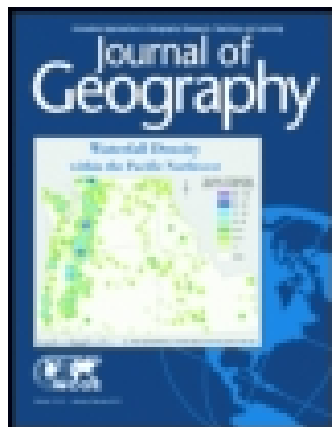


This article was downloaded by: [Carnegie Mellon University]

On: 25 January 2015, At: 00:53

Publisher: Routledge

Informa Ltd Registered in England and Wales Registered Number: 1072954 Registered office: Mortimer House, 37-41 Mortimer Street, London W1T 3JH, UK



Journal of Geography

Publication details, including instructions for authors and subscription information:

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

Geography in Detroit Elementary Schools

Burton A. Barnes ^a

^a Principal Cary School , Detroit, Mich.

Published online: 23 Jun 2008.

To cite this article: Burton A. Barnes (1916) Geography in Detroit Elementary Schools, Journal of Geography, 14:5, 144-150, DOI: [10.1080/00221341608986343](https://doi.org/10.1080/00221341608986343)

To link to this article: <http://dx.doi.org/10.1080/00221341608986343>

PLEASE SCROLL DOWN FOR ARTICLE

Taylor & Francis makes every effort to ensure the accuracy of all the information (the "Content") contained in the publications on our platform. However, Taylor & Francis, our agents, and our licensors make no representations or warranties whatsoever as to the accuracy, completeness, or suitability for any purpose of the Content. Any opinions and views expressed in this publication are the opinions and views of the authors, and are not the views of or endorsed by Taylor & Francis. The accuracy of the Content should not be relied upon and should be independently verified with primary sources of information. Taylor and Francis shall not be liable for any losses, actions, claims, proceedings, demands, costs, expenses, damages, and other liabilities whatsoever or howsoever caused arising directly or indirectly in connection with, in relation to or arising out of the use of the Content.

This article may be used for research, teaching, and private study purposes. Any substantial or systematic reproduction, redistribution, reselling, loan, sub-licensing, systematic supply, or distribution in any form to anyone is expressly forbidden. Terms & Conditions of access and use can be found at <http://www.tandfonline.com/page/terms-and-conditions>

GEOGRAPHY IN DETRIOT ELEMENTARY SCHOOLS

By Burton A. Barnes
Principal Cary School, Detroit, Mich.

AT the beginning of the school year of 1914-1915, Superintendent Charles E. Chadsey appointed two committees of teachers and principals to revise the course of study in geography in the elementary schools of Detroit. A committee of five worked on the course for the third, fourth and B fifth grades, and another group of five revised the course for the A fifth and sixth grades. The two committees worked together much of the time to insure unity in the result. All the members of both committees also kept in close touch with the work of other teachers and principals in the system, and with the geography in other school systems through courses of study, pamphlets, and letters for which the committee are indebted to school people in various parts of the country.

OUTLINE BY GRADES

Third Grade—B class:

- I. The development of some geographic concepts
- II. Home Geography
 1. Study of a farm

Third grade—A class:

- I. Home geography
 1. Detroit
 2. Wayne County
 3. Michigan

Fourth grade—B class:

- I. The earth as a whole
- II. North America as a whole
- III. The United States (New England States, Middle Atlantic States)

Fourth Grade—A class:

- I. The United States (Southern States, North Central States, Plateau States, Pacific States)

Fifth grade—B class:

- I. Europe
- II. Canada

Fifth grade—A class:

- I. South America
- II. Mexico
- III. Panama Canal
- IV. Africa
- V. Australia

Sixth grade—B class:

- I. Asia
- II. Islands of the Pacific
- III. Europe (Southern Europe and Russia)

Sixth grade—A class:

- I. Europe (Northern Europe, omitting Russia)
- II. The United States

It will be noted that, as yet, no new work in geography has been provided above the A class, sixth grade. Formerly the course extended through the B seventh. The change was made because the Junior High Schools are being rapidly opened in Detroit, and the promotion into the Junior High comes at the end of the sixth. It is probable that within the next two years a more advanced course in industrial and commercial geography will be provided to follow the work outlined in this course of study.

