, and the flames darted up higher and higher. After a little while the big bear came back with the mother bear. By this time the fire had become so much bigger that the naimals were very much frightend, too frightend to howl or do anything but run. Again and again they returnd, but always as soon as they saw the fire they ran away as fast as they could. At last they were so tired that they went off among some thick trees and lay down to sleep. The baby's father waited until the sun came up bright and warm. Then he climbed down from the tree and went far back from the river to the little old cave in which he had been living with his wife and baby and brought them to this beautiful clean cave by the river."

The above illustrates the way in which the history of civilization, for such it is, is introduced and started with the children. The next step is a field lesson to find suitable places for making caves, also places that look as if they might have been occupied by animals of any kind, as well as homes of animals now living near the bilding. A number of caves should actually be constructed outdoors. So interested do the little ones become that some of the mothers report back yards dug up and turnd into caves.

After this manual expression and first-hand investigation on the part of the children, which cultivate an intelligent interest in their natural environment, they are redy to play the history in so far as it has been given. Members of the class are chosen to represent different wild animals; a part of the room is screend off for a cave; someone is chosen to climb up and watch the cave door; and the children suggest ways to represent the fire. At one time red paper was placed on a pile of chairs in

front of the cave door, which renderd itself very efficient in scaring the bear as it approacht. At this point the children are prepared to think what the bears will do after having been driven from home. As the work progresses, new problems are continually set before the children, which compel them to reconstruct their experience and broaden their conceptions of life.

So far we have been dealing only with the presenting of historical content and the encouraging of motor response. This material servs, however, as a basis for much other work. The oral language work receivs particular attention. (It is upon this that emphasis should be placed in dealing with children of the first grade, although this history work affords abundant material for written exercises.) To this end the teacher encourages the children not only to answer questions, but also to narrate incidents, in connection with the story work from different points of view; for example, the story of the incident is told as such and such a person would have seen it. The children are encouraged to talk and to suggest things that can be constructed by the class; criticism and suggestions for improvement upon such manual productions are encouraged; likewise questioning by the pupils when any member of the class, or the teacher has not made a clear statement. The invention of the child is stimulated by having such statements and stories illustrated with chalk upon the blackboard; and at the same time the child gains some ease and freedom of speech by being thrown upon his own responsibility for making himself understood by other members of the class and by being encouraged to use new words and phrases as necessity demands.

To return to the story: the capture of the cave illustrates an important point in the development of man, as it denotes a step taken toward the conquest of his environment and toward dominion over the beasts. This development, however, can best be shown by following the development of the baby, which is really the development of the race thru the period of the cave home. Many important points of this kind are actually workt out when at all practicable; otherwise a clear explanation is given; for example:

1. The manner in which the baby was named is of special interest to the children. The child's first prattle in labial attempt to say something sounded to his parents like "ab", "ab", "ab". The mother repeated the syllable after the child; the father had laught over it; they henceforth referd to their baby as "ab" until "Ab" became his name. The father's name was "One Ear", a name given to him because a wild-cat had bitten and scard his ear when he was a little boy. The mother's name was "Red Spot", a name given to her because she had a little red spot on her shoulder. When Ab was large enough to play out of doors he had a little playmate named Oak. When Oak was a baby, his mother had been accustomd to leave him in a little cradle woven into the branches of an oak tree in front of their cave. He was named for this tree. Such factual material given in interesting story form leads the children to the generalization that all people living in the stone age were named from some mark, habit or idiosyncrasy.

2. Social life among the cave people is developt in the story as friendship between Ab and Oak. Their

mutual efforts in the invention of the trap, which in the first stage was a pit, are full of interest; and there is action enough when, the pit being coverd, a young rhinoceros is captured. Through the suggestion of this incident the children are led to construct primitiv traps, to make stone axes, and mould animals from clay.

3. The use of fire not only as a protection from dangerous animals but also, gradually, its use for purposes of cooking and even purification is emfasized. The improvement in man's food and the comfort added to man's home thru the introduction of fire are beyond the comprehension of the most prolific imagination. Mr. Geiger says: "No greater conquest has ever been made. And, if we admire in genius not only superior intellectual endowment but the boldness of attempting to think of what has never been thought of by anyone before, it was surely an act of genius when a man approacht the dreaded glow, when he bore the flame before him over the earth on the top of the ignited log of wood—an act of daring without a prototype in the animal world, and in its consequences for the development of human culture truly immesurable."

4. The problem of producing fire is presented to the children in connection with the flood which came down and swept the fire from the door of Ab's cave. This event is followd by the gradual invention of the fire-drill.

5. The domestication of animals is brought about in connection with the development of the trap and the invention of the bow and arrow. By means of the hunt, the barbecue, primitiv testing of strength, primitiv games, visiting the shell people and learning from them the art

of swimming and the industry of fishing, the development of social relations among the cave people is still further illustrated. In the social circle of the home the little child has his part; he likes to bild any kind of rude house with blocks or sticks or stones; in his play he carries on the household industries of cooking, sewing, making. Things like this which our children can do, furnish the data in the light of which they can understand how other people have livd and workt. To give little children the history of the high stage of civilization would be folly. Their own life is simple and they can be appeald to only by the simple phases of other human experiences. These, they may make their own by *doing;* and in this way the industries which give them shelter, food and clothing gain a significance otherwise unattainable.

6. For the sake of vivifying this life still further a frieze of pictures representing cave-life and activities is constructed. These pictures are drawn in colored chalk crayon by the teachers upon large sheets of white water-color paper. The first picture represents the baby lying under the beech tree, with the cave in the distance and the river flowing by; second, the mother in the tree, the hyena approaching, the father in the distance; the third, Ab and Oak throwing stones into the river; the fourth, the pit with the angry rhinoceros-mother and cave tiger near by, and so on. These drawings as soon as completed are placed above the blackboard in such a way as to form a connected border, finisht at the top by a narrow moulding of wood.

The last picture in the series above mentiond is a representation of a lake-dweller's village which we use to introduce the next historical subject; namely, the lake-

dwellers. This subject is taken up in the winter term, workt out on the sand table, and pictured on the blackboard, further emfasizing the dependence of the world upon labor for food, clothing and shelter, and showing the transition from stone to bronze in the making of implements.

As space will not permit greater detail in the work of the third term, a mere statement of important points which are brought out in the life of the lake-dweller and related to the child's experience is given.

Climate—The gradual change until it approximates that of the present time.

Animals—The passing of the mammoth, the cave bear and hyena; the northward migration of reindeer, chamois, and allied forms; the domestication of various animals which take the place of wild animals in the life of man.

Home—The novelty of lake dwellings—lifted upon piles and platforms out of the water, the use of drawbridges as protection from enemies; the floor of clay and gravel; the sand stone herth; the trap door thru which fish were caught and refuse disposed of.

Food—Fish, wild duck, geese, swan, milk from their domestic animals, wheat bred baked upon hot stones, apples, pears, blackberries, raspberries, strawberries, etc.

Clothing—Garments made of flax, bronze hair pins, beads of glass and bone, ornaments of wolves' teeth, bracelets and the like.

Industries—Fishing and hunting, the manufacture of implements and weapons, the weaving of cloth upon their simple loom.

Having obtaind in the winter term a constructiv idea of the lake-dweller's life we take up in the spring term a study of the cliff-dwellers and pueblos of our own country. First, attention is given to the region in which these remains are found, the cañons and mesas being studied with a view to their fitness for the purpose of these people. Then attention is given to the materials with which they bild. The children are finally encouraged to model cliff-dwellings in clay; and the inhabitants are either modeld from the same material or else cut from paper. Much emfasis is placed upon expression, oral and written—in drawing, bilding or acting.

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SECOND GRADE.

DORA LADD KEYES, TRAINING TEACHER.

History in the third grade of our school consists of a study of pastoral and agricultural life, following the study made in the second grade of the hunting and fishing periods. During the first term, by means of stories, hand work, and dramatization, the children enter into the interests and activities of early Aryan life. A study of ancient Hebrew pastoral and agricultural life occupies the first half of the second term, followd by work on kindred activities as they are now carried on in Colorado and other western states.

The first two weeks of the first term, given to a careful review of the "Story of Ab," are always profitable. Each year there are a number of second graders who are in the school for the first time and who know nothing of Ab. As we try to make the work continually comparativ, it is very necessary that all know the leading points of the story. The children who come to us from the first grade of our own school now have a better perspectiv of the story, and they take great pleasure in bringing home to the little strangers its most significant features.

As we then proceed with the story of Aiva, the Aryan lad, the children will realize that he represents both a higher stage of civilization and one that is still progressing. They will learn that he enjoys a better home, better clothing, and a greater variety of foods; that he is primarily a shepherd and a farmer, and only incidentally

a hunter, and that the activities of his household are much more complicated. They will learn, too, that with the assurance of a living—an assurance that grows out of the possession of grain fields, flocks and herds—comes the opportunity for development of intellectual life and art; that the discovery of copper and bronze reveals new possibilities of culture. The children will find that Aiva, like Ab, belongs to an inventiv family. It will be seen that the rebilt Aryan home is an improvement over the old one in many ways. We shall also give his people credit for the invention of the mill, the churn, clay tiles, the plow, and the ox-cart. The spirit of the Aryan nature-worship will be constantly imprest thru the entire term's work, so that the children may realize that Aiva knows what Ab only felt in a vague way—that he owes life and happiness and consequently gratitude to Agni, the beneficent spirit of the sun. Our aim—to have the children thoroly appreciate the significance of all of these new elements of culture as the work advances—justifies the emfasis put on the review of Ab, the more primitiv type, at the beginning of the term.

Miss Katherine E. Dopp in "The Place of Industries in Elementary Education," makes a statement which is very significant as it indicates how the transition from the hunting to the pastoral stage was made: "Man finds that by establishing sympathetic relations with the grass-eating animals he can live on a smaller area than by hunting them." Our first stories therefore, deal with the invention of traps and the capture of small animals by the women and children, the taming of the young, and the use of these tame animals for food in times of scarcity, a procedure which makes a decided impression on the men

and leads them to take up the problem of domestication.

Another quotation from the same book will serv to make clear the relation between the pastoral and the agricultural periods and to justify us in combining the two periods as we do. Miss Dopp says: "In many cases domestication of animals by man and cultivation of plants by woman developt side by side. The complete transition from the pastoral to the agricultural is made when man takes it up and brings to bear on it his superior technological skill developt in contests with wild animals, and his greater power to specialize." The children are given a hint, however, of the more strictly pastoral period, which preceded Aiva's pastoral-farming existence, in the stories told to Aiva by his white-haird grandfather, the patriarch of the household. When this old man was a little boy, he had livd in a tent and had moved about from place to place, finding new pasture for the flocks. There were no herds of cattle to care for, for cattle cannot endure the hardships of nomadic life, and they do not become an important factor in a people's life until a settld stage has been reacht. Aiva's grandfather knew nothing of farming. His mother knew nothing of how to spin and weave the sheep's wool into cloth. But we must leave the grandfather to his reminiscences and return to Aiva and the problems of his activ life.

An interesting event in connection with the early part of our work is an excursion to "Stand-pipe Hill" to find a suitable location for the bilding of our Aryan home. There must be a suggestion of hills waving with long mountain grass, of valleys of wheat and barley, of ravines and noisy mountain torrents, and the house itself must be bilt against a cliff. We gather and cut

branches for the walls and chimney and choose with care four stout, forkt sticks for the corner supports. No nails, of course, can be used, and so plenty of clay must be prepared. We take our lunches and remain on the hill during the noon hour. We make observations of the various things we have to eat, and decide just which of them Aiva probably had as well. Then we tell riddles, fairy stories ,and fables. I have never seen equald elsewhere the natural, spontaneous story-telling with which the children delight us on these occasions. After many hours of faithful work after school, Aiva's house, with its triangular doorway, tall chimney, thatcht roof and floor mats of woven rushes, reaches completion.

The golden days of September afford us the best opportunity for out-door dramatization, and so the study of early rites and customs attending agricultural labors is given in this month. The threshing of the grain and the making of flour lead us easily into a study of activities and life within the home during October. The last month of the term is used for a study of Aiva's relations with his sheep and his shepherd dog, and of his social relations with other shepherds. As their Thanksgiving exercise the children are about to plan a simple Shepherd's Shearing Festival which will be a summary of the month's—and, in a way—of the whole term's work.

