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ABSTRACT

This bulletin, the first of a series of three, presents a tentative structure for courses in early secondary school social studies. Objectives are for pupils to learn to find, analyze, and weigh available evidence in their own search for truth; to learn a different approach each time a topic is restudied at successive grade levels; to develop and reinforce understandings; to arrive at generalizations that will broaden basic concepts in the various social studies disciplines; to interpret various topics and issues related to man and his environment; and to employ history and social sciences in the study of man and his culture. The syllabus format in this bulletin is designed to provide points of view and major ideas and guides for developing teaching plans. A general overview gives a rationale for each course. This is followed by the main body of the syllabus: understandings and related content. Emphasis is upon teachers devising and using those methods by which pupils are motivated to work with study materials in such ways that the pupils themselves discover the desired understandings. In the seventh grade syllabus Pre-Columbian discovery, exploration, and colonization periods are studied; however, primary emphasis is upon studying aspects of culture in New York state. Grade 8 shifts to the national scene, with the study of United States history from the period of independence to the present. (Author/SJM)

Social Studies

GRADE 7: OUR CULTURAL HERITAGE

GRADE 8: UNITED STATES HISTORY

University of the State of New York/The State Education Department
Bureau of Secondary Curriculum Development/Albany, 1965

S O C I A L

S T U D I E S

GRADE 7 - OUR CULTURAL HERITAGE
GRADE 8 - UNITED STATES HISTORY

1972 Reprint

THE UNIVERSITY OF THE STATE OF NEW YORK

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SPECIAL ACKNOWLEDGMENT

The Ad Hoc Committee and the Professional Committee, whose members are listed below, contributed those overall recommendations which indicated some of the directions that the new social studies program should take.

A number of classroom teachers and supervisors, working under the direction of staff members of the Education Department, made the final decisions concerning the content and format of this syllabus and of the other three syllabuses in the secondary school series. They also produced the basic materials that constitute the courses of study for each level.

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FOREWORD

This bulletin, giving the basic understandings and content for social studies 7 and 8, is a preliminary draft. It will be tried officially in selected schools which will report to the Department concerning its usefulness in the classroom. Any school is, of course, invited, even urged, to try out the syllabus and to send in reactions. The purpose of the selective official tryouts is to insure a valid sampling from different types of schools.

Reactions from schools will be used to guide the Department in its preparation of definitive syllabuses and handbooks of teaching suggestions to accompany these syllabuses.

This bulletin is the foundation for a revolution in social studies education in the early secondary school program. To treat it as a mere reshuffling and updating of content, with a bone or two thrown in the direction of the currently fashionable behavioral sciences, is to miss the point completely.

As is spelled out in greater detail in the Introduction, social studies education, to be effective, requires redirection just as urgently as did mathematics, science, and the modern languages when the revisions in these areas began. Redirection means rethinking — in itself a painful process for most of us — and then a great amount of hard work — which also has its painful aspects — to carry out the plans that the thinking has produced.

The learning principles behind these syllabuses are not new ones. We have long known that children learn by doing, that they remember best what they discover for themselves, internalize, and then by conscious thought or intuition apply in new contexts. We have known that understandings and concepts are built up out of particular, concrete details and are made deeper and stronger through additional experiences that repeatedly involve these same understandings and concepts.

Knowing all this, much of our teaching has violated every law of learning. We have confused telling with teaching. We have expected understandings and concepts to grow out of the reading of generalized accounts. We have not made available to pupils the wealth of primary sources that exist to enrich every course in the social sciences. What should be the most vital, live, and challenging subject in the curriculum, too often has been the dullest. Pupils in the aggregate, when polled, have told us so. In a subject that encompasses the substance of life itself, such a state of affairs is intolerable.

The committees that prepared these syllabuses do not expect them to transform social studies education overnight. They do hope that the change in approach will be tried honestly after the necessary groundwork has been laid to make the changes possible. This groundwork will involve, as a first step on the part of the teacher who has not already taken it, a wide program of professional reading and of reading in the subject areas

to be taught. Other steps are spelled out in the Introduction and additional suggestions are given in the introductions to the separate syllabuses.

It is impossible to give individual acknowledgement to all who have, directly or indirectly, made a contribution to this bulletin. Credit should go to the formal committees - the *ad hoc* committee of scholars who met in Albany in 1962 and pointed new directions; and the professional committee of teachers, supervisors, and department chairmen who met in 1963 and made specific recommendations based upon the *ad hoc* report.

Valuable help was received from individuals in the schools and colleges as well as from organized groups and councils, who responded to the request for comments and suggestions which accompanied each progress report from the Department. Especially valuable has been the wide response following the issuance of the May 14, 1964, Curriculum Letter with its spelling out of the proposed program, K-12. Suggestions have come in writing and also in person as Department personnel have met with various interested groups to explain the proposed revisions and obtain reactions to them.

The major work of writing these two syllabuses was done during the summer of 1965 by Janet Gilbert, associate in secondary curriculum development, former Social Studies Supervisor, Niagara Falls Public Schools; Jack Hotchkiss, assistant in social studies education, former teacher, Niskayuna High School; and Lillian Reilly, Supervisor of Social Studies, Yonkers Public Schools. These three writers made use of some preliminary materials which had been prepared in the summer of 1964 by Walter Pendergast, teacher, Fayetteville-Manlius Central School. They made extensive use, in preparing parts of the seventh grade course, of the work of Hazel Hertzberg, author of the Education Department seventh grade publications *Teaching the Age of Homespun* and *Teaching a Pre-Columbian Culture: The Iroquois.* William N. Fenton, formerly Assistant Commissioner, State Museum and Science Service, made valuable suggestions for improving the draft of Topic I, The Pre-Columbian period.

Mildred McChesney, then Chief, Bureau of Social Studies Education, now retired, served as advisor throughout the preparation of this publication. Major assistance was given by the associates in the bureau of social studies education — John F. Dority, Catherine M. Firman, now retired, and Helena U. Whitaker, now retired. Laura M. Shufelt, associate in secondary curriculum, now deceased, had general charge of the project and prepared the manuscript for printing.

Gordon E. Van Hooft, *Director*
Division of School Supervision

INTRODUCTION

This bulletin, the first of a series of three which present the basic structure of tentative courses in secondary school social studies, deals with grade 7, Our Cultural Heritage and grade 8, United States History. The courses spelled out in this bulletin are based upon the pertinent section of the May 14, 1964, Social Studies Curriculum Letter. This Curriculum Letter provided a rationale for the revised program as well as a rather full description of what might be taught at each grade level. To summarize briefly, here are some important changes that feature the revised program:

- Reinforcement of the function of the social sciences as vehicles by which pupils learn to find, analyze, and weigh available evidence in their own search for truth
- Employment of a different approach each time a topic is restudied at successive grade levels
- The content of each area of study introduced, not as a body of facts to be learned for their own sake, but as material chosen purposefully to develop and reinforce understandings, to arrive at generalizations that will broaden basic concepts in the various social studies disciplines
- Interpretation of the various topics and issues related to man and his environment, in terms of those social sciences that are pertinent or relevant

The format of the syllabuses in this bulletin was designed to provide, not outlines of content to be "covered," but points of view and major ideas as guides for developing teaching plans. A general overview presents a rationale for each course. This is followed by the main body of the syllabus: understandings and related content. For each topic, optional special studies are suggested. These studies, inherent in the topic, are designed as case studies or models, whose illuminating details should add interest and promote real understanding. These optional special studies will interest some, but not all, classes or individual students.

The format of the main body of each syllabus was adopted in order to encourage teachers to devise and use those teaching methods by which pupils are motivated to work with study materials in such ways that the pupils themselves discover the desired understandings.

The understandings have been carefully selected and worded, with these criteria in mind:

- Each understanding should be important to itself and should have specific reference to the topic.

- Each understanding should contribute to a broader generalization that has application at many points in the social studies sequence.

- Each understanding should include words, or phrases, that bring to mind mental images or concepts. These images, or concepts, which constitute the specialized vocabulary of the social sciences, will acquire broader and deeper meanings as pupils meet them at successive grade levels in increasingly sophisticated contexts.

To illustrate the application of these criteria, we may use an understanding from eighth grade United States history which could be stated as follows:

"The United States, in the first four decades of its history, had great difficulty in trying to maintain its neutrality in a world dominated by the British-French power struggle."

This, in the judgment of the syllabus committee, is an important understanding. It has specific reference to a topic being studied. It contributes to broader generalizations which could read: "Weaker nations are likely to experience difficulty in maintaining neutrality (or non-alignment) in a world dominated by a struggle between great powers." or "The first responsibility of any government to the nation it rules is the survival of that nation." These broader generalizations have had many applications and are highly pertinent to world conditions today. As for the mental images or concepts that appear in this understanding, the two most obvious are "neutrality" and "power struggle." If pupils have never heard these terms before, the concept-building will begin here. If they have met the terms in other contexts, the study here should give new depth and dimension to the concepts or mental images the terms represent.

An understanding from eleventh grade American History might be this:

"Advisers other than members of the cabinet have frequently played key roles in presidential decision-making."

It has specific reference to the topic of the executive branch of government. It contributes to this generalization: "Many administrators who have heavy responsibilities rely upon personal and confidential advisors for help in decision-making." In the case of this understanding, it is doubtful that pupils will meet new mental images or concepts, but older images that may be reinforced and broadened are "cabinet" and "presidential decision-making."

The related content following each understanding, like the understandings, has been carefully chosen for intrinsic importance and for its potential in helping pupils arrive at the understandings. In deciding how much detail to include, the syllabus writers have tried to be practical, giving rather sketchy treatment to material easily found by pupils and teachers, and spelling out more fully less familiar or hard-to-find material.

HOW TO USE THIS SYLLABUS

The first step in using these syllabuses is to assemble appropriate materials that will give substance to the content. While certain students may profitably engage in this search for materials on limited topics, they cannot be expected to have a major share in the effort. This is largely the task for the teacher.

Effective teaching requires the use of many types of materials. Basic to any collection is, of course, the printed word, contained chiefly in books, pamphlets, and periodical literature. But, for some purposes, artifacts, or representations through pictures, films, filmstrips, and recordings will be even more valuable than the printed word. As far as possible, the validity of teaching materials and their appropriateness for the students should be expertly determined. The teacher who finds valuable materials that are too technical or otherwise too difficult can sometimes make them usable through suitable adaptations or revisions.

The second major step in preparing to teach these courses of study is to plan learning experiences that will guide students:

1. To arrive at the stated understandings.

2. To build these understandings into generalizations whose implications are broadened and deepened as they are encountered at successive times in the program.

3. To develop those mental images, or concepts, which constitute the vocabulary of the social sciences.

Department publications useful to the teacher in these tasks include *Teaching A Pre-Columbian Culture: The Iroquois; Teaching the Age of Homespun; Teaching the Age of the City: The Gilded Age and After; The Citizen and Politics;* and *New York in Books.*

These two first steps in using each syllabus (assembling materials and planning learning experiences) are appropriate tasks for local and regional curriculum committees. The State Education Department will continue its practice of providing supportive materials, handbooks and resource guides as the revised program is being tried out, refined, and distributed for Statewide use. The third step in using this syllabus is to determine the correct use of the understandings and related content. The understandings stated in each syllabus are not facts to be taught; they are goals to be reached. If pupils merely learn to repeat these statements verbally or in writing, without first laying a foundation by the exploration of related content — reading, observing, inquiring, forming hypotheses, making intuitive surmises, testing the hypotheses, becoming aware of the tentative nature of many "answers" — they will acquire only empty verbalisms, to be parroted and forgotten. Topics should not, therefore, be introduced by giving pupils copies of the

understandings.

How should they be introduced? Each teacher must decide the most effective way of introducing particular topics and of motivating pupils to approach them with enthusiasm and purpose. The motivation may be accomplished by presenting a problem situation, by reading an exciting passage from related literature, by showing a film, or by telling the class a story or anecdote pertinent to the desired understanding.

As class work proceeds and as pupils use the materials provided, they should be encouraged to go beyond the initial step of acquiring information. They should be helped to arrive at broad interpretations; to venture intuitive speculations about meanings, implications, consequences; to check hypotheses against available facts; and to recognize the practical need at times for reaching pragmatic decisions without having all the facts. By these intellectual efforts the class will no doubt discover many understandings in addition to those given in this syllabus. If, however, the syllabus committee has lived up to its aim of stating understandings that are essential to a comprehension of the subject or of the discipline involved, and if the related content is actually relevant, the stated understandings should, at some point during the study of the topic, be arrived at by the class. Of course, the exact phrasing by the class may be different from the version in the syllabus.

In the process of reaching those understandings that are pertinent to the topic at hand, students, especially in the senior high school, can be guided in the formulation of related generalizations. They can also be led to find new meanings in the special words and phrases of the social science vocabulary, the mental images, or concepts.

EVALUATING THE SYLLABUS

Although the formal tryout period is terminated, the Bureau of Secondary Curriculum Development is still counting heavily upon frank teacher evaluation of this syllabus. In a field as complex as the social studies, errors of fact as well as errors of judgment are always possible; suggestions for making corrections are therefore welcomed.

We need, of course, to know the strengths as well as the weaknesses, both with respect to the overall course of study and to specific topics and understandings. It is suggested that teachers use a general format in providing reports, being careful to include the page and the number of each understanding:

- An understanding and related content that, in the teacher's opinion, should be added, and why.
- Any understandings and related content that, in the teacher's opinion, should be deleted, and why.
- The learning experiences that helped pupils most.

  Please be specific in telling what the class did and include complete identification of materials used.

DEFINITIONS USED IN THIS SYLLABUS

The descriptive definitions below are offered to clarify the terminology used in the revised social studies syllabuses. These terms are used in other contexts, or defined differently by some educators working on various curriculum projects. For the purposes of working with these syllabuses, however, teachers may find that these descriptions give a working frame of reference for the New York State program:

A CONCEPT is a mental image or word picture conveyed by a single word, or word combination. The following characteristics pertain:

- A concept is usually abstract, as opposed to concrete.
- It is a product of the analysis and synthesis of facts or experiences, rather than a definition to be learned.
- It is constantly subject to expansion of meaning, and delineation of detail, as experience provides different settings and different relationships in new contexts.

An UNDERSTANDING is a summary statement which must contain the following characteristics:

- An understanding indicates an end toward which the examination of the facts is directed, rather than simply a statement of facts to be taught.
- It implies a relationship between significant events or phenomena.
- It is significant to the development of the topic as well as important in itself.
- It has time or place reference points to the topic.
- It includes words or phrases associated with basic concepts.
- It contributes in a definite way (in time or place) to comprehension of a broader generalization that has application at many points in the social studies sequence.

A GENERALIZATION is a summary statement which has application at many points in the social studies sequence. The following characteristics are important:

- A generalization is a goal to be reached, rather than an "eternal truth" to be memorized.
- It implies a relationship between or among phenomena or concepts.
- It derives significance from the experience of mankind in many places and in many eras.
- Its validity can be proved through examination of evidence.

TENTATIVE FLOW CHART OF THE SOCIAL STUDIES PROGRAM

Kindergarten

Local Environment Studies

Social Organization
- The family
- The school

Economic Organization
- The family as a consuming unit
- Family jobs and responsibilities - division of labor

Political Organization
- Rules and laws to be observed for the good of all

Geography
- Introduction to the globe as a representation of the earth
- Introduction to maps through block and picture maps of classrooms
- Cardinal directions

Patriotism
- Pledge of Allegiance
- Celebrating holidays and festivals

Grade 1

Local Environment Studies

Social Organization

- Family life long ago in an agrarian economy
- Family life today on farms
- Schools long ago and today
- Villages and cities today - families, houses, neighborhood facilities and organizations such as churches, libraries, etc.

Economic Organization

- Partially self-contained farms of long ago when most people lived on farms
- Farming today near local community- mechanized, specialized, commercial
- Division of labor in providing needed services
- Economic services provided by village, city, and suburban, and neighborhood - stores and businesses

Political Organization

- Rules and laws to be observed for common good
- Introduction to the idea of democracy - the president and his election

Geography

- The globe as a model of the earth which shows land and water masses
- Geographic features of neighborhood - Picture and block maps showing streets, houses, buildings, streams, etc.

Patriotism

- The Pledge of Allegiance
- The Star Spangled Banner
- The Story of our Flag
- Celebrating holidays and festivals

Grade 2

Community Studies

Social Organization

- Defining or limiting the community to be studied
- Social and ethnic groups in the community
- Religious groups in the community
- Other community organizations such as service clubs

Economic Organization

- Industries in the community
- The profit motive in industry
- Transportation and communication in the community
- Local business and industry as employers

Political Organization

- Type of local government which applies - county, city, village, township, etc.
- Needed services (fire, police, roads) provided by local government

Geography

- The hemispheres into which we divide the earth
- Location of the local area on the globe
- Introduction to lines representing latitude and longitude
- School, neighborhood, and community maps
- Road maps of the local area

Patriotism

- Pledge of Allegiance
- The Star Spangled Banner
- The Study of the Flag and flag symbolism
- Celebrating holidays and festivals

Grade 3

Community Studies

Geographic Introduction
- The equator circles the center of the earth and distances north and south of this line are indicated by lines of latitude
- A relationship exists between latitude and climate
- There are low latitudes, middle latitudes, and high latitudes

Desert Communities
- Typical climatic conditions
- Economic and social organization
- Political organization

Northern Forest or Taiga Communities
- Typical climatic conditions
- Location of taiga areas
- Economic and social organization

Tropical Rainforest Communities
- Typical climatic conditions
- Location of rainforest areas
- Economic and social organization

Mountain Communities
- Climatic and geographic factors
- Location of mountain areas
- Economic and social organization

Prairie Farming Communities
- Climatic and geographic factors
- Location of major prairie lands
- Economic and social organization

Patriotism
- The Pledge of Allegiance
- The Star Spangled Banner & its story
- Rights and responsibilities in a democracy
- Flag symbolism - care and respect for flag
- Celebrating holidays and festivals

Grade 4

American People and Leaders

The People of the United States
- The U. S. was largely peopled by immigrants from other lands
- Among others, the following have made large contributions to American life: African Negroes - Irish - Germans - Scandanavians, - Italians - Poles - and many others

Discoverers and Explorers
- Christopher Columbus, Henry Hudson, Robert La Salle, and/or others

Colonial and Revolutionary Leaders
- John Smith, Roger Williams, Sam Adams, Ben Franklin, and/or others

Leaders in Establishing a Nation
- James Madison, George Washington, Thomas Jefferson, Alexander Hamilton, and/or others

Leaders in the Fight for Human Rights
- Thomas Paine, Abraham Lincoln, Martin Luther King, Jacob Riis, Franklin D. Roosevelt, and/or others

Leaders in Industry and Science
- Eli Whitney, Robert Fulton, Cyrus McCormick, Thomas Edison, George Washington Carver, Henry Ford, and/or others

Leaders in the Arts
- Henry Wadsworth Longfellow, Edgar Allan Poe, Stephen Foster, Edward McDowell, W. C. Handy, and/or others

Patriotism
- The total program of this year is aimed at building patriotism
- Celebrate the usual holidays and festivals

Grade 5

Major Culture Regions (Western Hemisphere)

Geographic Introduction

- Latitude and longitude of areas in the Western Hemisphere
- Climatic regions of Western Hemisphere
- Major topographical features of Western Hemisphere
- Special purpose maps useful in area studies such as demographic, rainfall, climate, and others

Historical Introduction

- A short survey of the major events in the story of the Western Hemisphere

The United States

- Geographic overview including major land forms, drainage systems, climatic variance, population patterns, etc.
- Social organization, including such things as major religious groups, urban and suburban areas, and racial and ethnic groups in our population
- Economic organization, including division of labor and specialization, major industries and resources, the profit motive in our economy, and introduction to the concept of gross national product
- Political organization, including introduction to the federal system, the three branches of the federal government and their major functions
- Patriotic citizenship, with special emphasis on rights and responsibilities, the Bill of Rights, and the extension of civil rights to the total population. Celebrate the usual holidays and festivals

Canada and Latin America

- Interdisciplinary studies organized under the following headings:
  - Geographic Overview
  - Social Organization
  - Economic Organization
  - Political Organization

Grade 6

Major Culture Regions (Middle East, Europe)

Geographic Introduction

- Latitude and longitude of the Middle East and Europe
- Climatic regions of the above areas
- Major topographical features
- Special purpose maps of the areas to be studied (see grade 5)

The Middle East

- Interdisciplinary studies organized under the following headings:
  - *Geographic Overview* - which would include major land forms, river systems, climatic conditions, population distribution, patterns of land use
  - *Historical Summary* - which would include the beginnings of civilization in the Fertile Crescent, the rise of Egyptian and Babylonian empires, their contributions to modern life, the rise and spread of Islam, the decline of Middle East power, and highlights of the modern period
  - *Social Organization* - which would include family life, urban and rural differences, the influence of Islamic beliefs and culture patterns, nomadic and settled peoples, racial and ethnic patterns
  - *Economic Organization* - which would include the prevalence of agriculture, patterns of land ownership, the importance of petroleum, the lack of industry
  - *Political Organization* - which would include the identities of the various countries, the general lack of stability, the general lack of democratic institutions, and the forms of government to be found in the area

Western Europe and Eastern Europe

- Interdisciplinary studies organized under same headings as above

Grade 7

Our Cultural Heritage

The pre-Columbian period
- -Western Hemisphere geographic review: landforms; soils; minerals; climate; vegetation
- -Indians of the New World
- -The New York Indian: Iroquois as model

New World exploration and settlement
- -Influence of geographic setting
- -European exploration and settlement: leaders and people; motives and cultures
- -Planting the 13 English colonies
- -The American Southwest

The colonial period in the Americas
- -Wide variations in length of the colonial period
- -Physical and economic changes in the environment
- -Colonial cultural patterns: family; religions; languages; social class
- -Evolving political institutions
- -Spanish, French, Dutch and English colonies compared

New York in the emerging nation
- -Modifying the habitat and moving west
- -Changes in economic life: land ownership; agricultural changes; handicraft and industrial development; trade
- -Population trends; contributions of various groups
- -Progress of democracy in the new State

New York in the age of homespun
- -Habitat: challenge and response
- -People: roles in homespun rural society; in growing urban areas
- -Culture change: education; literature; religion; humanitarian reform
- -Governmental changes: suffrage and other reforms
- -Post-frontier, pre-industrial society
- -Historic trends to the Civil War

New York in the gilded age (to about 1915)
- -Geographic changes: railroad era; farm mechanization; industrial development; end of the frontier
- -Business expansion; wealth and poverty; labor strife
- -City growth; waves of immigration; city problems, especially in New York City; Victorian homes, customs, values

New York in a megalopolis society
- -"Between the wars," the transition era
- -Changes in the landscape: influence of automobiles; urban decay; suburban sprawl; changes in rural living
- -Mass production: big business, with decentralized production units
- -Features of a new culture

Local and State government and civic responsibility
- -Structure and functions
- -Local, State and national interrelationships
- -Practical politics; civic rights and duties
- -The changing character of State and local governments

Grade 8

United States History

The new Nation (to 1800)
- -Gaining independence; principles of the Declaration
- -Making and launching the Constitution: the framers, their wisdom and experience; the democratic heritage; framework and functions of the new government
- -The Federalist era: test of the new Nation

The National-Republican period (1800-1825)
- -Acquiring and exploring new territories
- -Changes in the landscape; urban centers in a rural society
- -Presidential policies in domestic and foreign affairs
- -Economic and industrial changes
- -Foreign crises and wars
- -National trends following the War of 1812; tariff; westward migration; Era of Good Feeling

The age of Jackson (1825-1840's)
- -Political and social changes: reforms; writers; progress of democracy
- -Territorial growth: the homespun culture moving west; population trends

Division and reunion (1850's-1880)
- -Characteristic features of life in various regions
- -Civil War: leaders and significance
- -Achievements and problems of reconstruction governments; unsolved problems in North-South relations and in goals for the Negro: origins of 20th-century human rights revolution

Economic expansion (1865-1900)
- -Industrial and business expansion: a new age of invention; rise of new industries; building of great fortunes
- -Political trends: civil service and other reforms; policies toward business
- -Changes in living: small town and rural life; the western frontier; the growing cities
- -New immigrants; labor conditions

United States a world power (1900-1940)
- -Changes of the Progressive Era
- -World War I and the peace movement
- -Boom, depression, and the New Deal
- -Foreign policies and moves toward war

United States a world leader (1940-present)
- -World War II, peace and the Cold War
- -United Nation: regional blocs and alliances
- -Conflicts, including those in Korea, Cuba, Viet Nam
- -Domestic programs from Fair Deal to Great Society

The Federal Government and civic responsibility
- -Structure and functions of the Federal Government
- -Government and politics; Federal-State relations
- -Political and civic rights and duties of the individual United States citizen

Grade 9

Asian and African Culture Studies
(World Regional Studies)

World cultures today
- -Review of identifying culture patterns
- -Major world culture regions; interaction of man and his environment
- -Culture change, illustrated by review of the Islamic World as introduction to Africa and Asia

Africa south of the Sahara: land and people
- -Major regions: geographic assets, limitations and variations
- -African peoples: ethnic patterns; social organization; cultural achievements

Africa south of the Sahara: historic trends
- -Historical background: medieval civilizations and kingdoms
- -Effects of European colonial expansion; rise of African nationalism
- -The new nations: leaders, problems and progress
- -World role of the new Africa

South Asia: India and Pakistan
- -Physical features; effects of geographic diversity
- -Historical background: special influence of religion
- -British rule and struggles for independence; political structure today; involvement in world issues
- -Economic and social problems; village and urban life; adaptations to change
- -Cultural trends and achievements

China
- -Geographic diversity; interaction of man and environment
- -Development of traditional ways: family; education; religion; culture patterns
- -History: ages of power and cultural achievement; repeated alien invasions
- -Domestic and foreign pressures of 19th and 20th centuries; response to those pressures
- -China under communism: changes within the nation; China, a world problem

Japan
- -Geographic influences on life in the islands
- -Development of cultural traditions; interactions with Chinese culture
- -History: imperial and military traditions; modernization; struggle for world power status
- -Changes in life and thought since World War II

Southeast Asia
- -Physical features of continental and insular areas
- -Culture patterns; similarities and differences; influences from India and China
- -Historic survey: impact of the West; new nations; leaders; governments, ideologies
- -Life of the people: impact of "revolution of rising expectations"
- -Southeast Asian problems as world problems

Grade 10

European Culture Studies

Europe today
- -Europe in flux: population changes; economic shifts; political issues
- -Role of values in European culture

The ancient European world
- -Society's needs versus individual expression: Sparta and Athens
- -International expansion: the Roman Empire
- -The Judaeo-Christian heritage
- -Role of the city

The Middle Ages
- -The Church
- -Economic institutions
- -Role of the city

The age of transition
- -The Renaissance: intellectual and cultural characteristics; political life
- -The Reformation: leadership; far-reaching implications
- -The rise of nation-states governed by monarchy
- -The Commercial Revolution: expansion of business; development of the market economy and capitalism

Modern movements of intellectual change
- -Scientific thought in the enlightenment; present day implications of scientific and technological advance
- -Shift from classicism to romanticism, to realism in the arts and letters

Modern movements of political change
- -Evolution as political change: the development of modern British political practices
- -Revolution as political change
- -Nationalism, a key to political change: interpretations; leadership; effects upon international relationships; the role of war as a solution to national rivalries

Modern movements of economic change
- -Industrialization: effects upon technology, culture patterns, economic organization
- -Socialism in Europe: theory; the Soviet experiment; developments in Western Europe

Modern attempts to resolve fundamental problems
- -Challenge of totalitarianism: the Nazi movement
- -Attempts to guarantee peace: balance of power; international cooperation; appeasement; containment
- -Western man and his urban culture

Grade 11

American History
(American Studies)

The American people

- -Immigration and reaction to immigrants; development of nativist opposition
- -American culture patterns: adaptations from Europe; present diversity
- -Population: growth; division into various groups
- -Civil Rights: history of movement with respect to minority groups, womens' rights; Black leadership; future directions

Government and politics

- -Constitutional theory and practice: reflection of western tradition and experience; provisions for political stability; adaptability to changing times
- -Political leadership and decision-making: the American presidency; the Congress; judicial review
- -The federal-state relationship: increasing role of federal government; growing cooperation between neighboring political units
- -Citizen relationship to government: political parties; citizen involvement in various levels of government
- -New York State government: the State Constitution; the Governor; the Legislature; the Courts

American economic life

- -The economy: scarcity; the market economy and the basic economic questions; opportunity cost
- -Mercantile capitalism: the colonial experience
- -Industrial capitalism: economic effects of the American Revolution; economic implications of westward expansion
- -Finance capitalism: industrial growth; demands for government regulation
- -Government involvement: implications of the New Deal era; use of federal regulatory powers today
- -Government finance: history of taxation in United States

American civilization in historic perspective

- -Education: historic growth of public education; variety in relationship of education to democratic values
- -Creativity in America: European heritage versus native adaptations; recent innovative directions in science, technology, the arts; patronage and support
- -Mass media: impact of the free press upon American society
- -Ideological battles in critical periods in American history; challenge of communism
- -Social control: changing interpretations throughout our history; relationship to value system; balance between freedom and restraint

The United States in world affairs

- -The nation-state
- -The emerging nation: minimum involvement yet protection of the western hemisphere
- -The expanding nation: manifest destiny; overseas empire-building
- -Power and commitment: 20th century movement from neutrality to full involvement in world affairs; containment of communism; participation in world organization

Grade 12

Specialized Courses

Economics	*Government*
African Studies	Latin American Studies
Anthropology	Middle Eastern Studies
Ancient History	Psychology
Asian Studies	Sociology
Great Issues	

State courses will be developed first in these two highly important areas. The courses will be built upon the foundations laid in economics and government in the K-11 sequence. Other suggested courses are:

It is strongly recommended that all pupils be encouraged to take social studies in grade 12. Twelfth grade offerings should be varied in terms of particular pupil interests and needs.

Slower students may require all or part of their 12th year to complete the regular sequence that the average and above average may complete by the end of grade 11. These slower students also profit from senior elective courses especially designed to meet their personal and vocational needs and to help them prepare to fulfill their civic responsibilities.

Abler students may be offered advanced or honors courses, perhaps in one or more of the categories listed above.

Advanced Placement American History or Advanced Placement European History may be offered to particularly able students in grades 11 and/or 12, along with honors courses in electives such as those listed. If Advanced Placement European History is scheduled, the regular 10-11 sequence (The Western Heritage and American History) may be reversed.

GRADE SEVEN
OUR CULTURAL HERITAGE

School opens. Across New York State hundreds of teachers watch 30 (give or take a dozen) twelve and thirteen year-olds come in and take seats in their seventh grade social studies classroom.* These teachers and these pupils have a right to ask why, from all the infinite variety of activities they might use to fill those priceless, irretrievable 42- or 50-minute segments of time* over the next 38 weeks, they are being asked to use those suggested in this syllabus. What is there here that will help these youngsters pursue with pleasure and profit the work in their five or six years of secondary school social studies? What is there here to help them build constructive and useful lives for this and for the next century, a time for which our prophets forsee only one absolute certainty — the certainty of dizzying, accelerating change?

No one is wise enough to give absolute answers to these questions. The syllabus committee agrees, however, that whatever their future holds, all pupils have these two needs:

1. In a world of change, the need to learn how to learn

2. In a shrinking world with its wide variety of culture patterns, the need to learn how to study a culture, their own and others'

LEARNING HOW TO LEARN

This topic might be phrased in social studies terms, "Learning to use the tools and methods of the social sciences."

With the explosion of knowledge, the best we can expect for pupils is that they acquire certain fundamental understandings and the ability to add to their knowledge and to revise their understandings as the new knowledge indicates.

They should study history, for example, not as a whole body of facts established and interpreted once and for all, but as a living subject, constantly undergoing reinterpretation. They should have the experience of reading parallel eye-witness accounts of the same event and should learn to appraise the two writers in terms of their motivation and authoritativeness. Did differences occur in the accounts because of variations in biases, because a certain slant would help to sell the story or save the writer's job or even his life, or was one just a more competent observer and interpreter than the other?

Where does the seventh grader begin this kind of historical study? He might use parallel accounts from Saigon and Hanoi newspapers concerning a Viet Cong raid on an American air base in Viet Nam. Or, as this syllabus recommends, he could use materials from the past and present in

* Apologies to pioneers who have broken space and time patterns and to whom this paragraph seems archaic if not obsolete.

his own locale, where the terrain is observable (and can be fairly easily pictured as it must have been in earlier years), where the documents in English are abundant, where the culture in its economic, social, and political aspects is familiar, though often vaguely understood.

Seventh grade pupils can learn, for example, the economic principles of supply and demand or of opportunity costs. They can learn the meaning of the point of take-off when capital, labor, and managerial skill make possible the moving of a society from scarcity to surplus. They can learn these economic ideas in terms of their own community and state. Local economic facts and figures may prove to be difficult to locate in some areas of the state but many departments of the state government and also agencies like the State Agricultural Society have kept valuable records which can be located and used.

Such institutions of society as the family, the school, and the community can be interpreted from local examples, past and present, using the same universal categories that the sociologists and anthropologists themselves use for the study of cultures or institutions. When a student has a clear cut set of patterns such as those of space, of time, of divisions between the role of men and the role of women, for example, he has a useful tool for the study of other cultures. Such a tool may help to lessen his own culture shock in those contacts with other cultures that multiply as the world shrinks.

LEARNING HOW TO STUDY A CULTURE

Except for the geographer, who has to look outside New York State for tropical jungles or tundra, social scientists will be hard put to find very many phenomena in their fields that cannot be observed here in New York State either historically or currently. We have abundant sources for the study of man moving from the Stone Age to the Atomic Age. We can observe the matrilineal extended family and the patrilineal nuclear family and find in our history all the other family patterns usually listed by the sociologist. We have sources to study communities from aggregations of hunters and gatherers to the crowded millions living in megalopolis.

Many of the understandings contained in this syllabus deal with aspects of culture study. Also, as an aid to the study of culture, the first (in time of publication) of our series of guides to the study of culture, *Teaching the Age of Homespun*, is now available to schools. The second, *Teaching a Pre-Columbian Culture: The Iroquois*, is in press; the third, *Teaching the Age of the City*, is in preparation. Seventh grade teachers are urged to learn how to make use of *Teaching the Age of Homespun* and to watch for the issuance of the other two guides in this series.

ROUNDING OUT THE PICTURE

The reader of this introductory section might have concluded by this time that social studies seven in New York State stays primly within our own borders. Such is not the case.

Social Studies courses of study, by the very complexity of the subject or subjects involved, have no natural, neat, inevitable pattern. Furthermore, like our Federal Constitution, they are a "bundle of compromises" in the very best of democratic traditions. Like Chairman George Washington at Philadelphia in 1787, our syllabus committee has tried to "raise a standard to which the wise and honest can repair...."

In the 7th grade syllabus that follows, the period before Columbus, and those of discovery, exploration, and colonization are treated as the hemispheric phenomena that they actually were. (Strictly speaking, the pre-Columbian topic has its main focus on New York because of the greater accessibility here of source materials for study.) From the entry of New York into the struggle for independence, the concentration in grade seven is on New York. Thus the story of the nation from this point of time becomes the main subject of the 8th grade.

