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Service Paper

NEW HAMPSHIRE: A SOURCE BOOK
OF INSTRUCTIONAL MATERIALS

Submitted by

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GEOGRAPHIC ADVANTAGES OF NEW HAMPSHIRE
INTRODUCTION

New Hampshire: A Source Book of Instructional Materials is not a unit of study to be followed by the teacher in teaching the suggested units on New Hampshire in the state program of studies. Rather, it is as the title indicates, a ready source of materials covering the suggested topics. The individual teacher will choose the items that fit into her particular grade and unit.

The present-day teacher who is responsible for guiding the youngsters of New Hampshire through worthwhile units of study on "Our Home State" are in much the same plight as one of their fellow citizens of a former day because New Hampshire's first mountain climber, Darby Field, needed a guide book in 1642. Had one been at his disposal, he would not have made the mistake, uncorrected for thirty years, of thinking he saw an endless lake north of the White Mountains when he was looking at a low sea of clouds. John Josselyn had no guidebook at hand when he wrote his "New England Rarities Discovered" (1672), but he came nearer to the truth when he wrote "Beyond these hills Northward is daunting terrible, being full of rocky hills, as thick as Molehills in a Meadow and clothed with infinite thick woods". 

This paper has three major divisions of materials. First will be found background information for the teacher which will assist her in securing the factual information necessary for a sense of security in leading the children through their daily participation in social living as it relates to New Hampshire. It is not an outline and one teacher or class will not use all the facts given. They are offered to relieve the teacher of the tiresome task of research, thereby giving valuable time to be used in preparation for presentation.

There is a suggested list of activities for children. Such things as interests of the children, past experiences of the class, age and maturity of those taking an active part, and the materials available at the time will determine largely the number of activities that any one group will engage in.

In the third division will be found material for children.

"In stimulating activities which further the ideals we wish and in creating a workshop atmosphere in which activity is encouraged, a richness and variety of materials are essential. In addition to the concrete manipulative materials--references for factual information and books for purely recreational reading should be made available, and audiovisual aids to learning should be many and varied. These should include mounted pictures, films, filmstrips, slides, maps and charts, and educational recordings.

"The practice of confining reading materials
to that found in one book has long been recognized as unsound, and for the textbook of former years, there has been substituted a variety of reading which is interesting and stimulating to activity. The daily newspaper (local and state) is an excellent source of information.

"The teacher should not disregard the source of the most vital materials of learning--the immediate community of which the children are a part--for the wealth of information to be found in the community should be very helpful and will uncover invaluable materials." 1/

Background information for the teacher will be quite inclusive, but, of necessity, the materials for the children will be bibliographical by nature. However, it should be very helpful in showing just what is applicable.

Having had the responsibility of teaching "Our Home State", first as a grade teacher in the state of Maine and now in the State of New Hampshire, the writer realizes the great need for an inclusive treatment in a single volume of the instructional materials that one can use in such classes. Much material is available, but the teacher has neither the time nor the references and research materials at hand. It is the purpose of this paper to provide a wealth of materials with which teachers, who have the task of introducing the youngsters of New Hampshire into the opportunities and benefits of their own state, may challenge their classes.

The necessity for such a wealth of materials is pointed out by Eleanor Delaney when she says,

"In choosing the activities in which they wish to engage while undertaking a unit, the children will be influenced by the richness or poverty of the materials available to them, and therefore, the wise teacher will provide a wide offering of materials for their exploration. These materials should go beyond the more usual reference and manipulative materials and should include the materials in the home and in the community--radio, moving pictures, community institutions, stores, factories, travel agencies, piers and warehouses. It is through the use of all these materials for purposes real to themselves that children will grow in understanding and appreciation of their own community and state."

CHAPTER I

Teaching Local and State History, Geography, and Government

"Modern social relations and probably those of the immediate future place upon the teachers the duty of matching their own live modern thought with their best methods, and like competent sailors, of keeping their 'weather eye' out for 'procedure' by which pupils may more efficiently be led to think clearly about their own social duties and opportunities."

The term local or state as it is used in this paper should be made clear.

"To some this means the geographical area immediately surrounding the school. Others may expand their conceptions to include a section of the city, the entire urban area, the county, or possibly even the state. This latter will be understood in this paper whenever the word community is used. This point of view tends to limit instruction to such factors as mountains, rivers, roads, houses, fire departments, museums, libraries, factories, and town halls. Concreteness then largely becomes a matter of geographical and physical aspects of life.

"Others extend their conception of it to include also the people who have many social and economic relationships within those physical surroundings. With this broadening of view there are possibilities that pupils will acquire new meanings for such concepts as foreigner, laborer, banker, policeman, parents, businessmen, doctors, mayor, alderman, politician. By observing these persons in their daily activities the student may gain a better understanding of and sympathy with the contribution of each to modern society.

"A third and less tangible aspect is made up of the opinions, attitudes, prejudices, biases, and purposes of people. For example, it is one thing to know that the city has sixteen playgrounds; it is an

advantage to know that these playgrounds are administered by a park commission consisting of a given number of citizens chosen for so many years; it is even a further advance in understanding to know the recreational program that has been projected to make the playgrounds contribute to the lives of the citizens.

"In brief, then, it [the community-state] is not limited to the bricks, stones, mud, and elements out of which its physical manifestations are constructed. Nor is it limited to the people who live in the geographical area and who perform more or less useful social services. It includes a third aspect, the climate of opinion, individual aims, and social purposes which guides and motivates the lives of the citizens. If, then, pupils are to have a genuine understanding of their environment, they must be given the opportunity to examine and evaluate the intangible processes of group life as well as the tangible social machinery and institutions."1/

State and Local History. The attention to what is now frequently designated as local history (in this paper it means history, geography, and government) was so slight during the fifty years following 1830 that one can speak of it as non-existent as far as the country as a whole was concerned.

"During the 1880's and the whole of the 1890's the advocates of the teaching of state history seemed to have centered most of their attention on the grades below high school, which, at that time, included the seventh and eighth. Their success when judged in terms of local enactments was by no means discouraging. As early as 1903, thirteen states had laws requiring the teaching of state history in the traditional elementary school. During the twenty-five years that followed this date, the number increased to twenty-five."2/


At the present time there are no less than thirty-five states in which teaching of state history is either required by law or by the state department of education. That the movement succeeded as far as legal requirements are concerned is beyond any shadow of a doubt.

There are four favorable reasons for that success:

1. "The traditional belief in the significance of the state in the history of our country—a belief greatly held in south of the Mason Dixon Line.

2. The educational philosophy somewhat generally extant after 1900 which placed heavy emphasis on the utilization of the local environment in the education of children.

3. The never-ceasing agitation of well-organized state historical societies for the introduction of state history into the schools.

4. The movement in curriculum making in history and more emphasis on the history of the United States."

Evidence is very clear that the teaching of state history is quite common. Is it worthwhile? According to Franklin,² it is not as reported by teachers. Furthermore, he found that over one-half claimed that the work wasn't enjoyed by either the teacher or the pupil.

At present, there is no evidence to indicate that there has been any systematic campaign for the introduction of the subject into the traditional high school. The two

outstanding facts concerning the teaching of state history in the high school are (1) the small amount of consideration given to it and (2) the absence of any signs in the horizon of the present curriculum revision movement that the subject will receive increased attention in the near future.  

**Textbook Writers and State History.** When state history is taught independently of the national story, much of its value is lost. This fact has long been realized by writers of textbooks in state history. In an effort to avoid treating their subjects in a vacuum, some authors have deliberately emphasized the national aspects of their story. For example, in a textbook on Virginia in 1922 as much as 81.71 per cent of the story was devoted to the national aspects of Virginia's history. A text in use in Georgia at the same date allotted 60.12 per cent of the content to the national elements of the story, and for other states we find the following percentages: South Carolina, 52.96; Florida, 26.11; Kansas, 36.93; Kentucky, 17.71; Louisiana, 40.70; Mississippi, 44.07; New Mexico, 33.46; Oklahoma, 16.87; Texas, 29.41; Tennessee, 47.36; West Virginia, 17.27; and Idaho, 7.43.


Why Should State History Be Taught? Several people have given us answers. Calkins,\(^1\) for example, says that "the history of a state, county, township, city or of people within a section is a phase of local history. It is a story of what happened at home, and it may be the means of making courses in American History absorbing to teachers and students alike."

Tryon\(^2\) in his article lists five reasons for teaching state history and five for disregarding it.

For

1. State history serves as a basis for the development of an intelligent and elevating state pride.

2. State history puts the pupils in touch with local political, social, and industrial development and furnishes him the background knowledge necessary for interpreting them.

3. State history furnishes the pupils with concrete illustrations and materials which aids him in securing an adequate understanding of national history.

4. State history supplies the opportunity for the pupil to come face to face with historical material, thus creating in him a feeling of historical reality and giving him training in handling sources.

5. State history supplies the teacher with many opportunities to make teaching conform to modern educational principles of proceding from the concrete to the abstract and from the known to the unknown.


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Against

1. People think and act in terms of a cosmopolitan area instead of a state when certain national attitudes and policies are to be determined.

2. Economic, social, and industrial conditions in a state are not always determined or explained in terms of state boundaries, but rather in terms of certain physical features.

3. Due to the fact that a number of persons live, work, and vote in a state other than the one in which they were educated, the effort to develop pride in a particular state is apt to be impractical.

4. The teaching of state history violates what some consider a fundamental principle of learning, namely, preceding from the whole to the part.

5. If the state's part in national events is sufficiently emphasized, there will be no fundamental reason for the teaching of state history as such.

Then we find Petersen 1/ saying "the study of local history in any state clearly affords a rich opportunity for teachers of the social studies to become more effective and interesting instructors, and in humanizing and vitalizing the American scene through the application of local, state, and regional illustrations, they will doubtless strike a spark not only in the pupil, but also in the parents of young America." Kline2/ in his article on the teaching of local and state government (considered in this paper as part of history) states that it is the duty of the


schools to prepare their pupils to participate in life, and he feels that this can best be accomplished by trying to find and utilize life-like situations and that the nearer (local and state) the pupils are to it the better they will analyze it and the better they will be as citizens.

Another important value to local history as the writer sees it is that it brings the period under study home to the individual in a way that no other history can. Even the most casual experiences are etched deeply in the child's memory. If the child participates even in a small way in some original research into local history, he will gain valuable insight into the task of the historian. Perhaps the most important value of local history is that its study and appreciation can be an activity jointly shared by school and community.

What Can Be Done? "In the construction of curriculum materials the elementary school seems to operate on the theory that the grass is greener in some distant place than it is at home. There are three reasons for this neglect of the local community: (1) fallacies in the idea that children already know about it, (2) teachers do not know the needed information, and (3) failure to give more than lip service to the philosophy of first hand experiences."

Nevertheless, in some places where much work has been done on the records, both national and local, over a long period of years, a considerable amount of material is at hand for us to use in the schools. In other areas, however,

it is clear that in the present state of local studies it will be difficult, if not impossible, to teach local history effectively for many years to come.

"The problem in its simplest terms is that no teacher can teach what he himself does not know; and for many towns and still more villages there is no comprehensive and reliable history in print."[1]

Another reason, among many, for the scarcity of usable materials is that local historians have often presented their material in a way that would interest no one except a confirmed antiquarian. They have piled up dry chronicles of insignificant detail with a few nuggets hidden amongst rubble. We need local and state historians who have a sense of the economic and social basis of the early community, rather than a merely chronological or genealogical approach—writers with an eye to the needs of education.

"This lack of materials should not discourage us, however. Whatever its quantity or quality there still remains in our communities the old people, the diaries, the photographs, and the public records, the old buildings and ruins. Out of these primary sources we can imaginatively recreate the past. In so doing we will provide the children with experiences in historical research that make the past live for them."[2]

Tibbetts[3] gives a good picture of this. In the town of New Salem, New York, the seventh grade class carried on

[2]Ibid.
the writing of a local history in booklet form. They gathered the facts themselves. This project covered three years with revisions made each year.

What can be done is ably summed up by Wesley and Adams in their chapter on getting acquainted with the community.

1. "Know the United States. Paradoxical as it may sound, the first step in studying the community is to know the total culture of the country... A knowledge of national history--its politics, laws, migrations, its democratic ideas, and its traditions--is the minimum requirement for understanding a particular community.

2. Visit and talk with people. The teacher who has curiosity and a friendly attitude can quickly learn a great deal about the community, both its physical aspects and its intangibles. The teacher should talk with typical patrons and individuals in addition to colleagues, administrators, and school board members. A somewhat random acquaintance tends to free her from the prejudices and preconceptions which she might get by talking only with school people.

3. Explore the community. Visit the stores, industries, residential areas, and the surrounding countryside. A visual picture of the community is a necessary condition of understanding the environment in which the people live.

4. Read the local newspaper. From it one can quickly secure a definite idea of business and industry, social life, and the place of the community in relation to neighboring areas and cities.

5. Read the history that is available. In case a town has no written history, one should read a history of the county. There are few counties in the United States without some kind of written history. Many local works are poor in quality, but even a poor record is better than no record. This step is

especially important for it will at once give the teacher a sense of assurance, a kind of professional advantage, for the typical citizen will not have read its history.

6. Participate in community affairs. The teacher should demonstrate her interest in the community by becoming a practicing citizen as soon as possible. Research studies show that elementary teachers are behind high school teachers in this respect. The elementary school teacher should lag behind no group in civic participation. While the church offers an immediate and desirable avenue for participation, the teacher should join clubs, serve on committees, and participate in affairs which touch the life of the whole community and not merely a segment of it that is found within a particular church.

7. Single out unique features for special study. Almost every community prides itself on some unusual feature; it may be the birthplace or home of a well-known person, the scene of a famous event, the production center of a particular commodity, an unusual location, a special achievement in government or industry, or any one of a dozen ways in which it seeks to establish its separate identity. The teacher does well to recognize the feature or features which are recognized as the pride of the community. Even if they are somewhat flimsy and insubstantial, the teacher should take them as seriously as truth and sincerely, for they are avenues through which she can touch the life of the community."

Whatever work is undertaken should be adapted to the experiences, interests, needs, and abilities of the children. By this it is meant that content should be selected that will take into account the differences in intelligence, achievement, background and emotional maturity of all individuals taking part in the study.

"Examination of courses of study reveals that far more consideration appears to have been given to the selection of objectives, the choice of content,
and the development of units than to the determination of optimum grade placement of the experiences provided. Similarly, the books and articles dealing with the curriculum construction devote but little space to the question. It is true that the earlier influential reports in the field of the social studies made specific recommendations for grade placement, especially in the secondary school. But these recommendations were developed subjectively.1/

More recently (1936) we have the Commission on the Social Studies of the American History Association making their proposals more general in nature.2/

"In the elementary school major attention would be devoted to a study of the making of the community and the nation, although materials bearing on the development of world society and culture would by no means be excluded. The program would begin with the neighborhood in which the child lives. Starting from a first-hand study of the life, institutions, and geography of the community, it would proceed to an examination of social changes taking place in the locality, of the history of the place, of the civilization of the Indian of the area, of the contrasting elements of European and Indian culture and of early and later American culture. Emphasis would be placed throughout on actual participation in the social activities of the school and the neighborhood, and every part or phase of the program would begin and end in the contemporary and surrounding community which the child knows directly. Thus the pupil would develop an active interest in the fortunes of society and acquire a stock of ideas which would enable him to go beyond the immediate in time and space. He would then be led by natural connections—genetic and functional—to the study of the making of the region and the nation. Through such an organization of materials the elementary school would acquaint the child as fully as possible with the evolution of American culture—local and national—and to some extent with the origins of American culture in the


western world.

"In the secondary schools, the central theme would be the development and the evolution of human culture to the present with constant reference to the present and to American civilization. This program might culminate in the study, through concrete and living materials, of regional geography, of comparative economics, government, and cultural sociology, of the major movements in social thought and in action in the modern world, of the most recent developments on the international state—a study in which the experience, the knowledge, and the thought of all the proceeding years would be brought to bear, by means of comparison and contrast, upon the emerging problems, tensions, and aspirations, the evolving social programs and philosophies of mankind and of the American people in their regional and world setting. Also special attention would be given in the secondary school to the reading of historical and social literature, including newspapers and magazines, great historic documents, classics of social thought, and to the achievement of familiarity with the methods and instruments of inquiry in the social sciences, with historical criticism, an analysis, verification, and authentication. This program should embrace both the junior and senior division of the secondary school and reach into the years of the junior college."

Judd suggests the need to organize history units with due regard for the intellectual demands made on the student. He proposed three stages: first, ability to comprehend a coherent narrative of successive events without much explanation; second, ability to compare and associate, to understand the physical facts which influence history; third, mastery of evidences upon which history is based, a critical comparison of the interpretations made by different authorities.

All this doesn't help much on just where to place the material as far as the grade goes. Bruner found that state history and geography have a total index of $43:4173/277$ (43 courses out of 277 courses examined in the field of social studies have the above topic devoting 4173 items to it). This relatively large unit can be explained by the fact that a number of states require the teaching of state history and geography. In grade seven these topics total $11:1034/31$ and in grade five, $12:600/41$. They occur in the same number of courses in grade four, which has an index of $12:283/40$, as in the fifth. The low frequency of items indicates that the study is not very detailed on either level.

Harap in his research found three reasons for the present placement: (1) based on present practice (needless to say, this is a very unsatisfactory basis), (2) difficulties of the processes involved in a unit of study, and (3) the closeness of the unit of work to the time of its use in life.

"Objective evidence is needed to answer many of the questions which arise when the whole problem of grade placement or learning sequence presents itself. Schools should experiment and try out a unit at several different grade levels to discover where it is most appropriate. A cycle of units is worth trying where more than one grade is in a room. Until  

there is more research available, the grade placement and learning sequence will remain a matter of opinion and continue to be a moot question. ³⁴

Further help in this curriculum construction will be found in Michener's collection of fifteen individual curricula organized as a whole that have been planned to be administered that way. Several of these are already in use and others represent composite practices, but each is essentially a workable plan. All were constructed by individual leaders in the field of social studies.

Before constructing one's own program, it would be wise to become familiar with Wesley's basic principles governing curriculum construction. Then, too, one will find valuable help along these lines in the Fourth and Sixth Yearbooks of the National Council for the Social Studies, which contain rational analyses of social studies curricula. Finally, one may gain some assistance from the brief recommended content for American History courses in

American History in Schools and Colleges. ²³⁴


Method of Presentation. "The practice of large numbers of successful teachers indicates that the old-time daily assignment of a few pages in the text (for an excellent word picture of this type of lesson contrasted with the new method, see Thralls and Reeder) followed later by questions designed and learned, even when such assignment is accompanied by much review and drill, is not so effective as the use of material carefully and wisely organized into units which may be approached in several ways, supplemented by the study of many pertinent references, discussed in larger connections and made to assume a place in the lives and thought of those who have done the work. This organization of assignments into large units, of course, requires more work and more accurate scholarship of the teacher but results in more effective learning."  

A simple, but helpful article on working through the unit assignment, including a sample unit, is given in the introduction to the New Hampshire Program of Studies.

1/Thralls and Reeder, Geography in the Elementary School, Rand, McNally and Co. (Introduction).
2/Program of Studies Recommended for the Public Schools of New Hampshire, Social Studies, 1940.
3/Ibid.
CHAPTER II

BACKGROUND INFORMATION FOR TEACHERS

There is a great difference between education as a way of social living in a democracy and from the point of view which considers isolated facts as the core of the curriculum. Nevertheless, an acceptance of the challenge of guiding children in their day-by-day participation in social living does not imply a disregard of the factual background which must accompany understandings. Children need sound information about New Hampshire in order to understand the state.

An outline of informational material is offered for the convenience of the teacher. This is not an outline to be followed by a class but is merely an overview for the teacher.

The material is not presented as suitable for any group of children at any level, but rather as a flexible outline which may be adapted to the needs of the teacher on her own level in building up her own background of information of the State of New Hampshire.
A. HISTORY

EARLY HISTORY OF NEW HAMPSHIRE
I. HISTORY

Early History of New Hampshire

It took more than a hundred years after Columbus discovered the new world for white men to work their way to the shores of New Hampshire in 1614.

Before 1620 Martin Pring and Captain John Smith explored the coast of what we now call New Hampshire. On a map by Captain John Smith, dated 1614, it is called "North Virginia". When the king saw this map which showed only the river and the harbor, he changed the name to "New England".

The king, after a period of time and at the probable "advice" of his friends, Sir Ferdinand Gorges and Captain John Mason, decided to take possession of this new land. He created the "Council of Plymouth" (Mason was a resident of Plymouth, England), and the above friends of the king were made leading directors of the Corporation.

About this time the Puritans, religious refugees, were causing the king considerable trouble, and he induced Gorges and Mason to allow them to colonize this new land. (The king, no doubt, was more interested in getting rid of the disturbers than anything else.)
CHAPTER I

THEORETICAL BACKGROUND

According to the theory of evolution, life on Earth is not a random process but is driven by natural selection. This theory, proposed by Charles Darwin, suggests that the adaptation of species to their environment is not a result of chance but of the survival of the fittest. Over time, through the process of natural selection, species evolve, and new species are formed. This process is not a one-time event but continues throughout the history of life on Earth.

In the context of human history, the theory of evolution has significant implications. It suggests that human beings are not fundamentally different from other species but have evolved from them. This idea challenges the concept of human exceptionalism and promotes a more inclusive view of human nature.

The theory of evolution has also been a subject of controversy, particularly regarding its implications for human freedom and determinism. Some argue that if human behavior is determined by evolutionary processes, then human freedom is an illusion. Others believe that evolutionary theory is compatible with human freedom and responsibility.

In conclusion, the theory of evolution provides a framework for understanding the diversity of life on Earth and the development of human beings. It challenges traditional assumptions and promotes a more inclusive and dynamic view of the human experience.
As a result, Captain John Smith and 102 Pilgrims set sail in the Mayflower and theoretically landed on Plymouth Rock. This was on a cold and bleak December morning, the 21st day of the month in the year 1620. Before spring 53 of the group had died.

"As to New Hampshire we read that there were 'three moneyed merchants' in Plymouth, England, who had a speculative style of mind, and who, having heard weird yarns of fabulous wealth in America, got hold of a young sea-going adventurer, of Scottish lineage, and made a 'hook-up' with him. This fellow was named David Thompson. He was told he could have a deed of land 'free' if he would go across and settle, and that he could make a lot of money. David, a man of action, became all 'pepped up' for the scheme, although he had to convey a part of his new land and a portion of his prospective profits to the three promoters in order to secure enough financial assistance to make the journey possible. So they let him have a goodly ship, and they loaded it with supplies and necessary things to keep him going after he arrived until he could make his own way fishing, farming, and trading. Finally, this young man, David, sailed away with his young wife and a crew composed of a few London fishmongers. Thompson had Smith's map of the Piscataqua before him.

"Let us explain that the 'Council of Plymouth' had conveyed to him '6,000 acres of land and an island'. He was to select them, but they were to be somewhere in the vicinity of this New Hampshire river, as we interpret the deed. Gorges and Mason had some sort of financial 'line' on the situation. It is not easy to figure out just what. The deed to Thompson ran direct from the Corporation, yet Gorges and Mason, at a little later date obtained from the same Corporation a deed to all (not a part) of New Hampshire and Maine with no reservations of the Thompson land. Gorges and Mason dissolved partnership, Mason taking for his share New Hampshire, which was described as 'from the Merri-mack River to the Piscataqua', and running back indefinitely far. So, how about Thompson's title?
"In whatever way that tangle was unsnarled, the fact is that David Thompson and his party arrived in Portsmouth Harbor, as now called, and dropped anchor in the early spring of 1623. He selected for his '6,000 acres' the land on the southwest side of the river. It appeared to be pretty good. It had an acre or so of cleared land for tillage, a spring of drinking water and a beach, and near there was the 'Great Island', now New Castle. So he began to unload and go to work. They erected a house out of sea stones. The 'Jonathan' (his boat) has sometimes been styled the New Hampshire Mayflower by historians.

