

A STUDY OF SOME CHANGES IN THE NATURE AND USE OF
GEOGRAPHICAL MATERIAL AVAILABLE TO FOURTH GRADE
TEACHERS DURING THE PAST TWO DECADES

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CHAPTER I

INTRODUCTION

Statement of the Problem

The problem of this study is to make an analysis of some changes that have occurred in fourth grade geography books over a period of twenty years to determine the extent to which they have been influenced by educational psychology. Implications of these changes will be drawn for the teacher.

Significance of the Study

Within the last twenty years many important changes have been made in the geography textbooks of the school. From time to time new textbooks are chosen and the old ones discarded. The average teacher accepts these changes without giving the matter much thought, but the alert teacher asks questions. She wants to know what justification there is for the changes. Is the new one an improvement over the old? If so, why? What has it to offer, what helps, if any, does it have to aid her in teaching the pupils? One way of answering these questions is to study a series of geographical material, mainly available textbooks---adopted and supplementary---over

a period of time and note the nature and number of changes. The books reflect the changing ideas and objectives of education, and an understanding of them will add to her adequacy as a teacher.

Limitations of the Study

The study will be limited to an analysis of the available texts for geography in the fourth grade in the schools of Texas for the last twenty years. Special emphasis will be on the adopted texts, but some supplementary geographies will be included to show wider variations.

Source of Data

The sources of data for the study are professional literature in the field of geographical research and textbooks for fourth grade geography in the public schools of Texas since 1929.

Method of Treatment

The first step in the study, after the selection of the research subject had been made, was determination of the textbooks to be used in the study. As in any other subject field, numerous textbooks are constantly appearing on the market and the number of geography books published within the last twenty years is a considerable number. Selecting representative books from this number was the question that presented itself.

The textbooks chosen for adoption by the State Department of Education are carefully selected after a study is made by the State Board of Education. Various factors are studied in the selection of the textbook, and the investigator has reason to believe that the book selected is, or should be, one that is representative of its period. For this reason, the geography books chosen by the State Board of Education for use in the public schools of Texas in the fourth grade were selected as the basic books for comparing changes that have been made in geographical material.

Study revealed that there have been four adopted fourth grade texts used in Texas schools since 1929. Identity of these texts was found by checking courses of study used in the schools, consultations with the County Superintendent of Education, the elementary supervisor of education in the county, the local school superintendent, and through personal observation and memory.

Some supplementary geography texts used during this period will be included in this study because modern education is not content with the use of one basic book. The wide range of reading materials available on any subject today makes it possible for the teacher to supplement the adopted text with other books that are both useful and interesting to the child.

Analysis of textbooks is not, or should not be, a haphazard process. In the selection of the book, many things may have influenced the State Board of Education. These could be the prestige of the author, the prestige of the publishing firm, the general appearance of the book, the wide use of the text, and the price of the book. Maxwell says that these factors were more influential in earlier years than at the present. In a recent selection made by a city school system, committees were appointed as follows: committee on criteria of content, committee on analysis of content, committee on drills, tests, summaries, and review, committee on vocabulary, committee on size and number, committee on illustrations, committee on mechanical phases, and committee on procedures, discussions, and methods. Some scientific procedure, it is apparent, was used in study of the contents of the textbooks rather than selecting them on the base of prestige of author or publisher, use, or price.¹

Maxwell further states that "analysis of a book without a guide is analogous to sailing without a compass."² The selection of a good textbook may be made without a guide, but such a selection would be mere chance. Some method or

¹C.R. Maxwell, "The Use of Score Cards in Evaluating Textbooks," The Textbook in American Education, Thirtieth Yearbook, Part II, National Society for the Study of Education, p. 146.

²Ibid., p. 149.

instrument for measurement should be used in order to make the study objective and inclusive. Personal judgement, unless ruled out by some scientific procedure, may bias the research worker and render his conclusions valueless.

The most common measurement used today in the analysis of textbooks is the score card which sets up some attributes or qualities with some form of rating scheme to be used as a standard of measurement. Maxwell says that a score card used in examining books tends to remove the personal element in judgment. "The more objective the score card, the less tendency for subjective judgment to enter into the examination."³ The Thirtieth Yearbook of the National Education Association advocates the use of the score card in evaluating textbooks.⁴ The score card, it says, directs attention systematically to various items that should receive consideration. Whitney, in his discussion of the use of score cards, says that any definite listing of desirable criteria should not be considered to be finally authoritative. He has this word:

It may, however, be concretely suggestive of good standards and procedures in setting up a status check for interpretation of a situation and may be used in the study and analysis of survey and other descriptive reports.⁵

Since the present study is a survey one, Whitney's

³Ibid., p. 150.

⁴Ibid., p. 149.

⁵Fredrick Lamson Whitney, The Elements of Research, p. 178.

suggestion was used as a base for determining some instrument of measurement to use in comparing the geographies of different periods. The decision was made to use a score card of some kind in making the survey.

The type of card to be made depended upon the information desired in the survey. As previously stated, the purpose of this study was to investigate the geography texts to determine changes that have been made in order to help the teacher make better use of the books available. Looking at the books from this angle, the following questions arose: What were the stated or implied objectives of the texts? What was the subject matter? What was the method of approach? What aids were recommended? What type of illustrations were used?

On the basis of these questions a score card or an instrument of measurement was worked out, and an analysis was made of the books from the standpoint of these questions. Each of the questions asked can be answered by plotting the answers on this table. Four adopted and three supplementary books were analyzed.

