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 the environmental living project

JOHN MUIR NATIONAL HISTORIC SITE / MARTINEZ , CALIFORNIA

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translation

STRANGERS IN A STRANGE LAND

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STRANGERS IN A STRANGE LAND *

Environmental Living Project John Muir National Historic Site

DEFINITION: "Environmental Living," as the name implies, is an actual living, overnight experience for children that takes place at any cultural, historic, or prehistoric site where the interaction and interdependency of man and his environment are represented. It relies heavily on pre-site explorations and preparation, role-playing, problem solving, and "cross age" teaching—the enlistment of high school youth counselors and group leaders.

"Environmental Living" is much more than this, however. Above all, it is an experiment to see if by re-creating and solving some of the environmental tasks and problems of the past we can come to understand the present—and solve some of our problems.

INTRODUCTION

The "Environmental Living Project" is primarily an expanded role-playing enlarged into simulated historical reality. Children, by living as closely as possible to the reality of another time, period, or culture, become more acutely aware of both the elements of a past environment and of their own. In both environments, they can and will have to solve many problems of living. Thus, "Environmental Living" emphasizes three ideas:

1. Awareness of the site in the physical, natural, historical, and aesthetic environment.
2. Our relationship to that environment.
3. Our relationship to our own environment.

It focuses on the following questions: "What are the elements of this environment?" "Given these, how would you plan a day and a night of your life?" and "What might be your needs?"

This program at John Muir National Historic Site was inspired by the success of other Environmental Living Projects like those at Fort Point NHS, the sailing ships of the San Francisco Maritime State Historic Park, and the Petaluma Adobe State Park. New opportunities and sites are cropping up regularly.

* Written and prepared by Ms. Marti Leicester, Volunteer-in-the-Park, 1973.

The old John Muir mansion, the Martinez Adobe, and the small orchard that make up this park serve as the setting for the theme that is lived out at the park, "Strangers in a Strange Land." Immigrant Chinese laborers and other immigrant farm workers tended these Martinez orchards in the 1880's. Living in and exploring this environment in some of the same ways that these early immigrants also learned about their new surroundings may lead to greater insights into the problems faced by laborers of 100 years ago and, hopefully, contribute to an understanding of some of the problems of today's society. The following stages describe how an Environmental Living Project works:

STAGE I: PARTICIPATION IN AN APPROPRIATE WORKSHOP

STAGE II: PLANNING THE ENVIRONMENTAL LIVING EXPERIENCE WITH YOUR CLASS

STAGE III: EXPERIENCING AN ENVIRONMENTAL LIVING OVERNIGHT

STAGE IV: FOLLOWING UP THE EXPERIENCE IN THE CLASSROOM



STAGE I

TEACHER-LEADER WORKSHOPS

A WORKSHOP, ARRANGED THROUGH THE PARK OFFICE, IS A PREREQUISITE FOR ANY TEACHER OR GROUP LEADER BRINGING HIS CHILDREN TO JOHN MUIR NATIONAL HISTORIC SITE.

A primary purpose of these workshops for teachers and leaders is to tie the childrens' experience in with the teacher-leader training. Thus, we require that the children who participate in the overnights be the children of the teachers and leaders who have been enrolled in the workshops.

The Teacher-Leader workshop takes participants through an Environmental Living Project as children might go through it, but the discussions and experiences at these workshops deal with the many details that need to be ironed out in advance of bringing children to the site. By virtue of the workshop training, teachers and leaders will be as prepared as possible for guiding Environmental Living Projects. Also, John Muir NHS will be a familiar place by the time a leader brings in his first group.

Workshops usually consist of at least one full day and an overnight. They may be taken for one semester credit if desired. One may also participate in workshops at any of the other Park Service Environmental Living areas: Fort Point NHS, or San Francisco Maritime State Historic Park, a California State Park.

STUDENT LEADERSHIP WORKSHOPS

Every effort is made to involve high school students in appropriate leadership workshops. Counselors are necessary for the safety and comfort of small children. The National Park Service recommends a 6 child to 1 adult ratio for younger groups. The best kind of counselors are those who can also provide some leadership in the educational experience. High school students who can serve as cross-age teachers are the ideal people to fill these counselor positions. John Muir National Historic Site already has such a corps of trained high school students readily available to groups who might have need of them.

Student leadership workshops follow the same schedule as the teacher-leader workshops. They are often held in conjunction as a teacher-student team building exercise.

WORKSHOP TOPICS

A. DISCUSSING AND DEFINING ENVIRONMENTAL EDUCATION OBJECTIVES AND PREPARING STRATEGIES FOR CONVEYING THESE TO CHILDREN.

The aim of an Environmental Living overnight is to give a child an opportunity to explore his own environment, to experience, to feel, and to learn without being taught. The heart of the project is involvement. The program itself is made of the tasks and problems which the children themselves identify, recognize, suggest and test solutions for, and to which they set their own standards. Thus, the emphasis is on those processes and activities which will bring out the most enthusiasm, feeling, confidence and trust of the child, with a minimum need for fact or prior knowledge upon which he or she is judged or graded by others.