"The 'Manor House' was large enough for his party to dwell in, but we have no record of the number of Thompson's party, or their names. They erected a salt-making shop, a fish-house, and a blacksmith shop. The fact is that this settlement at just that spot nearly all 'petered out' in the course of some twenty years or more. But since writers began to pen for us descriptions of it—writers who actually saw and remembered the buildings, and the ruins, and a small cemetery nearby—we have available evidence to make certain that this settlement was continuous until after other people settled a mile further up. Mr. Thompson and his wife and small child sailed away from there after some five years and settled anew on an island in Boston harbor, still called 'Thompson's Island'. He must have swapped New Castle for it.

"Of course, Thompson had a hard time of it, although he had an occasional visitor, as ancient letters reveal. For instance, Captain Miles Standish cruised up to visit him at least once. Maybe he induced Thompson to go to Boston. Or maybe that baby of his, whom Standish saw, was born up there in the wilderness, and he wanted to bring up 'John' under better conditions, or maybe his wife became ill. At all events, he went away from Pannaway but still left others behind, and still others came until the colony grew to become Portsmouth.

"It looks as though landlord John Mason had a mortgage on Pannaway, took it over, and then had to send 'new money after old'. So Mason sent one Captain Neale to Pannaway to boost it, and gradually the place grew and spread two miles to where Portsmouth now stands, for we read that Mason erected a
'large house' up there later, near the Portsmouth parade ground or Public Square.

"Thompson was the one who called the place Pannaway but the name did not stick to it much longer than he did. It seems that farther up the river wild strawberries grew profusely; so it happened that the whole plantation became known as 'Strawberry Bank', and most persistently it is so styled to this day.

"The Colonial Dames have marked the spot where Thompson landed with a granite monument, recording that they came for 'God and Liberty'. This may be true but they were not Puritan. They were Scotch who came to trade with the Indians. Whatever they came for we can imagine the three merchants lost money on Thompson.

"But Thompson managed well with the Indians. That was to his credit. We read that a certain Sagamore Chief presented him with an Indian slave, and moreover, we find no record of massacres at Pannaway.

"King James I and King Charles I were most anxious to effect settlement in America in order to head off the French, and Mason was motivated by a dream of huge wealth in American feudal estates."1/

After this, settlements sprang up in various places. Edward Hilton (1628) made a plantation at Dover Neck, a village with a church, which remained to become Dover. Then we find the flock of the religious leader, Rev. John Wheelwright, who were banished Pilgrims, settling at Swamscot Falls and finally founding Exeter (1638). Also, at this time another minister, Rev. Stephen Bachiller, a Governor Winthrop Puritan, came over from Massachusetts and staked out Hampton claiming it was in Massachusetts.

By 1641 these few plantations had been so harassed by the Indians that it was easy for the Puritan group to bring them under their control, and there they stayed until 1679.

Then, at long last, in 1679 the king took a hand in the "general mix-up" and by a Royal edict made Mason's domain a real Royal Province. The people of Massachusetts did not like this at all. Mason called the colony "New Hampshire" after his own residence which was Portsmouth, Hampshire County, England. John Cutts, an honorable and wealthy citizen of Portsmouth, America, was served a paper from the king telling him that he was to be President of New Hampshire. Six other men of New Hampshire constituted a "Council" (the executive branch of the government).

There also was permitted an "Assembly" (a legislative) to be composed of men elected from the towns. This was a Puritan set-up. The people were granted religious freedom and were permitted ostensibly to rule themselves. However, in spite of how good all this seemed at first, it was the king who appointed the majority of the council and retained the right to veto all legislation. That was the germ of future trouble.

New Hampshire remained a Royal Province for a hundred years (1679-1775). At one time the English rulers
experimented, unhappily, by putting all of New England together as one "domain", and then, after a lot of irritation, an open revolt against Andros in Boston, the King again put New Hampshire back to her status as a Royal Colony.

The last of the royal governors was a Portsmouth boy who took the office at the age of 29. His record shows him to have been a brilliant, noble, and considerate man. He was loyal to the king, and because of this, he was forced to flee from New Hampshire for his own safety (August 23, 1775). This, only after he had tried all possible means of appeasement. This man was John Wentworth. Mayo's 1/ book gives us an excellent account of the person.

Prior to the revolution New Hampshire asserted itself in many ways. Fiery Bostonians, disguised as Indians, threw 342 cases of tea overboard. Marylanders at Annapolis has a bonfire with their tea. But in New Hampshire the more deliberate colonists merely held a mass meeting in a church and voted not to receive or use any tea or other merchandise from England. Yet, they were not always consistent, because we read the 100 hogsheads of molasses disappeared mysteriously one night

1/Lawrence Mayo, John Wentworth, Governor of New Hampshire, (1767-1775), Cambridge, Mass., 1921.
nformation we do not provide are redacted.

This is a draft version of the final report. Any changes made during the final review process will be indicated in the final report. However, the information provided here is intended to give you a general idea of the content and structure of the final report. Please note that the final report will be more detailed and will include additional explanations and examples. The final report will be submitted to the appropriate authorities and will be made available for public access upon request. If you have any questions or need further information, please do not hesitate to contact us.

Thank you for your attention, and we look forward to your feedback on this draft report.
from an English vessel in Portsmouth harbor, and "Indians" were seen aboard.

There is also a thrill in the story about John Sullivan, John Langdon, and other dignified citizens rowing their fishing boats down Great Bay and Piscataqua River by night, attacking Fort William and Mary, and after overpowering the guards seizing 100 barrels of powder and some guns, and unharmed returning to Durham the same night. There they hid the stuff under a church, and the next day they carried it to a place near Bunker Hill where it was used to "fire the shot heard around the world". This seizure was made possible by Paul Revere's ride to Portsmouth to tip off "Sullivan".  

Then, of course, New Hampshire had its own way of dealing with the Stamp Act. When George Meserve reached the port of Portsmouth with his commission from England to collect the tax imposed by this act, he was surrounded by an angry mob, led to "Liberty Bridge" and there he was forced to tear up his papers and toss them on the tide to float back to England. He was also made to resign.

"The people of New Hampshire entered upon the active stages of the national movement for independence with deliberation and with unanimity. Perhaps no one of the colonies was so free of the

so-called loyalist element as this state. The 'Association Test' put every man to the book, either for or against the common cause. The record of signatures in nearly all the towns is preserved and the names of those who dissented or refused to take a position constitutes a very meagre list. The population in 1775 was 82,200. The capture of the ammunition at Fort William and Mary (already mentioned) was the first overt act.

"The passing of the royal authority in the province was with very little commotion and comparatively no manifestation of violence. The convention which met in July 1775 ordered a reorganization of the militia, and this served the nation in the great fight."

"The stirring days of Lexington and Concord in Massachusetts had their echoes in the hills of New Hampshire. The pioneer blood in the veins of many of the early settler fairly boiled when news came of these events. They, too, felt the oppression of unfair taxes put upon them by a King and Parliament who did not understand their needs."2/

In New Hampshire officers in the militia gathered volunteer soldiers and went to Boston without waiting for orders when they received the news of the Battle of Lexington and Concord in April 1775. John Stark, who became one of New Hampshire's greatest military figures, was working in his mill in Derryfield when he heard the news. He started for Boston and called to other men to follow. Stark had won the trust of New Hampshire people as an Indian fighter. By June there were several hundred New Hampshire soldiers camped around Boston. They

1/George Franklin Willey (Editor), State Builders, New Hampshire Publishing Company, Manchester, N.H. 1903, p.6.
were organized into a single unit under General Stark.

New Hampshire continued to send soldiers and supplies to General Washington even though most of the people of the state didn't get really excited about the war again until the summer of 1777. Then they heard the news that sent the tingles up and down their spines; the English General Burgoyne was coming down through New York State, and he had Indians with him. Every settler knew what that meant. With the soldiers to protect them, the Indians would range all over New England again, burning and killing, carrying off captives. Hundreds of New Hampshire men picked up their rifles, said good-bye to their families and headed West for the Hudson valley, determined to keep the Indians from their homes. Bennington, Vermont, became the rallying point, and when New Hampshire men arrived there, they found that General John Stark, who had returned to his home after the first battles of the war, was in uniform again as the commander of the American soldiers.

"Stark organized his men into an army, and when the English sent an expedition east to get food and supplies, Stark was ready. He is said to have vowed: 'We'll overcome the enemy, or Molly Stark's a widow.' Stark's men met the British several miles west of Bennington and turned them back. They remained in that area until Burgoyne was finally defeated near Saratoga."

After the battle of Saratoga, the war moved again to the South. New Hampshire continued to send soldiers and money. They kept three regiments in the field throughout the whole war.

In spite of its short coastline, New Hampshire played its part on the sea during the war. Potter, in his military history of New Hampshire says,

"The Governor of the State is styled 'The Commander in Chief of the Army and Navy'. The title was given when we had an army and navy and when it was doubtless thought we might have still larger and more efficient ones.

"The attention of the 'Committee of Safety' was early sought to initiate a system of privateering which might grow more formidable and, at least, greatly harass the enemy. Early in 1775 the armed schooner 'Enterprise' was fitted out by citizens of Portsmouth to cruise against the enemy, and David Jackson was appointed her captain. Captain Jackson, for some reason, resigned his office, and Captain Thomas Palmer was appointed. His appointment is recorded in the journal of the Committee:

'February 23, 1776. At the request of the proprietors of the schooner privateer, called Enterprise, we have appointed Thomas Palmer commander, in the room of Captain Jackson, resigned.'

"The 'McClary,' another armed schooner, under the auspices of the Committee of Safety, and commanded by Captain Robert Parker, sailed on a cruise against the enemy. The 'McClary' took many valuable prizes, and among others, the 'Susanna', which for a time was a source of much difficulty betwixt our legislature and Congress. The 'Susanna' was brought into Portsmouth and condemned as a lawful prize,
being an American vessel trading at an enemy port. The owners brought the matter before Congress, and the decision of our state court was reversed. This procedure produced a most spirited remonstrance from our legislature, vindicating state's rights.

"John Paul Jones, though he was a Virginia planter at the beginning of the war, may well be regarded as a New Hampshire sailor. His 'Ranger' sailed from Portsmouth, and many of his most efficient men and officers under his command on the 'Ranger' and the 'Richard' were of this state. It now transpires that George Roberts, who threw the grenade into the Serapis, amid-ship, and exploded her magazine was a New Hampshire sailor. In a recent number of the Granite Monthly is an interesting sketch of Seaman Roberts. General Whipple, Colonel Hackett, John Langdon, and other New Hampshire leaders, were actively engaged at different periods in fitting out ships of war at Portsmouth. The services of these men were invaluable. It is a desideratum long recognized in New Hampshire history that her part in naval wars of the period has never been accorded reasonable or adequate treatment. In Bull's recent 'Life of Paul Jones'; in Centennial History of the Navy Yard at Portsmouth by Preble; in the printed proceedings on the occasion of the dedication of the statue at Concord glimpses at the abundance of material available to this purpose are afforded."

The people of New Hampshire, as soon as the war was over, set out to frame and adopt a more perfect constitution than the hasty one under which they had been governed during the war. In doing this they consumed over two years in deliberation. The third draft was ratified October 31, 1783, to be effective in 1784. (See unit on Constitution of New Hampshire.) Meshech Weare, in poor health, acted as President for the year 1784--by vote of

the Senate, without an election, since there is no record of a popular election in 1784.

Mr. Weare had been acting as Chief Executive of the colony for eight years during the war by vote of the "Committee of Safety" and also by vote of the "Council". The new constitution styled the chief executive as "president", and he actually presided over the State Senate until the name was changed to "governor". In the event that the Federal Constitution failed of ratification, New Hampshire might have continued alone as a nation. It was this idea that caused them to adopt the title "president" instead of "governor".

In pursuance of the provision of the Federal Constitution elections for president of the new nation were held in all the newly created states, and the electoral votes were messengered to New York City, where the first U.S. Senate and House were to assemble. Although March 4, 1789, was the date set for the inauguration of the president under the Constitution, it was April 6 before a quorum of the Senate and House arrived.

The first business transacted by the first Senate was the choice of John Langdon, President pro tem of the Senate. He took charge and found that General Washington had been elected, and he caused the results to be sent to Washington at his home in Mt. Vernon by a messenger,
named Charles Thompson, who arrived there on April 14. The great General accepted the office gravely. Throughout his long journey to New York by horse and buggy, he was joyously greeted and acclaimed. Arriving on April 30, he drove directly to Federal Hall, where, on the balcony in the presence of the Senators, Congressmen, and a cheering populace, the oath of office was administered by Robert R. Livingston, chancellor of the State of New York. John Langdon, because of the delay, was acting as the "Number One Man" in the nation for 57 days. Was he acting as President? If not, who was the Chief Executive of the United States during that interval?

President George Washington had a place in his heart as a result of, or more likely because of its own record, for New Hampshire as is shown by his visit to the state in October 1789.1/

Early in the 1780's there was trouble with Vermont when that state (not yet officially recognized) attempted to incorporate within itself some of the western New Hampshire towns, and there was some threat of actual bloodshed, but this, happily, was averted.2/

also

"There also was in New Hampshire a hint of the unrest just after the Revolution that in Massachusetts brought on Shay's rebellion; and a body of armed men, under officers of the Revolutionary army, on September 20, 1786, surrounded the church building at Exeter where the Legislature was meeting. The rebels tried to overthrow the Legislature and its President, General John Sullivan, but Sullivan was a man not easily frightened. He hastily summoned the militia, and it was the rebels themselves who were overawed. Two days later, the revolt was at an end, and no one had been either killed or wounded. To quote Sanborn: 'It required a campaign of months in Massachusetts to do what Sullivan, Gilley, the Gilmans and Plumer accomplished in 24 hours'.

For a brief account of the early governors, see Bartlet. After Langdon had served four terms, there appeared a new leader, Jeremiah Smith, a Federalist, to capture the first place, concurrent with Madison (1809). In 1810-11 John Langdon "came back" again. William Plumer, a Republican, squeezed him out in 1812. Then Boss John Gilman seasawed in again for 1813, 1814, 1815.

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B. MATERIAL RESOURCES

Agricultural
Industrial
Physical
Agriculture

Early History. "Settlers began to take up plantations in what is now New Hampshire about 1623. Emigrants from Massachusetts Bay were attracted by the fertile fields along the Piscataqua River which were suitable for livestock grazing. The most valuable contribution which came from New Hampshire was the domestication of the grass, since known in New England as herd's grass and in the rest of the world as timothy. Agriculture in early New Hampshire, however, was more or less subordinated to commercial activities with the colony achieving wealth from her natural resources rather than from her soil."

"For more than 200 years agriculture in New England was a self-sufficient family enterprise. Farm operations were planned with reference to family needs, both as to food and clothing. Little commercial farming existed, although certain portions of the interior produced meats and cheese for the West Indies trade. Every farmer distributed his farm equally into pasturage, woodlot, and tillage, and raised about the same crops and livestock. By 1748 dairying had become a flourishing industry around some parts.

"The first half of the century before the Civil War was a period of great stress for the farmers of New England. The New England Industrial Revolution of 1810-1860 caused manufacturing to be spread over the whole southern New England and even into New Hampshire and Maine. This opened a market for the agricultural products at the farmers' very doors, and the self-sufficient family economy of the previous years soon gave way to a commercial agriculture which reached its peak in 1880 when 21 million acres were under cultivation.

"The building of canals and railroads to the West brought this region's wool, meat, and cheese into competition with the products of New England farms. The invention of farm machinery, better adapted to great level stretches, gave Western

farmers a marked advantage. More than two decades of farm abandonment and agricultural realignment followed, in which more than half the improved land of New England passed out of the active agricultural use."

"In spite of the importance of industry in modern New Hampshire, it should not be forgotten that many families still live on the land. And just as the modern electric power system is a long way ahead of the guttering candles of colonial days, so are the present-day farms far ahead of the patches of beans and corn planted among the tree stumps of Pannaway. Farming today is a business or an occupation, not simply a way to live as it was in the early days. Instead of trying to raise a little bit of everything merely to supply their own wants farmers now specialize in their efforts, some producing milk and dairy products, others fruit, still others poultry or eggs or livestock, or vegetables for the city market. Successful farmers hire help, keep books, watch markets, do their work scientifically and expect to 'make money' just as a manufacturer or business man does. A well-conducted farm establishment can have electricity, central heating, running water, and all the other things city homes have. Not all farms are alike, of course, but more and more people on the land are learning how to make a good living from it.

"New Hampshire farming has gone through many ups and downs to reach its present fine stage of development. In the days of the colonial land rush, you will recall almost every acre of land which would produce little. When the rich farmlands of the Middle West were opened to settlement in the early 1880's, many New Hampshire people abandoned their rocky hill farms and went West. Later on others left unproductive farms to go into the cities and work in factories. Some of the farms that were left were sold to others; many were simply abandoned. This movement reached a peak between 1910 and 1930 when farmland in the state dropped from three and a half million acres to two

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million. People were much concerned about the 'abandoned farm' problem, especially town officials who wondered what to do with so much property which would yield no taxes. But nearly every problem has a solution and this one proved to have two. Nature took over some of these abandoned farms and turned them back into forest land. The people began to realize that some of this poor land was better for growing trees than for any other use and protection and conservation of forest land became a settled policy of the state. The second solution of the problem was provided by city people who wanted country homes. The automobile and electricity finally made that kind of living attractive and in the past 20 years, thousands of small farms have been bought by people who spend their summers on them. They fix up the houses, clean up the land, put new buildings and make other improvements all of which has been a great help to the state as a whole.

"The weeding out of the poorer farms means that those which are left are for the most part more desirable than the average a few decades ago. The land is good, the farms are well situated, and a great proportion of them are capable of yielding a good living. In addition to those advantages, the state provides a good deal of help to the present day farmer. One of the most important aids is a good road system, which makes it possible for a farmer to get his products to market in the shortest possible time, summer and winter. The state established a Department of Agriculture in 1913 which now has a number of bureaus to provide all kinds of information and help for New Hampshire farmers, and which seeks in every way to improve the general level of agriculture. The Farm Bureau Federation has offices in each county to further spread agricultural information, and the extension service of the University of New Hampshire also helps in this respect. The agricultural school of the university provides education for boys who plan to be farmers, and the experiment station of the school is constantly seeking new and better ways to carry on all kinds of farming.

"As a result of all this effort, New Hampshire farming has made a good deal of progress in the past 25 years and is due to make a good deal more. The value of farm products has risen steadily, new lines of products are being tried, more people are going
into farming as a career. And the man who has made a success, if only a moderate one, will tell you that there is no better way to live.\textsuperscript{1}

Farming Areas.\textsuperscript{2} As a region, the White Mountain non-agricultural area may be generally classified as non-agricultural, but here and there one finds a fairly good farm with many scattered submarginal farms.

The Eastern Uplands is a semi-agricultural area, a region of contrasts. Good farms are located in the valleys, some on the hills, but also it contains much abandoned farm land and many submarginal farms.

\begin{enumerate}
\item[(a)] Dairy, part-time, forest products, subsistence farms.
\item[(b)] Less agriculture than (a), higher percentage subsistence, farms-forest products.
\item[(c)] Similar to (a) but lower percentage of subsistence farms. Forest products.
\item[(d)] Dairy farms, poultry, fruit, subsistence farms.
\end{enumerate}

General, dairy, poultry, fruit, truck, and residence-agriculture combinations are carried on in the Coastal Lowland-Merrimack Valley Area.

In the Connecticut Valley Agricultural Area we find:

\begin{enumerate}
\item[(a)] Intensive dairy, maple, forest-products.
\item[(b)] Less intensive dairy, general.
\item[(c)] Similar to (b) with more general agriculture.
\end{enumerate}

\textsuperscript{1}Frances Ann Johnson, New Hampshire for Little Folks. The Sugar Ball Press, Concord, N.H., 1946, pp. 201-204.

Farm Types. In subsistence or part-time farming, the occupant derives his major income from outside sources and supplements his income by garden products raised on his rural non-farm holding. There are relatively large amounts of this type of farming in New Hampshire, and an even greater increase may be expected as transportation facilities are improved.

In the case of recreational-agricultural-subistence farming, the farm is occupied during the summer season, and a nearby farmer is hired to do part-time work. This type appears to be increasing rapidly.

Commercial or full-time farming requires the full time and effort of the farmer, and he derives his major income from the farm. In most cases these farms specialize in dairying, poultry, fruit and vegetables.

Submarginal farming is the type of farming that is exhaustive, demoralizing, and discouraging. It is on this type farm that we find many stranded farmers who have not given up hope, but who deserve to be and should be rehabilitated.

Dairy Farming. Figures show that dairy farming is the most extensive agricultural activity of New Hampshire. Fluid milk represents a greater part of that.

All Others
Fruit
Potatoes
Wood Products
Hay

Total Value
Principal Crops

Total Value
Livestock Products

Other
Poultry
Dairy
During the period from 1880 to 1910 dairying underwent a great change. Butter and cheese have a fairly high value in relation to bulk, and, in addition, they keep fairly well in transit. These two factors, coupled with the tendency of farmers to concentrate on the more lucrative fluid milk business, opened the butter and cheese market to the Western farmer.

Fluid milk is bulky and perishable, and the dairy cow is exceptionally well adapted to this region. Until Western farmers can overcome these handicaps, Eastern milk markets will be denied them, and the farmers of New Hampshire will enjoy a high degree of protection in the production of this basic commodity.

Production of milk at the present time is dependent upon farming methods, the size of the forage crops produced, and the huge quantities of mill feeds which must be imported from Southern and Western states. Success in dairying depends upon ability to buy and handle these materials, a knowledge of cattle, efficiency in growing crops for animal consumption, and marketing skill and general business acumen.

The improvement in New England dairying activities is likely to come first from improved marketing and merchandising procedure. Once extremely individualistic, the farmers are entering into closer business contact with
fellow farmers, resulting in cooperative associations.

**Poultry Farming.** New Hampshire's poultry industry might be termed a "converter" type, in which the cereal crop of the agricultural Middle West serves as the raw material for the production of poultry and eggs for the industrialized East. A recent census showed that New Hampshire raised about 3.75 million chickens annually, with a yearly egg production exceeding 14.25 million dozen.1/

The supply of poultry products is greatly augmented by back yard flocks in urban areas of New Hampshire, but the extent of this contribution has not been estimated. The types of poultry grown in this region include chickens, turkeys, ducks and geese. In spite of this, New England as a whole does not raise poultry supplies for its own needs. Nearly two-thirds of the poultry supply and one-half of the eggs are imported from west of the Mississippi. In the face of this, the farms of New Hampshire show a decrease in this product.

The competition which the poultry growers of this section face is the same kind that drove most of the meat and butter production from this area. The cooperation of farmer agencies--in solving egg problems of surplus,

1/Adapted from Unit: The Role of Agriculture. The New York, New Haven, and Hartford Railroad, Boston, Mass. p.17.
price, grades, advertising, and transportation—must be encouraged. A study of market preferences and an attempt to meet consumer demands may mark a possible way out of the difficulty. A New Hampshire survey showed the preferences of White Mountain hotels for eggs with uniform color of yolk and for poultry that was milk-fed, light-colored and of heavy breeds. The West can produce eggs more cheaply than they can be produced here, but there is a growing market for high-quality eggs at fancy prices open to farmers of this area.

