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On: 28 October 2014, At: 05:35

Publisher: Routledge

Informa Ltd Registered in England and Wales Registered Number: 1072954 Registered office: Mortimer House, 37-41 Mortimer Street, London W1T 3JH, UK

Journal of Geography

Publication details, including instructions for authors and subscription information:

<http://www.tandfonline.com/loi/rjog20>

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Published online: 13 Feb 2008.

To cite this article: Brbara E. Ham (1919) Notes from the Class Room, Journal of Geography, 18:9, 353-355, DOI: [10.1080/00221341908984459](https://doi.org/10.1080/00221341908984459)

To link to this article: <http://dx.doi.org/10.1080/00221341908984459>

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NOTES FROM THE CLASS ROOM

ILLUSTRATIVE GEOGRAPHY WORK

Few of us make sufficient use of the textbook pictures. With the use of carefully selected topics made by the teacher the child can gain more by studying the pictures in his geography than by any amount of reading from the average textbook.

The exhibits which I have obtained make my work vital. The children never tire of seeing, feeling, and studying the real illustrations which we have. Most of the exhibits are obtained at little or no cost from various manufacturing firms.

Many of our pictures and booklets I have obtained from hotels, railroad and steamship companies and chambers of commerce. These furnish excellent working material.

It may not be out of place to mention here the type of bulletin board which we use. As simple and inexpensive as they are, I have never seen them used elsewhere. The sixth grade boys made them by tacking two pieces of molding on burlap, so that the molding forms the top and bottom. The heavier molding keeps the burlap in better shape. Such a bulletin board is an advantage because there need be no tacks in the wall and furthermore it can be moved for instruction purposes.

Sometimes instead of making industrial maps, we make industrial charts to show the steps in some one industry. The best pictures for these charts are from the yearly reports of the Bureau of Agriculture. To me all group-work in connection with maps and charts has a civic value deeper than the geography lesson, inasmuch as none of this work can be done unless each one does his duty. If children can learn to do team work, they, as grown people, will become community workers.

GEOGRAPHY AND NOTEBOOK WORK

Children need to see some permanent result of their work. The children in my school copy the topics which the teacher has written on the blackboard, study them, and enlarge upon them in as good sentences as possible. Their work is well illustrated with pictures, drawings, etc. Many of the children have "Scrap Boxes" in which they save all pictures, labels, etc., which they think at some time

may be useful to them. For example, Tosca has a box with advertising pictures of tapioca, tea, coffee, peaches, silk, and many newspaper clippings. Before Tosca completes her course in the grades most of these pictures will find their place in her notebooks.

GEOGRAPHY AND HAND WORK

Hand work is a great aid to the pupil. It makes the child more alert to gain accurate knowledge and, best of all, helps him remem-

A corner of the Geography Room. "The children never tire of seeing, feeling and studying the real illustrations which we have."

ber that which he gains through the eye, by reading, and that which he gets through the ear, from the class-room work. During the year we make many types of maps,—salt maps, paper pulp maps, product maps, colored maps, and blackboard maps.

For salt maps for a class of forty take eight cups of salt, eight tablespoons of white flour, and eight tablespoons of cornstarch. Mix thoroughly and add two cups of water. Cook for about ten minutes on the stove, stirring constantly to prevent scorching. When it is somewhat cooled, add sufficient salt to make it a good consistency to work with the fingers. The mixture should be applied on manila paper and when dry mounted on blue paper.

To make paper pulp maps ordinary paper pulp may be procured for little or nothing from a paper mill. Before these maps are made it is best to have wooden trays to form them on. The best dimensions for the average map are seven by ten inches, the sides being about half an inch high. The map is then made on the tray and, when dry, removed with the aid of a knife. Then it is ready for coloring and mounting. If there are lakes or seas to be shown, blue paper should be placed back of them.

GEOGRAPHY AND ARITHMETIC

Concrete arithmetic is most interesting when the teacher connects the work with the geography lesson, and each subject is made more vital thereby. For example, Fall River manufactures two miles of cloth a minute, how much does it manufacture in an hour? It takes 2,500 silk worms to make a pound of silk, how many silk worms helped to make your mother's best dress?

GEOGRAPHY AND TABLE STANDARDS

There are a few facts which every child should know in order to make just comparisons. Before our class studies Europe we know the following table: population of the home city, population of state capital, population and area of home state, population of Boston, etc. When the class studies a given country it learns its status by *comparison*, not by any failing attempt to remember numbers. Incidentally the child is learning to use the table in the back of his book.

BARBARA E. HAM

EDUCATING THE ALASKAN ESKIMO

The Bureau of Education's annual report on its work for the natives of Alaska (Report for 1917-18, Bull. 40, Washington, D. C., 1919) is a document to be read by all teachers of geography. Not only does it enlist the professional interest. In a consideration of the peculiar problems that confront the teacher in Alaska the character of the country and its inhabitants is vividly realized. The work of the Bureau is intimately concerned with improvement in the economic and social conditions of life in the native com-