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A STUDY OF REPRESENTATIVE HISTORY AND GEOGRAPHY TEXTBOOKS
USED IN ENGLISH-SPEAKING COUNTRIES
BORDERING ON THE PACIFIC.

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INTRODUCTION.

Among the ideas of modern times is the idea that the people of every race should have their own country and rule themselves in their own way. Such slogans as "Poland for the Poles", "Italy for the Italians", or "America for the Americans" are popular. Out of this idea has come the term "nationalism" or "national freedom". For many years a selfish nationalism has been growing and many times the peaceful relations between nations have been seriously strained because of the apparent lack of knowledge and understanding of each other.

Commercial growth has caused improved means of transportation which have brought the people of the world closer together. World-wide interests have developed and it is quite necessary that the people who maintain such close relationships live at peace with one another.

As a rule when one man knows another man, he respects his personality, sympathizes with him in his difficulties and failures, and admires him in his successes and greatness. It is only reasonable that the same would be true of nations. One nation must be correctly informed concerning another nation before any such attempts as the "league of nations" or "international arbitration" will ever succeed.

One source of knowledge of the nations is the textbooks used in the schools of the various nations. At least the early impressions, which are often the lasting ones, are gained from

the material of the textbooks studied.

PROBLEM.

This study concerns itself with the consideration of the textbook material of the histories and geographies of the English-speaking countries bordering on the Pacific, to find the amount of space devoted to each country and to judge the nature of the material found.

The aim of this study is to make a reliable investigation into the contents of the textbooks, to give a correct presentation of the findings, to point out significant points of various authors, to estimate the value of the quoted passages, to suggest reasons for deficiencies, and to suggest the influence of the texts on the school population.

METHOD.

Representative textbooks were chosen, in so far as possible with respect to general use, authors and publishers for Australia, Canada, New Zealand, and the United States. A fair supply of texts was available for all except Canada, for which only five histories and one geography, with its accompanying atlas, were received.

The tables of contents and the indices, where they were provided, were studied carefully to find the important and more detailed information concerning the countries. Then the texts were skimmed hastily to find other bits of information not

referred to in the table of contents of the indices. The lines were counted and the space was estimated to the nearest eighth of a page. The space devoted to maps, pictures, charts, diagrams, and illustrations was also estimated to the nearest eighth of a page. The tabulations have all been made in percentages.

The figures given in the tables are not exact, since mere estimations were made. There was great variety in the sizes of the pictures, maps, and charts, and in the nature of the written material. Where two countries were mentioned simultaneously or seemed closely related in the manner of the brief discussions, they were grouped together. Thus, in some instances, Australia and New Zealand, and Central and South America and Mexico have been dealt with as one country. While the work is not perfect in every detail, it does give an idea of the amount of space and the nature of the treatment of the countries in the selected books of the English-speaking countries bordering on the Pacific.

The space in the geographies has been divided as follows: maps, pictures, physical and climatic, economic and industrial, and general mention. The space in the histories has been divided into warlike relations, anti-foreign movements, international relations, general mention, and maps and pictures.

Data have been compiled by books, by subjects (geography and

history), and by countries bordering on the Pacific - Australia, Canada, Central America, China, Japan, Mexico, New Zealand, Russia, South America, and the United States, and frequently the non-Pacific countries have been noted.

PART I

THE HISTORIES

CHAPTER 1.

THE HISTORIES OF AUSTRALIA.

Ten histories were selected from the supply sent from New South Wales and West South Wales, including texts used by classes from the third to the tenth, and representing six authors and three publishers.

Many of the books lacked an index and had a very brief table of contents. The books were skimmed through page by page and the space devoted to the designated countries estimated.

The percentage of space in each of the ten histories devoted to various countries is given in TABLE 1 (p.6).

The books fall naturally into two groups of five books each - the history of Australia and the history of England. In the first group no country has more than 1%, if any, of the space of each book with the exception of New Zealand which has in one instance as much as 16%. In the second group the space is devoted primarily to the British Empire and the countries closely associated with it. The maximum percentage of space in any one book is 97.9% for Australia and the non-Pacific countries, 14% for Canada, 0.8% for Central America, 3.2% for China, 2.5% for Japan, 3% for Mexico, 16% for New Zealand, 1.7% for Russia, 3% for South America, and 12% for the United States.

TABLE 1. DISTRIBUTION OF SPACE GIVEN TO VARIOUS COUNTRIES IN 10 HISTORIES USED IN THE SCHOOLS OF AUSTRALIA

Books	1	2	3	4	5	6	7	8	9	10
Australia and Non-Pacific Countries	89.9	97	83	97.9	97.5	94.3#	78.4	91.9#	69.8	88
Canada	0.2	0.3	-	0.5	0.3	0.8	-	-	14	3
Central America	-	-	-	-	-	0.1	0.8	-	0.1	-
China	0.3	0.9	0.3	-	0.1	0.1	0.3	3.2	0.1	-
Japan	-	M	0.2	-	-	0.1	2.5	-	0.1	-
Mexico	-	-	-	-	0.1	M	3	-	5	-
New Zealand	9	1	16	-	0.6	0.1	M	M	-	0.4
Russia	-	-	M	0.1	0.1	1.7	-	0.9	-	0.3
South America	0.1	0.3	0.2	0.5	0.5	0.5	3	-	1	0.3
United States	0.5	0.5	0.3	1	0.8	2.3	12	4	9.9	8

M - The percentage is less than 0.1%

- Australia received very slight treatment

TABLE II (p. 8) shows the distribution of the total space in ten histories used in the schools of Australia among the various countries.

Australia, and other than Pacific countries, receive 89%, New Zealand 3.8%, United States 3.2%, Canada 1.4%, Mexico 0.7%, South America 0.6%, China and Russia 0.4% each, Japan 0.3%, and Central America 0.2%.

The distribution of the total space devoted to each country on selected topics is given in TABLE III (p. 9).

Australia has had a peaceful career with neighboring countries. The only anti-foreign movements have been made against the Chinese and Japanese, the former receiving the more extended treatment. The international relations include chiefly the participation in the World War with the allies and Peace Conferences. The general mention ranges from 66% to 100%, and the pictorial space from 0% to 34%.

The distribution of the space of a book depends largely upon the purpose of the author and the scope of the book. A few words from the prefaces, frontispages, and introductions of the books, and the main topics discussed may reveal the aim of the authors and the spirit of the books.

TABLE II. PERCENTAGE OF TOTAL SPACE GIVEN TO VARIOUS COUNTRIES
IN 10 HISTORIES USED IN THE SCHOOLS OF AUSTRALIA.

Australia and non-Pacific Countries	89 %
Canada	1.4%
Central America	0.2%
China	0.4%
Japan	0.3%
Mexico	0.7%
New Zealand	3.8%
Russia	0.4%
South America	0.6%
United States	3.2%

TABLE III. DISTRIBUTION OF THE TOTAL SPACE DEVOTED TO EACH COUNTRY ON SELECTED TOPICS IN 10 HISTORIES USED IN THE SCHOOLS OF AUSTRALIA.

	War Relations	Anti-foreign Movements	International Relations	General Mention	Pictorial Space
	%	%	%	%	%
Canada	-	-	4	78	18
Central America	-	-	-	100	-
China	-	19	-	74	7
Japan	-	11	11	75	25
Mexico	-	-	-	66	34
New Zealand	-	-	0.4	94.6	5
Russia	-	-	11	89	-
South America	-	-	-	88	12
United States	-	-	1	74	25

Angus and Robertson in the "History of Australia and New Zealand" write "A short account of the early discovery and settlement" (frontispiece) and concerning the countries discuss these topics:

- Canada - Early settlements.
- China - Touching shores of China, gold diggers, laborers.
- New Zealand - Internal wars and massacres, peace, staple industries, dominion.
- South America - Skirting the shores, slaves, smuggling.
- United States - Revolt of colonies, convicts no longer sent to Virginia plantations, gold in California.

Bryant, J. in his "Great Events of Australian History" gives in his preface "The aim of this book is to give young readers in a form interesting and easy to follow, a clear and straight-forward conception of how the settlement of 1788 has developed and expanded into the Australia of today." Six countries receive brief mention:

- Canada - Settlements, St. Lawrence country.
- China - Poll tax, limited number of immigrants from one ship, anti-Chinese riots.
- Japan - Exclusion.
- New Zealand - Discovery, steps toward federation, under N. S. W. governor, separated from N. S. W.
- South America - Skirting shores in search of Australia.
- United States - Independence and results.

Jose, A. W. in the "History of Australia" says that "the life of the Australian States is a single life, however detached some of the episodes may seem to be" (preface). Six countries are discussed in his book:

- China - Chinese imported to work, diggers and gamblers, riots, government intervention, measures to limit numbers.
- Japan - Fear of Japan, Conference of powers.
- New Zealand - Discovery, scramble for land, troublous times, Britain intervenes, new constitution, peace and progress.
- Russia - Mention of war with Germany.
- South America - Smugglers.
- United States - Privileges in Samoa, American revolution helped Australia, war over Venezuela, conference of powers.

Spaull, G. T. on the frontispage of his "New Syllabus Australian History" states the "growth of Australian industries." Four countries are referred to in his discussion:

- Canada - Wheat.
- Russia - Wheat.
- South America - Physical conditions, whales along Brazil and Peru.
- United States - Wheat, gold, machinery and workmen.

Watts, E. J. M. in the preface to "Stories from Australian History" states that his aim is to give "A series of historical stories sufficiently interesting to be read to imbibe the youth of Australia with a feeling of admiration and gratitude toward the pioneers of the past and to preserve throughout the sense of Australian unity." He makes references to seven countries:

- Canada - British Empire, Seven Years' War.
- China - Chinese in Australia, exclusion brought about.
- Mexico - Conquest, coast, divisions.
- New Zealand - Discovery, history, Captain Cook.
- Russia - Sheep Industry.
- South America - Discovery, murders and smuggling, trade.
- United States - Discovery, 13 colonies lost to Empire, Philippines, Hawaii,

war of independence, negro, convicts in America, Civil War.

In the preface of "The Beginner's History of England" Miller writes - "At the same time it was felt that in the teaching of history one must not be too narrowly insular, for English history is shaped and moulded to a very large extent by the affairs of Europe." He treats all the Pacific countries.

Canada - Discovery, New Foundland, English Supremacy, war growth.
 Central America - Mention of coast.
 China - Failure to reach China, Germans in China, last in World War.
 Japan - Russo-Japanese War, possessions.
 Mexico - Discovery, gold.
 New Zealand - Flourishing dominion, World War.
 Russia - Ill-will toward England and war, coalition with Austria, Napoleon, captures territory of Turks, Crimean War, Anglo-Russian agreement, war with Germany, chaos.
 South America - Discovery, gold, trade.
 United States - Discovery, colonies provoked and grievous, war and loss of colonies to Britain, World War.

Spaull, G. T. has written a "New Syllabus English History" series for the Third, Fourth, Fifth and Sixth Classes. These statements are taken from the prefaces of the first three and the introduction of the last, respectively.

"The Third Class History contains in all forty stories of noted men and women of many lands."

"The first portion deals with general English history, the second with the achievements of great men on many lands, who have been chosen because of their high moral worth."

"In addition to English History, sections have been added in civics and morals."

"It is a work written by an Australian for Australia, suited to our conditions."

The summary of the main topics and characters discussed in these texts follow:

Canada - England and France fight for Canada, England wins. John Wolf, Champlain.
 Central America - Discovery, Spanish settlers, Balboa, Pizarro.
 China - Use of compass, Confucius, teachers sent to Japan.
 Japan - Backward, desire to expand, Prince Shotoku, dependence upon China for teachers.
 Mexico - Wealth, Spanish settlements, Balboa, Montezuma, Cortes, Drake.
 New Zealand - Mention of Captain Scott's landing, products, wealth, self government, franchise.
 Russia - Kosciusko, war with Germany, France aids Russia.
 South America - Conquest of Peru, products, wealth, Spanish settlements, Pizarro, Raleigh, Drake, Magellen.
 United States - Discovery, stubborn and rebellious colonies at war with England, Columbus, John Smith, Washington, Lincoln, Helen Keller, Garfield, Damien, Fulton, Franklin, Morse, Edison, Bell, civil war.

From the small amount of space devoted to the countries bordering on the Pacific and the facts discussed concerning them one would decide that the pupils are not informed adequately enough concerning the countries.

An example of the brief and inadequate treatment of the countries is made of China. The chief anti-foreign movement was made against her and the brevity and lack of thoroughness in the presentation will be noted.

Four histories of Australia and three histories of England mention China. The latter group gives nothing about the exclusion.

In the "History of Australia and New Zealand" by Angus and Robertson mere facts are given concerning Matra's scheme to bring in Chinamen and Kanakas to do the rough work, the coming of thousands of Chinamen to the gold fields as diggers, and the disfavor aroused among the settlers. "Nearly all the labor is carried on by Chinamen, and altogether the territory is not looked upon with much favor by the people of the rest of the Commonwealth" (p. 74). No reasons are given for the disfavor.

Bryant, in his "Great Events of Australian History," writes "One of the first acts passed under the new constitution in Victoria placed a poll tax upon Chinese landing in the colony, and limited the number of Chinese landed from any one ship. Similar legislation followed in the other colonies later" (p. 95). In discussing the "White Australia" policy, reasons are given for the movement: " .. as the political and social institutions which Europeans have devised for their own use are neither welcomed nor properly understood by Asiatics and African races, the mixture of populations would be harmful to Australia.... The phrase is puzzling to some people, but it is not so much a question of colour of skin as one of the alien ideas that might be introduced into the country" (p. 131-132). Bare mention is made in the chronological table: "1861. Anti-Chinese

riots at Lambling Flat" (p. 163).

In the "Stories from Australian History", Watts states: "Gradually the opinion spread all over the continent that we should have a 'White Australia' and that very great difficulty should be placed in the way of any Kanaka, Chinaman, or Hindu who wished to settle in Australia. The fear that cheap labour might reduce the wages of the white working man has been the chief factor in bringing about the passing of laws by the different states for the exclusion of undesirable aliens" (p. 205).

In his "History of Australia," Jose writes that Chinese were brought into New South Wales to do the hard work, and at one time the squatters imported eighty Chinamen - "a fine lot of young, able-bodied men of willing and tractable dispositions, who, however, seem to have been only useful as navvies, and to have failed altogether as shepherds" (p. 244). Later there was an attempt to use force to expel the Chinese from the diggings, and the first intercolonial conference was called to deal with the Chinese question.

At Lambling Flat (referred to also by Bryant), "...there was a settlement of Chinese on a very rich gold field, who lived partly by digging, but largely by keeping gambling shops at which white miners lost their earnings. Great distress ensued, and presently there were riots. The white diggers held meetings at which they passed resolutions that the Chinese must go" (p. 165). The growing objection to the Chinese is

given further attention: "Australia was a white man's country and should not be overrun by Chinese and Japanese and Kanakas and Malays. The immediate danger was perhaps exaggerated -- out of 400,000 inhabitants of Queensland only 9,000 were Kanakas and about as many Chinese. But for politicians it was not so much the mixture of races as the lowering of wages that might be prevented" (p. 180); and "Wherefore the politicians of the temperate Australia looked doubtfully on the Northern Territory, no less than on Northern Queensland, as offering too easy a channel for the inflow of alien races" (p. 187); "In 1881 it was found necessary for the representatives from the eastern colonies to meet in Sydney and discuss measures for lessening the number of Chinese immigrants" (p. 201); and "It should be kept in mind that the 'White Australia' policy, which originated as a protest against the intrusion of Chinese on the gold-fields, and developed into a protest against the importation of cheap labour, became in the end a determination to keep out of the Commonwealth all immigrants whose racial traditions and ideals are inconsistent with those of Australia. and that no one whose traditions and ideals differ from Australian traditions and ideals (i.e. those of western Europe) shall be given a chance of influencing them" (p. 207).

In some instances the reasons are given for the movements that have been made against the Chinese, but they seem to be

from a purely nationalistic motive.

Three references are cited - one concerning an ancient ideal of good government and two concerning the impressions of the World War.

1. "Confucius was once asked what was meant by good government. He replied: 'Good government consists in providing enough food to eat, in keeping enough soldiers to guard the State, and in winning the love of the people.'" And if one must be given up: "'Give up the soldiers.'" And if another must be sacrificed, "' Let it be food. From the beginning men have always had to die; but without the love of the people no government can stand at all.'"
2. "From almost every experience in life we learn a lesson; if the Great War teaches us anything, it is that it is better for nations to settle their disputes in the spirit of friendship, than to plunge into a conflict which lets loose the worst forces of human nature, and brings men to the level of the savage."
3. "It was such a conflict as the world had never before seen, and we hope may never see again."

1. Spaul1, G. T. "New Syllabus English History for Third Classes" p. 548.
2. Spaul1, G. T. "New Syllabus English History for Sixth Classes" p. 115.
3. Miller, E. W. "The Beginner's History of England" p. 272.

CHAPTER II.

THE HISTORIES OF CANADA.

Five histories from British Columbia, representing four authors and four publishers, were available for this study. They were texts for either the eighth or high school grades.

TABLE IV (p. 19) shows the percentage of space devoted to various countries in the five Canadian histories.

The histories are of two kinds, the history of Canada and the history of England and the World. The histories of each group almost parallel each other in their distribution of space among the countries named (giving to each, with the exception of the United States, a very small percentage of space). Of the former kind Book 2 gives a much larger percentage of space to the United States and a correspondingly lower percentage to Canada than does Book 5.

In TABLE V (p. 20) the distribution of the total space in the five histories is seen.

Less than 11% of the total space of the histories of Canada is devoted to the countries bordering on the Pacific. The United States has 7.2%, Russia 1.9%, China, Japan, and Australia and New Zealand 0.4% each, Central and South America and Mexico 0.2%.

TABLE VI (p. 21) gives the apportionment of the space devoted to each country on selected topics.

