A STUDY OF THE PROCEDURES BY WHICH THE VALUE AND EFFECTIVENESS OF GEOGRAPHY TEACHING MAY BE IMPROVED IN THE ELEMENTARY GRADES OF COLLIN COUNTY

APPROVED:

V. H. Craig
Major Professor

Walter Hansen
Minor Professor

G. A. Odens
Director of Education Department

L. A. Sharp
Chairman of the Graduate Council
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By

Ethel B. Ownbey, B. S.

McKinney, Texas

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For assistance in setting up standards by which the work of the various schools could be judged, the writer is greatly indebted to the ten instructors in geography in outstanding educational institutions in this country who so willingly served as judges.

Acknowledgment is also made to the forty-three Collin County teachers and to the fifteen rural school supervisors in Texas for their generous response to the questionnaire used in this survey.
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CHAPTER I
INTRODUCTION

As life increases in complexity, improved ways of mastering education must be developed by our school systems. Education today is still, in many ways, in the experimental stage. We are gradually breaking away from the old ways of teaching in order to build up a new and more effective system to meet the needs of a society which is becoming increasingly more complex.

Among all the subjects in the curriculum today, the greatest need for improvement is found in the teaching of geography. If geography is to occupy an increasingly important place in our schools, it must be taught in a more effective manner.

Geography deserves a prominent place in the curriculum because a knowledge of the subject enriches our home life, trains for useful citizenship, and aids in securing universal peace. Never has our complex civilization had a greater need for real geography, for:

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Geography can give to the students, as can no other study in the school curriculum, an abiding and effective interest in peoples of the earth, and in their relationships, problems, advantages, responsibilities, services, and needs. Its study should reconstruct one's experiences as to permit one to enter fully and humanly into the activities of men in different regions and different social classes. Its study should lead one to take on a sympathetic attitude toward people in all parts of the earth.\(^1\)

The aim of modern geography is to explain the vital relations of man to his environment; and from this point of view, relationships instead of unrelated facts are stressed. This makes the subject more interesting and therefore more valuable to the pupil. Says Dr. Augustus O. Thomas, founder of the World Federation of Education Associations, regarding the new philosophy of geography:

This new geography contains the essence of education more completely than any other one subject. Aside from the mechanics of reading, if I were to select one subject which should be taught to all the children of the world as a means of bringing about understanding and co-operation, I should choose the subject of geography, and this would be chosen with a view not only to the usefulness of the subject matter and the fascination of its study, but the cultural element as well.\(^2\)


In the following report an attempt has been made to show how geography is being taught in the rural elementary schools of Collin County, Texas, and to suggest a better program for the future.

Statement of the Problem

The objectives of this research are, first, to secure and evaluate the current practices in the teaching of geography within the rural school system of Collin County; second, to learn from the county rural supervisors of the state the procedures they are using, together with their recommendations for the present needs in geography teaching; third, to secure recommendations for the teaching of geography from outstanding educators of the United States in the field of geographical science; fourth, to determine whether the counties with rural supervisors are using better teaching procedures than the teachers of Collin County; and, fifth, in the light of present practices in Collin County, and guided by the recommendations of the rural supervisors of Texas and of some outstanding geographers of the United States, to suggest possible improvements for the teaching of geography in Collin County.

Material pertaining to the survey relating to the first objective is checked by a standard set up from
reports secured from the county rural supervisors and
the geography experts. In case the current practices
do not meet with the suggested standards, recommenda-
tions for the improvement of the teaching of geography
are made.

Reasons for Selecting Collin County

Collin County was selected for this study for
two reasons:

(1) Having lived in that county for many years,
the writer naturally has a greater interest in the con-
ditions that prevail there.

(2) Since the writer has worked in Collin County
for a number of years as a rural teacher, and, being
acquainted with the section, she realizes its need
for advancement in the teaching of geography.
CHAPTER II
THE PROCEDURE

In securing the data for this study, the writer decided to use a combination of the questionnaire and personal interview. To this end three questionnaires were used, all covering more or less the same material and designed to receive information from three distinct groups of people interested in the subject: the actual teachers of geography in the rural schools, the rural school supervisors of Texas, and outstanding instructors in geography in some of the leading colleges and universities in the United States.

For intensive and detailed investigation, twenty schools in Collin County were selected, with the assistance of the County Superintendent, as typical of the rural educational institutions of the section, including four types selected from various parts of the county. Five schools of each type were chosen: the one-teacher, the two-teacher, the three-teacher, and the rural high school. To give fair representation, schools of different classes were also selected, as the class "A", class "B", and class "C".

The author personally observed the methods of
presenting geography as used by the forty-three teachers of the subject in these schools and introduced to them the prepared questionnaire, which they filled out during her visit. In addition to the results of this investigation, the author submits information secured from the county supervisors throughout the state, as well as data acquired from leading educators in the United States.

The questionnaire prepared for the teachers of geography in the schools included in the survey consisted of thirty-six questions covering the equipment, materials, and procedures being used at the present time.

The questionnaire sent to the county rural supervisors of the state⁶ was much the same as the one taken to the schools of Collin County, the principal difference being that each item was to be checked as to whether it was recommended for regular or occasional use. Each supervisor was asked to give the percentage of the schools in his district using or responding to the various procedures under consideration; as, 1% to 25%, 26% to 50%, 51% to 75%, 76% to 100%.

Conditions in the twenty-four counties in Texas having rural supervision were ascertained by sending

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⁶This questionnaire will be found in the Appendix, page 77.
these questionnaires to the supervisors in charge of
the schools, twenty of whom, or 83 1-3%, sent in full
reports.

At this time letters were sent to fourteen out-
standing educators in the field of geography, requesting
each one to act as a judge by answering a question-
naire\(^6\) that would furnish information for building a
standard by which the schools surveyed could be evaluated.
All fourteen educators responded to the letters, but two
expressed a regret that they would be unable to serve,
while the other twelve gave their consent to act in the
capacity of judges; however, two of these twelve failed
to send in their replies. A questionnaire similar to
those sent to the rural supervisors and teachers was
provided, the main difference being that only four
columns were to be used in checking the procedures as to
regular use, occasional use, quantitative estimate, and
remarks.

The ten judges who actually collaborated in
this study were:

(1) Dr. D. H. Davis, Head of the Department of
Geography, University of Minnesota, Minneapolis.

(2) Dr. Rose B. Clark, Director of the Depart-

\(^6\)This questionnaire will be found in the Appen-
dix, page 79.
ments of Geography and Geology, Nebraska Wesleyan University, Lincoln, Nebraska.

(3) Dr. Vinnie B. Clark, Head of the Geography Department, State College, San Diego, California.

(4) Dr. R. D. Calkins, Department of Geography, Central State Teachers College, Mt. Pleasant, Michigan.

(5) Dr. Douglas C. Ridgley, Professor of Geography in Education, Clark University, Worcester, Massachusetts.

(6) Dr. Clyde E. Cooper, Professor, Geography Department, Ohio University, Athens, Ohio.

(7) Dr. Earl E. Lackey, Associate Professor of Geography, University of Nebraska.

(8) Dr. Edwin J. Fosgue, Associate Professor of Geography, Southern Methodist University, Dallas, Texas.

(9) Dr. A. W. Parkins, Head of the Department of Geography, George Peabody College, Nashville, Tennessee.

(10) Dr. Walter Hansen, Associate Professor of Geography, North Texas State Teachers College, Denton, Texas.

Suggestions for this list of judges were received from an article by O. O. Norris, in which some

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of the persons chosen were mentioned as being outstanding in their field. In collaboration with her advisors, the writer selected these persons to assist in her study; and since an even wider range of experience was desired, other names, taken from prominent educational centers, were added.

The data secured from the questionnaires presented to the four types of schools were first grouped in their respective classes of schools, and then these four groups were combined into one composite report dealing with the rural schools of Collin County as a whole.\(^6\)

The data contained in the questionnaires answered by the rural supervisors and the judges were assembled in a similar manner; for example, the answers to a given item were combined and identified with the question to which they were related.\(^a\)

No conclusion or recommendation is made unless supported by a majority of each group of judges.

The complete findings will be reported in detail in the following chapter.

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\(^6\)This information has been compiled into the form of a chart, and is included in this paper, following page 62.

\(^a\)These results are given in the questionnaires contained in the Appendix, pages 77-80.
CHAPTER III
INTERPRETATION OF THE DATA

Contained in this chapter are reports of the findings of: (1) the rural schools of Collin County visited in this study, (2) the rural supervisors consulted through a questionnaire, and (3) the judges also consulted through a questionnaire. An interpretation of the findings is also given under each item of the questionnaire.

Twenty-seven questions were sent to each of the three groups, and in addition nine questions were sent to the supervisors and judges only, which items were selected after the visits had been made to the rural schools. Since they gave promise of obtaining some valuable information toward completing the study, it was thought desirable to know the reactions of the rural supervisors and judges to them.

For the purpose of distinguishing between the various questionnaires, this chapter is divided into three sections containing findings as follows: Section I, the twenty-seven questions that were sent to each of the three groups; Section II, the nine items sent to the judges and supervisors but not to the rural teachers;
and, Section III, the chart on which are assembled the findings derived from the personal visits to the rural schools.

Section I

Item I. Reference Books. 100% of both the rural supervisors and judges recommended reference books for the schools, but only 75% of the schools of Collin County are using them. This means that fully one-fourth of the schools are not using reference books of any kind in the teaching of geography. The type of reference books found in the schools are The World Book, The Book of Knowledge, Wonder World, Teachers’ Practical Library, and others. Some of the libraries were commendable, other schools had books that were old and worn, but the saddest picture encountered was the school without any type of reference books. This last condition may be due to the lack of funds in the school district, or it may be possibly an outgrowth of a lack of interest on the part of the teacher.

An ambitious, wide-awake teacher who is interested in her work can certainly create a sufficient interest among her patrons to get reference books if she really wishes them. In spite of the fact that 75% of the schools are using reference books, they are not well
supplied with other library materials, which signifies that a much wider use of reference books should be made.

Item 2. Geographical Readers in Addition to Textbooks. Recommendations were 100% by both the supervisors and the judges for the use of geographical readers, and 86% of the schools studied are using them. This report shows that 14% of the schools are without geographical readers as supplements to the textbooks. There is no doubt that geographical readers are an asset and will help to solve the problem of geography teaching. This shortage of such readers in Collin County is due in part to a lack of funds; but in many cases the teacher is not conscious of the need or value of geographical readers. They will create an interest in the study, and where there is an interest, there is bound to be learning. Although the schools of Collin County make a favorable showing on Item 2, there is no doubt that a greater use of geographical readers would be highly desirable.

