

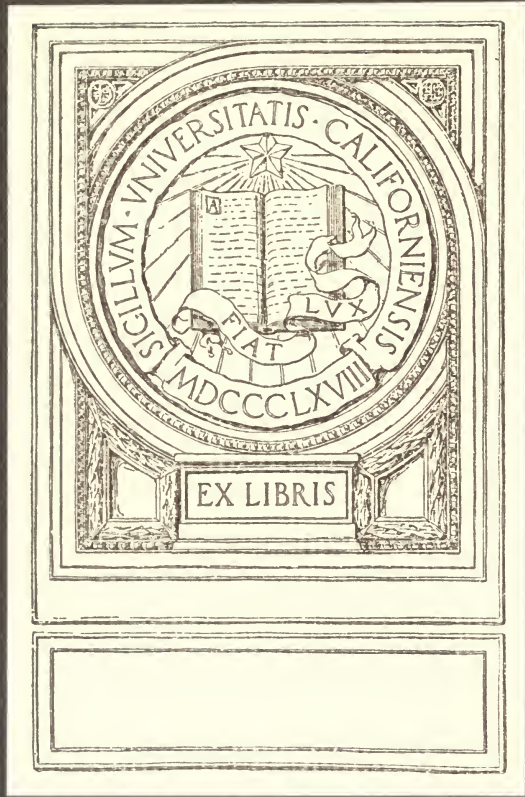
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MONOGRAPH SERIES B

SECTION 1

AMERICAN HISTORY AND CIVICS

By P. F. VALENTINE

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AMERICAN HISTORY.

INTRODUCTION.

In presenting the following outlines as an index to the American history standards for admission to the San Francisco Normal School, we wish, at the outset, to warn the student against a possible misconception: no devious knowledge of multiplied details, no scholastic comprehension of facts and theories, is required. The straightforward account of American history, as sketched under the head, **General Outline**, indicates the extent to which the student should be able to give a connected narrative. Delvings into the subterranean regions that lie below the outline will not be expected.

An accurate knowledge of the chronology of important facts and events will be considered essential; but by chronology we do not mean dates, except in a few specified cases: we mean sequence—the order of events, so to speak—and the historic period to which the events belong. To facilitate this chronology the **General Outline** has been divided into periods, each representing some definite era in the development of the nation.

In addition to the **General Outline**, a number of specific items, under the head, **Items of General Intelligence**, are presented. These represent a minimum summary of miscellaneous facts of common knowledge in American history. They are the every-day used facts, and are consequently of prime importance. The student should possess a knowledge of all these facts to the extent indicated.

The story of territorial growth and the expansion of settlement is a narrative of inspiring and patriotic interest that every teacher and every citizen should know. The mere elements of this story are included in the **General Outline**; but to facilitate its study as a distinct phase of our history, a separate outline is given. For entrance to the Normal School, no minute and judicial knowledge of the subject will be required. What we want is a possession of the simple facts of territorial acquisition and growth, coupled with the ability to tell the dramatic, soul-stirring, supremely human epic of the people in their surging westward march.

The broad knowledge of American history which we consider desirable not only in the preparation of a teacher, but in the preparation of any one for the common walks of life, can not be secured in any superficial way. It can not be "crammed." Serious study must be given to it. Where students are directing their own study, they may find considerable assistance by the use of Bulletins 80, 81, and 82, listed upon the cover pages of this monograph.

After the publication of the first edition of these outlines, some criticism was offered because of the fact that they deal almost exclusively with the hard substance of history. There is little in them touching the spiritual and intellectual values appertaining to the teaching of the subject. Let it be understood that we do not for an instant deny the importance of these values. Every history teacher should have them in mind.

and work for them. Every good history teacher should have a vision of service to ~~the world~~ ~~and~~ ~~character~~ and citizenship. But that all rests in the subject of method and in the inspiration of the teacher. It is outside the purpose of this monograph.

GENERAL OUTLINE.

1. PRE-COLUMBIAN PERIOD.

(About 1000 to 1492.)

I. The Norsemen.

1. Native land.
2. Character of sea-rovings and depredations.
3. Great voyage and discovery with which they are credited.

II. Geographical Ideas Prevalent Before Columbus.

1. Popular conception of the shape of the earth.
2. Fanciful ideas: (a) The "Sea of Darkness"; (b) The "edge of the world"; (c) Fabulous monsters of the deep, islands, dangers, phenomena.

III. Relations With the East.

1. Popular conception of the Orient: (a) Palaces, cities, grandeur; (b) Products and resources.
2. Commerce: (a) Kinds of goods brought from Orient to Europe; (b) Means of carrying goods; (c) Intrusion of Turks and result.

IV. The New Conception of the Earth.

1. Nature of the new conception.
2. Its effect upon activities in navigation.
3. Suggested new route to India.

V. The Voyage of Columbus.

1. What it proved about the new conception.

2. PERIOD OF DISCOVERY AND EXPLORATION.

(1492 to 1607.)

I. Characteristics of the Period.

1. Nations engaged in New-World exploration.
2. Incentives to exploration: (a) Economic; (b) Religious; (c) Romantic; (d) Predatory.
3. The sea-rovers and buccaneering.

II. Some Typical Voyagers and Explorers.

1. Columbus: (a) Difficulties in obtaining financial assistance; (b) Final source of subsidy; (c) Adventures on the voyage; (d) Ceremony of landing; (e) Barbaric procession on return to Spain; (f) Effect of discovery on sea enterprises; (g) The return in chains and final ignominy.

2. Balboa: (*a*) Discovery made by him; (*b*) Ceremony of taking possession; (*c*) Significance of discovery.
3. Ponce de Leon: (*a*) Fantastic object of adventures; (*b*) Land wandered over by him.
4. Cortes: (*a*) Religious and predatory objects of adventures; (*b*) The people conquered by him, their life and culture.
5. Magellan: (*a*) Voyage made by him; (*b*) Significance of voyage.
6. Drake: (*a*) Nationality; (*b*) Piratical acts; (*c*) Cruise along western coast; (*d*) Character and habits of natives met with at Drake's bay; (*e*) Voyage made by him.

3. COLONIAL PERIOD.

(1607 to 1775.)

I. Virginia.

1. Objects and character of first settlers.
2. Early difficulties.
3. Services of John Smith.
4. Establishment: (*a*) Making of dispersed settlements; (*b*) Leading agricultural pursuit; (*c*) Medium of exchange; (*d*) Introduction of slavery.

II. Massachusetts.

1. Sects of settlers.
2. Reasons for settlement.
3. Early difficulties.
4. Life and customs: (*a*) Character of agriculture; (*b*) Persecutions and austere practices; (*c*) Dress; (*d*) Church manners; (*e*) The democratic form of town government.

III. New York.

1. Nationality of first settlers.
2. Social manners of first settlers.

IV. Pennsylvania.

1. Sect of founders.
2. Leader.
3. Belief of founders concerning warfare, equality, justice, display.
4. Mannerisms in speech.

V. Rhode Island.

1. Founder.
2. Events leading to founding.
3. Principles of government and religion instituted.

VI. Other Colonies.

1. Names of other New England colonies.
2. Names of other Middle and Southern colonies.

VII. Industry and Commerce in Later Colonial Period.

1. New England: (*a*) Industries; (*b*) Extent of commerce and business activities.
2. Middle colonies: (*a*) Commercial activities; (*b*) Agriculture.
3. Southern colonies: (*a*) Staple agricultural products; (*b*) Commerce.

VIII. The French and Indian War.

1. Causes: (*a*) Voyages of LaSalle and others, and French claims resulting; (*b*) Westward ambitions of the English.
2. Events: (*a*) Indian depredations; (*b*) Capture of Quebec; (*c*) Participation of Washington.
3. Territorial results.