50% of the space devoted to the United States is used

TABLE IV. DISTRIBUTION OF SPACE GIVEN TO VARIOUS COUNTRIES
IN 5 HISTORIES USED IN THE SCHOOLS OF
BRITISH COLUMBIA, CANADA.

Books	1 %	2 %	3 %	4 %	5 %
Australia and New Zealand	0.7	0.3	0.3	0.8	0.1
Canada and non-Pacific Countries	94.7 [#]	76	92.6	94 [#]	87.1
China	0.2	0.2	0.6	0.1	0.1
Japan	0.4	-	0.7	0.1	0.1
Central America and Mexico	-	0.1	0.1	0.1	0.1
Russia	0.9	0.3	4	1.2	0.2
South America	0.1	0.1	0.2	0.2	0.2
United States	3	23	1.5	3.5	12.1

[#] A very small percentage of the space is devoted to Canada.

TABLE V. PERCENTAGE OF TOTAL SPACE GIVEN TO VARIOUS COUNTRIES
IN 5 HISTORIES USED IN THE SCHOOLS OF CANADA.

Australia and New Zealand	0.4%
Canada and non-Pacific Countries	89.5%
Central and South America and Mexico	0.2%
China	0.4%
Japan	0.4%
Russia	1.9%
United States	7.2%

TABLE VI. DISTRIBUTION OF THE TOTAL SPACE DEVOTED TO EACH COUNTRY ON SELECTED TOPICS IN 5 HISTORIES USED IN THE SCHOOLS OF BRITISH COLUMBIA, CANADA.

	War Relations	Anti-foreign Movements	International Relations	General Mention	Pictorial Space
Australia and New Zealand	-	-	13	84	3
China	-	-	2	98	-
Japan	-	-	19	81	-
Central and South America and Mexico	-	-	24	43	33
Russia	-	-	19	81	-
United States	50	-	23	25	2

in discussing wars with Canada. There are no anti-foreign movements against any of these countries. In the other columns the percentages for China, and Central America and Mexico, seem disproportionate, due, no doubt, to the limited amount of space and the nature of the treatment of the countries. The extra maps of the texts were not included in the estimations, merely the ones on the numbered pages of the texts.

The aims of two authors were given:

"The author cherishes the hope that this little volume will make clear and interesting the story of Canada".¹

"My aim has been to select topics that make the past live again and that at the same time form a continuous story and prepare best for an understanding of the problems of modern life".²

What facts are treated in the texts when the authors write about these countries?

Book 1.

Australia and New Zealand - Australia settled by criminals, the Commonwealth and Dominion.

China - Trade routes desired and sought, war with England.

1. Wrong, G. M. History of Canada, Preface.
2. West, W. M. World Progress, p. IV.

Japan - Russo-Japanese War, World War.

Russia - Coalition with Austria, Hague Conference,
Russo-Japanese War, Crimean War,
defends Serbia, War with Germany.

South America - Mention of Coast, English there.

United States - War of 1812, revolution, civil war,
World War.

Book 2.

Australia and New Zealand - Cable laid, World War.

China - Trade.

Central America and Mexico - Plundered by Spanish.

Russia - World War.

South America - Plundered by Spanish.

United States - Independence, invasion of Canada and
failure, War of 1812, boundary disputes,
reciprocity treaty, World War.

Book 3.

Australia and New Zealand - English Colony, Federal
union, labor legislation, World War.

China - Land and people, reasons for stagnant civiliza-
tion, early European trade, opium war,
forced to open ports, loses provinces,
Boxer Uprising, Open Door, Republic,
Russian and Japanese gains, Washington
Conference, chaos.

Japan - Rumors of Japan, Japan westernized, expansion,
war with China, war with Russia, seized
Shantung, World War, Treaty of Versailles,
League of Nations.

Mexico - Blunders of Napoleon III in Mexico.

Russia - Early times, conquest, Greek Christianity,
freedom won, expansion, defeated Napoleon,
Holy Alliance, failure of emancipation of

serfs, Nihilists, Jews persecuted,
 industrial revolution in Siberia,
 World War, revolution in 1917, excluded
 from League of Nations, Bolsheviks.

South America - Arbitration in Chile and Argentina,
 progress and trade, industries, trade
 and products in Brazil, trade with England.

United States - Discovery, European colonies and wars,
 revolution, world power, "Open Door" with
 China, World War, attempted neutrality,
 not in League of Nations, Washington
 Conference.

Book 4.

Australia (convict settlement) and New Zealand -
 Discovery, Commonwealth and Dominion,
 World War.

China - Hope of trade route, Hongkong lost to British,
 Opium War.

Japan - Hope of trade route, defeated Russia, allied
 with Britain.

Central America and Mexico - Discovery.

Russia - Dispute with France, Crimean War, Russo-
 Japanese War, Holy Alliance, protected
 Serbia, World War, revolution, trade.

South America - Trade, slaves, cruelty of English
 to the Spanish.

United States - Discovery, settlements, Seven Years'
 War, revolution, civil war, cable laid,
 not a member of the League of Nations.

Book 5.

Australia (criminal colony) and New Zealand - World War.

China - Visits of Polo, hope of routes, trade, China
 with allies, laborers in Canada.

Japan - Routes desired, visits of Polo, trade, with
 allies in World War.

Mexico - War with U.S., spoils taken by French.

Russia - Wealth, trade, reach Alaska, Sale of Alaska,
with French against the Germans,
collapse of Russia.

South America - Gold in Brazil and Peru, slave trade,
West India Company.

United States - Discovery, revolution, invasion of
Canada, civil war, acquired Louisiana,
Mexican War, increased tariff, World War,
Reciprocity Treaty.

The pupils' knowledge of the countries obtained from any one book is meager and fragmentary and needs to be supplemented by other books. From the lists of main topics the panoramic view of the countries is limited and from the list of topics receiving the most general mention a still more limited view is realized.

Australia (settled by convicts from England) and New Zealand have grown and united their parts into a Commonwealth and Dominion, and performed valiant service in the World War on the side of the Allies.

China, with her early civilization and trade, was the incentive to exploration. She provoked England to the opium war.

Japan was also the goal of the early sea-faring life. She defeated Russia.

Russia is given credit for much warfare - the Japanese, Crimean, the World Wars, and revolutions, and with giving aid to Serbia.

South America is spoken of more frequently on account of her products, trade, and slave trade.

The United States has had a warring career - the War of 1812, the Revolution, the Civil, and World Wars, and invasions of Canada - negotiated a reciprocity treaty that failed, and is now not a member of the League of Nations.

A questionable reference concerning China in her scornful attitude toward other nations and a contrasting statement by another author are cited:

"At the same time war broke out in China. That great Empire was coming into touch with the West. Its rulers wished to be left alone. For centuries China had led the East; even Japan had been content to sit at her feet. The Chinese thought that other peoples were "barbarians"; all the world, they declared, owed submission to their emperor. They would not believe that the ruler of Britain was anything more than an obscure vassal whose subjects came to offer tribute. Naturally, the British, masters of India, met scorn, and frequently quarrels followed. Palmerston, foreign secretary in 1840, was bitterly denounced in England because among the traders whom he protected were those dealing in opium - a noxious drug which the Chinese wished to exclude from China. At last Britain made war on China, defeated her....." 3

"The English government then entered upon the "Opium War", and it was supported (it is instructive to note) by English public opinion, which apparently supposed that Great Britain was merely breaking through barbarous trade restrictions - as the United States was soon to do in Japan". 4

3. Wrong, G. W., High School History of England, p. 525.

4. West, W. M., op. cit., p. 613-4.

Recognition has been given to steps taken to secure the peaceful relationship of nations:

"The League of Nations was formed to promote the spirit of brotherhood, to enforce just dealings, and to prevent wars among its members". ⁵

"In the hope of preventing future wars, a league of nations was formed by twenty-six of the twenty-eight allied and associated powers". ⁶

5. Gammell, I. History of Canada, p. 273

6. "Authorized" History of England, p. 326

CHAPTER III.

THE HISTORIES OF NEW ZEALAND.

The histories of New Zealand, nine in number, represent the work of seven authors and six publishers. The histories are of two kinds - one deals with the history of the Dominion and the nations that have influenced it in its development, and the other deals with the history of the British Empire and the nations that have helped most in shaping its destiny.

TABLE VII (p. 29) shows the distribution of the space in the New Zealand histories.

None of the histories include all of the countries in the subject matter. The Maximum amount of space devoted to Australia is 7.6%, Canada 4.1%, China 8.6%, Japan 8%, Mexico 0.7%, New Zealand and the non-Pacific countries 100%, Russia 38%, South and Central America 2.3%, and the United States 7.1%. Australia, China, Japan, South and Central America, and the United States receive the highest percentages in Book 3, "The History of the Pacific."

In TABLE VIII (p. 30) is expressed the percentages of the space given to various countries in nine histories used in the schools of New Zealand.

New Zealand and other countries than those that border on the Pacific receive 89.1% of the entire space, Russia 3.8%, the United States 2.2%, Australia 1.4%, Canada 1.2%, China 1%, Japan 0.8%, Mexico 0.1%, and South and Central America 0.4%.

TABLE VII. DISTRIBUTION OF SPACE GIVEN TO VARIOUS COUNTRIES IN 9 HISTORIES USED IN THE SCHOOLS OF NEW ZEALAND.

Books	1	2	3	4	5	6	7	8	9
	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
Australia	0.5	0.4	7.6	2.5	0.7	-	0.1	-	2.1
Canada	0.4	0.2	0.3	0.5	0.4	0.1	0.7	-	4.1
China	0.3	1.1	8.6	0.1	0.9	0.1	0.8	-	0.2
Japan	0.3	0.5	8	-	1.1	0.1	1.3	-	1
Mexico	-	-	0.1	-	0.7	0.1	0.2	-	-
New Zealand and Non-Pacific Countries	97.6	97	64	96	92	97 $\frac{1}{2}$	58 $\frac{1}{2}$	100 e	84.5 $\frac{1}{2}$
Russia	0.5	M	2	0.2	0.4	1.7	38	-	3.5
South and Central America	-	-	2.3	0.1	1.7	0.2	0.1	-	0.5
United States	0.4	0.8	7.1	0.6	2.1	0.7	0.8	-	5.1

M - Mention of less than 0.1% has been made.

$\frac{1}{2}$ - The mention of New Zealand is almost negligible.

e - Exclusively non-Pacific countries.

TABLE VIII. PERCENTAGE OF TOTAL SPACE GIVEN TO VARIOUS COUNTRIES
IN 9 HISTORIES USED IN THE SCHOOLS OF NEW ZEALAND.

Australia	1.4%
Canada	1.2%
China	1 %
Japan	0.8%
Mexico	0.1%
New Zealand and non-Pacific Countries	89.1%
Russia	3.8%
South and Central America	0.4%
United States	2.2%

A partial explanation of the disproportionate distribution of the space is given:

"Until recently the history of New Zealand has occupied a very small part in the formal education of New Zealand. Attention has been given almost exclusively to the history of England. This has been due partly to the force of habit, to the strong ties that bind us to the homeland, and the keen sense of the continuity of British ideas in the new land.General history, the history of mankind as a whole and of particular lands and nations foreign to ours, must always have a claim upon our people. New Zealand is the land remotest from the centers of civilization and culture, and therefore needs a strong corrective to its tendency to become self-centered and to over-value its own particular scheme of life". 1.

TABLE IX (p. 32) shows how the total space devoted to each country bordering on the Pacific is distributed among the selected topics.

New Zealand has lived peacefully with her neighbors. The only anti-foreign movements mentioned were those made in connection with the origin and enforcement of the "White" policy for Australia and New Zealand with respect to the immigration, restriction, and exclusion of the Chinese, Japanese, and Kanakas. The international relations include the participation of the countries in the World War with the allies, the conference of Pacific relations, and the Washington conference. The general mention - the history of the individual country in its relation to the rest of the world, receives the largest percentages

1. Condliffe, J. B., A Short History of New Zealand, Introduction.

TABLE IX. DISTRIBUTION OF THE TOTAL SPACE DEVOTED TO EACH COUNTRY ON SELECTED TOPICS IN 9 HISTORIES USED IN THE SCHOOLS OF NEW ZEALAND.

	War Relations	Anti-foreign Movements	International Relations	General Mention	Pictorial Space
Australia	-	-	3	85	12
Canada	-	-	11	79	21
China	-	13	11	85	2
Japan	-	8	1	90	1
Mexico	-	-	-	100	-
Russia	-	-	4	92	4
South and Central America	-	-	1	95	4
United States	-	-	3	88	9

of space, from 85 to 100%. Canada has the highest percentage of map and picture space, 21%.

The important topics treated by the authors are listed by books:

Book 1.

Australia - Dissatisfaction, self-government.

Canada - Mutinous spirit, self-government, mint, freedom.

China and Japan - Undesirable on account of low standard of living and unfair competition.

Russia - Anarchy and bolshevism, example of industry and progress ceasing when freedom and security depart, alliance with England.

United States - Revolt, republic, greenbacks during civil war.

Book 2.

Australia - Unoccupied lands, Commonwealth, trade, mandate of islands given.

Canada - Population, parts unsettled, Dominion, trade.

China - Chinese are not citizens, only foreigners, not wanted.

Japan - Population, earthquakes, power, young and virile nation.

United States - Unoccupied lands, educate Chinese to citizenship, loss of colonies to Great Britain, experience of small leagues and arbitration, not in League of Nations.

Book 3.

Australia - Discovery, settlement - convict dump ground, Dutch, French, and British in Australia, fight against desert, nature, brush, wealth,

size, British control, white policy,
World War, present day problems.

Canada - Self-government, fighting under Montcalm.

Central America - Threw off Spanish yoke, Balboa.

China - Routes desired, trade, opium war, German
occupation, hostile to foreigners,
Taeping rebellion, war with Japan,
resources discovered, parts forced
open to Europe, open door, western
customs, revolution.

Japan - People, government, religion, trade, extent,
hostile to foreigners, power of Pacific,
resentful toward exclusion, adopt
western methods, open to trade, war over
Korea, rise due to Britain, anglo-
Japanese alliance, war with Russia,
emigration.

Mexico - Spanish yoke thrown off.

Russia - In Siberia, Railroad built, occupied Alaska
and sold it to U. S., war with Japan,
World War.

South America - Settled by Spain, threw off yoke,
gold, Pan-American union, suspicion
turns to friendliness and cooperation.

United States - People, gain Philippines, Alaska
purchased, English criminals in America,
expansion, Hawaii, Monroe Doctrine,
wealth and influence in world,
Pan-American Union.

Book 4.

Australia - Settlements, whales, seals, trade, peace,
gold, sheep, squatters' troubles,
prosperity, N. S. W. included New Zealand
for a time.

Canada - Production, tariff.

China - Market for seals and skins.

Russia - Rivalry in industry.

South America - Whales.

United States - Settlements of British and French,
talked of appeal for protection for New Zealand,
war, production.

Book 5.

Australia - Discovery, gold, exploration, prison colony,
population.

Canada - French and English rivalry, war.

China - Spice trade, awakening, exclusion acts (reasons).

Japan - Trade, aided Britain in War, acquired islands
from Germany, empire, expansion, war with
China and Russia, overpopulation.

Mexico - Military organization, discovery, trade, gold.

Russia - In Alaska, checked by Monroe Doctrine, internal
strife, expected to push into Pacific.

South America - Settlements, Peru and Chile conquests,
gold.

United States - Trade, Colonies lost to England,
Spanish and British conflict, civil war,
Pacific discovered, steps to peace, gold in
California, Spanish-American War, Hawaii,
Panama Canal, Monroe Doctrine, Asiatic Exclusion.

Book 6.

Canada - War of French and British, World War.

China - Routes desired, Germans there and expelled.

Japan - War with Russia, World War.

Mexico - Distrust, turmoil, civil war.

Russia - Beginnings, before Constantinople, becomes
Christian, contrast with Poland, gains from
Sweden, alliance and war, Napoleon, Crimean
War, war with Turkey, war with Japan, the
Hague called, protects Serbia, World War,
victories, revolution.

South America - Discovery, plundered, industries,
rivalry of French and British, races
better preserved.

United States - Discovery, influence of French
revolution, war of independence and results.

Book 7.

Australia - French in Australia, discovery and settle-
ments.

Canada - French possessions, war of French and British,
Dominion.

China - Opium War, Boxer Uprising, war with Japan.

Japan - Wars with China and Russia.

Mexico - War.

Russia - Rise, coalition, power in Europe, Germany
stirred up, French distrust, partition
of Poland, wars in Asia, World War.

South America - Refuge at sea.

United States - Struggle inevitable between French
and British, revolutionary war, growth,
civil war, to aid in World War if
necessary.

Book 8.

Book 9.

Australia - Industrial growth, population, settlements,
gold, progress, commonwealth.

Canada - Conquests of French and English, English win,
industrial growth, revolt, population,
isolation from England.

China - War with England, Boxer Movement, agreement.

Japan - Anglo-Japanese alliance.

Russia - Coalition with Austria, war against England, perfidious, alliances and treaties, Crimean War, Hague Tribunal, growth, rivalry, war with Turks, invaded Asia, attacked by Germans, aided Serbia.

South America - Trade, rivalry, blockade, industrial growth, World War.

United States - Trade, colonies, population, independence war, invasion of Canada, badly treated by English, Monroe Doctrine, civil war, ship building, settlers.

Three books deserve special mention. The others treat the subject matter in more or less the usual way. They are "A History of the Pacific" and "The Dominion Civics" by Coad and "The Story of the Pacific" by Whitcomb and Tombs. They seem to strike at what is usually considered the heart of the situation in their references to the meeting of the East and West, and the problems arising in the Pacific for solution.

