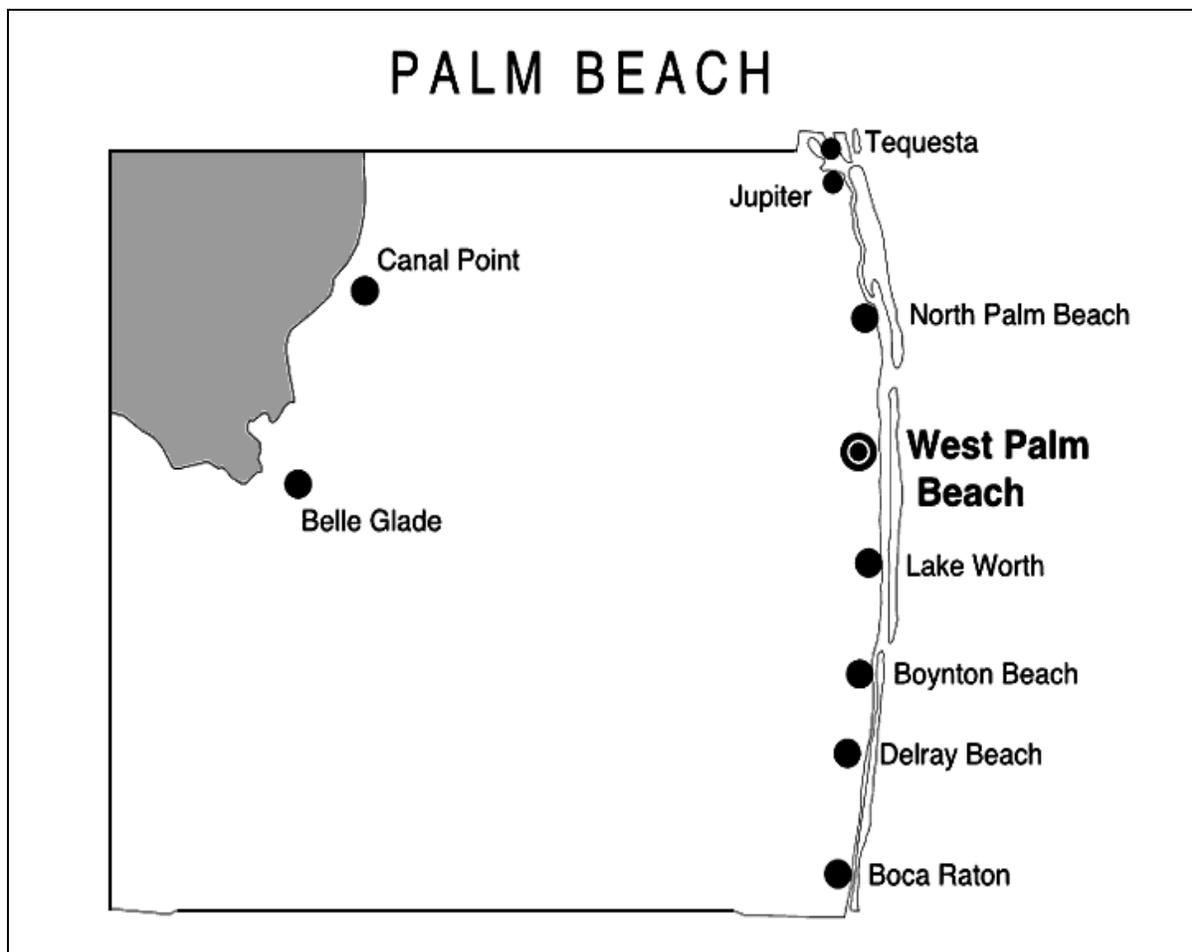


Palm Beach County HISTORY & CIVICS

Exploring the past, present, and future



TEACHER'S GUIDE

MAKING A POSITIVE DIFFERENCE

IN THE LIVES OF OUR STUDENTS THROUGH EDUCATION

The *Palm Beach County HISTORY & CIVICS, Exploring the past, present, and future* tabloid and curriculum was designed for the purpose of educating people about the rich history and diversity of our community. Students and teachers will be able to read, discuss and write about the people, places and events that have shaped Palm Beach County. Students will also learn about Palm Beach County's forms of government, the importance of community involvement and citizenship, economic factors, and social reform.

With this knowledge, students can begin to analyze and predict future trends and see how they "fit in" and how they can get involved and contribute to their community. Most importantly, students will be able to understand the diversity within Palm Beach County and how a variety of people and cultures have influenced, shaped and strengthened the community that they live in. Pride in one's self and community is a great step towards responsible citizenship.

Refer to this [teacher's guide](#) for extended reading passages that are not contained in the *Palm Beach County HISTORY & CIVICS, Exploring the past, present, and future* tabloid, but are listed under the heading, "BIOGRAPHIES." There are also sections that provide pre-reading strategies, graphic organizers and teaching strategies to be used in conjunction with the biographies and the reading passages throughout the curriculum. Because the *Palm Beach County HISTORY & CIVICS, Exploring the past, present, and future* tabloid is a consumable, students can underline, highlight, and make notes in the tabloid. In addition, the Sunshine State Standards are provided that correlate to the information and skills covered while completing the various activities. Answers to the questions are not provided because many of the responses have a variety of possible answers. It is important that teacher and students work together exploring and utilizing this tabloid. The class, with the guidance of the teacher should create their own "answer key" as they read, respond and discuss the content rich information.

Because of the informational text contained in this curriculum (tabloid and biographies), and the pre, during and post reading activities that are included in each section, your students will be exposed to the rigorous and relevant informational text that they should be reading and writing about to be successful on the FCAT.

This curriculum project took over a year to design, develop and produce. Many dedicated people put forth a lot of time and energy into making this a unique, valuable, and significant educational tool. Please engage your students and actively facilitate this educational adventure of exploring the past, present and future of Palm Beach County.

A special thank you goes to the Palm Beach Post - Newspapers in Education, for printing and distributing this teacher's guide, and to all the wonderful people and their organizations for providing the biographies.

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PALM BEACH COUNTY HISTORY & CIVICS EXPLORING THE PAST, PRESENT, AND FUTURE

SUNSHINE STATE STANDARDS CORRELATION, GRADES 6-8

SOCIAL STUDIES



Time, Continuity, and Change [History]

Standard 1:

The student understands historical chronology and the historical perspective. (SS.A.1.3)

1. understands how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.
2. knows the relative value of primary and secondary sources and uses this information to draw conclusions from historical sources such as data in charts, tables, graphs.

Standard 6:

The student understands the history of Florida and its people. (SS.A.6.3) With special concentration on Palm Beach County

1. understands how immigration and settlement patterns have shaped the history of Florida.
2. knows the unique geographic and demographic characteristics that define Florida as a region.
3. knows how the environment of Florida has been modified by the values, traditions, and actions of various groups who have inhabited the state.
4. understands how the interactions of societies and cultures have influenced Florida's history.
5. understands how Florida has allocated and used resources and the consequences of those decisions.

People, Places, and Environments [Geography]

Standard 1:

The student understands the world in spatial terms.(SS.B.1.3)

1. uses various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion.
2. uses mental maps to organize information about people, places, and environments.
4. understands how factors such as culture and technology influence the perception of places and regions.
5. knows ways in which the spatial organization of a society changes over time.
6. understands ways in which regional systems are interconnected.
7. understands the spatial aspects of communication and transportation systems.

Standard 2:

The student understands the interactions of people and the physical environment. (SS.B.2.3)

3. understands how cultures differ in their use of similar environments and resources.
4. understands how the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form.
8. knows world patterns of resource distribution and utilization.
9. understands how the interaction between physical and human systems affects current conditions on Earth.

Government and the Citizen

[Civics and Government]

Standard 1:

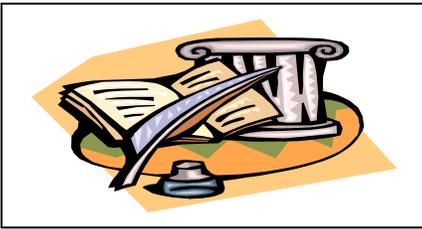
The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government. (SS.C.1.3)

1. knows the essential ideas of American constitutional government that are expressed in the Declaration of Independence and the Constitution.
5. knows the major responsibilities of his or her state and local governments and understands the organization of his or her state and local governments.
6. understands the importance of the rule of law in establishing limits on both those who govern and the governed, protecting individual rights, and promoting the common good.

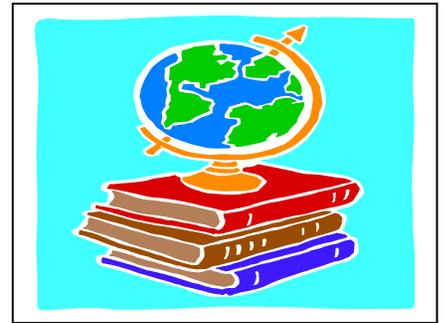
Standard 2:

The student understands the role of the citizen in American democracy. (SS.C.2.3)

6. understands the importance of participation in community service, civic improvement, and political activities.
7. understands current issues involving rights that affect local political, social, and economic systems.



LANGUAGE ARTS



Reading

Standard 1:

The student uses the reading process effectively. (LA.A.1.3)

2. selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.

Standard 2:

The student constructs meaning from a wide range of texts. (LA.A.2.3)

1. determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written material.
2. determines the author's purpose and point of view and their effects on the text.
5. identifies devices of persuasion and methods of appeal and their effectiveness.
6. selects and uses appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
8. synthesizes information from multiple sources to draw conclusions.

Writing

Standard 2:

The student writes to communicate ideas and information effectively. (LA.B.2.3)

1. writes text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.

PRE-READING STRATEGIES

Below are a few start-up strategies aimed at **preparing students for almost any social studies reading assignment**. Some pre-reading questions/prompts are included in the *Palm Beach County HISTORY & CIVICS, Exploring the past, present, and future* tabloid.

Anticipating the Main Idea

When distributing a reading assignment, ask students to skim the text for a minute or so, then write a sentence in which **they predict, or anticipate, the author's main idea**. Encourage them to consider such clues as (a) the item's title, (b) its paragraph headings, (c) any repetition of a particular name or term, (d) any cluster of terms that might indicate the writer's focus. (Example: The terms "GDP," "exports," and "deficit" could suggest that the writer's focus is economic.) Review students' predictions, and plan to review them again in the post-reading stage. (Which skim-reading clues proved helpful? Which were not?)

Making Connections

Experts suggest that, before reading, **students ask, "What do I already know about this topic?"** In this world of rapid change, it might be more realistic to have them ask, "What do I *think* I know about this topic?" Either way, starting with the feeling that a topic is familiar tends to make students more interested and interactive readers.

Previewing Vocabulary

Rather than have students interrupt their reading to look up terms in a dictionary, give them a chance to **preview an article's critical "academic terms."** Many of these terms are already denoted by a darker/bold print. To set up the preview, you might arrange to have a committee of "wordsmith" students research such definitions a day or so earlier, then post them on the chalkboard or classroom computer before the assignment begins.

Focusing on Questions

The best kind of pre-reading question has to be the one that students raise about the assigned topic. Why? Curiosity will make them more attentive readers. But some teachers also prepare their own questions — **a guided-reading outline, tailored to the reading material**. While such guides tend to be content-oriented, they can target reading skills, too. Thus, you might ask more advanced readers to **find and paraphrase the main idea** of a particular paragraph or article. With less-skilled readers, you can state the main idea yourself, then ask students to **identify details by which the writer supports that idea**.

This information was provided by: <http://www.learningenrichment.org/reading.html>

GRAPHIC ORGANIZERS/TEACHING STRATEGIES

In addition to creating and using Content Enhancement Routines, the following are additional graphic organizers and teaching strategies that will be helpful to you and your students. For best results, explain the function of and model each graphic organizer/strategy before the student is expected to complete the assignment(s) independently.