Item 3. The Use of Free Materials. 93% of the supervisors and 90% of the judges recommended the use of free materials, but only 64% of the schools in the
survey are utilizing them. One can hardly suggest why 36% of the schools are not making use of free materials when they come in abundance simply for the asking, unless it is because of inertia, or because the teachers are uninformed concerning the great free "bargains" in our land and abroad.

The large advertising concerns grasped the idea that our schools were in great need of supplementary educational materials and were quick to form a plan of advertising their business inconspicuously through the so-called "free material" that they are sending out for the asking. The Story of Cotton, The Story of Marble, and many other books of interest to the student who has a problem to solve may be found in the free list contained in this thesis. 6 Nothing would please the youngster more, when he has once become interested in a problem at school, than to write for and receive free materials of his very own that will help him to solve his problem.

It behooves the teacher to have tools ready to supply the demand. Many addresses for these materials should be in the hands of every progressive teacher. Indirectly, excellent lists of free materials may be

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6 For a limited list of free materials and their sources, see the Appendix, page 81.
found in most college libraries if the teacher will make inquiry.

A wealth of material may be secured from the Federal Government at Washington, D.C. First, in the interest of public service, one may secure material, usually free of charge, from his Senator or Representative, since that official has an allotment for free distribution. Second, free material may be obtained from the Office of Education by using lists that may be obtained for the asking. Third, the Superintendent of Documents has charge of all government bulletins, and will send them for a small charge to cover the costs of printing.

Many publications from state institutions, such as universities, colleges, and normal schools, are free, and may be obtained by writing for material on the subject in which one is interested.

Everyone should have all the good bulletins published by his State and Federal Governments on the subjects that hold an interest for him. These are printed for the public, and tax money is paying for them. Indirectly, the public also pays for the commercial publications when it buys the products of the various companies.
Item 4. Charts, Maps, and Globes. 80% of the rural supervisors and 100% of the judges recommended the use of charts, maps, and globes in the study of geography in the elementary grades. 85% of the schools are using them, but in very few schools were found the best types of maps and charts. This report shows that 15% of the schools studied have none of these very essential items of equipment. This is a condition that should be improved.

No map can be as correct as the globe, since globes alone represent areas practically as they are on the earth's surface. They show best the relations of the continents, their location on the sphere, their comparative areas, and their correct shapes. The globe is also better for the study of commercial routes and real or imaginary journeys around the world; but on the other hand, good maps are invaluable for the study of commerce, business, and trade, even though spherical surfaces cannot be accurately represented on a plane. When a nation wishes to explore unknown lands or extend her trade into other parts of the world, then she becomes a nation of map makers and map users.

The map analyzes, pictures, and interprets, for the American business man, American foreign trade and investment, and domestic trade and its relations to present and potential markets and to the trade activities
of foreign countries. In other words, the map tells the business man at a glance what he must wants to know --- what he must know if he is to remain an intelligent and progressive member of the business world. He must be well acquainted with political maps, topographic maps, climatic maps, soil maps, population maps, maps showing distribution of crops and mineral resources, and maps depicting ocean and land trade routes, if he is to do intelligent buying and profitable selling.

Since the school boy of today becomes the business man of tomorrow, how necessary is it that every school be equipped with the best globes, maps, and charts that it is possible for it to obtain!

Contour maps, shaded maps, and political maps are all to be regarded as among our foremost steps in geographic progress. They contain a great wealth of trustworthy information about our own country, as well as the world in general, upon which all sorts of studies --- geological, biological, technical, chemical, historical, and geographical --- may be based. How abundant is the wealth of material before the modern student of geography!
Item 10. Current Literature Magazines. 66 2-3% of the supervisors recommended regular use and 26 2-3%, occasional use. 30% of the judges recommended regular use and 60%, occasional use. 40% of the schools are using current literature magazines. It is an unfortunate situation that 60% of the schools are making no use of current literature magazines when some very splendid materials can be secured from them. Surely the teachers are not awake to the urgent need and the value of such reference material. The News Bulletin from the National City Bank of New York is free and the name of any teacher or school asking for it will be placed on the mailing list. Current Events and The Geographic News Bulletin can be had for the small sum of twenty-five cents each per school year. With one year’s collection of either of these magazines a satisfactory year’s work in geography can be planned. The writer firmly believes that the teachers are not awake to the situation in regard to the value of current literature to the child and community. Today the schools are trying to train for citizenship, but it is difficult to understand how they do this and still deprive the child of current literature.

Items 5, 6, 7, 8, and 9 will be discussed in Section II of this chapter.
Item 11. Activity Program. 73 1-3% of the supervisors recommended regular use and 20%, occasional use. 40% of the judges recommended regular use and 40%, occasional use. Only one school, or 7½% of the schools studied, was found to be using the activity program as much.

Of course, there is some activity in any classroom program, but this has reference to a unit of work which gives evidence of a real-life situation in which the child is really doing something with his problem. Since only one school was using the activity program and since it is so strongly advocated by the authorities, the writer concludes that the teachers must not recognize or be informed of the value of the plan and of its effectiveness in teaching. If this is true, there is only one solution to the problem --- train the teachers in the art of geography teaching, or modern teaching in all the subjects. When this training is accomplished and the teacher understands the activity program, she must approach the problem of presentation very tactfully. The program must be entered into gradually, for so often the effect is lost by a sudden change or an abrupt plunge into new work.

Item 12. Excursions and Visits. 46 2-3% of the supervisors favored regular use and a like number
recommended occasional use. 90% of the judges recommended regular use, but only 9% of the schools were active in excursions and field trips. With 91% of the schools inactive in making excursions and field trips to places of interest in the teaching of any subject, we must conclude again that the teacher is not interested or is not educated to the value of such trips, or to the possibilities of actually arranging time for the trips. Through personal experience in the field the writer has found that, contrary to general belief, the items of time and transportation are not the main difficulties encountered in planning for field trips in Collin County; for where the teacher shows an interest and is able to awaken the children to the need of an excursion, the community is usually ready to support her in the undertaking; and nothing is quite so enjoyable in the rural section as to have a general community holiday on the occasion of an excursion. But first of all the teacher must be awake to the possibilities of a visit to some place of interest. "Seeing is believing," and in creating interest and enthusiasm nothing is more successful than field trips. Where there is interest there is learning.

In Europe ten full days in each year are now used for school journeys in the secondary schools, these excursions forming an important part of the program
of instruction. The trip is made either by boat, on train, or on foot. A school principal in Hamburg explained to a visitor:

I am sorry, but three of our classes are away today. One is taking a short trip about town. The others will not return for a week. The eighth class left yesterday for a ten-day trip down the Rhine and into the Black Forest. The fifth class is beginning its second week on the island in the Baltic. 4

Particularly under competent guidance, "nothing tends so much to enlarge the mind as traveling, that is, making visits to other towns, cities, or countries besides those in which we were born and educated." 5

Item 13. Collecting Pictures. Four-fifths of the supervisors recommended regular use and 13 1-3%, occasional use. 60% of the judges recommended regular use and 40% favored occasional use. 86% of the schools are collecting some pictures to be used in the teaching and learning processes. This report leaves 14% of the schools making no use of pictures when there is an end-

4 Rose B. Clark, Geography in the Schools of Europe, p. 265.

5 E. J. Twist, "From Coast to Coast," School Arts Magazine, XXXIV (December, 1934), 252.
less amount of free picture material that will tell worthwhile stories. Any section of the world that is being studied through geography will be better understood if presented through pictures as well as through the printed page. Greater interest will be inspired, and therefore greater learning. Splendid free materials with pictures of the various lands and peoples, birds and animals, are being distributed by various companies in our own and in other countries.

To help to make the picture of a region alive, one should introduce the children to the people who have been there; that is, one should, according to the age of the pupil, make constant use of original sources. In order that a region may be alive, the pupil must listen to the voice of the explorers, looking at it through the eyes of an artist or a photographer. This means the constant use of well-chosen pictures, but they must be real geographical pictures and not merely pictures of railroad stations or post offices. It should be possible to write under each one of them, "This picture shows ---," and that thing should have definite geographical value. An imaginary trip to Alaska, for example, can well be taken through the splendid pictures of the scenery, the fur industry, the fishing, the mining, the vegetation, flower gardens, etc., which may be secured by writing for them if only the teacher is interested.
Item 14. Newspaper and Magazine Clippings. 80% of the supervisors recommended regular use and 62-3% suggested occasional use. 40% of the judges favored regular use and 60%, occasional use. Only half of the schools surveyed are now using newspaper and magazine clippings. Therefore, with only 50% of the schools using these aids to education, even though strongly recommended by the supervisors and judges, it may be that this non-use arises from two principal causes, namely: (1) the lack of newspapers and magazines in the schools and in the homes of the pupils; and (2) the lack of ability and inclination on the part of the teacher to guide or direct work of this type in the schoolroom.

Even today, many rural children have access to few if any newspapers and magazines in their homes, but this unfortunate circumstance should not deter the purposeful, wide-awake teacher who is interested in the children in these schools.

It is not at all difficult to contact people who would be glad to pass on their newspapers and magazines to others who do not have them. On numerous occasions the writer has secured large quantities of valuable teaching material through the donation of periodicals for school's use in the rural districts. She has also found through experience that on occasions the parents of the children in the rural communities wished to read
these newspapers and magazines themselves before they were used in the classroom.

Collecting clippings teaches the pupil the art of selecting or making a choice, a valuable technique that many pupils never learn. It also trains for keener alertness and broader knowledge in reading. The importance of this fact alone would justify the practice in any school. Again by observing the nature of the clippings contributed by the various pupils, one may learn the types of interests manifested by each child. To train for present-day living --- the task of modern education --- it is very necessary to keep abreast of the times, and no better way can be found in the school than through the study of articles selected from newspapers and magazines.

It is often advantageous to have the articles reported to the class, the purposes of such reports being to encourage the children to express their opinions, ideas, and enthusiasms, and to share their worthwhile experiences and information, as well as to acquire experiences and information from one another. This cooperative recitation may also provide opportunity for social growth through a development of group consciousness by the sharing of interests of the individuals and of the groups. Social growth may also be stimulated through the practice in the technique of participation of
certain attitudes necessary to harmonious group life, as courtesy in listening, responsibility in making others hear, and the use of individual initiative and resourcefulness in making contributions.

Opportunity for intellectual growth may be provided through the specific and general knowledges gained from one another which may lead to the stimulation of intellectual curiosity. Experimental and questioning attitudes may be encouraged by the asking of worthwhile questions, the finding of authoritative answers, and the trying and testing of results.

This type of recitation may provide the teacher with further understanding of the children's background and interests through gaining a knowledge of their immediate interests and experiences, and a knowledge of their social and intellectual needs. It will, in all probability, lead into other worthwhile learnings.