The work given in September this year was practically the same as that which formd the basis for last year's "Aryan Thanksgiving Festival." The primitiv Aryan personification and worship of natural forces were very closely identified with work with the soil. Tradition taught that it was dangerous to disturb the earth. The angry earth spirit must be propitiated and the aid of bene-

ficiet spirits invokt. So strong was the traditional belief in the earth's hostility to cultivation that we are not surprised to find in a large number of these ancient customs the element of human sacrifice. These customs, however, were carefully excluded from our list, and we found that we still had plenty that were genuinly historical and yet unobjectionable for the children. These attitudes of mind, growing out of man's early struggle with nature and his attempt to utilize her forces, have had a tremendous influence in the history of the race, and that they still persist in the minds of the children of today we cannot doubt.

"Beliefs that ruled man long ago,
Within our actions oft-times show;
The habits of primeval days,
Still close beset our modern ways;
And thoughts we scorn with boastful pride.
Our steps, unconscious, guide."

The agricultural festival of last year, which summarized the daily work of several weeks, was prefaced by an explanation which the children composed for their visitors: "Some people think that there never was a Thanksgiving until after the Pilgrims came to this country. The children in our room have been learning that many, many years before the Pilgrims livd, Aiva and his Aryan people in their home across the sea, rejoiced in their bountiful harvest and held Thanksgiving. Our program this morning is in three parts. First, we shall show you how these people prepared for and planted their crops. In Part II you will see how the crops were made to grow. We want

Weaving in the Second Grade.

Our Harvest Festival.

you to be sure to understand that the rhymes in Parts I and II were made by the children. In Part III we shall show you how the harvest was celebrated."

In Part I the children assumed the characters of Aiva's family and his clansmen. They anxiously waited for the disappearance of the Pleiads before sunrise as a sign that it was time to plant. Word was then sent to Wise Old Man, for he alone could determin the direction of the first, the sacred furrow. Following the digging of this furrow, the Wise Old Man had five persons kneel in line by it; to each of these he gave seven grains of wheat which were planted after seven clods of earth had been thrown up high. When this solemn rite was over, all of the children skipt merrily about scattering grain.

Here is a rime, illustrativ of the children's co-operativ effort:

"When the twinkling Pleiads go out of sight
Ere morning breaks over hill and plain,
To the Wise Old Man Aiva takes his flight—
For now 'tis time to plant our grain."

Part II consisted of a variety of rythmical movements, designd to produce effects beneficial to the crops, such as tapping to secure rain, reaching and jumping as high as they wisht the grain to grow, and swaying as they hoped to see it sway in the glorious autumn. They threw a sack of meal to stop the wild blowing of the wind.

"How hungry your child at home must feel, O wind, O wind, that blows so wild!

We throw you a sack of nice yellow meal, go home and feed that to your poor little child."

Nor did the children forget to invoke the aid of Agni, the giver of light and heat. When the children in the preparation of this work had been askt what we should now do to make our crops grow, one embryo Greeley farmer announced that we must "irrigate and cultivate" them, but another child, who was living in spirit with Aiva, replied, "We must pray to Agni and ask him to bless our crops."

The last part of the exercise began with the reciting of an ancient Aryan "Hymn to the Demons." It was recited in low, weird tones with appropriate actions by four crouching boys who ended by scampering out of sight:

"When the corn grows, then the demons hiss; when the shoots sprout, then the demons cough; when the stalks rise, then the demons weep; when the thick ears come, then the demons fly."

The preparations for the harvest procession demanded considerable hand-work by the children. They made crowns of raffia and corn tops and fastend many strings of corn into heavy chains. Great armfuls of wheat were brought from the country homes, and the children gatherd from our school-garden an abundance of pumpkins and other vegetables. The procession ended by forming in double file, and after the corn doll had been placed on the sheaf of wheat and crownd, the children knelt and gave Agni a prayer of thanks for their bountiful harvest. The offerings were then laid at the base of the sheaf, after which the children formd in couples and ended the festival with a Harvest Folk-dance.

The second month brings us to a consideration of activities within the home, such as bredmaking, churn-

ing, spinning, weaving, making and decorating clay dishes. The children are delighted to hear how Aiva, watching his mother's whirling spindle, is inspired to invent a new toy—a top. They appreciate, also, the introduction of a house pet, the cat, of whose arrival it is said: "Its first treaty of peace and amity with man goes back to those prehistoric times when men first began to store up grain for the future. The cat became the defender of the hoard." The children rejoice with Aiva, when, after some pieces of copper and tin had fallen in the fire and were melted together, he finds that the new material, bronze, can be given an edge as sharp as flint and yet does not bend like copper. The advance from picture writing to the use of symbols is shown in the story of the great bronze horn, sacred to Agni, upon which the Wise Old Man carves chariot wheels, swastikas and other sun signs. The destruction of the house by storm gives the children a chance to use their constructiv imagination in suggesting various improvements for the new house. In this concrete presentation of home activities, we find many opportunities to bring to the children an appreciation of those moral virtues that were the foundation stones of the Aryan household—reverence, respect for authority, loyalty, mutual affection and co-operation.

The stories of Aiva's life as a shepherd lad contain many significant elements. The children's own observations form the basis for the discussion of the habits and characteristics of sheep and the care which they demand. Their qualities of gentleness, trustfulness, and willingness to follow their shepherd may become ideals for the shepherd boy himself, while their timidity and helplessness in

times of danger make constant demands on him for foresight, resourcefulness, courage, and strength.

In addition to this humanizing influence seen in Aiva's relations with his sheep, we find new intellectual social, and artistic elements entering into shepherd life. It becomes necessary to learn to count, to tell time, and to study the hevenly bodies. In the circle of shepherds drawn together while the flocks are drinking and resting, the more intellectual forms of play are developt. Story-telling, music, poetry, and the dance are given a great impetus.

Play, so vital a factor in every child's life, is closely linkt with the pastoral period. Such serious practical activities as running, jumping, rock-throwing, stilt-walking, leaping and vaulting are transformd into games and contests in times of recreation. The children reproduce these games of old on the play-ground.

To many persons, the term "pastoral" calls up a vision of life of idyllic loveliness and peace, but history reveals the stern fact that the pastoral period is a period of warfare. Any one at all familiar with the history of the sheep and cattle industries in our western states will not question the truth of this statement. Hence there is no ground for fearing that our second graders, fresh from Ab's strenuous and exciting experiences, will find those that we have to offer tame and uninteresting. Aiva not only had wild animals to attack or repel, all-night storms to encounter and mob-mad sheep to pacify and save, but he plays a big part in exciting sham battles, all of which experiences the children enter into thru their own dramatic play.

The term's work closes with the story of the migra-

tion, when Aiva's people move down the great mountain slopes to the rich plains of the Indus, where it is not so cold and where they can always depend on having crops and fine pasture. The early steps in the evolution of the ox-cart are here presented. The new country and its people, their conquest by the invaders, leading to the beginning of serfdom and lordship, their permanent settlement on the rich agricultural lands, the changes made in the bilding of their houses, which are no longer scatterd far and wide—all of these points are briefly considerd. The new possibilities for progress and culture here hinted at will serve as a basis for the transition to the history of the fourth grade—early village life.

The work of the first term, here somewhat extensivly discust forms a rich back-ground for the work that follows, a brief description of which will suffice. The first six weeks are given to Hebrew stories, all of which are made to center around the personality of the shepherd boy David, whose simple life spent in the faithful care of his father's sheep becomes very significant in the light of his future glory. His visit to Saul, his anointing by Samuel, and his final crowning as king, are the main events of his career to be emfasized, other stories being introduced in organic relation. For example, the story of "The Deluge" is told to David one day when he asks his older brother for an explanation of the rain-bow that they behold arching the sky as they emerge from the covert to which a storm had driven them; as David and his mother in their Bethlehem home watch the long line of gleaners returning at sun-down, she proudly tells him the story of his great grandmother, Ruth; and after the day of anointing, when David and his father hold serious

conversation on the house-top, Jesse gives him ideals for his future life by telling him of great kings and leaders of old. The week before Christmas the continuity of our work is broken in order to give the story of the Christ-Child. Altho he came hundreds of years after David livd, he was born in David's Bethlehem home, and of David's own line, and David himself seemd to have a revelation of his coming. This work with the Bible stories is completed by a study of the idealization of shepherd life as found in that literary gem—the Twenty-third Psalm.

One of our chief aims in teaching history would be unrealized if the children faild to appreciate the truth that the forces of civilization that were at work hundreds of years ago are still at work, though under changed conditions. To the thought so frequently exprest by the children that "things were so very different then," must be added the thought that "after all, the things we do and have today had their beginnings then." Only in this way can the children gain any conception of the continuity of civilization and of their race-inheritance. For this reason it seems appropriate to close our study of this historical period with a presentation of its activities as they are carried on at the present time in our region. The experiences of a Chicago boy, who comes to live on a Colorado sheep ranch and who later goes out on the open range with a Mexican herder, supply a basis for our work. As one might expect, mythical and literary elements now disappear, and the study assumes a more strongly industrial aspect. The hand-work receives special attention at this time, as a separate period is now devoted to weaving, including the construction of looms, the invention of

shuttles, battens, stretchers and tredles, the dyeing of wool, the making of designs, and the weaving of hammocks and rugs. Here we have one of the most ideal illustrations that the school affords of a course in manual training, which represents a large and dignified unit and one organically related to the course in history.

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PICTURE LIST.

A. *Pastoral Life.*
Brittany Sheep—Bonheur.
Goats on the Mountain—Bonheur.
Shepherd and Flock—Bonheur.
Shepherdess—Millet.

Shepherd's Evening Song—Molitor.
Sunset Glow—Riecke.
Lost—Schenck.
Return to the Barnyard—Troyon.

A Shower—Laugée.
Sheep Shearing—Millet.
The Shepherd's Dog—Troyon.
Shepherd and Sheep—Jaque.

B. *Agricultural Life.*
Ploughing in Nivernais—Bonheur.
The Gleaners—Millet.
The Sower—Millet.
Oxen Returning from Labor—Troyon.
Return of the Gleaners—Breton.
End of Labor—Breton.
Blessing of the Harvest—Breton.
Return from the Field—Adam.
The Grass Mowers—Dupre.
Harvest Time—Breton.
Song of the Lark—Breton.
Haymaking—Dupré.

C. *Home Life.*
Girl Spinning—Millet.
Woman Churning—Millet.
A Fascinating Tale—Ronner.
Milking Time—Laugée.
The Spinners—Velasquez.

D. *Old and New Testament Pictures.*
Calling of Abraham—Doré.
Abraham Journeying in Canaan—Doré.

Abraham Entertaining the Three Strangers—Doré.
Noah—Oppenheim.
The Rainbow—Millet.
Selling of Joseph—Schopin.
Joseph Interpreting Pharoah's Dream—Doré.
Joseph Makes Himself Known to His Brethren—
Finding of Moses—Delaroche.
Moses Receiving the Two Tables of Law—Ghiberti.
Infant Samuel—Reynolds.
Child Samuel Presented to Eli—Opie.
David Playing Before Saul—Schopin.
David and Jonathan—Doré.
David the Shepherd—Gardner.
Holy Family—Reubens.
Holy Night—Correggio.
Adoration of the Shepherds—Credi, Lorenzidi.
Sistine Madonna—Raphael.
Madonna of the Chair—Raphael.
Mother and Child—Bodenhausen.
Adoration of the Magi—Botticelli.
Adoration of the Shepherds—Gaddi.
The Good Shepherd—Murillo.
Children of the Shell—Murillo.
The Star of Bethlehem—Piglheim.
The Nativity—Hoffman.
Worship of the Wise Men—Hoffman.
The Good Shepherd—Plockhorst.
Magi on the Way to Bethlehem—Porteals.
Childhood of Jesus—Hoffman.

THIRD GRADE.

DORA LADD KEYES, TRAINING TEACHER.

Purpose: To introduce the children to a more systematic study of community life including its more significent features, such as differentiation of labor, specialized industries, exchange and transportation of commodities, government, etc. The course aims at furnishing the child with a basis for interpreting the more complex activities of his own environment.