In addition to the tables, another method of comparison was decided upon. Since all the books studied are the first geographies used in the grades, other than local or home study, the subject matter does not differ widely in content. For example, all of the books included in the study have

lessons on Holland. One way of gaining a better insight into the differences in the books is to study the manner in which this country is presented, the method of approach, the aids suggested for study helps, the illustrations, and any general features found in the presentations. In this way a composite picture may be gained of all the books.

These data in themselves, however, mean little. They must be interpreted in the light of causes and effect and the extent to which they reflect changes in educational thought. Their value to the teacher must be studied. This evaluation is the next step in the study.

Summarizing the findings, drawing conclusions, and offering recommendations are the final steps to be taken. This procedure brings all the discussions and presentations of data to a focus and enables the reader to see a clear picture of the study as a whole.

The method of procedure may be summarized as follows: The introductory chapter contains the statement and significance of the problem, limitations, source of data, method of treatment, and need for the study.

Chapter II presents the data and an analysis of some geographical material covering the past two decades. The analysis is made on the basis of objectives, methods recommended and lesson aids, subject matter, and correlated school subjects.

In Chapter III there is a short summary of the changes made in geography textbooks before 1929. An attempt is made to evaluate the trends and changes in geographical material since that time, in the light of educational theory.

The findings of the study, the conclusions, and the recommendations comprise the concluding chapter.

Need for the Study

We are living in a world of change, in an age of science and invention, and many demands are being made upon the present generation. This is making necessary a different type of schoolroom training from that which our forefathers had. Much time and effort are being spent in working out new curricula that will eliminate outgrown subject matter and will include those things that will help our boys and girls to meet the problems of life most successfully.

There is probably no subject in the elementary curriculum in which greater changes have taken place than in the study of geography. The old formal textbook method of teaching has taught us many facts about "the world in which we live," but we have come to see that there is a richer meaning in the study. Now we are putting the emphasis on man as he is at home on the earth which is the scene of all his activities. Its forces have served in large part to mold his physical, intellectual, moral, and economic life. Miss Ellen Churchill Semple says, "Man is the product of earth's surface. Earth has fed him, set obstacles into his bone and tissue, mind and soul." The study of geography should enable pupils to interpret all people and their lives in terms of their environment and to recognize the contribution of all to the welfare of all...

The products of the geography classroom and laboratory should be creative-minded students who are willing to

concentrate their attention on those things that contribute to the welfare of the human race. No mental accumulation of facts alone has made anyone a great geographer, but an understanding of the relationship existing between man and his environment brings about creative-minded geographers.⁶

It can readily be seen that the chief end in teaching geography is not information and facts but the ability to think geographically. Ideas are stressed rather than facts--thinking and doing, not memorizing and absorbing.

Many boys and girls of the elementary school do not like geography. They often say that the books are too hard and uninteresting. Teachers, too, complain of the inadequacy of the available geographical material, and this study is based on the assumption that the way the teacher teaches is determined, to a great extent, by the textbooks that she has at her disposal. Have our geography books used in the schools of Texas shown decided improvement since 1929?

⁶Edith W. Brill, "What Method Shall We Use in Teaching Geography?" from Geography How We Teach It, George J. Miller, Editor.

CHAPTER II

AN ANALYSIS OF GEOGRAPHICAL MATERIALS

Purpose of the Chapter

The purpose of this chapter is to present and analyze the data collected on geographical materials during the past two decades. Analysis will be made from the standpoint of the expressed purposes of the materials, content or subject matter, methods of presenting subject matter, objectives, either stated or implied, and practices and procedures recommended for lesson aids.

Purposes of the Geography Textbook

The purpose the author has in mind in writing a book is usually expressed in the preface. At this point he states his objectives and outlines some of the reasons for writing and publishing a new textbook. In rating the geography textbooks in this study, the prefaces in the different books proved to be a valuable source of information.

The purposes of the four adopted geography textbooks and the three supplementary textbooks, as stated in the preface of each text, are shown in Table 1.

TABLE 1

PURPOSES OF WRITING THE SEVEN GEOGRAPHY
TEXTBOOKS AS EXPRESSED BY THE AUTHORS

Purpose	Adopted Textbooks
To present geographical facts from the viewpoint of the interest of the child	<u>Elementary Geography</u> (1928-1935)
To describe and explain the relationships existing between man and his natural environment .	<u>Journeys in Distant Lands</u> (1935-1939)
To teach about man and life as well as about the earth--how people live	<u>World Folks</u> (1940-1946)
1. To enlarge the geographical experience of children.	
2. To enable the child to interpret pictures, maps, and written material.	
3. To help the child realize the relation of pupils' needs to their environment.	
4. To develop appreciation of striking and beautiful scenery.	
5. To build up the conception of the earth as a globe.	
6. To create a sympathetic understanding of all people no matter how rich or poor their natural environment may be.	
7. To correlate and integrate geography with other subjects.	<u>Journeys Through Many Lands</u> (1946-...) (Present Adoption)
Purpose	Supplementary Books
To make children acquainted with children in distant lands. .	<u>Home Life in Far Away Lands</u> (1928)

TABLE 1--Continued

Purpose	Supplementary Books
To build for the child a vivid picture of the great world in which he lives.	<u>Our Neighbors Near and Far</u> (1933)
To develop understanding of the people, resources, conditions, and ways of life in other lands so that people may live together without wars.	<u>Our Big World</u> (1946)

The adopted geography text of 1929, as shown in Table 1, proposed to present the facts of geography from the standpoint of the interest of the child. Heretofore, the author stated, simple and attractive styles or presentation, much detail about the customs of the people, and interesting pictures had helped the child with his beginning experiences in geography, but they had proved inadequate.¹ His own words express his viewpoint clearly:

Modern education suggests a change in the selection and organization of subject matter that may be as great as aid as the other means combined. That is the centering of the treatment in other things than such topics as location, surface features, climate, etc. These are colorless so far as young children are concerned. The proposed substitutes for them are questions or problems within the field of geography that are suggested by the nature and interests of children.²

This text, therefore, was prepared from the viewpoint

¹Frank M. McKurry and A.E. Parkins, Elementary Geography, p. 111.