The writer is convinced that one of the necessary references for the schoolroom is a daily newspaper such as the Dallas Morning News, the Fort Worth Star-Telegram, and the San Antonio Light. For newspapers and magazines are important sources of motivation. While local events are of much significance for any community, at a very early age the child becomes interested in happenings elsewhere as discussed by the adults who secure the news through the daily press. The child soon
learns to read the newspaper and becomes interested in the world's happenings as portrayed in its columns. By utilizing the concepts that he has received in relation to his immediate environment, he is able to visualize and understand conditions far away. Hence not only local current events but news of the world in general is appropriate for interpretation and for further use in securing broadened experiences and knowledges. Under the supposition that the local newspaper used by adults is not adapted to children, school papers, such as Current Events and World News, containing carefully selected material, have been published for the classroom.

But the daily paper, produced in response to distinct demands that reflect the desires of its readers, contains both desirable and objectionable news materials; and the child, in perusing the daily press, will have training and experience in discriminating and in using effectively and intelligently the newspaper that is commonly read by the adults around him. Hence the daily newspaper is important not only in acquainting the child with current happenings, but also in giving him experience, under intelligent direction, in the use of a tool which he will depend upon extensively in the after-school days.

It is the teacher's responsibility to direct the pupil in such a way that he will be capable of eval-
uating the articles that he reads in periodicals. Above all, he should be given training, at an early age, in the techniques of newspaper and magazine usage, so that he will be able to judge for himself what is worth reading and what will help him to develop his personality and to solve his problems. If the teacher neglects guidance along these lines, it is probably that the pupil will never become thoroughly efficient in the use of newspapers and magazines --- items of such great importance in our present civilization.

Current events that have been gathered by the children may be used in a variety of ways. There is no best way of utilizing them, for much depends upon the conditions and the needs of the children. However, the following ways of utilizing them are suggested: (1) the current happenings may be elaborately treated at the time of their occurrence; (2) the clippings may be collected and kept until some appropriate topic is reached, when they will be brought into use; (3) the current event may be briefly thought of and touched upon at the time and kept until a topic to which it is related is being discussed, when it may be treated more exhaustively.

**Item 15. Use of the Bulletin Board.** Four-fifths of the rural supervisors recommended regular use
of the bulletin board, and one-fifth suggested occasional use. 70% of the judges recommended regular use and 20%, occasional use. Only half of the schools included in the study are now making use of this educational tool. Many of the more modern schools have far more bulletin board than blackboard space, for its value is coming to be better realized and appreciated. Wiggam states that the human face is more easily remembered than the name, because the image of the face remains before one longer. So it is with the bulletin board. Things that pupils or teachers think should be stressed should find their way to the bulletin board, and excellent work accomplished in class or by the individual may be placed there as a means of bestowing honor and of recognizing ability. Articles of interest to the class belong there, and various types of notices should be posted so that the pupils may be conscious of them. In the elementary grades anything that the child selects should be placed there at first and then the children may be directed in choosing those items that might well remain on the board and those that should be discarded. One of the most valuable tools of learning in the elementary grades is the bulletin board.

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One would suggest better training for the teachers, that they may know how to direct children in the art of using the bulletin board, since half of the schools investigated are not using it at all in their educational programs.

Item 16. Poster Making. 53 1-3% of the supervisors recommended regular use and 40%, occasional use. Nine-tenths of the judges favored occasional use of the poster in the schoolroom. It was found that 70% of the schools surveyed are making some use of posters, but nearly one-third of the schools, or 30%, are not using posters in any form. This, no doubt, is due partially to lack of training or interest on the part of the teacher. Most children, given an opportunity and efficient guidance, delight in making various kinds of posters. With the modern way of teaching, through the use of activity units, the utilization of posters becomes necessary.

The use of posters in our schools has increased enormously during the last few years. This is due, no doubt, to the increased agitation for the teaching, in part at least, by means of visual aids. Since posters are used for the purpose of publicity, when the pupil in solving his problems in the unit, needs some method of visual presentation, it becomes essential that he
have a poster to complete his work and to help it to become more effective. Just as in advertising, the purpose of the poster is to get something done, to inspire people to do something; and this must be accomplished in only a few seconds. Therefore the poster must be striking so as to attract the attention. The objective must be clearly presented, the interest must be aroused, the right feeling and attitude must be developed, desire culminating in resolution and purpose must be created --- and all within a few seconds! When the teacher understands the possibilities, the dynamic force, of a good poster, and the power that it wields, she is able to realize the importance of the responsibility that she dare not neglect or shun. It is then that she sees how important it is that the science of poster making, as well as the art and technique, needs to be thoroughly understood. Either the neglect of this tool in education, or the use of poor posters, is inexcusable. The teacher should become better acquainted with the art and methods of poster making and then set about to apply them in the learning process.

Item 17. Large Units of Work. Two-thirds of the supervisors recommended regular use of large units of work, and one-third, occasional use. 30% of the judges favored regular use, and 40%, occasional use.
One-third of the schools were found to be using large units. However, it is the belief of the writer that even these schools had reference to the large units outlined in the textbooks and not to the class-developed units presented in the more modern way of teaching. The Fort Worth schools and some other large systems are using the large units of work very successfully, and have found that the large unit, or the project of any kind, fits into the activity program. A real, living, situation where each child may go his own way in solving his own problems comes into the large unit. One of the advantages of such work is that every pupil, regardless of his ability, has some phase of the project that he can perform, and in this way the less capable ones do not realize that they are less efficient, for they have their own contribution to make.

Many progressive teachers are discovering that geographic units form excellent cores for unit studies that deal with peoples of foreign lands, and their industries. Another trend, very evident in most parts of this country, is toward a broadening of the conception of the field of geography. Geography as now taught by well-trained geography teachers is really an integrated or composite subject in which history, civics, industry, economics, commerce, and other studies are blended.

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A comment from one of our authorities, Dr. Rose B. Clark, indicates that a large unit of work "gives clear organization and favors a teaching and learning procedure which leads to real understanding." Another of the judges, Dr. Douglas C. Ridgley, declared that large units "are necessarily made up of smaller units." A wider use of large units in the rural schools would be beneficial if they could be made to originate out of the pupils' interests and needs as motivating factors.

Item 19. Question and Answer Method as Principal Procedure. 46 2-3% of the supervisors favored this item for occasional use, whereas 40% of the judges recommended regular use and 50%, occasional use. 76% of the schools were using this method as principal procedure. No school stresses only one method, and the writer believes that most of the schools use a varied program. The findings here show that the questionnaire has been interpreted from different viewpoints. The supervisors and the judges differ widely in their recommendations, due to this fact: The 76% of the schools that reported their use of the question and answer method as their principal procedure are not using the activity program or other modern methods.

Item 18 will be considered in Section II.
Questioning is a difficult art....Strong pivotal questions are necessary in every recitation. They are a test of one's skill, whether he be student or teacher....Ask only large pivotal questions, as far as practicable. Train the student in his study to formulate questions on points he does not comprehend. Use questions prepared specifically for the particular class group....Ask questions that will test the knowledge of the student.

The widespread practice of teachers in asking questions that could be answered by the simple Yes or No, or by one suggestive working-word omitted in the question, results in a stunted speaking vocabulary. Again the art of the teacher is put to a test --- she must be alert to her task in formulating questions and in her manner of presenting them so as to stimulate thought.

**Item 20. Lecture Method.** 13½% of the supervisors suggested regular use of this method, and 53 1-3%, occasional use. All of the judges favored occasional use. 56% of the schools studied reported the use of the lecture, but the writer doubts that the lecture method is actually being used in the schools to any great extent. It is believed that this varied report is due to the way in which each of the groups interpreted the term, lecture method. It was intended in the questionnaire the

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*W. H. Bruce, Principals and Processes of Education, pp. 214-216.*
term should be interpreted to mean a classroom procedure in which the teacher discusses the assigned lesson while the members of the class listen and take notes on what is being said. In the remarks given by the judges, it was stated that this method should be used only presenting new materials to the class and then only as an explanation of the materials and the manner of utilizing them. To this end, it is well to employ the lecture method, but even here it should be used sparingly in the elementary grades, and never as the principal procedure. The writer can see no benefit to be derived from the wider use of the lecture method in the geography classes in the elementary grades of Collin County.

At present in those schools the lecture method is only slightly used in the high school and not at all in the elementary grades, save in the prevalent practice of short and intermittent talks by the teacher to initiate or explain some given procedure.

Item 21. Socialized Recitation. 40% of the supervisors recommended regular use, and the same percentage favored occasional use. Half of the judges suggested regular use, and 40% expressed themselves in favor of occasional use. 79% of the schools are using this method to some extent, and 21% are not attempting to utilize it at all. The Collin County teachers are to be compli-
mented on their extensive use of this modern technique. From a comparison, it was found that the activity program and the socialized recitation are widely used in the same schools as complementary procedures.

Socialization means the creation and evolutionary development of a feeling which binds the members of a group in such a way as to make them a unit. It is the feeling which makes the individual regard himself as a real part of the group, and that causes him to identify his interests with group interests, while he looks upon the common motives, purposes, and activities as ours rather than as mine. Its presence creates the boy gang, the baseball club, the basket-ball team, the fraternity, the family, the church, and even the state. Its absence means the failure of any kind of athletic team or group effort.

Socialized recitation brings a good will, common interests, and mutual purposes, and a feeling of responsibility to the group. This attitude of group responsibility may be called a final essential in the process of socialization, and applies both to activities and to achievements.

Socialized recitation gives to the pupil some opportunity to do in school the kind of thing that he will be expected to do later in everyday life.

The following are essential factors in the develop-
ment of an effective socialized recitation:

(1) Providing a stimulating social setting is the first proximate aim of the socialized recitation.

(2) Finding satisfying activities is a second important aim.

(3) Providing the fundamentals of character development is a very characteristic purpose of the socialized recitation.

(4) Preparing for larger social participation is the aim which must be kept continually in the foreground.

(5) Encouraging initiative is as important as the development of social control.

Realizing that the great defect of the ordinary recitation is the preponderance and predominance of the teacher, the socialized recitation aims to magnify the importance of pupil-activity. Furthermore, the formalism which often characterizes the work of the class in usual procedure, is broken up by the freedom that is necessary in socialized classes. The co-operative pursuit of common purposes removed the lifelessness of the recitation of the cut-and-dried variety.

Incidentally, another end sought is that of solving the problem of discipline, which is attained by having the pupil strive not to satisfy the demands of an external authority but to meet the needs of inner compulsions and to satisfy the expectations of his group.
When our teachers learn the more modern methods and how to present them, we may expect that more nearly 100% of them will report enthusiastically in favor of the better methods.