The idea of reaching out to include the whole world in either history or civics is well brought out in the prefaces to two of the books:

"Such history supplies them with connections which radiate outward in all directions - to Great Britain, to the rest of the Empire, to the rest of the world".²

"To teach civics one must begin with the immediate surroundings, and the neighborhood, and gradually spread outward to the nations, the Empire, and to international relations".³

2. Coad, N. E., A History of the Pacific, Preface.

3. Coad, N. E., The Dominion Civics, Preface.

The meeting of East and West and the problem:

"Thus, the Pacific as a meeting place of the East and West provides one of the most serious problems the world in the near future will be called upon to solve".⁴

"The future story of the Pacific will be the story of the aims of the East, represented by Japan and China, in conflict with those of the West - America and the Pacific Dominions." ⁵

"East and West have at last come together, and neither can afford to ignore or despise the other. The signs of the times plainly indicate the approach of a new age when the white race must cooperate with the yellow, and even the black race, in controlling and organizing the world's affairs. In these times, men of every race and every tongue need to associate more and more in the common work of making the world a better place. The problem is mainly one of cooperation and organization, and it will only be solved when white men, yellow men, and black men learn to know each other, and respect each other as human beings. The attitude of mutual disdain will have to go".⁶

"The colour question is the chief problem. How to restrict coloured immigration into the United States, Australia, and New Zealand, without giving offense to the Oriental nations - that is the Pacific question".⁷

"Australia, and New Zealand, supported by Great Britain, restrict their entry".⁸

"In 1924 Congress passed an Exclusion Act, by which Asiatics were barred from entering the United States or from owning land therein".⁹

Why has the exclusion been brought about?

4. Ibid., p. 132.

5. Whitcomb and Tombs, The Story of the Pacific, p. 130

6. Coad, N. E., A History of the Pacific, p. 171.

7. Coad, N. E., The Dominion Civics, p. 133-4.

8. Coad, N. E., A History of the Pacific, p. 168.

9. Whitcomb and Tombs, op. cit., p. 127.

"It is frequently asserted that Asiatics, and more particularly the Japanese, cannot be assimilated in a white man's country". 10

Concerning the Chinese:

"He is hard to assimilate; he lives in segregated colonies in the land of his adoption; and when he has made his fortune he hurries back to China to spend it. Moreover, his presence in large numbers threatens to lower the standard of living for the white man, and to destroy the purity of the race which it is considered desirable to preserve." 11.

The friendship of the United States toward China in the "open door" and in returning the indemnity to educate students in America or in China in schools under American control, the sensitiveness of Japan about what they call discrimination in the matter of immigration, and the likelihood of Russia's pushing again into the Pacific, are discussed at some length. And Japan, resentful about the restriction of other countries, ".....restricts immigration into her country and no nation denies her the right". 12

In the meantime Japan has arisen from a group of islands to an Empire, and "China, alive to her own possibilities, and fully grown to nationhood, will be a power with which the Pacific will some day have to reckon". 13

For Canada, Australia, and New Zealand, and especially the last two countries, this is considered a very serious problem, for "Their trade, their welfare, their very lives depend upon the solution of certain problems, the gravest of

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- 10. Coad, N. E., A History of the Pacific, p. 169.
 - 11. Coad, N. E., The Dominion Civics, p. 134-5.
 - 12. Coad, N. E., A History of the Pacific, p. 144-5.
 - 13. Whitcomb and Tombs, op. cit., p. 128.

which is their own meager population and their determination to keep their countries white". 14

Some organizations have been effected to meet and offer solutions to these problems: the League of Nations, which cannot act with full authority until all nations come in; the Pan-Pacific Union which aims to promote among the Pacific peoples the spirit of international sympathy, good-will, and cooperation; the Institute of Pacific Relations, which recommends the study of history from the international point of view, as one means of promoting peace on earth, good will towards men.

"East and West are always meeting, and if they meet in a spirit of cooperation, there is no doubt that they will find a way out of their present distress". 15

"The union of mankind in peace and cooperation has been the theme of prophecy, the goal of all religion, and especially of Christianity, and must become now the conscious aim of statesmen". 16.

These books attempt no definite solution of the problems, but they do present them in such a way as to provoke a thoughtful consideration of them.

The weightiest assertions against the Asiatics seem to be the difficulty in assimilating them, their temporary adoption of the new country, and their being more or less social

14. Ibid., p. 126.

15. Coad, W. E., A History of the Pacific, p. 170.

16. Grant, A. J., A History of Europe, p. 834.

outcasts in lowering the standard of living and threatening the purity of the races of the West. Time will determine the fairness of the assertions.

CHAPTER IV.

THE HISTORIES OF THE UNITED STATES.

From the number of histories available for this study, fourteen were selected. They represent thirteen authors and eight publishers. The larger number of them are in use in the eighth and high school grades.

TABLE X (p. 43) shows the distribution of the space in each history.

The texts almost parallel each other in the amount of space devoted to six of the countries. The maximum percentages are: Australia 0.3%, Central America 0.5%, China 1.5%, Japan 1.2%, South America 0.5%, and New Zealand barely mentioned in five texts. The others show a greater variation - Mexico from 0.1% to 2.5%, Russia from 0.1% to 5.9%, Canada from 0.2% to 6%, and the United States and countries other than the Pacific countries from 89.8% to 98.3%.

TABLE XI (p. 44) shows the percentage of space devoted to the various countries.

Five countries receive less than 1% each: Australia and New Zealand together receive 0.1%, Central America 0.1%, Japan 0.3%, South America 0.4%, and China 0.5%. Russia receives 1%, Mexico 1.3%, Canada 2.3%, and the United States and the non-Pacific countries 94%.

TABLE X. DISTRIBUTION OF SPACE GIVEN TO VARIOUS COUNTRIES IN 14 HISTORIES
USED IN THE SCHOOLS OF THE UNITED STATES

Books	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>	<i>13</i>	<i>14</i>
Australia	M	-	-	M	0.3	-	-	M	M	M	M	M	0.3	M
Canada	0.4	6	1	5	0.3	4	0.2	3	4	0.6	4	0.8	0.4	2.7
Central America	M	-	0.4	0.5	-	-	0.1	M	M	M	M	0.3	M	-
China	1	0.5	0.1	0.2	0.3	0.9	0.2	1	0.3	0.4	0.5	0.4	1.5	0.3
Japan	0.3	0.5	0.1	0.2	0.4	0.3	0.1	0.6	0.2	0.4	0.1	0.4	1.2	0.4
Mexico	1.3	2	1	1	0.1	2.5	0.5	0.4	2	1.2	1.4	1	0.1	1.7
New Zealand	-	-	-	M	M	-	-	-	M	M	-	-	M	-
Russia	0.3	0.7	0.4	0.3	3.3	1.3	0.1	0.4	1.7	0.2	0.5	0.7	5.8	0.4
South America	0.5	0.3	0.4	0.3	0.1	1.2	0.5	0.4	0.5	0.5	0.3	0.5	0.3	0.2
United States and Non-Pacific Countries	96.2	90	96.6	92.5	95.2	89.8	98.3	94.2	91.3	96.7	93.2	95.9	90.4	94.3

M - Less than 0.1% mention has been made.

TABLE XI. PERCENTAGE OF TOTAL SPACE GIVEN TO VARIOUS COUNTRIES
IN 14 HISTORIES USED IN THE SCHOOLS OF THE UNITED STATES

Australia and New Zealand	0.1%
Canada	2.3%
Central America	0.1%
China	0.5%
Japan	0.3%
Mexico	1.3%
Russia	1 %
South America	0.4%
United States and non-Pacific Countries	94 %

In TABLE XII (p. 46) is shown the distribution of space devoted to each country on selected topics.

46% of Canada's space is devoted to wars, invasions, boundary and fishery disputes; 54% of Mexico's space is devoted to wars and acquisition of territory; 3% of the space given to South America deals with the trouble over the treaty for the canal and the warships that were sent to prevent Colombia's interference in Panama.

The only anti-foreign movements were against China and Japan, 10% and 14% respectively. In this space is discussed the difficulties over immigration, the restriction, the final exclusion, and the reaction of the countries.

There are included in the international relations the World War, peace conferences, aid given in difficulties with other countries, application of the Monroe Doctrine, and general friendliness wherever mentioned. There is great variation in the percentages of the various countries.

The general mention varies from 30% for Central America to 74% for Australia, and the pictorial space from 2% for Central America and South America each to 11% for Japan.

TABLE XII. THE DISTRIBUTION OF THE TOTAL SPACE DEVOTED TO EACH COUNTRY ON SELECTED TOPICS IN 14 HISTORIES USED IN THE SCHOOLS OF THE UNITED STATES

	War Relations	Anti-foreign Movements	International Movements	General Mention	Pictorial Space
Australia and New Zealand	-	-	20	74	6
Canada	46	-	2	50	2
Central America	-	-	65	30	5
China	-	10	11	68	11
Japan	-	14	12	59	15
Mexico	54	-	-	36	10
Russia	-	-	19	71	10
South America	3	-	33	62	2

The aims of the authors in preparing their texts may be represented by the following quotations:

"One great motive has dominated the content and arrangement of this volume: the preparation of children for citizenship through an understanding of the ideals, institutions, achievements, and problems of our country". 1.

"In writing this history my aim has been to present an accurate narrative of the origin and growth of our country and its institutions in such a form as to interest the general reader". 2

"My subject is my country. My readers are my young countrymen - those who study history today and who shall make history tomorrow". 3

"This book describes the transition from an agricultural civilization to one of industry, from a state of isolation to one of world triumph, from an America with European creditors to an American penetration of the world". 4

The main topics discussed by the authors are listed by books.

Book 1.

Australia - Mention of ballot.

Canada - Ceded to and retained by England, in War of 1812, Webster-Ashburton Treaty, disputes with U. S. settled arbitration.

Central America - Panama Canal.

China - Ancient trade, visited by Polo, trade with U. S.,

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1. Beard and Bagley, The History of the American People, Preface.
 2. Elson, H. W., History of the United States, Preface.
 3. Long, W. J., America, Preface.
 4. Thwaites and Kendall, A History of the United States, Preface.

Boxer Rebellion and indemnity returned,
Shantung returned, open door, immigration
question and exclusion, reasons given.

Japan - Trade, restriction on immigration, Russo-
Japanese Treaty, Armament Conference.

Mexico - Conquered by Cortes, secures independence,
war with U. S., Maximilian in Mexico, revolution,
Vera Cruz expedition, U. S. troops in Mexico,
Germany's intrigues, slavery, gold.

Russia - Explore Pacific coast, settle Alaska, sale
of Alaska, covets Pacific Coast, Treaty with
Japan, World War, revolution.

South America - Pizarro in Peru, Spanish yoke thrown
off, Colombia protests against the canal.

Book 2.

Canada - Under French rule, English conquest, under
English rule, Dominion, N.W. territory.

Central America - Panama Canal.

China - Early trade and trade routes, silk, laborers
in U. S., German colony, Chinese in Hawaii,
World War, open door, exclusion.

Japan - Interfere with China, laborers in U. S.,
Japanese in Hawaii, British ally in World War.

Russia - With Austria against England, with Prussia
against France, ready to help save the American
colonies, division of Poland, wealth, aids
Serbia, World War gains, collapse, revolution.

South America - Conquest of Peru, mines, wealth,
revolutions, industries, remained largely Spanish.

Book 3.

Canada - Reciprocity Treaty and rejection, British win
from French, Dominion, smuggling, disputes with
U. S. over boundary and fisheries.

Central America - Overthrow of Spanish rule, warring
factions, pity from U. S. and agreement through
U. S., Canal.

China - Routes desired, uprisings.

Japan - Routes desired, war with Russia, Japanese in California cause fear and indignation, World War.

Mexico - Discovery and conquest, settled by Spanish, overthrow Spanish rule, gold, overrun by French, invaded by U. S., war and distrust, revolution.

Russia - Feared in N.W., Alaska purchased, Japanese War, World War, collapse.

South America - Settled by Spanish, overthrow Spanish rule, pitied and aided by U. S., Pan-American Conference, canal dispute with Colombia.

Book 4.

Australia - Ballot.

New Zealand - Conference of powers.

Canada - Insurrection, fishery treaty, British win in contest for Canada, reciprocity treaty made and ended, smuggling through Canada, run-away slaves, boundary dispute.

Central America - Aided by Monroe Doctrine, Panama Canal.

China - Fabulous wealth, routes desired, Burlingame Treaty, anti-Chinese movements, Geary Law, exclusion (reasons), Boxer Uprising and returned indemnity, at Conference of Powers, future assured, trade.

Japan - Wealth and routes desired, anti-Japanese movement and exclusion (reasons), at Conference of powers, scrap ships, possessions determined, restoration to China, peace with Russia, trade.

Mexico - War with U. S., revolution, republic, designs of radicals, German agitation in Mexico.

Russia - Hague conference proposed, friendly during civil war, World War, collapse, bolshevism.

South America - Insurrection in Chile, Conquest of Peru, Republics, dispute with Colombia over Canal, trade.

Book 5.

Australia - History, government, World War, draft law.

New Zealand - Discovery, progress.

Canada - History, government, World War, draft law.

China - Encroachments by Europeans, seclusion, war with Japan, opening China, Boxer Uprising, revolution.

Japan - Wars with China, Russia, and World War, revolution.

Mexico - French failure to settle.

Russia - Origin, rise, war with Napoleon, Holy alliance, aids Greece, Crimean War, expansion, government, reforms, peasants, Japanese War, uprisings of 1905, war with Turkey, World War, revolution.

South America - Spanish colonies, history and extent.

Book 6.

Canada - Explorations, French and British contest for Canada, invasion by U. S., boundary and fishing disputes, fugitive slaves in Canada, Dominion, parliament.

China - Early trade and travel, Boxer rebellion, indemnity returned, Japanese encroachments.

Japan - Early trade, visit of Perry, war with Russia, to dominate China, in council of 5 powers at Geneva.

Mexico - Exploration and conquest by Spanish, rich colonies, Texas dispute and war, settlement in Hague Court, Germans in Mexico, unfriendly during World War.

Russia - Invasion by Napoleon, fear in Oregon country, Alaska sold, friendly during civil war, Hague

court, war with Japan, crushed in World War, bolshevism.

South America - Discovery, exploration and wealth, independence, U. S. mediated in dispute, suspicious of intentions of U. S., Chile insurrection, Venezuela dispute.

Book 7.

Canada - Settled by French and British.

China - Trade routes wanted, Boxer Uprising and indemnity returned, republic.

Japan - Earthquakes, aid from U. S., misconception of Japanese trade.

Mexico - Conquered by Spain, republic.

Russia - Trade.

South America - Discovery, influence of U. S., gold, republic, conquest of Peru.

Book 8.

Australia - Ballot.

Canada - In revolutionary war, War of 1812, French in Canada, British win in struggle, British subjects go from U. S.

Central America - Panama Canal.

China - Early civilization, trade routes, visits of Polo, Boxer Uprising, indemnity returned, open door, exclusion (reasons).

Japan - Medieval trade, Japanese unpopular (reasons), at Washington Conference.

Mexico - Spanish conquest, independence, Texas dispute and war, French and German interference.

Russia - Sells Alaska, Holy Alliance, aids Serbia, World War, immigration.

South America - Conquest of Peru, Portuguese in Brazil,

trade, Venezuela dispute, Pan-American Congress, treaty rejected by Colombia.

Book 9.

Australia - Present position in Empire.

New Zealand - World War.

Canada - Present position in Empire, illicit colonial trade, 3 expeditions into Canada, German propaganda.

Central America - Republic, sacking and pillaging done, Canal.

China - Routes desired, Polo's visits, World War.

Japan - Desire to find Japan, German propaganda against U. S., World War, ship reduction.

Mexico - Conquest by Spain, independence, French in Mexico, war with U. S., German propaganda against U. S.

Russia - In Alaska, friendly to U. S. in civil war, sells Alaska, Crimean War, World War.

South America - Discovery, gold, republic, Peru sacked, Venezuela dispute, trouble in Colombia over Canal.

Book 10.

Australia - Democratic ballot, World War.

Canada - Boundary dispute settled by arbitration, reciprocity, underground railroad into Canada, trade, World War, immigrants, French in Canada, combat with Britain.

Central America - Discovery, aided by U. S. to democracy.

China - Trade, exclusion and discrimination, Boxer Uprising, future assured, republic by way of imperialism, respected.

Japan - Trade, aid given in Russian dispute, trouble and exclusion, drove Germans from Shantung, restless ambition, at disarmament conference, respects China, World War.

Mexico - Gold, war over Texas, French trespass,
German propaganda, trade, riches.

Russia - Alaska sold, war with Japan, desirous of
peace, democracy in Russia, bolshevism.

South America - Discovery, gold, riches, Venezuela
dispute, Pan-American congress to
arbitrate, distrust of U. S., confidence,
aided to democracy by U. S.

Book 11.

Australia - Ballot.

Canada - Settlements, invasions by U. S., boundary
disputes, ceded to Britain, province of
Quebec, patriot war.

Central America - Gold, canal.

China - Discoveries by Polo, Boxer Wars, immigration,
exclusion (reasons).

Japan - Open to trade, wars, World War.

Mexico - Spanish conquest, independence, war over
Texas, French.

Russia - Colonies in N.W., sale of Alaska, Hague
Conference, World War, revolution.

South America - Discovery and settlements, republics,
intervened in Mexican War, Peru conquered,
Venezuela dispute, trouble in Chile, Colombian
trouble.

Book 12.

Australia - Ballot.

Canada - Annexation contemplated, Canadian Pacific
Railroad, fishery dispute, reciprocity.

Central America - Relation with U. S., suspicions,
canal.

China - Boxer Uprising, open door, center of disputes
between Russia and Japan, injustices done,
exclusion.

- Japan - Rival in Pacific, relation with China, immigration, grievance against U. S., joins allies in war.
- Mexico - Friction, intervention, revolution, plan of Germany during World War.
- Russia - Aids Serbia, revolution, Japanese War, World War.
- South America - Chilean revolution, mediator between U. S. and Mexico, Venezuela dispute, Trouble in Colombia, World War.