IX. Life in Later Colonial Times.

1. Conditions in the cities: (*a*) Streets and street lighting; (*b*) Buildings and dwellings; (*c*) Water supply and sanitation; (*d*) Fire fighting and night-watch.
2. Rural conditions: (*a*) Roads and bridges; (*b*) Means of travel; (*c*) Inns and taverns.
3. Education: (*a*) New England attitude; (*b*) Southern attitude; (*c*) Extent of public education; (*d*) Elementary subjects taught; (*e*) Colleges founded.
4. Social classes in the South: (*a*) Planter class; (*b*) Poor whites; (*c*) Black labor; (*d*) Indentured servants.
5. Plantation life: (*a*) States containing plantations; (*b*) Organization of the plantation; (*c*) Social distinctions; (*d*) Pastimes and social pleasures.
6. New England life: (*a*) Whether rural or urban, chiefly; (*b*) Social diversions; (*c*) Democracy.

X. The Quarrel With the Mother Country.

1. England's attempted regulation of colonial trade and commerce: (*a*) Nature of colonial trade laws passed by Parliament; (*b*) Smuggling; (*c*) The tea tax and "tea party."
2. The stamp act: (*a*) Nature and purpose; (*b*) Riots; (*c*) Significance of "Taxation without representation is tyranny."
3. Feeling in the colonies: (*a*) Public opinion and attitude in Massachusetts; (*b*) Influence of Samuel Adams and Patrick Henry; (*c*) Meetings of patriots, demonstrations, and declarations of sympathy.

4. THE PERIOD OF THE REVOLUTION.

(1775 to 1783.)

I. The Outbreak.

1. Organization of the minutemen.
2. Lexington and Concord: (a) Paul Revere's ride; (b) "The shot heard round the world"; (c) State in which the towns are located.
3. Battle of Bunker Hill: (a) State in which located; (b) Result; (c) Significance.

II. Better Known Events of the War.

1. Choice of commander-in-chief.
2. Declaration of Independence: (a) Resolutions of Continental Congress; (b) Reception of the Declaration by the people.
3. Capture of the Hessians: (a) American leader; (b) Difficulties in crossing the Delaware.
4. Making of the first American flag.
5. Valley Forge: (a) Difficulties of the winter.
6. Deeds of John Paul Jones: (a) Activities among British sea-ports; (b) Battle between *Bonhomme Richard* and *Scrapis*.
7. The crime of Benedict Arnold.
8. Surrender of Cornwallis: (a) Place of surrender; (b) Assistance of the French; (c) Importance of the surrender.

5. THE PERIOD OF ESTABLISHMENT.

(1783 to 1821.)

I. Government Under the Articles of Confederation.

1. Difficulties of government: (a) Lack of sources of revenue; (b) Interstate rivalries; (c) Helplessness in regulating trade; (d) Confused coinage; (e) Decentralization.

II. The Making of the Constitution.

1. Primary constructive provisions: (a) Establishing legislative, executive, and judicial branches; (b) Providing for postal system and regulation of interstate and foreign commerce; (c) Enabling the securing of revenues; (d) Centralization.
2. Ratification.

III. The First Years of the New Government.

1. Washington's administration: (a) Beginnings of a Cabinet; (b) Financial embarrassments and Hamilton's efforts therein; (c) Origin of political differences; (d) The Farewell Address.

IV. The Jeffersonian Democracy.

1. Election of Jefferson: (a) Democratic basis of his political platform.
2. The Jefferson simplicity: (a) Habits and manners in public and private life.

3. Purchase of Louisiana: (*a*) Nation from which purchase was made; (*b*) Territorial extent of purchase.
4. The Lewis and Clark expedition: (*a*) Purpose of expedition; (*b*) Territory traversed; (*c*) River explored.
5. The invention of the steamboat: (*a*) Popular prejudice, trial and success; (*b*) Economic importance of invention.

V. **The War of 1812.**

1. Causes: (*a*) Interference with American commerce; (*b*) Impressment.
2. Events: (*a*) General result of land fighting; (*b*) Character and general result of sea battles; (*c*) Capture and burning of Washington; (*d*) Jackson at New Orleans.
3. Result: (*a*) Commercial independence.

VI. **Growth.**

1. Purchase of Florida.
2. The rush to the new West: (*a*) Means of westward travel; (*b*) Lands entered.
3. New states to 1821.

VII. **Emergence of the Slavery Question.**

1. Quarrels over admission of states: (*a*) Nature of disagreements; (*b*) The compromise policy.

6. **PERIOD OF EXPANSION AND DISSENSION.**

(1821 to 1861.)

I. **The Monroe Doctrine.**

1. Revolutions in southern countries: (*a*) Result of revolts; (*b*) Kind of governments set up.
2. Purposes of the doctrine: (*a*) Idea of protection of republican institutions; (*b*) Policy concerning foreign colonization or interference; (*c*) Policy as regards our meddling in foreign affairs.

II. **Internal Improvements by the National Government.**

1. The Erie canal: (*a*) Benefits.
2. Kinds of improvements carried on.

III. **The Jacksonian Democracy.**

1. Jackson's politics and characteristics: (*a*) His party and his relation to it; (*b*) His interesting Tennessee constituency; (*c*) His general political and social principles; (*d*) Personal characteristics.
2. Institution of the spoils system: (*a*) Nature of the system; (*b*) Evils involved.
3. Prominent names of the period: (*a*) Webster and why remembered; (*b*) Clay; (*c*) Calhoun and states' rights.

IV. **Development of the Slavery Quarrel.**

1. Life of the slaves: (*a*) Usual kind treatment; (*b*) The overseer system and its cruel effects.
2. The abolitionist movement: (*a*) Conception of the negro as a human justly free; (*b*) Influence of William Lloyd Garrison and prominent men of letters; (*c*) Breaking up of abolitionist meetings, destruction of publications, and personal violence.

V. **Texas and the Mexican War.**

1. The annexation of Texas: (*a*) Mexican ownership; (*b*) The "Lone Star Republic"; (*c*) Annexation.
2. The struggle with Mexico: (*a*) Nature of the dispute; (*b*) American leaders; (*c*) Capture of Mexico City; (*d*) The "Bear flag revolt."
3. Result: (*a*) States wholly or partly made up of territory acquired.

VI. **The Title to Oregon.**

1. The dispute and its settlement: (*a*) Extent of the Oregon country; (*b*) Nation contesting ownership; (*c*) Threatened trouble; (*d*) Manner and nature of settlement.

VII. **The Discovery of Gold in California.**

1. The find: (*a*) Discoverer; (*b*) Manner of discovery; (*c*) Location.
2. The rush: (*a*) Effect of the discovery in the East and abroad; (*b*) Crossing the plains, its dangers and hardships; (*c*) Other routes to the West; (*d*) Growth of San Francisco.
3. Life at the mines: (*a*) Original political unsettlement, rough fellowship and excesses; (*b*) Prices and medium of exchange; (*c*) Outfits and manner of prospecting.
4. Resulting effects: (*a*) The effect on population and number of towns; (*b*) Establishment of government; (*c*) Statehood.

VIII. **Crisis in the Slavery Quarrel.**

1. The question of extension: (*a*) Lincoln's position regarding restrictive powers of Congress; (*b*) Douglas and "squatter sovereignty"; (*c*) Manner of conducting Lincoln-Douglas debates; (*d*) Nature of struggle over Kansas.
2. John Brown's raid: (*a*) John Brown's attitude toward slavery; (*b*) What he purposed to do; (*c*) The outcome of the raid; (*d*) Death of John Brown.
3. The election of Lincoln: (*a*) Party which nominated him; (*b*) Principle upon which the party was organized; (*c*) What the election indicated to the South.
4. Secession: (*a*) South Carolina's action on the news of Lincoln's election.

7. THE PERIOD OF THE CIVIL WAR.
(1861 to 1865.)

I. The Opening Events.

1. Inauguration of Lincoln: (a) Lincoln's policy regarding slavery, as expressed in the first inaugural; (b) His policy as regards the preservation of the Union.
2. Formation of the Confederacy: (a) Extent of secession; (b) President of the Confederacy; (c) Capital.
3. The call for volunteers.

