



Outline of a Course in Physical Geography

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OUTLINE OF A COURSE IN PHYSICAL GEOGRAPHY

Adopted for the John Marshall High School, Richmond, Va.

Recitation—Three periods of forty minutes each per week for forty weeks.

Laboratory—Two double periods of eighty minutes each per week for forty weeks.

Field and lantern work as often as the work demands.

Current topics bearing on the work are reviewed thoroughly, and clippings from papers and magazines are discussed and filed.

Special attention to industrial and commercial relations.

The laboratory is supplied with the necessary appliances for modeling, drawing, showing erosional processes, etc. A combined lantern and projectoscope is used to advantage in showing lantern slides, pictures, folders, cards, etc.

Topographic maps of the type regions of the United States are furnished in sets of thirty each.

The equipment also includes meteorological instruments, season apparatus, maps, globes, relief models, charts, government bulletins. The mineral cabinet is well supplied with specimens of rocks and minerals, many of which were collected by the pupils.

THE LITHOSPHERE

- I. Relief Features
 1. Mountains
 2. Volcanoes
 3. Plains
 4. Plateaus
- II. Work of the Atmosphere
- III. Work of Ground-Water
- IV. Work of Running Water
- V. Glaciers and Deserts
- VI. Lakes and Swamps
- VII. Shore Lines
- VIII. Crustal Movements

THE EARTH AS A PLANET

- I. Origin
- II. Form
- III. Structure

- IV. Motions
- V. Latitude and Longitude
- VI. Localization of Places
- VII. Mean Solar Time

THE ATMOSPHERE

- I. General Conception of the Atmosphere
- II. Composition
 - 1. Uses and sources of the Principal Gases. (Simple experiments to illustrate these).
- III. Temperature of the Air
- IV. Moisture of the Air
- V. Atmospheric Pressure
- VI. General Circulation
- VII. Distribution of Rainfall
- VIII. Weather Maps
- IX. Climate

THE OCEAN

- I. Area
- II. Characteristics
- III. Functions
- IV. Exploration
- V. Depth
- VI. Temperature
- VII. Movements of Ocean Waters
- VIII. The Ocean Floor
- IX. Life in the Ocean.

LABORATORY WORK

Each pupil is required to keep a note book with a carefully written record of all work.

The object of this work is to awaken interest and to stimulate power of observation and thought along right lines.

- I. Construction of an Ellipse (to scale)
 - 1. Position of the Earth at perihelion and aphelion
 - 2. Circle of Illumination, etc.
- II. Phases of the Moon
- III. Construction of the Northern and Eastern Hemispheres
- IV. Map Projection
- V. A Study and Classification of:
 - 1. Rocks
 - 2. Minerals

3. Soils.

As far as possible, the pupils bring their own specimens. They are encouraged to make collections and ask questions at all times. A trip is taken to study the state geologic exhibit.

VI. Contours:

1. Models made by pupil (plasticene).
2. Construction of contours.
3. Interpretation and transfer of contours from models, pupil's and teacher's.
4. Profiles (transverse and longitudinal).

VII. Topographic Maps (U. S. G. S.)

1. The home region is interpreted and proved by the child's own observation.
2. The government Contour Maps are used for location of the physiographic divisions of the United States.
3. Type topographic sheets are used in connection with each region as studied.
4. Profiles made to scale—to interpret the topography of the region.
5. Cultural features.

VIII. Modelling of Land Forms

IX. Study of Weather Maps (blank U. S. maps used)

1. Making and interpretation
2. Progress of Storms
3. Observations made and recorded each day for a month

X. Isothermal Charts Constructed

1. Of the World for January and July
2. Leading questions asked to bring out the main points of difference.

XI. Drainage

1. Studied in the field and from the delta table
2. Profiles (transverse and longitudinal) constructed of young, mature, and old streams
These are made to scale.

LANTERN WORK

Slides, postcards, pictures from magazines, etc., are used in connection with all phases of the work.

FIELD WORK

Trips are conducted by the instructor to convenient points which can be reached by the trolley. These are made as often as the work demands.

The pupils are required to carry note books, record observations, and hand in written report of the trip within a week after the excursion.

Subjects:

1. Forms of relief
2. Structure
3. Erosional processes
4. Soil formation
5. Cultural value of the above
6. Weather conditions.

A trip is always made to the Weather Bureau to study the instruments and listen to the explanations of those in charge. This is made possible by the courteous co-operation of the Director of the Bureau, who also gives the pupils an illustrated lecture in the lecture room of the station.

LOUISE C. KELLY.

THE REAL CRUSOE OF CRUSOE'S ISLAND

THE Island of Juan Fernandez, or Mas a Tierra, is almost universally associated with Robinson Crusoe, and Crusoe is commonly regarded as a creation of de Foe. But Crusoe, or Kreutznaer, was not a myth, and he never set foot on Juan Fernandez Island. Alexander Selkirk, the mutinous Scotch sailor, whose enforced stay on the island, was not the hero of de Foe's story, although he was known to De Foe and undoubtedly the latter profited by the relation of Selkirk's adventures.

A study of the story can lead but to one conclusion: The wrecking of the ship of which Kreutznaer was the super-cargo, could not have occurred on the Pacific coast of South America; on the contrary all the descriptive narrative points to the Spanish main, the latitude and longitude indicating the nearby coast of Guiana or Brazil. Moreover, the description of the sailing directions and the locality of the wreck are too minute to be the narration of fiction. A landsman who had never made a voyage along the Spanish main could not guess the conditions and happenings as they are related; they were actual facts. The wreck as related in the story was a real wreck, and it occurred in the vicinity of the Windward Islands. According to the narrative, when the ship was badly strained by the Caribbean Sea cyclone, the master advised going southeastward to the Brazil coast.

By using the ordinary storm chart, or "card", for that locality one will see that the master's opinion was correct, for this would have been the "path of safety". Crusoe, however, advised standing off for Barbados; and being the owner's agent, his orders were followed. Now the card will show