Mention should be made of the absence of a separate topic devoted to geography. It should be clear from the understandings and content throughout the course that the physical environment is treated in context. It is important to find answers to the question of how man, at any given stage of development, interacted with his environment. When, for example, did what we call a natural resource become a resource and when, perhaps, may it cease to be one? Why at one time the move for a deeper Hudson? At another, a Hudson River Valley Preserve? Geographic ideas are basic to the study and are not neglected in the syllabus.

Government does have its own separate treatment, both in grade 7 and in grade 8. The evolution of governmental institutions is part of the story told in the sequential topics and could, of course, be entirely integrated within those topics. However, the separation of the topic with its understandings and related content gives evidence of the importance of political institutions, to be studied as the level of sophistication of 7th and 8th grade pupils permits. To the quite ample text material available on the structure and functions of government, including our pamphlet *New York State and Local Government*, the Department will add, in the near future, a bulletin called *The Citizen and Politics*. This publication, which will be sent to all secondary schools, is designed to give background in the practical working of the political party system through which the people elect officials and influence their government.

We have not specifically mentioned the development of study skills. No teacher will, we are sure, feel that the omission implies their unimportance. We have, instead, assumed that pupils, as they are introduced to basic materials and arrive, under skillful guidance, at the understandings in the syllabus and beyond it, will learn to read more perceptively, write more fluently and accurately, become more at home in using reference works in the library, and acquire habits of observing the world about them as opportunities arise.

A FINAL WORD TO THE TEACHER

The statement, "Nobody teaches anything until I teach it.", is an exaggeration! These pupils arriving in September in their seventh grade

classroom have had their computers busy programming social studies information, attitudes, understandings, concepts , and skills for 6 or 7 years. If your approach in the retrieval process produces blanks, try pushing some different buttons (Ask the questions another way.) Better still, find out how the programming was done in the first place. This process is known in the trade as vertical articulation and is, fortunately, a growing trend.

Pupils learned about their community in the primary grades. They met Henry Hudson, Alexander Hamilton, Robert Fulton, Jacob Riis and many other New Yorkers in grade 4. They spent all of grade 5 studying the Western Hemisphere. Why not build upon what they have learned, making all due allowance for the inevitable forgetting of specifics, a forgetting process that seems to follow a law of nature?

The assumption basic to this syllabus is, to use an overworked word at which educators are likely to cringe, a challenge. It is a special challenge the first time it is used in the classroom, unless the school has taken steps to accumulate adequate teaching materials and has devised appropriate learning exercises in advance. But it is worth while. It has life and meaning. Teachers and pupils who have used its techniques have only the most enthusiastic praise for them. There is a joy in discovering something for oneself and the seventh grader has the natural lively curiosity needed for the search. Encouraged a bit, he will try to imagine what it was like to make and use a flint arrow point or a homespun age hetchel; to cross the State on an Erie Canal barge or to sit in a waiting room at Ellis Island with all his possessions piled about him; or to picture his community as it looked to his ancestors in 1815 and 1915 as it may look to him in 2015.

As for the challenge--it is to give this syllabus with its emphasis on the pupils' own discovery of basic understandings an honest, enthusiastic tryout.

TOPIC 1
THE PRE-COLUMBIAN PERIOD

It would be possible, in the time available for this study of the pre-Columbian period, to range widely over the hemisphere, touching briefly on aspects of the life of a number of the many Indian groups. Such a procedure would provide some breadth of knowledge but only a superficial understanding of the complex cultures touched upon. It would provide no structure upon which to base an understanding of cultures in general. A major purpose of grade 7 is to teach pupils, as they begin their secondary school experience, how to employ history and the social sciences in the study of man and his culture. In order to realize this major purpose, Topic 1 is not a broad survey but a fairly comprehensive and concentrated study of the pre-Columbians who lived in an area that now encompasses much of New York State.

The New Yorkers whom the European settlers met as they explored and settled New York were of two major groups: the Algonkian-speaking peoples and the Iroquoian-speaking peoples. By examining selected aspects of the cultures of one of these people, students should learn some ways of looking at these and other cultures, both for the appreciation of their intrinsic values and for the benefits derived from comparative studies. This topic should help to illuminate some phases of the early history of our State and nation. It should also provide a better understanding of the diverse ethnic and racial groups in the State today.

THE STUDY OF RELATIVELY SIMPLE CULTURES SUCH AS THOSE OF THE PRE-COLUMBIAN NEW YORKERS, WHOSE TRADITIONS AND ARTIFACTS ARE QUITE ACCESSIBLE, IS AN EXCELLENT WAY TO DISCOVER CULTURAL PATTERNS IN GENERAL.

Among the patterns of culture that may be observed in New York State before the time of Columbus and used for comparison with our present-day culture, or with those of other times and places, are:

- How time is measured and organized
- How space is measured and organized
- Roles of men and women
- Family relationships
- Communication (symbols such as language, writing, signs)
- Ways of explaining the unknown
- Ways of coping with the physical environment
- Ways of transmitting the culture
- Concept of the origin of the universe and of man's position in it

LACKING WRITTEN RECORDS, WE MUST RELY FOR KNOWLEDGE ABOUT PRE-COLUMBIAN NEW YORKERS UPON ARCHAEOLOGY (CULTURAL REMAINS), ORAL TRADITION, AND SURVIVING INDIAN LANGUAGES AND CULTURES.

Artifacts, such as those in museum collections, are one group of tools for learning about life of pre-Columbian New York. New information is constantly being compiled as archeological work goes on at various sites in the State.

Oral traditions include myths, legends, and folk tales, many of which are in print today. One of the reasons for using the Iroquois as a culture for concentrated study is the large body of knowledge scholars have recorded about them.

PRE-COLUMBIAN NEW YORK CULTURE MAY BE CALLED NON-WESTERN AND TRULY AMERICAN.

Major features of Western culture are conspicuously absent from the American Indian cultures. Family structure, concepts of land ownership, and basic religious beliefs and ceremonies are examples of fundamental differences.

Certain research findings indicate that the American Indians may have been of Asiatic origin. The idea of cultural spontaneity is another theory that could account for the similarities of Indian and other non-Western cultures.

PRE-COLUMBIAN NEW YORKERS LIVED IN A WORLD OF VAST FORESTS, HUMID CONTINENTAL CLIMATE, AND USEFUL WATERWAYS.

A few conditions of the physical environment which influenced pre-Columbian New Yorkers were:

- The tree as a hindrance, requiring clearing methods
- The tree as a resource, for housing, transportation, food, and fuel
- Housing and clothing adaptations made necessary by temperature extremes
- Reflection of seasonal sequence in the organization of time
- Hudson-Mohawk River system and other rivers for communication and travel
- Favorable living conditions around the Finger Lakes
- Lake Champlain and the Great Lakes as paths of invasion by rival nations
- Much relatively level land or many gently rolling uplands, with good drainage, favoring agricultural development

IN THEIR PRE-COLUMBIAN TECHNOLOGICAL DEVELOPMENT, THE IROQUOIS DID NOT DEVELOP THE USE OF METALS.

The Iroquois were users of wood, clay, and stone, and of plant and animal products. Some examples are:

- Adze blades of polished stone, rough stone hammers, grinding stones
- Arrow points, chipped flint knives, thick wedge-shaped hatchet heads
- Bone and shell articles such as chisels, mat-weaving needles, combs, pendants, wampum
- Clay utensils for storage and cooking
- Clothes from animal skins
- Twine from plant fiber and animal sinew
- Mortars and pestles, bows, blowguns, hoes, and cradle boards from wood

- Baskets from elm bark, grass, corn husks, and hickory splints
- Snowshoes made of bent wood with thongs of deerskin

PRE-COLUMBIAN NEW YORKERS RELIED ALMOST SOLELY UPON THEIR OWN PHYSICAL ENERGY TO CONTROL THEIR ENVIRONMENT.

Inhabitants of present-day New York, like the rest of the Western Hemisphere pre-Columbian inhabitants, had not developed the wheel, either for vehicles, for water wheels or windmills, or for making pottery. They had no plows or domesticated beasts of burden. They did know the principle of gravity (dead-fall), the spring (bow and snare), and the lever (log rolling).

THE VILLAGE SETTLEMENT PATTERN, THE USE OF THE FOREST AND CLEARING, AND THE DESIGN OF THE LONGHOUSE SHOW ORGANIZED PLANNING OF SPACE PATTERNS BY THE IROQUOIS.

Important aspects of Iroquois space patterns include:
- Location of the Five Nations
- Considerations in choosing a village site
- Pattern of the village settlement
- Provision for the protection of the village
- Wild space: the domain of the hunter, with trails and temporary camps
- Domesticated space: the domain of the clan matron and farmer

PRE-COLUMBIAN IROQUOIS SOCIETY WAS HIGHLY ORGANIZED.

The family was matrilineal (traced through the female line). The extended family included all living generations. The clan was composed of several matrilineal families and functioned as an extension of them. Tribes composed of all the villages within an area were united by a common dialect and military interest. Moieties were dual divisions of clans for ceremonial purposes.

THE INDIANS TRAINED THE YOUNG TO COPE WITH THE PROBLEMS OF GAINING A LIVELIHOOD AND OF CONTRIBUTING TO THE COMMON ACTIVITIES OF THE FAMILY.

Boys were educated for hunting, fighting, craftsmanship, and tribal affairs. Girls were educated for farm tasks, and for household arts that provided food, clothing, and other necessities. All received a grounding in tribal traditions.

IROQUOIS POLITICAL STRUCTURE REFLECTED THE ORGANIZATION OF ITS SOCIETY.

The family was the basic unit of the governing structure as shown by:
- Discipline of the individual as a family function
- Sachems to League Council elected from families who had inherited these positions

The matrilineal character of society can be shown by:
- The authority of the women
- The election and occasional deposing of sachems by women of the family

. Membership in families, clans, and tribes traced through the female line (Women, however, participated in clan affairs through their influence upon men)

Gifted men and women and older experienced members of the group had special status as shown by:

. The role of the "Pine Tree Chiefs" as counselors
. The influence of elder statesmen in clan councils

IROQUOIS POLITICAL ACTIVITY WAS COMPLEX AND SOPHISTICATED.

Political organization included councils at clan, village, and League level. The Iroquois League was a loose confederation of member tribes. Discussion and free speech prevailed.

Village and tribal councils existed as discussion units to effect public consent. Decisions were by unanimous consent. Individual families, clans, or villages could refuse to be party to tribal action, and sachems of the League had no absolute authority.

Tribal identity was retained even at League level. Sachems of a tribe would discuss and dispose of a topic before referring it to the next tribe.

IN PRE-COLUMBIAN NEW YORK INDIAN SOCIETIES, MEN AND WOMEN SHARED SOME ROLES AND ASSUMED DIFFERENT ROLES IN OTHER INSTANCES.

Men cleared the land while women carried on the work of simple hoe agriculture. Women and girls gathered many kinds of wild vegetable foods. Men were the hunters and warriors, the builders of houses and canoes and the makers of athletic equipment and musical instruments. Both men and women shared in the activity of fishing and in the production of some useful equipment and containers.

EARLY NEW YORK INDIAN CULTURES FEATURED THE CONCEPT OF DUALISM.

Dualism in the culture of the Iroquois may be illustrated by:

. The earth world and the sky world
. The twins in the Creation Myth, known by various titles such as Sapling and Flint
. Forest and clearing
. Men's work and women's work
. Deganawidah and Hiawatha
. Daytime ritual and nighttime ritual

INDIAN CULTURES, LIKE OTHER CULTURES, DEVELOPED WAYS OF DEALING WITH PROBLEMS OF HEALTH AND DISEASE.

Among the Iroquois medical practices were:

. Herbal remedies for simple diseases
. Methods of dealing with fractures and head injuries incurred during hunting

- Medicine societies to treat illnesses thought to arise from offending the supernatural, as illustrated by the elaborate ceremonials of the False Face Societies

ONE EXAMPLE OF THE WIDELY DIVERGENT INDIAN RELIGIOUS TRADITIONS IS THE IROQUOIS ATTEMPT TO EXPLAIN THE ORIGINS OF THE UNIVERSE:

There are many versions of the Creation Myth, including those given in:

Cornplanter, Jessie J., *Legends of the Longhouse*, Lippincott, 1938

Fenton, William N., *This Island the World on the Turtle's Back*: Journal of American Folklore, 1962. 75: 283-300

Hertzberg, Hazel, *The Great Tree and The Longhouse: the Culture of the Iroquois*, scheduled for 1966 spring publication

FESTIVALS PROVIDE CLUES TO THE VALUES HELD BY PRE-COLUMBIAN NEW YORKERS.

The attempts to understand where man came from and his place in the universe is reflected in the Creation Myth.

The attempt to control the universe is reflected in offerings to give thanks and to appease the spirits in such ceremonies as the Planting Festival in the spring, the Green Corn Festival at harvest time, and the thanksgiving in the New Year Festival.

The conflict of good and evil in the world is reflected in the struggle between the good, or right handed twin and the evil, or left handed twin of the Creation Myth.

The fear of death is reflected in burial ceremonies.

THE CULTURE OF THE INDIANS OF NEW YORK STATE UNDERWENT CHANGE UPON CONTACT WITH EUROPEANS, CHANGE THAT HAS CONTINUED IN VARYING FORMS AND DEGREES TO THE PRESENT TIME.

Among the conditions that caused change were:

- Disastrous reductions in population upon contact with white men's diseases, such as measles
- Growing dependence on fur trade, with the white man supplying what came to be regarded by the Indians as necessities
- Clash with the white man over their difference in ideas about land ownership
- The demoralization from alcohol, introduced and promoted by white traders
- In the case of the Iroquois, loss of land and power when caught in the power struggle of the American Revolution, when some tried to be neutral, others continued their alliance with the British

PRE-COLUMBIAN NEW YORKERS REPRESENT TWO MAJOR CULTURES FROM AMONG A VERY LARGE NUMBER THAT DEVELOPED IN THE NEW WORLD.

Both Algonkians and Iroquois belong to the general grouping of Eastern Woodlands Indians.

Reading by interested students about pre-Columbian cultures might include material about the Plains Indians, the Southwest Indians, or pre-Columbian Latin American groups as the Mayas, Incas, and Aztecs. The reader should review the geographic settings appropriate to any of these groups and note that habitat alone does not account for the major differences in the cultural development of these various groups.

OPTIONAL STUDIES

Suggested special optional studies: Iroquois festivals; Handsome Lake; Response of another American Indian group such as the Navajo, on meeting the Europeans or their descendants.

GENERALIZATIONS

A few sample generalizations that might be derived from Topic 1 and later tested for validity in other contexts, possibly in grade 9:

- Sudden confrontation of two very different cultures frequently produces tragic results for both.
- Most cultures have some elements of dualism.
- Resources become resources only when man makes use of them.

CONCEPTS

A few sample concepts that might be introduced or deepened in Topic 1:

Acculturation	Culture shock
Archaeology	Matrilineal
Confederation	Myth

Additional generalizations and concepts should be developed by the teacher and the class as they work on Topic 1.

TOPIC 2
NEW WORLD EXPLORATION AND SETTLEMENT

The study of the age of discovery, exploration, and settlement of the Western Hemisphere has, as one of its major emphases, the physical features of the New World and their influence upon the discoverers and explorers. The study also involves two widely divergent groups of cultures, the European and the American Indian, and their impact upon one another. Certain aspects of life in Europe are considered. Economic aspects, and to a lesser degree political aspects, are dealt with to the extent that they provided the motivation for European expansion over the American continents. Finally, the settlement of the English colonies is examined with special reference to the common features and the diversity observable in the coastal chain of thirteen separate colonial establishments.

CONDITIONS IN THE MEDITERRANEAN WORLD AT THE END OF THE 15th CENTURY CONTRIBUTED TO THE DISCOVERY OF THE NEW WORLD.

Some factors promoting the discovery were:

- The questioning spirit of the Renaissance
- Invention such as the printing press, new and more accurate maps, and better instruments of navigation
- The inefficiency of old land - water routes to the East
- Pioneer work of the Portuguese
- The early unification of Spain, placing that nation in a position of leadership

DISCOVERY AND EXPLORATIONS OF THE WESTERN HEMISPHERE BY EUROPEANS PRIOR TO COLUMBUS HAD NO PERMANENT INFLUENCE ON THE HISTORY OF THE NEW WORLD.

Information concerning the discoveries and explorations of the Vikings is a mixture of fact and myth.

- Discovery of Iceland and Greenland established
- Possible discovery of coasts of Labrador and New England
- Possible entry into Hudson Bay and travel south to Minnesota

The rest of the world may never have heard of these voyages since no permanent settlements were made. They do have an intriguing and romantic aura which make them interest-catchers and the bases for attractive stories for young readers.

THE VOYAGES OF CHRISTOPHER COLUMBUS WERE THE FIRST OF A SERIES MAKING MEN MORE AWARE OF THE REAL SIZE AND SHAPE OF THE EARTH.

Some of the important voyages of the time were:

- Da Gama's trip to India
- Cabot's cruise along the North American coast
- Magellan's circumnavigation of the globe
- Verrazano's coastwise voyage from the Carolina Coast to Nova Scotia with a stop in New York Bay
- Cartier's exploration of the St. Lawrence River
- Drake's circumnavigation of the globe
- Hudson's exploration of the Hudson River and Hudson Bay area

THE CARIBBEAN REGION WAS THE FIRST AREA OF THE NEW WORLD PENETRATED BY THE SPANISH EXPLORERS.

Places explored were:
- West Indian Islands by Columbus
- Isthmus of Panama to the Pacific Ocean by Balboa
- Mexico by Cortez
- Shores of Florida Peninsula by Ponce de Leon
- Florida and southeastern Mississippi Valley to the Mississippi River by De Soto

THE PHYSICAL GEOGRAPHY OF THE CONTINENTAL MAINLAND OF THE CARIBBEAN AREA MADE EXPLORATION THERE DIFFICULT.

Problems were created by:
- Location in the low latitudes producing health and sanitation problems.
- Tropical rain forests as serious barriers to transportation.
- Rivers were not easily navigable.
- Inhospitable deserts and mountains with few passes
- Few areas of flat terrain where farming was most feasible.

CERTAIN ASPECTS OF THE INDIAN CIVILIZATION WERE AN ADVANTAGE TO THE SPANISH EXPLORERS.

Aspects of the Aztec civilization that made the Spanish conquest of Mexico easier were:
- Human sacrifice, a practice shocking to many
- Subjugation of surrounding Indian tribes by the Aztecs
- Legend of the return of a god in fulfillment of a promise made by Quetzalcoatl

Conflicts within the Inca Empire also helped to make the Spanish conquest possible.

The highly centralized organization of these Indian civilizations were easily replaced by the similar organization of the Spanish.

THE LANGUAGE AND CULTURE OF AREAS OF THE NEW WORLD WERE TO A LARGE EXTENT DETERMINED BY THE EUROPEAN NATION SETTLING THOSE AREAS.

Claims, by exploration and conquest of Spanish, French, and English and by treaty in the case of Portugal (Brazil) influenced:
- Language and literature
- Relations with native Americans
- Ways of living and making a living
- Political traditions

THE TECHNOLOGICAL SUPERIORITY OF THE EUROPEANS HELPED IN THE SUBJUGATION OF LARGE AREAS OF THE NEW WORLD.

This knowledge included:
- Use of the wheel
- Domestication of the horse

. Use of gunpowder in firearms
. Use of iron
. Use of cannon

CONDITIONS IN ENGLAND AND FRANCE DELAYED THEIR EXPLORATION AND SETTLEMENT OF THE NEW WORLD.

Causal relationships between the following and the imperial ambitions of the two nations help explain why England and France came later to the New World:

. War between England and France, 1337-1453 (100 Years War)
. Dynastic troubles in England, 1455-1485
. Troubles between Henry VIII and the Pope in sixteenth century
. Religious wars in France in sixteenth century

Seventh graders will need to be aware of these relationships, but not the details of European history behind them.

PHYSICAL FEATURES IN THE NEW WORLD WERE GENERALLY FAVORABLE TO COLONIAL SETTLEMENT.

In the case of the French, favorable conditions included:

. The almost unobstructed waterway provided by the St. Lawrence River, the Great Lakes and the Mississippi River
. The Appalachian Mountains as a natural eastern boundary
. The middle latitude continental climate

In the case of the English, favorable conditions included:

. The well watered, partly flat, partly hilly eastern seaboard
. Many small rivers flowing eastward
. Rivers with estuaries providing good harbors
. The Appalachian Mountains, a barrier, but not an impossible one
. The generally favorable climate

THE SIZE OF THE FRENCH EMPIRE WAS GREATLY INFLUENCED BY THE CHARACTER OF THE LEADERS.

Jacques Cartier, Samuel De Champlain, Robert Cavelier, Sieur de la Salle, Father Marquette, and Louis Joliet merit study both as human beings and as great explorers. Attention should be paid respecting each one to:

. Motivation
. Area explored
. Major contribution to New France

THE METHODS USED IN PLANTING THE ENGLISH COLONIES ALONG THE ATLANTIC COAST WERE MARKEDLY DIFFERENT FROM THOSE USED BY THE FRENCH AND THE SPANISH.

Trading companies with accumulated capital received charters from the King to settle defined areas:

. London Company - Virginia

. Massachusetts Bay Co. - Massachusetts

Individuals receiving land grants from the King as gifts or in payment of debts started other colonies for personal reasons:

. Lord Baltimore - Maryland - as a refuge for Catholics
. Eight noblemen - Carolinas - to apply John Locke's constitution and to make profits
. William Penn - Pennsylvania - as a refuge for Quakers and others
. James Oglethorpe - Georgia - as a refuge for debtors, initially

These indirect methods contrasted with the direct methods of the French and Spanish.

THE RESOURCES OF THE AREAS SETTLED BY THE BRITISH COLONISTS PROVIDED LITTLE IMMEDIATE CAPITAL RETURN.

This understanding involves:

. Reasons for little immediate capital return
. Resources that did produce return
  --Furs, fish, lumber in North
  --Products of soil in Middle and Southern colonies
  --Return from trade with New England
. Comparison of return to Spain and France

DIVERSE REASONS ACCOUNT FOR THE EXPANSION AND GROWTH OF THE ENGLISH COLONIES.

. Virginia and Massachusetts — political and religious differences in England
. Connecticut and Rhode Island — religious differences in Massachusetts Bay Colony
. North Carolina, New Hampshire, Connecticut valley, parts of New Netherlands - lure of the frontier
. New Netherlands as a British colony - interference of New Netherlands with expansion

THE COLONY OF NEW NETHERLANDS, MADE MONEY FOR THE COMPANY BUT FAILED TO ATTRACT MANY DUTCH SETTLERS.

Settlements were established around strategic fur-trading centers at the tip of Manhattan Island and at the present site of Albany. Outside the Hudson River Valley they were made on the Connecticut River near the present site of Hartford, and on the Delaware River below the present site of Philadelphia.

The patroon system of land grants failed to attract many Dutch settlers. The few immigrants were usually from other nations.

THE SPANISH MADE LASTING IMPRESSIONS ON THE AMERICAN SOUTHWEST.

Tracing such place names as San Diego, Los Angeles, San Francisco, and Santa Fe to their origin can provide one key to understanding Spain's influence on the Southwest. It may be noted in the styles of architecture,

in the chain of West Coast Missions and in Spanish influences in the historic clothing and handicrafts of the Indians living there today.

AMONG THE MOTIVES FOR ESTABLISHING COLONIAL EMPIRES IN THE WESTERN HEMISPHERE WERE MERCANTILISM, (FAVORABLE BALANCE OF PAYMENTS), GLORY FOR THE MONARCH, AND VARIED RELIGIOUS REASONS.

Spain:	The Spanish Conquistador, accompanied by the priest and friar, sought glory for his king, new souls for God, and gold for the Spanish treasury.
France:	The French explorer seeking gold found wealth in furs. The missionary priest desired to convert the Indian. Both worked for the glory of their king.
Netherlands:	The profit motive was uppermost with the Dutch.
England:	The English were desirous of wealth which they found in the form of furs and fish at first and later in such products as lumber, tobacco, rice, indigo, and sugar cane. The English colonies were used as a place of refuge for Dissenters.

THE EVENTIAL FATE OF THE NEW WORLD EMPIRES WAS GREATLY INFLUENCED BY THE POLICIES OF THE MOTHER COUNTRIES.

Spain:	Continued authoritarian control and special relationship of Spaniard to his king helped make possible the long rule of the Spanish in Latin America (300 years)
France:	Discouragement of settlement, especially the exclusion of Dissenters, and tight control by the king were factors in the loss of much of the empire to the British.
Netherlands:	Land policy and emphasis on fur trade discouraged any large scale settlement by the Dutch, thus making New York a colony of "foreigners" with little loyalty to the mother country.
England:	Policy lacked uniformity and made for varying forms of control (royal, charter, proprietary). Encouragement of settlement by Dissenters promoted diversity and individualism.

OPTIONAL STUDIES

Suggested special optional studies: Navigation instruments available to Columbus; Junipero Serra; The Patroon System.

GENERALIZATIONS

A few sample generalizations that might be derived from Topic 2 and later tested for validity in other contexts:

- Colonial empires are frequently, but not always, financially unprofitable to their mother countries.
- The limitations on human activity set by the natural physical features of a region are reduced as human technology progresses.
- Lack of adequate knowledge is a major cause for both individual and collective human failures and tragedies.

CONCEPTS

A few sample concepts that might be introduced or deepened in Topic 2:

Capital	Estuary
Circumnavigation	Mercantilism
Dissenter	Mission

Additional generalizations and concepts should be developed by the teacher and the class as they work on Topic 2.

TOPIC 3
THE COLONIAL PERIOD IN THE AMERICAS

This topic deals with the New World colonies as a whole, but has its major focus upon the thirteen English colonies. Similarities and differences among the colonies are analyzed in terms of the influence of the physical environment, in terms of aspects of the European heritage, and in terms of the directions taken by the particular groups and their leaders who settled in the various regions. Attention is called to certain unique aspects of the colony of New Netherlands that were to influence its history even after it became one of the thirteen English colonies. Because of the long but uneven time span of the colonial period (from less than 200 years for the thirteen English colonies to well over 300 years for the colonies of Spain and Portugal), stress should be placed upon historic change: change as the environment was modified, change as progress was made in technology and in the technique of production and trade, and change as the colonists, particularly the English colonists, gained experience and confidence in their abilities to manage their own affairs and defend themselves.

ECONOMIC PATTERNS IN THE MAJOR REGIONS OF THE THIRTEEN COLONIES WERE INFLUENCED BY DIFFERENCES IN THE PHYSICAL ENVIRONMENT.

Some interrelationships which are important are shown in following table:

Section	Physical Conditions	Economic Pattern
New England	Narrow coastal plain, with submerged coast and resulting proliferation of harbors Proximity of fishing banks Forest resources Abundance of fur-bearing animals Rigorous climate Location in relationship to Europe and the West Indies	Subsistence farming Rapid development of trade, including the triangular trade Shipbuilding
New York and other Middle Colonies	Wide, fertile river valleys Drowned river mouths Climatic conditions favorable for agriculture Forest and fur resources	Mixed farming Participation in developing trade, including triangular trade

Southern Colonies	Broad coastal plain and gently sloping upland Many estuaries Climatic conditions favorable for agriculture	Commercial crops Plantation-type farming Plantation to market shipping

Note: In all sections, the fall line in pre-industrial America was regarded as a barrier to transportation rather than an aid to industry.

REGIONAL ECONOMIC PATTERNS INFLUENCED THE DEVELOPMENT OF PARTICULAR WORK CATEGORIES.

New England - fishermen; sailmakers; lumberjacks; coopers; carpenters; other craftsmen
Middle Colonies - trappers; tenant farmers; merchants; traders; millers
South - plantation overseers; household servants, often slaves; fieldhands, usually slaves; craftsmen

COLONIAL ECONOMIC PATTERNS WERE INFLUENCED BY THE ECONOMIC POLICIES OF THE MOTHER COUNTRY.

In the French and Spanish colonies, mercantilism was rapidly enforced thus promoting:

- Spanish hacienda production of sugar, rice, cacao, hides
- Continued Spanish employment of Indian forced labor
- French attempts to set up monopoly among the *coureur de bois*
- Subsistence farming of French habitant on seigneuries along the St. Lawrence River

English mercantilism, modified by salutary neglect, promoted the following:

- Prevalence of smuggling
- Ending of control of the colonies by trading companies
- Emergence of a varied economy featuring agriculture, crafts, and trade

ALTHOUGH THE SEABOARD ENGLISH COLONIES DREW POPULATION FROM SEVERAL EUROPEAN NATIONS IN VARYING PROPORTIONS, SIMILAR CULTURAL PATTERNS DEVELOPED IN MOST OF THE COLONIES.

The family pattern, following that of Europe, was:

- Nuclear (plus dependent adult females and widowed grandparents in some households)
- Patrilineal
- With women's roles household centered, except for women in slave families

Religious patterns included:

- The established church system of Virginia
- The oligarchy in Puritan Massachusetts Bay

- The religious refuge concept typified by Rhode Island, Maryland, and Pennsylvania
- Growing toleration as indicated in Rhode Island's policy, Maryland's Act of Toleration, the Flushing Remonstrance, and changing treatment of minority groups such as the Jews

The variety here may be contrasted with the single established religion in the Spanish and French colonies.

The language was predominantly English, despite diversity of national origin of the colonies. This is illustrated in New York colony by the adoption of English by the Dutch in New Amsterdam, the French in New Paltz, and the Germans in the Mohawk Valley.

Social class structure reflected the patterns of the mother country, but was modified by local economic and social conditions. Examples were:

- Southern colonial class structure similar to that of 18th century rural England
- Importance of the religious hierarchy in Massachusetts
- Importance of land ownership, commercial wealth, and family position in the Middle colonies
- Low class status for non-white minorities in all English colonies

Note the rigidity of class structure in New Spain and New France--also the low class status there of non-whites.

PATTERNS OF COLONIAL HOUSING WERE INFLUENCED BY GEOGRAPHIC FACTORS AND BY PREVAILING STYLES IN THE MOTHER COUNTRY.

Building materials varied in different regions depending upon their local availability:

- Logs for cabins and lumber for frame houses in the heavily forested seaboard colonies
- Stone and brick for houses in the Middle and Southern colonies
- Adobe and tile for houses in the Southwest and in Latin America

The colonist built the kind of home he remembered in the mother country, some with modifications to match the climate:

- English Georgian style Southern aristocratic homes
- Architectural types making Quebec resemble a seventeenth century French city
- Spanish hacienda with inner courtyard, flat or low-sloped roofs in our Southwest
- English-style cottages of New England, modified to "salt boxes" because of the climate

THE ENGLISH COLONIES MADE GRADUAL PROGRESS TOWARD POLITICAL DEMOCRACY.

Developments in the growth of democracy in colonial times included:

- Documents such as the Mayflower Compact, Fundamental Orders of Connecticut, and the Pennsylvania Charter of Liberties and Privileges

- Development of colonial legislatures, beginning with the House of Burgesses
- Leadership of men like Roger Williams, Nathaniel Bacon, Jacob Leisler, William Penn, and John Peter Zenger

Note the general absence of parallel democratic developments in New France and New Spain.

THE DIFFERING EDUCATIONAL PATTERNS IN THE COLONIES DEVELOPED TO SOME DEGREE BECAUSE OF VARIED GEOGRAPHIC CONDITIONS AND BECAUSE OF DIFFERING RELIGIOUS ATTITUDES AND SOCIAL STRUCTURES.

Settlement patterns influenced educational differences, as illustrated by:

- The New England common school within the compact area of the town
- The dame school for small children in New England and Middle colony villages
- The tutorial system in the dispersed plantations of the South

Attitude toward religious participation brought these differences:

- The Massachusetts School Law of 1647, which would teach every child to read the Bible for himself
- The church-related schools in some Middle colonies and in a few Southern cities, consistent with the policy of an established church
- First colleges, particularly in New England, founded to train colonials for the clergy

Degree of rigidity or social class helped determine who went to school, for example:

- Pupils in early New England towns came generally from upper class families.
- Middle colony cities gave formal education to upper class children.
- Southerners often went to England to finish their education.
- The apprenticeship system offered vocational education to some children of the working class in colonial cities.

THE CONTINUED PRESENCE OF THE COLONY OF NEW NETHERLANDS IN THE HUDSON RIVER VALLEY WAS A THREAT TO THE ENGLISH COLONIES.

Rivalry between New England and New Netherlands for favor of the Iroquois as middlemen in the fur trade caused strife and bloodshed.

British ships bound for colonial ports were attacked by the Dutch from New Amsterdam. Natural expansion to the west by Massachusetts and Connecticut was prevented by the hostility and land policy of New Netherlands. New England colonies were physically separated from the other Middle colonies.

GROWTH OF THE NEW YORK COLONY WAS SLOWED BY AN UNDEMOCRATIC LAND POLICY AND BY THE VESTIGES OF FEUDAL AUTOCRACY.

The Dutch failed to attract many settlers to patroonships because of the requirements upon the tenants.

British manorial grants continuing the unpopular tenancy arrangements brought such reactions as:

- Some movement to the frontiers, or to other colonies
- Early antirent demonstrations
- Slow growth of New York (population in 1776, only 180,000)

INDIVIDUAL COLONIES OBTAINED LAND FROM THE INDIANS FOR WHITE SETTLEMENT BY FORCE OR BY PEACEABLE AGREEMENT.

Some examples of seventeenth century friendly contacts were:

- Help to the Pilgrims from friendly Indians and similar experiences in other colonies
- Roger Williams' concern for Indian land ownership
- Peter Minuit's purchase of Manhattan
- William Penn's treaty with the Indians

Events representing hostility include:

- Jamestown massacre
- King Philip's War

THE COLONISTS BORE THE BRUNT OF THE INDIAN VIOLENCE DURING THE LATER COLONIAL PERIOD, WHICH USUALLY GREW OUT OF BRITISH-FRENCH RIVALRY.

The French, to hold back British settlement, used the Indian's fear of losing his land and incited him to such actions as:

- The Deerfield Massacre
- The Schenectady Massacre

British policy toward the Indian, reflecting British desire to hold his friendship for political and economic reasons, is illustrated by:

- The work of Sir William Johnson with the Iroquois
- The Proclamation of 1763 and the Fort Stanwix Line
- The establishment of British fur trading posts in the Northwest

The major land forces of England and France were usually committed to service in the European counterparts of the intercolonial wars.

The British colonists suffered bitter disappointments when the French outposts they had conquered were returned to the French by the British-French treaties at the end of a conflict. Examples are:

- Port Royal, 1690
- Louisbourg, 1748

CERTAIN GEOGRAPHIC FACTORS HELPED PROMOTE CONFLICTING CLAIMS AMONG THE OWNERS OF THE NEW WORLD EMPIRES.

The pass through the Cumberland Gap and the lowlands south of the Great Lakes facilitated the meeting of French and English explorers in the Ohio Valley. The Atlantic and Gulf Coastal Plains provided no natural barrier between the English and Spanish. In the Southwest there were no natural barriers between the French and Spanish.