Book 13.

- Australia - English colony, Commonwealth, World War, ballot.
- Canada - Explored by Jesuits, French cede claims to British, conquests by U. S., population, self-government, Dominion perfected, World War.
- Central America - Canal.
- China - Writing, relations with Europe, wars with Japan and France, Boxer Uprising, republic, contest of North and South, World War.
- Japan - War with Russia, modernizing Japan, war with China, German possessions in China seized, World War.
- Mexico - Failure of French, revolution, independence, overthrow of Spain, neutral in World War.
- Russia - Rise, in 7 years' war, partition of Poland, French alliance, art and science, war with Turkey, industry, revolutions, relations with China and Japan, sale of Alaska, World War, bolshevism, language and culture.
- South America - Discovery, revolt from Spain, losses of Spain and Portugal, intervened between U. S. and Mexico, Venezuela dispute, conquest of Peru, trouble in Colombia, gold, World War.

Book 14.

- Australia - Ballot.

Canada - Discovery, growth, population, Indians, British gain control from French, boundary disputes, War of 1812, invasions of U. S., reciprocity treaty.

Central America - Revolt from Spain, Canal, Pan-American exposition.

China - Early trade with Europe, visits of Marco Polo, famine, Boxer Uprising, indemnity returned, integrity guaranteed, early inventions, exclusion (reasons), educated in U. S.

Japan - Early trade, visited by Perry, seal troubles, war with Russia, agreement on immigration, earthquakes.

Mexico - Revolts from Spain, abolishes slaves, boundary dispute and war, sale of lands to U. S., Maximilian in Mexico, Germany's attempt to cause revolt.

Russia - Friendly during civil war, Alaska sold, war with Japan, defends Serbia, revolution.

South America - Discovery, revolt from Spain, relation with U. S., conquest of Peru.

The treatments of the countries, for the greater part, have been few and brief, usually consisting of a few sentences. The topics of most common mention throughout the texts give a better panoramic view of the countries than the topics of any one text. These topics will be used in the summary paragraph concerning each country, followed by some quotations taken from various texts.

Australia is famous for her ballot and with New Zealand for the valuable aid given to the allies in the World War.

"By a law passed in 1838 Massachusetts began an important ballot reform. It introduced for the first time in an American state a kind of election ticket known as the "Australian ballot" after the country in which it was first used". ⁵

"In April of that year their forces were greatly strengthened by contingents from Australia and New Zealand. Concerning the possessions of Germany after the war: ⁶ "...and in Australasia her possessions had been taken over by Japan and Australia". ⁷

"Australia and New Zealand have become in some respects the most advanced democracies in the world". ⁸

Canada was ceded to England after a bitter contest with the French, was in the midst of the conflict during the War of 1812-4, had boundary and fishery disputes with the United States, established a Dominion, rejected the reciprocity treaty that had been negotiated, aided the colonies in defeating the English blockade by smuggling goods to Europe through her own boundaries, and served in the World War.

"England wrested from France all Canada and the territory East of the Mississippi except a small region around New Orleans and two small Islands off the coast of Newfoundland". ⁹

"Time softens the hideousness of war and accents its glories. The America of 1812....
.....had provocation enough. British and French aggressions on the American commerce had become almost unbearable; impressment was a national insult; and the Indian unrest,

5. Beard and Bagley, op. cit., p. 584.

6. Robinson, Smith, Breasted, Our World Today and Yesterday, p. 528.

7. Ibid., p. 548.

8. Mace, W. H., American History, p. 568.

9. Beard and Bagley, op. cit., p. 94.

due, as many Americans believed, to British encouragement, was a constant danger to western pioneers." 10

"A long-standing dispute over the boundary between Canada and the Northeastern states had been settled in 1842 by the Webster-Ashburton Treaty with Great Britain." 11

"The talk about the seizure or conquest of Canada, which was common in the United States after the civil war, alarmed the Canadians and they resolved to strengthen themselves by union. ... In 1867 the new union was put into effect under the name, Dominion of Canada." 12

"Relations with Canada across the northern boundary were by no means as pleasant as seemed desirable." 13

"He arranged an agreement for reciprocity with Canada. .. reciprocity, was rejected by Canada." 14

"A large illicit trade went on with Canada, and through Canada with England." 15

An excellent record was made during the World War:

"And the British Colonials - Canada, Hindus, Australia - were arming by hundreds of thousands." 16

" that the Canadians had captured Vimy Ridge, thought to be impregnable." 17

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- 10. Leonard and Jacobs, The Nation's History, p. 252
 - 11. Ibid., p. 305 f
 - 12. Bourne and Benton, History of the United States, p. 407-8
 - 13. Channing, E. A Student's History of the United States, p. 583
 - 14. Thwaites and Kendall, op. cit., p. 500-1
 - 15. Long, W.J. op. cit., p. 254
 - 16. Elson, H.W. Modern Times and the Living Past, p. 659
 - 17. Ibid., p. 682

"The later influx of Chinese to the United States had its origin in the Burlingame Treaty, as it permitted a free emigration from one country to the other". 21

"At first the Chinese were cordially welcomed, but after a few years the feeling toward them changed.....They were willing to work for low wages and in this way took work away from the native Americans or forced them to reduce their demands in order to hold their places. The Chinese were willing to live in cheap houses and amid poor surroundings. This competition by workers who were willing to accept a lower standard of living was resented by American laborers". 22

"Their willingness to work for very low wages rendered them, as their numbers increased, undesirable competitors with white laborers. After earning a few hundred dollars they would betake themselves back to their native land, whence hordes of their brethren would come to America to repeat the process. In no case did the Mongolian pretend to become an element in American society; he remained apart from the body politic, retaining his peculiar customs and superstitions.....The Chinese threatened to deluge the whole western coast with their undesirable presence". 23

"A labor disturbance of another sort broke out on the Pacific coast. This was a protest of American workmen against competition from Chinese laborers, who had been coming into this country in large numbers and working for smaller wages than those on which our people could live. There were several fierce riots in San Francisco and the Chinamen were roughly treated. After long agitation Congress passed the first Chinese Exclusion Act in 1882. This forbade any more Chinese laborers from entering the United States". 24

The Geary law: "This law was the most sweeping of its kind enacted by any country, and it awakened

21. Ibid, p. 842.

22. Beard and Bagley, op. cit., p. 502.

23. Elson, H. W., op. cit., p. 846.

24. Thwaites and Kendall, op. cit., p. 422 f.

a vigorous protest from the Chinese Government. While to some extent evaded, the law has greatly relieved the western coast of a most undesirable class". 25

Concerning the same law: "This act, however, brought no expression of resentment from China". 26

Upon the return of a part of the indemnity we find that: "China felt grateful to us for our generosity, and is now one of our best friends. Each year her Government sends over many carefully selected students to be educated in our schools and colleges; they are supported from the indemnity returned by the United States. These young men are expected to instruct Chinese in American ideas and methods". 27

"China supported the allies in the World War". 28

Japan is most widely mentioned with reference to her trade, her wars with Russia, and China, her participation in the Armament Conference and the World War, and exclusion. Brief references have been made to the earthquakes and aid given by the United States and her rivalry in the Pacific.

"Fifty years ago, Japan was still almost completely isolated from the rest of the world; but now, through the series of extraordinary events, she has become one of the conspicuous members of the family of nations". 29

"One of the hard problems will be how to deal with the immigration and the naturalization of our Pacific neighbors". 30

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- 25. Elson, H. W., op. cit., p. 846.
 - 26. Mace, W. H., op. cit., p. 251.
 - 27. Thwaites and Kendall, op. cit., p. 478 f.
 - 28. Mace, W. H., op. cit., p. 348
 - 29. Robinson, Smith, Breasted, op. cit., p. 470
 - 30. Mace, W. H., op. cit., p. 350.

"The Japanese are an admirable and courageous people, but their ideals and civilization are so unlike our own that the two people cannot blend into one.a race problem more serious than the Indian and Negro problems.Not on economic but on racial grounds we owe it to the future of America to refuse the admission of large numbers of Orientals to this Country". 31

"....they would have been satisfied had they been placed on the same footing as other nations". 32

"The incident that brought the matter into international prominence was the passing of an ordinance by the San Francisco school board excluding Japanese children from schools attended by white children. This was in violation of a treaty we had with Japan which guarantees that Japanese residing in this country are entitled to the same treatment accorded our own people". 33

"All Asiatics are now barred from becoming American citizens". 34

"Japan resents the exclusion of her subjects from the rights enjoyed by other immigrants,Japan has vast interest in the Pacific, where she is our commercial rival. As for China her millions are just beginning to awake". 35

Many of the main topics concerning Mexico treat the wars and revolutions with a bit, in some texts, about arbitration and neutrality during the World War. The topics - the conquest, the throwing off of the Spanish yoke, the failures of the French, the German intrigues, the wars with the United States,

31. Elson, H. W., op. cit., p. 913.

32. Mace, W. H., op. cit., p. 294.

33. Elson, H. W., op. cit., p. 913.

34. Mace, W. H., op. cit., p. 349.

35. Mace, W. H., op. cit., p. 251.

the revolutions and the forming of a republic - are commonly mentioned.

"The Mexican War was waged by the United States, not on account of a boundary dispute, as the world was made to believe, but because Ahab coveted Naboth's vineyard, because the slave holder cast his eye over the vast, fertile Southwest and desired it for his own". 36

"Nothing was plainer than that, contrary to his usual honesty, Jackson was unfair in his dealings with Mexico.....His unjust dealings with Mexico arose from his too great love of country.....his longing to see Texas a part of the union". 37

"Mexico gave up the territory with reluctance, but she was powerless.....No true American is proud of the Mexican War". 38

One American general, in characterizing the war, said that it was "'one of the most unjust wars ever waged against a weaker nation', yet on its military side it was a great triumph". 39

"In 1914 the United States and Mexico were on the verge of war, but it was averted through the friendly mediation of Argentina, Brazil, and Chile.....The large population and vast resources of the Latin-American countries promise to make them a very important factor in the history of the future". 40

Mexico is not a member of the League of Nations "and Russia and Mexico were not to be invited to join until they had established thoroughly stable governments". 41

In contrast with the preceding quotations an author states that "The United States has always found Mexico a troublesome neighbor". 42

36. Elson, H. W., op. cit., p. 529.

37. Ibid., p. 497, 500.

38. Ibid., p. 534-5.

39. Leonard and Jacobs, op. cit., p. 306.

40. Robinson, Smith, Breasted, op. cit., -. 483.

41. Ibid., p. 577.

42. Mace, W. H., op. cit., p. 249.

Russia appeared at an early date on the Pacific coast and the United States, alarmed by her presence, bought Alaska from her. Relations since that time, and especially during the civil war, have been friendly. She made an attempt through the Hague to call the nations together. For a time during the World War her strength was felt, but a revolution caused her to collapse. Casual mention has been made of her aid to Serbia, her cruelty to Poland, and her art.

"...and it was feared that Russia would extend her influence down to Oregon, and even to California". 43.

By buying Alaska ".....in a friendly way we disposed of Russia, a nation that has always been an opponent to the Monroe Doctrine". 44.

"Therefore, when France and Britain showed hostility to the United States, the Tsar showed friendship". 45

"But Russia was the most conspicuous friend we had in war times". 46

"Besides, many Congressman remembered Russia's friendship and wished to show proper appreciation". 47

"In 1898 the emperor of Russia invited many of the nations of the world to meet and discuss the reduction of their armies and navies. Delegates from twenty-six nations accordingly met at the Hague (in Holland) in May, 1899, and there dis-

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43. Channing, E., op. cit., p. 325.
 44. Mace, W. H., op. cit., p. 239.
 45. Long, W. J., op. cit., p. 384.
 46. Elson, H. W., op. cit., p. 779.
 47. Bourne and Benton, op. cit., p. 407.

cussed (1) armament, (2) revision of the laws of land and naval war, (3) mediation and arbitration". 48

"Catherine II, with all her vast Russian possessions, looked with covetous greed upon Poland.....Maria Theresa was the only one of the three robbers who had a conscience in the matter". 49

"A revolution in Russia overturned the old government in that country; and the Bolsheviki, who came into power, made peace with the enemy. This made it possible for Germany to send the armies which had been fighting the Russians to join her other armies in the western front". 50

"....one of the chief reasons why the United States has refused.....to recognize the Russian Government is the fact that it is identified with the avowed attempt to overthrow the whole business system of other countries". 51

"During the past century Russia has been coming into closer relations with western Europe. Although she is still a backward country in many respects, the works of some of her writers.....are widely read in foreign lands. The music.....is as highly esteemed in London or New York as in Petrograd or Moscow....." 52

The most frequent references to South America are made concerning the conquest of Peru, the Chilean trouble, the Venezuela dispute, the Colombian trouble over Panama, and her part in the World War.

48. McMaster, J. B., op. cit., p. 427.

49. Elson, H. W., op. cit., p. 424.

50. Leonard and Jacobs, op. cit., p. 527.

51. Robinson, Smith, Breasted, op. cit., p. 619.

52. Ibid., p. 440.

"Small republics were alarmed, fearing our domination". 53

"To avoid the trouble that was brewing, our government offered friendly mediation, which was accepted by Venezuela but refused by Britain.....and Venezuela asked the United States to intervene. Again our friendly services were offered". 54

The Pan-American Congress includes North, Central, and South America: "Its object was to enable the people of these countries to become better acquainted with each other. The United States hoped that the meeting might pave the way for a larger trade between North, Central, and South America, also.....that all disputes hereafter arising between any of the American republics should be settled by arbitration". 55

"The result of this difference with Colombia was unfortunate, for it increased the suspicion of our Latin-American neighbors to the southward". 56

A peaceful relationship of nations is generally spoken of:

"In such provisions as these, as well as in the covenant of the League of Nations, may be seen the earnest endeavor of the treaty makers to allay animosities, promote justice, and establish right instead of might as the arbiter in conflicts between nations". 57

"....and forward to that future day when freedom's flag shall float over all the earth, and the nations of the world shall be able to come together of their own free will, in a union that shall make war impossible, and bring peace, prosperity, and happiness to all mankind". 58

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- 53. Leonard and Jacobs, op. cit., p. 440.
 - 54. Long, W. J., op. cit., p. 439.
 - 55. Thwaites and Kendall, op. cit., p. 449.
 - 56. Mace, W. H., op. cit., p. 338.
 - 57. Elson, H. W., op. cit., p. 727.
 - 58. Leonard and Jacobs, op. cit., p. 548.

CHAPTER V.

S U M M A R Y .

The percentages of space devoted to various countries in the histories of each of the English-speaking countries - Australia, Canada, New Zealand, and the United States - is given in TABLE XIII(p. 67).

With few exceptions there is little variation in the percentages of space in the textbooks of each of the countries devoted to the individual country.

New Zealand and South America are given the highest percentages of space in the textbooks of Australia. In some of the texts, New Zealand has been given a special section. South America has had considerable mention with respect to the early trade routes that led to the discovery and settlement of Australia and with her trade.

The United States is given the highest percentage in the Canadian textbooks. The relationships between the countries have had a vital influence upon each other's development.

New Zealand gives the highest percentage of any of the countries to Australia, a kindred country, to Japan and China in their relations to the problems of the Pacific which are discussed at great length in three texts, and to Russia with respect to her relation to the Pacific and her relation to England and other European countries.

TABLE XIII. SUMMARY OF SPACE PERCENTAGE DEVOTED TO EACH COUNTRY IN THE HISTORIES OF THE ENGLISH-SPEAKING COUNTRIES BORDERING ON THE PACIFIC

Country	Histories of Australia	Histories of Canada	Histories of New Zealand	Histories of the United States
Australia	89 [#]	0.4	1.4	0.1
Canada	1.4	89.5 [#]	1.2	2.3
Central America	0.2	S.A.	S.A.	0.2
China	0.4	0.4	1	0.5
Japan	0.3	0.4	0.8	0.3
Mexico	0.7	S.A.	0.1	1.3
New Zealand	3.8	Aus.	89.1 [#]	Aus.
Russia	0.4	1.9	3.8	1
South America	0.6	0.2	0.4	0.4
United States	3.2	7.2	2.2	93.9 [#]

- Includes all non-Pacific Countries
S.A. - With South America
Aus. - With Australia

The United States has been vitally concerned with Canada and Mexico and has given them the highest percentages of space.

In summarizing the main topics discussed in a large number of the representative history textbooks of Australia, Canada, New Zealand, and the United States, it was found that there are only a very few common topics.

Australia's participation in the World War is treated in the texts of the other countries; her discovery, the convict or prison colonies, and rapid growth in the texts of Canada and New Zealand.

The early settlements in Canada, the English-French rivalry, the growth of the Dominion and the participation in the World War are topics of frequent mention.

All refer to the Spanish settlements in Central America. The textbooks of the United States alone treats the Panama Canal, the international gateway.

Concerning China, the early trade, the European intrigues, the boxer movement, the opium war, the immigration and exclusion, the revolution, and the republic are generally discussed.

In the texts of New Zealand, Japan is given a more varied treatment, though all discuss the early trade, the wars with Russia and China, and her part in the World War on the side of the allies, and the exclusion (with the exception of the texts of Canada).

Several topics are emphasized in Russian history - the

Hague, the Crimean War, the coalition with Austria, the partition of Poland, the war with Japan, her protection of Serbia, her activity in the World War, and the revolution.

The discovery and settlement, and the products of South America are topics of general mention in the textbooks of the countries. The texts of the United States treat a more extended list of topics.

For the United States, the discovery, revolution, republic, civil war, World War, and Washington Conference are discussed in the texts of the other three countries.

CONCLUSIONS

There is a marked tendency to omit other countries from the textbooks of any particular country. As a rule, the other country, its people, and civilization are not discussed. The omission may be due to the lack of information on the part of the author or it may be due to the feeling that the country is unimportant in the narrative and should not be given undue recognition.