The material used consists of a story of early Germanic village life. The work centers in the experiences of Wulf, the Saxon boy, who represents a people who have reacht a higher stage of social evolution than those studied in the earlier grades.

A. THE STOBY.

The story as outlined for the grade by Professor Miller may be considerd under the following topics:

I *Wulf's Appearance and Clothing.*

Wulf is tall and strong, with blue eyes, light hair and a ruddy skin. Some of the children in our room suggest in their appearance their kinship with this Saxon boy. Wulf has a greater variety of clothing than had Ab or Aiva. In addition to skins and woolen clothing, he has linen, silk, velvet, and many beautiful ornaments that his brothers of long ago would not recognize—ornaments made of gold, silver, glass, amber, and iron.

II. *Natural Environment.*

Wulf belongs to a German tribe which has settld and bilt a village of huts in the dense forest on the Rhine

River, at about the time of the Roman Conquest. Some distance up the stream are the mountains in which the precious iron is mined. Many miles below his village is the place where the great river flows into the sea—the sea that is to be so closely linkt with Wulf's adventureous future.

The dark forest of mistletoe-coverd oaks, beeches, and firs is the haunt of great bears, lynxes, wild boars, and mysterious were-wolves. Rich pastures and meadows surround the village. In addition to the dog, which was Ab's one domestic animal and the sheep and cow, which we so closely associate with Aiva, Wulf rejoices in the possession of the horse.

III. *Home.*

Wulf's home is one of many which, placed together in the center of the clearing, form the village. This home presents new features of interest; e. g., the palisade surrounding the low hut, the rune-carved door-way, the wonderfully-woven tapestries, and the long feast-hall with its walls coverd with shields and weapons. The strength and purity of the family ties, especially the honor given to women, are emfasized.

IV. *Practical Activities of Village Life.*

1. *Agricultural Organization.* The children have written in their note-books the story of what Wulf told Uffen about the land as he drew a map of the village in the sand and explaind it to the little war-captiv from the northern forest. The explanation runs as follows:—"When Elric, my grandfather, was a boy like me, all the German tribes were continually moving from place to place with their few flocks and herds, just as you have

told me your tribe is doing now. The women did most of the little farming that was done.

"Pretty soon the tribes stopt moving so often. There were many more people than there used to be. We could not spred any further south because the Roman legions kept pushing our people back. So my grandfather's tribe discoverd, as did all the strongest and wisest tribes, that they must settle in one place and work the same land over and over again.

"They cleard the forest and cultivated it. When the fields gave out, they were used for grazing land, and new stretches of woodland were cleard for cultivation. After the first fields had lain fallow awhile they would be cultivated again.

"All this land that stretches away from us in every direction is ownd in common by the freemen of my village. Next Wednesday, the day of Woden, the Mover, you will see how all the land will be parceld out anew, the men choosing by lot. Our freemen do not work the fields themselvs. They make their war captives do that.

"The land is divided into three parts or marks. The central part, where the houses are bilt, is the village mark. The land under cultivation is the arable mark. The surrounding woodland and pasture-land is cald the common mark, because all the villagers use them for their cattle, sheep, and pigs.

"Run with me now to the top of that hill. Now see how the gloomy forest spreds like a belt around our village. It makes a boundary between us and our neighbors and enemies. Do you see that great tall beech-tree on which is carvd an eagle? It is our sacred mark tree.

Beyond it our villagers dare not go. The monster Grendel would seize us."

2. *Government.* Two points are to be emfasized here in connection with the democratic form of government that prevaild. The first is in regard to the war-chief, who is elected by the freemen from their own number and who exerts his authority only in matters of war. The war-chief is a particularly interesting figure because, as we shall find in later study, he becomes the ancestor of the lord of the manor. The second point of importance is the Moot court, which the children compare with our Greeley government.

3. *Division of Labor.* In Wulf's village we find hunters, tanners, harness-makers, boat-makers, weavers, goldsmiths, etc. Wulf himself is a worker in iron as his father before him had been. This matter of Wulf's occupation emfasizes a fundamental difference between him and his more primitiv brothers who were "Jacks-of-all-Trades," as the children exprest it.

Much stress is laid on the discovery of the metal, iron, as its relation to the division of labor is very important. The fact that iron is not found in the free state in nature is given to the children to explain the lateness of its discovery as compared with that of copper. The children can only surmise as to the way in which primitiv man made his wonderful discovery of this most valuable of all metals. It may have been thru the appearance of a piece of meteoric iron, as described in "The Iron Star," or thru the accidental smelting of some iron pyrites which had been used for striking flint to obtain fire.

In a discussion of the causes that resulted in the di-

vision of labor the children workt out the following independently with the exception of the fourth, in which they were helpt by some facts as to the length and complexity of the process of iron-working:—"a. There were so many more things to do than in Ab's or Aiva's time. b. There were more people to do things. c. One man could do one thing so much better than another. d. The discovery of metals had much to do with the division of labor. The process of iron-making was much longer and more difficult than anything that men had tried to do before. The iron-worker had to give most of his time to that one thing. People who could not work in iron were so anxious for the weapons that they were willing to provide the iron-worker with things he needed, in exchange, for the wepons."

This topic of specialization in labor suggests a large field for study in the evolution of tools.

The children made a long list of the things that Wulf made from iron, and another list of things he would need, and thus it was imprest upon them that division of labor leads to trade.

4. *Trade, Travel and Transportation.* Ideas of trade are introduced thru stories of expeditions up and down the river to barter with neighboring tribes. These ideas are enlarged when, as the story progresses, Wulf goes down to the mouth of the river and becomes a member of Sigurd's village by the sea. He now comes into touch with trade on a larger scale. He meets traders who have brought gold from the Mediterranean lands, silver by the trade-route of the Dnieper, and amber from the north by the famous Jutland amber route. In the

course of time he himself sails away in a long-ship to win glory and welth. He visits Norway for furs and timber and brings back tin from Britain. He goes to Spain and in exchange for skins of bears, silver foxes, wolvs, and ermine, amber and iron he secures wonderful Etruscan vases, Roman coins, and statuettes, silks and rugs from India and spices and perfumes from far off Arabia.

Trade results in a demand for more accurate standards of mesurements of distance, weight and currency. While the subject of money is far too complicated in many of its aspects for third grade children, a simple comparativ study of currency in the various stages will prove interesting and valuable. We find skins to have been one of the earliest forms of currency in the hunting stage, also ornaments, such as shells and teeth; sheep and cattle become currency in the pastoral stage, the more durable vegetable products, such as corn and wheat, in the agricultural stage, and finally, in the age of metals, we find a coin with an ox stampt on it accepted as an equivalent to the value of an ox. Qualities necessary to good currency can be simply presented to the children. They see that meat is not as good currency as skins because it is too perishable; that cattle are better than corn because they can carry themselvs about. In connection with this quality of portability it amuses the children to hear that when copper was money in Sweden merchants had to carry around wheel-barrows for pocket-books. A third quality that may be suggested is divisibility. Metals can be melted and divided anew with little loss, but a skin cut in pieces has not the same value as it had before the division.

V. *Social and Artistic Activities of Village Life.*

1. *Language.* The Runic Alphabet is compared with Ab's and Aiva's method of writing, as will be more fully described later. A study is made of the derivation of our names for the days of the week and the cardinal points, and many words in our every-day speech are traced to their Saxon origin.

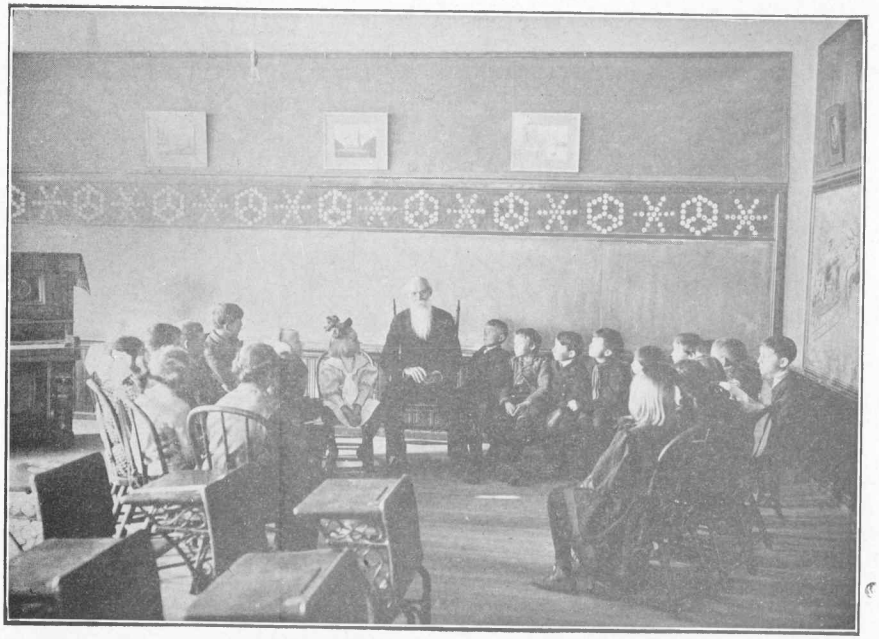
2. *Sports and games.* Wulf is fond of hunting, falconry, and wrestling. He plays ball and tug-of-war. He plays checkers and chess and tells riddles. A favorite game of our children, "Farmer in the Dell," has been traced to our ancient Teutonic origin.

3. *Feasts.* A feast in Sigurd's hall is described with emfasis on its lavish hospitality and display, the food and the manner of serving it, and the entertainment supplied by the music of the harpers and the stories of the saga-singers.

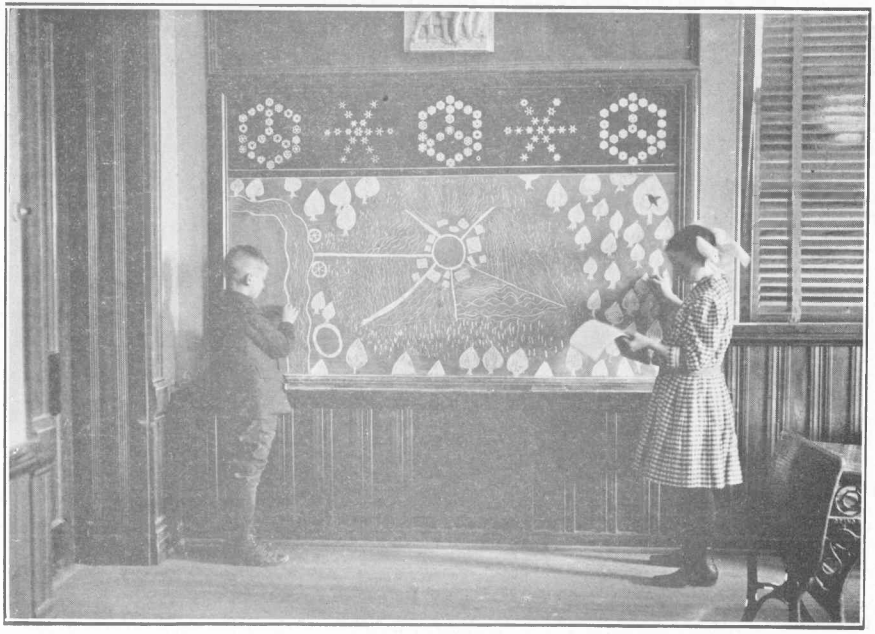
B. CORRELATED WORK.

1. *The Making of History Books.* This work was done in the writing period. The interest of the children in the subject matter, combined with the sense of permanence which they attacht to the making of the books, resulted in a markt improvement in penmanship and spelling.

2. *Drawing.* The children made for their books drawings of the plan of the village, of Wulf's armor and wepons, and of his long-ship. They made a series entitld "Story Books of Long Ago," in which they put drawings illustrating Ab's method of story-telling,—pictures engraved on stones, bones and horns. Aiva's stories



Listening to a Pioneer's Tale.



A Diagram of the Village Lands.

consisted of a sign-message about a hunt and sun-signs engraved on a bronze horn. Wulf's method was represented by a doorway carvd with runes, with a copy below of the Runic Alphabet as found in the Century Dictionary.

3. *Reading.* Selections can be made from the ancient sagas that will be suitable for the children to read.

