

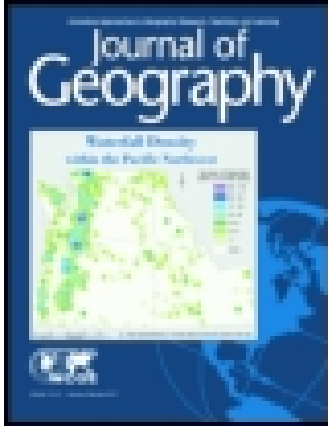
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NOTES

SUMMARY OF THE COURSE IN GEOGRAPHY AT THE UNIVERSITY ELEMENTARY SCHOOL, CHICAGO, ILL.—The aim of the work in geography is to aid the student in gaining power to interpret his physical and social environment. The ability to understand his surroundings is obtained through a study of the physical forces which have shaped and are shaping the earth's surface and are determining its life, and through an appreciation of man's response to his physical and social surroundings. Opportunity is given even to the young children to observe the results of the work of the great forces of nature, and, when possible, to see these forces in action. This is done through field trips to the country within a radius of thirty miles of the school. The work of waves, rivers and glaciers is well illustrated within the above limits.

Through gardening and visits to farms a touch of the fundamental industry of agriculture is gained; and through visits to the manufacturing centers an appreciation of man's control and use of natural materials and physical forces is obtained. The knowledge gained in the study of the building of this city becomes the basis for the understanding of all urban populations; the imported materials, both natural and manufactured, and the foreign peoples, if traced to their origin, lead to all the countries of the world.

The proper study of foreign peoples in relation to their physical and social environment develops a sympathetic appreciation of their relative position in the world's families of nations. It also affords an opportunity to see our own people from the viewpoint of the foreigner, thus broadening our horizon, placing our virtues in a rational perspective, and giving a consciousness of our faults, which is the first step toward correction and improvement.

The germ of interest in processes is nurtured from the beginning by simple experiments and explanations. This interest grows until in the fourth and fifth grades its satisfaction leads to the study of many of the simple phases of physiographic processes that are more fully developed by the older children.

During the elementary school period the children are alive to all knowledge, regardless of utilitarian values which for the most part dominate the adult. This is the time to bring them into contact, as far as possible, with the various phases of the earth and the heavens.

In the early grades, from the first to the fourth, when interest in causal relations does not carry the pupils far from simple picturing of

conditions, the children gain fundamental geographic imagery of type regions through a study of primitive peoples living in regions of extreme geographic control, as the Eskimo or Chukches of the Arctic regions, a Brazilian Indian tribe in the tropics, the Arabs in the desert, the Norwegians in the mountains and the Indians of the plains. Through stories of travel the earth is circumnavigated, resulting in the discovery of the continents and seas.

The ideas gained in the earlier grades are organized and expanded above the fourth grade by the study of continental land masses, islands and seas. North America is studied as a type, in its aspect of human control and simple physiographic expressions; South America, as a tropical continent; Eurasia, as the hope of civilization; Africa, as the continent of present colonization; Australia and New Zealand, as seats of important civic experiments.

The fundamental geographic principles and to a great extent the type-imagery are repeated in the study of each continent, thus giving the desired review of important ideas related to new situations.

Current events are always a source of vital interest and lead to a survey of various parts of the earth. They also furnish a needed review of the world, for memory retains in strong definition little that is not in constant use.

When the nature of the unknown can be realized by such experience, all problems arising in the study of geography are solved by experimentation. To this end a laboratory has been constructed where running water, rain and waves may be controlled in action upon sand. The garden and the physical and chemical laboratories are also called into requisition in the solution of geographic problems.

Second Grade

The experience in typical areas and with natural materials gained in the field trips forms the basis for geography.

After the trips the children make plans in sand or on paper of the routes followed and the areas visited. No attempt is made at conventional map making, the teachers' problem being to discover when and how children make the transition from purely picture records to the conventional representation.

