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AN EXPERIMENT IN GEOGRAPHY AND HISTORY WITH A SIXTH GRADE

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IN the Bancroft School, a private school in the city of Worcester, Massachusetts, the allotment of time for geography has been two periods of thirty minutes each per week; for history, three periods of the same length each week. The object of the geography work was to furnish the pupils with a general knowledge of the world preparatory to the more detailed study of each grand division; the aim of the history work was an understanding, as far as the ages of the pupils permitted, of the progress of events and the evolution of governments. The objectives of the two courses were of such a nature that they easily lent themselves to a combination and the periods were given over to the presentation of geography through the medium of the myths and histories of the different countries. This idea is, in varying degrees of efficiency, in operation in many schools. Incidental and scant references were found scattered throughout the literature of geography and history. No aid of appreciable amount, however, was obtained in these directions. Browsing over the literature of the different countries yielded the best returns. During an entire school year the scheme was tried in the sixth grade of the Bancroft School and the results of the trial were not anticipated even in the optimistic views of the instigators.

A brief outline of the stories, with some references to their sources, may be worthy of presentation. The arrangement of the subject matter is not in all cases logical, and in some instances chronological sequence has been set aside. We are not presenting the material as the best that can be evolved but as a pioneer effort, worked out, to some degree, under the stress of the inspiration and enthusiasm awakened in the class. The

method of presentation, while it was by no means uniform, may be illustrated by brief examples.

ALEXANDER, THE GREAT

A map of Greece and Macedonia and the western coast of Asia was drawn on the blackboard to show the birthplace of Alexander and the cities he reduced to submission early in his career. From a wall map his journey into Egypt was traced and Alexandria was located and considered. From the same map his expedition to the Persian Empire was studied. A small map of the Tigris and Euphrates Valley, drawn upon the blackboard, showed his conquests there. From the wall map his campaign in India and his return across the desert of Baluchistan were studied. Climate and topography are taught at the same time in terms of human conditions and achievement.

DRAKE'S VOYAGE AROUND THE WORLD

This is, evidently, a lesson in journey geography. On a wall map Drake's voyage across the Atlantic and through the Strait of Magellan was followed. The class stopped with him to plunder the Spaniards, visited the western coast of the United States, and then returned home to Europe by his western route.

Exercises by the pupils formed a part of each lesson. These exercises included a review of the previous lesson, the location of places and routes mentioned on outline maps of the country, or the written description of a scene, a place, or a person of an earlier lesson. The geography text-book which happened to be a part of each child's equipment was used constantly as a source of material and as an atlas. Pictures were freely used as illustrations and not infrequently mementoes of the places and peoples were available.

A list of subjects, with a few sources, comprises the larger part of this paper. The list is offered for two reasons. In the first place, it may serve as a working hypothesis for any one who may desire to introduce a similar feature or to enlarge an incipient use of this idea. Again, the list, confessedly arranged for tentative use, has proved so successful in its application to this grade and class of children that the writers are encouraged to commend it. We have omitted from the list, for the sake of brevity, subjects which were topics of lessons but which are found in most courses in geography. These include certain of the large cities, industries, and the like. Under France, for example, while a consideration of the topics given below might include a great deal about Paris, the city was made the text of a lesson which included some new matter and much that was review.

THE NEAR EAST

Story of Creation, *The Modern Reader's Bible*, Moulton
 Phaeton, *Myths of Greece and Rome*
 The Deluge, *The Modern Reader's Bible*, Moulton
 The Pharaohs of Egypt, *Eastern Nations and Greece*, Myers
 Rameses, the Great, *Eastern Nations and Greece*, Myers
 Assyrians and Chaldeans, *Eastern Nations and Greece*, Myers
 Nebuchadnezzar, *Eastern Nations and Greece*, Myers
 Darius and Cyrus, *Eastern Nations and Greece*, Myers
 The Trojan War, Translation of the Iliad
 Alexander, the Great, *Eastern Nations and Greece*, Myers
 Phidias and Pythagoras, *Eastern Nations and Greece*, Myers
 Perseus and Atlas, Bullfinch's *Mythology*
 Scylla and Charybdis, Bullfinch's *Mythology*
 Jason and the Golden Fleece, Bullfinch's *Mythology*
 Abraham, *The Bible Story*, Bennett and Adeney
 March of Israelites out of Egypt, *The Bible Story*, Bennett and Adeney
 Solomon and the Temple, *The Bible Story*, Bennett and Adeney
 The Queen of Sheba, *The Bible Story*, Bennett and Adeney
 Menelik of Abyssinia, *Abyssinia*, Skinner