- **VOCABULARY: VERBAL and VISUAL WORD ASSOCIATION**
- **VOCABULARY MAP**
- **BIOGRAPHY GRAPHIC ORGANIZER #1**
- **BIOGRAPHY GRAPHIC ORGANIZER #2**
- **BIOGRAPHY PYRAMID GRAPHIC ORGANIZER**
- **BIOGRAPHY CIRCLE GRAPHIC ORGANIZER**
- **5 W'S GRAPHIC ORGANIZER #1**
- **5 W'S GRAPHIC ORGANIZER #2**
- **PARAGRAPH STRUCTURE**
- **PARAGRAPH STRUCTURE: SUPPORT IDEAS**
- **TIMELINE #1**
- **TIMELINE #2**
- **KWHL 6 ROW**
- **1 Cause --> 3 Effects**
- **THINK-PAIR-SHARE**
- **JIGSAW**
- **3 - 2 - 1**
- **CAROUSEL BRAINSTORMING**
- **SUMMARIZING**
- **SELECTIVE UNDERLINING**
- **SUM IT UP**

VOCABULARY: VERBAL and VISUAL WORD ASSOCIATION

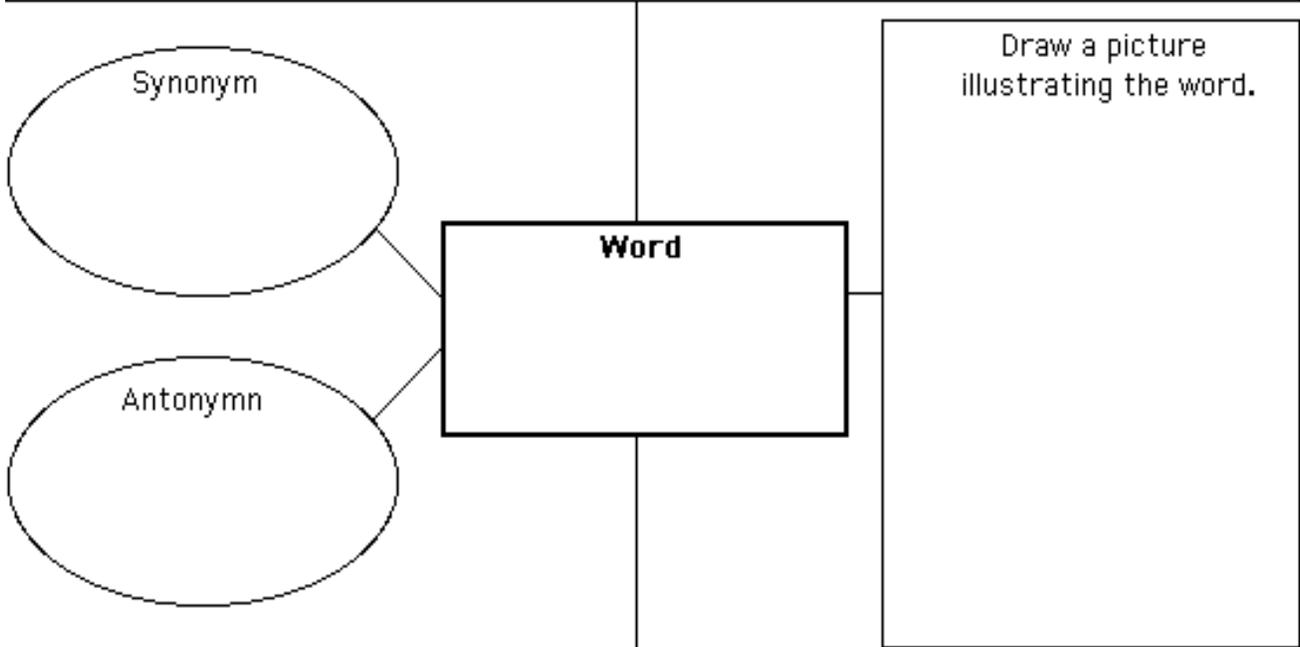
NAME: _____ DATE: _____ PERIOD: _____

<p style="text-align: center;">Vocabulary Term</p> <p style="text-align: center;">Like Terms (synonyms):</p> <p style="text-align: center;">Unlike Terms (antonyms):</p>	<p style="text-align: center;">Visual Representation</p>
<p style="text-align: center;">Definition (in your own words)</p>	<p style="text-align: center;">Personal Association Or Characteristic</p>

VOCABULARY MAP

NAME: _____ DATE: _____ PERIOD: _____

Definition of the word



Use the word in a meaningful sentence.

BIOGRAPHY GRAPHIC ORGANIZER #1

NAME: _____ DATE: _____ PERIOD: _____

Person	
--------	--

Birth (time, place)

Family

Early Life

Education

Adult Life

Major Accomplishments

Death (time, place)

How this person's accomplishments changed the world

BIOGRAPHY GRAPHIC ORGANIZER #2

NAME: _____ DATE: _____ PERIOD: _____

The graphic organizer is a central oval labeled "Person" with eight rectangular boxes arranged around it, connected by a vertical line. The boxes are labeled as follows:

- Birth (time, place)
- Family
- Early Life
- Education
- Adult Life
- Major Accomplishments
- How this person's accomplishments changed the world
- Death (time, place)

©EnchantedLearning.com

BIOGRAPHY PYRAMID GRAPHIC ORGANIZER

NAME: _____ DATE: _____ PERIOD: _____

Person

Birth (time, place)

Early Life, Education

Adult Life

Major Accomplishments

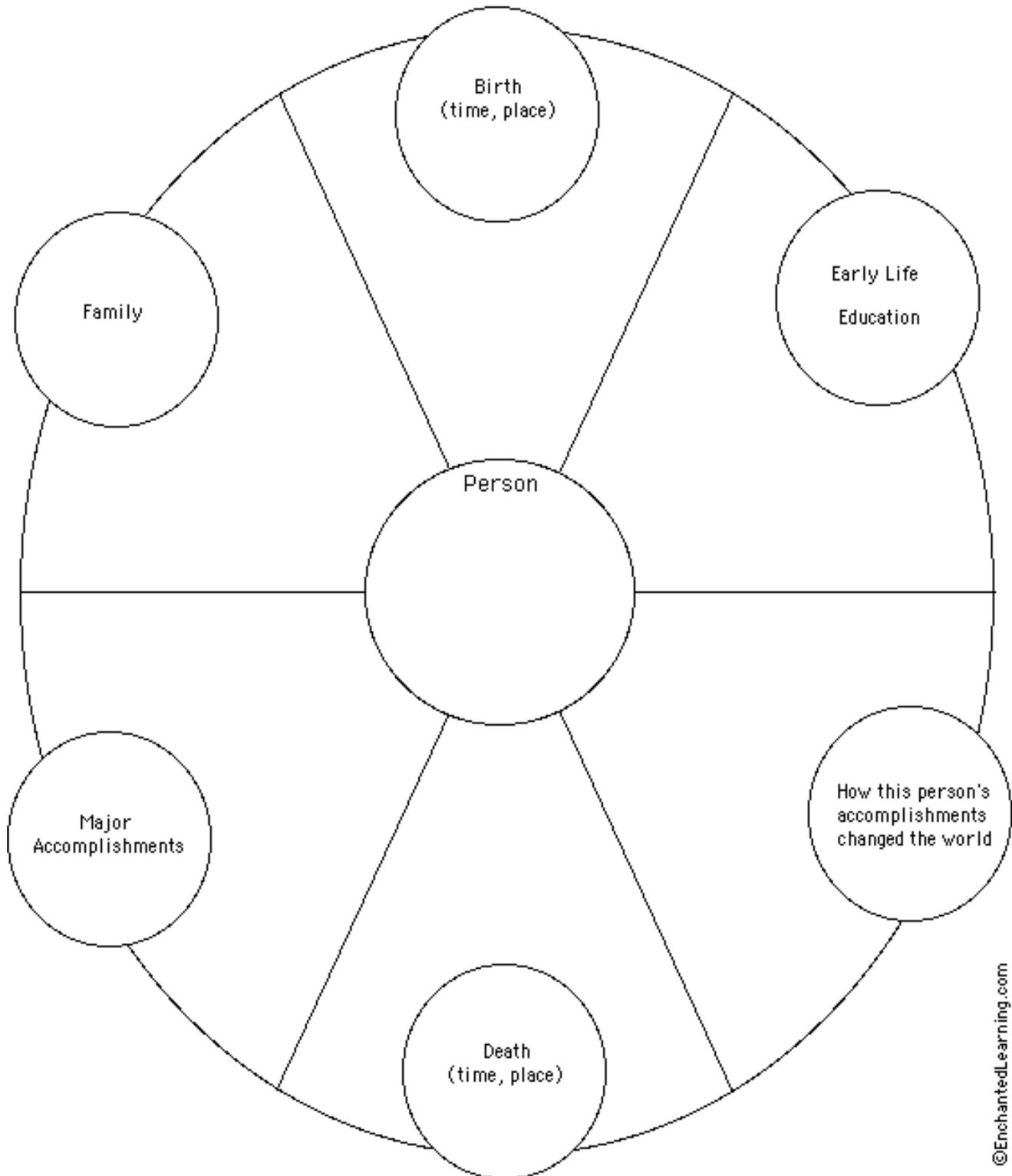
Death (time, place)

How this person's accomplishments changed the world

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BIOGRAPHY CIRCLE GRAPHIC ORGANIZER

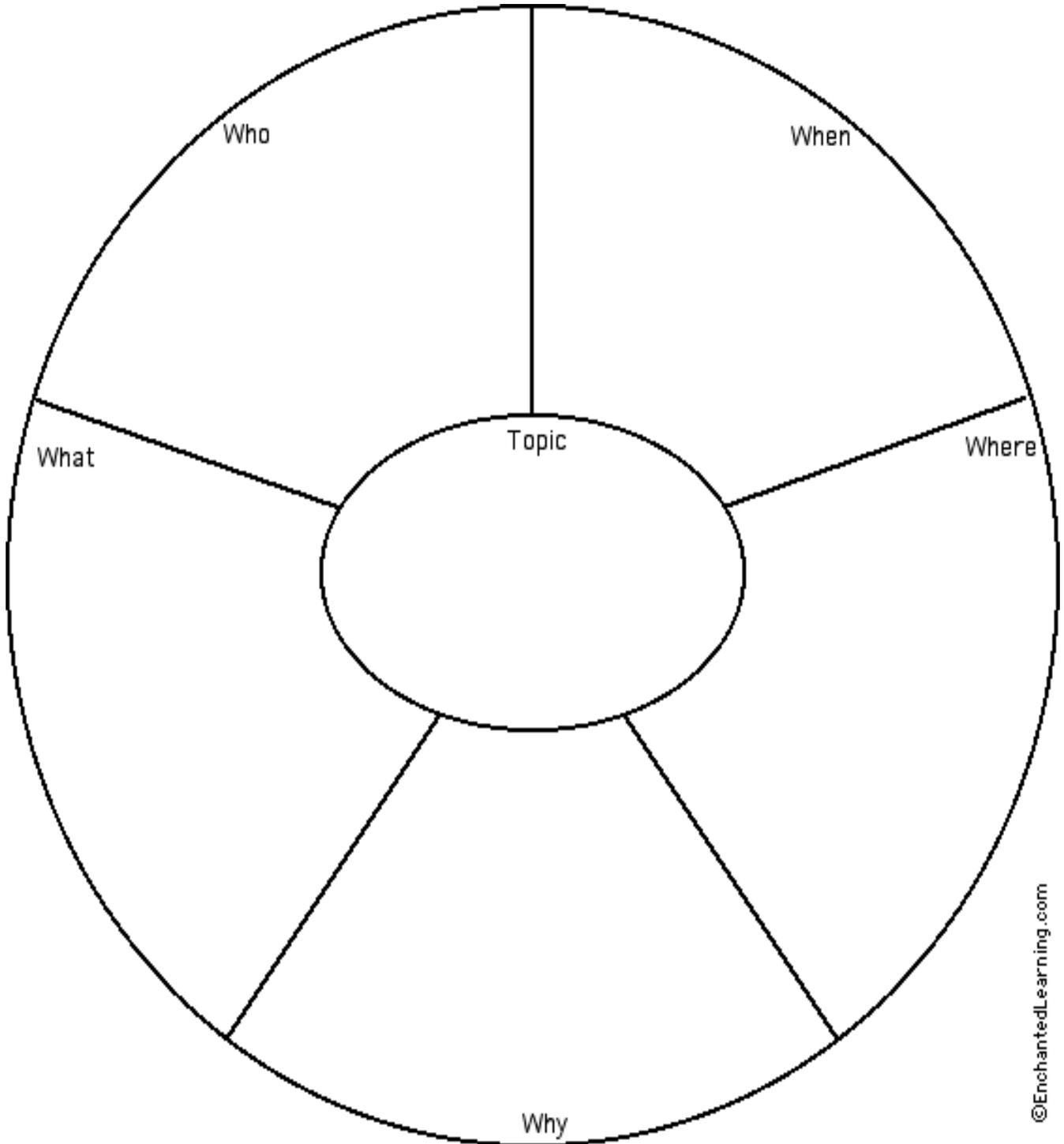
NAME: _____ DATE: _____ PERIOD: _____



5 W'S GRAPHIC ORGANIZER #1

NAME: _____ DATE: _____ PERIOD: _____

TITLE: _____



5 W'S GRAPHIC ORGANIZER #2

NAME: _____ DATE: _____ PERIOD: _____

TITLE: _____

Who	
When	
Where	
What	
Why	

PARAGRAPH STRUCTURE

NAME: _____ DATE: _____ PERIOD: _____

TITLE: _____

Topic Sentence

Support Details

Conclusion Sentence

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PARAGRAPH STRUCTURE: SUPPORT IDEAS

