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# St. Cloud State Teachers College Bulletin (Volume 3, Number 2)

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# St. Cloud State Teachers College

## BULLETIN

### TEACHING FOR A WORLD OF LAW AND PEACE

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3. Teaching of the Social Studies in the Junior High School—Dora Perry.
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## Foreword

This is the second of two bulletins published by the Social Studies Division of the St. Cloud Teachers College on the general theme, *Achieving A World Order of Law and Peace*.

The first bulletin suggested some of the "Trends of the New Age." This bulletin addresses itself to the ways in which the schools can and should use the social studies to help achieve this ideal world of "law and peace." It has been given the title, **Teaching For a World of Law and Peace**. While the first bulletin (Volume 3, Number 1, October 1946) attempts to point out the theory back of this ideal condition, this bulletin, we believe, will suggest some concrete ways in which the schools can help. After a general introductory statement by Dr. Leslie Zeleny, the other authors, Mr. D. S. Brainard, Miss Dora Perry, and Miss Grace Nugent suggest ways in which the social studies can be presented at senior high, junior high, and elementary school levels.

Perhaps the most neglected of the social studies at sub-college levels is geography. Due to the impact of the recent war, the people of this country are more interested in geography than ever before. The article by Miss Anna C. Larson gives specific suggestions and methods for teaching the kind of geography that explains man's relation to his environment, the events of the war, and gives a cultural background which contributes to more complete and happy living.

This Bulletin is published by the Bureau of Field Service of the St. Cloud, Minnesota, State Teachers College, Floyd E. Perkins, Chairman, aided by a cooperating Bulletin Committee composed of:

Miss Amy Dale.....	English
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## THE SOCIAL STUDIES IN THE NEW AGE

Leslie Day Zeleny—Former Chairman of the Social Studies Division

Today the world is in a state of flux and uncertainty, while nations struggle to obtain the most favorable positions for themselves before the situation "solidifies." Under such circumstances it is necessary for our nation to be strong internally as well as in its leadership with respect to other nations. Furthermore, the fact of the interdependence of nations today demands that we live up to our highest ideals or run the risk of becoming a second-rate power. All this means that we cannot avoid the responsibility of living in the world community.

And the schools must assume their share of the new responsibility by teaching youth to live intelligently in this new age, and by demonstrating that democracy is, in actuality, the most dynamic, the most generally satisfying, and the most influential way of life. We must accept Stalin's challenge in which he asserted that "the Soviet system has proved to be more capable of life and more stable than a non-soviet system." We need have no fear; but we can no longer be satisfied merely with theorizing—the time has come for a dynamic demonstration of the true greatness of democracy. For this we must all prepare, as well as demonstrate our progress from day to day.

### The Democratic Way of Living is Fundamentally Sound

It is almost an axiom in the social sciences that the more opportunities the human organism has for group participation the more highly it will develop; and, it might be added, the more satisfying life will become also. This implies freedom under law. And freedom under law is possible in a high degree only in a democratic civilization. Democracy is a way of group life in which the participants share in making decisions which concern their lives. On the other hand, an autocracy is a way of group life in which decisions are made for the participants by a relatively few persons. Democracy, then, is responsive to human needs. The totalitarian way gives much less attention to these needs and argues that the few know better than the majority what is good for all.

That the democratic way of life has been satisfying to our people has been demonstrated twice in this century when millions literally threw themselves into the very difficult and dangerous task of defending it. But today, the willingness to defend our country in time of crisis only, is not enough. With the world situation so tense and with the knowledge of the use of destructive atomic power soon to be available to all major nations—democracy is forced to maintain its moral and physical strength at all times.

Obviously, a major function of the schools is to educate the youth in ways of behaving that are essentially democratic; but today that training must include development in power to participate in the world community and to make it democratic too.

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It is necessary to remind ourselves that democracy is for **all** the people. The full participation of **all** persons in the democratic way of life is essential to its fullest strength and development. Hence, any factors which prevent this fullness of participation must be eradicated as rapidly as possible in this critical age. Ignorance, poverty, inadequate medical care, crime and delinquency, hunger, poor housing—these are factors that prevent many from participation in the democratic way of life. It is a responsibility of the school to provide situations that will encourage many to draw for themselves the conclusion that these limiting factors must be reduced or eliminated entirely.

Thus, by teaching **all** the ways of democracy, including the belief that democracy is a way of life for **all** our citizens, the schools can make a fundamental contribution to the strength of our society.<sup>1</sup>

### Teaching for National Unity

One of the factors necessary for national strength is that of national unity. "In unity there is strength" is an old saying, still true. But freedom allows for diversity; it does not compel unity. This raises the question, in an age that demands unity, of how a social system which has stressed freedom and diversity can obtain unity.