²Ibid.

of the child's interest. It proposed to offer a new approach to the introductory year of elementary geography.

The adopted textbook succeeding McMurry and Parkins went a step further in meeting some of the requirements of modern educational theory.³ It proposed to present a book that would describe and explain the relationships existing between man and his natural environment. The author believed that it is the special function of geography to describe and explain the relationship existing between the pupil and the life around him. Material in the textbook, it was stated, was selected especially to build an understanding of this relationship and to provide for purposeful activity on the part of the pupil. This book, too, was the first in a series of four geography texts designed to be used progressively in the elementary grades.

World Folks, the next adopted text, emphasized people instead of locations and countries. It proposed "to teach about man and life as well as about the earth itself."⁴

Journeys Through Many Lands, the present adoption, brings in the concepts of integration, correlation, and purposeful activities. The following statement illustrates the author's purpose:

³Harlan H. Barrows and Edith Putnam Parker, Journeys in Distant Lands, p. iii.

⁴J. Russel Smith, World Folks, p. iii.

Geography is no mere dull listing of peoples, places, and products. It is alive, rich, and colorful, dealing with real people living on a real earth...⁵

As such, the subject of geography is one that touches all others. The authors draw upon the fields of government, history, or economics whenever it will best help to show how man adapts himself to his environment.

In the supplementary textbook, Home Life in Far Away Lands, the aim is to get away from "dull, meaningless memorization of geographic definitions" and to stress the relationship between people and their environment.⁶ Our Neighbors Near and Far has much the same concept.⁷ Our Big World, one of the newer supplementary books, seeks to build a better understanding between peoples of the world through developing knowledge of other peoples, their resources, and their needs.⁸

In analyzing these textbooks, a very decided progressive trend is evident. The earliest one shifted the emphasis from memorized facts to building an interest in the subject and succeeding texts brought in concepts of learning through

⁵De Forest Stull and Roy W. Hatch, Journeys Through Many Lands, p. iii.

⁶Wallace W. Atwood and Helen Goss Thomas, Home Life in Far Away Lands, p. v.

⁷Frances Carpenter, Our Neighbors Near and Far, p. iii.

⁸Harlan H. Barrows, Edith Putnam Parker, and Clarence Woodrow Sorensen, Our Big World, p. iii.

understanding, purposeful activities, life experiences, and correlation and integration with other subjects:

Methods Recommended and Lesson Aids

Table 2 outlines the practices and procedures recommended by each book for teaching the subject and lists the lesson aids given by each one. In order to get a clear picture of the changes, it is necessary to look at each individual book and appraise its recommendations.

McMurry's Elementary Geography, the 1928 adoption which had for its purpose creation of more interest in geography, organized its text into units of study. The following statement was made concerning the unit plan:

Mere lists of facts lead to a more or less thoughtless memorizing. On the other hand, a text whose subject matter is organized into units consisting each of the solution of a problem that is worth while leads children to study by such units.⁹

Instead of using a survey descriptive method, McMurry's text takes specific geographical types and gives detailed descriptions. Then the pupil is asked to apply this knowledge to other areas. New York is a type of city. A farm in Ohio is a type of farm.

At the end of each unit a number of questions were asked to aid the teacher. These were thought-provoking questions rather than factual. For example, questions on New York

⁹McMurry and Parkins, op. cit., p. iii.

TABLE 2

METHODS RECOMMENDED AND LESSON AIDS
PROVIDED IN SEVEN GEOGRAPHY TEXTS

Methods and Lesson Aids	Adopted Textbooks
Use of unit plan	
Problem solving	
Suggestions for study	
Use of questions	
List of things to write and do.	<u>Elementary Geography</u> (1928)
Use of play activities	
Imaginary journeys	
Use of games and puzzles	
Use of writing exercises.	<u>Journeys in Distant Lands</u> (1935)
Things to do or think about at the end of the chapter	
Pretend games	
Dramatizations	
Playing games	
Completion sentences	
Making things--wigwams, etc.	
Questions	
Drawings.	<u>World Folks</u> (1940)
Use of maps for understanding	
Descriptive illustrations	
Review	
Activities and questions	
Find answers to questions	
Collect pictures	
Make a highway sign	
Write a story of trip	
Trace journey on the map.	<u>Journeys Through Many Lands</u> (1946--) (Present Adoption)
Methods and Lesson Aids	Supplementary Books
Imaginary visits	
Map exhibits	
Tests	
Questions to answer	
Use of exercises	
Can you tell	
Words to explain.	<u>Our Neighbors Near and Far</u> (1933)

TABLE 2--Continued

Methods and Lesson Aids

Supplementary Books

Completion sentences

Making a map

Exhibit for museum

Use of maps

Diaries

Letters

Finding poems Our Neighbors Near and Far--
Continued

Beautifully colored illustrations

Something to do exercises

Make drawings

Unique maps

Action pictures

Make travel record

Asking the globe questions

Things to remember, talk,

and think about Our Big World (1946)

concerned how so many people could make a living, why transportation is important, and how the people travel to and from work.

"Things to do" were also suggested. Drawings, visits to fish markets, sketches, and compositions were the main suggestions. Maps and pictures were freely used as illustrations, but not much emphasis was placed on them.

