

HOW WE ARE FED A GEOGRAPHICAL READER

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How we are fed a geographical reader by James Franklin Chamberlain

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JAMES FRANKLIN CHAMBERLAIN

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GEOGRAPHICAL
READER**

HOW WE ARE FED

•The  Co. •

HOME AND WORLD SERIES

HOW WE ARE FED

A GEOGRAPHICAL READER

BY

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PREFACE

In the ordinary course of events, most individuals take some part in the manifold industries which engage the mind and the hand of man, by which alone our present-day civilization can be maintained. These great world activities touch the daily life of *every* member of society, whether child or adult, worker or idler.

A chain of mutual dependence, too often unrecognized, binds together the members of the human family, whether they belong to the same community or dwell on opposite sides of the earth. The links of this chain are made up of the articles which constitute our daily food, our clothing, homes, fuel, light, our means of communication and transportation, and only by continuous coöperation are they kept together.

The highest motive in education is to present the conditions which will lead to the most complete living; to build up the best possible mem-

bers of society; to develop character. An individual who does not understand the life of which he finds himself a part, cannot be in full sympathy with its conditions and hence cannot be of the most service to himself or to others. Only to the extent that education and life follow the same general course, can each be truly successful. Far too little is done in our schools to acquaint children with their relations to the great industrial and social organization of which they are members. Even grown persons have, as a rule, a very indefinite knowledge of these relations.

It is a recognized principle that our knowledge of geography has its foundation in our knowledge of the home. The natural connecting link between the immediate surroundings and the outside world is the *present daily life of the home*. Through the industries seen in the community, the commodities in general use, and the history of their creation and supply, the pupil acquires an insight into the life about him as well as into that of other parts of the world. He also realizes the great truth that the world

and its people are in intimate touch with *him*. In this way he is led back and forth along the routes which civilization has followed in its progress, which it also follows to-day, as mankind clasp hands across oceans and continents. Thus the remote and abstract become immediate and concrete. Facts are seen in a setting of reason, and a logical and interesting basis for the study of physical, climatic, and human conditions is furnished.

This study begins with the commodities in constant use and finally encompasses the whole world, but always with the home as the base of operations. It will create a knowledge of the interdependence of individuals, communities, and nations, and a genuine respect for the work of the hands and for the worker. The importance of this respect is not likely to be overestimated. Without it a true democracy cannot long exist.

Reading should not only serve for the acquisition and the expression of the thought contained in the printed page; it should, in addition, stimulate to *new* thought — to independent power in reasoning. On this account questions are in-