The needs of poultry industry in New Hampshire are two: lower production costs and better control of infectious diseases. The various agricultural organizations and services are teaching poultry raisers the necessary steps to meet these two problems. There is also evidence that the efforts of these groups are achieving improved marketing practices, more uniform seasonal production, and better methods of preparing poultry for market.

Fruit Raising. The apple industry, in common with other agricultural enterprises, passes through cycles of varying prosperity.

"A fruit farm may be established under sod culture on the rolling hills of New Hampshire at a relatively low cost. While production per tree and per acre is not as high as in some sections, the cost of the 'sod nitrogen' type of soil management is correspondingly low. The great saving in shipping and marketing this high-quality fruit makes this
one of the most favorable sections for apple production. It would seem to be sound economics considering the country as a whole to have more of this bulky and perishable crop produced in New Hampshire at points relatively close to the ultimate consumer.

"The two varieties which are pre-eminently well adapted to New Hampshire are Baldwin and McIntosh. At present time the Baldwin constitutes about 50 per cent of all the trees in New Hampshire commercial orchards and the McIntosh about 20 per cent. During recent years, the McIntosh has been planted to a greater degree and crops of this variety are expected to increase at a relatively more rapid rate than those of Baldwin.

"It may be said that recent years have demonstrated that the fruit grower of New Hampshire has a real advantage over his competitors. For this reason it may be advisable for fruit growers of the section to extend their business on a moderate scale even although producers in other sections may find it necessary to retire from business. The experience in marketing McIntosh in the last two or three seasons would indicate that extensive markets for this variety may be developed at prices which should be very profitable to the producer."1/

Raising Potatoes.2/"Nothing in New Hampshire agriculture offers a better future than the raising of potatoes. Every farmer needs a cash crop and potatoes is one of the best. I believe it is not generally known that in this state we produce just as good potatoes as are raised in the famed Aroostook County and produce them more economically.

"In the first place, we are nearer markets, fertilization is cheaper, labor is just as cheap. There are no freight rates, no commission to pay, and potatoes can be placed on the market at lower prices and in a better condition.

"It remains for New Hampshire growers to produce potatoes in sufficient volume to compete with


the wholesaler who can ship in unlimited quantities but must pay the marketing costs.

"There are thousands of acres of river bottom and upland fields in this state where potatoes can be produced to compete in yield and quality with other sections of the country. Our climate is as favorable as that of Maine, our nearness to markets more than offsets any possible advantages which Aroostook may have.

"New Hampshire offers excellent possibilities for potato growers who maintain the same production methods of the intensive potato areas, and who adjust their marketing methods to meet the demands of their consumers."

Problems of New Hampshire Agriculture. The problems of New Hampshire agriculture are best understood in terms of the region's natural and social background and the adjustments which climate, soil, and competition from other areas have occasioned through the years.

Climatically and topographically, New Hampshire is not suited to an extensive agriculture. The growing season is short, varying from 120 days to 170 days. In summer, local damage by thunderstorms, line squalls, and hail storms is rather frequent. New Hampshire soils, with the exception of a few isolated fertile areas, are too light-textured to support a profitable agriculture.

The proximity of cities determines the farm wage rate in New Hampshire. New England as a whole has higher wage rates than the United States average, largely

because of the industrial influence. In 1941 the New England rates were $71.57 per month without board, as compared with a United States average of $44.95.

The source of farm supplies also has its effect on state agriculture. The poultry industry is entirely dependent on shipped-in feeds, and the dairy industry could not maintain its present status without them.

Real estates tax levies, per acre and per $100 of value are higher than the United States. The New England tax of 1938 was $1.02 per acre and $1.73 per $100 as compared with 39 cents and $1.16 for the country.

The development of better transportation and refrigeration facilities force New Hampshire agricultural products to meet stiff competition from farm commodities produced in other sections of the United States, Canada, and Latin America. First evidenced in grains, livestock and wool, this competition is now extended to include meats, fruits, fresh vegetables, and dairy and poultry products. If this area is to hold its own in markets for agricultural products, there is need for improvement in marketing and merchandising methods. Farmers must maintain uniform grading standards and participate more extensively in cooperative marketing associations.

Eggs, milk, and apple marketing improvements are especially desirable. Considerable progress has already
been made in the developing a standardization and labeling program.

New England farmers must improve their production techniques if they are to maintain or extend present markets. The intelligent guidance of many agricultural organizations and services is available. Variety, adaptations, cropping systems, pasture improvements, diversification, and dairy herd replacements must be introduced or extended throughout the region.

In common with other eastern areas New Hampshire has unprofitable abandoned farm lands which might become economic assets as recreational areas, cordwood sites, dairy pastures, or intensive croplands. There is great need now for careful study of the whole question of land utilization. Allied to the need for a study of land utilization in New Hampshire is the need for more thorough and more comprehensive soil surveys. A detailed knowledge of the soils and their uses is indispensable if agriculture is to survive.

The mobility of the labor supply is another problem. Proximity to industrial centers has its marketing advantages, but it also creates a labor problem since stimulated industrial periods cause farm labor to migrate to factory centers where wages are higher.
In conclusion

1. New Hampshire has no opportunity, because of unfavorable physical characteristics, to compete on a large scale with the predominantly agricultural regions of the United States in the production of such basic commodities as wheat, corn, and livestock.

2. New Hampshire agriculture is best suited to produce for its own markets such commodities as dairy and poultry products, fresh fruits, vegetables, and garden truck.

3. The region is well suited to general farming.

4. Through soil and land-surveys New Hampshire should discover opportunities for more effective utilization of its agricultural lands.

5. There is need of a progressive program of agricultural development to stress improved production and marketing methods to aid the area to maintain and develop present markets.
Industry

**Early History.** The labors of the first people of New Hampshire were of necessity devoted mainly to the cultivation of the soil to supply a means of subsistence. The early settlers, living in compact settlements for protection from unfriendly Indians, found it difficult to live by agricultural pursuits alone. The first industry was home building—the first artisans were the carpenters and blacksmiths. The first mills were the grist and saw mills. The first highways were the rivers and sea, and the ships settlers built from the forests, the first system of transportation. The first products were from the forests. Soon clapboards, pipestaves, hoops, and rough, hewn lumber were sent not only to England but to the West Indies as well.

Along with the development of lumber trade, the fishing industry, and shipbuilding came domestic manufacturing for home consumption. The spinning wheel was an important fixture in the home. The shore maker and the tanner soon arrived.

Home industries that at first supplied the local markets laid the foundation of the region's later industrial life. Almost every prominent industry received its original impetus from a Yankee trader, who extended the markets as he followed the tide of migration westward.
"Perhaps you might consider James Sanderson's carding mill, built in New Ipswich in 1801, the state's first factory. It was small, not like a factory of today, and its purpose was to spin a thread from the wool fibres. This had always been done by hand by the women of the family, and it was such a long, laborious job to make enough cloth for even one suit, that once a man had such a suit, he wore it the rest of his life. A Sanderson spun thread by machinery and did it much faster and easier."

From this period on there was a steady increase in the number and types of mills or factories started in New Hampshire. For an excellent account of this see Johnson.2/

**Types of Manufacturing.** That New Hampshire depends primarily on industry for its livelihood is not generally understood. Of those in gainful occupations reported by a late census, 45 per cent were directly employed by some industry. This is interesting when compared with the percentage of those occupied in agriculture, approximately 11 per cent, generally supposed to be the primary occupation. This percentage of 45 per cent is also high in comparison to the national figures, which show 30 per cent gaining their living in industry.

The principal groups of industries are:

<table>
<thead>
<tr>
<th>Industry</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>textiles</td>
<td>32%</td>
</tr>
<tr>
<td>boots and shoes</td>
<td>23%</td>
</tr>
<tr>
<td>lumber and wood products</td>
<td>17%</td>
</tr>
</tbody>
</table>


2/Ibid, 107-120.
### Occupational Trends

<table>
<thead>
<tr>
<th>Year</th>
<th>Basic Industries</th>
<th>Service Industries</th>
</tr>
</thead>
<tbody>
<tr>
<td>1920</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1930</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>38.1</td>
<td>47.9</td>
</tr>
<tr>
<td>1940</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>45.6</td>
<td>35.0</td>
</tr>
</tbody>
</table>

Note: The table and diagram illustrate changes in occupational trends from 1920 to 1940, with a focus on basic and service industries.
The remaining groups are steel, with 6 per cent of the workers; food and industries, 1 per cent each; and the remaining 17 per cent of workers accounted for by miscellaneous industries, such as printing and publishing, toys, upholstery, etc. The size of the manufacturing unit in New Hampshire is small as shown by the fact that 78.7 per cent of all industrial establishments in the state employ fifty or fewer wage earners.

Due to the many requests made for information about the various products manufactured in New Hampshire, a booklet entitled "Made in New Hampshire" has been printed. This is a directory listing approximately 900 diversified items produced by 875 New Hampshire manufacturers. This is classified and cross-indexed in four sections for ready reference.

A few figures taken before the war period (World War II) will give a little indication of New Hampshire's place in industry in New England.

Industries Gained and Lost in New Hampshire
July 1, 1936 to December 31, 1938

<table>
<thead>
<tr>
<th>Gained</th>
<th>Lost</th>
<th>Net Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plants</td>
<td>Employment</td>
<td>P.</td>
</tr>
<tr>
<td>Textiles</td>
<td>24</td>
<td>2,438</td>
</tr>
<tr>
<td>Leather</td>
<td>31</td>
<td>3,090</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>20</td>
<td>403</td>
</tr>
<tr>
<td>Iron and Steel</td>
<td>13</td>
<td>261</td>
</tr>
<tr>
<td>Food Products</td>
<td>28</td>
<td>223</td>
</tr>
<tr>
<td>Wood and Lumber</td>
<td>37</td>
<td>511</td>
</tr>
<tr>
<td>Stone and Clay</td>
<td>8</td>
<td>178</td>
</tr>
<tr>
<td>Paper and Pulp</td>
<td>8</td>
<td>107</td>
</tr>
<tr>
<td>Light, Heat, Power</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>Electric Equipment</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Total: 174 | 7,228 | 64 | 3,631 | 110 | 3,597 |

Net Gain in Employees: Males 2,456 | Females 1,141 | Total 3,597

A Few Values in 1940

<table>
<thead>
<tr>
<th>Value</th>
<th>Manufactures</th>
<th>Percentage of New England</th>
</tr>
</thead>
<tbody>
<tr>
<td>237,396,000</td>
<td>Manufactures</td>
<td>7.1 %</td>
</tr>
<tr>
<td>14,275,000</td>
<td>Forestry</td>
<td>26.1 %</td>
</tr>
<tr>
<td>1,187,000</td>
<td>Minerals</td>
<td>4.7 %</td>
</tr>
<tr>
<td>17,282,000</td>
<td>Construction</td>
<td>5.3 %</td>
</tr>
</tbody>
</table>

Occupational Distribution in 1940

Employed: 192,666

Manufacturing, Mechanical Industries: 89,303
Agriculture, Forestry, Fishing, Minerals: 24,762
Public, Professional, Domestic, Clerical: 44,673
Trade: 19,515
Transportation: 14,413
New Industry. Through the efforts of the Industrial Committee set up in 1935 by the state legislature, the following new industries have located or resumed operations in New Hampshire recently.

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Core-Twine Corp.</td>
<td>Salmon Falls</td>
</tr>
<tr>
<td>American Woolen Company</td>
<td>Lebanon</td>
</tr>
<tr>
<td>Amoskeag Hamper Company</td>
<td>Manchester</td>
</tr>
<tr>
<td>Ashland Paper Mills</td>
<td>Ashland</td>
</tr>
<tr>
<td>Banner Shoe Company</td>
<td>Dover</td>
</tr>
<tr>
<td>Beebe Bros. Rubber Company</td>
<td>Nashua</td>
</tr>
<tr>
<td>Chelmsford Shoe Company</td>
<td>Derry</td>
</tr>
<tr>
<td>Conway Toys, Inc.</td>
<td>Conway</td>
</tr>
<tr>
<td>E. Cummings &amp; Bro. Leather Company</td>
<td>Lebanon</td>
</tr>
<tr>
<td>Dover Shoe Company</td>
<td>Dover</td>
</tr>
<tr>
<td>Greenville Mills Inc.</td>
<td>Greenville</td>
</tr>
<tr>
<td>Holly Bros. Shoe Company</td>
<td>Littleton</td>
</tr>
<tr>
<td>Laconia Milling Corp.</td>
<td>Laconia</td>
</tr>
<tr>
<td>Marks Bros.</td>
<td>Dover</td>
</tr>
<tr>
<td>Montello Shoe Company</td>
<td>Suncook</td>
</tr>
<tr>
<td>New England Screw Company</td>
<td>Keene</td>
</tr>
<tr>
<td>Newmarket Distillers</td>
<td>Newmarket</td>
</tr>
<tr>
<td>Penacook Fibre Company</td>
<td>Penacook</td>
</tr>
<tr>
<td>Roberts, Hart Shoe Company</td>
<td>Keene</td>
</tr>
<tr>
<td>Smith, Miller &amp; Hermer</td>
<td>Salmon Falls</td>
</tr>
<tr>
<td>Tilton Leather Company</td>
<td>Tilton</td>
</tr>
<tr>
<td>(Winslow Brothers &amp; Smith)</td>
<td>Tilton</td>
</tr>
<tr>
<td>Tilton Worsted Company</td>
<td>Manchester</td>
</tr>
<tr>
<td>Atlantic Rayon Co.</td>
<td>Newport</td>
</tr>
<tr>
<td>Colonial Mica Corp.</td>
<td>Greenville</td>
</tr>
<tr>
<td>Granite Leather Co.</td>
<td>East Jaffrey</td>
</tr>
<tr>
<td>Jaffrey Mills Inc.</td>
<td>Plymouth</td>
</tr>
<tr>
<td>O.A. Miller Treeing Machine Corp.</td>
<td>Goffstown</td>
</tr>
<tr>
<td>Pilgrim Wool</td>
<td>New Ipswich</td>
</tr>
<tr>
<td>Tricnit Hosiery Co.</td>
<td>Winchester</td>
</tr>
<tr>
<td>Winchester Reel</td>
<td>Salmon Falls</td>
</tr>
<tr>
<td>Massachusetts Mohair Plush Co.</td>
<td>Concord</td>
</tr>
<tr>
<td>Cluett-Peabody Co.</td>
<td>Laconia</td>
</tr>
<tr>
<td>William L. Gilbert Clock Corp.</td>
<td>Peterborough</td>
</tr>
<tr>
<td>Granite State Tool Co.</td>
<td>Wolfeboro</td>
</tr>
<tr>
<td>Malone Knitting Co.</td>
<td>Concord</td>
</tr>
<tr>
<td>New England Houses, Inc.</td>
<td>Manchester</td>
</tr>
<tr>
<td>Phoenix Reed Co.</td>
<td>Dover</td>
</tr>
<tr>
<td>Sylvania Electric Products Co.</td>
<td>Dover</td>
</tr>
<tr>
<td>United Tanners, Inc.</td>
<td>Dover</td>
</tr>
<tr>
<td>Esmond Blanket Co.</td>
<td>Manchester</td>
</tr>
<tr>
<td>U.S. Rubber Co.</td>
<td>Newmarket</td>
</tr>
<tr>
<td>A. Hammar Cooperage Co.</td>
<td></td>
</tr>
</tbody>
</table>
New Hampshire's Industrial Problems. What is the outlook for industrial New Hampshire? This is an important question, for upon the manner in which it is answered depends the well-being of quite a large number of people. In common with other sections of the United States, the region faces problems of adjustment and adaptation to rapidly changing social and economic conditions. Backed by a heritage of unusual achievement and generations of Yankee skill and ingenuity, New Hampshire looks to the future with confidence. A necessary first step in the solution of any problem, however, is an understanding of the background of the problem and its many ramifications.

The region, along with the rest of New England, was unquestionably the leader in the nation's industrial system until the 1880's. Since that time, however, great national industrial activities have come into being to modify the relative position of New Hampshire and New England in the industrial life of the country. Among these have been the rise of the automobile industry.

Although manufacturing in New Hampshire has advanced continuously for the last half century, there has been a continuous recession in its relative position in the nation's industrial life, simply because newer sections

have recently developed and expanded manufacturing activities. The continuous national expansion in manufacturing in the last half-century has been at the relative expense of New Hampshire.

There are numerous indications, however, that this region will be in a better position to weather storms of depression that some sections of the United States which have lately been experiencing industrial boom. New England has reached a stage of industrial maturity earlier than other sections, and in the process has been wise enough to diversify its manufacturing. The great diversification of manufacturing explains New Hampshire's more or less stable position industrially.

The maintenance of New Hampshire's industrial position and its continued growth necessitate a serious consideration of the following conditions:

(1) The region's dependence on other sections for raw materials and fuel.

(2) The intensive competition from other areas, particularly in textiles.

(3) Some managerial inertia in the face of the decline of some industries.

(4) The development in other areas of new processes and management methods.
The first condition, met with considerable ease, was the
development of a method that would be capable of
automatically maintaining a constant and predictable
level of activity, and in most cases, provided that
materials were available, the method could be
practically applied to any size of group.

The method, as described, entailed the following
processes: First, the group was divided into sub-
groups of roughly equal size, each sub-group being
assigned a specific task. These tasks were
structured to ensure that all members of the
sub-group had equal opportunities to participate
and contribute. Second, a leader was appointed for
each sub-group, who was responsible for
overseeing the progress and coordination of the
task. This helped to ensure that all members of the
sub-group remained engaged and accounted for.

In addition to these processes, it was also
important to establish a supportive and
cooperative environment within the group. This
helped to foster a sense of belonging and
inclusion, which in turn contributed to the overall
success of the project.

Overall, the method proved to be effective in
meeting the initial conditions set forth. It
provided a framework for the group to work
cohesively and efficiently, while also
encouraging individual growth and development.
Physical

Size. The World Book Encyclopedia\(^1\) gives the size of the State of New Hampshire as having

"a total area of 9304 square miles, of which 280 square miles are inland water area. New Hampshire is forty-third in size among the states. Its area is about equal to one-sixth of that of Iowa. Cut off from the sea by Maine as far south as Portsmouth Harbor, and by Massachusetts on the southeast, the state has only eighteen miles of seacoast, which is less than that of any other of the Atlantic states. Vermont is on the west. In his poem 'New Hampshire' Robert Frost says:

'She's one of the two best states in the union. Vermont's the other .... and they lie like wedges Thick end to thin end and thin end to thick end.'\(^2\)

Between them flows the Connecticut River, New Hampshire's western line, while Canada is on the north, Maine and the Atlantic Ocean are on the east, and Massachusetts is on the south."

Location.\(^2\) It is situated between 40° 40° and 45° 16° north latitude, and 70° 35° and 72° 27° longitude west from Greenwich or 5° 30° and 60° 15° longitude east from Washington.

Boundaries. In 1938 the Federal Writer's Project\(^3\) gave the following boundary history of the state:

"The shape of New Hampshire suggests a right triangle with the base of about 75 miles, a perpendicular of 180, and a hypotenuse (in this case not a straight line but a sinuous line) of 230 miles.

PHYSIOGRAPHIC REGIONS

I. White Mountains
II. Eastern Highlands
III. Coastal Lowlands
IV. Connecticut Valley

[Map of New Hampshire]
"The boundary between New Hampshire and Canada, on the north and the northwest was established by the Webster-Ashburton Treaty, August 9, 1842. Its total length is 59.9 miles but only 33.3 miles in direct course between the extreme points as designated in the treaty:

Commencing at the 'Crown Monument' as called at the intersection of New Hampshire, Maine and the Province of Quebec boundaries, .... Thence by an irregular line along the divide to the head of Halls Stream and down the middle of that stream to .... the 45th parallel of latitude.

"The New Hampshire-Vermont line runs from the above point on the 45th parallel for about one-and-three-fourths miles to the west bank of the Connecticut River, and then follows the river for 168 miles. The extreme edge of this western boundary was set at the low water mark on the west bank of the river by the Supreme Court decision of January 8, 1934.

"The commission of the King in 1737, made the original survey to establish the eastern boundary line between Maine and New Hampshire. This survey, confirmed by the King's Decree of 1740, established also the southern boundary line separating New Hampshire from Massachusetts.

"By this original survey, the eastern boundary line passed through the mouth of Piscataqua Harbor, and up the Newichwannock, part of which is now called Salmon Falls, and through the middle of the same up to the farthest head thereof and from thence two degrees westerly until 120 miles be finished from the mouth of the Piscataqua aforesaid or until it meets his majesties other governments; and that the dividing line shall part the Isle of Shoals and run through the middle of the harbor between the islands to the sea on the southerly side, and that the southwesterly part of said islands shall lye in and be accounted part of the province of New Hampshire!"

A second survey was made in 1827. Traces of this line were lost through the clearing of the forest and the devastation caused by forest fires, and so in 1858 the
line was surveyed again. A final survey was made in 1874. Starting at the elevation of 2261 feet, the northern fifteen miles of the boundary is through forest, largely primeval. The line continues through virtual wilderness and over mountains to the more level area south of the White Mountains. At the southern end it follows the Salmon, Cochecho, and Piscataqua Rivers to the ocean, thence out to sea to enclose the three southern islands of the Isles of Shoals. Eighteen miles of the Atlantic seacoast form the southern end of the boundary.

"The boundary between Massachusetts and New Hampshire was also settled under the King's Decree of 1740. Both states approved later a survey made between 1885 and 1886. Starting from the sea, it runs in a wavy line for thirty miles, north of and roughly paralleling the Merrimac River at a distance of three miles therefrom, and then follows a straight, if not absolutely due western, course to the Connecticut River.

"The state's greatest width is from Chesterfield to the outer islands of the Isles of Shoals, about 100 miles. At Colebrook it narrows to 20 miles. From the 'Crown Mountain' at the point where Quebec, Maine, and New Hampshire meet, to the southwest corner of the state is an airline distance of 190 miles. Of New England's total area, New Hampshire occupies 9341 square miles, or 14 per cent, of which 310 square miles are water surface. Its population of 465,293 (1930) constitutes 5.7 per cent of New England's population."

Physical Divisions. 1/ The physiographic divisions of New Hampshire include:

(1) The lowlands of the coast and the southeast, including the lowlands of the Merrimac and its tributaries;

(2) the Connecticut Valley;

(3) the Monadnock Highlands and the Southeastern Uplands which form a major part of the state and cover most of the southern half, except for the lowlands areas already mentioned; and

(4) the White Mountains region, forming the whole northern half of the state.

Variation within these general natural divisions is great, because the topography is so diverse.

**Lowlands.** The coastal lowlands and the Merrimac Valley have winters that are warmer and bring much less snow than in most of the state. The greater part of the population is concentrated here. It is the part most accessible from the rest of the United States and from overseas. The coastal part has developed recreationally, and to some extent as a port site at Portsmouth. The inner lowland, particularly the Merrimac Valley, forms the major industrial part of the state.

**Connecticut Valley.** The part of this region which has the "valley" effect on human use of the land is extremely restricted. Nevertheless, where tributaries enter it, the Connecticut Valley provides opportunity for some industrial development of for good agricultural use.