THE FRENCH AND INDIAN WAR HELPED PREPARE THE COLONISTS FOR EVENTUAL ACTION INDEPENDENT OF THE MOTHER COUNTRY.

The superiority of colonial type of warfare was demonstrated, for example, in Washington's leadership after Braddock's defeat.

The capture of such important French outposts as the following lessened the threats of the French and Indians against the frontier settler:

- Fort Dusquesne
- Fort Niagara
- Fort Ticonderoga
- Quebec

The American colonists considered the importance of unity against a common threat by meeting in the Albany Congress.

OPTIONAL STUDIES

Suggested special optional studies: The Zenger Trial; The Dame School; New England (or Southern) late colonial architecture.

GENERALIZATIONS

A few sample generalizations that might be derived from Topic 3 and later tested for validity in other contexts:

- A common language is a powerful force for the unification of a people.
- People tend to develop self-reliance when they have to make their own decisions.
- It is difficult, if not impossible, to transplant a whole way of life to a quite different environment.

CONCEPTS

A few sample concepts that might be introduced or deepened in Topic 3:

Democracy	Oligarchy
Hacienda	Salutary neglect
Plantation	Toleration

Additional generalizations and concepts should be developed by the teacher and the class as they work on Topic 3.

TOPIC 4
NEW YORK IN THE EMERGING NATION

With Topic 4, the major emphasis shifts from the whole Western Hemisphere to New York State. The period from the 1770's to the 1820's in New York State is the time of the westward moving frontier. At any given time, life in the Hudson Valley, for example, differed in major ways from life in the Genesee Valley or on the Niagara Frontier. In describing this period, therefore, it is highly important to make generalizations concerning the State in relative space-time terms -- more important than it will be in describing life in later periods, since sharp regional differences tend to disappear and patterns of life tend to become more uniform.

This is an excellent period from which to illustrate historic change, evolving relationships between man and his environment, the movement away from the economic self-sufficiency of the frontier family unit, and the slow progress in the direction of social and political democracy.

NEW YORK STATE WAS AN ATTRACTIVE PLACE FOR SETTLEMENT AFTER THE AMERICAN REVOLUTION.

The attractions were evident in:

- "Old New York" (east of Fort Stanwix line) — thinly settled because of land grant pattern of Dutch patroonship
- "New New York" (west of Fort Stanwix line) — inhabited chiefly by Iroquois who ceded land by a series of treaties
- Fertile land of much of New York State

A SIGNIFICANT DEVELOPMENT IN LAND OWNERSHIP IN NEW YORK STATE BETWEEN 1790 AND 1825 WAS THE RAPID DIVISION AND DISTRIBUTION OF THE LARGE LAND HOLDINGS INTO THE HANDS OF INDIVIDUAL OWNERS.

Some factors promoting this distribution were:

- Sale of confiscated Tory estates in the East to individual farmers
- Land grants to soldiers of the Revolution
- Policy of purchase, improvements, and sale by individual speculators
- Policy of European land companies quickly modified by example of American speculators

IN THE FIRST IMPORTANT THRUST WEST INTO NEW YORK STATE AFTER THE REVOLUTION, THE NEW ENGLANDERS, IN WHAT WAS CALLED THE YANKEE INVASION, PUT THE STAMP OF THEIR CULTURE ON NEW YORK.

Some facts of New York culture which were to a degree the result of the impact of the New England migration were:

- Idea of outright ownership of land as opposed to the practice of leasing used by the "patroon aristocracy" of New York

- Business enterprise, especially in the towns and cities
- Local town governments, to which, for environmental reasons, New York added the county
- Beginnings of tax-supported neighborhood schools
- Importance of the church in all communities
- Attitudes, such as those related to thrift, to the virtues of hard work, and to Sabbath-day observance

LIFE ON THE EVER MOVING FRONTIER IN NEW YORK STATE BETWEEN 1790 AND 1825 MAY BE DESCRIBED AS ONE DEMANDING SELF-SUFFICIENCY YET CHARACTERIZED BY UNENDING EFFORTS TO ESCAPE IT.

The frontier farmer was compelled to be generally self-sufficient because he and his family had to bear (with a neighbor's helping hand in some instances) all these responsibilities and many others:

- Select a farm site and decide where to place the buildings and how to allocate the land for other purposes
- Clear the land
- Build the buildings
- Provide for a food supply
- Function with inadequate means of transportation
- Create some items to barter for needed articles
- Cope, against impossible odds, with hazards of life and health
- Endure the burden of never-ending work

The farmer's efforts to escape the burdens of self-sufficiency may be seen in his:

- Early use of potash and charcoal as sources of cash income
- Efforts to promote both private and public works to improve transportation
- Planting of cash crops, such as wheat, as soon as there was land and labor to spare from the production for immediate needs
- Devising of substitutes for physical human effort

BY 1825 MANY FACTORS HAD COMBINED TO SET NEW YORK STATE ON THE WAY TO BECOMING THE "EMPIRE STATE."

Some of the factors were:

- Excellent harbor and central position of New York City making it a distribution center
- Growth of cotton triangular trade because of the relative abdication by Southern states as overseas traders, as their energies and capital were expended on raising crops and on the acquisition of land and slaves
- Growth of banks to facilitate credit for trade
- Demands created by the settlement of "New New York"
- Building by private and public capital of an improved system of transportation following and connecting the natural transportation features
- Emerging industries along watersites providing water power

CERTAIN ASPECTS OF THE COLONIAL FOUNDATION COMBINED WITH THE DEVELOPMENTS OF THE PERIOD BETWEEN 1790 AND 1825 TO PROMOTE DEMOCRATIC WAYS OF LIFE IN NEW YORK.

Some colonial aspects were:
- Cosmopolitan nature of New York City leading to toleration
- Free press established by Zenger Case, conducive to growth of public press

Developments of the period were:
- Emergence of the small independent farmer as a political factor as reflected in changes in Constitution of 1821
- Influence of New York "Yankee" in the promotion of tax-supported education and development in local government

CERTAIN WELL KNOWN NEW YORKERS TYPIFY A NUMBER OF DEVELOPMENTS OF THE PERIOD, DEVELOPMENTS WHICH IN MOST CASES HAVE SIGNIFICANCE FOR THE NATION AS WELL AS FOR NEW YORK STATE.

Some leaders and some developments include:
- John Jay and Alexander Hamilton - Getting the new federal government started
- George Clinton and DeWitt Clinton - Growth of the Democratic-Republican Party
- Robert Fulton, Robert Livingston, and DeWitt Clinton - Improvement of transportation
- DeWitt Clinton and Gideon Hawley - Development of an educational system
- Washington Irving and James Fenimore Cooper - Search for national identity emerging from a common past

OPTIONAL STUDIES

Suggested special optional studies:
- Indian land treaties; Transportation problems of the frontier farmer; Life in New York City in 1820

GENERALIZATIONS

A few sample generalizations that might be derived from Topic 4 and later tested for validity in other contexts:
- Many general statements need to be made in space - time terms. (Note the expansion of this generalization in the overview to Topic 5.)
- Achievement of a more secure and comfortable way of life requires the sacrifice of some independence and self-sufficiency.
- Farmers generally work harder if they are owners of the land they work than they do if they are tenants or hired hands.

CONCEPTS

A few sample concepts that might be introduced or deepened in Topic 4:

Cash crop	Land Grant
County	Political party
Credit	Thrift

Additional generalizations and concepts should be developed by the teacher and the class as they work on Topic 4.

TOPIC 5
NEW YORK IN THE AGE OF HOMESPUN

To define the Age of Homespun in New York State is also to describe the habitat and delimit the time period. This is a period of an agricultural society, largely self-sufficient, in which most ordinary needs were met by home manufacture, or by goods produced in nearby marketing centers. Those industrial operations which existed were small enterprises, geared to producing farm necessities or processing farm products.

The full meaning and effect of such a culture cannot be experienced by studying a short period of history. None of the conditions examined is static, and the changes which occur within the period are in themselves a part of the culture.

This is a stage of development which follows the raw frontier. It lasts until contact with the outside becomes so frequent and so important, that an interdependence develops with other settled areas. Thus, in the case of the coastal areas such as New York City and Philadelphia or some parts of the Great Plains, settled relatively late and immediately connected with the East by railroad, the period of a relatively self-sufficient agricultural society is remarkably short and quickly distorted by outside contacts.

Our focus in this development of the Age of Homespun is upon central New York in the first half of the nineteenth century. Even within so limited a geographic area, an exact beginning date or a year to mark the end of the age cannot be stipulated, in view of the progressive nature of the settlement pattern.

This topic permits perception of the relationships between the idea of self-sufficiency and the way of life of the people, their value patterns, and the economic development they achieve. It offers opportunity for comparisons with an earlier culture with almost total isolation, and a later one whose very name is interdependence.

THE HOMESPUN AGE COULD BE SAID TO HAVE BEGUN IN ANY AREA WHEN MAN HAD ESTABLISHED SOME DEGREE OF CONTROL OVER THE NATURAL FORCES OF THE HABITAT AND WAS ABLE, INDIVIDUALLY, OR WITH COOPERATION OF FAMILY OR NEIGHBOR, TO CONTINUE TO DEVELOP AND EXPAND HIS FARMSTEAD.

Indications of this stage include:

- Fields cleared for grain cultivation, beyond the slash and burn stage of the frontier farm
- Diminishing reliance upon hunting and fishing to supply food needs
- Introduction of stock: meat, dairy, and draft animals
- Development of marketing centers often located on turnpikes or roads to "outside world"
- Roads connecting farms with each other and with marketing center
- Improved housing, through refinements on the log cabin or replacement by frame construction

THE TERMINATION OF THE HOMESPUN AGE, A GRADUAL PROCESS, WAS MARKED BY THE DECLINE OF SELF-SUFFICIENCY IN HOUSEHOLD AND COMMUNITY, AND THE SHIFTING OF THE ECONOMY AWAY FROM THE AGRICULTURAL BASE.

Most ordinary needs were no longer met through home or local manufacture, for example:

- Widespread use of factory-made textiles
- Work of the village cobbler chiefly repair, rather than custom shoe manufacture
- Wholesale importation from manufacturing centers or abroad of much of the household equipment

Local industry is no longer largely farm-related, for example:

- Products produced for a much wider demand than that of the agricultural household
- Majority of industrial operations no longer centered in processing farm products.

It should be remembered that there was a limited but steady contact with outside markets throughout the Homespun Age and evidence of such contact alone should not be considered a sign that the Homespun Age is on the wane.

GEOGRAPHIC FEATURES OF CENTRAL NEW YORK WERE FAVORABLE FOR THE DEVELOPMENT OF A LARGELY SELF-SUFFICIENT AGRICULTURAL-BASED ECONOMY.

Rolling terrain and good drainage made possible location of farms in areas convenient for cultivation and healthful for living.

The extensive deciduous forest, permitted to stand as woodlands in part or parts of the farms, was a continuous source of construction material, fuel, food, and cash crops, including:

- Barrels and buckets made from white oak
- Nuts, fruits, and maple sugar augmenting the food supply
- Potash, considered most efficiently produced from deciduous trees such as elm, ash, maple, basswood, hickory, and beech

Waterways made shipping of bulky products to market more practical, for example:

- Drainage basins of Susquehanna and Delaware, for shipping grain to eastern markets
- Development of flour milling centers on rivers near the wheat growing areas:
  - -Albany before the Revolution - Hudson and Mohawk valley granaries
  - -Rochester in the mid-nineteenth century - Genesee Valley granary

Favorable climatic conditions existed for raising grain, feed crops, and hops:

- Average rainfall in upstate areas from 30 to 50 inches per year, with few destructive floods
- Adequate growing season to permit maturity of crops, with greater percentage of sunshine during the growing season

. Infrequent violent winds and damaging storms

Soil conditions favored a grain and grazing type of agriculture. Conditions favorable to raising grains and grasses included:

. Newly cleared soil, full of humus, which pulverized more easily
. Soil fertility affected both by glacial origins and forest covering

SELF-SUFFICIENCY MADE NECESSARY THE RAISING OF A VARIETY OF CROPS ON THE HOMESPUN AGE FARM

Field crops included grains and cereals for human consumption, as well as feed for stock:

. Wheat almost universally grown
. Rye a hardier crop for poor soils
. Buckwheat, which was easily milled
. Corn grown for meal production, not as a vegetable
. Peas, corn, hay, and mangel beets produced as feed crops

Farm animals were necessary for transportation, food, clothing materials:

. Importance of oxen as draft animals
. Hides for shoe and harness, a by-product of fall butchering
. Sheep as wool producers important during the entire period
. Swine raised for food

Flax was an important crop on most farms through most of the Homespun Age; its durability and usefulness, alone or in combination with wool, made it a necessity for household textiles and clothing.

Herbs and medicinal plants were grown in kitchen gardens.

Money crops gave cash for the few items which had to be purchased at the marketing center:

. Wheat, whiskey, and potash the three most common items of east-bound freight on the Erie Canal
. Hop production in central New York very important toward the end of the period, when long distance travel made possible the production for the national brewing industry

The kitchen garden included a variety of vegetable crops:

. Potatoes
. The Iroquois staples of corn, beans, and squash
. Gourds used for dippers and household utensils

Orchard fruits were developed from European strains, imported in colonial times

MANY PRODUCTS NEEDED FOR FARM AND HOME USE WERE PARTIALLY OR COMPLETELY MANUFACTURED IN THE HOUSEHOLD

Tools and implements were made by the farmer, with assistance of the local blacksmith, if iron were required. Examples included:

. The axe, the single most important tool

- Ox-yokes
- Scythes and cradles
- Sap buckets
- Simple home furnishings

In the early homespun years, almost all textiles used in the home and for clothing were produced by the household:

- Woolen blankets, clothing materials
- Linen-woolen combination important for clothing
- Linen sheets and other household products

Pride in the quality of workmanship and creativity in design was reflected in many of these products manufactured in the homes.

IN THE HOMESPUN CULTURE, MOST NON-AGRICULTURAL WORKERS WERE ENGAGED IN SUPPLYING GOODS AND SERVICES FOR FARMERS.

Carpentry remained the most important non-agricultural occupation during most of the period, in view of such factors as:

- Building needs of a growing community
- Abundance of wood as construction material

Some other suppliers of needed products included:

- Cabinet makers
- Blacksmiths
- Coopers
- Cobblers
- Millers
- Charcoal burners

THE NON-AGRICULTURAL PRODUCTION UNITS OF THE HOMESPUN CULTURE WERE TYPICAL OF THE TRADITIONAL SOCIETY STAGE OF ECONOMIC DEVELOPMENT: CHIEFLY FARM-BASED, INDIVIDUAL PROPRIETORSHIPS, LIMITED IN CAPACITY FOR EXPANSION.

Processing of farm products for home use or export to outside communities as a cash source was so important that the location of these processing units determined the development of the area of settlement concentration, for example:

- Grist mills and saw mills located on streams with a steady enough flow to assure a source of power
- Location of asheries near stands of elm or other timber desirable for charcoal
- Tanneries and fulling mills found in areas in which there was livestock on most farms

Most mill operators and craftsmen owned their own businesses, including tools and equipment and employed apprentices or seasonal additional labor if business warranted it.

In terms of capital, supply of labor, and contacts for widening the market, there was little potential for expansion in size of production units. Additional mills, cabinet-makers shops, and asheries, rather than enlarged establishments were the usual pattern of growth.

PREVIOUS EXPERIENCE OF THOSE SETTLING IN THE REGION, ECONOMICS OF LAND USE, OWNERSHIP CHARACTERISTICS, AND RELATIVE FREEDOM FROM OUTSIDE DANGERS ALL WERE DETERMINING FACTORS IN REGARD TO THE SETTLEMENT PATTERN

OF THE HOMESPUN AGE.

New Englanders settling in central New York brought to the marketing centers the common, or village green, with important village buildings and the homes of the village elite clustered around it.

Location of marketing centers was influenced by such factors as:

- Proximity to turnpikes (later growth related to proximity to railroads)
- Availability of water power sources - millsites
- Position at center of political entity (town, county) of less importance than relationship to surrounding farms

Farms were dispersed from the marketing center, each set within its own fields, a pattern made possible by:

- Prevalence of individual ownership of land, instead of one owner-many tenants relationships
- Use of favorable topographical features: streams, springs, hillsides
- Relative lack of danger from inimical humans, wild animals
- Self-sufficiency of farm household

SPACE PATTERNS ON THE FARM AND IN THE HOUSEHOLD WERE DETERMINED BY EFFICIENCY, BY HEALTH FACTORS, AND BY THE USE MADE OF THE SPACE PATTERNS BY MEN AND BY WOMEN.

Fields were planted or designated as pastures in relation to difficulty of cultivation.

Fences made of wooden rails, stumps or field stones, were used to keep stock out of grain fields.

Barn location was affected by such considerations as:

- Care of stock during winter storms (connected by outbuildings or within access to household)
- Access of road (important in muddy season)
- Health factors: control of flies and other pests
- Relationship to rest of men's work area, fields, woodshed, pastures

Location of kitchen garden was related to other work areas of women: the kitchen, and such outside areas as those where poultry was fed, soap boiled, and so forth.

A HIGH STATUS VALUE WAS ATTACHED TO LAND OWNERSHIP IN THE HOMESPUN AGE.

- The State constitution required land tenure for suffrage until 1826.
- The State census as late as 1855 listed electors separately, according to value of land held or condition of tenancy.
- The chief support of local and state government was taxation based upon land ownership.
- For many settlers coming to central New York in this period, the chief motivation for the westward movement was a desire to hold a freehold.

. "Antirent Wars" of 1840's illustrated popular reaction to tenancy, as opposed to freehold.

DIVISION OF TIME IN THE HOMESPUN PERIOD WAS TIED TO THE DAILY AND SEASONAL PATTERN OF AGRICULTURE.

The limits of daylight were important in setting a beginning and end to the household day.

. Winter required some use of lantern and candle to achieve an extra hour or two for chores
. Demands of care for stock and poultry forced early rising for the household

The work pattern determined the schedule of the day, for example:

. Breakfast after certain chores and stock care completed
. Daily heavy meal usually at noon
. Evening meal at end of farmer's fieldwork time

The year was planned in terms of the farmer's work, and school attendance reflected this:

. Winter months for repair of tools, buildings, equipment: children attended school
. Spring's heavy work in preparation of soil, planting: some absence from school
. Summer a time of cultivation, haying, harvest, preparing buildings for winter: children often needed in the fields until frost

Vacations and leisure time as we think of them were unknown, because of:

. Daily care of stock, poultry, replenishment of woodpile necessary, regardless of day's plans
. Woman's work of meals and care of household constant

OBSERVANCE OF SPECIAL DAYS THROUGHOUT THE WEEK AND THE YEAR REFLECTED THE NEW ENGLAND ORIGINS OF MANY OF THE PEOPLE

Observance of Sunday as a day of worship was found in many households:

. Only necessary chores performed
. Church attendance,where possible
. Family Bible reading and prayers in some households

Holidays were more frequently tied to patriotic than to religious themes.

. Christmas the only regularly observed religious holiday (Easter not observed by non-ritualistic churches until time of Civil War)
. Independence Day marked in most communities; sometimes selected as day for special event (DeWitt Clinton turned first spade of earth for Erie Canal, July 4, 1817)
. Thanksgiving Day not proclaimed as national holiday, not generally observed until Civil War period

THE PATTERN OF SETTLEMENT AND THE DEMANDS OF SELF-SUFFICIENCY BOTH ENCOURAGED THE CONTINUATION OF THE FAMILY STRUCTURE COMMON IN THE AREAS FROM WHICH THE

CENTRAL NEW YORKERS CAME.

The predominant pattern was either nuclear-patrilineal, or extended patrilineal.

- First generation migrant family which came alone to the area nuclear in form
- Later Homespun Age families frequently extended (although not necessarily sharing same house)
- When migration by whole towns to central New York took place, extended family structure more frequent

Self-sufficiency of pioneer and Homespun Age farmstead emphasized the protector-provider roles of men, and thus emphasized the patrilineal structure.

THE DIFFERING ROLES OF MEN AND OF WOMEN IN THE HOMESPUN AGE ARE HIGHLIGHTED IN DEFINING THE FUNCTIONS OF THE FAMILY IN THAT CULTURE.

The family was the chief production unit, in terms of the basic needs of its members; men and women divided the tasks in accomplishing this:

	MEN	WOMEN
Food	. Raising of field crops . Care of livestock . Preparation of planting areas . Harvest . Butchering . Occasional manufacture of utensils	. Care of kitchen gardens . Care of poultry . Preparation of food for table . Preservation of food
Shelter	. Building of house and outbuildings . Construction of furniture (or accumulation of cash income to pay for any of the above) . Repair of house and outbuildings . Raising of textile raw materials for household articles	. Care and cleanliness of living quarters, furniture . Production of textiles for household use
Clothing	. Raising of textile raw materials, leather . Accumulating cash to pay for cobbling, other leather work	. Production of textiles for clothing . Making, repair of clothing . Cleaning of clothing
Health Preservation	. Responsibility for supplying firewood and water for household use	. Production of soap . Home nursing . Production of medicines and

	. Accumulation of cash to pay for medical services in extreme cases	home remedies
Rearing of Children	. Education of boys in vocational skills . Training for work on a similar farm . Often some responsibility in religious training	. General care of babies and younger children . Training of girls in household arts

Single or widowed women attached to the household helped perform women's tasks. Boys performed men's tasks as soon as physical strength permitted. Both boys and girls were considered mature at an earlier age than in our culture.

THE RAPID EXPANSION OF TURNPIKES IN THE FIRST THREE DECADES OF THE NINETEENTH CENTURY HASTENED THE TRANSFORMATION OF MANY FRONTIER AREAS INTO HOMESPUN AGE SETTLEMENTS.

Sale of lands in central and western New York, and demands for supplies at military outposts during the War of 1812 encouraged the extension of turnpikes throughout most of the State:

- New York and Albany Post Road, Albany-Schenectady Turnpike, and Mohawk Turnpike to Fort Stanwix serving areas of first development
- Great Western Turnpike connecting Albany with central and southwestern New York
- Newburgh and Cohocton Turnpike and Great Bend and Bath Turnpike, connecting the Hudson River with the Susquehanna Valley
- Genesee Road (Seneca Turnpike) and Buffalo-Canandaigua Turnpikes connecting Niagara Frontier with Fort Stanwix area
- Old French Road from Fort Stanwix to Watertown area
- Other roads to Plattsburg and Ogdensburg

By 1821, about 4,000 miles of improved roads had been built through the efforts of over 250 private companies, chartered by the State Legislature.

ALTHOUGH THE TURNPIKE ROUTES MADE COMMUNICATION BETWEEN MOST COMMUNITIES POSSIBLE, THE CONDITIONS OF TRAVEL DISCOURAGED FREQUENT TRIPS AND MADE A HIGH DEGREE OF SELF-SUFFICIENCY NECESSARY.

Some of the conditions discouraging much travel over turnpikes included:

- Deterioration of roads due to harsh weather conditions
- Distance between settlements and inns
- Physical discomforts of stagecoach travel
- Expense of turnpike travel: development of shunpikes an indication
- Time required for travel: freight transport covered only about 20 miles a day

COMPETITION WITH OTHER FORMS OF TRANSPORTATION, PLUS A GROWING RESPONSIBILITY FOR IMPROVING THE ROADS, BROUGHT THE GRADUAL DECLINE OF THE TURNPIKE COMPANIES.

The Erie Canal drastically reduced the cost of shipping freight and encouraged a rapid expansion of the use of water travel, as may be seen by:

- Development of feeder canals at State expense
- Private building of canals to connect coal fields of Pennsylvania with New York State markets

Rail transportation began in New York in the 1830's and spread rapidly through the State during the next two decades:

- Early routes, Schenectady-Albany; New York and Harlem
- Western expansion to Buffalo by separate companies
- Last major link between New York and Albany
- Consolidation of many lines to form the New York Central
- Clamor of other parts of the State for service: building of the Erie line

More local interest and responsibility in maintaining highways and bridges developed during this period, utilizing the following methods:

- Selection of town commissioners of highways to oversee repair work
- Assessment of several days of roadwork from each adult male resident
- Division of towns into road districts with overseer in charge of work in that district

Most turnpike companies failed to earn enough money to pay for repairs.

LIFE IN COMMUNITIES OF THIS PERIOD WAS PROFOUNDLY CHANGED AS THE CANAL OR THE RAILROAD REACHED THEM.

Changes included:

- Development in canal villages of facilities for food, lodging and recreation of crews and passengers, as well as businesses to handle goods shipped by canals
- Competition among communities for railroad services, some contributing part of the cost of construction
- Many new non-farm-related occupations
- Transformation of self-sufficient farmer to a commercial farmer sensitive to shifts in the markets

THE HOMESPUN AGE SAW A REVOLUTION IN THE SOURCES OF POWER FOR TRANSPORTATION

The power revolution included:

- Horses replacing oxen on farms
- Steam power replacing animal power for public transportation
- Continued use of animal-powered packets on the Erie Canal
- Continuance of the horse as chief source of private transportation until the motor age

EDUCATION IN THE AVERAGE HOMESPUN COMMUNITY WAS CHARACTERIZED BY THE OPPORTUNITIES AND LIMITATIONS OF THE COMMON SCHOOL.

The common school had these basic characteristics:

- Common curriculum - a general education in which all students participated
- Common control - through an elected school board in the community
- Common to all - open to every child in the community

THE HOMESPUN AGE IN NEW YORK STATE WAS MARKED BY VARIOUS EFFORTS TO WIN PUBLIC SUPPORT FOR SCHOOLS, TO IMPROVE THE QUALITY OF EDUCATION, AND TO EXTEND OPPORTUNITY TO MORE PUPILS.

School support was defined by legislation in 1812 as follows:

- A State grant to each town on the basis of population
- A matching sum raised by the town
- A rate bill levied upon those sending children to school, unless a pauper's oath was signed

Many children did not attend school during this period; important reasons included:

- Parents would not sign pauper's oath
- Children were needed at home to work on the farm
- Compulsory school law was not passed until 1874

As a result of increasing public pressures during the 1840's and 1850's, there was less dependence upon the rate bill, until it was finally abolished in 1867.

School houses and equipment were improved during the Homespun Age, but reflected the times:

- A few log schools, but the majority wooden framed structures
- Provisions for sanitation limited — note waterpail with one tin dipper
- Library collections meager

There was a continual effort to improve the quality of teaching during this period:

- Early teachers often untrained
- In the 1820's, State began grants to train teachers in academies
- Teacher's departments established in several academies by State action
- In 1844, first normal school established in Albany
- Inservice training through Teacher's Institutes encouraged

Secondary education was carried out chiefly through academies:

- Chartered by the Board of Regents or the legislature
- Most academies originally privately financed
- Some annual State grants made available to academies properly chartered
- By 1850, from 10 percent to 20 percent of young people in each town attended academies

. Gradual decline of private academies by the end of the period, as public high schools developed

The pressure for more education for women increased during the Homespun Age. Academies for girls were founded during this period, for example the Emma Willard Female Seminary in Troy.

THROUGH LEGISLATION AND INCREASED PUBLIC INTEREST, THE NEGRO MADE GAINS DURING THE HOMESPUN PERIOD.

Gains were built upon legislation passed previous to the Homespun period.

. Slave trade to New York curtailed in late 18th century
. Children born of slave parents after 1799 freed upon attaining adulthood
. Slavery officially ended in New York State in 1827. The State constitution, however, imposed more stringent voting requirements upon the Negro until after the Civil War.

Many New Yorkers worked for nationwide abolition, for example:

. Social abolition societies, formed in some villages and cities
. Individual efforts or work of prominent citizens: Theodore Weld, Gerrit Smith, Henry Ward Beecher, Horace Greeley
. The underground railroad and the work of Harriet Tubman
. First National Convention of Liberty Party (founded in Warsaw, New York) held in Albany, 1840

ALTHOUGH HOMESPUN SOCIETY WAS RELATIVELY HOMOGENEOUS IN RELIGIOUS COMPOSITION, LIFE IN THAT CULTURE WAS CONDUCIVE TO THE DEVELOPMENT OF MANY VARIATIONS IN RELIGIOUS PRACTICE AND BELIEFS.

Migrants from New England and the eastern seaboard brought to central New York the less ritualistic Protestant churches.

There was a general attitude of optimism among those who had established farmsteads in a new country; the perfectibility of man was a matter of great enthusiasm to many, who saw improvement as a theme of the age. Religious movements reflecting this theme included:

. Revivals and camp meetings, often by established churches
. The Millerites
. The Mormons
. The Spiritualists

HOMESPUN NEW YORK WAS THE BREEDING GROUND FOR A VARIETY OF REFORMS, MANY OF WHICH WERE INFLUENTIAL BEYOND HER BORDERS.

Some groups founded self-sufficient communities, in which living patterns were designed to lead to the social and economic betterment of all within the group, for example:

. The Ebenezer Society (Forerunner of the Amana Society)
. The Oneida Community
. The Shakers

Temperance and antislavery movements in the State were part of nationwide movements to make man better.

New York's women's rights activity in this period gave the movement nationwide publicity.

- Seneca Falls convention and the Women's Declaration of Independence
- Work of Elizabeth Cady Stanton, Lucretia Mott, Amelia Bloomer

Dorothea Dix's report to the legislature during this period called attention to the inhumane treatment of the insane in poorhouses. Also, private and State operated institutions were established during this period.

Conditions for care of the insane and for imprisonment of criminals improved during this period, as may be seen by:

- Gradual improvement for care of insane in almshouses, after Dorothea Dix's petition to the legislature
- Establishment of charitable and State financed hospitals for the insane
- Prohibition of flogging as punishment for crimes
- Establishment of House of Refuge for care of delinquent children

THE PROGRESS OF POLITICAL DEMOCRACY DURING THIS PERIOD BROUGHT UNIVERSAL WHITE MALE SUFFRAGE BY 1850.

Property qualification required in the original State constitution was continued, with minor exceptions, in the revision of the Constitution in 1821. Within four years, the rising tide of democracy had removed the property qualification for all except persons of color.

The Constitutional revision in the 1840's still continued the property qualification for Negro voters, a restriction which remained until after passage of the Fifteenth Amendment.

OPTIONAL STUDIES

Suggested special optional studies: The Antirent Wars; Schools of the Age of Homespun; Travel on the Erie Canal.

GENERALIZATIONS

A few sample generalizations that might be derived from Topic 5 and later listed for validity in other contexts:

- Land ownership is likely to be of high status value in a society not yet industrialized.
- A surplus of farm products is one basis for the capital accumulation necessary for industrialization.
- Thrift is a virtue in societies with Homespun Age features.

CONCEPTS

A few sample concepts that might be introduced or deepened in Topic 5:

Abolition	Freehold
Craftsman	Pauper's oath
Drainage basin	Turnpike

Additional generalizations and concepts should be developed by the teacher and the class as they work on Topic 5.

TOPIC 6
NEW YORK IN THE GILDED AGE

New York State, in the half century after Appomatox, sped along in the mainstream of the expansive economic growth of the nation. The State also played a significant part in shaping the nation's political and social history.

Cities of the State gained in population, in new and growing industries, in new and expanding means of transportation. New York City, in particular, was the mecca for immigrants from the Old World and for migrants from rural America. Wealth flowed into the city and flowed out again as Wall Street financed the great industrial empire and the vast public works needed to exploit the riches of a continent. New York farms also had their times of prosperity in this half century. They had some bitter years, too, years of high costs, low profits, and the pinching poverty that often drove the young folks to seek their fortunes in town or city or "out West."

New York State, like the rest of the nation, became conscious of abuses and inequities that can grow up in a vigorous and expansive age. Under reform governments, both in the State and in the larger cities, laws and regulations were made to curb the greedy and powerful and to protect those who were poor and helpless.

New York became a cultural style-setter in the gilded age. Talent sought opportunity in New York City, aware of the great risks and, for the successful, of the high rewards. The financial center of the nation became also the center for the artist, the writer, the actor, and the musician and for all the institutions that supported and promoted their careers.

THE INCREASING USE OF THE MACHINE, TRIGGERED BY THE NEEDS OF THE CIVIL WAR AND BY COMPETITION FROM THE OPENING WEST, PRODUCED SIGNIFICANT CHANGES IN THE AGRICULTURAL LIFE IN NEW YORK STATE AFTER THE CIVIL WAR.

Factors involved in these changes may be seen in:

- Quite general use of the mower, reaper, and thresher with horse power displacing manpower.
- Rising capital needs of the farmer
- Change in crops produced because of the growing importance of the railroad whose rates favored the western farmer
  - Wheat to dairy farming
  - Concentration on poultry, fruits, and vegetables
- Hardships caused by technological changes and economic dislocations which periodically affected agriculture
- Decline in the importance of canal transportation because of changes in the type of crops produced

THE INCREASING USE OF THE MACHINE IN INDUSTRY, COUPLED WITH SUCH LONG-STANDING ADVANTAGES AS ABUNDANCE OF CAPITAL, FAVORABLE GEOGRAPHICAL LOCATION, AND "YANKEE" INGENUITY AND ORGANIZATIONAL ABILITY, ATTRACTED LARGE NUMBERS OF PEOPLE TO THE CITIES OF NEW YORK STATE IN THE PERIOD FROM 1865 TO 1914.

Some factors responsible for the movement from the farm to the city include:

- The never-ending hard work on the farm in spite of labor-saving machines
- Need of the farmer to accumulate more and more capital
- Attractions of city life, both the economic and cultural advantages and the flashier attractions related to entertainment

Some factors responsible for the massive immigration from Europe, and settlement of immigrants in the cities of New York:

- Economic and political conditions in countries such as Ireland, Germany, Italy, Austria-Hungary, and Russia
- Need for unskilled workers in factories and in the building industries
- Attraction of the American ideals as expressed by Emma Lazarus on the Statue of Liberty
- Opportunity in cities to be with "their own kind"

THE LARGE NUMBERS OF PEOPLE REQUIRED TO TEND MACHINES CREATED PROBLEMS IN THE CITIES.

Some problems that called for remedies were:

- Low wages and poor working conditions
- Poor housing conditions
- Inadequate sanitation facilities
- Lack of sufficient fire and police protection
- Need to integrate diverse peoples into a functioning society

VARIETY AND DIVERSITY IN MANUFACTURING WERE FEATURES OF THE INDUSTRIAL DEVELOPMENT IN NEW YORK STATE.

Characteristics of the industries included:

- Concentration on non-durable goods
- Concentration on mass production industries in cities other than New York City
- Organization of New York City industries on small scale non-corporate and less standardized basis
- Pattern of one-industry cities outside of New York City
- Development of primary metals (iron and steel) and foundry and machine-shop products by the 1880's

THE LABOR MOVEMENT IN NEW YORK STATE, RESULTING FROM THE DRASTIC CHANGES CAUSED BY INDUSTRIALIZATION, MADE VERY LIMITED GAINS IN THIS PERIOD BUT DID SET A PATTERN FOR SOLVING PROBLEMS THROUGH LEGISLATION.