Barrows and Parker, in their book Journeys in Distant Lands, the 1935 adoption, take the pupil on imaginary journeys by looking at pictures. These pictures have no titles, and the pupils were asked to read a story and decide upon good names for the pictures.

Outcomes of the reading were checked by playing guessing

games, puzzles, and various kinds of "suggest games." These thought-provoking methods were recommended.

World Folks, the 1940 adoption, told in story form, had various types of lesson aids. There were games of "pretend," dramatizations, drawing, completion sentences, and making things to illustrate the stories. For example, it was suggested that Indian life be illustrated with a miniature Indian village, wigwams and all. Correlation was made with the English classes through writing sentences in answer to questions about the lessons.

Journeys Through Many Lands, the 1946 adoption, stressed the use of maps and descriptive illustrations. Many activities and questions were provided at the close of each chapter. Comparison questions, sand table activities, and written exercises integrated the geography lesson with history and economics.

In the supplementary book Home Life in Far Away Lands, thought questions predominated as lesson aids. Our Neighbors Near and Far had an especially good list of lesson aids. The pupils were taken on an imaginary journey and at the end of each trip they exhibited samples of what they had seen in a museum. They kept a diary of what they saw each day, wrote letters describing their trips, and hunted poetry of the different lands studied. Our Big World used large colored illustrations, "something to do" exercises, action pictures,

"asking the globe" questions, "asking the pictures" questions, things to remember, things to talk about, and things to do and think about.

In analyzing the data on methods and lesson aids in geography texts for the last twenty years, it may be stated that there was a constant development of thought-provoking exercises based on actual life experiences. Less and less stress was placed on remembering isolated facts of information.

Subject Matter of Texts

The divisions on subject matter have been divided into three categories: basis of organization, range, and emphasis. Each of these is considered separately. Table 3 shows the basis of organization of the textbooks.

TABLE 3

BASIS OF ORGANIZATION OF SUBJECT MATTER OF SEVEN GEOGRAPHY TEXTBOOKS

Organization	Adopted Texts
Units of study.	<u>Elementary Geography</u> (1928)
Journeys to different places.	<u>Journeys in Distant Lands</u> (1935)
Story form.	<u>World Folks</u> (1940)
Individual trips.	<u>Journeys Through Many Lands</u> (1935)
	Supplementary Books
Visits to homes of different countries	<u>Home Life in Far Away Lands</u> (1928)
Concrete narrative visits to people.	<u>Our Neighbors Near and Far</u> (1933)
Topic form.	<u>Our Big World</u> (1946)

All of the books indicate a steady trend away from the old factual descriptions based on the logic of the subject matter to thought-provoking experience which involve the children and their reactions.

Table 4 gives the range of subject matter of the books over a period of twenty years. The data in the table show that the range is about the same for all the books--a "quick look" at all parts of the world. Parts of North America, South America, Asia, Australia, Africa, and the islands of the Pacific are all included. There are significant differences, however, in the methods of approach. McMurry's Elementary Geography (1928) uses the unit method and studies types of cities, farms, and governments. Journeys in Distant Lands (1935) covers practically the same subject matter, but "visits" outstanding river systems, mountain ranges, and the Mediterranean lands. World Folks (1940) studies the way that people live in these various parts of the world. Journeys Through Many Lands (1946) is an imaginary trip over the highways of the world. Home Life in Far Away Lands (1928) is another study of the people of the world. Our Neighbors Near and Far (1933) and Our Big World (1946) are studies of the relationship of one part of the world to the other. The basic differences in subject matter for these first books in geography are differences in treatment of the same material.

TABLE 4

THE RANGE OF SUBJECT MATTER OF SEVEN GEOGRAPHY BOOKS

Subject Matter	Adopted Texts
World geography	
North America	
South America	
Australia	
Africa	
The United States compared	
with other countries.	<u>Elementary Geography</u> (1928-1935)
Journeys in distant lands	
Rivers in Egypt	
Rivers in Africa	
The Mediterranean Sea	
Mountains in Switzerland	
Rhine River in Germany.	<u>Journeys in Distant Lands</u> (1935-1939)
How people live--selected	
places used as types	
The American Indian	
Fur Trappers	
South Americans	
Eskimos	
Arabs	
Africans	
Swiss	
Dutch	
Chinese	
Japanese.	<u>World Folks</u> (1940-1946)
Trips through many lands	
Across the United States	
The Amazon Basin	
The Seasons	
Land of the Eskimo	
The Congo River Valley	
Egypt	
A Mediterranean Cruise	
Land of the Vikings	
China	
Far Away Australia.	<u>Journeys Through Many Lands</u> (present adoption) (1946--)

TABLE 4--Continued

Subject Matter	Supplementary Books
How people live under different conditions--tropics, deserts, temperate, cold regions, mountains, seas, etc.	<u>Home Life in Far Away Lands</u> (1928)
People of the world	
United States	
South America	
Eskimo Land	
In the Desert	
In the High Mountains	
On the Seacoasts	
Chinese	<u>Neighbors Near and Far</u> (1933)
People of all land and climes	<u>Our Big World</u> (1946)

Emphasis of Seven Geography Texts on Knowledge,
Attitudes, Experiences, or Skills

Knowledge of the world and its people has always been the ultimate objective of the study of geography. It is still the main objective; variations in techniques of teaching, ways of gaining this knowledge, and the ways in which the knowledge is to be used are things that have changed. Table 5 indicates the changes that have occurred in the geography texts that show these variations.

