

THE UNIVERSITY OF MANITOBA

A COMPARATIVE STUDY OF ELEMENTARY
GEOGRAPHY PROGRAMS IN VARIOUS PARTS
OF CANADA AND UNITED STATES OF AMERICA

BEING A THESIS SUBMITTED TO THE COMMITTEE
ON POST-GRADUATE STUDIES IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF EDUCATION

BY

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This thesis starts by defining Geography according to authoritative sources in order to set up criteria for judging the various geography programs authorized by the provincial or state departments for Grades IV, V, and VI. Each program or curriculum was then examined in the light of these criteria for its major objectives in geography; its content of courses; and the use of textbooks and other materials provided or recommended for teaching geography.

It was found that each of the Departments set forth fairly similar objectives--some briefly, while others were given in considerable detail. The objectives did not differ significantly from authoritative opinion.

The major differences between provinces appeared chiefly in the content of the courses. At the grade four level the majority of the programs stressed local geography with a comparison of life in distant communities. California and Wisconsin made very little reference to other communities at this level. The program for grade five showed more differentiation in that a few departments such as Manitoba, California, Saskatchewan and Alberta devoted most of the time to History, while others such as Newfoundland, North Dakota and British Columbia provided a more strictly geographical program. At the grade

six level the chief difference lay in the extent of regional geography included. Some programs, such as Alberta and Saskatchewan are limited to Canada, while others such as New York and British Columbia include most of the Continents. Manitoba and most of the others have restricted the regional content to two or three Continents. It was also noted that most of the provinces and states have included, at one level or another, studies of occupations and the elements of geography.

The reference to textbooks and other materials recommended in the various curricula varied from practically nothing in the Wisconsin program to a very extensive listing of textbooks, reference books, radio programs and visual aids in British Columbia.

The concluding chapter makes a summary of the chief objectives recommended or commonly expressed in the geography programs; the content of the various courses; and the teaching aids available. The chapter also includes a number of suggestions for the reorganization of the geography Curriculum at the Elementary Level in Manitoba, the program of which occupies an average position only when compared with other departments.

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CHAPTER I

INTRODUCTION

Purpose:

The purpose of this study is to compare the Manitoba Department of Education program of studies in Geography for Grades Four, Five and Six, with those of other provincial and state departments and with those suggested by leading geographers. From this study it is hoped to provide some concrete suggestions for the improvement of the Manitoba program in Geography. The need to improve the Geography program has taken on a new and vital urgency since the end of World War II¹, because many people, not merely geographers, in different parts of United States and Canada have begun to realize and advocate the value of geography in war, and in the promotion of real and lasting peace between men in all regions of the world.²

Definition of Geography:

In reviewing the program of Studies for a number of the provinces and states, it was found that some of the Departments had combined Geography with other subjects such as History, Civics and Science, under a general heading of Social Studies. They had not only dropped the name Geography, but had combined the work and activities in such a way as to make it somewhat difficult to

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1. Henry J. Warman, Geography, Journal of the Geographical Association, Princess St., Manchester 1, No. 167, Vol XXXV, Part 1, Mar. 1950, P. 33.
 2. G. M. Whipple, The Teaching of Geography, Thirty-second Year Book, National Society for the Study of Education, University of Chicago Press, Chicago, Ill. 1933, P-472.

recognize what is actually geography. It is, thus, very important that we have at the beginning a clear conception of what geographers and others are referring to as geographic material or content. The following selected definitions express fairly accurately the field of geography as seen by a geographer, a curriculum maker and a disinterested person.

(1) Preston says, "Geography is the study of the earth, including its physical structure, its resources and its life."³

(2) The Newfoundland Curriculum states that "Modern Geography is the study of the earth in its relation to mankind. It is the study of how human beings adjust themselves to their surroundings, especially to such physical surroundings as earth, air and water."⁴

(3) Webster defines Geography as "The science of the earth and its life; especially the description of land, sea, air and the distribution of plants and animal life including man and his industries."⁵

These definitions all have one idea in common that geography is the study of the earth in relation to man. This will be used in deciding what is commonly accepted as geography, and to distinguish it from the other subjects which have been combined with it.

3. Ralph C. Preston. Teaching Social Studies in the Elementary School. New York, 1950, P. 156.

4. Newfoundland. Handbook to the Course of Studies, Social Studies. Department of Education, St. John's Newfoundland, 1945, P-10.

5. Merriam Webster, Websters Collegiate Dictionary, Fifth Edition, G. and C. Merriam Co., Publishers, Springfield, Mass. U.S.A. 1936.

The presence or absence of material concerned with the study of the earth in relation to man in the curriculum will become the essential criterion of this study.

Specific Problem:

The parts of the geography program which will be considered in this study are; objectives, content, texts, materials and references as listed in the various programs of studies.

The grade levels selected for this study are chiefly Four, Five and Six, but in a few instances grade Three alternates with grade Four and similarly grades Seven and Six. In such cases these courses will be included. These grades include most children between the ages of ten and thirteen. It is between these ages that geography is almost always provided in Courses of Study.

The standards for judging the Manitoba program will be found in the writings of authoritative authors and, also, to some extent those found in the majority of the departmental bulletins.

The sources of data used in this study are the ^{most recent} curricula and bulletins supplied by each of the selected departments and the books and articles written by geographers as listed in the Bibliography.

The Plan of Study.

The following chapter will contain a survey of relevant authoritative sources to discover:

- A. The major objectives of the Elementary School Geography program.
- B. The content of Courses in Geography recommended for Grades Four, Five and Six.
- C. The use of textbooks and other materials in studying geography.

Subsequent chapters will deal with the programs of each of the selected states and provinces in the light of the ideals and principles discussed in Chapter II.

The final chapter will be a summary of the major findings of this survey in order to facilitate a final comparative evaluation of the Manitoba program. This will be followed by suggestions for improvement of the program in the light of common practice in other areas and the recommendations of leading geographers.

CHAPTER II

Survey of Relevant Research and Authoritative Opinion

A. Major Objectives:

In order to evaluate and offer suggestions for the improvement of a current program of studies, it is necessary to examine the general progress made in content and materials used during the past fifty years or more, so as to distinguish what has or has not been of a practical or permanent nature.

For the period from 1900--1930, Norah E. Zink⁶ has made a survey of geography teaching. In her survey she found 82 studies on the Teaching of Geography. Of these only 35 were published and the rest were in the form of Master's and Doctor's Dissertations.

Two, only, of these studies, Gills⁷ in 1927 and Gibbs^{8a} in 1907, appear to be somewhat closely related to the present study in that they alone deal with the objectives, content of courses, textbooks and other materials used in the study of Geography.

Gills' thesis on the "Present Status and Trends of the Theory involved in the Elementary Schools", gives an indication of the position of Geography in the early part of the century in

6. G. M. Whipple. Op. cit. P. 431.

7. Ibid. P. 449.

8a. Ibid. P. 449.

most of the United States, and exhibits, in particular a contrast, with the present day ideals found in the present study, as indicated by the following conclusions of Gills' Thesis given briefly by Norah E. Zink.

"1. The Concepts of education in geography teaching are preparations for later life and adjustments to social and physical environment."

"2. Methods are adapted to a development of uniformity and standardization, with little provision for individual differences or for development of initiative and creativeness."

"3. Aims are utilitarian to a large degree and are stated in terms too general and often not clear."

"4. Attempts are made in only a few cases to set up minimum essentials."

"5. Textbooks are considered the chief source of material, with little or no attempt to use field study or supplementary material."

"6. There is a tendency to supplant mere memory of facts with ability to grasp meanings, apply principles, arrange materials and solve problems." 8b

Judging from the majority of the curricula studied in this survey, as well as recent geographic opinion, it would appear that all of these conclusions have changed considerably, and in some cases the reverse ideals hold true. For example, (1) more stress is placed on the importance of creating interest among the pupils concerning their adjustment to their social and physical environment while in school rather than a preparation for later life.

(2) More emphasis is put on the provision for individual differences and the development of initiative and creativeness through field study and abundance of reference books rather than a development of uniformity and standardization.

(3) Aims ^{and} ~~and~~ objectives as later indicated in Table 4, Page 31, are more practical and concise.

(4) Maximum courses have been set up by Departments such as British Columbia and Pennsylvania so that teachers can choose materials best suited to their classroom.

(5) Textbooks are still considered as an important sources of materials, but should be supplemented by an abundance of reference books, films, maps and field trips.

(6) A genuine understanding and appreciation of man's relationship to his environment appears to be more important than the learning of so many facts or principles.

According to Gibbs' Thesis of 1907 on the methods of teaching Geography, there had been very few changes in the kind, amount and arrangement of facts given as materials for teaching geography for several hundred years. He also suggested that in the early part of the century the program of the elementary school was too closely restricted to the textbook with little regard for the age or ability of the children.

The research carried out in the thirty years (1900--1930) in geography was very small compared with the amount done in other subjects such as reading and arithmetic in the same period, thus indicating the lack of interest in geography as a school subject. However, these few studies have been of the most outstanding value in that they have stimulated many others to delve into the values and need for the teaching of geography in the Elementary School. They have shown the deficiencies of the geography courses in the preceding years and have pointed out the growing need for a much greater direction in geography study, a

clearer statement of the objectives and also a need for the determination of minimal essentials of some kind at each grade level.

Since 1931 much has been written in the field of geography as indicated by the extensive bibliographies given by Fairgrieve⁹ and Scarfe¹⁰. These authors as well as men like Mackinder, Taylor, James and Hartshorne have done much to bring Geography to a higher level of importance in our school program in the last twenty years. In general the authors agree with one another and express similar ideas, but each, also, adds something different to the general thought on the subject.

The Unesco Handbook by Scarfe is very closely related to this study in that it points out many of the modern objectives of geography, indicates the general content of the courses commonly recommended for use in the elementary grades and also discusses other materials and references used in the teaching of geography.

These suggestions from the Unesco Handbook, which are relatively recent, will be referred to again following a brief review of a number of other authors of the last twenty years in respect of the aims or objectives of the geography courses.

Writing in 1934, in collaboration with Isaiah Bowman, Rose B. Clarke, a noted American geographer, lists the three major aims of geography in a Report of the Commission on the Social Studies as:

"1. To encourage the child to reflect upon his immediate surroundings.

9. J. Fairgrieve, Geography in School, University of London Press, 1949, Pp. 400-412.

10. N. V. Scarfe, ~~Unesco~~. Handbook of Suggestions on the Teaching Geography. Unesco, Paris, 1950, PP. 85-93.

"2. To stimulate thought and imagination about the world in which he lives.

"3. To help him realize how as civilization advances, communities come to depend upon one another for the necessities and comforts of life."¹¹

These aims are definitely of a modernistic view point as compared to Gills' findings, in that they stress the child and his environment and also the interdependence of communities for the necessities of life.

Thralls and Reeder in "Geography in the Elementary School" published in 1932, stress another objective. They suggest providing a cultural background so that children can read more intelligently newspapers or magazines dealing with geographic locations and understand more fully the activities of other people. They say that,

"Children's reading is influenced by geography in two ways; through redirection and through making what is read more meaningful. Children turn with greater interest to books of travel and description dealing with any region which they have studied. They have acquired associations and interests which make them conscious of such books. Furthermore, they read with greater satisfaction because they have a background upon which to build; they have a basis which assists them in the comprehension of distant places and people."

"Children are always interested in human beings and through a study of geography this interest develops into a deeper appreciation of other peoples and their activities. Their own and other peoples' activities become more significant as intellectual perspective is acquired."

"A large percentage of the rank and file of the people of all nations must have the vision and the ability to see social, economic, and political problems on a world scale."

11. Isaiah Bowman, Geography in Relation to Social Sciences. Report of Commission on the Social Studies, Part V, Charles Schribners' Sons, New York, 1934, Pp. 247-249.

"If children are going to read intelligently and with discrimination, a considerable background of fundamental principles, generalizations and locational geography is essential."

"Aside from its application to the immediate problems of business and political life, geography adds much to children's present and future understanding and enjoyment of life. Geography has a cultural value. In teaching children how to live, as well as how to earn a living it makes a distinct contribution."¹²

These modern objectives have been accepted by most of the provincial and state departments as well as by the recent authors on Geography teaching. Thralls and Reeder have stressed in particular in these few quotations, six main objectives which have been tabulated in Table 4, page 31.

- (1) Promotion of international good will.
- (2) Interdependence of people in various parts of the world.
- (3) Understanding of present day living.
- (4) Increasing reading vocabulary or ability.
- (5) Improving child's judgment.
- (6) Developing interest in geography.

Thralls adds to this list of objectives in "The Teaching of Geography" published in 1933. Here, she recommends the following major and ultimate objectives of teaching geography.

"The major objectives of geography instruction is to assist in the development of the child through giving him a knowledge of the interrelationship existing between man and his natural environment in specific regions and an ability to apply such knowledge in solving the problems of living."

"The ultimate objectives gained will be:

12. Zoe A. Thralls and Edwin H. Reeder, Geography of the Elementary School. Rand McNally and Co., New York, 1932, Pp. 24-33.

(1) A knowledge of geographic facts, concepts and relationships to give more intelligent consideration to current problems, individual, community, national and international."

(2) An understanding of how the varied problems of peoples are related to differences in national environment; and developed through this understanding, an interest in and an open-minded attitude towards the problems, achievements and possible future developments of other people."

(3) A growing power to sense and grasp the economic and cultural interdependence of regions and peoples."

(4) A better understanding of the value of natural resources and the need for intelligent use of them."

(5) The ability to make a worthwhile use of leisure time through the vitalization of local field trips, of more distance travel, and of reading because of an understanding of the interrelationships between man's working, playing, living and the elements of the natural environment."

(6) The recognition and appreciation of the variety of human labor in the major types of regions through the world, arising from an understanding of man's adjustment to his natural environment."¹³

From these quotations from Thralls another six objectives may be stated briefly so as to correspond with those found in Table 4, page 31.

(1) Understanding the effects of location and physical environment on human life.

(2) Development of Citizenship and Democratic ideals.

(3) Understanding natural resources.

(4) Developing individual personality or character.

(5) Achieving a general geographic knowledge.

(6) Obtaining a familiarity with the various occupations.

13. Zoe A. Thralls, The Teaching of Geography. Thirty-Second Year Book of the National Society for the Study of Education, 1933, P. 201.

These objectives have also been ~~elisted~~ listed by most of the provincial and state departments. They are also similar to those expressed by N. V. Scarfe in the Unesco Handbook of Suggestions published in 1950. This volume was written as a report of a Seminar at which geography experts of 23 different nations were making an intensive study of geography teaching for six weeks and should thus be considered the latest in geographic opinion.

The following quotations from the Handbook give the principal objectives expressed.

"The function of geography is to train future citizens to imagine accurately the conditions of the great world stage so as to enable them to think wisely about political and social conditions in the world around them."

"Human life on the earth cannot be understood without reference to its setting and some knowledge of the geography of the whole world is required in order to understand the problems of today."

"The urgent need to study the world stage and not only the national scene is due to the growing interdependence of peoples in all parts of the earth."

"The participants at the Unesco Seminar concluded that there were four main purposes for which geography might legitimately be taught: to encourage children to think for themselves, to prepare them for one of the many careers which demand a knowledge of geography, to increase their enjoyment of leisure-time occupations such as reading or travel, and lastly to provide a training in world citizenship or in other words, to create a spirit of international understanding and goodwill."¹⁴

These paragraphs from the Handbook emphasize in particular the importance of the following objectives.

- (1) Developing higher ideals in Citizenship and Democracy.
- (2) Increasing geographic knowledge.

14. N. V. Scarfe, Op. cit. Pp. 6-7.

(3) Growing interdependence of people in various parts of the world.

(4) Improving the child's judgment.

(5) Increasing the reading vocabulary or ability.

(6) Promoting of international goodwill.

Other objectives as listed in Table 4, Page 31, are suggested in other parts of Unesco Handbook and are also quite commonly expressed in various curricula of the provinces and states.

These authorities have been quoted at length in order to give precise justification for the following selected list of objectives which will be used as a standard by which to judge the curricula of the various provinces and states.

The teaching of geography in the Elementary School should:

(1) Enable the child to understand the effects of location and physical environment on human life.

(2) Increase the child's reading vocabulary.

(3) Widen the child's comprehension of distant places and people and the problem of the interaction of people and places.

(4) Make travel more interesting and enjoyable.

(5) Develop skill in the use of maps, graphs, diagrams and in reading books, periodicals and other sources of information.

(6) Develop responsible citizens, who can solve some of their daily problems and live cooperatively in their community whether nearby or far away.

(7) Develop desirable social attitudes as critical judgment, tolerance, respect and loyalty wherever they may be.

(8) Help in the preparation of the child for certain careers or vocations of life.

(9) Help to develop international goodwill.

These aims or objectives should be found in each program for geography, in brief, or in a more expanded form so that each teacher, and more especially the beginning teacher, may have a clear view of what could be developed from the geography course.

These objectives will be seen as very comprehensive and not necessarily restricted to Geography only. It has been the deliberate purpose of this thesis to interpret geography widely so that the comparisons with the various programs shall be fairly and impartially stated. It has, also, been necessary to state a larger number of aims than one geographer or curriculum would need, in order, that the selected objectives may at least find favour with the majority of leading geographers.

B. Programs of Study:

Since the general programs of studies for the Elementary grades have a considerable variation from one curriculum to another, it is very important for us to consider the viewpoints and suggestions of a number of outstanding geographers so as to discover what is most commonly accepted.

In discussing British Geography, Fairgrieve gives his opinion of the general content for each year. He says:

"It would be better to have in each year regions which hang together in some way, but which have sufficient contrast between themselves to make teaching easy, and have also contrasts with the British Isles to ensure revision of what has been done. One arrangement of work which seems to have those advantages is that in which in each of the three years is taken one of the north-south sections of the world--the Americas, Asia and Australia, Europe and Africa. There is sufficient contrast within each years work to ensure interest. In each year there are contrasts of physical conditions

and there are examples of societies in almost all stages of civilization."¹⁵

This system of using contrasting areas, suggested by Fairgrieve, is now quite commonly used in both Canada and the United States. It is also important to note that the European schools have a geography curricula very much in common with the Canadian and American Departments as indicated by the following quotation from Rose B. Clarke in Bowman's Report of Commission on the Social Studies.

"A summary of the geography curricula in different countries reveals definite similarities and diversities. Among the similarities are the following: In the elementary school, formal geography, which is usually based on detailed study of the community, includes general geography, the geography of the home land and a survey of foreign lands and continents in less detail. The diversities are evident in the sequence of topics, the time allotments for the study of various regions and the plan of introducing the facts and principles of general geography".¹⁶

A more detailed approach to the subject matter has been suggested by Zoe A. Thralls in her list of six principles for the selection of materials for a specialized geography curriculum.

"1. Subject matter in geography should be selected in relation to a functionary knowledge of the interrelations existing between man and his natural environment."

"2. Materials in geography should be so selected and so organized that, at each stage of development, a few important geographic units with clear cut major understanding are treated thoroughly rather than many topics superficially."

"3. All geographic material should be carefully graded on the basis of its relative difficulty."

15. J. Fairgrieve, Op. cit. P. 330.

16. Isaiah Bowman, Op. cit. P. 292.

"4. In determining the emphasis to be placed upon the various major understandings selected as worthwhile, the principles of relative values should be recognized and applied in so far as such values can be determined."

"5. Materials in geography should be so organized that the relation of minor facts and understandings to major understandings is apparent in all cases."

"6. The subject matter should be so selected and so organized, by means of careful study directions providing for specific but varied activities on the part of the learner, as to lead him toward mastery of the interrelations between the human patterns and the natural environment."¹⁷

These principles of Thralls are somewhat vague, but there are a few points worthy of consideration.

(1) Subject matter should be closely related to man and his natural environment.

(2) Courses should be limited to definite units which can be studied thoroughly within the allotted time rather than just superficially.

(3) Materials should be graded on the basis of relative difficulty.

(4) Materials should be well organized.

(5) The subject matter should offer opportunities for varied activities of the pupils.

Using these principles as a guide, we may examine a typical list of topics, such as those submitted by E. B. Wesley in "Teaching of Social Studies in the Elementary School".

"Grade IV. Clothing, farming, occupations, life in foreign lands, industries, geography and geographical regions."

"Grade V. Geography of the United States, of North America, of Western Hemisphere, of Europe, of Asia and

17. Zoe A. Thralls, Teaching of Geography. Op. Cit. P. 207.

Africa, life in other lands, environment, lumbering, mining and fishing.

"Grade VI. Communications, transportation, industries, conservations, world geography, geography of South America, of North America, Africa, Europe and Canada."¹⁸

This program of Wesley's, according to Thralls' principles, allows sufficient variety of activities and a study of relations between man and his natural environment but is rather too extensive in the number of topics suggested. Thralls recommends the use of a few important geographic units with clear cut major understandings to be treated thoroughly rather than many topics superficially.

In contrast with this program Thralls sets up a general plan of programs based on three levels of difficulty, one for each grade. In the fourth grade the child is presented with a series of units which confront him with direct, simple geographic relationships that are both interesting and comprehensive to him and that can be understood and expressed by the use of tools he can manipulate readily.

Thralls' Committee believes that the main points in planning a fourth grade program are:

"1. that there should be included in it, representatives of regions in very low latitudes, in middle latitudes, in high middle latitudes, of polar regions and regions in both hemispheres."

"2. that these regions should be such that most of the things people do in them are related directly and simply to a few very outstanding natural facts: and

18. E. B. Wesley, Teaching of Social Studies in the Elementary Schools, D. C. Heath and Co., Boston, 1946. Pp. 28-31.

"3. that progressions through these regions in a northerly or southerly direction is desirable in helping a child to see gradual changes in seasons and length of day and night."

"The Committee recommends a selection for grade four as follows:

1. The Sahara and its Oases.
2. Mediterranean Coast lands.
3. Switzerland.
4. The Netherlands.
5. Lapland, Eskimos or Greenland.
6. North Polar Regions.
7. Antartica.
8. The Amazon.
9. The Congo.
10. World view."¹⁹

From these, and previous recommendations, the following major understandings may be suggested for the fourth grade program.

(1) An understanding of relationships of food, clothing, shelter, means of travel and simple types of work, were a few natural facts such as marked aridity, are outstanding and where much of what people do is explained by such striking natural facts.

(2) An initial understanding of the world based on the relation of simple human activities to simple types of natural environment at varying distances from the equator. It is to be noted that these understandings involve only relationships between kinds of work, play, and living on the one hand and outstanding features of the natural environment on the other hand; such items as distribution of people and of work are not included.

Thralls also gives an excellent resume of the program in both grades Five and Six, which may be found in Appendix A. As

19. Zoe A. Thralls, Op. Cit. Pp. 218-226.

with the Grade Four program, they are well planned, but may, depending on the teacher be somewhat beyond the comprehension and interest of the average pupils,

Thralls recommends that under each section in Grade Five, that particular attention be placed on:

(1) Agriculture--including grazing, mixed farming, truck farming, irrigation farming, market gardening, dairy farming, etc.

(2) Mining.

(3) Fishing.

(4) Manufacturing.

(5) Logging and lumbering.

These topics appear to be especially well suited to this age level, where children are beginning to take an active interest in their environment and are vitally concerned with the activities of men in the various occupations.

At the Grade Six level the main emphasis, according to Thralls, should be placed on the study of the two Continents, Europe and Asia with special stress on the major work activities, distribution of population, standards of living, and other characteristic human items in a specific country as related to the natural environmental conditions.

A more recent approach to the study of Geography in the Elementary Grades has been prepared by the Unesco Committee in the Handbook. The main ideas of this report may be found in Appendix B. In brief, according to the author, the main stress should be placed on the study of the homeland, with comparisons to sample communities in various parts of the world rather than

a detailed study of a continent or two as suggested by Thralls. Such contrasting studies should help the child to understand his own environment in a more clear and comprehensive manner.

The suggestions from the Handbook provide plenty of materials for developing a very practical and interesting course without too many demands or requirements which might overcrowd the course. This allows more time for creating interest and enthusiasm in geography.

Another writer, Olive Garnett, in "Fundamentals in School Geography" gives her opinion as to what the Elementary child should know by the end of Grade Six. She lists the following:

"(a) The names, shapes and relative position of the continent and oceans, with some clear realization of their relative sizes; a little about their major surface features, eg., where there are vast areas of level country or mountain ranges, etc., where the greatest rivers flow. (The Nile, Congo, Amazon, etc.)"

"(b) The position of the most important countries on each continent and the names and position of some of the great cities of world importance."

"(c) Some facts of interest and importance concerning a few countries or regions and production, trade and transport; a little about climatic differences and possibly about the characteristics of some of the major natural regions."