Trips to the lake shore furnish collections of the common pebbles, and limestone, sandstone, quartz, chert, greenstone, granite and iron pyrites become familiar. The children make crystals from various substances, and this work culminates in our rock candy for the Christmas tree.

As a background for the stories told in the history period the following regions must be pictured: a temperate forest area with caves and swift-flowing river; the desert, and portions of Persia, Greece and Switzerland. Stories, reading matter, visits to the stuffed-animal section of the Field Museum and to the "zoo" at Lincoln Park, feed that absorbing child-interest in wild animals.

Third Grade

(1) The neighborhood. On all excursions the natural features are observed. The lake shore—shore line, bluffs, different kinds of beaches. Beverly Hills—the ravines, brook basins. Swamps—ridges with trees. (2) Typical environments. Mountain landscapes: Norway and Greece as types; narrow valleys, rapid rivers, falls, lakes; forest-covered, barren and snow-covered mountains. Coasts: bays, headlands, fiords, islands, harbors. Animal life of the northern forests; animals of the northern seas. Study of such typical environments with relation to their social occupations: fishing, lumbering, hunting, trade.

Given typical geographical features, the children plan routes of travel by sea and land; construct maps in sand and on the blackboard. These maps are made to record first imaginary trips and later the journey of the Norsemen to America, the caravan travel through the deserts, Columbus' discovery of America.

The children picture Arctic scenery with Nansen's journey, and tropical scenes with Livingstone and Stanley. The earth as a ball is introduced with the study of Columbus, and the different oceans and land masses noticed with relation to one another. The children construct simple compasses, and learn to use them on their excursions.

Fourth Grade

First semester: first six weeks only. Special point: ravines and river valleys, flood plains, divides, work of running water; excursions to (a) Thorton, (b) Beverly Hills, (c) Glencoe.

In connection with the history: (1) The St. Lawrence and the Mississippi basins; (2) geography and topography of Illinois; (a) old river routes; (b) appearance of the country; (c) routes to the East.

Lumbering taught in association with woodworking.

Second semester: (1) Study of mining taught in association with metal working; (2) study of clay taught in association with modeling; (3) special study of Mississippi basin industrially considered: (a) cotton belt, (b) grain belt, (c) sugar-cane belt, (d) rice belt, (e) grazing belt,

etc. (4) Excursions: The last six weeks are again devoted to excursions: South shore: (a) formation of sand bars, lagoons, swamps and ridges; (b) reason for piers. Swamps: conditions for formation and change. Dune Park: (a) formation of dunes and swamps; (b) cause of succession of dunes. Beverly Hills: special features—forests, wide ravines, swamps and prairies.

Fifth Grade

The general work in geography is a study of North America. During the first semester the geography is closely allied to history, which is a study of the colonies. A general study of glaciation is made with special application to New England. From a knowledge of the rocky soil and also through the use of pictures and descriptions, the class studies the rivers, forests, hills, boulders, water-power and climate of the region, in relation to the principal industries—manufacturing, agriculture and fishing. Excursions are made to Stony Island, where the influence of the glacier on bed-rock and glacial drift can be seen, and to Purington for larger deposits. The location of many towns and cities, as determined by topographic causes, is noted. Other sections of the country are studied by different groups of children who work out characteristic occupations of the areas and present to the class the results of their work.

During the second semester the study of the entire continent, including the polar and tropical regions, is continued. Visits are made to industrial plants in or near the city, which supplement the work of the classroom. A part of the work in home economics is the cooking of cereals, and the work is supplemented by a study of the location of the areas devoted to the raising of the grains which the children cook. In the work on New York history, constant reference is made to Holland, and, in order to make this work more vivid, the general geography of Holland, including the subjects of erosion, formation of islands and transportation of soil, is studied.

During the entire year current geography has an important place in the curriculum, and a period each week is devoted to current events.