II. Events.

1. The blockade of the Southern coast: (a) Its purpose and character.
2. The *Monitor* and the *Merrimac*: (a) Novel construction; (b) What happened between them?
3. The Emancipation Proclamation: (a) Its provision; (b) Lincoln's responsibility for it.
4. Gettysburg: (a) State in which located; (b) What happened there; (c) Occasion of Lincoln's address there; (d) Present-day estimate of Lincoln's speech.
5. Sherman's march to the sea: (a) Country crossed; (b) Desolation wrought.
6. Surrender of Lee.
7. General knowledge: (a) Section in which most of the battles were fought; (b) Extensiveness of operations; (c) Duration.

III. The Cost of the War.

1. Material cost: (a) General statement concerning the immediate cost in money; (b) Statement concerning the cost in pensions.
2. The cost that can not be measured: (a) Mortality; (b) The direct and indirect suffering caused.
3. The desolation of the South: (a) Economic effects of the war in the South.

IV. Results of the War.

1. As affecting the nation: (a) Preservation of the Union; (b) Determining the indivisibility of the Union.
2. As affecting the negro: (a) Settlement of slavery question; (b) Emfranchisement.

8. THE PERIOD OF RE-ESTABLISHMENT.

(1865 to 1881.)

I. Reconstruction.

1. Unfavorable in the South: (a) Civic unfitness of enfranchised negroes; (b) Popular discontent.
2. "Carpenter" government: (a) Self-interested purpose of negroes; (b) Nature and influence of their

3. The Ku Klux Klan: (*a*) Purpose and methods.
4. Readmission of states.
5. Nature of Constitutional amendments.

II. Progress.

1. Acquisition of Alaska: (*a*) Means of acquisition; (*b*) Recent proofs of profitableness of investment.
2. Completion of transcontinental railway: (*a*) Need for such a railway; (*b*) Nature of government subsidy; (*c*) Names of lines built and joined; (*d*) Route.
3. Inventions: (*a*) Telegraph, dynamo, reaper, hard rubber, sewing machine, anæsthesia, telephone, electric light, dynamite, typewriter, airbrake; (*b*) Significance of each.
4. The New South: (*a*) Nature of new prosperity; (*b*) Some reasons.
5. Indian troubles: (*a*) Press of settlement into Indian lands; (*b*) Character of resistance offered by Indians; (*c*) Establishment of reservations.

9. THE PERIOD OF INDUSTRIALISM AND POLITICAL REFORM.

(1881 to 1915.)

I. Features of the Cleveland and Harrison Administrations.

1. Civil service reform: (*a*) Agitation for reform growing from Garfield's assassination; (*b*) Evils of old methods of appointment; (*c*) Objects and methods of the Civil Service act.
2. The Interstate Commerce act: (*a*) Consolidations of smaller railroads; (*b*) Evils inherent in non-regulation; (*c*) Principal objects of the act; (*d*) Method established.
3. The Australian ballot: (*a*) Opportunities for fraud in non-secret voting; (*b*) Chief virtue of Australian system; (*c*) General adoption by states.
4. The Anti-trust act: (*a*) Prevalent industrial consolidation; (*b*) The Standard Oil as an illustration; (*c*) Evils inherent in non-restriction; (*d*) Purpose of the Sherman Anti-trust act.

II. The Spanish-American War.

1. Causes: (*a*) Conditions in Cuba; (*b*) American sympathies and war talk; (*c*) Jeopardy of American investments in Cuba; (*d*) Blowing up of the *Maine*.
2. Events: (*a*) Victory at Manila bay; (*b*) Invasion of Cuba; (*c*) Destruction of the Spanish fleet.
3. Results: (*a*) Islands acquired; (*b*) Disposition of Cuba; (*c*) Trouble in pacifying the Philippines.

III. Other Important Facts.

1. Acquisition of the Hawaiian Islands: (*a*) Means of acquisition; (*b*) Commercial and strategic importance.
2. Important inventions: (*a*) Railroad block system, reinforced concrete, electric railway, long distance electric transmission, gasoline engine, wireless telegraphy and telephony, aeroplane; (*b*) Significance of each.
3. Assassination of McKinley.

IV. Features of the Roosevelt and Taft Administrations.

1. Pure food and meat inspection laws: (*a*) Reasons for such laws; (*b*) General provisions.
2. The conservation movement: (*a*) Conditions demanding conservation; (*b*) Chief natural resources concerned; (*c*) Some great works of irrigation and reclamation.
3. The census of 1910: (*a*) Approximate population of the United States and dependencies.
4. Construction of the Panama canal: (*a*) General facts about time, cost, and difficulties overcome; (*b*) Sanitation; (*c*) Means of operation; (*d*) Commercial importance; (*e*) Goethals.
5. Uprgrowth of progressive ideals: (*a*) Demands for direct legislation and other forms of popular government; (*b*) Demands with regard to improvement and regulation of working conditions; (*c*) Woman suffrage; (*d*) Trust regulation; (*e*) Roosevelt and the Progressive party.

V. Features of the Wilson Administration.

1. Woodrow Wilson: (*a*) His previous educative position; (*b*) His democratic ideals; (*c*) His official unconventionality, as illustrated in the policy of reading his own messages, etc.
2. Constitutional amendments: (*a*) Final adoption of sixteenth and seventeenth amendments; (*b*) Their purport.
3. The new tariff: (*a*) Policy of the legislation enacting the bill.
4. The currency legislation: (*a*) Reasons demanding reform in the national banking system; (*b*) Advantages claimed for the new banking laws.
5. The Alaskan railway: (*a*) Need for such a railway; (*b*) Intended policy of government ownership and operation; (*c*) Political significance.
6. Foreign policy: (*a*) Stand taken as regards the revolution in Mexico; (*b*) The position taken in the matter of neutrality in the European war.

PERIODS IN UNITED STATES HISTORY.

The student should be able to discuss each of the following periods with the idea of explaining the characteristic feature, or features, of the period. In addition, it is expected that the student be able to place each of the **Items of General Intelligence** in their respective period, where it is required to do so. Where this is required, the student may indicate the proper period by using the corresponding Roman numeral.

- I. Pre-Columbian Period. (Up to 1492.)
- II. Period of Discovery and Exploration. (1492 to 1607.)
- III. Colonial Period. (1607 to 1775.)
- IV. Period of the Revolution. (1775 to 1783.)
- V. Period of Establishment. (1783 to 1821.)
- VI. Period of Expansion and Dissension. (1821 to 1861.)
- VII. Period of the Civil War. (1861 to 1865.)
- VIII. Period of Re-establishment. (1865 to 1881.)
- IX. Period of Industrialism and Political Progress. (1881 to 1915.)

ITEMS OF GENERAL INTELLIGENCE.

Under this head is presented a series of isolated items arranged in convenient groups. These items are the facts of American history that most commonly enter into discourse of one kind or another. They are the historical tools, so to speak, that are most frequently used in the intellectual workshop. They should be looked upon, then, as a specific requirement; but no preparation in this part of the subject need exceed the limits indicated in the context. Where it is required that the student indicate the period, same can be done by writing in the Roman numeral corresponding with the proper historic period. (See **Periods in American History**, preceding.)

Far East.—Countries composing it; nature of commerce carried on with it in Columbus' time; means by which early navigators hoped to reach it.

Vikings.—Native land; manner of life; marauding characteristics; discovery with which credited; period.

Voyage of Columbus.—Columbus' great idea; his early discouragements; part played by Ferdinand and Isabella; object of voyage; tests of Columbus' courage on voyage; result; date.

Aztecs.—Location; degree of civilization and illustrations of same; period.

Sir Francis Drake.—Buccaneering; great feat accomplished by him; reason for naming Drake's Bay, on the California coast, after him; period.

