

**THE PUBLIC SCHOOLS SOCIAL STUDIES  
REPORT: A REPORT BY THE DIRECTOR OF  
SOCIAL STUDIES WHICH REPRESENT A  
PARTIAL CURRICULUM - IN PROCESS OF  
EVOLUTION - FOR GEOGRAPHY AND  
HISTORY**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649684526

The Public Schools Social Studies Report: A Report by the Director of Social Studies Which Represent a Partial Curriculum - in Process of Evolution - for Geography and History by Wm. John Cooper

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Cover @ 2017

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**WM. JOHN COOPER**

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# THE PUBLIC SCHOOLS SOCIAL STUDIES REPORT

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

WM. JOHN COOPER

Director of Social Studies.

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

LB1563  
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Gift of Summer Session

UNIV. OF  
CALIFORNIA

## INTRODUCTION

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

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

Fred M. Hunter,  
Superintendent of Schools.

TO THE  
ADMINISTRATIVE

## OAKLAND PUBLIC SCHOOLS

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### Superintendent's Report 1917-1918

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

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

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

Annual Statistical Report.

Reports of Assistant Superintendents and Secretary-Business Manager.

Discussion of the Committee Plan of Work.

Reports of Committees.

Reports of Principals and Directors and Supervisors of Special Subjects.

Report of the Director of Reference and Research.



## GENERAL CIRCULAR NO. 1

### TO PRINCIPALS AND TEACHERS:

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

#### A. History Work.

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

- a. Use California State Text. As soon as old Introductory History is used up obtain from superintendent's office the new text by Mace—"Beginner's History." If you have old texts, try to get one copy of the Mace for the teacher's desk.
- b. Reference books—at least one copy of each of as many of these as you can afford:
  1. Gordy, W. F., American Leaders and Heroes, (Charles Scribner's Sons—60c).
  2. Foote, A. E. & Skinner, A. W., Explorers and Founders of America, (American Book Co.—60c).
  3. Foote, A. E. & Skinner, A. W., Makers and Defenders of America, (American Book Co.—60c).
  4. Tappan, Eva M., American Hero Stories, (Houghton Mifflin Co.—55c).
  5. Coe, F. E., Makers of the Nation, (American Book Co.—56c).
  6. Coe, F. E., Founders of Our Country, (American Book Co.—50c).
  7. Mace, W. H., History Readers, (Rand McNally Co).

Book I .....	35c.
Book II .....	35c.
Book III .....	35c.
  8. Lawler, T. B., The Story of Columbus and Magellan. (Ginn & Co.—40c).

Additional titles furnished if requested.

- c. Course of Study.

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

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

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

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

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

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

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

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

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

- c. For the teacher's use—Bliss, W. F. History in the Elementary Schools. (American Book Company—80c).
- Also Wayland, J. W., How to Teach American History. (Macmillan Co.—\$1.10).
- d. Course of Study.

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

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