"(d) Meanings of such terms as port, market, range, plateau, pass, valley, delta, etc."²⁰

This program by Olive Garnett, although not given in detail, seems to show, as does the preceding one by Unesco, greater consideration for the age level of the pupils in Grades Four to Six. It is hardly conceivable that children of this age can develop a real interest in so many regions in such a short period of time as was suggested by the programs of Wesley and Thralls. Such an extensive program would not allow a child time to con-

20. Olive Garnett, Fundamentals in School Geography, G. G. Harrop and Co. Ltd., London, 1934, P. 36.

sider his own environment, gain much enjoyment in living or fulfill a number of other objectives expressed earlier by the authoritative writers. Nevertheless it was necessary to consider them all to make sure that no relevant details were omitted. The newer programs, however, seem to provide for material better adapted to the needs and age of the children.

From the preceding survey of authoritative opinion concerning the program of studies, the following arrangement of topics for the three grades, would appear to be quite justified as a standard for judging or comparing the programs of the various states and provinces.

Grade IV.

A selection from the following topics should provide a comprehensive study, and should, of course be dealt with at a level suitable to the ability of the children in the class.

1. Local geography.

2. Life in distant communities such as;

- (a) Amazon or Congo Basin.
- (b) Mountainous Regions such as Switzerland.
- (c) Lowlands, such as the Netherlands.
- (d) Polar Regions.
- (e) Mediterranean Coast Lands.
- (f) Desert lands.

3. General discussion of the following topics in the above areas:
 - (1) Food, clothing and shelter.
 - (2) Travel.
 - (3) Types of work or occupations.

Grade V.

1. Geography of North America.

2. Occupations such as lumbering, mining, fishing and agriculture.

3. Distribution of population in relation to the natural environment of the regions.

Grade VI.

1. Geography of two or three other continent such as South America, Europe and Asia.
2. Geographic terms.
3. Use of maps, globes and atlases.
4. The effects of position structure, relief, climate, soil and minerals.
5. Occupations such as transportation, communications, commerce and industry.
6. Textbooks, ReferencesBooks and other aids to Geography teaching.

The use and provision of geography teaching aids have been radically changed during the past fifty to one hundred years. Thus it is essential that our modern program of studies should make reference to as many ^{aids} ^{aids} as possible so that each teacher may draw upon these resources to the fullest extent.

This section is thus a resume of some of the geographer's opinions and suggestions on the use of these aids in teaching geography.

During the nineteenth century, according to Munroe,²¹ most of the American schools teaching geography followed one method--the pupils memorized the words of the textbook without, as a rule, any real comprehension of the meanings or significance of the materials studied. During this period a number of text-books were published by such authors as Emma Wellard, Woodbridges, Smiley, Worcester, Parley, Smith, Cornell, Cotton and Fitch,

21. Paul Munroe, A Cyclopedia of Education, New York, MacMillan Co. Vol. 3, 1926, P. 33.

Frye and Tarr and McMurray.²² The earlier texts placed most of the emphasis on physical geography, but the later ones began to show some interest in the human side of geography. By 1900 the human side of geography had become more significant and was given more adequate consideration.

According to the Unesco Committee, textbooks are now universally accepted as a necessary aid to teaching.²³ They help to consolidate and extend the work, but have a tendency in many cases to cramp or limit the activities of the geography class. The textbook should not only contain factual materials, but should provide opportunities for the children to organize and discover relationships for themselves. The use of laboratory workbooks under the guidance and help of the teacher can, also, do much to improve the geographical thinking in the class.

In recent years, as evidenced by discussions at Teachers' Conventions, many teachers have become firmly convinced that not only is a textbook essential, but many other aids such as supplementary reading, pictures, maps, films, radio and outdoor excursions are needed if school geography is to be a full and realistic study of places and people.

The supplementary reading should enable pupils to gather factual material as well as provide independent reading suitable for the children at all levels. The supplementary reference list should include such books as:

22. G. M. Whipple. Op. cit. P. 9-26.

23. N. V. Scarfe. Op. cit. P. 56.

1. Yearbooks.
2. Encyclopaedias.
3. Geographical reviews and articles.
4. Travel books.
5. Books of fiction having an authentic geographical background.
6. Albums and Scrapbooks prepared by the pupils and teacher.
7. Other textbooks.

The use of Pictures in the classroom for Geography teaching have been discussed by G. M. Whipple²⁴ and by the Unesco Committee.²⁵ They suggest that many useful pictures can be collected over a period of time from newspapers, magazines, and other sources. These should be filed in suitable containers so as to be readily available for classroom use. The pictures should be simple, and clear and show some human activity or settlement in its natural environment. It is important that the pictures be up-to-date and typical of an area thus depicting life as it would ordinarily be seen. Pictures that show signs of human activity in its natural setting are of high geographic quality because they show or suggest what men actually do, and the kind of places in which they work. They, also, show ways in which the natural and cultural facts help to explain the adjustments people have made to their natural environment.

The Unesco Committee have also provided an excellent resume of the uses of maps and globes, Pages 52-55. From this it

24. G. M. Whipple, Op. cit. P. 163.

25. N. V. Scarfe, Op. cit. Pp. 45-48.

would be indicated that the use of certain types of maps in the elementary grades can hardly be over stressed, provided the children are learning to read them intelligently.

The following are a few of the types of maps recommended for the elementary grades.

1. Wall maps made by the children and teacher.
2. Physical-political maps.
3. Economic geography maps.
4. Outline maps printed on black material.
5. Maps showing climate, vegetation and population.
6. Globes.
7. Atlases.
8. Large scale maps of small areas.

In all cases the maps should be clearly drawn and printed. They should be of a convenient size and without too much detail. It is preferable for each map to have only one central idea.

In recent years the use of films for teaching geography have become quite widespread. They have, of course, much the same use as pictures. The two main types of film are the film strip and sound films. The filmstrips are by far the cheaper and are especially valuable in that they are easy to operate as well as being very flexible in use. They can be stopped and turned backwards without any difficulty and thus permit more discussion and questioning during their showing.

The sound films are often of an excellent quality, but extreme care must be taken with their use. They should not be introduced for their entertainment or for relaxation in the class. Like pictures, the films must give a typical and true impression if they are to contribute to a proper understanding of the lives

of people and of places.

The use of radios in the classroom is, as yet, quite limited, but may become more practical when schools are equipped with tape recorders or other machines that will enable the teacher to repeat or control the radio program, and thus use them when they fit properly into the lesson series.

Other aids to geography teaching such as field trips, museum visits, and model construction have a definite place in the elementary grades. Their use depends to a large extent on the location of the school, the responsiveness and interest of the pupils, and the resourcefulness of the teacher.

Complete information concerning all of these teaching aids should be available in the program of studies, so that all teachers will be able to use as many as are practically possible. The bare fact that they are recommended by the local department will often help the teacher in many areas to convince the local school boards of the need or advantages for more adequate teaching facilities. It is not expected, however, that every teacher should have or use all of these suggestions in one school, but there is, in general, a great need for more equipment or teaching aids for making geography a more interesting and realistic subject in the elementary school.

The various programs, will thus be examined to find out to what extent they have provided this much needed information in their programs of studies, or have recommended the appropriate use of the materials.

It is with these three topics: Objectives, program and teaching aids, fully in mind, that it is possible to evaluate the Manitoba Geography program for Grades IV, V, and VI.

CHAPTER III

Manitoba

The Manitoba Curriculum²⁶ for the Social Studies in the Elementary Grades is published in a separate bulletin, and includes both Geography and History. The Manitoba program, unlike many others, stresses Geography in Grade Four and omits it in Grade Five. At the Grade Five level geography is practically forgotten except where an individual teacher can emphasize it in the Units on Exploration and Discovery of Canada. Manitoba, however does provide a reasonably adequate program in geography at the Grade Four and Grade Six levels, which is quite in line with that of the authoritative writers. This lapse of one year would not be so serious if it were not for the fact that very little geography is provided in Grades Seven, Eight and Nine. It is not until the Grade Ten World Geography Course that the child receives any adequate teaching in Geography. By this time many of the fundamentals and skills are practically lost. Many of these need continuous growth throughout the school years so as to be retained for the future.

The Tables I, 2, 3 and 4, on pages 28, 29, 30 and 31 are included in this Chapter so as to show the relative position of Manitoba in regards to the main topics used at the three levels, 4, 5 and 6, and also the objectives expressed throughout the program. They will, also, be referred to frequently in the following chapters.

26. Manitoba. General Introduction and Social Studies, Grades I-VI, Province of Manitoba, 1950.

TABLE I - REGIONAL CONTENT

	Man.	Sask.	Alta.	B.C.	Ont.	Que.	Nfld.	Penn.	N.D.	Cal.	Wis.	N.Y.	Harper	Thralls	Wesley
1. Local Regions	4	456	4	4	4	4	5	4	5	45	4	45	4	4	4
2. Amazon or Congo	4	4		4		4	45	4	45			4	4	4	
3. Egypt or Arabia	4	4		4		4	4	4	4			4	4	4	
4. Mediterranean	4		4	6				4	4		6		4	4	
5. Mountainous Regions	4	4		4		4	45	4	4			4	4	4	
6. Islands as Japan	4		45	6	4		45		45	6		4			
7. Norway & Sweden	4	4	4	4		4	4	4	4			4	4	4	
8. Lowlands	4	4		4			4	4	4				4		
9. Canada	6	56	45	5	6	5	6	5	5	6	5	56	45	5	56
10. United States	6		44	5		6	6	5	5	5	5	56	5	5	56
11. Mexico, Central America	6			5	4	4	6	6	5	4		456	5		
12. South America	6		4	5	4	4	456	6	5			56	6	6	56
13. British Isles				56	4	6	5		6	56		6	6	6	
14. Europe		5	4	6	6	6	45		6		56	456	6	6	56
15. Asia		4	4	6		4	45		4		6	456	6	6	5
16. Africa				6	4	4	56		6			456		6	56
17. Australia	4		4	6			45	4				56		6	

NOTE - Numbers 4, 5 and 6 refer to Grade Level.

TABLE 2 - OCCUPATIONS

	Man.	Sask.	Alta.	B.C.	Ont.	Que.	Nfld.	Pen.	N.D.	Cal.	Wis.	N.Y.	Harper	Thralls	Wesley
1. Agriculture	456	4 6	45	456	4 6	45	45	5	456	5	4	56	45	56	4
2. Communication	4 6	56	4 6	4	4		456	56	45	456	6	456	6		6
3. Fishing	4 6		5	45	6	5	56	4	456			56	45	5	5
4. Forest or Lumbering	6	4	5	5	4 6	45	5	5	456	5	4	56	45	5	5
5. Fur trade	456	56	4	5	6	5			4	4			45		
6. Mining	4 6		45	5	4 6	5	5	45	56	45	4	56	45	5	5
7. Manufacturing	56	4	5	45	4	45	5	45	45	5		56	456	5	4 6
8. Recreation	4 6	56	45	45		5	5	456	45	45	45	4	56		
9. Transportation	456	56	456	4	4 6	5	45	456	456	456	6	456	456	4	6
10. Producing and Distributing			4	4	4	5	5		5	4			6	6	
11. Occupations in general		456	4		4	4	6			6	5	56	6	4	4
12. Trading			456	5	4	45	56	5	456		4		6		

NOTE - Numbers 4, 5 and 6 refer to Grade Level.

TABLE 3 - ELEMENTS OF GEOGRAPHY

	Man.	Sask.	Alta.	B.C.	Ont.	Que.	Nfld.	Pen.	N.D.	Cal.	Wis.	N.Y.	Harper	Thralls	Wesley
1. Weather or Climate	456	456	456	4 6		5	456	456	456	4 6		5	456	5	
2. Map Work	56	56	456	456	456	456	456	456	456	6	4	4	456	5	
3. Geographic terms	4 6	56	456	45		45	456	45	456	6			6		
4. Natural resources	6					5	5	4	456	5		56	456	5	
5. Population			5			5	5	4	456				5		

* Detailed information not given.

TABLE 4 Aims and Objectives

	Man.	Seak.	Alta.	B. C.	Ont.	Que.	Nfld.	Pen.	N. C.	Cal.	Wis.	N. Y.	Unesco.	Thralls
1. The effects of location and physical environment on human life.	x	x	x	x	x	x	x	x	x	x	x	x	x	x
2. An ability to read maps.	x	x	x	x	x	x	x	x	x	x	x	x	x	x
3. A familiarity with the various occupations.	x	x	x	x	x	x	x	x	x	x	x	x	x	x
4. A general geographic knowledge.	x	x	x	x	x	x	x	x	x	x	x	x	x	x
5. A development in Citizenship and Democracy.	x	x	x	x	x	x	x	x	x	x	x	x	x	x
6. An understanding of natural resources.	x	x	x	x	x	x	x	x	x	x	x	x	x	x
7. The dependence of man on the climate.	x	x	x	x	x	x	x	x	x	x	x	x	x	x
8. A knowledge of the meanings of symbols and terms.	x		x	x	x	x	x	x	x	x	x	x	x	x
9. Interdependence of people in various parts of the world.	x	x		x	x	x	x	x	x	x	x	x	x	x
10. Promotion of international good-will.	x	x	x	x			x	x	x	x	x	x	x	x
11. Promotion of racial and religious tolerance.	x			x		x	x	x	x	x	x	x	x	x
12. An understanding of present day living.	x		x	x	x	x	x	x	x	x	x	x	x	x
13. Understanding of size and position of water and land areas.	x	x	x	x	x	x	x	x	x	x			x	x
14. To increase reading, vocabulary or ability.	x	x	x	x	x	x		x	x	x	x	x	x	x
15. To improve child's judgment.	x	x	x	x			x	x		x	x	x	x	x
16. To develop individual personality or character.	x			x	x	x	x			x	x	x	x	x
17. To develop interest in geography.	x		x	x	x	x	x	x	x	x	x	x	x	x

The objectives and content of the Manitoba Curriculum are given in more detail in Appendix C. The objectives listed follow quite closely those given by Thralls and Unesco, as will be seen in Table 4, on page 31. The seventeen objectives referred to in the Table seem to be fairly commonly stated in the various curricula as well as in the writings of such authorities as Thralls and Unesco. The degree to which the individual teacher may hope to reach these fine objectives depend on several vital factors which differ considerable from school to school.

1. Classroom facilities such as maps, atlases, reference books, etc.
2. Local environment and the extent to which it can be used.
3. General ability and interest of pupils within the class.
4. The background of geographic knowledge or experience of the individual teacher.

The Manitoba program for Grade Four is quite similar in content to that of British Columbia, Quebec, Saskatchewan, New York and Pennsylvania. This may be seen from Tables 1, 2, and 3 on pages 28-30 on Regional Content, Occupations and Elements of Geography. The program, also, follows much the same plan of work as recommended in Chapter II, as being a course embodying the main features suggested by several authoritative geographers. The program at this level is especially designed to give the child as wide a view of the different world communities as possible, and at the same time develop within them the need for social development and their dependence on the rest of the world for their food, clothing and other essential materials.

At the Grade Five level Manitoba varies considerably from some other Departments and also from the recommendations as put

forth by the authors referred to in Chapter II of this Thesis. The Manitoba Course is almost entirely historical and the amount of Geography introduced is largely dependent on the interests of the teachers in charge of the class.

Most of the Provinces and States have a continuous program which keeps the pupils interested in Geography rather than leaving a gap between the Grade Four and Six programs. It is, however, possible for an enthusiastic teacher to introduce considerable geography in the units on the Exploration of Canada or Early Life in Canada, but unfortunately many may be deprived of this period of geographical growth.

At the Grade Six level Manitoba offers a much better geography course. It has much in common with the other provinces and states as well as with the recommendations given in Chapter II. It is, however, limited to the geography of North and South America, while some departments include parts of Europe, Asia, British Isles and Australia. This seems somewhat unfortunate for the Manitoba pupils as few receive much further geography until the Grade Ten level, at which time many have discontinued their schooling.

The Manitoba Social Studies program has no reference to Textbooks, supplementary reading, films or school broadcasts. It does, however, on the last page, refer to the Teacher's Guide, Manitoba Textbook Bureau Catalogue, the Department of Education library list and the Supervisor of School Broadcasts. These, in turn, list a number of other bulletins and catalogues which are available on request. This makes it necessary for each teacher to consult from six to ten bulletins in order to get an over all view of the facilities or aids for the course of studies.

The Curriculum does, however, refer to such aids as globes, maps, sandtables, murals, scrapbooks, newspapers, trips and pictures, but in no way does it make clear as to how to use these aids or where to get information concerning them.

The Manitoba program of studies could be much enriched by following some of the features of the British Columbia program or the suggestions made in the previous Chapter, such as:

1. The listing of reference books and textbooks for both teachers and pupils of the various grade levels. (This is now provided in a separate booklet.)

2. The listing of the titles of films and film strips available.

3. Giving more detail on radio programs and the techniques for using them, both before and after the broadcasts are made.

4. Reproducing photographs of the actual projects and murals in the program.

These and other suggestions to be made later would simplify the work of many teachers and probably help the new and permit teachers in establishing an effective and comprehensive program in social studies.

CHAPTER IV

Saskatchewan

The Saskatchewan Curriculum²⁷, perhaps resembles that of Manitoba to a greater extent than any of the others. Both programs stress world communities at the Grade Four level, the Exploration and Early Life of Canada in Grade Five and the Americas at the Grade Six level.

The objectives and activities of the Saskatchewan program are given briefly in Appendix D, and are summarized in Table 4, page 31. The objectives listed by the Saskatchewan program apply to Social Studies, and are not necessarily restricted to the Geography courses. For example, the prime objective stated is the development of intelligent, democratic citizens. This could, naturally, apply to most any other subject in the curriculum. The other four objectives listed briefly have a somewhat greater bearing on geography.

1. Our dependence and responsibilities to others in various parts of the world.
2. A knowledge of economic efficiency in regards to:
 - (a) occupations.
 - (b) judgment in buying and selling.
 - (c) Cooperation between producer and consumer.
3. Civic and social responsibility in the home, school and community.
4. A knowledge of the primary needs of food, clothing and shelter.

The failure to list certain objectives, Numbers 8, 12 and

27. Saskatchewan, Elementary School Curriculum, Grades I-VIII, Authorized by the Minister of Education, Regina, 1947.

17 as shown in Table 4 on Page 31 might indicate that the Curriculum Directors were less interested in or had not realized the full importance of geography in their Social Studies Program.

The content of the courses may be seen from the condensed outline given in Appendix E from the Saskatchewan Curriculum. The general topics referred to in the Tables 1, 2 and 3 on pages 28-30, show the grade levels.

In grades 3 and 4, the main stress is placed upon the study of community life, which is quite similar to that in Manitoba as well as to the program recommended by the authoritative writers. Discussion about life in our communities lead naturally to a realization that there are many different kinds of communities such as village, town and city. From this study the examination of conditions of community life in other times and in far away places follows quite readily.

The program for Grade Five is much the same as that used in Manitoba and leaves very little place for Geography. It is possible, however, for an enthusiastic teacher to bring in considerable geographic material in the lesson referring to Exploration, Settlements and Occupations of the people.

The Grade Six program, although closely related to history has a wider field of geography. The regional content of this program is rather limited as indicated by Table 1, page 28, while most of the occupations and elements of geography are referred to at either the Grade Five or Six levels.

The Saskatchewan program does not authorize a specific text to be used in these grades but does submit a list of nine books which are permissively authorized, and thus may be used as

reference books or in some cases as a regular textbook. Unfortunately none of these follow the topics or outlines given in the courses for the three grade levels. The difficulty with having large number of books suggested is that many schools will have a copy perhaps of each but not sufficient of any of them for a class of 30 or 40 children. Each child should have access to the reading material on any particular topic during a class period, and thus should not have to depend on what a few can find from a single copy.

The use of films is not mentioned in the curriculum, thus the teacher is required to seek for this information from other sources.

The radio, in the same way is not referred to in the program, but in another bulletin supplied by the Canadian Broadcasting Corporation, there are listed a number of radio programs which could be used quite suitably during the Geography lesson--for example: (1) Builders of the West, (2) The West goes to work and (3) Pathmaker's Tales of the Plains.

The Saskatchewan program does, however, suggest the making of scrapbooks, visiting of local farms or important buildings, the starting of school museums and other projects. These suggestions are all very helpful, especially to the beginning teacher. They are, however, not quite as attractively shown or described in the Curriculum, as is the case of the British Columbia program, which includes photographs of groups of children working on special projects.

The use of maps and globes seems to play quite an important

place in the geography program, but little mention is made of the types of maps or globes that should be available in the classroom.

Thus, from this survey, it would indicate that the Saskatchewan program could be somewhat improved by the inclusion of more material or suggestions in the bulletin, as well as supplementing the Grade Five program with more geographical material as recommended in Chapter II.

CHAPTER V

ALBERTA

The Alberta Program²⁷ differs somewhat from the Manitoba program at the Grade Four level, by dealing ^{specifically} more with local surroundings rather than the remote communities. They refer to Enterprises instead of projects or pupil activities. Their objectives, however, are quite similar in attempting to produce worthwhile citizens with a high standard of social living.

At the Grade Five level much stress is put upon the Exploration of Canada and the Early Life of the people. They, also, introduce considerable geography such as locations, climate, seasons and geographical terms as shown in Tables 2 and 3 on pages 29 and 30. Mention is also made of the important farming areas, forest areas and industrial areas.

The program for Grade Six differs from Manitoba in not referring to the United States, South America or any other Continent. The main emphasis seems to be on such topics as latitude, longitude, time measurement, distance, map projection, survey, weather, seasons, transportation and trade routes.

The purpose, approach and program for the Grades Four, Five and Six are given at considerable length in a Bulletin of the Elementary school, and are given briefly in Appendix F.

The objectives which are foremost in the Alberta program are: 1. The enrichment of the heritage of every child through the folklore and activities of the Early pioneers and Settlers of the Community.

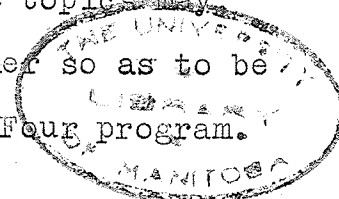
27. Alberta, Elementary School Bulletin II. Authorized by the Department of Education, Province of Alberta, 1942.

2. The building of sterling qualities of character such as initiative, self-reliance, and personal courage.
3. The understanding and knowledge of the home province.
4. An understanding of present day living.
5. The understanding of the relationship between physical geography and the activities of man.
6. The understanding of the facts of physical geography.

It is quite evident, however, that the first two of these objectives might be realized through history courses as well as geography, but in any case the study of geography would be beneficial.

The two objectives missing in Table 4 on Page 31, (9) Interdependence of people in various parts of the world and, (11) Promotion of racial and religious tolerance, seem to be quite outstanding especially when compared with the fact in Table I, Page 28, that almost no foreign countries are studied in Grades Five and Six. This might be considered as a weak point in the Alberta program. However, in most of the other points, the Alberta program is quite similar to the rest of the Departments.

The Alberta program, as a whole, endeavours to create within the child a vivid interest in his home locality and province. It also tries to give the pupil a firm grasp of geographic tools, as well as a firm grounding in the fundamentals of geography. It does, however, appear to be somewhat beyond the capabilities of the children at the Grade Four level to introduce the study of Continents of South America, Australia, Europe and parts of Asia, trade and commerce and consumer education. These topics may, however, be only dealt with in an elementary manner so as to be somewhat similar to that suggested for the Grade Four program.

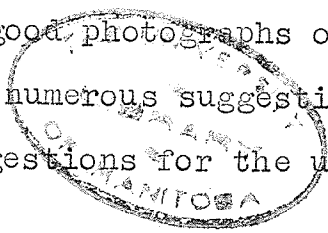


The Grade Five program, although somewhat historical like Manitoba, introduces a great deal of geography. In fact, considerable caution would have to be exercised by the teachers in teaching too many terms of topographical reference, place, names, winds, seasons and eclipses, to deaden the enthusiasm or interest in the real geography.

The Grade Six course, also, appears to be somewhat technical and advanced for the grade, especially by including such topics as map projection, longitudes, latitudes and trade routes. According to the standards suggested by the Authorities, the Alberta program could be considerably enriched by the inclusion of some American geography as well as some of the other continents.

The Alberta program for geography seems to be somewhat hidden or disguised under the ~~planing~~ plan of Enterprise which is a combination of history, science, health and geography. The general topics are dealt with in each subject according to a number of subtopics or questions. Each topic is accompanied by a bibliography of books suitable for the unit. There is no authorized text which provides the bulk of the course materials. In another bulletin entitled "Enterprise Activities for Elementary Schools" authorized by Hon. Ivan Casey, there is a much extended list of social study references for the teachers.

In the regular curriculum, only minor reference is made to the use of pictures, newspapers, magazines, radio, films, travelling or observational trips. However in Bulletin 2, "Elementary School", there are a number of good photographs of children at work on their Enterprises, with numerous suggestions for other projects and trips as well as suggestions for the use



of bulletin boards, models and school papers.