Jamestown.—Location; native land of founders; purpose; early difficulties; historic importance; year.

Virginia Plantation.—Products; character of labor used; social life; definition of "planter," "mansion."

The Pilgrims.—Native land; reasons for leaving; location of final settlement; early difficulties; year of landing.

The Puritans.—Native land; reasons for leaving; location of settlement; some characteristic Puritan ideas and customs; period.

The Quakers.—United on ideas concerning what subject? City founded by them; period.

William Penn.—Sect; historical importance.

The City of Brotherly Love.—Name of city; reason for title here given.

Cliff Dwellers.—Peculiarity of homes; present evidences; location.

Harvard College.—Location; period.

Spinning Wheel.—Use. Where generally found in colonial times?

The Fur Trade.—Where carried on; races and character of traders.

Trading Posts.—Purpose; country in which located.

Benjamin Franklin.—Most famous scientific achievement; ways in which he helped his country; ways in which he helped mankind in general; period.

The Stamp Act.—By what body was it passed? Purpose of the act. How received. Historic importance.

“Give Me Liberty or Give Me Death.”—Speaker; occasion; period.

The Tea Tax.—By what body enacted? Purpose; nature of objections to it; historic importance; period.

The Boston Tea Party.—Description; reason; period.

Taxation Without Representation.—Who did the taxing? Who were not represented, and where were they not represented? Why was the arrangement wrong? Historic importance.

Lexington and Concord.—Historic importance; period.

Minutemen.—Reason for organization; reason for name; period.

Bunker Hill.—Location; historic importance; period.

Hessians.—Native land; purpose for which employed; explanation of modern use of term as one of derision; period.

“Washington Crossing the Delaware.”—Historical importance; difficulties of getting across; period.

“We hold these truths to be self-evident: that all men are created equal; that they are endowed by their creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness.” From what is the quotation taken? Period.

“When, in the course of human events * * * .” From what is the quotation taken? Period.

Declaration of Independence.—Purpose and significance; holiday now celebrated to commemorate it; date.

French Aid in the Revolution.—Nature of the assistance; name of American who secured it.

Surrender of Cornwallis.—Who was Cornwallis? To whom did he surrender? Importance of the surrender; period.

The Thirteen Original Colonies.—Name several or all of them. What important part, as a group, did they play in our history?

“We, the People of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity * * * .” What document begins with the above words? Period when written.

Alexander Hamilton.—Member of whose cabinet? Nature of public service; manner of death; period.

The Constitutional Convention.—Purpose; period.

“First in War, First in Peace, First in the Hearts of His Countrymen.” To whom does the phrase refer?

Gerrymander.—Gerrymandering is sometimes done to what kind of districts? How accomplished; purpose.

The Cotton Gin.—Purpose; effect on cotton industry; influence on institution of slavery.

Thomas Jefferson.—Author of what famous document? Beliefs concerning political rights of common people, and concerning the nature of government. Important political position held by him; period.

Louisiana Purchase.—From whom made? General boundaries; period.

Lewis and Clark.—Purpose in sending them out; country traversed; great river explored; period.

Frontiersmen.—Definition; manner of life in forest; manner of life on prairie; obstacles overcome; historic significance.

Protection of Home Industry.—Definition of “home industry”; method by which it has been protected; name of political party favoring protection. What was the old “infant industry” argument? Explain relation claimed by proponents to exist between protection and industrial prosperity. Between protection and employment of labor. Explain relation claimed by opponents to exist between protection and the trusts. Between protection and cost of living.

Andrew Jackson.—Political position; party affiliation; relation to spoils system; meaning and character of “Jacksonian democracy”; period.

The Spoils System.—Meaning of term; origin of system; civic and moral vice and power of it; corrective system introduced.

“To the Victor Belong the Spoils.”—Origin of term; explanation as used politically.

The Monroe Doctrine.—Origin and purpose.

John C. Calhoun.—Nature of public service; section represented by him; period.

Daniel Webster.—Nature of public service; section represented by him; famous debate; period.

States' Rights.—Conception of the Constitution on which the early doctrine was based; explanation of doctrine; section of the country advocating it; opinion of extreme states' rights people on subject of secession; period of most violent discussion. How does the doctrine apply to conservation today?

Annexation of Texas.—Country originally owning Texas; nature of quarrel following annexation; result of quarrel; period.

The Mexican War.—Cause; location and success of campaigns; great city captured; American commanders; territorial results of war; period.

The Bear Flag Republic.—State in which formed; political condition of the state at the time; object in forming the republic; flag adopted; war in which nation was engaged at the time; period.

The Pioneers.—Why called the "pathfinders of civilization"? At what period were there pioneers in Kentucky and Tennessee? In the Middle West? In the Far West? Characteristics of pioneer life.

Discovery of Gold in California.—Year and location of discovery; name of discoverer; effect of discovery on immigration to California; routes of emigration to California from the East, and dangers and hardships of each; location of early gold regions; character and type of California pioneer; meaning of "prairie schooner," "Golden West."

The Days of the Don in California.—Meaning of "Don"; relation of Dons to California history; definition of *ranchos*; period.

The Donner Party.—Object of the party and its fate. Period.

John Brown.—Cause to which devoted; episode at Harper's Ferry; fate; period.

Mormons.—Origin; chief feature of belief; custom that has dishonored the sect; present status of the custom; chief city; name of one or two chief leaders.

The Election of Lincoln.—Party affiliation; leading policy of the party; effect of election in the South; year of Lincoln's inauguration.

The Confederate States.—Action with regard to the Union; reason for forming the Confederacy.

Secession.—Meaning of secession as word is used in American history; body of states that seceded; reason for secession; result; period.

"This Nation Can Not Exist Half Slave and Half Free."—Who said this?

Fort Sumter.—What struggle began here?

The War of the Rebellion.—What war was this? Causes. Date of beginning. How long did it last?

Gettysburg.—Location; historic importance; present use of field; period.

The Gettysburg Address.—Orator; occasion; present estimate of address.

"From Atlanta to the Sea."—Historic significance; leader; period.

Assassination of Lincoln.—Place of crime; year; name of assassin; fate of conspirators.

Whigs.—To what was this name given? Period.

Richmond, Virginia.—Importance in the Rebellion; events associated with it; generals concerned.

“**We Here Highly Resolve**, that these dead shall not have died in vain, that this nation, under God, shall have a new birth of freedom, and that government of the people, by the people, for the people, shall not perish from the earth.” Who said this? Occasion.

The Monitor and the Merrimac.—Historic event associated with them; period.

Thirteenth, Fourteenth, and Fifteenth Amendments.—Amendments to what? Time and purpose of adoption; privileges granted; period.

Carpetbaggers.—Origin; place and period of activities; purposes; use of negro vote; general influence. How regarded by better classes?

Overland Trails.—Section in which used; uses to which put; period.

Pack Trains.—Definition; association with western history.

Pony Express.—Description; purpose; romantic associations; period.

First Transcontinental Railway.—Story of building; names of principal promoters; importance in California history; land grants; period.

The Homestead Law.—Object; section of country most benefited.

Extinction of the Buffalo.—How exterminated? Period.

Custer's Last Fight.—Location; occasion; outcome; period.

The Bell Telephone.—Why called “Bell” telephone? Period of invention.

Exclusion of the Chinese.—Meaning of term “coolies”; reasons for objection to them; means of exclusion.

Prohibition Party.—Principal purpose of the party; means by which it seeks to accomplish its end.

James A. Garfield.—Political distinction; death; period.

Civil Service Reform.—Evil sought to be remedied; method introduced; general extent of reform.

The Anti-Trust Act.—Tendency, in the organization of industries, which made the act necessary; danger manifested in this tendency. Give the purpose of the act; tell what is meant by “combination in restraint of trade.” Tell what is meant by “trust busting.”