The inquiry strategy of teaching—with its emphasis on “problem-solving” and individualized study—seems to be ideally suited to preparing for the Environmental Living experience. Different approaches to this strategy will be discussed in the first part of the workshop.

B. DISCUSSING AND EXPLORING THE “STRANDS” CONCEPTS OF THE NATIONAL PARK SERVICE AND THEIR USE IN DISCOVERING THE “PROBLEM FOCUSES” FOR ENVIRONMENTAL LIVING PROJECTS. ESTABLISHING AWARENESS OF AND FAMILIARITY WITH THE SITE.

The strands concepts are five major ideas that underlie the National Park Service approach to environmental studies. These are explored as **processes** or experiences—a “Strands Walk”—that may help leaders and children take the first strangeness from the site where their overnight will take place. From these explorations, from special interests, and from individual questions, and problem focuses, broad areas of study emerge. These in turn provide the background for each group’s Environmental Living Project.

All participants in student leadership and Teacher-Leader workshops will have an opportunity to experience a Strands walk and discuss the Strands concepts.

C. DISCUSSING AND ACTING OUT SPECIFIC PROBLEMS THAT LEADERS AND TEACHERS MUST BE PREPARED TO DEAL WITH DURING AN ENVIRONMENTAL OVERNIGHT.

Along with the role-playing and demonstrations that are part of an Environmental Living Project, certain basic tasks **must** be accomplished. You as teachers, leaders, and counselors will be the key people to see that these are accomplished, in whatever manner you and your group choose to go about it.

TASKS FOR ENVIRONMENTAL LIVING: TO THE LEADERS

I — RULES OF CONDUCT

Some rules must be established. Look around and decide what is needed for conducting this experiment safely and "historically." Perhaps you may suggest the group establish leaders—"officers and a chain of command, captain and crew," or whatever is appropriate—with assembly and reporting in periods. Define your problems!

II — COOKING

You will have to select, shop for, and prepare two meals. Sanitation and cleanliness are paramount—but what other problems will you have? Time, what foods are appropriate, serving and utensils . . . what else?

III — CLEAN-UP AND MAINTENANCE

The area must be as clean or better than when you found it. How will you organize clean-up? What are the major concerns? (Include dish washing: talk with cooks.)

IV — SUPPLIES AND EQUIPMENT

Movement of equipment, bedding and bed assignments. Supplies—other than food—will be your task. Also, making sure everything is collected and in place prior to departure. Your group may have brought other equipment for its experience—lanterns, water cans, a telescope—take charge!

V — RECREATION

This experience is not solely devoted to chores. Thus, consider some time plan for physical activity—drill, calisthenics, work project, or other appropriate to this site. Also, how about recreation or activities for fun—what would these people have done? Organize it.

Now—as a group how do you wish to proceed? Do you wish to resolve the details—and there many—together? Or, can you delegate these tasks to teams within your group? Can you **role-play** these problems as part of the historical environment of this place?

D. DISCUSSING ROLE-PLAYING AS THE CENTRAL LEARNING METHOD OF THE OVERNIGHT EXPERIENCE. TEACHERS AND LEADERS ACT OUT ROLES AND HISTORIC LIFE PROBLEMS AT THE SITE.

Most historic sites within the National Park System provide excellent opportunities for role-playing. This is one of the most effective teaching strategies for involving feelings and values in use today.

Both the teacher-leader and STEP workshops, and the class overnights utilize role-playing as a means of enhancing and increasing the learning experience of Environmental Living.

At teacher-leader and STEP workshops participants are asked to assume various roles and characters, befitting the previously described "basic tasks." Cooking, clean-up, maintaining order—these are **problems** to be solved. The **roles** are embellishments to these problem solving activities. Participants will find they require little more than their own imaginations and a few props or necessary tools (supplied) as they go about being cooks, overseers, houseboys, or field workers and the like.

This is not to say these roles cannot be greatly enhanced by prior preparation and **research**. These and others on the following pages might well be studied in advance through the suggested references, and discussed along the accompanying questions for each

This comes under the category of pre-site preparation. Thus, it is accomplished in the classroom, perhaps initiated by a prior get-acquainted visit here by the class. In either case, roles are used to engage the feelings; research and/or problem-solving are used to engage the brain. We also hope to get out some of the facts, the history, the story of this area and period.

Class groups that have been working on special research projects may want to take on certain roles **they** have identified not mentioned here. Fine! Often children may carry their roles throughout the entire Environmental Living experience—although you might want to provide some opportunity for them to try on other roles than their basic assignment or choice. Perhaps this can be worked into the preliminary visit.