At present there are many diverse groups in the United States, and their aims are divergent. This is a source of strength, for it releases energy in the members of all groups; yet it is also a source of weakness—a weakness so serious that it might be called alarming. Capital and labor groups—automobile workers and operators, miners and employers, railroad workers and owners, and many others are in sharp disagreement over hours of labor and working conditions. Conflict has often been the result, seriously weakening, at least temporarily, the strength of our economy. And the conflict is not only over the share of the products of industry to be procured by the different groups, but also over vital matters of principle, such as freedom of enterprise versus economic planning. In general, the employers subscribe to the principle of freedom of enterprise. This principle was recently brought anew to the general public by the National Association of Manufacturers in a full page advertisement, published in many of the newspapers of the country, in which they called attention to the shortage of butter and roast beef and many other products. The reason for the shortage, the announcement declared, was the price control program of the Office of Price Administration. Manufacturers had declined to produce when the prices they could charge were controlled. On the method of obtaining production and the elimination of black markets the advertisement read as follows:

"Remove price controls on manufactured goods, and production will step up fast. Goods will then pour into the market and, within a reasonable time, prices will adjust themselves naturally and competitively, as they always have, in line with the real worth of things. This is the way you can get the goods you want at prices you can afford to pay. **Write your Congressman your views today?**"<sup>2</sup>

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This statement was published on May 6th, just nine days after Walter P. Reuther of the United Automobile Workers, CIO, issued a statement of policy which included the opposite statement of principle. Said Reuther,

“Inflation is our No. 1 economic enemy. To win the peace we must defeat the forces of inflation as decisively on the home front as we defeated the forces of aggression on the battle front.

The forces of inflation daily grow more threatening as big business pushes its power drive to force Congress to abandon price control. Inflation is the major obstacle in the way of achieving our goals of full employment, full production and full consumption.”<sup>3</sup>

Thus the “battle” lines between capital and labor were drawn over matters of principle. Suspicion, mistrust, antagonisms and conflicts are associated with these disagreements.

The strength of our state is weakened thereby.

In addition to the misunderstandings between capital and labor there are many other inter-group antagonisms expressed that add to the weakening effects. There are Negro-White antagonisms, Mexican-White antagonisms, Italian-American antagonisms, Jewish-American antagonisms, and religious antagonisms.

Thus, again, the strength of our state is weakened.

In the days when we could live in splendid isolation from the problems of the rest of the world, such “luxuries” of freedom had little effect on our national security. Now the situation is different.

How to reconcile the “luxuries” of freedom just described and the great need for national unity is one of the great problems of the times; for totalitarian types of coerced unity must at all costs be avoided.

It seems to the writer that unity should be attained, in considerable degree at least, through voluntary processes. Unity involves the development of a willingness of the members of each group to try to understand the members of other groups. It is a matter of intercultural appreciation, whether on the adult, the youth, or the childhood level. The discussion of common problems and issues between groups in a spirit of mutual respect and confidence may be expected to lead to a better understanding of the great need for national unity and to the cooperation between groups in the solution of national problems. It might even lead to the voluntary acceptance of certain specific national goals, perhaps something like those controversial goals proposed by the National Resources Planning Board, to the extent that they are constitutional:

1. The right to work, usefully and creatively through the productive years.

2. The right to fair pay, adequate to command the necessities and amenities of life in exchange for work, ideas, thrift and other socially valuable service.

3. The right to adequate food, clothing, shelter and medical care.

4. The right to security, with freedom from fear of old age, want, dependency, sickness, unemployment and accident.

5. The right to live in a system of free enterprise, free from compulsory labor, irresponsible private power, arbitrary public authority and unregulated monopolies.

6. The right to come and go, to speak or be silent, free from the spying of secret political police.

7. The right to equality before the law, with equal access to justice in fact.

8. The right to education, for work, for citizenship, and for personal growth and happiness.

9. The right to rest, recreation and adventure; the opportunity to enjoy life and take part in advancing civilization.<sup>4</sup>

If such a list as this (checked for their constitutionality) could be accepted, voluntarily, by all groups in the United States after thorough group discussion, and if groups could discuss issues between them with tolerance and mutual respect in view to the best possible application of these principles, progress might be made toward national unity.<sup>5</sup>

One of the first requirements of teachers of the social studies is that of being informed with respect to the various aims and aspirations of various groups and of the possibilities for the development of intercultural understanding. The teachers will herself have first-hand experiences with these groups as well as make thorough studies of culture groups and interest groups in connection with her college training. The teacher must purge herself of undemocratic attitudes.

In order to achieve unity it is not necessary to believe that all should be alike, but there must be mutual respect and mutual "working together" to achieve common goals. All, teachers and pupils, must come to the realization that all groups have a right to full participation in American life and a right to help set up the goals which all are to accept.<sup>6</sup>

### Democracy Begins in the Local Community

Since the needs for democratic cooperation of different groups toward unified actions in the interest of the community, nation, and the world are so important, it is also necessary that the teacher begin by directing some of her efforts toward the creation of democratic unity in the local community where she works. In the first place she can participate in some of the current community groups, always using her influence toward the creation of more cordial intercultural relationships and more action upon the part

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of all the groups in the community. As a member of some "selfish" interest group, the teacher can encourage her colleagues to take action in their interests, in the democratic fashion, and to come into contact with other groups which have different "selfish" interests; and then she can help both the groups

" . . . discover that they have mutual common interest, and thus the selfish, small interest becomes transformed into a social interest. We have to live together whether we like it or not . . . And a larg part of that eductaion will come in the making of common decisions."<sup>7</sup>

Going far beyond personal participation the teacher must organize a life-centered program of education in the schools to guide students to study and serve the community, to participate in all its on-going social institutions (in accordance with their capacities), make "scientific" studies of community life as a basis for community action, and then to participate in community action programs.