Climatically, the valley in general is subject to the same modification as the southeastern lowland area. It is secondary area of population concentration.
Eastern Uplands
Semi-agricultural

Coastal Lowlands
Agricultural

Connecticut Valley
Agricultural
Upland. The Monadnock Highlands and the Southeastern Uplands—the Monadnock Highlands rise gradually northward around Mt. Monadnock—from which they are named, and on the north abut against the White Mountains at an altitude of 1000 and 2000 feet. They are separated from the somewhat similar Southern Uplands by the Merrimac Valley. The Uplands lie between the Merrimac and the Piscataqua Rivers, rising gradually from the Southeastern Lowlands to the Winnipesaukee area, and east to the central lakes and then gradually into the White Mountains.

In both these areas, winter begins sooner, lasts longer, and is more severe than in the lowlands. The soils are thinner and, in general, poorer. Consequently, population in these two southern uplands is sparse, with large tracts of wild forests land between small settlements.

The White Mountains. The White Mountains consist of a series of Monadnocks which rise above the general upland level, and culminate in the Presidential Range and Mt. Washington. The only opportunity for farming is found in flat stretches, formerly part of the glacial lakes along the headwaters of the rivers. Otherwise, the White Mountains provide only for recreation in both winter and summer, and for a few nomadic lumbermen. They have the most scanty population of any part of the state.
The southeastern mountain transition area lies between the mountains and the Southeastern Uplands, and subsists on lumbering, a little agriculture in level spots, and a growing summer business.

The Western White Mountains is the area north of the Monadnock Highlands and west of the main mass of the White Mountains. It continues the upland characteristics of the highlands but with more of the aspect of the White Mountains themselves. Consequently, although it presents an enticing picture to the summer visitor, it is not attractive to the permanent settler.

The Northern Upland is a region of sparse population except for the lumbering center at Berlin, but it has a population that is both energetic and forward looking. In the upland sectors, the people exist on lumbering, but in the valleys, there is considerable profitable agriculture. Winters are very severe, the growing season extremely short, and the area seems cut off from the rest of the state.

Climate.\footnote{\textit{Federal Writer's Project, New Hampshire, a Guide to the Granite State.} Houghton Mifflin Co., Boston, (1938) p. 11.} "New Hampshire's climate is of the northern New England type, marked by somewhat severe winter temperatures, especially in the northern sections, and high summer temperatures in the central and southern sections. Precipitation ranges from thirty-six to forty-five inches over most of the state and is well distributed among the four seasons. A little more than half comes during the period from
April to September. Snow precipitation varies from one hundred and fifty inches in the mountains to fifty inches along the coast.

"New Hampshire's summer climate is genial and salutary. In the mountain, lake, and seashore regions the extremes are tempered to a pleasurable degree. Summer temperatures range from a mean of 75° F. in the mountains to 80° F. in the northern southern sections, with rare extremes of 100° F. over the state. The average for the year in the northern part of the state is 41° F. for winter and 66.5° F. for summer. The winter temperature, though occasionally reaching 35° F. to 38° F. below zero in the northern and central sections, is relieved by days of comparative warmth."

River System. New Hampshire has five river systems. Four of these have their sources in the state, while the fifth, the Androscoggin, is fed by three or four streams from her northern mountains, and the river itself flows about fifty miles through the state until she enters Maine at Gelead below Shelburne. The city of Berlin and the prosperous village of Gorham lie on her banks and get the power for their industrial prosperity from her waterfalls.

The Saco. This mountain-born stream finds it headwaters in the heart of the White Hills, flows down the Crawford Notch, and along the intervales of Conway into Fryebury, Maine, and so unto the sea. This river has witnessed many scenes of peril, of hardships and adventure.

of power, lost and won, the going of one race and the coming of another; but her songs, in a more subdued tone, are as light today as they were in the years of the fiery Paugus and his lordly people, the warlike Sokoki.

The Piscataqua. The river which is formed by a union of the Cochecho and the Salmon Falls streams, does its work, tells its story, helps to support two cities, Somersworth and Dover, and moves on to the sea with an unruffled bosom, as if it had never known alarm. It has more history, more tears, more mystery, since the days of John Smith and Newichawannock, than any other river according to its miles.

The River of Broken Waters. Kaskonshadi, "River of Broken Waters", the Indians' favorite name for the Merrimack, has its sources in the White Mountains, dashes down the Flume, past the Old Man of the Mountains, through the intervales of Lincoln, Woodstock, Campton, Plymouth, and down to Franklin, where it is lightly joined by the stream which winds down from "The Smile of the Great Spirit", the Indians' and the white man's Lake Winnipesaukee.

The Merrimac and its tributaries, the Penacook, the Suncook, the Piscatquog, the Nashua, and the lesser streams, drain the territory of New Hampshire and Massachusetts of nearly five thousand square miles, and forms one of the most important water basins in the United States.
Soils. The soils of New Hampshire are geologically young, having been developed mainly from recently deposited glacial debris. As a result, they show many characteristics of their parent material which include large proportions of granites, gneisses, schists and other crystallines. Predominantly non-calcareous, they contain enormous quantities of stone and boulders. The University of New Hampshire estimates that approximately 95 per cent of the soil cover consists of sandy loam and sand; this soil, excellent for forest growth, requires heavy and continuous fertilization when used for plowed crops. However, there are small patches of excellent soil along the river valleys and in old glacial lake bottoms, but the total amount is small. The United States Soil Survey estimates that the state contains 2,339 acres of excellent soil; 237,212 acres of good soil; 370,462 acres of fair soil; and 1,671,601 and 3,478,271 acres of poor and non-arable soil, respectively. Since no complete soil survey has been made for New Hampshire, the above estimates must be considered as tentative, but they indicate the general character of the soil.

Gravels, Sands, Quarries, Mines. Geological forces

2/Ibid. p. 35.
have given New Hampshire relatively large quantities of gravels, sands, granites, and minerals. Although export trades in products of quarry and mine have been characterized by large sales of granite, talc, beryl, feldspar, and mica, millions of cubic yards of sand and gravel have been used in road construction and the local building construction. These products come from (a) the exposed bed rock formations, (b) the heavy layer of glacial debris that covers the state.

(a) The heavy blanket of glacial debris that covers the state was brought down from Canada during the recent geologic time. As it spread southward into southern New England, it carried billions of tons of rock material which it slowly crushed and ground into gravel, sand, and clay. As the glacier retreated, it left in its wake, terminal, recessional and ground moraines, together with drumlins, kames, and eskers. Streams flowing out from the melting ice front reworked and sorted the glacial debris into deposits of alluvium containing fine gravels, sands, clay, and mud. Today these various glacial deposits provide the source of supply for commercial gravels, sands, and clays.

(b) The bed rock contains inexhaustible formations of granite; furthermore, the welding up of magmatic
Keene
Granite, Feldspar, Beryl
Talc, Mica

Grafton
Mica, Feldspar
Lyman

Orford

Grafton

Keene
materials into ancient mountains core provided conditions for slow cooling and gave rise, by reason thereof, to the segregation in large crystals of minerals, such as beryl, feldspar, and quartz.

(c) In the spring of 1919 production of mine and quarry was valued at $150,000,000. Due to the depression, however, the granite industry as the leading mineral industry was badly crippled. In addition, competition with Indiana limestone made and may continue to make conditions in the granite industry precarious.
C. HUMAN RESOURCES

Population
Education
Government
Finance
Leaders
Recreation
Public Services
Transportation
Population

Early History and Progress. The first New England inhabitants (and the first Americans) were the Indians. When the early settlers of New Hampshire arrived on these shores about three hundred years ago, they found strange looking people with bronze or copper-colored skins and straight black hair. Living in wigwams, these odd people spoke a weird language, made pottery and baskets, and sailed on the rivers and streams in birch bark canoes and hollow logs. They gathered edible wild products and practiced agriculture to some extent, but hunting and fishing were their chief means of subsistence.

The Indians who formerly lived in the immediate vicinity of New Hampshire are known generally by the name of Abnaki (men of the East).

Three years after the Pilgrims landed, David Thompson and a small group of followers settled near the present city of Portsmouth, New Hampshire. From this early band of courageous men we can trace the growth of population in New Hampshire to the present.

At first the increase was slow. By 1650 there were probably less than 1000 people in the whole state. The state did enjoy a remarkable growth between the years 1719 to 1676 when the population increased from 12,000 to 52,000. By 1776 this figure had jumped to 82,000. A study
conclusion

We can see that the problem is not just about finding a solution to a specific set of equations. It is a broader issue that encompasses the entire framework of mathematics and its applications. The solutions to these equations are not just isolated cases but are part of a larger system that governs the behavior of physical systems. The complexity of these solutions reflects the complexity of the systems they describe. Understanding these solutions requires not only mathematical skills but also a deep understanding of the underlying concepts. The importance of this work lies in its potential applications in various fields, from physics to engineering. Further research in this area is crucial for advancing our knowledge and improving our ability to solve complex problems.

...
of the figures of the time show that the greater part of this increase went into the wilderness to build new towns rather than to extend the size of the towns already founded.

"Another interesting thing revealed by a study of the old census figures is that most of the state's important cities today were then little more than crossroads. Berlin, as we have seen, was not granted until 1771 and didn't really begin to grow until the paper industry was developed much later. Concord was last on the list of the ten leading towns with a population of 752. Manchester and Nashua, which didn't begin to grow until the factory system was introduced, were not even included on the list of the ten largest towns. Londonderry, the center of the linen weaving business, was the second largest town in the state with a population of 2,389 in 1767. Next were Exeter with 1,690; Dover, 1,614; Epping, 1,410; Hampton Falls, 1,381; Newmarket, 1,231; Durham, 1,232; Chester, 1,189; Rochester, 984; Concord, 752."[1]

New Hampshire continued to grow. By 1790, when the first federal census was taken, the state had grown to 142,000. By 1800, the figure had reached about 200,000.

The population of New Hampshire at the census of 1940 was 491,524, or 54.5 persons to the square mile, one-fourth greater than the average for the entire United States, which was 44.2.

"Less than one-seventh are foreign born, chiefly French-Canadian, British-Canadian, Polish, and Greek although another fifth are children of immigrants, including many of Irish and Swedish descent. Over half of the inhabitants live in the eleven cities in

the state, and this does not include large towns like Lebanon and Claremont, whose population is greater than some of the cities. Manchester, with a population of 77,685, is the largest city and manufacturing center. Other cities with population over 10,000 are Nashua, Concord (the capital), Berlin, Portsmouth, Keene, Dover, Laconia, and Rochester."

**Growth of Type Towns.** The map (included in Howarth's report) of distribution of town types illustrates the fact that these valleys (southeastern lowlands and Merrimack Valley and Connecticut Valley) and those of all the other chief rivers are keys to the distribution of town types.

The towns of the highlands and mountains have remained rural and productively rather unimportant, except where recreation had entered them. Any development apart from the rural highland or mountain type has taken place in towns along river valleys. Tracing the course of any of the state's many rivers—both large and small—and noting the variations presented by the towns bordering the river, one finds illustrations of this fact. Where side streams enter, industrial towns have developed; where there are river flats, better agricultural towns are found; while in areas where the highlands reach close to the river, the narrow valley has little influence and poor rural country extends practically to the river.


The southeastern lowlands have had very much the same influence upon the type of towns developed as the intervale areas of river valleys. They have provided fairly level land for agricultural development, with markets in nearby industrial towns. Along the immediate seacoasts, the lowlands have established the vacation business.

The highlands of the state, away from the river valleys are notably the areas where farming provides sub-marginal and causes the retardation of those towns classified as declining rural. The summer and winter vacation appeal is now injecting new life into the many of the hill towns where scenic beauty, lakes, cool summers and winter sports offer their attractions to the visitor.

The mountainous topography of the transition area between the Monadnock highlands and the White Mountains makes it one of the least accessible areas of the state for permanent settlement, resulting in agricultural decline and depopulation. (Much of it is now in national and state forest reserves.) Its physical characteristics do, however, provide an economic base in lumbering, and what is even more important, its mountainous character, with cool summer temperatures and heavy winter snow makes it extremely attractive to the vacationist in both seasons.

The White Mountains themselves--most rugged area of all the state--have never been good for permanent settlement
except in small spots along some of the rivers. The original economic basis of support was lumbering, which catered to a nomadic population, and lumbering is still an important factor in the life of the region. When the supply of lumber drops off in one place, the section is abandoned and another occupied.

Most of the mountain towns have capitalized upon their scenery and built up a remunerative resort business, with extensive hotel, camp, inn, and tourist developments.

In physical appearance the northern uplands are not quite so forbidding to permanent settlement as the mountains although they, too, have the disadvantage of rough topography, difficulty of access and short growing season. The population in this area has never been large, though it has not declined to any great degree, but it is still growing slowly in the more favorable sections. In the Connecticut Valley section, agriculture is made to pay because some level land is available, a market is close by, and the population is energetic. Again, where the attraction of scenery is dominant, towns show increasing recreation development. (Good maps showing the above, as well as other aspects of population, may be found in the book by Howarth, already noted.)

Racial Elements.\(^1\) Up to one hundred years ago

almost all the people of the state were of British origin. First, an English group came to the coast, then other settlers came from the other colonies. Most of the names of New Hampshire towns when not Indian are derived from Old England. Examples: Albany, Bath, Bristol, Walpole, Winchester, Windsor. The pioneers were a literate group. Their leaders were familiar with the British technique of government, and from the first they held elections and kept written records. They were, moreover, a group interested in ideas; many came because they held strongly to political and especially to religious doctrines that had made them unpopular or even persecuted in their home communities. This English-Yankee stock determined and still largely determines the institutions and the general course of events in New Hampshire. There was also an appreciably large Scotch-Irish group around Manchester (Derryfield, Londonderry), and Derry, and a share of the later Irish immigration to New England reached New Hampshire.

The marked drift of foreign-born to the state began after the Civil War. By 1890, the percentage of foreign-born reached 19.2 per cent and climbed to 22.4 per cent by 1910, dropped to 20.6 per cent in the next decade, and fell off to 17.8 per cent in 1930.

The more recent immigration was essentially an
The original text is not legible due to the quality of the image. It appears to be a page from a book or document, but the content cannot be accurately transcribed.
industrial phenomenon. Before the Civil War, New Hampshire was definitely an agricultural state; more of its people were engaged in farming than in manufacturing. But, at present, factory employees outnumber farm workers three to one. The factories in their rapid growth needed more workers than they could get near by. Young people from the farms did go into the mills to some extent, especially where they could do so without leaving home and without loss of social status; but these were not enough, and employers were soon bringing immigrants from Canada by families and even by train loads. The flood of French-Canadian workers from the north was supplemented by a smaller current from various European countries, often by way of the mill towns of southern New England. Most of these people became town and city dwellers, giving New Hampshire mill towns an aspect as polygot as any border community. About 40 per cent of the present population is of the original British or Yankee stock; as many more are native-born but of recent foreign stock, and almost 20 per cent were born outside the United States.

At least fifty countries have contributed to New Hampshire's population. More than half of the foreign white stock counts Canada as its country of origin, the French-Canadian being the largest single element with 45 per cent. Then come the British, Irish, Poles,
Scandinavians, Italians, Germans, Russians, Austrians, Czechs and Hungarians, in that order. The census of 1790 listed 158 Negro slaves; in the 1900 census the Negro population numbered 790.

The French-Canadian group has kept its own culture, tradition, home ways, and types of recreation longer than might be expected; the French Catholic elementary schools are conducted in French.

Native stock still cultivates seventy-one per cent of the farms in New Hampshire and there is little indication of any tendency among foreign groups to supplant it. Of the foreign-born engaged in agriculture, fifty-six per cent are from Canada, twenty-four per cent being French. The number of those from other countries who are engaged in farming is almost negligible, the largest group being the English who compose eight per cent of that total.

In Manchester, where the largest foreign ethnic groups are concentrated, the French-Canadian comprise one-third of the city's population. No other foreign group approximates their number, since the Irish, their nearest rivals, can muster only 9.1 per cent. In Nashua, the Greeks occupy second place behind the French-Canadians; in Concord, the British, including English, Scotch, Welch, and Northern Irish rank second. Although Berlin is another
bi-lingual city with a large group of French-Canadians, its Norwegian settlement is worthy of note. Members of this group were pioneers in winter sports activities in the North Country and founders of the celebrated Nason Ski Club.

As the racial groups became established in New Hampshire, they began to set up their own newspapers and clubs. The first French-Canadian newspaper printed in New Hampshire was called "La Voix du Peuple" and flourished for a few months in 1869 at Manchester. The leading French-Canadian journal is the Manchester daily, "L'Avenir National"; it shares the field with "L'Impartial", a Nashua tri-weekly. The Greeks have two newspapers, the Manchester "Ergatis" (Worker), a tri-weekly, and the "Athena", a Nashua weekly.

In the field of politics, French-Canadians have played an increasingly important part. Members of this group were elected to the Manchester city council and to the state legislature as early as 1880, and the last four mayors of Manchester (1958) have been French-Canadian stock. Other cities of the state have also chosen executives and legislators of other than English extraction.

A final word is in order regarding the attitude of the original Anglo-Saxon inhabitants to the new comers. At first there were some who regretted what they considered the "dilution" of the early stock; a doleful writer in
Fogg's Statistical Gazetteer prophesied in 1874,

"In a half century not a vistage of pure, original New Hampshire blood will be left." While this attitude still is occasionally encountered, the new stock's adaptability to traditional ideas has, for the most part, dissipated all resentment.
### POPULATION STATISTICS

**Growth in Population**

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<td>465,293</td>
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<tr>
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**Density of Population**

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**Age Groups**

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<td>65-over</td>
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### DEATH RATES

**Per 1000 Population**

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### BIRTH RATES

**Per 1000 Population**

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<td>1929</td>
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<td>Final Balance</td>
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<tr>
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<td>-------</td>
<td>--------</td>
</tr>
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</tr>
<tr>
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<td>1930</td>
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</tr>
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<td>1960</td>
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**POPULATION**

**Trends in Age Composition**
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Education

General Administration. New Hampshire since 1855 has been working toward a unified supervisory system in the public schools. Effective steps in legislation making this possible were taken in 1899 and 1919. The general administration of education and teacher training rests with the State Board of Education which employs a Commissioner of Education as its chief executive officer, but to a very large extent the local school districts of the towns and cities determine the local facilities, particularly as to plans and personnel. The curriculum is normally prescribed by the State Board of Education for all elementary schools, and any high school to be recognized by the state must have its educational program approved by the State Board of Education. Generally, each town or city constitutes a school district, there being only eight school districts which overlap beyond town boundaries. At present, there is a total of 244 districts.

Supervisory Unions. To provide supervision to the schools in the most efficient and economical manner, school districts are permitted to combine into supervisory unions and engage a superintendent jointly. By this method about 60 per cent of the children in the rural areas have the same advantages of a high standard of supervision as have generally the urban school population. These superintendents, approximately sixty in number, are
paid jointly by the local district and the state board.

Buildings. Throughout the state the physical plant of the public school system includes 962 buildings used for elementary schools and 34 buildings used for secondary schools. In the elementary group 537 of the buildings are one-room schools. There is a growing number of consolidated schools wherein greater service is rendered to the school population and at a correspondingly lower cost.

Cost of Schools. The cost of the schools and related services is borne by the state and by the local school districts and constitutes about one-third of the tax burden.

The cost of general administration in the State Board of Education is relatively low (about .8 per cent of all public school expenditures), for in the organization of the supervisory unions the superintendent is made responsible for a considerable amount of administration which ordinarily would fall to a central administration office.

Equalization of State Aid. New Hampshire has had in operation since 1919 a plan of equalization of state aid. The plan provides assistance toward the current expenses of elementary schools in certain districts from a state appropriation but does not apply to high schools. This amount of state aid is based first upon school costs as determined by the State Board, and second on the district's capacity to pay as indicated by its equalized valuation.
School Transportation. The local district school boards are required by law to furnish transportation to all pupils below the ninth grade who live more than two miles from the school to which assigned and to furnish transportation to other pupils when directed to do so by the State Commissioner of Education.

Teacher Training. The state maintains two Normal Schools for teacher training, Plymouth Normal and Keene Normal, established in 1870 and 1908. These institutions are about 50 per cent self-supporting and have student enrollment of 267 and 566, respectively, in normal times. The board is responsible for the training of teachers at state expense and has entire control over the normal schools.

School Health. The state board is given authority by law to examine and care for the health of pupils and employs a State School Supervisor of Health. All school districts which have not adopted medical inspection must employ a school physician or school nurse for the medical inspection of the children, and superintendents must include physical exercise in the program of all elementary schools.

The University of New Hampshire. A bill introduced into Congress by Justin S. Morrell of Vermont and signed by President Lincoln signalized the beginning of education at the New Hampshire University at Durham. It provided "Federal Aid" for agricultural education in all the states.
The State of New Hampshire accepted the provisions and received $35,000 for a nest egg to a small school at Hanover. This was named the New Hampshire "College of Agriculture and the Mechanic Arts". This was 1868.

For the remainder of the story I quote from the 1938-39 Bulletin of the University of New Hampshire:

"When in 1890 Benjamin Thompson of Durham died, he left a large bequest to the state on condition for certain educational purposes. The Thompson Estate then amounted to $300,000, but this was to lie untouched at compound interest for a period of twenty years. When at last in 1912 it first became available, it amounted to approximately $800,000.

"In the meantime, the state began its career as a sponsor of higher education, erecting a cow barn in Durham, and the enthusiastic senior class of the college came down from Hanover and had its commencement exercises before the first cattle were installed. As rapidly as possible after this, the state erected four other buildings: Thompson Hall, Conant Hall, Nismith Hall, and a building for the college shops. All these are still in use. The first named, little changed, still houses the office of the president and other administrative offices, though the others have been enlarged and remodeled out of all recognition.

"The most marked effect of the new environment was an increased enrollment and in 1893, when the new buildings became ready for occupancy, there were 64 students, 10 of whom were women. There had been but one woman student in all previous years of the College existence. The class of 1893 held its commencement in the new Thompson Hall, and from then on all classes were held at Durham. It was soon apparent that most of the women students and a good many of the men could not be actually listed in either of the categories which the name of the

institution suggested. When, then, in 1914, constant expansion made some administrative division essential, the college was divided into three divisions: Agriculture, Engineering, and Arts and Science, and the hitherto unclassified group was assigned to the Arts and Science division, which from then on grew much more rapidly than the other two.

"Moved by its alumni since 1910 to follow the example set in other states, and feeling that by now with its many courses and its now more than 1000 students, another name would more nearly describe the fact than the one originally adopted for the institution, the Legislature in 1920 renamed the college 'The University of New Hampshire' and reorganized it, creating within it the three colleges of Agriculture, Technology, and Liberal Arts. It followed this action in 1925 by providing permanently for its support in granting it an annual income amounting to one mill for each dollar of the assessed valuation of all the taxable property in the state, a sum which in the year 1937, amounted to approximately $548,000.

"Today, in addition to the college in Durham, there are also an agricultural experimentation station and an agricultural extension service which reaches every town in the state; an engineering experiment station, a summer school, a graduate school, a summer school for zoological study on the Isle of Shoals, and a permanent forestry camp with buildings and four hundred acres of land in the White Mountains.

"The University enrollment, though rigidly restricted to those in the upper three-fourths of the graduating classes of the high schools of the state and to some others of high standing from schools outside the state, now amounts to more than 1700. This figure has been greatly increased as a result of the veterans of World War II."
Government

The government of New Hampshire up to July of 1774 was that of a dependent province, existing by the favor of the mother country. In May of the year Governor Wentworth left suddenly and abruptly. This left the government of the state without a responsible head. At this time the House Representatives voted:

"That the Honorable John Wentworth, Esq., Speaker of the House, Samuel Cutts, Esq., Josiah Bartlet, Esq., John Gidding, Esq., Mr. Henry Prescott and John Pickering, Esq., be a Committee of this House to correspond as occasion may require with the Committees that are or may be appointed by the several Houses of Representatives in our sister Colonies, and to exhibit in the House an account of their proceedings when required."

