

CHANGING CIVILIZATIONS IN THE MODERN WORLD

*A Textbook in World Geography with
Historical Backgrounds*

BY

HAROLD RUGG

PROFESSOR OF EDUCATION, TEACHERS COLLEGE
COLUMBIA UNIVERSITY



GINN AND COMPANY

BOSTON • NEW YORK • CHICAGO • LONDON
ATLANTA • DALLAS • COLUMBUS • SAN FRANCISCO

PREFACE

Changing Civilizations in the Modern World has been prepared to help young people to understand modern civilizations by considering carefully the chief modes of living of other peoples. These ways of living together are presented in the form of thought-provoking problems in the *Pupil's Workbook of Directed Study for Changing Civilizations in the Modern World*. The *Reading Book* and the *Workbook* should be used in conjunction with each other.

WHAT IS THIS COURSE IN THE SOCIAL STUDIES?

This course introduces the pupils to modern civilization and its historical development. The first volume, *An Introduction to American Civilization*, is devoted chiefly to a study of economic life in the United States. The present volume, *Changing Civilizations in the Modern World*, introduces the pupil to life in other lands. It considers especially the great industrial nations, the changing agricultural countries, and the interrelation of the two. Accompanying it is a corresponding *Pupil's Workbook of Directed Study*.

THE IMPORTANCE OF INTRODUCING YOUTH TO AN UNDERSTANDING OF CONTEMPORARY CIVILIZATION

The author firmly believes that young Americans can be given an appreciation of the significant contemporary problems of living together. Current conditions in America throw into sharp relief the critical need of teaching our youth to understand American life and its relation to the modern world. Our schools are confronted with the difficult task of educating pupils to become informed, thinking citizens. During the past 150 years the rapid development of industrial civilization has produced problems of living together that baffle even the keenest adult minds.

It is of the utmost importance, therefore, that schools bend every effort to introduce our young people to the chief conditions

and problems which will confront them as citizens of the world. That is the essential purpose of this new unified course in the social studies.

THE MATERIALS ARE BASED UPON THE FINDINGS OF SPECIALISTS IN HISTORY, GEOGRAPHY, GOVERNMENT, AND ECONOMICS

The foundation of this new course is a series of studies of the basic modes of living and the problems of modern life, the great movements through which institutions and problems have evolved, and the chief concepts and principles which, as history has proved, lie at the roots of living together.

Who knows best what these great institutions, problems, and trends are? Specialists on the frontier of thought who see society from a height, who detect its trends and the long-time movement of its affairs. From the mature thought of established students of modern life and its historical development, therefore, instead of from the single judgments of the textbook maker, the skeleton of this course has been designed. It is based upon nine years of investigational work. In that time thirteen research studies of what to teach have been made.¹

A UNIFIED COURSE IN THE SOCIAL STUDIES

Why one general course rather than the separate subjects of history, geography, and civics? Because the chief aim is to understand modern life and how it came to be. To understand any institution or condition of life today the mind must utilize facts, meanings, generalizations, and historical movements that in the past have been set up in separate school subjects. For example, to understand the Westward movement of the American people one must see in close relationship the tide of immigration across the continent; the blazing of trails; the evolution of new

¹ See Harold Rugg's *American Civilization and the Curriculum of the Social Sciences* (Bureau of Publications, Teachers College, Columbia University), John A. Hockett's *The Determination of the Major Social Problems of American Life* (Bureau of Publications, Teachers College, Columbia University), and Harold Rugg and John A. Hockett's *Objective Studies in Map Location* (Bureau of Publications, Teachers College, Columbia University). A complete account of all the studies upon which this course rests will also be presented in the forthcoming *Psychology and Teaching of the Social Studies*.

land and waterways; the rapid development of new types of transportation; constantly changing forms of social life; the rise of cities behind the advancing frontier; the influence of mountains, deserts, climate, rivers, and soil upon travel, transportation, and communication; and where and how people live. All these factors must be tied closely together in their natural relationships. Hence the necessity of combining them into one general course instead of teaching them as separate subjects — history, geography, civics, economics, government, etc. In constructing this course one question has constantly been in the foreground of our thinking: What facts, historical movements, meanings, and principles do young people need to study together to understand the modern world?