4. *Pantomimes.* These were used as a guessing game in review, e. g. "Wulf at Work in His Smithy," "Carving Runes on the Door," "How Thorolf Made the Iron Star Fly Into a Thousand Pieces," etc.

5. *Dramatization.* Such scenes as "The Holding of the Moot-Court" and "The Feast in Sigurds Hall" may be dramatized. Some of the Norse myths are also suitable. The dramatization of Balder, presented to the third grade and the teachers without costuming or properties, was quite worth while.

6. *Composition.* The children used the writing period for several days to prepare their speeches for the dramatization of Balder. Part of this work was done individually, part as co-operativ composition and part was prepared by a committee of three.

7. *Stories.* As there seems to be a danger of making this work too factual, too general and abstract, and as it is recognized that the chronicle story lacks certain requirements for artistic story-telling, it was decided to enrich the course by the introduction of good literary material wherever possible. We create situations in Wulf's life which call out the telling of these stories to him and give them significance, e. g., his visit to the weaver's is

made the setting for the "Legend of the Flax;" as the hunters gather around their midnight fire in the forest and see weird forms moving in shadows beyond, Wulf hears of how Tin bound the wolf Fenris; his father in the smithy tells him of the "forging of Thor's Hammer" and the "Forging of Balmung," etc. The Norse myths of the story of Siegfried are the most suggestiv sources of the material. Following the story of the "Twilight of the Gods," Van Dyke's beautiful story of "The First Christmas Tree," is particularly appropriate. A Christmas program might be pland, using a dramatization of this story.

8. *Physical Training.* The children may play many of the games that were familiar to Wulf. Any of the following German and Swedish folk-dances might be workt out: Klapp Dans, Ring Dance, The Gay Traveller, The Musicians, Rabbit in the Hollow, Tailor's Dance, Cobbler's Jig, Weaving Dance, Shoemaker's Dance, The Green Mill, The Goddesses, and Sigurdsvaket (Sigurd's Song).

BIBLIOGRAFY.

Gummere: Germanic Origins, Scribner.
Tacitus: Germania, Macmillan.
Kingsley: Roman and Teuton, Macmillan.
Taylor: Origin of the Aryans, Scribner.
Adams: Civilization During the Middle Ages, Scribner.
Forrest: Development of Western Civilization, University of Chicago Press.
Mason: Origins of Inventions, Scribner.
Hall, J.: Viking Tales, Rand.

Haddon, Study of Man, Putnam.
True: The Iron Star, Little.
Guerber: Myths of Northern Lands, American.
Mabie: Norse Stories, Dodd.
Morris: Sigurd, the Volsung, Little.
Baldwin: Story of Siegfried, Scribner.
Van Dyke: The First Christmas Tree, Scribner.
Andrews: Story of Wulf (Ten Boys), Ginn.
Scott: Organic Education, Heath.
Dopp: Place of Industries in Elementary Education, University of Chicago Press.
Hofer: Popular Folk Games and Dances, Flanagan.

FOURTH GRADE.

ETHEL DULLAM, TRAINING TEACHER.

Before introducing the type of modern community life as developt in the settlement of our own town of Greeley, a brief summary of previous work, including a comparison, is made as to the home, food, clothing, occupations, and community life of the different types of primitiv people represented by Ab, Aiva, and Wulf, to develop an appreciation of the advance while furthering a comprehension of the causes and processes of change in civilization. Wulf's migrations, the formation of a more complex society, and the communication with the peoples of continental Europe make possible the conditions for understanding a simple presentation of the stories of discovery, exploration, and settlement of our own country. With the development and knowledge of desirable new places for homes came the opportunity for people to unite in forming communities where like ideals of home life, education, and society could be fosterd.

As an introduction to the study of modern history, the children of the fourth grade use the story of the founding and development of Greeley. The founder of Greeley, Mr. N. C. Meeker, traveling over the new portions of this country as correspondent for the *New York Tribune,* of which Horace Greeley was editor, was so delighted with what he saw of Colorado that he issued a call in this paper for the formation of a colony of "Temperance men, ambitious to establish good society" in this territory. From that time down to the present, the growth of the city is followed by the children, various interesting

phases of the municipal activities being workt out in detail.

The points in the following outline are brought out by the teacher's narration, by talks, stories, and anecdotes by pioneers; and by visits to the Historical Museum and other places of local interest. The use of pictures, maps, and related discussion helps in making this work a real experience in the lives of the children, while it develops a keener appreciation of the privileges they share in this town. It is also hoped that this work arouses in these children ideals of civic righteousness and responsibility for the furtherance of "good society." This outline while city is followd by the children, various interesting purely local in character is given to show one method of developing this phase of history,—a plan which may be adapted to meet the needs of other localities.

I. *Reading of Mr. Meeker's Call.*
   a. Discussion as to—
      1. Points considerd desirable in a location for a colony.
      2. People desired for membership.
      3. Advantages of settling in a village.
      4. Hardships to be expected.
      5. Natural resources of the country.
      6. Mr. Greeley's endorsement of the plan.

II. *Meeting at Cooper Institute.*
   a. Officers.
   b. Organization,—reasons for; plan adopted.
   c. Appointment of locating committee.
      1. Persons appointed.
      2. Duties.

d. Decision as to membership fee and use of fund.

III. *The Work of the Locating Committee.*
- a. Their trip to "Spy out the land."
- b. Report and authorization to select site for the Colony.
- c. View from Standpipe Hill as seen in 1870. (Children make map from Mr. West's description.)
- d. Points that secured location of colony here.
- e. Laying out of town and surrounding country by Mr. West and Mr. Cameron. (Children make map.)
- f. Building of ditches No. 3 and No. 2.
- g. Naming of town.

IV. *Story of Max Clark's Trip to Greeley.*

V. *Period of Disappointments and Struggles.*
- a. Attempt to encourage manufactures.
  1. Building of mill power canal.
- b. Story of Mr. Clark's journey for seed.
- c. Need and struggle for enlargement of irrigation ditches.
- d. Attempts to secure coal and lumber in the vicinity.
- e. Dairy and stock association.
- f. Tree planting.
- g. Grasshopper plague.
- h. Bilding of Colony fence.
- i. Only saloon.
- j. Struggle with Evans over county seat.
- k. People who helped most during this period and the benefits secured.

VI. *Mr. Meeker's Life and Work.*

a. In Greeley.
b. Friendship with Horace Greeley.
c. Founding of Greeley Tribune.
   1. Its objects and struggles.
d. Appointment to Indian Agency.
e. White River massacre.

VII. *Founding and Development of the Public Schools and the Normal School.*

VIII. *Growth of Churches, Societies, Clubs.*

IX. *Imitations of Union Colony*

a. Evans.
   1. Comparison with Greeley.
   2. Reasons for success of latter.

X. *Outgrowths of Union Colony.*

a. Fort Collins.
b. Colorado Springs.
c. Longmont, etc.

XI. *The Greeley of To-day.*

a. Map.
b. Population.
c. Modern Improvements.
d. Industries.
e. Occupations.
f. Professions.
g. Government.
h. Farm Products.

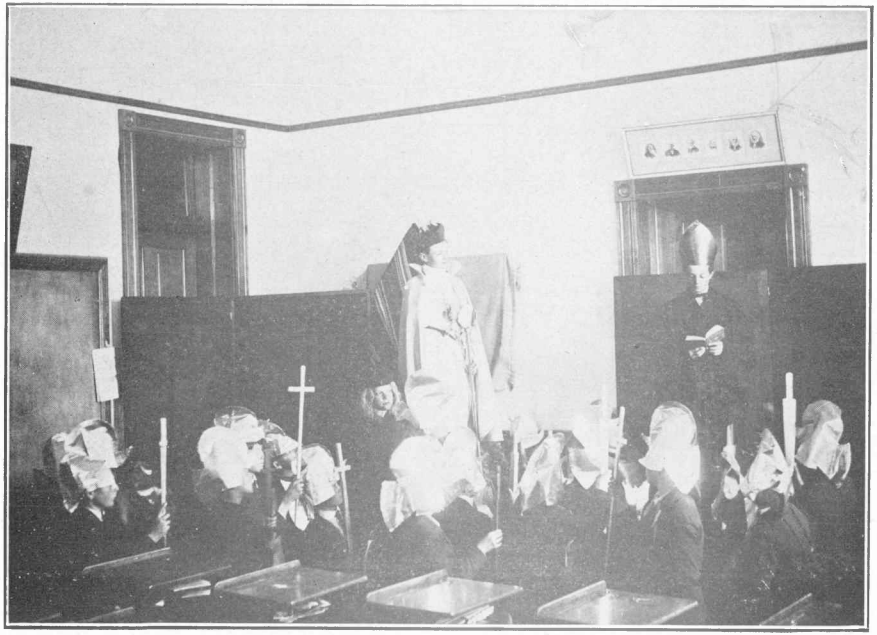
XII. *The Greeley of the Future.*

a. What improvements can be made.
b. Reasons for growth on various lines.

BIBLIOGRAFY.

Boyd: A History: Greeley and Union Colony, The Greeley Tribune.
Clark: Colonial Days, Smith-Brooks, Denver.
Howard: Pen Pictures of the Plains, The Reed Publishing Co., Denver.
Snook: Colorado History and Government, The Herrick Book and Stationery Co., Denver.

A Knightly Combat.



Taking the Oath of Knighthood.

FIFTH GRADE.

ELIZABETH HAYS KENDEL, TRAINING TEACHER.

ERNEST HORN, PROFESSOR OF SEMINARY WORK.

The work of this grade consists in the study of (1) the Crusades, (2) the attempt to find a new route to the East, and (3) the resulting discoveries. The work of this and the following grade is intended to give a concrete basis for the study of American history as well as to arouse interest in various types of life that are helpful to the children.

The method is biografical, the above material being organized about the following characters: Richard I., Marco Polo, Prince Henry the Navigator, Columbus, and Magellan.

In outline the course is as follows:

FIRST TERM.

Richard I.

1. How he prepared to be a soldier.
   a. This should include the study of the life in the castle, and the preparation for knight-hood.
2. Why he decided to aid in winning back the Holy Land.
   a. Why men went to the Holy Land.
   b. Why the Crusades were preacht.
3. How he became king of England.
4. How he prepared to go on the Crusade.
   a. Accouterments.

b. Calling upon his barons for aid.
c. Making alliances with other kings.

5. How the armies were united.
   a. The departure.
   b. Sicily. How the time was spent in making further preparation for capturing the cities held by the Turks.
6. How the voyage was made.
   a. Incidentally an introduction to Mediterranean trade.
7. How Acre was taken. (This siege is taken as a type.)
8. How a treaty of peace was made.
9. How Richard started for home, and was taken prisoner.
10. How he was made free.
11. How Richard met his death.

BIBLIOGRAFY.

Douglas: The Heroes of the Crusades, Lothrop.
Pyle: Men of Iron, Harper.
Abbot: History of Richard the First, Harper.
Scott: The Talisman, Merrill.
Scott: Ivanhoe, Heath.
Poole: Saladin, Putnam.
Archer and Kingsford: The Crusades, Putnam.

SECOND TERM.

Marco Polo.

1. How the World learnd Marco Polo's story.
2. Why he decided to visit the East.
3. How he reacht the empire of Kublai Khan.

a. Thru the Arabian Peninsula.
b. Thru Persia and Turkestan.

4. How the khan livd.
   a. His palace and hunting ground.
   b. His court.
5. How Marco became the trusted friend of the khan.
6. How he was sent abroad.
   China. Japan. Sumatra. India. Africa.
7. Why the khan agreed to let him go home.
8. How he reacht home.
9. How he was receivd.

BIBLIOGRAFY.

Towle: Marco Polo, Lothrop.
Johnson: The World's Discoverers, Little.

Prince Henry the Navigator.

1. What his purpose was:
   a. To carry Christianity to the heathen.
   b. To find a way to India.
2. How he sent men out to discover for him.
3. How his work brought good results.
   a. Bartholomew Diaz.
   b. Vasco da Gama.

BIBLIOGRAFY.

Johnson: The World's Discoverers, Little.
Beazley: Prince Henry the Navigator, Putnam.

Columbus.