**Item 22. Project Method.** 13½% of the supervisors recommended regular use and 66 2-3% suggested occasional use. One-fifth of the judges recommended regular use and 70% favored occasional utilization of projects in classroom procedure. Only 16 2-3% of the schools were reported as using this method. Hence it would appear that the project method is not especially popular, even though it is in keeping with modern teaching methods.

Kilpatrick says that "any act which is wholeheartedly purposeful is a project."9 Today an activity may be a project and tomorrow it may cease to be one, because of interest or lack of interest. When it becomes uninteresting, the activity is no longer a project.

A project, when properly organized, will involve parts of many phases of learning; and the use of projects

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will call for the application of many principles of learning. Projects may utilize arithmetic, geography, history, drawing, handwork, and other subject matter. Since each is necessary in the completion of the activity, the whole is woven into a coherent unit of work, organized around a purpose of a problem as a core, inviting the enthusiastic participation of the learners. The project should never become fixed and formal, but should remain a progressive, living thing, organized anew and differently by each group of pupils using it and in terms of each situation. Any activity may become a project, if pursued with whole-hearted purpose.

From these findings the writer would not stress the use of the project method too strongly, although it undoubtedly should have some place in the learning process; and in the elementary grades of Collin County a wider use would perhaps bring desirable results.

Item 23. Contract Plan. One-fifth of the supervisors recommended regular use, and two-fifths favored occasional use. Four and one-half percent, or one school included in the survey, is using this plan, even though four-fifths of the judges recommended occasional use. From this report it can readily be seen that the supervisors do not recommend the contract plan very strongly, and the schools studied are certainly not
using the contract; yet 80% of the judges recommended it for occasional use. If the contract plan provides a good method, then the decided absence of it in the schools of Collin County must surely be due to a lack of understanding of the procedure on the part of the teachers, and its extension should be encouraged.

The contract plan is an attempt to retain the beneficial phases of the traditional recitation and yet allow each pupil to progress at a rate suited to his capacity and interest.

No upper limit for any pupil in the group replaces the limited and limiting lesson assignment. For any minimal essential of content a richly diversified maximum of content within guiding common multiples is provided. No pupil is held back on account of another. No pupil is pushed forward within the challenge at a rate that baffles and discourages.10

Four fundamental impulses in the procedure are readily discernible:

(1) There is laid down or incorporated in the human species a sort of "hunting pattern" called a research pattern. It appears very early in life. The desire to investigate, to look into, to pry into, to see what lies over the hill and around the corner, is a pri-

10Harry L. Miller, Creative Learning and Teaching, p. 15.
mary impulse or behavior pattern.

(2) Searching must not be in vain. The rewards and satisfactions that come through discovery are the warp and woof of mastery.

(3) After searching and discovery, including a sense of mastery, there is a desire for recognition.

(4) The demand for a sense of security is also fundamental in any good life. The new sense of security is not to be found in charts made by authoritative and prescriptive methods. The challenge is to become a participant and not to remain a spectator.

Again the teacher is faced with the task of carefully laying his plans and then of putting them into practice. But he should take care to allow for related child activity that may develop from the contract plan.

Recently an experiment was conducted in which the old-type class and the contract plan were each presented by expert teachers, and the results were tabbed and studied. It was found that library facilities, though meeting stated requirements, were far from sufficient in the field of geography. The schools using the contract plan suffered more from this handicap than did the other schools, for the success of this plan depends

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largely upon the possession of abundant reference material.

It is suggested that even small schools, such as those in Collin County, use the contract plan occasionally, but in the absence of library facilities, free materials should be utilized extensively.

**Item 24. Supervised Study Method.** One-third of the rural supervisors recommended regular use of supervised study, and 53% occasional use. 40% of the judges recommended regular use and 60%, occasional use. It was found that 40% of the schools are using this method in the teaching of geography.

Supervised study is interpreted to mean that method of instruction by means of which the teacher so presents the subject matter in hand that every pupil is given an adequate opportunity to understand and master the various problems.\(^{12}\)

From one angle, supervised study is simply an elaborate and co-operative assignment. The next lesson is made so clear and so much time is given each pupil to grasp its details that every one has a maximum chance to learn the lesson. This is fair to the pupil. Teaching is not telling or testing; it is guiding and helping others to get knowledge.\(^{13}\)

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\(^{12}\)Francis Shreve, *Supervised Study Plan*, p. 44.

\(^{13}\)A. L. Hall-Quest, *Supervised Study*, p. viii.
Often, supervised study is confused with teaching pupils how to study. The latter procedure relates to method, the former to the actual doing. To teach pupils how to study is time well spent, but this is not supervised study.

The two general directions usually given for conducting supervised study are, first, to find the source of the difficulty of the pupil who is struggling with the lesson; and, second, to guide him properly without giving too much assistance in the solution of the problem. Each pupil's problem is worked out with him individually so far as possible, and is not permitted to interfere with the work of the class as whole. The brighter pupils are given additional assignments which encourage them to do work to the extent of their capacity.

Supervised study is a daily undertaking. Every period of the day is organized for the purpose of directing the details of the learning process. Studying is regarded as working on the job under the direction of the "superintendent of the shop." The old way of home study is changed to a class period where the teacher directs the learning of a new assignment and reduces to a minimum the difficulties encountered in mastering a new topic or problem.

There are individual differences in pupils, and supervised study is the directed school activity which
has grown out of the recognition of this fact. "Supervised study is studying with the child, not for the child; thinking with the child, not for the child."\footnote{14 Francis Shreve, \textit{op. cit.}, p. 47.}

Every geography teacher in Collin County should use supervised study in her procedure, since it is coming to be recognized as one of the most effective methods. A part of each class period should be given to supervised study, with the pupil, so far as possible, doing his own research and solving his own problems, with the teacher as an ever-ready advisor and guide.

\textbf{Item 25. Topic Method}. One-third of the supervisors recommended occasional use of the topic method, whereas 30\% of the judges favored regular use and 60\%, occasional use. 43 1-3\% of the schools are using this method, and more than half are not even attempting it, despite the fact that it is a method of wide applicability and high value. It is important, of course, that the general topic be within the interest and comprehension of the pupil in order that it suggest a problem vital enough to him to be an incentive for study. The assignment of lessons for preparation by the topical method is far superior to any mere mechanical assign-
ment by pages or chapters. An important topic assignment, guiding the child's observations and reading, gives him an aim which becomes his standard for selecting and rejecting facts upon the basis of their pertinency --- a far more logical method of mastering a subject than that of appropriating any total series of facts observed or discussed.

In his study the child had best have encouragement to construct an outline by which he may be guided. It should come from his own thinking so that the facts upon which he has focused his attention may be connected in one large whole. Then when the child's study is tested in recitation, review, or examination, he is more likely to present his knowledge in a vital and rational organization that is far better than the recall which is the result of "cramming." The topic method is used extensively throughout the country in the study of history, geography, nature, oral and written composition, and civics.

A fault in the system may be that the teacher tends to make too many outlines and the pupil, too few. Too many outlines are made to be recited from. The success of the method depends entirely upon a discriminating and appropriate use.

The teaching of geography in Collin County would, no doubt, be improved if teachers, generally, made some use of the topic method.
Item 27. Participation in the State Curriculum Program. 86 2-3% of the supervisors recommended regular participation, while 20% of the judges favored regular use and a similar percentage, occasional use. 12½% of the schools participate in the state program. From this questionnaire we find that the judges do not recommend very strongly the participation in a state curriculum program; perhaps they are not directly acquainted with the need of such participation on the part of the rural teachers, whereas the supervisors are in close contact with the schools and see that they will be benefitted by co-operation in the state program.

The state program of 1936-1937 is to be devoted to an intensive effort toward the improvement of teaching. The value of the improvement in each classroom will bring immediate returns to the school district or distinct system concerned, and the setting forth in writing of accounts of such improved procedures and contributions in the form of criticism or suggestion will be of value in improving the educational program of the state as a whole.

During the past two years, school men and laymen have entered into orientation study and curriculum production in a spirit of co-operation unprecedented in

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*Item 26 will be discussed in Section II.*
undertakings of this kind. Perhaps nothing would serve so effectively to co-ordinate the geography work in the schools of Collin County with that throughout the state as participation in the state curriculum program.

Those taking part in any phase of the program should study it carefully and follow the suggestions offered as to procedures.

**Item 28. Professional Reading by Teachers.**

73 1-3% of the supervisors recommended a regular use and 6 2-3% favored only occasionally engaging in professional reading. Nine-tenths of the judges recommended occasional use of this method of improving teaching technique. It was found that 54% of the schools have teachers engaging in some professional reading, but not to any great extent. It is a sad fact that nearly half of the teachers read no educational magazines whatever. At the present time this situation may find its excuse in the economic depression. A recent survey\(^{15}\) showed that of 96% of the 3127 teachers in Dallas, Fort Worth, and Houston, taking professional magazines, almost half of them had had to cancel their subscriptions because of reductions in salaries. Nevertheless, the findings for Item 28 seem to indicate that if

\(^{15}\)Lewis B. Cooper, "The Depression as the Teachers Knew It," *Texas Outlook*, XIX (February, 1935), 24-25.
she accepts a position in a school system, the teacher should subscribe to some type of professional magazine, since her efficiency is dependent upon her keeping abreast of the times.

Item 29. College Training in Geography. 98% of the supervisors recommended college training for teachers of geography, and 90% of the judges favored it. Half of the teachers questioned have had some training in geography, ranging from one course to three years. No doubt some of the training reported was in general geology taken to meet a science requirement.

All but one of the teachers' colleges in Texas have good departments of geography, but the universities of the state have thus far failed to establish strong departments. The lack of a geography department in the leading educational institution of the state, the University of Texas, is a serious handicap.

One of the most unfortunate conditions that our smaller schools suffer is that geography classes are often assigned to the teacher who has a vacant period or to the one who has a light teaching load. Training for the teaching of geography is seldom considered.

In the interest of efficiency in teaching methods, some of the judges favored the requirement that all teachers of geography in the elementary grades should have a
Normal school diploma, and others recommended that they should be required to present at least two years of college training in the subject.

**Item 30. Rural Supervision.** 100% of the rural supervisors were highly in favor of rural supervision, and half of the judges recommended it. All of the schools studied recommended it, but none of them have it. However, some of the teachers interviewed had worked elsewhere under a rural supervisor, but the others had only observed their work and had reached the conclusion that the efficiency of teachers is noticeably increased in systems where supervisors offer assistance in formulating teaching procedures.

Some of the judges recommended rural supervision highly --- "provided the supervisor knows geography." Others suggested that supervisors are unnecessary if the teachers have had adequate training in geography. But until greater teaching efficiency prevails, rural supervision would undoubtedly be a good thing for Collin County.