In *Changing Civilizations in the Modern World*, therefore, historical, geographic, economic, and other materials are studied *in close relationship*. Whenever history is needed to understand the present, history is presented. If geographic relationships are needed to throw light upon contemporary problems, those geographic relationships are incorporated. The same thing has been done with economic and social facts and principles.

This has *not* caused a reduction in the amount of history or of geography included in the course. Rather, it has produced a sharp increase in the amount of these subjects in the curriculum, and in addition has added to the curriculum a wealth of new material. Comparisons of the amount of history and geography in these four *Reading Books* with that of conventional textbooks in these subjects *should be based on a study of the total series and not on any one book*.

THE USE OF THE DRAMATIC EPISODE

The readers of this book will encounter a second novel characteristic: *the frequent use of dramatic episodes*. If young people are to be brought to an understanding of our complicated civilization, it must be chiefly through the medium of words. Hence the imperative need of dramatizing the past and present story of the important modern civilizations and their relations to one another. In this course each topic is illustrated by vivid episodes and by a wealth of maps, graphs, and pictorial material far in excess of their present use in textbooks. The substitution of this vivid

viii CHANGING CIVILIZATIONS IN MODERN WORLD

episodical treatment for the encyclopedic one which characterizes many of our current school histories and geographies has necessitated a marked increase in the volume of reading material.

"LEARNING BY DOING": THE *PUPIL'S WORKBOOK* OF *DIRECTED STUDY*

The very center of this course in the social studies is the *Workbook*. The chief goal of the social studies is active and intelligent participation in American civilization and tolerant understanding of other civilizations. To guarantee the attainment of this goal the school must organize its work around a core of dynamic pupil activities. *Young people grow in understanding only by participating actively in the study of the society around them.* Even to the present day the work in the social studies has consisted too much of memoriter recitation from the contents of encyclopedic textbooks in history, geography, and civics.

The very essence of this new course in social studies is a succession of pupil activities, dynamic and thought-provoking. Many optional suggestions for these activities are incorporated in the *Workbook* and presented as a series of problems. Each problem of this course is an organized scheme of things for the pupil to do. Each unit compels him to find the answer to one or more important questions. The course, as presented in the *Workbook*, therefore, constantly confronts the pupil with stimulating problems, insight into each of which is important for an adequate understanding of the problems of the modern world. Hence the *Workbook* is the very core of the course, and the *Reading Book* has been constructed, unit by unit, in close conjunction with it.

PLANNED REPETITION

The fourth characteristic of this course is the carefully planned recurrence of important concepts, generalizations, and historical themes in varied settings. One of the besetting weaknesses of current school courses in history, geography, and civics is lack of planned repetition. In the present course this defect has been remedied by designing the entire course in terms of a carefully planned scheme of repetition. In preparing each topic of the course

the outstanding concepts, generalizations, and historical themes that an educated mind should understand have been charted in advance. Episodes, narratives, statistical and graphic exhibits, pictures, and maps have been selected with the need for the illustration of these items clearly in mind. Hence the student will encounter the important meanings, principles, and movements over and over again, but constantly presented in new and varied settings.

HUNDREDS OF SCHOOLS HAVE COÖPERATED IN THE PREPARATION OF THIS COURSE, 1922-1929

How can one feel sure that this course, which on superficial examination may appear to be difficult, is within the comprehension and ability of the pupil?

It has passed through three experimental editions — the first was used in mimeographed form, 1921-1922; the second consisted of printed books used in 1922-1923 in more than 100 school systems; the third consisted of completely reconstructed printed books (known as the *Social Science Pamphlets*) used in more than 300 school systems, 1923-1929.