And, as an added thought, consider the fun of role-playing the old pieces of furniture in John Muir's house, the tools in the attic ("What am I for?" said the drill.), the chickens in the yard, or even the many kinds of plants John Muir experimented with here with the help of the coolies.

In conclusion, whatever manner in which role-playing is handled, it is essential that the resource person or leader not use a response as a platform for

his or her superior knowledge. This is especially true where the emphasis is on personal feelings. The primary objective is to involve members in the roles, the problems, the life of the times—and to develop his or her sense of confidence and responsibility. It is not just to set him up to be subsequently corrected. For that matter, in many cases a participant's personal answer to a problem of the past may be superior to the actual historic solution. This leaves the leader with the pleasant opportunity to pay a compliment, or, better yet, to seek approval from the group along with involving others in discussion.

Above all, the participant must feel renewed by the experience, not rebuked. It is his or her only direct tie between this environment and his own.

Again, ideas should not be left hanging. The key to the exercise is the "debriefing," the leader's responses and his or her ability to build with and interrelate what each person brings back into a total picture of the environment. This can be best achieved through the sharing of feelings, experiences, and trust.

ROLE-PLAYING USING HISTORICAL INFORMATION

Situations can be thought up by either teachers or students. If the students develop a situation, a teacher could aid them by including all necessary elements and deciding what data they would need to have.

HISTORICAL DATA

Glean information from available sources. The goal is to have sufficient data that students can be authentic in their role-playing. The amount of data is not as important as relevancy.

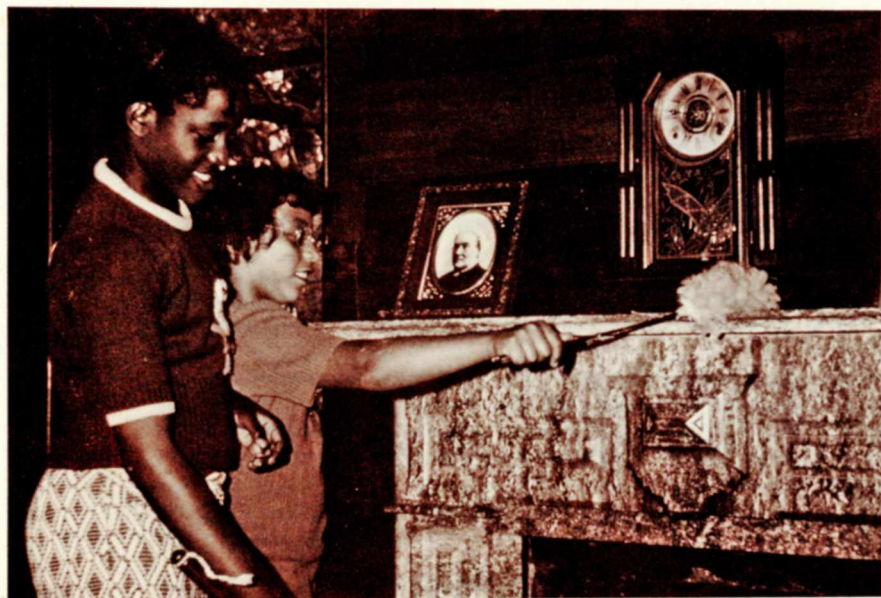
HISTORICAL SITUATION

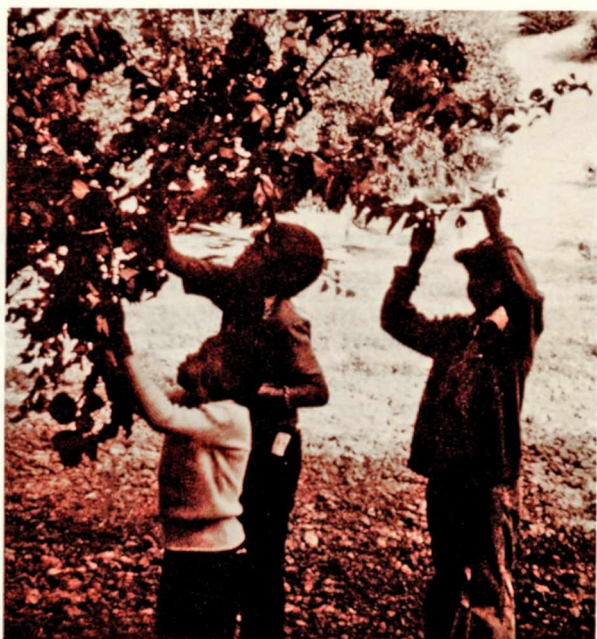
Set up a situation that may have occurred.
This situation will need to include:

Setting (time, place)

Problem or conflict

Characters (be specific)





WHITE OVERSEERS
(2-3 people)

You are the white overseers for the Walnut Tree section of the Strentzel orchard.

A new crew of Chinese laborers has just been hired to work under you.