**Item 31. Attendance at County Teachers' Meetings.** 80% of the supervisors recommended regular attendance at such meetings; the same percentage of the judges favored it, while 10% suggested occasional attendance.
The schools reported no attendance during the year because no such meetings had been held in the county; but the County Superintendent states that he called two meetings during the past school year, which were three-hour sessions held on Saturdays. Since the teachers interviewed, reported no attendance at meetings, the conferences must have been held after the Christmas holidays, when the survey was made. Because of the brief meetings and the non-compulsory attendance, probably little emphasis was placed upon geography in the programs — another factor tending to lower efficiency among the county teachers of the subject.

Item 32. Attendance at County Geography Meetings. 80% of the supervisors recommended regular attendance, and 6 2-3%, occasional. 80% of the judges favored regular attendance, and 20%, occasional. The schools reported no attendance, because of no meetings in the county. It was found while conducting the survey that, as a rule, these county geography meetings are found only in counties where rural school supervisors are stationed. This is another argument on behalf of supervision.

One of the judges, Dr. Rose B. Clark, said of attendance that it is "very helpful but often impossible." Perhaps if Collin County had a supervisor, there would be county meetings, and geography teaching in the schools
would be improved.

Item 35. Are Procedures Essentially Different for the Different Grades? 50% of the supervisors and judges stated there is a difference between the teaching of the third and fourth grades and that of the fifth, sixth, and seventh grades. The other 50% of each group made the opposite statement, that there is no difference. 84% of the schools recognized no difference, and 16% reported a slight variation in procedure.

At times, the units may be much the same and the plan of attack the same for the different grades, but no set rules of procedure can be formulated and practiced. The better way to handle the situation is for the teacher to be alert, never letting an opportunity for the study of geography slip by when it is presented. A splendid plan may be in the making when an activity presents itself that will change the whole program for the day or days. Real-life situations must be handled. It is the duty of the conscientious teacher to do this in a way that will be most beneficial.

Item 36. Other Helps Recommended. The following suggestions have been given by the rural supervisors in response to Item 36 in the questionnaire, and probably

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⁰Items 33 and 34 will be discussed in Section II.
some of these suggestions might well have been included in the check sheets. In the column to the right will be found the number of supervisors sending the suggestions, and from these figures it will be noted that some of these devices were recommended by more than one person.

SUGGESTIONS FROM SUPERVISORS:

1. Junior Red Cross activities and free materials, and correspondence with other countries ........ 5
2. Keeping notebook or workbook ................................ 3
3. Sand table ......................................................... 3
4. Much library reading of selected materials:
   Travel books, Children of Other Lands, My Weekly Reader, Junior Review, etc .................. 5
5. Museums, costumes, etc ........................................... 2
6. Literature bearing on geography, as Evangeline, Holmes' Travelogues, etc ....................... 2
7. Urge reports from children who have had vacations or excursions ................................. 2
8. Pictures, imported articles, etc ................................ 1
9. Music: listening to and singing of ......................... 1
10. Dressing dolls in foreign clothing .......................... 1
11. Drawings by class ................................................. 1
12. Dramatizations .................................................. 1
13. Road maps ....................................................... 1
14. Radio programs ................................................. 1
15. Letter writing .................................................. 1
16. Keep geography on level of child's ability ........... 1
17. Bulletin library in County Superintendent's office, where materials are pooled and then sent out to the various schools.  

18. Exhibits at State Fair.  

19. Making contour maps.  

20. Have travel clubs.  

21. Special reports.  

22. General review of work accomplished.  


24. Commercial activity units.  

25. Exhibits of regalia, products, etc.  

26. Stamp collecting.  

27. Exchange of letters and products with other sections or countries.  

The following comments and suggestions were received from the judges to whom questionnaires were sent:  

(1) Some said that there were many other methods of presentation, not on the question sheet, that could be mentioned. The main thing, said some, is to have the teachers trained so that they will know what they are trying to do, and know something about child learning at the various stages. Methods should vary according to the pupils in the class — and variety of both methods and materials will always add interest. Without interest, one cannot hope to do effective teaching.  

(2) Teachers should be careful to formulate a good testing program based upon understandings and in-
terests.

(3) There should be occasional assembly programs in which geographical materials are incorporated.

(4) The lantern and other visual aids are often quite effective stimuli to learning and activity.

(5) The children, especially in the third and fourth grades, will derive much benefit from weather observations and local field work.

Section II

Item 5. Emphasis on Map Reading in the Fifth, Sixth, and Seventh Grades. One-third of the supervisors recommended regular use of map reading in these grades, and 46 2-3% favored occasional use. Nine-tenths of the judges recommended regular use, and one-tenth, occasional use. Map reading as a part of the geography curriculum is universally approved and recommended. The teacher should plan in the upper grades to have at hand a variety of good outline maps for each pupil, as a valuable means of facilitating the acquisition of geographical knowledge. At very little cost in money and time, an unlimited number of outline maps may be made on the hektograph or duplicator. The teacher should keep in mind that many splendid maps may be obtained through materials distributed by various commercial and advertising corporations.
Although this item was not included on the questionnaire sent to the teachers, the writer knows that very little emphasis is being placed upon map reading in the fifth, sixth, and seventh grades in Collin County. Fundamentally geography is a science of maps, and this item should be stressed more in the schools so that geography may become a more vivid subject.

Item 6. Emphasis on Map Reading in the Third and Fourth Grades. 73 1-3% of the supervisors recommended regular use of maps in the third and fourth grades, and 26 2-3%, occasional use. 30% of the judges favored regular use, and half of them, occasional use. More time and care should be spent in the study of maps, even in these grades, and the teacher should be conscientious in giving explicit instructions and comprehensive guidance in their use. Coherent training in map making and map reading should begin in the third and fourth grades of school and continue throughout the grades and into the high school, for the map is the index to geographical knowledge. Even road maps, distributed gratis by petroleum companies, contain possibilities for the acquisition of much geographical information.

There is evidence in the schools of Collin County that the map is beginning to be used to a small extent in the third and fourth grades; but every school should be
making definite strides toward the use of maps in these grades, that every child in the schools may lay a strong foundation for further learning.

Item 7. The Use of the Atlas in the Third and Fourth Grades. One-fifth of the supervisors recommended regular use of the atlas in these grades, and 53 1-3% favored occasional use. 20% of the judges favored regular use, and 40%, occasional use.

The atlas habit ought to be developed early, for an atlas may be used throughout one's school career and later. This habit may be started in the third and fourth grades in the simpler form. Without a doubt there would be a demand for better school maps and atlases, comparable to those used in Europe, when a considerable body of people becomes literate in map language.15

The survey disclosed only one school possessing an atlas, and in all probability it is seldom used. Beyond the possibility of a doubt, more use should be made of the atlas in these lower grades in order to acquaint the pupil with one of the most valuable tools in geography.

Item 8. Use of Topographic Maps. 6 2-3% of the supervisors recommended regular use of topographic maps

15Rose B. Clark, Geography in the Schools of Europe, p. 333.
and 53 1-3\% suggested occasional use. One-tenth of the judges recommended regular use and 60\%, occasional use. Miss Clark says that "in connection with map work our schools should make much greater use of the topographic maps of the United States Geological Survey. Topography should no more be omitted in geography than the multiplication tables in arithmetic." 16

It is indeed unfortunate that the children of the United States are not made familiar with topographic maps, since their importance is so great in the teaching of concepts of physiography and regional geography. The map of the home district or of one nearby can be made a source of deep immediate interest if the pupils are taught to read and understand the topographic map and to relate it to the activities in the community. No topographic maps were found in use in Collin County, but the teachers should be encouraged to introduce them in the elementary grades.

**Item 9. Regional Geography.** 40\% of the supervisors recommended regular study of regional study, and a like number favored occasional study. Half of the judges recommended regular use and 30\%, occasional use. Regional geography attempts to give a reasoned description of composite wholes as they are found on the surface of the earth. Under the heads of structure, relief, climate,
vegetation, settlement and movement of man, economic aspect, a given natural region is studied and compared with other natural regions.

Regional geography is the contrasts among the larger regions in respect to topography, soil, climate, and resources, also differences in the output of leaders, death rate, ownership of homes, literary achievements, etc.\textsuperscript{17}

Almost every problem in human geography has a regional basis or leads eventually to a regional conclusion or expression.\textsuperscript{18}

Some of our specialists rank regional geography as the very best type, and certainly it is the phase which, to the small child, holds a more abiding interest. Following the regional studies, there should be a study of inter-regional relationships as conditioned by the groups living within the regions studied. This would aid in the development of a world-wide unit.

Regional geography is everywhere in use in Collin County, for where a modern textbook is followed in the classroom, regional geography will be taught, for almost all new texts present geographical material in regional divisions. But one phase of regional geography is being

\footnote{\textsuperscript{17}Stephen S. Visher, "Recent Trends in Geography," \textit{Scientific Monthly}, XXXV (November, 1932), p. 440.}

\footnote{\textsuperscript{18}Isaiah Bowman, \textit{Geography in Relation to the Social Sciences}, p. 195.}
seriously neglected — the study of home geography, which should be one of the most interesting and valuable parts of the geography curriculum.

**Item 28. Integration of Geography and Other Subjects.** 86 2-3% of the supervisors recommended attempts at integration, whereas 13 1-3% favored only occasional integration methods. 40% of the judges recommended regular integration and 60%, occasional use of the co-ordination plan.

At the present time there is a widespread movement for the teaching of social sciences in close co-ordination, and the elimination of emphasis upon the various subjects in the category of the social studies. The educational objectives of such integration are (1) health, (2) mastery of the fundamental processes in all the social science fields, (3) worthy home membership, (4) vocation, (5) good citizenship, (6) worthy use of leisure time, and (7) ethical character.

In the realm of elementary education, the social studies are of major rank if not actually paramount, and this emphasis appears to be particularly appropriate in the sixth grade and above. The content of the courses is still in the process of formation, in which the safest progress is being made by building upon past experience with each subject in our curriculum making the contribution that is peculiarly its own. Since, in the lives of
people, material things and fellow beings are the two
most intimate factors, geography as human ecology possesses
a character exclusively its own that makes it a su-
perior social science subject.

When properly presented, its inherent qualities enable it to make a vital contribution that
cannot be made by any other subject or combination
of subjects. Such a study should develop an appreci-
ation of what it means to live together well in
our modern complex social organization, and make a
distinctive contribution toward producing the finest
type of effective citizenship.\footnote{G. J. Miller, "Geography as a Social Science in
the Junior High School," \textit{Educational Review}, LXX (November, 1925), 218.}

But if a closely integrated program of the social
studies can be formulated, geography can well go hand in
hand with the other related subjects in the development of
human beings capable of functioning in a complex society.
Geography, when taught in integration with other sub-
jects, will serve to bind people to one another in a
united whole. The earth science is more or less the
basis for all the other social studies and should be so
constituted as to form the warp and woof of all related
subjects.