The foregoing viewpoint is quite in contrast to the child-centered point of view, which is dropping out of its position of dominance. In this program of education the community was simply used as a source for material and experiences for illuminating the classroom work and the living in the "purified" and "free" democratic classroom. But it is now realized that learning for participation in the relatively "sterile" atmosphere of the walled classroom (desirable as that is as a part of life) is not sufficient for the development of the "know-how" for successful participation in the life of the real American community.<sup>8</sup>

Much more valuable is the process in which the youths exercise leadership in association with adults of the community in planning "cooperative projects of common interest and mutual concern." This is dynamic democracy. And it is of vital importance today, for the average citizen is losing contact with the realities of the society in which he lives. Says Redfield:

"The position of the little man in the big world is far worse that he knows; and it is getting worse. As this discussion has shown, individual men are now so remote from the making of collective decisions that they do not control those decisions. They are remote because under present conditions they do not understand the issues; because security obscures the facts; because an imperfect press prevents them from understanding the facts; and finally, because their will is not communicated to their representatives.

Today, the results of these failures of the democratic process may be fatal to us all."<sup>9</sup>

Time is short. Neither teachers, citizens, nor the youth can afford to wait any longer before taking action to correct this weakness in our democracy. It is all the people who must be alert and who must study, discuss and take action on community problems and issues.



### Teaching for World Citizenship

But citizenship cannot stop with the local community or even the nations in the present age. There is also a great lack of unity in the world. There are many international and intergroup antagonisms. There is the conflict between Russia on the one hand, and the British and Americans on the other, over ideologies and over empire, the great unrest in the colonies as evidenced, for example, by the great drive of the Indians for freedom from British political domination, and such conflicts as those of the Jews and the Arabs over the control of Palestine. Suspicion, hate, and conflict are the dominant attitudes and actions in the world today. We have a problem in world disunity that may lead to the destruction of modern civilization as we know it.

World understanding through education is a great need of the age. Youth must eventually, and quickly too, arrive at the conclusion that the world is a group of interdependent nations and people, that the building of understanding of the problems of each of the peoples and of democracy is important.<sup>10</sup> All schools in all countries should cooperate in such a program.

In the elementary school the general concepts of mutual respect of peoples and interdependence of the world can be taught. In the high school greater stress needs to be given to the study of world communities and world problems, leading to the development of the concept of the world as one unit—or a world that could be one unit were hate, suspicion and prejudice replaced by love, confidence, and understanding.<sup>11</sup> Finally, through international education youth may gradually come to see the meaning of the concept that one "Universal Bill of Rights" and one universal rule of law may be applied to all of mankind. Only then can there be peace.

Training in democratic ways of living, in intergroup cooperation toward national unity, in local community participation, including group action, and in world understanding are essential if an eventual world order of peace under law is to be attained.

The remainder of this bulletin will offer practical suggestions for teaching for the new age in the elementary school and in the junior and senior high schools.

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## THE SOCIAL STUDIES IN THE SECONDARY SCHOOL

D. S. Brainard—President of the College

In this post-atomic age, the social studies which have always occupied a key position in the curriculum of all secondary schools operating in a democratic society, assume an added significance. In a highly complex industrial society, in a world where age-old geographical barriers have in large part been leveled, the problem of how the tribes and classes of mankind are to solve their manifold and complicated problems in order that they may live together in peace and harmony, acquires overwhelming importance. It is trite to observe that scientific advance proceeding at breakneck speed has far outrun knowledge and development in the field of the social sciences.

Under these conditions, the problem of effective citizenship in the present day world becomes the supreme objective of the social studies in the secondary schools. Under this general heading, five subsidiary aspects of the general problem deserve mention.

1. It is important that the constitutional safeguards, privileges and rights enumerated in the Bill of Rights should receive requisite emphasis. Originating in a long struggle for liberty attending the granting of Magna Carta, culminating in the successful resistance of Parliament to the absolutism of the Stuart kings and renewed during the American Revolution when the rights of the people of self-government were again defended against George III and British imperial policy, these privileges are still a living reality in the twentieth century. These rights and safeguards protecting the individual and guaranteeing the powers and duties of citizenship cannot be disregarded without peril because the scientific discoveries of the twentieth century render the establishment of autocracy even less difficult than in former periods. They are more necessary in a world where nations and classes compete for power and economic advantage than in earlier and simpler times. We must not forget that majorities can be as tyrannical as kings and that resistance may become hopeless when a group has seized control of police, army, and propaganda, as has happened in our own times in Germany and Russia.

2. The young citizens of the present age should develop serious concern for the general welfare of all groups and classes of people and a desire that all sections of the nation shall be treated with justice. This is a particularly important point needing emphasis in a period when many highly organized economic blocks, classes, industries, or sections contend for those measures which in their belief will increase their income or extend their privileges. There is a dangerous tendency, then, for the individual to confuse the immediate advantage of his class or group with the general welfare of the state and forget that in the last analysis his interests are bound up with those of others.