WHAT PROBLEMS DO YOU FACE AND WHAT EMOTIONS DO YOU FEEL AS YOU TRY TO SURMOUNT THE LANGUAGE BARRIER AND COMMUNICATE WITH YOUR NEW CREW? (see below)

HINTS:

The Harvest Labor Market in California, pp. 20-24: Chinese labor contractors who spoke English and had information about and access to labor crews did the actual negotiations with white ranch and orchard owners. They often served as interpreters and go-betweens for the crews and the overseers.

Fifty Years a Rancher, pp. 141-150: A first-hand account of a California rancher's paternalistic attitude to his laborers.

Factories in the Fields, pp. 70-72: The white, novice California orchardists actually learned most of what they knew about fruit raising and fruit packing from their Chinese laborers.

FIELD HAND FOREMAN

(1 person)

You are the Chinese foreman in charge of the field and orchard crews. According to your labor contract (talk to the white overseer) and in your opinion, what are the duties you need to perform in the orchards and on the ground?

HOW MUCH TRAINING DOES YOUR CREW NEED?

WHAT DO YOU DO IF ONE OF YOUR LABORERS IS TOO ILL TO WORK?

HOW DO YOU ORGANIZE YOUR CREWS FOR MAXIMUM EFFICIENCY
AND WHAT CHORES MIGHT YOU HAVE THEM DO? (see below)

HINTS:

Passage to the Golden West, pp. 59-61: It is up to you to maintain discipline on your crews, to pay your men, and act as an interpreter.

Many Chinese work crews kept extra men in reserve so that if one man was sick, there were replacements.

Often, crews worked on an assembly line basis, each person doing one small part of the whole job.

Factories in the Fields, p. 66-80: Foremen often served also as labor contractors.

The Farmers' Age — 1815 to 1860, pp. 395-397: In California, fruit orchards were the best way for small farmers to compete with the huge grain growing farms.

The Plow Plane

made a Groove along the end of a board

Simplest Plow
with thin iron plate



...but the Adjustable Fence Plow (first wedged, later screwed) are best known types.

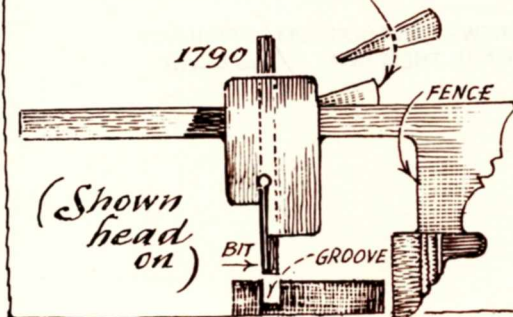
1790

FENCE

(Shown head on)

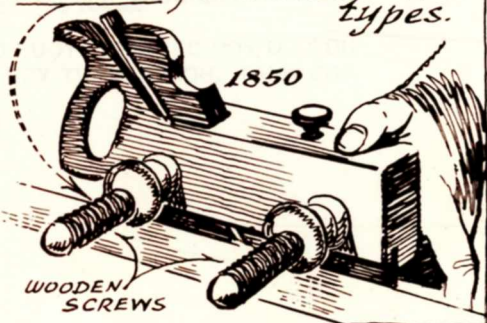
BIT

GROOVE



1850

WOODEN SCREWS



The Adjustable Plow

as seen from below.

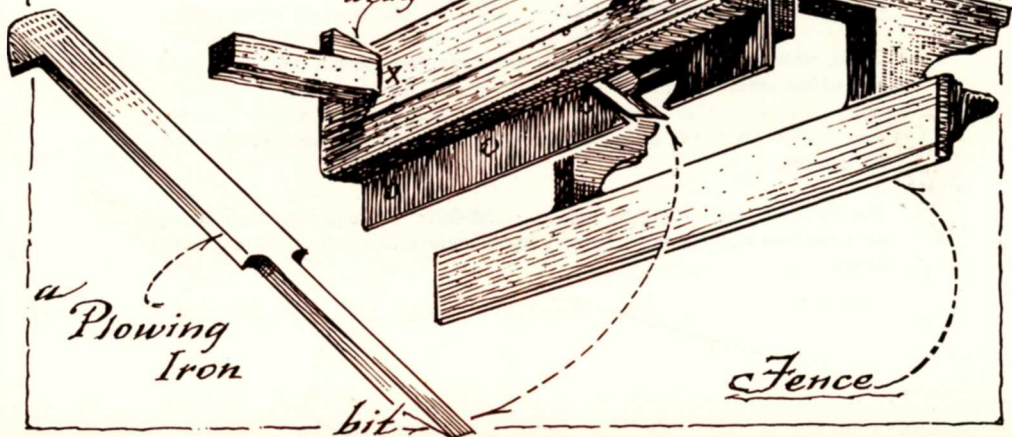
Notice how slide arms slide through the stock (x)

