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V. C. Bell ^a

^a Harrison Technical H. S. , Chicago

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AN EXPERIMENT IN CORRELATION

By V. C. BELL

Harrison Technical H. S., Chicago

ABOUT two years ago it occurred to a few of the teachers of commercial subjects at the Harrison Technical High School (Chicago) that it might be possible to work out a successful and profitable scheme by means of which the work in at least a few of the commercial subjects could be correlated. We feel that we not only succeeded in correlating commercial geography, commercial English, and typewriting primarily, but, incidentally, commercial art, stenography, and library study.

We are fortunate in having a branch of the Chicago Public Library in our school building and so we have an advantage over many others in reference work and supervised library work. The scheme is as follows:

1. The commercial geography department furnishes the subjects for discussion and the work begins there.

2. During the first semester, after a thorough study of some one product the instructor assigns to each member of the class both a topic to be written up and a graphic exercise; these are chosen from an outline which is worked out in class. This outline is then sent to the teacher of commercial English that he may know what is expected in the way of a discussion.

3. Each class works up a different subject each semester.

4. After the topics have been assigned a reading list is posted, and a note sent to the librarian stating the subjects on which references will be needed. She is then in a position more materially to assist the student when he comes for references. Commercial geography is a sophomore subject according to our course of study, but many sophomores are unable fruitfully to use either an index or a table of contents; hence a word or two of advice from the librarian saves much waste of time and energy, in addition to teaching the proper use of a reference book.

5. After the reading has been done and the notes taken, the English teacher assists in outlining the individual topics, and the resulting composition becomes a "chapter" in the "book" which the class thus writes on the product.

6. The compositions are first graded by the teacher of commercial geography—for geographic facts only; it is then sent to the teacher of commercial English, and finally to the typewriting teacher—each in his turn grading the paper, the three grades appearing on the first sheet of each "chapter" in a space prepared for the grades.

7. The papers finally return to the commercial geography department where a table of contents and an index are prepared, and the "book" goes into the list of reference books and display work of the department.

8. The cover of the "book" is drawn by a student from the commercial art classes, by one of the students of the class writing the "book", if possible.

9. When a student has finished his typewriting manual the teacher of typewriting sends to the commercial geography department for extra work for the student; in this manner we make typed copies of magazine articles, and file them for class use; we are also able thus to put into the hands of all the students at once clippings which would otherwise be available to only one at a time.

10. The stenography teacher uses assigned magazine articles on commercial geography subjects as dictation material; the wild scramble for the one library copy of the article is thus avoided, as the typed copy is handed in to the stenography teacher by each student in her class, and then comes to the commercial geography department.

11. During the second semester a second "book" on some nation is similarly worked up.

We feel that quite a little improvement in all lines of work correlated has come from this scheme, and that results justify the work.

PERU—ITS PRODUCTS AND POSSIBILITIES

ONE not thoroughly familiar with the geography of the West Coast of South America has a series of surprises in store for him. In the first place, strange as it may seem, the coldest day of our trip South, after leaving the coast of the Carolinas, was that crossing the equator. Instead of bright, balmy tropical weather, the skies were usually overclouded and the air cool and snappy all the way down the 1,000 miles of Peru's long coast line, though it lies wholly within the tropics. This is due to the effect of the Humboldt current, a great Antarctic stream which follows the coast northward to a point above the Equator and is comparable with the Gulf Stream of the Atlantic in its far-reaching effect on climatic conditions, though the effect of the Humboldt current is just the reverse of that of the Gulf Stream. It is this feature of Peru's climate which explains the common expression that Peru is a "white man's country," for while geographically it is tropical, climatically it is a temperate country.

But this cold ocean current is at the same time a curse to the