Some changes were:

- Skilled craftsmen becoming machine tenders
- Workers having little bargaining power over their wages, hours, and conditions of labor because their skills and tools had become obsolete
- A vast gap emerging between employer and worker
- Loss of a sense of belonging and being appreciated on the job

Little headway was made in organizing labor outside of New York City. Certain small industries in New York City with skilled workers were organized, such as the garment workers.

The New York Federation of Labor, which preceded the American Federation of Labor, worked for and obtained such legislation as:

- Limitation of child labor through compulsory educational requirements
- Slight limitations of factory hours for women and children

The recommendations of the State Factory Investigating Commission appointed by the legislature after the Triangle Fire in 1911 led to the passage of factory laws providing for:

- Regulation of sanitary conditions
- Elimination of fire hazards
- Further protection of women and children in industry
- Workmen's Compensation in cases of accident
- Widowed mothers' pensions

NEWLY OPENED OPPORTUNITIES RESULTING FROM THE GROWING INDUSTRIALIZATION OF NEW YORK CREATED ALMOST UNLIMITED OPPORTUNITIES FOR MAKING, AND SOMETIMES LOSING, VAST FORTUNES.

Some outstanding opportunities of the period included:

- Railroad construction and consolidation
- Construction of city transportation systems
- Real estate and construction industry
- Need for new industrial designs to meet competition

Some personal qualities called for were:

- Audacity
- Inventiveness
- Ingenuity
- Judgment
- Organizational ability
- Vision

THE GREAT WEALTH ACCUMULATED BY CERTAIN NEW YORKERS IN THIS PERIOD HELPED NEW YORK CITY SET THE SOCIAL AND INTELLECTUAL TONE FOR THE STATE AND TO SOME EXTENT, FOR THE NATION.

Practices of the wealthy included:

- Copying Victorian, Gothic, and French Mansard style of architecture for their homes.
- Building and furnishing palatial homes
- Financing such musical activities as the opera and symphony orchestra
- Endowing museums and libraries
- Stressing "Society", with its life of an active pursuit of leisure, of culture, and of keeping up with the social leaders

Other cities imitated some of these practices on a smaller scale. Opportunities found in New York City attracted creative people because of:

- Rich background material for artistic expression
- Availability of money to purchase the creative output

. Opportunities for employment on newspapers, in book publishing and in the theatre
. Congenial company of those of similar tastes

Some artistic events worth noting are:
. Founding of the Metropolitan Museum (1880)
. Founding of the Metropolitan Opera House (1883)
. Armory Show (1913)

THE COLORFUL CONSPICUOUS CONSUMPTION OF THE WEALTHY WHO WERE BENT ON PLEASURE HAD ITS COUNTERPART IN THE SIMPLER BUT JUST AS COLORFUL RECREATION OF THE LESS WEALTHY.

Examples of this middle class and, in some cases, lower class recreation:
. Chautauqua Movement with its travelling lyceum-type series
. Resident stock theatre companies in larger cities
. Vaudeville and minstrel shows
. Recreational use of the bicycle
. Touring carnivals and circuses
. Excursions on steamboats
. The amusement park
. Growing importance of popular music
. Use of the stereopticon for viewing pictures from around the world
. Popular sports such as prize fighting, baseball, croquet

THE MATERIAL THINGS INCLUDED IN THE DISPLAY OF WEALTH BY THOSE WHO HAD BUILT VAST FORTUNES HAD A GREAT INFLUENCE ON THE VALUES OF THE REST OF THE PEOPLE

The drive for material wealth involved:
. Dreams of fame and fortune of immigrants
. Strong drive of native-born American to get ahead materially
. Aim of labor unions, not to cause a change in government but to get a fairer share of the wealth for its members
. Wide acceptance of the Horatio Alger myth that wealth was obtainable for all by hard work

DESPITE THE FACT THAT THE GOVERNMENT OF NEW YORK STATE WAS OFTEN DOMINATED BY POLITICAL BOSSES AND THERE WAS MUCH EVIDENCE OF CORRUPTION, CERTAIN RESPONSIBLE LEADERS EMERGED WHO WERE GENUINELY CONCERNED WITH SOLVING THE PROBLEMS CREATED BY THE CONDITIONS OF THE TIME.

Some examples of people and the problems they were concerned with solving were:
. Samuel Tilden's work in the overthrow of the Tweed Ring
. Grover Cleveland's fight against the spoils system
. Theodore Roosevelt's and Jacob Riis' work to improve tenement housing
. Charles E. Hughes' fearless investigation of gas and life insurance companies

- Alfred Smith's and Robert Wagner, Sr.'s work on factory legislation as leaders of the State Legislature
- Elizabeth Cady Stanton's and Susan B. Anthony's continuing work in the women's rights movement
- Lillian Wald's work with the poor in the Henry Street Settlement House

IN THE PERIOD FROM 1865 TO 1914 THERE WAS A RAPID GROWTH OF RELIGIOUS GROUPS IN NEW YORK STATE.

Many Protestant groups continued to grow, especially in the rural areas and the smaller cities. Roman Catholic and Jewish groups were increased by the successive waves of immigrants. Statistical evidence of growth of churches may be available in local areas. Church histories sometimes provide clues to the reasons for growth and for the particular types of religious institutions that were established or enlarged locally in this period.

TRENDS IN EDUCATION IN NEW YORK STATE IN THIS PERIOD HAD THEIR MAJOR, BUT NOT THEIR EXCLUSIVE, FOCUS UPON PROVIDING FREE SCHOOLING FOR MORE AND MORE PEOPLE.

Among the developments of the time were:

- Abolition of rate bills in 1867, making common schools wholly free
- Gradual conversion of the old private academies into free public high schools
- Development of State courses of study
- Institution of the State Regents examinations
- Growth of the State normal schools for the training of teachers
- Development of a dual system of public and parochial schools
- Making the availability of higher education less dependent on the financial status of the student by establishing tuition scholarships as early as 1865
- Encouragement of adult education classes to meet the needs of the vast numbers of immigrants

NEW YORK STATE SCHOOLS, ALONG WITH THOSE IN THE REST OF THE NATION, WERE A MAJOR INFLUENCE IN ESTABLISHING THE VALUES HELD BY ALL THE PEOPLE.

Values included:

- Emphasis on the formation of character and ethical guidance as illustrated by the widespread use of the McGuffey Eclectic Readers, which sold nation-wide an estimated 122,000,000 copies
- Prevailing religious spirit in school procedures and in the textbooks
- The goals of individual subjects emphasizing mental discipline in mathematics and grammar, patriotism in American history, pride in the grandeur of the country in geography, and care of the body, especially against the evil effects of alcohol and tobacco, in physiology

THE INDUSTRIALIZATION, URBANIZATION, CONCENTRATION OF CAPITAL AND STIMULATING INTELLECTUAL LIFE IN NEW YORK STATE ALL COMBINED TO SOW THE SEEDS FOR FURTHER DEVELOPMENTS WHICH EVENTUALLY MAKE EVEN GREATER CHANGES IN THE LIVES OF THE PEOPLE.

Some of the signs of things to come were:

- Increasing use of the labor of women outside the home in the non-durable goods industries and in the ever-growing business offices and retail stores
- The change in fashions in women's clothes caused largely because of their employment in factory and office
- The use of the gasoline engine in the tractor, automobile, and aeroplane
- The growing use of electricity not only in public and private business but also in the home
- The improvements in telephone communication
- The growth of an American intellectual life as shown in the "best sellers" in the book publishing and the 1913 Armory show in New York City
- The growing concern of the New York State government with the welfare of all its workers

OPTIONAL STUDIES

Suggested special optional studies: The Chautauqua Movement, Horatio Alger, Jr.; The Armory Show.

GENERALIZATIONS

A few sample generalizations that might be derived from Topic 6 and tested for validity in other contexts:

- Society often seems to require shock treatment to move toward even the most obviously needed reforms.
- Wars have stimulated invention and industrial expansion.
- Farmers, who normally have had no control over the prices of what they bought or what they sold, have had lower incomes than non-farmers.

CONCEPTS

A few sample concepts that might be introduced or deepened in Topic 6:

Child labor	Settlement house
Immigrant	Tenement
Physiology	Vaudeville

Additional generalizations and concepts should be developed by the teacher and the class as they work on Topic 6.

TOPIC 7
NEW YORK IN A MEGALOPOLIS SOCIETY

New York State in the past fifty years has undergone revolutionary changes: changes in the landscape, in economic life, in social structure, and in the interaction of the local, state, and federal governments.

The trend to urbanization in the past half century has been so accelerated that the great concentration of people and industry have earned a new name -- megalopolis.

Although the farm-centered economy of 1915 has changed to one that is urban centered, farming is still a major occupation and a preferred way of life for many New Yorkers. It has, of course, felt and responded to technological advancements.

Industrial growth, spurred by the massive needs of two World Wars, has been phenomenal. It has seen shifts to match changing technology, shifts in the location of plants and of centers of management, shifts in the skills needed -- often a factor in labor obsolescence with its human consequences. Changes in methods of transportation have been continuous and highly significant.

The economic and other changes that have affected the consuming public are evident everywhere -- in our banks and personal loan agencies, for example, in the chain stores, supermarkets, and in the attended and unattended dispensing and service-performing facilities of many varieties.

Social change has had many aspects. The immigration to our cities as well as the migration out to suburbia and exurbia have changed the social structure in all three areas. There has been an increase in the proportion of white collar workers and those with technological and managerial skills. Shifts in the size of age groups have occurred, with their effects on needs in education and social services.

Many of these many economic and social changes have created their special demands upon government. Governmental institutions, local, State, federal, often resistant to change, have taken measures to meet new needs. The interrelationship among the three levels of government have become increasingly complex as grant-in-aid and matching fund arrangements call for cooperative distribution and supervision of monies and services.

THE LANDSCAPE IN NEW YORK STATE HAS CHANGED MARKEDLY IN THE PAST HALF CENTURY.

The network of rural dirt roads has been largely replaced by stretches of superhighways, by three and four-lane concrete thoroughfares, and by miles of macadamized inter-community highways. Shady, winding, rural roads with their rattly covered bridges and their ankle-deep dust and mud have decreased though they have not disappeared from the scene altogether.

Along with new city sky lines, attractive suburbs, and carefully landscaped superhighway routes, there have developed squalid city and rural slums, highways lined with ugly neon-lighted "eateries" and other auto-related

phenomena, climaxed by the ultimate in ugliness, the auto graveyard.

Many interesting comparisons can be made by examining a specific local landscape as it was in 1915 and as it is today. A few are:

- In rural areas, active *v.* inactive or abandoned farms, migrant labor camps
- Changes caused by changes in highways, railroads, addition of airports
- "Good" neighborhoods that have become slums
- Slums that have been eliminated with housing projects built in their place
- Added industries or newer industries replacing older ones
- Numbers of gasoline stations 1915-1965
- New office buildings compared with what they displaced

FARM LIFE IN NEW YORK IS MUCH CHANGED SINCE 1915 BUT STILL AN IMPORTANT PHENOMENON ON THE ECONOMIC SCENE.

One is hard put today to find an old-time general family farm, but there are many dairy farms, fruit farms, vineyards supplying wineries, truck farms, and poultry farms which show a range of prosperity from affluence to desperation. Many rural businesses have grown up also to serve the traveling public -- the country hotel and motel in response to tourism as well as the roadside market, gift shop and antique shop.

Constantly changing statistics should be used to measure such items as:

- The proportion of the State's gross product based on agriculture
- Relative values of different agricultural crops
- Comparisons between incomes of farmers and non-farmers
- Costs of starting a farming enterprise today (Comparisons with earlier eras will be interesting.)
- Value of farm aid programs that can be measured in money (the value of the advice of a County Agent, for example, would be hard to translate into statistics.)

NEW YORK FARM LIFE RETAINS SOME OLDER FEATURES, BUT THE DISTINCTION BETWEEN URBAN AND RURAL LIFE BECOMES CONSTANTLY MORE BLURRED.

Features retained from the past include:

- Support, though on a declining scale, of local Granges and County Fairs
- Tendency to conservatism in politics
- Pockets of resistance to school consolidation

Evidences of the erasing of "hick" or "hayseed" images:

- Conveniences of all sorts in the farm home
- Ending of distinctions in speech, manners, dress, recreational choices
- Equalizing effects of educational facilities and their use
- Equalizing consequences of radio, television, the bookmobile, travel

CERTAIN GEOGRAPHIC AND SOCIO-ECONOMIC CONDITIONS WERE AT WORK THROUGHOUT NEW YORK'S HISTORY, FELT THE ACCELERATING EFFECTS OF TWO WORLDS WARS, AND

MADE NEW YORK CITY, ALREADY ONE OF THE WORLDS GREAT METROPOLISES, THE FOCAL POINT OF THIS NEW TYPE OF REGION, THE MEGALOPOLIS.

Some natural conditions were:
- New York City's fine harbor facing Europe
- Convenient corridors to the west for land and water transportation
- Central location of the City in the Atlantic Coastal Plain
- Moderate climate favoring agriculture, commerce, and industry

Some economic conditions were:
- Concentration of factories which produced a wide variety of products, needed in war and in peace: for example, steel, electrical products, optical instruments, and textiles
- Easy access to capital for business expansion in financial center of the world
- Highly developed transportation system spreading out of New York City
- Continuous man-power supply to meet the needs of the expanding economy: immigrants from Europe and migrants from rural America

THE MEGALOPOLIS STEMS FROM URBAN SOCIETY'S NEED FOR MORE AND MORE SPACE.

Megalopolis is a Greek word meaning "a very large city." Actually we use the term to mean a cluster or chain of urban areas which expand until they become virtually a continuum.

The most highly developed megalopolis in the world is the region which stretches from southern New Hampshire to northern Virginia and from the Atlantic shore to the Appalachian foothills. New York City is only one of the core cities in this Atlantic Seaboard Megalopolis. Others are Boston, Philadelphia, Baltimore, and Washington, D. C.

Other fast growing or incipient megalopolises:
- The industrial Midwest
- The California Seaboard
- In New York State — the Capital District, Syracuse - Oneida - Rome District, Binghamton area, Niagara Frontier

CERTAIN FORCES AT WORK WITHIN NEW YORK CITY WERE RESPONSIBLE FOR THE MIGRATION AWAY FROM THE CITY INTO THE SUBURBS.

Physical conditions associated with the overcrowdedness made city living increasingly unsatisfactory:
- Noise
- Air pollution
- Growing ugliness of the city
- Lack of space and high cost of satisfactory housing
- Frustrations of intra-city transportation

Dispersal of manufacturing and warehousing created more employment outside of the city.

The migration into the city of various under-privileged groups was

accompanied by the moving of middle class people out to the suburbs.

Lack of widespread insight into the nature of the evolving problems meant that efforts to solve them were patchwork in nature or non-existent.

THE MEGALOPOLIS HAS MADE GREAT CHANGES IN THE FACE OF THE LAND WITHIN ITS BOUNDARIES.

Changes include:

- Increasing number of built-up areas which are either tightly woven residential communities or concentrations of manufacturing plants
- Suburbs with their residences and industry with surrounding woodlands which appear as rural areas from the airplane
- Gradually receding farm areas as housing and industry cut into the farmlands so that there is little contrast between the town and country.
- Wasteful use of land as clusters of homes are often built with no overall planning
- Contrasting nature of suburbs: some designed in good taste, other monotonous and lacking beauty or style
- Suburban villages connected by strings of shopping and business centers surrounded by a sea of parking lots off main highway arteries and connecting one suburb with another

THE WIDESPREAD OWNERSHIP OF THE AUTOMOBILE HELPED CREATE MEGALOPOLIS ITSELF AND MANY OF ITS PROBLEMS.

Car population of 1960 was almost equal to human population of 1900.

Automobile transportation made possible the development of suburbs and exurbs not tied to rail transportation.

Some problems that many city planners attribute to the widespread use of the automobile to and from the city are:

- Excessive amount of space occupied by the automobile using valuable taxable real-estate for highways and parking
- Disproportionate amount of time spent getting to and from the city core
- Displacement of people and facilities when highways and parking places are built
- Health and safety hazards connected with its use
- Decline in the use of public transportation systems because of widespread idea that automobile transportation is cheaper and more convenient
- Inestimable effect of car transportation on the human nervous system

INDUSTRY IN NEW YORK STATE AFTER WORLD WAR II TOOK A NUMBER OF NEW DIRECTIONS.

Several factors, with competition in the forefront accelerated the tendency of machines to displace men -- automation.

New machines and methods led to the need for new plants which were often built in the suburbs.

New products developed during World War II had to seek new kinds of markets for their products e.g. synthetic rubber, synthetic fibers, electronics.

Dispersal of plants was accompanied by the concentration of head offices in large cities like New York which resulted in the building of many new office buildings in the city.

MANY OF THE PROBLEMS OF NEW YORK CITY ARE INTERRELATED WITH THE REGIONAL SPREAD OF PEOPLE AND INDUSTRY.

The proportion of people dependent upon the city for part or all of their living, through public welfare, has increased with the large in-migrations from the South and Puerto Rico and the movement of the middle class from the city.

The decline in tax revenue as the middle class moves out of the city curtails the money available for the needs of those remaining in the city. Some needs are:

- Quality education for the children of the deprived
- Decent housing for the poor
- Appropriate housing for older people
- Recreational facilities for all, including safe, attractive open spaces

The city must maintain such services as transportation in and out of the city, museums, zoos, and botanical gardens which are not paid for by their constant users.

The movement to the suburbs causes a general decay of the downtown shopping and business centers and a consequent loss of city tax revenues.

The majority of the people remaining in the core city lack the political ingenuity or interest to solve the complex problems of the city.

THE PROBLEMS OF SLUMS, ESPECIALLY OF SLUM HOUSING, HAVE NO SIMPLE ANSWERS BUT THESE PROBLEMS SUGGEST MANY QUESTIONS TO WHICH ANSWERS NEED TO BE FOUND.

A few typical questions that need to be considered are:

- How can slum clearance be accomplished without destroying the self-policing nature of a true neighborhood?
- What can be done to keep middle class people in the core city?
- What services are needed to help migrants with the most unsophisticated rural backgrounds adapt to city standards?
- What measures can be taken to prepare young people from slum backgrounds to raise their educational and socio-economic levels?

THE MOVEMENT OF PEOPLE FARTHER AND FARTHER AWAY FROM THE INNER CORE OF THE CITY HAS CREATED A NEW TYPE OF LIFE IN SUBURBIA AND EXURBIA.

Economic life is characterized by:

- Intense specialization and sophistication of area farming to meet the needs of the region e.g. raising of poultry, vegetables, and

nursery stock
- Concentration of employment in the core city of many commuting executives with responsibility for finance, trade, and communication, for example, in the head offices of some great corporations
- Continued employment of many people from the suburbs in light industry in the core city
- Movement of industry farther and farther away from the core city to take advantage of cheap land -- often ahead of the people

Social life is marked by:
- The tendency of people in suburbia to cluster in homogeneous groups such as those in the same or in related occupations or income levels
- Uniformity of age and family organizational groups (nuclear family)
- Institutionalizing of the activities of the young people because of a lack of open space nearby and the use of car transportation to centers of planned activities
- Isolation of the woman at home, especially in exurbia, from daily contacts with adults of varying social groups

Political life is marked by:
- Proliferation of local governments without clearly defined jurisdiction over such services as maintenance of highways, water supplies, and fire and police protection
- Increasing cost of these local governments which often tend to be narrow and parochial in outlook
- Continuing resentment between core city and suburbia
- Difficulty in defining the role of the federal and State government in the suburban regions spreading out from New York City and over State lines

Intellectual life in suburbia is characterized by:
- Emphasis on good schools and good teachers for the children
- Dependence of some of the adult population on New York City for stimulation and creativity
- "Wasteland" for many adults in the television programs, in the drive-in movie offerings, and in the mass-produced articles on shopping center shelves.

LIFE IN A CORE CITY LIKE NEW YORK CONTINUES TO BE VERY ATTRACTIVE TO MANY PEOPLE.

The attractions of the large cities in New York State but especially New York City include:
- Multiplicity and convenience of large and small shops with their variety of offerings
- Colorful and variegated life resulting from people with a wide range of backgrounds
- Interesting smaller neighborhoods
- Wide spectrum of the architectural style of the buildings from colonial time to the present
- Stimulation of just walking the streets, and window-shopping
- Relatively convenient transportation within the city
- The gathering together of the best in the world of art, music and drama

- Variety of work opportunity, especially in service occupations
- Opening opportunities for creative work in public service
- Educational opportunities of the city for both children and adults

Certain groups of people prefer city living to that of suburbia. Some of them are:

- People whose work is characterized by irregular hours such as those in communication and entertainment industries
- "Transients" or those sent by large companies to work in main offices for short periods of time
- Academic people connected with universities
- Young unmarried people
- Childless people who feel out of place in the child-centered suburbs
- Unattached people as widows, spinsters, and bachelors
- Returnees to work whose families have been raised
- Those who enjoy the stimulation of the best of the fine arts, the plastic arts, and the performing arts

THE MEGALOPOLIS STEMMING FROM NEW YORK CITY, WHICH IS MADE UP OF PEOPLE WHO ARE ON THE AVERAGE, THE RICHEST, BEST EDUCATED AND BEST SERVICED PEOPLE IN THE WORLD, IS PLAGUED BY PROBLEMS CREATED BY THEIR MEGALOPOLITAN WAY OF LIFE.

Among the problems are:

- Transportation and parking, increasing problems because large numbers of job openings are in outer suburbia which can be reached only by automobile
- Fast disappearance of open land which has aesthetic value and recreational use and is not too remote
- Interregional cooperation needed because of the increasing use of water caused by specialized farming, suburban lawns and gardens, household conveniences, and the huge demands of industry
- Similar cooperation needed because of polluted air from the innumerable cars, power houses, and manufacturing plants
- Difficulties arising from the complex system of distribution of State and federal aid to local governments
- Special difficulties raised by the complex problems of ethnic and racial interrelations in the areas of education, housing, and employment
- Need for the people of the area to recognize and profit from the lesson learned by some metropolitan planners that there is a suprisingly close relationship between the improved appearance and soundness of a city and the degree to which laymen have been personally involved in regional planning.

OPTIONAL STUDIES

Suggested special optional studies: County Fairs; A planned city restoration project (not necessarily in New York State); An ideal shopping center.

GENERALIZATIONS

A few suggested generalizations that might be derived from Topic 7 and tested for validity in other contexts:

- Unplanned growth in an area is more likely to produce ugliness than beauty.
- Conservationists are usually listened to only when conditions become almost irreparable.
- There are very few problems in an industrialized society today whose solutions are solely within the province of the local government.

CONCEPTS

A few sample concepts that might be introduced or deepened in Topic 7:

Arterial highway	Migrant
Core city	Rural slum
Metropolis	White collar worker

Additional generalizations and concepts should be developed by the teacher and the class as they work on Topic 7.

TOPIC 8
LOCAL AND STATE GOVERNMENT AND CIVIC RESPONSIBILITY

The placement of this topic, *Local and State Government and Civic Responsibility*, is, as noted in the introduction to this syllabus, an arbitrary one. The content here could have been dealt with -- in fact in many instances, it has been -- within the chronological framework of the course. The State constitutions might be studied as they appear in history. So also could the modifications made from era to era in the structure and functions of local government. Some teachers may prefer this contextual organization which we have suggested, for example, for the study of our evolving geography -- the ever-changing interaction of New Yorkers and their environment.

The merits of the separate treatment are, however, worth considering. This treatment gives time for a fairly detailed examination of the interplay of different levels of government. It affords an occasion to make sure that important political concepts (vocabulary) have been introduced or reinforced. It provides, too, a natural place for a review of chronological history with a political emphasis. If the class has, perchance, used the old but useful technique of keeping a parallel time chart (in notebooks and/or on oak tag or store wrapping paper stretched around the room over the chalkboard), this political band, with the names of governors, laws, and changes in suffrage requirements, for example, could fill one strip. Another strip could feature changes in the landscape, another technological changes and others affecting economic life and, of course, one would be devoted to social and cultural change.

A further advantage of the separate study of government is that it affords a natural place to emphasize those aspects of practical politics appropriate for seventh graders and to stress the correlation between good government and a concerned, well-informed body of citizens.

GOVERNMENT IS AN ORGANIZATION FORMED TO PERFORM SERVICES FOR PEOPLE FOR WHICH THEY HAVE A COMMON NEED.

In the United States we have two main governments - the federal government and the State government.

The Federal government is the organization which performs the services which the State government cannot do as well, such as protection from the foreign enemy and the provision for the general welfare of the people of the fifty states.

The New York State government is an organization which takes care of the needs of the people not taken care of by the federal government. Some typical functions of the State government have always been:

- Setting up qualifications for voting
- Deciding what offenses against the public are crimes and how they shall be punished
- Giving help to improve transportation in the State

- Organizing courts
- Organizing the State militia
- Deciding upon an educational policy and implementing it

THE ORGANIZATION OF THE NEW YORK STATE GOVERNMENT AS WELL AS THE UNITED STATES GOVERNMENT IS DESCRIBED IN A WRITTEN CONSTITUTION.

From 1777 to the present the Constitution has always provided for:
- A legislative branch of two parts, the Senate and Assembly
- An executive branch, headed by the Governor, to enforce the laws
- A judicial branch (the courts) to decide whether an accused individual has broken the law and to prescribe the punishment if he has
- A section quaranteeing such rights as religious toleration and trial by jury

The present constitution of New York State contains:
- A Bill of Rights plus a statement on the rights of labor and an anti-discrimination section
- Definite statements on qualifications for voting, methods of registration and election rules
- Qualifications of and numbers of the members of the Senate and Assembly
- Steps by which a bill becomes a law
- Qualifications, powers, and duties of the governor, lieutenant governor, comptroller, and attorney general
- Detailed description of the State court system
- Sections on the machinery for the preparation and implementation of the budget
- Restrictions on the indebtedness of local government
- Description of the patterns of local government
- Safeguards for the issuance of corporation charters
- Enunciation of the principles of public education
- Organization of a State militia
- Code of ethics for public officials
- Statement of State policy and responsibility for the fields of conservation, canals, social welfare, and housing
- Procedures for amending the State Constitution

SUCCESSIVE NEW YORK STATE CONSTITUTIONS HAVE REFLECTED THE CHANGING NEEDS AND THE DESIRES OF THE PEOPLE OF THE STATE.

The Constitution, written in 1777 by a committee, tended to place the power in the hands of a few people. This was done by:
- Restricting voting to property owners generally, and to freemen of the two cities of New York and Albany
- Limiting the freedom of action of the legislature by a Council of Revision and a Council of Appointment
- Limiting the power of the governor.

This was the period of transition from colonial autocracy to state oligarchy.

The New York State Constitutional Convention of 1921 broadened suffrage and strengthened the power of the governor who represented all the people, for this was the era of great migration and settlement in New York and men felt their "strength."

An amendment taking effect in 1827 abolished slavery, for the free farmer of New York State would not have slavery as an institution in his State.

The Convention of 1846 made more offices elective thus reflecting one idea of Jacksonian Democracy.

The convention of 1894 wrote the present constitution of New York State which has been amended many times giving the governor more direct responsibility (short ballot), consolidating departments for more efficiency, protecting the rights of labor and of minorities, and giving women the right to vote.

THE GOVERNMENT OF NEW YORK STATE CONTROLS AND SUPERVISES ITS PUBLIC EDUCATION UNDER A CENTRALIZED STRUCTURE WHICH RECEIVES ITS DIRECTION FROM THE CONSTITUTION AND LAWS OF THE STATE.

The Board of Regents, made up of fifteen leading citizens chosen one each year for a term of fifteen years by a joint ballot of the State Legislature, directs the education activities of the State for the separate, non-political, corporate entity of the State government, the University of the State of New York. This direction includes:

- Jurisdiction over all schools, private and public from primary to university and from trade to professional schools
- Setting standards (for example, issuing professional licenses and Regents examinations), distributing funds and providing for the supervision of instruction in public schools
- Control of the quality of teaching in private schools and the determination of the equivalency of the courses offered
- Chartering of institutions of higher learning, accrediting their courses, and fixing their standards
- Incorporating and regulating libraries and museums
- Licensing of and admission to all professions except law
- Operation of a scholarship program
- Reviewing motion pictures (This function was abolished by a recent court decision, subject to appeal)
- Listing subversive organizations
- Approving school bond issues

The Board of Regents appoints a Commissioner of Education, a professional educator, to carry out its work and serve as President of the University of the State of New York.

Geographical centralization of schools in rural areas to provide better educational facilities has been encouraged through financial aid in transporting students and in constructing central schools.

Regular yearly financial aid to the local school districts based, at present, on the pupil as a unit of measure for the aid, is an important factor in the control of the quality of education in the State.

THE NEW YORK STATE GOVERNMENT HAS TAKEN CARE OF THE ADMINISTRATION OF THE DIFFERING NEEDS OF ITS PEOPLE IN DIFFERING AREAS BY PROVIDING FOR LOCAL GOVERNMENTS.

Provisions made by the State Legislature include:

- Division of the State into 62 counties
- Division of all counties into townships which provide the local government for what was in most cases a rural area
- Opportunity for more densely populated parts of towns to become incorporated as villages if the people desired more services than those supplied by the town
- Exemption of cities from the town within whose geographic boundaries it is located

County lines have become distorted by city spread: New York City occupies five counties.

The ever-increasing movement from the city has changed many towns from rural to urban entities.

COUNTY GOVERNMENT, WHICH AS A DUAL ROLE IN NEW YORK STATE, IS ALSO CHANGING TO MEET THE CHALLENGE OF THE NEW WAY OF LIFE IN MOST PARTS OF NEW YORK STATE - THE SPREAD OF PEOPLE AND INDUSTRY FROM THE CITY TO THE COUNTRYSIDE.

The county carries out State programs in its area. Examples of these programs are:

- Administration of State relief and child welfare programs
- Superintending highways for State Commissioner of Public Works
- Supervising weights and measures for the Department of Agriculture and Markets
- Administering State election laws
- Organizing the county courts

The county is a unit of local government which makes its own laws, extends its own services, and enforces its own rules. Examples of these activities are:

- Building and caring for county roads such as "farm to market" roads in rural areas and the beautiful county parkways of Westchester and elsewhere
- Promoting public health, for example, by detecting and treating T.B., and by programs for maternal, infant, and child hygiene
- Keeping order

Some of the State programs carried out by the county are also federal government programs such as Social Security and highway construction.

Some of the county programs receive much aid from the State and the federal government such as the health programs.

Some counties which have become suburbanized are now called upon to perform services which once belonged to villages and towns such as water, sewage, and drainage.

COUNTY GOVERNMENT, WHICH HAS TENDED TO REMAIN ANTIQUATED, HAS BEEN ENCOURAGED TO MODERNIZE BY THE NEW YORK STATE LEGISLATURE.

County government has traditionally had no single executive and members of its legislative body sometimes serve in other capacities in the districts which they represent.

- The Board of Supervisors is made up of men chosen from political divisions in the cities (wards) and one from each town
- The supervisor from the town is the main official in the town government
- Some towns now contain more people than a city and therefore there is unequal representation

Traditional county government has many elected officials whose jobs are of administrative nature. Some examples are:

- County treasurer and county auditor
- Superintendent of the Poor or Commissioner of Public Welfare
- District attorney
- Coroner
- County clerk

Since 1930 the State Legislature has encouraged counties to recognize and update their machinery of government.

- Constitutional amendment allows Nassau and Westchester County to experiment with new forms of government
- Laws in 1935-37 made options available to counties
- Amendment to county government in 1953 proposed four alternative forms of county government.

Most counties have not taken advantage of these choices.

THE TOWN, WHICH IS A SYMBOL OF LOCAL INITIATIVE SINCE IT WAS THE FIRST UNIT OF LOCAL GOVERNMENT, HAS VARIED STRUCTURES EVEN THOUGH THERE HAVE ALWAYS BEEN STANDARDS IMPOSED UPON IT BY THE STATE.

Some standards for the town set by the State are:

- Services which must be performed depending on the population as a first or second class town
- General structure of the government dependent on the size of population

The officials of a town government usually include:

- An elected town board
- An elected supervisor who serves as chairman of the town board, a town executive, and a county legislator
- An elected town clerk who is not a member of the town board
- An elected justice of peace who does serve on the town board
- An elected Superintendent of Highways
- Elected assessors of real property

The services taken care of by the town include:

- Maintenance of feeder roads
- Maintenance of a police force
- Provision for fire protection
- Establishment of districts within the town which may render special services for special areas such as paid fire protection, water, garbage and rubbish removal
- Provision for the education of the children

THE VILLAGE IN MANY PARTS OF NEW YORK STATE IS GRADUALLY LOSING ITS PURPOSE AND ITS IDENTITY.

Originally village government was designed to meet the requirements of people living in the more densely populated part of a rural town. Some of the requirements include:

- Additional police protection
- Sewer system
- Garbage disposal
- Street lighting
- Licensing of trades and occupations

The movement of people from the city to the town and from the village out to the towns has created the urban town which is hardly distinguishable from the village.

THE STRUCTURE AND FUNCTIONS OF THE VILLAGE IN NEW YORK STATE OVERLAP WITH THE STRUCTURE AND FUNCTIONS OF THE TOWN.

Town taxes are levied upon village property and village citizens participate in the election of town officers.

Jurisdiction overlaps in such areas as construction and maintenance of roads and small bridges.

The structure of a village (what it does, how it operates, and the limitations imposed upon it) is decided upon by the Legislature of the State of New York

The government of most villages includes:

- An elected Mayor
- An elected Board of Trustees for passing ordinances and managing village affairs
- An elected police justice who has juridsiction over misdemeanors committed within the boundaries of the village
- An appointed clerk and treasurer

THE CREATION OF CITIES IN NEW YORK STATE IS A POWER GRANTED TO THE STATE LEGISLATURE WITH CONSTITUTIONAL RESTRICTIONS.

The Constitution delegates to the State Legislature the duty of arranging for the organization of cities, limiting their powers of taxation, assessment, borrowing, and involvement in debt.

The State Legislature must approve each city charter whose liberality has often depended upon the political acuteness of its makers.

A home rule amendment to the Constitution in 1923 gave cities much freedom on matters relating to the property and government of the city.

Cities may make changes in their charters but must follow a procedure set up by the State Legislature.

Cities may pass local laws but they, too, must follow a procedure set up by the State Legislature.

The structure of city government outlined by State law until 1939 is still followed even though this structure is no longer necessary. Some of the State-suggested structural plans are:

Weak Mayor Council Plan
Strong Mayor Council Plan
Commission Form of Government
Council-Manager Form

THE PRIME FUNCTIONS OF CITIES, WHICH HAD THEIR ORIGIN AND PERIODS OF GREATEST GROWTH WHEN THE STATE WAS STILL PREDOMINANTLY RURAL, ARE NO LONGER EXCLUSIVELY CITY FUNCTIONS.