There is little doubt ~~but that~~ ^{that} the experienced teachers would use many of these teaching aids and provide quite an adequate foundation of geographic principles in these grades, but it is considered that the organization, materials and suggestions might be more readily available for the young or less experienced teacher.

CHAPTER VI

British Columbia

The British Columbia program of Social Studies²⁸ is perhaps the most outstanding publication in all of Canada. It consists of a single book of 180 pages, well illustrated with photographs of various projects and murals found in the schools of British Columbia, also pictures of children at work in the classrooms.

It is, also, outstanding for its wealth of suggestions and outline of courses for each grade level. It even suggests the amount of time that might be devoted to each topic, and the approximate month for each unit.

The British Columbia program follows closely the general suggestions outlined in Chapter II in giving the child a good picture of the local geography, as well as an introduction to world geography.

The main functions, purposes and program are given in condensed form from the Curriculum in Appendix G.

It is to be noted from Table 4, Page 31, that the chief aims and objectives of the British Columbia program are very much the same as found in the Unesco Report and Thralls' "Teaching of Geography". As with a number of other Departments, British Columbia offers a Social Studies Course with no intention of separating the History and Geography. This makes

28. British Columbia, Social Studies for the Elementary Schools,
Department of Education, Victoria, B.C. 1950.

it, somewhat, difficult to distinguish the objectives for the geography content from the history content.

The chief aims seem to be particularly concerned with the social, civic and personality development of the child. Here they stress the interaction between groups and their physical environment. They are interested in how the peoples of selected human-use regions carry on the basic social functions in relation to their environment, and also as to how the influence of man's physical environment acts upon his methods of carrying out the basic activities of group life. Besides these general objectives, considerable stress is placed on the geographic content or factual material. They are particularly concerned with the development of a very clear and comprehensive picture of the world by using various types of globes, maps and graphs. This is very much in keeping with the function of geography stated earlier by the Unesco Committee "to train future citizens to imagine accurately the conditions of the great world stage so as to enable them to think wisely about political and social conditions in the world around them", and also one of Thralls' objectives given in Chapter II, "If children are going to read intelligently and with discrimination a considerable background of fundamental principles, generalization and locational geography is essential." This program seems to aim at developing a lasting interest and enthusiasm for geography in the young child as well as giving him a good foundation in the principles of geography and the tools of learning most useful in the social study field.

The Grade Four program is quite similar to that of Manitoba, and is much the same as the suggested program in dealing with

the home region, a variety of distant communities and such topics as fishing, ranching, agriculture and manufacturing industries.

The Grade Five program is quite similar to the Grade Six program of Manitoba in dealing with the Geography of both North America and South America. It does, however, follow the suggested program in spending most of the time on North America, bringing in many of the common occupations; effects of physical environment, and other topics such as producing, consuming and transporting. The program, however, also includes a great deal of exploring and historical work which might tend to make the course too extensive for the time allowed at this level.

The Grade Six program is quite different from Manitoba in dealing with other Continents such as Europe, Asia, Africa and Australia, rather than the Americas. It does, however, follow the suggested program in introducing other continents and stressing such things as maps, physical environment such as soil, relief and climate as well as the common occupations. Here, again, as in Grade Five much historical study is included making the program somewhat extensive for the level if covered thoroughly by the teacher.

As mentioned previously, the British Columbia program seems to have more of the teaching aids and suggestions than most of the other programs dealt with in this study. The British Columbia department prescribes a text for each grade level, but makes it clear that the texts are not to be studied exhaustively, or page by page, but are intended to be a ready source^s of information concerning the units of the course, an instrument^s for teaching Social Study skills, and as a book^s for enrichment and for free-

time reading.

The program lists extensively (Pages 157-176) the suitable books for teacher reference and also for pupil reading.

Several pages of the program are devoted to the description of various globes, charts, and wall maps available for classroom use. It also, lists the approximate price and where they may be purchased.

British Columbia also stresses the use of audiovisual aids. Several pages of sound films and film strips dealing with Social Studies are listed, and mention is made of projectors available on loan from the Provincial Library. The Provincial Library also provides many books and pictures related to the Social Study program.

The Curriculum, likewise, devotes several pages to School Radio Broadcasts indicating the time of broadcast and suggestions for activities that may be carried on before the broadcast, during the broadcast and after the broadcast.

Not only are these suggestions written in the program, but there may be also found many pictures of murals and projects displayed in various classrooms. These contain a wealth of suggestions for the teacher, for example, the two pictures on "Congo Village" Page 93 and "Living in the Far North" page 94 show typical vegetation, dwellings and inhabitants in each area.

It is, thus, quite evident that British Columbia offers an exceptionally fine program of geography in the Elementary grades as compared with the suggested program of Chapter II, and at the same time makes reference to most of the aids available for the enrichment of the course.

CHAPTER VII

Ontario

Unlike many of the other provinces and states, Ontario has only a small booklet giving the programme of Studies for the Elementary Grades. In this 132 page bulletin²⁸, only sixteen pages are devoted to Social Studies. The purpose, treatment and outline of the courses may be found briefly outlined in the Appendix H.

The chief objective of the course is to help the child understand the nature and workings of the social world in which he lives. Little emphasis is placed on the learning of a lot of facts and figures concerning the world, but rather in the development of understanding, the growth of interests and the forming of attitudes. The treatment of current events within the scope of the children's understanding forms a vital part of the course, as maps and globes are used, where possible, in discussing the news items.

The Grade IV program, although given very briefly, appears to be quite similar to the Manitoba program, as well as the suggested program. It stresses, in particular, the local regions, life in other lands, and general geographic topics as travel, communication, food, lumbering, mining and manufacturing. The program, as outlined, with the suggested discussions and stories, should provide a splendid introductory course to geography well within the range and interest of Grade IV children.

The Grade Five program, like the Manitoba program dwells

28. Ontario: Program of Studies for Grades I-VI of the Public and Separate Schools, Minister of Education, Toronto, Ontario. 1941.

extensively on the exploration and discovery of America, with little mention of geography except the constant use of maps and globes when dealing with the explorers.

The Grade Six program is a continuation of the Grade Five, and is quite similar to the History Course given in Grade Five in Manitoba. There appears, on the whole, to be very little geography listed in the curriculum. An enthusiastic geography teacher might, however, work in a considerable amount of geography under some of the headings, while others might teach very little of it in covering the year's program.

The unfortunate part of the Ontario program is that it provides practically no aids for the teaching of the geography courses. There is no mention of textbooks, reference books, visual aids or radio programs. It is possible, however, that other bulletins may be available to the classroom teacher. The program does suggest the use of excursions, picture books, maps, sand tables, current events and stories, but does not give any information as to how they may be used or where additional information or aids can be obtained.

Thus, it would appear, that little interest is taken in geography in the Ontario Schools as compared with British Columbia and some of the other States and Provinces.

CHAPTER VIII

Quebec

The general aims ^{or} and objectives of the Quebec Social Studies program²⁹ are quite in keeping with the other provinces as well as the written authorities. They particularly stress the effects of environment on man's life. They aim to develop his social attitudes, improve his reading ability, and lead him to a better recognition of the interdependence of the people of the world.

The program for each grade resembles closely the outline of the suggested programs at each level. The Grade Four dealing with home and distant communities, the Grade Five with Canada and her neighbours and Grade Six expanding to take in United States and the Continents of South America and Europe.

The program is divided into two main sections, grades I-IV and V to VIII, but these may be compared with those of the other provinces in Grades IV-VI. The courses in Five and Six separate the geography from the history. The History Course, although not mentioned here, is quite similar to the course for the Manitoba Grade Five in dealing with Canadian History, and would thus contain considerable geography.

The main parts of the program have been reproduced briefly
page 124
in the Appendix I ^{from} the Handbook for Teachers.

This program gives greater continuity to geography in the Elementary school, rather than leaving a gap at the Grade Five level as in Manitoba.

The Quebec program authorizes a textbook for Grade Four,

29. Quebec: Handbook for Teachers in the Protestant Schools of the Provinces of Quebec. Department of Education, Quebec, 1951.

"Visits in other Lands" by Atwood and Thomas, and another one "Canada and her Neighbours" by Taylor, Seiveright and Lloyd for the Grade Five and Six. It is not intended, according to the program, to adhere minutely to these texts or overburden the pupils with facts about every country. The teacher is expected to concentrate on developing an understanding of geographical areas, and thus create an intelligent interest in man's relationship to his environment in any part of the world.

While no lists of reference books are given the Curriculum does draw the teachers attention to the Professional Library, which contains a number of books of travel and others dealing with particular geographical data, such as the ocean, the work of rain and rivers, etc.

Considerable emphasis is placed on the use of maps and globes. Local area maps and maps built up by pupils from paper mache or other materials are recommended.

The radio is also stressed as being an effective way of bringing the student into direct contact with life and experience. It is a means of bringing actuality into the classroom, and can thus make the "dry bones of book learning come alive through music, drama, the spoken word and the living personality."³⁰

The Department of Education, also provides an extensive film library and teachers are urged to send for the catalogue so that they may be able to borrow the films best suited to the class activity.

Since all these aids and suggestions are combined in one bulletin, it makes it much easier for the individual teacher to plan and carry out a fuller and more interesting program in Social Studies.

30. Ibid. Page 229.

CHAPTER IX

Newfoundland

The program of studies for Newfoundland in Social Studies is divided into three distinct sections: Geography, History and Civics. The aims ^{or} and objectives listed under the first are thus strictly geographical rather than partially historical and therefore follow the suggested objectives recommended by leading geographers more closely. They stress in particular;

(1) A greater realization of the pupils in the relationship which exists between the geographical environment and the life of the people.

(2) Better knowledge of other peoples and other lands.

(3) Development of a better understanding of the common interests, and of the interdependence of the people of the world that will help to build peace and brotherhood among the nations.

(4) The guidance of pupils in developing an ability to use geographical books, apparatus, models, maps, etc.

Other objectives ^{or} and aims less strictly geographical may be found in more detail in Appendix J.

The program for grade four is world geography, or life in other communities in various parts of the world such as Holland, Japan, East Indies, Egypt and Argentina. Life in these areas is compared with that in the local environment of Newfoundland, so as to arouse a feeling of sympathy and admiration for the far away people who send them so many of the necessities of life. According to the Tables 1, 2 and 3 on pages 28, 29 and 30, the Newfoundland program is quite similar to most of the provinces in its regional content and elements of geography. It does not, however, place much stress on the occupations until grade five.

The grade five program, unlike many of the others, has a very extensive geography program. It includes an excellent survey of the local geography of Newfoundland and Labrador, certain fundamentals of geography such as globe study and climatic conditions, and an introduction to the other continents of the world. It is not intended that the continents be dealt with in detail but rather for an outline of a world picture. Only three or four topics are suggested for each region, for example, the topics listed for Asia are:

- (1) The Indian Tea Grower.
- (2) The Chinese Rice Grower.
- and (3) The Japanese Silk Grower.

The grade six program consists of a study of North America, South America and a little of Africa. It is in many ways quite similar to the Manitoba program. Considerable time is put on the geography of Canada,--including map work, fishing, farming, manufacturing and mining. It also includes the Elements of Geography as listed in Table III, page 30, stressing, in particular, climate, latitude, longitude and physical features. The emphasis on United States, Mexico, Central America and South America is about the same as in the Manitoba program. Newfoundland differs, in that, Africa is added to the list of regions studied.

The Newfoundland Department authorizes a definite textbook to be used in each of the grades and also a number of reference books suitable for both teacher and pupils. There is no mention made in the Handbook³¹ or the Syllabus³² of any visual aids that

31. Newfoundland. Handbook to the Course of Studies. Social Studies. Department of Education, St. John's, Newfoundland, 1945. Pp. 10-23.

32. Newfoundland. Syllabus 1951-52, Department of Education, St. John's, Newfoundland, 1951.

are available, or to any radio programs that might be used. The use of maps and globes is stressed, however, and a number of trips or imaginative journeys are suggested.

Thus the program for Newfoundland in objectives and content is more comprehensively geographical than a number of the provinces, but is unfortunately lacking in suggestions for audio-visual aids and other materials which could be of considerable assistance to the new or inexperienced teachers.

CHAPTER X

Pennsylvania

The Elementary Course of Study for Pennsylvania is printed in one large bulletin³³ of almost 600 pages. Chapter IV of this bulletin is called "Social Living" and includes Geography, History, Civics, Elementary Science and Social Learnings. Thus the aims, objectives and content of the courses are interwoven between these subjects. However, it appears that geography occupies a very central position. The emphasis on Social Living seems to be closely related to the country's resources and natural environment, as well as the interdependence of people whether close at hand or in distant lands. The Pennsylvania program emphasizes in particular the need for developing international good will, tolerance, and responsible citizens as well as widening the child's comprehension of distance, places and people.

According to Table 4, Page 31, almost all of the aims and objectives suggested can be found in the Bulletin, thus indicating the geographical view point held by the Pennsylvanian Curriculum makers.

The grade four program, reproduced briefly in Appendix K devotes much time to the local and state geography, being chiefly interested in how the people live and work. This background is followed by the way people work and live in other lands such as Norway, Holland, Switzerland, Italy, Egypt, Amazonia, Australia, the Polar Region and others. The regions listed are

33. Pennsylvania. The Elementary Course of Study. Bulletin 233-B. Interim Report, 1949. Department of Public Instruction. Commonwealth of Pennsylvania, Harrisburg. Pp. 196-254.

quite similar to those used by the majority of departments at this grade level.

The grade five program, similar to many others, stresses the historical viewpoint. However, much geography is included. The chief geographical regions at this level are the United States and Canada. Particular emphasis is placed on the natural background or environment in relation to industries, agriculture and other occupations.

Like the Manitoba program, the grade six course is restricted to North America and South America. These countries are studied in such a way as to show the contrasting ways of life. Considerable emphasis is given to manufacturing, transportation and communications. The outline, given briefly in Appendix K, indicates that the countries of South America are receiving much more attention than in Manitoba.

The Bulletin issued by the Department of Public Instruction in Pennsylvania is in many ways similar to that of British Columbia. Its chief difference is that it contains materials for all subjects, while the British Columbia department has a special bulletin for Social Studies.

There is no mention of any authorized textbooks in any of the grades, but they do supply an excellent bibliography of books closely related to the fields of study, both for the pupil and for the teacher.

Like the British Columbia program there are a number of photographs throughout the bulletin showing typical classroom scenes or projects.

Extensive use seems to be given to the audio-visual aids. Reference is made to film supplies, mounted pictures, maps,

globes, charts and museum materials. Not, only is the radio used, but devices are suggested for the transcription of radio programs, and the use of disc recorders, tape recorders, wire recorders and phonographs.

This organization of the work and the wealth of suggestions in one bulletin should be of great assistance to any teacher in planning the years' course, and is recommended to the directors of Curriculum in the various state or provincial departments.

CHAPTER XI

North Dakota

Somewhat similar to Newfoundland, the North Dakota course of studies³⁴ gives separate programs for geography and history. The objectives are listed quite briefly as compared with some of the programs. These may be found in Appendix L. The main aims seem to stress; the relationships between man and his activities and his natural environment, development of the interdependence of peoples and regions, and a realization of the need for an intelligent use of and a conservation of our natural resources.

The content of courses for these intermediate grades in geography is, perhaps, closer to the suggested program than any of the other states or provinces. In grade four the chief topics included are; the local regions, life in distant communities, and such phases of geography as food, clothing, shelter and climate. The distant communities are quite similar to many others in comparing regions of hot and cold, wet and dry, and high and low lands.

The grade five course is very similar in regional content to the grade six program in Manitoba in studying the United States, Canada, Mexico, Central America, West Indies and South America. The course, also, includes most of the occupations and elements of geography as listed in Tables 2 and 3 on pages 29 and 30.

34. North Dakota. Course of Study for the Elementary Schools. Revised Edition, 1948, Garfield B. Nordrum, Superintendent, Bismark, North Dakota. Pp. 46-139.

The grade six program continues on with the suggested program in dealing with the other continents of Europe, Asia and Africa. In each of these areas, the emphasis is placed on location, climate, size, manufacturing, mining, agriculture, transportation, physical features, fishing and tourist trade. The grade six program as well as the four and five are given briefly in Appendix L.

Judging from the standards of attainment listed for the grade six pupils on page 139 of the Curriculum, geography must hold a very important place in the school program. Since major emphasis is also placed on History, Language, Science, Arithmetic and others, it would appear that much more is expected of the pupils in geography than in most places. However, as in most elementary programs, the work is only suggested for the guidance of the teacher, and no compulsion is referred to as might be the case in high school courses.

The North Dakota course of study includes all the work between grades one and eight in a bulletin of 340 pages. Considerable emphasis is placed on the use of a textbook for the geography study. A number of series of texts are listed for the teacher to choose from. There are also a number of supplementary books listed for the pupils and teachers. A list of recommended encyclopaedias, maps, globes, bulletins and pamphlets are likewise included.

The field of audio-visual instruction covers all the methods and materials used in bringing reality to the pupils through the seeing and hearing experiences in the classroom and elsewhere. They suggest motion pictures, phonographs, stereoscopes, still pictures, trips, radios and dictaphones. They

include a list of magazines and reference books on these aids as well as a list of firms supplying projectors, films, slides and other recordings.

Since these suggestions, as well as the extensive outlines of the content of the courses, are all contained in one bulletin, it gives the new teachers, especially, a much better opportunity to organize the year's work.

CHAPTER XII

California

The Californian program of Social Studies³⁵ combines the views of both geographers and historians. According to Table 4, Page 31, the purposes or objectives are quite in keeping with those set up in Chapter II. They stress, in particular, the development of an understanding of the world in which they live so that they may adjust themselves happily and successfully to it. They are concerned as to how man operates in a physical environment, and how he provides his basic needs of food, clothing and shelter whether he lives in the tropics or the frozen north.

The grade four program as listed in the Appendix M is quite different from most of the others. The chief emphasis is on California and Mexico with little reference to any other region. It is, also, to a large extent historical rather than geographical. It stresses the earlier settlers and explorations of the country in great detail and only briefly does it deal with the physical environments and such topics as food, clothing, shelter and transportation.

The grade five program is somewhat similar to Manitoba in that it stresses the local and American history under such topics as the Colonial Period and the Westward movement. It does briefly, however, deal with the basic human needs for food, clothing and shelter in California, contrasting modes of life in the city and country, and certain geographical features related to agriculture, industry, mining, and conservation of natural resources.

35. California: The Social Studies Program for the Public Schools of California. Bulletin Vol. XVII, No. 4, Aug. 1948, PP. 15-20, California State Department of Education, Sacramento.

The grade six program, although slightly more geographical, contains much history and science. The scope of the Geography appears to be somewhat similar to Manitoba in dealing only with North and South America. The chief aim appears to be that of creating international understanding and good will through the good neighbor policy. The program, as in Appendix M and also in the Tables, pages 28-31, includes many of the topics found in our program such as climate, occupations, transportation, location, communication and products.

According to the Foreword of the bulletin, the Curriculum Commission allows a great deal of latitude for local variation and suggest that the program be used as a guide to co-ordinate the work throughout California.

This freedom for teachers is probably an excellent thing for a certain percentage but it is doubtful if all teachers, and especially the new teachers, will make the most of it. In the Social Studies program there is no mention of any textbook or reference book to be used in any of the grades.

There is no reference to any maps, globes, or audio-visual equipment or other supplies available or authorized for use. It is possible, however, that some lists or pamphlets are available to the individual schools as it is hard to imagine that any Department of Education would not provide films or reference books or other materials for social studies when they issue a bulletin of 42 pages entirely devoted to the Social Study program.

CHAPTER XIII

Wisconsin

The Social Studies Bulletin³⁶ for Wisconsin of 75 pages outlines the whole program from grades one to twelve. The outlines for grades four to six are, however, found in five pages, and consist largely of questions around which the topics may be developed. The Bulletin expresses most of the objectives suggested in Table 4, page 31. Particular stress is placed on the ways and means of developing democratic citizens with the ability to take part in the organizing and planning of a better community. Other understandings, attitudes and skills or abilities as listed in the bulletin may be found in Appendix N.

The program for grade four is set out on less than a page, and consists of fifteen questions concerning Wisconsin and the World under the general heading of "How and where did different kinds of Communities develop?" No mention is made of any particular Community or Country. This type of program could be very extensively developed into a course quite similar to the suggested program but yet again it may form a very meager course if just answers to the questions were provided.

The grade five course resembles the Manitoba course in being largely historical--dealing with settlements, American way of life, American leaders and improvements in living conditions. As in many cases, it is possible to include much of the geography of the United States and Canada as well as the natural resources and occupations concerning shelter, food and

36. Wisconsin. Scope and Sequence of the Social Studies Program. Bulletin No. 14, Nov. 1947. Madison, Wisconsin, Pp. 18 - 22.

clothing, if the teacher is geographically inclined.

The grade six level program seems to follow more closely the standards set up, in that it deals with Europe, British Isles and Asia in relation to their transportation, communication and the various way of living and working in each.

As the programs in each grades were given so briefly, very few of the points on the Tables 1, 2 and 3, Pages 28-30, could be checked, but it is probable that many more would be used in a well organized program in any of the Wisconsin schools.

Likewise the reference to textbooks, reference books and audio-visual aids is completely lacking in the bulletin. The bulletin does however show several photographs of school children in a room having a globe, wall maps and radio so that it can not be suggested that the Wisconsin schools do not have or use the most up-to-date devices for teaching the Social Studies. It is, nonetheless, unfortunate that all such suggestions or aids could not be published in one volume so as to be readily available to the teacher in planning the social study program.

CHAPTER XIV

New York

The New York State Education Department has issued three pamphlets on Social Studies: namely,

(1) An Approach to a Social Studies Program in the Elementary school. (28 pages)

(2) A Summary of Progress in the Development of a Social Studies Program for Elementary Schools. (76 pages)

(3) Exploring the Environment. (174 pages)

These bulletins indicate the importance of the social studies in the Elementary classes. They dwell at length on the objectives and concepts of social studies, as well as the social study resources found in the New York state. The objectives are quite similar to those listed in the Tables and in Chapter II, in that they stress:

(1) The influence of the environment.

(2) The interdependence and good will among people.

(3) Greater enjoyment in living.

(4) The development of skills in social studies in the geography field.

(5) The development of social characteristics such as effective cooperation, honest, and social justice.

The general content of the Social Studies program is found in the second pamphlet mentioned above. The main items of these programs are listed in the Appendix O.

The programs for three and four and also five and six are usually alternated so as the classes may be combined. The grade three and four programs begin with the study of commun-

ities around home, then in distant countries such as Switzerland, China, Brazil, Spain, Egypt and Norway in much the same way as the courses suggested.

The grade five course includes the two Americas and many of the general topics commonly used in this grade such as natural resources, climate, transportation, and exploration. It includes a study of man's activities in the various regions of the world and the relationship of each region to the community and to the region in which the child is living.

At the grade six level the range of regions is extended considerably beyond that of Manitoba and the suggested program in including Africa, Europe, Asia and Australia. This would appear to be much beyond the comprehension of this grade level, unless dealt with in a very meager fashion. It might, then, be considered valuable as an introductory course to future study of world regions. As the Social Studies program varies considerably throughout the state, there appears to be no authorized text, but teachers are provided with a good list of reference books, guide books and magazines. In many classes textbooks and work books are used, but these vary considerably. The Curriculum provides extensive information on state museums, and points of interest in local areas such as the Jackson Gardens, Iron Mines, State Forest Nursery, and oil wells. Particular emphasis is placed on the visiting of historic sites, museums, parks, companies and farms.

The importance of auditory and visual aids is also stressed so that it is likely that lists would be available for the teachers in planning their courses.

Like several other programs, there are a number of photographs of pupils and projects throughout the bulletin.

The New York program would be improved if the contents of the three pamphlets could be reorganized into one bulletin, as they have most of the ideas and suggestions which are valuable to a teacher in the social studies field.

CHAPTER XV

CONCLUSIONS

In looking back over the foregoing twelve chapters, the amount of similarity between the Geography programs of the States and Provinces is remarkable. On the other hand the few major exceptions in ideas or programs of studies are interesting, and help to throw light on the Manitoba situation.

~~AIMS and OBJECTIVES~~
The aims and objectives expressed by the authors of the state and provincial curricula seem to follow closely the standards set forth in the second chapter.

While some of the bulletins, such as issued by Ontario and Wisconsin, are extremely small and very limited in scope or expression, others like Saskatchewan, Alberta and Pennsylvania elaborate extensively on the purpose and function of the Social Studies Program.

It is evident that all departments have foremost in mind that the geography teaching should encourage the child to think about his environment. This is also shown by Table I, page 28, which indicates that the local environment is particularly emphasized at the grade four and five level. The development of a suitable background for general reading, although not specifically mentioned in each Program, is quite evident, from the four Tables on pages 28, 29, 30 and 31. Some Departments provide a very extensive program covering almost all the ideas mentioned in the Tables. This is particularly noticeable in the bulletins issued by British Columbia, Newfoundland and New York. Here all continents are

introduced as well as the majority of the topics listed. In contrast with this, California limits its regional area to North America and the British Isles, and does not dwell very extensively on occupations or geographic ideas. The Manitoba Program seems to fit midway between these extremes in offering a reasonable background for general reading in the Western Hemisphere.

