

**TEACHING THE NEW
GEOGRAPHY; A MANUAL FOR
USE WITH THE FRYE-ATWOOD
GEOGRAPHICAL SERIES**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649151240

Teaching the new geography; A manual for use with the frye-atwood geographical series by
Wallace W. Atwood & Helen Goss Thomas

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

www.triestepublishing.com

WALLACE W. ATWOOD & HELEN GOSS THOMAS

**TEACHING THE NEW
GEOGRAPHY; A MANUAL FOR
USE WITH THE FRYE-ATWOOD
GEOGRAPHICAL SERIES**

TEACHING THE NEW GEOGRAPHY

A MANUAL FOR USE WITH THE
FRYE-ATWOOD GEOGRAPHICAL SERIES

BY
WALLACE W. ATWOOD
AND
HELEN GOSS THOMAS



GINN AND COMPANY

BOSTON · NEW YORK · CHICAGO · LONDON
ATLANTA · DALLAS · COLUMBUS · SAN FRANCISCO

36487

COPYRIGHT, 1921, BY GINN AND COMPANY
ALL RIGHTS RESERVED

G22.1

ALBERT L. G. GINN
BOSTON, U.S.A.

The Athenæum Press
GINN AND COMPANY · PROPRIETORS · BOSTON · U.S.A.

G 173
A 82

PREFACE

This manual has been prepared as a direct help to teachers of geography in elementary schools. The educational ideals that have guided the authors are outlined; the plan of the two-book series is presented; the regional treatment of geography for the last two years of study is explained; the project and problem methods of work are fully illustrated, several problems are worked out in detail, and numerous projects are suggested. The new and progressive system of maps in Book Two is described and the plan for picture studies is explained. The keys to the Problems and Review Questions and to the Map Studies, with accompanying teaching helps, will give to teachers direct aid in the preparation of every lesson in Book Two.

The treatment of geography in Book One is for young children and is therefore very simple. In Book Two the pupils are introduced to a more advanced study of geography. A new plan of work is followed, new maps are presented, and little by little the students acquire a scientific view of the subject. Book Two contains a large amount of useful information in maps, pictures, text, and Appendix and is, therefore, not a mere textbook but a reference book, rich in geographical information which may be used in working out problems and projects.

Teachers who desire help from the authors in addition to what is given in this manual are invited to address their inquiries to the Boston office of the publishers.

WALLACE W. ATWOOD

CLARK UNIVERSITY

Don. Summer Session, 1922.

CONTENTS

	PAGE
THE POINT OF VIEW	1
THE PLAN OF THE SERIES	4
Book One	4
Book Two	7
THE REGIONAL TREATMENT OF GEOGRAPHY	11
THE RELATION OF REGIONAL GEOGRAPHY TO POLITICAL GEOGRAPHY	16
THE RELATION OF REGIONAL GEOGRAPHY TO THE TEACHING OF HISTORY	17
THE PROBLEM METHOD	21
TYPE PROBLEMS	24
SUPPLEMENTARY SUGGESTIONS FOR PROBLEM WORK	42
PROJECT WORK	52
TYPE PROJECTS IN THE STUDY OF GEOGRAPHY	53
THE USE OF THE PICTURES AND AÉROPLANE DRAW- INGS IN BOOK TWO	57
THE MAP PLAN OF BOOK TWO	61
HOME WORK	66
THE COURSE OF STUDY	67
SUGGESTIONS TO TEACHERS AND ANSWERS TO QUES- TIONS, MAP STUDIES, AND PROBLEMS IN BOOK TWO	73

TEACHING THE NEW GEOGRAPHY

I

THE POINT OF VIEW

There was a time when the teacher would say, "Children, close your books and we will have our geography lesson." Books would be promptly closed, hands would be folded, and the memory recitation would begin. States would be bounded, capitals named, peninsulas and islands defined, places located, all by the unthinking, memoriter method. Fortunately, that time has passed. Today the progressive teacher says, "Children, open your books and we will have our geography lesson." Problems are formulated by the pupils; maps, pictures, and text are eagerly consulted; and geographical facts are learned through the interpretative method. Wholesome and intelligent discussion between pupils and teacher ensues, and real training in accurate observation, clear thinking, and reasoning power is accomplished.

The authors of the Frye-Atwood Geographical Series believe that the study of geography in the elementary-school stage should do more than provide pupils with a knowledge of geographical facts as such,—it should give them a real understanding of fundamental geographical principles and a definite power of interpreting their effect on human life. These are the educational ideals which have guided the

authors in their preparation of a progressive series of textbooks for use in a progressive course of study in geography.

In the past, elementary-school geography has, at different times, stressed various phases of the subject. Years ago it was chiefly place geography and political geography; later, physiography, or physical geography, became the point of emphasis; and in recent years much of the emphasis has been laid on the economic and commercial phase. Each one of these particular points of view is more important today than ever before, but courses of study based on any one of them as the focal point have proved themselves inadequate and incapable of giving a comprehensive and sound geographical training. Fortunately, we have now learned to teach the facts of place, political, physical, economic, and commercial geography in association with the more vital, more interesting, and more thought-provoking topics of *human geography*. In other words, we have come at last to focus the study on people, not things.

We appreciate more keenly than ever before that geography has a unique and serious responsibility in training young people to know their own country, its physical features, its climate, its resources, the people, their ideals, and their problems, and, furthermore, to know the other countries of the world with their different peoples, their different ideals, and their different problems. The time has come when our future growth and well-being as a nation will depend largely upon our judgment in dealing with foreign peoples. We must acquaint the children in our schools with the conditions that influence the lives of people in this country and in other countries of the world, to the end that we may develop citizens who will sympathize intelligently with all the peoples

of the world. The keynote in our teaching of geography must be training for American citizenship and for broad-minded, noble citizenship in the world. Geographic knowledge must be used as a tool to help mold the growing minds of children. It must strengthen those minds and increase their power if it is to develop citizens with good judgment and intellectual independence.