Journal of Geography

Publication details, including instructions for authors and subscription information:

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

The Educational Value of Geographical Exhibitions

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Published online: 20 May 2008.

To cite this article: Alicia De Riemer (1903) The Educational Value of Geographical Exhibitions, Journal of Geography, 2:3, 136-143, DOI: [10.1080/00221340308985933](https://doi.org/10.1080/00221340308985933)

To link to this article: <http://dx.doi.org/10.1080/00221340308985933>

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effect on the winter climate of the Pacific Northwest than does the adjacent ocean. This view may, perhaps, give undue weight to dynamic heating, as the ocean is thought to be the predominating factor in determining the winter climate of this region. A better understanding of the effect of the Chinook wind on winter weather can be had by considering it divorced from oceanic influences. This is the case east of the Cascade Mountains and in Idaho, Montana and Wyoming. Here the winters are generally severe, broken intermittently by visitations of the Chinook wind.

Conclusion.—As stated in the beginning of this paper, all three Chinook winds possess high temperatures. One is moist and may be followed by rain. It occurs only near the ocean. Another is a dry wind, and rain seldom follows for some time after its occurrence. The third wind occupies an intermediate stage, and, from the present knowledge of it, seems a combination of the two. From November to March these Chinooks play an important part in determining the character of the weather in the northwestern states. They are active agents in tempering the severity of the winter. When they arrive cold waves vanish, the snow disappears, and a short period of bright, balmy spring-like weather ensues. The Chinook aids the railroads in keeping their tracks clear of snow, enables the stockmen to bring their cattle safely through the winter, and stores up water in the form of ice for future use, making irrigation in the summer possible. It is an ever-welcome guest, whose coming is indicative of good, and whose absence would be a momentous evil.

THE EDUCATIONAL VALUE OF GEOGRAPHICAL EXHIBITIONS

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THE expenditure and waste of physical energies peculiar to the individual from infancy are indicative of an innate, compelling desire to "do something." It is the purpose of modern education to present conditions which will make possible some expression of that desire and thus develop power through purposeful self-effort. If that indefinite desire *to do* be directed along lines of least resistance and concentrated interest without crushing or curbing the fresh individuality of the child, a love for a subject will be stimulated that will be abiding and of permanent value.

It is important, therefore, first that the teacher recognize the "philosophy of external energies" and their reflex influence upon the mind; second, that he provide opportunities for self-expression through which the individual may ascertain his own powers and limitations; and third, that he seek especially to direct the child's powers in externalizing individual concepts, thus coördinating hand and brain in the establishment of truth and in the comprehension of the relations controlling life. The science of geography offers a wide field for the exercise of these principles.

The kindergarten, the domestic science laboratory, and the manual training workshop are modern exponents of the principle, *power through self-directed activities*. The introduction of basketry, weaving, chalk-modeling, pottery and other artistic forms of manual training are by no means intended to supplant altogether the necessary fundamentals of education; these simply offer additional avenues for self-expression and supplement the opportunities hitherto presented for purposeful effort. Their strength lies in their power to create, to direct, to develop and possibly to externalize some definite concept. In other words, the manual labor involved in the aforesaid branches unconsciously stimulates the child's interest, strengthens his desires and ultimately leads him to *know himself*.

But, while we are interested in watching the psychological reaction and the educative values of the "new comers" into our school curriculum—fascinating because they appeal to the artistic as well as to the utilitarian phases of interest, let us not be unmindful of the opportunities which the pioneer branches of our course offer—conspicuous among which is the subject of geography.

This study is especially prolific in opportunities for varied forms of expression. Its interests penetrate the heart of a dozen sciences, its field is bounded by the globe itself, its influence pervades the earth-related conditions of society; its applications are universal, its truths fundamental. It offers disciplinary and educative training equal to that of any subject in the curriculum, and its ramifications multiply its possibilities without weakening its unity. Hence, geography stands for opportunity in the broadest sense.

Geography as a *science* demands scientific treatment. Many of its truths admit of formulative, demonstrative and objective reproduction as certainly as do those of physics and chemistry. The ability to make a practical application of a scientific principle tests a pupil's power of adaptation, as well as his thorough understanding of that subject. If that application involves manual labor, brings into play his physical powers, the test is still more severe. A boy who recognizes the earth

controls of the oil industry, and is able to apply the principles governing a known region to an unknown area, is developing power; if he can correlate with that an ability to construct a model of an oil well to the extent of showing its geographic dependence, he has shown a relative increase in the power which is justified by its semblance to the real, and its relative worth as a production measured by the child's opportunity to acquire the truth.