1. How Columbus proposed to find a new way to India.

2. What other people thought of his plan.
3. How he gaind support.
4. How the expedition was fitted out.
5. How he crost the Atlantic.
6. What he found.
7. How the queen and king receivd the news.
8. How he renewd his attempt to find India.
9. How he was imprisond.
10. How he made a last attempt.
11. How he spent his old age.

BIBLIOGRAFY.

McMurray: Pioneers on Land and Sea, Macmillan.
Brooks: The True Story of Christopher Columbus, Lothrop.
Johnson: The World's Discoverers, Little.
Elton: The Career of Columbus, Educational.

Magellan.

1. How Magellan became interested in the East.
   a. Thru his stay in India.
   b. Thru his voyage to Malacca.
2. How he pland to find a new route by going west.
3. How the passage to the Pacific was found.
   a. Explorations on the coast of Brazil, and in the South.
   b. How he found and queld a mutiny.
   c. The strait.
4. Why he determind to continue his voyage to India.
5. How the crews sufferd on the voyage.
6. How the East was reacht.

7. How Magellan was kild.
8. How the crews reacht home.
9. How they were receivd.

BIBLIOGRAFY.

McMurray: Pioneers on Land and Sea, Macmillan.
Johnson: The World's Discoverers, Little.

SIXTH GRADE.

ELIZABETH HAYS KENDEL, TRAINING TEACHER.

ERNEST HORN, PROFESSOR OF SEMINARY WORK.

The work of this grade consists in the study of the early explorations and settlements in North America. The activities of the nations in these respects are taken up in the following order: Spanish, English, Dutch, and French.

As in the Fifth Grade, the method is biografical, the above material being groupt about the following characters: Cortez, DeSoto, Drake, Raliegh, Smith, Standish, Hudson, LaSalle, Champlain.

Cortez.

1. How Cortez spent his boyhood.
2. How he became interested in the New World.
3. His determination to seek gold in Mexico.
4. How he effected a landing.
   a. Cozumel.
   b. Tobasco.
   c. Vera Cruz.
5. He hears about Montezuma.
6. How he prevented a mutiny.
7. How he reacht the City of Mexico.
   a. By capturing the cities along the way.
   b. By making the inhabitants his allies.
8. How he got possession of the city.
   a. The description of the city.
   b. Montezuma siezd.

9. How he defeated Narvaez.
10. How he was driven from the city.
11. How he recapturd the city.
12. How the rest of his life was spent.

BIBLIOGRAFY.

McMurray: Pioneers on Land and Sea, Macmillan.
Prescott: The Conquest of Mexico, Lippincott.
Abbot: History of Hernnando Cortez, Harper.

De Soto.

DeSoto is given to show that not every one who came to the new world obtaind gold. His failure is thus contrasted with the success of Cortez and Pizzaro.

1. How De Soto became interested in the new world.
2. How he prepared to find his fortune there. (The equipment should be given with great detail.)
3. What he found in Florida and vicinity.
4. How he delt with the Indians.
5. How the Mississippi River was discoverd.
6. How De Soto sought gold west of the river.
7. How De Soto died.
8. How the expedition reacht the Spanish settlements.

BIBLIOGRAFY.

McMurray: Pioneers of the Mississippi Valley, MacMillan.
King: De Soto and His Men in the Land of Florida, Macmillan.

Sir Francis Drake.

1. His boyhood.
2. His voyage with Hawkins.
3. His second voyage to the new world.
   a. Why he went.
   b. How he siezd the Spanish tresure at Nombre de Dios.
   c. How he hid from the Spanish fleet.
   d. How he captured Panama.
   e. His return to England.
4. How Drake saild around the world.
   a. What his purpose was.
   b. The voyage around Cape Horn.
   c. He finds more tresure.
   d. He visits California.
   e. He rturns home by way of China and India.
   f. He is knighted for his achievements.
5. How Drake, as admiral, fought the Spaniards.
6. How the rest of his life was spent.

BIBLIOGRAFY.

Johnson: The World's Discoverers, Little.
Frothingham: Sea Fighters from Drake to Farragut, Scribner.

Sir Walter Raleigh.

1. His boyhood.
2. How he became interested in America.
   a. The wonderful tales of the new country.
   b. How he organized his colony.
3. How the colony was founded.
4. What became of the colony?
5. How Raleigh met his deth.

A Powwow on the Frontier.

Running the Gauntlet.

BIBLIOGRAFY.

McMurray: Pioneers on Land and Sea.

John Smith.

1. His boyhood.
2. How he fought the Turks.
3. How he became interested in America.
4. His arrest and release.
5. How the colony sufferd in the new land.
   (The difficulties which confronted the colonists should be given in detail, since they give significance to the activities of Smith which made up the rest of the story.)
6. How Smith was taken prisoner.
7. How he saved the colony.
   a. By trading with the Indians.
   b. By protecting the colony from the Indians.
   c. By compelling all to work.
8. His injury and return to England.
9. How he described the new country.

BIBLIOGRAFY.

McMurray: Pioneers on Land and Sea, Macmillan.
Forbes-Lindsay: John Smith, Gentleman Adventurer, Lippincott.
Ashton: The Adventures and Discoveries of Captain John Smith, Educational.

Miles Standish.

The method followd is still biografical. The biografy, however, is that of a member of a group who is carried along by its movements. The problems which he

solvs are in a peculiar way its problems, and are organized as such below.

1. Why the Pilgrims left England for Holland.
2. Why they decide to go to America.
3. How the voyage was made.
4. The first winter.
5. How a treaty was made with the Indians.
6. The return of the Mayflower.
7. The first Thanksgiving.
8. The curious declaration of war.
9. How food was secured for the colony.
10. The expansion of the colony.
11. How trade was carried on with the Indians.
12. The courtship of Miles Standish.
13. How the Indians were finally overcome.
14. The life of Standish at Duxbury.

BIBLIOGRAFY.

Abbott: Miles Standish, Dodd.
(This book follows rather closely the material as outlined above.)
Longfellow: The Courtship of Miles Standish, Newsom.

Henry Hudson.

1. How he attempted to sail to Asia by way of the Arctic Ocean.
2. The Dutch persuade him to seek the passage for them.
   a. He finds the northern seas blockt by ice.
   b. He attempts to find a passage thru the mainland of North America.
   c. He discovers the Hudson River.

(The trade and battles with the Indians should be given in considerable detail.)

d. The English refuse to allow him to go back to Holland.

3. His last attempt to find the North-West Passage.
   a. What he accomplisht.
   b. How he was set adrift in Hudson Bay.

BIBLIOGRAFY.

Laut: The Conquest of the Great North-West, Outing.
McMurray: Pioneers on Land and Sea, Macmillan.
Johnson: The World's Discoverers, Little.

Champlain.

1. Champlain sets out to explore the new world for France.
   a. How the winter was spent at the mouth of of the St. Croix River.
2. How he explored the coast of New England.
3. How the winter at Port Royal was spent.
   a. The houses and the Order of Good Times.
   b. The brotherly relations with the Indians.
4. How Quebec was founded.
5. Champlain goes on the warpath against the Iroquois.
   a. The battle on Lake Champlain.
   b. An attack on an Iroquois fort.
6. He explores the Ottawa River.
7. How he, with his allies, was repulst in an attack upon a Seneca town.
8. He returns to France.

BIBLIOGRAFY.

McMurray: Pioneers on Land and Sea, Macmillan.
Parkman: Pioneers of France in the New World, Nelson.

La Salle.

1. How La Salle establisht a trading post in New France.
2. The voyage of the Griffin.
3. How La Salle explored the valley of the upper Mississippi.
4. Hennepin is sent to explore the upper Mississippi.
5. How Tonte aided La Salle.
6. La Salle explores the Mississippi to its mouth.
7. The return to Canada.
8. How he pland to establish an empire in the Mississippi Valley.
9. Why his plans faild.
10. His death.

BIBLIOGRAFY.

McMurray: The Pioneers of the Mississippi Valley, Macmillan.
Channing and Lansing: The Story of the Great Lakes, Macmillan.
Parkman: La Salle and the Discovery of the Great Northwest, Nelson.

SEVENTH GRADE.

E. D. RANDOLPH,
PRINCIPAL OF THE ELEMENTARY SCHOOL.

A. EUROPEAN BACKGROUND OF AMERICAN HISTORY.

B. ENGLISH COLONIAL HISTORY IN AMERICA.

Purpose: To give thru oral presentation and selective readings a large general impression of the European background of American history, and upon this necessary basis to construct a notion as nearly adequate as possible of the expanding life of the English in America—proceding from the early problems of adjustment and of economy thru tentativ solutions and instructiv consequences to the more or less stable institutions and attitudes of the colonies; and finally to show how the colonies came to entertain the wish for independence and to achieve it.

A. EUROPEAN BACKGROUND OF AMERICAN HISTORY.

I. *How America came to be discoverd.*

1. Preliminary discussion to raise a feeling of the need for more detaild and accurate knowledge about the question proposed.
2. The grouping of activities about the Mediterranean in Ancient and Medieval times.
   a. The determining factors in present day city growth (approacht, perhaps, thru the comparison of old villages with young cities).

b. Elimination of factors not pertinent to Medieval city growth.
c. The articles of trade.
d. Sketch map of regions and cities important in medieval trade—making clear the importance of the Mediterranean and raising the question as to communications.
e. Elaboration of a sketch map to show lines of interconnection.
f. Selectiv study of peoples thus brought into contact—with the view of making intelligible the final rupture of the trade.

3. The beginning of trade about the Mediterranean —Phenicians to Venetians.
4. The height of commercial prosperity.
   a. Venice today—briefly.
   b. Venice of old: its genesis, early trade, growth into prominence and prosperity; the basis of its prosperity; the articles of trade, their distribution, the organization of commercial relations with Asia; the meaning of these cities to Europe; hazards of the trade.
5. The succession of changes that resulted in the shutting down of the trade with Asia.
6. The formulation of the problem raised by the closing of the trade routes.
7. Tentativ solutions of the problem.
   a. The immediate consequences of the closing of the routes.
   b. The special difficulties of the situation: traditional knowledge and beliefs, the char-

acter of the tools at command, the preoccupations of the various nations of Europe—except Spain and Portugal.

c. Possible ways of meeting the situation.

8. Beginnings of the actual solution—the race for the Indies, Portugal east, Spain west.
   a. The story of Prince Henry.
   b. The bearing of his work on the problem.
   c. Other Portuguese navigators to Da Gama.
   d. Summary.
   e. The story of Columbus.
   f. The distinction of his achievement.
   g. Other Spanish discoverers, to Magellan.
   h. Summary.
   i. The Atlantic as the center of the commercial world.

II. *How the English were drawn into the same current of effort with the Spanish and Portuguese.*

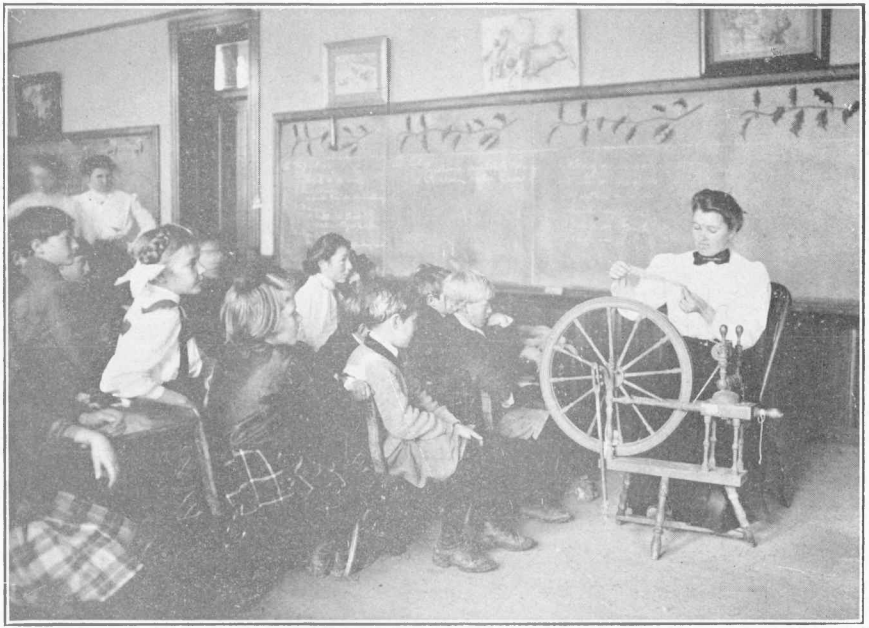
1. Connections with the stream of effort above traced out.
2. The story of John Cabot.
3. The significance of the voyages.
4. Why they were not followd up at once.
5. How there came to be a revival of interest in the discovery.
   a. A brief study of social life in England in the 17th Century.
   b. A brief study of English commerce.
   c. A formulation of the problem of the English with its inherent financial difficulty; how

the Italian cities met the difficulty; how the Portuguese and Spanish met it; other possible ways?

