

**THE CHILD AND NATURE,  
OR,  
GEOGRAPHY TEACHING  
WITH SAND MODELLING**

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The Child and Nature, or, Geography Teaching with Sand Modelling by Alex E. Frye

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**ALEX E. FRYE**

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# THE CHILD AND NATURE

OR

*Geography Teaching with Sand Modelling*

BY

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## PREFACE.

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GEOGRAPHY spans a lifetime; but as a common-school study, it consists of a natural sequence of subjects beginning in the primary grades and unfolding along the entire course. Every branch in the advanced work springs from a root in the elementary, and it is this unity of growth which alone merits the name of science.

The series of relations which link man to the mother earth can be properly traced only by considering the land masses, not as mere areas, but as solid forms, possessing not only length and breadth, but also the very important dimension of *height*. By this term is meant, not the mere location of plateaus and mountain ranges, but the varying elevation of the whole land surface above the sea-level, resulting in continental slopes. Is it not the threefold extension, or rather the relation of elevation to area, which conditions the distribution of life? and is it not the dimension of height alone, which divides the surface into the great slopes that form the river-basins, determine rainfall and drainage, distribute soil as food for plants, and thus prepare the earth to become the home of man? Any system of

geography, therefore, which omits the study of the great slopes of the earth, lacks a very essential element.

The aim of this work is, —

1. To grade and apportion the subject-matter of natural geography to the successive stages of development of the child's mind, and rid the study of its myriads of worthless details.

2. To direct attention to the laws of mind-growth which condition methods of teaching, and to suggest devices for stimulating and directing mental energy.

3. To review the literature of geography, and indicate lines of study for teachers.

It is sincerely hoped that what is here given will prove suggestive of something far better, and that the seal of individuality will be stamped on every teacher's own work. Let no man's ideal be slavishly followed, lest it become an idol; but use only what seems best fitted to stimulate a growing ideal.

In preparing this subject, much important geographical information was obtained from the excellent works of Ritter, Guyot, Humboldt, Wallace, Johnston, Huxley, Maury, and others; and grateful acknowledgment is now made them.

This book is sent out with the hope that it may lighten the work of teachers, and make the school-days of childhood happier and more profitable.

ALEX E. FRYE.

CAMBRIDGE, MASS., JAN. 1, 1888.



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