One of the judges, Dr. Douglas C. Ridgley, indi-
cated in his reply to Item 18 that geography and other
subjects should be properly related and co-ordinated, but
not fused; and many others were found to be in agreement.

Bowman states:

The intimate affiliation of human geography with the social sciences will lead, of course, to the expansion of ethical elements, that is, the direct use of geography to further the ends of a society that strives to improve itself through increased command of its environment, or more intelligent adaptation to it. 20

In Collin County there is little attempt at integration, except in one school, where the teachers were really trying to co-ordinate geography with other social studies. In every school the study of geography should be woven into the curriculum in such a way that it will be closely related with various other courses, yet it should not lose its identity in the category of the social sciences.

Item 26. A Course of Study. 53 1-3% of the supervisors recommended regular use of a state course of study, and 13 1-3% suggested occasional use. Half of the judges favored regular use, and 30%, occasional. One of our specialists said that the course of study should be followed, but not slavishly. The function of the course of study is to co-ordinate the work in all the schools of the state, and should be used by both city

and rural schools in such a way that there shall be no chasm between the courses offered in the two systems. When this condition prevails, pupils entering a new school at any time during the school year will not be handicapped by finding themselves in the midst of unfamiliar subject matter, for all schools everywhere will be teaching similar content at about the same time.

Although not available now because of expense and former non-use on the part of the teachers, it is always well to have at hand a course of study supplied by the state, where both the pupil and the teacher may refer to it at any time when they may experience a need for it. It is unfortunate that the teachers, in failing to see the value of the course of study, have brought about a condition in which this valuable aid to the co-ordination of subject matter is no longer available for those forward-looking individuals who can see the need for it.

**Item 33. Combination and Alternation of Two Geography Classes, (Single Period), Each Grade Being Taught in Alternate Years.** One-fifth of the rural supervisors recommended the regular use of this method and 26 2-3% favored occasional use. 20% of the judges recommended regular use and 10%, occasional use. This practice should be used only in crowded conditions and where the teacher is overworked and lacks time; but handled in
the proper way, it may be successfully practiced.

One rural supervisor commented: "This will work, and one-teacher schools have some work along this line."

Item 34. Combination of Two Geography Classes, (Double Period), Each Grade Following Its Own Grade Assignments. One-third of the supervisors recommended the regular use of this system, and another third declared in favor of occasional use. 20% of the judges recommended regular use only in crowded conditions.

Comments like the following were received from several rural school supervisors: "This is a success and is desirable in short periods. Many of my teachers are doing it now."

The writer recalls having used this plan with a fair degree of success when recitation periods were short, as is the usual condition in crowded one-teacher or two-teacher schools.
Section III

Contained in the questionnaire personally submitted to geography teachers in the rural schools of Collin County were queries closely related to those addressed to the rural supervisors and judges. The purpose of the rural school questionnaire was to ascertain exactly what procedures are used by the elementary teachers in the field, as well as those methods that they most highly recommended.

Since almost all the data obtained from this questionnaire have already been included under the various items contained in Section I of this chapter, the questions submitted to the teachers are here set forth in the following chart, together with the tabulated data acquired through responses from the teachers of geography. The data are classified as applying to one-teacher, two-teacher, three-teacher, and rural high schools.
<table>
<thead>
<tr>
<th>RURAL SCHOOL QUESTIONNAIRE</th>
<th>ONE-TEACHER</th>
<th>TWO-TEACHER</th>
<th>THREE-TEACHER</th>
<th>RURAL HIGH</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you use textbooks only?</td>
<td>1 yes</td>
<td>1 yes</td>
<td>6 yes</td>
<td>3 yes</td>
<td>11 yes</td>
</tr>
<tr>
<td></td>
<td>4 no</td>
<td>9 no</td>
<td>8 no</td>
<td>11 no</td>
<td>37 yes</td>
</tr>
<tr>
<td>2. Do you use reference books?</td>
<td>3 yes</td>
<td>9 yes</td>
<td>12 yes</td>
<td>13 yes</td>
<td>37 yes</td>
</tr>
<tr>
<td></td>
<td>2 no</td>
<td>1 no</td>
<td>2 no</td>
<td>1 no</td>
<td>6 yes</td>
</tr>
<tr>
<td></td>
<td>1 Magazines</td>
<td>2 magazines</td>
<td>5 texts and encyclopedias</td>
<td>3 Book Knowledge</td>
<td>10 magazines</td>
</tr>
<tr>
<td>4. Do you use free materials?</td>
<td>3 yes</td>
<td>9 yes</td>
<td>5 yes</td>
<td>11 yes</td>
<td>28 yes</td>
</tr>
<tr>
<td></td>
<td>2 no</td>
<td>1 no</td>
<td>9 no</td>
<td>3 no</td>
<td>15 yes</td>
</tr>
<tr>
<td>5. Kinds: A. National Geographic</td>
<td>3 B C D E</td>
<td>6 A-E</td>
<td>3 C D E</td>
<td>10 A-E</td>
<td>2 A</td>
</tr>
<tr>
<td>Society; B. Government bulletins; C. Commercial advertisements; D. Travel bureaus; E. Chamber of Commerce material</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4 D</td>
</tr>
<tr>
<td>6. Have you had any college</td>
<td>1 yes</td>
<td>4 yes</td>
<td>7 yes</td>
<td>10 yes</td>
<td>22 yes</td>
</tr>
<tr>
<td>training in geography?</td>
<td>4 no</td>
<td>6 no</td>
<td>8 no</td>
<td>4 no</td>
<td>22 no</td>
</tr>
<tr>
<td>7. Courses? When? Where?</td>
<td>1, 3yr NSGC</td>
<td>1, 2yr NSGC</td>
<td>1, lyr, NT, 29-32</td>
<td>1 lyr, ET, 29</td>
<td>22 yes</td>
</tr>
<tr>
<td></td>
<td>'22-30</td>
<td>'22-30</td>
<td>5, lyr, ET, 25-35</td>
<td>1 lyr, 3rd, 34</td>
<td>22 no</td>
</tr>
<tr>
<td>8. Other equipment: A. charts; b. maps; c. globes.</td>
<td>2 a-e</td>
<td>7 a-c</td>
<td>7 ac</td>
<td>11 ac</td>
<td>18 a-c</td>
</tr>
<tr>
<td></td>
<td>1 b</td>
<td>4 b</td>
<td>4 b</td>
<td>3 b</td>
<td>7 b</td>
</tr>
<tr>
<td></td>
<td>2 none</td>
<td>2 none</td>
<td>2 none</td>
<td>4 none</td>
<td>7 c</td>
</tr>
<tr>
<td>9. Do you teach home geography?</td>
<td>3 comparison</td>
<td>6 comparison</td>
<td>5 comparison</td>
<td>4 comparison</td>
<td>18 comparison</td>
</tr>
<tr>
<td>How?</td>
<td>1 illustration</td>
<td>4 no</td>
<td>9 no</td>
<td>10 no</td>
<td>1 illustration</td>
</tr>
<tr>
<td>10. Do you use current literature?</td>
<td>2 Grade Teacher</td>
<td>3 magazines</td>
<td>4 newspapers and magazines</td>
<td>16 magazines</td>
<td>28 no</td>
</tr>
<tr>
<td>What?</td>
<td>3 no</td>
<td>7 no</td>
<td>11 no</td>
<td>7 no</td>
<td>7 no</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>29 no</td>
</tr>
<tr>
<td>RURAL SCHOOL QUESTIONNAIRE</td>
<td>ONE-TEACHER</td>
<td>TWO-TEACHER</td>
<td>THREE-TEACHER</td>
<td>RURAL HIGH</td>
<td>TOTAL</td>
</tr>
<tr>
<td>----------------------------</td>
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<td>-------------</td>
<td>--------------</td>
<td>------------</td>
<td>-------</td>
</tr>
<tr>
<td>11. When do you have geography classes?</td>
<td>5 am 2 pm</td>
<td>4 am 5 pm</td>
<td>6 am 10 pm</td>
<td>3 am 12 pm</td>
<td>16 am 29 pm</td>
</tr>
<tr>
<td>12. Time allotted each class?</td>
<td>5-15 minutes</td>
<td>7, 20 minutes 2, 15 minutes 1, 30 minutes</td>
<td>7, 20 minutes 3, 30 minutes 3, 25 minutes</td>
<td>3, 20 minutes 4, 30 minutes 4, 25 minutes</td>
<td>7, 15m. 3, 40m. 23, 30m. 7, 25m. 8, 30m.</td>
</tr>
<tr>
<td>13. Do you observe this allotment strictly?</td>
<td>5 no 9 yes</td>
<td>1 yes 10 no</td>
<td>2 yes 12 no</td>
<td>4 yes 10 no</td>
<td>6 no 36 no</td>
</tr>
<tr>
<td>14. Do you have an activity program?</td>
<td>1 yes 4 no</td>
<td>1 yes 13 no</td>
<td>1 yes 15 no</td>
<td>1 yes 13 no</td>
<td>4 yes 39 no</td>
</tr>
<tr>
<td>15. Do you make excursions and visits?</td>
<td>1 yes 4 no</td>
<td>1 yes 9 no</td>
<td>1 yes 15 no</td>
<td>1 yes 13 no</td>
<td>4 yes 39 no</td>
</tr>
<tr>
<td>16. How often? Where? When?</td>
<td>1, not often</td>
<td>1, city, field</td>
<td>1, twice yearly</td>
<td>twice yearly city, country</td>
<td>4 yes</td>
</tr>
<tr>
<td>17. What is the purpose of these trips?</td>
<td>1, nature study</td>
<td>observation</td>
<td>observation</td>
<td>observation study</td>
<td>4, observation study</td>
</tr>
<tr>
<td>18. What uses are made of the materials collected?</td>
<td>observation discussion</td>
<td>discussion</td>
<td>discussion</td>
<td>discussion</td>
<td>3 discussion 1 observation</td>
</tr>
<tr>
<td>19. Do the children collect pictures?</td>
<td>5 yes 2 no 4 no</td>
<td>8 yes 2 no 4 no</td>
<td>11 yes 4 no 6 no</td>
<td>13 yes 1 no 2 no</td>
<td>37 yes 6 no 10 no</td>
</tr>
<tr>
<td>20. Do they collect articles from newspapers and magazines?</td>
<td>4 yes 1 no</td>
<td>8 yes 4 no</td>
<td>8 yes 9 no</td>
<td>5 yes 9 no</td>
<td>23 yes 20 no</td>
</tr>
<tr>
<td>21. What uses are made of the materials gathered?</td>
<td>4 discussion 1 booklets 1 posters</td>
<td>6 discuss 4 booklets 1 units</td>
<td>4 discussion 7 discussion 2 display</td>
<td>4 booklets 10 booklets 2 display 1 poster, unit</td>
<td>21 discuss 10 booklets 2 display 1 poster, unit</td>
</tr>
<tr>
<td>22. Does the class make posters?</td>
<td>3 yes 2 no</td>
<td>8 yes 2 no</td>
<td>9 yes 5 no</td>
<td>10 yes 4 no</td>
<td>30 yes 15 no</td>
</tr>
<tr>
<td>23. Do you have a bulletin board?</td>
<td>4 yes 1 no</td>
<td>4 yes 6 no</td>
<td>7 yes 7 no</td>
<td>6 yes 8 no</td>
<td>22 yes 21 no</td>
</tr>
<tr>
<td>24. How often is the material changed?</td>
<td>2 once a week 2 when necessary</td>
<td>4 weekly</td>
<td>2 weekly 1 daily 1 monthly</td>
<td>2 weekly 1 when unit finished</td>
<td>7 weekly 1 necessary 1 monthly 1 finish unit</td>
</tr>
<tr>
<td>RURAL SCHOOL QUESTIONNAIRE</td>
<td>ONE-TEACHER</td>
<td>TWO-TEACHER</td>
<td>THREE-TEACHER</td>
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<td>TOTAL</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------</td>
<td>-------------</td>
<td>--------------</td>
<td>------------</td>
<td>-------</td>
</tr>
<tr>
<td>25. Nature of material posted.</td>
<td>3 current news</td>
<td>2 current news</td>
<td>3 current news</td>
<td>2 current news</td>
<td>10 news</td>
</tr>
<tr>
<td></td>
<td>1 child's interests</td>
<td>1 hobbies</td>
<td>4 pictures</td>
<td>2 pictures</td>
<td>8 pictures</td>
</tr>
<tr>
<td></td>
<td>1 pictures</td>
<td></td>
<td>1 charts</td>
<td>1 charts</td>
<td>2 charts</td>
</tr>
<tr>
<td>26. Do you use large units in your teaching?</td>
<td>5 yes</td>
<td>10 no</td>
<td>4 yes</td>
<td>7 yes</td>
<td>11 yes</td>
</tr>
<tr>
<td>27. Do you organize your own units or use ready-made ones?</td>
<td>5 ready-made</td>
<td>1 both</td>
<td>5 yes</td>
<td>6 yes</td>
<td>12 yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9 ready-made</td>
<td></td>
<td>8 no</td>
<td>31 no</td>
</tr>
<tr>
<td>28. Methods used: a. questions and answers; b. lecture; c. socialized recitation.</td>
<td>2 a</td>
<td>9 a</td>
<td>9 a</td>
<td>10 a</td>
<td>29 a</td>
</tr>
<tr>
<td></td>
<td>4 c</td>
<td>5 b</td>
<td>7 b</td>
<td>11 b</td>
<td>23 b</td>
</tr>
<tr>
<td></td>
<td>6 a</td>
<td></td>
<td>10 c</td>
<td></td>
<td>11 c</td>
</tr>
<tr>
<td>29. d. project method; e. contract plan; f. supervised study; g. topics; h. others.</td>
<td>1 d</td>
<td>2 d 5 g</td>
<td>3 d</td>
<td>2 d</td>
<td>8 d 28 g</td>
</tr>
<tr>
<td></td>
<td>1 e</td>
<td>2 e 6 h</td>
<td>3 f</td>
<td>8 f</td>
<td>3 e 8 h</td>
</tr>
<tr>
<td></td>
<td>3 g</td>
<td></td>
<td>10 g</td>
<td></td>
<td>8 g</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 h</td>
<td></td>
<td></td>
<td>14 f</td>
</tr>
<tr>
<td>30. What geography conferences or meetings have you attended this year?</td>
<td>5 none</td>
<td>10 none</td>
<td>14 none</td>
<td>1 geog. club</td>
<td>42 none</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 club</td>
</tr>
<tr>
<td>31. Have you participated in the state curriculum programs in geography this year?</td>
<td>1 yes</td>
<td>10 no</td>
<td>3 yes</td>
<td>1 yes</td>
<td>5 yes</td>
</tr>
<tr>
<td></td>
<td>4 no</td>
<td></td>
<td>10 no</td>
<td></td>
<td>58 no</td>
</tr>
<tr>
<td>32. What professional reading have you done during the past two years?</td>
<td>3 magazines</td>
<td>2 books</td>
<td>11 magazines</td>
<td>13 magazines</td>
<td>33 magazines</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10 books</td>
</tr>
<tr>
<td>33. What do you consider your most serious hindrance in teaching geography?</td>
<td>1 crowded room</td>
<td>6 lack time</td>
<td>1 crowded rooms</td>
<td>4 lack time</td>
<td>19 time</td>
</tr>
<tr>
<td></td>
<td>2 lack time</td>
<td>4 lack materials</td>
<td>4 lack time</td>
<td>9 lack materials</td>
<td>18 time</td>
</tr>
<tr>
<td></td>
<td>1 lack material</td>
<td>3 lack training</td>
<td>4 lack materials</td>
<td>5 lack training</td>
<td>13 materials</td>
</tr>
<tr>
<td></td>
<td>1 lack training</td>
<td></td>
<td>4 lack training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34. Would you like to have the assistance of a good rural supervisor in geography?</td>
<td>5 yes</td>
<td>10 yes</td>
<td>14 yes</td>
<td>14 yes</td>
<td>43 yes</td>
</tr>
<tr>
<td>35. Are there any important differences in your procedure for the different grades?</td>
<td>3 yes</td>
<td>1 yes</td>
<td>4 yes</td>
<td>1 yes</td>
<td>9 yes</td>
</tr>
<tr>
<td></td>
<td>2 no</td>
<td>9 no</td>
<td>10 no</td>
<td>13 no</td>
<td>34 no</td>
</tr>
</tbody>
</table>
CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