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3. The prospective citizen should leave school with an ability to look beneath the surface of events, distinguish between the ephemeral events of passing interest and those other events which possess real and permanent significance. Further, he must be able to distinguish between pretended claims and the truth. Nothing is more important than this ability. Recently, an able damagogue, Huey Long, set up in the State of Louisiana what amounted to a political dictatorship. The majority of the people of that state were unable to discern beneath loud pronouncements in favor of policies that had caught the popular fancy, the reality of a sinister, selfish, corrupt gang intent on power and plunder.

4. The social sciences should assist the citizen in understanding that issues most talked about are often not those of the most real and lasting significance. Thus in the seventy-ninth Congress, the problems of most importance were probably neither the meat nor the sugar shortages, but rather such issues as the La Follette-Monroney Bill for the reorganization of the Congress and other long standing problems such as soil erosion and forest control.

5. An important result of instruction in the social studies in high school should be the creation of a life-long interest and desire to study and read in this field. Change is the law of life. No civilization, no government can remain static. No matter how strenuously the group in control may attempt to maintain the existing system, it is bound to change with more or less rapidity. Hence, facts and principles, soundly and correctly taught during one generation, may become entirely obsolete with the passage of a comparatively few years. For example, the policy of President Washington of maintaining political neutrality toward the wars of Europe as a means of defending the interests of the United States against the aggressive maritime nations of Western Europe, was entirely sound, and long continued to be accepted as valid. But this policy is no longer possible in the twentieth century when the United States as the strongest nation in the Western World has become the only one capable of defending successfully Western civilization against the predatory nations of Central and Eastern Europe. So it is highly important that the citizenship of our age be alert to the importance of continued study and interpretation of the meaning of events in order that they may adjust our national policy to the swift changes of the age, changes which are proceeding with such rapidity that a solution is often demanded before we have become aware of the existence of the issue.

In books and bodies of information concerning the social studies two types of material are always present. The first type consists of a narrative of events which have occurred or of a collection of factual data. The second consists of interpretation, explanation, deductions and conclusions concerning the meaning or significance of facts that have been discovered or narrated. Nothing is more important in the social sciences than for both teacher and student to distinguish carefully between these two types of material and to ascertain the differences which should exist in their handling or treatment. Narratives and facts should be learned because knowledge is the basis

of all understanding. If we do not know what has happened accurately and completely, how can we correctly understand or interpret the meaning of these events? Knowledge, however, is only a means to an end. The supreme purpose of the social studies in this twentieth century is to help the student and the citizen understand and interpret the spirit of his age and the meaning of those stupendous events which are taking place before our eyes in which most of us have in some measure played a part. The student, then, in reading either a textbook, a current magazine or newspaper, or any one of the thousands of propaganda articles with which the world is flooded, must be able to pick out fact from opinions. Facts should be learned; opinions should be weighed, thought about, evaluated and accepted, or found wanting. Factual knowledge never changes, but our understanding of the meaning of these events will vary from individual to individual and from time to time as we ourselves grow and change.

In a democratic society it is important that the great majority of citizens possess adequate methods of arriving at sound and practical conclusions. Nothing is more difficult of accomplishment, for the citizen labors under three handicaps. In the first place, he does not know everything that is occurring and, therefore, lacks the complete knowledge of the facts. In the second place, he is constantly in receipt of some information which he believes to be accurate, but which is in reality untrue and, in the third place, he cannot look into the future and observe the consequence of events now taking place. Here is the reason for widespread criticism of polls of public opinion. For the most part, opinions are secured from people who possess little or no accurate knowledge of facts. Hence, their point of view will lack value. There are, however, certain principles in the social sciences which do possess permanent validity. These principles are to be learned from the study of history. For example, history teaches that any government which inflates its currency will eventually rue the day; that liberty is preferable to tyranny; that autocratic power corrupts those who possess and wield that power. This list which might be greatly extended, shows that there are sound ideas and valid guiding principles which can be relied on to help the citizen render an intelligent judgment concerning issues as they arise. Every citizen should leave the secondary school equipped with a firm mastery of many such principles. The study of history, then, is not only important as a means of understanding the origin and growth of our civilization and, particularly, of the Western civilization of which we are a part, but it is also the sole source from which we can draw those sound principles of government which must be followed in the future if we are not to go astray. The social studies should constitute the core of the curriculum in a modern high school. Study in this field should greatly aid in the development of effective citizenship. The social studies must, however, be taught only by persons of extensive and sound scholarship, possessed of wisdom, tolerance and broad understanding both of the present age and of the long distant past out of which our civilization has come.

**THE TEACHING OF THE SOCIAL STUDIES IN THE  
JUNIOR HIGH SCHOOL**

Dora Perry—J.H.S. Supervisor

World citizenship is not a new idea. The ancient writer Plutarch stated, "The Stoic state is directed to this all embracing principle, that we should not order our lives by cities . . . and our outlook should not be determined by our private interests, but we should be one single life and one world." Centuries later Wendell Wilkie emphasized the same ideal in his **One World**. "There are no distant points in the world any longer," he wrote. "I learned by this trip that the myriad millions of human beings of the Far East are as close to us as Los Angeles is to New York by the fastest trains. I cannot escape the conviction that in the future what concerns them must concern us, almost as much as the problems of the people of California concern the people of New York. Our thinking in the future must be world wide."