NAME: _____ DATE: _____ PERIOD: _____

TITLE: _____

Topic Sentence

Support Detail #1

Support Detail #2

Support Detail #3

Conclusion Sentence

©EnchantedLearning.com

TIMELINE #1

NAME: _____ DATE: _____ PERIOD: _____

TITLE: _____

TIME

EVENT



KWHL 6 ROW

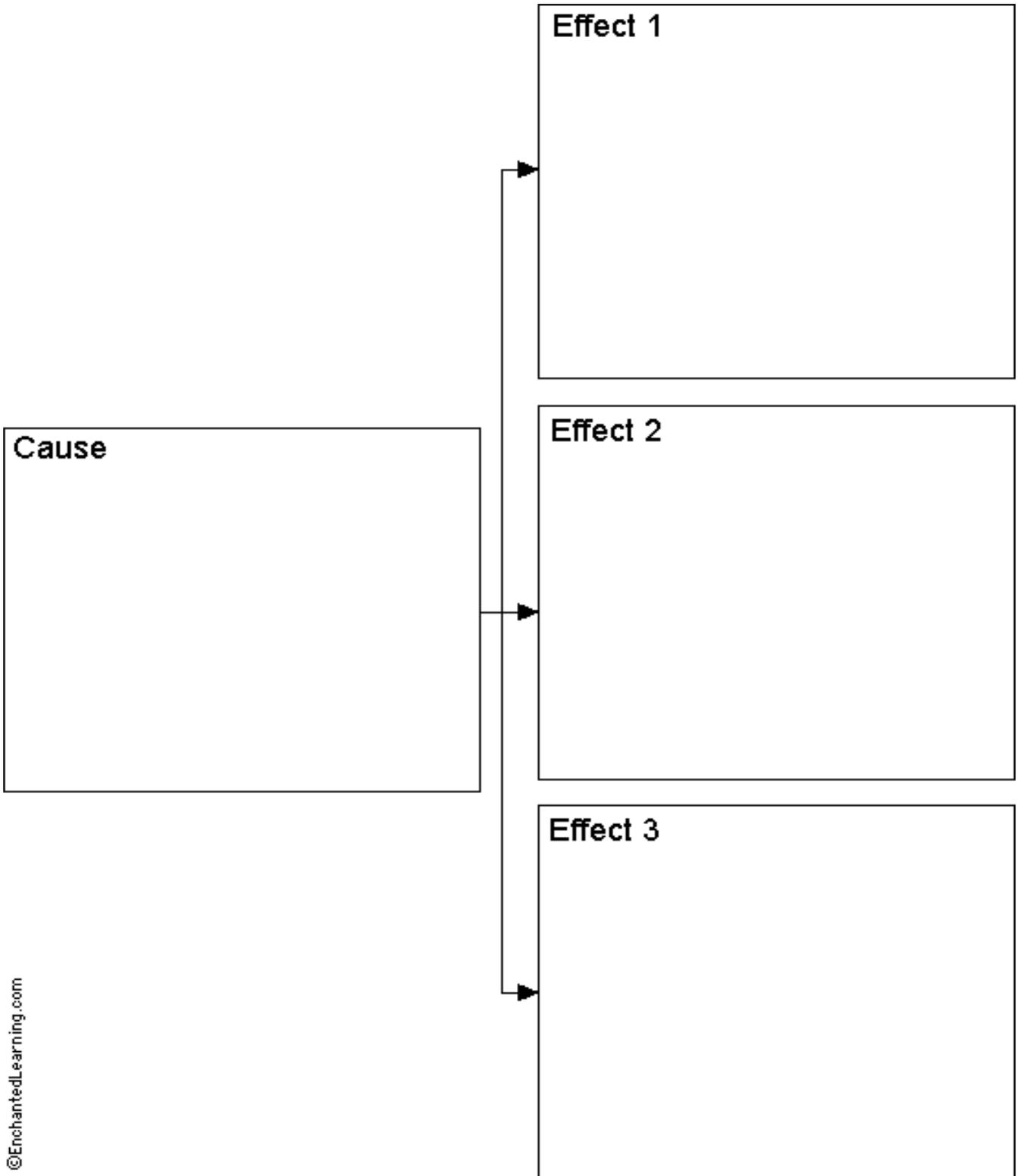
NAME: _____ DATE: _____ PERIOD: _____

TITLE: _____

What I Know	What I Want to Find Out	How I Can Learn More	What I Have Learned

1 Cause --> 3 Effects

NAME: _____ DATE: _____ PERIOD: _____



THINK-PAIR-SHARE: Cooperative Learning Strategies

What Is Think-Pair-Share?

Think-Pair-Share is a cooperative discussion strategy developed by Frank Lyman and his colleagues in Maryland. It gets its name from the three stages of student action, with emphasis on what students are to be DOING at each of those stages.

How Does It Work?

- 1) **Think.** The teacher provokes students' thinking with a question or prompt or observation. The students should take a few moments (probably not minutes) just to THINK about the question.
- 2) **Pair.** Using designated partners, nearby neighbors, or a deskmate, students PAIR up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique.
- 3) **Share.** After students talk in pairs for a few moments (again, usually not minutes), the teacher calls for pairs to SHARE their thinking with the rest of the class. She can do this by going around in round-robin fashion, calling on each pair; or she can take answers as they are called out (or as hands are raised). Often, the teacher or a designated helper will record these responses on the board or on the overhead.

Why Should I Use Think-Pair-Share?

We know that students learn, in part, by being able to talk about the content. But we do not want that to be a free-for-all. Think-Pair-Share is helpful because it structures the discussion. Students follow a prescribed process that limits off-task thinking and off-task behavior, and accountability is built in because each must report to a partner, and then partners must report to the class.

Because of the first stage, when students simply THINK, there is Wait Time: they actually have time to think about their answers. Because it is silent thinking time, you eliminate the problem of the eager and forward students who always shout out the answer, rendering unnecessary any thinking by other students. Also, the teacher has posed the question, and she has EVERYONE thinking about the answer, which is much different from asking a question and then calling on an individual student, which leads some students to gamble they won't be the one out of 30 who gets called on and therefore they don't think much about the question.

Students get to try out their answers in the private sanctuary of the pair, before having to "go public" before the rest of their classmates. Kids who would never speak up in class are at least giving an answer to SOMEONE this way.

Also, they often find out that their answer, which they assumed to be stupid, was actually not stupid at all...perhaps their partner thought of the same thing. Students also discover that they rethink their answer in order to express it to someone else, and they also often elaborate on their answer or think of new ideas as the partners share. These, it seems, are powerful reasons to employ Think-Pair-Share in order to structure students' thinking and their discussion.

JIGSAW: Cooperative Learning Strategies

Steps:

1. Select a topic, concept, theme, issue and break it into part (e.g. Civil War - short term causes, long term causes, short term effects, long term effects).
2. Place students in expert groups.
3. Assign each group a piece of the "puzzle" (i.e. short term causes, long term causes...) and ask them to develop an expertise in that piece.
4. Send individual "experts" into mixed groups (i.e. ones with different expertise) and have them share their expertise.

Recommended Readings: *Cooperative Learning: Theory Research and Practice* by Robert E. Slavin. Published by Allyn and Bacon, 1990.

3 - 2 - 1

What Is a 3 - 2 - 1?

The idea is to give students a chance to summarize some key ideas, rethink them in order to focus on those that they are most intrigued by, and then pose a question that can reveal where their understanding is still uncertain. Often, teachers use this strategy in place of the usual worksheet questions on a chapter reading, and when students come to class the next day, you're able to use their responses to construct an organized outline, to plot on a Venn diagram, to identify sequence, or isolate cause-and-effect. The students are into it because the discussion is based on the ideas that they found, that they addressed, that they brought to class.

How Does It Work?

Students fill out a 3-2-1 chart with something like this:

- 3 - Things You Found Out**
- 2 - Interesting Things**
- 1 - Question You Still Have**

Now, that's just the suggested version. Depending upon what you're teaching, you can modify the 3-2-1 anyway you want. For instance, if you've just been studying the transition from feudalism to the rise of nation-states, you might have students write down 3 differences between feudalism and nation-states, 2 similarities, and 1 question they still have.

CAROUSEL BRAINSTORMING:

Cooperative Learning Strategies

What Is a Carousel Brainstorm?

Whether activating background knowledge or checking understanding after studying a topic, a carousel brainstorm allows you to have students pull out and think about what they know about subtopics within a larger topic.

How Does It Work?

Begin by putting students in groups of 3 or 4. Give each group a sheet of newsprint/chart paper. Each group's sheet has a different subtopic written on it. One student serves as the recorder and has a particular color of magic marker. Explain that the students will have a short time (say, 30 seconds) to write down on their chart paper all the terms they can think of that they associate with their topic. Explain upfront that you will then have them pass their sheet over to the next group, and a new topic will be passed to them. Make it clear which direction you'll have them pass the sheets so that this is orderly AND so that each group will receive each of the subtopic sheets. At the end of the 30 seconds, tell them to cap their markers, remind them to keep their markers, but have them pass their sheets to the next group according to the pre-determined path for passing. After three or four passings, you will probably want to extend the writing time to 40 seconds, then 45 seconds, and perhaps up to a minute, because all the easy ideas will have been taken by previous groups, and the students will need more time to talk about and think of other terms to be added to the brainstorm list. Keep having students brainstorm, write, and pass until each group has had a chance to add ideas to each of the subtopic sheets. Let them pass it the final time to the group who had each sheet first.

Isn't This Like "Graffiti?"

Yep, almost exactly like it, but the difference is that with Graffiti, the sheets are posted on the wall, and the students move around from sheet to sheet. With Carousel Brainstorming, the students stay seated and the sheets are passed. Otherwise, it's hard to tell the difference.

How Might I Push It a Step Further?

Go beyond the simple brainstorm and have the group who started with the sheet look it over when it returns to them, note all the other ideas that were added after it was passed around to the other groups, and then circle the three terms that they think are most essential, most important, or most fundamental to the topic at the top of their sheet. That way, they spend some time critically evaluating all the possible terms and topics and making decisions about which are most representative of or most closely associated with the given topic. Sometimes, students do this quickly, but often the groups will spend quite a while hashing this out. That tells me that they are really thinking about it. Then, I'll have them try to write a definition for their topic, a statement that explains to someone who is unfamiliar with it what that topic is really about. I tell them that since they have already circled three terms that they consider essential or fundamental to their topic, they'll probably want to USE those three terms in their definition, or be darned sure to consider them for inclusion in their definition. While this has the limitation of having students think deeply about only ONE of the subtopics (the sheet they have before them, not all the other subtopics on the other sheets), I still find great value in the depth of thinking and conversation as we take the strategy this much further. (*recommended by Susan Rubel of Connecticut*)

SUMMARIZING

What Is Summarizing?

Summarizing is how we take larger selections of text and reduce them to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering. Webster's calls a summary the "general idea in brief form"; it's the distillation, condensation, or reduction of a larger work into its primary notions.

What Are We Doing When We Summarize?