The third ideal of widening the child's comprehension of distance, places and peoples, seems to be fairly well dealt with in most of the programs with the probable exceptions of Wisconsin and New York which do not stress the map work and geographic terms as indicated in Table III, page 30. It must, however, be kept in mind that where certain ideas or topics are not mentioned in the Curricula, it does not necessarily follow that the teachers in the class rooms will not introduce them quite frequently in the course of the year's program. This may be illustrated with reference to the New York Program where no particular mention is made of map work in Grade five and six, yet it is expected that the pupils will make a study of all the continents.

The provision for greater enjoyment in living depends perhaps more on the individual class room teacher than on the aims and objectives expressed in the Program of Studies. It also depends on how the individual teacher provides excursion trips, develops certain enterprises, or other activities that make the program interesting for the pupils. The Curricula of British Columbia, Alberta, Saskatchewan and Pennsylvania are particularly good in their suggestions offered for making

the course, not only practical but very interesting. The development of social study skills needed in the use of maps, graphs, diagrams and general reading are likewise dependent on the local teacher.

The development of responsible citizens is definitely emphasized by the majority of Curricula. The Manitoba program lists as one of its objectives the desire to promote a sense of pride in Canadian citizenship and to promote the desire of keeping our democracy strong and healthy. The Saskatchewan program refers especially to the pupil's civic and social responsibilities in the home, the school and the community. The New York bulletin lists as one of its chief purposes the need for giving the pupil the truest and most realistic knowledge that is possible of the community, state, nation and world in which they are to live and make their way. In the same way most of the other Provinces and States emphasize the importance of responsible citizens. The growth of such social characteristics as a critical judgment, tolerance, respect, loyalty and consideration for others wherever they may be, is especially referred to in the programs of New York, Pennsylvania, California, Alberta and Manitoba.

The idea of preparing the child for one of the many careers or vocations of life received practically no direct reference in the curricula, but in looking at Table II, page 29, the occupations are dealt with in the majority of programs. It is probable, however, that these are dealt with from the informative view point without much stress on the preparation of the child for a particular career.

The final ideal of developing international good will is particularly mentioned in the programs of Pennsylvania, North Dakota and Manitoba, and to some extent in most of the other provinces and states when they stress the study of communities in various parts of the world as shown in Table I, page 28, on Regional Content.

PROGRAM CONTENT

The actual content of the courses in many cases also follows the typical course listed in Chapter II. At the grade four level the Courses in Manitoba, Saskatchewan, Alberta, British Columbia, Quebec, Newfoundland, North Dakota and New York are all similar to each other as well as to the typical program outlined in dealing with the local environment and communities in many parts of the world.

The Ontario program to a lesser degree tends to cover a few of the world communities as well as their own locality. California, however deals almost exclusively with Mexico and California leaving out mention of the various types of communities. Likewise Wisconsin limits her regional content to the local state.

According to Table II, page 29, on Occupations it would appear that the various occupations are dealt with generally at the grade four level. New York and Newfoundland, however, make little reference to them.

In most cases the geographic ideas are introduced in Grade Four with the probable exceptions of Wisconsin, California and Ontario. These are noted in Table III, page 30, on Geographic Ideas.

At the grade five level some of the provinces such as Manitoba and Ontario deal largely with history rather than geography and thus no regional area is listed. Those that do, however,

usually include Canada, United States, South America and the British Isles. Some, however, such as Newfoundland and New York touch on most of the other continents.

With the exceptions of Ontario and Wisconsin, most of the others deal with the various occupations at the grade five level. These two and California likewise do not stress the geographic ideas at this grade.

The geographical authorities quoted in Chapter II recommend for grade six a study of two or three other continents. This is the general practice for six of the twelve departments--namely: British Columbia, Quebec, Newfoundland, North Dakota, Wisconsin and New York--the latter includes all continents in a general way. The Saskatchewan and Alberta programs are general and do not touch on the other continents while Manitoba includes South America, California takes in the British Isles, and Ontario includes Europe.

The use of maps and globes are quite generally stressed at the grade six level in all departments except Wisconsin and New York where no emphasis, according to the bulletins, is made.

A study of the weather and climate seems quite general in most of programs excepting Ontario, Quebec, Wisconsin and New York. Other geographic terms or ideas, also receive considerable emphasis in most of the regions.

Reference to such ideas as natural resources and population, seem very much less noticeable, but will likely appear in the actual courses in a general way.

The occupations are usually stressed in one or other of the grades, and in some case all grades. Manitoba, Saskatchewan,

Ontario, North Dakota and New York stress these at the grade six level as well as the grade four, while Alberta, British Columbia, Quebec, Newfoundland, Pennsylvania and Wisconsin emphasize the occupations chiefly at the grade five level.

With reference to Table IV, on page 31, dealing with the general aims ^{and} ~~and~~ objectives of teaching geography, it is worthy of note, the close relation between the aims and objectives of each of the twelve departments with the two authoritative articles which have dealt with this subject in detail. This indicates a very close collaboration of the writers of curriculum and the authoritative authors.

ITEMS IN COMMON

In conclusion, it has been found that there is a great deal that is in common between the programs of the various departments and the authoritative opinion and research. Those items according to Table IV, page 31, which appear to be uniform throughout the courses are:

(1) an understanding of the effects of location and physical environment on human life.

(2) An ability to read maps.

(3) A familiarity with the various occupations.

(4) A general geographic knowledge.

(5) A development in citizenship and democracy.

(6) An understanding of natural resources.

Other items which are almost universal include:

(1) The dependence of man on the climate.

(2) A knowledge of the meanings of symbols and other geographic terms.

(3) Interdependence of people in various parts of the world.

- (4) Promotion of international good will.
- (5) Promotion of racial and religious tolerance.
- (6) An understanding of present day living.

The Manitoba Program for these Elementary Grades occupies a median position when compared with the other provinces. Its chief weakness as far as the geography is concerned comes at the grade five level. The reason for this seems to be due to the combination of History and Geography in the Social Studies program. Here the historians have more or less monopolized the year, allowing little if any geography to appear on the Course. This does not seem reasonable, according to the authoritative writers, who feel that the growth of geography is a continuous program and should not be omitted for any term. The Manitoba Junior High School program seems also to have been dominated by the historians because little or no geography is definitely prescribed until the grade ten level. This is quite different from other programs such as that from Pennsylvania, Quebec and Newfoundland, where a geography course is specified for each grade from one to eleven.

REVISION OF PROGRAM BULLETIN

As a result of the present study, the following suggestions are offered for the reorganization of the Manitoba Social Studies Curriculum in Grades IV to VI, in light of the expert geographic opinion and of the predominant practice in various provinces and states.

1. The program booklet should be bound with the rest of the Elementary School subjects in one volume, so that a clear picture can be provided of the complete school course at any level.

2. An authorized text or texts in geography should be suggested for each grade so that in the smaller and less fully equipped classrooms each pupil will have a minimum source of material from which to draw. It is not suggested that the pupils should follow the text page by page or be prevented from consulting other reference books, if available.

3. An adequate list of reference books closely related to the courses should be provided. (This is given in a "Teachers' Guide" book for Manitoba.)

4. A list of useful maps and globes with some description of each (with the approximate cost) should be stated.

5. Sources from which to obtain relevant pictures might be listed.

6. A list of films and film slides as well as projectors could be added or the source of such information indicated.

7. Lists of radio programs and gramophone recordings available on the subject would be valuable.

8. A list naming the kinds of places that might be visited in the school area such as the names of the museums, parks and industries for each of the larger towns, (as is given in the New York program.)

9. A separate course in geography should be provided for each grade. This would be preferable to the method of alternating geography with history year by year.

10. Geography courses should be divided into separate units and each given in reasonable detail. This would still permit close correlation with other subjects such as history and science.

Suggestions such as 2, 3, 4, 6 and 8 might prove unnecessary if a teacher stayed in one school long enough to become acquainted with the local environment and build up an adequate library and other geographic equipment. Unfortunately, there has been almost one thousand new teachers each year in Manitoba during the past several years, including the Normal School students and permit teachers. A number of teachers also change from ^{one} level or grade to another. Many teachers change schools every year and in some cases, schools have had three or more teachers in one year. One must also consider the fact that hundreds of children transfer from one school to another during the term.

For these reasons, the writer feels that a more helpful program in geography, with these suggestions, might be provided so that all the boys and girls in the province will be assured of a minimum standard of geography whether in one school or another. These suggestions, however, do not imply that Manitoba is seriously behind other provinces or states, but are suggested so as to give Manitoba the best possible geography program.

From this study, however, it cannot be said as may have been suggested at the beginning that the cause of the alleged widespread ignorance of geography in United States and Canada is due to ignorance on the part of administrators about Geography. Clearly, in most cases, a good program and fine objectives are envisaged for the Elementary Schools. The fault does not lie on Departmental effort for Elementary Schools. The fault, if any, is that lip service rather than solid support is given to Geography. The subject is rarely taught in the

secondary school, and so is crowded into the Elementary school. Even here, because no one learns its extensively at the secondary level, few teachers know enough to teach it well.

This survey shows that Educators could make geography a vital subject throughout the school if they wanted to. They write good things without being convinced that geography is necessary in all education. They hope that it can all be done in the Elementary School rather than throughout the whole school system.

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APPENDIX A

Program for Grades V and VI by Zoe A. Thrall.

"The units of Level two may be allocated to the fifth grade. By the time the children have reached this grade they should have gained the ability to recognize and to think in terms of man's relationship to natural environment.

Some of the relationships to which the pupil may now be introduced are less simple and direct than those in the fourth grade units. Stress may be laid, for example, on relationships dealing with man's work and also distribution. Relationships pertaining to food, clothing and shelter continue to play a part--although a minor one in comparison with that played by relationships concerned with work of various kinds and with the types of places on which specific kinds of work are carried on.

It seems best to this committee to treat at the second level the adjustments man is making to his environment in the United States and Canada. The units are selected from the United States and Canada for two reasons;

- (1) they seem to serve as well as any in developing the types of relatively simple relationships that can be understood at this level;
- (2) it is important for the child to gain a knowledge of his homeland at as early a stage as practicable.

Four major understandings are set up for the fifth-grade program as follows:

- (1) An understanding of how the major work activities and the distribution of population in specific regions in the United States are related to the natural environment in these regions.
- (2) An understanding of how in outlying parts of the United States, the work of the people differ from that in the United States proper, in

part because the natural environment is different. As a result some products needed in the United States are produced in these outlying parts and are shipped to the United States.

(3) An understanding of how the sparse population of Canada, the concentration of this population in the southern sections, and the work activities of the people similar to those found in the northern part of the United States are related to a natural environment similar to that of northern United States; also how the sparse population of Indians, hunters, and trappers and the slight development of northern Canada are related to its high latitudes, its forests and the abundance of native animal life.

(4) A concept of the world as made up of special human-use regions, each characterized by certain outstanding uses of the natural environment.

This Committee believes that the main points to be kept in mind in planning a fifth grade program are:

(1) that regions characterized by some outstanding type or types of human activity that differentiate them from other regions should be depicted;

(2) that the more complex these types are, the later they should be introduced; and

(3) in each region the relation of the outstanding work to other activities in the region should be shown in such a way as to give a balanced idea of the various aspects of life in it."

"The understandings of this third level of difficulty are concerned with two types of regions; (1) regions where the work activities are complex, and where what the people do and the way they live depend to some degree upon natural and cultural factors outside their immediate natural environment; (2) regions where such abstractions as low standards of living, religious ideas, and other more abstract human characteristics affect the people and their activities and consequently affect the way the people make use of their natural environment.

In the sixth grade it is proposed that regions of the world be introduced in terms of the major understandings of Level Three. By this time the pupils should have gained the ability to recognize and to think in terms of more complex relationships.

They should be able to use a variety of geographic tools with considerable facility. They should be able to apply to new situations the concepts, ideas and relationships already gained.

At this level the political unit seems the logical and psychological one to use as the organizing center. This work is somewhat more difficult than that with human-use regions, as it involves the weaving together of all the human-use regions, within a political region to reach a major understanding of the country.

The Major understandings to be gained are:

(1) An understanding of how the major work activities, their distribution in various human use regions, the distribution of population, the density of population, the relative rank of the country, the standard of living, and other characteristic human items in a specific country are related to the natural environmental conditions characteristic of that country.

(2) A concept of the world as made up of Countries each characterized by outstanding adjustments to natural environment.

The major points to be kept in mind in planning a program for the sixth grade are:

(1) That all units be concerned with developing understandings of the environmental adjustments that give distinctive character and standing.

(2) That emphasis be varied with the importance of the region to the average citizens;

(3) That enough time be spent on each country treated for a thorough understanding, on this level, of its geographic individuality;

(4) That the order of presentation be in accord with the relative difficulty of the major understanding involved.

After due consideration of all proposals, it seems that the following alternative possibilities should each be represented in the programs proposed. It is to be noted that the first does not provide for a completed world view; whereas the second and third do.

(1) Whether or not a child is to leave school at the end of the intermediate grades, the sixth grade

work may be devoted to the Countries of Eurasia and to the development of those attitudes and abilities that the gaining of interpretive ideas concerning them engender. Among the attainments thus developed are habits of thought and ability to use tools that will equip these children with greater power than they would get from a less thorough-going treatment of many regions.

(2) Types from the remaining countries of the world, including one or two representatives each of the western Europe group, the eastern Asia group, the intermediate group, Latin America, Africa, and Australia may be selected. Again, all regions should be treated in accordance with third-level ideas. If the child goes on to Junior-high school work in the subject, he will have the opportunity, in connection with the geography of centers and areas into which expansion has been made, to do fourth-level thinking.

(3) Most of the time in the sixth grade may be devoted to the Countries of Europe and Asia. In a few closing units may be included some outstanding parts of other lands in Latin America, Africa, and Australia, with no attempt to do more than introduce major problems. The Countries suggested in programs are as follows: British Isles, France, Germany, Scandinavia, Mediterranean Countries, Russia, China, Japan, India, Africa, South America, and Australia."

APPENDIX B

Report from the Handbook prepared by the Unesco Committee on the content and activities of the Geography program in the Elementary School.

"In most countries," according to the handbook, "the subject of instruction during these early years is the homeland, but in several instances the study of type communities in lands around the world is undertaken. In a few countries the children have an opportunity to study their own country, not as an isolated unit, but in its world setting. By the age of eleven, children in many parts of the world are

being introduced to nations and continents other than their own. At this stage stories of life and work in typical regions of the world and of the journeys of famous explorers and of modern travelers are to be recommended. Through such geographical studies the child can gather a small but increasing body of significant facts and useful geographical terms. By drawing simple comparisons between life in the home community and life in other lands, he may learn something of the significance of varying geographical conditions, and he may gain some appreciation of the interdependence of people round the world. Here, too, is a fine opportunity for developing in the child a real sense of respect for the achievements of other peoples in utilizing their environment. In order to develop true appreciation of the conditions of life in other lands, most teachers consider it important to study a few small communities thoroughly rather than many superficially.

All children, and many adults, have great difficulty in understanding concepts of time and space. With the aid of some calculations and using the local landscape as a measure children can be given some idea of the immense size of the earth as a preliminary to studying distant regions in more detail.

Observation and discussion concerning, for example, streams and rocks, woods and farms, railways and shops, will help the child to develop his powers of reasoning, of classifying, of social understanding within the community, and particularly some realization of the dependence of his own community on others.

The first year might be devoted to a systematic study of how men produce the things used in daily life, and a description of the kind of surroundings in which production takes place. The sum of such work would be to show what a great variety of skills and what a large amount of effort is required to provide people with the things they need. The year's course might therefore include such topics as the following: the areas that produce corn, sugar cane, meat, leather, wool, cotton, lumber, tea, coffee, wine or fats that people need.

A study of physical aspects of geography, if

carried out as direct observation or through pictures, is usually of great interest to children at about this age.

As year succeeds year, the courses can gradually be organized in a more systematic, geographic ways. At the age of 10 or 11, we could, for instance take examples of community life in the major climatic regions of the world and show what a variety of food, clothing and shelter there exists on our earth. A start could be made with three type Communities in the equatorial forests of the world, one from the Amazon Basin, one from the Congo and one from the East Indies. It is important to make sure that the studies include typical wild plants and animals as well as simple aspects of human society. Three examples could also be given from the savannah lands of the world. To illustrate conditons in Mediteranean areas, the life of the California fruit growers, the Italian grape producer and the Chilean onion farmer will provide excellent sample studies. In like manner we might deal with monsoon countries, and areas with West European climate, continental climate, temperate east coast climate as well as coniferous forests and tundra. It is important not to omit mountain peoples such as the Incas, the Tibetans and the Swiss.

Wherever possible more than one example should be given of community life in any large climatic region. It is necessary to demonstrate that within any one region there are similarities, as well as to show that each region differs from another in climate and in the life of its people. It cannot be too often stressed that all these topics need a considerable amount of time for study.

In particular this stage should see the organization of systematic recordings of daily weather data by the children. Sun altitudes and direction, cloud types, temperature, rainfall and wind can all be the subject of daily observation and record. Generalized terms like hot, warm, cool, dry, moist, windy, gradually become associated with more exact statistics, and can be used as a means of assessing the climate of a new country in relation to that of the home area.

By the time children have reached the age of 11,

they are usually ready to make a more complete geographical study of an area. This year might be devoted largely to the making of an extended survey, first of the school district and then of other small regions in the homeland. This work would have three main objectives. It would show that there are many more factors than climate which influence the life of people. Relief and structure are specially important. Secondly the children would be introduced to the study and use of atlas maps. The difficulty of representing a curved globe and of drawing relief on a flat piece of paper would have to be considered. Thirdly, and most important, children could be given more direct teaching on what geography is and how its various tools are used.

There is, in many countries, a tendency to deal with pairs of contrasting regions, for instance North and South America, so that the effect of position, structure, relief, climate, soil, minerals, etc., are thrown into sharper focus. In other countries the normal practice is to study regions in the homeland in the order of their geographical proximity to, and cultural and commercial relationships with, the area in which the children live.

Children of this age enjoy active occupations. Thought is quickly translated into action, and the wise geography teacher makes ample provision for practical ways of learning. These are many: Observing and recording facts in the locality, making collections, maps, models, and scrapbooks; corresponding with other schools, writing articles for school magazines and newspapers, and taking part in schemes for ship, school or town adoption.

The first maps used by the child should have been those which he drew himself, and they should continue to provide opportunities for the children to develop their skill in the making and reading of maps. It is a mistake to expect children to read atlases, maps or globes before they have themselves had some practice in the intricacies of map-making. They will no doubt have studied pictures in their earlier years but they will not necessarily have learnt the art of interpreting them geographically. From 9 to 13 years is an appropriate time during which to develop technical efficiency in the use of these two essential aids to geography--maps and pictures. During this period also, with a natural

good memory and sharpened intelligence, the average child can learn much of the terminology used in geography for definition and description. Some mechanical exercises may be necessary for this kind of work, but the additions to the child's vocabulary will teach him to be more exact and will help to make his more advanced geography studies comprehensible."

APPENDIX C

Objectives and Program of the Manitoba Curriculum.

"A child's horizons gradually expand from his family group to the neighbourhood group and eventually to a wider association of age-mates in school. In these groups many direct experiences contribute to the child's learning. As a child grows older he learns vicariously through reading, films and radio about other lands and other peoples. Accordingly, the Social Studies programme is designed to develop the child's knowledge and understanding of how people live in several typical regions of the world.

As the title "Ways of Living in Many Lands" of the Grade IV programme suggests, the emphasis is mainly upon how people of other lands live. To understand how they live, it is necessary to have some knowledge of the geography of the regions. Likewise, a certain amount of historical background is significant in studying the life of the various people.

The General objectives for Grade Four are;

- (1) To help pupils develop an understanding of the size of the earth and its land and water masses.
- (2) To show pupils how location on the earth affect human life.
- (3) To emphasize the influence of the position of the sun in the regions studied.
- (4) To teach pupils the meanings of simple symbols which are used to represent geographic features on globes and maps.
- (5) To develop skills in map reading.
- (6) To develop the basic skill in reading for meaning.
- (7) To develop an understanding of how people in one region of the world are dependent on those of another region.
- (8) To promote attitudes of world mindedness, respect for others, co-operation and inter-cultural understanding.

The Course for Grade IV consists of the following units:

- I Our World
- II Life in Manitoba
- III Life in a Hot, Damp Region--The Amazon or Congo Valley
- IV Life in a Hot, Dry Region--Egypt or Arabia.
- V Life in a Mediterranean Region--Spain, Italy, Greece or North Africa.
- VI Life in a Mountainous Region--Switzerland.
- VII Life on an Island--Japan, New Zealand or Hawaii.
- VIII Life on a Rocky Shore--Norway or Sweden.
- IX Life in Lowlands--The Netherlands.

The Grade V Course is primarily a study of exploration and early life in America with emphasis on the development of Canada. Although the approach is historical, it is quite impossible to develop understanding of the full significance of events in the growth of Canada apart from a study of the geographical nature of the country. It is essential, therefore, to give due attention to the inseparable relationships between the history and geography of the regions studied.

The Grade VI Course is a study of the geography of the Americas with emphasis on life in Canada. The Course is planned to complement the Grade V Course which deals with the historical development of Canada. Though the emphasis in the Outline for Grade VI is geographical, the development is planned largely around the various occupations through which the Canadian people maintain their livelihood.

The General Objectives for Grade VI are:

- (1) To help pupils acquire information about the geography of the Americas in general, and Canada in particular.
- (2) To study the physical features, climate, people and industries of Canada.

(3) To help pupils acquire knowledge and understanding of how people of Canada earn their living.

(4) To develop an understanding of the position of Canada with respect to her neighbours and other countries of the world.

(5) To develop an understanding of the relationship between the historical development and geographical nature of the country.

(6) To promote a sense of pride in Canadian Citizenship and the desire to keep our democracy strong and healthy.

(7) To promote the belief that co-operative action between racial and religious groups can bring about peace, prosperity and happiness.

The Course for grade VI consists of the following units;

- (1) The Americas.
- (2) Canada
- (3) United States
- (4) Agriculture
- (5) Mining
- (6) Fishing
- (7) The Forest Industry
- (8) The Fur Industry
- (9) Manufacturing
- (10) Transportation
- (11) Recreation
- (12) Canada and the World.

Each unit is designed to contribute specifically to the general objectives of the Course. All units should be approached through experiences and understandings which are familiar to pupils.

Correlation with reading, oral and written language, arts and crafts, science, arithmetic, health and music, should be made where they logically arise in the development of the Course.

Outcomes should, of course, be closely related to the objectives. This Course should add to each pupils knowledge, give him new understanding, develop skills in the use of maps, reference books, library, etc., and contribute to language development through an increase in meaningful vocabulary and better command of oral and written expression."

APPENDIX D

Objectives of the Saskatchewan Curriculum.

"The pupils activities in Social Studies are chiefly in that field of human experience formerly studied as history, geography and citizenship. In a democratic society, however, all the activities of the school have as their prime objectives the development of intelligent, democratic citizens. Even when the emphasis was placed on the mastery of factual material, as arranged in a textbook, it was never possible to define exactly the boundaries of any subject. However, the stressing of the use of one textbook only meant that the teaching of the subject, rather than the pupil, was the main goal. This procedure excluded the possibility of choice and discrimination. Now with increasing emphasis being placed upon activities growing out of children's interests in and curiosity about the world in which they live, the former divisions of subject matter are beginning to disappear.

Since the nature of the world is largely influenced by its physical environment, and since it

is fully understood only in the light of the past, in the elementary school, geography and history merge and fuse to the extent that the understanding of one throws light upon the others. Citizenship, likewise, is not a course which can be taught by the dictating and copying of notes. Each action of the child, all his daily experiences, within and without the schoolroom, determine his personality, not only in the Social Studies, but in health education, the language arts, arithmetic, natural science, music, art, dramatics, playground activities, the child's attitude towards the totality of his experiences, largely determines the kind of citizen which he is as a child, and which he will be as an adult. The pamphlet, "Citizenship, Our Democracy," already in the possession of all schools, emphasizes, on every page, the fact that citizenship cannot be taught as a subject--it must be lived from day to day in the home, and school, and community. Naturally, abundant opportunities will be found, through the activities involved in the social studies, whereby the democratic principles of mutual helpfulness, individual self-disciplined freedom, and service to others may be practical.

Democracy is a way of thinking and living. It is only through the constant practice of the principles of mutual helpfulness, of individual self disciplined freedom and of service to others that democracy as a form of government can be realized. In every genuinely democratic society, human beings and ideals are more important than material things. In the activities involved in the teaching of the social studies, the four democratic objectives of self-realization, human relationships, economic efficiency and civic responsibility are constantly to the forefront.