wedge

wedge

x

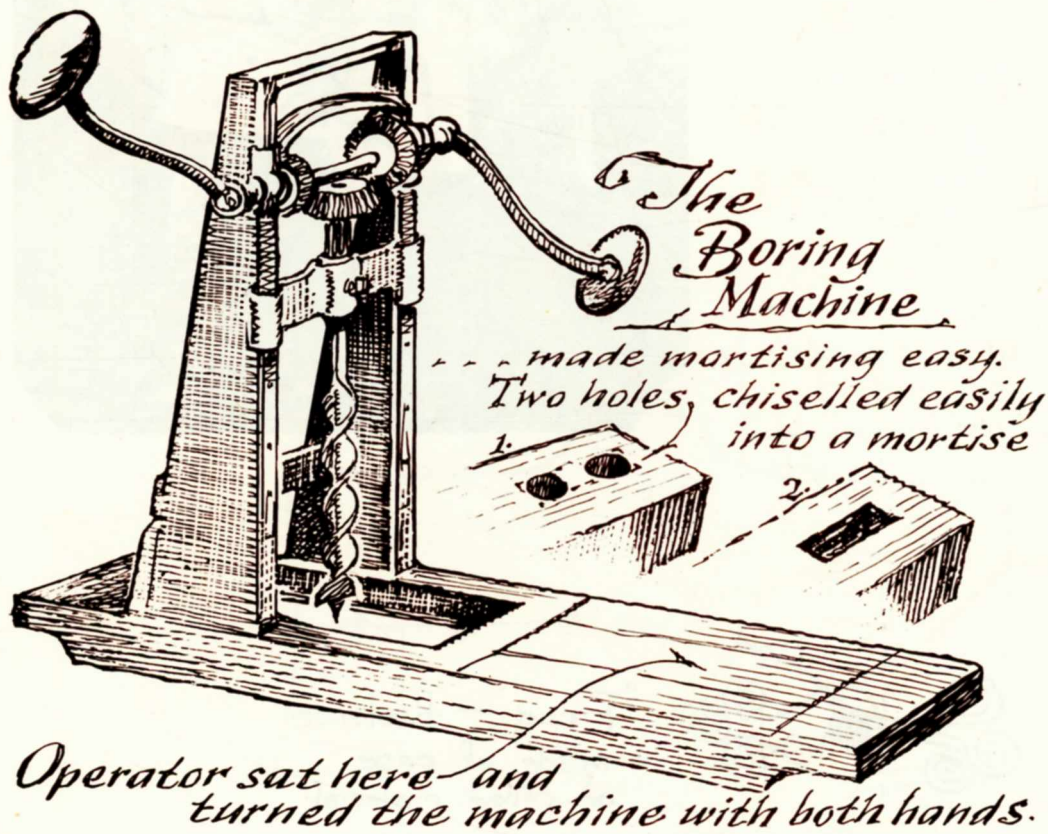
x

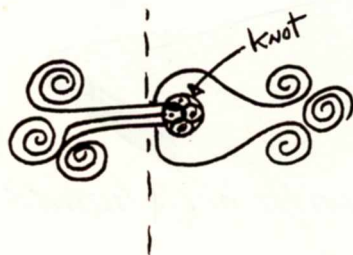


a Plowing Iron

bit

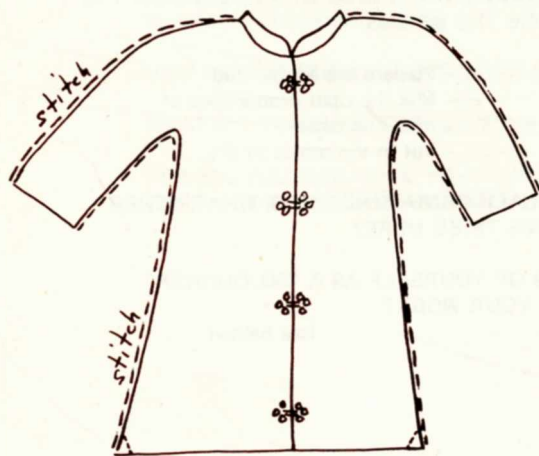
Fence



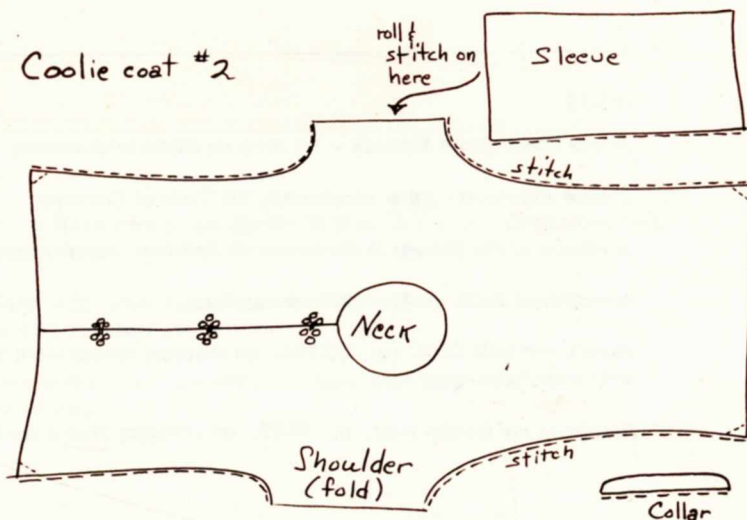


"Frog" - fastener
made of rope
or rolled material.