The introduction to the new course of study is a manual of methods of teaching geography as they have been evolved in Detroit. The following quotation from the first page of the introduction gives in brief what is enlarged upon in the next twelve pages of the book.

"In the study of geography there are two things to understand:

I. MAPS

II. RELATIONS BETWEEN NATURAL CONTROLS AND LIFE RESPONSES

In the school-room, the study of maps and of relations between controls and responses, is carried on by drilling, by gathering material on topics, and by solving problems. An analysis of these three activities as participated in by groups of children studying geography shows certain powers, skills, habits which a pupil should develop. These powers, skills, habits are the specific results which are to be used as aims by teachers and pupils. In learning, then, to understand maps and relations between natural controls and life responses, the pupil should:

1. Visualize maps, and locate the points listed under "Minimum Essentials in Location"
2. Gather geographical material
3. Organize geographical material
4. Acquire general information
5. Discover problems
6. Solve problems
7. Study pictures
8. Read books of travel, travel articles in magazines, and geographical material in newspapers
9. Observe geographical phenomena in the neighborhood

10. Co-operate with others by making reports to the class, or by serving on committees to investigate and report."

From the above quotation it will be seen that an attempt has been made in the course to state specific aims in the teaching of geography. It is realized that this attempt does not result in anything very definite, but each aim is discussed at some length in the introduction, with the hope that in time, teachers will be able to analyze each aim and determine exactly what powers, skills, habits are to be cultivated, and to what degree each is to be cultivated. In other words, the course of study is so arranged and worded that if definition of aim and limitation of training, as advocated by the measurement men, are to be realized in geography teaching, they may grow from the point of view of this course. It may be that the advance in geography teaching in the next ten years will be brought about through this aim-analysis and the establishment of standards and tests. If so, we are prepared; if not, we at least have an aid to the present day teacher.

In attaining these aims, the teacher is encouraged to conduct the recitation, as far as possible, as a discussion with a purpose, rather than as a drill. The recitation is considered as an opportunity for the teacher to aid the pupils in learning how to study. Co-operative work by committees of pupils who prepare reports to the class on various subjects is emphasized in the fifth and sixth grades. In fact, every effort is made to make the recitation a life activity. In this regard, however, the committee were working under a limitation imposed upon all course-of-study makers at the present stage of progress of teaching in the schools. There is only one activity to participate in, and that is sitting around and discussing things. It is to be hoped that more methods with manual features will evolve in the near future.

With this purpose in view,—making the geography recitation a discussion,—the bulk of the material in the course is arranged in the form of topics to be discussed in class by teachers and pupils, or of problems to be solved. The topics extend all the way through the course. The problems begin in the A fifth. Following each topic and each problem are references to books found in the school building, and also to other books found in the branch public libraries. In preparing these library references a committee from the library worked in co-operation with the geography committee. Each librarian has a copy of the course, so that when a child comes to the library looking for material in geography the librarian knows what he wants and why he wants it.

The following quotations from the course of study will best explain the method of treatment of the topic and of the problem:

"A topic in elementary geography is usually a description of life responses with some attention to causes. In the lower grades the life side is to be emphasized, but in the upper grades the underlying natural causes of life conditions described should often be emphasized."

"A problem in geography is a question the answer to which expresses causal relation between natural controls and life responses."

A TYPICAL TOPIC. (THIRD GRADE—B CLASS)

Wheat-raising:

Study the production of wheat from the preparation of the soil to its consumption as food.

- (a) Plowing
- (b) Harrowing
- (c) Sowing—seed drills
- (d) Harvesting
 - 1. Reaping
 - 2. Threshing
 - (a) Grain shipped to mill
 - (b) Straw used for bedding stock
- (e) Transportation
 - 1. How? (a) Wagon; (b) Rail; (c) Water.
 - 2. Where? (a) To store; (b) To our homes.