It is now left for us to translate that ideal into the reality of living for the world that is a result of education and the world that is to be will be realized through education. Know the color of education," said Sir Auckland Geddes, "and you will know how the nation will be thinking ten years hence." And it is out of the thinking of a citizenry that action comes. It is the immediate and the insistent obligation of all educators in all the social agencies that have for their purpose, "to promote the general welfare," through the development of the youth of the commonwealth, to develop young people who can live together harmoniously in any social group in which they find themselves. To achieve this, we must maintain this singleness of purpose and action and present a united front. In this far-reaching program the social studies teachers have a rightful, important and unique role.

The working out of such a program naturally raises the question of the essentials necessary for its realization. The heart of the problem lies in the relationship between teacher and learners. The hope of securing desirable human relationships in the community, the state, the nation and the world, depends to a large degree upon developing and practicing those relationships in the class-room, on the play-ground, in athletic games, and in all the activities in which the learners engage, until they become habitual. No substitute has yet been found for the able, inspiring teacher, who exemplifies those necessary, satisfying and affective human relationships. Iola Fuller, in **The Loon Feather**, expressed this requisite when she makes Oneata, the daughter of Tecumseh, pay this tribute to her Indian mother: "The only way of teaching she knew was to make herself what she wanted me to become." It is ineffectual for teachers to set up as desirable the information of habits of action which they themselves have not realized.

Teachers must even take a step in advance of furnishing the pattern. They must, in a vital way, be the inspiration which releases in the learners

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the restrained and latent powers for achieving the goals set up in the classroom. Furthermore, in this work they need to remember that it has been given to them to work with the most valuable of society's assets, society's human resources, and that they have a large share in determining whether those resources continue to be assets or become liabilities. It is for them to train for world citizenship all groups under their direction and all individuals within those groups to the fullest extent of their powers. Now is no time to continue worshipping at the shrine of mediocrity, but rather the time to give heed to developing the powers of the talented, as well as those of the less capable, and in this way to raise up in society its leadership out of leadership material. For an outstanding requisite of international cooperation in this new age is competent leadership, and leaders of the first magnitude are the rarest among humans. We have a large supply of self set-up leaders. But real leadership is not a distinction to be assumed; it is an office to be achieved. Of the real leader the people some day become aware and say, "This man serves well; let us follow him."

To meet the responsibilities that the new age is now placing on the social studies teachers they must needs be scholars. They "must secure for themselves," as Charles Beard says, "a clear and realistic picture of modern society; gain insight into the central conceptions of an industrial order and its culture, acquire habits of judicially examining its issues and problems, develop power to look with calm and untroubled eyes upon the varieties of social pressures which bear in upon them, and nourish by wide study their capacity for dealing justly and courageously . . ." with the issues occasioned by a world society. They must be more than searchers for the truth; they must be skilled in transmitting the truth to boys and girls so that it becomes functional in the different avenues of their social life.

If out of the present competitive society, a cooperative society is to evolve, through the development of the future voters, the social studies teachers must clarify and define their goals. This does not mean, however, the creation of a new set of goals, but rather a reaffirmation, a reevaluation, of those already set up, which will result in a shift of emphasis to extend the horizons of the social groups in which the goals must operate. To recognize the rights of others is still an important social studies goal. But now "the others" of the goal mean not only others in my class at school, in my neighborhood, in my community, but others whose beliefs are not my beliefs, whose color is not my color, and whose social heritage is widely dissimilar from mine, but who nevertheless have certain "inalienable rights" that I must recognize in my attitudes and actions toward them.

Briefly stated the goals which the writer considers essential for junior high school boys and girls to achieve so that they may adequately function in a world society are:

1. An understanding of how civilization developed through successive peoples' attempts to satisfy their needs in the environments in which they

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found themselves, for "the roots of the present are deep in the past" and to live effectively in the present, boys and girls need to learn the foundations of the "know how" from the past.

2. An understanding of how civilization has developed through these successive peoples' changing their environments when necessary and when possible to better satisfy their needs.

3. An understanding of how peoples who have lived and are living have chosen and are choosing from the social heritages which they have received from preceding societies what they have needed and do need to effectively make correct social adjustments.

4. Mastery of the informations, skills, habits, attitudes and ideals needed to develop the necessary individual controls for correct and accurate analysis of present day social problems so that they may discover effectual means of solving those problems to the benefit of all concerned and so that they may practice or use those solutions until more effective solutions are discovered.

Although included in the foregoing statement of goals, special emphasis needs to be placed upon the development, appreciation, and mastery of respect for the rights and opinions of others; a respect and a zeal for the truth out of which all true authority comes; a vivid sense of social responsibility; a willingness and a capacity for participating in group undertakings and a sense of "justice for all," to replace tolerance. Unless the junior high school boys and girls attain these, there is little hope for the improvement of human relationships operating in the several areas of group life.