This series of books could not have been developed successfully without the coöperation of a very large number of public and private schools. Hundreds of schools, located in more than forty states, have purchased and tried out under our direction copies of the experimental editions. In all, more than 600,000 copies of the *Social Science Pamphlets* were used by pupils between 1922 and 1929.

Furthermore, this present book has been written with a much simpler vocabulary than was used even in the third experimental edition. A scientific analysis of the completed manuscript shows that it falls within the comprehension of *sixth-grade* pupils.

Every kind of community in the United States — small towns, medium-sized cities, large cities — has made experimental use of these books. More than 50,000 tests taken by pupils have been returned to us for examination. The judgments of more than 1000 teachers have been obtained, concerning needed revisions. Many round-table conferences have been held with small groups of teachers using the experimental editions. The theory of the course

has been discussed with hundreds of audiences in the past seven years. Debates have been held with specialists in history and geography. Furthermore, careful measurements have proved that several thousand pupils studying the experimental edition achieved a markedly superior understanding of modern life and a distinctly higher ability in thinking about it than a group of 1500 pupils who had studied under similar conditions the conventional history-geography-civics courses.

THE COURSE IS BASED UPON AN ELABORATE PROGRAM OF RESEARCH¹

Twenty-two thorough investigations have been made dealing with the following topics:

1. Thirteen studies of what to teach of the problems of contemporary life, of the chief trends of civilization, and of the central concepts and principles which educated minds use in thinking about them.
2. Three scientific studies of grade placement of curriculum materials and of the development of pupil's abilities.
3. Six studies of learning and of the organization of curriculum materials, which have also contributed to the arrangement of the material in this course.

THE NEED FOR A LARGE ALLOTMENT OF TIME FOR THE SOCIAL STUDIES

Finally, no adequate course in the social studies can be developed successfully in the time now allotted to it in most public

¹ The entire nine years' investigational work is reported in a forthcoming monograph, *American Civilization and the Curriculum of the Social Sciences* (Bureau of Publications, Teachers College, Columbia University). It will also be summarized in *The Psychology and Teaching of the Social Studies* (in preparation). Of the studies upon which this course is based the following have already been published: C. O. Matthews, *Grade Placement of Curriculum Materials in the Social Studies* (Bureau of Publications, Teachers College, Columbia University); Harold Rugg and John A. Hockett, *Objective Studies in Map Location* (Bureau of Publications, Teachers College, Columbia University); Hyman Meltzer, *Children's Social Concepts* (Bureau of Publications, Teachers College, Columbia University); Earle Rugg, *Studies in Curriculum Construction in the Social Studies* (State Teachers College, Greeley, Colorado); "The Social Studies in the Elementary and Secondary School," Part II of the Twenty-second Yearbook of the National Society for the Study of Education (Public School Publishing Company); Neal Billings, *A Determination of Generalizations Basic to the Social Science Curriculum* (Bureau of Publications, Teachers College, Columbia University).

and private schools. Our elaborate program of research and our seven years of work with experimental editions prove conclusively that *more* than 60 minutes of daily class time must be devoted to the social studies in order that young people may obtain even a partial understanding of modern civilization. The social-studies course should be the intellectual core of the school curriculum. It is earnestly hoped that schools will provide adequately for this central core by allotting to it a large amount of time.

AN IMPORTANT CAUTION ABOUT ACCURACY IN USING FACTS

In this book there are many statements of fact concerning population, areas of countries and regions, amounts of coal, iron, and other raw materials produced, numbers of miles of railroad track, etc. These facts are necessary for an understanding of modern civilizations. We have tried to make sure that the facts are stated accurately. One difficulty has been encountered, however: that even the most reliable sources from which the statistics and other facts have been selected,—for example, the census publications of the United States government, the Statistical Abstract of the United States, the Statesman's Year-Book, etc.,—do not always agree. It was necessary, therefore, to choose among them those statements which appear to us to be most accurate.