Examples of such services which are also performed by suburban governments are:

- Water and water supply
- Sewage disposal
- Paid fire protection
- Streets and street repair
- Public parks and playgrounds

Areas in which closer cooperation between the city government and its surrounding areas is needed so that the people of whole areas may be better serviced are:

- Air pollution
- Sources of water
- Police protection
- Treatment of minorities seeking housing
- Securing of "open space"
- Overall sewage disposal
- Maintaining and developing regional beauty

Some examples of present day area cooperation that goes beyond the city and extends even into other states and Canada are:

- Port of New York Authority which has jurisdiction over the bridges, tunnels, and transportation terminals that are shared by New York and New Jersey
- Lake Champlain Bridge Commission involving New York and Vermont
- Power Authority of the State of New York, Buffalo and Fort Erie Public Bridge Authority, and the Niagara Falls Bridge Commission representing cooperation between New York and Canada

- Interstate Commission on the Delaware River Basin (INCODEL), with jurisdiction over the development of the natural resources of the Delaware watershed for New York, New Jersey, and Delaware
- Tri-State Traffic State Commission representing a common effort by New York, New Jersey, and Connecticut to promote traffic safety

POLITICAL PARTIES ARE ORGANIZATIONS FORMED BY THE PEOPLE FOR THE SPECIFIC PURPOSE OF GETTING THE BEST POSSIBLE RESPONSIBLE GOVERNMENT.

Individuals express their power to influence public opinion through major or minor parties, "in parties" or "out parties." Their functions are:

- In the case of one or both of the major parties, to be responsible for running the State government. Sometimes the executive and legislative are of the same party, concentrating the responsibility. At other times, they are of opposite parties, giving more opportunity for each to evade responsibility.
- In the case of the minor parties, to bring out issues not dealt with by major parties. The minor parties sometimes compel the major parties to take a stand on issues which the major parties would prefer to evade.
- In the case of the "out party" to make public anything about the "in party" that seems to the "out party" to be in the public interest. This is a watch dog function which is especially useful to the public which might otherwise have difficulty in knowing what is going on.

THE POLITICAL PARTY, LIKE THE GOVERNMENT, HAS A WELL DEFINED STRUCTURE AND DEFINITE RULES UNDER WHICH IT OPERATES.

The structure of a political party consists of:

- Two committeemen chosen from each of the election districts in the State for a term of two years to form a county committee of their respective counties
- Two State committeemen for each of the assembly districts
- Two national committeemen from each state

The duties of the committeemen are:

- The district committeemen serve as liaisons between the people and the party and are responsible for getting out a good vote in the district.
- The district committeemen, serving as part of the county committee, may be very active in forming party policy or may be just rubber stamps for the decisions of an inner group.
- The State Committeemen are very influential in making party policy and in the nomination of candidates on a State level. They designate the State's electors for President and Vice President and name the two national committeemen.
- The National Committee raises funds for the national election and does research. It plays an active part in the national campaign only if the candidate so wishes.

THE NEW YORK STATE GOVERNMENT LAYS THE GROUND RULES UNDER WHICH POLITICAL PARTIES MUST OPERATE.

Some of the government rules are:

- Machinery for elections must be bipartisan.
- An official party (one on the ballot) must have polled 50,000 votes for governor at the previous election, with special provisions for newly formed parties.
- Voters join a party at the time they register to vote.
- Party affiliation may be changed in places not requiring personal registration by appearing before the County Board of Elections.
- Primary elections are not held if there is no contest within the party .

SINCE A PROGRAM CAN BE PUT INTO EFFECT ONLY IF A PARTY WINS AN ELECTION AND IS THUS IN A POSITION OF POWER, POLITICAL PARTIES HAVE DEVELOPED CERTAIN COMMONLY ACCEPTED METHODS TO ACHIEVE THE PURPOSE OF GETTING ITS CANDIDATES INTO OFFICE.

Some commonly accepted methods are:

- Building a record by working for those things which many of the voters want
- Developing a platform that makes clear just where and why the party stands on certain issues
- Presenting acceptable candidates -- those that they feel are the best of all possible (or available) aspirants -- and supporting them when they are elected
- Financing the campaign by holding fund-raising events and securing contributions of time and money from interested citizens

THE CITIZEN'S BEST WAY OF GETTING THE GOVERNMENT TO RESPOND TO HIS WISHES IS BY JOINING WITH OTHER CITIZENS AND BECOMING ACTIVE AND VOCAL MEMBERS OF A POLITICAL PARTY.

Activity in a political party involves:

- Registering as a member of one party or another so that one is entitled to vote in the primary election
- Voting in primaries where the real choices are made
- Attending party meetings and taking an active part in a discussion of party policy
- Working for the party in the campaign
- Supporting the party's candidates by voting on election day

A POLITICAL PARTY WILL PERFORM ITS FUNCTIONS ONLY AS WELL AS THE INTEREST OF THE PEOPLE DEMANDS AND THE QUALITY OF ITS LEADERSHIP PERMITS.

Some examples of the response of political parties in New York State are as follows:

. The awakening sense of political democracy on the part of the people at the turn of the 19th century, even though many lacked a real understanding of its implications, led both the Federalist and Democratic-Republican

parties to nominate as candidates for government men of ability and integrity, John Jay and George Clinton. Both served the State well in the office of governor.

. DeWitt Clinton's work as head of the Canal Commission and the interest of the people of the State in an Erie Canal led to his election as governor from 1817-1822 and 1824-28 and the triumphant completion of the Canal.

. The developing sense of democracy in the first two decades of the 19th century caused the political parties to call a constitutional convention and to write a new constitution for the State in 1821 which extended the suffrage.

. The breakdown of the nation's moral standards in the political world after the Civil War and the consequent lack of general interest in the quality of political party performance is evidenced in New York in the excesses of the Tweed Ring in the Democratic Party and the collaboration with it of some upstate Republicans.

. Many amendments to the State Constitution to insure better government in New York State rejected by the voters in 1867 were adopted by them in 1874. There followed a succession of such able governors as John Dix, Samuel Tilden, Grover Cleveland and David Hill.

. Demands by the consumers at the beginning of the 20th century led to investigations of gas and insurance companies and their corruption; this helped to bring the subsequent election of Charles Evans Hughes as governor.

· The awakening of general public interest in labor conditions caused by the tragedy of the Triangle Fire in 1911 gave Alfred E. Smith and Robert Wagner Sr. the opportunity to promote the passage by the State Legislature of a comprehensive and outstanding program of labor legislation for New York State. The respect for Alfred E. Smith made possible his election as governor in the post-World War I period. His accomplishments included establishing a system of centralized and responsible government, the adoption of a body of welfare legislation surpassed by no other state, and the revitalization of the democratic spirit when democratic thought and practices appeared at a low ebb.

· Franklin D. Roosevelt, one of the first officials in the State and the nation to realize that the Great Depression had made private misfortune a public responsibility, took leadership in setting up a program of Temporary Emergency Relief which set a pattern for State and federal governments during the depression of the 1930's, action which contributed to the success of the Democratic Party.

. The feeling of trust inspired by Herbert Lehman led voters in the 1930's to elect and reelect him as governor thus insuring a Little New Deal Program in New York State.

. As a result of a grand jury demand for investigation of racketeering in New York City, Thomas E. Dewey rose to prominence, and as Governor of the State revived the Republican Party and provided the State with the high quality administration that the people of the State had come to expect.

. In the decade following the Dewey administration, the State under Governor Averell Harriman, Democrat (1955-1958) and Governor Nelson A. Rockefeller, Republican (1959--) has moved ahead in response to popular demand and with administration leadership in such fields as court reform and increased aid to education.

SINCE OUR GOVERNMENT FUNCTIONS THROUGH THE OPERATION OF THE TWO-PARTY SYSTEM IT IS BETTER FOR BOTH PARTIES TO STRIVE TO PRESENT REASONABLE PROGRAMS AND GOOD CANDIDATES SO THAT EITHER PARTY HAS A CHANCE AT EACH ELECTION TO GET CONTROL OF THE GOVERNMENT.

Reasonable programs embody those things which large numbers of people desire the government to do at any one time in history, such as:

- Extension of male suffrage in New York in the first three decades of the 19th century
- Regulation of the extension of slavery in the next three decades
- Protection of women's rights in the latter part of the 19th century.
- Help from the government in times of depression as in the 1930's
- Protection of the civil rights of minorities from 1940's to the present

Parties may differ about the speed at which such programs should be implemented and the manner of implementation but they cannot ignore the desires.

- Ignoring the desire for greater participation in the government by the people helped cause the downfall of the Federalist Party.
- Avoidance of a stand on the slavery issue led to the downfall of the Whig Party and the impotence of the Democratic Party for a period after the Civil War.
- Failure of some part of the Republican Party to respond to popular sentiment during the depression in 1930's almost caused the decline of the two-party system.

The "climate" of "having a chance" results in the nomination of an excellent candidate from the party, as illustrated by the nomination of Alfred E. Smith for governor in 1918 by the Democrats and of Thomas E. Dewey in 1942 by the Republicans.

IN ADDITION TO BELONGING TO AND WORKING FOR A POLITICAL PARTY, A CITIZEN HAS DUTIES WHICH ARE OUTSIDE OF THE REALM OF THE PARTY.

Some of these duties are:

- Serving on the jury without delay or excuse
- Attendance at hearings on issues of public interest such as school bond issues, and zoning
- Membership on non-partisan non-paid committees set up for specific purposes
- Writing letters to the local newspaper about one's views
- Giving of one's services and talents to make the community a better place to live
- Assisting in the enforcement of law by being willing to testify if necessary

OPTIONAL STUDIES

Suggested special optional studies: Weights and measures rules; The Port of New York Authority; Work of district committeemen in political parties.

GENERALIZATIONS

A few suggested generalizations that might be derived from Topic 8 and tested for validity in other contexts:

- Institutions tend to outlive their usefulness.
- The people in a democracy can have good government if they want it enough to work for it.
- A political party cannot survive by dodging the most burning issue of the time.

CONCEPTS

A few sample concepts that might be introduced or deepened in Topic 8:

Assessor	Primary
Charter	State aid
Militia	Suffrage

Additional generalizations and concepts should be developed by the teacher and the class as they work on Topic 8.

GRADE EIGHT
UNITED STATES HISTORY

"Our Cultural Heritage, Part II" might be the subtitle for this 8th grade course, since it is actually a continuation of "Our Cultural Heritage," as developed in grade 7. It picks up the theme with the struggle for national independence and carries it through successive eras to the present. As in grade 7, there is an attempt here to view the culture as much as possible as a unified whole -- to sense its *Umwelt*. Certain stages of development -- frontier, homespun, industrial -- which were studied in grade 7 in some detail in terms of New York State, are now fitted into the national pattern. These stages are not identical everywhere. They occur at different times in different places and are modified by divergent environments. The frontier era in central New York, for example, had some features in common with the later ranchers' and miners' frontiers of the West (in fact, with frontiers in general) but it obviously also had some major differences.

In the K-12 plan for social studies proposed in the current series of syllabuses, each year's work is an indispensable step of a carefully planned sequence. To each year has been assigned special responsibility for developing definite understandings and skills. This plan places within this 8th grade course almost the entire responsibility of providing students with a sense of the sweep of American history, with the chronology which forms a basic framework of our nation's past.

This is a year dedicated to the study of those fundamental ideas which so many Americans have supported and defended with toil, with wealth, with life itself. Memorizing lines from the Declaration of Independence, for example, should be no mere academic exercise for the 8th grader. He should understand as well as know by heart:

"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. That to secure these rights, Governments are instituted among Men, deriving their just power from the consent of the governed."

This is an appropriate time for pupils to learn, or recall, these words and then to follow the story of how Americans have striven, often in the face of temporary failure and delay, to make the words a reality. From the story he should develop an appreciation of the progress that has been made, a knowledge, acquired without undue cynicism, of the unfinished tasks that lie ahead, and a sense of his own responsibility to carry out these tasks.

AN INTERDISCIPLINARY COURSE

This course of study, like that of grade 7, draws its material from all the major social science disciplines. Primarily, of course, it is history, but history in its broadest sense, each period drawing upon the social sciences as needed to round out the picture of how Americans have thought, lived, worked, organized into groups, and governed themselves.

Geographic understandings, as in grade 7, are developed in the contexts of major periods of our history. The interaction of man and the terrain are noted, for example, as they affected military campaigns--the Revolution, the Indian Wars, the Civil Wars, the overseas wars; as they affected movements of people and of products; and as they affected the lives and fortunes of successive generations of Americans.

Government is again accorded separate consideration, in addition to its inevitable inclusion as part of the stream of history. The separate treatment has been adopted for emphasis, and for the opportunity it provides for ending the course on the note of patriotism and civic responsibility.

A FEW GOALS

What does this generation of 8th grade pupils have a right to expect from this course in United States history?

- As noted before, the chronology of United States history.
- A true account, one free from chauvinism, yet one in which American errors are not glossed over. There should be neither undue searching for "feet of clay" nor undue concern with theoretical questions such as -- "Was the Constitution a culmination of the American Revolution or was it a counter-revolutionary document?"
- An opportunity to read eye-witness accounts that bring life and immediacy to history and that make it intelligible in terms of the pupils' own experiences and observations.
- A history full of adventure, daring, and accomplishments in many fields - science, medicine, technology, literature, human betterment and progress.
- Opportunities, with any necessary encouragement, to practice the social studies skills.

As noted in the introduction to grade 7, 8th graders have had considerable contact with United States history in their earlier years in school, especially in grades 4 and 5. It goes without saying that the 8th grade teacher should build upon this experience and not duplicate it.

Nor will the 11th grade teacher, under the revised program, duplicate the work of the 8th grade. In that year, selected aspects of American history will be analyzed in some depth. Many of the details used for these 11th grade topical studies will be familiar ones, readily recalled, we hope, to fit into a course structured for analysis and for the formulation of sound generalizations concerning the American heritage. Just as the 8th grade teacher will build upon the basic concepts introduced in the earlier grades, so the 11th grade teacher will enlarge and reinforce these concepts in different contexts. In addition, new concepts will be introduced at each grade level as the maturity of students warrants.

TOPIC I
THE NEW NATION (TO 1800)

This first topic in grade 8 picks up the chronology of our national history where it left off at the end of Topic 3 in grade 7, the point at which 7th graders concentrate upon learning to pursue culture studies of their own community and state. After a brief look at the colonial heritage, the three major movements are developed in this first 8th grade topic. They are the winning of independence, the writing and launching of the Constitution, and the Federalist period.

The first movement, the winning of independence, is marked by high resolves, by brave acts, and by persistence in what often appeared to be the hopeless cause of freedom. In the second movement described in this topic, there is the account of a remarkable group of statesman who looked beyond the limited vision of many leaders in the states they represented. These men, the delegates at the Constitutional Convention in Philadelphia, acting in the true spirit of democratic compromise, proceeded to "raise a standard to which the wise and honest could repair." Then, returning home, many of them joined in the fight to win the struggle for ratification. Finally, in the Federalist era, the third phase of our rise as a new nation, we trace the steps by which the United States overcame the political, financial, and diplomatic hazards that fledgling nations seem almost inevitably to meet. In the twelve years of the Federalist Era, the nation, its form of government, and the quality of its leadership all met the test of experience with singular success. What had been a loosely joined chain of thirteen seaboard colonies, often at odds with one another, had become "one nation, indivisible," ready to move into the new century with a well-founded spirit of expansive optimism.

THE PEOPLE OF THE 13 COLONIES, ON THE EVE OF THEIR MOVE FOR INDEPENDENCE, HAD BROUGHT FROM THEIR COLONIAL EXPERIENCE A SPIRIT OF ENTERPRISE AND SELF-CONFIDENCE.

This spirit of enterprise and self-confidence derived from:

- The temperament required to leave Old World homes
- Resourcefulness from coping with a strange and often hostile environment
- Bravery required to move deep into the wilderness with all its hazards—climatic, animal, human
- Experience in fighting the Indians, and the French with their Indian allies
- Experience from an occasional inter-colony skirmish

THE COLONIALS IN THE MID-EIGHTEENTH CENTURY HAD DRAWN FROM THEIR OLD WORLD AND COLONIAL EXPERIENCE A POLITICAL TRADITION OF GOVERNMENT BY POPULAR CONSENT.

Old World traditions:

- Rights of Englishmen, derived from Magna Charta and other documents
- Experience in some instances in local government

- Living in Great Britain under parliamentary rule with such safeguards as the jury system
- Some degree of self government in the Netherlands and Sweden, sources of the colonial population as well as Great Britain

New World experience:
- Necessity for local self-rule in a remote land (Mayflower Compact)
- Colonial legislatures and their conflicts with royal governors
- Development of local government of towns and counties

THE COLONIALS AT MID-EIGHTEENTH CENTURY HAD A SOCIAL STRUCTURE DERIVED FROM BOTH THEIR OLD WORLD AND THEIR COLONIAL EXPERIENCE.

Social structure included:
- A basic patrilineal family structure, of European derivation, with nuclear families (parents and children) and nuclear extended families (including other relatives)
- A generally heterogeneous population representing wide ranges in social status, in economic status, and in nationality, though the majority came from the British Isles
- From the beginning, great social mobility, especially in the Northern and Middle colonies. Aristocracy of birth and aristocracy of wealth were hard to maintain, especially as people migrated to new frontier communities

THE COLONIALS AT MID-EIGHTEENTH CENTURY HAD EVOLVED A FREE ENTERPRISE ECONOMIC SYSTEM.

Trends were toward:
- Private, individual ownership of land and other property
- Use of the profit system, functioning in a general supply and demand market operation
- Compared with the French and British colonies, a laissez-faire governmental policy (Many existing mercantile and other regulations were negated by "salutary neglect.")

THE COLONIALS AT MID-EIGHTEENTH CENTURY, HAD INHERITED IMPORTANT CULTURAL INSTITUTIONS.

Cultural institutions included:
- Elementary schools maintained at public expense in some colonies, especially in New England. Church schools were prevalent in the Middle Colonies
- By 1765, the following colleges--Harvard (1636), William and Mary (1693), Yale (1701), College of New Jersey (Princeton) (1746), Franklin's Academy (University of Pennsylvania) (1751), King's College (Columbia) (1754), Rhode Island College (Brown) (1764), in most cases under church auspices
- Libraries, first as private collections, one of which became the Philadelphia Public Library. In 1731 Benjamin Franklin had introduced the idea of a subscription library

- Churches in all the colonies, with nine having established churches. They were Puritan in New England, Anglican in much of the South and included, among others, Catholics, Dutch Reformed, and Quakers in the Middle Colonies.
- A medical society in Boston and hospitals in Boston, Philadelphia, Charleston and New York
- Newspapers, some short-lived, beginning with the first continuous one, the Boston *News-Letter*.. Among the best-known were Franklin's *Pennsylvania Gazette* and the New York *Weekly Journal*, which gained fame in the Zenger case.

BASIC DIFFERENCES BETWEEN THE OUTLOOK OF ENGLAND AND THAT OF THE AMERICAN COLONIES BECAME INCREASINGLY APPARENT AFTER THE FRENCH AND INDIAN WARS.

England's basic outlook included:
- Conviction that it was necessary to organize her expanded empire and protect it
- Realization of the need for money to pay off war debts
- General acceptance of the policy of mercantilism

The colonial outlook was influenced by:
- Natural growth
- Developing political maturity
- The lure of the frontier after the removal of the French threat
- Confidence growing from success of colonial soldiers in battle

THE EVENTS LEADING TO THE AMERICAN REVOLUTION PRODUCED MAJOR DIFFERENCES OF OPINION BETWEEN THE BRITISH GOVERNMENT AND A GROWING NUMBER OF PEOPLE IN THE THIRTEEN AMERICAN COLONIES.

The view of those colonists who were rebellious in their attitudes was that they were being denied their rights as Englishmen. This view may be illustrated by their opposition to the:
- Proclamation of 1763—lack of freedom of movement
- Quartering Act—threat to the security of each man's home
- Writs of Assistance—threat of unlawful search and seizure
- Stamp Act—taxation without representation in the British Parliament as the colonists defined representation

The British viewed the thirteen colonies as just one part of the empire which had to be organized and protected and believed that the empire existed for the benefit of the mother country. The following laws illustrate the British and American Loyalist or Tory point of view:
- Proclamation of 1763: protection from the Indians
- Quebec Act of 1774: political reorganization
- Sugar Act, Stamp Act, Townshend Acts: mercantilism

THE NEW YORK COLONY SHARED IN THE PROTEST ACTIONS OF OTHER COLONIES IN THE YEARS PRECEDING THE AMERICAN REVOLUTION.

Events in New York, less publicized than those in some other colonies, merit the attention of New Yorkers:
- Joining the Nonimportation agreement, 1764

- Informal representation at Stamp Act Congress, held in New York City, 1765
- Citizen-led sanctions in protest against the Stamp Act, 1765
- Isaac Sears' rebellion protesting the Quartering Act, 1766
- Suspension of New York Assembly for delay in obeying the Quartering Act, 1766
- Mass meeting in New York City protesting the Nonimportation Agreement of 1768
- Battle of Golden Hill, January, 1770 (almost two months before the Boston Massacre)
- New York Tea Party, April, 1774 (four months after the Boston Tea Party)
- Delegates at first meeting of First Continental Congress, September, 1774

THE ACTIONS OF THE SECOND CONTINENTAL CONGRESS AND THOSE OF THE INDIVIDUAL COLONIES SHOWED THAT THE AMERICANS WERE REALLY AT WAR WITH ENGLAND FOR MORE THAN A YEAR BEFORE INDEPENDENCE WAS OFFICIALLY DECLARED.

Some of the actions which showed this were:

- The attempts of the British army to seize arms and ammunition being stored by the colonists of Massachusetts and the resulting battles of Lexington and Concord
- The Battle of Breed's Hill which resulted from General Gage's attempt to break out of an unofficial siege of Boston
- The cutting of ties with England by the legislatures of Rhode Island and South Carolina
- The appointment of George Washington as commander-in-chief of the colonial forces
- Authorization by Congress of privateering against British ships
- Transfer of colonial militia into a colonial army
- Issuance of paper money to support the colonial troops
- Appointment of a committee to negotiate with foreign countries

THE DECLARATION OF INDEPENDENCE SHOWED THAT THE COLONIAL LEADERS WERE AWARE OF THE GREAT IMPORTANCE OF THEIR ACTIONS BOTH FOR THEIR OWN TIME AND FOR THE FUTURE.

Leaders of new nations in the world today are familiar with this priceless document. Our young people can ill afford to neglect it. They should know what it says, what it means, and what it meant for the signers to pledge to it "our lives, our fortunes, and our sacred honour."

Its structure is as follows:

- Paragraph one, speaking to the world
- The section that follows, setting forth the political philosophy of the signers
- The main body, listing the specific grievances against the King
- In the final paragraph, the formal declaration of independence

THE PHYSICAL ENVIRONMENT INFLUENCED EVENTS DURING THE LONG STRUGGLE FOR INDEPENDENCE.

Overall influences related to geography derived from:

- Distance from mother country to the rebellious colonies
- Problems of Washington in managing a coordinated strategy with 13 separate colonies strung out along an extended seacoast
- Possibility of guerrilla-type warfare in some areas where the terrain made it feasible
- General advantages to colonials of fighting on their own ground

Specific influences are observable in countless instances, such as the influence of terrain and/or weather, and the ways in which man tried to overcome the hazards of both, in such instances as:

- Arnold's expedition to Quebec
- General Henry Knox's hauling cannon and mortars from Fort Ticonderoga to Boston
- Washington's maintaining winter quarters at Valley Forge
- George Rogers Clark's exploits across flooded plains of the Old Northwest
- The combined maneuvers at Yorktown

THE BRITISH STRATEGY FAILED EVENTUALLY ON ALL FRONTS, USUALLY BECAUSE OF A DEGREE OF MISCALCULATION.

- In New York, with the failure of the three-fold campaign
- On the frontier, with the successes of George Rogers Clark, Clinton, and Sullivan
- In the South, where the Loyalists proved unreliable, and the combination of extended supply lines, the efforts of Frances Marion, the "swamp fox," and of Nathaniel Greene, and increased French naval aid to Washington led to Yorktown

ALTHOUGH THE COLONIALS GAVE A GOOD ACCOUNT OF THEMSELVES ON THE SEA, THEY WERE NO MATCH FOR THE POWERFUL BRITISH NAVY.

Significant in this phase of the war were:

- The extensive activities of American privateers
- The victory of the *Bon Homme Richard*

THE AMERICAN COLONIES, AS THEY BECAME INDEPENDENT, GAVE A REMARKABLE DEMONSTRATION OF ORDERLY CONTINUITY OF GOVERNMENT IN A PERIOD OF REVOLUTIONARY CHANGE.

This continuity was provided by:

- New constitutions adopted by individual colonies, except Connecticut and Rhode Island (Note should be made that New York's Constitution abolished primogeniture and entail.)
- Work of the committee of the Second Continental Congress to provide a workable government
- Institution of the Articles of Confederation, whose Congress replaced the functioning government of the Continental Congress

WHILE THE GOVERNMENT UNDER THE ARTICLES OF CONFEDERATION COULD POINT TO SOME VERY DEFINITE ACCOMPLISHMENTS, BY 1787 IT HAD BECOME APPARENT THAT IT NEEDED SOME DRASTIC CHANGES.

Accomplishments included:

- Favorable peace treaty negotiated with England in 1783, by which the new nation extended from the Atlantic to the Mississippi River
- Passage of the Land and Northwest Ordinances, setting the pattern of dealing with subsequent land acquisitions

Weaknesses which had appeared were:

- Lack of control by the central government over commerce
- Lack of a uniform currency
- Inability of the government to force the collection of taxes
- Inability to compel states to abide by terms of treaties made

Steps toward change included:

- The Mt. Vernon meeting of 1785 (George Washington)
- The Annapolis meeting of 1786 (James Madison)
- Alexander Hamilton's "Address" in Annapolis urging a convention in Philadelphia in 1787
- The Philadelphia Convention

THE CALIBER AND EXPERIENCE OF MANY OF THE DELEGATES TO THE CONSTITUTIONAL CONVENTION IN 1787 WERE AN UNIQUE ADVANTAGE TO THE MAKING OF A STABLE AND FLEXIBLE GOVERNMENT.

The framers were well acquainted with the ideas of John Locke, Jean Jacques Rousseau, and Charles Louis Montesquieu. They had behind them a British heritage which included the principles incorporated in the Magna Charta, the Petition of Right, the Habeas Corpus Act, and the Bill of Rights. They had had the experience of living under colonial governments which used the ideas inherited from Europe, adapting them to New World conditions. Of special note are:

- Representative government (House of Burgesses and other colonial assemblies)
- Foundation for government (Mayflower Compact)
- Separation of church and state (Rhode Island Charter)
- Religious freedom (Rhode Island Charter and Pennsylvania "Frame of Government")
- Written constitution (Fundamental Orders of Connecticut)
- Freedom of press (New York's Zenger precedent)
- Idea of federalism (Albany Plan of Union and Articles of Confederation)

Among the leaders were:—

- George Washington and Benjamin Franklin, men of wide public experience
- Alexander Hamilton and James Madison, profound and original political thinkers
- James Wilson and Oliver Ellsworth, outstanding jurists
- Robert Morris, a financier of outstanding ability
- Gouverneur Morris, a man of many talents who had a major share in putting the document in its final form
- Edmund Randolph and William Paterson, the governors of their states representing the large and small state point of view respectively
- Roger Sherman, a man of great wisdom and practicality

MANY PROBLEMS DEMANDING DECISIONS CONFRONTED THE DELEGATES TO THE CONSTITUTIONAL CONVENTION IN PHILADELPHIA.

Among the problems were:
- Whether to revise the Articles or write a new constitution
- Whether to hold secret or open meetings
- How to settle differences of opinion on such matters as the basis of representation, the question of slavery, the regulation of commerce, and the election of a president

THE CONSTITUTION IS BASED UPON A NUMBER OF PRINCIPLES WHICH DETERMINE MUCH OF ITS CONTENT.

Among the basic principles of the Constitution are:
- Federalism and consequent protection of the rights of the states
- Separation of powers
- Respect for contracts and property
- Protection of individual liberties
- Provision for change

Details of these principles are spelled out in Topic 8.

THE CONSTITUTIONAL CONVENTIONS HELD IN EACH STATE FOR THE PURPOSE OF RATIFICATION REFLECTED BASIC DIFFERENCES OF OPINION.

Differences of opinion were expressed over:
- The powers granted to the central government
- The extent of direct participation of the people in the choice of leaders
- The lack of specific provisions protecting the rights of individuals

ONE OF THE FIRST TASKS OF THE NEW GOVERNMENT WAS TO IMPLEMENT THOSE PARTS OF THE CONSTITUTION THAT PROVIDED FOR THE MECHANICS OF GOVERNMENT.

Mechanics of government that had to be put in motion included:
- Election and organization of a new Congress
- Election and inauguration of a new president
- Appointment of a cabinet
- Making legislative provision for new federal courts
- Appointment of federal judges

THE MULTITUDE OF PLACES AND BUILDINGS NAMED FOR THE FIRST PRESIDENT INVITE AN EXAMINATION OF THE REASONS WHY GEORGE WASHINGTON HAS SO HIGH A PLACE IN THE AFFECTION AND ESTEEM OF AMERICANS.

"First in war"
- Inspiration of the devotion of officers and men
- Persistence despite desertions, short enlistments; inadequate financial support; officer incompetence, insubordination, even treason; and citizen venality

"First in Peace"
- Leadership in the Constitutional Convention
- Self-sacrifice in accepting the Presidency
- Devotion to the republic—a Cincinnatus, not a "man on horseback"

"First in the hearts of his countrymen"
- A legend in his own time
- A symbol of unity in war and in peace
- A model of devotion beyond the call of duty
- A living proof of the force of character in public life

DEBATE OVER FINANCIAL PROBLEMS OF THE NEW GOVERNMENT LED TO THE FORMATION OF THE FIRST REAL POLITICAL PARTIES IN THE UNITED STATES.

While there was general agreement on the payment of the foreign debt, controversy arose over:
- Payment of domestic debt at face value
- Assumption of the states' Revolutionary War debts by the federal government
- Setting up of a United States bank to enable the government to finance the payment of its debts
- Excise tax on whisky

These financial differences embodied such differences between the Federalist and the Democratic-Republican parties, led by Hamilton and Jefferson as:
- Broad *v.* narrow interpretation of the Constitution
- Government by rich, well-born, and able *v.* government by the people

IN SPITE OF ITS POSITIVE ACCOMPLISHMENTS, THE FEDERALIST PARTY FAILED TO RESPOND TO CHANGING TIMES AND SOWED THE SEEDS OF ITS OWN DOWNFALL.

Accomplishments include:
- Putting the country on a sound financial basis
- Keeping the country out of war

Seeds of downfall are contained in the Alien and Sedition Acts as a response to criticism. This brought out the problem of the relationship of the state to the federal government as stated in the Kentucky and Virginia Resolutions.

IMPORTANT PROBLEMS OF THE NEW GOVERNMENT BETWEEN 1789 AND 1800 WERE INFLUENCED BY CONDITIONS IN EUROPE, INCLUDING THE FRENCH REVOLUTION.

Some of these problems were:
- Treaty of obligations to France
- Distinction between neutrality and freedom of the seas
- Unpopularity of the Jay Treaty
- Undeclared war with France

OPTIONAL STUDIES

Suggested special optional studies: Thomas Paine's *Common Sense;* The career of John Paul Jones; The federal Bill of Rights

GENERALIZATIONS

A few sample generalizations that might be derived from Topic 1 and later tested for validity in other contexts:

- Most major steps toward human betterment have been made possible only by the absolute dedication and self-sacrifice of some person or persons.
- A certain amount of reasonable compromise appears to be essential in the successful operation of any democratic institution.
- Agreements made by one nation with a foreign power should not necessarily be considered failures because the first nation achieves only part of its objectives.

CONCEPTS

A few sample concepts that might be introduced or deepened in Topic 1:

Cabinet	Neutrality
Constitution	Sedition
Excise	Tariff

Additional generalizations and concepts should be developed by the teacher and the class as they work on Topic 1.

TOPIC 2
THE NATIONAL-REPUBLICAN PERIOD (1800-1825)

This was a period of establishing our national identity, a time when many Americans moved away from the settled East, rejecting its more conservative political patterns. In this period the Americans, by military force, for a second time asserted their independence from Great Britain. Progress toward a self-sufficient economy was made by the production of agricultural surpluses, which helped to supply working capital for the development of a domestic textile industry, and for investment of public and private funds in transportation. Land acquisition and exploration opened a vision of expansion that seemed to be almost limitless.

THE GEOGRAPHY OF RIVER MOUTHS WHICH WERE ALSO NATURAL HARBORS HELPED TO DETERMINE THE GROWTH OF THE LARGEST URBAN CONCENTRATIONS PRIOR TO 1825.

Significant relationships between cities, related rivers, and the economy of the near-by regions include those of:

- New York and the Hudson River
- Philadelphia and the Delaware River
- Baltimore and the Susquehanna River
- New Orleans and the Mississippi River

Other important urban centers with good harbors, including Charleston, South Carolina, and Boston, Massachusetts, were important trading centers.

THE CONTINUED AVAILABILITY OF AGRICULTURAL LAND AND OTHER ADVANTAGES TO FARMERS PROBABLY PROLONGED THE RURAL WAY OF LIFE IN OUR NATION DURING ITS FIRST HALF CENTURY.

The following factors favored the westward migration of farm families:

- Acquisition of land by government action, including the Louisiana Territory and West and East Florida
- Reduction of those Indian dangers which had hampered settlement, this reduction being achieved by the action both of frontiersmen such as Daniel Boone and of military units under men like Anthony Wayne, Andrew Jackson, and William Henry Harrison
- Resolution of disputes such as that over the "right of deposit" at New Orleans

Encouraged by these three factors and by the relatively easy terms for the purchase of land, families quickly moved from the Atlantic seaboard, peopling the Middle West and new cotton lands of the South. By 1825, settlement was pushing westward into the territories beyond the Mississippi. It is interesting to speculate whether the lack of new land for farming might have hastened the urbanization of the nation.

A HIGH PROPORTION OF THE TOTAL INVESTMENT CAPITAL IN THE EARLY NATIONAL PERIOD WAS USED FOR THE DEVELOPMENT OF TRANSPORTATION FACILITIES.

Capital formation used by the public sector to improve transportation is illustrated by:

. National Road, built with a federal subsidy
. Erie Canal, built with a State subsidy

Capital formation used by the private sector is illustrated by:
. Work of canal and turnpike companies
. Transport developments such as Livingston's financing of Fulton's *Clermont*

AGRICULTURAL CHANGES IN THIS PERIOD LAID THE FOUNDATION FOR AN INDUSTRIAL ECONOMY.

A shift from predominantly subsistence stage to a surplus-producing stage is seen by:
. Production of such surplus food crops as wheat, cheese and butter, and meat to feed the urban populations and to export
. Production of raw materials for industrial use at home and abroad, with cotton as one example
. Developing agricultural demand for such manufactures as the iron plow and simple household goods purchased at the general store

INTERNAL AND EXTERNAL EVENTS IN THIS PERIOD FAVORED THE DEVELOPMENT OF INDUSTRY.

In spite of British efforts to monopolize the textile industry, Slater imported the plans for the machinery and began textile manufacture in New England in the 1790's. Also, legal protection, such as the patent law, and technological advances, such as Whitney's idea of interchangeable parts, contributed to the development of industry.