Suggestion: Pictures of farming implements may be used to advantage.
- (f) Field Work (optional)
 - 1. Examine a garden in preparation for planting
 - 2. A visit to a flour mill
 - 3. A visit to a grocery store
 - 4. A visit to a market
- (g) Stereopticon Lesson on Wheat

See literature slides for social side of farming.

References—Tarr & McMurry, Book I, pages 67-75

Winslow, Book I, pages 2-3, 58-63, 9-13, 44-45

Winslow, Book II, page 134

Carpenter's North America, Chapter XXII

Stories of Country Life, pages 14-17, 26-27, 72-77, 82-88, 89-95

How We Are Fed, pages 7-17

Agriculture for Beginners, pages 216-217, 163-167

A TYPICAL PROBLEM (SIXTH GRADE—A CLASS)

"Give reasons for the commercial and industrial growth of England."

- 1. Position. Middle of the land hemisphere. See globe and map of the world.
- 2. Character of the people. Noted for their energy and intelligence. Skilled workmen.
- 3. Coastline irregular. Many fine, deep harbors. See map.
- 4. Climate. Westerly winds cause a mild, damp climate favorable to

- the manufacture of cotton. See climate maps. Harbors open all the year.
5. Surface. Mostly low plain. Railroads and canals easily built. See physical map.
 6. Mineral products. Coal, iron, limestone near each other and near the sea. See map of the distribution of minerals.
 7. Raw material. Easy to obtain.
 8. Smallness of country. Factory near coal fields and near shipping point.
 9. Ready market. Colonies.
 10. Fisheries.

References—Dodge, pages 226, 227, 229, 230

Tarr, pages 263-270

Carpenter, pages 57-64

Winslow, Book IV, pages 18-24

Brigham, pages 87, 303

Library References—Allen, Industrial Studies, Europe, page 73

Adams, Commercial Geography, page 195

Redway, Commercial Geography, pages 296, 297

MINIMUM ESSENTIALS

To provide for elasticity in the course, because it is to be used with classes of children under varying conditions in a large city, the most important topics and problems are starred. These starred topics and problems are the minimum essentials in content work.

The last course of study in Detroit put considerable emphasis on type studies. Previously there had been too much emphasis on map study. As a result of the emphasis on type studies the teaching had swung away from map work too far, and pupils were found surprisingly weak in the location of cities like New York or Chicago. To offset this tendency of careless content work to absorb all the time of classes, a list of minimum essentials in location was prepared. Each point of location was carefully discussed by the committee before it was placed in the list. The question asked was, "Has this place any direct relation to us here in Detroit?" A place once put in the list is repeated in all succeeding classes, so that the list for the sixth grade—A class—contains all the minimum essentials of the course.

SIXTH GRADE—A CLASS—MINIMUM ESSENTIALS IN LOCATION

Pupils should be able to locate on an unlettered map the points listed below:

North America, South America, Europe, Asia, Africa, Australia.

Atlantic Ocean, Pacific Ocean, Arctic Ocean, Antarctic Ocean, Indian Ocean.

United States, Canada, Mexico, Central America.

All of the states of the Union, Alaska, District of Columbia, and Cuba.

Gulf of St. Lawrence, Gulf of Mexico, San Francisco Bay, Puget Sound, Chesapeake Bay, Hudson Bay.

Rocky Mts., Appalachian Mts., Pike's Peak, Mt. Washington, Adirondack Mts.

Detroit River, St. Lawrence River, Mississippi River, Columbia River, Ohio River, Missouri River, the Rio Grande, Colorado River, Hudson River, Soo Canal, Erie Canal, Panama Canal, Niagara Falls.

Lake Superior, Lake Michigan, Lake Huron, Lake St. Clair, Lake Erie, Lake Ontario, Lake Champlain.

Yellowstone Park, Yosemite Park, Grand Canyon.

Detroit, Boston, New York, Philadelphia, Pittsburg, Washington, New Orleans, Galveston, Chicago, St. Louis, Cleveland, Buffalo, Cincinnati, Minneapolis, St. Paul, Duluth, Denver, Salt Lake City, San Francisco, Seattle, Los Angeles, Baltimore, Havana.