We strip away the extra verbiage and extraneous examples. We focus on the heart of the matter. We try to find the key words and phrases that, when uttered later, still manage to capture the gist of what we've read. We are trying to capture the main ideas and the crucial details necessary for supporting them.

When You Ask Your Students to Summarize, What Usually Happens?

- they write down everything
- they write down next to nothing
- they give me complete sentences
- they write way too much
- they don't write enough
- they copy word for word
-

What Did You Want Them To Do?

- pull out main ideas
- focus on key details
- use key words and phrases
- break down the larger ideas

How Can I Teach My Students to Summarize?

Please be warned: teaching summarizing is no small undertaking. It's one of the hardest strategies for students to grasp, and one of the hardest strategies for you to teach. **You have to repeatedly model it and give your students ample time and opportunities to practice it.** But it is such a valuable strategy and competency. Can you imagine your students succeeding in school without being able to break down content into manageable small succinct pieces? We ask students to summarize all the time, but we're terrible about teaching them good ways to do this!

Here are a few ideas, on the following pages; try one...try them all. But keep plugging away at summarizing. **This strategy is truly about equipping your students to be lifelong learners.**

After students have used [selective underlining](#) (explanation on the following page) on a selection, have them turn the sheet over or close the handout packet and attempt to create a summary paragraph of what they can remember of the key ideas in the piece. They should only look back at their underlining when they reach a point of being stumped. They can go back and forth between writing the summary and checking their underlining several times until they have captured the important ideas in the article in the single paragraph.

Have students write successively shorter summaries, constantly refining and reducing their written piece until only the most essential and relevant information remains. They can start off with half a page; then try to get it down to two paragraphs; then one paragraph; then two or three sentences; and ultimately a single sentence.

Teach students to go with the newspaper mantra: have them use the key words or phrases to identify only Who, What, When, Where, Why, and How.

Take articles from the newspaper, and cut off their headlines. Have students practice writing headlines for (or matching the severed headlines to) the "headless" stories.

Sum It Up(worksheet provided on the next page): Pat Widdowson of Surry County Schools in North Carolina shared this very cool strategy with me. How's it work? You have students imagine they are placing a classified ad or sending a telegram, where every word used costs them money. Tell them each word costs 10 cents, and then tell them they can spend "so much." For instance, if you say they have \$2.00 to spend, then that means they have to write a summary that has no more than 20 words. You can adjust the amount they have to spend, and therefore the length of the summary, according to the text they are summarizing. Consider setting this up as a learning station, with articles in a folder that they can practice on whenever they finish their work early or have time when other students are still working.

SELECTIVE UNDERLINING

REMEMBER, since the *Palm Beach County HISTORY & CIVICS, Exploring the past, present, and future* tabloid is a consumable, students can underline, highlight, and write in the tab. This is a GREAT opportunity for students to begin to learn and practice this very valuable skill and learning tool.

What Is Selective Underlining?

Well, there's underlining, and there's underlining selectively. [By the way, even though I'm using the word "underlining," you can feel free to know that that also means highlighting.] The way to make underlining useful as a tool for comprehension is for it to be strategic, selective, and purposeful. The underlining must be undertaken toward particular ends.

With selective underlining (and highlighting!), the idea is to underline **ONLY** the key words, phrases, vocabulary, and ideas that are central to understanding the piece. Students should be taught this strategy explicitly, given time and means to practice, and reinforced for successful performance.

How Can I Teach My Students to Selectively Underline?

There are several ways to go about it. You may be saying, "Selective underlining is all well and good, but have you eggheads up in the university forgotten that we use textbooks, and that our kids only get to use them for the year, but we have to use them at least five years?" That's a fair question, so how can you teach this strategy anyway?

First of all, let's realize that not every single bit of text you have students read is in a textbook and untouchable.

Second, consider seeking out appropriate content sources, such as newspapers, that students can indeed learn this strategy with while still pursuing meaningful social studies goals.

Third, think about how you can get around the problem of textbooks that can't be marked in. For instance, in order to teach the strategy, you might photocopy a page or two out of the text that students use and distribute it to them. Make an overhead of that selection for yourself. Model for them and guide them in practicing the strategy on the photocopies. Alternatively, if you have enough of the materials available to you, give each student a sheet of transparency film, some paperclips, and some overhead pens. Let them practice directly on their texts by using the transparencies.

SUM IT UP

NAME: _____ DATE: _____ PERIOD: _____

TITLE: _____

1. Read the selection and underline the key words and main ideas. Write these in the blank area below where it says “Main Idea Words.”
2. At the bottom of this sheet, write a one-sentence summary of the article, using as many main idea words as you can. Imagine you only have \$2.00, and each word you use will cost you 10 cents. See if you can “sum it up” in twenty words!

Main Idea Words:

“Sum It Up” for \$2.00

Adapted from Pat Widdowson Surry County (NC) Schools

BIOGRAPHIES

LEXILE TITLE

1190	Alex Hughes	28
1290	Boca Raton During World War II	29
1070	Captain Thomas Moore Rickards	30
1280	C.H. Lander, First Principal of Delray School #6 (1913) & Delray High School (1925)	31
1060	Clarence Walker, Principal of School #4, 1915 to 1921	33
1270	The First School in Dade County	35
1140	Floy Cooke Mitchell	37
1170	Gift of Gratitude Meant to Benefit People of His Adopted Country	39
1170	Henry Flagler	41
1060	Solomon David Spady	43
1160	Yamato Families Find Colony Life Rewarding in 1920s Florida	44
1090	Yamato Founder Hoped Japanese Colony Would Benefit Farming in Florida	46

The following biographies contain rich informational text that will help students increase their reading level while building reading endurance. These passages are similar to the type of readings that appear on the FCAT. The lexile levels were included so that teachers could differentiate instruction and have a guide to the reading levels that the students are able to read and comprehend. When choosing a biography for your students to read, please utilize some of the pre-reading, graphic organizers and other teaching strategies provided in this teacher's guide.

Another suggestion is to have the students create their own "FCAT-type" questions. Students can work in groups to develop these questions and then provide these questions to the class before the other students read the biography. By doing this, students can then begin to predict and form a good understand of the types of questions they might be asked during testing. More importantly, students will have the opportunity to take charge of their education and feel more confident and comfortable regarding their educational and test taking abilities.

Alex Hughes

By Susan Gillis

Boca Raton Historical Society

In 1915, Boca Raton was a well-established tiny agricultural community in southern Palm Beach County. The pioneers of the community were finding success with a variety of crops including tomatoes, beans, eggplants, bananas, oranges, and pineapples. Much of the work of the farms, land clearing, planting, and harvesting, was done by black laborers, also pioneers to the region, who lived in nearby Deerfield. They had to walk from two to ten miles to the Boca farms, work a difficult ten-hour day in the hot Florida sun, and trudge home again. Recognizing this difficulty, Mr. George Long, acting as an agent for landowner Captain Tom Rickards, platted a section of Boca Raton specifically for a black community in 1915 next to the railroad tracks and north of town (at today's Glades Road). He named it "Pearl City," possibly in honor of a popular variety of pineapple grown in the region—the Hawaiian Pearl.

Alex Hughes, one of Boca Raton's early African American pioneers, had come to Deerfield from Monticello, Florida with his wife Florence to seek their fortune in the newly developing South Florida. He found work on the Chesebro family's farm located south of Palmetto Park Road and between Dixie Highway and the Intracoastal Waterway. Hughes bought one of the first lots in the new Pearl City for \$25, with \$10 down. He recalled, "All that was here when I first came was a lot of palmettos, spruce pines and mosquitoes." In Pearl City he built a small wooden house with his own hands. Widowed in 1917, he later met and married a widow with six children—Annie Dolphus Spain. Despite the small income he earned as a farm laborer, his strong faith helped him shelter, feed, and raise the six boys as if they were his own. Annie also worked, cleaning peoples' homes. They had a garden to supplement their income. There they raised greens, sweet potatoes, and other vegetables. They also kept hogs, chickens, and a cow for milk. Huckleberries and grapes, picked on family outings, were used to make pies and preserves. Squirrels, rabbits, and all sorts of fish provided additional sources of protein.

Alex quickly became a leader in his community, putting his construction and leadership skills to good use. As soon as Pearl City had enough residents, he started a Sunday School at his home. When local residents wanted to build their own church, Alex convinced pioneer George Long to give them a lot and helped build the structure that in 1920 became the Macedonia African Methodist Episcopal Church. He continued to serve an active role in this church throughout his life. He also helped acquire the land for the Ebenezer Baptist Church. These churches served as the center for social as well as religious activities in Pearl City.

As Pearl City grew, Alex Hughes recognized the need for a school for the community's children. He knew the value of a good education. Alex only completed the first seven grades in school. After the seventh grade, he dropped out of school to work to help send his siblings to school in Tallahassee when he was a teenager in Monticello. During the days of segregation, black students were not allowed to attend the nearby school for white students. Alex recalled, "I went to the Board of Public Instruction in West Palm Beach. They told me that if I could find eight children, they would provide a teacher. I came right on back and mustered up eight children and they sent a teacher down, Miss Robinson..." For a building, the School Board provided the former school for white children. The two-room wooden building was moved from its original site, just west of the FEC Railway tracks on Palmetto Park Road, to a new site on Dixie Highway and Eleventh Street in 1923.

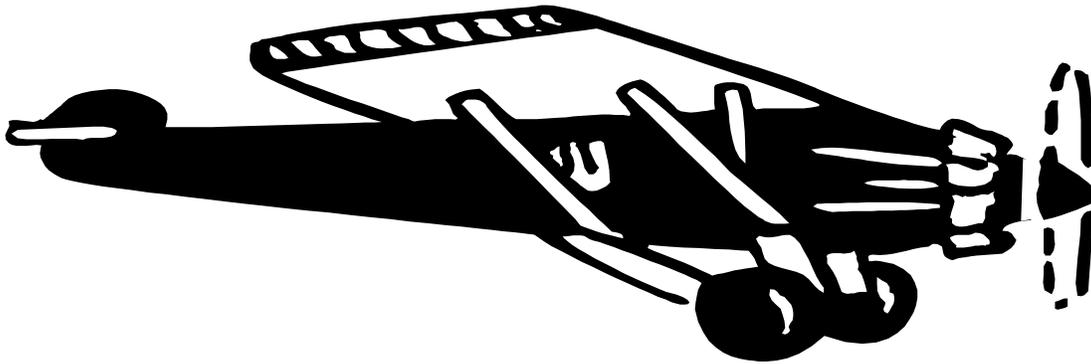
Long after most of Mr. Chesebro's original farmland had been sold off and developed, Alex Hughes continued to work as caretaker on the last surviving acre, located south of Palmetto Park Road near Dixie Highway. There he tended the tropical fruit trees, banyans, and a large patch of Amaryllis lilies, grown from seeds planted in 1932. An avid gardener, Alex maintained the site, selling blooms and bouquets for the property owners for over sixty years.

In 1972, the City of Boca Raton named a playground in Pearl City after Alex Hughes, of which he was quite proud. He continued to work until two months before his death at age 92 in 1977. His son George recalled that his father was a hard man to keep up with—his work "kept him going." Alex Hughes was also well known and respected throughout the city of Boca Raton. His neighbor Mrs. Fannie Mae Albury, also a long time resident of Pearl City, remembered Alex as "kind and soft-spoken. Everybody loved Mr. Hughes, white and black."

Boca Raton During World War II

by Susan Gillis

Boca Raton Historical Society



At the beginning of World War II, Boca Raton Mayor J.C. Mitchell convinced officers of the Army Air Corps to establish a Technical School to train pilots and technicians in a new top secret technology called “radar.” A small airport stood just north of the present Glades Road to the west of downtown. Here the land was relatively high and dry yet close to the ocean and shipping lanes with a good climate for flying. The decision was made—Boca Raton was to be home to the Boca Raton Army Airfield (BRAAF), the Air Corps’ only radar training school during the war years.

BRAAF offered classes for electronics and radar officers and related specializations for enlisted men. Thousands of men took their radar training at Boca Raton, including all the Army Air Force’s flight crews. Pop-singer Tony Martin, the Tuskegee Airmen, the crew of the Enola Gay, and future astronaut Gus Grissom all served a brief time at Boca Raton.