Coolie coat #1 — lay subject
on material (or brown paper).
Trace outline. Cut out in duplicate.
Stitch together along arms & sides.
Split front. Add frogs & collar.



Coolie coat #2



* NOTE: Chinese didn't use patterns — invent!

FIELD HAND—ORCHARD WORKER

(4-6 people)

You are members of the field hands crew and the orchard workers crew.

GIVE A DEMONSTRATION OF ADOBE BRICK-MAKING AND EXPLAIN THE WAYS IN WHICH YOU MIGHT USE THE BRICKS.

- - - - Prepare the adobe mud
- - - - Mix the right proportions of
mud and straw
- - - - Put in the molds to dry

PERHAPS YOU HAVE BEEN IN CALIFORNIA SINCE 1860; WHAT OTHER OCCUPATIONS MIGHT YOU HAVE TRIED HERE?

HOW DOES YOUR CONCEPTION OF YOURSELF AS A "SOJOURNER" AFFECT YOUR ATTITUDES TO YOUR WORK?

(see below)

HINTS:

Adobe Construction Methods — for hints on adobe brick-making.

Chinese Argonauts: other occupations, see Table of Contents.

A History of the Chinese in California: A Syllabus: other occupations.

Mountain of Gold, p. 42.: other occupations.

Pigtails and Gold Dust, pp. 102-104: on attitudes toward work since Chinese were only "sojourners".

Passage to the Golden West, pp. 28-29: on attitudes toward work.

DOMESTIC FOREMAN

(1 person)

You are the Chinese foreman for the domestic crew in the Strentzel home. Take your crew through the house and set up a schedule of housekeeping chores on the basis of what you and your crew decide needs to be done to keep the household running.

HOW MUCH TRAINING DOES YOUR CREW NEED?

WHAT DO YOU DO IF ONE OF YOUR LABORERS IS TOO ILL TO WORK?

HOW DO YOU ORGANIZE YOUR CREWS FOR MAXIMUM EFFICIENCY AND WHAT CHORES MIGHT YOU HAVE THEM DO?

(see below)

HINTS:

Passage to the Golden West, pp. 59-61: It is up to you to maintain discipline on your crews, to pay your men, and act as an interpreter.

Many Chinese work crews kept extra men in reserve so that if one man was sick, there were replacements.

Often, crews worked on an assembly line basis, each person doing one small part of the whole job.

CHINESE DOMESTIC WORKERS

(2-3 people)

You are members of the domestic work crew, the people responsible for the daily chores in the Strentzel mansion.

WHAT CHORES MIGHT YOU PERFORM?

HOW DO YOU FEEL ABOUT DOING WHAT THE REST OF THE AMERICAN SOCIETY CONSIDERS TO BE "WOMEN'S WORK?" (see below)

HINTS:

Passage to the Golden West, p. 37: In a frontier society where there were few women (like after the gold rush and during the building of the railroads) there was a crying need for someone to do laundry, sewing and cooking. The Chinese who maintained a very strong national and cultural identity were relatively unaffected by the opinions of the rest of the American society and, for the money it brought them, they were more than happy to do these domestic chores.

Shake Hands with the Dragon, pp. 268-281: a contemporary account of a modern Chinese laundry man, but might provide some historical insights.

Mountain of Gold. There is a whole chapter on the Chinese laundries.

Pigtails and Gold Dust, pp. 100-110: there is an entire chapter on house chores performed by Chinese. Much insight is given to attitudes toward work, type of chores performed, etc.

Survey the Muir home, rooms like the kitchen and the attic, for ideas of chores that you might have performed.

JOHN MUIR

(1 person)

You are against the killing of wild animals. You are even against the killing of predators, animals that other ranchers call "varmints."

YOUR FOREMAN TELLS YOU THAT SKUNKS AND OWLS HAVE BEEN KILLING THE CHICKENS. HE ASKS PERMISSION TO SHOOT OR POISON THE "VARMINTS" WHAT DO YOU TELL HIM?

THE CHICKENS ARE AN IMPORTANT SOURCE OF FOOD FOR THE LABORERS. HOW ARE YOU GOING TO PROTECT THE CHICKENS?

(see below)

Hints:

You might consider telling the foreman to have his men build a predator-proof chicken coop. What materials will be needed? How will the habits of the various predators (skunks, raccoons, owls and hawks) influence the design of the chicken coop?