The reader will note the frequent use of round numbers in statements of number of inhabitants, amounts of production, distances, areas, etc. In most cases it is not important to remember the exact figures; it is important, however, to obtain a correct impression from the use of the facts. Hence approximate numbers and estimates have been frequently used. The student should constantly ask himself, How reliable are these facts? He should learn that in the past 100 years the scientific way of doing things has made our records more and more accurate. Nevertheless, much improvement in this matter is still needed. In spite of great care in checking the facts that have been given, the reader may find instances in which correction should be made.

IN ACKNOWLEDGMENT

This enterprise could not have been developed without the co-operative support and friendly and critical advice of many persons. First, there are several thousand progressive administrators and teachers who contributed criticisms and suggestions. From 1922 to 1929 inclusive these educational leaders gave unsparingly of their energy to the experimental trial of the tentative editions of these books. By their courage and vision in utilizing novel materials in the social sciences, they have put the children of American schools as well as myself in their debt.

Second, there is the administration of Teachers College, Columbia University, and of the Lincoln School. The American children who will use these materials owe a debt of gratitude to the deans of Teachers College and the directors of the Lincoln School for permitting and encouraging the development of this course by experimental methods.

I have acknowledged with pleasure in the body of the text many instances of coöperation from publishing houses who permitted quotations from their publications and the reproduction of illustrative materials. Almost without exception requests for co-operation of this character have been cordially granted. Especially am I indebted to the Keystone View Company for their unfailing courtesy and generosity in supplying many pictures which have added to the attractiveness of this book.

I wish, however, to recognize now specifically one kind of assistance obtained from other publications not acknowledged in the body of the text. In several instances eyewitnesses' accounts of travels in other lands provided the dramatic first-hand materials from which descriptions have been written for this book. I wish to acknowledge my indebtedness to several of these travelers and their writings for aid in preparing the following descriptions: (1) Facts in the description of Le Creusot were taken from Edward Hungerford's "Le Creusot, France's Crucible," *Our World*, October, 1922. (2) The description of the Ruhr steel district was based upon an account by Frederick Simpich, "The Story of the Ruhr," in the *National Geographic Magazine*, May, 1922. (3) The descriptions of the jungle and of the Chilean desert were written from

Charles Domville-Fife's *Real South America* (George Routledge & Sons, Limited, 1922). (4) Hiram Bingham's *Across South America* (Houghton Mifflin Company, Boston) contributed material for the description of Rio de Janeiro. (5) The facts in the description of the Brazilian coffee plantation are from G. J. Bruce's *Brazil and the Brazilians* (Dodd, Mead & Company, New York).

Without the unfailing encouragement of my friends John R. Clark, Marshall Dunn, George Nugent, R. P. Nugent, Jr., and Jesse H. Newlon, it would frequently have been difficult to carry on.

I have listed on the following page the names of the members of the research and editorial staff who contributed studies and materials to the various editions of these books. In the preparation of this edition, however, several of my associates have given such conspicuous and loyal assistance that I wish to acknowledge their contribution more specifically. First, Gertrude M. White, who has carried the burden of office management during the past four years; second, Joan Walker Coyne, who gave unsparingly of her time and energy to the reconstruction of *Changing Civilizations in the Modern World*; third, my colleague James E. Mendenhall, collaborator in the preparation of the *Pupil's Workbooks of Directed Study* and *Teacher's Guides*, who also reviewed critically the manuscript of each of the *Reading Books*. Finally, I wish to render special acknowledgment for the valuable editorial services of Frances M. Foster, assistant in the preparation of final manuscripts and in the reading of proof from 1923 to 1927, inclusive, and from 1928 to date. The present form of *Reading Books*, *Workbooks*, and *Teacher's Guides* owes more than I can measure to her editorial insight and constant labor.

This statement of my indebtedness should not be permitted to close without referring to the unsparing efforts of the staff of Ginn and Company to produce a practicable, attractive, and teachable body of materials. But especially I wish to express my appreciation for the encouragement and support given by Messrs. Charles H. Thurber, Henry H. Hilton, and Burdette R. Buckingham.