In teaching the social studies, to aid the junior high school boys and girls in attaining these goals, there is need for the clarification in their minds of the meaning of democracy, liberty, freedom and many allied concepts. Democracy is like heaven; everybody talking about it doesn't mean everybody is getting there. Too many have too long thought of it in terms of freedom to do what one likes. When junior high school boys and girls were asked what democracy meant to them, the replies ranged all the way from "being on my own," to "not being pushed around." Almost without exception the rights were emphasized and scarcely a mention was made of the obligations it places upon individuals. This is unfortunate for the essence of democracy is to do what needs to be done for the common welfare of the group in which, at any time, the individual finds himself. The social studies teachers need to teach the true meaning of democracy and afford the junior high school pupils abundant opportunity for applying it in his school groups. In a democracy the pupils are free to develop their powers, express their opinions, vote independently, but are not free to injure others, to exploit the helpless and underprivileged, or to be exempt from regulations which are necessary for the orderly conduct of school and out-of-school life. Only through the recognition of these obligations will the members of tomorrow's society be equipped to practice living together in a democracy.



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Teachers have a similar experience with the meaning of liberty as it is conceived in the minds of junior high school boys and girls. Here the answers range all the way from "spend my own money the way I want to," to "go where I please when I please." Such liberty gives the individual only the liberty to get himself and others into trouble. Mention was scarcely made of individual liberty being circumscribed by the rights of others. Freedom, like liberty, is basic to successful human relationships and comes through the discipline attained in doing the work one is equipped to do. Here the teaching needs to include the precept and the practice that no individual and no group of individuals is free to threaten the principles for which preceding generations have fought, to threaten another individual's or another group's opportunity for "life, liberty and the pursuit of happiness."

Units of work that have proven their worth in attaining social studies goals may be easily adjusted to teaching world citizenship in the air age by enlarging their scope to include a world society living in an environment when distance and time have been shortened. To do this the teacher needs to see the United States Social Studies as one chapter in World Social Studies. The teacher needs to lead the learner to project himself into the scenes and situations in which other social groups have lived and are living and in which they have arrived and are arriving at workable solutions to their many problems. For only out of sympathy, understanding and cooperation can they become real to him.

Units of work for the attainment of definite objectives cannot be standardized. A series of units that may be suited to the needs and personality of one teacher may "miss the boat" for another. However, a few units of work are herein suggested to show how they may be used in leading junior high school boys and girls to attain within themselves the essentials for living together harmoniously "in this nation built by persons of all creeds, classes, races and nationalities."

In the seventh grade, the unit, "How the Nations of Europe Tried to Gain Possession of the New Continent," naturally divides itself into the problems of the several nations' activities in that direction. Each problem can be extended to include the life and the customs of the people of that nation from the fifteenth century to the present time. The study of such problems should go far to explain the present day problems of those nations, and the means the people are using to solve them. Current events furnish a vital part of the materials for that study and serve as the most recent information available. But the work doesn't need to stop in the social studies class, but can be made to extend into the English work and the Junior Red Cross work by offering opportunities for the boys and girls to correspond with those of one or more of these nations to which they may wish to send gift boxes. An understanding of such a nature should net results in bringing about a better understanding of, and a greater sympathy for, those of other nationalities.

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In a similar way all the units in Minnesota history can be made to include the ways in which undertakings in Minnesota have been dependent for their success on cooperation with neighbor states and with the United States. For example, in the study of the unit, "How People Who Settled in Minnesota Earned a Living," it can be clearly shown that fertile and cheap land, aside from furnishing necessary food stuffs, would have been of little use to the settlers without markets for their products. And those markets were not all local. The cities of neighboring and far distant states and of foreign countries helped make Minnesota the agricultural state she is. To get the produce to market improved means of transportation were needed and here through land grants and other ways the Federal government aided the Minnesotans. Through the use of current material the part of the Federal government in the Triple A program and what it has meant, and is meaning, to the farm population of Minnesota can be studied. And surely the people of Minnesota through their relations with their Canadian neighbors must have had some share in making possible an unguarded border to the North.

Later in the year's work of the seventh grade, the unit, "How the States Worked out a Way of Governing Themselves, After They had Declared Their Independence from England," gives ample opportunity for teaching the fundamentals of the U. N. for the representatives of the several states faced difficulties in welding together in one nation thirteen sovereign states, difficulties similar in nature to those of the U. N. in welding into a world organization many sovereign nations. Our problem today is wider in scope but not too dissimilar in nature. And failure attended the first efforts of our forebears. Only after the agonizing years of the Revolution and the early post-war years did they scrap the Articles of Confederation and write a new constitution whose purpose was "to form a more perfect union." Only then did the representatives of the thirteen sovereign states and the people of those states succeed. Is there no hope, therefore, that the representatives and the people of the member nations of the U. N. can succeed?

In the eighth grade, the unit, "How Industries Developed in the United States," is rich in possibilities for growth in the skills necessary in creating unity and understanding among all groups. After following through the situations which encouraged the rise of manufacturing and the way in which the United States government came to the aid of the infant industry which went far to develop a cleavage between the industrial North and the cotton producing South, a study can be made of the percentage of the white population of the states of the Deep South that controlled the destinies of that section before 1860. A study can also be made of the attitudes of the slave holder toward his slaves and in turn the attitudes of the slaves toward the different classes of whites. These will suggest other problems to study out of which should come an understanding of a situation in one section of the democratic United States where citizens are deprived of rights guaranteed to them in the Constitution.