You might consider having the laborers build a large box trap to catch a predator alive without harming him. What kind of bait should be used? How should the trap be designed.

What are you going to do with the predator after you catch him? John Muir did not believe in making pets out of wild animals.

Note: This is not an entirely academic exercise; some chickens are still here and the predators are still here including skunks. Your group will make an effort to trap (live) the skunk. The staff park ranger will arrange for the skunk's transfer to a wild area.

CHINESE COOKS

(3-4 people)

You are the cooks for the Chinese laborers.

WHAT IS INCLUDED IN YOUR MENUS?

WHERE DO YOU GET YOUR SPECIAL CHINESE FOOD AND SUPPLIES?

HOW DO YOU COOK?

WHAT FUEL DO YOU USE? (see below)

HINTS:

Passage to the Golden West, p. 60

Shake Hands with the Dragon, pp. 157-175

Mountain of Gold, pp. 205-206

CHINESE HERBALIST

(1-2 people)

Due to your knowledge of plants and herbs, many of your fellow Chinese laborers look to you as the "doctor" of the work crew.

ONE OF THE MEN SEEMS TO HAVE JAUNDICE. WHAT MIGHT YOU PRESCRIBE?

EXPLAIN SOME OF THE PHILOSOPHY BEHIND CHINESE MEDICINE.

(see below)

HINTS:

The doctrine of signatures in medicine believes that a plant which resembles the disease will cure it. An old gnarled root will cure arthritis, or a red blossom will cure a fever.

The Chinese Argonauts, pp. 144-149

A History of the Chinese in California: A Syllabus: see the section on herbalism.

Pigtails and Gold Dust, pp. 137-143: an account on Chinese doctors and drug stores, including the philosophy behind the medicines used. See especially pages 142-143.

CHINESE MERCHANT

(1 person)

You are a Chinese merchant who owns a small store in downtown Martinez that sells and caters to local Chinese laborers.

WHAT GOODS DO YOU SELL?

WHY MIGHT YOUR STORE BE EXTREMELY IMPORTANT TO OTHER CHINESE PEOPLE IN THE COMMUNITY? WHAT KIND OF STATUS MIGHT YOU HAVE?

WHAT OTHER SOCIAL FUNCTIONS DOES YOUR STORE SERVE?*

(see below)

HINTS:

Passage to the Golden West, p. 97: You might sell Chinese groceries and supplies as well as serving as a tea room proprietor, gambling hall owner, and caretaker for a make-shipt temple (all in the same building or room).

Pigtails and Gold Dust, pp. 162-172: on gambling and the kinds of games played.

In China, merchants had low status because they got rich off the labor of others. Do you think this would still hold true in the Chinese societies in California?

* The Chinese laborers had the very human need to communicate with their families in China. Often they were illiterate.

Frequently, the merchant was literate (to a degree) and would act as a letter-writer or scribe (for a price). The materials needed were simple; paper, a brush, and an ink block.

Chinese Characters: Their Wit and Wisdom

TODAY
(1–5 people)

INVENT . . .

a group problem to be solved

a conflict

CHOOSE ROLES . . .

students

teacher or volunteer leader

park ranger or superintendent

RESOLVE . . .

What would we do if —

. . . somebody breaks a rule (ours, the park's)

. . . somebody breaks something

. . . someone gets left out, or his feeling is hurt

. . . someone doesn't know what to do

. . . whatever!

HINTS:

Look at your group, this environment. Think about yourself.

STAGE II
PLANNING THE EXPERIENCE WITH THE GROUP OR CLASS
ENVIRONMENTAL LIVING GUIDELINES FOR JOHN MUIR NHS

THE STRANDS WALKS AND THE ENVIRONMENTAL LIVING PROJECTS ARE CONDUCTED BY THE TEACHER AND LEADERS AND HIGH SCHOOL COUNSELORS, **NOT** BY NATIONAL PARK SERVICE PERSONNEL.

Environmental Living Projects are designed for teachers, leaders, and groups who wish to make an in-depth, creative study on subjects that are of particular interest to them.

Park personnel serve as "resource persons" to aid in teacher and leader training and in interpretation of the site. The Park Historian provides historical background, the Maintenance crew aids in gardening and other grounds tasks, and the Environmental Education Specialist helps teachers and leaders with the planning and coordination of group Environmental Living experiences.

Park resource persons can be made available on request, and at least one Park employee is present at all times during an overnight.

DISCOVERY—

**ALL GROUPS WISHING TO PARTICIPATE ARE ASKED TO TAKE
A "STRANDS WALK" PRIOR TO THEIR OVERNIGHT.**

Teachers and leaders who have participated in workshops at another site, but who wish to have their group overnight here at John Muir will be sent an information packet on Environmental Living at this Park prior to their Strands walk here.