NORWAY, SWEDEN, AND DENMARK

The Land of the Danes, *Europe*, Carpenter
 The "Twilight of the Gods" (Edda), *Norse Stories*, Mabie
 The "Legend of Skadi" (Larcom), *Northern Europe*, Pratt
 The Midnight Sun, *Northern Europe*, Pratt
 The Vikings, *Around the World*, Carroll; *Story of the Nations*, Boyesen
 Fiords and Mountains, *Europe*, Carpenter
 Thor, *Old Norse Stories*, Bradish
 Swedish seasonal festivals, Stoddard's *Lectures*; Hans Christian Andersen
 Bergen: Story of Grieg, *Century Magazine*, LXXV, Nov., 1907
 Hans Brinker, Dodge
 Finns and Lapps, *Strange Peoples*, Starr

SCOTLAND

The McGregors and Stewarts, *The Scottish Clans and their Tartans*
 Rob Roy, *Appleton's Home Reading Books*, Harris
 Highlands and Lowlands, *Europe*, Carpenter
 Lady of the Lake, Scott
 Robert Bruce and the Spider, Scott
 Queen Mary, *Franklin Sixth Reader*, Lingard

IRELAND

The Hill of Tara, Stoddard's *Lectures*
 Irish Stories, *Myths and Folk Lore of Ireland*, Curtin; *Ancient Legends and Superstitions of Ireland*, Lady Wilde

ENGLAND

King Alfred, the Dane, *Stories from English History*, Warren
 King Canute, the Dane, *Stories from English History*, Warren

Little Prince Arthur, *Stories from English History*, Warren
 Queen Elizabeth, *Stories from English History*, Warren
 Sir Galahad, *Heroes Every Child Should Know*, Mabie
 Robin Hood, *Heroes Every Child Should Know*, Mabie
 Richard, the Lion Hearted, *Heroes Every Child Should Know*, Mabie
 Shakespeare, *Shakespeare, Life, Art, and Character*, Hudson
 The Story of the Armada, *Stories from English History*, Warren
 Drake's Voyage, *Stories from English History*, Creighton
 Queen Victoria

FRANCE

Roland, *Heroes Every Child Should Know*, Mabie
 St. Louis, *Heroes Every Child Should Know*, Mabie
 Joan of Arc, *Red True Story Book*, Lang
 Louis XIV, *Growth of the French Nation*, Adams
 Lafayette, *School Histories*
 Napoleon, *School Histories*
 The Louvre, *Stoddard's Lectures*
 Millet, *French By-Ways*, Johnson
 "The Marseillaise"

SPAIN

The Cid, *Heroes Every Child Should Know*, Mabie
 The Alhambra, Irving
 Ferdinand and Isabella, *General History*, Myers
 Murillo, *Famous European Artists*, Bolton
 Bull fights, *Mexico*, Campbell

PORTUGAL

Bartholomew Diaz, *Text-books in History*
 Vasco da Gama, *Text-books in History*
 Ferdinand Magellan, *Text-books in History*
 Lusiad; Camoens, *East of Suez*, Penfield
 Lisbon earthquake, *First Book in Geology*, Shaler

ITALY

Romulus, *Plutarch*, Edited by Kaufman
 Aeneas, *Plutarch*, Edited by Kaufman
 Caesars, Julius and Augustus, *Plutarch*, Edited by Kaufman
 Nero, *Famous Men of Rome*, Haaren and Poland
 Pope Gregory and the Calendar, *Elements of Astronomy*, Young
 Michael Angelo, *Italian Painters*, Jameson
 Leonardo da Vinci, *Italian Painters*, Jameson
 Vesuvius, *First Book in Geology*, Shaler
 The Home of Columbus, *Europe*, Carpenter
 Garibaldi, *Rise and Fall of the Roman Republic*, Mario
 Marconi, *Boy's Second Book of Inventions*, Baker

HOLLAND AND BELGIUM

William II, Prince of Orange, *Story of the Nations*, Rogers
 Antwerp and the Armada, *Story of the Nations*, Rogers

The Hague and the Peace Conference, Pamphlets of Amer. Peace Soc.
 Rembrandt, *Review of Reviews*, July, 1906; *Great Artists*, Keyson
 Waterloo, *History of Modern Europe*, Lodge
 Leopold and the Congo, *Review of Reviews*, July, 1903.
 Wilhelmina, Queen, *Sovereign Ladies of Europe*, Bothmer

