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TEACHING INDUSTRIES IN THE PHILADELPHIA SCHOOLS

By W. M. GREGORY

Normal School, Cleveland, Ohio

A VITAL part of school geography is the study of the local problems relating to climate, soils, resources, products and industries. The geography that gives children broad generalizations of foreign lands and a very meager understanding of their own locality is a failure. In these times of conservation a knowledge of the extent and possibilities of our own local resources is a necessary part of everyone's education. The teacher's would readily use more of this concrete material if it were available. The material that is required must be explanatory of the local geographical conditions that control the industries and other activities.

For a long time it has been customary to begin geography in the grades with some local studies, but these attempts, as they must be at this age, are introductory and do not supply the understanding of local conditions that children ought to have when they leave school. In the last years of the grammar grades, the state supplement is used to supply the local material. The supplement is a condensed mass of geographical facts that has been hitched to our texts largely from a commercial point of view. Its lists of towns and the lack of local material render it unsatisfactory for this purpose. In some states the geological surveys have issued educational bulletins. These are written by specialists in a style frequently beyond the common reader and school pupils. The state bulletins that are used to spread agricultural information in the schools might well be studied by those who believe children should have more contact with local geographical resources.

In many cities there are organizations outside of the schools that are interested in promoting a study of the locality. The chamber of commerce, the commercial club, the geographical society, the woman's city club, the industrial bureau, the city club, and other similar organizations, can all be convinced of these needs of schools, and such organizations will frequently provide very generously for the expense necessary in printing and distributing such material.

PHILADELPHIA

This brings us to what has been done in Philadelphia to aid the study of local industry in the schools. The educational com-

mittee of the Philadelphia chamber of commerce is responsible for a series of Educational Pamphlets that are issued and presented to the schools of Philadelphia. The object of this series is to make Philadelphia's "life, industry, history, and government known, understood and appreciated by all its citizens." If the citizens expect the schools to bring these vital ideas to the pupils, then the various local organizations must co-operate in the effort. The teacher can modify the course of study and adapt the materials to the work of the schools, but it is necessary that those who know the industry at first hand should have a large part in the collection of the subject matter to be used.

The chamber of commerce of Philadelphia has certainly made an excellent beginning in preparing material for pupils to study home industries. Each industry is discussed in a small pamphlet of about fifteen pages. The illustrations are clear and each one has its story. The statements are clear in their explanations and full of interest. The educational committee has invited various large industrial concerns to prepare and print these pamphlets. The expense of the printing is born by the various companies concerned. The wide distribution of the local studies among the teachers and pupils is a most important factor in the success of home studies. It is the duty of those who would promote a greater interest in their own locality to provide the money for printing a large quantity of small and cheap pamphlets which must be widely distributed. The success of home study in a city depends upon this part of the campaign.

Following is a list of the Philadelphia publications that have been issued thus far:

- 1, Thrift—a short text-book
- 2, The Trust Companies of Philadelphia
- 3, The Rug and Carpet Industry of Philadelphia
- 4, The Locomotive Industry in Philadelphia
- 5, Truck Farming in Philadelphia County
- 6, Candy Making in Philadelphia
- 7, The Leather and Glazed Kid Industry in Philadelphia
- 8, Milk and its Distribution in Philadelphia
- 9, Telephone, Telegraph and Wireless Systems in Philadelphia
- 10, The Manufacture, Distribution and Use of Gas in Philadelphia
- 11, Department Stores in Philadelphia.

The teacher of geography in Philadelphia finds in these pamphlets a source that can be used by the pupils. Through this material the pupils come to know more of their own city and have

an interest in the present problems of transportation, communication, and industries. The above list is not without its defects from the standpoint of geography, but it is a splendid beginning along the right lines.

If your students had more local material available for such studies, the school courses in civics, industries, and geography would have a greater interest and more practical results. The writer is anxious to learn what your community has done to bring a knowledge of local geography to the schools.

A REQUEST

If you will communicate to the writer what your community has done, the various methods employed in all parts of the country will be compiled and published in the *Journal of Geography*. The results ought to contain some ideas and plans that will be valuable to your community. • If we could have a large response from many parts of the country, a comparison of plans would be an incentive to increase local studies.

SOME ASPECTS OF THE STUDY OF GEOGRAPHY WITH SUGGESTIONS FOR ITS PROMOTION

By Warren D. Smith,
University of Oregon, Eugene

“THE sun and the moon, the right eye and left eye of all History, are Chronology and Geography.”—Hakluyt.

Some of the readers of this article may have read the indictment of college students in the *Nation* of December 16, 1915. A freshman class was reading Marlowe's “*Hero and Leander*.” “Hellaspont suggested Gallipoli, and I, (a professor in a Middle Western University), asked the class—it was quite a chance shot—where Gallipoli is. To my surprise, no one knew. I wrote the word on the blackboard, and was amazed when the class confessed that not one had ever seen the word before!

“Within the next twenty-six hours I had met three other sections of freshmen, and had placed ‘Gallipoli’ before them, with the same result. A more advanced course yielded two men who had never heard the name—one of them was on the staff of the university daily paper.”

The matter of Gallipoli is bad enough, but imagine the writer's chagrin on finding but one in a class of forty, in Geography, who knew by name the scene of the greatest naval engagement in modern times. A junior in the University informs the class that the Danube is in India, while another one says that Babylon