A Strands walk at the Park where the overnight will take place establishes familiarity with the area and provides a chance for children to develop special interests that they will want to follow up back at school.

The teacher or leader brings his/her class to the Park for an introductory visit or survey trip, based on the Strands walk of house and grounds. As everyone finishes exploring, the group gathers in a pre-determined meeting place to discuss what was seen, heard, enjoyed, or whatever. Basically, the concept is to encourage individual and group awareness—to stimulate interest and excitement about the area. It also gives them an idea of where they will be living.

STUDY—

THE GROUP WORKS ON PROBLEM FOCUSES AND SPECIAL INTERESTS IN PREPARATION FOR THE OVERNIGHT.

As in the teacher workshops, the initial visit to the Park gives rise to research questions and problem focuses that can be grouped into major environmental themes. Students' curiosities are generally paired with appropriate headings for team research and reporting back in the classroom. These activities, if handled openly, can not only encourage a variety of student interests but provide a broad background picture for the area—including both man and nature.

ENVIRONMENTAL LIVING—

EACH CLASS GROUP SELECTS DUTIES AND ROLES, ASSIGNS GROUPS TASKS, AND SCHEDULES PREPLANNING SESSIONS TO TAKE CARE OF PREPARATION DETAILS FOR THE OVERNIGHT.

Preplanning sessions should include discussion of details such as special props, sleeping arrangements, plumbing facilities, and meals.

A group might want to make costumes or bring equipment to study the natural life at the Park (telescopes, a microscope). Is someone going to take pictures? Will everyone bring flashlights or can the group bring a lantern for light at after dinner rap sessions?

Little effort is made to artificially minimize any of the conditions that would have been part of a Chinese laborer's life on the ranch (unless something constitutes a health hazard). Sleeping quarters are on the floor of the basement of the John Muir mansion. There is heating in the house, but sleeping bags and foam body pads are necessary.

As for clothing, Martinez has warm days and cool nights and groups should plan to dress accordingly. Bring rain gear if rain looks likely.

Restrooms are easily available throughout the site.

Meals can be taken care of in several ways. It is best if the teacher or leader prepares his or her group to bring an appropriate item (like rice or tea). Grills for open air cooking are available. Costs for food usually run about \$1.00 a head.

STAGE III

THE GROUP OR CLASS ENVIRONMENTAL LIVING EXPERIENCE

This is patterned after the teacher-leader workshops and particular group emphases.

STAGE III

FOLLOWING UP THE EXPERIENCE IN THE CLASSROOM

Optional follow-up activities determined by the group leader and the group.

IN CONCLUSION

The Environmental Living Teacher Workshop at John Muir National Historic Site focuses on the life of California Chinese laborers in the late 1800's. Hopefully, however, we do not see the emphasis on this one period of history and this one ethnic group as a limit to the incorporation of the environmental living project into school curricula. In keeping with the Strands concept of the National Park Service, the staff at John Muir sees the implications of this overnight program extending beyond an Asian Studies class or history and social studies units. The idea of immigration, surmounting language barriers, feelings of alienation and fear, the necessity of changes and adaptations seem to us to have applications in any field of study.

Music classes have the opportunity to explore oriental music and songs, or early California tunes.

P. E. classes are able to get outside, discover Victorian entertainments, or Chinese games.

Science classes can take a humanistic approach and discuss or act out the differences and implications of Eastern and Western scientific philosophies.

The possibilities seem to be limitless

The teacher-leader workshop will present one set of alternatives. Then the discussions that take place during the workshop will probably lead to new additions and approaches to the program. The staff at John Muir NHS

encourages any teacher or leader contemplating this experience for her group to consult with them for help in constructing a custom-made experience for different areas of study. The vitality of our program will be dependent on the needs and suggestions of a variety of teachers and leaders.

The significant thought that we will close on is "How does all this relate to me and my environment?"

So, plan on discussing the analogies to this situation you and your group have discovered or can define from your "Environmental Living" experience.

An added thought—you have just experienced life in a closed or contained system: another time, another culture, in a natural setting that has changed over the years in numerous ways. What parallels—similarities, differences, interrelationships—are there today for the past? Are things really different now? Or, have we just looked at living in a different kind of space on our spaceship earth?

What will be here tomorrow?

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SITES FOR ENVIRONMENTAL LIVING

San Francisco Maritime State Historic Park
2905 Hyde Street
San Francisco, California
telephone 415 441-2386

Fort Point National Historic Site
Presidio of San Francisco
P. O. Box 9167
San Francisco, California 94129
telephone 415 556-1693

John Muir National Historic Site
4202 Alhambra Avenue
Martinez, California 94553
telephone 415 228-8860

Petaluma Adobe State Historic Park
3325 Adobe Road
Petaluma, California 94952
telephone 707 762-4871

Tumacacori National Monument
P. O. Box 67
Tumacacori, Arizona 85640
telephone 602 398-2341



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