The Interstate Commerce Commission.—Define interstate commerce. What has the Commission to say about rates for interstate commerce? What are some of the things it seeks to prevent the railroads from doing?

William McKinley.—Political distinction; party; death; period.

William J. Bryan.—Party affiliation and influence in the party. Frequent candidate for what position? Relation to progressive policies and peace movement; position in the Wilson administration; period.

The War in the Philippines.—Problems facing our government in the Philippines, at the close of the Spanish-American War; attitude of the natives and the necessary steps taken; success of Americanizing, to the present date.

Imperialism.—Meaning of the term, as used in our country; policy of the anti-imperialists, with regard to the Philippines.

Theodore Roosevelt.—Prominence in Spanish-American War; political position; relation to conservation policy. What new political party did he help to form? Advocacy of war preparedness.

William Howard Taft.—Political position; party; attitude toward policies of the Progressives; period.

The Hague.—Location; purpose of the Hague Tribunal; objects of the Hague Conference.

The New South.—Condition of the South for twenty years following the Civil War, and reasons for the condition; economic changes during the last thirty years; changes along the lines of education and democracy.

Disarmament.—Nature of plan, and result hoped for.

Reclamation.—Meaning of reclamation; method of reclaiming arid lands; method of reclaiming swamp and overflow lands; general statement of results of reclamation in the United States; example of Imperial valley; other examples.

Conservation of Natural Resources.—Meaning of conservation; natural resources most seriously concerned; general policy in years past; general statement of present policy. What would a conservationist say to such a statement as this: "Conservation means denying ourselves today, that coming generations may have more"?

Panama Canal.—What is the Canal Zone, and what nation owns it? What is the purpose of the locks? Name some of the most famous engineering achievements of the construction. Why was it impossible for laborers to work on the canal before the United States government took hold? How did our engineers make it possible for laborers to work there?

Pure Food and Meat Inspection Laws.—What is the nature of these laws, and why was it necessary to pass them?

Government Ownership.—What things do some people claim should be owned in this way?

Tariff for Revenue Only.—Define. What is the essential difference between this and the protective tariff? What political party has stood for this sort of tariff?

The Income Tax.—Purpose of the income tax law. What had to be done with the Constitution, before the law could be made?

Election of United States Senators.—Former method; present method. What constitutional barrier stood in the way of the change in policy, and how was it overcome? What change in the political ideas of the people has brought about the change?

The Franchise.—Meaning. How has it been greatly extended in several of the states?

The Census.—Frequency; important things taken account of; present population of the United States (approximately).

Filibustering.—Meaning when used with reference to the activities of citizens of a neutral nation, in time of war in some foreign country. Meaning when used with reference to legislation.

The "Progressives."—Discuss progressive policies as they apply to the following subjects: Popular government in general; nominations of candidates; accountability of elected officers to the people who elect them; right of the people to make laws for themselves. In connection with the above subjects, name the more important of the particular reforms advocated. Objects of the Progressive party. What is Roosevelt's relation to it? Period.

Reciprocity.—Meaning of the term, when used with reference to the tariff.

The National Debt.—What occasions cause nations inevitably to run into debt? In times of crisis, how do nations secure money? What are government bonds?

In a single sentence give the essential meaning of each of the following terms. In the case of those marked with an asterisk (*), indicate by the appropriate number the historical period to which the item belongs:

Sioux.	Liberty Bell.
Abolitionists.	The Continental Army. ⁶
Plymouth Rock.	The English Parliament.
Mount Vernon.	New England Colonies. ⁵
The Argonauts (in California history).*	The New World.
The Lone Star State.*	The Mayflower.*
The Free States.	First President of the United States.*
The Federal Army.*	The Cotton States.
The Father of His Country.*	The Emancipation Proclamation.*
Cheyennes.	The Old World.
The Father of Waters.	Dutch New York (the New Netherlands).*
Apaches.	Valley Forge. ⁶
The Great Emancipator.*	Hudson's Bay Company.
The Slave States.	Sheridan's Ride. ⁶
"Old Ironsides." ⁶	The Public Domain.
The Confederates.*	Arbitration.
The Canal Zone.	The Santa Fe Trail.*
The Rough Riders.*	Indian Reservations.
The Forty-niners.*	Free Trade.
Admission Day.	
Iroquois.	

In a single sentence, define each of the following terms. In the case of those marked with an asterisk indicate the historical period in which the thing was commonly used in this country:

Pillory.*	Pueblo.	Tepee.	Pipe of peace.
Totem.	Hour glass.*	Flint and steel.	Sachem.
Sundial.*	Papoose.	War paint.	Privateers.
Stocks.*	Moccasins.	Quill pens.*	Greenbacks.
Wampun.	Flintlocks.	Tomahawk.	Homespun.*
Wigwam.			

In a single sentence explain how each of the following persons has attained a place in history, by telling what notable thing each one did, or what high or responsible position he or she held. Also indicate by the appropriate number the historical period in which each belongs:

Benjamin Harrison.	George III.	Balboa.
Queen Isabella.	Grover Cleveland.	Miles Standish.
General Phil Sheridan.	James Monroe.	Ponce de Leon.
Andrew Johnson.	Admiral Dewey.	Millard Fillmore.
John Paul Jones.	Rutherford B. Hayes.	General Sherman.
Henry Hudson.	Brigham Young.	Martin Van Buren.
Patrick Henry.	James Buchanan.	Jefferson Davis.
John Adams.	Pocahontas.	Francis Scott Key.
Chester A. Arthur.	Helen Keller.	Admiral Farragut.
Robert Fulton.	Portola.	William Henry Harrison.
James Madison.	Franklin Pierce.	Lafayette.
Zachary Taylor.	Paul Revere.	Daniel Boone.
Father Junipero Serra.	Captain John Smith.	Robert E. Lee.
James K. Polk.	Montezuma.	"Stonewall" Jackson.
John Tyler.	John Quincy Adams.	Booker T. Washington.
Harriet Beecher Stowe.	Magellan.	Roger Williams.
Benedict Arnold.	Martha Washington.	Jane Addams.
Nathan Hale.	Henry Clay.	Col. Goethals.

DATES.

It is essential to know what each of the following dates, or groups of dates, represents: October 12, 1492; 1607; 1620; July 4, 1776; 1776 to 1783; 1846 to 1848; September 9, 1850; 1861 to 1865; 1898.

BIOGRAPHIES.

The student should possess at least a brief knowledge of the lives of the following men. Any test that may be given will be along the following lines: (a) boyhood conditions and environment; (b) characteristic anecdotes of boyhood; (c) education and conditions under which it was gained; (d) rise to fame; (e) achievements; (f) manhood characteristics and anecdotes; (g) present popular estimate.

Columbus.	Lincoln.	Washington.	Andrew Jackson.
Franklin.	Grant.	Edison.	Thomas Jefferson.

TERRITORIAL EXPANSION.