The former Boca Raton “airport” quickly grew as hundreds of structures were constructed north of Palmetto Park Road and west of Dixie Highway, north to Yamato Road. In addition, the military took over the Boca Raton Club for housing and classrooms for officers in 1942. Although hotels up and down the southeast coast of Florida were commandeered by the military for similar purposes, few were as luxurious as The Club. Eventually even the glamorous resort succumbed to overcrowding and wartime conditions. “Foxholes” covered the golf course and the pool was covered over.

Included amongst the servicemen who trained at Boca Raton during the war were a significant number of African-Americans, who were commonly housed and trained in separate facilities during the days of segregation. Additionally, women enrolled in the WAC (Women’s Army Corps) served at the BRAAF as nurses and in other technical capacities.

The impact of the presence of an important military facility on the little town of Boca Raton can hardly be imagined today. In addition to the enlisted personnel, as many as 1500 civilians were employed on the base at one time during the war years. Every available room or house in town was rented.

The Boca Raton Army Airfield continued to operate as a military installation until September of 1947, when a nasty hurricane struck Boca Raton, causing extensive damage to base buildings and widespread flooding. In 1949, the Town of Boca Raton purchased 2400 acres of the former airfield property from the U.S. government for \$251,284. Today the former Boca Raton Army Airfield is the site of a younger “installation” of great significance to the community: Florida Atlantic University. And if you look hard enough, you can still detect some aged cracked asphalt –the “apron” of the landing strips, where B17s, B25s, and C47s once parked.

Captain Thomas Moore Rickards

By Susan Gillis

Boca Raton Historical Society

Boca Raton's earliest known settler was Thomas Moore Rickards, known by his contemporaries as "Captain" Rickards. Captain Rickards was born in Ohio in 1845, later moving to Missouri to become a licensed civil engineer. In 1876 he moved with his wife and family to north Florida, in an area near today's Ocala. He built a large home and farm there. He also worked as a surveyor in his new state. In the 1890s he traveled into south Florida looking for land appropriate for settlement. By 1892, he owned tracts of land in Fort Lauderdale, the Hillsborough River (now the Hillsboro Canal, at the Broward County line) and on the north shore of Lake Boca Raton.

During 1894-1895, Floridians experienced one of the coldest winters in the state's history. Many of the orange trees and other crops grown in north Florida were ruined by the resulting freezes. Many farmers were financially ruined by the freezes. They decided to try their hand at farming in a warmer climate—further south. Rickards was one such farmer. He also gained employment as a surveyor for Henry Flagler, then building his famous Florida East Coast Railroad from Palm Beach to Miami. Rickards made the first real map of the Boca Raton area for Flagler's Model Land Company in 1896. He became an agent for the company and evaluated the land for agriculture. He conducted soil tests and received encouragement from visiting citrus farmers, who noted that "the soil is exactly the same as that in the orange region near him and is first class for the business." He later planted experimental orange groves for Flagler and James Ingraham, the company's vice president. The oranges, which today are only known as landscape trees in Boca Raton, were apparently quite good.

Rickards also established a grove and farmlands for himself. He named his property "Black Cat Plantation" in honor of the numerous Florida panthers he spotted in the brush there. In 1897, his wife Lizzy, three girls and two boys joined him in the wilderness that was Boca Raton. He built the first house in the area on the Florida East Coast Canal, today known as the Intracoastal Waterway, south of the Palmetto Park bridge in Boca Raton. The house was a two story wooden structure, built in part of wreckage salvaged from the local beaches. It had a wide overhanging porch to catch the cool breezes off the water and a fireplace for cooking and heating on the rare cool evenings. The home was surrounded by oak trees, sabal palms, and active Florida wildlife: mean-tempered wildcats; fast-swimming alligators; six-foot long rattlesnakes and "clouds of mosquitoes." In those early days, supplies and mail were carried bi-weekly from Palm Beach to Miami via the tug boat Eleanor Hitty. The family placed a chain across the canal near the house where the Rickards boys garnered revenue for the family by collecting tolls from passing boats.

By the time Rickards' family joined him, the young community had a growing (but still tiny) population. Settlers had cleared and planted a variety of crops including tomatoes, eggplants, beans, and potatoes. However, Boca Raton was best known for its booming orange and pineapple industry. Captain Rickards served as agent to many of the new landowners. He oversaw land transactions and the care and sale of their crops. Rickard's financial success allowed him to build a large new home just east of the Florida East Coast Railroad tracks and south of Royal Palm Road in what is today downtown Boca Raton. The new nine-room frame house was the finest in the young town, with running water provided by a storage tank and windmill. It was well known for its large library, with shelves extending from floor to ceiling.

In 1904, Captain Rickards, acting as railroad agent, was a principle in the establishment of a colony of Japanese farmers at a settlement called Yamato, to the north of Boca Raton. In August of 1904, Joseph Sakai, leader of the colony, wrote to Rickards from Kyoto: "...How I love U.S. you can not guess it! Hope your kindness to our colony will remain forever. Please tell my regards to your sweet family's members." The settlement was established later that year, and the new residents quickly adopted pineapple agriculture as their livelihood.

In 1903, a hurricane destroyed Rickards' groves and fields. The heat, humidity, and primitive conditions had begun to wear on Mrs. Rickards, and in 1906 they moved to North Carolina, where son Jim had built a home. Son Thomas Jr. remained in south Florida, moving to West Palm Beach. He became a Palm Beach County judge and served as County Coroner. The Rickards family still lives in the area today.

C.H. Lander

First Principal of Delray School #6 (1913) & Delray High School (1925)

By Dorothy W. Patterson
Delray Beach Historical Society



While teaching in an Ohio high school in 1904, C.H. Lander, first principal of the 1913 School (School #6) in Delray, wrote a small biology text book. He chose four quotations for the front of the text to set the mood for the studies to follow:

“We must look a long time before we can see” Henry David Thoreau

“The greatest thing a human soul ever does in this world is to see something and tell what it saw in a plain way.” John Ruskin

“Nature study is learning those things in nature that are best worth knowing, to the end of doing those things that make life most worth living.” C.F. Hodge

“To learn what is true in order to do what is right is the summing up of the whole duty of man.” T. H. Huxley

C. H. Lander had a good education. He was a graduate of the University of Michigan and earned a Masters Degree from Harvard. He used his education, not to enrich himself financially (his salary was \$137.50 a month in 1913), but to serve a small south Florida farm town, settled only 18 years before, as a school principal and teacher.

We know more of his legacy because the Delray Beach Historical Society preserved handwritten, sepia-ink illustrated notebooks from his Harvard classes, pamphlets and articles he wrote including his botany thesis, texts he studied from and 30 copies of *Lessons in Biology*, the book he wrote in 1904. One of the pamphlets in Principal Lander’s collection, published in 1899, is titled, *Suggestions to Teachers Designed to Accompany Plant Relations~A First Book of Botany*. One of the suggestions, stated in the old classical style of teaching, follows: Instruct teachers: Drawing and the taking of notes should be insisted upon constantly, as in no other way will accurate observation be secured. Field trips should be taken. Does this echo the philosophy of the quotations Mr. Lander chose for the first page of his biology text?

An article in the *Peabody Journal of Education*, “General Intelligence and Mechanical Ability,” written by C.H. Lander while he was teaching at Peabody in 1924, reveals his interest in vocational education and his strong support of classes where students who were not outstanding in academic subjects would have a chance to shine in manual arts. The next year, 1925, Lander returned to Delray Beach this time to lead the new Delray High School built due to the increase in population during the mid-1920s Florida Real Estate Boom. Here he made his beliefs concrete by starting the first manual training department in the state. He stopped teaching Biology and spent his later years teaching Industrial Arts classes at Delray High School from 1936 to 1941 and mechanical drawing and shop work at Palm Beach High School. The Delray Beach Historical Society Archives contains some of the work made in his classes, such as a small arts & crafts style wooden box and art deco style jewelry.

Lander’s former students remember that he wore crepe-soled shoes and silently patrolled the school hallways sometimes surprising pupils and teachers who did not know he was there. He carried a thermometer in his pocket. In those days schools had few frills like central heat. If the thermometer dropped below 40 degrees Fahrenheit, school was dismissed. Pupils and teachers just had to endure the hot days. One student on the subject of how quiet and observant Lander was, tells a story of a Halloween trick: A group of students took a teacher’s

Austin (a small car) and carried it to the second floor of the high school building. The next day the principal came in and said, "I found a car on the second floor. I need six volunteers to help put it outside." Then he chose six volunteers. Five of the six were the same students who had been involved in moving the car in the first place. We learned never to underestimate his powers of perception. Professor Lander was an avid sports fan. In 1928 he posed for a photograph with the basketball team after they had won the East Coast Championship. (Note: It was common to call a teacher or principal "Professor" in those days.)

During World War II, newspaper clipping in Lander's scrapbooks reveal that he closely followed the fates of his former students who had joined the armed services. C.H. Lander remained in Delray Beach until the end of his life. After retirement he continued to take an active part in community organizations like the Parent Teachers' Association (PTA) and St. Paul's Episcopal Church. In 1961, the year before he died, Mr. Lander wrote an article for All Florida Magazine called "The Sea Bean ~ Pilgrim from Afar." Like Clarence Walker and S.D. Spady at School #4 five blocks away, C. H. Lander left Delray Beach a legacy of excellence and service.

Clarence Walker **Principal of School #4, 1915 to 1921**

By Dorothy W. Patterson
Delray Beach Historical Society

About the same time Principal C.H. Lander arrived in Delray for the 1913-14 school year, five blocks away Principal Clarence Walker came to School #4. This was in the time of school segregation. Before Clarence Walker came to town, the following things had happened to the African American school in Delray. Records indicate that African Americans settled in what later became Delray Beach before the pioneers from families of European heritage arrived. The small African American community on the west side of town had asked the Dade County School Board for a school about 1895 (Before 1909 Delray was in Dade County). This same group of people had also started the first churches and clubs in town. However, the school begun with such high hopes, had failed because of the hard life of pioneer days. Another problem for School #4 was the fact that the school year was only 6 months long. The reason the school was in session for only 6 months a year was so that African American students could work in agriculture. The Dade County Board of Public Instruction minutes of February 12, 1907, show that the superintendent reported he had closed School No. 4 in Delray. The school was closed because attendance had fallen below the required number of students.

The following story about Principal Walker's life before he moved to Delray was found in a booklet in the Fort Lauderdale Historical Society archives. Clarence Walker, born in 1880 in Ohio, graduated from Wilberforce College and taught for a year in Georgetown, Delaware. In 1906, he was hired as an English teacher at a Teachers' College (then called a "Normal School") in Alabama. In Alabama he observed the problems of the rural South. At this time United States Cooperative Demonstration Agents were beginning to extend the work of Tuskegee Institute to black farmers. The farmers needed to be prepared to carry on after the damage caused by an insect which was attacking their cotton crops. The insect was called the boll weevil. Walker took a very active part in this project because it gave him a chance to study rural education problems at first hand. He also learned what type of teacher was needed in the rural districts. Walker trained teachers and sent them into neglected districts to start schools. Dr. Booker T. Washington of Tuskegee Institute visited the college where Clarence Walker was teaching. Dr. Washington observed that the work there seemed too limited for this creative teacher. He thought Mr. Walker should have more ways to develop his own ideas. Washington decided to find another job for the teacher, Clarence Walker.

About the same time these thoughts were occurring to Dr. Washington, William Robinson, a leader of the Delray African American community, was thinking about how the closed Delray school could be given new life. He decided to write to Booker T. Washington and ask for his advice.

When Dr. Washington received Mr. Robinson's letter, he thought of the work of Clarence Walker. In February 1914, he wrote to Walker stating that the people at Delray, Florida, wanted to have their school improved and that he, Clarence Walker, had been recommended for the position. Delray was so small then (about 1,000 people) that the new principal had a hard time finding it on a map. He consulted the railroad agent and learned that it was 316 miles south of Jacksonville on the lower east coast.