I. The Objective of Self Realization.

To be properly adjusted socially, a child must have the opportunity of realizing his own potentialities. He must, therefore, have a mastery of the fundamental tools of learning; he must know how to guard his health and the health of the community; he must learn how to use his leisure time wisely; and he must give responsible direction to his own life.

2. The Objectives of Human Relationships.

Good homes and good communities are the basic unit of democracy. Through the social studies, the child becomes acquainted with the world in which he lives; its physical aspects, its communities and their ideals, and how people have learned to work together in achieving those ideals. The child becomes increasingly aware of his dependence on others and also of his responsibilities to others.

3. The Objectives of Economic Efficiency.

Through the social studies the child learns how society has created and satisfied its material wants. He discovers that work is a fundamental basis of all progress; that only by means of work can man satisfy his desire for comfort and safety. The child learns, therefore, the necessity not only of choosing an occupation, but of becoming efficient and maintaining his efficiency in that occupation. He also realizes that he must use good judgment in buying and selling, and that as a producer or consumer he must take appropriate steps in co-operation with others, to safeguard his interests.

4. The Objective of Civic Responsibility.

These involve the pupils' civic and social responsibilities in the home, the school, and the community. In their wider aspects they include the citizens' responsibilities in the community and the province, in the nation and Empire, and in that great international brotherhood, the world. They embrace the desire for social justice and social understanding, constructive criticism, tolerance, law observance and unswerving loyalty to democratic ideals.

Mastery of facts and principles, development of the skill in the use of books, charts, maps, and other tools, acquaintance with the vocabulary of the subject, ability to observe, read, study and interpret are all important in the teaching of social studies. But they are only important as a means of assisting the young to live today so that living and functioning in the complex environment of to-morrow will be easier, nobler, and more satisfying.

Specific Methods of Teaching Social Studies.

Chronology and geography are the two eyes of history. These time and place relationships mean that historical events and movements can only be understood in the light of the physical and social conditions in which they originated and developed. Therefore, the integration of history and geography should be as complete as possible.

The child does not come to school each day to solve a set of problems in the social studies that have been artificially created by the teacher. It is not enough for the teacher to assign a problem to be solved--this may be a problem only in the mind of the teacher. The teacher's task is to guide the pupil to the problem that exists. This demands teaching skill. It demand the use of the inductive method. It places a ban upon the use of ready made notes. It insists upon the skilful use of appropriate maps, globes, charts, pictures, books and illustrative materials of all kinds. Generally speaking, the best lesson is the one followed spontaneously by questions from the pupils, and the most successful activity is that which inspires further study and investigation.

It has already been stated that in the elementary school increasing emphasis is being placed upon classroom activities growing out of children's interests in and curiosity about the world in which they live. Such emphasis is particularly necessary in the teaching of the social studies. To the elementary school child, past events and developments have meaning, only in so far as these events and developments are related to the child's understanding of his present environment. Environment is not used here in a narrow sense. It means, first of all, democratic living in the home, the school and the community. Becoming broader, it means democratic living in our province and nation. With the widening of the pupils' mental horizon, the child's environment includes the British Empire, and becoming still wider it embraces a vision of life within that world of nations, in which all peoples are actuated by the democratic principles of co-operative living, of individual self-disciplined freedom, and of service to others. It must, therefore, be remembered that, in the teaching of any aspects of the past, the

application to the present must be understood. Otherwise teaching becomes mere verbalism, and the pupil's study a memorization of meaningless facts.

It is, of course, essential that the child knows how the primary needs of food, clothing and shelter have been met. He must also appreciate the fact that a nation's greatness is measured by the extent to which the nation has risen above these needs to a recognition of God, to heroic and just actions, to achievements in Science, Architecture, Music, the arts and in literature. With this in view, the course directs the child to stories of men and women who, through their unusual qualities of courage, self-sacrifice, inventive genius, and intelligent understanding of the world's problems, have extended the boundaries of knowledge, of aesthetic appreciation, and of individual freedom.

The demands of the course will be met satisfactorily if the use of a wide range of suitable material and the intrinsic appeal of the subject matter becomes more important in the child's mind than the amassing of facts under the stress of having to pass an examination. Mastery of factual material is necessary for reasons other than passing formal tests and standing high in his grade. Frequent and carefully chosen diagnostic tests will free the more gifted child from uninteresting drills; they will ensure that the slower pupils have sufficient basis of facts and skill to keep abreast of the requirements of regular assignments. If, in part of the testing programme, the pupils are allowed access to reference materials, the tendency to place memorization of factual material above judgment and skill will be overcome.

Vividness and reality are essential in the teacher's presentation of the subject. A keen and growing interest is adequate protection against bringing only the material of a text or teachers' helps to the recitation periods. The teacher who has travelled or lived in localities dealt with in the lessons can give the pupils a wealth of detail.

While the technique of teaching by radio and moving picture has not yet been worked out fully, the judicious use of these aids in teaching is meeting with success in those schools where equipment is available. However, the teacher must depend on

his own reading for the vital quality of his teaching. The progressive building up of school libraries and of community libraries become an essential part of the duties of every wide-awake teacher."

APPENDIX E

Program of Studies for Grades III to VI from the
Saskatchewan Curriculum.

"A" - Our Homes.

(1) Picture scrap-books of good houses, of the different kinds of rooms with their furnishings of different kinds of clothing, and of essential foods.

(2) Pupils planning of a house. As a result of their own observations, pupils should report on the materials necessary for construction, and suitable plans for erection. Out of this might arise a discussion of the work of the lumber agents and his source of supply, of the duties of the carpenter, of

of the architect, of the plumber, of the interior decorator, and of other people co-operating in the work of building a home.

(3) What is a home? What makes a home attractive? Is it possible to have a good house without having a good home? The actual construction of a house and its furnishings out of apple boxes or cardboard boxes might be undertaken. In the spring or summer a work bench might be erected in the coal shed or barn.

(4) The weaving of rugs, the making of runners for the dresser, the making of soap, the construction of a medicine cabinet, the making of butter, the making of dishes from Saskatchewan clay, the drawing of designs for linoleum--all these are splendid activities.

(5) Picture scrap-books of attractive farm buildings. A model farm yard or school yard might be sketched showing particularly the advantages of trees on the open prairie.

"B" - Our Communities.

(1) The interdependence of the merchant and commercial traveller, of the doctor, the teacher, the postman, the carpenter, the pastor, the interior decorator, the elevator man, the station agent, the conductor, the engineer, and the farmer can be realized through a series of activities. The teacher should not outline the duties of each on the blackboard. By the appointment of pupil committees, the various aspects of community life can be gathered from the actual observation of these people at their work. The pupils may wish to invite representatives of the various occupations and professions to visit the school and give some account of their experiences.

(2) The Indians.

(3) The people who lived in caves.

Materials should be available in the school library or in the community which will provide a starting point for one or more activities connected with the following:

(1) The people who lived in lake houses and villages.

(2) The people who lived in land houses and villages.

(3) The people who lived in trees.

(4) The homes of the desert.

(5) The first real homes.

B - Course -- People in Far-away Places.

Under this topic a study is made in far away places. In imagination, journeys are made to widely separated countries, in which ways of living differ greatly from our own. The effect of climate and of other geographical conditions upon community life are noted. In every community, no matter where located, interdependence will be seen to be a dominant characteristic.

In the following outline, several regions are suggested for study and in each region different countries or areas are indicated. Of the regions suggested, one typical country or area in each of these regions should be studied in some detail.

(1) Life in Desert Regions--typical countries or areas are Arabia and the Sahara.

(2) Life in Equatorial Regions--typical areas are the Amazon River and the Congo River Valleys.

(3) Life in Mountain Regions--Switzerland and Norway.

(4) Life in the Low Lands--the Netherlands.

(5) Life in Cold Regions--Life among the Eskimos in Northern Canada and among the people in Lapland are typical examples. Some attention might be given to life in the Antarctic Regions.

(6) Life in Thickly Populated Countries--such as India, China or Japan.

The Courses of Programme for Grades Five and Six are also given in "A" and "B" Courses and may be taught in alternate years. The general topic for the Course is "The Ideal of Individual Freedom realized through mutually helpful living in our Democracy."

Throughout the social studies courses for these grades, history and geography and Citizenship have been closely related. The attention of the teachers is directed, once again, to the fact that the great principles of democratic citizenship permeate every activity of school life. Through the social studies, however, pupils begin to realize that our present social, economic, and political institutions are the result of centuries of slow but sure growth. With this conception, of the ever-developing nature of our democratic institutions, comes the realization that there must be a constantly progressive adaptation of democratic principles to meet the needs of the rapidly changing conditions in society. In "Citizenship, Our Democracy", this ideal of the gradual growth of the spirit of freedom is developed, with particular reference to the influence, upon its growth, of improved transportation and communication facilities.

It is well at the outset for teachers to get an overview of the work which is prescribed for these grades. This overview may be obtained by stating briefly the main topics in the development of each course. In the "A" Course the following are the topics:

1. Patriotic Activities.
2. Our Home Community in Saskatchewan.
3. A glance at North America.
4. Introducing Our Country.
5. Exploration of and Early Settlement in Canada.
6. Life in New France during the Seventeenth Century.
7. The French Colonies become British.
8. New Settlements in Canada, leading progressively to Confederation.
9. People at work in Eastern Canada Today.
10. People at Play in Eastern Canada Today.

The topics in the "B" Course are outlined as follows:

1. Patriotic Activities.
2. Our Home Community in Saskatchewan.

3. Canada, Today and Yesterday.
4. Introducing Western Canada.
5. The Explorers of Western Canada.
6. Ruperts Land, A Fur Trading Region.
7. The Beginnings of Settlement in Western Canada.
8. Settlement moves Westward.
9. Settlement on the Pacific Coast.
10. Western Canada at Work.
11. Western Canada at Play.

With the integrating of history and geography such geographical concepts as latitude, longitude, the poles, the zones, etc., are presented in natural setting and must not be taught in abstract terms. This applies also to the natural regions of the Country, the climate, and the general physical features.

The Courses broaden out to include the geography of the world. The Continents and Oceans are learned. Particular attention is given to the continent of Europe in the "A" Course under the general topic, "Introducing Our Country". Other opportunities will be found for the study of other countries."

"Section A--How Pioneers settled the New World.

Purpose: In a land as young as Western Canada a unit on pioneer life can be an interesting experience. Many evidences of our early settlers remain and classes will enjoy the effort to re-live the days and deeds of pioneer times. Among the various outcomes of such a study the following have a valid place:

1. The children should participate in the romance and adventure of living in a new land. The fact that at this age they respond readily to the appeal of the past can be used to foster ideals that are desirable and lasting. The frontier has played an important part in determining our way of life and boys and girls should learn to appreciate its story. Only the hardy and the resourceful pushed beyond the edge of civilization to seek opportunities of all kinds. Some came seeking wealth, some seeking homes; some came to corrupt, some to christianize. It was a rough, colourful life where all men met on equal terms. Fur Traders in northern woods, prospectors in mountain valleys, cowboys on the southern plains, mounties in scarlet, missionaries and whiskey-traders, all had a share in the stirring story. The west has a rich folk-lore which is the heritage of every child.

2. The sterling qualities of character that seemed almost commonplace among pioneer people should not be lost to the children who read their story. The fine qualities of initiative, self-reliance and personal courage among pioneers can seldom be matched in history. Today, when individual strength of character seems sometimes buried under collective projects and group activities, the examples of pioneer men and women should not pass unnoticed.

3. Some knowledge of our own province can profitably be introduced at this grade level. If the pioneer group selected for study is connected with Alberta much of the information accumulated may be quite applicable to a contemporary study. While a specific spot has been selected for a survey of Alberta, every opportunity for understanding our own province should be utilized.

4. Since the understanding of present day living is a constant objective, the strong contrast between pioneer life and modern living should be emphasized. The reliance of the pioneers on the immediate fruits of toil is a complete reversal of the specialized

living in our cities today. How the same needs we experience today were met many years ago without modern organization and conveniences should be a revealing study for Grade IV pupils.

Most Alberta districts are reasonably well supplied with contacts or reminders of pioneer days. Community resources should be used for motivating and learning purposes at relevant points. Teachers may find most tales of folk-lore at a vocabulary level too advanced for easy reading by youngsters. Such stories will nevertheless be enjoyed when read by an exceptionally good reader or by the teacher.

Numerous topics suggest themselves for enterprises in this section. Teachers will utilize ideas of their own and will devise combinations and variations to suit their own situation. The following are suggestive only:

1. The "Cattle Kings" of Alberta.
2. Early Farming on the Prairies.
3. Fur Trading with the Hudson's Bay Company.
4. Life at Fort Edmonton.
5. The Coming of the Mounted Police.
6. The Story of the C. P. R.
7. Missionary Work in Western Canada.
8. The Yukon Gold Rush.
9. The Habitants of Old Quebec.
10. The Pilgrim Fathers.
11. The Red River Settlement.

The Major learnings at the Grade Four level are:

1. The offer of free land was a great attraction to immigrants.
2. Town, cities and villages grew up around trading posts along the river.
3. Some missions became centres for towns.

4. Homes were constructed from native materials.
5. Laws were few.
6. Clothing was made by hand.
7. Recreation consisted of dances and parties of various kinds.
8. Many native plants and animals contributed to the food supply.
9. Travel was slow and time-consuming.
10. Pioneers often wasted many natural resources.
11. Hospitality was an inevitable custom.

Section B--How we live and work in the Modern World.

Purpose: The primary purpose of this section is to broaden pupils understanding of contemporary living. The areas of study for this section includes those people and countries representing advances in social living. The suggested topics will include many lands of favourable location and development where men have lived in some comfort and enjoyment. Investigation will reveal that in favoured spots on the earth men have been most active in invention and discovery, in advancing social and individual enlightenment, in improving all those conditions we generally lump together as "the standard of living". The improvements they have devised have spread by one means or another to other sections of the world, and as a result nearly all of mankind has reaped some degree of benefit.

The basic reasons for the unusual activity of some nations are varied and generally beyond the comprehension of elementary school pupils. But the nature of distributing such benefits can be understood in simplified form. When casual factors are concrete and of an obvious nature they may be included in the expected understandings.

The countries suggested for study in this topic represent the original homeland of most of Alberta's settlers and may be introduced from that angle. The information the class acquires respecting the nations that have contributed to Canadian culture and population is a definite gain. To be most effective, the selection and planning of a unit must be worked out

by the teacher with due regard for class interest, maturity and abilities. Reference materials are scarce regarding many countries. Whenever possible visual aids should be utilized for this section.

Approach: The emphasis of this section lies in the area of modern living. If the section follows a study of pioneer life the contrasting ways of life, separated by a hundred years or less, should be comprehended by Grade Four children. There is, however, no obligatory connection between this section and the one immediately preceding it. In a multiple-grade class, for example, this section might be neatly introduced following a detailed study of the home community. An enterprise from this section should, in effect, create a further acquaintance with the methods of living and working in those lands respecting which the class will have only indirect information. The cultures they observe will, in general, enjoy at least some benefits of modern technology, differing from our own daily civilization primarily because of variance in natural influences and in national traditions and values.

One approach that should be used frequently in an enterprise from this section is through the activities and interests of children in distant lands. the consideration of any country too easily slips into a presentation of problems concerning adult activities in which children have little or no participation. The actions of other children carry a major appeal for children of nine or ten years of age. Furthermore, through a discussion of the role other boys and girls fill, their games and sports, their food and clothing, their school and holidays, the factual information of appropriate consequences can be learned with greater ease.

In preparing an enterprise from this section, the matter of suitable bibliography should be carefully examined. The possible range of topics is very wide and in selecting a title the amount of suitable reading material available should be reviewed and checked. The success of a study of modern living in Russia, while potentially a worth while topic, might hinge almost entirely on the amount of authentic reading material of proper grade level.

Among the topics that will prove most valuable for this enterprise will be the various countries and world regions. In some cases certain cities might

form the focal point. Some class might undertake a study of "Life in the United States", another might select, "Life in Southern United States", while another would select "Life in New Orleans". The list of possible topics is lengthy.

Suggestions would include:

- (1) Continents such as South America or Australia.
- (2) Countries such as United States, Great Britain, Russia, France, Germany, New Zealand, Brazil, Argentina, Mexico, China, India, Italy, Norway or Sweden.
- (3) Cities such as London, Paris, Moscow, or New York.

Section "C"

Purpose: One of the most tangible bonds between Alberta communities and the rest of the world is the exchange of goods that makes up the trade and commerce of the world. While physical necessities (food and clothing) are most vitally affected, few phases of modern living are not touched by the activities. To the child whose interests in other people are thoroughly aroused a study relating to commercial interchange can be most stimulating. An Enterprise developed around this theme has many educative possibilities.

(1) Instruction in global geography can be introduced on a carefully planned basis and on a fairly comprehensive scale. Commerce reaches to far-away places, crosses all political boundaries, deals realistically with global distance, utilizes all available technology, adjusts to geographical environment and to a large degree disregards racial and national controversy. Distance, climate, waterways and mountain barriers in all parts of the world may have direct consequences on our daily living habits.

(2) The interdependence of modern people as expressed in a world wide exchange of goods and products can be effectively illustrated through a study in this section.

(3) The problems involved in judicious personal buying, consumer education if you like, can have some real significance to children. This section would seem to offer opportunities for some such instruction in its proper setting. The matter of relative need,

of season demand, of mechanized handling and processing can be discussed in an elementary fashion. The factors that go to make up a fair price, labour, raw materials, transportation, etc., can be considered with respect to goods of various types.

(4) Modern living involves an understanding of the methods and results of modern production using technical power, improved materials and specialized labour. Appropriate illustrations in this section can expand such concepts and understandings. The story, for example, of how we get a suit of clothing introduces some consideration of the basic place of agriculture, the productivity of semi-automatic machinery, the matter of design and style, the problems of factory and piece work, the function of salesmanship and advertising and other understandings related to social living. The child can realize that the specialization of modern production methods contributes much to comfortable living but raises problems that cannot be dismissed lightly.

(5) The concept that ideas and services have a marketable value comparable to tangible goods may be new to many Grade IV pupils. Investigation will reveal that a large share of the cultural phases of living as well as a good part of the physical phases are enjoyed only because of these less tangible factors. Any discussion in this area opens up the question of good taste, personal value patterns, and the effect of individual choice in determining the collective cultural value of our society.

Approach: This section can tie in closely with the study of the home community or our home province of Alberta. The concepts of geography should be developed through the use of the globe, and should feature the location of Canada and Alberta. Major attention should centre on the relative position of land and water, upon the usefulness of the oceans for transit rather than as a barrier, the location of the major temperature zones of the world, their typical climate and use of their products in our own community. Basic terms of reference such as North and South Poles and Equator can be established through usage.

An introductory study of Alberta through her resources and products can be linked to this section if the teacher so desires.

The scope areas most naturally concerned in an Enterprise from this section will be those dealing with earning a living. Some attention should, nevertheless, be directed to ways in which government, conservation, art, education, etc., are affected by our commercial relations with other parts of the world.

In selecting typical products for study, the available source materials and bibliography should be carefully checked. Important items of consequence to children such as food (bananas, cocoanuts, spices, rice, oranges, etc.) can be balanced by export items of importance from Alberta--wheat, sugar, meat, etc.

The motif of the Enterprise should suggest an approach broad enough to introduce a variety of activities. These suggestions might be considered typical:

- (1) Stories from the shelves of a Country Store.
- (2) Stories from a railroad car (or a harbour wharf.)
- (3) A child's journey around the world.
- (4) Ships of Canada.

GRADE V

Section A--How Canadians established themselves from sea to sea.

Purpose: This section aims to emphasize the historical concepts for the Grade Five year. The discovery of the New World and the stories of the intrepid adventurers who explored it from shore to shore, make one of the most thrilling chapters in history. The popularity of the theme is reflected in its frequent use in Enterprise classes. To boys and girls of this age the men who mapped the new land are heroes indeed. From their lives came lessons valuable today.

The matter of historical and geographical placement comes up for repeated consideration. The geography covered is that of the American continent. The history covered is simple narrative reaching back to the fifteenth century. This section should establish some adequate conception of the perspective of time.

Understanding of geographical space is more easily established since children are more familiar with the concept of distance and devices such as maps, charts and illustrations are commonly used. Some effort should be made to develop a comparable understanding of time as it applies to the discovery and growth of Canada.

Some knowledge of the ways of living of long ago is a valuable aid to better living today. This action offers more insight into the background of our culture. The story of exploration is coupled with the expanding knowledge of science and its application. The growth of government, of trade and commerce, of population and industry, are all parts of the virile health of a new country. To learn how these people accomplished their goals for better living offers guidance in modern problems.

A close accompaniment of globe and map will make this section rich in geography teaching. Careful attention should be given to the physical features and to the distance relationship that were so vitally important long before political claims were ever considered.

Section B--How Alberta provides for her People.

This is another section devoted to a fuller understanding of modern living in our own area with all the benefits that science and education have thus far been able to provide. Its object is to acquaint pupils more fully with the people, the customs, the industries, the resources, the traditions and the possibilities of our own province. Emotional attachment to our home region is a natural human attribute. The school should take an active part in promoting some deserving pride in Alberta in the mind of every child. That esteem should spring from a sense of worthwhile accomplishments and from an appreciation of the distinct promises and possibilities of our land and people.

The fact that Alberta ranks as one of the most fortunate areas of the world from the standpoint of natural resources has been established beyond question. The mineral resources, the soil fertility, under either natural conditions or irrigation the wealth of forests and streams combine to create untold opportu-

nities for material improvement. Our citizens should be justly proud of what this province offers, and duly cognizant of the obligation to develop such resources intelligently. But faith in Alberta must stand on a broader basis than realization of natural wealth.

We must avoid at all costs the fallacy of believing that Albertans will be happy, prosperous people simply because they live in a richly endowed land. Abundance in itself is no guarantee that people will benefit and prosper thereby. Improper management can bring discontent and dishonesty. The basic considerations lie with the people themselves. Their ideals, their goals, their personal and collective behavior will determine whether or not this province develops in a purposeful rational fashion. School children should be acquainted with the people of Alberta and with what they are doing to bring the fruits of labour and of peace into their homes. They may be proud of the progressive steps these people have made, in our modern cities, on our fine farms, in our productive mines, in schools, in government. Most of all they should realize that the hard work and the sound judgment of our pioneers developed this province in less than fifty years. Continued work and loyalty to ideals are the only safeguard for happy living and cultural progress in this province.

This section should represent a considerable share of the year's Enterprise activities. The general opinions among Alberta educators is that in the past insufficient attention has been given to this important study. While a definite responsibility is assigned to this section for a survey study of Alberta, the introduction of information and investigation concerning our province is not thereby excluded from other sections of the sequence. The class should emerge with some knowledge and appreciation of Alberta's romantic history, geography, resources, industrial, social and cultural growth. They should realize that as we widen our community horizons the more fully and completely are we working together to satisfy the needs that arise in our present day living.

Section C--How Global Patterns Affect Us.

Purpose: The trend of world events over the past ten years should stand as complete justification for an emphasis of global geography at the earliest feasible grade level. The purpose of this section is

to build up basic concepts and increase detailed knowledge of the world as a whole. The basic concepts involved might be classified in two groups:

- (1) understandings concerning the facts of physical geography; and
- (2) understandings concerning the relationship between physical geography and the activities of men.

While the second of these outcomes is admittedly the more significant, fundamental place of the first can never be dismissed lightly. It must accompany the second, and indeed serves as a means to achieve such understandings.

If the problems of geography have been presented in the lower grades the children of Grade Five already realize in some degree the relationship between the things men do and the regions in which they do them. To promote further this desirable accomplishment this section should attempt to:

- (1) Increase the fund of information concerning the nature, size and placement of the main land masses of the world, with particular emphasis upon the strategic alignment across the arctic regions.
- (2) Delineate clearly the factors involved in determining climate--attitude, latitude, ocean currents, winds, etc., and relate closely the effects of climate upon human activities and natural resources.
- (3) Impart specific information regarding our own continent and our own country.
- (4) Establish some concept of the distribution of human beings on the earth's surface, and discuss the most obvious reasons for observed grouping.
- (5) Introduce more opportunities for the use of maps and facilitate map reading.
- (6) Impart some knowledge of the major geographical features of each continent--mountains, rivers, deserts, etc.,--and discuss their relationship to man's activities, particularly transportation and migration.
- (7) Illustrate the resourcefulness of man in establishing himself in practically all sections of the globe with some degree of comfort and permanency.