The student will be expected to know, in their proper order, the successive steps by which the territory of the nation expanded to its present compass. In addition to this, it would be advisable to acquire an accurate impression of the customs, characteristics, and modes of living of the people in the various stages of the westward march across the continent. For preparation in this latter phase of the subject, a selective use of parts of Roosevelt's *Winning of the West* is recommended. As a guide in the preparation, the following outline is given:

- I. **The Back-Country Settlements of Colonial Time.**
 1. Life in the settlements of the Appalachian hills and valleys.
 2. The Scotch-Irish: (a) Places of settlement; (b) Characteristics.
- II. **The Rush Across the Appalachians.**
 1. Work of Boone and the "long hunters": (a) Kinds of adventures met with; (b) Land opened up; (c) Stimulus to subsequent migration.
 2. Life of the wandering fur traders.
 3. First great migration: (a) Routes and means of travel; (b) Character and amount of migration; (c) Settlements and manner of living; (d) Relations with the Indians; (e) First western states organized.
- III. **Acquisition of New Territory.**
 1. The Louisiana Purchase: (a) Date; (b) From whom made; (c) Extent; (d) Story of Lewis and Clark.
 2. Acquirement of Florida: (a) How acquired and from what nation; (b) Date.
- IV. **Expansion Westward.**
 1. Extent of western settlement, as measured by the Missouri River, in 1820.
 2. The Great American Desert: (a) Trip taken by Pike in 1806-7; (b) Early conception of the great middle West; (c) Inhabitants and animals; (d) Opening of the Santa Fe trail; (e) Work of trappers and hunters.
 3. Filling up of the great middle West: (a) River and overland travel; (b) Life and customs of the settlers; (c) Indian troubles; (d) Final disposition of the Indians; (e) New states formed.
- V. **Texas, California, and the Southwest.**
 1. Texas: (a) Immigration of American ranchers; (b) The Texan revolution and formation of the Lone Star Republic; (c) Annexation.
 2. Explorations of Fremont and Kit Carson: (a) Land traversed.
 3. Territorial results of the Mexican war: (a) Land acquired; (b) Date.

VI. Acquisitions by Treaty.

1. Acquisition of Oregon, in 1846: (*a*) Joint claims of England and the United States; (*b*) "Fifty-four-forty or fight"; (*c*) Settlement of the dispute.
2. The Gadsden Purchase, in 1853: (*a*) Location; (*b*) How and from whom obtained.

VII. The Gold Rush.

1. Discovery of Gold in California: (*a*) Date; (*b*) Effect of the news; (*c*) Routes of immigration from the East; (*d*) Experiences in crossing the plains; (*e*) Admission of California and date.
2. Discovery of gold and silver in Colorado: (*a*) Immigration following the news; (*b*) Establishment of camps and towns.
3. Western life: (*a*) Methods used in gold mining; (*b*) Mining camp life; (*c*) The pony express; (*d*) Means of travel and transportation; (*e*) Desperadoes and summary means of justice.

VIII. Alaska.

1. Means of acquisition: (*a*) From whom and how obtained.
2. Natural resources: (*a*) The natural resources found there; (*b*) Economic value of Alaska.
3. The rush to the mines: (*a*) Effect of the news of gold; (*b*) First means of travel to the mines; (*c*) Experiences, dangers and adventures of the prospectors.

IX. The Hawaiian Islands.

1. Means of acquisition.
2. Commercial and strategic importance.
3. Present form of government.

X. Results of the Spanish-American War.

1. Insular acquisitions: (*a*) Islands obtained; (*b*) Difficulties in the pacification of the Philippines; (*c*) Forms of government established in the principal acquisitions; (*d*) Americanization.
2. The problem of imperialism: (*a*) Nature of the problem; (*b*) Present status.
3. The question of independence for the Philippines: (*a*) Reasons for and against.

CIVICS.

The preparation in civics is not expected to ramify through the devious labyrinths of technical government. No effort will be made to test the student's knowledge of the old school brand of civics, except so far as it possesses a value in every-day use. What we want is a knowledge of civil government and civic problems such as is current among well-informed people. We fully appreciate the special need for developing high civic ideals in the pupils of our high and grammar school classes, and we urge every teacher to exert all his efforts toward that end. But we assert that such ideals can best be developed by giving the civics a present-day, practical application. Knowledge of the vital facts must precede, or at any rate coincide with, the development of the higher motives. The following questions and outlines have to do with little more than the actual facts of the subject. We can here but recommend to the teacher the consideration of the other aim.

For preparation we recommend to the student Dunn's *Community and the Citizen*. For the technical questions, see Sutton's *Civil Government in California*. Considerable assistance will be obtained by the use of Bulletin 17 (especially the *Supplement*), listed upon the cover pages of this monograph.

QUESTIONS.

The ability not only to answer each of the following questions in general civics and government, but to discuss the more general ones intelligently, will be considered necessary to a working knowledge of the subject. By an intelligent discussion we do not mean an academic exploration into technical or historic lore; we mean discussion solely with reference to the life-serving elements involved.

1. Define each of the following terms: alien, public service corporation, a franchise, the franchise, habeas corpus, injunction, "political machine," "political boss," impeachment, budget, legislative, executive, judicial, equity, felony, indictment, great register, misdemeanor, petty larceny, grand larceny, plaintiff, warrant, public utility, inquest, appeal, personal property, real property, boycott, lockout, libel, subpoena, perjury, reprieve, parole, appellate, attachment, bail, Bertillon system, ex post facto, fiscal, venire.

2. What dangers lie in overcrowding in large cities, as regards health and morals?

3. Tell some of the things that are being done in tenement districts in large cities, with the object of relieving the congestion and bettering the health conditions.

4. State, approximately, the amount of annual immigration into the United States.

5. Approximately, what is the total population of the United States including dependencies, according to the 1910 census.

6. What has our government done with regard to the immigration of Chinese coolies?

7. Explain the means by which the immigration of Japanese laborers is regulated.
8. What is the constitutional definition of a citizen?
9. What are the provisions and purpose of the homestead act?
10. Explain townships, sections, and quarter-sections.
11. What is the purpose and what are the methods of reclamation?
12. Give some examples of large government reclamation works.
13. Explain the right of eminent domain.
14. Name the important natural resources.
15. Define "conservation of natural resources."
16. What are the principal duties of the Conservation Commission of California?
17. Explain the principal duties of a city board of health.
18. What importance attaches to the problem of the disposal of garbage and sewage?
19. Discuss the park and playground movement in its relation to the public health and welfare of children.
20. Discuss some of the principal activities and duties of the State Board of Health.
21. Briefly discuss the duties of United States consuls in foreign lands.
22. Very briefly tell what an ambassador is.
23. What are the principal duties of the Interstate Commerce Commission?
24. In what branch of government do we find the board of school trustees? What are their principal duties?
25. What is the chief governing body in a city school system? The chief executive officer?
26. Explain the relation between public education and good citizenship.
27. Explain the general character of compulsory education laws, and tell why the states are justified in passing them.
28. Give the main provisions of California's compulsory education law.
29. What is the constitutional status of religions in our country?
30. What are the purpose and ideals of organized charity, and by what method does it seek to accomplish its ends?
31. By what process may the federal Constitution be amended?
32. What has amendment seventeen of the Constitution to say concerning the election of United States senators?
33. What is the duty of the Electoral College, and how is it chosen?
34. Explain how it is that the Electoral College has no function whatever, excepting the mere legal formality of registering the popular will.
35. What is done at national conventions of political parties?
36. Under the California law, what is the purpose of the direct primary system in the choice of candidates for state offices? Explain its process.

37. For what national offices are candidates chosen by direct primary in California?
38. Delegates to what conventions are chosen by direct primary in California?
39. Briefly explain that form of city government known as the commission form. What are the principal advantages claimed for it?
40. Tell why we have assembly districts, senatorial districts, and congressional districts.
41. Why are irrigation districts formed?
42. What is the object in having school districts?
43. What are boards of equalization for?
44. Briefly discuss the objects and methods of laws regulating election expenses.
45. How often does the state legislature meet?
46. Distinguish between **plurality** and **majority**.
47. What is a grand jury and why do we have it?
48. To what extent, and by what means, do the people of California enter into the choice of candidates for President?
49. Discuss the evils and abuses of the spoils system.
50. Tell what is meant by civil service reform, and explain the merit system.
51. What are the common features of the Australian ballot system? What fraud does it tend to prevent, and how?
52. In what branch of government do we find the board of supervisors? In a general way, state its duties.
53. What is a city charter?
54. What is a board of freeholders, and for what purpose is it occasionally chosen?
55. How may a city charter be amended?
56. Tell what is meant by the "short ballot," and discuss the theory of it.
57. What title is given the presiding officer of the lower house of the legislature?
58. What officer presides over the upper house?
59. What is the highest court in the state judiciary system?
60. What kinds or classes of cases have their first trial in the superior courts of the state?
61. In the state system, what do we call the courts intermediate between the superior courts and the highest court?
62. What kinds or classes of cases have their trial in the police courts?
63. Distinguish between civil and criminal cases.
64. Discuss the purpose of the juvenile court and the system of probation.
65. In what divisions of government do we find an attorney general? In a general way state the duties of that official.
66. Discuss the duties of the State Board of Control.
67. Discuss the duties of the State Railroad Commission.