HAROLD RUGG

NEW YORK

The following research and editorial staff contributed studies or materials utilized in the various editions of this series of books.

THE FIRST EXPERIMENTAL EDITION
1921-1923

PREPARED BY
HAROLD RUGG

WITH THE ASSISTANCE OF

EARLE RUGG
EMMA SCHWEPPE
MARIE GULBRANSEN

THE SECOND EXPERIMENTAL EDITION
1923-1926

PREPARED BY THE COLLABORATION OF

HAROLD RUGG
ELIZABETH G. WOODS
EMMA SCHWEPPE
JOHN A. HOCKETT

RESEARCH ASSOCIATES

JAMES E. MENDENHALL, 1926-1929
EARLE RUGG, 1921-1923
JOHN A. HOCKETT, 1924-1927
JOHN N. WASHBURN, 1923-1926
H. MELTZER, 1924-1925
C. O. MATHEWS, 1925-1927
B. R. SHOWALTER, 1924-1925
NEAL BILLINGS, 1924-1927, 1928
HELEN M. LYND, 1926-1927
LAURANCE F. SHAFFER, 1926-1928, 1928-1929

EDITORIAL AND RESEARCH ASSISTANTS

FRANCES M. FOSTER, 1923-1927, 1928-1929
ETHELWYN M. MENDENHALL, 1926-1928
FRANCES YOUTZ, 1927-1929
ELIZABETH MOREY, 1927-1928
JOAN WALKER COYNE, 1929

THE RUGG SOCIAL SCIENCE COURSE

THE READING BOOKS

- VOLUME I • An Introduction to American Civilization
- VOLUME II • Changing Civilizations in the Modern World
- VOLUME III • A History of American Civilization : Economic and Social
- VOLUME IV • A History of American Government and Culture
- VOLUME V • An Introduction to Problems of American Culture
- VOLUME VI • Changing Governments and Changing Cultures

THE WORKBOOKS

- VOLUME I • Pupil's Workbook of Directed Study to accompany
An Introduction to American Civilization
- VOLUME II • Pupil's Workbook of Directed Study to accompany
Changing Civilizations in the Modern World
- VOLUME III • Pupil's Workbook of Directed Study to accompany
A History of American Civilization : Economic and Social
- VOLUME IV • Pupil's Workbook of Directed Study to accompany
A History of American Government and Culture
- VOLUME V • Pupil's Workbook of Directed Study to accompany
An Introduction to Problems of American Culture
- VOLUME VI • Pupil's Workbook of Directed Study to accompany
Changing Governments and Changing Cultures

THE TEACHER'S GUIDES

- VOLUME I • Teacher's Guide for *An Introduction to American Civilization*
- VOLUME II • Teacher's Guide for *Changing Civilizations in the Modern World*
- VOLUME III • Teacher's Guide for *A History of American Civilization : Economic and Social*
- VOLUME IV • Teacher's Guide for *A History of American Government and Culture*
- VOLUME V • Teacher's Guide for *An Introduction to Problems of American Culture*
- VOLUME VI • Teacher's Guide for *Changing Governments and Changing Cultures*

CONTENTS

UNIT I

INTRODUCING THE STUDY OF MODERN CIVILIZATIONS

CHAPTER

PAGE

I. INTRODUCING THE STUDY OF MODERN CIVILIZATIONS	3
--	---

UNIT II

EUROPE BEFORE THE INDUSTRIAL REVOLUTION

II. THE NARROW WORLD OF THE EUROPEANS BEFORE THE INDUSTRIAL REVOLUTION	23
---	----

UNIT III

HOW ENGLAND BECAME MODERN INDUSTRIAL GREAT BRITAIN

III. HOW ENGLAND CHANGED FROM THE ENGLAND OF MANORS TO MODERN INDUSTRIAL GREAT BRITAIN	51
IV. HOW GREAT BRITAIN BECAME THE PIVOT OF WORLD TRADE . . .	79
V. GREAT BRITAIN MADE INDIA THE CENTER OF A WORLD EMPIRE . .	106
VI. THE BRITISH EMPIRE: POSSESSIONS IN THE MEDITERRANEAN AND AFRICA	133