From this Committee, known as the Committee of Safety, developed step by step our state government.

On the fifth of January 1776 the committee sent to Congress a temporary constitution for the set-up of a civil government. This was the first frame of government adopted by the colonies, and it served as a model for many. This constitution, however, was not submitted to the people but rather went into effect upon its adoption by the convention, the members of which had been given just such power.

As an outgrowth of this, the House of Representatives in June 1776, elected a committee to act jointly with this Committee of Safety to make a draft of a declaration of
independence of the United Colonies from Great Britain.

In September 1792 the fourth state constitutional convention was held for the purpose of carrying out the provisions of the constitution of 1784, namely, that after a period of seven years, if the people voted in favor of it, the general courts should call a convention for the purpose of revision. It is interesting to note that since that revision, in the period of over a century, there have been only 21 changes made in the constitution.

In all, eight constitutional conventions have been held. The finished product of these meetings is the present constitution of the State of New Hampshire.

New Hampshire Seal. Adopted in 1784 and confirmed in 1785, New Hampshire's seal was redescribed in 1931 when a new seal press was made from a drawing by Pierre de Chaignon la Rose. The design has been basically unchanged for more than 160 years.

In the spring of 1945 the New Hampshire House of Representatives adopted a measure which would have changed the seal materially, but the State Senate, by a small margin, preserved the historic design.

The sun rises behind a broadside view of the frigate "Raleigh" on the stocks. The United States flag "as authorized by Congress on June 14, 1777" flies from an ensign staff at the stern. Pennants fly from the jury
staff on the mainmast and foremast. The "Raleigh" was one of the first thirteen vessels ordered for the American Navy; she was built at Portsmouth in 1776.

In 1945 the Legislature adopted a state "emblem" showing a view of the Old Man of the Mountains. This device is planned for the use on publications and stationery; it should not be confused with the state seal design, used for the same purpose for many years. The seal is two inches in diameter.1/

Finance

**Banks in New Hampshire.** There are 94 state banks in New Hampshire at the present time. Of these, 34 are Mutual Savings Banks, 10 are Guarantee Savings Banks, 28 are Building and Loan Associations, 12 are Trust Companies, 9 are Credit Unions, and one is a Morris Plan Bank. Directors are mostly reliable citizens.

In these banks there was on deposit at a recent date $201,200,547.42, represented by 310,065 depositors, which means that more than half of the state's population of about 5,000,000 have savings in these state banks. These state banks have organized a mutual protective association which serves as a guarantee to the depositors.

In the Nations Banks within the state on September 28, 1938, there was a total of $70,905,000. Both the Savings Banks and the Nations Banks show large increases in deposits since 1933.

The first Banking Act in the state was passed in 1837 creating a Board of three commissioners, namely, Jonathan Harvey of Sutton, John Chadwick of Middletown, and James Clark of Franklin. From then on to the present, we find many prominent names among these commissioners.

New Hampshire banks were probably less disturbed by the depression than those of any other state.
Leaders

Supreme Court Justices. One life-long resident of New Hampshire served on the Supreme Court of the United States, and that was Levi Woodbury. He was born in Francestown on December 22, 1789, the year when the United States Government itself was born. In the Dartmouth College Class of 1809 he took his degree at the age of 20 and at once began to practice law in that small town parish. At the age of 27 we find him Clerk of the State Senate, and at the age of 28 he was appointed to the Supreme Court of New Hampshire. Two years later he moved to Portsmouth (1819). When he was 34 years old, he was elected governor of the state, and two years later entered the United States Senate. There he became known as the 'Rock of New England Democracy'. After one term in the Senate he was made Secretary of the Navy (1831-34), then Secretary of the Treasury (1834-41). Then he was again sent to the senate to remain until 1846, when he was placed upon the highest bench in the nation. There he served with distinction until his death at 62 on September 4, 1851. There is evidence that his early decease prevented his becoming president. He was much discussed in that connection, but strangely enough, this exalted office went to another son of New Hampshire--Franklin Pierce. Levi Woodbury's old colonial homestead still stands in Portsmouth.

"Three justices of the Supreme Courts of the United States were appointed as residents of other states but were born in New Hampshire. They were Salmon F. Chase, Nathan Clifford, and Harlan Fiske Stone. President Lincoln appointed Chase to be Chief Justice. He was a native of the very wee town of Cornish, born January 13, 1808, or 19 years after Justice woodbury. Graduated at Dartmouth in 1826, he studied law in Washington, D.C., and began to practice law in Cincinnati in 1829 when only 21 years of age. He was elected to the United States Senate and served from March 4, 1849, to March 13, 1855, when he became a Free Soil Governor of Ohio, only to be re-elected to the united States Senate again, only to resign the next day after March 4, 1860, to become President Lincoln's Secretary of the

Treasury, which he held until July 1, 1864. He had been a candidate, at least had been strongly considered, for the presidency instead of Lincoln. But on December 6, 1864, he was appointed Chief Justice and served until his death May 7, 1873.

"Nathan Clifford was born in Rumney, August 18, 1803. Rumney was a tiny town. At the age of 24 he went to York County, Maine, to practice law. He attended Dartmouth. The Old Pine Tree State made him Attorney General from 1834-1838, and then gave him two terms in Congress as a Democrat. President Buchanan took a fancy to his talents and asked him to accept a cabinet position as Attorney General, and he served from October 17, 1846 to March 17, 1848. Mr. Clifford negotiated the Treaty of Mexico to conclude the war. When he was appointed to the High Bench by President Buchanan, serving until he died, July 25, 1881, at the age of 78.

"After Justice Clifford's decease in 1881, New Hampshire waited nearly half a century before Harlan Stone was appointed a Justice of the United States Supreme Court by New England's President Coolidge in January 1925. Like the others, he was born in a small town in New Hampshire—Chesterfield, as was also his talented wife, Agnes Harvey. Unlike his three New Hampshire predecessors on the Supreme Court, Justice Stone was educated at Amherst College, graduating in 1894. His next move was to study law at Columbia Law School from which he received the degree of L.L.D. in 1899. Thereupon, he was admitted to practice law in the State of New York, and he became a member of the law firm of Wilmer and Canfield, later of Atterlee, Canfield and Stone, and later Sullivan and Cromwell. Justice Stone was a lecturer on law at Columbia Law School from 1898-1903, adjunct professor of Law in 1903, professor of Law and Dean of the same school from 1910-1923. He was drafted into the cabinet of President Coolidge as Attorney General in 1924. While there, his organizing talent prompted him to set up the J. Edgar Hoover units, and he alone deserves the credit of discovering the talents of this young man, buried deep among thousands of Civil Service employees. Since serving on the Supreme Court, his written opinions, both dissenting and majority have put the spotlight on his judicial mind, much the same as it was on that of the late Justice Holmes whom he so greatly admired.
"Justice Stone's written opinion on the 'Minimum Wage Law' was so humane and so convincing that it became history making.

"Justice and Mrs. Stone had two sons—Marshall H. Stone, now practicing law in New York City and Lawson H. Stone, a Professor of Mathematics at Harvard, and an author of a mathematics textbook. As an author, Justice Stone himself has written the following: 'Law and Its Administration', Public Influence of the Bar', and 'The Common Law in the United States'."

New Hampshire's Authors. Robert Frost of Franconia is New Hampshire's greatest contribution to the poetry of America, ranking as he does, at the top of all American poets today, in the opinion of the critics and vying with the historic poets of New England. We here mention but two of his poems, 'North of Boston' and 'New Hampshire'.

"Going backward in point of time, we here mention two other poets of fame—Sam Walter Foss and Richard Harvey.

"However brief our list of authors is to be, it must include Thomas Bailey Aldrich, whose writings will always entertain boys, although perhaps no more than Henry A. Shute's, 'A Real Diary of a Real Boy'.

"No writer's name will ever live longer than that of Mary Baker Eddy, and no book will be more read by more generations than 'Science and Health'.

"Winston Churchill was a resident and citizen of New Hampshire for several years, and here he found material for and wrote his famous 'Conniston'.

"Edna Dean Proctor, born at Heniker, made a place among our poets by her 'Song of the Ancient People', a story of the Pueblo Indians.

"Mrs. Larz Anderson, nee Isabel Perkins, daughter of Commodore H. Perkins, wrote many books, among them the 'Great Sea House' and 'Every Boy and Other Children's Plays'."

"Frances Parkinson Keyes of North Haverhill has become recognized as one of the first line writers of today by her 'Letters From A Senator's Wife', her novels, 'Senator Marlowe's Daughter', 'Hour Bright', and her recent 'Washington Kaleidoscope' and 'Parts Unknown'.

"George Waldo Brown of Manchester contributed many good books relating to New Hampshire and its legends, among them 'The Hero of the Hills'.

"Celia Thaxter of Portsmouth left a book of fascinating poems centered around the 'Isle of Shoals'.

"Eleanor Lattimore of Hanover has recently become well known through child stories, among them being 'Little Pear and His Family'.

"All New Hampshire attorneys own a copy of Louis G. Hoyt's book on Probate Practice. Philip S. Marden, publisher of 'Lowell (Mass.) Courier' and author of books for travel, and a son of George A. Marden, is another writer of whom New Hampshire is proud.

"If we were to include our summer guests in the list of authors, we would name Tom Druier, Cornelius Weygandt, Edwin Arlington Robinson, Erie Kelly, Kenneth Roberts, Ernest Poole, Eleanor Porter, Herbert Welch, Samuel Growther, John Q. Tisson, and many others."

Painters of New Hampshire.1/

1. Abbot Thayer
   a. Lived and worked, largely in Southwestern New Hampshire
   c. Work in regard to protective coloration-basic idea used in camouflage.

2. Maxfield Parrish
   a. Capable painter and illustrator

1/Adapted from F.C. Roberts, "How to Present to Normal School Students the Resources of and Development of a State Using New Hampshire as a Type Study." Thesis: Boston University, 1928.
c. Work consists of
   (1) Magazine covers
   (2) Book illustrations
      Mother Goose in Prose
      The Golden Age
      Knickerbocker's History of New York
   (3) Calendar paintings
      Showing History of Light
   (4) Separate paintings
      Enchantment
      A Venetian Lamplighter and others.

d. Honors awarded
   Elected to American Artist Society (1897)
   Honorable mention at Paris (1900)
   Silver medal at Buffalo in 1910
   Recognized as an outstanding American Artist

3. George DeForest Brush
   a. Born in South (Tennessee) but has spent his
      life in Cornish, New Hampshire
   b. Works
      (1) The Moose Hunt
      (2) Mother and Child
      (3) The Artist
      (4) The Aztec King and the Sculptor
   c. Work recognized as being of merit.

4. Alfred Cornelius Howland
   b. Studied art at Dusseldorf and Paris
   c. Painted in New York and Paris and Berlin
   d. Works
      (1) Fourth of July Parade
      (2) The Yale Fence (Now owned by Yale Univ.)
      (3) Driving a Bargain
      (4) The Pot Boiler
      (5) Morning on the River Banks
      (6) The Village Band
      (7) On the Hoosac

5. Ulysses Dow Tenney (1826-1903) New Hampshire's
   portrait painter
   a. Born at Hanover and secured art education
      under private instructors
   b. Works
      (1) Full length portrait of President Franklin
          Pierce and John P. Hale (At State House,
          Concord)
      (2) Painted many others found in State House.
6. Joseph Ames (1816-1872)
a. Born in Roxbury; educated himself in art
b. A portrait painter of note
c. Did most of his work in Boston
d. Works
   (1) Portrait of Pope Pius IX (painted in Rome)
   (2) Noted as the portrait painter of Daniel Webster
   (3) Best known other than portraits
       Miranda
       Morning
       Night
       The Death of Webster

7. John Rollins Tilton (1833-1888)
a. Born in London
b. Student of Venetian School and most of his paintings depict foreign scenes
c. Works
   (1) The Palace of Thebes
   (2) Como
   (3) Lagoon of Venice
   (4) Venetian Fishing Boats
   (5) Rome from Mt. Aventine

8. Others
a. Stephen Parrish (1846)
b. Edward M. Nichols (1820-1871)
c. Albert G. Hoit (1809-1871)
d. Morse Shurtleff (1838)
e. Alma Teeny (1810-1900)
f. Elizabeth G. Boughereau (1837-1920)

Sculptors of New Hampshire.1/

1. Larkin G. Mead (1835-1890)
a. Educated first in America but later in life studied in Italy
b. First recognition came from the Saxon Angel
c. Other works
   (1) Statue of Vermont (for State House at Montpelier)
   (2) Ethan Allen
   (3) The Returned Soldier
   (4) Abraham Lincoln
   (5) Cavalry, Infantry, Artillery
   (6) Return of Proserpine to the Realms of Pluto
   (7) Columbus' Last Appeal

1/Ibid.
2. David Chester Funch
   a. Born in Exeter, N.H., moved to Cambridge, Mass. early in life
   b. Received first training in clay modeling from Amy Alcott, sister of Louise Alcott, the writer.
   c. Studied at Massachusetts Institute of Technology, in studios in Boston and later in Florence.
   d. Works
      (1) The Minute Man (first important work and his best, unveiled at Concord Bridge, 1875)
      (2) John Howard
      (3) General Grant (at Philadelphia)
      (4) General Hooker (State House grounds, Boston)
      (5) Statue of Lincoln at Washington Republic (Sixty feet high for World's Fair, Chicago)

3. Augustus Saint-Gaudens (1848-1907)
   a. Life
      (1) Born in Dublin, Ireland, but came to this country early in life.
      (2) At 13 was apprenticed to a cameo cutter, studied nights at the Cooper Union and Academy of Design in Paris and Rome
      (3) Much influenced by Civil War, the Franco-Prussian War and other historical happenings of his day
      (4) Did some work in Cornish, N. H.
   b. Works
      (1) Medallions of High Order, e.g., the medallion of Peter Cooper
      (2) Panels or bas-reliefs
          The Children of Jacob Shift
          The Children of Prescott Hall Butler
          Robert Louis Stevenson
      (3) Statues
          The Puritan
          Admiral Farroghut
          The Seated Lincoln at Chicago (was modeled in Cornish)
          The Standing Lincoln at Chicago
          The Robert Gould Shaw Memorial
          The Phillips Brooks Memorial (Trinity Church, Boston)
          General Sherman
          Allegorical groups for the Boston Public Library
      (4) Recognition
          a. He was much sought for private work
          b. Early recognized as an outstanding sculptor, now called America's finest.
4. The Cornish Colony
   a. Cornish--a delightful and picturesque town
   b. Home of many outstanding artists, sculptors, and writers
   c. The Augustus Saint-Gaudens Memorial
      (1) Located at the Saint-Gaudens estate
      (2) Purpose
         (a) To make available either in replica or original the works of Saint-Gaudens
         (b) To aid, encourage, and assist young sculptors of promise
         (c) To bring together collections.

Musicians of New Hampshire.¹/

1. Walter Kittredge
   a. Born in Merrimac
   b. Wrote several Civil War songs of which "Tenting on the Old Campground" is best known

2. The Hutchinson Quartet
   a. All born in Melford--four of the thirteen children of Levette Hutchenson
   b. Toured in the Northern States in interest of temperance and anti-slavery
   c. Composed songs
   d. Gave 11,000 concerts and made "Tenting on the Old Camp Ground" famous.

3. Martha Dana Shepard
   a. Born at New Hampton
   b. Showed great ability in her early life; made her debut at the age of 15.
   c. Always popular with her audiences as a pianist
   d. Considered as an authority on musical matters

4. Mrs. H. A. A. Beach (Amy Marcy Cheney)
   a. Born in Henniker
   b. Is considered the greatest living musician of New Hampshire
   c. First public appearance was in Boston at age of 10
   d. Possesses a thorough music education
   e. Compositions largely of a classical nature
   f. Best known
      (1) Rose of Avantown
      (2) Galic Symphony
      (3) The Minstral and the King

¹/Ibid.
(4) Operetta "The Years at the Spring" from Browning's poem "Pippa Passes" is considered her best
(5) Also has written Cantatas, anthems, songs, sonatas for piano and violin.

5. Edward Alexander MacDowell (1861-1907)
a. Considered New Hampshire's greatest musician
b. Born in New York City
c. Received the best musical education that this country and Europe can give
d. Ability early recognized and appreciated in the United States
e. In later life retired to Peterboro, N.H., to compose music and rest
f. Best known works
   (1) Forest Idyls
   (2) Woodland Sketches
   (3) Sea Pieces
   (4) New England Idyls
g. MacDowell's influence on American music
   (1) Favored the Aboriginal music of the Red Men as the music for America
   (2) Disapproved of the idea that American music should be taken from the Negro. He sensed the coming evolution of jazz from the Negro music.
h. MacDowell was also a poet and artist of ability.

6. The MacDowell Colony
a. A memorial established by Mrs. MacDowell in memory of her husband at Peterboro
b. The purpose is to encourage the study and production of creative music
c. A beautiful estate with little studios for the study of music
d. Many noted musicians have studied there.

Writers of New Hampshire. 1/

1. Historians of the State
a. Belnap
b. Stackpole (probably the best)
c. Sanborn

1/Tbid.
2. Scientific Writers
   a. Edmund M. Blunt
      Wrote "The American Coast Pilot" that passed thirty editions.
   b. Starr King
      Wrote "The White Hills and their Legends". After fifty years this is still considered the best work on the white mountains.
   c. George Bartlett Prescott
      Wrote extensively on electrical subjects.
   d. Albert F. Blassdell
      Wrote on philosophy and hygiene. Did much to popularize hygiene.

3. Religious writers and teachers
   a. James Freeman Clark
      Wrote "Ten Great Religions", "Common Sense in Religion."
   b. Mary Baker Eddy
      The founder of the Christian Science Movement.

4. Novelists
   a. Jane Porter
   b. Richard Kimball
   c. Constance F. Woolson
      (The works of the above-named authors were important in their day but are largely forgotten today)
   d. Charles Carlton Coffin
      Both a novelist and a popular writer of history was correspondent at the front for the Boston Journal during the Civil War--his best-known work deals with this period
   e. Winston Churchill
      Member of Cornish Colony
   f. Henry Augustus Shute
      Popular writer, especially for boys
      Wrote "A Real Diary of a Real Boy," "Real Boys"

5. The Poets
   a. Robert Frost
      Poems describe the country of New England
   b. Cecil Thaxter
      Poems mirror the life of the author on the isle of Shoals.
   c. Thomas Bailey Aldrich, poet, editor, novelist
      Best known
      Marjorie Daw
      The Story of a Bad Boy
d. Edna Dean Proctor
Wrote "Doom of the White Hills"

6. Playwrights
   a. Many local plays and pageants have been
      written, especially in connection with old
      Home Week.
   b. Percy MacKaye
      A member of the Cornish Colony

7. Editors
   a. Horace Greely
      Born in Amherst
      Editor of Tribune—a great intellectual force
      in journalism
      Anti-slavery agitator
   b. Charles Anderson Danna
      Assistant editor of Tribune
      Secretary of War for a time
      Fame came as editor of the New York Sun.

8. Miscellaneous Writers
   a. John Graham Brooks
      Writer of social subjects
   b. Manley Bacon Townsend
      Nature lover and writer of books dealing with
      nature
   c. Eleanor Porter
      Best known for her Pollyanna books
   d. Joseph Emerson Worcester
      A voluminous writer
      He brought out the "Universal Dictionary in
      1846. This was first dictionary to use
      illustrations. For a long time it rivaled
      Webster's unabridged dictionary.
Recreation

Playground of New England. New Hampshire might well merit the title, "Playground of New England". Each year millions of vacationists from the densely populated metropolitan centers of northern Massachusetts, Rhode Island, Connecticut, and other states, gravitate toward the more rugged and open country of New England, and each year their numbers register a decided increase. With the continued development of labor-saving machinery and the consequent increase in leisure time and a decrease in number of people employed, problems of recreation become dominant.

New Hampshire is bountifully supplied with natural features that lend themselves to outdoor enjoyment. The mountains, rolling hills and valleys, her innumerable lakes, ponds and streams, and her vast acreages of wild and rocky areas provide the raw materials upon which a sound public recreational policy can be based. These multitudinous topographic features offer an admirable setting for year round open air activities.

Furthermore, the New Hampshire landscape has a distinctive flavor of its own. Settled at an early date in our national history, three hundred years of ever changing

Sheet

The table below illustrates the relationship between the number of cases and the total number of cases for each category. The table is organized in a way that allows for easy comparison between different categories. Each row represents a different category, and the columns show the number of cases and the total number of cases. The values in the table are calculated based on the data provided.

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Cases</th>
<th>Total Number of Cases</th>
</tr>
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<tbody>
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<td>200</td>
</tr>
<tr>
<td>Category B</td>
<td>150</td>
<td>300</td>
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<td>400</td>
</tr>
<tr>
<td>Category D</td>
<td>250</td>
<td>500</td>
</tr>
</tbody>
</table>

The table clearly shows that the total number of cases increases as the number of cases in each category increases. This relationship is important for understanding the distribution of cases across different categories.
generations have left cultural imprints on the never changing surface. Here a bit of old England with its architectural flavoring, there a bit of old New England with its long rambling, connected farm homesteads, etched in the green landscape by narrow rectangular ribbons of artistically and solidly built stone walls.

The climate itself gives New Hampshire a continuous panorama from its vivid greens of summer and its brilliant reds, yellows, and browns of fall; through its dazzling white of winter, to its tenuous grays of spring—a symphony of color and melody—a land of recreation.

And New Hampshire has not failed to utilize these assets. Unfortunately, in some cases, probably too often, the people of the state as a whole have not recognized the full possibilities of their gift. Certain anti-social practices have crept in, but they represent growing pains rather than chronic ills. Already the society for the prevention of New Hampshire forest fires has ably seconded the efforts of the state and federal governments in developing these features in a manner that would operate to the maximum benefit of the greater number.

Existing Recreational Facilities. Recreational resources are located without very definite relationship to human demands. Furthermore, it is next to impossible to measure recreational requirements in terms of land
alone, because different types of recreation have entirely different space requirements and because most areas of land have or may have some recreational utility either as a primary use or as a by-product.

It is possible to classify recreational facilities as to seasonal intensity, and this classification has been used below in describing briefly the various types of recreational facilities:

**Summer Recreational Facilities.** Summer recreational facilities include opportunity for picnicking, hiking, mountain climbing, swimming, camping, hunting, fishing, and nature study.

Juvenile camps have come steadily into prominence. In fact, New Hampshire now ranks third in the national set-up for recreation of this form. These camps offer organized courses in educational, social, and religious fields, and provide ideal summer vacation activities for thousands of boys and girls, 81 per cent of whom come from out of the state.

**Winter Sports Facilities.** Winter sports, in general, are more strenuous than summer activities. The cold, piercing air compels action; violent action that sends the blood coursing through the body developing zest and energy. Many communities have developed definite programs of winter sports. Snow trains bring thousands of week-end
visitors to the ice carnivals, tournaments, dog-team competitions, toboggan and ski races.