68. In a general way, what are the duties of the State Board of Education?
69. Explain the objects of California's law establishing compulsory industrial accident insurance.
70. Explain the purpose and process of the initiative.
71. Explain the purpose and process of the referendum.
72. Explain the purpose and process of the recall.
73. What is the highest of the federal system of courts?
74. What are the two lower orders of courts in the federal system called?
75. How are the judges of the federal courts chosen?
76. What determines the number of members of the House of Representatives to be chosen from each state?
77. How many United States senators are chosen from each state, and how are they chosen?
78. Describe the ordinary course of a bill, if uninterrupted, from the time of its introduction into Congress to the time of its final passage into law.
79. How may a bill become a law in spite of the President's veto?
80. What title is given the presiding officer of the House of Representatives?
81. What officer presides over the United States Senate?
82. What title is given the highest judicial officer in the land? What are his associates called?
83. In cases where the constitutionality of a federal law is protested by legal act, what final authority has the United States Supreme Court?
84. What name is given to the lowest courts in the federal system?
85. What name is given to the intermediate courts in the federal system?
86. On what kinds of property do cities levy taxes, in order to get the bulk of their revenue?
87. On what kinds of property do counties levy taxes, in order to get the bulk of their revenue?
88. What does the State of California tax, in order to get the bulk of its revenue?
89. What are some of the principal items of expenditure in a city government?
90. Some of the principal items of expenditure in a county government?
91. In a state government?
92. What division of government levies an income tax?
93. Tell what import duties are, and what branch of government levies them.
94. What are customs houses?
95. On what articles, made where, is the internal revenue levied?
96. What are government bonds, and under what circumstances does the government issue them?

97. In a general way state the duties of a city council.
98. What are some typical boards or departments found in the government of a large city?
99. Of what houses is the state legislature composed?
100. What does it mean to say that a company is incorporated? Tell some of the advantages of incorporation.

CONTEMPORARY ISSUES, POLITICAL, SOCIAL, AND ECONOMIC.

The following outlines present a brief summary of the problems of the day that press upon us—the unavoidable problems that issue from the upward-seeking spirit of civilized government. No one who aspires to the possession of a true social intelligence can afford to ignore these matters. In a state such as California there is an extraordinary need for an intelligence of this kind, for real self-government and liberal suffrage have imposed it upon us.

It is unfortunate but true that we can not look to the high schools generally to teach these subjects. In only the most progressive can we hope that some of the sacrosanct precincts of the traditional course may be gerrymandered to admit this life-helping material. To the student we can but urge the importance of the following subjects, if the stressing impulse of social action is to be comprehended. They are the vital substance of our civic being.

To help those teachers whose enthusiasm demands that they reach into these subjects, and for the benefit of ambitious students, we have appended references to the outlines. These are the best references that come to the mind of the writer, but they are by no means exhaustive. In many cases magazine literature affords the best material. Articles in the magazines can readily be located by a judicious use of the *Readers' Guide*.

None of the matter included in these outlines will be required of entering students; but a student may indicate a readiness to be tested in any or all of the subjects. Satisfactory preparation in the same will give the student preferment in the assignment to classes, the preferment depending upon the extent of the preparation. No test that any student may elect to take in these subjects will exceed the substance here indicated.

1. **The Peace Movement:** (a) Objects of the Hague Conference; (b) Function of the Hague Tribunal; (c) The theory of disarmament; (d) The economic waste of war-preparedness; (e) The needlessness of commercial war; (f) Preparedness as protection against war; (g) Plan for an international police for enforcement of peace; (h) The American policy of peace treaties. (Angell: *The Great Illusion*. Von Bernhardi: *Germany and the Next War*. Chittenden: *War or Peace*. See *Readers' Guide*.)

2. **Movement for Government Ownership:** (a) Utilities urged for national ownership; (b) Arguments for and against; (c) Present status of the movement; (d) The policy for a national railroad in Alaska; (e) Utilities urged for municipal ownership; (f) Some examples of exten-

sion of the municipal ownership idea; (g) Common arguments for and against municipal ownership. (Seligman: *Principles of Economics*. Marriott: *How Americans Are Governed*. Garner: *Government in the United States*. See *Readers' Guide*.)

3. **The Immigration Problem:** (a) Approximate annual immigration; (b) Parts of Europe from which most immigrants come; (c) Concentration in cities and resulting problems; (d) Immigration and the standard of living; (e) The problem of immigrant competition with native labor; (f) Immigration and the sweating system; (g) The question of immigration and the need of labor supply; (h) Means advocated for limitation and regulation of immigration; (i) Existing immigration laws; (j) How Chinese immigration is regulated; (k) The problem of Japanese immigration; (l) The ideal of the United States as an asylum for all oppressed peoples; (m) Why the United States is called the "melting pot." (Adams and Sumner: *Labor Problems*. Mayo-Smith: *Emigration and Immigration*. Seligman: *Principles of Economics*.)

4. **Poverty:** (a) The many causes, *i. e.*, seasonal employment, immobility of labor, inadequate education, evil associations and surroundings, bad habits, poor health, uncared-for old age, Malthusianism; (b) Tenement house and slum conditions; (c) Kinds of dependent classes; (d) Institutional relief; (e) Outdoor relief; (f) Dangers of indiscriminate and unorganized charity; (g) Ideals and methods of organized charity. (Hunter: *Poverty*. Warner: *American Charities*. Nearing: *Social Adjustment*. Seligman: *Principles of Economics*.)

5. **The Cost of Living:** (a) Reasons for recent attention to the problem; (b) Relation claimed to exist between the cost of living and the tariff; (c) The cost of living as a phase of the trust problem; (d) Overcapitalization and prices; (e) Other possible explanations. (Seligman: *Principles of Economics*. See *Readers' Guide*.)

6. **Child and Woman Labor:** (a) General statement of extent and abuses; (b) Nature of child labor laws adopted by most of the states; (c) Arguments for justification of such laws; (d) Factors militating against effective enforcement of the laws; (e) Character of laws passed to regulate hours of labor for women; (f) The movement for women's minimum wage; (g) Arguments to justify special laws for women in industry; (h) The question of such laws in their relation to the right of free contract; (i) Women's labor legislation in California. (Adams and Sumner: *Labor Problems*. Spargo: *The Bitter Cry of the Children*. Marriott: *How Americans Are Governed*. Nearing: *The Child Labor Problem*. Nearing: *Social Adjustment*. Markham, Lindsey and Creel: *Children in Bondage*. See *Readers' Guide*, especially for articles in the *Survey*.)

7. **Tendency Toward State Regulation of Conditions of Employment:** (a) As affecting sanitary and safety conditions in factories; (b) As regards compulsory compensation for injuries and deaths; (c) As regards minimum wages; (d) As instanced by efforts looking to conciliation and

arbitration by the government; (c) Conception of industry as quasi-public in character; (f) The California Workmen's Compensation, Insurance and Safety Act. (Adams and Sumner: *Labor Problems*. Seager: *Social Insurance*. See *Readers' Guide*, especially for articles in the *Survey*.)

8. **The Movement for Election Reform:** (a) Nature and purpose of corrupt practices acts; (b) The Australian ballot; (c) Spread of direct primary idea; (d) The direct primary as a cure for certain evils of the caucus and convention systems; (e) Explanation of the direct primary as applied to local, state, and certain national offices in California; (f) Non-partisan elections; (g) Theory of the short ballot. (Reinsch: *Readings in American State Government*. Garner: *Government in the United States*. Supplement to Normal School Bulletin 17. Childs: *Short Ballot Principles*. See *Readers' Guide*.)