Upon arriving Walker found an old rundown schoolhouse surrounded by a school yard that was grown up in scrub palmetto. The schoolhouse was unpainted and unsealed. Unsealed means that there were only exterior walls and bare framing with no interior walls. Some citizens had been using the schoolhouse as a place for gambling. Here, he thought, was an opportunity to do a day's work in education! With a large grubbing hoe he led the crew to clear the campus. They threw away litter, and cleaned and painted the schoolhouse inside and out. The new principal found locks for the doors and fastened the windows so the schoolhouse could no longer be used for anything but education.

While in Delray, Walker built the first county training school in Florida. It was called Smith Hughes Vocational School. The name came from the federal law which started the program. The field agent of the General Education Board appropriated the first money the government had given to rural schools in Florida. Principal Walker realized that he must sell the school to the people and that the students must be the salespeople. He began Manual Training classes. The students first made rolling pins and breadboards to give to their mothers

for bread-making. His students also built furniture for their homes. Mrs. Walker taught female students home-canning and Domestic Science, using a wash tub for a canner. In those days, before supermarkets and refrigerators, this kind of knowledge was important to parents so that they could provide food for their families. Although some families in Delray had electricity after 1914, the electricity was available only three hours each evening. As a result, refrigerators were not practical for anyone until the mid to late 1920s.

From a collection of 1919 newspaper clipping from the Palm Beach Post people today can learn about the Delray Vocational Training School. These newspaper clippings show that C.C. Walker did not hesitate to write to the Palm Beach County School Board to ask for additional funding, more teachers, and a longer school term. Principal Walker also worked to raise funds from local people and foundations for the improvement of the school.

Walker encouraged people in the community to grow year-round crops and to save their dry lima beans, onions and okra. In addition he taught the community better ways of raising cattle. It is said that when Principal Walker left Delray that the people cried. He left behind an enlarged and remodeled school house and a community that believed in the education of its children. He was replaced by another outstanding principal, S.D. Spady. The Delray school continued to grow, attract excellent teachers, and offer a good education to its students.

Clarence Walker spent the rest of his life teaching in other Florida towns. He established the state's first accredited black high school in Palatka. In Palatka and later West Palm Beach he fought against opposition to spending more money on the separate Black schools. In 1937 he moved to Ft. Lauderdale. In 1941, he organized a successful boycott as a protest against practice of closing the black schools so students could work in the fields and hotels during the winter.

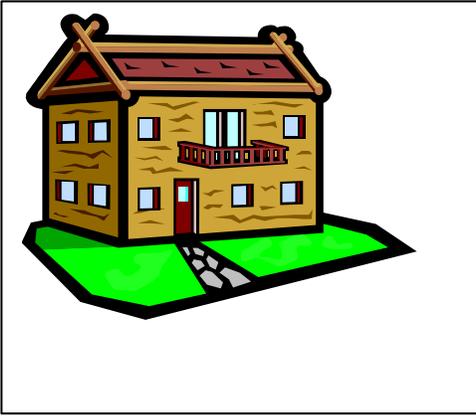
Clarence Walker, the man who greatly improved School # 4 in Delray and motivated the people of the community was fond of saying, "It's not when or where you were born, but who you prove to be. The measure of a man is what he thinks of himself."



The First School in Dade County

By Janice Owens

Preservation Foundation of Palm Beach



No school existed in all of southeast Florida until 1886. Pioneer families of today's Palm Beach, then part of Dade County, settled around Lake Worth in the early 1880s, when southeast Florida was an undeveloped, tropical wilderness abounding in wildlife: deer, turkeys, panthers, foxes, raccoons, alligators, snakes, turtles, birds, even black bears. The area was known as the "lake country," or the Lake Worth Community. Dade County formed a school board in 1885, and local families began to establish an educational system for the children. Women of the community spearheaded the project to have a schoolhouse built.

Dade County provided the two hundred dollars needed to purchase lumber, which was brought by schooner from Jacksonville to a site on North Lake Trail that was donated by the families of G.C. Hoagland and David Brown. Under the watchful eye and management of George W. Lainhart, men in the community volunteered to build the schoolhouse, and a sewing circle organized by the Ladies Aid Society's raised enough money to pay for chairs and a few school supplies.

When the school opened in 1886 it contained little more than the chairs, a long rough table made from scrap lumber, and a curious medley of books gathered from the children's homes—no blackboards, and little of the equipment usually found in schoolrooms. Electricity and inside running water were unheard of; a wood-burning stove was used to heat the classroom on chilly days; pupils walked to school or arrived by boat or bicycle. During the 1890s, enrollment rose to thirty-five students and included many pioneer Palm Beach names such as Dimick, Maddock, Geer, and Reese. On Sundays the schoolhouse was used for religious services, two congregations sharing the building—Congregationalists in the morning and Episcopalians in the afternoon.

Attending School in the 1890s

Schoolchildren in pioneer Florida shared the experience of primitive facilities, limited texts, and strict classroom discipline. The books used in the first school were chosen from the 1886 Dade County School Board's list of approved texts and some popular reading of the period. Historical records indicate that within two years after the school opened it held a motley assortment of desks and chairs. The "recitation bench," a feature of one-room schools, was where students sat in small groups throughout the day to recite their memorized lessons, read aloud, and solve mental arithmetic problems. School materials included slates, slate pencils (styluses), copy books, cedar pencils (no erasers), pen and ink (goose-quill pens and homemade ink), the Bible, and McGuffey's Readers. Children varied in age from six to eighteen, and lessons were assigned simultaneously to groups of scholars based on their level of knowledge. Today, we know it as grades K-12.

The first teacher was sixteen-year-old Hattie Gale, who was younger than some of her pupils. She came to Florida from Kansas with her family when her father retired as professor of horticulture at Kansas State University.

The School Day

Schoolmarm Hattie Gale would ring the hand-held school bell, greeting the arriving children, who would line up outside the schoolhouse door in two separate lines, girls and boys, then enter to stand next to their appointed desks in silence. Late arrivers would have to stay outside until after recess.

An opening exercise included a reading from the Bible or McGuffey's Reader, a prayer, the Pledge of Allegiance, and singing of a traditional patriotic song, followed by a discussion of patriotism and good citizenship, two ideals that were important features of one-room curriculums.

Next, at roll call, each pupil would respond by standing with good posture (back straight, feet flat on the floor, hands at the sides, chin parallel to the floor) and answer “Present, Ma’am.”

At the time, many childhood diseases were fatal, so hygiene and grooming were important aspects of the one-room curriculum. The teacher would check each child individually for clean hands and nails; clean face and ears; clean, combed hair; clean handkerchief; polished shoes.

Manners were an important part of learning; boys bowed and girls curtsied as a sign of respect and a way of “making one’s manners.”

Punishment for improper behavior came in several forms: a whack with a stick, ruler, paddle, or strap; or a clothespin might be placed on the ear of a poor listener. Privileges might be withheld for not completing work, and misbehaving students often were deprived of recess or forced to stay after school, clean the classroom, fill the water buckets for a week, or wash the blackboard.

In the schoolyard, during recess, games the children played included “Steal the Bacon,” “Red Rover,” “Fox and Geese,” marbles, jacks, rag ball, hopscotch, and tag.

Lunch, if the weather permitted, was outdoors. Children brought leftover porridge, cold potatoes, fruit, homemade bread with molasses, hardboiled eggs, jerky, a piece of cake. Lunch would be carried in baskets, tin buckets, or knotted cloths. Afterwards, the pupils would drink with a ladle from the bucket of water by the door.

After lunch grammar lessons were sometimes followed by a spelling bee. Reading aloud would be the last lesson of the day, and even the youngest scholars were expected to pronounce the words properly and speak clearly.

The school day would end with a poem, prayer, story, or lesson. Students would rise, remove their belongings from their desks, place the benches and chairs in proper position, and be dismissed from the schoolhouse in an orderly fashion.

Lessons to Be Learned

In reading and writing students were divided by age, the younger group reciting the alphabet, forwards and backwards, while the older group might copy a maxim (“Good posture makes good thinkers”) in their copy-books, striving for good penmanship. The higher grades then recite from their readers while the lower grades practiced their penmanship over and over. Practice makes perfect!

Students of mental arithmetic would solve problems in their heads at the recitation bench and have a ciphering match. Students of written arithmetic would solve the problems written on the blackboard. After arithmetic, a short calisthenics session would help to get the blood and oxygen flowing after all the mental exercise.

The history lesson might include questions like “How many stars are on the American Flag” or “Who is the current president of the United States?” In geography, students would be expected to know the names of the states and their capitals and be able to locate on the globe major rivers, lakes, and mountains in the United States.

Becoming a Landmark

In 1901 the 1886 schoolhouse closed and a boat service took the children across Lake Worth to the new four-room school at Clematis Street and Poinsettia Avenue (Dixie Highway) in West Palm Beach. The original building was used as a tool shed on the John S. Phipps property. In 1960 the schoolhouse was dismantled and moved to Phipps Ocean Park, where it stands today. In 1990 the Preservation Foundation of Palm Beach restored the building to look like a one-room schoolhouse. During the school year the foundation presents its Living History program to fourth-grade students throughout Palm Beach County, enabling them to experience a school day from the 1890s.

Floy Cooke Mitchell

By Susan Gillis

Boca Raton Historical Society

Alabaman Floy Mitchell arrived in Boca Raton with her husband J.C. (Joe) Mitchell in 1923. It was the height of the Florida land boom, a time when many people came to Florida from throughout the U.S. to make a new life. The Mitchells had come at the request of Floy's parents to develop land they had purchased in the southern part of town, near today's Royal Palm Yacht and Country Club. At the time Boca Raton was a community of only about 300 residents. The young couple's first home was a rented house, equipped with only the bare necessities—a small oil stove, ice box, hand pump in the sink, and an oil lamp for lighting. Floy, accustomed to homes with more "modern" conveniences, was surprised to find that the "bathroom" was an outhouse located in the back yard—complete with a wooden half-moon cut in the door. Baths were taken in a zinc tub with water heated on the stove. Floy's husband Joe, realizing her discomfort in these rather primitive conditions asked "Are you sure you want to stay?" to which Floy replied "Wild horses couldn't get me away from here."

Floy and Joe Mitchell were given a warm welcome in their new hometown. Their neighbor George Martin brought over a bowl of "green mango sauce," as a welcome gift and instructed Floy how to do the laundry in the yard with a tub and a scrubbing board—the old fashioned way even in the 1920s. Other neighbors greeted them with fruit, fresh vegetables, Scottish shortbread, and tea.

On Christmas day of 1923 the couple was a bit lonesome—far away from their family. The day was warm and bright, and Joe suggested a day at the beach. They dressed in their bathing suits, gathered a blanket, books, and magazines and were at the beach by 10:00. Because of the holiday, they had the beach literally to themselves all day. Floy recalls that "it was like being on an island away from civilization—warm sun, soft breeze, and the waves quietly lapping on the shore." Later they were the guests of their new friends, Bill and Peg Young, for dinner. They brought the homemade candy, cookies, and other goodies sent them by their family in Alabama for dessert. Their new neighbors, the Longs, also contributed a "Heaven Knows What" cake. When asked for the recipe, Mrs. Long notified all that there was no recipe—she would use whatever was at hand. One time it would contain chocolate, coffee, jelly, and nuts; another it could be honey, peanut butter, and orange juice—hence the name "Heaven Knows What" cake. The Mitchells and Youngs stayed and talked until late that evening. Floy would recall it was the most "blessed, tranquil, uncluttered Christmas Day" they had ever spent—or would spend again.

By the mid-1920s, prosperity had come to the little town of Boca Raton. Architect Addison Mizner and other developers were creating new developments and projects to draw investors and new residents to the small town. The Mitchells found the money to construct the Mitchell Arcade, the first large commercial building in Boca Raton, on Dixie Highway south of Palmetto Park Road. The arcade featured a covered passageway running through the center with stores on both side and apartments on the second floor. Floy and J.C. took up residence in one of the apartments—complete with electricity and indoor plumbing.

Floy was a bit unusual for a woman of the times; she was a college graduate and had even been a bank branch manager in Alabama. Her experience in financial matters made her a valuable partner to husband J.C. in operating their real estate and insurance agencies while at the same time raising two sons.