The leading events of the Western civilization have been emphasized with very slight, if any, reference to the influence of the East upon them.

A few seemingly contradictory statements were found.

Many times the mention of a country was merely incidental.

The relation between countries has not been discussed fully enough. The discussions of the peaceful relations have

been very brief, while the discussions of the unpleasant relations have been more extended and of such a nature as to easily arouse prejudice. An improvement should be made in the kind of facts treated and in the kind meriting special emphasis.

Some authors give evidence of the changed scene of action from the Atlantic to the Pacific where the East has met the West, and the East as well as the West must share the responsibility for directing the course of civilization. There are comparatively few books written by such authors.

While the pages of history have been filled more or less with the disputes, suspicions, and wars, there are frequent expressions of confidence in a future union or league of nations in perpetuating peaceful relationships of nations.

PART II

THE GEOGRAPHIES

CHAPTER VI

GEOGRAPHIES OF AUSTRALIA

The nine geographies, selected from those in use in the schools of Australia, represent four authors and four publishers. They are used in the intermediate, junior, and senior divisions of the schools.

The apportionment of space among the countries in each book is given in TABLE XIV (p.72).

The data in TABLE XIV shows a great variation in the percentages of space in the texts: Australia 5% to 91%, Canada 0% to 6%, Central America 0% to 1%, China 0% to 2%, Japan 0% to 1%, Mexico 0% to 1%, New Zealand 0% to 10%, Russia 0% to 3%, South America 0% to 7%, the United States 0% to 12%, and the non-Pacific countries 6% to 51%.

The distribution of the total space is shown in TABLE XV (p.73).

Australia is given 51%, Canada 2.3%, Central America 0.5%, China 0.9%, Japan 0.7%, Mexico 0.5%, New Zealand 0.5%, Russia 1.5%, South America 1.8%, the United States 4.3%, and the non-Pacific countries 36%.

The total space devoted to each country in the nine geographies is distributed among the selected topics as is shown in TABLE XVI (p.75).

TABLE XIV. TOTAL PERCENTAGES OF SPACE GIVEN TO VARIOUS COUNTRIES IN 9
GEOGRAPHIES USED IN THE SCHOOLS OF AUSTRALIA

Books	1	2	3	4	5	6	7	8	9
	%	%	%	%	%	%	%	%	%
Australia	70	5	36	91	74	78	91	37	28
Canada	-	3	6	M	M	-	M	2.5	3
Central America	-	1	-	M	-	-	M	0.6	1
China	-	2	2	0.2	M	-	1	0.2	2
Japan	-	2	2	0.1	-	-	1	0.2	1
Mexico	-	1	-	0.3	-	-	M	1	1
New Zealand	10	-	6	0.1	3	4	M	4	1
Russia	-	3	3	0.3	-	-	M	1	3
South America	-	7	2	1	2	2	0.5	3	4
United States	-	12	3	2	5	2	0.5	2.5	5
Non-Pacific Countries	20	64	36	6	16	14	6	48	51

M - Mention of less than 0.1% has been made.

TABLE XV. PERCENTAGE OF TOTAL SPACE GIVEN TO VARIOUS COUNTRIES
IN 9 GEOGRAPHIES USED IN THE SCHOOLS OF AUSTRALIA.

Australia	51 %
Canada	2.3%
Central America	0.5%
China	0.9%
Japan	0.7%
Mexico	0.5%
New Zealand	0.5%
Russia	1.5%
South America	1.8%
United States	4.3%
Non-Pacific Countries	36 %

The percentage of map space is higher than the percentage of picture space; the percentage of the two pictorial sections ranges from 14% to 35%. Of the verbal portions the physical and climatic, and the economical and industrial are almost equal, and the treatment of the topics grouped as "other mention" receives a much smaller percentage.

The aims of the authors and the region or regions they include in their subject matter affects the distribution of the space in the texts.

Books 1 and 2 form a series. Book 1 is the "Geography of Australasia". Book 2 is the "Geography of Europe, Asia, Africa, and America". Both are lacking in map and picture space. Book 3 is "The Junior Geography Textbook" of which the author states "Naturally the British Empire of which we form a part is described more fully than foreign countries," (preface). Book 4, by the same author, is "The Intermediate Geography Textbook" in which he means to "emphasize chiefly those facts that influence man and his environment. The present tendency is to humanize geography" (preface). Both books are superior to the others in the amount and kind of map and picture space. Books 5, 6, and 7 form a series of syllabus geographies in which "Stress is laid, and rightly so, on a fuller study of local geography. This is the foundation of geographical study."¹ Book 8 is a study of "The World and Australia" and Book 9 is a "Senior Geography of the World".

1. Moody, C. Philips' New Syllabus Geography for Third Classes, Preface.

TABLE XVI . DISTRIBUTION OF THE TOTAL SPACE DEVOTED TO EACH COUNTRY ON
SELECTED TOPICS IN 9 GEOGRAPHIES USED IN THE SCHOOLS OF AUSTRALIA

Country	Map Space	Picture Space	Physical and Climatic	Economical & Industrial	Other Mention
	%	%	%	%	%
Canada	25	9	23	30	13
Central America	14	-	30	43	13
China	15	5	33	34	13
Japan	11	4	40	34	11
Mexico	18	-	31	32	19
New Zealand	25	10	33	22	10
Russia	11	5	31	40	13
South America	27	2	40	22	9
United States	18	2	28	40	12

The main topics discussed concerning the Pacific countries are listed by countries.

Canada

- Book 1. None.
- Book 2. Position, size, population, products, industries, towns.
- Book 3. Agriculture, cities, climate, communication, drainage, fisheries, government, minerals, pastoral industry, population, vegetation.
- Book 4. Exports, imports, Indians, build.
- Book 5. Climate.
- Book 6. None.
- Book 7. None.
- Book 8. Boundary, provinces (separately).
- Book 9. Forest belt, New France, cities, provinces, routes, wheat-belt, maize-belt, natural divisions.

Central America

- Book 1. None.
- Book 2. Divisions, population, products.
- Book 3. None.
- Book 4. None.
- Book 5. None.
- Book 6. None.
- Book 7. Discovery.
- Book 8. Divisions, climate, products, size.
- Book 9. Physical features, routes, climate, vegetation, occupations, civilization.

China

- Book 1. None.
- Book 2. Divisions, surface, industries, products, exports, towns.
- Book 3. Build, exports, imports, people.
- Book 4. Build, cities, climate, commerce, communication, drainage, fisheries, government, manufacturing, minerals, pastoral industry, political divisions, population, vegetation.
- Book 5. People.
- Book 6. None.
- Book 7. Climate, products, people, towns, farmers, tea, occupations, early civilization.
- Book 8. Climate, size, products, North and South China.
- Book 9. North, Middle, and South China, climate, resources, products.

Japan

- Book 1. None.
- Book 2. Size, divisions, earthquakes, volcanoes, streams, exports, towns.
- Book 3. Build, exports, imports, people.
- Book 4. Build, cities, climate, commerce, communication, fisheries, government, manufacturing, minerals, pastoral industry, population, vegetation.
- Book 5. None.
- Book 6. None.
- Book 7. Compared with Great Britain, surface, rice, tea, fruits, cherry-trees, divers for pearls, people, trade, commerce.
- Book 8. Size, products, cities.
- Book 9. Configuration, climate, products, centers of population.

Mexico

- Book 1. None.
- Book 2. Republic, size, population, position, products.
- Book 3. None.
- Book 4. None.
- Book 5. None.
- Book 6. None.
- Book 7. Gold, attempt to expell whites.
- Book 8. Position, divisions, minerals, towns, routes.
- Book 9. Extent, surface, resources, communication, people, republic.

New Zealand

- Book 1. Dominion, position, size, surface, coast, towns, population, products, exports.
- Book 2. None.
- Book 3. Build, exports, imports, people.
- Book 4. Build, cities, climate, commerce, communication, drainage, fisheries, government, minerals, pastoral industry, population, vegetation.
- Book 5. Physical features, towns, Maori, geysers, mud springs, artisian wells, climate, whales.
- Book 6. Maori, people, hot springs, physical features.
- Book 7. Discovery, products.
- Book 8. None.
- Book 9. Configuration, climate, products, history.

Russia

- Book 1. None.
- Book 2. Size, surface, products, exports, towns.
- Book 3. None.

Russia

- Book 4. Build, cities, climate, communication, drainage, fisheries, government, minerals, pastoral industry, population, vegetation.
- Book 5. None.
- Book 6. None.
- Book 7. Wheat production.
- Book 8. Extent, divisions, climate, products, industries.
- Book 9. Configuration, climate, products, natural divisions, routes, expansion.

South America

- Book 1. None.
- Book 2. Size, surface, rivers, lakes, states, products, industries.
- Book 3. Build, Indians.
- Book 4. Build, cities, climate, commerce, communication, drainage, fisheries, government, minerals, pastoral industry, population, vegetation.
- Book 5. Mines, monkeys, climate, forests.
- Book 6. Discovery, people, products.
- Book 7. Discovery, gold, cities, people.
- Book 8. Position, physical features, natural divisions, climate, products, vegetation, animals, occupations, races, political divisions, states.
- Book 9. Natural regions, divisions, historical summary, rivers, forests, future.

United States

- Book 1. None.
- Book 2. Position, size, population, exports, towns.
- Book 3. Build, exports, imports, Indians.

United States

- Book 4. Build, cities, climate, commerce, communication, drainage, fisheries, government, minerals, pastoral industries, population, vegetation.
- Book 5. Slaves, people of Alaska, weather, climate.
- Book 6. Discovery, people, products.
- Book 7. Commerce.
- Book 8. Position, mountains, natural divisions, products, towns, industries.
- Book 9. Configuration, natural divisions, cities, climate, wheat, maize, cotton belts, grazing lands.

No one book treats all the countries. Even the impression of any country from the topics discussed in all the books is limited chiefly to physical features, climate, products, industries, and population. The people, their customs, religion, government, advantages and disadvantages, and relationships with other peoples are omitted from the texts.

CHAPTER VII.

THE GEOGRAPHY OF CANADA.

Only one geography and its accompanying atlas from Canada were available for this study. They are in use in the schools of British Columbia, the province that borders on the Pacific. Figure I (p. 82) shows how the total space has been divided among the countries.

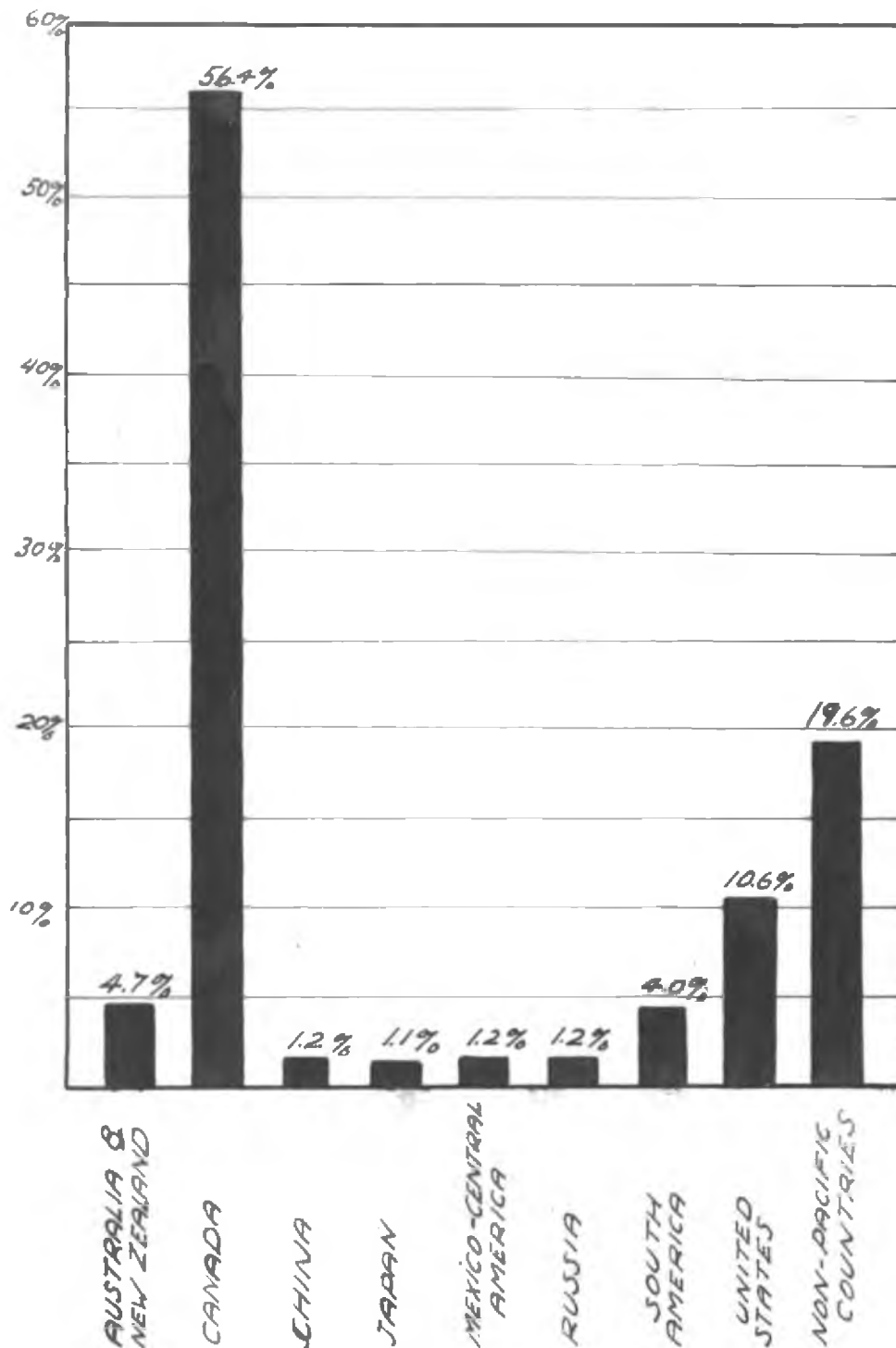
A very small percentage of space is devoted to China, Japan, Mexico and Central America, and Russia; a small percentage to South America, and Australia and New Zealand; a larger percentage to the United States, and more than fifty percent to Canada. The slight treatment of Central America and New Zealand caused them to be grouped with Mexico and Australia respectively.

The distribution of the total space devoted to each country bordering on the Pacific is shown in TABLE XVII (p. 83).

A generous amount of space has been given to maps and pictures, and the amount of space devoted to the other topics varies somewhat, yet the economic and industrial topic receives consistently the largest amount of space.

The purpose of the author in writing the text may help to explain the choice and arrangement of the material.

FIGURE 1. PERCENTAGE OF SPACE GIVEN TO VARIOUS COUNTRIES IN 1 GEOGRAPHY AND ATLAS USED IN TO SCHOOLS OF CANADA.



"The Canadian schools have been too long tied down to United States textbooks in geography, either adapted or made over. Every paragraph of a good textbook in geography is permeated with the atmosphere of the country in which it is to be used. To adapt or make over a book for another country quenches its fire, and it becomes lifeless and uninteresting. To write a textbook from the Canadian standpoint has been the purpose of the present author. The subject matter, the comparisons, the maps, and the illustrations have the Canadian atmosphere". 1

"The map has been made the center about which the practical work of the pupil is built up". 2

"Particular care has been taken in the selection of the pictorial illustrations. They have been obtained from every part of the world, not snapshots, but pictures taken by professional photographers.....Only the most perfect of these have been selected, and each has been made large enough to show clearly the features it was desired to illustrate". 3

"It is thoroughly recognized that commercial geography is of first importance, and..... of as great value and of greater interest to have a connected knowledge of the geography of the chief commercial products as of the chief countries". 4

The author, in developing the geography of another country, has aimed to give the pupils a correct notion of that country by comparing it in size, production, and population with the country or countries with which it is closely

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1. Cornish, Canadian School Geography, Preface.
 2. Ditto.
 3. Ditto.
 4. Ditto.

associated, e.g.,

"Australia is the largest island in the world, being about the size of the United States without Alaska, and..... three-fourths as large as Canada".⁵

What main topics does the author discuss concerning these countries?

Australia and New Zealand:

Position, size, boundaries, divisions, people, coast, surface, climate, vegetation, animals, industries - ranching, agriculture, mining, fishing, lumbering, dairying - transportation, cities, artesian basins, retarded progress.

China:

Position, size, surface, industries - agriculture, mining, coal, tin, iron - cities, exclusiveness.

Japan:

Extent and population, surface and climate, industries - agriculture, raw silk, manufacturing, mining, cities, changes in industry.

Central America and Mexico:

Position, size, surface, boundaries, climate, divisions, production - coffee, cane, minerals, silver, gold, petroleum - people, cities.

Russia:

Ports, surface and drainage, climate and vegetation, extent, agriculture, fishing, mining, manufacturing, backwardness.

5. Ibid., p. 418.

South America:

Position, size, coast, divisions, people, surface, climate, vegetation, animals, separate states, backwardness.

United States:

Boundaries, extent and coast, surface and drainage, climate, industries and resources, - agriculture, mining, lumbering, manufacturing, ranching, fishing - cities.

Although Australia is in the midst of development, it has been retarded in progress:

"On account of its great distance from Europe.....its development was slow". 6

"Good harbours are few". 7

"During the rainy season both of these rivers are navigable throughout the greater part of their length". 8

"The rivers are situated in the most populated parts, are short and not of great value for navigation", 9

"The railways of Australia.....are very extensive in the most populous parts along the east coast.....One great drawback to quick railway communication in Australia is the fact that the gauge varies; consequently engines and cars cannot be transferred from one line to another". 10

"The climate of Australia is a serious handicap". 11

6. Ibid., p. 418.

7. Ibid., p. 420.

8. Ibid., p. 422.

9. Ibid., p. 430.

10. Ibid., p. 433.

11. Ibid., p. 422.

"The water is suited for stock, but not for irrigation. Its dissolved salts in time make the soil so alkaline that crops do not flourish". 12

While Australia and New Zealand are similar in many ways, they differ in their problems with native races and foreigners.