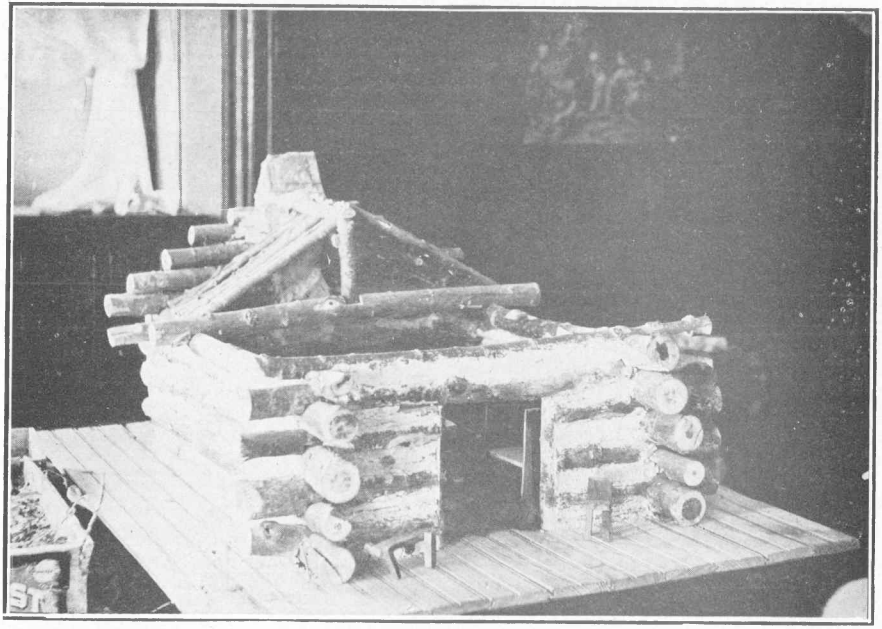
B. ENGLISH COLONIAL HISTORY IN AMERICA.

I. *How the English gained a foothold in America.*

1. The failure of the individual enterprise plan.
   a. The story of Raleigh.
   b. The lesson of the failure.
2. The initiation of the commercial company plan.
   a. The reasons set forth by the Virginia company touching the expediency of its venture.
   b. Apparent advantages of the plan.
   c. The company's directions to colonists.
   d. A tentativ forecasting of difficulties to be met.
3. The experiment in Virginia.
   a. What the land was like: coastal plain, broad sluggish rivers; harbors, marshes, low level land canalized by streams; upstream falls, mountain wall behind; forests, meadows, climate.
   b. The problem of the English, and how they came to fail in the beginning.
   c. How the colony got on its feet.
4. How the colony became prosperous.
   a. A vivid, detaild, very concrete study of the growth of the tobacco industry in Virginia with emfasis on the corollary social results arising out of the peculiar requirements of the crop and the increas-



Spinning in the Days of our Grandmothers.



Frontier Architecture.

ing demand for it.

b. Generalizations—implicit in the data.

What qualities would a welthy planter need?

Would he be capable, brave, proud, etc?

Would the population be dense? Would there be towns, good roads, manufactures, schools, churches? What church? Would the governmental function of the church persist after the English fashion?

Would there be need of further local organization for collecting taxes, for defense, etc?

Where would Virginia get the names for these officials, and how define their functions?

Would it be necessary to represent local units in the management of public affairs?

What class would hold office?

Would these burgesses feel themselves more familiar with colonial affairs than the king's officials?

What results might come out of such conditions? (relations of governors and assemblies; incipient revolts, etc).

What economic results should one expect from the agricultural practis? (need of more land) How meet these?

What outlets were there for the people who wisht to go further west? What problems would they face? What influence

would members from these frontier settlements have in the assemblies? etc.

5. Other southern colonies—briefly as under the Virginia type.
6. The English in Massachusetts.
   a. What the land was like: of Virginia submerged to the fall line; note the effect of glaciation on soil and streams, as a determinant of occupations; study compensating features; discuss the probable social results of the environment: towns. manufactures. schools. agriculture. roads. etc.
   b. The story of the Pilgrims.
   c. Why the Puritans came.
   d. How these attitudes together with the American environment developt the characteristic New England social life.
   e. How the colony became prosperous.
   f. Other New England colonies.
   g. The middle colonies.
7. The Dutch in America.
   a. How the English following the line of least geografic resistance converged upon the Dutch.
   b. The importance of the English acquiring this region.
   c. The consequent closer contact with the French.
   d. The characteristic features of the French possessions in America.
   e. The Indians of adjacent regions.

II. *How the English gaind the land from the French.*

1. French colonial method versus English: a study of geografical factors as affecting progress and occupations, and of national policy.
   a. The absence of barriers to westward expansion in the French territory. (cf. English colonies).
   b. Tentativ formulation of the significance of these geografical factors followd by a study of the social results of the French method of utilizing the land, and a weighing of values—looking toward a discussion of the significance of the English victory. To aid in making the contrast, trace the English westward expansion down the great valley and up to Kentucky, showing the difficulties of the movement and how the land was held industrially.
   c. Estimate of the rivals.
   d. How the conflict came about.
   e. Results of the conflict—territorial and as affecting the British colonial policy.

III. *How the Colonies came to wish more freedom.*

1. The character of the colonists and how it developt further resourcefulness and independence of spirit under the combined influences of exacting environment, compactness of settlement, and widening economic opportunity, plus political and religious privileges.

a. The laxity of the English colonial administration up to 1763: failure to consolidate colonies; failure to enforce laws (e. g.) failure to put into practis the theoretical relations of governors and assemblies.

b. The consequent growth of individuality, habits of self-reliance in crises, habits of self-government, local notions of representation, together with a mature and partly custom-born feeling for colonial rights as over against loyalty to the English government.

IV. *How the colonists came to desire independence.*

1. The shock of the English reform movement as a stimulus to analysis of the situation: the more significant of the British measures and how they were receivd by the colonists.
   a. Peaceful opposition.
   b. Violent opposition.

V. *How the colonists gaind independence.*

1. What a contemporary might have thought of the outlook considering:
   a. The long coastline of the colonies.
   b. The narrow, compactly settld seaboard.
   c. The mountain wall.
   d. The many streams.
   e. The Indians.
   f. The fighting forces of the combatants.
   g. The remoteness of the colonies from England, etc.

2. How the British proposed to subdue the colonists.
3. How the plan workt.
4. How the Americans gaind the Northwest thru the frontier settlement.
5. The second plan of the British and how it workt.
6. The conclusion of the war.
   a. How the terms of the treaty were settld.
   b. Important matters not toucht in the treaty.
   c. Possible consequences of the omissions.
7. Tentativ formulation of the problems facing the colonists.

To offset the vagueness of a much condenst and somewhat uneven outline—to give a notion both of the elaboration intended for the various topics and of the method of procedure—a single subject, B II. 1, b, is below workt out somewhat in detail.

The early westward movement of the English colonists as the fertil seaboard filld up.

Assignment: Review I, 5, a-b.

Preparation: What economic results might one expect from this agricultural system? How might the colonists meet this situation? What would be the chief difficulty? How serious a difficulty would this be? What do we need to know about the region to understand this?

I. *Problem: The nature of the Appalachian barrier.*

References: Text-book in geografy—maps, descriptions; Mill's International Geografy; Tarr and McMurray, North America.

1. General View of the mountains as a barrier: length 1500 miles; width 300 miles; parallel ranges in the valley; formidable character of the forested parts.
2. Detaild study of the barrier: the Piedmont, Archean rock—the fall line; the Blue Ridge; the river gorges; the wind-gaps; the decrease in height to the north.
3. Who would first be crampt for land?

II. *How could the Virginians cross the barrier?*

Consider the desirability of the several ways.
References: Text-books in geografy.

a. The James river to the New river, a way not inviting because of its high mountains, the rapids in the river, the narrow gorge thru the wall of the Blue mountains.
b. The series of wind-gaps north of the James river gorge.
c. The Potomac still further north, a way of low mountains, rapids at the present site of Washington but with navigable water above to the portage into Will's Creek, from which Ohio was easily reacht via the Youghiogeny and the Monongahela.

III. *Problem: The possible outlets for other colonies, with consideration of the advantages and disadvantages of each.*

References: Text-books in geografy.

a. The Potomac to the Shenondoah, which opend the Great Valley.

b. The Susquehanna, a shallow circuituous way to the Juniata or the West Branch and thence to the Ohio via the Allegheny.
c. The Delaware.
d. The Hudson-Mohawk way, leading into the Iroquois territory.

IV. *Problem: The nature of the Valley beyond the mountain wall.*

How would the valley lead the people who came into it?

References: Text-books in geografy.

1. Parallel ranges upon rich limestone soil.
2. The parts of the valley:
   a. The Hudson; the Kittatinny (New Jersey, Pennsylvania).
   b. The Cumberland (Pennsylvania).
   c. The Shenandoah.
   d. The valley of eastern Tennessee.

V. *Problem: How the first Virginians crossed the mountains.*

References: Cooke, Virginia.
Johnston: Audrey, ch. I.

VI. *Problem: How Daniel Boone became acquainted with the country beyond the mountains and broke the way for others.*

References: Thwaites: Daniel Boone.

Use Boone as a type, suggesting the social steps in occupying a country: first the trapper and hunter; then the migratory hunter-farmer producing for his own needs and making the scantiest improvements; then the real

agriculturist who is willing to appropriate what his predecessors have done, but unwilling to face the wilds; and finally the wave of people involving an intricate social system. This is, of course, material for several lessons—five or six.

VII. *Problem: How the Great Valley became settled.*

Reference: Fiske: Old Virginia and Her Neighbors.

1. The Scotch-Irish.
   a. The cause of their coming.
   b. How finding the seaboard fild, they were led by the "lay of the land" into the Shenandoah valley and thence down to the Watauga.
2. What were the conditions of life for these pioneers?

VIII. *How the colonists livd on the frontier.*

References: Sparks. The Expansion of the American People.

Fiske: Old Virginia and Her Neighbors.

Thwaites: Daniel Boone.

Cooke: Virginia.

McMurray: Pioneers of the Mississippi Valley. The Watauga Settlement.

1. The Story of Robertson and Sevier (work out in detail the type of frontier settlement as determind by needs: the stockade, supplies; the clearing, hunting, grazing, farming, small farms, free labor, home industries.

Suggest the social result—independent self-reliant spirit).

Were these settlements represented in the government of the mother colony?

What would be the nature of their influence there? What was their service to the people behind them? Would there be need to extend the frontier farther out?

IX. *Problem: What outlet could the people find from the series of valleys down which they had to come? Why was the Cumberland gap chosen?*

References: Text-books in geografy.

Roosevelt: The Winning of the West. (For the distribution of the Indians).

Parkman: The Conspiracy of Pontiac. (For the distribution of the Indians).

X. *Problem: How George Rogers Clark won the Northwest.*

Review B V, 6.

BIBLIOGRAFY. SECOND TERM.

I. *Teachers' References.*

1. Bruce: Economic History of Virginia, Macmillan.
2. Weeden: Economic and Social History of New England, Houghton.
3. Farrand: Basis of American History, Harper.
4. Tyler: England in America, Harper.
5. Fiske: Old Virginia and Her Neighbors, Houghton.
6. Fiske: Beginnings of New England, Houghton.

7. Coman: Industrial History of the United States, Macmillan.
8. Doyle: English Colonies in America, Holt.
9. Brown: Genesis of the United States, Houghton.
10. Sparks: Expansion of the American People, Scott.
11. Turner: Rise of the New West, Harper.
12. Roosevelt: Winning of the West, Putnam.
13. Van Tyne: The American Revolution, Harper.
14. Hulbert: Historic Highways, Clark.