All-Season Facilities. Although there is a definite seasonal coloring to outdoor activities of certain types, it must not be assumed that all recreational facilities in New Hampshire are merely seasonal in character. On the contrary, provisions have been made both by private and public agencies to provide opportunities for continuous all-season entertainment. An increasing number of hotels, taverns, inns, tea rooms, museums and antique shops are remaining open the entire year. Meals are served, guests sheltered, and social functions encouraged. Many communities have developed special programs of cultural and entertaining character. Many hostelries emphasize the attractiveness of their fireside chats, where little groups can get together in cozy corners, or spend the evenings in a quiet nook with a well-chosen book, or lounge comfortably and lazily in the quaint old lobbies or tap rooms.
Electric Utilities. Water power gave New Hampshire its industrial start. Water power will do much to sustain New Hampshire's industrial activity. During colonial times falling water created power to turn crude water wheels, and saw and grist mills clustered around the natural dams. Later, as the impact of the industrial revolution reached New Hampshire, demands for continuous water power gave impetus to large-scale power developments. This increasing demand was too great for the carrying capacity of the actual water fall--hydro-electric power was, of course, unknown, the first plant having been built in Appleton, Wisconsin, in 1890--and coal soon began to be a supplement and finally surpass water power as a prime mover.

During the next quarter century, technological developments in electrical engineering made hydro-electric power a reality. Generating stations were built on the most important water sites and improvements in technical skill made this new energy available for domestic and industrial uses. Today many industrial plants use electricity instead of steam, and domestic consumption has increased almost in geometrical ratios.

"One of the great problems of electricity is distribution, that is, the high cost of building power lines in country areas where houses are far apart. That has been partially solved in New
Hampshire by cooperation all around and with the help of the federal government which financed some of the rural lines. Today New Hampshire leads the nation in the proportion of farm houses having electricity, and lines are still being extended.

"An interesting fact about New Hampshire electricity is that most of it, 80 per cent, is produced by water power. This should provide cheap electric power since once the cost of the dam is written off, the water itself costs nothing. In many parts of the country electricity must be generated from coal or oil. But water power may become exhausted, just as coal or oil, if it is not conserved. And the principal method of guarding water power is to protect the forests which grow along the heads of streams so that water is held in the ground and released slowly during the year. A second method of conserving water is through a flood-control system. This consists of reservoirs on streams which feed the larger rivers. These reservoirs can be closed in periods of high water and the water kept in storage until dry periods when it is needed.

"The biggest and most famous electric generating plant in New England is also located partly in New Hampshire at Fifteen Mile Falls on the Connecticut River. This stretch of wild water was the despair of the river boatman in the old days who were not able to get through it, and canal builders shook their heads at the job of building locks around it. But one canal man is reported to have said that while the rapids made an obstacle for river traffic, they would some day be a boon to mankind because of their power. A huge dam and electric power plant was completed in 1930, known as the Comerford plant, and the electricity generated there is used in several states."1/

Water Supply. With approximately 1290 lakes and ponds of varying sizes, and innumerable streams, New Hampshire has an abundant natural water supply. Less than half of the communities, however, have organized water supply systems.

While those systems in existence are adequate in supplying water for general purposes, in the matter of organization for fire protection they are, for the most part, inadequate. Only 84 of the communities in the state have some form of fire protection, and the equipment in these cases varies widely from obsolete pumpers to the best modern types.

Of the 127 systems, 56 are privately owned. The trend has been toward public ownership and will undoubtedly continue so.

**Sewage and Waste Disposal.** The lack of adequate sewage and waste disposal plants throughout the state is one of the most serious problems confronting it. It constitutes a serious health menace, and is materially affecting the recreational values of many communities. Only 66 towns in the state have organized sewage disposal systems. Not too great satisfaction may be gained from even this small amount when it is realized that all but seven, which report treatment plants, finally dispose of their waste into streams or lakes. All industrial waste disposed of through the town system, except one, was so reported. In the matter of waste and garbage disposal, only two communities in the state reported incinerators, and it can be assumed that this waste and garbage was either dumped into a lake or stream, or found its way to a town dump.
Transportation

Early History. The history of transportation in New Hampshire offers a highly interesting and refreshing story. Three centuries ago, the early pioneers penetrated that "part of the mainland of New England between the Merrimac and Piscataqua Rivers" by means of canoe, raft and boat. Others chose Indian trails and carried their belongings on their backs. Still others came in over the snow, as in the case of Captain Joseph Pinkham, who harnessed the family hog, his only animal, to the family sled on which was carried provisions, furniture, and clothing.

For a century after the first settlement at Portsmouth, the people of New Hampshire depended for land transportation blazed trails through the wilderness. Such roads as did exist in the early days were not only rough, but were tortuous, following brooks and rivers through wasteful miles of curves and windings. Road building was not considered important by the colonists since the first settlements were made on the coast, and communication was more easily maintained by water.

It took the Revolutionary War to make the people realize the need for adequate transportation. At this time, roads were built by private companies and incorporated under acts passed by the State Legislatures. Called
turnpikes, these roads were built and supported by tolls collected by those who had supplied the money. Gates were erected at ten-mile intervals with large signs indicating the fees to be paid by those who wished to travel over the highways. Three types of individuals were exempt from the tolls: person on his way to church, the person engaged in military duty, the farmer on his way to and from his fields. If the toll collector, however, were not present to collect the tolls, the gate had to be left open and everyone was permitted to pass without paying.

New Hampshire had granted as many as twenty-six charters to turnpike companies by 1800. The most important of these operated a road from Portsmouth to Concord. The Mount Washington Carriage Road in New Hampshire is still a toll road, operating under its charter of 1853.

The turnpikes stimulated travel. Many stagecoach lines came into being. During the years of 1800 to 1840, we find an improved stagecoach being built. Drawn by six horses, it seated nine passengers. Baggage was carried on the roof and leather braces added to traveling comfort. A widely used type of coach was called the "Concord" so named because many were built in Concord, New Hampshire.

A phase of development that passed quickly was the canal era, which came into being largely because the stagecoach couldn't handle the freight business. In
New Hampshire six canals were constructed, but here, as in the other New England states, they lost their importance soon after being built.

Railroads. "Until 1838 there was not a single mile of railroad track in New Hampshire. It was still the day of the stagecoach which seemed to represent the ultimate in speed and comfort. One of the states' newspapers asked editorially, 'What can be more palpably absurd and ridiculous than the prospects held out for locomotives going twice as fast as stagecoaches'? In June, 1835 the first railroad--the Nashua and Lowell--was chartered by the State Legislature, but because of financial difficulties, the road was not completed and the first train operated until October 8, 1838."

"Other railroads were built in New Hampshire very quickly. In 1841 a line from Boston into Maine was completed, running through Portsmouth. The Northern Railroad Co. built a line in 1846 from Concord to Franklin, and two years later this line had been extended to reach Lebanon and the Connecticut River. Keene had a railroad coming in from the south in 1849 and Exeter was linked with Haverhill, Massachusetts, by rail the same year. A year later the Exeter line had been pushed north to Dover. Meanwhile, the Boston, Concord and Montreal Railroad was pushing north reaching Tilton in 1848, Meredith in 1849, Plymouth the next year, Warren in 1851 and Woodsville in 1853."

"The new railroads not only carried freight, but they also carried passengers and soon took over the job of carrying mail and express. And with improved mail service the publication of newspapers and magazines began to spread. By the middle of the century, a few years before the Civil War, most of the larger cities of New Hampshire had their own newspapers and several national magazines had been established, and copies were found in New Hampshire homes as a result of the extension of the railroad."1/


"The Boston and Maine Railroad consists almost entirely of a consolidation of small railroads formerly independent of the Boston and Maine and of each other. By 1880 the road controlled only 200 miles of track. The expansion of its facilities had been greatly handicapped by competition from the Eastern and Boston and Lowell Railroads. In 1884 the Eastern Railroad leased to the Boston and Maine and six years later was absorbed by the latter company. In 1885, the Worcester, Nashua and Rochester Railroad was leased, and in 1887 the Boston and Lowell Railroad was leased by the Boston and Maine. The Boston and Maine then leased the Concord and Montreal Railroad in 1895. The Boston and Maine equipment includes 432 locomotives. The last statement has been changed recently by the addition of several new diesel locomotives. New Hampshire now has about 1,002 miles of trackage of which the Boston and Maine operates more than half. This is about 15 per cent of the total mileage for New England.

Airways. The air service is beginning to find a foothold in New Hampshire. Since 1934 there have been two commercial air lines operated in the state by the Boston and Maine Airways, Inc., associated with the National Airways, Inc. The line of major importance to people of New Hampshire operates from Boston via Manchester, Concord, and White River Junction to Montreal. The second line, Boston to Bangor makes no scheduled stops in the state but at Portsmouth. Ground facilities of varying character for aircraft have been constructed and more is being undertaken at the present. The war stimulated the growth of the number of landing fields as well as the service initiated.

Because of the impending developments in aviation, wide interest and the need for exchanging information and ideas, an Aviation Conference was sponsored jointly by the New Hampshire Aeronautics Commission, the State Planning and Development Commission and the State Highway Department in May 1944. The keynote was that New Hampshire must be prepared to take full advantage of aviation development with an adequate system of airports and landing fields, with proper regulatory laws, and with a high degree of understanding on the part of the general public. The conference brought into focus all phases of aviation development. Representatives from air lines, base operators, and various local, state, and regional agencies presented a series of papers which were well received. In spite of the fact that this report is out of date, much valuable information is contained in it for study.

**Motor Bus.** Motor buses have supplantsed almost entirely electric railways in urban and interurban fields in New Hampshire. Six such railways remain in operation (1935) but they no longer figure in transportation competition. The motor bus has introduced a service which is convenient, flexible, rapid and has low costs of operation. The mileage in operation is practically identical with that of the railroads, but is increasing as more short-line busses are added.
Motor Truck Express. The motor truck, common carriers or property operate on regular routes on nearly all of the principal highways of New Hampshire and are a rapidly developing means of transporting express and freight, both interstate and intrastate, particularly between Boston and Portland, Nashua, Manchester, and Concord.

Even a greater volume of traffic is transported by contract carriers on nearly all of the regular routes for industrial and commercial companies. This group includes trucks carrying milk, bread, chain-store stock, wool, cotton, and numberless other types of goods.

Recommendations for Physical Development of Highways. 1/

(a) Development of a plan for a comprehensive system of secondary roads for the whole of the state which will indicate the location, width of the right of way, width of the roadway, type of pavement, and standards of landscape architecture in design and planning of the right of way and abutting property.

(b) Development of ways and means for securing the cooperation of abutting property owners to maintain and improve the landscape features of the roadside in rural areas, particularly through forest areas and pasture lands where careless timber cutting and the establishment of signs and billboards can definitely destroy values of property owners. If effective means cannot be secured through education and cooperative measures, which will protect the majority of land and of the owners, then legislation should be enacted to accomplish this end and to protect investment.

(c) In the further development of the trunk highway systems, a program should be prepared for the eventual elimination or efficient protection of all railroad-crossings in the state and for traffic-flow organization or separation of grades at the intersections of high density trunk lines. The importance of this need is emphasized by the facts, there being 207 railroad grade crossings on the trunk highway system of the state.

(d) As industrial and recreational activity increase, attention should be given to the practicability of separation of commercial traffic from the passenger traffic now carried on certain of the principal highways. This is important in the Merrimack Valley and in the southeast section of the state, the Portsmouth area.

(e) Bridges count greatly in bringing safety and attractiveness to highways, whether they be trunk highways, secondary or country roads. At all times they should be attractively designed in harmony with their surroundings, and of course completely suitable to their traffic requirements, both as to materials, construction, and approaches.

(f) With the development of a comprehensive plan for all highway circulation of the state, there should be a program of expenditure to be tied in with the permanent Public Works Program, which should be maintained and advanced annually to cover continually a six-year period.
CHAPTER III

SUGGESTED ACTIVITIES FOR THE CHILDREN

This chapter contains a number of suggested activities for the children. Such things as interests of the children, past experiences of the class, age and maturity of those taking an active part, and the material available at the time will determine largely the number of activities that any one group will engage in. Therefore, it should be an advantage to have this list of suitable activities at hand.

History
Agriculture
Industry
Population
Education
Government
Finance
Leaders
Recreation
Public Services
Transportation
History

1. Write your own local and state history by filling the following outline for each:

   - Date of Settlement
   - Place of Settlement
   - Reason for Settlement
   - Identify Early Citizens
   - Origin of Community homes
   - Early Leaders
   - Reasons for Community Growth
   - Recent Immigrants
   - Outstanding Events
   - Outstanding Industries

2. Explain why the cities of New Hampshire are in the southern part.

3. Draw a sketch map, locating historical and scenic places, such as the birthplace of Daniel Webster, Dartmouth College, The White Mountains, The Old Man of the Mountains.

4. Write a paragraph on the relations of New Hampshire and Massachusetts.

5. Using your history books and reference books, find all you can about the part played by New Hampshire in the Revolution.

6. From a town history find the origin of the name of your town. From that go on to find the origin of the name of the state. If this activity proves interesting enough, it might serve as a hobby, that of collecting names of interest throughout the study and finding their origin.
7. Use the histories of early New Hampshire that are available and locate the information needed in the following blanks:

a. Capt. John Mason and Sir Ferdinand Gorges were granted the land between the ___________ and ___________, in the year ____, by the king of England.

b. Sir Ferdinand Gorges was granted the land between the ___________ and the ___________ Rivers in the same year.

c. A settlement was made near the mouth of the ___________ River in New Hampshire in the year _____.

d. Other settlements made at about the same time were ___________ and ___________.

e. During its early history New Hampshire came under the control of ___________ but finally became a separate province in the year _______.

f. Many New Hampshire troops served in the ___________ and ___________ Wars.

g. This military experience was of value to the colonists later during the ___________ War.

h. New Hampshire declared her independence of Great ___________ in the year ____ and was the first state to adopt a constitution.
1. The state was the _______ to ratify the Constitution in the year _______.

8. Give a talk to the class using a collection of picture post cards and snapshots of historic places in New Hampshire. (Collect the pictures yourself.)

9. Show pictures of New Hampshire on a reflectoscope if one is available.

10. At the public library find the program of the pageant parade--The Ninth State--which was held in Concord, New Hampshire, in June 1938. Find parts of interest historically, and read them to the class.

11. Write an imaginary newspaper that might have been printed following any one of the important events that happened in the early history of the state. Include names, places, and events that would interest people who might have been reading it at that early date. Follow the make up of a present day paper in so far as possible.

12. Construct models of early towns.

13. Make and dress dolls in the costumes of the early settlers.

14. Make a diorama, showing life in an early New Hampshire village, Portsmouth, for example.

15. Write an imaginary diary of the accounts of a soldier from New Hampshire in the Revolutionary War.

16. Draw a map of the state and locate the early towns and give the date of each.
17. Start a "Who's Who" of New Hampshire people connected with the early history.

18. Add to your time line.

19. Plan an assembly program. Show New Hampshire Then and Now.

20. Make a list of words that you come across in this study that you do not know. Add them to your vocabulary.
Agriculture

1. Prepare a paper which explains the effects of climate on the agriculture of the state of New Hampshire, and your community in particular.

2. Make a list of products grown in your community.

3. Make an individual study of some crop grown in the state in your area.

4. Write a brief paper to show why farm cooperatives have been organized.

5. Write to the Agricultural Experiment Station at the University of New Hampshire, Durham, New Hampshire, and secure information about their work.

6. Compare farming methods in New Hampshire with those in the Middle West.

7. Write an imaginary diary of a New Hampshire general farmer. Tell what he does during one week.

8. Describe some of the sources of information that is available on New Hampshire farm products.

9. Visit a group of typical farms in the community and report your observations.

10. Discuss the difference between general farming and specialized farming and the proper place of each type.

11. Draw a cartoon which suggests a typical New Hampshire farm problem.
12. Make an agricultural products map of New Hampshire, using clippings from magazine photographs to represent the various products. These may be pasted on the outline map.

13. Make a series of graphs illustrating the production of various farm products in the state and in the community.

14. On an outline map of New Hampshire mark the specialized areas of the state.

15. Make a graph comparing the daily wage of a farm hand in the state with workers in four other industries.

16. Build a model of a typical New Hampshire farm. Plan to show buildings, equipment, crop areas, and farm animals.

17. Make a collection of pictures which illustrate agricultural activities of New Hampshire.

18. Prepare a school exhibit of agricultural products grown in the community and in the state.

19. Show some of the films listed as suitable for this unit and base discussion on them.

20. Investigate the activities and publications of the state department of agriculture.

21. Use the "Agricultural Index" in order to make a list of recent articles about New Hampshire agriculture.

22. Find out where the agricultural products commonly used in your home are produced.
The text is not legible due to the quality of the image. It appears to contain text that is difficult to read and interpret. If you have a clearer image or need assistance with another task, please let me know.
23. Invite speakers from farm agencies, farm organizations, the state college of agriculture, farmer's cooperatives and county agents.

24. Secure from the U.S. Department of Agriculture reports on the soils of your community.

25. Write a short history of agriculture in your own community. Find as much information as you can from the farmers of the community.

26. Make your own community and state survey by finding the following information about both:

- Number of Farms
- Average Size
- Crops
  - plant
  - animal
- Livestock
- Poultry
- Fruits
- Farm Labor
- Kinds of Machinery
- Conveniences--electricity, gas, telephone, etc.

27. Make charts similar to the following which show facts about New Hampshire agriculture.

<table>
<thead>
<tr>
<th>Agricultural Products</th>
<th>Acreage</th>
<th>Rank Among States</th>
<th>Part of State in Which Products is Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hay</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wheat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oats</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Industry

1. Discussion—Conditions in New Hampshire which are favorable or unfavorable to manufacturing.

2. Name the three leading industries of New Hampshire.
   (a) From a list of 25 industries taken from a census report classify types of manufacturing as textiles, woodworking, etc.

3. Make a map showing distribution and kinds of manufacturing. Use colors.

4. Make an illustrated booklet of some one industry in which you have a special interest.

5. Visit a factory in your neighborhood in order that the class may have first-hand information about manufacturing methods.

6. Visit your local Chamber of Commerce and secure information about local industries.

7. Write the New England Council, Statler Building, Boston, and secure a list of the industries of your state.

8. Ask the public relations officer of some large manufacturing concern to visit the class and describe the work of his company.

9. Organize the class into committees and report on the several types of manufacturing carried on in your community.

10. Discuss the sources of raw material and fuels needed for the carrying-on of one of the large industries
of your state.

11. Study the sources of supplies used in your school room and compare the number of products manufactured in New Hampshire with the number whose raw materials are produced in the region.

12. Prepare a paper on the availability of markets for the products of local industries and the location of the major markets for New Hampshire manufacturing concerns.

13. On a map of the United States designate the center of population, the center of manufacturing, and the geographical center of the country. Show distances from New Hampshire.

14. Display pictures of local industries, their products, methods of production, raw materials used, and equipment needed in the factories.

15. On an outline map of New Hampshire mark the manufacturing centers.

16. On a map of the United States mark the sections of the country which furnish the major raw materials for the industries of your community.

17. Make a chart showing the foreign countries from which materials are imported for the industries of New Hampshire.

18. Make a collection of pictures of articles produced by factories in your community.
According to art 36 which is validly to demonstrate the claim of 32.

Legislation and administration of justice are regulated by laws and regulations that are subject to judicial review. Any laws and regulations that violate the Constitution or other laws shall be declared invalid by the competent authorities.

This provision provides a mechanism to ensure that the laws and regulations are consistent with the Constitution and other laws. It is a crucial part of the legal system to maintain the rule of law and protect the rights and freedoms of individuals.

In practice, the courts are responsible for interpreting and enforcing the law, including the Constitution. If a law is deemed invalid, it may be declared invalid and no longer have any legal effect.

In conclusion, the provision under consideration is an essential part of the legal system, ensuring the rule of law and protecting the rights of individuals. It is necessary to uphold the Constitution and other laws, ensuring that the laws and regulations are consistent and effective.

Furthermore, this provision is also important for the accountability of the government and the protection of the rule of law. It provides a mechanism to ensure that the laws and regulations are consistent with the Constitution and other laws.
19. Show films of manufacturing concerns of New England and of your own state if they are available.

20. Prepare an exhibit of magazine advertisements displaying articles produced in New Hampshire.

21. Secure from some large factory in your neighborhood some samples of the raw materials used in producing the finished product.

22. Write an "Early History" of industry in the community.

23. List the specific industries of the community and give the following information:

<table>
<thead>
<tr>
<th>Types and Number</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Employes</td>
<td>Conditions of Work</td>
</tr>
<tr>
<td>Wages</td>
<td>Standards of Living</td>
</tr>
<tr>
<td>Unemployment</td>
<td>Distribution of Product</td>
</tr>
</tbody>
</table>

24. Secure information to fill in the following chart:

<table>
<thead>
<tr>
<th>Cities of Population of 25,000 Population or More</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cities</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sources of Raw Materials</th>
<th>Chief Means of Transportation in Getting Raw Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
25. Look in old magazines for advertisements of articles made in New Hampshire. Cut the advertisement from the picture. Make into a game of matching—picture without printed matter.

26. Make a booklet on some phase of New Hampshire industry. Example: "Shoeing People" (A study of the boot and shoe industry) "Paper from Trees", "The Eternal Rock" (Granite), or New Hampshire's White Coal.

27. Choose a committee to write a short play that can be given by members of your group. The characters may be people engaged in each of the important occupations of colonial New Hampshire who meet in a tavern and tell interesting happenings in connection with their work. A fur trader may have had an interesting experience with the Indians. A whaler may have had a narrow escape while out in a boat, and the other stories may be just as interesting. Questions should be asked the story teller by the actors who are listening.
Physical

1. Have the children make a list of interesting facts about New Hampshire that people should know.
2. On an outline map of the state locate and print the names of the noted mountain peaks.
3. Prepare and present an oral book report based on the physical background of the state.
4. Have children draw an outline map of New Hampshire. This may be done by tracing an authentic map or by enlarging by squares from a smaller map.
5. Invite a guide to the class to tell of his experiences in the deep woods.
6. Write an essay on your trip to the White Mountains or some other noted part of the state.
7. Have a group of boys plan a canoe trip on one of the rivers. Have this planned to every possible detail, such as, cost of provisions, equipment, hiring a guide, number of days to take, and possible dangers to avoid.
8. On an outline map, draw the principal rivers of the state. Print the names carefully.
9. Illustrate by colors the physical contours of New Hampshire.
10. On the same map as activity 8 (or if the teacher desires, on another map) locate the important towns along the rivers.
Chapter

Review and evaluation. To revise a paper requires care, ability, and an understanding of the material. The review process involves reading the paper several times to ensure accuracy and clarity. It is important to consider the purpose of the paper and the intended audience. The reviewer should look for errors in grammar, spelling, and punctuation. Additionally, the reviewer should assess the coherence and organization of the content. Comments should be constructive and provide specific suggestions for improvement. The final review should be thorough and comprehensive, ensuring that all aspects of the paper are critically evaluated.
11. Have one of the class tell about some trip he or she has made to distant parts of the state.

12. Have students tell of experiences at children's camps.

13. Find the information necessary to fill in the following blanks:

I. Location

(a) Section of the United States ___________

Name the group of states _________________

Location in the group _________________

(b) Latitude and Longitude _________________

Southern boundary _________________

Eastern boundary _________________

Northern boundary _________________

Western boundary _________________

(c) List advantages of New Hampshire location

1.

2.

3.

(d) List disadvantages

1.

2.

3.

4.

5.

II. Size

(a) Area in square miles ___________
(b) Using the scale of miles on the map - 
Find the greatest distance north and south 
Find the greatest distance east and west 

(c) Compare New Hampshire in size with - 
Massachusetts - Texas - Nevada - Arizona 
(Class may choose other states) 

(d) How does New Hampshire rate in area among the forty-eight states? 