In Table 5 the numbers 1, 2, 3, and 4 have been used to show where the different authors put the most emphasis, according to the investigator's interpretation. This interpretation is based upon a study of the manner of presentation of the subject matter, the use of maps, pictures, and illustrations, and the methods and lesson aids provided at the end of each

chapter. If knowledge was stressed most, a number 1 was put in the column under knowledge. If attitudes seemed to be the next most desirable outcome, a number 2 was put in the column under attitudes. The numbers 3 and 4 were used to show other varying degrees of emphasis. Each book was examined individually, and sometimes the emphasis on outcomes seemed to be in direct contrast with the author's stated or implied purpose in his preface.

TABLE 5
TYPES OF OBJECTIVES AS EMPHASIZED
IN SEVEN GEOGRAPHY TEXTBOOKS

Adopted Textbooks				
Books	Knowledge	Attitudes	Experiences	Skills
<u>Elementary Geography</u> (1928-1935)	1	3	2	4
<u>Journeys in Distant Lands</u> (1935-1939)	1	3	2	4
<u>World Folks</u> (1940-1946)	1	4	2	3
<u>Journeys Through Many Lands</u> (1946--)	2	1	3	4
Supplementary Books				
<u>Home Life in Far Away Lands</u> (1928)	1	2	3	4
<u>Our Neighbors Near and Far</u> (1933)	2	4	1	3
<u>Our Big World</u> (1946)	3	1	2	4

From a study of Table 5, it can be seen that factual knowledge seems to be fairly consistent in getting first place in all the books examined. Experience seems to be stressed second, attitudes third, and skills are emphasized less than any of the other types of objectives.

The degree to which knowledge, attitudes, experiences, and skills are emphasized in each of the geography texts cannot be determined in exact percentage, because no hard-and-fast lines are drawn by the authors. Some idea, however, may be obtained by evaluating the books in terms of these factors. As indicated in Table 5, emphasis on these factors changed during the period under consideration. In the 1928 adopted text Elementary Geography, the major emphasis was supposedly put on arousing the interests of the pupils in geography; in 1946, Journeys Through Many Lands, the present adoption, emphasized the development of understanding among peoples as the major desired outcome. Between these two viewpoints are others which will be discussed individually.

In Elementary Geography, the 1928 adoption, the interest of the child was to be aroused by basing the work on children's interests and experiences. Greater understanding of the subject matter was to be gained through the use of concrete descriptions of typical farms, cities, or governments.

The manner in which the text attempted these things is illustrated by its treatment of Holland. In order to give

the pupils a basis of comparison, the country is compared to Pennsylvania, which had previously been studied. A concrete picture is painted of the country. It is doubtful, however, if the book aroused any great interest of the pupil in its presentation of this country. Description was stressed more than the experiences of the child.

The lesson aids were a combination of "things to do" and "things to answer." The book, in its philosophy, had caught the spirit of the new educational theory, but it could not get away from the traditional "fact-learning" in its procedure.

Journeys in Distant Lands, the 1933 adoption, attempted to describe and explain the relationships existing between man and his natural environment. Understanding of the subject matter of geography is the emphasized factor, and purposeful activity is the suggested technique. Interest and skills are subordinated to these, but they are also desirable outcomes.

Holland, as treated in this text, almost comes alive in the pages. The pupil is introduced to the cities of Holland by reading about a little boy who lived there. A boy's father had many ships with strange cargoes. A study of these gave the pupil an understanding of Holland's location on the sea, and the number and kinds of its waterways. The pupil was introduced to the rural area of Holland by studying the cows and the grasses of the country. The heavy rainfall of the

country, the proximity of the sea, and the products are all interwoven in the study of Holland's pastures.

Purposeful activities in this lesson on Holland were: "fill-in-word" sentences, making a miniature Holland in the sand table, and solving puzzles. Instead of asking questions about the size of the cities and the farm products, thought questions were asked. The following are examples:

1. How does grass help people make a living?
2. Where can you get the most grass?
3. Why do people in the mountains with animals move from place to place, while people in Holland do not?¹⁰

Much progress was made in this book in getting away from traditional methods of learning geography by reciting facts.

In World Folks, emphasis is placed on the development of facts, definitions, and concepts, and on purposeful life experiences. A wealth of factual material is presented on the appearance and customs of the people, their clothing, occupations, products, trade, transportation, and plant and animal life. This material, rich in factual content, is presented in an interesting story form.

The treatment of Holland is illustrative of this style. The country is introduced by a story of the unending fight with the water. Maps and pictures emphasize the water. The reason for so many Dutch windmills in the pictures are explained. The Dutch farmers, Dutch traders, cities, factories, and people are all studied under separate headings.

¹⁰Barrows and Parker, op. cit., p. 110.

"Things to do or think about" make up an important part of the lesson aids. Some of these are as follows:

- Build a Dutch windmill.
- Make a sand table model of Holland.
- Draw a large map of Holland.
- Make sketches of a dike, a polder, a dune, a ditch, a swamp, a breakwater. Then tell what each of these has to do with the people of Holland.
- Pretend you are a windmill. Write your life story.
- Why is Holland a good country for farming and dairy cattle?
- Make a chart of Dutch imports and exports.
- Why would you like to live in Holland? Why not?
- Why do so many people in Holland live in cities?¹¹

It is indicated that enrichment of thought is achieved in this book. Life experiences are utilized in developing the lesson technique and skills in doing things are emphasized. Writing a story, drawing a map, interpreting maps, dramatizing incidents---all of these are skills.

Journeys Through Many Lands, the present adoption, emphasizes the people of countries more than the preceding books in this subject. An attitude of understanding is the aim of the book, with factual knowledge closely related aim.

In its presentation of Holland, pictures are more relied upon to create the desired outcomes than life experiences. The descriptions are not as informative as those in World Folks. The contrast is more noticeable when the lesson aids of the two books are compared. Suggested activities and questions in Journeys Through Many Lands are as follows:

¹¹Smith, op. cit., p. 213.