"When Australia was discovered by the Europeans it was inhabited by people of a very low type..savages, who have no contact with civilization and they are declining in number, remaining still savage". 13

"The natives of New Zealand, called Maori, are the most intelligent of all the natives of the Pacific Islands. In contact with the Europeans they learn the ways of civilization very rapidly.....The immigrants to this Dominion have been almost entirely British". 14

"Australia's comparative nearness to the East Indies, China, Japan, and India, has led many Asiatics to immigrate into the northern part of the continent. The Australians have become alarmed at this movement and have passed laws rigidly excluding all Asiatics, as the citizens are determined to keep Australia for the white man". 15

China, a large, populous republic of agricultural people, has vast resources of coal, iron, and tin. The Chinese are an exclusive people.

"The physical surroundings go far to account for the fact that China has been so exclusive and so little influenced by other nations of the world". 16

"But since railways have begun to penetrate the country, a great development may be looked for". 17

12. Ibid., p. 422,

13. Ibid., p. 418.

14. Ibid., p. 434.

15. Ibid., p. 418.

16. Ibid., p. 396.

17. Ibid., p. 396.

Japan, an exceedingly small country with a dense population, has been noted for intensive farming, crude manufacturing, and cheap labor.".....so that today Japan leads the world in the production of raw silk". 18 "But a change is taking place in Japanese industry, and large manufacturing industries are rapidly being established in the cities, and already the domestic industry has begun to suffer". 19

Mexico and Central America are very similar in their varied climate, variety of products, and their vast resources of minerals. The people are ".....Spaniards, the native Indians, and the mixed bloods, the latter two classes being the more numerous". 20.

The vast country of Russia has its drawbacks:

"Its lack of suitable harbours has always been a drawback". 21

"But in spite of all these shortcomings, the rivers are of the greatest value for shipping and lumbering, especially as roads are very bad and railways are not numerous in many parts". 22

".....there is little rainfall in all parts of Russia". 23

".....its temperatures are extreme". 24

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- 18. Ibid., p. 400.
 - 19. Ibid., p. 400.
 - 20. Ibid., p. 291.
 - 21. Ibid., p. 357.
 - 22. Ibid., p. 357.
 - 23. Ibid., p. 358.
 - 24. Ibid., p. 359.

"The great production is due to a large area of arable land and to the large agricultural population and not to the skillful agriculture of the Russian, for he is a poor farmer. His holding is only a few acres, his tools out of date, his cultivation crude and unscientific. His backwardness is due to the fact that he has been downtrodden and poverty-stricken for centuries, largely owing to bad government".²⁵.

"Manufacturing requires large expenditures of money, skilled workmen, good transportation, and abundance of coal. In all these respects Russia is not well equipped".²⁶

Concerning South America, a suggestion is obtained from the following:

".....of the European nations, the Spanish and the Portuguese were the most active in exploring its wilderness".²⁷

"The native Indians are numerous in all Andean countries".²⁸

"Venezuela, Colombia, Ecuador, Peru, and Bolivia are all more or less backward, inhabited largely by Indians, and unsettled in government".²⁹

The United States has favorable mention: "The United States is one of the wealthiest countries in the world. In the two basic industries of agriculture and mining she far surpasses every other country".³⁰

25. Ibid., p. 360.

26. Ibid., p. 380.

27. Ibid., p. 296.

28. Ibid., p. 296.

29. Ibid., p. 297.

30. Ibid., p. 264.

CHAPTER VIII.

GEOGRAPHIES OF NEW ZEALAND

There were twelve geographies, representing seven authors and five publishers, selected from the number sent from New Zealand.

The distribution of the space of each of the twelve geographies used in the schools of New Zealand is shown in TABLE XVIII (p. 91).

There is great variation in the amount of space and in the treatment of the countries. The percentage for Australia ranges from mere mention to 37%, for Canada from 0% to 5%, for Central America from 0% to 1%, for China from 0% to 9%, for Japan from 0% to 11%, for Mexico from 0% to 1%, for New Zealand from mere mention to 95%, for Russia from 0% to 6%, for South America from 0% to 12%, for the United States from 0% to 46%, for non-Pacific countries from 0% to 99%.

FIGURE II (p. 92) shows the distribution of the total space given to various countries in the twelve geographies used in the schools of New Zealand.

Other countries than those bordering on the Pacific have 43.1%, New Zealand 22.7%, Australia 17.8%, the United States 4.5%, Canada 2.9%, South America 2.7%, Russia 1.8%, China 1.5%, Japan 1.4%, Mexico 1.1%, and Central America 0.5%.

TABLE XVIII. TOTAL PERCENTAGES OF SPACE GIVEN TO VARIOUS COUNTRIES IN
12 GEOGRAPHIES USED IN THE SCHOOLS OF NEW ZEALAND

Books	1	2	3	4	5	6	7	8	9	10	11	12
	%	%	%	%	%	%	%	%	%	%	%	%
Australia	1	M	M	8	37	22	31	10	3	11	11	6
Canada	5	M	0.4	0.5	2.1	-	3	3	M	2	M	2
Central America	-	M	M	-	0.6	-	1	M	-	-	-	0.2
China	9	M	0.3	6	0.5	-	1	1	-	M	M	0.3
Japan	10	M	0.3	5	0.5	-	1	1	M	M	M	1
Mexico	M	-	M	-	1	-	1	1	-	-	-	0.2
New Zealand	15	M	M	3	4	78	2	44	95	82	40	52
Russia	4	M	M	6	1.2	-	4	1	-	-	5	0.3
South America	8	M	12	0.1	3	-	3	3	0.3	0.5	0.5	2
United States	9	1	46	0.4	2.1	-	8	4	0.3	0.5	0.5	4
Non-Pacific Countries	39	99	41	71	48	-	45	32	1.4	4	43	32

M - Mention of less than 0.1% has been made.

FIGURE 2. PERCENTAGE OF TOTAL SPACE GIVEN TO VARIOUS COUNTRIES
IN 12 GEOGRAPHIES USED IN THE SCHOOLS OF NEW ZEALAND.

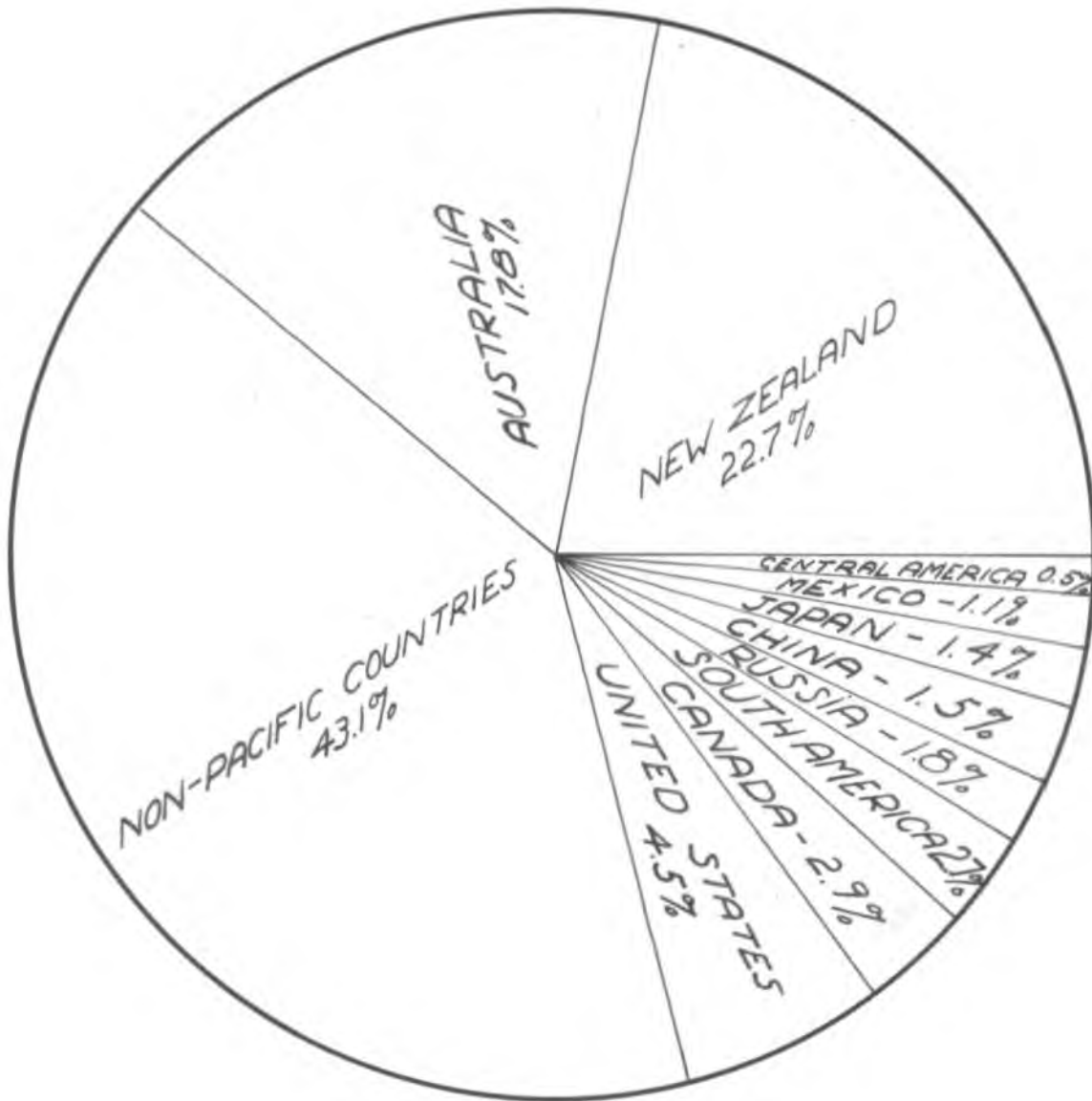


TABLE XIX (p. 94) shows how the total space of the twelve geographies used in the schools of New Zealand is distributed among the selected topics.

A fair percentage of the space is devoted to maps and pictures, more as a rule to maps than to pictures. There is also a tendency to give more space to the economical and industrial topic than to either the physical and climatic or the topics grouped under "Other Mention".

A statement concerning the books may help in a small way to account for the space given to the various countries. Book 1 is distinctly "A Geography of the Pacific" as the name indicates; Books 2, 3, and 4 are "Human Geographies" of the British Isles, Atlantic Hemisphere and Euro-Asia. Book 6, "A Junior Geography of New Zealand" in which "No apology is necessary for giving New Zealand the largest space possible";¹ Book 7 is a "Commercial Geography" of the United Kingdom; Book 8, "A Junior Geography of the World", has for its aim "..... to present an account of the world based upon an estimate of the workers in one country in comparison with those who labour in other lands";² Books 9, 10, 11 and 12 form a series of "Pacific Geographies" with emphasis upon New Zealand, Australia and Great Britain in their relative importance to the other countries.

1. Shrimpton and Hight, A Junior Geography of New Zealand and Australia, Preface

2. Wallis, A Junior Geography of the World, Preface

TABLE XIX. DISTRIBUTION OF TOTAL SPACE DEVOTED TO EACH COUNTRY ON SELECTED TOPICS
IN 12 GEOGRAPHIES USED IN THE SCHOOLS OF NEW ZEALAND

Country	Map Space	Picture Space	Physical and Climatic	Economical & Industrial	Other Mention
Australia	19	9	18	25	29
Canada	17	7	16	44	16
Central America	10	15	8	53	14
China	9	1	22	35	33
Japan	13	1	25	36	25
Mexico	10	4	20	50	16
Russia	13	3	23	47	14
South America	18	1	29	41	11
United States	12	11	19	40	18

The topics discussed concerning the Pacific countries are listed:

Australia:

- Book 1. Size, a pastoral and agricultural country, exports, trade, manufacturing, population, neighboring islands, importance in the Pacific, and "White Policy".
- Book 2. Mention of economical and industrial nature.
- Book 3. Mention of economical and industrial nature.
- Book 4. Relief, climate, relative humidity, natural regions, belts of vegetation, native animals, native people, old Australia, the new civilization, occupations, mining, roads, political geography, capital, colour question.
- Book 5. Physical and political geography, climate, products, population, economic geography, vegetation.
- Book 6. Description and settlement, government, area and boundaries.
- Book 7. Products, and commerce with Great Britain chiefly.
- Book 8. Size and relief, people and towns, climate, natural regions, products, trade, special features.
- Book 9. States and capitals, federal government and capital, trade.
- Book 10. Commonwealth, position, description, surface, divisions and government, seat of government, climate and rainfall, commerce and industry, distribution of population, state capitals and ports, and northern territory.
- Book 11. Historical outline, climate, animals, plants, agricultural and pastoral products and resources, mineral products and resources, industry and commerce, chief towns, states, and defense.
- Book 12. The British Empire in Australia, commerce and trade.

Canada:

- Book 1. Settlement, climate, relief, rivers, railways, scenic wonders, Canadian Pacific and Grand Trunk Railway systems, resources and industries, markets, towns, trade, government.
- Book 2. Mention of economical and industrial nature.
- Book 3. Location, ice-sheet, temperature, climate and rainfall, relief, vegetation, cattle, wheat, marketing, natural resources, rivers, Canadian Pacific, time, latitude and longitude, lumbering, towns and cities.
- Book 4. Fragmentary discussion of products and trade, occupations, distance from Great Britain.
- Book 5. Boundary, provinces, products.
- Book 6. None.
- Book 7. Products, commerce.
- Book 8. Extent, climate, farming, lumbering, mining, commerce, fishing, towns, railways, St. Lawrence Waterway.
- Book 9. Mention of trade.
- Book 10. Commonwealth, position, description, surface, industries - wheat, oats, barley, dairying, timber, coal, copper, nickel, silver, iron, gold, lead, cod-fisheries.
- Book 11. Mention of trade.
- Book 12. Area and population, commercial position, surface, climate, commerce and trade, provinces and chief towns, people, historical outline.

Central America:

- Book 1. None.
- Book 2. Economic and industrial mention.

- Book 3. Mention of physical features, climate, and products.
- Book 4. None.
- Book 5. Size, divisions, climate, products.
- Book 6. None.
- Book 7. Products, commerce.
- Book 8. Mention of location.
- Book 9. None.
- Book 10. None.
- Book 11. None.
- Book 12. Divisions, people and language, products.

China:

- Book 1. Problem of the Pacific, republic, size and population, relief, rivers, great wall, climate, resources, exports, ownership of mines and railroads, imports, chief towns, government, mandarins, self-centered people, religion, immigration, trade.
- Book 2. Economic and industrial mention.
- Book 3. Looking East, a difficult problem in America.
- Book 4. Position, size, relief, great plain, Hwang-Ho, Yang-tse-Kiang and Si-Kiang Rivers, climate and crops, land of farmers, uses of water, homogeneous people, towns, capitals, recent development, coal, railways.
- Book 5. Climate, size, products, northern plain, south China.
- Book 6. None.
- Book 7. Products, commerce.
- Book 8. Compared with Japan, agriculture, communication, towns, Mongol abroad.
- Book 9. None.

Book 10. Mention of trade.

Book 11. Mention of trade.

Book 12. Republic, size, population, products, industries, towns.

Japan:

Book 1. Compared with Great Britain, size and population, physical conditions, climate, Japanese Islands, Japanese neighbors, people, art, religion, reasons for immigration, agriculture, industries, why they are not welcome, government, franchise, exports, imports, markets, towns, trade.

Book 2. Economical and industrial mention.

Book 3. Looking to America, a difficult problem.

Book 4. Extent, earthquakes, volcanoes, relief, climate, vegetation, where and how the people live, routes.

Book 5. Size, products, cities.

Book 6. None.

Book 7. Products, commerce.

Book 8. Japanese Islands, a patient people, agriculture, Mining, manufacturing, communication, towns, Empire, the Mongol abroad, rivalry, desire for West.

Book 9. Mention of trade.

Book 10. Mention of trade.

Book 11. Mention of trade.

Book 12. Area, population, government, industries and commerce, capital and chief ports, importance to British Empire.

Mexico:

Book 1. Mention of location, trade winds.

- Book 2. None.
- Book 3. Prevailing winds, climate, vegetation, resources and people, comparative unimportance.
- Book 4. None.
- Book 5. Position and divisions, minerals, towns, routes.
- Book 6. None.
- Book 7. Products, commerce.
- Book 8. Extent, mining, ports, climate, population.
- Book 9. None.
- Book 10. None.
- Book 11. None.
- Book 12. Area, position, industries, people, population, towns.

Russia:

- Book 1. Siberia, a new country, physical conditions, size and population, climate, population, climate, vegetation, resources, exports, imports, chief towns, trans-Siberian railroad, government, description.
- Book 2. Mention of economic and industrial importance.
- Book 3. Mention of products and trade.
- Book 4. Extent, climate, vegetation, natural divisions, people, productions, towns, means of communication, capital, a central land.
- Book 5. Extent, divisions, separate divisions, climate, products, industries.
- Book 6. None.
- Book 7. Products, commerce.
- Book 8. Extent, lumberers, miners, factories, self-centered farmers.

Book 9. None.

Book 10. None.

Book 11. Surface, climate, commercial position, zones of production, agriculture, manufacturing.

Book 12. Separate regions products, Siberia, products.

South America:

Book 1. Trade, people, animals, states, government, foreign markets.

Book 2. Mention of industries.

Book 3. Compared with Africa, rain and wind, pampas, steppes, islands, railroads, states, progress towns, vegetation, population, where man can live.

Book 4. Mention of trade.

Book 5. Position, physical features, the Andes, Eastern Highlands, rivers, climate, products, vegetation, animals, occupations, races, political divisions, states mentioned separately.