II. *Pupils' References.*

1. Sparks: Expansion of the American People, Scott.
2. Jenks: When America was New, Crowell.
3. Cooke: Stories of the Old Dominion, Harper.
4. Thorpe: History of the American People, McClurg.
5. Hart: How Our Grandfathers Lived, Macmillan.
6. Hart: Colonial Children, Macmillan.
7. Hart: Camps and Firesides of the Revolution, Macmillan.
8. Earle: Child Life in Colonial Days, Macmillan.
9. Brigham: From Trail to Railway, Ginn.
10. Roosevelt: Episodes from Winning of the West, Putnam.
11. Fiske: War of Independence, Houghton.
12. Lodge: Story of the Revolution, Scribner.
13. Thwaites: Daniel Boone, Appleton.

15. Thwaites: How George Rogers Clark Won the Northwest, McClurg.

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I. *Teachers' References.*

1. Cheyney: European Background of American History, Harper.
2. Fiske: Discovery of America, Vol. I., Harper.
3. Adams: Civilization During the Middle Ages, Scribner.
4. Webster: History of Commerce, Ginn.
5. Beazley: Prince Henry, Putnam.
6. Irving: Columbus, Putnam.
7. Weare: The Cabots Discovery of America, Lippincott.

II. *Pupils' References.*

1. Haaren and Poland: Famous Men of the Middle Ages, American.
2. Morris: Historical Tales, Lippincott.
3. Towle: Marco Polo, Lothrop.
4. Brown: The Story of Our English Grandfathers, Public School.
5. Harding: The Story of the Middle Ages, Scott.
6. Frothingham: Fighters from Drake to Farragut, Scribner.
7. Gibbins: History of Commerce in Europe, Macmillan.
8. Elton: Career of Columbus, Educational.

EIGHTH GRADE.

ERNEST HORN, PROFESSOR OF SEMINARY WORK.

The aim in this portion of the course of study is to reproduce the most important problems which have arisen in the development of this country, from the close of the Revolution to the present time. As will be seen from the outline, the principle of organization is somewhat sharply contrasted with that afforded by chronology, or by the sequence of the presidential administrations. The usual subordination of problems to administrations is reverst.

A. HOW A NEW GOVERNMENT WAS FORMD.

This section should show the conditions arising out of abandoning the British government, the problems of organizing a new government, and the various steps in their solution. Every problem should be felt as such by the child. Much can be done toward realizing this end by taking up each step in its relation to the solution of some difficulty, and by embodying the efforts in such a solution, in a few of the characters most prominent in the work.

I. *How a provisional government was provided.*

The continental congresses. The ability of the members. How they organized the colonial forces.

II. *How a confederation was agreed to between the states.*

1. How the Articles of Confederation were adopted. The first recommendation, the committees' report, and the adoption by congress. The difficulties of ratification.

2. What success the government met with.
   a. In war. The difficulties of raising and equipping armies, and of making treaties.
   b. In peace. Commercial troubles with foren countries, and between the states. Financial distress, sharp rebellion, lack of funds. General disorganization.
3. The defects in the Articles of Confederation which were responsible for these difficulties.

III. *How the people tried to remedy these defects.*

1. In the convention at Annapolis.
2. In the convention at Philadelphia. Whom the people sent as delegates. What some of the plans submited were: The Virginia plan; Hamilton's; Patterson's. How the discussions centered around the Virginia plan. What the chief objections to it were; by the small states; by the southern states. How these objections were met: (1) As to the apportionment of representativs; (2) As to the control of commerce; (3) As to the slave trade. How the powers, qualifications, terms of offis, and methods of election of the various officers were determind.

Summary: How the defects in the Articles of Confederation were remedied in the Constitution.

(Note: It is urgd that considerable emfasis be put upon the actual processes of compromise by which the Constitution was made possible).

IV. *How the new government was inaugurated.*

The elections. The slowness of the assembling at the capital. The ceremonies of inauguration.

3. How the Constitution was ratified by the states. The centers of opposition. The men who opposed it. The servis of the Federalist.

B. WHAT THE OUTLOOK WAS, IN *1789*, FOR BILDING A STRONG NATION.

This section is introduced at this point, (1) to show that the new nation had ample resources, in their richness, in their variety, and in their extent, to become a great nation; and (2) to reproduce the conditions which gave rise to most of the early problems which confronted the new government.

I. *What its extent was.*

How it compared in area with the present United States, and with some of the more powerful European nations.

II. *How it compared in population with the present United States.*

How the population was distributed, by sections.

III. *What its natural resources gave promise of.*

1. *In Agriculture.* The wonderful fertility of the Mississippi Valley. The coastal plain. The Piedmont region. Grazing grounds. Farming implements and methods.

2. *In manufacturing.* The abundance of water power and of raw materials. The difficulties

arising from lack of improved machinery and skild labor. The jelous garding of manufacturing methods and machinery by European nations.

3. *In commerce.* The seaports. Material for snip bilding. Surplus of food products and of raw materials. The fur trade. The chief countries with which trade was carried on.

4. *In fishing.* The proximity of fishing waters. The policy of Great Britain as to fishing in Canadian waters.

5. *In mining.* The abudance of iron and of bilding materials.

6. *In lumbering.* The location of forests. The demand for forest products.

7. *Summary:* Compare in resources with some of the European nations.

C. WHAT THE MOST IMPORTANT PROBLEMS WHICH CONFRONTED THE NEW GOVERNMENT WERE.

I. *How to provide governmental machinery.*

The pupils should see that the Constitution was the barest framework of a government; that the prodigious task of instituting a working system of government was left to the first administration. The great importance of the early procedure and constitutional interpretation, as precedents, should be appreciated.

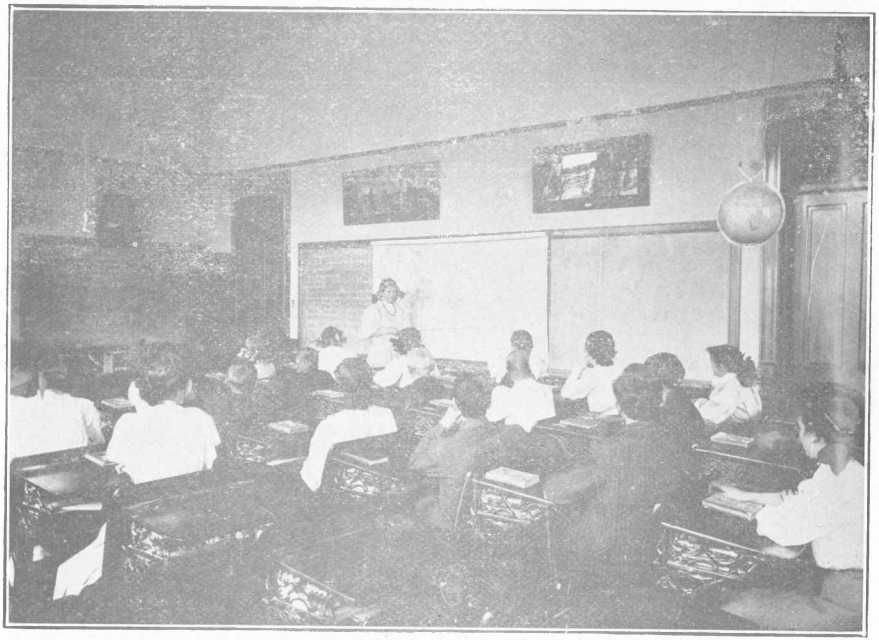
II. *How to provide money.*

1. Needs.
   a. To run the government. What the chief items of expense were.
   b. To pay the dets incurd during the Revolution. Which dets should be paid. Hamilton's arguments for paying all dets, state and national, in full. How the dets were to be paid.
2. Methods of raising money.
   a. By a tariff on imports. The tax rate. Protection to shipping.
   b. By excises. What purpose, other than to provide money, this tax servd How it was receivd.
3. How the distribution of funds was made more convenient.
   a. By establishing a national bank. What the arguments against it were.
   b. By instituting the decimal system of coinage. Previous money units.

III. *How to deal with foren nations.*

1. With England. Why, in spite of the political independence of America, England still remaind socially and economically the mother country. The problems arising from the failure of both nations to live up to the terms of the treaty of peace. (The effort to get a satisfactory commercial treaty will be delt with in another place; it should be toucht lightly at this point).

Studying Our History Lesson.



The Boundaries of the Louisiana Purchase.

2. With France. Why France felt justified in asking aid from the United States. Why Washington refused such aid. How he found it difficult to lead the nation to stand by him in his refusal. Why the feeling in favor of France changed.

3. With Spain. Why a treaty securing the free navigation of the Mississippi was desirable. How the quarrel over the southern boundary made such a treaty difficult. What treaty was obtaind.

IV. *How to aid the West.*

1. The situation at the inauguration of the new government.
   a. Where the frontier line was (1789). Where the settlements were located. How the population compared with that east of the mountains.
   b. How the people livd. Homes, culture, amusements.

2. What their problems were.
   a. How to protect themselves from the Indians. Review of the encounters before and during the Revolution. Complications arising from the refusal of the British to vacate forts in the northwest territory. How Wayne obtaind a treaty of peace from the Indians. How the Indian wars embitterd the Westerners against England.

b. How to gain a living. The life of the settlers as given in the seventh grade should be reviewd. (1) Occupations. How land was obtaind. Farming, grazing, fur trade. Why the settlers had to be almost self-sufficient. How the sale of furs afforded ready money for the purchase of arms and necessary implements. (2) How conditions were made harder because of poor transportation. How the prices of food products and manufacturd articles compared with those east of the mountains. The possible routes for transportation: up the Ohio and across the mountains, the cost of shipping by this route; by way of the Mississippi. The exasperating methods of the Spanish at the mouth of the river. The transfer of Louisiana to France, and the refusal of the right of deposit. How the difficulty was solvd by the purchase of Louisiana. How the new bargain was investigated by Lewis and Clark.

V. *How to achieve commercial independence.*

1. The difficulties arising, during the confederation, from state regulation. Why congress was unable to get satisfactory treaties with foren nations.
2. What the national government did. The protection by tonnage taxes. The monopoly of the coast-wise trade. Treaties with France

and with Spain. Jay's treaty with England.

3. The effect of the European wars. The early prosperity. The vindictivness of the war between England and France works hardships on American shipping. How each of these countries offends.
4. How the United States tries to protect her commerce.
   a. By peaceful means. The embargo; its effect on the United States and on the offending nations. Why it faild.
   b. By war. The influence of the West in bringing the war about. The lack of preparation on the part of the United States. The fighting in the north. The campaign against Washington. The war on the sea. The fighting for the possession of the Mississippi. How the treaty of peace between France and England endangerd the United States. The treaty. What the war had accomplisht.
   c. Post bellum treaties.

D. HOW THE NATION LOOKS TO ITS DEVELOPMENT.

I. *The situation at the close of the war.*

How the national feeling had grown. What Madison did, in his message of 1815, to turn the attention of the country to its own needs.

II. *How the country expected to develop its manufactures.*

1. How the embargo and the war had turnd much capital into manufacturing. The impossi-

bility of their products competing with the foren goods, so long kept out, which now flooded every market.

2. How these manufactures could be protected and new ones encouraged. The protectiv tariff. How each section regarded it. Clay's American system.

III. *How better transportation was secured.*

1. How the experiences of the war taught the need for better transportation. The economic demand.
2. What the national government did. The arguments for national aid as given by Calhoun. The Cumberland road. Why the aid of the government was stopt by Madison.
3. What state and private enterprise accomplisht. Turnpikes, canals; the Erie canal and its effect on New York; the canal from Philadelphia to Pittsburg; the Ohio canal. How the usefulness of these canals was limited by number and direction of the water courses. How they were supplemented by the railroads. The efficiency of the early railroads.

IV. How the Southeast was renderd secure.

What the situation was. The quarrel over the boundary. The constant trouble with the Indians, and with runaway slaves. The danger of attack from Florida in time of war. How Florida was obtaind. The extent of the United States as determind by this treaty.

V. *How the United States attempted to stop the encroachments of European nations.*

1. The revolt of the Spanish colonies. The weakness of the new Republic. European aggressions. The holy alliance. The danger to the United States. How the aggressions were stopt. Why the United States was supported by Great Britain.