What is the greatest seaport in Holland? the largest city?
 About how much of Holland is below sea level?
 Name three different kinds of dikes.
 What is Holland's most famous crop?
 Describe the dress of the fisher folk.
 Try to make a Dutch windmill.
 Why don't the Dutch raise more grains and vegetables?¹²

It can be seen that the present geography textbook is not as informative as World Folks and does not base its techniques on life experiences as fully. Although the announced purpose of the book is integration, correlation, and activities, the methods of approach do not realize the objectives to the extent of World Folks.

In the supplementary geography books much the same trends are noticeable as those in the adopted texts. Home Life in Far Away Lands, published in 1928, stressed knowledge and understanding of the way in which people live with second emphasis on attitudes of understanding. Our Neighbors Near and Far, published in 1933, stressed concrete, direct experience. The pupil was taken on an imaginary journey and an attempt made to let him see with his own eyes the lands and people of the world. Holland is toured in the company of Jan and Katrienke, Dutch children. The pupil visits the great canals, looks at the dikes and windmills, and spends a morning at the farm home of the Dutch children. He also takes a trip on a canal boat, visits a Dutch town, makes a shopping trip, and

¹²stull, op. cit., p. 107.

sees what the Dutch people have to sell to the world. One of the interesting activities is keeping a diary of the trip. Building a museum of exhibits is another exciting activity. Suggested activities for a museum on Holland are as follows:

Make a picture of a polder scene. Paint the polders green and the house roofs red. Leave the waterways white. Make a cardboard model of a Dutch house. Do not forget the stork on the chimney.
 Model of a windmill.
 Clay models of Dutch shoes.
 Pictures cut from travel booklets or advertisements showing Dutch scenery.
 Sketch map of the Rhine.
 Model of the dike we make on the sand table.
 Silk, woolen, and cotton cloth, and blue pottery.
 Sugar, nutmeg, cloves, and chocolate.
 Ship model.
 Picture of a diamond ring.¹³

Our Big World, 1946 publication, emphasizes attitudes, developed through life experiences. In the story on Holland a pretended airplane trip is made over the land. Beautiful colored pictures and factual descriptions of ways of living make the story very real to the pupil. Map studies are included on the activities. Thought questions and completion sentences are other means of evaluating the outcomes.

Correlated School Subjects

The extent to which the geography texts endeavored to correlate the subject with others may be determined by an examination of the lesson aids on the study of Holland in each book. Elementary Geography, the 1928 adoption, asks

¹³Carpenter, op. cit., p. 107.

about other regions in comparison with Holland, such as how Holland differs from Pennsylvania and what conditions favor shipbuilding at Antwerp. This is correlation with history, to some extent. Arithmetic is used to compare the size of Holland with the forty eight states of America.

In Journeys Through Many Lands, 1933 adopted text, reading, writing, and arithmetic were all a part of the suggested activities. Completion sentences were read and the missing words written in. Certain numbers of sentence were asked for. Puzzles with five letters or seven letters were outlined.

World Folks, 1940 adopted text, suggested counting the houses in certain localities and figuring the density of population. Drawings of the land were recommended as desirable activities. Debates and writing stories were other activities.

Journeys Through Many Lands, 1946 adopted text, asks questions about the queen of Holland, how much of the land is below the sea level, how does the foreign trade compare with that of other countries, and what does the Zuider Zee mean. Answering these questions requires the use of other subject matter: history, spelling, writing, English, and arithmetic.

The supplementary books followed the same trends. Our Neighbors Near and Far, 1933, was especially rich in correlation and integration of the subject of geography with others.

Keeping a diary, writing the story of the trip, writing letters to boys and girls, visiting the Dutch schools, collecting Dutch pictures, and listening to Dutch music are an integration of almost all subject matter.

Our Big World, 1946, asks about the length of the Rhine River, how long it takes a plane to fly over it, why some plants grow in Holland and others do not? History, arithmetic, English, reading, writing, and even agriculture are woven into the story.

In this chapter the four adopted and three supplementary textbooks have been examined from the standpoint of objectives, methods recommended for teaching and lesson aids, and subject matter included. The latter was divided into three divisions: basis of organization, range, and emphasis. The extent of correlation of geographical books with other fields of learning in the elementary school was also studied.

CHAPTER III

AN EVALUATION OF THE EXTENT TO WHICH CHANGES IN GEOGRAPHY TEXTBOOKS HAVE BEEN INFLUENCED BY CHANGES IN EDUCATIONAL PSYCHOLOGY

The extent to which changes in educational psychology have influenced changes in geography textbooks during the past two decades cannot be presented adequately without a brief review of the changes in educational psychology during the past fifty years, because no extensive changes have been made during the period studied. Practices and procedures, however, follow changes in educational thought very slowly, and the previous changes are still making themselves felt as more study and research is conducted. For these reasons, a brief review will be given of traditional theories of learning and the changes effected by modern theories.

Traditional thought held that the learning process was mechanical and that the Law of Readiness, the Law of Exercise, and the Law of Effect were the laws of learning. The Law of Readiness meant that a pupil would learn when he was ready to learn, the Law of Exercise meant that the more often a person does a thing in response to a certain situation the more likely he is to make the same response in the future, and

the Law of Effect meant that the learning process was conditioned by the satisfactory or unsatisfactory effects upon the pupil.¹ Techniques of teaching based on these laws were drill work and memory work in the school.