War between France and England from 1793 until 1815 brought interference with American merchant ships and resulting American measures restricting trade:
. Incidents involving impressment of sailors
. *Chesapeake v. Leopard*
. British Orders in Council and French Continental System
. Embargo Act and other trade-restrictive legislation

The outbreak of the War of 1812 made domestic production of textiles a necessity and provided a place for the investment of American capital. Postwar renewal of trade brought American legal protection of the new industries in the tariff of 1816.

SOCIAL CLASS CHANGES REFLECTED THE NEW ECONOMIC PATTERN.

Social class changes included:
. A shift of the focus of power in more urban areas from landed aristocracy to the entrepreneurial class
. Emergence of factory worker as a new class, apart from the farmer and the eighteenth century unpropertied city dweller

THE RESULTS OF THE ELECTION OF 1800 AFFIRMED THE FAITH OF THE PEOPLE IN THE POLITICAL IDEALS OF THOMAS JEFFERSON.

The Democratic-Republican Party gained control of the presidency, and won a substantial majority in Congress which was a natural mandate to the Party to act in terms of its principles. This mandate was demonstrated to an even greater degree in succeeding elections.

In his speeches and in the way he lived, Jefferson expressed:
- Faith in the responsible average man
- Faith in the self-reliant farmer who worked or managed his own land
- Advocacy of the decentralization of the powers of government

THE REPUBLICAN PARTY GRADUALLY ACCEPTED SOME OF THE PROGRAMS OF THE FEDERALISTS.

Examples of this shift, typical of many in our history, were:
- The purchase of Louisiana, requiring President Jefferson to modify his stand on the elasticity of the Constitution
- Rechartering of the United States Bank in 1816, brought about in part by the financial problems during the War of 1812
- The Tariff of 1816, carrying out part of Hamilton's proposals for protection of new industries

THE UNITED STATES IN THE FIRST FOUR DECADES OF ITS HISTORY HAD GREAT DIFFICULTY IN TRYING TO MAINTAIN ITS NEUTRALITY IN A WORLD DOMINATED BY THE BRITISH-FRENCH POWER STRUGGLE.

American sympathies were divided:
- Support for the French Revolution as a by-product of our own
- Question of our obligations under the Alliance of 1778
- Alarm raised by revolutionary excesses of the Reign of Terror

Presidents Washington, Adams, Jefferson, and Madison all attempted to keep us neutral, despite our increasing contacts with both sides:
- Washington's Proclamation of Neutrality
- Discrediting of Citizen Genet
- XYZ Affair
- Undeclared War with France
- Purchase of Louisiana
- Problems of interference with American shipping and impressment
- Embargo Act and subsequent trade restrictions

EVENTS OF THIS PERIOD WERE BOTH PRODUCTS AND PRODUCERS OF A STRONG SENSE OF AMERICAN IDENTITY AND PATRIOTIC FERVOR.

Americans were aroused by developments related to shipping and international trade:
- Exploits of Stephen Decatur and others against the Barbary pirates
- Attack of the *Leopard* on the *Chesapeake*
- Attacks of British and French on American shipping
- British impressment of American seamen

Leaders in Congress, especially from the South and West (the "War Hawks"), influenced American public opinion, basing their appeal upon:
- Desire to protect our national honor

. Hope of removing British-Indian barrier to expansion in the Northwest
. Aspiration to annex Canada and Florida

Military events that affected American public opinion:
. Attempted invasions of Canada
. Burning of Washington and Buffalo
. Naval achievements, especially of Perry, Lawrence, and McDonough
. Fort McHenry and the writing of *The Star Spangled Banner*
. Victory at New Orleans

THE WAR OF 1812 CONTRIBUTED A SENSE OF NATIONAL UNITY WITHIN THE UNITED STATES.

Political differences became almost un-American, as seen by:
. The reaction to the Hartford Convention
. Death of the Federalist Party
. Development of the political coalition of the Era of Good Feelings

The terms of Treaty of Ghent and the subsequent Canadian-American accords indicated a conviction that the causes of the War would not reoccur.

An expansional sentiment in the nation, part of the sense of nationalism, was helped by such historic developments as:
. Victory over Ohio Indians in the Battle of Fallen Timbers, over the Creeks and Cherokees at Horseshoe Bend, and the subsequent opening of land to white settlement by treaties
. Acquisition of West and then of East Florida
. Improvements in transportation: Cumberland Road, Erie Canal, turnpike boom (Noted above)

MANY FACTORS LED TO THE EARLY EXPLORATIONS OF THE GREAT WEST BEYOND THE MISSISSIPPI.

Reasons for Jefferson's commission of the Lewis and Clark expedition included:
. Continued American-British rivalry over the fur trade
. Desire to strengthen America's claim to Oregon
. Desire for scientific information regarding the new Louisiana Territory

The explorations of Zebulon Pike and others had political and economic overtones:
. Increased American interest in the Far West as an area of future settlement
. Heightened American awareness of Spanish holdings in the Southwest

EXPLORATIONS OF THE AREA WEST OF THE MISSISSIPPI IN THIS PERIOD REVEALED A PHYSICAL WORLD FAR DIFFERENT IN CONDITION AND IN POTENTIAL FROM THAT OF THE EAST.

Vast distances implied a different time-table for development:
. Human transportation difficulties
. Distance between potential resource deposits and points of usage

- Difficulty in development of money-crop agriculture in the immediate future
- Implications for defense

Treeless plains with coarse grass cover stretched westward at gradually ascending altitude to the Rockies.

- Cultural implications: nomadic quality of Indian life
- Lack of conventional building materials the white man was accustomed to use
- Abundance of buffalo and other large game
- Implications for future agricultural development

A vast drainage pattern of rivers flowing eastward from the Rockies to the Mississippi and others flowing westward to the Pacific offered routes and passage through the mountains:

- Importance of the Missouri, the Platte, the Red in the westward movement
- Potential of the Columbia-Snake system
- Deficiencies as means of transportation of most of the waterways

Increasingly arid conditions of the western plains in the rain shadow of the Rockies contrasted with the more plentiful rain pattern of the Mississippi Valley and the marine conditions of the Northwest slope toward the Pacific:

- Resulting temperature extremes
- Implications for future agricultural development

The Rocky Mountains and the Pacific coastal ranges presented barriers to the explorers who could only guess at what these rugged areas held as potential resources.

THE MONROE DOCTRINE PROVIDED A CLIMAX TO THE PERSISTENT AMERICAN DETERMINATION TO AVOID INVOLVEMENT IN EUROPE'S CONFLICTS.

Sentiments favoring non-involvement had been represented in:

- Washington's Proclamation of Neutrality
- Statements in Washington's Farewell address
- Statements by Presidents John Adams and Thomas Jefferson
- Jefferson's efforts to avoid conflict (Embargo Act and others)

Efforts of European powers to restore Spain's New World colonies and efforts of Russia to extend its claims into the Oregon region prompted the inclusion of the several paragraphs in President Monroe's annual message to Congress (December 2, 1823) that became known as the Monroe Doctrine. Of special interest are:

- Its major provisions
- The significance of British support for its purposes
- Reasons why it grew in importance during the 19th century

OPTIONAL STUDIES

Suggested special optional studies: Life in the national capital city in 1880; Building the National Road; The explorations by Zebulon Pike

GENERALIZATIONS

A few sample generalizations that might be derived from Topic 2 and later tested for validity in other contexts:

- The realities faced in office often compel a presidential administration to act in ways that deviate from its pre-election pronouncements.
- Weaker nations may have difficulty in remaining neutral in a world dominated by a struggle between great powers.
- Peace treaties following wars do not always settle the issues that lead to the wars.

CONCEPTS

A few sample concepts that might be introduced or deepened in Topic 2:

Blockade	Resource
Demand	Subsidy
Embargo	Textile

Additional generalizations and concepts should be developed by the teacher and the class as they work on Topic 2.

TOPIC 3
THE AGE OF JACKSON (1825-1840's)

Every age is an age of transition. The term seems especially apt, however, for the Age of Jackson, for then the transition was unusually broad in scope, effervescent in character, and tradition-smashing in effect.

Transition in political life took several directions: in the shift of the focus of power, in the North, from the older, landed aristocracy and "first families" to the entrepreneurial class, made powerful by the rapid expansion of industry; in the rising clamor of the "people," the Western frontiersman and Eastern laboring man alike, to be heard and represented, a pressure which culminated in the election of Andrew Jackson, the people's President.

Economically, the transition was from the small industrial beginnings after the War of 1812 to the enormous concentrations of the Civil War period. It was a time of expansion: in the East, more new industries and expanded older industries; in the West, more and more lands opened to settlement. It was also a time of innovation and discovery, from the development of new forms of transportation, financed by both public and private means, to the exploitation of rich natural resources which in turn brought fresh waves of western expansion.

The new democracy also brought change to our social institutions. Reform was in the air, with slavery, treatment of unfortunates, and even man's private habits in his use of alcohol, all under attack. Education was demanded for more of democracy's citizens, and women sought political, social, and economic independence.

Conflicts arose from these transition movements. For a time these conflicts were held in check by compromise. A few events, however, began to give indications that the uneven progress within the nation and the issue of slavery would bring an end to this tendency to make concessions in the national interest.

THE FIRST POLITICAL MANIFESTATIONS OF SECTIONAL DIFFERENCES BECAME APPARENT, FOLLOWING THE ERA OF GOOD FEELINGS, IN THE ELECTIONS OF 1824 AND 1828.

In the election of 1824 the more politically experienced East triumphed over the new Western leadership.

- Circumstances which threw the vote into the House of Representatives
- Strength of Jackson's popular vote
- Political compromise: Clay's support of Adams

Jackson's triumph in 1828 was made possible by his popular image as the friend of democracy and as an average man who rose to prominence.

- Clear majority of both popular and electoral vote
- Jackson's history: from Indian fighter to Tennessee aristocrat

JACKSON'S ACTIONS IN OFFICE BROKE MANY ESTABLISHED TRADITIONS AND WON HIM THE HATRED OF THE FORMER RULING ARISTOCRACY.

Among the situations which were not in keeping with previous administrations and which reflected Jackson's disregard for tradition are:

. The informality of the inauguration
. The extensive use of the Spoils System
. The president's reliance upon the "Kitchen Cabinet"

IN THIS PERIOD, THE ABUNDANCE OF WESTERN LAND SERVED BOTH AS A CONTRIBUTOR TO THE RISING TIDE OF DEMOCRACY AND AS A SOURCE OF FRICTION AMONG VARIOUS ECONOMIC GROUPS.

Land ownership, made possible by low prices for land, was one of the chief reasons for western migration. (The standard government sale was in 80-acre tracts, at $1.25 per acre.)

Life on the frontier tended to promote democracy:

. Relative unimportance of social status gained by previous family ties or position
. Absence of many of the restrictive customs of more settled areas in early days of settlement
. Prestige of men of action in a frontier society

Western settlers were generally dissatisfied by the land prices set by the government and pressured during the entire period for free homesteads.

Powerful interests in the North feared the results of a liberal land policy.

. Fear by Northern interests that Eastern land values would drop if land in the West were free
. Concern over loss of an important source of revenue for the federal government, to keep other taxes down, if land were made free

Southern planters' attitude toward cheap land changed during this period.

. Favoring cheap land as long as there was land suitable for cotton culture
. Later opposing free land because it attracted settlers to areas which would become free states

Land speculation also provoked national friction through periodic overexpansion of credit for sale of lands.

DURING THIS PERIOD, POLITICAL DIVERSITY WAS CLOSELY TIED TO SECTIONAL INTERESTS.

Power structure in the North was vested in the entrepreneurial class and favored policies such as:

. Tariff protection for new industries
. Internal improvements to widen the domestic market
. Measures to favor the creditor, by promoting sound banks and high interest rates

The planter aristocracy controlled the political life of the South and favored policies such as:

- . Unrestricted (or unpenalized) trade with Europe (tariff for revenue only)
- . Measures to protect the institution of slavery
- . Discouragement of settlement in areas not suited for slave-holding

The western political leadership, often vested in "men of action," favored -

- . Free homesteads or inexpensive land, with long-term credit
- . Easy credit, inflated money
- . Expansion of transportation routes to Eastern markets and ports at public expenses
- . Encouragement of a free labor system, as opposed to slavery

SECTIONAL DIFFERENCES DURING AND IMMEDIATELY FOLLOWING THE AGE OF JACKSON WERE ADJUSTED BY COMPROMISE AND DID NOT LEAD TO OPEN CONFLICT.

The slavery question, prior to the additions of Texas and the Far West, remained stabilized as follows:

- . Slavery being gradually abolished in the North and expanding in the South
- . West of the Mississippi, conflict kept in abeyance by the Missouri Compromise
- . The Wilmot Proviso, to keep slavery out of any new territory we might buy from Mexico, defeated in deference to the South
- . A "gag rule," to table all anti-slavery petitions to Congress, adopted as another fairly one-sided "compromise"

The tariff controversy, building up with successive tariffs of 1816, 1824, 1828, and 1832 became a crisis:

- . Changing attitude of South after the tariff of 1816 as the Southern agricultural pattern became fixed
- . Southern objections to protective tariffs
- . South Carolina's action
- . Calhoun's Exposition and Protest
- . The Force Bill
- . Jackson's threat
- . Clay's Compromise

In the bank controversy, the sectional difference was between the industrial and financial forces of the Northeast and the agricultural interest of the West. It became almost a personal feud between Nicholas Biddle, the president of the Bank of the United States, and President Andrew Jackson.

The major points in this controversy were:

- . Desire of the East for sound money of stable value, therefore stable prices, high rates of interest
- . Desire of West for "cheap" money, easy credit, high prices for farm products
- . Charges of political activity of the Bank to defeat Jackson
- . Clay's forcing the Bank issue on Jackson
- . Jackson's highly partisan veto message

. Withdrawal of funds
. Use of "pet" banks
. Financial instability, a heritage for President Martin Van Buren
. Establishment of Independent Treasury System removing the United States government from the banking business, as a form of compromise

THE GROWING SPIRIT OF SECTIONALISM WAS STIMULATED BY MOVES TOWARD ACQUIRING NEW LANDS IN THE WEST.

No real slavery controversy developed over Texas or Oregon:
. Texas, whose acquisition was foreshadowed by Moses Austin's charter of 1821, and, after an action-filled sequence of events, was made a fact in 1845 by Joint Resolution of Congress, assumed to be a slave state
. Oregon, whose story really dates from the 1818 treaty to the water boundary settlement in 1873, assumed to be free territory

The Mexican Cession provoked a major controversy; in which major developments were:
. Background and events of Mexican War
. The Treaty of Guadalupe-Hidalgo
. California's anti-slavery constitution
. The Compromise of 1850: the speeches by Calhoun, Webster, Seward; the five measures finally adopted; why a compromise?

EXCEPT FOR JACKSON'S CRUSADE FOR THE COMMON MAN AND POLK'S FOR TERRITORIAL EXPANSION, MOST POLITICAL CAMPAIGNS (1825-1850) WERE FAIRLY INDECISIVE.

After Jackson's two terms (1829-1837):
. Van Buren, elected 1836, Jackson's heir
. Harrison, elected 1840, a war hero
. Tyler, in office 1841, chosen as Vice President to balance the ticket

After Polk's single term (1845-1849):
. Taylor, elected 1848, a war hero
. Fillmore, in office 1850, chosen as Vice President to balance the ticket

IN THE SECOND QUARTER OF THE 19TH CENTURY, SEVERAL ABLE STATESMEN ASSUMED ROLES OF NATIONAL LEADERSHIP FROM THE HALLS OF CONGRESS.

Americans have been charged in some periods with failing to send their greatest leaders to the White House. Three leaders who had an important influence in American life and who did not make the presidency were Calhoun, Clay, and Webster.
. Calhoun: a nationalist at first, one of the "War Hawks"; twice Vice President; later the spokesman for states' rights and nullification
. Clay: also a "War Hawk," aspirant to the presidency, prominent in framing both the Missouri Compromise and the Compromise of 1850; promoter of federal aid for internal improvements

. Webster: famous nationalist lawyer and orator, noted especially for his reply to Hayne, his Seventh of March speech, and his part in making the Webster-Ashburton Treaty of 1842

THE AGE OF JACKSON WAS AN AGE OF REFORMERS WITH MANY CAUSES.

Reforms noted in Grade 7 in the study of New York State (The Age of Homespun) have parallels in the whole nation in:

. Education: work of Horace Mann and Henry Barnard; Massachusetts law of 1827 requiring every town of 500 families to have a high school, the lyceum movement; Oberlin College admitting women, 1833; Mt. Holyoke, first permanent women's college, founded by Mary Lyon, 1836
. Abolition: the "Underground Railroad", active from about 1830; Vesey Slave plot, 1822; first number of *The Liberator*, 1831; Nat Turner Insurrection, 1831; organization of antislavery societies; work of James Birney and the Grimké Sisters; martyrdom of Elijah Lovejoy, 1837; founding of Liberty Party, 1839
. Communal living experiments: Robert Owen's New Harmony, Indiana, colony and the Phalanxes, including Brook Farm, and a number of others, in addition to New York State's Ebenezer Society, Oneida Community, and Shakers
. Temperance: First prohibition law in Maine, 1846, under leadership of Neal Dow, and in 11 other states by 1855; work of distinguished clergymen; anti-liquor literature, including Timothy Shay Arthur's *Ten Nights in a Bar Room* (1854) and many tracts
. Women's Rights: Education, see above; Seneca Falls Convention, 1848, led by Lucretia Mott and Elizabeth Cady Stanton
. Care of unfortunates: abolishing imprisonment for debt, Kentucky, 1821, followed by 8 states, including New York, by 1848; prison reform, through work of prison societies, including the Auburn system, with cell blocks and group labor; care of insane, Dorothea Dix's *Memorial to the Legislature of Massachusetts;* care of the blind, Perkins Institute, Massachusetts, with Samuel Gridley Howe (husband of Julia Ward Howe) as first director and with Laura Bridgman and Anne Sullivan Macy as famous pupils
. Political democracy: removal of property and religious qualifications for voting in various states, both the new Western and the older states, Dorr rebellion, 1843, in Rhode Island; National Nominating Conventions introduced, killing "King Caucus"
. Rights of working men: working men's parties, especially in New York and Philadelphia; absorbed in other parties by 1834, with the labor movement generally avoiding political involvement thereafter

IN THE 1825-1850 ERA, THE HOMESPUN AGE CULTURE MOVED WEST.

As the frontier pushed farther and farther west, the settled pre-industrial and rather self-sufficient agricultural way of life followed. It was not a development which progressed evenly, as cities were growing up in the West and in some areas the self-sufficient community was short-lived or non-existent. Yet this way of life did make its impression on the character of rural Americans and has provided a base for a great school of nostalgic American literature and other lore.

FARM MECHANIZATION BEGAN TO ACCELERATE IN THE SECOND QUARTER OF THE 19TH CENTURY.

Factors that speeded the introduction of machinery on American farms were:

- The "jack-of-all trades" training forced on rural Americans, both farmers and rural village craftsmen, some of whom were the inventors of new devices
- The widespread habit of tinkering, apparently part of the pragmatic approaches made by Americans to meet immediate needs
- The free enterprise system and the protection of the patent law
- The enterprise and hustle of the farm machinery salesman
- The tendency of one farmer to copy his neighbor
- The fact that it was usually easier to acquire added acreage and machines than added manpower. In addition to its already vast area, the United States added almost 800 million of acres (Texas, Oregon, Mexican Cession) between 1825 and 1850. Even with the great increase in population (more than 30% with each succeeding census, 1830, 1840, 1850), it often became more profitable to add farm machines than farm hands

It should be noted that, among the machines that were developed or were coming into use were: steel plow, McCormick reaper, mowing machines, threshing machines, seed drills, and horse-drawn cultivators.

IN THE 1825-1850 ERA, MANY OF THE COMFORTS AND CONVENIENCES AMERICANS WERE SOON TO ENJOY HAD THEIR BEGINNINGS.

In the alleviating of human suffering:

- The work of the scientists to match the work of reformers
- Examples of medical scientists, W. T. G. Morton nitrous oxide in dental surgery and Crawford Long use of ether
- The American Psychiatric Association, organized in 1844
- The American Medical Association, organized in 1847
- The outstanding contributions to medical practice and medical literature of Dr. Oliver Wendell Holmes, dean of Harvard Medical School

Practical inventions that were to make life easier and more interesting:

- Wide range from the safety pin (1849) to the sewing machine, the telegraph and the rotary press
- The sailing packet about to be seriously challenged by the transatlantic steamship, especially with Ericsson's new screw propeller (1836)
- Elisha Otis working to invent his elevator (done in 1852)
- Improvements on the locomotive, making the fruits of Cooper's American pioneer engine ("Tom Thumb," 1830) safer and more convenient
- John Augustus Roebling building his first suspension bridge (1846) over the Monongahela River at Pittsburgh
- The typewriter being invented though its practical use came later with improvements by Sholes and others

. All the new machinery made possible by improved methods of smelting and rolling iron, by machine tool manufacturing and by the development of the precision tool industry

A DISTINCTIVE AMERICAN LITERATURE DEVELOPED IN THE PRE-CIVIL WAR PERIOD.

Three New Yorkers were foremost at first: Irving, Cooper and Bryant, the first Americans to have a reading public abroad.

The New England Renaissance produced:
. Emerson and Thoreau, optimistic advocates of individualism and self-reliance
. The moody novelist, Nathaniel Hawthorne
. New England poets Longfellow, Whittier, and Lowell, the two latter devoting much of their craft to the antislavery crusade

Near the end of the period and bridging the era of the Civil War were:
. Herman Melville, realistic novelist of life at sea
. Walt Whitman, the "poet of democracy"
. Edgar Allen Poe, lyric poet and author of stories of horror and mystery

OPTIONAL STUDIES

Suggested special optional studies: The Cherokee removal; The Dorr Rebellion; The 1849 California Gold Rush

GENERALIZATIONS

A few sample generalizations that might be derived from Topic 3 and later tested for validity in other contexts:
. Transplanted communities tend to preserve but make adjustments in the institutions they know.
. Records as war heroes have been assets to candidates for high elective office.
. Inventions are often delayed in their development while the science and technology upon which they depend catches up with them.

CONCEPTS

A few sample concepts that might be introduced or deepened in Topic 3:

Caucus	Nullification
Cession	Reform
Debtor	Temperance

Additional generalizations and concepts should be developed by the teacher and the class as they work on Topic 3.

TOPIC 4
DIVISION AND REUNION (1850's-1880)

The four decades from 1850 to 1880 were doubly tragic ones for the United States. A destructive Civil War was fought to save the Union and, so said our songs and our orations, to secure the blessings of liberty for all Americans. We failed—first, to work out a solution other than war. Then, the Union cause being won, we failed to complete the task. Another century was to pass before we took up this task again in earnest.

In the four decades, 1850-1880, the nation grew, especially in the North and West,—in land, in population, in improved agriculture, in industrial expansion, in developing a transcontinental network of railroads, in expansion of local government and law and order which replaced that of the vigilantes and of the fast gun.

Meanwhile, life went on in all its variety—changing styles of clothing, new kinds of recreation, new roles for women, improved education. The Civil War and Reconstruction provided the central action, played as all major phases of any era are played, on the broad stage of life and living of the whole people.

IN THE FOUR DECADES OF THE STRUGGLE OF DIVISION AND REUNION, 1850-1880, THE FACE OF THE NATION REFLECTED ITS EVER-EXPANDING ECONOMY.

The changing geography over these forty years can be made visual by taking note, at 10-year or other convenient intervals of the following:

- Population—total, urban-rural ratio, regional shifts, sudden spurts (California in 1850 for example), center of population
- Transportation: miles of railroad, location and direction of major lines, the significance of spanning the continent; trends in highway and bridge-building, methods and hazards of land travel in general; water transportation, decline in canal building, growth of river steamboat travel
- City growth: growth in East; newer Western cities; economic base for the cities
- Resource use and misuse: mistreatment of topsoil heritage; waste of forests; slaughter of birds and other wildlife
- Response to habitat west of the 100th meridian: new challenges of climate, soil, and water supply; adaptations made to them

THERE WERE A NUMBER OF GENERALLY ACCURATE BROAD DIFFERENCES AMONG THE THREE REGIONS OF THE UNITED STATES (NORTH, SOUTH, WEST) BEFORE THE CIVIL WAR.

- North:
  - Industrialized, with financial centers; era of exploitation of workers; resources allocated to varied economic enterprises; favoring sound money, tariff protection, internal improvements; cosmopolitan; growing population; mecca for immigrants; emphasis on individual initiative; wide range in social and economic status but great social mobility

. South:
  - The plantation South, with a few wealthy planters with large holdings and many slaves, more with smaller acreages and a few or no slaves; resources allocated to a one-crop economy; favoring low tariffs; favoring guarantee of protection of property rights in slaves anywhere in the nation; stable class-conscious social order with cavalier traditions and practices of gallantry and hospitality among planter families
  - Southern Appalachia, with poor white families working worn out soil; general lack of economic and social advantages
. West:
  - Variations all the way from settled town and farm country to the raw frontier of the miner, the cattleman, and the rancher; continuing Indian raids and wars; except in extreme South, population drawn from non-slave areas; democracy, partly from the equalizing effects of frontier living

IN ADDITION TO WIDE SOCIAL AND ECONOMIC DIFFERENCES BETWEEN NORTH AND SOUTH, THE TWO REGIONS ALSO DIFFERED ON POLITICAL THEORY.

Nature of the Union:
. North, the concept of "one nation indivisible," "We, the people," not "We, the states;" a federal union
. South, the compact theory; states having voluntarily joined a confederation

Nullification and secession:
. North, opposing both concepts, with conviction growing as interests expanded
. South, favoring idea of refusal to accept any federal laws threatening the "peculiar institution" or the Southern way of life; favoring ultimate measure of secession.

LIKE THE ACTION OF A GREEK TRAGEDY, THE STEPS PRECEDING THE CIVIL WAR SEEMED TO MOVE INEXORABLY TO CONFLICT.

The slave question, which appeared to be "settled forever" at intervals following 1789, was reopened with each move into the West.

The relationship is demonstrated by the following:
. Louisiana Territory—Missouri Compromise, 1820
. Mexican Cession—Compromise of 1850
. Move to organize territories of Kansas and Nebraska—Kansas-Nebraska Act, 1854

Steps in the 1850's toward war included:
. Compromise of 1850—(as noted above)
. New Fugitive Slave Law
. Kansas-Nebraska Act—1854 (as noted above)
. Dred Scott Decision—1857
. Lincoln-Douglas Debates—1858
. John Brown's Raid—1859
. Election of Lincoln—1860

At each step, the influence of extremists on both sides seemed to become stronger. When, in 1861, President Lincoln said to the South "You can have no conflict without being yourselves the aggressors," last-ditch compromises during Buchanan's last days in office had failed. Southern states, one after another, had seceded. They had formed the Confederacy which, in April, 1865 was to begin the Civil War by firing on Fort Sumter.

THE REPUBLICAN PARTY WAS CREATED OUT OF SEGMENTS OF OLDER PARTIES, SOME HAVING DIED FROM FAILURE TO MEET THE ISSUES OF THE TIME.

The rise of the Republican Party was relatively rapid:

- Formed and named in 1854, in two meetings, one at Ripon, Wisconsin, the other at Jackson, Michigan, by leaders opposed to the extension of slavery
- Inclusion of Whigs, whose policy had been to avoid the slave issue, Democrats who could not go along with the Democratic advocacy of the extension of slavery into the territories, and Free Soilers
- Organizations established in the Midwest and Northeast by the end of the year

THE THEORY OF NULLIFICATION AND SECESSION WAS NOT EXCLUSIVELY A SOUTHERN IDEA.

Examples of nullification and threatened secession prior to 1860 were:

- Virginia and Kentucky Resolutions
- Hartford Convention
- South Carolina's Tariff Nullification

Accounts of these three will indicate that self-interest dictated the states-rights views in both North and South.

ANTI-SLAVERY ACTIONS RANGED ALL THE WAY FROM THE NON-VIOLENCE OF THE QUAKERS TO THE UNCOMPROMISING POSTURE OF GARRISON AND THE VIOLENT ACTIVISM OF JOHN BROWN.

The anti-slavery movement, which was international in scope and part of the broad nineteenth century spirit of reform, has many facets to be explored. Some are:

- Founding the American Colonization Society
- Development of an anti-slavery literature
- Organization of anti-slavery societies
- Organization of the "Underground Railroad"
- Violent action: slave revolts, war in Kansas, John Brown's Raid

MANY SOUTHERNERS, WHO IN EARLIER YEARS HAD DEPLORED SLAVERY, LATER BECAME DEFENDERS OF THE SYSTEM.

The earlier attitude of many Southerners was that:

- Slavery, profitable to a few, an economically costly system, limiting the South's economic growth
- Free labor avoiding moves where it would have to compete with slave labor
- Slavery regarded as basically wrong

Later attitudes included such opinions as:

- Southern society, based upon slavery, stable, cultured, and free from dangerous Yankee crank ideas and "isms"
- Chattel slaves, with cradle to grave care, better off than Northern factory wage slaves
- Slavery sanctioned by the Scriptures and the Constitution

ALTHOUGH THE CLOUD OF THE APPROACHING "IRREPRESSIBLE CONFLICT" HUNG OVER THE 1850's, OTHER EVENTS AND ISSUES WERE IMPORTANT TO THE PEOPLE LIVING THEN.

The habit historians have of labelling periods of time can obscure the wide variety of developments going on in any era.

A tabular arrangement like this one with four columns, is a convenient way to demonstrate this understanding:

Slavery Issue	Politics	Economic Life	Foreign Affairs
Compromise of 1850			Clayton Bulwer Treaty, 1850
		Launching McKay's *Flying Cloud*, 1851	
		Singer's mass selling of the sewing machine, 1851.	
Publication of *Uncle Tom's Cabin*, 1852	Election of Franklin Pierce 1852	Otis elevator 1852	
	Establishment of Know-Nothing Party		
		Establishing of New York Clearing House 1853	Gadsden Purchase, 1853
Kansas-Nebraska Act 1854	Organization of the Republican Party 1854	Building of Welland and Soo Canals	Perry's visit to Japan 1854
		Business expansion aided by foreign capital and by California Gold.	Ostend Manifesto 1854

Slavery Issue	Politics	Economic Life	Foreign Affairs
		Kelly-Bessemer steel process 1850's	
		Oliver's chilled steel plow, 1855	
	Election of James Buchanan 1856		
Dred Scott Decision 1857		Panic of 1857	
Publication of *The Impending Crisis* 1857			
Lincoln-Douglas Debates 1858	Lincoln a national figure 1858		
John Brown's Raid 1859			
	Election of Abraham Lincoln 1860	Successful strike of New England shoemakers 1860	

In other fields that might also be tabulated, it could be noted that in 1857 world-famed American botanist Asa Gray received a letter from Charles Darwin first outlining Darwin's theory of evolution; that Elizabeth Blackwell, the first woman medical graduate, founded the Medical College of the New York Infirmary in 1853; that the American Pharmaceutical Association was founded in 1852; that Cooper Union was established in the years 1857 to 1859; that Thoreau wrote *Walden* in 1854 and Whitman *Leaves of Grass* in 1855; that *The New York Times* was founded in 1851; and that Stephen Foster composed "Old Folks at Home" in the same year.

WHILE BOTH THE NORTH AND THE SOUTH ENTERED THE WAR WITH CERTAIN ADVANTAGES, DEVELOPMENTS, AS THE WAR WENT ON, TIPPED THE SCALE IN FAVOR OF THE NORTHERN CAUSE.

The South had:

- The initiative of attack and the need only to defend what they claimed as their right to be let alone
- Some excellent commanders and some military traditions, while Lincoln had to build a military establishment almost from scratch
- Confidence of facing a divided North (Draft riots in New York encouraged this idea.)
- Hope of help from France and England, who needed Southern cotton
- The spirit of a people defending their own homes

The North had:

- More people
- More wealth
- Most of the nation's industries and railroads
- Control of the seas
- A conviction of national supremacy, with no need to cater to the idea of states' rights
- Growing strength as the Confederacy grew weaker
- Lincoln, who was the actual commander-in-chief, the diplomat who kept the border states in the Union and European nations out of the war, and the spokesman in the cause of human freedom, whose eloquence was a moral and military asset

PRESIDENT LINCOLN'S DEFINITION OF UNION WAR AIMS REFLECTED TWO PURPOSES, THE SECOND BEING DEPENDENT UPON THE FIRST: (1) TO PRESERVE THE UNION (2) TO GIVE THAT UNION "A NEW BIRTH OF FREEDOM."

The attitudes of Lincoln may be observed in the following, with their quotable passages:

- Lincoln's First Inaugural Address
- The Emancipation Proclamation
- The Gettysburg Address
- The Second Inaugural Address

MOST CIVIL WAR CAMPAIGNS CAN BE INTERPRETED IN TERMS OF THE PERSONALITIES OF THE GENERALS AND, IN THE CASE OF THE UNION, IN TERMS OF PRESIDENT LINCOLN'S RELATIONS WITH THE GENERALS.

As Lincoln evolved his plan for total war, a new concept of war based upon taking the Mississippi and blockading the Atlantic Coast and closing in upon the Confederacy, he discarded one general after another because they would not attack or having attacked successfully, would not follow up and destroy Confederate forces. Finally, in Grant and Sherman, he found men who would attack and would follow up at all costs. The costs from prolonging the war because of the fatal flaws in those earlier, often brilliant but overcautious, generals, are sometimes forgotten when casualties in Grant's campaigns are deplored.

The major campaigns or battles and the important Union commanders who faced Lee, "Stonewall" Jackson, Longstreet, and Stuart are sketched here:

East

July 1861 Bull Run

Scott & McDowell

Mar.—July 1861 Peninsular Campaign

McClellan

West

Feb. 1862 Forts Henry and Donelson

Grant

Apr. 1862 Shiloh

Grant

Apr. 1862 New Orleans

Adm. Farragut

Sept. 1862 Antietam

McClellan

Dec. 1862 Fredericksburg

Burnside

May 1863 Chancellorsville

Hooker

May—July 1863 Vicksburg

Grant

Sept. 1863 Chickamauga

Thomas

Nov. 1863 Chattanooga

Hooker, Sherman, Thomas, under Grant's Command

South

May 1864—Apr. 1865 Virginia Campaign: Wilderness, Spotsylvania, Cold Harbor, Petersburg, Five Forks

Grant

May—Dec. 1864 March through Georgia

Sherman

Jan.—Mar. 1865 Drive through Carolinas

Sherman

DANGERS OF FRENCH AND ENGLISH HELP TO THE CONFEDERACY WERE OBVIATED BY THE STRENGTH OF THE AMERICAN NAVY AND BY THE DIPLOMATIC SKILL OF LINCOLN AND CAME TO AN END WHEN THE TIDE OF WAR TURNED DEFINITELY TO THE NORTH.

