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organization entirely different from that of desert or mountain tribes, but also a weaker or softer type of character. Out in the sand life once more becomes hard, and there are few inhabitants—nomads, depending chiefly upon camels and sheep. Finally, in the swamps around the lakes the most peculiar of all the races are located—the fowlers of Seyistan, depending for a livelihood upon the birds which they catch in nets; or the Lopliks of Chinese Turkestan, depending largely upon fish.

To map the various zones of Central Asia and the distribution of the different modes of life is one of the most fruitful and fascinating tasks of the geographer. When he has done so he is ready to discuss the causes which govern the distribution, not only of man's varied modes of life, his occupations, and his habits in respect to physical matters, but also of mental and moral characteristics. This leads directly to one of the most profound and fundamental of all subjects of study, the great problem of how far geographical environment is the controlling factor in human life, and how far other causes operate. The solution of this problem is not, perhaps, the province of the geographer; but it is his duty to prepare the facts which shall lead to its solution. Having mapped the distribution of various modes of life, he may well supplement his work by making anthropological measurements like those so well made by Stein, and by a study of the distribution of races, languages, and religions. He is then prepared to make comparison between the inhabitants of similar regions who differ in race, religion, or language. Knowing accurately the physical conditions of life, and being familiar with the customs or manners of the inhabitants, he can judge how far uniformity of physical conditions induces uniformity of life.

The number of problems which await the geographer in Central Asia is almost infinite. It has been possible in this article to touch upon only a few of them. Exploration, in the common sense of mapping new areas, is to-day relatively unimportant. Exploration for the purpose of solving the great problems of the structure and form of the Earth's surface, the distribution of physical types, and the relation of physical environment to the grouping and character of living organisms presents a field whose possibilities are boundless.

THE PRESENT TREND OF GEOGRAPHY IN THE UNITED STATES.

By R. H. WHITBECK, University of Wisconsin, Madison.

SUPPOSE we begin with the decade of 1880 to 1890. There were then a half-dozen American text-books in use, more or less alike. They consisted of a number of unconnected chapters; on astronomy, on geology, on meteorology, on a phase of zoology, a chapter describing the main physical features of the continents, a treatment of magnetism, of glaciers, of the distribution of the races of men, and some

other topics. Then, as now, the prevailing character of the text-books determined the nature of the subject-matter which was taught in the schools.

In looking over those earlier text-books, one is impressed with this fact: in their make-up there was no unifying principle. Each separate chapter was like a separate monograph. The books might almost have been a collection of chapters borrowed bodily from ten or twelve text-books on the various sciences, with a limited amount of strictly geographical material added. The study was not a real science. Perhaps it was more truly an introduction to the general field of science. When well taught it was interesting, informing, and as useful as most school studies are, but it was almost wholly a book study and a memory study. Few, if any, teachers considered physical geography as a laboratory science at all in those days.

Twenty years ago some leaders of thought in the field of earth science began to voice mild protests against this kind of physical geography. A reform movement started, and in 1893 took shape in the epoch-making report of the Committee of Ten, or rather, the report of the sub-committee known as the Geography Conference. The recommendations of this committee were so manifestly sane that they appealed to the thoughtful teachers in high schools and colleges the country over. This report, among other things, recommended a closer delimiting of the field of physical geography, particularly emphasizing the treatment of physiographic processes, and of the origin, development, and classification of land-forms. Field and laboratory work were called for, and it was recommended that the subject be given an entire year of time, preferably the first year of the high school course. (A fourth year elective course was also recommended.)

Fortunately this report was soon followed by a very acceptable text-book constructed on the lines laid down by the committee. In a case such as we are considering a report of a committee, no matter how sane and convincing, will bear little fruit in the field of actual teaching unless the teachers can have a text-book embodying the principles and the subject-matter recommended by that report. The success of this first modern American physical geography brought forth other books of the same general character, and by 1903 the new type of physical geography was being generally taught. We have been at it long enough to give it a fair trial. We have a large and varied collection of laboratory manuals. We have had much discussion of the subject in educational gatherings. The *Journal of Geography* has collected and published opinions of a considerable number of interested men, who have set forth very positively their views. We have had a round-table discussion among the foremost geographers of the country at the Baltimore meeting of the Association of American Geographers in December, 1908, followed by the appointment by that body of a committee to make a report upon Secondary School Geography. We had the appointment by the National Education Association at the Cleveland meeting in 1908 of a similar committee, whose report was made at Denver last summer. All this indicates the widespread feeling of unrest among teachers of geography.