Book 6. None.

Book 7. Products, commerce.

Book 8. Position, size, relief, rivers, winds, temperatures, natural vegetation, cultivation, trade, towns, settlers, Panama Canal.

Book 9. Position, trade,

Book 10. Trade.

Book 11. Trade,

Book 12. Shape, size, area, relief, rivers and lakes, climate and rainfall, chief countries, products.

The United States:

- Book 1. Settlement, states, climate, relief, rivers, trade, industries, exports, manufacturing, foreign markets, railways, towns, immigration, Washington Conference, Four Power Treaty.
- Book 2. Products, trade, commerce.
- Book 3. Resources, climate, people, industries, products, water power.
- Book 4. Ruler for dependents, trade.
- Book 5. Position, mountains, Mississippi-Missouri basin states, products of the Central plains, New England and New York, other Atlantic states, Alaska.
- Book 6. None.
- Book 7. Products, commerce.
- Book 8. Climate, vegetation, drainage, W. coast states, states west of the Mississippi, Mississippi states, Ohio states, N. A. states, S. A. states, cotton states, cereal states, manufacturing states, New York and Atlantic towns, United States as a whole, Alaska.
- Book 9. Position, trade.
- Book 10. Trade.
- Book 11. Trade.,
- Book 12. Reason for importance, area, population, commercial position, surface, industry and commerce, government, great cities and ports.

Some quotations which refer to the conditions and problems of the countries are given.

Australia with an old and new civilization, was discovered and settled by whites and is determined to remain white.

Concerning the old civilization:

"The aborigines now make no advance in civilization and are gradually dying out." ³

"Some of the wilder tribes are addicted to cannibalism, though this may be due as much to ancient custom and tradition as to scarcity of food." ⁴

Reasons for wishing to remain white:

"The yellow man will work in factories for ten hours a day for seven days a week for wages on which a white man can not live, thus if yellow people are admitted to the factories or the farms, the white man will lose his employment. ... The race is still pure, and as we are sea-girt and have no land frontiers, we can, and mean to, keep it pure. A recent Medical Congress ... has declared that tropical Australia can be developed by white labor. ... Time will show; but Australia has this advantage, that it will be possible for the white population to spread gradually northward into the hotter lands, making small adjustments to living as the land fills up." ⁵

Canada is treated most extensively in respect to her industries and trade.

3. Fairgrieve and Young, Human Geography, Book III, p. 105.

4. Ibid., p. 104

5. Ibid., p. 116

"Amongst the industries of Canada, Agriculture is the most important industry.
 Dairying is an important industry.
 forestry, mining and cod-fishing." 6

Of her trade with Australia and New Zealand:

"Within recent years this trade has increased." 7

The products of Central America receive emphasis:

"Coffee and tobacco are grown in the warmer zone. In the cool lands, wheat and potatoes are grown." 8

China is a very large country. In ancient times well advanced in civilization, now retarded and secluded, resourceful, her people unwelcome as immigrants into other countries, and suffering much from floods.

"China is large and scattered ... the Chinese are self-centered, ... they are so self-centered that the horizon of their thoughts and interests rarely expands beyond their immediate locality, In the time of Marco Polo, China was all-powerful in this region. Japan has advanced while China has declined." 9

6. Whitcomb and Tombs, The Pacific Geography for Fourth Classes, p. 124

7. Coad, N.E. The Geography of the Pacific, p. 97

8. Herbertson, Howorth, and Taylor. The World and Australia, p. 400

9. Wallis, B.C. op. cit., p. 239

"For many centuries the Chinese perfected a civilization which was extraordinarily well suited to their environment. the Chinese worked out their own problems for themselves. ... China, however, like India has been brought into contact with the world. The Chinese have found that there are other ways of living well besides their ancient ways, even in their own land." 10

"The Hoang-Ho is a fierce and terrible stream .. rises above the surrounding country, sweeping away villages and towns in a destructive torrent. Rightly it has been called "China's Sorrow." 11

"However the white countries do not welcome the Chinese, and their entrance into Australia, New Zealand, Canada, and the United States is barred. He lowers the standard of life .. and, they are not able to assimilate him when he comes. ... He is welcomed to South America, ... where he is rapidly supplanting the natives." 12

Japan is a small overpopulated country. The people are industrious and patient, though lacking in originality and initiative. They are progressing through contact with the West.

"Formerly Japan borrowed from China, now she borrows from Europe and America." 13

"The patience of the Japanese is strikingly illustrated by their artistic products, which are to be found in the shops of all the large cities of the world. The cloisonne

10. Fairgrieve and Young, op. cit., p. 56

11. Coad, N. E. op. cit., p. 91

12. Shrimpton and Hight. op. cit., p. 134

13. Coad, N. E. op. cit., p. 77, 78, 79.

vases, the little statuettes in metal and ivory, and the work in bronze, are almost all hand-work." 14

"The Japanese have a great desire to learn Western methods of manufacturing on a large scale .. Japan, therefore, manufactures goods of iron and steel, builds some of her own bridges and rail-way stock, and some of her own ships." 15

"Japan's attempts to send emigrants to warmer lands have nearly all failed. The failures have occurred in Australia, Canada, and the United States. ... Japanese emigration, however, has been successful in South America and the Pacific Islands. .. The most serious charge against them is that they cannot be assimilated in a white man's country, ... and again, ... their presence in large numbers tends to lower the standard of living for the white people. .. and multiply so rapidly, that they in a short time displace white people altogether. Japan is striving for the principle of race equality." 16

"Our trade with Japan is hampered by the fact that Japanese manufactured goods are frequently very inferior to sample." 17

"Japan has been called the "Britain of the Pacific." She is pushing forward a system of industry in cotton and steel which promises great rivalry to the manufacturing of western Europe. She has mines of useful and precious metals as well as coal." 18

Mexico, with all her resources, suffers hindrances in marketing her products.

"Mexico is an arid plateau, and hence the chief occupation of the people is mining." 19

14. Wallis, B. C. op. cit., p. 237

15. Ibid., p. 238

16. Coad, N.E. op. cit., p. 77, 78, 79

17. Shrimpton and Hight. op. cit., p. 132

18. Wallis, B.C. op. cit., p. 241

19. Wallis, B.C. op. cit., p. 221

"The chief industry is mining. Mexico is the largest silver producing country in the world." 20

"It is partly the difficulty in getting to the wealth of Mexico, partly the absence of natural harbors on the east coast, and partly political instability that helps to make so rich a country of comparative little importance." 21

Russia is a backward country, yet resourceful.

"The people of the steppe and tundra have, in their own way, each reached a certain measure of primitive and ancient civilization, but they are not the people we think of when we talk of Russians. The people of Russia proper of Russia in Europe, are somewhat more advanced." 22

"The self-centered farmer works a small patch of ground with very primitive implements .. but the prairie farmer has been compelled to adopt better implements." 23

Though South America has been the least known of the continents, she is coming into closer touch with the world.

"South America is least known of all the great continents but with improvements in communication, the use of the wireless and the aeroplane, it will soon be brought more closely into touch with the rest of the world." 24

20. Ibid., p. 218

21. Fairgrieve and Young. Human Geography, Book II, p. 199

22. Fairgrieve and Young. Human Geography, Book III, p. 265

23. Wallis, B. C. op. cit., p. 255

24. Coad, N.E. op. cit., p. 108

Her attitude toward colored people is stated:

"The Spanish in South America have exhibited no marked racial antagonism to colored people." 25

Her products are abundant and her trade is growing:

"New Zealand finds good market for her breeding stock in Argentina, and apples are also a paying export." 26

"Argentina and Brazil grow more of their respective products than they need; consequently, the settlers in these lands have a worldwide outlook." 27

The progress in Chile and Argentina is explained:

"This is partly due to the fact that the greater part possess climates that permit man to work, partly to the fact that there is an absence of natives and they are peopled by men of European stock who are accustomed to live in such climates, and partly to the fact that they are easier to get at than other parts of the continent." 28

The United States is an important, wealthy Pacific country and carries on an extensive trade with New Zealand.

"Of course, the largest trade .. is still with Great Britain and is likely to remain so. .. The United States, however, comes easily second." 29

25. Ibid., p. 110

26. Ibid., p. 114

27. Wallis, B.C. op. cit., p. 196

28. Fairgrieve and Young. Human Geography, Book II, p. 124

29. Coad, N.E. op. cit., p. 104

CHAPTER IX.

GEOGRAPHIES OF THE UNITED STATES.

Eight geographies used in the schools of the United States were selected for this study. They represent seven authors and four publishers. TABLE XX (p.109) shows the distribution of the space of each of these books among the countries.

The percentage of space ranges from 0% to 4.5% for Australia, 0% to 3% for Canada, mere mention to 1.6% for Central America, 0.4% to 3% for China, 1 to 3% for Japan, 0% to 2% for Mexico, 0% to 1.2% for New Zealand, 0% to 2.5% for Russia, and 0.4% to 11.2% for South America. The lowest percentages for the greater part were found in Books 2, 3, and 5 which are beginner's geographies.

In FIGURE 3 (p. 110) is shown the percentage of space devoted to each of the countries in the eight geographies used in the schools of the United States.

One fourth of the total space is devoted to countries other than those bordering on the Pacific; more than one-half is devoted to the United States; and less than one-fourth is divided among the countries bordering on the Pacific-Australia and New Zealand 2.2%, Canada 1.8%, Central America 0.6%, China 1.6%, Japan 1.4%, Mexico 1.1%, Russia 1.3%, and

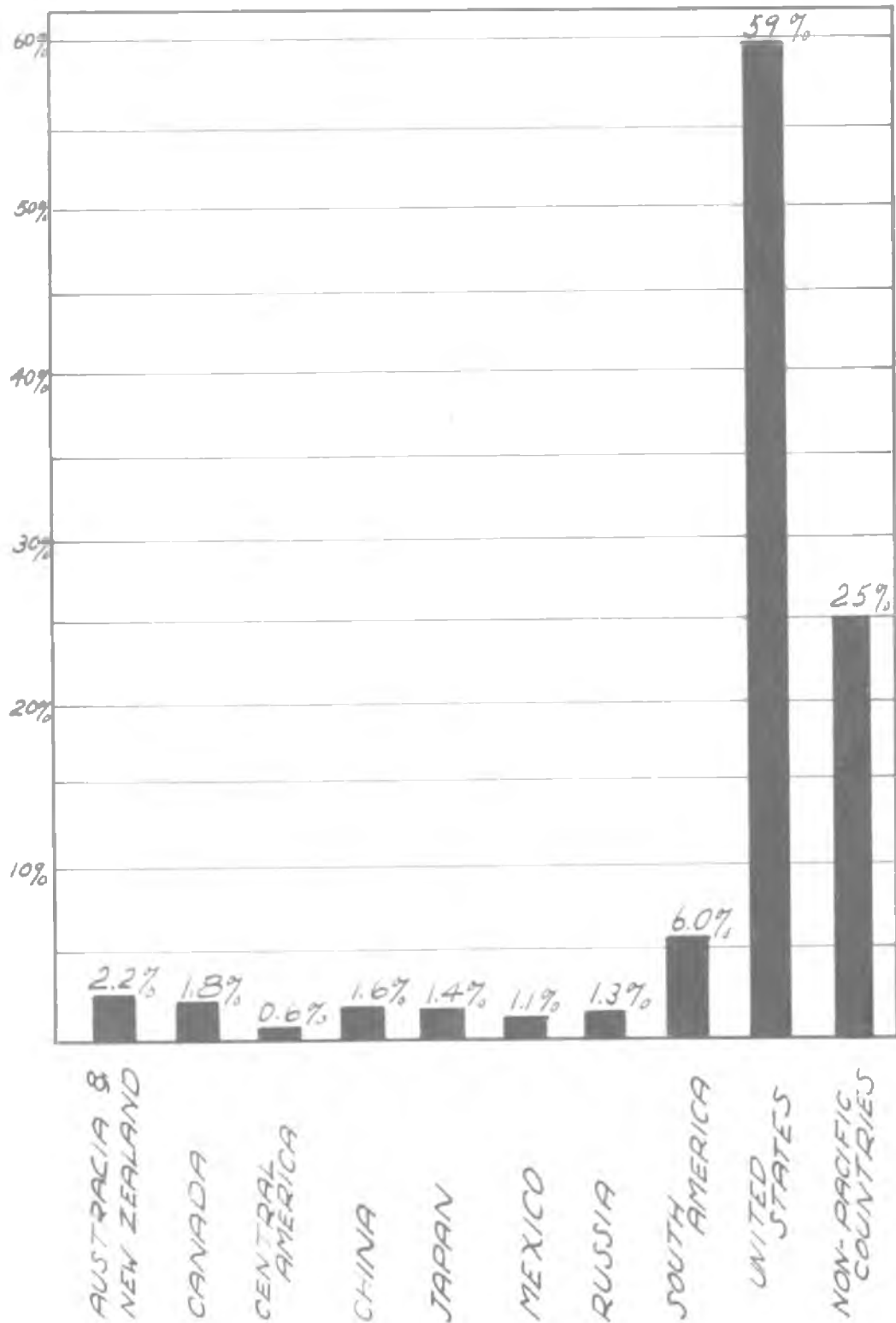
TABLE XX. TOTAL PERCENTAGE OF SPACE GIVEN TO VARIOUS COUNTRIES IN 8 GEOGRAPHIES
USED IN THE SCHOOLS OF THE UNITED STATES

Books	1	2	3	4	5	6	7	8
	<i>3</i>	<i>3</i>	<i>4</i>	<i>3</i>	<i>3</i>	<i>3</i>	<i>3</i>	<i>3</i>
Australia	2.2	1.7	0.1	3	-	3	4.5	1
Canada	2.2	1.6	-	2.2	1.5	2	3	1.5
Central America	0.6	0.5	x	1.6	0.2	0.5	0.5	0.2
China	1.4	1.2	0.4	2.3	0.5	3	2	1.7
Japan	1	1.2	1.1	1.3	3	2.5	1.5	1.3
Mexico	1.2	1.6	-	1.6	0.1	1.5	2	1
New Zealand	1.2	#	-	#	-	#	-	#
Russia	2	1.2	-	2	0.2	2.5	1.5	0.8
South America	11.2	5	0.4	6	1.5	7	9	5.5
United States	47	61	98	52	93	54	47	52
Non-Pacific Countries	30	25	-	29	-	24	29	35

x - With South America

- With Australia

FIGURE 3. PERCENTAGE OF TOTAL SPACE GIVEN TO VARIOUS COUNTRIES
IN 8 GEOGRAPHIES USED IN THE SCHOOLS OF THE UNITED STATES.



South America 6%.

TABLE XXI (p. 112) shows how the total space devoted to each of the countries bordering on the Pacific is distributed among the selected topics. Australia and New Zealand have been treated as one country.

One distinguishing feature about all of these geography textbooks is their abundance of good maps and pictures. Together, they range from 33% to 51% of all the space. The space devoted to economical and industrial affairs is consistently and appreciably larger than either of the other topics. The total pictorial space together ranges from 30% to 51% and the space for written material from 49% to 70%.

The purposes of the authors may be gained from the quotations from the prefaces of their books:

Atwood, W. W. New Geography, Book 2.

"Emphasis is given to the study of those factors that have a controlling influence upon the life and activities of the people."

Dodge, R. E. Elementary Geography.

"The book has been divided into two parts entitled, respectively, "Home Geography"..... and "World Relations and the Continents."

Knowlton. First Lessons in Geography. No Preface.

TABLE III. DISTRIBUTION OF TOTAL SPACE DEVOTED TO EACH COUNTRY ON SELECTED
TOPICS IN 8 GEOGRAPHIES USED IN THE SCHOOLS OF THE UNITED STATES

Country	Map Space	Picture Space	Physical and Climatic	Economic and Industrial	Other Mention
Australia and New Zealand	30	21	12	27	10
Canada	22	17	10	37	14
Central America	11	27	24	27	11
China	10	23	26	27	14
Japan	11	29	10	38	12
Mexico	22	18	17	30	13
Russia	7	23	22	34	14
South America	17	23	13	36	11

McMurry and Parkins. Advanced Geography.

"....the study of geography should be confined to the topics that have the most important human relationships."

Shepherd. Geography for Beginners treats the following:

"Where we live, heat and light, clothes, food and drink, and how people work for each other."

Smith, J. B. Human Geography. Books 1 and 2.

"This book is Regional-Human Geography. The center of classification is man, not physiological or any of the other elements."

Whitbeck, R. H. High School Geography.

"...Until recent years the geography of the secondary schools was either physical geography or commercial geography.... Geography is not simply a study of the physical environment of man, nor is it simply a study of related activities, rather it is a study of both plus their interrelationship."

The chief topics discussed by the authors are listed by countries, after which are given a number of representative quotations from the texts.

Australia:

Book 1. Continent, people, natural regions, cities, resources, occupations.

- Book 2. Agriculture, animals, climate, drainage, gold, grazing, occupations, people, plants, sheep-raising, surface.
- Book 3. Location, sheep-raising.
- Book 4. Comparison with U.S. How this continent is important to the world, why Australia has not made faster progress. Importance of improvement in transportation. Possible future development.
- Book 5. None.
- Book 6. Size, climate and seasons, native black man, wild animals and plants, people and government, agriculture, mining, cities.
- Book 7. Cattle, climate, government, grain, production, immigration restriction, minerals, navigable rivers, occupations, people, population, products, rabbits, railways, regions, settlements, size, statistics, trade, wheat, wild life.
- Book 8. Climate, exports, general description, gold, lead, zinc.

The first two quotations are typical of the method used through these geographies.

1. "Australia is the smallest of the continents, being about the size of the United States, not including any of its dependencies."
2. "Australia is in many ways like the United States and Canada."
3. "The Island is of particular value to Great Britain because it has a large surplus of the kinds of articles most needed by the British."