Allied sciences like biology, chemistry and physics would be lame without the experience of the laboratory; geography is correspondingly weak without similar privileges. But, you say, the field is the great geographical laboratory. True, but during two-thirds of the school year in latitudes north of forty degrees the weather precludes outdoor recitations; hence, something must serve as a substitute. Why not institute a geographical laboratory where work equivalent to that of any other department of science is required—a place for testing facts, for the discovery of values? Here also practice may be had in organizing, tabulating and indexing geographical material. Practice in map representations, hachure, product maps, commercial maps, stereograms, etc., sand and chalk-modeling are made possible. Ingenuity, adaptability, skill, interest, energy, freedom are displayed, individually or compositely here. Nor does this work require a separate room set apart and especially equipped with tools and geographical appliances—though that is a desideratum—but the *work* of the laboratory may be carried on in connection with practically all the departments of the school at free periods, though they should not infringe upon the actual class-room requirements in any department. If a definite laboratory hour is not always possible—the pupils must plan to do the work of the laboratory at convenient times.

Since we are presenting the *active* side of geographic work, it might be well to provide for a definite occasion which will stimulate the students to their best efforts and one in which all may have a share. Such an event may resolve itself into an annual geographic exhibition which, like all exhibits, will prove instructive and valuable in showing the possibilities as well as the extent of production along certain lines, while the contributor gains a valuable insight into the principles which on a larger scale are involved in the reality.

This exhibit may comprise such material as may have been related to the work of the term including physical, commercial or industrial, and mathematical features. Its scope may be greatly increased in some schools so as to embrace correspondingly representative material—such

FIG. 1. *Specimens of constructive work prepared for the Geographic Exhibit at the State Normal School of Stevens Point, Wis., January 12 to 16, 1903.*

as physical apparatus, microscopic slides, meteorological instruments, etc.—from the various science departments. Such an alliance, where possible, helps to emphasize the many sidedness of geographic interests.

In Normal Schools the field may be extended still farther by the addition of regular class productions from each of the grades, so that all degrees of material from the primary to the senior grade in the Normal department will have some representation.

The result of such an exhibit in a Normal School from the suggestive point of view is obvious. Its significance in an institution of training is multiplied—for, aside from its value to the individual in giving expression to his concepts, he is likewise gathering a host of suggestive ideas which he as a teacher may have occasion to reproduce subsequently—though perhaps under very different conditions. An exhibit in the grammar grades would necessarily be limited, but the motives actuating the principles realized are quite as evident as in the higher grades. Peoples and their occupations furnish prolific subjects for demonstration along life's related conditions. In mining, for instance, the coal industry makes possible the construction of devices illustrating early methods of obtaining coal compared with those in vogue to-day, thus yoking geography and history. In agriculture, the food products may be represented; as for

instance by a study of the evolution of the slice of bread from the kernel of wheat, thereby establishing a series of links from the original product, etc. In manufacture, any article of clothing, such as a pair of rubbers or a pocket handkerchief, entails a whole series of activities which will permit of representation. In a similar way, the fishing industry is a fascinating subject for constructive delineation wherein the historical association is involved.

FIG. 2. *Work representing industrial places at the Geographic Exhibit held at the State Normal School, at Stevens Point, Wis.*

In all of the subjects just referred to the nature of the product must necessarily vary. Some children show talents along mechanical lines, others have a decided taste for architecture, others prefer mathematical subjects, and still others will be proficient in artistic expression through the medium of color and form, scissors and paste.

Let us take the fishing industry of the New England States for an example and note the variety of subjects that will admit of reproduction in this one industry alone.

(1) *Early methods of fishing:*

Maps of the region showing distribution of fishing grounds; drawings of local fish types; constructive models of smacks and dories; kinds of tackle; methods of fishing shown by drawings; relief maps of New England

coast, showing nature of harbors; Gloucester harbor; models of fishermen's homes; dress of the fisher folk.