9. **The Movement for Direct Legislation:** (a) Significance as affecting democracy; (b) General extent of movement; (c) Explanation of initiative and referendum; (d) The recall; (e) The movement in relation to "special interests" and "special privileges"; (f) The question of the recall of judges and judicial decisions; (g) Direct legislation in California. (Marriott: *How Americans Are Governed*. Garner: *Government in the United States*. Supplement to Normal School Bulletin 17. See *Readers' Guide*.)

10. **Labor and Capital:** (a) Increasing power of labor through organization; (b) The American Federation of Labor; (c) Collective bargaining; (d) Growing strength of radical labor programs, as instanced by industrial unionism; (e) Strikes and boycotts; (f) Injunctions; (g) Arbitration and conciliation; (h) Growth and significance of employers' organizations; (i) The "open shop" and the "closed shop"; (j) Profit sharing and co-operation; (k) The great problem of unemployment; (l) Seasonal labor; (m) Foreign examples of old age pensions and insurance against unemployment. (Adams and Sumner: *Labor Problems*. Seligman: *Principles of Economics*. Seager: *Principles of Economics*. Seager: *Social Insurance*. Wallace: *The Revolt of Democracy*. Nearing: *Social Adjustment*. Reports of the Industrial Relations Commission. See *Readers' Guide*.)

11. **Regulation of Trusts and Public Utilities:** (a) Provision of the Anti-trust Act with regard to combinations in restraint of trade; (b) Difficulty of interpretation; (c) The problem of stock watering and over-capitalization; (d) Physical valuation, and the question of fixing prices according to such; (e) Comparison of the policy of regulation with the policy of dissolution; (f) Objects and methods of the Interstate Commerce Commission; (g) Rights and interests of the people inherent in public utilities; (h) Problems relative to the granting and use of franchises; (i) Objects and methods of the Railroad Commission of California. (Reports of the American Academy of Political and Social Science. Seager: *Principles of Economics*. See *Readers' Guide*.)

12. **Socialism:** (a) Increase of voting strength; (b) Policy of socialists with regard to means of production, distribution and exchange; (c) Socialism and the wage system; (d) Doctrine of the class struggle; (e) Means by which political socialists would secure their ends; (f) Meaning of the term "co-operative commonwealth." (Seligman: *Principles of Economics*. Seager: *Principles of Economics*. Cross: *Essentials of Socialism*.)

13. **The Industrial Workers of the World:** (a) Socialist doctrine; (b) Idea of the one big union and the general strike; (c) Direct action and sabotage; (d) Attitude toward government; (e) General extent of the movement. (Brooks: *American Syndicalism*. Spargo: *Syndicalism, Industrial Unionism and Socialism*.)

14. **The Single Tax and Land Problems:** (a) The unearned increment in land values; (b) What the single taxers would tax and what they would not tax; (c) The promised benefits; (d) Some examples of a limited single tax; (e) Henry George; (f) The problem of land tenantry; (g) Rural credits; (h) Educative activities of the Department of Agriculture; (i) Corn clubs, etc. (Fillebrown: *The A-B-C of Taxation*. Seager: *Principles of Economics*. Reports of the Industrial Relations Commission. See *Readers' Guide*.)

15. **Conservation:** (a) Results of investigations into the supply of natural resources; (b) Natural resources most vitally concerned; (c) Conservation and the "vested interests"; (d) Conservation laws and regulations advocated; (e) Methods of forest and other conservation; (f) Nature of conflict between state and national authority; (g) Conservation legislation in California; (h) The government railroad in Alaska as a conservation measure; (i) Reclamation and irrigation. (Pinchot: *The Fight for Conservation*. Marriott: *How Americans Are Governed*. Supplement to Normal School Bulletin 17. See *Readers' Guide*.)

16. **The Prison Reform Movement:** (a) The old idea of imprisonment as punitive solely; (b) The newer idea of treating criminality as a disease; (c) The theory of the indeterminate sentence; (d) The agitation against capital punishment; (e) The problem of juvenile and first offenders; (f) Probation. (See articles in Henderson: *Correction and Prevention*, 4 vols. See *Readers' Guide*.)

17. **Movement to Make Education More Serviceable to the Mass of the People:** (a) Comparative smallness of numbers seeking higher education; (b) Commercial and industrial life as the destiny of the vast majority; (c) Nature and extent of vocational education; (d) Vocational guidance; (e) Evening schools; (f) Continuation and half-time schools; (g) University extension; (h) Education in its relation to democracy. (Nearing: *Social Adjustment*. Smith: *All the Children of All the People*. Perry: *Wider Use of the School Plant*. Puffer: *Vocational Guidance*.)

18. **Panama Canal Problems:** (a) The nationalistic conception of the canal; (b) The conception of the canal as a quasi-international property; (c) The question of fortification in its relation to the peace movement; (d) Problems arising from prospective immigration at Pacific ports. (See *Readers' Guide*.)

19. **The Women's Rights Movement:** (a) Present extent of woman suffrage in the United States; (b) Political and social significance of the suffrage movement; (c) Arguments for it; (d) The question of woman's "sphere"; (e) Women in the industries; (f) Women in the professions. (Marriott: *How Americans Are Governed*. See *Readers' Guide*.)

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SAN FRANCISCO STATE NORMAL SCHOOL PUBLICATIONS.

The Teachers' Manuals.

Some years ago the San Francisco State Normal School undertook the publication of courses of study for teaching the various subjects of the curriculum of the elementary school. These courses were prepared by members of the faculty and were the outgrowths of daily experience in directing and supervising the teaching by student teachers in the Normal Elementary School. The original purpose of these publications was to furnish to these student teachers directions for teaching each of the subjects. An essential necessity in their construction was that they should be very explicit, specific and practicable in use. Gradually there grew a demand for them by teachers in the public schools, and the Normal School began to print larger editions in order to fill this new need. The demand from the public school sources has now grown to such proportions that one chief service of the institution is that of its publications.

Pupils' Exercise Books.

Up to 1912 the publications had been confined to courses of study for the assistance of teachers. During 1912 the publication of pupils' exercise books, accompanying the teachers' bulletins, was commenced. In one type of these exercise books the pupils write directly in printed lessons. This device saves a large amount of labor and time of the teacher in copying upon the board and in oral instructions. Further, it saves the pupils' time in copying from the board. But pupils can make progress two or three times faster than by the usual method, and the work is done much more effectively and without the sense of drudgery either to pupil or teacher. The exercise books are printed upon paper that will take ink. They cost little or no more than the common blank books of the same quality of paper.

Monographs.

There is now commenced a series of monographs of a practical nature, aimed to assist or suggest further development of a greater efficiency of school instruction.

Three Series.

There have been three series of publications in time—one issued prior to the great fire of 1906, of which no numbers now remain; a series begun in 1907 and continued to 1914, and, finally, the Pupil's Self-Instruction Series, begun in 1914. The latter two will be found listed below.

System of Publication.

The expense of these publications is borne chiefly by a revolving fund obtained by their sale. They are printed in the State Printing Office and sold practically at manufacturing cost. They are issued merely upon the authority of the individual authors and the editor of the series, and do not represent a general or necessarily permanent policy of the school, nor a consensus of its faculty or trustees.

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All orders must be accompanied by school district warrant check, money order or stamps. We cannot fill orders which require keeping of accounts. As most of the purchases of bulletins and pupils' exercise books are now made by the school districts, teachers who send orders should be careful to secure the signature of trustees to warrants in payment for orders, so that delays may be avoided. Be careful, also, in filling out orders that the bulletins are listed and are not out of print. We cannot exchange publications once purchased unless error has been made and the request is made within three days. Kindly avoid, so far as possible, conditions which require special correspondence in the business department.

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