Brigham and Dodge, in an investigation of nineteenth century textbooks of geography, report that the early books were encyclopedic and were meant to be memorized.² The books were descriptive rather than explanatory, and causes or relationships were never touched upon. Geography was presented to the pupils from the viewpoint that the world was a sphere and that it was made up of continents and oceans. The names of the continents were then learned and later the names and locations of the oceans were studied. The continents were next divided into their different divisions, and the names of various countries were learned. The last thing studied was home geography. The major purpose of the geography lesson was to aid the child in passing the examinations showing that he had learned the subject.

In a review of the geographical texts of the period Brigham and Dodge made the comment: "All in all, the children of the time must have had a rather hard time unless the

¹E.L. Thorndike, Educational Psychology, pp. 70-71.

²Albert Perry Brigham and Richard E. Dodge, Nineteenth Century Textbooks of Geography, p. 4.

teacher was exceptional."³ There was little or no effort to integrate the geography lesson with the environment or to teach from the standpoint of interest of the child in the subject.

The changes that have occurred in education are described by Reeder as follows:

The last half century has witnessed tremendous changes in the subject matter, the method and the philosophy of education...⁴

New and radical changes have occurred in all types of teaching. These changes have been based on the changes in educational thought. Instead of the Laws of Readiness, Exercise, and Effect, a new conception of learning arose. Reeder says that it used to be possible to teach only one hypothetical faculty of the mind quite apart from other faculties and with little, if any, reference to the body of the child.⁵ Modern educational thought does not accept this viewpoint, but holds that when one teaches a child anything, he teaches the whole child. The basic idea of this theory is that the child learns through understanding. He does not learn by parts, but sees problems as wholes. Once he understands these problems as a whole he can learn its divisions. New laws of learning took the place of the older traditional ideas. They may be summarized as follows:

³Ibid., p. 9.

⁴Ibid.

⁵Edwin H. Reeder, "Method in Geography," The Teaching of Geography, Thirty-Second Yearbook, National Council of Geography Teachers, p. 315.

Learning is facilitated when:

1. The material satisfies a conscious need of the learner.
2. Material is meaningful to the child.
3. Material is suitable to maturation level of child.
4. Material is interesting to the child.
5. One of the "modified-whole" methods is used.
6. Study and recitation are combined.
7. Materials or skills to be learned recur at spaced intervals.
8. Use of both positive and negative concepts.
9. Increasing the number of associations with the material where each association adds some new meaning.
10. Use of praise rather than punishment.
11. Presenting material in such a way that the pupil's response to it is correct and successful.
12. The pupil has a knowledge of the success of his results.⁶

The purpose of the school has also undergone changes. According to the older theory of education, the purpose of the school was primarily to prepare a child for later life. Childhood was a period during which the mind was to be trained in certain skills needed in later life, and stored with knowledge that the adult would need.⁷ Modern education does not accept this idea. Reeder says:

In the first place, the "cold-storage idea of knowledge," as it was characterized by Dewey, will not work. How many adults would care to retake, for example, those examinations in geography upon which they may have received good grades in the elementary school? In the second place, psychology has definitely established that forcing an individual to learn something for which he sees no value or use is a wasteful and ineffective way of teaching. In the third place, this cold storage theory denies to a child the right of true living now

⁶J. Murray Lee and Dorris May Lee, The Child and His Curriculum, pp. 141-159.

⁷Reeder, op. cit., p. 318.

as a child; it forgets that school must consist of real life as well as preparation for life; and it neglects the fact that "only life, full, rich, free, and individual prepares for life."⁸

Corollaries for the teaching of geography resulting from these two principles of modern method are: (1) the child learns by understanding and through comprehension of a whole, not in parts and (2) learning is a life process, not preparation for adult life. Modern principles are summarized by Reeder as follows:

1. The classroom atmosphere should be happy, natural, and free from strain.
2. Attitudes and ideals are more important than primary, easily tested learnings.
3. Geography cannot best be taught in utter isolation from other subjects.
4. Thinking is the central point of method.
5. Concepts of geographical personality grow through thinking and activity.⁹

Under this new theory of learning, the objectives in teaching geography have changed. Barrows states that the chief end in teaching geography is not information, but the ability to think geographically. The outstanding aim of geography is to help make purposeful thinkers and successful doers, not to create animated gazetteers. He further asserts that pupils, in order to think geographically, need something suitable to think about, an inducement to think, and appropriate guidance in thinking.¹⁰

⁸Ibid.

⁹Ibid., pp. 330-331.

¹⁰Harlan H. Barrows, "Some Critical Problems in Teaching Elementary Geography," Geography: How To Teach It, p. 1.

The attempts to provide ways and means of channelling these new ideas and objectives into teaching resulted in a new type of geography textbook. Human Geography is the title given by Brigham and Dodge to a series of geography texts published by Tarr and McMurray in 1900. The volumes in order of usage were Home Geography, The Earth as a Whole, North America, General Geography, South America and Europe, Asia, Africa, and Review of North America.¹¹ Home geography, instead of being introduced last, was used as the basic introduction to the study of geography. Throughout the series casual relations were emphasized and thought questions were provided for review. Collateral reading references were also included and supplementary geography textbooks were introduced.

Elementary Geography by McMurray and Parkins, the first adopted geography textbook to be studied in this investigation, emphasized the new conception of learning in its expressed aims. The following statement is found in the preface:

This text has been prepared from the viewpoint of the child's interests. Each section deals with questions that are interesting to young people. The fact that it is so directly based on children's interests and experiences gives more than the customary guarantee that it will prove successful.¹²

Methods for creating this interest were based on the introduction of type treatments of the various features studied

¹¹Brigham and Dodge, op. cit., p. 26.