To what, then, is this feeling of unrest due? I believe that Prof. Dodge, editor of the *Journal of Geography*, felt the pulse of the movement in the questions which he published in March, 1908, and the answers to which were published in that issue and the April number of the same year. The general criticism of physical geography as taught in high schools may be summarized somewhat as follows:—

First, it is too closely restricted to the description and classification of land-forms, is somewhat too geological, and has a tendency to include unusual and unimportant land-forms and water-forms in order that classifications may be complete. For example, it is not uncommon in a text-book to find six, eight, or ten different kinds of lakes or plains or mountains described, even though, perhaps, one third of these are relatively rare forms.

Second, there is dissatisfaction with the kind of laboratory work which is being done, and with the results of that laboratory work.

Third, there is a growing belief that geography in secondary schools should not be simply *physical* geography, but should be based upon a preliminary study of physical geography, followed by a study of geography in its broader aspects; that is, geography in which the human element is more conspicuous.

I wish to present six of the eight questions which were sent out by the *Journal of Geography* in the early part of 1908, together with a *résumé* of the answers received. These answers will indicate something of the trend of opinion. The group of men who submitted these answers is a very thoroughly representative group, and their opinions are entitled to as much weight as the opinions of any group of men that could be secured in this country. The questions were as follows:—

(1) Do you believe that secondary school geography for students not preparing to enter college should be restricted to physical geography as outlined in the modern text-books?

Nineteen persons answered the question. Every one said "No."

(2) Do you favour a continuation and development of the modern practice of emphasizing the detailed, sympathetic classification of land-forms?

Nine said, unqualifiedly, "No." Three said "No," with some qualification. Four said "Yes," with some qualification.

(3) Do you believe that secondary school geography would be equally valuable as a subject for pupils not proposing to enter college, if it included more of a study of selected regions of the world?

Eight answered "Yes," without qualification; six, "Yes," with qualification, and three, "No," with qualification.

(4) Could a course along these lines (the study of selected regions of the world) be as disciplinary and strong as the present generally followed course?

Ten said "Yes," and four others, "Yes," with certain qualification. Two said "No," with qualification.

(5) Should commercial geography be included in non-technical high schools? If so, should it be as a separate course or as an important phase of some systematic regional treatment?

Of those who answered, eight favoured the introduction of some commercial geography into the high school course, and nine objected to commercial geography, at least as a separate study in non-technical high schools.

(6) Is the content of the modern course too much influenced by our belief in a necessity of laboratory treatment?

On this question opinions were equally divided. Seven answered in the affirmative, with some qualification, and seven in the negative, with some qualification.

What, then, do these opinions indicate?

(1) That high school geography should not be restricted to the subject-matter as outlined in the modern American text-books.

(2) That we should not continue the modern American practice of emphasizing the detailed, systematic classification of land-forms.

(3) That the introduction of the study of selected regions of the world into secondary school geography is desirable.

(4) That such a course could be as disciplinary and as strong as the present generally followed course.

Upon these four points the agreement was so complete as to be convincing; but on the question of the proper place of commercial geography and the value of laboratory exercises there was a division of opinion. Certainly, then, the trend

of opinion as indicated by this investigation is clear. It is toward the humanizing of the study.

At the meeting of the Association of American Geographers in Baltimore in December, 1908, there was a round-table discussion on secondary school geography. At that meeting were fifty or more representative geographers from leading colleges, and a few of the normal and high schools. There was unusual harmony of opinion upon the essential points raised in this discussion, and the opinions tended in the same direction as those collected and published by the *Journal of Geography*, i.e., that physical geography, as at present taught, needs modification in the direction of a larger emphasis upon the life side. No particular efforts were made to secure expressions of opinion as to just how this larger emphasis of the human side should be attained. This is a detail which has yet to be worked out; but the general trend undoubtedly is toward a study of selected regions of the world.

At the meeting of the National Education Association in Cleveland in 1908, the science section authorized the appointment of a committee of seven to investigate and report upon secondary school geography. That report was read by Prof. J. F. Chamberlain, the chairman, in the Denver meeting last July, and was published in the September, 1907, number of the *Journal of Geography*. The men composing this committee were for the most part high school and normal school teachers. Their report recommends changes in the same direction as those indicated in the round-table discussion at Baltimore, and in the symposium in the *Journal of Geography* in 1908.

Here, then, are three different means of judging the present trend of secondary school geography. The trend is toward the humanizing of the study. In the recent National Education Association report, the committee says, "The course, as at present organized, places too much emphasis upon the detailed study and classification of land-forms, and too little upon human response to these forms." "It cannot give the student that knowledge of the regions and peoples of the world which intelligent participation in the affairs of life requires." This report recommends a half-year of study of physical geography, followed by the study of regional geography.