Note should be made of the:
- Mason and Slidell Affair
- *Merrimac v. Monitor*
- Sea victories of northern ships
- Turning point after Antietam and the Emancipation Proclamation
- The later Alabama Claims

NINETEENTH CENTURY HUMANITARIANISM FOUND AN EXPRESSION IN THE EFFORTS TO ALLEVIATE SUFFERING ON THE CIVIL WAR BATTLEFIELDS.

To develop this understanding, reference should be made to the:
- Status of medical science
- Status of medical provisions made by the armed services
- The United States Sanitary Commission and the local "sanitary fairs"
- Work of Dorothea Dix
- Work of Clara Barton during the war and later

THE DEFEATED SOUTH PROVIDES JUST ONE EXAMPLE OF A CONTENDER WHO UNDERESTIMATED HIS OPPONENT.

In dealing with reasons why the South underestimated the North, some historic comparisons may be of interest. Pre-Civil War examples, with which some pupils may be familiar, are an indication of the prevalence of this attitude in history:
- David *v.* Goliath
- Greeks *v.* Persians
- Fabius *v.* Hannibal
- Peter the Great *v.* Charles XII
- Drake *v.* Phillip II
- "The rabble in arms" *v.* George III
- "The nation of shopkeepers" *v.* Napoleon

Examples from 1865 to the era of the "balance of terror" include:
- Sitting Bull *v.* Custer
- "The decadent democracies" *v.* The Third Reich

Pupils may think of others from history or from their own observation, perhaps at the level of school athletic competition. The leader's choice of giving his followers encouragement with a rosy picture or of discouraging them with reality is pertinent here.

SIGNING THE EMANCIPATION PROCLAMATION WAS A WARTIME ACT, WITH PROFOUND PSYCHOLOGICAL EFFECTS, BUT WITH LITTLE ACTUAL INFLUENCE ON THE STATUS OF NEGROES.

The psychological gains resulted from these facts:

- The moral standard raised officially, with Lincoln enshrined as "The Great Emancipator"

- Negroes taking hope and many deserting the Confederate cause
- Assurance of favorable attitudes of European nations
- A step toward the 13th Amendment.

The negligible actual effects stemmed from these facts:
- Congress having already conferred legal emancipations on most slaves
- The Proclamation affecting areas over which the Union had no physical control

THE DIFFERENCE BETWEEN THE RECONSTRUCTION PLANS OF PRESIDENT LINCOLN AND OF CONGRESS DERIVED FROM THEIR ENTIRELY DIFFERENT CONCEPT OF THE MEANING OF THE SECESSION.

President Lincoln regarded individual Southerners as subjects for Presidential clemency upon taking an oath of allegiance, and felt that since the States had tried but had not succeeded in leaving the Union, they should be restored to regular federal relations as soon as possible. Leaders in Congress wanted to punish treason by treating the former Confederate states as conquered provinces, to be restored as states (and their leaders restored to full citizenship) only by conforming to requirements set by Congress.

Steps in Reconstruction process included:
- Application by President Johnson of Lincoln's 10% plan
- The Thirteenth Amendment
- Congressional Reconstruction Acts
- Fourteenth Amendment
- Fifteenth Amendment
- Amnesty Act
- Civil Rights Act (To be declared unconstitutional in 1883 by the United States Supreme Court.)
- Withdrawal of last Federal troops from the South by President Hayes

RECONSTRUCTION GOVERNMENTS IN THE SOUTHERN STATES MADE SOME SOLID ACHIEVEMENTS, THOUGH THEIR EXCESSES WERE MORE WIDELY PUBLICIZED.

Any government of a Southern state, after four years of devastating war in which the currency had become worthless, in which property loss was astromonical, and in which there were thousands of newly freed Negroes who lacked education, jobs, even homes, would need to make large appropriations for such projects as building schools, public works (roads, hospitals, asylums), and relief. Borrowing for these and other purposes was costly because the credit of the South was at a low point.

The study of these Reconstruction governments should include the following:
- Influence of the "carpetbaggers" who were not all alike in motivation
- The influence of the "scalawags"
- The solid achievements of the new governments
- The corruption and extravagance, with reference to the times (Boss Tweed in his heyday, for example)
- The impact of heavier taxes
- Southern measures to restore white supremacy

. The Solid South
. Sowing the wind

THE LOUDLY-PROCLAIMED PRE-WAR CONCERN FOR HUMAN JUSTICE OF NORTHERN LIBERAL AND RADICAL OPPONENTS OF SLAVERY DID NOT CARRY THEM THROUGH THE LONG STRUGGLE NEEDED TO SECURE THE BASIC RIGHTS FOR THE NEGROES AFTER 1865.

One after another, the hopes for a "new birth of freedom" for Negroes were shattered. The nation lost its chance to make the basic principles upon which it was founded, a reality. If ever there was an illustration of the saying that for evil to triumph it is only necessary for men of good will to do nothing, we have it in the process of Reconstruction.

Some developments in this tragic era are:

. The North returning to "business as usual," a reaction that seems to follow almost every all-out drive for a "cause"
. Northern radicals in Congress being more interested in punishing Southern leaders and in keeping the Republican Party in power than in taking constructive measures to help the freedmen
. Southerners using the actions of homeless, jobless freedmen as an excuse to pass "black codes"
. Southerners magnifying the faults of the state Reconstruction governments and by terror, by poll taxes, by white Democratic primaries, and by "grandfather clauses", depriving the Negro of all political rights
. Segregation, which had had some modifications immediately after the War, becoming rigid and all-pervading by the 1890's through the "Jim Crow" laws, the nullification in 1883 of the Civil Rights Act of 1875 by the Supreme Court, and the "separate but equal" decision of *Plessy v. Ferguson* in 1896
. Economically, many freed Negroes falling into a desperate plight, as underpaid workers or sharecroppers
. Negroes being denied free public education or being taught in inferior schools
. Lynchings becoming the ultimate measure of our national shame before the world

OPTIONAL STUDIES

Suggested special optional studies: Clipper ships; John Brown in Kansas; Story of the Gettysburg dedication

GENERALIZATIONS

A few sample generalizations that might be derived from Topic 4 and later tested for validity in other contexts:

. If established political parties fail to meet new challenges, new parties will arise to meet them.
. In most pre-air age wars, superiority on the sea provided a significant advantage.

- It seems to be easier to win a war than to persist in peace time in defense of the moral cause for which the war was fought.

CONCEPTS

A few sample concepts which might be introduced or strengthened in Topic 4:

Abolition	
Agressor	Emancipation
Draft	Secession
	Sharecropper

Additional generalizations and concepts should be developed by the teacher and the class as they work on Topic 4.

TOPIC 5
ECONOMIC EXPANSION (1865-1900)

The period from 1865 to 1900 in United States is best characterized by the word, "expansion." Physically, the United States now turned westward to utilize its land acquired early in the century, but previously considered unsatisfactory for development because of harsh physiographic conditions, or because of Indian dangers. Miners, penetrating the rugged mountain and plateau areas, discovered a vast storehouse of mineral resources. Cattlemen, herdsmen, and homesteaders tried to use the grassland of the plains, now accessible to them and tied to eastern markets by transcontinental railroads. Immigration increased during the period, attracted first by easy access to land, later by the financial promise of city jobs. Industry, stimulated by war contracts in the 1860's and encouraged by continuing favorable governmental action, expanded, developed new products, and consolidated into enormous business combinations.

During all this expansion, the life of the average man changed slowly. Many lived in small towns or on the farms, increasingly dependent upon the city for products to make life more comfortable, but still in close enough touch with family and neighbor to give or receive help. Democracy's growth was also slow; rural areas continued to control state governments; big business interests reached out to influence state and federal politicians; and political ethics in some governments reached a low ebb. However, men were becoming more conscious of the need to control the power hierarchy. Reform movements in government coincided with development of a national organized labor movement.

IN THE POST-CIVIL WAR ERA THE FRONTIER CONTINUED TO ATTRACT SETTLERS BUT TO A LIFE QUITE DIFFERENT FROM THAT OF EARLIER FRONTIERS.

Vast farmlands were made accessible to Easterners and to land-hungry immigrants, at first chiefly from northwestern Europe but later from southern and eastern Europe:

- Easier access by the terms of the Homestead Act
- Attraction of potential settlers by advertisements posted by American railroads in the East and in Europe

Grasslands attracted the cattlemen and made them fierce competitors for land:

- The long drive and the cattle towns
- Struggles between cattlemen and sheepherders
- Clashes of cattlemen and homesteaders

The mountain and plateau areas from the Rockies to the Pacific became the scene of intensive mining activities:

- The continued search for gold after 1849
- The silver strikes
- Life on the mining frontier

ALTHOUGH THE INDEPENDENT SPIRIT OF THE FRONTIERSMAN SENT HIM WEST, HE WAS MORE DEPENDENT UPON THE EASTERN BUSINESSMAN THAN WERE HIS COUNTERPARTS OF THE EARLIER AMERICAN FRONTIERS.

Eastern manufactured goods were necessary for the new frontier farming, for example:

. The fence, to keep stock in the ranch or out of the grain fields
. The steel plow to cut the tough sod of the grasslands
. The reaper, a necessity for the extensive agriculture of the wheat belt

Eastern bankers provided the credit the farmer had to have for:

. Meeting mortgage payments on his land
. Purchasing machinery, tools, draft animals
. Starting each new season with seed, fertilizer, wages for farm hands
. Feeding and clothing his family until he could market his crops

The railroad furnished the farms necessary services, for example:

. Replacement of the covered wagon as transportation to the frontier
. Bringing machinery and other materials from eastern suppliers
. Carrying farm products to eastern markets

The government maintained tariffs to protect manufacturers and gave land grants to encourage railroad building. With each passing year, the farmer became more aware that he was largely at the mercy of the Eastern railroad magnate, banker, and manufacturer.

AS WAS TRUE ON EARLIER FRONTIERS, ONLY PEOPLE OF COURAGE COULD PERSIST IN THE FACE OF THE HARSH LIVING CONDITIONS AND GREAT DANGERS.

The homesteaders had few comforts in adapting to his environment:

. The discomforts of the sod house
. Isolation, especially during severe winters
. Remoteness from schools or medical services
. Problems of drought, floods, tornadoes, extremes of temperature

Lawless elements sometimes fled to the frontiers and preyed upon the isolated and unprotected farm families.

Indian resistance to white land acquisitions continued until late in the nineteenth century and endangered the white settlements:

. Wars against Apaches, Navahos, Sioux, Nez Perce´
. Federal programs to restrict Indians to reservations
. A new look at Indian problems in Helen Hunt Jackson's *A Century of Dishonor* (1881); the Dawes Act, 1887

IN THE POST-CIVIL WAR PERIOD THERE WAS A GREAT EXPANSION OF HEAVY INDUSTRY.

New industries emerged, first in materials needed by the railroads such as steel to replace the less durable iron rails. Other developments of note included:

. Introduction of the Bessemer process
. Beginning of the Carnegie fortune
. Exploitation of Lake Superior iron resources
. New urban centers: Pittsburgh; Birmingham; The "New South"; Great Lake centers such as Gary and Buffalo
. Steel's effects upon other industries: for example, coal and coke developments

HEAVY DEMANDS FOR CAPITAL FORMATION NECESSITATED CHANGES IN FORM OF BUSINESS ORGANIZATION.

Single ownership and partnership which were widely used in early nineteenth century industry, tended to allow close contact with both labor and the consumer, but had disadvantages for expansion:

- Limited capital resources
- Limited life of the business
- Problems of individual liability

The structure and organization necessary for securing the capital was already in existence:

- Many textile production units using the corporate structure, which became the prevalent form of business organization
- The New York Stock Exchange, founded in 1792, serving as a market for selling the securities of corporations in order to finance the building of the railroads in the 1850's and the 1860's, and to finance many other business enterprises
- Continuance of individually owned or partner owned enterprises, while large businesses became almost universally corporate in structure

INDIVIDUAL EFFORTS OF INVENTORS WERE COMBINED WITH CORPORATE FINANCING METHODS OF POST-CIVIL WAR AMERICA TO BRING ABOUT MASS PRODUCTION OF MANY PRODUCTS AND SERVICES.

The importance of pre-Civil War inventions became apparent in the demand for goods and services during the war. Some examples are:

- The sewing machine and soldiers' clothing
- Widespread use of the telegraph to convey messages from the battlefield
- The reaper making the new West a "breadbasket" to feed the troops and those on the home front and to export to Europe

An important sequence of inventions and scientific developments brought about the harnessing of electrical energy for power and communication. Improvements as seen in transportation were built upon the work of a number of inventors.

INCREASING ORGANIZATION, MASS PRODUCTION OF CONSUMER GOODS, AND THE GENERAL ACCEPTANCE OF BUSINESS CONSOLIDATION CONTRIBUTED TO CHANGES IN MERCHANDISING METHODS.

The urban resident, and also rural people, were becoming increasingly dependent upon outside sources for goods and services. The lower price for the mass-produced product, as compared to its custom-produced counterpart, brought increased demand for it. Changed outlets included:

- Specialty stores, such as those in hardware, clothing, and groceries, which began to replace the general store
- Mail order houses, like Montgomery Ward and Sears Roebuck, which helped meet the rural demand for consumer products
- Combinations of specialty shops in one building (the department store) or branches and affiliate stores in many cities (chain

stores), representing methods of spreading fixed costs and of increasing profit through quantity operations

THE POWER BROUGHT BY FINANCIAL CONTROL OF A RAPIDLY EXPANDING CORPORATION WAS SOMETIMES MISUSED.

Corporations combined into larger organizations to limit competition and manipulate prices by controlling markets or decreasing the number of units. Organizations included the pool, the trust, and later forms such as the interlocking directorate and the holding company.

Financiers and other businessmen often interfered in government to influence legislation or to secure government contracts. Pertinent here are:

. The work of lobbies
. Government - business scandals, such as the Credit Mobilier and the Tweed Ring

WRITERS AND HUMANITARIANS BROUGHT PRESSURES FOR SOCIAL AND ECONOMIC REFORM BY CALLING ATTENTION TO THE EVILS AND HARDSHIPS CREATED BY THE MISUSE OF POWER.

Some of the problems highlighted by writers include:

. Ruthless methods of industrial giants
. Poor products for the consumer
. Political graft in cities
. Slums with their unsatisfactory housing and related evils

Humanitarians worked to improve conditions, for example:

. Pressures brought by Jacob Riis to improve opportunities for slum children
. Hull House as a model for future community centers
. Lillian Wald's efforts which led to the visiting nurse service

FORTUNES ACCRUED BY BUSINESS LEADERS BROUGHT CONFLICTING VALUES AND CONFLICTING CONCEPTS OF RESPONSIBILITY.

Most millionaires of this period had acquired their fortunes since the Civil War in industry, trade, or railroads. Some used their great wealth for personal gratification, as seen in ostentatious homes, furnishings, dress, and recreation. Others felt a social obligation imposed by this wealth, to use this money in ways which could lead others less fortunate in desirable directions.

Examples of philanthropy, among many others, included:

. Carnegie library endowment
. Mellon's gift, creating National Gallery
. The Morgan library
. The Guggenheim Foundation
. The Rockefeller Foundation

PROBLEMS FOR LABOR RESULTED FROM THE RAPID CONSOLIDATION AND EXPANSION OF BUSINESS AND INDUSTRY.

Increasingly the physical and social distance between workers and the ownership group widened, with resulting loss in personal contact to alleviate bad conditions or settle grievances. Among the problems causing dissatisfaction were:

- Dawn to dusk working hours, a continuance of the pattern set in our early factory years
- Low wage patterns resulting from business recessions, and from increases in the labor pool
- Lack of security for the worker in business recessions, periods of ill health and old age, or in unemployment caused by new processes
- Dangerous and unsanitary working conditions

Unsatisfactory housing conditions resulted from increasing concentration of workers near factories and shops. These showed especially in the growth of slums and in the exploitation often found in the company town.

In supplying goods and services, large corporations sometimes overlooked the rights of the consumer, in the interests of greater profits:

- Poor quality of products offered
- Prices based upon "what the traffic will bear"

LABOR IN THIS PERIOD STRUGGLED TO FIND A SUCCESSFUL FORM OF ORGANIZATION WHICH WOULD WIN RECOGNITION OF THE RIGHTS OF THE WORKER.

The Knights of Labor attempted to bring together all kinds of workers on a nationwide basis. Some of the reasons for its downfall were:

- Too varied a membership to permit united efforts on common problems
- A policy of secrecy, which aggravated misunderstandings
- Labels of radicalism
- Involvement in unsuccessful strikes

The American Federation of Labor profited by the weaknesses of earlier organizations, for example:

- Organization in more cohesive units, the craft unions
- Emphasis upon working for collective bargaining
- Avoidance, where possible, of involvement in violence and in strikes
- Avoidance of political involvement

More radical groups appeared on the scene, but were usually discredited, as a result of outraging public opinion through violence, for example:

- "Molly McGuires" among the miners
- International Workers of the World

An important achievement of the labor movement was the shift in the attitude of the federal government toward the unions, for example:

- Early attitude seen in government action in the Pullman Strike
- Government sympathy of labor's side, seen in President Roosevelt's action in the Anthracite Strike of 1902
- Legal acknowledgment in the Clayton Act of labor's right to form unions

THE FARMER SOUGHT TO SOLVE HIS BASIC PROBLEM OF NOT RECEIVING A FAIR RETURN FOR HIS LABOR BY ORGANIZATION AND POLITICAL ACTIVITY.

Railroads frequently had monopoly control of services to some farmers, and manipulated rates accordingly. An example was in the problem of long and short haul.

These efforts were made to solve the railroad rate problem:
- The Patrons of Husbandry (Grange) serving as a unifying agent to bring farmers with common problems together
- Political activities of the Grange leading to the passage of Granger Laws, legislation regulating railroads on a state level

Laws legislation regulating railroad rates on a state level
- After state laws were ruled unconstitutional, the federal government assuming a role of protecting the farmer against railroad abuses with the passage of the Interstate Commerce Act

Cooperatives were formed, to permit farmers to purchase in quantity, and to give them a stronger selling position.

The Populist Party, which planned to raise prices through increasing the money supply, was chiefly a party of the farmer.

PROBLEMS IN ASSIMILATION OF THE IMMIGRANT POPULATION IN LATE NINETEENTH CENTURY AMERICA STEMMED FROM THE VAST NUMBERS AND THE DIFFERENCES IN CULTURAL BACKGROUND OF THIS GROUP, AS WELL AS FROM THEIR LIVING CONDITIONS IN THE UNITED STATES.

Earlier immigration had been sufficiently limited that it had supplied needed services in our growing economy, but had not created great problems of crowding or unemployment. Examples were:
- Settlement on frontier as a help in developing the area
- Contributions of Irish to our early transportation projects
- Part played by German craftsmen in building consumer product industries

Pre-Civil War America had a place for farmers from Northwestern Europe, attracted by free or inexpensive land.

The newer immigrants attracted by unskilled jobs in heavy industry or in sweatshops came from areas of greater hardships and were willing to accept poor working conditions, for example:
- Landless situation of peasants in Eastern Europe
- Plight of Jews in Russia and Poland, subject to religious and economic discrimination
- Overcrowded conditions in Italy, especially in Sicily, without the alleviating effect of industrial development
- Completely different economic base in China, which made work on western railroads in the United States seem desirable

Cultural differences between these new groups and the groups already in America caused the various nationalities to settle in colonies in the industrial centers (failure of the melting pot theory).

The American workingman saw the immigrant as a competitor, keeping wages low and conditions unsatisfactory. This appeared in labor union endorsement of immigration restrictions such as the Chinese Exclusion Act.

The managerial group, however, pressured Congress effectively to prevent major limitations on European immigration until after World War I.

DURING THE POST-CIVIL WAR PERIOD, THE AMOUNT OF MONEY AVAILABLE WAS INADEQUATE FOR THE RAPIDLY EXPANDING BUSINESS AND AGRICULTURAL ECONOMY.

More money in circulation results in:

- Increasing prices: helpful for farmers with products to sell, harder for consumers who must buy the products
- More money available for loans: helpful to farmers, who needed to buy land, farm machinery and equipment on credit; helpful to those wishing to expand business; undesirable for lenders because the rate of interest lowered as more capital became available
- More money available to repay loans
- Money not worth as much in buying power therefore the lender does not receive back as much purchasing power as he lent

Money in this period included:

- Gold and silver coins issued by the federal government
- Paper bills issued by the federal government which could be redeemed in gold or silver
- Paper bills issued by banks which could be redeemed in gold, silver, or government bonds
- Greenbacks or paper money issued by the federal government during the Civil War, with a promise to pay later
- Credit: money in bank accounts, money which the bank or others are willing to lend

Some of the ways the amount of money in circulation can be increased are:

- The federal government's purchase and coinage of more gold or silver
- The federal government's purchase of more gold or silver, with more paper bills redeemable in one of these metals
- The federal government's issuance of more paper bills not backed by metals (greenbacks)
- Increased bank credit

Some forces which tended to discourage the expansion of money and depress prices in this period included:

- Government intention to withdraw greenbacks from circulation
- No significant gold discoveries to increase coins or paper bill backing
- Reluctance of government to buy quantities of silver in period of enormous silver discoveries (Comstock Lode)
- Reluctance of creditors to permit an increase of money in circulation (political dominance of this group)
- Preference of banks to lend to businessmen (short term credit) rather than to farmers (long term credit)

ALTHOUGH MOST OF THE POLICIES OF THE FEDERAL GOVERNMENT AND MUCH OF THE LEGISLATION PASSED BY CONGRESS TENDED TO HELP THE BUSINESSMAN RATHER THAN TO SOLVE THE PROBLEMS OF THE FARMER OR THE LABORER, THERE WAS PROGRESS BY THE GOVERNMENT TOWARD INSURING A MORE RESPONSIBLE ATTITUDE.

The Republican Party, controlled largely by the business class, carried all presidential elections except those of 1884 and 1892. The Senate, elected by the legislatures, was also largely controlled by the business interests and was nicknamed the "Millionaires' Club." Some of the policies of the business interests supported by legislation included "sound money" and a high tariff. Many farmers, however, saw the tariff as a protection against competition with foreign food producers and agreed with business on this issue.

Progress toward more responsible government may be seen by the following:

- The Fight for Civil Service reform, made more dramatic by the assassination of President Garfield
- Grover Cleveland's public image, characterizing his statement, "A public office is a public trust"
- Cleveland's fight for tariff reform
- Passage of the first business regulatory legislation, the Interstate Commerce Act and the Sherman Antitrust Act

Third parties dramatized the need for more democracy in government. The Populist Party platform of 1892 included:

- Direct election of Senators
- Initiative and referendum
- Secret ballot

Western states by 1900 had already adopted some provisions for more democracy, for example:

- Woman suffrage permitted by several states
- The Australian ballot in use in a few states
- Initiative, referendum, recall, and the direct primary which developed in Western states

THIRD PARTIES SERVED TO DRAMATIZE THE PROBLEMS OF THE FARMERS AND WORKING MAN DURING THIS PERIOD.

Two parties were committed to expanding the amount of money in circulation, thus raising prices: the Greenback Party and the Populist Party.

The demands of labor were represented in the Populist Platform of 1892, as seen by:

- Demand for eight hour day for industrial workers
- Proposal to restrict immigration

The farmers' difficulties in obtaining credit and in the dealing with the railroads were publicized by policies of the Populists, for example:

- Proposal for a federal commodity loan system
- Demand for federal ownership of railroads
- Plan to recover lands felt to be illegally held by railroads

AMERICAN LIFE CHANGED, AS OPPORTUNITIES FOR EMPLOYMENT AND THE AVAILABILITY OF CONSUMER GOODS ATTRACTED MANY FROM FARMS TO MARKETING AND MANUFACTURING CENTERS.

Growth of cities is indicated by the following examples:
. Cities reaching 1,000,000 population
  --New York by 1880
  --Chicago and Philadelphia by 1890
. Percent of population in rural areas (less than 2500 population)
  --In 1790 - 95%
  --In 1870 - 75%

The city offered opportunities, other than economic, not as readily available in small towns, for example:
. Better education facilities
. Newspapers, books, periodicals
. Libraries, museums, theatres
. Health services, hospitals

City living with the problems brought by close human contact, created demands for public provision of services such as:
. Street lighting
. Fire and police protection
. Transportation facilities
. Water systems
. Sewage systems, garbage disposal

Improved transportation within the urban area was provided both through public and private financing, for example:
. Most streets built, improved, or paved at public expense
. Most transportation facilities provided by private corporations, often with governmental protection of monopoly by the franchise system

OPTIONAL STUDIES

Suggested special optional studies: Life of a cowboy; Story of Hull House (or Henry Street Settlement); Coxey's Army; William Jennings Bryan

GENERALIZATIONS

A few sample generalizations that might be derived from Topic 5 and later tested for validity in other contexts:
. Other things being equal, debtors profit from inflation.
. Generally, but not universally, areas of scanty annual rainfall have relatively sparse population patterns.
. Major new industries create needs that lead to the establishment of subsidiary industries.

CONCEPTS

A few sample concepts that might be introduced or deepened in Topic 5:

Homesteader	Monopoly

Lobby	Referendum
Mass production	Sod house

Additional generalizations and concepts should be developed by the teacher and the class as they work on Topic 5.

TOPIC 6
THE UNITED STATES A WORLD POWER (1900-1940)

The life of the American people as well as the face of their land experienced major changes in the first four decades of the 20th century. The changes involved a new tempo, perhaps to keep pace with the new machines, and caused some people to look back nostalgically to the "good old days" before 1900, and especially before 1914.

The acquiring of overseas possessions marked a turning point in American history. Thenceforward, the United States was a world power whether it wished to be or not. The United States moved uncertainly toward major responsibilities, then reversed itself and moved away from such obligations, only to find that it really seemed to have no choice but to carry its share of the burden of international life in this eventful century.

The internal problems faced by the United States were largely those arising out of sheer bigness—the problems of big business, big labor, big government, overproduction and underconsumption, "boom" and "bust."

THE AMERICAN LANDSCAPE CHANGED 1900-1940, IN RESPONSE TO ECONOMIC AND SOCIAL TRENDS.

The influence that produced changes included:

- Continued urbanization; the number of farms increasing at first, quite slowly, and then decreasing
- Continued industrialization
- An end to railroad expansion as use of motor vehicles increased
- Changes accompanying the automobile age: roads, roadside services, extension of commuting patterns
- Erosion of city cores; growth of suburbs
- Following "dust bowl" crisis, some patterns of reforestation and contour plowing

TERRITORIAL CHANGES OF THE UNITED STATES PARALLELED THE EXPANSIONIST PATTERN OF 19TH CENTURY GREAT POWERS AND THEIR RETREAT FROM EXPANSIONISM OF THE 20TH.

The United States grew from 888,811 square miles in 1790, to 3,734,644 in 1920 (to be reduced to 3,619,644 upon granting of Philippine independence in 1946). The historic accessions merit review here:

- Louisiana
- Florida
- Texas
- Oregon
- Mexican Cession
- Gadsden Purchase
- Hawaii and small islands
- Philippines
- Puerto Rico
- Guam
- Samoa
- Panama Canal Zone
- Virgin Islands

Parallels may be drawn with the "new imperialism" by which European powers seized areas in Asia and partitioned much of Africa. The decolonization of the 20th century may also be noted, though detailed study of these events is not suggested here.

IMMIGRATION, WHICH BECAME A FLOOD AT THE TURN OF THE CENTURY, BROUGHT IN, ESPECIALLY IN THE CITIES, MANY PEOPLE WHO WERE NOT WARMLY WELCOMED BY THOSE ALREADY HERE.

Each wave of migration in our history has been viewed with alarm. The sheer weight of numbers increased the resistance to these newcomers, coming largely from southern and eastern Europe and the Near East, rather than northern and western Europe. A study of statistics, such as the sample given here, will shed light on the new immigration problems.

	Total Population	Immigration
1900	75,994,000	487,918
1910	91,792,000	1,041,570
1920	105,710,000	430,001
1930	122,775,000	241,700
1940	131,409,000	70,756

Total immigration 1900-1939—19,554,653

CHANGES IN THE EVERYDAY LIFE OF AMERICANS WERE PROBABLY NEVER SO GREAT IN ANY OTHER FOUR DECADES AS IN THE YEARS 1900-1940.

A few changes that occurred were:

- Passing of the horse and buggy; general use of the automobile
- Improved highways (by 1945, 1 1/2 million miles of hard surfaced roads)
- Introduction of the air age
- Growing up of the motion picture industry
- Improvement and extension of the telephone
- Introduction and widespread use of radio and improved phonographs
- New appliances for the home and machines for the farm, first gasoline-powered, then electric-powered
- Medical progress in treating anemia, diabetes, mental illness; in vitamin research
- Introduction of tabloid newspaper
- Major changes in the arts, with wide influence on home decoration
- Popularity of jazz and musical comedy

THE PERIOD OF REFORM (1900-1916), INFORMALLY KNOWN AS THE PROGRESSIVE ERA, WAS A MOVEMENT BROUGHT ABOUT BY A NUMBER OF SERIOUS INEQUITIES AND IMBALANCES IN AMERICAN LIFE.

The convergence of several problems in United States society in the early years of the 20th century produced in the minds of many Americans a sense of urgent need for programs of reform and change. Fortunately, the movement had good leadership which was able to direct much of the momentum into constructive channels.

The main problems which led to the Progressive Era were:

- The labor abuses arising out of extremely rapid industrialization—hours, wages, working conditions
- The abuses arising out of consolidation in the part of large corporations, creating monopolistic practices
- The domination by industrial leaders of many aspects of American political and economic life
- Weaknesses of and restrictions on labor unions
- Lack of political influence on the part of farmers
- Widespread corruption in government, especially in cities
- The literary protest movement—areas of protest of Norris, Sinclair, Tarbell, Riis and Steffens
- The influx of vast numbers of impoverished immigrants

A few of the leaders through whom action toward reform was initiated were:

- Theodore Roosevelt as Governor of New York and President of the United States
- Robert M. LaFollette, Sr. as Governor of Wisconsin and United States Senator
- Woodrow Wilson as Governor of New Jersey and President of the United States

THE PROGRESSIVE ERA WAS AN EXCITING PERIOD OF IDEAS, EXPERIMENTS, AND ATTEMPTS AT NATIONAL SELF-IMPROVEMENT.

The series of reforms and efforts toward reform are very impressive. Although success did not meet every effort, American life was permanently affected by the period.

- Founding of the Niagara Movement, 1905, leading to the N.A.A.C.P., 1909
- State and federal reforms of factory laws and regulations following the Triangle Waist Company fire of 1911
- Experimentation with the commission and city manager forms of government
- Wisconsin as the "laboratory of democracy"—direct primary, conservation, lobbying, tax reform
- President Theodore Roosevelt and his "trust-busting", whose effectiveness was debatable, and his creation of the cabinet post of Secretary of Labor
- Similarities and differences in point of view between Theodore Roosevelt and Woodrow Wilson
- The Wilson "New Freedom" program—tariff and banking reform, new anti-trust and labor legislation
- The end of the Progressive Era in the wake of international crisis
- Final achievement of women's suffrage through 19th Amendment

ALTHOUGH THE UNITED STATES SUPPORTED INTERNATIONAL PEACE EFFORTS BOTH BEFORE AND DURING WORLD WAR I, THIS NATION SEEMED TO BE INEXORABLY DRAWN INTO THE CONFLICT.

The United States, having become a world power with an overseas empire, supported such various early 20th century efforts and projects aimed toward

ruling out war as a means of settling outstanding disputes among nations as the following:

- Official and private support of the Hague Tribunal
- Theodore Roosevelt's mediation efforts in the Russo-Japanese War
- Under President Wilson, Secretary of State William Jennings Bryan's conciliation and arbitration treaties, 1913-1914
- The paradoxes of Wilson's policies toward Latin America

As Europe plunged into World War I, the United States tried to follow a policy of neutrality. Developments worth noting include:

- Wilson's early efforts toward neutrality
- The early veering of American public opinion away from neutrality
  - Sentiments conditioned by national origins of Americans
  - Impact of propaganda by the belligerents
  - The allied blockade, the German submarines, and the question of neutral shipping rights; the Lusitania incident
- Wilson's mediation efforts of 1915 and 1916
- The final breakdown of neutrality
  - Final rejection of Wilson's mediation plans
  - German unrestricted submarine war
  - The "Zimmerman Note"
- The United States entry into World War I on the side of the Allies, 1917

THE TRAGEDY OF WOODROW WILSON LIES IN THE FACT THAT HIS WAR AIMS WERE NOT AND COULD NOT BE ALTOGETHER THE WAR AIMS OF THE ALLIES.

The impact of the "Fourteen Points" was probably the major non-military factor in bringing an end to World War I. The Allies were willing to use the Fourteen Points for propaganda purposes, but they also had a number of secret treaties among themselves, many parts of which were in conflict with the goals and ideals of the Fourteen Points. When Germany sought an armistice based on the Fourteen Points, the Allies vaguely agreed to use the points as a basis for negotiation. The final treaties, especially the major one, the Treaty of Versailles, embodied some of Wilson's idealism, with the League of Nations plan incorporated into the major treaty.

Debate concerning the failure of President Wilson to secure Senate ratification of the Treaty of Versailles and the League of Nations includes the evaluation of the following points, which are among those most often advanced as explanations:

- The built-in injustices of the Treaty
- The partisan opposition of leading Senators, such as Lodge, Borah, Johnson
- A rising tendency toward isolationism
- The unfortunate breakdown in President Wilson's health, making him a semi-invalid for his last year-and-a-half in office
- The refusal of Wilson to compromise on reservations offered by the opposition

ALTHOUGH THE UNITED STATES TURNED AWAY FROM LARGE-SCALE INVOLVEMENT IN WORLD AFFAIRS DURING THE "TWENTY-YEAR ARMISTICE," THIS COUNTRY PARTICIPATED IN A NUMBER OF ACTIVITIES DESIGNED TO PROMOTE AND PRESERVE PEACE.

The United States remained outside the League of Nations and continued to be in many ways aloof from world affairs during the 1920's and 1930's. The aloofness, however, was never absolute, and this country did play a constructive part in peace efforts, which may be noted in passing:

- The Washington Naval Disarmament Conference, 1921-1922
- The unsuccessful Geneva Disarmament Conference, 1927
- The Kellogg-Briand Pact, 1928
- The London Disarmament Conference, 1930
- The unsuccessful Geneva World Disarmament Conference, 1932
- The unsuccessful London Naval Conference, 1935

THE UNITED STATES EXPERIENCED AN ECONOMIC BOOM IN THE 1920's OF SUCH PROPORTIONS THAT ITS FATAL WEAKNESSES WERE NOT VISIBLE TO MOST AMERICANS.

For most of the decade of the 1920's, it seemed that business was booming. Although there was many aspects of the boom that were illusory, there were sufficient indicators of economic health to prompt many observers to feel that the prosperity would never and could never end.