III. Topography 
1. An upland belt extends _______ and _______ throughout the state. 
2. On the west side is the ___________ valley. 
3. On the eastern side is a ___________ lowland. 
4. The name _______ Mountains is applied to the upland belt. 
5. The highest part of this upland is the _______ Range. 
6. The highest peak is Mt. ___________. 
7. This peak has an elevation of _______ feet. 
8. Other peaks more than a mile high are: 
   Mt. ___________ 
   Mt. ___________ 
   Mt. ___________ 
   Mt. ___________ 
9. Mt. ___________, an isolated peak in southern New Hampshire, rises _______ feet above sea level. 
10. Mt. ___________, near the central part of the state, rises _______ feet above sea level. 
11. Three deep passes in northern New Hampshire
connect the ___________ valley on the
west with the ___________ on the east.

12. The most southern of these passes has been formed
by the ___________ River and the ___________
___________ River.

13. The next pass is formed by the ___________
and the ___________ Rivers.

14. The most northern pass is formed by the ___________
and the ___________ Rivers.

Map Work - Use Colors

(a) On an outline map draw in the three regions
described in this exercise.

(b) Indicate the courses of rivers which form the
passes.

Suggestion: Talk to some friend about your study and
invite him to show pictures of local and
state views to the class.

Rivers and Lakes (Sources of Power)

1. The ___________ and the ___________
unite at ___________ to form the Merrimack
River.

2. The ___________ and the ___________
unite to form the Piscataqua River.

3. Tributaries of the Merrimack River which furnish
water power are: a. ___________
b. ___________
c. ___________
4. Some of the tributaries of the Connecticut are -
   (name at least four)
   a.  
   b.  
   c.  
   d.  
   e.  
   f.  
5. The ___________ River drains Lake Sunapee.
6. The Winnipesaukee River forms the outlet of
   Lake ___________.
7. The Connecticut River rises in the ________
   Lakes.
8. Squam Lake finds an outlet through ________
   River.
9. ____________ River is the outlet
   of Newfound Lake.
10. Our only harbor is at ____________ on the
    ____________ River.
11. For many years Portsmouth was the ____________
    city of the state.
12. The development of waterpower on the ________
    River enabled the cities of that valley to
    surpass Portsmouth.

Map Work - Use Outline Map

(a) Draw in lakes and rivers named.

(b) Show only the largest tributaries in each
    river system.
V. Climate

After consulting an atlas or climate map of the region fill in these blanks.

1. New Hampshire has _______ winters and _______ summers. The winters in the north are _______ severe because of the _______ and _______.

The summers _______ than in the southern part. The length of the growing season varies from _______ days in the northern part to _______ days along the coast. The average rainfall for the state is _______ inches.

The rainfall is _______ distributed through the seasons.

"Our climate is conducive to skilled workmanship."

What is meant?

Map Work - Outline Map - Colors

(a) Draw isotherms for winter and summer.

(b) Draw isobars for winter and summer.

14. Write an essay about a camping trip at one of New Hampshire's many lakes.

15. Construct a model of clay, paper mache, or sand, showing the topography of New Hampshire.

16. Send to the "State Survey", Concord, New Hampshire, at the State House and request copies of contour maps of your area.
Population

1. Use the following figures to help answer the following problems:

<table>
<thead>
<tr>
<th>County</th>
<th>County Seat</th>
<th>Area Square Miles</th>
<th>1930 Population</th>
<th>1940 Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belknap</td>
<td>Laconia</td>
<td>397</td>
<td>22,623</td>
<td>24,328</td>
</tr>
<tr>
<td>Carroll</td>
<td>Ossipee</td>
<td>955</td>
<td>14,277</td>
<td>15,589</td>
</tr>
<tr>
<td>Cheshire</td>
<td>Keene</td>
<td>728</td>
<td>33,685</td>
<td>34,953</td>
</tr>
<tr>
<td>Coos</td>
<td>Lancaster</td>
<td>1798</td>
<td>38,919</td>
<td>39,274</td>
</tr>
<tr>
<td>Grafton</td>
<td>Woodsville</td>
<td>1729</td>
<td>42,816</td>
<td>44,645</td>
</tr>
<tr>
<td>Hillsborough</td>
<td>Nashua</td>
<td>895</td>
<td>140,165</td>
<td>144,888</td>
</tr>
<tr>
<td>Merrimack</td>
<td>Concord</td>
<td>932</td>
<td>56,152</td>
<td>60,710</td>
</tr>
<tr>
<td>Rockingham</td>
<td>Exeter</td>
<td>691</td>
<td>53,750</td>
<td>58,142</td>
</tr>
<tr>
<td>Strafford</td>
<td>Dover</td>
<td>379</td>
<td>38,580</td>
<td>43,553</td>
</tr>
<tr>
<td>Sullivan</td>
<td>Newport</td>
<td>527</td>
<td>24,286</td>
<td>25,442</td>
</tr>
</tbody>
</table>

A. 1. Arrange the names of the counties in order of their area.

2. Give the rank of your own county in area.

3. Now arrange the list in order of their population.

4. Give the rank of your own county in population.

5. On your map locate each county seat. Be prepared to tell the class about the importance of a county seat in the state government. Look up (a) Shire town, (b) county system of government in the South and West.

6. Remember the area of your own county. Its population. Writing these facts on your work sheet will help you to remember the numbers.

7. Remember the area of your own home state and its population. Find the population per square mile. Write these facts on your work sheet.

B. 1. Compare the figures of the 1940 Census with the 1930 Census figures to find

(a) total gain (b) per cent gain for each county

2. Make a bargraph with the results of B 1

(a) total gain (b) gain per cent
C. Be able to name and locate each county on the wall map.

2. Organize a current events committee to keep the class informed about news which concerns New Hampshire people.

3. Trace the history and growth of the development of your city or town. The whole class may cooperate on this.

4. Explain either orally or by writing the manner in which people are distributed throughout New Hampshire, citing the areas of dense population.

5. Explain how the New Hampshire tradition reveals itself in political affairs.

6. Prepare a panel discussion on the topic, "How New Hampshire Can Attract More People to the Region".

7. Draw a cartoon which shows New Hampshire's racial diversity.

8. Draw a cartoon which shows the difference between a seacoast town and a mountain hamlet in New Hampshire.

9. Use the following figures to help you solve the following problems:
Population

<table>
<thead>
<tr>
<th>Cities</th>
<th>1930</th>
<th>1940</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berlin</td>
<td>20,018</td>
<td>19,084</td>
</tr>
<tr>
<td>Concord</td>
<td>25,228</td>
<td>27,171</td>
</tr>
<tr>
<td>Dover</td>
<td>13,573</td>
<td>14,990</td>
</tr>
<tr>
<td>Franklin</td>
<td>6,576</td>
<td>6,749</td>
</tr>
<tr>
<td>Keene</td>
<td>13,794</td>
<td>13,832</td>
</tr>
<tr>
<td>Laconia</td>
<td>12,471</td>
<td>13,484</td>
</tr>
<tr>
<td>Manchester</td>
<td>76,834</td>
<td>77,685</td>
</tr>
<tr>
<td>Nashua</td>
<td>31,463</td>
<td>32,927</td>
</tr>
<tr>
<td>Portsmouth</td>
<td>14,495</td>
<td>14,821</td>
</tr>
<tr>
<td>Rochester</td>
<td>10,280</td>
<td>12,012</td>
</tr>
<tr>
<td>Somersworth</td>
<td>5,680</td>
<td>6,136</td>
</tr>
</tbody>
</table>

1. Arrange cities in order according to population.

2. How does your home city rate in population with the other cities? If you live in a town, how does it rate with the smallest city in population?

3. (a) Compare the figures of the 1940 Census with the Census of 1930.
   
   (b) Discover where the changes in population have been noticeable. Write names on your work sheet.
   
   (c) How many cities are there of 10,000 inhabitants or more? Less?
   
   (d) Conclusions.

   (e) Consult 1940 U.S. Census report to find names of other places listed as urban towns.

4. Find the percent of gain or loss in population for each city. Can you account for the noticeable gain or loss? If not, make inquiries.

5. Using the figures assembled for No. 3 and for No. 4.
   
   (a) Make a bar graph of the total gain or loss in population for all cities.

10. On an outline map make stars showing the areas of dense population.

11. Make graphs showing the racial background of the present
<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td>30</td>
<td>Male</td>
</tr>
<tr>
<td>Jane</td>
<td>25</td>
<td>Female</td>
</tr>
<tr>
<td>Jack</td>
<td>35</td>
<td>Male</td>
</tr>
<tr>
<td>Jill</td>
<td>32</td>
<td>Female</td>
</tr>
<tr>
<td>Bob</td>
<td>40</td>
<td>Male</td>
</tr>
<tr>
<td>Kate</td>
<td>38</td>
<td>Female</td>
</tr>
</tbody>
</table>

**Notes:**
- All names are fictional.
- Ages are approximate.
New Hampshire population.

12. Using the 16th census report, inform your classmates of facts about New Hampshire's population.

13. Investigate the activities of various groups which are concerned with the development of the state.

14. Visit the foreign section of your town and write a report.
Education

1. Make a list of private schools and colleges and try to find out when each was founded.
2. Write to colleges, both in the state and out, requesting information about their school which usually is the college bulletin which describes the college, gives entrance requirements and courses offered.
3. Invite an alumnus of a nearby college to your classroom to speak about his college.
4. Ask your principal to visit your room and let him give you information about the standards of your school and of the courses best to take.
5. Visit a college in your vicinity. Maybe they will hold a special day at which time they will really give you a preview of college life, both on the campus and in the classroom.
6. Hold a forum and discuss the benefits of a Liberal Arts college.
7. Invite a student from the college to speak to you about social life at college.
8. Visit your guidance director and outline a course of study which will allow you to meet the requirements for the college you wish to attend.
9. See the New Hampshire Register for a complete list of schools of New Hampshire as well as the administrative
officers.

10. Find out what efforts are being made in the state to equalize educational opportunities.

11. Make a scrapbook which contains pictures and drawings to illustrate old and new architectural designs of school houses in the state.

12. Make a graph to show the increase in school attendance in the state.

13. Read accounts of school in the early days of New Hampshire and report to the class.

14. Discuss the benefits of schools as we have them today as compared with early days.

15. Draw cartoons to show the history of education in the state.

16. Draw a map of your community and locate all school houses.

17. Make a survey of your school to find how much extra curricular activity opportunity there is and then make a chart to show how many students take advantage of it.

18. Invite the superintendent of schools to your room to tell how the schools are provided equipment, books, etc.
Government

1. If possible, visit Concord and the State House and see the original copies of the Constitution.
2. Dramatize the presentation of the temporary constitution by the Committee of the Fifth Constitutional Convention to the State Congress. This would require preparation for oral reading.
3. Make a study of some local government service. The annual town or city reports will furnish much of the information.
4. Secure information about some career in public service either through an interview with a public official by a member of the class, or through a talk to the class by some person in government work.
5. Make a map of the state showing the counties.
6. Make a study of the record of some local official of long standing in the community.
7. Make a bar graph showing how the tax dollar is spent in your community.
8. Invite a member of the local budget committee to meet with the class to present local financial problems.
9. Organize a budget committee and appoint town officers to meet the committee to present the needs of their departments; make a workable budget from this meeting.
10. Visit the local town meeting or appoint a delegate of the class to do so, and report upon the procedure to the class.

11. Visit the office of the town clerk and selectmen when they are available to explain their duties.

12. Make a chart showing how the local school dollar is spent.

13. Have the superintendent of schools or the chairman of the school board explain the details of school management.

14. Have the class list the features of their own school system they like best; then list the improvements.

15. Construct a table showing the titles, names, manner of election and duties of county officers.

16. Make a map of your county, show the towns included in the county, the location of the county seat and the county farm.

17. If possible, conduct the class to the court house or the county farm to note the operation of these institutions.

18. Write and dramatize a sketch showing the county commissioners at a monthly business meeting.

19. Prepare a bill for the consideration by the Legislature. Your representative will gladly furnish a specimen bill.

20. Dramatize a hearing on a bill before the legislative committee.
21. Have a lawyer address the class or school assembly on the duties and procedure of a court.

22. Organize the class as a Superior Court and hold a mock trial, possibly as an assembly program.

23. Write a summary of all the steps taken in the case of a tramp accused of setting fire to an abandoned building from the time of his arrest to his commitment to prison if guilty.

24. Select a set of election officials from the class and conduct an election in accordance with all the regulations.

25. Have an experienced election official explain the problems that arise at elections.

26. Arrange a debate on the question of whether the state government activities should be expanded or restricted.

27. Hold an assembly program devoted to the activities of state government.

28. See moving picture, "Ninth State".

29. Make a collection of ballots to study.

30. Compile a word list of words that one needs to be familiar with in order to understand this unit.

31. Illustrate the articles of the constitution with pictures and cartoons.

32. Read stories about the early constitutional conventions.
Finance

1. Make a circle graph showing the number of banks in New Hampshire. Divide the circle into Savings Banks, National Banks, and Trust Companies.

2. Prepare a sheet of statistics based on the facts that you can find about banks in the state. Give such things as total deposits, total number of depositors, etc.

4. Visit a local bank and find out first hand how the bank takes care of the affairs of the community.

5. Invite a bank official to the classroom to answer questions.

6. Make a collection of blotters given away by banks. Place these on the bulletin board.

7. Use the encyclopedia and write a short story of the history of banking from earliest times to the present.

8. Give a talk to the class in which you explain National Banks and State Banks.
Leaders

1. Read "The Great Stone Face" by Nathaniel Hawthorne and discuss it in class.

2. Make a booklet of Daniel Webster (or some other equally famous man of New Hampshire). Write stories, articles, and reports about the events in his life, and in his history; collect pictures, sketches, and clippings about him.

3. Write an essay on the benefits of which have been received from the foreign born people who have settled in New Hampshire. Write an essay on the disadvantages.

4. Read and then write a report on a book written by a New Hampshire author.

5. Make a map picture of New Hampshire and her writers. Locate on the map the places written about, homes of authors, or sections of the country made famous by the writing.

6. Compile a bibliography of New Hampshire's authors that live in your section of the state.

7. Invite a New Hampshire author to the classroom to talk about his or her books.

8. Visit the birthplace or home of a famous person of the state.

9. Prepare and give an oral report on the life of some person in the state who is now living.
10. Visit one of the artist colonies or music centers of the state. Make inquiries about how they are run.

11. Draw up a list of interesting places in your section of the state that should be seen by visitors. These should refer to places of leaders of the state.

12. Name five famous citizens of the state and report briefly to the class on their work.

13. Write an account of the contributions of New Hampshire musicians to the music of the country.

14. Collect newspaper clippings about New Hampshire that refer to men and women in the state who have been leaders or who are at this time leaders.
Recreation

1. Plan a summer vacation in New Hampshire for someone from another state. Draw a map for him and mark on it a good route for a motor trip of the state. Plan a winter vacation for the same person.

2. Find out about the summer camps for boys and girls that are located in the state and prepare a table showing name and location as well as capacity.

3. Collect pictures of the state and arrange an exhibit for your classroom.

4. Investigate the fish and game laws and give the opening and closing dates for the various kinds of fish in your community.

5. Write a composition on the subject, "New Hampshire, the State for your Vacation".

6. Name several locations that are centers for the tourist industry.

7. Locate on an outline map the centers listed in No. 6.

8. Find how New Hampshire rates with other states in the tourist industry.

9. Collect pictures of the natural features of the state that attract people. Place them attractively on the bulletin board.

10. Send to the Planning and Development Commission in Concord and request the "Recreational Calendar" which
gives the dates of various functions in the state as well as the accommodations list.

11. Find out about the Monadnock region foliage tours and report to class.

12. Model birds and animals of New Hampshire from masses of clay. Form the clay into a shape bearing the general characteristics of the form desired. For example, round objects should be started from a ball shape; birds are most easily formed from an oval shape; animals in upright position will be formed from a vertical oval or rectangular form.


14. Go to the mountains on a ski train. Make this a class outing.

15. Secure from the Boston and Maine Transportation Company their folder on scenic tours by bus through New England and select one that is mostly in New Hampshire. Make a report to the class as to time it will take, cost of the trip, and the places that will be visited.

16. Write to the various region associations in the state for their booklets depicting the particular attractions. Keep these on file in the classroom.

17. If possible, invite a travel agent from one of the transportation lines serving the state to come to the classroom and tell what one may see and do as a result
of a trip through that section of the state served by his company.
Public Services

1. Write a composition in which you show the relative merits of water power and coal to the state of New Hampshire.

2. Make a chart showing the comparison and distribution of proposed expenditures by state and local governments for the years 1921 to 1946.

3. Visit an electric power station if there is one nearby. Find out just how electricity is made.

4. Invite a lineman to visit the class and tell of his experiences in "keeping the electricity coming" to our homes in spite of storms and general troubles.

5. Make a study of the biggest electric plan in New England which is located at Fifteen Mile Falls on the Connecticut River in New Hampshire.

6. Draw a map of New England and show how power from this large plant is distributed.

7. Make a study of the local water supply.

8. Construct a model of the local water supply and use glass tubes to show that water seeks its own level; so the supply must be higher than the highest buildings.

9. Make a bar graph to show how many water systems are privately owned and how many are publicly owned.

10. Visit the garbage disposal section of the city government and find out how waste is disposed of in a large
city. Report to the class.

11. Have health officer visit school and explain the need for cleanliness.
Transportation

1. Discuss—How railways and highways help to develop the commercial and industrial life of the state.

2. Locate routes on a state highway map.
   a. Write the names of the three main highways leading north and south in the state.
   b. Three extending east and west.

3. On a large map of the state trace the routes of the principal highways and locate the principal towns and cities along the routes.

4. Invite a state highway official to the school to tell how a state highway is built. If at the right season place visit a road under construction.

5. Make a booklet on transportation in the state. Include such things as a brief sketch of the history of each kind, pictures of the equipment, and its position in state today.

6. Visit a local terminal of the railroad or bus company to see how incoming and outgoing passengers are taken care of.

7. Collect advertisements put out by the various travel companies of the state. Keep them in the classroom for reference.

8. Plan a trip from your home to New York City. Make a comparison of the time and expense involved for travel by air, water, and highway.
9. Organize the class into committees to investigate and report on the following topics:
   a. Railroad transportation in your community.
   b. Local transportation types in your community.
   c. The nearest air service facilities.
   d. How goods manufactured in your community or a nearby center are shipped to their destination.
   e. Development of your community or the nearest large shopping center as a commercial area.
   f. Methods of travel used by the nearest college or university for its athletic teams.

10. Display pictures of transportation facilities that serve the members of your class.

11. Investigate the plans for the development of the highways in your community.

12. Make a study of the Interstate Commerce Commission and the part that it plays in control of the transportation systems of the state.


14. Display photographs showing the evolution of transportation in New Hampshire.

15. Make a model of the Concord Stagecoach.

16. Prepare for the bulletin board an exhibit of newspaper and magazine clippings on transportation in the state.

17. On an outline map of the state trace the lines of air service that are available.
IV. TEACHER'S REFERENCES FOR BACKGROUND INFORMATION

I. History

II. Material Resources

  Agriculture
  Industries
  Physical

III. Human Resources

  Population
  Education
  Government
  Finance
  Leaders
  Recreation
  Public Services
  Transportation
HISTORY


A synoptic history stressing the strong men of New Hampshire. The "beautiful summits and valleys of our history" have been scanned for the benefit of youth, newcomers, and visitors.


Historians consider this book one of the classics in American history. Written shortly after the Revolution, it presents a wealth of useful material and is enjoyable reading.


Davies, Julia E., *Colonial New Hampshire*, (Mrs. R. L. Rescoe, 2900 Vernon Pl., Cincinnati, 1932.)

Through the cooperation of the Colonial Dames of Ohio this story of New Hampshire in colonial times was prepared for school use. All who wish a short account of the period will find it useful.


The purpose of the Guide is to give a fresh revelation of the manifold charms of the state to its residents and to the myriads of visitors who are ever increasing in number.


An excellent account of the world of this time in New England.


A fine interpretation of provincial New Hampshire.

One of the best accounts of New Hampshire, written interestingly for both adults and children.

Knowlton, Daniel C., When We Were Colonies, American Book Co., New York, 1934.


This gives a good account of that part of the history.

Mayo, Lawrence, John Wentworth, Governor of New Hampshire, 1767-1775, Cambridge, Massachusetts, 1921.


A brief fourteen page account of New Hampshire's history.


During the 1860's the adjutant general of New Hampshire wrote and published in three successive annual reports a military history of the state covering the years 1623-1866. It is a very helpful source book on New Hampshire's military activities.

Southworth, Mrs. Gertrude Van Duyn and John Van Duyn, Thirteen American Colonies, Iroquois, New York, 1935.
Stackpole, E. S., History of New Hampshire, New York, 1917 (5 Vol.).


An account of the social and political forces underlying the transition from a royal province to the American Commonwealth.
MATERIAL RESOURCES

Agriculture

Agricultural Experiment Station, List of Publications, Extension Service, University of New Hampshire, Durham, New Hampshire (May 1946)

Adams, J. O. (Comp.) Centennial Papers. (One hundred years rural progress and addresses relative to the centennial exhibition of 1876), Dover Public Library, Dover, New Hampshire.


New Hampshire Register, Fred H. Towers Companies, 795 Forest Avenue, Portland, Maine.


Role of Agriculture, Research Unit, New York, New Haven and Hartford Railroad, Boston, Massachusetts (1946).


University of New Hampshire Bulletin Agriculture Experiment Station, University of New Hampshire, Durham, New Hampshire (Monthly).


Webster, Herbert, "Potato Raising", Farming in New Hampshire, State Publicity Bureau, Concord, New Hampshire (1935).


Yearbook of Department of Agriculture. (Can be furnished by congressman.)

The Statesman's Yearbook, Macmillan Co., Boston, Massachusetts. (Printed every five years.)

Industry


A review of the industrial assets of the state, presenting a picture of growth, present conditions, and opportunities for development.


See pages for New Hampshire


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A directory listing products manufactured in the state and an alphabetical list of manufacturers.

New England Council, Statler Building, Boston, Massachusetts.

A regional council of business men which publishes many pamphlets and much literature on New England manufacturers.

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Biennial reports of the State Planning and Development Commission, Concord, New Hampshire.

Most of these reports carry excellent material on the industrial progress of the state.

State of New Hampshire, Forestry Department, John H. Foster, State Forester, Concord, New Hampshire.

Information on forest resources of the state, production and consumption of lumber and other forest products, state forest reservations, forest fire laws, registration of portable saw mills, sale of forest planting stock, tax abatement for forestation, leaving of seed trees, classification of forest land under forest tax laws, etc.

---

Role of Industry in New England, Research Unit of the New York, New Haven and Hartford Railroad, Boston, Massachusetts (1945).

University of New Hampshire, Department of Forestry, Karl Woodward, Durham, New Hampshire.

Physical


A study of the geology of the Presidential Range, features of climate, flora and fauna are also tabulated and discussed.


"Chronicles of a stroller in New England from July to December."

, Biological Survey of the Androscoggin, Saco and Coastal Watershed, State Fish and Game Department, Concord, New Hampshire, Survey Report No. 2 (1930).


Life of the naturalist with new facts and a fresh interpretation.


A comprehensive technical study prepared as an appendix in the New Hampshire Forestry Commission Biennial Report published 1930.


