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THE USE OF OUTLINE WALL MAPS

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THE practical use of the map is essential in elementary geography for it renders concrete the distribution of various geographic facts and provides a basis for the interpretation of relationships. The elementary class room requires large wall maps which clearly delineate the facts of the daily lesson. Studies of the world distribution of rainfall are far more effective when the rainfall regions are graphically displayed upon a large wall map before the class. Large maps of the rainfall, vegetation etc. are now published for each continent but are too expensive to provide an adequate supply for the grades and they often have more of the details than is suitable for the elementary school.

There is published a series of outline wall maps* which are excellent for the plotting and display of geographical data for class use. These maps, having only the main features, are printed without names in non-lustrous ink on heavy manilla paper. Maps of this size (32 in. by 48 in.) afford an opportunity to graphically display the winds, rainfall, vegetation and distribution of population of a country, continent or the world. Such facts can be shown by waterproof inks, water-colors, crayons or pastel. Red and black are very satisfactory for important contrasts and may be used solid, in dashes, dots, bars, etc. The various sizes of sign ruling pens and the camel's hair brush are best adapted for using the inks and water-colors. Crayons can be permanently fixed by some shellac fixative. The few essential names are inserted by a sign printing outfit. If a series of these maps are made as suggested below, each series should be mounted on a single roller, then there is less wear and loss than when the maps are unmounted and unrolled. Two half-round red gum rods screwed together form a more satisfactory mounting than the usual single mapstick with tape backing. Heavy tape suspension loops are placed near the ends of the rods to allow the turning of the maps while hanging. A more expensive method of mounting these maps consists in cutting them into sections and backing with cloth so that each one will fold readily into a portfolio of convenient size.

The adaptation of data for display upon a large wall map needs careful consideration as to its practical use in the school. The small details must be merged into the larger features of distribution and the completed map must convey a concrete idea of the geographic relationships of the topics involved. For example an accurate map of the corn production per square mile in the United States can be obtained from plate No. 154 of the Statistical Atlas of the Twelfth Census, but it is difficult

*The McKinley Publishing Company, Philadelphia, Pa.

to reproduce, and is not suitable for the elementary school. The data can be adapted to illustrate the primary and secondary regions of corn production, the large packing house cities. A map thus prepared forms an excellent basis for the elementary study of this topic.

A series upon United States might comprise ten maps showing rainfall, temperature, wheat, corn, iron, coal, forests, cotton, political and physical regions. The North America group could include rainfall, winds, temperature, regions of vegetation, distribution of population, the great cities and political divisions. A world series might very profitably include the same topics with the addition of lines of trade and commerce. There are many sources of material which can be readily utilized for the construction of wall maps. The text-book in geography frequently provides a good map for enlarging, but some of the other sources cited below should be used for correction and verification.

In the preparation of a world series a booklet on World Diagrams by Mark Jefferson gives some excellent small maps which are accompanied by sets of suggestive questions. A series of small booklets by D. C. Ridgley are without the maps, but are valuable in the elementary study of climate, vegetation and population. The Atlas of Meteorology by Bartholomew will supply any details of climate which one may wish to add. Berghaus' Physikalischer Atlas, Parts VI and VII, provides material for the regions of vegetation and the distribution of population. The small School Economic Atlas by Bartholomew is excellent for commercial relations and trade routes. In Geographical Diagrams by Snape are diagrams of the climatic regions of continents and plans for graphically showing exports and imports. Likewise Supan's *Die Verteilung des Niederschlags auf der festen Erdoberfläche* for rainfall and vegetation.

For a series to illustrate the important geographical facts of the United States the above references would furnish much of the climatic data. The publications of the Weather Bureau should be utilized in constructing the rainfall and temperature maps. The wheat regions could be shown by adapting Plate 156 from the Statistical Atlas of the Twelfth Census. The winter, spring and durum wheat regions, as well as the great wheat shipping cities and the flour milling centers, should be clearly lettered. In one corner of the map a diagrammatic representation, similar to Plate 163 in the Statistical Atlas, of the total production and that of each state, would place the essential facts before the class. The iron and coal resources are combined and shown upon one map of the United States. The bituminous, anthracite and lignite region are given different colors and the data taken from Plate I of the Mining Resources for 1907.

These suggestions might still further be elaborated but the few examples cited may aid in bringing the map into greater practical use in the daily recitation in geography.