Sixth Grade

The children are coming into contact with foreign people at school, at home and in the great city outside; they are seeing products of foreign countries in the stores as they go shopping alone or with their parents; they or their parents have traveled abroad, or are anticipating such travel. The scope of their interests is great enough now to include the many people and countries contributing to the life around them. They are ready

to see the interdependence of peoples; to appreciate the contributions of nations to progress, material and otherwise—are really very open-minded and sympathetic in this direction. At this time much can be accomplished by a somewhat thorough study of foreign people here in our city and in their own countries abroad. If this study is deferred a year or two, the children's questions are answered haphazard outside; the children make abstractions and come to wrong conclusions, which the truth, learned later, does not always eradicate. So, to satisfy the demands of the children at this time, Eurasia is studied.

Eurasia: Physical features: great mountain systems, plateaus, plains and rivers. Climatic features: tundras, forest belt, steppes, desert belt; characteristic products of each; effect of each upon human life. Regions of wheat, flax, etc.; grazing, mining, etc. A general picture of the great continent.

We see the three great civilizations: the European, pressing on and on over the great western peninsula, and even across the sea to the New World; the Chinese (Japanese, Korean), clinging in the past to its own soil and looking backward, with its wonderful background of written history; the Hindu in the southern peninsula, looking to the spiritual, living in the future life, as it were, leaving only buildings to tell its past.

A study of France, England and Greece, somewhat in detail, is made in connection with the history. The European is studied as a traveler, a discoverer, an explorer. Our commercial relations with the leading countries of the continent are emphasized, and a study is made of special food products.

Seventh Grade

1. North America: The study of North America begun in the fifth grade is reviewed here from the standpoint of the relation of the geography of the country to the history of the development of the people. Points considered: topography of the continent as a whole; the topographic divisions; the climate of each in connection with the daily weather maps of the United States Weather Bureau; the agricultural, mineral and commercial advantages of each; state of development; the effect of these geographic factors upon the life of the people; the relation of the geography to the history. Blackboard chalk modeling of topography; field trips and the geographic laboratory are used as aids in the study of physiographic processes. Maps, pictures and lantern slides are also used.

2. South America: A continent similar to North America in structure, but differing in its climatic conditions, hence differing in its agricultural, commercial and social relations. The same general plan is

followed as in the study of North America. The museum collection is used to illustrate the trade relations between Chicago and South America.

3. Africa: "The continent of contrasts" (Keane); a continent differing in structure from those already studied; a continent greatly retarded in its development because of its desert conditions, plateau formation and slightly eroded river valleys. Points to be considered and purpose to be attained are the same as in the previous study.

4. Australia: A continent similar to South America in location, but differing from it in climatic, industrial and commercial features.

A study of current events continued during the year serves to unite all continents with our own. References for pupils: Carpenter, *North America, South America, Africa, Australia*; Shaler, *The Story of Our Continent*; books of travel; magazine articles.

Eighth Grade

In this year the class sums up the geography of the preceding years, including the physiography and political geography, but from a new point of view. The geographical conditions under which man is living on the earth, and the effect of these conditions upon his life, form the background of the work.

Starting with the world as a whole, attention is directed to the distribution of land and water on the earth, the mountain masses, the great plains, river basins, deltas, flood plains and coastal plains, the glaciated areas, tundras and forests. This involves the study of the distribution of sunshine and heat on the earth, and the terrestrial winds. The children review their work of former years on weather and climate, and learn by experiment more definitely the principles governing atmospheric pressure and winds and rainfall.

The class visits several of the large commercial stores and manufacturing plants, to learn what the different countries are sending us, and what we are sending them in return. This involves a thorough review of the commercial and political geography of the preceding years.

In the study of climate the class uses the meteorological instruments and records in the school museum, and makes a visit to the United States Weather Bureau Station in the Federal Building.

In studying the relation between the nature of a country and the lives of a people, constant reference is made to the books in the school library, to magazine articles and especially to Herbertson's descriptive geographies, which are a series of extracts from the best books of travel.

which are a series of extracts from the best books of travel.—From *The Elementary School Teacher*.