This is the standard work on the flora of the White Mountains.
Phillips, John C. and Cabot, Thomas D., Quick Water and Smooth, the author, Brattleboro, Vermont, 1935.

A canoist's guide of New England Rivers.


A directory of known minerals and places of occurrence in New Hampshire.


The result of a reconnaissance survey of the mineral resources of the state.


Informal essays on bird and plant life in and near Franconia Notch.


Population


State Planning and Development Commission, Concord, New Hampshire:

Population and Area of Counties and Minor Civil Divisions in New Hampshire. Compiled from the 1940 U.S. Census figures (1943).

Numerical Growth. Date for each town and city and unincorporated place, 1767-1930.

Composition of Population. Age groups, sex groups, marital status, families.

Birth and Death Rates. Foreign born population.

Migration of Population. Data by towns and cities showing population changes due to migration of people to and from towns and cities and factors that influence movement.

Future Growth of State Population.


Education


Contains educational information about all schools and colleges, both academic and vocational plus an index of courses giving names and location of all schools offering those courses.


**Government**


This is an account of the organization and function of the state, county, and local governments written objectively and with many references to the statutes.


This book is by far the best book on the subject for both the teacher and the pupil.

Much attention has been paid to New Hampshire's early history and only a few writers have given us accounts of the later periods. The entire period from the beginning of New Hampshire history to the 20th century is covered concisely and interestingly in this volume.


Finance


Leaders


Concise but complete.


See Material for Children of this paper for a complete list of references on this topic.

Recreation


A journey of two weeks tramp over the Sandwich and Presidential Ranges.


Detailed guide to waters and regions.


About the town of Hill


Out-of-door songs for all who love the Granite State. Poems by well-known poets.


A narrative poem of a woman's life against a background of a mountain farm.


Short lyrics reflecting life of the hills.


Story of a New York editor who lost his job and started a tourist camp in New Hampshire.


Sequel to *None But the Brave*. 


Omnibook on skiing, skating, and other winter sports; also information of the famous carnival.

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State Planning and Development Commission, Concord, New Hampshire.

The commission has a wealth of material.
New Hampshire Recreational Areas
Public Recreation in New Hampshire
Recreation Data
List of New Hampshire Winter Advertising Literature

Public Services


State Planning and Development Commission, Concord, N. H.

Various Public Service Companies serving the state.

Transportation


Political story of the struggle between the owners of a New England Railroad and reform political leaders.

---

New Hampshire by Motor, New Hampshire State Board of Publicity, Concord, New Hampshire.

Role of Trade and Transportation, Research Unit, New York, New Haven and Hartford Railroad, Boston, Massachusetts (1945).

State Planning and Development Commission, Concord, New Hampshire.

Public Passenger Carriers in New Hampshire. Railroads, electric railways, motor busses, taxicabs, contract carriers, and star mail routes.

Preliminary Report of Advisory Committee on Air Transportation. A suggested state-wide program for the development of air navigation facilities in the state.


1. Introduction

2. Methodology

3. Results

4. Discussion

5. Conclusion
CHAPTER V

MATERIALS FOR THE CHILDREN

In order to create a workshop atmosphere in which activity is encouraged, richness and variety of available materials are essential. There are many sources, and the following is an attempt to line up a few that may be used with the children of New Hampshire. This is by no means a complete list, but it is representative of what is available.

History
Agriculture
Industry
Physical
Population
Education
Government
Finance
Leaders
Recreation
Public Service
Transportation
History

1. Readings

Barrows, N.A., Blow All Ballast, Dodd, Mead Co., Inc., New York, 1940.

Story of the submarine Squalus disaster off Portsmouth.


Good reference to leaders of New Hampshire, and many pictures are included.


Of interest for its description of daily life in New Hampshire in the days of quilting. (Novel)


An exciting tale of early life in the State. Footnotes make clear unusual names and explain historical references. Grade VI.


Familiar legends of New England briefly retold, include "Bride of the White Canoe", "Farewell of Passaconaway", and other New Hampshire tales. Grade VII.


Several New Hampshire legends are included in this collection of legends from colonial times through industrial times. Grade VII.


A story of love and politics, 1860-1870, with much of the scene in the capitol.


See teacher's reference for annotation.


Story about John Stark's boyhood and his military career during the Revolution. Grade VIII.


The exciting story of the Fort William. Grade VII.


Historical novel of early life in New Hampshire during the Jackson Presidency and that of McKinley.


Social life and customs.


Historical novel of the American Revolution beginning with the assault on the British fort at Portsmouth.


Historical novel of the Revolution with the scene laid around Portsmouth and Berwick, Maine.


Collection of folk lore of the "Crystal Hill" gathered from tales of old settlers and records of historical societies and town libraries.


Myths of the Abanakis gathered by the author from the descendants of the tribe that once inhabited our state.


The legend furnishes the background for this picture of Portsmouth in the colonial days. Grade VIII.


A horse story with an interesting background of New Hampshire life. Grade V.


A full-flavored tale of early New Hampshire, not long after the War of 1812. Grade VIII.


Throughout this story of Rozella Lanfdell and her companions are a multitude of folk tales of New Hampshire.


The economic and social life of Vermont and New Hampshire from 1790 to 1930.
2. **Audio Visual**


Topographical work under the direction of H. E. Walling, the descriptive matter compiled and edited by Charles Hitchcock.

**Atlas**, Unpublished, but available for reference at the State Planning and Development Commission, Concord, N.H.

Locating approximately 700,000 acres of state, federal, town and semi-public owned lands of the state. Maps partially complete, but they show all national forest lands, state reservations and lands of the Society for the Preservation of New Hampshire Forests. Partial information on town forests, state and country institutional area, military reservations, water supply lands, proposed flood control dam locations with potential inundated areas, and similar lands. (U. S. Geological Survey maps, one inch equaling one mile, are used as bases for the atlas.

**Maps**

Many and various types are needed. These include wall maps, a blackboard stencil map, textbook maps, and individual outline maps. The following are a few sources:

**American Map Co., New York.**

Clear type county outline maps of New Hampshire.

Map No. 527. 20 3/8" x 15 1/2". 9.09 mi. = 1 inch.

**Brown and Parson, Hartford, Conn.**

Map of Maine, New Hampshire and Vermont. 14" x 19 1/2". 16 1/2 miles = 1 inch.

**State Planning and Development Commission, Concord, N.H.**

Topographical map showing contour lines. 30" x 52". 4 miles = 1 inch.

Regional Base Maps of New Hampshire. Outlines the boundaries of the six regions of New Hampshire. Includes names of towns, cities and unincorporated places, locations of more important water bodies. (Various sizes.)
Region Base Map. Outline maps of each of the six regions of New Hampshire, county and town lines, highways, railroads, airports, state recreational areas, principal streams and all water bodies over 10 acres, principal mountains and their elevations. (Various sizes.)

Pictures

1. Cut from publications, mounted and documented.

2. When films are available, teacher may take snapshots of places and activities that suit her needs.

3. Postcards. A large collection of postcards, containing pictures of places of interest within the state.

4. Pictures from State Publications such as State Planning and Development Commission and the six Regional Associations of the State.

Motion Pictures

Ninth State, 22 minutes, 16 mm. sound, color, Emerson York Studios, New York City.

The historical reason for the title of this state is that New Hampshire was the necessary ninth state to ratify the Constitution. Colonial houses and doorways are shown first followed by a trip to the Isle of Shoals and quaint Gosport Church. The State House of Concord is shown with the statues of Daniel Webster, General John Stark, and Franklin Pierce. The parade is shown which was held to commemorate the ratification of the Constitution.

These background scenes are followed by others to show some of the industries and advantages of New Hampshire as a state: its water power for generating electricity, to use in transforming pulpwood into paper; the use of its granite in many of the public buildings in Washington, D.C.; its high schools, state university, and Dartmouth College; its popularity as a summer playground for adults and for children's camps; the beauties of the White Mountains; fun in fishing in well-stocked streams; the summer theatre; the Mt. Washington and the Fume, also the aerial tramway. The concluding scenes show New Hampshire's agriculture, dairy and poultry farming; the fun to be had in winter sports of skiing, skating and dog sleds.
Film Strips


Pioneer Days

Colonial America
Agriculture

1. Reading*

Bowles, Ella S., Children of the Border. (See History, Material for Children)


Creve, Anna M., Soil, Its Sources and Uses, Unit Study No. 454, The American Education Press, Columbus, Ohio, 1935.

Farming, State Planning and Development Commission, Concord, New Hampshire, 1938.


2. Audio-visual


Maps, See History-Materials for Children

Land Use Maps, State Planning and Development Commission, Concord, New Hampshire.

Urban residential areas, rural residences, industrial areas, tilled land, orchard land, woodland and water areas; data shown in color on U.S. Geological Survey maps, one inch equals one mile. Based upon photographic survey during 1926-1931.

* Most of the references under Teacher's Background References will furnish research material for the children.
Pictures, See History-Material For Children.

Motion Pictures.

Truck Farmer, 1 reel, 16 mm. Erpi Classroom Films, Inc., New York.

Farm and City, 1 reel, 16 mm. New York University Film Library, New York.

The interdependence of farm and city.

Harvest for Tomorrow, 33 minutes, 16mm. Visual Service, University of New Hampshire, Durham, N.H.


The Land - To Have and To Hold, 1 reel, 16 mm. United States Department of Agriculture, Washington, D.C.


An interpretation of historical progress in the development of resources in this area.

Salt of the Earth, 2 reels, 16 mm. Visual Education Service, 131 Clarendon Street, Boston.

The importance of farms and farmers to civilization.

Film Strips

Many of the above are accompanied by film strips.


The Farm
Industry

1. Reading

At Work - Men and Machines in New Hampshire, State Planning and Development Committee, Concord, N. H. 1939.

A review of the industrial assets of the state, presenting a picture of growth, present conditions, and opportunities for development.


Factory life in a small town.

Cote, Phyllis N., Rabbit-Go-Lucky, Doubleday Doran Co., Inc., Garden City, New York, 1944.

An eleven-year-old learns the old art of weaving during her vacation in New Hampshire. Grade VI.


A seventeen-year-old girl spends her summer as a waitress in a New Hampshire inn. Grade IX.


Kimberly-Clark Corporation, From Trees to Printing Presses, Kimberly-Clark Corporation, New York, 1944.


Made in New Hampshire, State Planning and Development Commission, Concord, New Hampshire.

A tale of the paper-making industry.


Lumbering in New Hampshire, giving a real sense of the pine woods and the excitement of a lumber camp. Grade VIII.

Occupations, State Planning and Development Commission, Concord, New Hampshire.


The Same, The Story of Rayon.

The Same, The Story of Wool.


The Same, Rubber and Rayon, Pamphlet No. 252.


2. Audio Visual Aids


Maps, See History-Material For Children.

Pictures, See History-Material for Children.
Motion Pictures

New England, 12 minutes, 16 mm., sound. Apply March of Time, 369 Lexington Ave., New York.

Not only gives the New England background, but also examines the New England of today; New England's industrial economy includes diversified, top technological industries, plastics, radio, radar, and rubber.

New Hampshire's Heritage, 18 minutes, 16 mm., sound. Savings Banks Association of New Hampshire, 4 Park St., Concord, New Hampshire.

Presents the story of New Hampshire characters and the part it has played in industrial progress and the creation of homes for our people. It depicts the neighborly functions of a savings bank in the community.

Ninth State, See History-Material For Children.

Northeastern States, See Agriculture-Material For Children.

From Visual Education Service, Boston University, Boston, Mass.

Behind the Scenes in the Machine Age
From Mountain To Cement
Story of Leather
The Story of My Life by Mr. Shoe
Harvesting the Deep (Fish)
The Conquest of the Forests
Harvest of the Sugar Maple
General Farming
Trees to Tribune
Trout Stream Improvement
Cotton Goods

Lumbering in Coos County, 1 reel, 7 minutes, silent. Visual Service, University of New Hampshire, Durham, N.H.

Filmstrip


Clothing and Textiles
Physical

1. Reading


A chronical of country life in New Hampshire.


Description of the mountains interspersed with legends.

Biological Survey of the Rivers, State Fish and Game Association, Concord, New Hampshire.

Merrimack Watershed, Report No. 3 (1938)
Connecticut Report No. 4 (1939)
Androscoggin, Saco and Coastal Watersheds Report, No. 2, 1937.


Pioneer life in Tamworth, near Mt. Chocorua.


Description of rural New Hampshire and the joy of a country life.
Farrar, Charles A., Through the Wilds, Estes and Lauriet, Boston, 1892.

A fictitious narrative of sport and adventure in the forests of New Hampshire and Maine.

Placcus, Kimball, Avalanche of April, Scribner and Sons, New York, 1934.

A description of early spring in New Hampshire.

Fish and Game Department, Biennial Reports, Concord, N.H.

Geographical Materials, Large city, Chambers of Commerce.


Stories of young patriots.


Locklin, Anne L., Tidewater Tales, Viking Press, N. Y., 1942.

Actual boy's adventures along the Swampscott River which have been recounted to the author by her father. Grade VIII.

Maloy, Mrs. Louis, Star Wish, Scribner and Sons, N.Y., 1940.

A wholesome family story which imparts a real feeling for the country and reveals the kindliness and neighborliness of its people. Grade VIII.


How 17-year Bill Crawford bought a trunk of Yankee notions and set out on foot from New Hampshire for the Ohio country. Grade IX.


A story of a young man's tramp across the states of New Hampshire, Vermont, and New York.

State Planning and Development Commission, Concord, N. H.

Water Bodies in New Hampshire
Water Supplies
Reports on Floods and Damages
Your Home Town
Planning and Zoning Data

Shore and Beach Preservation and Development Commission, Biennial Report, Concord, N. H.

Thompson, Denman, The Old Homestead, Walter Baker Co., Boston, 1927.

Water Resources Board, Biennial Report, Concord, N. H.

White, Eliza O., When Abigail was Seven, Houghton Mifflin Co., Boston, 1931.

Abigail, who lived in New Hampshire, was seven in 1828 when she made a visit to Salem. Grade IV.


A romance of the Willey slide and the White Mountains.

2. Audio-Visual


Maps, See History-Material For Children.

Land Use Maps, See Agriculture, Material for Children.

Picture Map Geography of the United States, Vernon Quinn Stokes, N. Y., 1931.

Views and Maps, Thomas Jackson, Thurston, Torry Co., Boston, 1845.

Pictures, See History-Material For Children.
Motion Pictures


New Hampshire's Four Seasons, 1 reel, 15 minutes, silent. University of New Hampshire, Durham, N. H.
Population

1. Reading


2. Audio-Visual

Atlas, See History-Material For Children

Maps, See History-Material For Children.

Pictures, See History-Material For Children.

Motion Pictures.

French Canadian Children, 1 reel, 16 mm., sound. Visual Aids Department, Boston University, Boston, Mass.

It is for primary grades, but might possibly be of value as it shows the home, customs, and gives the language of the people.
Education

1. Reading


Deals with the most important non-combatant Indian of the eighteenth century.


New Hampshire treated in a short manner.


Complete history of the oldest American church boarding school at Concord.


Brief history of that famous college.


2. Audio-Visual

Maps, See History-Material For Children.

Pictures, See History-Material For Children.
Government

1. Reading


This book contains brief and enlightening accounts of the men of that day.


A story of a small industrial community where mill owners and immigrants mingle and solve mutual problems.


An account of the official insignia of the state.


In this book will be found many suggestions for making the constitution colorful, such as suggested pictures to illustrate the various articles.


This book is outdated and not very interesting, but is about the only text for the children.


An account of the organization and function of state, county, and local governments written objectively and with many references to the statutes.

, Legislative Synopsis and Digest of State Legislation, Secretary of State, Concord, New Hampshire.


"It is the purpose of this book to present only the information needed by the average citizen in order that he may perform his duties as a citizen and take his place and advantage of his rights and power and have a reasonable understanding of the processes of orderly government." (Preface)


2. Audio-Visual

Chart, "State Government 1939" An organization chart of the State Government. Black line paper prints. 17" x 26".

Maps, See History-Material For Children.

County Map of New Hampshire, The National Survey Co., Chester, Vermont. 17" x 22" and 8" x 7".

Motion Pictures.

Ninth State, See History-Material For Children.
Finance

1. Reading


2. Audio-Visual

Pictures, See History-Material For Children.

Motion Pictures, See Industry-Material For Children.

*New England*, 12 minutes, sound. Rice Film Co., Manchester, N. H.

March of Time. Brief resume of New England's sources of income, scenes of famous historical spots, an examination of the solution that the people of Manchester, New Hampshire, found for the problem created when the Amoskeag Mills folded during the depression of the 1930's. Film touches on the general economy of the state.
Leaders

1. Reading


Autobiography of a Portsmouth lad slightly concealed by changing names and places. Grade VII.


The Sullivan Papers edited by Otis G. Hammond and this biography are our chief sources of information about this Revolutionary general.


Bell, Charles H., John Wheelwright, Houghton Mifflin Co., Boston, 1875.


In the early years of the 19th century Otford was the home of a busy inventor of many useful articles. Vermont and New Hampshire claim this man, whose steamboat predated Fulton's invention.

Champney, Benjamin, Sixty Years' Memories of Art and Artists, Wallace and Andrews, Manchester, N. H., 1900.

The memoirs of a New Hampshire born artist who, for many years, lived and painted at North Conway.

Songs of an appreciative son of the State.


A life of the Exeter Lawyer and leader of the Republican Party during the middle part of the 19th century who may have suggested the name for the party and called its first meeting.


An intimate biography of New Hampshire's noted sculptor.


An account of sculpture in the second half of the nineteenth century including work of Saint Gaudins, Daniel French, and John Rogers.


Biography written just after the death of this noted poet.


Naturalist, writer and lecturer, Mr. Baynes was the moving spirit in founding the Meriden Bird Sanctuary.

A Portsmouth boyhood was one of the major influences on the writings of this poet, editor and story teller.


A founder of Exeter and one time minister at Hampton, this friend of Oliver Cromwell believed in religious freedom of a sort that was not possible until two centuries later.


The Great Stone Face and other famous stories by Hawthorne are included in this selection.


A bucolic novel of a New Hampshire farm boy who becomes a minister during the stirring days of 1845-1860.


A sketch of one of the most remarkable men in New Hampshire history.


A collection of portraits and biographical sketches of daughters and residents of the Granite state.

Brief biographical sketches of New Hampshire men and women, native and resident, prominent in public, professional, business, educational, fraternal or benevolent work.


A study in sensibility and good sense.


Pierce and his achievements are presented in true perspective which could not be done by a friend and a contemporary.


This is a record of one man's life, and the activities of the town in which he lived and as such is an excellent picture of life in many New Hampshire towns prior to the Revolution.


Governor, congressman, man of letters, all of these apppellations belong to William Plumer, who contributed much to the development of this state.


An authorized biography of the founder of Christian Science.

Reed, Merideth, Skylark, Thomas Y. Crowell Co., N. Y. 1933.

A tale of a young opera singer bred in a small New Hampshire village who forsakes her career to take care of her invalid father.

Richardson, Leon Burr, William E. Chandler, Republican, Dodd, Mead and Co., N. Y., 1940.

Biography of a native son, famous political figure in New Hampshire and Washington, D.C., one-time Secretary of the Navy.

Portsmouth, Dunbarton, and towns along the Connecticut River figure in this historical novel of Rogers' Rangers.

Roth, Edward, *Christus Judex*, Cupples, Boston, 1892.

The story of an Italian painter who sought a face to represent "a Christian's idea of God of Justice," and after years of searching found the model in the Old Man of the Mountain.


Biography of the musician who spent much of this life in Peterborough. Grade V.


The story of the hero of many Revolutionary battles.

2. **Audio-Visual**

Maps, See History-Material For Children.

Pictures, See History-Material For Children

Motion Pictures.

The Devil and Daniel Webster, full length, sound, Rice Film Company, Manchester, N. H.
Recreation

1. Reading


Girl's story about New Hampshire and Dartmouth Carnival. Grade VIII.


A journey of two weeks' tramp over the Sandwich and Presidential Ranges.


Detailed guide to waters and regions.


About the town of Hill.


Out-of-door songs for all who love the Granite State. Poems by well-known poets.


A narrative poem of a woman's life against a background of a mountain farm.


Short lyrics reflecting life of the hills.


A summer vacation with fun and excitement and the unraveling of a mystery in the mountains of New England. Grade VII.
Marshall, Margarette M., None but the Brave, Doubleday, Doran Co., N. Y., 1934.

Story of a New York editor who lost his job and started a tourist camp in New Hampshire.


Sequel to None But the Brave.

McCue, James W., Ski Lure, P.O. Address, North Plymouth, Mass.


Omnibook on skiing, skating and other winter sports, also information of the famous carnival.


State Planning and Development Commission, Concord, N. H.

The commission has a wealth of material.

New Hampshire Recreational Areas
Public Recreation in New Hampshire
Recreation Data
List of New Hampshire Winter Advertising literature.

From the various regional associations.


Three children enjoy the summer in New Hampshire all the more because of the vegetable man who didn't like automobiles.
2. Audio-Visual

Maps, State Planning and Development Commission, Concord, N. H.

Tourist Map

Winter Sports Map

Pictures, See History-Material for Children.

Poster, State Planning and Development Commission, Concord, N. H.

Summer Scene by Maxfield Parrish
Winter Scene by Guy Shorey
Ski Racer by L. Hechenburger
Skier by Edgar Hunter

Motion Pictures

Winter in New Hampshire, 30 minutes, 16 mm., silent, color. Visual Service, University of New Hampshire, Durham, N. H.

A color film showing typical New Hampshire winter scenery and winter sports. Outstanding ski areas. Winter motoring, road conditions, showing snow plows and sanding trucks. Views of the Old Man of the Mountain, The Fume, etc.

How to Ski
Ice Carnival
Learn to Swim
New England Holiday
Ski Time
New Hampshire Ski Trails
Richard Taft Ski Trails
Tennis for Beginners
Water Carnival
White Mountain Region of New Hampshire
Let's Go Fishing, 19 minutes, sound, Department of Public Relations, General Motors Corporation, New York City, 19.
Public Services

1. Reading


Wyler, Rose and McSpadden, Warren W., Electricity Comes To The United States, Gosset and Dunlop Co., 1937.

State Planning and Development Commission, Concord, N. H. Reports and investigations.

2. Audio-Visual

Maps, See History-Material For Children


Major Drainage Basins

Water Supply and Sewage Disposal

Systems of Cities and Towns

Electric Utilities in New Hampshire

Pictures, See History-Material for Children.

Motion Pictures

Power and the Land, 1 reel, 45 minutes, 16mm., sound. Visual Service, University of New Hampshire, Durham, N. H.

From Horse Sense to Horse Power, 1 reel, 15 minutes, silent. Visual Service, University of New Hampshire, Durham, N. H.
Transportation

1. Reading


Political story of the struggle between the owners of a New England railroad and reform political leaders.

———, *New Hampshire By Motor*, New Hampshire State Board of Publicity, Concord, N. H.


An excellent account, well illustrated, of the history of various roads of New England and more especially of New Hampshire.


2. Audio-Visual

Maps, See History-Material For Children.

Pictures, See History-Material For Children.

Motion Pictures

Railroadin', 3 reels, 16mm., sound. Visual Aids Dept. Boston University, Boston, Mass.

Secure from Visual Service, University of New Hampshire, Durham, N. H.:

An Airplane Trip, Boats
Development of Transportation, Highways of New England
Film Strips


Transportation
BOSTON UNIVERSITY

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Service paper
Bragg, R.A.
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New Hampshire: a
source book of instruc-
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Service Paper
Bragg, R.A.
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