Some of the factors which, through most of the 20's, gave an illusion of ever-increasing health to the economy were:

- Very rapid and extensive expansion of industry
- Fairly low unemployment
- Rapidly rising standards of living for millions
- An increasingly "bullish" stock market
- An optimistic and laissez-faire oriented government—"Keep Cool with Coolidge;" "Two chickens in every pot, two cars in every garage"

An important problem aspect of this period is to try to account for the fact that the following danger signals, among others, were not taken more seriously:

- An essentially and chronically depressed situation in agriculture
- The almost unbelievable excesses of stock speculation
- The widespread use of questionable banking procedures
- The unprecedented and excessive expansion of credit and installment buying
- Relatively low wages and rising living standards, indicating that many were living far beyond their means
- Especially in the late 20's, the racing of production ahead of consumption, causing huge buildups of inventories

THE GREAT DEPRESSION WAS AN ECONOMIC, SOCIAL, AND PSYCHOLOGICAL CATASTROPHE SUCH AS THE UNITED STATES HAD NEVER EXPERIENCED BEFORE.

Modern nations, including our own, have periodically had cycles of economic prosperity and decline. The slump that began in 1929, however, was so drastic that nothing seemed to stimulate recovery. President Hoover and his administration tried a number of remedies designed primarily to stimulate business activity, and although these had varying degrees of limited success, the crisis would only briefly lessen and would then plunge to new depths. Some indication of the depths of the Depression may be gained from an analysis of the following typical developments:

- Unemployment peaking at 12 to 15 millions

- Bank failures totaling more than 5,000
- Business bankruptcies totaling more than 32,000
- Drop of more than 50 per cent in the total production of manufactured goods
- Stock prices dropping to about 10 per cent of 1929 values
- Sharp growth in extremist groups, though extremism never showed signs of obtaining general popularity. If conditions had not taken a turn for the better, however, many, but not all, historians believe that revolution might well have been a distinct possibility.

THE "NEW DEAL" WAS A BLOODLESS REVOLUTION IN AMERICAN LIFE, CHANGING PERMANENTLY THE RELATIONSHIP BETWEEN THE CITIZEN AND THE GOVERNMENT.

The famous first "100 days" of the Franklin D. Roosevelt Administration saw the enactment of a series of emergency measures designed to revive the economy. The result was a hurriedly enacted group of laws, many of which have contributed both theory and substance to later, more permanent legislation. Important among these early laws were:

- The first A.A.A.
- The N.I.R.A., establishing N.R.A. and P.W.A.
- Abandonment of the gold standard
- C.C.C.
- T.V.A.

THE "SECOND NEW DEAL" CONTAINED THOSE ELEMENTS OF THE ROOSEVELT PROGRAM WHICH WERE TO HAVE THE MOST ENDURING IMPACT ON AMERICAN LIFE.

As the program of the "100 days" ran its course, it seemed clear to the Administration that something more was needed. Opposition to the New Deal was rising and full recovery seemed still a long way off. The Supreme Court was setting aside much of the First New Deal. The times seemed to President Roosevelt to call for a new and bold program. Examples of legislation of this "Second New Deal," whose long-range effects should be explored, are:

- The National Labor Relations Act (Wagner Act), 1935, and subsequent rapid growth in strength of the labor movement
- The Social Security Act, 1935
- The second A.A.A., 1936—part of a farm program in response to the "dust bowl" as well as to the agricultural depression
- The unsuccessful Supreme Court Reorganization Plan and the events by which the Administration gained its ends without the adoption of such a plan
- The attempt to cut the "pump priming" and the resulting recession of 1937-1938
- The Fair Labor Standards Act of 1938

THE BREAKDOWN OF THE FRAGILE STRUCTURE OF PEACE IN THE EARLY AND MIDDLE 1930's WAS A MATTER WHICH THE UNITED STATES TRIED TO IGNORE.

It is difficult to say just when the peace of the world began to crumble. The world-wide depression, coming on the heels of our own Great Depression, certainly was a major factor. In retrospect, the first step toward World War II appears to have occurred in the Far East with the

Japanese invasion and seizure of Manchuria. The United States took a position on this, based on the violation of the Kellogg-Briand Pact and of the Washington Pact of 1922, both of which Japan had signed. The League of Nations, to which the United States did not belong, was unable to or unwilling to take any effective countermeasures.

Thus commenced a series of events which finally brought the world to September, 1939, and which ultimately brought the United States to December, 1941. This evolution may be observed in United States reactions to the following events:

- Withdrawal from the League of Nations by Germany and Japan, 1933
- The conquest of Ethiopia by Italy, 1935-36
- Hitler's remilitarization of the Rhineland, 1936
- Outbreak of the Spanish Civil War, 1936, with involvement by Germany, Italy, and the Soviet Union; Rome-Berlin Axis established
- Large-scale Japanese invasion of China; establishment of Rome-Berlin Tokyo Axis, 1937
- Germany's seizure of Austria, 1938
- Germany's demand for the Sudetenland of Czechoslovakia, 1938
- Germany's seizure of the balance of Czechoslovakia, 1939
- German demands in Poland and Danzig, the German-Soviet Pact, Germany's "ultimatum" to Poland, 1939
- Germany's invasion of Poland, British and French declarations of war, Soviet occupation of eastern Poland, and the beginning of World War II

OPTIONAL STUDIES

Suggested special optional studies: The silent movies; Ford's Model T; The Great Depression.

GENERALIZATIONS

A few sample generalizations that might be derived from Topic 6 and later tested for validity in other contexts:

- Public opinion is not static.
- Cassandras are almost always unpopular.
- The more complex an economic and social system becomes, the more it appears to need political controls.

CONCEPTS

A few sample concepts that might be introduced or deepened in Topic 6

Arbitration	Propaganda
Disarmament	Speculation
Embargo	Unemployment

Additional generalizations and concepts should be developed by the teacher and the class as they work on Topic 6.

TOPIC 7
THE UNITED STATES A WORLD LEADER (1940-PRESENT)

A key word for recent years in the United States is change. Change resulted from technological advances, and from social revolution, both accelerated by participation in World War II.

The United States was much more deeply involved in World War II than in World War I, and it emerged from the war as one of the world's two "superpowers," the other being the U. S. S. R. The Cold War broke out even before the shooting had stopped, and intensified over the years following the cessation of hostilities. The United States found itself the leader of anti-Communist forces all over the globe. The Cold War has occasionally become a "hot" or shooting war, and the threat of total nuclear destruction has been an ever-present possibility.

Never before in modern history has there been such a continuous succession of international crises. Even the wonderful achievements of the space age seem to be part of the Cold War rivalry. The Cold War has changed in many of its aspects over the years, and the United States response to it has also changed.

On the domestic scene, most of the basic elements of the New Deal have been retained; the major difference among the administrations and the congresses has been the degree of emphasis on new programs from the "New Deal" of Franklin Roosevelt, to the "Fair Deal" of Harry Truman, to the "Great Crusade" of Dwight Eisenhower, to the "New Frontier" of John Kennedy, and to the "Great Society" of Lyndon Johnson.

CHANGES IN THE UNITED STATES LANDSCAPE REFLECTED SOCIAL AND ECONOMIC TRENDS OF THE FIFTIES AND SIXTIES.

The face of America was modified in many ways, including:

- Expansion of surfaced highways, limited access highways, and city-skirting arterials
- Increase in number and size of airports
- Decrease in railroad mileage, especially commuter and feeder lines
- Moves of many manufacturing plants to suburban areas
- Mushrooming of shopping centers
- Continued decay of core cities, with some planned reversals
- Decrease in number and increase in size of farms; farm abandonment in marginal areas
- Increase of urban and rural slums in spite of efforts to remove them

MOST EARLIER POPULATION TRENDS CONTINUED AND ACCELERATED AFTER 1940.

Trends that continued were:

- Total increase in population
- Increase in number of people over 65
- Further moves to suburbs and exurbs
- Continued growth of cities

- Moves to South and West
- Little increase from immigration, restricted since the 1920's

AS WORLD WAR II PROGRESSED, THE POLICY OF THE UNITED STATES SHIFTED FROM NEUTRALITY TO ALL AID SHORT OF ACTUAL WAR TO THE COUNTRIES FIGHTING THE ROME-BERLIN-TOKYO AXIS.

The events that followed the opening shots of World War II were of a nature which put severe tests on American neutrality. Slowly at first, then more rapidly, the United States commenced giving greater and greater assistance to the anti-Axis powers, in spite of the tradition of neutrality. The United States government, and according to pollsters, the United States public, became convinced that an Axis victory would ultimately mean a direct threat to the United States and the Western Hemisphere. The result was a gradual movement toward direct involvement in the war.

United States responses to the following events should provide an understanding of this gradual movement away from neutrality in thought and in action:

- The Soviet Union's demand of Finnish territory and Finland's refusal
- The Soviet invasion of Finland
- The Nazi Blitzkrieg in Western Europe; the fall of Denmark, Norway, Belgium, The Netherlands, France; The Battle of Britain
- The German invasion of the Soviet Union
- Continued sinking by German submarines of British ships carrying Lend-lease supplies
- Increasing tempo of Japanese expansion in the Orient; continuing pressures on China, new pressures on Indo-China and Dutch East Indies
- The Japanese attack on Pearl Harbor and the Philippines
- The declaration of war on the United States by Germany and Italy

WORLD WAR II IN EUROPE WAS FOUGHT TO A SUCCESSFUL CONCLUSION BY THE SLOW SURROUNDING AND STRANGLING OF HITLER'S WAR MACHINE.

The Axis powers in Europe reached their high point of success in 1942. After that, the tide gradually turned in favor of the Allies, now known as the United Nations. The major actions to follow were these:

- The North African Campaign, 1942-1943
- The Italian Campaign, 1943-1944, the fall of Mussolini and the withdrawal of Italy from the Axis and its subsequent joining of the United Nations
- The Soviet Counter-offensive, 1943-1945
- The Normandy (D-Day) Invasion, 1944
- "Closing the Ring," 1944-1945
- The death of Hitler and the surrender of Germany (V-E Day), May 3, 1945

ALTHOUGH THE WAR IN EUROPE HAD TOP PRIORITY, THE JAPANESE EMPIRE WAS SLOWLY REDUCED IN SIZE AND, WITH THE BIRTH OF THE NUCLEAR AGE, JAPAN WAS FORCED TO SURRENDER.

Like her Axis partners in Europe, Japan reached its maximum power and

domain in 1942. Whereas the burden of the war in Europe was shared by the Americans, the British, the Russians, the Canadians, and the "Free French," as well as others, the war in the Pacific was essentially an American effort, although British, Australian, New Zealand, and other participants were present. The strategy may be observed in the following sequence:

- The Battles of the Coral Sea and Midway, 1942
- "Island-hopping", 1942-1945
- The Philippine Campaign, 1944-1945
- The dropping of an atomic bomb on Hiroshima, August 6, 1945
- The Soviet declaration of war on Japan, August 8, 1945
- The dropping of an atomic bomb on Nagasaki, August 9, 1945
- The cease-fire on August 14 (V-J Day) and the formal Japanese surrender, September 2, 1945

THE "COLD WAR", WHICH CAN BE SAID TO HAVE COMMENCED SHORTLY BEFORE THE WAR IN EUROPE ENDED IN 1945, WAS ESSENTIALLY THE RESULT OF TWO CONFLICTING POINTS OF VIEW TOWARD THE POSTWAR WORLD, THAT OF THE UNITED STATES, AND THAT OF THE SOVIET UNION.

Although the great powers of the anti-Axis alliance, the United States, Great Britain, and the U. S. S. R., co-operated during the war, serious frictions began to develop during the early months of 1945. Among the basic difficulties to be noted were:

- The enforced communization of areas of eastern Europe which the Soviet Union had helped to free from Hitler's control. This violated Soviet Premier Stalin's written promises of free elections in all former Axis-occupied territories.
- The intense campaign by Moscow-directed Communists in Western Europe, Latin America, Africa, and Asia to bring war-weary and/or poverty-stricken countries under Soviet control
- The frequent use by Soviet diplomats and negotiators of tactics that were sure to block or delay agreements
- Inability of the great powers to agree on the future of Germany
- The failure of Stalin to honor his promises regarding China
- Charges and counter-charges of imperialism and war-mongering

In brief, it seemed that the Soviet Union was attempting to spread its doctrines, backed up by its power, over as much of the globe as possible and as rapidly as possible. The United States and the other Western powers viewed this as a threat of tyranny and dictatorship comparable to the Nazi-Fascist threat, and possessing, perhaps, greater chances of success. Therefore, it became the policy of the United States to halt Soviet expansion, and, whenever possible, to support governments of a democratic, or at least anti-Communist nature.

Aspects of the Cold War to be explored include:

- The effect on it of the possibilities of nuclear war
- The hopes and dangers in the "thaws"
- Reasons for its increased complexity
- The extent of the responsibility and capacity of the United States relative to Cold War solutions

THE FAILURE OF THE LEAGUE OF NATIONS TO PREVENT WORLD WAR II LED WAR-TIME WORLD LEADERS TO TRY TO ESTABLISH A BETTER INTERNATIONAL ORGANIZATION.

It is a curious paradox of history that while the United States, by not joining the League of Nations, might well have been the prime cause of that body's failure, a generation later, the United States, principally through the persistence of Franklin D. Roosevelt, may be considered the prime cause of the creation of its successor to the League, the United Nations.

Each of the following steps should be noted as part of the background of the United Nations:

- The Atlantic Charter of 1941
- The coining of the term, "United Nations"
- The Moscow Conference
- Pronouncement of a bipartisan foreign policy
- Action by which both the Senate and the House of Representatives went on record in favor of United States membership in an international organization
- The Dumbarton Oaks Conference
- The Yalta Conference
- The San Francisco Conference. In spite of many disagreements, the charter was whipped into shape and was signed on June 25, 1945.
- Ratification of the Charter by the United States Senate

Since 1945, the United States has been a staunch supporter of the United Nations, and has played a constructive part in the functioning of the organization. Some of the leading Americans whose contribution to United Nations should be noted are: Eleanor Roosevelt, Warren Austin, Henry Cabot Lodge, Jr., John Foster Dulles, Ralph Bunche, Adlai Stevenson, and Arthur Goldberg.

THE UNITED NATIONS IN STRUCTURE AND IN FUNCTION DRAWS HEAVILY FROM ITS ILL-FATED PREDECESSOR AND FROM WESTERN MAN'S PARLIAMENTARY EXPERIENCE.

The structure of the United Nations is, in many ways, similar to that of the League of Nations. It also bears strong resemblance to various parliamentary bodies, and has, in addition, executive and judicial arms. Its main weaknesses, lack of enforcement power and lack of universality, are the same in kind as those of the League but much less in degree. The United Nations has enjoyed far more success in carrying out its decisions than its predecessor, and the vast majority of the world's nations, old and new, support the United Nations. A general understanding of how the United Nations operates may be gained from an examination of the structure and functions of:

- The Security Council
- The General Assembly
- The Secretariat
- The Economic and Social Council
- The Trusteeship Council
- The International Court of Justice
- The Specialized agencies

WORLD RELATIONS DURING THE POSTWAR PERIOD HAVE BEEN INFLUENCED BY PROLIFERATION OF REGIONAL GROUPINGS, PERMITTED BY THE CHARTER OF THE UNITED NATIONS.

The United Nations Charter, as originally drafted, allows for regional groupings or organizations. As the Cold War intensified, a large portion of the world has divided into two armed camps under regional arrangements or alliances which ostensibly are not in conflict with the letter of the Charter, but are viewed by some as not altogether in the spirit of that document. The alliances are generally headed, or dominated, by the United States on the one hand or the Soviet Union on the other. United States involvement in or relations with such groupings as the following will provide clues to United States global problems during recent years:

- The Rio Pact
- The Organization of American States
- The North Atlantic Treaty Organization
- The Sino-Soviet Pact
- The United States-Japanese Pact
- The Australia-New Zealand-United States Pact
- The Southeast Asia Treaty Organization
- The Warsaw Pact
- The Central Treaty Organization

A number of other alliances exist, but the above are among the most important ones which involve the United States and its major adversaries.

Other regional combinations or groupings essentially of a non-military nature, exist, either formally or informally. The United States must of necessity be deeply interested in all of these, whether it belongs to them or not, or whether it has influence over them or not. Typical groupings whose existence should be noted here are:

- The so-called "Afro-Asian Bloc" (a weak term, because African and Asian countries actually form no single unified bloc)
- The Arab League
- The Organization of African States
- The European Economic Community
- The European Free Trade Association
- The Communist Information Bureau
- The Council for Mutual Economic Assistance
- The Alliance for Progress

THE POSTWAR PERIOD HAS SEEN A BEWILDERING SUCCESSION OF INTERNATIONAL CRISES.

Several times the world has gone to the brink of all-out war. Many crises have been wholly or partially resolved by the United Nations, others have tended to dissipate with time, some have resulted in small-scale, guerrilla, or "limited" warfare, and others continue to fester like open wounds. It seems that great powers like the United States cannot be disinterested in international crises wherever they may occur, for almost every crisis area is an actual or potential Cold War battlefield. Consequently, we find ourselves involved in situations and places in which involvement would have been unthinkable in earlier periods of our history.

The major crises of the postwar period with which we have been especially concerned are listed here. Eighth grade classes should be aware that these are a few among many. Their main concern is with United States involvement, not necessarily with detailed background study of every one. Current developments may focus special attention on particular crises in this list or on new ones at any given time.

- The Greek crisis and Truman Doctrine, and the broader European economic crisis and the Marshall Plan
- The Berlin Blockade and Airlift
- The Palestine crisis and the Arab-Israeli War
- The collapse of Nationalist China
- The Korean War
- The Indo-China crisis of 1954—Laos, Cambodia, the Vietnams; exit France, enter the United States
- The Suez crisis and the Eisenhower Doctrine
- The Hungarian revolt
- The Congo crisis, 1960 to the present
- The second Berlin crisis and the "Wall"
- The Cuban missile crisis
- The worsening Vietnam crisis

FEW, IF ANY, PRESIDENTS HAVE MADE FOREIGN POLICY DECISIONS MORE FAR-REACHING IN EFFECT THAN THOSE MADE BY PRESIDENT TRUMAN.

The far-reaching effects of President Truman's decisions include his responses to the following issues:

- Whether to use the atomic bomb
- How to meet the Greek-Turkish crisis
- How to promote post-war recovery in Europe
- How to meet the crisis in Korea

DWIGHT D. EISENHOWER FOLLOWED A DOMESTIC POLICY BASED ON REDUCTION OF THE SCOPE OF GOVERNMENTAL AND EXECUTIVE AUTHORITY AND ON REDUCTION OF GOVERNMENT SPENDING.

The Eisenhower Administration had a number of domestic objectives (the "Great Crusade"):

- Without reversing the most basic changes introduced by the New Deal, the power of the federal government to be curtailed
- Strenuous efforts to balance the national budget
- As many federal activities as possible to be transferred to the states, localities, and/or private business organizations
- The government to be made more efficient by reorganization and streamlining at all levels
- The economy to operate with as little governmental restriction as possible

An analysis of the inability of the President to achieve any major reduction of the scope of government would make reference to:

- Changing economic conditions
- Changing military commitments
- Response to Sputnik I in the space program and in education

THE THREAT OF COMMUNISM CREATED AT TIMES A NEAR HYSTERIA IN THE UNITED STATES DURING THE TRUMAN AND EISENHOWER ADMINISTRATION.

The widespread fear should be interpreted in terms of:

- Concern over the spread of Communism in many parts of the world
- The existence of a relatively small, but potentially dangerous knot of dedicated Communists in the United States
- The actions of individuals like Senator Joseph McCarthy of Wisconsin, whose procedures and tactics live on in the term, "McCarthyism"

POSTWAR DEMOCRATIC ELECTION VICTORIES PRODUCED SURPRISES AND INNOVATIONS.

The election surprises and innovations which have significance in our political history may be explored by analyzing:

- Reasons for the surprise victory of Truman over Dewey in 1948
- Such features of the election of 1960 as age of the candidates, effects of the television debates, closeness of the popular vote, and the involvement of the religious issue
- The significance in the election of 1964 of the kind of campaign conducted by the two major candidates, the ideological divergences, the civil rights issue, the foreign policy issue, and the popular and electoral voting results

THE KENNEDY ADMINISTRATION WILL GO DOWN IN HISTORY AS MOMENTOUS, BUT FINAL EVALUATION MAY BE GENERATIONS IN COMING.

The Kennedy Administration was brief—a little less than three years. Assessing it is difficult because of its recency and because of the still-felt emotional impact of the President's assassination. Partial evaluation is possible in terms of the following:

- Record on getting measures passed by Congress
- Record in foreign policy ("Bay of Pigs", the Cuban missile crisis, the nuclear test ban treaty)
- Record on civil rights
- Concept of the presidency
- Personal impact on the nation

PRESIDENT JOHNSON'S "GREAT SOCIETY" PROGRAMS WON MORE COMPLETE SUPPORT IN CONGRESS THAN TRUMAN'S "FAIR DEAL" OR KENNEDY'S "NEW FRONTIER."

From the record and from reasoned interpretation which is still highly debatable these considerations may help account for the relative success and failure of the three programs:

- Aims and measures which the three programs had in common
- The degree to which each program successively built upon its predecessor
- Differences in party strength in Congress
- Differences in the relations of the three Presidents with Congress
- Major measures passed during each administration
- Major measures blocked during each administration
- Possible cumulative effect of changes in public opinion with the passage of time

LONG OVERDUE PROGRESS ON CIVIL RIGHTS FOR NEGROES HAS ACCELERATED SINCE THE END OF WORLD WAR II.

Progress may be traced chronologically by administrations, with particular attention to progress in desegregation, gains in political rights, improved opportunities in education and employment, and with attention also to the conflicts and crises that have been a part of the movement.

In the Truman administration, progress was made in:
- The armed services
- Government employment

During the Eisenhower years, the following developments occurred:
- *Brown v. Board of Education of Topeka, Kansas*
- The Supreme Court's "with all deliberate speed" order
- Southern Congressional Manifesto
- Little Rock crisis and "sit-ins"
- Civil Rights acts of 1957 and 1960

In the Kennedy years, there were these developments:
- Executive power applied to firm with government contracts
- "Freedom Rides"
- The James Meredith case
- The University of Alabama case
- The March on Washington

Civil rights developments of the Johnson administration included:
- Continued "sit-ins"
- Northern school boycotts
- Crises and marches in the South
- The Civil Rights Acts of 1964 and of 1965

THE JOHNSON ADMINISTRATION FACED EXTREMELY DIFFICULT AND COMPLEX PROBLEMS IN FOREIGN POLICY.

Most of the crises of the past two decades are continuing ones. Some are quiescent, others active. Larger issues facing the Johnson administration include:
- Containment of communism everywhere
- Maintaining the integrity of the Western Alliance
- Meeting the issue of involvement in a land war in Asia
- Maintaining Western Hemisphere solidarity
- Keeping intact the defenses of Western Europe
- Maintaining public understanding and the support of public opinion in this country

OPTIONAL STUDIES

Suggested special optional studies: Developing the first atomic bomb; Popular music of World War II; The march on Washington

GENERALIZATIONS

A few sample generalizations that might be derived from Topic 7 and later tested for validity in other contexts:

- Almost every upheaval or conflict anywhere on the globe today has world-wide implications and repercussions.
- The atomic bomb created a balance of terror.
- Measures regarded by most people as radical in one generation are often considered moderate in the next.

CONCEPTS

A few sample concepts that might be introduced or deepened in Topic 7:

Assembly	Isolationist
Charter	"McCarthyism"
Guerrilla	Pact

Additional generalizations should be developed by the teacher and the class as they work on Topic 7.

TOPIC 8
THE FEDERAL GOVERNMENT AND CIVIC RESPONSIBILITY

Perhaps the best introduction to this topic would be a review of that portion of Topic 1 of this syllabus which tells the story of the framing of the Federal Constitution. In particular, the understanding which summarizes the basic principles underlying the Constitution will be reviewed and discussed here with profit.

This topic provides for a detailed study of the structure and functions of the Federal government. It shows how the Constitution and practices of government have been changed to meet new needs and how political parties operate to carry out in the arena of government the wishes of the citizens. It deals with the complex interrelationship among federal, state, and local governments. It attempts to suggest some ways to answer the question: What are the civic responsibilities of the good citizen?

KNOWLEDGE OF THE CONSTITUTION OF THE UNITED STATES IS NEEDED AS A BASIC FOUNDATION FOR UNDERSTANDING THE FUNCTIONING OF THE FEDERAL GOVERNMENT.

A fairly thorough understanding is needed of:

- The preamble setting forth the purpose of the Constitution
- Article I, describing the structure and functions of Congress
- Article II, describing the executive department
- Article III, describing the judicial department
- Article IV, describing the relations among the states
- Article V, describing the procedures for amending the Constitution
- Article VI, providing for
  - The assumption by the new government of the debts of the government under the Articles of Confederation
  - The position of the Constitution and the laws and treaties made under the new government as the Supreme Law of the Land
  - The requirement of the taking of an oath to support the Constitution by all officers of the federal and state governments
  - The barring of a religious test as a qualification for holding office
- Article VII stating that the Constitution would be established after ratification by nine states

THE FRAMEWORK OF GOVERNMENT UNDER THE CONSTITUTION IS BASED UPON IMPORTANT POLITICAL PRINCIPLES.

Some of these principles are:

- Federalism, or the division of power between the central and state government as can be seen in the sections describing the manner of choosing the Congress and the President, filling vacancies in the Congress, and in setting the time and place of elections; in the listing of powers denied to the United States and powers denied to the states; in Article IV which spells out the relations of the states to each other; in Article V which tells how the amending process is shared; and in Article VI which states the supremacy of the Federal Government.

- Separation of powers, shown in Articles I, II, and III
- Checks and balances, included to prevent one department from becommore powerful than another, a principle considerably modified in practice
  - The executive checking the legislative by veto and the judicial by appointment
  - The legislative checking the executive by passing laws over vetoes, confirming appointments, and ratifying treaties
  - The legislative checking the judicial through impeachment
  - The judicial checking the legislative and executive by review of laws
- Respect for contracts and property, included under Powers denied the states (No state may pass a law impairing the obligation of a contract). It appears in Amendment V and XIV with the phrase "deprived of live, liberty or property without due process of law."
- Protection of individual liberties, found briefly in Article I, Section 9 under powers denied the United States and very explicitly in the Bill of Rights.
- Provision for change in Article V which describes the ways by which the Constitution may be amended

THE LANGUAGE OF THE CONSTITUTION HAS MADE POSSIBLE CHANGE IN THE ROLE OF OUR FEDERAL GOVERNMENT WITHOUT A CORRESPONDING CHANGE IN ITS FRAMEWORK.

The phrases "common defense" and "general welfare", indicating general functions for which tax money may be spent have permitted the development of such specified programs as public housing, conservation, farm subsidies, and space exploration.

The last listed power of Congress, commonly called the elastic clause, used in conjunction with a specifically delegated power, has made possible, among other actions:

- The creation of a United States bank
- The passage of selective service laws
- The granting of subsidies to airlines and merchant marine
- Regulation of the means of transportation and communication
- Regulation of wages paid to a person who helped make an article which entered interstate commerce

The power of the president to make treaties has been interpreted to include executive agreements, thus giving the president much leeway in the conduct of foreign affairs.

The provision in Amendment XIV that a state may not deny to any person within its jurisdiction the equal protection of the laws has been interpreted to mean that public school segregation is not equal protection of the law of the state.

SOME CHANGES HAD TO BE MADE IN THE ORIGINAL CONSTITUTION BECAUSE SPECIFIC PROVISIONS PROVED UNWORKABLE.

Changes to correct unworkable provisions included:

- Changing the section on the jurisdiction of the federal courts

. Changing the manner of electing a president

Note should be made here of a still unresolved problem—the manner of filling a vacancy in the presidential office in case of disability. At present it is the subject of a proposed twenty-fifth amendment.

MOST AMENDMENTS WERE ADDED TO THE CONSTITUTION TO MEET THE NEEDS OF OUR SOCIETY IN PARTICULAR PERIODS OF HISTORY.

The wording of the amendments themselves, in most cases, provides the needed clues to the ways in which they were designed to fill the needs stated here:

- The first ten amendments (Bill of Rights) in 1791, to provide basic guarantees
- The thirteenth, fourteenth, and fifteenth amendments to deal with some of the problems of the Civil War and Reconstruction
- The sixteenth amendment to meet the growing needs of the federal government for revenue
- The seventeenth, nineteenth, twenty-third, and twenty-fourth amendments, to make the government more responsive to the wishes of all the people
- The passage of the eighteenth amendment in 1919, a culmination of the work of a temperance movement begun in the first half of the nineteenth century. It was repealed by the twenty-first as new social forces seemed to make it anachronistic.
- The twenty-second amendment, reaction to the election of Franklin Roosevelt four times and an expression of the idea that no man should hold the office of president without some limitation on the number of his terms

THE BODY OF PROCEDURES WHICH EVOLVED TO MAKE THE MACHINERY OF THE FEDERAL GOVERNMENT OPERATE MORE SMOOTHLY BECAME KNOWN AS OUR "UNWRITTEN CONSTITUTION."

Some of these procedures are:

- The use of political parties as the agents for conducting elections
- The creation of well organized and well informed executive departments into a cabinet to advise the president and administer executive programs
- The custom of the President's seeking advice about federal appointments in a state if at least one of the senators in Congress is of his own party (senatorial courtesy)
- The development of Congress of a committee system to speed up the law-making procedure
- The traditional limitation of the term of the president to two terms until it was broken by Franklin D. Roosevelt. This tradition was then made law by the twenty-second amendment.

POLITICS ON A NATIONAL LEVEL OPERATES THROUGH MACHINERY SET UP BY THE POLITICAL PARTIES IN EACH OF THE STATES.

Among the functions of the state branches of the political parties are:

- The choosing, by a variety of methods, of a National Committee

- Designating delegates to the National Convention
- Participation, in some states, in presidential preferential primaries
- Choosing electors in presidential election years
- Raising money and campaigning for candidates at state and national levels

THE RELATIONSHIP OF THE MAN ELECTED PRESIDENT OF THE UNITED STATES TO HIS POLITICAL PARTY IS A UNIQUE ONE.

Some aspects of this relationship are:

- The President while in office acting as the titular head of the party; when out of office, sometimes consulted, sometimes ignored
- Presidential power to influence the party in states through the distribution of federal appointive jobs (patronage) and the location of federal installations such as, navy yards, government hospitals, and scientific experimental programs
- Influence through personality, as in the case of President Dwight Eisenhower who healed the divisions in the Republican Party resulting from the elections of 1948 and 1952
- Influence through vision of the future which may move the party to follow him on untrod paths, as in the case of President Abraham Lincoln when he dramatized the cause of freedom for the Negro slave with the Emancipation Proclamation
- Conversely, lack of leadership and vision by a president, causing the party to waver and vacillate as in the case of President James Buchanan who sat by waiting for his term to expire as seven states seceded from the union

EACH POLITICAL PARTY IN THE UNITED STATES TRIES TO ENCOMPASS A BROAD SPECTRUM OF INTERESTS AND OPINIONS.

Frequently, the political party platforms have seemed to overlap because each party is trying to operate on a wide track. When each veers to the middle of the road, the winner is often the one nearer the middle.

Examples are:

- The Democratic-Republican party incorporating Federalist policies by buying Louisiana and incorporating the second United States Bank
- The Whig Party, formed out of a mixture of sections and interests arising in reaction to the person and program of Andrew Jackson
- The Republican Party in its initial stage drawing on Whig, Democrats, Free Soilers, Abolitionists and Know Nothings for its members, with one thing in common, opposition to the extension of slavery
- During the period between 1876-1896, the existence of both Gold and Silver Democrats
- By 1896 the Democratic party moving a little more to the left but continuing to shelter under its umbrella the conservatives of the South while the Republican Party, grown conservative from its long period in power, began to develop liberal leadership in such men as Theodore Roosevelt, George Norris, Hiram Johnson, and Robert LaFollette

. The Republican defeat in election of 1964, proving that the American people seem to like their parties to be "middle of the road"

THE NETWORK OF INTERRELATIONSHIPS AMONG FEDERAL, STATE, AND LOCAL GOVERNMENTS GROWS MORE AND MORE COMPLEX.

Among the agencies of New York State which either operate partly under federal supervision or which help administer federal laws or which distribute federal funds to individuals or local communities are those listed below: (In the case of a few programs, the federal government deals directly with local governments.)

. Division of Marketing of Department of Agriculture
. Division of Milk Control of Department of Agriculture
. Bureau of Statistics of Department of Agriculture
. Civil Defense Commission
. Department of Mental Hygiene
. Department of Social Welfare
. Education Department
. Housing and Community Renewal Division of Executive Department
. New York National Guard
. Office of Regional Development
. State Social Security Agency

The above listing is given merely to indicate the complex interrelationships that exist. A few topics to consider here are:

. Reasons why localities look to the state and federal governments for assistance
. Reasons why some people feel this is not a desirable trend
. Reasons why it will probably continue and grow
. The pertinence of local, state, and federal cooperation (or in some cases local-state, state-federal or inter-state cooperation) in such areas as: air pollution, conservation of water supply, public health, education, housing, civil rights, civil defense
. Areas that may be properly limited to a single level of government

ALL AMERICAN CITIZENS, WOMEN AS WELL AS MEN, HAVE RESPONSIBILITIES AS WELL AS RIGHTS.

An American citizen should understand:

. The protection of his individual rights by both a federal and a state bill of rights
. The protection of his voting rights by both the state and federal government
. The concern for his right to an education commensurate with his ability, once mostly a state and local affair, but becoming more and more the concern of the federal government
. Protection against unemployment, a concern of both governments
. Both state and federal legislation regulating his working conditions
. State and federal laws keeping open his right to engage in business
. The acceptance, to a degree, of the responsibility of the federal government for his welfare if he is a farmer
. State and federal concern for conservation of his natural heritage

- His protection from foreign enemies, a major responsibility of the federal government

An American citizen should also understand his civic duty to:

- Be aware of and guard his individual rights and be aware and guard the rights of others
- Try to vote intelligently in federal, state, and local elections
- Respect the institutions of governments which include the executive officers, the legislative bodies, the courts, and the police
- Take advantage of the opportunities offered for self-improvement
- Participate actively in a political party, if possible
- Be knowledgeable about the sources of taxes, the demands made upon tax money, and limitations on the things that taxes can buy
- Consider service in the armed forces a duty to his country, unless he is a conscientious objector

An American citizen should finally understand his legal responsibility to:

- Pay taxes to local, state, and federal governments
- Abide by the laws of the local, state and federal governments. The question of civil disobedience in the case of southern local or state segregation laws may be discussed here.
- Serve, in the case of males, in the armed forces of the federal government except as noted above.

OPTIONAL STUDIES

Suggested special optional studies: The progress of a particular bill in Congress; Influence of federal aid on the local school; Cooperative planning for clean water

GENERALIZATIONS

A few sample generalizations that might be derived from Topic 8 and later tested for validity in other contexts:

- A constitution that is broad in scope is less subject to change than one that spells out details of policy and procedure.
- Most institutions tend to develop customary patterns of operation which come to have almost as much force as their written rules
- The power to give or withhold favors is a powerful political weapon.

CONCEPTS

A few sample concepts that might be introduced or deepened in Topic 8:

Executive	Legislative
Federal aid	Platform
Judiciary	State aid

Additional generalizations and concepts should be developed by the teachers and the class as they work on Topic 8.