GERMANY

The Rhine-Gold, *Wagner Opera Stories*, Barber
 Siegfried, *Heroes Every Child Should Know*, Mabie
 "Wacht am Rhein"
 Maus Tower on the Rhine, *Europe*, Carpenter
 "God's Judgment on a Wicked Bishop," Southey
 "Lorelei"
 Beethoven, *Masters of Music*, Chapin
 Charlemagne, *Story of Nations* (Germany), Baring-Gould
 Frederick, the Great, *Story of Nations*, Baring-Gould
 Bismarck, *Sketches of Eminent Statesmen and Writers*, Hayward
 Emperor William III, *Europe*, Carpenter

AUSTRO-HUNGARY

Tyrol Vineyards, Stoddard's *Lectures*
 Andreas Hofer, Stoddard's *Lectures*
 Oberammagau, *Art in the Mountains*, Blackburn
 Lake Garda, Stoddard's *Lectures*
 Louis Kossuth, *Life of Louis Kossuth*, Headley
 Vienna, *Journal of School Geography*, IV, 175, 1900
 The Danube, *Europe*, Carpenter
 Francis Joseph, *Review of Reviews*, Jan., 1898

SWITZERLAND

William Tell, *Heroes Every Child Should Know*, Mabie
 Climbing the Matterhorn, Whymper
 Glaciers, *Forms of Water*, Tyndall
 The Lion of Lucerne, Stoddard's *Lectures*
 St. Gotthard and Simplon, Guide Books
 Saint Bernard, *Men of Might*, Benson and Tatham
 "The Prisoner of Chillon," Byron

RUSSIA AND SIBERIA

Partition of Poland, *Poland, the Knight among Nations*, Van Norman
 Kosciusko, *Poland, the Knight among Nations*, Van Norman
 Copernicus, *Stories of Great Astronomers*, Holden
 Chopin, *Masters of Music*, Chapin
 Paderewski and Modjeska, *Poland, the Knight among Nations*, Van Norman
 Crimea, *Stories from English History*, Warren
 "Charge of the Light Brigade," Tennyson
 Peter, the Great, *Northern Europe*, Pratt
 Ivan, the Terrible, Waliszewski
 Exile System of Siberia, *Siberia Exile System*, Kennan

JAPAN AND KOREA

- How Jimmu was made the First Emperor of Japan, *Story of Japan*, Van Bergen
 The First Invasion of Korea, *Story of Japan*, Van Bergen
 The Forty-seven Ronin, *Story of Japan*, Van Bergen
 Perry in Japan, *All about Japan*, Brain
 Mutsuhito, Emperor of Japan, *Story of Japan*, Van Bergen
 Life of the Japanese, *Big People and Little People from Other Lands*, Shaw
 The Lake of the Lute, *Japanese Fairy World*, Griffis

CHINA

- Confucius, *The Story of China*, Van Bergen
 The Chinese Wall, *The Story of China*, Van Bergen
 Li Hung Chang, *The Story of China*, Van Bergen
 Opium War, *The Story of China*, Van Bergen

INDIA

- The Kandyan Chiefs of Ceylon, *East of Suez*, Penfield
 The Pearl Fisheries, *East of Suez*, Penfield
 The Parsees of Burmah, *East of Suez*, Penfield
 The Maharajah of Jeypore, *East of Suez*, Penfield
 India's Ancient and Modern Capital, *Asia*, Carpenter

A PLEA FOR SANITY IN SCHOOL WORK.—The National Education Association, at its meeting in Cleveland on July 1, adopted a declaration of principles, two paragraphs of which are particularly pleasing.

"We recommend the subordination of highly diversified and overburdened courses of study in the grades to a thorough drill in essential subjects; and the sacrifice of quantity to an improvement in the quality of instruction. The complaint of business men that pupils from the schools are inaccurate in results and careless of details is a criticism that should be removed. The principles of sound and accurate training are as fixed as natural laws and should be insistently followed. Ill-considered experiments and indiscriminate methodizing should be abandoned, and attention devoted to the persevering and continuous drill necessary for accurate and efficient training; and we hold that no course of study in any public school should be so advanced or so rigid as to prevent instruction to any student, who may need it, in the essential and practical parts of the common English branches.

"We assert that the individuality of the pupil should be carefully considered, to the end that he may be instructed in the light of his limitations and capacity; and we commend to all local authorities the necessity of greater care in the arrangement of courses of study, that they may be adapted to the pupils to be instructed, rather than that pupils should be adapted to fixed courses of study and an inflexible system of grading."