Shortly after the completion of the new arcade building, the Mitchells experienced the force of the 1926 hurricane, a powerful storm which affected mainly the Miami, Fort Lauderdale, and Moorhaven areas. The Mitchells did not realize their windows should be boarded up—they had the dubious pleasure of witnessing freight cars blown right off the nearby railroad tracks and telegraph poles snapped like toothpicks. The arcade suffered extensive damage. Most of the roof was blown off and there was a great deal of water damage. By the storm of 1928, which was so damaging throughout Palm Beach County, the Mitchell's were better prepared. Boca suffered far less damage than their neighbors to the north. The Mitchells boarded the windows this time, and carefully parked their car inside the arcade.

During the Great Depression the Mitchells “tightened their belts” and learned to live more economically—on as little as five dollars a week—like the rest of the nation. Floy was proud to make dresses out of material that cost as little as ten cents a yard. Unusual buttons and trims helped turn an ordinary frock into a pretty gown. Floy used the leftover scraps to make items for the annual church bazaar, always thinking of other people’s needs as well as her own.

Floy’s husband became very active in local politics during the 1930s. He served as a town councilman and was mayor for eleven years. Mr. Mitchell was responsible for attracting the U.S. Army Air Force to establish an important training base and school in Boca Raton during World War II. The war brought great excitement and financial prosperity to Boca Raton. Floy Mitchell also entered the governmental arena when she served as the first female town councilwoman for Boca Raton in 1943. She was asked to step into the position left vacant by the resignation of J.L. LaMont, serving until 1944. After the war, Mayor Mitchell was instrumental in getting the government to return the airbase lands to the people of Boca Raton. He and wife Floy worked together to bring Bibletown, an active Christian ministry, to the grounds and buildings of the former airbase.

Floy Mitchell lost her husband and partner when J.C. died in 1955. A school in Boca Raton bears his name today. Mrs. Mitchell continued to live in the community she had grown to love until 1989, when she passed away at the age of ninety. Mrs. Mitchell was a founding member of the Boca Raton Historical Society, contributing greatly to our knowledge of the history of Boca Raton through the vivid memories she so generously shared. Her neighbor and local historian Peg McCall noted, “She had a real zest for life. She was enthusiastic every day...I’m going to miss her as my best source of historical information and as a friend.”

Gift of Gratitude Meant to Benefit People of His Adopted Country

prepared by Morikami Museum staff

He came hoping to stay only a few short years. Instead, he remained a lifetime.



In 1906 a young immigrant traveled from Japan to join the historic Yamato Colony of Japanese in what were then the backwoods of southeastern Florida. Sukeji (“George”) Morikami wanted to stay long enough only to earn some money by working in Yamato’s pineapple fields. He hoped to return to Japan with the money to buy land near his hometown of Miyazu, plant orchards, and marry a certain young woman – that is, until bad luck made him change his plans. Left without the money that was promised him, Morikami decided to seek his future in Florida, where his legacy lives on at the park and museum in Delray Beach that bear his name.

Sukeji Morikami was born November 5, 1885, in a thatched-roof farmhouse outside of the castle town of Miyazu, a center of fishing and farming on the coast of the Japan Sea in central Japan. Nearby lived the former samurai family of Jo Sakai, founder of the Yamato Colony. Sukeji was the oldest of four children born to Takezo and Soyo Morikami. He grew up in Miyazu where he finished school at age 14, common for children of his background at the time.

At age 19, Morikami traveled to Florida. He decided to join the Yamato Colony when he found that opportunities for young men like him were scarce at home. He dreamed of purchasing land on the nearby mountain slopes and planting orchards of peaches and other fruit that he could sell to new markets on the mainland of Asia. He learned he could earn a bonus of \$500 in return for three years work at Yamato, enough to start him toward his dream. Furthermore, the bonus money could help him prove his worth to the family of a young woman living in his village. Morikami had hoped to marry Hatsu Kishimoto, but her parents opposed the match. He may have decided to go to America to escape the emotional pain of this rejection as much as to benefit from financial gain.

In Florida, however, Morikami was never able to collect his bonus. Six months after he arrived, his sponsor, Mitsusaburo Oki, died during an outbreak of malaria that killed many people. Morikami reviewed his situation, and concluded that his future lay in America. To make the most of it, he decided, he would have to learn English. Now using the name George, he left Yamato for Melbourne, Florida. There he lived with a Japanese family and attended a local public school. In his 20s, Morikami was enrolled in a fifth grade class.

Morikami returned to Yamato around 1911. There, he succeeded as a farmer and fruit and vegetable wholesaler, which allowed him to live comfortably while banking much of his profits. In 1929, failure of the banking industry caused by the stock market crash wiped out most of his savings. Thereafter he invested in real estate in order to preserve his wealth.

The outbreak of World War II affected Morikami and other immigrant Yamato settlers, who were classified by the government as “resident enemy aliens”, in various ways. In the early months of the war Morikami’s bank accounts were frozen, and the federal government took over his business finances. He was not interned in a camp like other Japanese and Japanese Americans because President Roosevelt’s order allowing internment was only followed in the Western states of Washington, Oregon, California, and Arizona. Nevertheless, his movements were restricted. He was not allowed to travel far from where he lived without written permission from the local United States Attorney’s office. Furthermore, two U. S. Coast Guard servicemen were stationed at his home day and night to watch over him. As the war progressed, however, all restrictions on him were lifted, and before the war’s end Morikami was able to buy land that would one day become Morikami Park.

Morikami began what became a lengthy process of donating this land for public use in 1964. He offered it first to the city of Delray Beach and later to Palm Beach County. Both originally saw the property as too far from where people lived to be of much benefit to the public, and they turned down his offers. Meanwhile, discussions of his offer at city council meetings intrigued journalist Virginia Snyder, who sought out the now elderly Japanese farmer and would-be benefactor. With her assistance, Morikami was able to achieve another long cherished dream, not of planting fruit trees in his native Japan, but rather of becoming an American citizen. Because of their racial heritage, Japanese were long denied U. S. citizenship, but were granted this right in 1952. George Morikami took the pledge of allegiance on December 8, 1967.

Morikami felt richly rewarded by the life his adopted country had granted him and wanted to give something meaningful to its people in return. Palm Beach County finally accepted his generous offer of land in 1974 with the promise of developing it as a park for all to use. The humble farmer from far-off Japan was present to witness the ground-breaking of Morikami Park, but did not live to see the completion of The Morikami Museum. He died in his sleep at the age of 89 in his trailer at the park site on February 29, 1974.

Henry Flagler

© Flagler Museum 2005

Henry Flagler was not born in Florida, but he is very important to Florida's history. Henry Flagler was a cofounder of the most successful business in history, the Standard Oil Company, and his wealth helped him create modern Florida. By building a railroad that ran from Jacksonville to Key West, turning more than two million acres of land into farms, cities, and luxury hotels, Henry Flagler created Florida's two main industries: tourism and agriculture.

Henry Flagler's Business Success

Looking at the great success of Standard Oil and the creation of modern Florida, one might think that Henry Flagler was always successful in business. However, during the Civil War, Henry Flagler owned a salt production business that failed. During the War salt was necessary to preserve meat for the army, but when the War ended less salt was needed and Henry Flagler's salt business failed. Henry Flagler learned from this failure and applied what he learned when he cofounded the Standard Oil Company. Most people think of Henry Flagler's partner, John D. Rockefeller when they hear the name Standard Oil, but when John D. Rockefeller was asked who came up with the idea for how to build the Standard Oil Company he said, "I wish I'd had the brains to think of it. It was Henry M. Flagler."

Henry Flagler's Florida

It may sound strange today to describe Florida as America's last frontier, but that's exactly what it was when Henry Flagler first visited the State in the 1870s. Florida was best known then as a place where sick people would go to get well again. When Henry Flagler returned in 1883 to visit St. Augustine, he decided he could make Florida a place people would like to visit and live, saying, "I believe this State is the easiest place for many men to gain a living. I do not believe anyone else will develop it if I do not." Eventually, Henry Flagler turned small places like St. Augustine, Palm Beach, West Palm Beach, and Miami into famous resorts. To do this, he built a railroad through swamps and wilderness, and he built big hotels along the way. Eventually, Henry Flagler's Florida East Coast Railway ran all the way from Jacksonville to Key West.

Henry Flagler's Palm Beach

Palm Beach is a beautiful town today, but there were only a few buildings and shacks in Palm Beach when Henry Flagler first arrived. Henry Flagler built the Hotel Royal Poinciana in Palm Beach, which was the biggest hotel in the world. It had electricity and elevators, and the dining room was so big that 1,600 could sit and eat at one time. Henry Flagler's other Palm Beach hotel, The Breakers, is still one of the best hotels in the world. Near his two hotels in Palm Beach, Henry Flagler built his winter home, which he named Whitehall.

Henry Flagler also built a town he named West Palm Beach. Clematis, Evernia, and other streets in downtown West Palm Beach were named by Henry Flagler as well. Today West Palm Beach is the County Seat for Palm Beach County.

Henry Flagler's also gave land to a small farming colony of Japanese immigrants along Yamato Road near what is now Delray Beach. Among the many Japanese farmers there was a man named George Morikami.

Henry Flagler's Legacy

Henry Flagler died in 1913 at the age of 83. As a businessman, he helped shape modern American business. But, perhaps it was his love for Florida that he will be most remembered for. In many ways, Henry Flagler created modern Florida. All together, Henry Flagler turned two million acres of swamp land into farms, ranches, towns, and luxury hotels along Florida's east coast. Today, more than one hundred years later, agriculture and tourism are still very important to Florida.

By creating Florida's two main industries ~ tourism and agriculture -as well as Florida's biggest railroad, Henry Flagler made it possible for millions of people to have a home and a job in the State he loved. In Palm Beach County, you can see Henry Flagler's work everywhere. Many streets and businesses are named after him. The Japanese farming colony that Henry Flagler gave land to is now the Morikami Museum and Japanese Gardens. The Norton Museum of Art was built on land Henry Flagler donated to the public. The site of the West Palm Beach Public Library was a park Henry Flagler gave to the city. Henry Flagler's hotel in Palm Beach is still one of the best hotels in the world. Even Henry Flagler's home, Whitehall, is now open to the public as the Flagler Museum. In fact, Henry Flagler's legacy is everywhere in Palm Beach County, and throughout the state of Florida.



Solomon David Spady

(1887-1967)

By Vera Farrington

Solomon D. Spady came to Delray in 1922. He was the third African American public school principal/teacher assigned to Delray Beach. He came here upon the recommendation of Booker T. Washington, the founder and president of Tuskegee Institute in Alabama. Over the next thirty-five years, he became one of the most influential African Americans in Delray Beach.

In January 17 of 1887, Solomon Spady was born in Cape Charles, Virginia. He completed his education in the public schools there, and graduated from Hampton Normal and Agricultural Institute in 1912. He stayed on to teach at the Institute for one year and then taught physics at Virginia Union University. In 1914, he received a teaching certificate from the state of Virginia and began his career in public education. Mr. Spady became affiliated with the New Farmers of America, the largest black farm youth organization in the world. During this time, he formed a lasting acquaintance of the renowned agricultural chemist, Dr. George Washington Carver.

In 1922, Mr. Spady accepted a teaching position in Delray that also carried the responsibility of principal. The name of the school, which was established in 1895, had been changed from Delray Colored Number 4 to Delray County Training School. The school had an enrollment of a hundred children in grades one through eight. By 1934, the student body grew to 336 in grades one through ten. The school, renamed George Washington Carver High School, held its first high school graduation in 1939.

Mr. Spady, or “Prof” as he was affectionately called, was principal and also taught woodshop and agriculture classes. His students competed with others at the local, state, and national levels. His class instruction included working with his “Boys” to cultivate crops on ten acres of land and to prepare them for sale to the public. There were trips to Tallahassee for the judging of agricultural contests. On several occasions, his students won state agricultural championships. His woodshop class projects included painting the school building, erecting steps, repairing furniture and farm tools. They also made the desk that he used in his office. He also organized extra-curricular activities that included a drama club, two literary societies, a glee club, sports teams, a parent teacher association, and at least three entertainments that brought the community together through the school. Mr. Spady always encouraged students to strive to be the best at anything they did.