There are two other directions in which we may expect to find light. One is in the character of the text-books, which appear from time to time, and the other in the courses which are being added to college curricula. As regards text-books, no distinct trend is especially noticeable, but rather the prophecy of a trend. For instance, this prophecy is evident in the increased attention given to geographical influence in human affairs in Prof. Tarr's last book on physical geography, as compared with his earlier books, the insertion of chapters on the importance of waterways to people, the influence and importance of mountains, the importance of plains in history, and other similar chapters in Fairbank's recent book; and in the insertion of a chapter on the effects of physiography on plants and animals in Prof. Salisbury's 'Briefer Course in Physical Geography.' All these are indicative of an increased interest in the responses which life makes to its physiographic surroundings. Naturally this movement toward a larger emphasis upon the human side is not conspicuous in the text-books, inasmuch as the movement is yet very young. I am convinced that as soon as the movement takes definite shape, text-books will appear in which there will be an increased attention given to the human or life side of the study.

As to college courses, here the same tendency is noticeable. Fifteen years ago there were but few American colleges that gave courses in even *physical* geography. For instance, I find in the catalogues of Wisconsin, Cornell, Chicago, Yale, and Harvard that only eight courses in all in physical geography were offered, and no

course in any human phase of geography. At the present time, Cornell offers at least two courses in geography, Harvard three, Yale five, Wisconsin six, and Chicago eleven. These five universities now offer a total of at least twenty-seven courses in geography, in addition to eighteen courses in physical geography. This is a rather remarkable growth when we consider that most of the courses in geography (not physical geography) have been added in the last five years. The courses offered by Chicago University are perhaps the most striking: Commercial Geography, Influence of Geography on American History, Economic Geography of North America, Economic Geography of Europe, Advanced Commercial Geography, Economic Geography of the Tropical Countries, Principles of Geography, the Geographic Problems of the Orient, Principles of Anthro-geography, Geographic Influences in the History of New England, Geographic Influences in the History of the Interior. Such an array of purely geographical courses recently added to the courses of instruction in one of our great universities indicates a noteworthy trend of interest toward the study of man in his geographical surroundings.

Even regional geography is now considered as a topic worthy of university treatment. Most of the larger universities give courses in the Physiography of North America and of Europe. Yale gives courses in the Geography of North America, the Geography of South America, the Geography of Asia, and Geographical Controls in History. The University of Wisconsin gives courses in the Physiography of the United States, the Geography of North America, the Geography of Europe, the Geography of Wisconsin, and the Geography of the World.

Here, then, are five different sources from which we may gather conclusions as to the present trend of geography in the United States.

- (1) The symposium carried on by the *Journal of Geography* in 1909.
- (2) The round table of geography in Baltimore in December, 1908.
- (3) The report of the N.E.A. committee in Denver in July, 1909.
- (4) The evidences of more recently published text-books.
- (5) The growth of geography courses in our universities.*

The fact that from all these different directions we gather the same impression as to the present trend of geography seems convincing. Taking it for granted, then, that the present trend is toward the larger emphasis upon the life relations in geography, the question next arises, in just what form shall they be presented in the high schools? We must not forget that most of the high school geography is taught in the first year to girls who are still playing with dolls and to boys who still wear knee-trousers; second, that the teachers in all but the larger high schools are not specially trained to teach the subject. In several tours of high school inspection, both in the east and west, I find that classes in physical geography are very commonly distributed among the various teachers of the faculty, whose schedules will best permit of their taking such classes. In two cases at least I have found the teacher of stenography teaching physical geography. It is my impression that not 10 per cent. of the teachers of physical geography in the smaller high schools have had special preparation for the teaching of this subject.

Recognizing, then, the immaturity of the pupils and the lack of special preparation among teachers, it will be necessary that the subject-matter of high school geography shall be (1) simple enough for immature pupils, (2) so carefully worked out in the text-books that untrained teachers can handle it.

At present the movement has not gone far enough to clearly indicate just how

* Since this paper was written, a special committee of the Association of American Geographers made its report in Boston. This report recommends changes in exactly the same direction.

this increased emphasis on the human side of geography shall be secured. Two suggestions have been advanced. The first is that the main subjects now presented in physical geography shall be retained, but that the less important subjects shall either be omitted or treated briefly. One of the modern text-books in geography describes at some length young rivers, mature rivers, old rivers, graded rivers, revived rivers, antecedent rivers, engrafted rivers, and dismembered rivers. Another treats in some detail playa lakes, lakes formed by lava dams, crater lakes, glacial lakes, delta basins and lakes, coastal lagoons, land slide lakes, coulee lakes, and lakes without outlets. As I understand the proposed change, it would be to omit entirely two or three or more of these rather uncommon types of rivers or lakes; secondly, to omit some of the details which are now taught about the remaining types of lakes and rivers. The space thus saved would be devoted—in the case of rivers, for instance—to a discussion of the influence of rivers upon transportation, the influence of river valleys in directing the course of railroads, the influence of flood plains upon agriculture, the influence of waterfalls upon manufacturing, the influence of rivers on irrigation, the importance of valleys as the seats of population, wealth, and culture both in past times and at the present time. In the case of mountains, a briefer discussion of the various types of mountains, their origin and geological structure, than is now customary, with an increased attention to the influences which mountains exert as national boundary-lines; as barriers to the spread of plants, animals, and men to the migration of peoples and military movements; as barriers which separate types of men, and thus lead to the development of different ideas; the relation of mountains to forests and to mining; the influence of mountains upon travel and transportation, upon trade routes, especially railway lines, their influence in preserving among their inhabitants ancient customs, laws, and languages, as seen among the Welsh mountaineers, the Basques of the Pyrenees, the inhabitants of the Caucasus, and as seen among our own southern mountaineers. This method of treatment would not give any particular instruction in regional geography, but would be rather a study of physical geography and of geographical influences upon life.