Approach: This section tends to break away from the pattern of selected social situations that characterizes this sequence. This variation is acceptable on the thesis that the soundest possible understandings of global geography are necessary for sound thinking on local, national or international problems. The items of the scope are not abandoned, even temporarily, but are to be applied to a broader view than used previously. They represent the normal activities of men, and the primary responsibility of modern geography teaching has to do with the relationship between activities and environment. The scope accordingly still offers guidance for investigation and discussion in geography teaching. In considering this basic relationship just mentioned, attention should be drawn to:

- (1) the limitations natural surroundings place upon man's activities; and
- (2) the constant activities of man to overcome these limitations.

The story of civilization has been marked by the constant improvement in men's expanding control over natural phenomena.

From this approach it can readily be appreciated that, for these grades, political boundaries and subdivisions should be minimized. The physical, climatic and social features takes precedence, and national boundaries remain for little more than convenience of location.

The use of maps is to be encouraged, with due warnings respecting the erroneous impressions that may accompany flat maps of all kinds. Reference to the globe should be sufficiently frequent to dispel any misunderstanding gathered from flat projections. It should be noted that the main point of this instruction should go beyond how to use maps to include the widest purposeful use that can actually be made of them. A word should perhaps be said regarding map reading. Standard symbols, markings and colors have been established to denote physical features. These should be learned and used consistently. Maps should be limited in the amount of information they present for elementary pupils. The only justifiable information on a map beyond that relevant to the immediate study should be features that facilitate placement and

identification. It should be noted that commercial map companies have recognized this need and are publishing maps and globes admirably suited to elementary school uses.

Finally, care should be used in selecting illustrations and in setting up any essential definitions. Formal definitions too frequently consist, from the student's viewpoint, of substituting meaningless sentences for meaningless words. Make sure that definitions are limited, purposeful, and well illustrated.

Some suggestive concepts are listed here. They are in no case specifically obligatory, and are included solely for teacher guidance.

(1) The Continents of the world--their names, shape, placement, relative sizes, major climatic and topographical features, distribution of population.

(2) The ocean of the world, names, placements, effects on human activities.

(3) Major islands of importance in connection with continental study.

(4) Terms of topographical reference--island, ocean, continent, pole, equator, isthmus, peninsula, coastline, bay, gulf, range, pass, plateau, etc.

(5) Major rivers of the world--two or three on each continent that have most influence with respect to human living.

(6) Major mountain ranges--from standpoint of influence on human behavior.

(7) Main farming areas of the world--main forest areas--main grazing areas--main mining areas--main industrial areas.

(8) Prevalent winds systems of globe--in relation to discussion on climate.

(9) Seasons and eclipses.

(10) Earth's place in the universe--sun, planets, moon, stars, etc.

GRADE VI

Purpose: The concept of a round earth is much more difficult to establish than most adults remember. The evidence of our senses in childhood is definitely against such an idea. Much of our ordinary experience adds to the incredulity. In every day experience water does not rest naturally on opposite sides of a ball; rapid whirling motion does not pass without notice or physical sensation, gases do not cling to a spherical solid gyrating through space. Yet these are fundamental phases of our understanding of the earth and its movement. One purpose, then, of this section is to insure that some pupil-time and teaching effort will be given over to the consideration of these concepts that at first glance appears almost contradictory.

The sphericity of the earth provides no fixed points of reference, with the possible exception of the uninhabited poles from which to measure distance or direction. Human ingenuity has accordingly imposed its own arbitrary invention, a network of imaginary interesting lines to fix locations and designate direction on the earth's surface. It is obvious that this invention, while of great utility to trained adults, was not devised with any thought for ease of comprehension by school children. Otherwise it would surely have included at least a polar equator or something comparable. Functional understanding of latitude, longitude, time zones, international date line and similar concepts requires study and careful teaching. Undoubtedly maturity adds to the ease of comprehension and for that reason material for this section is assigned to the final year of the elementary program. A further purpose, then, of this section is to establish some functional knowledge of the devices men use to maintain reference points of time and space across the surface of the world, and to insure proper grade placement for such learnings.

To clarify space concepts maps of many kinds have been printed, many of them aimed at illustration of specific points. Flat maps invariably offer distortions which must be recognized. Such procedures as great circle navigation and the land survey system used in Western Canada require explanation and illustration. This section, then becomes in reality an extension of Grade V.

Approach: This section replaces the study of a particular social study group by an interest in the widespread efforts of general society to extend man's control over the geographical environment. This section should provide a genuine challenge to both class and teacher. The information is fresh and concrete, and directly concerns the problem of travel and communication which in turn represents a major activity of modern civilization.

Much of the increased importance and interest of this material hinges upon the development of the airplane and its adaptation to purposes of war and peace. A ready motivation exists in the normal interests of most classes, particularly of boys, in aviation and kindred topics. Questions relating to longitudes, latitudes, time, map reading, navigation and meteorology are brought into sharp focus by the extended range of modern air travel. The unique position of Canada with respect to air travel over polar regions gives added emphasis to this approach.

One concept that should not be overlooked is the translation of distance units into time units. Distances are most significant because of the time element they represent in travel. The automobile and more particularly the airplane have upset all former ideas of distance as a mathematical sense, in a social and political sense it decreases as men learn to move with greater speed and ease. With the promise of rocket projection and supersonic speeds for airplanes the concept of a shrinking world is vitally important.

Another phase that should be stressed is that of direction. Our sense of direction has been established by the travel route we have traditionally followed. The use of the airplane has put direction on a global basis, and the implications for Canada are tremendous. The great powers of Europe and America are no longer only on a west-east line, but also on a north-south line running directly over Canada. What consequences such realignment may have only time can reveal, but our pupils must be taught to think in the new terms.

Obviously the use of maps and globes will have an undisputed place in teaching this section. Again the use of the simplified globe is recommended.

The introduction of map symbols, scales and meanings must be geared to the child's level of maturity. Careful teaching is needed to guarantee proper spatial orientation, and increased understanding in map interpretation.

Certain concepts are listed here as a guide for teachers in their selection of material. The desirability and order of presentation are left to the discretion of the teacher.

1. Latitude - north, south, high, middle, low; the equator, parallels, Capricorn, Cancer, Arctic and Antarctic circles; determined by angle of North Star or angle of the sun.

2. Longitude - east, west; prime meridian, Greenwich; convergence at Poles; determined by Chronometer.

3. Time measurement - day and night, solar day, standard time zones, international date line.

4. Distance and direction - great circle, nautical miles, distance a function of time, magnetic poles.

5. Map projection - scales, legends, symbols; mercator projections, "equal area" projections, polar projections.

6. Land survey in Alberta - ranges, townships, meridians, sections, quarters, correction lines.

7. Seasons and their causes.

8. Weather forecasting.

9. Eclipses and their causes.

10. Trades routes, harbours, canals, locks.

11. Irrigation, dams, water supplies, reservoirs, gates and ditches.

12. Roads, tunnels, bridges.¹⁹

19. Elementary School Bulletin 2. Authorized by the Department of Education, Province of Alberta, pages 54 - 82.

APPENDIX G

British Columbia Program of Social Studies.

"The major function of education is to guide each individual in the formulation and achievement of his purpose and to enrich society through the highest realization of individual personality. The field of the social studies, dealing as it does with human beings and their complex relationships, provides learning situation in which children may progressively grow in their regard for human welfare; in which they may become loyal, active community members, and at the same time preserve the indispensable sense of freedom which is at the root of all personal creative effort.

The Social Studies are those subjects which are concerned with the interrelationship of people in groups, and with the interaction between those groups, and their physical environment. Some of these subjects are history, geography, civic, economics and sociology. In the elementary school, material is drawn from all of these subjects to form the basis for experiences that will explain to the child his social and physical environment, and will afford such practice in wholesome living in that environment as will help him to achieve socially competent self-realization.

The fields of experience for the intermediate level are as follows:

GRADE IV WORLD FOLKS

Unit in Grade IV will give children a simple understanding of how people in their own regions and in several type-regions of distant lands carry on the basic function of group life. Emphasis will be placed upon the way in which each different environment influences these activities of man.

GRADE V PEOPLES OF THE AMERICAS

The experiences of Grade V should show how the peoples of selected human-use regions in the Americas carry on the basic social functions in relation to their environment, and also how the early exploration and settlement of these areas were modified by the same natural factors.

GRADE VI OUR WORLD NEIGHBOURS

The field of experience for Grade VI is a selected group of important areas of the world apart from the Americas. Again, the influence of man's physical environment upon his methods of carrying out the basic activities of group life, both past and present, should become evident as a result of the experiencing. Areas from which human-use regions will be selected for units include the British Isles, Australia, Africa, some parts of Asia and some parts of Continental Europe.

The Units listed for Grade IV are:

(1) How we satisfy our needs in our home region.

(2) Getting ready to travel; the globe.

(3) Living in hot, wet lands near the equator
(Congo or Amazon Basin)

(4) Living in mountainous Country -
Switzerland or Peru.

(5) Living in a far northern region - Norway
or Eskimo-land.

(6) Living in hot, dry lands - Sahara Desert
and Nile Valley.

(7) Living in a Temperate Region - Holland,
France or the Yangtze Valley of China.

(8) Return to the Home Province for Purposes
of Comparison. Suggested topics are:

- (a) Salmon Fishing and Canning.
- (b) Cattle Ranching.
- (c) Bulb and Seed production.
- (d) Grain farming in the Peace River Area.
- (e) Manufacturing industries.

Grade V Units:

(1) Discovering North America with the ex-
plorers (globe)

(2) Living in Western North America.

(3) Living in Eastern North America.

(4) Living on the Great Central Plains.

(5) Living in Southern United States.

(6) Living in Middle America.

(7) Looking back at North America.

(8) Living in South America.

Grade VI Units:

(1) Living in Britain in Early Days and To-day.

(2) Living in Africa.

(3) Living In Australia, New Zealand, and
the Pacific Islands.

(4) Living in Asia.

(5) Living in Europe.

The basic Activities of Social Life: In each unit, emphasis should be placed upon the basic activities of group life which include:

1. Living in the home.
2. Providing for and using leisure.
3. Providing civic services.
4. Organizing social life (Clubs, Church, Community Hall, etc.,)
5. Consuming (selecting, purchasing, and caring for food, clothing, shelter, fuel, etc.)
6. Producing (earning a living, organizing industry, etc.)
7. Communication (the press, the telephone, the radio, the motion pictures, etc.)
8. Transporting.

On the intermediate level some of these basic social activities are more suitable for deeper exploration than others.

The average child of nine to eleven years is not ready to study the detailed social and economic activities of wide and heterogeneous areas; he needs specific, particularized experiences. Accordingly, limited human-use regions should be chosen for centres of interest within each unit. Moreover, an attempt to cover all the main activities of any region is likely to produce confusion and to destroy that joy of experiencing that should be the right of each child. Therefore, there will be selection of centres of interest within any region, and omission of many phases of real importance. If the child lives through an experience permeated with absorbing interest, he will secure possession of many factual learnings of worth and gain the desire to return to this centre of interest in leisure time.

Training in Citizenship: At the primary level, where all centres of interest were related to the home area, it was possible to avoid verbalism about such social traits as cooperation, unselfishness, and courtesy by including in all units definite content relating to those traits and by providing frequent opportunity for their practice.

At the intermediate level, where we begin to look far afield from situations so closely related to the environment and experiences of the daily

lives of the children, there is a great necessity for research and experiment in ways of building good citizenship.

It is evident, that our failure to include sufficient content appropriate to the development of understanding and practice of these desired traits of good citizenship, may lead to ineffectual exhortation. If children are to continue their growth in the techniques of democratic social living, they must first of all grow in understanding of the needs for these methods. When acceptance of their desirability has been achieved, the children must be given opportunity to practice them.

One way in which children may be given opportunity to practice these desirable techniques of democracy is to increase the scope of group purposing and group planning in the development of units more than was possible at the primary level. The teacher should deliberately seek ways to guide the children into taking a large part in choosing and plannings.

Use of the Prescribed Tests: Text-Books have been prescribed as a ready source of information about the units. These texts are not to be regarded as indicating the content of any unit. Above all, it is very definitely directed that the text-book is not to be covered page by page. Such practice would be contrary to the intention of this programme.

While the majority of any class, therefore, must not be held responsible for the contents of large portions of the text-book since certain portions lie outside the units of the course, these parts of the book will serve excellently for free-time reading. Especially will they serve as a ready means of enrichment for superior pupils, who should be held responsible for a wider knowledge than the rest of the class.

Geographic Tools for the Intermediate Level: A systematic process of training for the use of geographic tools as an aid to the understanding of our ways of life has been under way throughout the primary level. Teachers of the intermediate level pupils should know not only what knowledge these children have gained but the manner in which they gained it; for example, what actual rivers

lakes, hills, mountains, plains, and valleys they have visited or considered in building up their concepts; what river they used to learn the meaning of "up-stream", "down-stream", "tributary", and so forth. The reason for so doing is that opportunity may be given for these actual specific concepts to function again and again in comparison with the more distant land and water forms which are now the centres of interest. Moreover, the local environment may thus be used with better effects when new field-trips are being made. In this way vicarious experience will be rooted in direct experience.

The Globe: Globes, maps and graphs are introduced at the intermediate level. The globe is introduced at the beginning of Grade IV, and constant reference should be made to it from then on. It should always be the map used for first approach to any new area. Each intermediate level class must have available for its daily use a globe of 12 inch or larger diameter. For the intermediate grades the globe should be a physical-political one which emphasizes physical factors, such as elevation, and subordinates political considerations.

Problem-Project Globe: A problem-project globe is a desirable addition to the equipment of the intermediate grades. The problem-project globe has a slatted surface with the continents in black or brown and the oceans in blue. Lines may be drawn on such globes to represent lines of latitudes, rivers, routes of travel, and names may be printed or written on continents and oceans.

Simplified Global Perspective Maps: Map Companies are beginning to provide global perspective maps for the introduction to maps made in Grade IV. Such maps will show North and South America somewhat as they would appear if a picture had been taken of that section of the globe. A wall-map of this nature gives the children the impression of looking at an enlarged globe. Greater detail may be seen than when looking at the globe itself, while the global idea is still kept before the children.

Wall-maps: The emphasis at the intermediate level is not political but physical. The maps selected should therefore be physical-political maps

which avoid stress on various countries and place the major emphasis upon the major divisions of highland and plain. Such wall-maps use colour to show contour-layers. Careful attention must be directed to teaching children how to interpret colours as an indication of varying elevation. Similar teaching of how to interpret symbols for rivers, tributaries, bays, islands and so forth must be carried on. It is as necessary to teach children how to read a map as it is necessary to teach them to read a book and the process is a much longer one than is commonly realized.

Graphs: Children of the intermediate grades should learn to interpret and to make graphs. They will often use graphs when making reports to the group. There follow a list of graphs, with the grade where research has indicated they are best introduced.

(1) Pictorial Graphs--make the greatest appeal. It is advisable to keep all units the same size, showing regions of greatest importance with a larger number of these units than other regions (Grades IV or V).

(2) Bar Graphs--Grades IV or V.

(3) Circle Graphs--Grades V or VI.

(4) Line Graphs--Grade VI.

APPENDIX H

Purpose of the Social Studies.

The aim of the Course in Social Studies is to help the child to understand the nature and workings of the social world in which he lives. Since the nature of that world largely depends upon geographical factors, and, in part, is conditioned by the heritage of the past, wide use is made of the subject matter of geography and history; and the study of current events becomes an activity of growing importance.

The Course aims, also, to develop in the pupils desirable social attitudes. Consideration for others, willingness to accept responsibility and to work with others in order to get things done; attitudes of helpfulness and loyalty to friends, home, school and community should be major outcomes of the course if it is properly conducted.

Since these qualities of the socially satisfactory person are not things merely to learn about, but are to be gained only by use and practice over a considerable period of time, it is expected that much of the course will be carried out through co-operative activities of various kinds. The method of the enterprise is particularly appropriate to the Social Studies, and almost any topic may serve as the centre of interest around which activities of various kinds will grow.

Treatment of Current Events.

To understand the present it is necessary to be informed of those events that are occurring in the world to-day. Hence the discussion of such current events as come within the interests and the scope of the children's understanding, forms an important part of the Course.

The events that affect our lives or stir our interest from day to day have roots in the past, immediate or remote, and their occurrence is frequently due to some factor in the physical environment. When the capacities of the children and their fund of general knowledge make it appropriate to do so, such casual elements should be carefully explained.

In Grades IV, V and VI, events of interest that occur in Canada should receive particular attention. When these events are under discussion constant use should be made of the map, and the children should be accustomed to thinking of the occurrence in its location. If this procedure is regularly followed, the pupils will have a good working knowledge of the map of Canada by the time they have completed the work of Grade VI.

Geographical and Historical Information:

As children progress through the Course they will acquire and perhaps retain an immense amount of geographical and historical information. It will be acquired in the natural way through experiences and activities, and will therefore be unorganized. This is not a cause for anxiety. Children of the elementary school have not yet reached the maturity required for systematization. The purpose of the Social Studies activities is not the amassing of knowledge in neat lists and summaries, but the development of understandings, the growth of interests and the forming of attitudes. It is to be expected, however, that each child out of his own interested activities will really learn more facts and better facts to add to his personal fund of information than he would by memorizing ready-made second-hand compendiums.

It is probable that more has been included in the outline for each grade than can be covered in a school year, and the teacher is not required to cover all the topics in the grade outlined or to have her pupils engage in all the activities suggested. Topics that seem inappropriate to the local situation should be omitted. Those items should be selected by the teacher which seem to have the most value to the class, considering the interests, needs abilities and experiences of the children.

The Grade IV outline in brief consists of:

(1) Exploring the Countryside.

Hills, valleys, rivers, lakes, bays, etc.,
of the locality.

(2) The Story of Travel.

Nearby cities, towns and villages. Roads,
railways, waterways, airways.

(3) The Story of Communication.

In the community--telephone, telegraph,
radio, letter, messenger, newspaper.

(4) Getting food from the soil.

A study of an Ontario farming community.

(5) Making a living.

In the local community.
A lumbering community in Ontario.
A mining community in Ontario.
An Ontario Manufacturing Community.

(6) Life in other lands.

British Isles, South Africa, Mexico, Ice-
land, Argentina (selection of two or three)

(7) Stories from the lives of people.

Stories showing good human relationships.

The Grade V program entitled "The Age of Discovery" is largely historical but has certain geographical values. Its theme "Rolling back the Clouds" aims to reveal the world to the child as it was revealed to the discoverers and explorers. From the stories of these men should emerge a wide acquaintance with the earth's geography. Continents and islands, seas and rivers, mountains, volcanoes and glaciers will be met with informally as the stories unfold; and constant reference to maps should give the child a knowledge of their position. The stories will show, too, strange new peoples in their desert,

jungle, or tropical island homes. The child should be led to see the appropriateness to the environment of their food and clothing, their weapons and tools, their social customs and superstitions.

GRADE VI

Exploring America

The Grade VI course represents the more detailed study of one part of that map whose unfolding the children observed in the previous grade. The New World, with special emphasis on Canada, become the subject of the social story. The Course assumes that the child's own part of the world has now become for him the object of special interest.

This field of study presents many opportunities for successful enterprises. The study of the various units suggested will be given purpose in the eyes of the pupils when it leads to modelling, map-making, dramatization, picture-making, and other such activities.

The arousing of a deep and abiding interest in the geography and history of Canada, and an understanding of the relationship of its history to the geographical nature of the country, are perhaps the chief ends to be achieved as a result of the course for this grade.

As a result of the Grade VI course, including the study of Current Events, it should be expected also that the pupils will have gained considerable skill in the use of maps, that they will have a fair knowledge of the physical geography of their own country, and be familiar with the location and importance of some of its chief centres of population.

The outline in brief for Grade VI is as follows:

(1) Current Events

(2) Unrolling the maps.

- (1) The Spaniards Search for Gold.
- (2) The Search for the Road to "La Chine".
- (3) The Wealth of the Fur-trade.
- (4) In quest of new homes.
- (5) The Lure of the Western Sea.
- (6) On the Pacific Coast.

Social Studies (Grades I - IV)

The chief object of any programme in the Social Studies should be to give to children an ever-widening understanding of life, outwards in space and backwards through time. To make this approach meaningful it must begin with the child and his experiences and gradually work outwards as his abilities are developed and his interests are extended to take in the whole wide world.

Grade IV

Journey Geography: the how and the why of life in various regions of the world where the relationships between environment and life are fairly simple and obvious.

In Grade IV the children are for the first time introduced to Geography as studied from a text. In this year many new skills must be developed; the ability to express simple ideas on a blank map. These skills must be taught systematically. Moreover, all new patterns of life as discovered in other lands must be constantly compared and contrasted with the known pattern of the home locality. Only thus can ideas of life in other lands be made meaningful.

General Objectives.

The objectives of the course in Grade IV are the acquisition by the child of an increased knowledge and understanding of the world about him, the development of desirable social attitudes based upon such knowledge and understanding, and the development of new skills.

(1) to help the child to understand the kind of world in which he lives:

(a) by showing how people live in different areas, how man is influenced by his environment and, conversely, how the environment is modified by man;

(b) by providing practice in order to achieve some familiarity with the globe and its land and water masses.

(2) To develop desirable social attitudes:

(a) by showing how individuals and nations depend upon one another;

(b) by providing situations and experiences through which the child may develop a sense of responsibility to his home, his school and his community;

(c) by encouraging reading from varied sources (history, geography, literature, the Bible) with a view to developing an understanding of and sympathy for people of other lands and an appreciation of good character traits such as co-operation, courage, loyalty, initiative and perseverance.

(3) By systematic teaching to develop new skills:

(a) the ability to get new ideas from the printed page.

(b) the ability to read maps and pictures.

(c) the ability to use an index.

(d) the ability to express simple ideas on a blank map.

Aims:

(1) To acquaint pupils with the basic physical and cultural distributions over the earth's surface.

(2) To afford a sympathetic understanding of the life and work (including trade, industry and social habits) of people in the different regions of the world.

(3) To lead to a recognition of the interdependence of the people of the world and the necessity of right relations among them.

Geography is a study of human activities as related to environment. This relationship between man and his physical environment should be studied to discover how he works and lives in particular geographical areas, how his life and occupation are influenced by his environment and to what degree he is able to control and adapt that environment to his liking.

In the informal social studies of the first three grades the pupils entered upon a study of their immediate environment. Through observation, discussion and reading there was developed a spirit of inquiry with respect to the pupils' physical surroundings and the life about them. They have begun to understand the dependence of people upon one another as well as

upon their physical environment. They have learned too how to use the natural resources of the earth to answer his wants. They have garnered much information, as yet unorganized, of the earth, its shape and movements, its relationship to the sun and other heavenly bodies. Some understanding has been developed of land and water forms, of weather, of the seasons, and of their part in the production of food, clothing, shelter and other needs of man. They have learned something of directions and distance, of diagrams and maps. In short, they have learned many simple geographical concepts.

In Grade IV, by means of journey geography, the pupils' horizons have been greatly enlarged. Here again the approach has been informal. Life in several more or less representative communities has been studied in much the same way as that of the immediate environment in the primary grades. The use of the globe and maps has taken on more specific significance through these travels and visits to people of other lands. The geographical concepts learned have been increased and applied on a much wider scale even though still largely unorganized.

In Grades V, VI and VII an attempt is made to provide a "one-cycle" treatment of the major countries of the world. It is here perhaps that we run the greatest risk of ruining a pupils' interest in geography. If the pupils are overburdened with facts about every country in the world, with an undue emphasis on retaining these facts for examination purposes, the value of the subject is lost and pupils will despise Geography. Yet, even though the course of study for these three grades covers the geography of the entire world, this need not happen if the teacher concentrates on developing an understanding of geographical areas and knows just how much emphasis to place on particular areas or countries. This emphasis should differ from teacher to teacher and from school to school, depending upon the particular books, maps and other resources available as well as upon the interest that the teacher is able to develop in the pupils. This aim of creating an intelligent interest in man's relationship to his environment, no matter in what part of the world, is essential for the successful teaching of Geography.

The teacher's approach to the subject will not

always be the same. At times a psychological or informal method will be most effective; at other times there will be need for a formal or logical treatment. These methods are complementary, and both are essential. For example, a unit of study on a prairie farmer's life readily arouses interest and a desire to know more about his daily work, his home and family, the hazards and successes of his occupation. Yet a pupil is groping in the dark unless he either has or is gaining some systematic knowledge of the physical geography of the region, including land surface soil and climatic conditions. He must know something too of the means of transportation, the availability of markets and such other factors as tend to determine the farmers' activities. It will also be necessary to know something of the history not only of the particular region but of the people from other regions who have settled there, for what a man has been accustomed to in the past, influences him greatly in his present mode of life.

Geography is related not only to History but to many other school subjects. Arithmetic is necessary for the calculation of distance, estimating location and reading graphs. Geography in the hands of a good teacher will inevitably lead to elementary science. Pupils will inquire why certain phenomena happen and why rocks, minerals, flora and fauna are found in certain regions and not in others. These questions call for some knowledge of physics, chemistry, geology, zoology and botany. A knowledge of geography is also necessary for the understanding of literature, which has to do largely with man's adventures and achievements in the world.