¹²McMurry and Parkins, op. cit., p. iii.

in geography. New York City was represented as a type of great cities, a farm in Ohio was described as typical of many others, and the Russian government was treated as a type of government. The subject matter of the textbook was organized into units. Evaluation of this textbook in Chapter II indicated that the aims of the textbook were ahead of its recommended practices and procedures. In actual presentation, the textbook was not too far removed from some of the earlier books which emphasized fact-finding methods. Brill has the following statement in regard to the type study:

The Type Study has as great possibilities as any we have known, but it may become misleading unless care is exercised to keep the study true to actual conditions. Dr. Charles A. McMurray, in his Special Method of Teaching Geography, has presented a masterly study plan, unquestionably sound and practical, but in the use of the plan there has been a failure to build up connections which would integrate the units of study.¹³

Unless some relationship can be established between the units, this type of geography presentation can become "departments" just the same as the continents and other surface features did in the traditional methods. The adopted textbook, Journeys in Distant Lands (1935), aimed to establish a relationship between the child and what was learned. Purposeful learning was to be introduced. Regions instead of types were recommended in studying this geography text. Brill defines this Regional Method as follows:

¹³Edith V. Brill, "What Method Shall We Use in Teaching Geography," Geography: How to Teach It, p. 31.

The Regional Method, upon which some of the best recent textbooks are based, appears to us more like a controlling idea than a detailed procedure. It is a natural, reasonable, controlled examination of a well-defined geographical unit, e.g. climate, productions, population, etc. as the facts are found in a portion of the earth's surface, with only incidental consideration of political boundaries involved. This is an excellent plan for the development of reflective thinking and reasoning, leading to the use of good judgement.¹⁴

Purposive thinking is emphasized in the content of the textbook. The pictures have no captions--the pupils are asked to name them after reading content. Thought-provoking games and puzzles are lesson aids. Many of the laws of learning are utilized here--material is meaningful, material is interesting, study and recitation are combined, and the pupil has a knowledge of his results. The textbook very closely reflects many of the changes in educational thought.

World Folks, the 1940 adopted textbook, studies how people live and bases its methods upon life experiences. These experiences are not aimless busywork, but purposeful activity. They reflect educational theory in this. A recent publication, Learning the Ways of Democracy, has this comment on purposeful life experiences:

Thought and action fortify one another. A school program which emphasizes democratic living for its students is essential, but so also is a program which requires students to be thoughtfully conscious of their experience and able to generalize from it. Separated

¹⁴ Brill, op. cit., p. 31.

from thought, participation in supposedly democratic activities deteriorates into meaningless "busy-work."¹⁵

Journeys Through Many Lands utilizes still another law of learning--the preceding textbooks had used it but had not stated it as an aim--geography is not a separate subject but is one that is intimately related to all other subjects. Correlation, integration, and activities are all linked together. Definite relationships between the individual and his environment, the individual and the world, and the individual and society are emphasized.

The supplementary geography textbooks studied follow very closely the adopted texts in their reflection of the changes in educational psychology and philosophy. The more recent of these textbooks stress the development of attitudes more than they do any other feature. The aim here is to help the child, through functional knowledge, understand the problems of other lands and other people, in the hope that this understanding will promote world peace and prevent future wars.

The textbooks, the data indicate, have reflected very closely the changes in educational thought and the changes in social science. Education is regarded today as a life process. Its central aim is to develop a citizenship that is capable of governing itself in a democratic form of government. The

¹⁵ Educational Policies Commission, Learning the Ways of Democracy, p. 43.

child learns to do this not by reading about it but by purposeful life activities. Tolerance for others, cooperation, respect for the rights of all people, regardless of race, color, or religions are some of the objectives of this type of education. The citizen who has a knowledge of how the other part of the world lives, what it does, how it feels, what its problems are, will be more apt to understand and tolerate differences of opinion. Geography has tried to give the child this knowledge, and the changes in the textbooks reflect the gradual development of a world concept.

The changes that have been made are desirable. The classroom atmosphere is much more natural and happy in purposeful life activities than in reciting memorized facts from a book. The development of attitudes and ideals aids the child and remains with him when facts are forgotten. World peace can only be built on understanding between the peoples of the world. If the teachers have attempted to reach some of the newer objectives as stated in the geography textbooks, some progress has been made.

CHAPTER IV

SUMMARY AND CONCLUSIONS

The purpose of this investigation was to study the geography textbooks used in the public schools of Texas for the last twenty years to determine to what degree they have reflected the changes in educational psychology.

Seven geography textbooks were used in the evaluation. Four of these were adopted texts and three were supplementary texts. These textbooks were studied and rated on the following points: objectives, methods recommended and lesson aids, subject matter, and correlated school subjects. In the discussion of subject matter, attention was directed to the basis of organization, the range of materials, and the relative emphasis on knowledge, interest, skills, and attitudes as outcomes of teaching.

The changes in educational psychology were briefly presented in Chapter III and the geography textbooks studied in the light of these changes. The extent to which the changes were desirable were documented from educational literature.

The conclusions reached from this study are:

1. The geography textbooks have reflected most of the changes in educational psychology in the past twenty years.

2. The changes noted are largely based on what the authors of the textbooks say are the objectives and desirable procedures to be used; the actual material for children's reading is largely factual in nature and to some extent based on the internal logic of the subject materials.

3. The recent changes in educational thought as they affect geography teaching may be summarized as changed concepts of how children learn, for drill and memorizing are no longer considered adequate processes for learning in any field.

4. The recent geography textbooks have emphasized life activities, interesting experiences, and the development of ideals and attitudes.

5. These changes in textbook structure and content have the support of most educational authorities.

6. If the teachers would study their geography textbooks closely and utilize the proposed lesson aids and helps developed by the authors for their use, they should be able to make real progress in presenting geography as a human subject intimately related to the everyday lives of children.

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