(2) *Modern methods of fishing:*

Models of dock and wharves; modern schooners; tools used in cleaning fish; process of cleaning fish; fishing interests of New England compared by scale with similar interests in Bergen; scale showing relative value of exports; collection of materials made from fish by-products also of sea foods on which fishes subsist; commercial maps, showing routes of transportations and points of destination of fish products; representative manufactures dependent upon fish, viz.: glue, twine, flies, nets, reels, anchors, etc.; photographs showing scenery about Gloucester; illustrated chapters describing some part of the industry or several chapters summing up the subjects discussed in class.

HOW TO PLAN FOR AN EXHIBIT

The extent and scope of the exhibit must be determined by local conditions. The following hints regarding the preliminary steps are practicable and may be suggestive:

First. Take your pupils into your confidence. Discuss with them some weeks in advance the motive and desirability of an exhibit. Appeal to the individual interest and point out the necessity of coöperation. Show the value of all *national* expositions and thus establish the plan on a coöperative, social basis. Be enthusiastic.

Second. Try to discover by personal interviews what kind of work especially interests each pupil. Then if he is handy with tools, talk with him about utilizing that gift by doing some constructive work which will constantly gratify his inclinations and make him appreciate his powers and at the same time develop his ability to adapt and to concentrate. If he is mathematically inclined, try to divert that bent toward developing some mathematical device or representing some proportion such as relative sizes of areas or products, distances or altitudes. His artistic talents will find expression in myriads of ways: map drawing and coloring, chalk modeling, organization of views illustrating type regions, photographs of local regions, etc.

Third. After the subject has been decided upon, make frequent inquiries concerning the progress of the undertaking, show an interest in the effort, and encourage often. Be systematic in the planning and see that the pupils assume their share of responsibility.

Much depends upon the power of the instructor, not alone in creating an interest in the results of individual effort, but also in helping each to

realize the highest possible motives in the effort put forth. The personal pride of the pupil, moreover, which is a natural accompaniment of competition, will still farther stimulate each to his best effort. This should lead to a desire for a wider knowledge of the subject through investigation and research in proportion to the age and experience of the worker.

HOW TO CONDUCT AN EXHIBIT

While a display chiefly concerns the product side, the social aspect of an exhibit is by no means unimportant. In this respect it has been likened to what in higher scientific circles is known as a "Conversazione."

FIG. 3. *Glimpse of the Geographic Exhibit prepared by students of the State Normal School, Stevens Point, Wis.*

If the exhibit is to be open for inspection for several days see that it is well advertised through personal agencies and through the local newspapers, so that it is put upon a dignified basis as an occasion worthy of the attention of the community. When possible it would be well to give illustrated lectures on some topics of general interest and open to the public on certain evenings of the exhibit.

Frequent talks after school hours given by the students and illustrative of different phases of work would be valuable. Five minute talks on the work of the different departments of the United States government are particularly valuable. These may include the work of the Department of Agriculture in preserving forest lands; of the Geological Survey in scientific geology, in map making and in irrigation; of the Weather Bureau in spreading broadly forecasts of the weather and in encouraging the elementary study of the weather in schools.

Actual student demonstrations of sand and pulp modeling and chalk modeling are also helpful.

As far as possible the preparation and management of the exhibition should not infringe upon the regular program of the school. The labor should be so distributed beforehand as to give to as many as possible an opportunity to share the responsibility and to have a definite part in the success of the work. It is also well to give credit to every contributor, without in any way seeming to publish the relative values of the material accepted for the exhibition.

The participation of many pupils in an event which to them represents much thought and time, develops a spirit of coöperation which in itself justifies an undertaking of the character described. Moreover, it encourages a delightful community spirit of social intercourse, which is healthful and commendable among the pupils themselves and a desirable relation between the school and the home. Furthermore, the exhibit can be made the nucleus of a geographical museum which may be enlarged during the year by contributions from distant sections and thereby serve as an incentive to better production among the pupils each succeeding year.

Those who have not tried the plan herein described can little estimate the effect of such work. I know of no experiment which awakens greater interest, reveals more effectively the magnitude and the relations of geography, is more helpful in its suggestiveness, inspires higher aims, brings the pupil into a fuller realization of the subject in its actual dealings with life than just such an exposition.

In short, whatever contributes to the interest, the activities, the growth of the student of geography, in disclosing to him the sequences, the wonderful adjustment, the political and commercial relations which are treated of under the term geography, whether it be in the laboratory, in the field or in the recitation, all such agencies make possible the highest appreciation of the subject as it relates to *life* and awaken in the child an interest which dominates the training which makes for good citizenship.