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The companion units, "How Means of Communication were Developed in the United States to Aid the Growth of Industries," and "How Means of Transportation were Developed to Aid the Growth of Industries," can easily be extended beyond their traditional limits to include the contributions of the radio and air transportation in bringing citizens of heretofore widely separated social groups into positions of greater interdependence.

Again as a part of every unit concerned with the growth and expansion of the United States, a study of how much of the work involved in the achievement was contributed by immigrants to the United States, or by any minority group which meets the needs of a particular teaching situation, will bring home to the boys and girls, the importance of minority groups. They can be led to see that progress has started with such groups; that a minority is not a static but a dynamic force, and that there should be no fear of belonging to the minority as long as the minority holds to its objective as a social benefit and refrains from dealing in personalities and seeking only its own good. In the unit, "How the United States Developed as a World Power," through such problems as, how the United States came into contact with other nations after the Civil War; how the Spanish American War brought the United States into contact with the Orient; how the United States solved the problem of preparing the Philippine Islands for self-government, and later problems which showed the changing policy of the United States toward leadership in World affairs, the teacher can guide the learner to see that there is no turning back. The United States is not only in world affairs but is a leader there. Perhaps the experience of the United States in the Philippines may point the way to a solution of the problem of trusteeships in the U. N. This places the obligation on citizens of a leading nation to learn to so live together that they will demonstrate to other nations a way of life which they will seek to adopt.

In the ninth grade the work of continued attainment of social studies goals is carried on in Business Relations and Vocations. The unit, "How to Make Effective Use of our Business Institutions," involves the use and service of the communication, transportation, merchandising, and financial institutions. These have their local, states, national and international implications. All business institutions are interdependent for successful operation. The type of service they are able to render to the public depends upon the type the public can use intelligently and demands. Here the social studies teacher needs to guide the pupils in seeing that forthrightness and fair dealing on the part of both the business organization and those being served bring about harmonious relations among all groups.

As the learners advance far enough to make a tentative choice at least of their possible vocations they realize that no matter what the choice is there are certain requisites for success that are basic to all vocations, and standing high in this list are the very skills they have been striving to attain throughout the social studies courses. This realization, if rightly guided, should vitalize their further application to their mastery.

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To achieve the development the teacher chooses to bring about in the life of the learner these social studies, the materials the learner is to work with, must be chosen in terms of this development. These materials constitute two groups, those out of which he constructs his mind's picture of the necessary action in the social group, and those needed to make that picture a reality in action. The test which the teacher needs to administer to the materials the pupils are using is the way they stand up under the strain of practice; that is, the way in which they are used in actual living with others. For example, are all members of a school group accepted in a group activity, or is one or more made to feel unwelcome because of religious views, political loyalties, economic status, or other elements of social heritages. If the latter is true, perhaps the materials used need analysis and reevaluation. Up-to-date texts, supplementary reading materials, enriched and complemented by current news, are very necessary. However, since harmonious human relationships are the desired outcome, biographical material that applies to the different age levels is particularly effective. For in the lives of individuals who have succeeded in achieving the things for which the boys and girls are striving, are the patterns for, and the guide posts to, their own successes.

The subordination of personal interests to the success of the group-undertaking is best illustrated in the life of Lincoln. To him was given the responsibility of seeing to it that "a nation so conceived and so dedicated should not perish from the earth." To achieve that goal he needed a capable Secretary of War. When his friends questioned his appointment of Stanton because of his undisguised opposition to Lincoln, his reply was, "The Union must be preserved. Stanton is the best this nation affords."

A second essential to harmonious living is to change one's allegiance when such a change is necessary for the common welfare. When it came time for Lee to surrender at Appomattox, he shouldered the full responsibility for the lost cause. He could have blamed Longstreet for Gettysburg, and Jefferson Davis for blunders innumerable. But instead he rode silently away on Traveler into immortality and worked just as whole-heartedly in the activities of building together into one nation the two sections as he had fought for his beloved state of Virginia.

A third essential is freedom from hating an individual or a group whose thinking is different from one's own. This is well pictured in the lives of Sherman and Joseph E. Johnston. At the funeral of Sherman, Johnston was one of the honorary pallbearers. It was a raw, drizzly November day. As the casket was being carried out of the home, eighty year old Johnston stood with bare head. Some of his friends fearing for his health, whispered, "Put on your hat." But the one time so-called enemy of Sherman straightened up to his full height and replied, "If I were where Bill Sherman is and Bill Sherman were where I am, Bill Sherman would have his hat off."

Successful group life needs the genuineness, simplicity and humility of a Lindbergh, who replied to the plaudits of France in these words: "I hope

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I have made good use of what I had." Equal opportunity for all has been emphasized, and rightfully so, but if future citizens of the United States are successfully to meet their obligations as members of a leader nation among nations, they will need to learn how, and to develop the inclination to use those opportunities.

Equally necessary are the steadfastness of purpose of an Edison who triumphed only after repeated failures; the selflessness of a Reed, the devotion to a work that needed to be done of a Martha Berry, and the loyalty to a minority group deprived of its rightful heritage that Dr. Carver gave it. And for the remaining essentials necessary for successful living in the new age, biography furnishes abundant material.