The paramount purpose of this investigation was to secure authentic information as to the status of geography teaching in the elementary grades of Collin County, Texas, and from the data acquired, to make suggestions for improvement in these schools and, incidentally, in those throughout the state.

From the varied data secured in the survey, the following conclusions appear justifiable:

(1) Equipment and teaching materials are inadequate in most of the rural schools in the county. Only in free materials, charts, maps, and globes, do these schools surpass those in supervised counties. Atlases and topographic maps are scarcely used in the schools in the elementary grades, but there was some evidence that they had been introduced to pupils in the third and fourth grades. The collecting of pictures, the use of the bulletin board, the study of newspapers and magazines, and poster making are fairly extensively used, but without a high degree of efficiency. As their use increases, it is reasonable to expect that proficiency in the teach-
ing and learning of geography will be stimulated. Some of the schools possess no reference books, encyclopedias, geographical readers, and atlases; but these aids to the study of geography were found to be in general use in several schools. Current literature magazines and professional literature were stressed by the judges and supervisors, but the schools were not making as wide use of them as is essential for efficient teaching and learning.

(2) There is a need for more variation in the methods of presenting geographical material. In many of the schools geography is taught day by day in the same manner with little attempt at making the subject vital and interesting. However, a creditable number of schools were found where supervised study and pupil activity were being successfully used, but not so widely nor so effectively as in counties where supervisors direct the activities of the rural schools. It is unfortunate that only one school included in the study is using excursions and field trips, highly recommended by judges and supervisors as effective methods of geographic presentation.

A third of the schools are using large units of work, but they are based, in the main, upon suggested outlines included in the textbooks, and are not class-developed units presented in the modern way. The question and answer and lecture methods were found to be in
wide use, although they are not highly recommended by educators as ideal ways of presenting the social sciences, particularly in the elementary grades. One of the newer methods -- the socialized recitation -- was found in 79% of the schools, which is commendable. However, the project method and the contract plan, also among the modern techniques, are little used, probably because few of the teachers have had training in the use of these methods.

The teachers of Collin County should use more varied procedures, since a large majority -- 84% -- of the schools recognized no variation in procedure in presenting geography in the different grades, whereas the remainder reported a slight variation to co-ordinate with age level.

(3) Teachers of Collin County need more preparation for geography teaching. Only half of the twenty school's teachers have had college training in their subject, despite a practical unanimity on the part of judges and supervisors in favor of such professional preparation.

(4) There is a need among the schools for rural supervision. It appears that the schools studied do not rank as highly as do those in the supervised counties of Texas -- in some respects, at least; however, in regard to the use of free materials, charts, maps, globes, question
and answer method as principal procedure, topic method, and the utilization of different procedures for different grades, they rank higher than do schools in supervised counties. These items are, of course, of high importance, yet they are not to be considered as the most significant ones by which to judge the efficiency of a school. For instance, free materials and charts, maps, and globes are essential to the effective teaching of geography, and the writer was pleased to find that the schools of Collin County rank high in their use. But the topic method and the question and answer as principal procedure are not today considered as the best techniques in any rural elementary school, particularly in the presentation of any type of social study, under which classification geography is ranked. Nevertheless, the Socratic method of teaching is still considered one of the very best, but unfortunately few of our rural teachers are sufficiently trained to utilize it to the best advantage. While the data of this study do not show conclusively that the fact that Collin County schools made a poorer showing than the schools in counties with rural supervisors, is due entirely to the lack of supervision in Collin County, there is at least a strong probability that this is the case.

From personal interviews with the rural teachers, the writer found that almost all of them would welcome the assistance of a rural school supervisor in Collin
Another point in favor of supervision is that only those counties having supervisors conduct county meetings of the geography teachers, which meetings hold almost unlimited possibilities for the advancement of efficiency in the classroom.

After the assimilation of all the data, from which certain conclusions have been drawn and set forth, the following recommendations are presented:

(1) The schools should show still more progress in the use of such aids to the study of geography as free materials, reference books, geographical readers, charts, maps, and globes. Especially should free materials be fully utilized, since there is such an abundance and variety of them that the teacher may find difficulty in justifying her position should she fail to incorporate these materials into her teaching. To meet the essentials for efficient teaching and learning, current literature magazines and professional literature should be read by more of the teachers and incorporated into the classroom procedures. A wider use of picture collecting, bulletin boards, poster making, and current events will add much to the teaching and learning of geography in the elementary grades.
(2) The methods of presenting geographical materials should be widely varied, that the child's interest and enthusiasm may be maintained and even stimulated. Since supervised study, pupil activity, socialized recitation, and the contract plan are coming to be recognized by educators and rural supervisors as the most desirable methods of presenting geography in the elementary grades, these procedures should be found in at least occasional use in every school in Collin County. It may well be expected that progress in geography will be achieved after the adoption of a more widespread use of these modern techniques. Whereas now only one school in the survey reported an excursion and field trip, every school should have at least two such excursions each school year for the acquisition of geographical knowledge. The teachers should devote more time to planning and conducting visits of this kind, for they are often of more value than several days spent in the classroom.