E. HOW THE NORTH AND SOUTH GREW APART.

I. The difference in methods of gaining a living, even in colonial times. The causes for such differences. Why, with the resources of the south, commerce and manufacturing had not been developt. Why slavery faild in the North.

II. How the national policies of protecting manufactures and aiding transportation affected each section.

1. *New England, and the other North Atlantic States.*

a. How this section was fitted for manufacturing. How the difficulty of obtaining skilld labor and improvd machinery retarded its development. How the embargo and the war of 1812 turnd capital into manufacturing. How skild labor and better machinery were secured. How the industrial revolution in Europe affected its growth. How much the protectiv tariff fosterd this industry. What kinds of articles were most produced.

How better transportation procured additional markets.

b. The effect of manufacturing upon the urban life of this section. The growth of cities. Social reorganization on an industrial basis.

c. How more time was given to the pursuit of culture. The beginnings of the golden age in American literature. Art.

d. How men became more interested in the welfare of others. Religious reform. Horace Mann. Prison reform. More humane asylums. Abolition.

2. *The West.*

Growth, 1800-1830. What conditions favord immigration from other states. Which states sent the greatest number. The character of the settlers. How the westward movement was made easier because of improvd facilities for transportation. The economic development of the West. The growth of influence in national affairs; Clay, Jackson, Harrison, Benton. The culture of the section. Newspapers, schools. How the interests of the West are related to the South; to the North. How Missouri was admitted as a slave state.

3. *The South.*

a. Growth 1800-1830. How its growth compared with that of the Western and North Atlantic states. How the South-

west was settld. The increast attention to cotton culture. The effect of the increast crop upon the price of cotton. How the south becomes dependent upon the north for manufacturd goods and food supplies. The soil of the old South grows impoverisht. How hard times in this section resulted from the inability to compete with the new slave states.

b. How the tariff affects the South. How it affects the price of articles which the South had to buy. How the South was adapted to manufacturing; the supply of coal and iron, the water power and the facilities for transportation. Why the south, in spite of these advantages, did not profit by the tariff. Hard times are blamed on the tariff and internal improvements. How South Carolina attempted to nullify the tariff. How the interest in combating the tariff becomes bound up with the interest in the extension of slavery.

III. *How the South struggles to extend, the North to restrict, slave territory.*

1. Reasons for the attitude of each section. The South needed more territory for farming, and to maintain an equality in congress. The North objected to extension because of the institution of slavery, and because as mat-

ters stood, the control of the government was sure to pass into its hands.

2. How new territory was added to the United States.
   a. How the Northeastern and Northwestern boundaries were fixt. The disputes, how they were settld. The claims of both nations. Joint occupation. Fur trade. Overland immigration. How the boundary dispute was settld. Its resources.
   b. How Texas was acquired. The early settlements. How independence was secured. How annexation was brought about. The quarrel over the southwestern boundary.
   c. The war with Mexico. Review of the causes. How the war began. The exploits of American armies in Mexico, and in California. The treaty of peace and the consequent addition of territory to the United States.
   d. Shall the new territory be slave or free? How the discovery of gold in California settld the question for that state. How the question was settld for the remaining territory, by the compromise of 1850.

IV. *How the North is re-inforced. Social and economic development.*

1. Immigration. The conditions in Europe which causd it; famine in Ireland, political trouble

in Germany. Were these immigrants of a desirable kind? Where they settld. How they aided in the development of the North. What their attitude was toward slavery. Why they did not settle in the Southern states.

2. Rapid development of transportation. The growth of railroads, 1840-60. Improvement of canal and river traffic. The telegraf. How the South develop in these respects.

3. Increast growth of manufactures. The West begins to share in this industry. The rise of Western manufacturing cities.

4. The use of improved methods and machinery in farming. The revolution in farming implements, 1830-60. The increast interest in scientific agriculture. How much the South utilized these improvements.

5. The growth of population, 1830-60. The new West. The rapid formation of new states. How much the South grew during the same period.

V. *How the South gains an opportunity for slave territory within the national domain.*

1. The status of slavery as determind by the Missouri Compromise of 1850. The theory of squatter soverenty. How the North won the race for Kansas. The Dred Scott decision.

2. How the Republican party arose. The elements out of which it was formd. The elections of 1854 and 1856. The Lincoln-Douglas debates. How Lincoln was elected President.

VI. *How the South seceded and was forced back into the Union.*

1. Why the South seceded. The arguments for the right of secession. The process of withdrawing from the Union. How the Confederate government was formd. How it differd from the Federal.

2. How the South was forced back into the Union.

   a. A comparison of the North and South at the beginning of the war. Area and position; population and military strength; navy; wealth and resources; foren relations.

   b. How the North ends the war: by blockade, by securing the border states; by opening the Mississippi; by cutting the Confederacy in two; by defeating the army of Virginia. How supplies were secured and distributed to the armies.

   c. How the war checkt the progress of the country. The loss in men. The enormous expense and destruction. The loss from the concentration of effort in fighting, to the neglect of the development of the country. The comparativ loss in each

section. How the people at home livd during the war.

d. What problems grew out of the war.

F. HOW THE COUNTRY RECOVERD FROM THE WAR.

I. The disbanding of the armies. The growth of the North during the war.

II. The South. The problems arising out of the war are presented as problems for the South to solv, in the belief that such a presentation brings out the real significance of the problems more clearly than is possible if the problems are presented as problems for the North to solv. The solution of these problems is ment to include all efforts to the present time.

1. How the South attempted to regain prosperity.
   a. Devastation causd by the war; effects of the blockade; loss in slaves.
   b. How labor was secured. The unwillingness of the negro to work; laws to compel labor; the opportunity of the poor white; the breaking up of the old plantations.
   c. How new industries grew up. Iron, textils.
   d. Opportunity in the South today. Manufacturing. Cheap lands.
2. How political rights were regaind.
   a. Problems growing out of (1) freeing the negro; (2) secession.
   b. How the Congressional plans for reconstruction were receivd. How "carpet-bagger" governments were overthrown.
   c. The problem of negro suffrage today.

3. How the people have become more enlightend. The enormous rate of illiteracy at the close of the war. Where the burden of taxes fell. How the rate of illiteracy has decreast. How the people are prepared to work efficiently.

G. HOW THE WEST WAS FILD UP.

I. *Review of the settlements and explorations to 1860. What was known of the resources and physiografy of the country.*

II. *What the incentivs were to settle in the West. (Type: Colorado).*
   1. Conditions in the East.
   2. Mining. The homested act of 1862.

III. *How the West was reacht.*
   1. By stage and "prairie schooner." The distance and time taken. Difficulties of the trip. Why railroads were demanded.
   2. How railroads were bilt.
      a. The difficulties of construction. How the National Government aided.
      b. How the railroads affected the growth of the country. How they advertised. How agriculture was encouraged. How trade with the East was developt.

IV. *How the Indians were delt with.*

V. *How the people have made a living.*
   1. Mining. (Colorado). The improvement of methods and machinery.

2. Farming.
   a. Colorado. How irrigation has developt agriculture. The fruit farms. Dry farming.
   b. Oklahoma. The Northwest. The improvement in methods of raising grain.

H. HOW THE UNITED STATES BECAME A WORLD POWER.

I. *Territorial growth, 1790-1890.*

II. *Review of the growth of influence as a world power, economically and politically, to 1890.*

III. *How insular possessions were secured.*

1. American interests in Cuba and in Hawaii.
2. How the Cubans were treated by Spain.
3. How Spain was forced to give up Cuba and to cede Porto Rico, Guam, and the Philippines to the United States.
4. How the insular possessions are cared for.
   a. Good order. The Philippine insurrection.
   b. Health. What sanitary and quarantine precautions have accomplisht.
   c. How the islands are being improved, industrially.
   d. How the people are educated.

I. WHAT THE MODERN PROBLEMS ARE.

Some of these problems have been delt with under the three preceding headings, F, G, and H. They will, therefore, only be mentioned here.

I. *How to improve agricultural conditions.*

1. Present status.
   a. How agriculture compares, in the value of products and in the number of persons engaged, with other occupations.
   b. How some of the chief crops are produced.
   c. The agricultural exports of each section.
2. How agriculture has developt.
   a. Growth, shown statistically, of the total product, and of the chief crops.
   b. How the growth has been aided. (1) By the use of improved machinery. What improvements have been made since 1830. (2) By the use of better methods. The growth of a scientific knowledge of agriculture. How the government has aided the dissemination of such knowledge. (3) By irrigation and by dry farming.
3. What some of the agricultural problems are today. Possibilities for irrigation and for dry farming. The reclamation of worn out land. How to get efficient labor. How to improve the roads. How to make farm life more attractiv.

II. *How to develop manufacturing.*

1. Present status.
   a. How it compares, in the value of its products and in the number of men employd, with other industries.
   b. What some of the chief manufactures are. Where they are located.

c. How the manufactures compare with those of other countries. What the chief exports of manufactured articles are.

2. How manufacturing has developt.
   a. Growth, as shown by statistics, 1860-1900. (1) By natural advantages: Raw materials, fuel, water power, transportation. (2) By the tariff. A review of the early American system. The protectiv system, as advocated by the Republican party. What the opponents of the system believe. (3) By organization. The advantages of corporations. The grouping of related industries. The utilization of by-products.

3. Manufacturing problems today.
   a. How corporations are to be regulated. What sort of tariff should be had.
   b. How to improve machinery. How to procure cheap power.
   c. How to develop foren markets and to secure better transportation.
   d. How the proper relation between labor and capital can be brought about.

III. *How to improve the facilities for transportation.*

1. Present status.
   a. How people travel and transport goods today.
   b. How the natural and artificial facilities compare with those in other countries.

2. How transportation facilities have developt.
   a. Growth, as shown by statistics, 1840-1910.
   b. Development of conveniences and of safety contrivances.
   c. Renewd interest in waterways. The Panama canal.
3. How the development was aided. Review of the aid given by the state and national government, 1840-1900.
4. How unjust discriminations have been attackt.
5. The modern problems. (1) How to utilize the waterways. What some of the proposed river improvements are. (2) The question of government ownership, or regulation of railroads, telephones, telegraf and express. (3) How to develop a merchant marine.

IV. *How to conserv national resources.*

1. Mining.
   a. Where the chief mining regions are.
   b. The enormous waste; how it can be prevented. The increase of improved methods and machinery.
   c. How to prevent fraudulent holding of mining lands.
2. Forests.
   a. The enormous demand for lumber, wood pulp and other products of the forest. The present forest area. The waste in lumbering.

b. How the forests may be replenisht. National and private forest reservs. Attention to the prevention of forest fires and plant diseases. Forestry as a profession.

3. Unoccupied lands. Where claims may still be taken up. How these can be fitted for farming purposes.

4. Fisheries.
   a. The dangers of exhausting the fish supply.
   b. How the government aids, by its hatcheries.

V. *How to promote the general well being.*

1. By education.
   a. Present status. Illiteracy, schools, colleges.
   b. Growth in education, as shown by the decreasing illiteracy rate, 1860-1900.
   c. Rural school problems.

2. By caring for the public health.
   a. Pure food law.
   b. Warfare against contagious diseases. State and private efforts to eradicate tuberculosis, yellow fever, typhoid fever.
   c. Regulation of factory conditions. Child labor laws.

VI. *Problems arising out of changes in population.*

1. The present population. How it is distributed; sectionally, according to color and nationality, and in rural and urban communities.

2. Growth of population, 1790-1900.
3. What some of the problems are.
   a. What to do with the immigrant. (1) Where the immigrants come from. The number of each of the chief immigrant peoples. What kind of people they are. (2) Why these people come to America. Conditions in Europe, opportunities in America. (3) Where they settle and how they make a living. The number of foren parentage in each section, and in some of the chief cities. The reasons for so many in manufacturing regions.
4. How immigration is to be regulated. Present laws. Proposed laws.
   b. How to help the negro. Review of what has been done in the South. How the negro can be prepared to work efficiently.
   c. Problems of the city (nearest city taken as type). (1) Growth of cities, 1790-1900. Why they have grown. (2) How the people are protected. Police, safety ordinances, sanitation. (3) Public utilities. How they are controld. Water, gas, light, cars, tenements, parks, playgrounds.

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