The importance of frequent reference to the globe at all grade levels cannot be overemphasized. No map can show directions and distance correctly. The concepts of great circle direction, day and night, time differences and the seasons can only be appreciated by using the globe. Its early and frequent use will make it unnecessary later on to unlearn some common misconceptions. Many of these misconceptions arise from too prevalent use of the mercator projection, which provides a distorted view of the world. Care should be taken when using particular projections to draw attention to their limitations and inaccuracies in representing the surface of the globe.

As much practical work as possible should be done in Geography. The use of maps and charts should be taught by the construction of these for local areas, with proper attention to scale. If a local map is understood and its value recognized, the transition is easily made to the map of the country and the world. A topographical sheet of the home locality may be obtained free of charge by any school from the Department of Mines and Technical Surveys, Ottawa.

A map showing the various heights of land and the contours is invaluable. Such a map, if purchased, is expensive. An enterprising teacher or pupil or even a class can, however, make excellent raised maps by using a mixture of salt and flour, with a piece of heavy cardboard or beaverboard as base. Asbestos powder is excellent as a substitute for salt and flour. It is inexpensive, clean and easily painted when dry. Other pupil or teacher made maps are very effective in stimulating interest. Variations of them can be made to illustrate products, transportation and trade routes, population, vegetation, rainfall, prevailing winds, ocean currents and many other geographical facts. Of great use too, are the individual pupil blank maps, on which a variety of map exercises can be carried out.

Many other practical means of presenting and collating geographical data are available for teachers. The use of visual material is of great value. Still and motion pictures, properly selected and thoughtfully used, make difficult concepts clear and easily remembered. Pupil-made booklets consisting of pictures, maps, reports and summaries provide an excellent challenge to the pupils to make a systematic presentation of any topic or country under consideration.

Activity projects should be undertaken in connection with the course in Geography. They are time-consuming, but because they stimulate interest in the work and provide a greater understanding of the topic under study, they are well worth while.

Details of the course are as follows:

Grade IV

How People Live Together at Home and in Other Lands.

Grade V: Canada

Text: Taylor, Seiveright and Lloyd, Canada and her Neighbours, pages 1-183.

Grade VI: The United States and the minor countries of North America, South America, Europe in general, the British Isles.

APPENDIX J.

Program of Studies for Newfoundland.

"Modern Geography is the study of the earth in its relation to mankind. It is the study of how human beings adjust themselves to their surroundings, especially to such physical surroundings as earth, air and water. Pupils are taught to observe and study the natural environment in its relation to themselves and others, and they soon recognize that human activities are involved, and this leads to an understanding of the "Why" of these activities.

Since, therefore, Geography is the study of this interaction between man and his environment, the mere memorization of lists of boundaries,

capex, islands, peninsulas, continents, oceans, rivers, and the like, is not the study of Geography. Far more important is the interpretation of the part these play in assisting or hindering man's effort to live. For while the "new" geography, like the "old" still continues to deal with the essential facts of air, earth and water, it does so only in relation to their effects on human life.

The aims of Geography instruction:

1. To guide pupils to a realization of the relationship which exists between the geographical environment and the life of the people.
2. To help the pupils to become acquainted with other peoples and other lands.
3. To help to develop an understanding of the common interests, and of the independence of the people of the world, that will help to preserve peace and brotherhood among the nations.
4. To assist pupils through the study of the physical environment to gain an appreciation of the beauties of nature to be found in their own and in other countries.
5. To assist pupils to an interest in, and an intelligent reading of geographical reference in their daily reading in the newspapers, magazines and in various school subjects, such as history and literature.
6. To develop, if possible, in the pupils, a sympathetic and intelligent understanding of the problems and difficulties of the nations of the world.
7. To guide the pupils to develop an ability to use geographical books, apparatus, models, diagrams, maps, and tables, and to be able to extend that ability to after school days.
8. To develop an ability to use accurate understanding of the relationship between man and his environment in solving everyday problems.

These are the general aims of all geography teaching; more immediate aims would deal with the securing of certain definite facts of position,

relief and resources necessary for the successful solution of a geography problem.

GRADE IV

World Geography, or Journey Geography:

The Geography course in Grade IV is intended to give the pupils a bird's eye view of that wider world lying outside the boundaries of their own country--Newfoundland; the object being to bring to the attention of the pupils facts new and strange; to introduce them to the peoples living in other countries, or to help them become better acquainted with them; and to show them how these people are found, like themselves, to be mainly dependent on land and water conditions.

As a means of bringing this about, the pupils are taken in fancy from one country to another on journeys or observation. In the study of these different regions the children should gain a sympathy for, and an understanding of, the people of other lands. They should be taught not to think of other peoples as being lazy or queer because they are not like people of their own country, but that they are different because of a different environmental influence. For instance, the Eskimos are found dressed in thick furs, while their contemporaries of the tropics often discard all clothing except such as will serve to protect their bodies from the burning rays of the sun. Each is dressed suitably to the climate in which he lives.

In these proposed journeys numerous examples will present themselves by means of which the teacher can lead the pupils to discover how such factors as latitude, climate, elevation, abundance or lack of plant life, insect, bird, and other animal life, are to-day determining, as they have for countless ages determined the activities and the social characteristics of many different people.

After the pupils have been gradually led to comprehend all this, through comparing other nations with their own, the natural result should be a feeling of sympathy and admiration for those far away peoples who send us so many of the so-called necessities of life. Furthermore, the

pupils, by this natural method of instruction, can easily be made to understand why other lands besides their own contribute each its individual share towards the needs and the luxuries of the modern world. In leading the classes of Grade IV to examine all these facts for themselves the teacher can be said to be truly educating them, for she is giving them a wider and more humane view of life as it is actually being lived all over the world.

Objectives:

1. To develop in the pupils a sympathetic understanding of peoples in other lands.

2. To enable them to understand that there is always a geographical explanation for different modes of living.

3. To contrast the lives of various world types of people with life as it is lived in Newfoundland.

4. To help the pupils to understand how environment helps to develop character.

5. To develop an intelligent understanding of the common interests and interdependence of peoples, and so lead the pupils to see the possibilities, of "world peace" and "human brotherhood".

6. To help the pupils realize that people everywhere need food, clothing, shelter, fuel, tools, means of communication, and means of transportation. Further, that these needs grow out of and are partly provided by the immediate physical environment.

7. To bring the attention of the pupils to a few elementary facts connected with wind, weather and temperature, in the regions studied.

8. To call attention to many interesting features of various kinds such as earthquakes, volcanoes, hot springs, geysers, and strikingly beautiful natural scenery. Also, type or kinds of building used as a result of the building materials available or the climate conditions or the topography of the land.

9. To build up a conception of the shape of the earth. The school globe should be much in use in journey geography.

10. To guide the pupils in making a collection of good geographical pictures, materials and illustrative specimens.

11. To enable them to acquire some facility in the use of geographical readers, pictures, graphs, maps, charts and the globe.

12. To teach the use of text-book, other geographical readers and books of information.

13. To show the pupils how to get information from other people.

14. To help the pupils become familiar with the continents and oceans, as they journey from place to place.

Content and Procedure.

The lessons should be almost entirely conversational, and the pupils should be encouraged and even prompted, to ask as well as answer questions. To succeed in this is difficult, yet it can be done even with the youngest pupils.

Topics referred to:

- (1) Transportation routes of the world.
- (2) Regions to be located on the map and globe.
- (3) Terms such as pole, equator, latitude, longitude, cold belt, hot belt, temperature, opposite seasons on different sides of the equator, the direction of the winds and other climatic terms.
- (4) Journey suggestions:

North America Indians and Eskimos.
South America--Amazon, Argentina.
Europe--Switzerland, Holland, Norway.
Asia--Japan, China and India.
Australia--New Zealand, East Indies.
Africa--Egypt, Sahara Desert, Congo.
Winds and Clouds.

GRADE V

The Geography Course in Grade V comprises a detailed study of Newfoundland and Labrador, to be followed by World Geography of such a nature as may impart a fundamental knowledge necessary for the further study of the contents in later grades.

Objectives:

1. To give the pupils a general knowledge of their own country in a practical way.
2. To help pupils to become familiar with the leading locational facts, land forms, water bodies, natural resources, climate, towns and industries of Newfoundland.
3. To enable them to contrast intelligently the industries and trade customs peculiar to Newfoundland and Labrador with those of such foreign countries as were touched upon in Grade IV or which may be met in this Grade.
4. To give a general idea of world products as well as such fundamental knowledge of Physical Geography as is necessary to determine climate and industries.
5. To learn the further use of the textbook with its maps, diagrams, pictures, graphs, index, statistical tables.
6. To learn how to use reference books of all kinds.
7. To learn to secure help from wall maps.
8. To develop a sympathetic attitude towards the problems of Newfoundland and Labrador, as well as to awaken interest in the problems of other lands.
9. To learn how to collect, select, and study pictures.
10. To continue the study of the earth, considered as a sphere.

Content and Procedure:

The content for this Grade has been chosen for the following reasons:

1. The home country and its greatest dependency, Labrador should be the first to receive detailed study.

2. This will be fittingly followed in the succeeding Grade by a Study of the New World with which the history and development of Newfoundland is closely associated.

3. The latter part of the course is planned so as to afford pupils some knowledge of the greater world outside, such knowledge as will incite curiosity, develop a reading interest, and provide a geographical background for other studies.

The importance of maps cannot be overestimated in this and the following grades. If at all possible, every school should have good physical-political maps of each of the continents as well as of Newfoundland and Labrador. Some desk outline maps will be found very useful, and such types as vegetable or plant maps, weather maps, climate maps, population maps.

Different methods may be combined in teaching the geography of this grade. Some knowledge could well be gained by the observational method in the study of our own country; the journey method could be used for giving information about remote places in the island and on Labrador as well as for those countries met with in dealing with World Geography; the problem project method may be employed in the study of all countries under discussion.

Imaginative journeys can be made to the paper making towns of Newfoundland, to the mining towns, and to the logging centres. A trip through the country by the Newfoundland Railway, noting the route of the railway, the junction and the branch lines and the reasons for these, will help pupils fix the locations of places along the route and gain a knowledge of industrial centres.

Likewise, trips to Labrador and Coastal trips around Newfoundland may be made interesting and informative.

The main facts in the history of Newfoundland and Labrador should be taught in connection with a study of the geography of our country. The position of Newfoundland as Britain's oldest colony should be stressed, the story of its colonization and gradual development can be correlated with much of geography teaching.

The main topics listed are:

- (1) Newfoundland in detail--23 sub topics.
- (2) Labrador in detail--14 sub topics.
- (3) Certain fundamentals of Geography.
 - (a) Rotation
 - (b) Poles and Equator
 - (c) Globe study
 - (d) Climatic conditions
- (4) World Geography
 - (a) North America and Arctic Ocean.
 - (b) South America.
 - (c) Europe and Atlantic Ocean.
 - (d) Africa.
 - (e) Asia.
 - (f) Australia and Oceans.

GRADE VI

The geography for this Grade consists of a study of North America and South America, to be followed in lesser detail by Africa. Because of its importance as the nearest continent to us, North America has the first claim. Newfoundland has many controls with the major countries of North America and the history and development of our island correlate with the story of the Dominion of Canada and of the United States.

South America is chosen second because of its simple outline, and also because of our trade with some South American Countries. Historically the development of South America coincides with the northern portions of the New World.

Africa has been added to the Course for Grade VI because of its similarity in contour to South America. Certain fundamentals of geography, such

as latitudes and the effects of climate upon industries, can be very easily taught from a study of these two continents.

Objectives:

(1) to create sympathetic understanding and an appreciation of the various peoples studied, as they are confronted with external and internal problems which grow out of their physical environment.

(2) to see what these peoples can give to the rest of the world and what other peoples can give to them.

(3) To emphasize further the importance of cause and effect as it is seen in geography, especially with regard to racial habits, occupations and locations of industry.

(4) To have the pupils note the imports and exports as well as the natural route of other countries in order to ascertain the commercial advantages to Newfoundland latent in each, in the way of reciprocal trade.

(5) To encourage pupils to test the clearness and accuracy of their own statements and findings as well as those of their classmates by frequent discussions or prearranged geographical problems.

(6) To encourage the use of geographical pictures, maps, appropriate statistical material, and reference books, as a means of stimulating and fostering a genuine interest in the study of geography.

Content of Course:

(1) Certain Fundamentals of Geography.

(2) North America

- (a) Canada
- (b) United States of America
- (c) Spanish North America
- (d) Panama Canal
- (e) West Indies

(3) South America.

(4) Africa.

APPENDIX K

Pennsylvania Program of Studies.

"Fourth Grade was once considered to be the place where formal geography, history, and science began. In this bulletin the Social Living Area is so organized as to avoid the abrupt beginning of specialized study anywhere in the elementary school. The material is so set up as to contribute cumulatively to the idea of the ever expanding community. In the primary grades the children

have studied and discussed ways of living and making a living in their immediate communities. Topics about living and working at home and at school were the centers of interest in Grade I. The child's community grew larger, when, in Grade II, he learned and talked about ways of living and working in his home locality. In Grade III his journeys, either real or imaginary, to visit his farm or city neighbors enlarged his community. He discovered that his community depends upon other areas for a part of its necessities and services.

It is a logical development in Grade IV to expand the child's idea of his community to show it is a part of the county, the state and the world. Through the study the child begins to realize that people live in communities in all parts of the world and that people all over the world are alike in many ways. All need shelter, food and clothing. All carry on some kind of work and use certain tools in their work. They have ways of transporting goods and people from place to place. They like to play games and have good times, too. The ways in which other people live and work may differ in some respects from our ways of living and working. The differences are explained in part by the kind of land in which the people live and by the kind of people who live in the land--what they have learned from their ancestors and what they are educated to do.

At this age level children are Cubs and Brownies. They are collectors whose pockets are full of everything from hoptoads to bubble gum. They are hero-worshippers. They want to know the human interest details in the stories of people of other times and places. It is the function of the teacher of this grade to direct these interests through a wise selection of material. It is the task of the individual teacher to select from this general outline those topics and concepts which are suitable for her group of children.

The county resources should be utilized as much as possible. Counties have varying amounts to offer in natural and human resources, historical events and local festivals, ways and means of living, and cultural contributions to the world. A county where manufacturing, mining, and farming are carried on,

and one which is rich in historical events would present more material for study than a county possessing only one of these resources. Whether or not the county provides suitable material at the child's maturity level, a brief survey of the county in its relation to the state should be made; the study of communities in other parts of the world will be the larger part of the year's work.

The year's schedule for the relative proportions of time should be planned by the teacher with her principal, supervisor, or superintendent, after due consideration has been given to the above points. All units, however, should be evaluated by the following criteria:

1. What has the unit contributed to the development of the general understanding that man's ways of living are in part related to his cultural heritage and in part to his natural surroundings?
2. Did the unit arouse curiosity and stimulate interest in man, his heritage and his environment?
3. Did the concepts developed lead to new problems?
4. Has the class shown growth in appreciation of other peoples and their problems?
5. What did the unit contribute to the understanding of the interdependence of people?
6. What growth and mastery in the use of tools are evident? (Map signs that function in ability to interpret maps; growth in recognition of landscape items and in reading relationships from pictures or landscapes; habit of seeking for information in pictures and maps.)
7. What new vocabulary terms were mastered?
8. How well has the habit of checking information been established?
9. What new interests in the home landscape were stimulated through the unit study? (Conservation, beautification, realization of relationships.)
10. What has the unit contributed to the idea of a spherical world?

The main topics on the Grade IV Course are:

- (1) How People live and work in our County?
- (2) How people live and work in our State?
- (3) How plants and animals help or harm each other?
- (4) How people live and work in other lands?
 - (a) How fisherman far from the equator have adjusted their ways of living to a Northern Land with few natural resources? (Norway, Iceland or Labrador).
 - (b) How the people of the Netherlands have reclaimed land from the sea and have developed it into a prosperous land?
 - (c) How the people in Switzerland have used their landlocked mountainous country?
 - (d) How the people of Mediterranean Lands have fitted their ways of living to lands of Sunshine, summer drought, and winter rains? (Spain, Italy or Greece)
 - (e) Why the people in the desert live as Nomads and Oasis Farmer? (Tigris, Euphrates Valley or the Nile)
 - (f) How people fit their ways of living to a hot, rainy land covered with dense forest? (Amazonia, the Congo, or New Guinea)
 - (g) Why people in Northern Australia raise bananas and sugar cane while people in Southern Australia raise wheat and herds of cattle?
 - (h) Why only explorers have visited the Polar Regions?
- (5) Neighbors in Space. (sun, moon, stars and planets)
- (6) Holidays and Special Days.

Introduction:

The idea of an ever-expanding community has been developed from kindergarten through Grade IV. The fifth-grade child is ready to gain a knowledge of his whole homeland and to fit his homeland into the initial world understanding attained in Grade IV. In order to do this he must study the historical background of our nation, the natural backgrounds which have controlled and still do control to a great extent, what we do and are in the United States, and the advances in scientific and technological knowledge which have affected us. Children need to understand cause-and-effect relationship, the constant elements of interaction and change, and the growth of our ways of living.

Through a study of the units included in this grade, the child will come to realize that where people live in the United States today, the kinds of work carried on, and the standard of living are explained in part by the knowledges and skills of the people and in part by their natural environment. He will understand why ways of living in the scattered lands of the United States differ in some respects from that in the United States proper, and why these outlying areas of the United States are valuable parts of our country.

He will understand why and how Canada's history parallels that of the United States, why work activities in southern Canada are similar to those found in northern United States, and he will begin to understand why we have such friendly relations with Canada.

He will begin to build new world understanding - that the world is made up of "human-use" regions and that the "human-use" regions are interdependent. He will begin to realize that people with many different kinds of backgrounds have contributed and are still contributing their specific traditions and skills to the growth of our Country.

The units in this grade are so arranged as to develop an awareness that our country has expanded - it has been growing over a period of three hundred years - and that our way of living has changed and improved due in part to our scientific achievements and in part to our wealth in natural resources.

Therefore, within each unit the history, geography, and related science of that area are included. This will cause the children to get the sweep of events from earlier times to now and will emphasize growth, change, and development.

Some teachers may wish, at the end of the year, to spend a week or two in reviewing or looking at these fields again from a new point of view. This may be done when the teacher believes it will be fruitful of understanding for her group, by classifying events from all the unit areas in general - chronological order, or by taking such as topic as communication and tracing its growth, or by developing product maps from south to north or north to south, or by other devices by which the children will look at the ideas they have gleaned during the year from a new point of view in a different organizational pattern.

We realize that some teachers prefer to present units in order of difficulty. Others prefer to introduce and teach a unit when some event reported in the newspaper or when some experience in the classroom leads naturally into the study. Each teacher should arrange the year's units to her satisfaction both as to order and length of time, with the approval of her principal, supervisor, or superintendent.

The main topics of Grade V Course are:

- (1) How trade and travel lead to discovery and exploration?
- (2) How man learns about his environment?
- (3) Why is the Northeastern part of our country called "The Changing Northeast"?
- (4) Why did people settle in the south and how have modern machines built a "New South"?
- (5) Why did people move into the Agricultural interior and how did they develop this region?
- (6) Why have the Western States grown so rapidly?
- (7) Parts of our nation that may sometime become states.
- (8) Our Common Interest with Canada.

GRADE VI

Introduction:

Johnny twelve-year-old comes to you with a cumulative background of scientific, historical, and geographical knowledge. He has explored the town, the county, and nation to a fair degree. He has looked at the sky and explored its mysteries. He knows something about sail and rocks. But he has more than enriched understanding. He has techniques and skills that have been growing cumulatively. He has been meeting problems which have been growing successively more complex.

Now he is becoming conscious of local and national happenings. News broadcast catch his ear, and the newspaper is becoming more than just the comic page. He is ready to expand his community concept to include neighboring nations. He is ready to get some understanding of how living and working in all the Americas are "tied up" with living and working in our country. He is ready to see that there are some problems that the people of each American Country must solve for themselves, and some that we must all work on together.

This twelve-year child wants to be able to identify trees, and birds and to know the rules and regulations governing their control. He is increasingly curious about the composition of materials. He is ready for more information about forecasting weather, the skies at night and changes in the earth's surface.

The Concepts to be developed and the skills to be mastered at this age level are set forth in the following unit outlines. These outlines stress associative learnings. For example, the child studies the geography of Latin America and Canada. He learns about how the Spanish, French and English helped in the development of our country. The historical understanding reinforce the geographical understandings and help the child to understand the patterns of living in the Americas to-day. Weather and climate are phases of geography; science and many of the activities suggested will enable the child to understand the why's of weather.

The two units entitled "Our Nearest Neighbors to the South" and "How the Nations of South America have developed" are basically geography units.

It is felt that at this time the conflicting ideologies in Eurasia are more difficult for a twelve-year-old to comprehend than the dual cultures of Latin America. Therefore, the Americas have been selected for study at the sixth-grade level. Since one cannot understand any country unless he knows something about its history certain historical concepts are included in each unit. The same is true of natural science.

The time line should receive a great expansion in the treatment of South America. If fifth grade, the children thought in terms of four hundred years of background in our own country. The Aztec and Mayan settlements go back some two thousand years. Care should be taken to expand the time concept so that it has the maximum of real meanings.

The two units entitled "The Growth of American Institutions" and "Transportation and Communication in the Americas" are basically history units. Since history is a story that never ends, the units lead from past to the present, emphasizing interdependence and cooperation in the Americas.

The use of comparison is a particularly valuable technique at this level. South Americans did experience and are experiencing a pattern of events very similar to those of our own country. Many geographical contrasts and similarities are also evident. The existing difficult environment has made the efforts of these people to establish a satisfying economy even more difficult.

While there is a tendency to overestimate the difference between the natural cultures of Europe, we are often likely to assume that our Latin-American countries represent a single cultural pattern with little differentiation in history, inhabitants and customs. To possess such a concept is hardly the way to promote friendliness and understanding. Each of the twenty-two republics of Central and South America has individual pride in its national heritage, its origin, its struggle for freedom and its social and economic development into a nation. Our children need to get a personal view of the countries, to know the national heroes and their history-making deeds, to know how the people live, and at what they work; to know what the industries are and how the climatic and physical characteristics have influenced

them. Finally, they need to know how cooperation is benefiting both continents.

The approaches to the problems should be made as suggestions, with the understanding that the country could be studied from a variety of angles. The material should not be interpreted to be all-inclusive, or to be fixed in content or extent. The following units are samples of ways of treating this body of content. For example, sixth graders are going to study Mexico; to that extent the work will be similar; but a wide variety of approach, emphasis, and duration of time will be experienced in the schools of the State.

Units:

- (1) Of what are substances composed?
- (2) Our nearest neighbors to the South--Mexico and Central America.
- (3) How weather changes and how we predict weather.
- (4) How the Nations of South America have developed.
 - (a) The Caribbean Lands--The West Indies, Venezuela, The Guianas, Colombia.
 - (b) The Andean Countries--Ecuador, Peru, Bolivia, Chile.
 - (c) The Plata River Countries--Argentina, Uruguay, Paraguay.
 - (d) Our largest Southern Neighbor--Brazil.
- (5) Transportation and Communications in the Americas.
- (6) The Growth of American Institutions.
- (7) Holidays and Special Days."

APPENDIX I

North Dakota Program of Studies.

"Geographic training in the elementary School is justified to the extent that it contributes to one or more of the major aims of general education. The emphasis given to the subject should be in direct proportion to the number and importance of these aims.

General Objectives:

(a) To enlarge the child's knowledge of his natural and social environment.

(b) To assist the child to distinguish between the elements of his natural environment and of his social environment as he reads the text, supplementary materials, observes pictures or makes use of graphs, maps, or other visual aids.

(c) To give the child an understanding of the relationships existing between man and his activities and his natural environment.

(d) To show him how a recognition of these relationships will aid in solving the problems of everyday living.

(e) To enable the child to use these principles and concepts in any discussion of current problems-individual, local, national or international.

(f) To develop in the child an understanding of the interdependence of people and regions.

(g) To bring the child to the full realization of the need for an intelligent use of and a conservation of our natural resources.

(h) To assist the child to build up a concept of the world as a group of communities.

General Suggestions:

(A) Since a geography text book will present many new words to the child's vocabulary and background of experiences, a teacher must give much help with the vocabulary and use explanation pictures, objects, models and stories to aid in his understanding. Time should be taken at the basic reading time or from the geography period to train pupils in using the pronunciation guide given in the index of most texts, explaining the use of the tables of contents, maps, illustrations, chapter headings and study helps. As the need arises they should be shown how to locate materials in the encyclopedias, and other texts. They should learn to outline, summarize materials and make oral and written reports. Geography assignments should clear up difficulties that may arise and give the pupils definite purposes for study.