Lansing, Jackson, Pontiac, Port Huron, Ypsilanti, Ann Arbor, Mt. Clemens, Monroe, Grand Rapids, Kalamazoo, Alpena, Traverse City, Sault Ste. Marie, Escanaba, Marquette, Houghton, Ironwood, Saginaw, Bay City.

Toronto, Montreal, Quebec, Winnipeg, Vancouver.

Buenos Aires, Rio de Janeiro, Valparaiso, Andes Mts., Amazon River, Orinoco River, Cape Horn, Argentina, Brazil, Chile, Colombia.

Suez Canal, Strait of Gibraltar, Mediterranean Sea, Red Sea, Egypt, the Sahara, St. Helena, Cape of Good Hope, Cape Town, Alexandria, Cairo, Nile River, Niger River, Congo River, Zambezi River.

Canberra, Sydney, Melbourne, Hawaiian Islands, East Indies, The Philippines, New Zealand.

Japan, China, India, Siberia, Caspian Sea, Dead Sea, Himalaya Mts., Mt. Everest, Peking, Bombay, Calcutta, Tokio, Yokohama, Hong Kong, Vladivostok, Manila, Honolulu, Jerusalem, Yangtze River, Hoang Ho, Ganges River, Euphrates River.

Austria-Hungary, Belgium, England, Ireland, Denmark, France, Germany, Greece, Italy, Netherlands, Norway, Portugal, Russia, Scotland, Spain, Sweden, Switzerland, Turkey, Wales, Balkan Peninsula.

Liverpool, London, Glasgow, Edinburgh, Dublin, Belfast, The Hague, Brussels, Paris, Havre, Lyons, Rome, Venice, Florence, Genoa, Athens, Constantinople, Vienna, Geneva, Berlin, Hamburg, Bremen, Cologne, Petrograd, Warsaw, Moscow, Odessa, Madrid.

North Sea, Baltic Sea, Black Sea, Adriatic Sea, English Channel, Dardanelles.

Thames River, Rhine River, Seine River, Danube River, Volga River, Alps Mts., Mt. Blanc, Mt. Vesuvius.

Material for a Detroit Day is provided in each of the upper grades, and comparisons with home conditions are often suggested. In respect to local

geography, however, the course shares the weakness of present American courses of study. We have no text-book which properly emphasizes Detroit and Michigan. All the references must be made to books which are printed to sell in all sections of the country, and no matter what may be said about courses of study determining the character of the text-books rather than the text-books determining the character of the course of study, the truth remains that when you are making a course of study you are shackled by the books. Each city should have its own text-book written from its own view-point, because the view-point of the community is a large part of the geography of that community. This is one of the big steps in advance which geography teaching in this country must make in the future.

THE MAKING OF A GREAT MODERN HARBOR—LIVERPOOL

By K. W. Davidson

Oshkosh, Wis.

The belief is quite common among adults, and particularly prevalent among pupils, that the great harbors of the world are nature-made; that man has only to use them practically as he finds them. Few people realize that even an excellent natural harbor usually requires millions of dollars of outlay to fit it for the demands of modern commerce. From 50 to 200 million dollars have been expended on the improvement of many of the great European harbors. The following paper gives an account of the methods by which Liverpool's two hundred million dollar harbor has been brought to its present high efficiency.—Editor.

UP to the end of the eighteenth century the port of Liverpool had been improved but little. The harbor was shallow; the warehouses, dry docks, and freight docks were few in number, poor in construction, and entirely inadequate. It was out of the question for private individuals to assume the task of extensive improvements, and corporations had not reached their present commanding position. It became necessary, therefore, for the city to improve the harbor as a regular municipal duty. A few docks were built and trade was drawn in, which not only paid the interest on the sum invested and the cost of maintenance, but left a large surplus. Out of the disposal of this surplus—(it was used in the end to build St. George's Hall)—grew a series of disputes which were aggravated by the Manchester merchants.

The final result of the disputes was the passage of a Parliamentary Act in 1857 which created the Mersey Dock and Harbor board. To this board was given the complete control of the docks and harbor of Liverpool. It was incorporated, like any corporation, with the power to hold property and transact business, including the right to raise money by the issue of bonds. This organization is composed of twenty-eight members, four of whom are appointed by the national government, while the other twenty-four are elected