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1. Dodge, R. E. Elementary Geography, p. 214
 2. Ibid., p. 217
 3. McMurry and Parkins. Advanced Geography, p. 441.

New Zealand:

- Book 1. Dominion, physical features, climate, native people, pasture lands, cities, outlook.
- Book 2. Frozen meats.
- Book 3. None.
- Book 4. How New Zealand compares with Australia.
- Book 5. None.
- Book 6. Colony, Maori, trade.
- Book 7. None.
- Book 8. Size, population, industry.

4. "To the South and South East of Australia are the large islands of Tasmania and New Zealand, both of which are grazing countries. Auckland is famous for the best frozen meat that reaches England."

5. "If you visited New Zealand you would find that it is a farming country like Australia and that similar products are raised. But it has a pleasanter climate, for it is cooler and has more rainfall."

Canada:

- Book 1. Dominion, climate, regions, resources, cities.
- Book 2. Agriculture, cities, climate, coal, dairying, gold, grazing, lumbering, population, products, manufacturing, scenery, surface, transcontinental railway.
- Book 3. Location, Niagara Falls.

4. Dodge, R. E., op. cit., p. 217
 5. McMurry and Parkins, op. cit., p. 286

- Book 4. Great area, some limits to usefulness, settled part, how divided, maritime provinces, why Ontario and Quebec are sparsely settled, most rapid growing part, how parts are held together, possible growth in future.
- Book 5. Cheese, fish, furs, maple sugar.
- Book 6. Great size, small population, farm life, maple sugar crop, abandoned farms, dairy industry, products suit distant places, trade and trade routes, fisheries, government, cities.
- Book 7. Agriculture, climate, canals, dairying, fisheries, forests, fox farms, free lands, government, irrigation, minerals, manufacturing, provinces, surface, trade, wheat belt.
- Book 8. Agriculture, cattle raising, coal, fisheries, foreign commerce, forest, industry, government, people, iron, manufacturing, mineral, resources, nickel, water power, wheat production, wood pulp.

Canada, vast in resources and products, has serious limits to its usefulness.

6. "The area of thin soil includes fully half of Canada. When this is added to the portion unsuited for agriculture because of cold, less than a fourth of the total remains."

7. "About one-twentieth of the total land of Canada is occupied, and one-fifteenth is under cultivation. This is partly due to the slow growth of population and partly to unfavorable natural conditions, especially climate. A great deal of good land is still unoccupied; and, considering Scotland and Scandinavia, with their northern climate and scanty soil, the Canadians' faith in the future of his vastly larger and richer country is entirely justified."

6. McMurtry and Parkins, op. cit., p. 176

7. Whitbeck, R. H. High School Geography, p. 478

Central America:

- Book 1. Union, climate, products, people, trade.
- Book 2. Agriculture, climate, exports, forests, industries, mountains, canal, people, rainfall, surface.
- Book 3. Coffee.
- Book 4. Similarity to Mexico, attempts at union of countries, questions of interest in regions, prospect of progress.
- Book 5. Bananas, coffee.
- Book 6. Bananas, trade, general view.
- Book 7. Climate, trade, bananas, coffee.
- Book 8. Divisions, people, industries, canal, government.

An excellent example of the mutual interdependence of nations in exchange of commodities is given in the treatment of Central America:

8. "The trade of Central America is now largely with the United States. ... They produce many useful articles and foods which we cannot secure in our own country. Nowhere in the world do we find much manufacturing in the tropics. --- Wheat cannot be raised in Central America, and wheat foods and flour must be imported."

9. "The United States has a great interest in Central America because the Panama Canal was dug by our country across the isthmus."

8. Atwood, W. W. New Geography, Book 2, p. 115
 9. Dodge, R. E., op. cit., p. 138

China:

- Book 1. Republic, Old China, New China, climate, rivers, resources, occupations, cities, important regions.
- Book 2. Agriculture, commerce, drainage, European contact, exports, Great Wall, manufacturing, occupations, ports, surface, republic, climate, dependencies, grazing, mountains, people, yellow race.
- Book 3. Rice, silk, people, poor country.
- Book 4. Republic, divisions, agriculture, manufacturing, reasons for lack of progress, recent promising changes, how the population is supported, danger threatening from other countries, unselfish attempts of foreigners to aid.
- Book 5. Rice, tea.
- Book 6. Tea growers, tea trees, tea drinking, curing tea, tea in other countries, people, great plains, trade, manufacturing, Chinese territory.
- Book 7. Bounds, character, compared with eastern U.S., oldest nation, isolation, independent people, nation of hard workers, rice, Chinese meal, north China, fuel, wood, Western ideas, Western machinery, government, army, trade, cities, future.
- Book 8. History, parts, long isolation, geographic conditions, lack of means of transportation, great resources, forests, labor, agriculture, commerce, present republic.

The antiquity of China, her isolation, her resources and future, and her relation to the United States are outstanding features in the discussion of China.

10. "In many ways the early civilization was remarkable. Its records go back more than two thousand years before Christ was born. They invented paper, gunpowder, the art of printing, and learned to make and use silk. They were keeping historical records before civilization began in Europe."

11. "Millions could read and write when our ancestors knew nothing about books. ... Some people speak disrespectfully of the Chinese because they have yellow skins, slanting eyes, and do not do things our way. People who speak thus do not know enough about China."

12. "Because the country was good for agriculture and was protected by nature from invaders, China lived undisturbed in isolation."

Japan:

- Book 1. History, natural regions, natural resources, climate, occupations, cities, future, Korea, Formosa.
- Book 2. Agriculture, chief cities, climate, earthquakes, exports, occupations, people, products, railways, surface.
- Book 3. Tea, rice, silk, people, poor country.
- Book 4. Farmer, isolation, means of securing food, influence of world war in Japan, problem Japan faces and its solution, prospect of rivalry with Britain in industry and commerce.
- Book 5. Rice, tea.
- Book 6. Silk growers, a tiny farm, silk-worms, cocoons, reeling silk, other silk countries, an ancient people, beautiful things, progressive people, poor country, trade.
- Book 7. Bounds, character, cyclones, monsoons, Old Japan, individual civilization, artistic people, flowers, good manners, lovers of country, sports and games, problems, little land, much labor, bamboo, food, fisheries, New Japan, sudden change, learning science and using it, equipping a nation, building an empire, Korea, factories and imports, raw silk and tea, factories and exports, Japan of tomorrow.

Book 8. Expansion of empire, geographical conditions, agriculture, minerals, manufacturing, foreign trade.

Japan, in spite of a long seclusion, is a progressive empire.

16. "For many generations Japan has refused to have anything to do with foreigners, and travelers from other countries were asked to go away."

17. "Until the middle of the century Japan was closed to all intercourse with the nations of the Western World. But in 1854 Commodore Perry of the U.S. Navy persuaded the Japanese to enter into relations with our country. This was the beginning of the remarkable change in Japan. Little by little the people took on ways of Western civilization."

18. "The American Admiral made a treaty with the Mikado Japan entered into the society of nations."

19. "To feed her polits but hungry people, Japan must always keep up her careful and laborious agriculture. She will steadily increase her manufacturing and foreign trade, for which her people and her government worked so diligently and skilfully."

20. "Now Japan has railroads, telegraph, telephones, like our own, and a well trained army. The Japanese are a shrewd, progressive people .. Japan has a large trade with China, and also with the United States, and with Europe."

21. "There is every reason to believe that Japan is destined to become one of the world's great industrial nations. The Japanese have already proved themselves very skilful in the industrial arts and

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16. Smith, J.R. op. cit., Book 2, p. 321
 17. Atwood, W. W. op. cit., p. 246
 18. Smith, J.R. op. cit., Book 2, p. 321
 19. Ibid., p. 323
 20. Smith, J.R. op. cit., Book 1, p. 309
 21. Atwood, W.W. op. cit., p. 249

the amount of manufacturing increases every year. Power is provided by the coal fields, the natural oil, and the many streams, some of which are already harnessed to produce hydroelectric energy. Agriculture will always be important in such a densely populated country, but as years go on it is likely that a larger and larger population of the Japanese people will be engaged in industrial work."

Mexico:

- Book 1. Spanish-American country, natural regions, rainfall, zones of latitude, natural resources, occupations, cities, government, future.
- Book 2. Agriculture, climate, size, grazing, industries, manufacturing, mining, people, population, scenery, states and territories, volcanoes.
- Book 3. None.
- Book 4. Most attractive part, principal advantages of this section, products that Mexico might supply, difficulties in the way, why the U.S. is anxious for improvements.
- Book 5. Coffee.
- Book 6. General view, mining.
- Book 7. Land without winter, winds, rain, forests, people, many countries, three regions, village life, trade, cities, sisal district, Mexican oil, bananas, future.
- Book 8. Agriculture, cities, foreign trade, industries, people, petroleum, resources, silver, transportation.

Mexico, with her drawbacks, has natural resources and a possible future.

22. "One difficulty is the lack of education. A second difficulty is the unstable government. Certain arrangements in regard to the lands and labor have had a further bad effect upon production..... Lack of easy means of transportation is a fourth serious obstacle to production."

23. "Yet misunderstanding and suspicion easily arise when a great portion of the people can neither read nor reason intelligently, and when their wants are so poorly supplied that they are discontented. Above all we want the friendship of Mexico, because close neighbors should be especially good friends."

24. "The remarkable wealth of natural resources may bring prosperity to Mexico. Mexico will never be an industrial nation, because the people show little ability in mechanical arts or invention. More well-trained white people are needed to develop the natural resources, and living and working conditions for the laboring classes must be improved. Higher standards of education should be established, and arrangements should be made so that a larger number of Mexicans may own their own homes and ranch lands. A strong and just government must be maintained."

Russia:

- Book 1. Low lands, areas below sea level, rivers, canals, coast lines, natural resources, climate, occupations, government, cities, Trans-Caucasian Republics, White Russia, Siberia, Natural regions, future.
- Book 2. Agriculture, climate, commerce, drainage, government, great plains, manufacturing, minerals, occupations, people, size, surface.

22. McMurtry and Parkins, op. cit., p. 192-3

23. Ibid., p. 198-9

24. Atwood, W. W. op. cit., p.113

- Book 3. None.
- Book 4. Value as an ally to Britain and France in World War, area, population, industries, food supply, agriculture, favorable climate, variety of farm products, how land was owned, abundance of raw materials, weakness in manufacture, difficulties in transportation, foreign commerce, collapse in 1917, losses during the war.
- Book 5. Flax, tea.
- Book 6. Extent, forests, tundra, farming, minerals, foreign trade, people, government, Siberia - great size, few people, tundra, forest, farming, cities of the desert, mountain systems.
- Book 7. Government handicap, people, manufacturing, agriculture, wheat regions, migrating laborers, trade, future.
- Book 8. Physical features, Volga river, minerals, forests, Finland, Poland, various divisions.

In Russia -

25. "The leaders could not agree among themselves and as a result there is no strong government now. Different parties are fighting among themselves. The people, many of them poor and ignorant, have neglected their farms. Crops have failed and the people have suffered from want and hunger. No one can tell what the future of Russia will be, but it is hoped that order will soon be established and that the people will again develop the great resources of the country. In spite of its size and its great population, it was never one of the leading countries of the world. The people had little or no voice in the government. The men who governed the country were willing to have them remain ignorant because they could be more easily ruled. Yet con-

ditions were improving and the people were learning many of the modern methods of living. They have, however, not yet learned to govern themselves and in many ways are now worse off than before they threw over the old form of government."

26. "The future of Siberia lies in the development of its wealth of natural resources.Before these products can be given to the world, more people must go to live in Siberia, and means of transportation must be improved."

South America:

- Book 1. Opportunities, draw-backs to be overcome, trade, people, routes, government, physical features, climate, natural regions, states - extent, rivers, resources, occupations, cities, climate, future.
- Book 2. Animals, climate, commerce, drainage, grazing, hides, industries, mining, occupations, rivers, rubber, surface, winds, wool.
- Book 3. Coffee, cocoa, chocolate.
- Book 4. Area, distribution of population, disadvantages South America has suffered, tropical South America-advantages and disadvantages, products, promise-Andean Country - prospects for trade, temperate South America, people, steps toward a closer relationship.
- Book 5. Chocolate, cocoa, coffee, hides, rubber.
- Book 6. Journey to equator, greatest river in the world, rubber plantations and industry, coffee plantations and industry, Isthmus of Panama, natural divisions, climate, states, nitrate workers, and ancient civilization, chocolate.
- Book 7. Cattle, climate, corn, coal, hogs, language, navigable rivers, occupations, people, petroleum, railroads, regions, settlements, sheep, transportation, trade, unused lands, wheat.

Book 8. Regular coast line, mountains, three great river basins, size, population, relation to U.S., sheep and cattle, situation, timber, government, people, manufacturing, foreign trade, contrast with No. America in development, coffee, climate, cities.

27. "The location of a continent has much to do with its importance ... South America suffers greatly because of its climate. .. The difficulty of reaching South America has been another hindrance to its development. .. Transportation within the continent is also difficult... Again, both railroads and wagon roads are especially difficult to keep in repair... Lack of coal is another handicap. .. South America was first settled by the Spanish and Portuguese. During the last three hundred years these nations have not kept pace with those of Northern Europe and North America in industrial progress....."

28. "South America today is a land of opportunity. It is a land with varied resources, with many products which the world demands, without a dense population, and with much land waiting settlement. There are rich resources of gold, silver, copper, iron and nitrate. Some coal and oil have been discovered, and more will probably be found. Most of the people live near the sea-coast, much as people did in North America one hundred fifty years ago..... There are many people of mixed blood in South America, The white people and those of mixed descent have charge of affairs, and they are rapidly improving the social, political, and industrial conditions in the different countries."

27. McMurry and Parkins, op. cit., p. 248-9

28. Atwood, W.W. op. cit., p. 125

29. "On the other hand, they need our products as much as we need theirs ... This declaration has been known as the Monroe Doctrine has helped to protect these nations against foreign powers. The Pan-Pacific Union aims to distribute the responsibility for such protection more equally among the American republics. It aims, also, to cultivate a closer acquaintance and friendship among them, and thus to promote peace in the new world."

30. "There is still some suspicion of our intentions for some Latin Americans feel that our Monroe Doctrine is only an excuse for gaining an increasing political control in Latin America. It is of utmost importance that the United States demonstrate in every way possible its sincere desire to help its sister republics for their own benefit first; that we convince them by all our actions that we do not desire their territory or desire to gain any political control over them. During the World War, nearly all of the South American countries arrayed themselves on the side of the Allies."

29. McMurry and Parkins, op. cit., p.276 -7

30. Whitbeck, R. H. op. cit., p. 464

CHAPTER X

SUMMARY

TABLE XXII (p. 128) shows the distribution of the space percentages in the geographies of Australia, Canada, New Zealand, and the United States.

The textbooks of Australia devote 51% of the space to home geography, of Canada 56.4%, of New Zealand 22.7%, and of the United States 59%. To the Pacific countries Australia gives 13% of the total space and gives to New Zealand the highest percentage she receives from the countries. Canada gives 24% of space to the Pacific countries and to the United States the highest percentage she receives. 34.2% of the space in the textbooks of New Zealand is devoted to the Pacific countries and Australia, Canada, and Russia receives their highest percentages in them. The texts of the United States devotes 26% of the total space to the Pacific countries and the highest percentages to Central America and South America. Japan and Mexico receive the same percentages of space from New Zealand and the United States.

In some of the geographies the following principles are utilized in the selection and treatment of the subject matter: Man is made the center of interest, "Home Geography" was treated for purposes of comparison, the close relation and interdependence of the various peoples are treated, and the cause and effect of important facts and movements are given.

TABLE XXII. DISTRIBUTION OF SPACE PERCENTAGES IN THE GEOGRAPHIES OF THE
ENGLISH-SPEAKING COUNTRIES BORDERING ON THE PACIFIC.

Country	Geographies of			
	Australia	Canada	New Zealand	United States
	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>
Australia	51	4.7	17.8	2.2
Canada	2.3	56.4	2.9	1.8
Central America	0.5	Mex.	0.5	0.6
China	0.9	1.2	1.6	1.6
Japan	0.7	1.1	1.4	1.4
Mexico	0.5	1.2	1.1	1.1
New Zealand	0.5	Aus	22.7	Aus.
Russia	1.5	1.2	1.8	1.3
South America	1.8	4.	2.7	6.
United States	4.3	10.6	4.5	59.
Non-Pacific Countries	36.	19.6	43.1	25.

Mex. - with Mexico

Aus. - with Australia

The main divisions of the subject matter by many of the authors were: physical geography, people, government, industries, commerce, natural resources and cities. Emphasis was not always placed on the same division.

The maps and pictures, for the greater part, are up-to-date and the facts concerning the various countries are given a reasonable interpretation.

CONCLUSION

The Pacific countries receive brief treatment in the geography textbooks used in this study.

In so far as the interchange of products is concerned, the relationships of the countries are discussed, but little is given of a nature that fastens a correct understanding of the various peoples in order to perpetuate mutual respect.

CHAPTER XI

GENERAL CONCLUSIONS

Every child, as a rule, gets an opportunity to know the important details of the history and the geography of the home country, but the general knowledge of the other country is not given fully enough to supply their needs.

The unfair treatments and proportions are due largely to omission. The common impression is that other races are either inferior or are not of sufficient importance to receive a more extended treatment.

The study of the texts on geography is more hopeful than the study of the texts on history, yet some improvement is urgently needed in both the history and the geography if the English-speaking countries bordering on the Pacific rise to their task of preparing citizens of the world. The present texts need to be supplemented with adequate discussions and carefully selected readings to correctly inform the pupils concerning the other countries. The pupils in many parts of the countries do not now have access to such material.

There is need for more space, a more carefully placed emphasis, and a thoughtful narration and interpretation of the facts in the textbooks on history and geography used in the schools of the English-speaking countries bordering on the Pacific.

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