(B) Geography may be correlated with history, literature, oral or written composition, news items, poems or stories should be used. Children enjoy making booklets, product maps, relief maps, table representations of interesting scenes or surface features, scrapbooks, picture files, and arranging bulletin board exhibits. Children should plan their models after reading and seeing pictures. The models can be made in the school yard, or on the floors, tables, in box lids or sand tables. Bits of wire or pipe cleaners make foundations for people, or animals to be covered by cotton, papier-mache, crepe paper, or salt and flour. Cardboard figures may be used. Local clay, grass, twigs, weeds, and boxes cost nothing and a few representations made through the year will add much interest.

(C) One series of texts should be used throughout the intermediate and upper grades. The units do not have to be taught in the order that they are given in the text or in the outline. All units, however should be covered by the end of the year. There should be occasional reviews of essential facts and understanding. Maps and a globe should be available at all times for the use of the student. Geography games, riddles or contests should be used. It is impossible to place in the outline under the title "Suggested Procedures" all the things that a teacher can do in developing any given unit. Teachers should consult all possible texts or sources of information to supplement the materials in the text book.

GRADE IV

Outline of Content:

- Unit
1. The Earth we live on.
 2. Living in the hot wet lands.
 3. Living in the hot dry lands.
 4. Living in the lands of hot dry summers and mild rainy winters.
 5. Living in lands of hot rainy summers and mild dry winters.
 6. Living in the cold lands of the North.
 7. Living in high mountains.
 8. Living in high mountains by the sea.
 9. Living in a lowland by the sea.
 10. Living on islands.

GRADE V

Outline:

- Unit
1. General survey of North America.
 2. County Geography.
 3. North Dakota.
 4. The North Central States.
 5. The Northeast.
 6. The South.
 7. The West, Land of variety.
 8. Canada and Newfoundland,
 9. Alaska.
 10. Our Outlying Possessions.
 11. Mexico.
 12. Central America and West Indies.
 13. South America.

GRADE VI

Outline:

- Units
1. Europe.
 2. British Isles.
 3. Northwestern Europe.
 4. Eastern and Southeastern Europe.
 5. Union of Socialist Soviet Republic
Russia.
 6. Mediterranean Europe and
Mediterranean Africa.
 7. Africa, the second largest Continent.

APPENDIX M

California Program of Studies.

"Social Studies are those studies that provide understandings of the physical environment and its effects upon man's way of living, of the basic needs of man and the activities in which he engages to meet his needs, and of the institutions man has developed to perpetuate his way of life.

Man operates in a physical environment. The structure and functions of his organism create needs that must be met to insure his complete physical development. Basic needs of food, clothing, shelter, are common to man, whether he lives in the tropics or the frozen north. The ways in which man satisfies his needs are strongly influenced by the conditions and resources of his environment.

In Indo-China the rich soil and the hot moist climate are ideal for growing rice. The streams abound with fish. Most of the people eat practically the same food, fish and rice, day after day. In the frozen areas of Alaska the vegetation is scarce and the reindeer is the chief source of food. Examples could be multiplied of the influence of man's physical environment upon the kind of food he uses to satisfy his need for nourishment. In the same way illustrations could be drawn from all parts of the world to show how the conditions and resources

of man's environment influence the kinds of clothing he wears and the types of shelter he builds.

The geographic factors in man's environment not only influence the kinds of food, clothing, and shelter he uses to satisfy his physical needs, but they affect his social organization and his ways of working with others. They largely determine places of settlement and greatly affect modes of transportation and communication. Man is influenced not only by his physical environment but by a complex social environment. The kind of society in which he lives creates needs that must be met to insure his social development. Social needs of security, feeling of belonging, likeness to others, worth and recognition, and symbols for communication are common to all culture groups. In one society a man may gain recognition in ways diametrically opposed to the ways of another society. The kind of society in which he lives determines the behavior man uses to meet his social needs.

In spite of differences in physical and social environments man everywhere engages in common activities to meet his basic needs. These common activities or major social functions provide the scope for the social studies curriculum. Although the activities or functions are common to every culture group, the ways in which they are carried on vary widely among different groups. Numerous factors operate to cause the variations. The topography of the land, the natural resources, climatic conditions, traditions, customs, and values of the society are all factors that condition the ways in which groups carry on activities to meet their basic needs.

The social studies are concerned with man in a particular environment, the ways he has used science to control his environment, the institutions he has developed to perpetuate his society, the record of events and achievements in his environment, and the ways he has enriched his living.

Purposes of the Social Studies:

Instruction in the social studies should help children to understand the world in which they live so that they may adjust themselves happily and successfully to it, to achieve and make satisfactory human relations in it, and to contribute to the moving stream of civilization by their participation in the progressive improvement of the society of which they are a part.

Civic literacy is the price of maintaining a democracy. Children are born into a complex world. The school must provide the experiences through which the child will come to understand the world and his place in it. If democracy is to survive, its citizens must understand the institutions of democratic living, the problems related to the production and distribution of goods, the historic background from which our present society has evolved.

It is commonly agreed that a major aim of all education is the development of the highest quality of citizenship. The social studies program is the principal part of the total school program that has as its major purpose the accomplishments of this aim; hence the importance of the social studies in the school program.

The extent to which individuals understand the world in which they live and acquire certain skills and values determines the effectiveness of their participation in that world. It is imperative, if public schools are to perpetuate and to improve the democratic society which maintains them, that boys and girls be helped to acquire the common understandings, common skills, and common values necessary for their effective participation in a democratic society. Our society will progress as individuals acquire these understandings, skills and values which will free them to develop to their ultimate potentialities and to make their greatest contributions.

Evaluation in the Social Studies Field

Since the major purpose of the social studies program is the development of the highest quality of citizenship, learning in this field must be evaluated in terms of this purpose. Appropriate tests and observation can be used to reveal the extent to which pupils have acquired the knowledge, skills, and attitudes that provide the basis for behavior as a good citizen.

Evaluation procedures should reveal the following: A. Extent to which there is knowledge of:

1. The physical world as it conditions man's living.
2. Human relationships as they modify living.

3. The work of the world.

- (a) In conserving and improving natural and human resources.
- (b) In communicating ideas through language and art.
- (c) In producing, processing, distributing and consuming goods.
- (d) In satisfying aesthetic and spiritual impulses through religion, appreciation, and creative expression.
- (e) In extending freedom through social controls, customs, education, and new knowledges.

B. Extent to which understanding has been developed, of change in customs, institutions, industries, modes of transportation, standards of living, human beings.

C. Extent to which the learner uses authentic research in gathering and presenting data.

D. Extent to which the learner can determine differences and likenesses in their own environment as contrasted with that of other people of today and yesterday.

E. Extent to which the learner can use with facility the materials involved in the social studies, books, maps, graphs, charts and so forth.

F. Extent to which the learner has:

- (a) A knowledge of the laws which individuals must obey.
- (b) An appreciation of the need of law, and the desire on the part of the individual to make laws as means to ends.

Grade IV Program

Early California--primitive life in California, how the Indians lived in California, their food and shelter, tools and weapons, trade, travel, government, education, arts recreation; important tribes and their geographic distribution.

The early explorers; Cabrillo, Drake, Viscaino. The early settlements: the missions, the rancho period, government under the Spanish and Mexican rule.

The coming of the Yankees, the fur trappers, Americans in the Great Valley, Mexico loses California, the gold rush period, California becomes a state.

Life Study of Mexico--how the Mexican people satisfy their need for food, clothing, shelter, tools and utensils, transportation communication, education, recreation, government and religion. About Mexico as a country of geographic contrasts, a typical study of man's adaptation to the environmental conditions; effect of altitude on the life of the people, life in the temperate high altitude, and life in the tropical low altitude.

The history of Mexico, the primitive inhabitants, the Spanish conquest, the place of Mexico in the history of California and the United States in the period of exploration and colonization. The economic and cultural relations between United States and its southern neighbor; the importance of the good neighbor policy.

Mexican-Americans in California and the United States; the contribution of this group of Americans to our culture; the importance of friendliness and understanding among all Americans.

Contrasting Latin American Countries, with emphasis on Central America and the Caribbean countries.

Grade V

The study of the United States recommended for Grade Five may be organized into the following units or areas of experience:

The Colonial Period on the Eastern Seaboard. The period of discovery, exploration, and early settlement; contrast with studies in fourth grade on the discovery, exploration and early settlements in Mexico and California.

Life in contrasting colonies; effect of geographic environment on life in the colonies; way of life in a typical colony; how the colonists satisfied their basic human needs.

The Westward Movement and Pioneer Life--The development of the Appalachian region: Daniel Boone and the early pioneers, routes to the West by land

and sea; the work of Lewis and Clarke, life of the people en route to the West, the covered wagon, relation of pioneers to primitive people, prodigality in the use of natural resources, life in a pioneer home, contrasting settlement in the West; the railroads and the development of the West.

The Westward movement still going on; new frontier in science and invention, in social pioneering.

California--The settlements in California prior to the discovery of gold; the gold rush; events in California following the discovery of gold; the effect of the discovery of gold on the population; development of industries and life in California from the period of the discovery of gold to the present; the effect of the discovery of gold in California upon the United States and the world.

Activities of the people of California today as they satisfy basic human needs for food, clothing, shelter, transportation, communication, the arts, education, recreation, government and religion.

Contrasting modes of life in cities, small communities, and the open country.

The Geographic features; agricultural areas and crops produced; industrial areas and products; mining areas. Need for conservation of resources; soil, forests, oil and minerals, wild life, natural beauty.

The effect of invention and technological change on life in California.

Grade VI

The State Curriculum Commission recommends the Western Hemisphere and Pacific Area, emphasizing the function of transportation and communication as integrating factors. The following units or areas of experience are suggested:

Latin American Neighbors--The major cultures of Central and South America; ways of life in contrasting cultures; effect of climate and topography on life of people; products; occupations; modes of transportation; location of populous areas.

The influence of Spanish, Portuguese, French, and Negro settlers on mores and institutions of Latin American Countries and their present relationship to the United States and to Europe. Importance of international understanding and goodwill; the good neighbor policy.

Our Neighbors to the North--the exploration, early settlement, and historic development of Canada; present relation to Great Britain and the United States; similarity of way of life of the people of Canada and the United States; products, industries, art. The relation of the life of the people to climate; effect of modern means of transportation and communication of the development of Canada.

Our Neighbors on the Islands of the Pacific--The major cultures on the large islands and groups of islands in the Pacific; way of life in contrasting cultures; effect of climate and topography on life of people; products; occupation; modes of transportation; location of populous areas.

The influence of European and Asiatic conquests and settlers on mores and institutions of the Islands of the Pacific and their relationship to other countries in the world. The effects of changes in modes of travel upon the peoples of the islands.

Aeronautics--Man's conquest of the air: History of aeronautics, lighter-than-aircraft; heavier-than-aircraft; what makes an airplane fly; types and uses of modern aircraft; facilities needed; air routes of the world; passenger and freight service; place of airplane in warfare.

Global geography through mapping of air routes to all parts of the world; the meaning of distance and time; the relation of weather to flight.

The effect of aviation upon the lives of the peoples in the Western Hemisphere and Pacific Area; the airplane as one of the integrating factors in modern life, making all the people of the world neighbors.

Communication--The use of radio; operation of radio broadcasting station; script writing; program production; broadcasting; history of communication; telephone; telegraph; television. Possible future

developments in the field of electronics. The effects of communication services upon the lives of people living in the Western Hemisphere and the Pacific Area.

Devices for communication as one of the integrating factors in modern life bringing the people of the world together. The newspaper as a medium of communication. The operation of the modern newspaper; news gathering; news writing and editing; propaganda in modern life.

The development of the modern newspaper; how records are kept; how people in other times have endeavored to keep records; records of pre-historic, primitive, ancient and medieval times; the culture of the people; the development of records from the earliest times to the present; the long, slow process of civilization as revealed through records.

The effect of newspapers and records upon the lives of the peoples on the Western Hemisphere and the Pacific Area. The effect of the newspaper and records in bringing the people of the world closer together.

APPENDIX N

Wisconsin Program of Studies.

The Social Studies program should foster growth of children and youth in the following understandings, attitudes and skills.

I. Understanding.

(a) Of the democratic faith and its meaning for human welfare and happiness.

(b) Of the application of democratic faith in the development of the American heritage.

(c) Of the forces which have made for world interdependence and the need for world organization.

(d) Of the historical and geographic reasons for the behavior of regional and national groups.

(e) Of the local community and its problems and the need for wide participation in community concerns by all citizens.

(f) Of the significance in social problems of the mental health and emotional balance of individual human beings.

2. Attitudes.

(a) That all human beings regardless of race, national origin, color, or any matter over which they have no control are entitled to equal rights

to live, liberty and the pursuit of happiness.

(b) That we concern ourselves with achieving and improving human welfare and democratic liberties everywhere in the world.

(c) That all citizens should participate actively in working toward the solution of community problems for social betterment.

(d) That reflective group thinking can serve as an approach toward the solution of social problems. Such thinking on a group basis is necessary to bring about an informed and enlightened public opinion.

3. Skills and/or abilities.

(a) The ability to take part in group discussions.

(b) The ability to take part in group planning.

(c) The ability to think reflectively on social problems.

(d) The ability to search out and use valid and adequate sources of information.

(e) The ability to evaluate ideas and opinions on controversial problems offered by and through radio, movies, newspaper, periodicals, books, etc., in a manner which will contribute to the general welfare.

Fourth Grade Level

Each problem of the Fourth Grade Sequence should begin in the home state and then move out into related world regions. Units are designed to develop understanding of people whose ways of living differ because of physical environment or cultural heritage. Well-guided activities concerning contributions of other nationality groups and pleasant satisfying experiences with children representing these groups will lead to the strengthening of desirable group relationships.

The understanding of changes man has made in his environment should lead to the realization that not all change is progress. There have been changes both good and bad. Surely, if children see the tragedy of early forest destruction in Wisconsin, they may use the knowledge as the basis for cooperative planning in a conservation program.

Social studies skills should be developed consciously and systematically. These skills include map reading, globe reading, picture interpretation and the like, as well as the use of indexes, references, and other study and reading skills. The

practice of limiting pupils study to one textbook should be obviated.

Schools wishing to make use of books now on hand dealing with "type regions" will find it possible to do so and still follow this sequence if Wisconsin is made the approach to each unit as is recommended.

Topics for Grade IV

How and Where did different kinds of Communities develop?

Grades V and VI

In the social studies children deal with important phases of group life on levels increasingly more mature. Through the development of many units they learn that everywhere man has certain common needs. The cooperative theme begun earlier is continued here.

Children need to be familiar with their country as it is today and also to know how it has developed from its early beginnings. They need to understand that individuals and groups of people from many lands, with different backgrounds, abilities, and interests, have come to America for many varying reasons, and that each has made a contribution to our American heritage.

The problems suggested for the sixth grade may be used to help children understand how modern civilization developed. They observe how it originated in the river valleys of the Near East and how it has moved westward through Europe to their own country.

They come to understand how climate, rivers, coastlines, soil, and mountains have influenced man's activities, and, on the other hand, how man has made adaptations to all of these factors. They sense the smallness of the modern world and begin to realize their own responsibility, for ways in which world relationships may be improved.

Fifth Grade Level

How can we better know and understand our neighbors in the United States and Canada?

Problems:

(1) Why did people from other continents come to North America and settle where they did?

(2) How did the pioneer settlers meet their daily living problems?

(3) How did our American way of life have its beginnings?

(4) How do the people of the U.S. and Canada live and work today?

(5) How have great American leaders and their services contributed to our way of life?

(6) How may we help to make good living conditions possible for all people?

Sixth Grade Level

How can we learn more about Europe and Asia and the relationships that bind us together?

Problems:

(1) How can people in our community help us appreciate what their mother countries have contributed to us?

(2) How have ways of living and working in the regions of Europe and Asia become what they are today? (Selectional optional)

- (A) The Near East
- (b) The Mediterranean Lands
- (c) France and the Low Countries.
- (d) Central Europe
- (e) The British Isles
- (f) Northern Europe
- (g) Soviet Russia
- (h) Southwest Asia (China, Japan, India)

(3) How is each region affected by the way in which people live and work in other regions or countries?

(4) How do air transportation and radio communication help in these everyday relationships of world regions?

(5) How can we by "thought, word and deed" help to strengthen and to promote worldwide friendships?

APPENDIX O

New York Program of Studies.

"The social studies are concerned with human relations primarily, and other things incidentally. It is the human relations aspect of the social studies which distinguishes them from other school subjects; but the distinction is not absolute.

One of the tasks of the committee on social studies in the elementary schools was to relate the program of this particular area to these larger controlling objectives of the whole curriculum. The committee formulated this relationship in much the same language as is given below.

(1) To understand and practise desirable social relationships.

(2) To discover and develop his own desirable individual aptitudes.

- (3) To develop the habit of critical thinking.
- (4) To appreciate and desire worth while activities.
- (5) To gain command of the common integrating knowledges and skills.

Among the many social studies skills to be developed by all pupils are:

- (a) Reading and making charts, graphs, maps and globes for representing ideas.
- (b) Using atlases, indexes, reference books and other materials for obtaining information needed in the solution of problems.
- (c) Checking the accuracy of one's own work, the validity of one's own conclusions.

- (6) To develop a sound body and desirable mental attitude.

Other purposes which enter into the selection and organization of materials for classroom instruction:

- (1) To give pupils the truest and most realistic knowledge that is possible of the community, state, nation, and world in which they are to live and make their way.

- (2) To prepare pupils for promoting a wiser and more effective cooperation among regions, areas, individuals, groups, communities, and nations.

- (3) To develop character--to give pupils a love of truth, an appreciation of the beautiful, a bent toward good, and a will and desire to use knowledge for the beneficent and social ends.

- (4) To train pupils in the intellectual processes indispensable to the functioning of society--acquisition of knowledge, skill in use of knowledge, skill in selecting and verifying facts, skill in exploring and stating social issues, and skill in discussing and weighing them.

Among the major concepts influencing the selection of content are:

- (1) Man becomes social through common experiences with other men.

(2) Man is conditioned by the earth's surface and is influenced by his environment.

(3) For effective living man needs: Food, clothing and shelter.

(4) Man works to live, to acquire the necessities and to achieve a richer life.

(5) Interdependence among people is furthered by: Communication and Transportation.

(6) Men form social organizations to aid in making life more secure and enjoyable.

(7) Man strives through his organizations to attain the ideal of "greater social justice".

"The program for these two years broadens out into more detailed analysis and reaches beyond the neighborhood into the community. The emphasis begins to move into wider geographical settings and into historical epochs, thus preparing for the regional studies which come later.

The topics which have been reported include not only living and working the rural community or in the village or city community of which the child is a part today, but also the interdependence of city and country and the interdependence of communities in other parts of the world where geographic features and historic backgrounds are markedly different from those of the child's own home community.

The child learns that the Indians who lived in his community long ago illustrate one of the stages of development of a primitive people. He discovers that the people who settled his community lived simply with the little machinery to help them, with few conveniences and much hard work; that these and later comers to his community have brought with them material things and ways of living; that living in his community today shows development in many different ways; that climate has great influence over life in any community and that geographical features influence man's activities. Similar facts are learned about types of communities in Asia, Africa and Europe. The child begins to read and to use maps and the globe regularly. He discovers that there are present-day communities in the Americas, Africa, Asia and Europe where people still live without much machinery or modern conveniences; that these communities, nonetheless, differ considerably from pioneer living in his own community. He discovers that there are communities scattered all over the world, under varying climatic conditions, where people have thoughts, needs and feelings much like his own; that these communities are influenced by geographic features, customs and historical background which distinguish each from the others; yet all are interdependent in many important ways and that modern inventions and man's increasing control over nature emphasize significant relationships which bind all men together. Again he is drawn into the life of his community through celebrating holidays and festivals which are commemorated locally and he finds that similar feast and festival days and national holidays are celebrated in many other parts of the world.

Topics in Grades Three and Four: Studies of Communities.

(1) Living and working in the child's own community today; in pioneer days; and in Indian times, including celebrations and festivals as enjoyed in each period.

(2) Living and working in selected types of communities in other parts of the world, including the various folkways of celebrating holidays and festivals.

Suggested Communities:

(1) Life in a Community in a hot damp region--the Amazon basin or the Congo.

(2) Life in a mountain community or on a high plateau, Switzerland, Scotland, Mexico or our southern highlands are used as the locale in which a particular community is studied.

(3) Life in a desert community contrasted with living in a community where the land has been made productive by a great river.

(4) Life in a community on a temperate island, peninsula or sea coast--in a community in Ireland, coastal Spain, Italy, Greece, Cuba or along the New England Coast.

(5) Life in a Community in a cold country--Alaska, Iceland, Newfoundland, Norway or Lapland.

(6) Life in a community of an Oriental country--China or Japan.

Grades Five and Six:

The program in the fifth and sixth grades is enlarged to meet the expanding social interests of ten and eleven year old boys and girls. It includes studies of men's activities in the various regions of the world and the relationship of each region to the community and to the region in which the child is living. Many studies still begin in the pupils' immediate neighborhood or community but they now move out each time from the immediate to the national or even its world implications. Problems are more thoroughly analyzed and thinking becomes more complex.

and scientific. More and more emphasis is placed upon cultural likenesses and differences and upon the slow upward struggle of mankind for a more democratic way of life.

From the many reports received it is clear that the cooperating schools place emphasis at this level upon helping the child understand variations in and interdependence of living in the various regions of his country and other countries of the world and how these are influenced by physical features and historical backgrounds. The child learns how settlements are related to migrations; that people in some sections of the United States have turned to manufacturing as a means of making a living; that making a living through agriculture in different regions of the United States has been greatly influenced by geographical features and by the people who settled in those regions; that our ways of living in some sections have been influenced by the location and by our development of natural resources--metals, forests, the plains, waterways; that seasonal changes, temperature, amount of moisture, altitude, soil, food and work affect modes of living; that climates in various parts of the United States and the rest of the world are due to differences in latitude, altitude, distance from bodies of water and winds, and that people in various sections of the world have become very interdependent because of diversified living conditions.

In brief, as developed in the cooperating schools, such a study includes a preview treatment of the history and geography of the United States. It is not a detailed study of the rise and development of our democratic civilization such as would be undertaken by young people in the junior or senior high school. Rather it is the background and foundation for such a study.

During these two school years the cooperating schools also help the child understand more about the lands and peoples of Europe, Asia and Africa. The treatment of this content is also a regional treatment. The boy or girl finds that these lands, too, are made up of different regions and that in these regions people live differently, do different kinds of work and have different customs. He discovers that people are constantly becoming more dependent upon each other for the necessities of life; that industrialism tends to center population in cities and in certain regions, and that within broad but

but definite limits set up by the natural environment there are alternate ways in which every region can be occupied and utilized. He finds that no matter how far apart people may live, they are brought closer together by modern methods of rapid communication and transportation. He becomes familiar with and gains an appreciation of the varied cultures of countries other than his own. He begins to see that out of all of these contributions, America is now developing a culture and a background of her own, peculiar to our ways of living and to our democratic beliefs, and that since men are traditionally competitive, they need constant practice in cooperation to insure the survival and strengthening of democratic ways of living.

The following plans of organization for the Grades Five and Six will give the scope of the work for this level.

Grade Five

Suggested arrangement for regional study of the United States: Northeast, Southeast, Middle States, Northwest, Southwest and Far west.

The following topics might be considered in relation to each area:

- Exploration, discovery and settlement.
- Incorporation as part of the Nation.
- Natural resources and climate.
- The people, their homes and communities.
- Industrial, agricultural, mining, manufacturing developments.
- Cultural development.
- Important leaders, places and events.
- Contributions to the American way of life.

Other regions in the Western Hemisphere:

- Mexico and Central America.
- South American regions.
- Islands of the Caribbean.
- Islands of the Pacific.
- Alaska.
- Canadian regions.

Topics to be considered:

- Natural resources and climate.
- The people: human resources.
- Manner and customs.
- Food, clothing, shelter and fuel.

Transportation and communication.
Home and community life,
Progress toward democratic living.
Ways of making a living.
Contributions to our mode of living.

Play of Organization for Grade Six:

Suggested regions of the old world:

Africa:

Undeveloped regions--primitive and jungle.
Regions developed by outside nations.

Asia:

Industrialized areas, Japan.
China, an ancient civilization.
Near East.
India.

Europe:

Scandinavia.
Mediterranean Countries.
Western Europe.
Entral Europe.
Russia.
The Lowlands.
South East Europe.
The British Isles.

Australia, New Zealand and islands of the Pacific, or

Regions of Asia, Africa, Europe, North America,
Australia and other island regions, South America.

Topics to be considered:

Natural resources and climate.
The people: human resources.
Manner and customs and religion.
Food, clothing, shelter and fuel.
Transportation and communication.
Home and community life.
Progress towards democratic living.
Ways of making a living.
Contributions to our mode of living;"²⁹

29. Pamphlet II - A Summary of Progress in the Development of a Social Studies Program for Elementary Schools.
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