UNIT IV

FRANCE: BOTH FARMER AND MANUFACTURER, THE WORLD'S SECOND LARGEST EMPIRE

VII. FRANCE: A COUNTRY OF AGRICULTURE AND MANUFACTURING . .	165
VIII. HOW FRANCE BUILT THE SECOND LARGEST EMPIRE IN THE WORLD	195

UNIT V

GERMANY: A POWERFUL INDUSTRIAL NATION AND THE CENTER OF EUROPEAN TRADE

IX. HOW GERMANY BECAME A GREAT INDUSTRIAL NATION	217
X. GERMANY'S SMALL EMPIRE AND HER GREAT WORLD TRADE . . .	244

xvi CHANGING CIVILIZATIONS IN MODERN WORLD

UNIT VI

THE AGRICULTURAL COUNTRIES OF EUROPE

CHAPTER	PAGE
XI. RUSSIA: A VAST EMPIRE PEOPLED BY PEASANTS	272
XII. THE RUSSIAN PEOPLE: MORE FARMERS THAN MANUFACTURERS	293

UNIT VII

HOW THE GEOGRAPHY OF EUROPE MADE THAT CONTINENT THE WORLD'S GREATEST INDUSTRIAL AND COMMERCIAL REGION

XIII. EUROPE: THE GREATEST INDUSTRIAL AND COMMERCIAL REGION OF THE WORLD	321
---	-----

UNIT VIII

EUROPE FROM 1914 UNTIL TODAY

XIV. THE INTERDEPENDENCE OF EUROPEAN COUNTRIES IN 1914 . .	337
XV. HOW THE WORLD WAR CHANGED EUROPEAN COUNTRIES	363
XVI. HOW EUROPE IS RECOVERING FROM THE WORLD WAR	384

UNIT IX

CHINA: A CHANGING AGRICULTURAL CIVILIZATION

XVII. "THE UNCHANGING CHINESE," A PEOPLE WITH THOUSANDS OF YEARS OF HISTORY	415
XVIII. HOW OLD CHINA LIVES AND WORKS	433
XIX. "THE CHANGING CHINESE"	455

UNIT X

JAPAN: AN ANCIENT ISLAND COUNTRY WHICH IS BECOMING A MODERN INDUSTRIAL NATION

XX. JAPAN: AN ANCIENT ISLAND COUNTRY	477
XXI. JAPAN TODAY	494

UNIT XI

HOW THE HOME OF ANCIENT CIVILIZATION BECAME
MODERN LATIN AMERICA

CHAPTER	PAGE
XXII. LATIN AMERICA: HOW EUROPEANS CHANGED INDIAN CIVILIZATIONS	525
XXIII. SOUTH AMERICA: A CONTINENT OF CONTRASTS.	544
XXIV. THE ABC COUNTRIES OF SOUTH AMERICA	561

UNIT XII

SUMMING UP CHANGING CIVILIZATIONS IN THE
MODERN WORLD

XXV. CONTRASTS BETWEEN INDUSTRIAL COUNTRIES AND AGRICULTURAL COUNTRIES	583
XXVI. CHANGING CIVILIZATIONS IN THE MODERN WORLD.	595
APPENDIX	613
INDEX	623

LIST OF COLORED MAPS

AUSTRALIA	facing 96
AFRICA	facing 140
EUROPE	following 320
ASIA	following 416
NORTH AMERICA	following 544
SOUTH AMERICA	following 544

CHANGING CIVILIZATIONS IN THE
MODERN WORLD

UNIT I

INTRODUCING THE STUDY OF MODERN
CIVILIZATIONS

CHANGING CIVILIZATION IN THE
MODERN WORLD
PART I
INTRODUCING THE STUDY OF MODERN
CIVILIZATION