On June 2, 1926, Mr. Spady married Jessie B. Green, the daughter of a local prominent family. They never had children of their own. His home, at 170 Blackmer Street which is now NW 5th Avenue, was constructed in about 1925-1926. It was a two story single-family residence, rectangular in shape, and stucco over frame construction with a stone foundation. That was considered a step above the other homes that were primarily wooden structures. It was and still is the Mission Revival style, a very distinguishing architectural style with the rough stucco finish on the exterior. This is the building EPOCH has chosen for the S. D. Spady Cultural Arts Museum in honor of Professor Spady.

In 1958, a new building was erected for George Washington Carver High School. The old school building became an elementary school and was named S. D. Spady Elementary School in honor of Mr. Spady. Mr. Spady served as principal for twenty-eight years, and then taught seven years as a classroom teacher. He retired from the county’s public school system on May 28, 1957, Shortly afterwards he returned to his hometown in Cape Charles, Virginia, and in November 25, 1967 he died at the age of 82.

When asked about his philosophy, Mr. Spady said, “My philosophy is simple – God, country and the people first; self last. Face your daily problems prayerfully; keeping in mind that the highest service to God and to yourself is to serve your fellow man.”

In 1998, the city of Delray Beach nominated Mr. Spady for the GREAT FLORIDIANS 2000 award. He was selected as an Unsung Hero posthumously. His family accepted the award Sunday, February 28, 1999 at the Trinity United Methodist Church in West Palm Beach, Florida. His legacy lives on in the lives he touched.

Yamato Families Find Colony Life Rewarding in 1920s Florida

by Sumiko Kobayashi

The following article was written by the daughter of Yamato settlers Susumu and Suye Kobayashi. Born in 1923 while her parents lived at the colony site, Sumiko Kobayashi left Yamato at the age of 2 when her parents moved to the Chicago area.

This account of life in Yamato is based mostly on the recollections of Suye Kobayashi, who arrived in Yamato from Shimane Prefecture, Japan, in August, 1922, as the bride of Susumu Kobayashi. By 1922 the hardships of pioneering were behind the Yamato Colony. Several families were living there, and life was a pleasant mix of work, fun and good fellowship with the advantages of town and city available close by.

Yamato was a farming community. At its height it supplied winter vegetables to cities from coast to coast. Tomatoes, eggplants, green peppers and green beans found their way from its fields to New York, Philadelphia, St. Louis, Chicago and even San Francisco and Seattle.

Seeding began in July. By September the first crops were coming in and continued to be harvested until May. The produce was hauled from the fields to packing houses and shipped from the Yamato station of the Florida East Coast Railway.

During the growing season, the work week was Monday through Saturday. The foreman of the field-hands stopped at the Kobayashi house early for instructions and went on to the fields. Susumu ate a leisurely breakfast and left for the fields about 10 a. m.

The Susumu Kobayashi house was simple and functional. The house had one bedroom with an open closet, a large L-shaped living room, a kitchen and a small storage alcove. An indoor hand-pump next to the kitchen sink supplied water. An icebox kept perishables fresh with ice purchased from the general store owned by Henry Kamiya, the brother of Yamato founder Jo Sakai. An alcove in the back corner of the kitchen held staple items such as rice, shoyu (soy sauce) and miso (fermented bean paste used for flavoring).

A stove-top oven was used for baking, mostly fish. Breads, cakes and pastries were not part of the Japanese dietary tradition. Kerosene supplied light at night.

The Sakai house next door had a Japanese-style ofuro (a deep, square tub) made of wood. Washing was done outside of the tub and one entered the tub to soak only after the body was clean. In this way the same bath water was used by many members of the family without dirtying the water in the tub. The water was almost unbearably hot, which made it more sanitary.

The Kobayashis, on the other hand, had no tub for soaking. Bath water was heated on their unroofed rear deck in two large containers that they filled in the morning and left out all day. Bathing was accomplished by soaping oneself, then rinsing off by pouring clean water over the body in the manner of a Japanese ofuro, but without the relaxing soak that came afterward.

The Yamato settlers' diet was healthful and varied. Families kept a few chickens for their own use to supply eggs. Bacon, canned sausage and sardines were purchased from the Kamiya store. Vegetables for the most part consisted of produce from the fields. Fresh fish could be caught in abundance on trips to the beach. Fresh meat was purchased in Delray.

Breakfast was American style: fruit, bacon, eggs, toast and coffee. Lunch featured both American and Japanese food, usually canned sausage or sardines, left-over rice covered with tea, and tsukemono (Japanese pickles) made at home using field produce such as eggplants and green peppers. The evening meal was also half-Japanese, half-American. Fish was eaten as uncooked fillets of sashimi after trips to the beach yielded spanking fresh fish. For variety, fish was also fried, baked or cooked Japanese style as shio-yaki (sprinkled with salt and broiled) or in soy sauce and sugar.

Always there was steamed rice, Japanese green tea and the ubiquitous tsukemono, made by fermenting vegetables in a mash. Rice was bought from the Kamiya store in 100-lb. sacks. Shoyu and miso were purchased in bulk from New York in taru (bamboo-bound containers holding about four gallons), along with 5-lb. packages of green tea.

Kamiya's general store supplied the residents with most of their everyday needs, even shoes, work clothes and watches. The store also had a filling station to supply gasoline after residents had automobiles, pick-up trucks and tractors.

Delray provided such services as banking and the normal range of stores and services available in a small town, while considerable use was made of mail-order catalogues for everyday clothing, underwear and toys for the children. For top-of-the-line shopping, such as dress suits and ladies' apparel, Yamato-ites went to Palm Beach. After particularly successful seasons, Ekiji Shiota and Don Oishi bought several suits at a time.

Shiota and Oishi liked automobiles and traded in their cars for new ones every year or two. Others like Susumu Kobayashi preferred to spend their gains on prohibition liquor bought by the case.

Recreation took the form of trips to the beach for swimming and fishing or trips to Palm Beach for a silent movie and dinner. On the day of a trip to the beach the residents packed lunches and went to a favored location that was about a half-hour's drive away. These trips usually resulted in a bountiful supply of fish, enough for several meals. During the month of June, a vacation period between seasons, people went to the beach almost daily.

On Saturday and Sunday nights, the men of the community often gathered at the Kobayashi home to shoot pool and play cards. The pool table had been purchased with contributions from everyone, and was already in place when Suye Kobayashi arrived in Yamato. Not everyone could shoot pool at the same time so some played the Japanese card game called hana-awase, using a deck of cards divided into twelve flower suits.

On weekdays children attended a one-room schoolhouse for grades one through eight that served the colony for several years. Students were local white children and those of the Yamato settlers. There were two or three students in each class totaling fewer than twenty students in the school. Near the school was an Indian mound where the children played and, each spring, had Easter egg hunts.

Yamato prospered thus until the mid-1920s when a frenzied wave of land speculation swept over Florida. Real estate prices sky-rocketed. Many of the Yamato residents found it profitable to sell, scattering afterward to all points. The community dwindled until only a handful remained.

The attack on Pearl Harbor brought suspicion on the Japanese remaining in South Florida. Although there was never any serious thought given to evacuating them, they shared many of the same indignities visited upon the populations on the West Coast. Shortly after the outbreak of hostilities with Japan, for example, two Coast Guard servicemen were billeted at the Hideo Kobayashi home for the family's protection and to prevent them from engaging in espionage or sabotage activities. Hideo Kobayashi was unable to travel, even to a nearby grocery, without one of these servicemen at his side.

Some of the former Yamato residents had moved to the West Coast and were sent to concentration camps. Susumu Kobayashi and his family, who had left Yamato in 1925 and were living in San Leandro, California, at the outbreak of war, wound up in the camp at Topaz, Utah.

In Florida, a federal district judge ordered the land owned by the Japanese settlers to be turned over to the U. S. Government for an Army-Air Corps technical training station. The few remaining Yamato residents were forced to leave. Except for the Kamiya home, which was used as an administration building and returned to the Kamiya family after the war, their houses and other buildings were razed.

Susumu Kobayashi visited the former Yamato area in 1950 and found an abandoned airfield surrounded by a fence and locked.

Yamato Founder Hoped Japanese Colony Would Benefit Farming in Florida

prepared by Morikami Museum staff

When Jo Sakai came ashore in Jacksonville, he had a pretty good idea of what to expect.



It was November, 1903, and Sakai had just arrived from New York aboard the steamship Arapahoe. He had never been to Florida before, and had never met the business and political leaders with whom he had appointments. Still, he was confident that they would listen to what he had to say, and even support his proposal whole-heartedly.

Sakai would not be disappointed. The proposal? To organize and settle one, perhaps more, Japanese farming colonies in the state of Florida. As a result of his visit, the historic Yamato Colony of Japanese settlers was established two years later between the frontier towns of Delray (later renamed Delray Beach) and Boca Ratone (spelled today without the final ‘e’) on Florida’s lower east coast.

Jo Sakai was born Kamosu Sakai on October 7, 1874, in the castle town of Miyazu, Japan, a center for fishing and farming on the coast of the Japan Sea. Later, he recruited settlers like George Morikami (see related story) for his colony project from Miyazu, which is now a sister city of Delray Beach due to this historic connection. The son of Takamasu and Masu Sakai, he was the fourth of seven children. He first attended school in the public school system of Miyazu, and later studied at Doshisha, a private high school in the city of Kyoto.

Sakai was the son of a former samurai who had served the last daimyo, or lord, of Miyazu Castle. He was like many young men of his era who shared his class background. The samurai drew upon a heritage of leadership and high educational standards. In the late 1800s, they led Japan in its push to modernize. As a member of this class, Sakai showed the same forward-looking, entrepreneurial spirit that many of them seemed to have.

Sakai’s entrepreneurial spirit was no doubt fostered by his education at Doshisha. There he found a stimulating intellectual atmosphere that existed because of Doshisha’s late founder, Jo Niijima (1843 - 1890). Sakai patterned his own life after that of Niijima. He decided to travel to America just as the great educator and activist had done when Japanese were forbidden to travel outside of Japan.

No such restrictions were in place when Sakai arrived in the United States in 1895. He changed his given name to Jo partly to be like Jo Niijima, but also because it was easier for Americans to pronounce and remember. (“Jo” and “Kamosu” are different ways to pronounce the character he used to write his name.) Some thirty years earlier Niijima had become the first Japanese to earn a degree from a university in the West. Like Niijima, Sakai came to America to continue his schooling. At first he hoped to study electrical engineering under Thomas Edison. Eventually, though, he enrolled in the business school of New York University. He graduated only a few months before going to Florida.

Prior to Sakai's visit, leaders in the state had discussed the idea of Japanese coming to Florida to help improve farming. As a result, James Ingraham contacted a former college friend on the faculty of New York University. Ingraham was the president of the Model Land Company, a branch of the Florida East Coast Railway set up to sell land. He requested a dependable Japanese who might be interested in starting a Japanese colony that would grow crops in Florida. The friend informed Sakai and advised him to head south. Thus, the young entrepreneur came to Florida confident about opportunities in the Sunshine State.

Sakai proposed to bring experienced farmers as colonists directly from Japan. The colonists would raise Japanese crops that Florida farmers had not seen before. The colonists would introduce new crops and new farming methods for Florida farmers to imitate. In this way the colonists would stimulate the growth of farming in the state.

It was a message that Florida's leaders wanted to hear. Sakai met with officials of the Jacksonville Board of Trade and Governor William Jennings in Tallahassee. He watched interest in his proposal grow. Soon he found himself on a whirlwind tour of the state to view possible sites for the colony.

Sakai inspected Model Land Company property near Boca Raton on Christmas Day, 1903. He then headed to St. Augustine to sign a contract with Ingraham.

Sakai sailed for Japan in February, 1904, just as the 18-month Russo-Japanese War was beginning. Despite delays caused by the war, he returned to Florida by November leading a group of colonists. Since the original colony site had not drained enough for farming, Sakai arranged to purchase the Keystone Plantation, a large farm where pineapples were already being raised. The Keystone Plantation, located to the north of the original site, became the Yamato Colony in late June or early July of 1905.

Sakai spent the rest of his life actively promoting Yamato. He worked to bring families to Florida in order to make the colony last and experimented with Japanese crops to fulfill his mission of stimulating farming in the state. His efforts in these areas were mostly unsuccessful, but they did help contribute to Florida's diverse and exciting ethnic heritage. Leaving behind his wife, Sada, and five daughters, Sakai died of tuberculosis on August 21, 1923, at the age of 49.