The other method of treatment which has been advocated, and which was recommended by the N.E.A. Committee, whose report was read in Denver last summer, is as follows: To give about one-half of the year to the study of physical geography as such, and to give the other half to the study of regional geography in which is made the application of the principles already taught in physical geography. This method would be similar to that used in the upper grades of elementary schools, with the difference that the pupils are somewhat more mature, and therefore the subject would be treated from a more mature point of view. Those who favour this study of regional geography are not wholly agreed as to what the regional units ought to be. Some believe that a relatively small unit like the state, or at any rate, not larger than the United States, should be taken. The N.E.A. Committee recommended the study of North America and Europe. This is a matter yet to be worked out, and as soon as we are agreed that about one-half of the time given to high school geography should be given to the human side of geography, or to regional geography, we shall then be in a position to determine how best to present this second half of the study.

It would be unfair to drop this discussion without a consideration of the possible dangers which lie ahead. It is a well-known fact that movements of this kind are often like those of a pendulum, swinging first too far in one direction and then too far in the other. The pendulum has recently swung too far toward the description and classification of land-forms. Recognizing the error in this, we are quite likely to go too far in the other direction. As I view the matter, the dangers are likely to lie in the following directions:—

(1) In a tendency to ascribe to geographical influences many results which have arisen from not only geographical influences, but from historical, racial, or even accidental influences. Already it is noticeable among writers who are enthusiastic over geographical influences, that there is a tendency to give undue weight to them.

(2) There is danger of too hasty generalizations, without enough specific examples to warrant the generalization.

(3) There is danger of a vagueness and indefiniteness in the treatment of geographical influences in human affairs because of the very largeness of the subject. When an author of a high school text-book attempts to treat these influences in the limited space at his disposal, vagueness is almost unavoidable. If the new type of geography shall come to be taught in the schools, there will be need of taking up only a limited number of geographical influences, and of working these out in detail, rather than taking up a large number of influences which necessarily can receive scarcely more than mention.

(4) The teachers who will be called upon to teach this new type of geography will, for the most part, be themselves inexperienced and unprepared. They will not have had similar courses in normal schools or colleges. This must be borne in mind in our consideration of whether or not the present trend is likely to lead to better results.

Unmistakably the trend is in the direction which has been pointed out. Undoubtedly new text-books constructed along these lines will be forthcoming. It will be unfortunate if, in our zeal for humanized geography, we should advance too rapidly, and thus, perhaps, bring into disrepute the very movement which we believe ought to result in a distinct educational gain.

Personally, I am strongly favourable to the humanizing of high school geography. I hope to see the movement gain headway as fast as it reasonably can. But I do not anticipate that the movement will go forward without mistakes and without set-backs. But, to me, the humanized course is so much richer in content, so much more valuable in giving culture, and so much more liberalizing in its influence, that I cannot resist the conviction that we shall be educationally benefited by such a course in the high schools if it can be judiciously handled.

EGYPTIAN IRRIGATION.*

By Colonel Sir COLIN C. SCOTT MONCRIEFF, K.C.M.G., K.C.S.I.

It is generally admitted that when the English occupation of Egypt commenced in 1883, there was no branch of the administration in a more corrupt and inefficient condition than that on which the very life of the country depended, the irrigation. In no department has there been a greater improvement. Money has been no doubt lavishly spent, but it has been spent with judgment and ability, and it yields a magnificent revenue. When one sees the great monuments of Egyptian skill in classical times, it seems strange that a nation capable of designing and erecting such buildings apparently never thought of controlling the river on which they depended. Nor was it until early in the last century that, acting on the advice of competent French engineers, a serious effort was made to throw a dam across the two branches of the river at the apex of the delta. It was boldly designed, and in some respects well executed, but M. Mougél, its engineer, received little support or encouragement. A bad fracture took place in 1867, and it was not until the arrival of the English

* Report on the Irrigation Departments of Egypt and the Sudan for the year 1908