Large units of work should be used more extensively, but they should develop out of pupil interest under the able guidance of a teacher who has had training in building the units. There should be less emphasis upon such methods as the question and answer, the lecture, and the topic, as ways of presenting geography to rural elementary pupils, supplanted by a more widespread use of such techniques as are advanced and favored by geographers.
and educators.

The teacher should be careful to keep her methods of presenting geography adjusted to the age level and capabilities of her pupils; the subject should not be so elementary as to fail to present a challenge and to arouse an interest, yet it should not be so difficult that the pupils fail to grasp it.

For suggested methods of variation of procedure, the writer recommends the occasional use of any or all of the procedures set forth by Dr. Walter Hansen of the department of geography, North Texas State Teachers College, in his prepared list entitled, "Methods of Presenting Geographic Materials."[^6]

(3) Every teacher of geography in the elementary grades should have had at least one year of college training in her field, to include preferably the fundamentals of the subject and the methods of presentation. The newer concept of geography as a social study and not merely as a presentation of dry facts implies that the teacher must have a broad understanding of her subject and of the factors that lie beneath its effective teaching. College interest is recommended in the interest of efficiency.

[^6]: See the Appendix, page 87.
(4) Collin County, and perhaps every other county in Texas, should have a rural school supervisor; for this study has shown that geography in the rural schools is presented in a much more effective manner in counties having such supervision.

(5) In the interest of proper qualification, the teacher of geography in the elementary grades should first of all be a well-educated individual with a genuine interest in geography; she must possess the ability to select, utilize, and control geographic materials wisely; should present only accurate information, and should be able to use maps intelligently. All her problems should be carefully and well organized, so that her pupils may grasp vivid pictures of geographic regions; she must be familiar with children's geographical literature; she is not a slave to any one method, and gives wise and intelligent guidance to pupil initiative. The textbook is never her master, but should constantly remain her aid. She emphasizes local geography in her teaching the comparative study of regions, and motivates drill on essential facts and locations; and her class assignments take care of individual differences. She-formulates her own tests, checks results, and follows with remedial measures. This ideal geography teacher should have a good personality, a love for children, a true philosophy of geography, a keen sense of humor, and, above all, she should be happy.
in her work and desirous of building into her teaching those factors that will broaden and stimulate her pupils.

(6) Since apparently some very definite action is needed in regard to the future of geography in the schools of Texas, to further this cause some plan should be devised that would encourage the superintendents and principals to strengthen geography in the schools rather than to neglect it.

(7) Universities and teachers' colleges should pay more attention to the effective training of teachers of geography for service in the elementary and secondary schools. This should be the responsibility of the educational institutions, since the imperative need of an efficient and well-organized system of the teaching of geography in the public schools of Texas calls for skillful and conscientious endeavor on the part of the teachers of the subject to improve their methods and to make of geography a vital and interest-compelling subject.

(8) At least one year of geography should be offered in the curricula of the high schools of Texas, and perhaps as much geography as history should be taught. Such an addition to the city and country schools' curriculum would tend to bridge the gap between grammar school and college geography. Until we have a well-developed social studies program, this plan is preferable; and not
until geography has become a part of the secondary school curriculum will incoming freshmen enter college with a geographic knowledge on a par with that of other subjects taught in the high schools. Such is the case in Europe, where geography is much better taught than is generally true in this country, and where it ranks with history in the elementary and secondary schools.

It is probable that such a survey as this will broaden the basis for, and strengthen the application of, the newer trends in the presentation of geography that have been emphasized. It is impossible to foresee the outcome, and, if foreseen, to remove entirely the causes for just criticisms by those capable of making them. A reasonable effort has been made to discover important and helpful facts, to limit the conclusions to those that can readily be drawn from the evidence at hand, and to make recommendations accordingly.

Having opened up a number of interesting problems and lines of investigation, the writer hopes that this bit of research may be of assistance in developing more modern methods of geographic presentation in the rural schools of Collin County and of the state. Undoubtedly the establishment of newer and more effective methods constitutes a fundamental problem in the field of rural
geography --- a potent challenge that the teachers of elementary pupils should be eager to accept.
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APPENDIX

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2. A Study of the Procedures by Which the Value and Effectiveness of Geography Teaching in the Elementary Grades May Be Improved (The Judges' Questionnaire)........................................ 79

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A STUDY OF THE PROCEDURES BY WHICH A COUNTY RURAL SUPERVISOR MAY IMPROVE THE VALUE AND EFFECTIVENESS OF GEOGRAPHY TEACHING IN THE ELEMENTARY GRADES OF COLLIN COUNTY

The Check Sheet for Rural Supervisors

Name ____________________________________________
Address ____________________________________________
Position ____________________________________________

Please place a check mark (✓) after each item listed below which you consider desirable in teaching geography in the elementary grades of a modern, progressive, rural school. Also place a check mark in the column which in your judgment most nearly represents the percentage of schools in your county now using each item.

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A STUDY OF THE PROCEDURES BY WHICH THE VALUE AND EFFECTIVENESS OF GEOGRAPHY TEACHING IN THE ELEMENTARY GRADES MAY BE IMPROVED

Check Sheet for Geography Judges

Name ____________________________
Address __________________________
Position __________________________

If you recommend minimum quantitative requirements for these items, please give your estimate in Column 3.

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<td>Are procedures essentially different for different grades?</td>
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FREE MATERIALS

Below is given a limited, though selected, list of free materials with their sources which may be of help to the geography teacher in the rural elementary grades. Many of these references are general in nature, but a wealth of material may be secured upon request by writing to the addresses given and stating the nature of material desired. For a prepared bibliography of free materials, the Annotated Bibliography For the Elementary School, published by North Texas State Teachers College, is recommended.

Geography, Canada and Alaska

Board of Trade, Calgary, Alberta, Canada.
Historical Guide to New Brunswick. Bureau of Information and Travel, Parl't. Bldg., Fredericton, N. B.
Alluring British Columbia. Bureau of Provincial Information, Victoria, B. C., Canada.
Columbia, the Treasure Land. Consul General of Columbia, 21 West Street, New York City.
Chamber of Commerce, Edmonton, Alberta, Canada.
Provincial Tourist Bureau, Montreal, Quebec, Canada.
Industrial Publicity Committee, Ottawa, Canada.
Alaska and Winnipeg. N. P. Railroad, St. Paul, Minn.
Canada and Alaska. U. P. Railroad, Omaha, Nebraska.
Victoria and Island Publishing Bureau, Victoria, B. C.

Geography, Cities

Chief Cities of Brazil. American and Foreign Power Co., Inc., 2 Beacon Street, New York City.

Board of Trade, Toronto, Canada.

Sofia, Bulgarian Capital. Bulgarian Consulate General, 400 Madison, New York City.


San Francisco. So. Pacific Lines, Railway Exposition Building, 7th and Walnut Streets, Kansas City, Mo.

El Paso, the Land of Sunshine. Gateway Club, El Paso.

Hanover, City of Parks. German Tourist, 665 5th Avenue, New York City.


New York, the Most Interesting City in America. Merchants' Association of New York, New York City.

Sydney. Australian National Travel Association, Hotel Clark, Los Angeles.


Capetown, Fort Elizabeth, and Durban. South African Legation, Washington, D. C.

Moscow. Intourist, Inc., 452 5th Avenue, New York City.

In addition to the cities listed above, excellent information may be secured by addressing the Secretary of the Chamber of Commerce of any American city.

**Geography, Commercial**


Story of Rice. Southern Rice Industry, Home Economics Department, New Orleans, Louisiana.


India and Its Tea Industry, with map of India. India Tea Bureau, 82 Beaver Street, New York City.


Something About Sugar. California and Hawaiian Sugar Refining Corporation, San Francisco.

Meet Mister Mohair. I. C. Chase and Company, 295 5th Avenue, New York City.


Home of the Kodak. Eastman Kodak Co., Rochester, N. Y.

How Pencils Are Made. Eberhard Faber, 37 Greenpoint, Brooklyn, N. Y.
Inland Steel. Inland Steel Company, Chicago.


Story of Brick. American and Foreign Power, Inc., 2 Beacon Street, New York City.


Geography, Europe

Romece of Scotland, Your European Trip, You'll Enjoy England, etc. Associated British Railways, 551 5th Avenue, New York City.

Vikingland Vacations, Norway Beyond the Fjords, Legends and Historic Romances of Norway, What You see From the Train in Norway. Edmonton Chamber of Commerce, Edmonton, Alberta, Canada.

Campagnie Generale Transatlantique French Line, It's Easy to Go Abroad, The Universities of France. French Line, 610 5th Avenue, New York City.

French Industries and Scenic Places, France (a book), and numerous publications on France. Francs du Tourisme, 4 East 52d, New York City.

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METHODS OF PRESENTING GEOGRAPHIC MATERIALS

By

Walter Hansen

1. General approach: physical, regional, political, human use.
2. Physical environment as related to human responses.
3. Cultural features interpreted in terms of physical environment.
4. Unit studies.
5. Project method.
6. Problem.
7. Topic method.
8. Outline.
10. Lecture.
11. Question and answer --- page to page assignment --- fact vs. thought questions.
12. Socialized recitation.
15. Map making: outline maps, schoolroom, yard, etc.
18. Globes, planetarium, etc.
19. Graphs, diagrams, regional charts, etc.
20. Laboratory: experimental, picture study, etc.
22. Field trips.
23. School museum.
24. Picture studies: stereoscope views, lantern slides, still forms, motion pictures.
25. Games: spelling, etc.
26. Puzzles: cross-word, etc.
27. Map race.
28. Current events.
29. "Believe It or Not."
30. Imaginary journeys.
31. Booklets, pictures, etc.
32. Letter writing: free materials, other regions, etc.
33. Red cross portfolios.
34. Supplementary reading: for brighter pupils.
35. Debates.
36. Comparisons: new regions with old, types of mountains, people.
37. Scroll.
38. Oral reports.
39. Written reports.
40. Talks by outsiders.
41. Correlation with other subjects.
42. Silent reading and study.
43. Collecting souvenirs.
44. Stamp and coin collecting.
45. Question box.
46. Radio: imaginary talks, listen to prominent speakers.
47. Flash cards.
48. Plays and dramatizations.
49. Tracing of routes of noted travelers on maps.
51. Free activity periods.
52. Stories containing geographical material.