The new age presents a real challenge to the citizens of the United States; a challenge to put into practice the democratic principles at home and abroad as set forth in the Constitution and in the United Nations Charter. To the boys and girls who are now in the junior high schools will soon be passed the responsibility of carrying on "the unfinished business" of eliminating in our own society the contradictions between our cultural tenets and our cultural practices and of contributing to the success of a world organization whereby all may live in peace and security. This is a challenge to society at large and to Social Studies teachers in particular. It is theirs to so guide these adolescents that they are active participants in the groups to which they now belong—that they can actively participate in the larger world group, on the basis of equality of human rights, privileges, and obligations everywhere. In this way an end will come of provincialism in thinking, and national unity and international cooperation will become realities.

**SOCIAL STUDIES IN THE ELEMENTARY SCHOOL**

Grace S. Nugent—Supervisor in Intermediate Grades

Since the general purpose of elementary education is to guide the child in his total development to the end that he may enjoy life more fully and contribute his maximum to the welfare of society, a heavy responsibility rests upon the field of social studies, for it is in this field that he receives his training as a citizen and as a contributing member of society.

Social studies should aid in the development of individual understanding of the social world, of desirable attitudes and behavior in social relationships, and in the right kind of social interaction. To accomplish these purposes, a wealth of subject matter is needed. Under expert teacher guidance, children may explore, experience, and experiment with these materials until each individual identifies himself as a member of the stream of humanity, deeply rooted in the experiences of the past, living richly in the present, and looking forward to the improvement of the future in which he will take an active part.

Today a large number of pressures are being brought to bear which influence our philosophy, methods, functions, and programs. Among those of greatest importance are an increased tempo of living, a need for quick decisions, a general economic imbalance, a growing responsibility for community welfare, and expanding world contacts.

As never before our democratic way of life is being challenged, and if we are to meet that challenge, our homes and schools must give our children experiences in, not lip service to, democratic living. Common sense indicates that a greater degree of sharing these experiences on the part of the entire community is needed. Care and ownership instills love. The more all of us, including children, share in civic housekeeping, the more we feel a part in our pattern of life. A feeling of unity of purpose, of responsibility, and of the importance of the individual, whether administrator, teacher or child, must pervade every classroom if we hope to inculcate a high respect for our way of life and arouse a living loyalty to those who made it possible. Our methods must be keyed to the aspirations and needs of free men, for we cannot select a fine philosophy and put the teaching in the hands of people, whether parents or teachers, who are using methods borrowed from Prussian schoolmasters. In other words, we must select the qualities we want in our American people and practice these qualities in our schools.

**Functions of Social Studies**

Perhaps it is always wise to clarify our goals before moving forward. Concepts of social studies are almost as varied as individuals. This writer likes best those formulated by Agnes Snyder in **Social Studies for Children** pp. 12-14. She lists (1) the bond of our common humanity, (2) the challenge of individual differences, (3) the infinite potentialities of human nature, and

(4) the interdependence of all men. Keeping these concepts in mind the function of the social studies in the elementary school becomes increasingly important and meaningful.

1. They should furnish experience in human relationships. The child moves out from the home social experience to the larger realm of getting along with people.
2. They should supply information concerning human relationships with a well stocked library as a reservoir and a well informed teacher as a guide.
3. They should teach certain skills and furnish opportunities for their exercise.
4. They should furnish experiences in problem solving.
5. They should supply materials and activities for building character and for forming social attitudes.
6. They should supply and vitalize social concepts.
7. They should furnish opportunity for social interaction.

### Planning A Balanced Program

Our newer concepts in the educative process have many advantages. Chief among them are the following:

1. Attention is centered on the child and his needs rather than on subject matter.
2. Faith in human intelligence is the basis for determining a plan of action.
3. Effort is made to bring about balance in training **how**, as well as **what**, to think.
4. Learning is linked to meaningful purpose in the pupils' daily experiences.
5. Widening of horizons is achieved through integration and correlation.
6. Present and current problems are emphasized as centers of learning.
7. The local environment is recognized as a place for selecting learning materials.
8. Creative human relationships are fostered.
9. Children do learn the fundamental skills as well as they did under the traditional method and, in addition, have broadened immeasurably.

A second important point to consider in our program planning is teaching children how to work together. Briefly this can best be accomplished by helping children make friends, developing among them a feeling of group "belongingness," helping them grow in individual and group responsibility and developing a respect for the rights of others.

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Providing a variety of meaningful activities is a third part of program planning. First there are those activities that help children express and organize their ideas. These are infinite and include painting, modeling, building, singing, composing, dancing, writing, weaving, sewing, dramatizing, and the like. How to develop the aforementioned concepts through these activities tests the training and ingenuity of the teacher who must study the needs and abilities of her class as their expression becomes apparent. A second type of activity is that which is designed to give children work experiences in relation to group living. Caring for classroom materials and duties, keeping surroundings neat and attractive, conserving supplies, caring for gardens or pets, planning a playhouse, taking part in Junior Red Cross activities or any other type of group activity are samples of this kind of experience. Activities through which children gain information and develop meaning form a third category. These include excursions, films, pictures, reading material, interviews, experiments, map and chart study, discussion, radio, sharing of ideas, etcetera.

A fourth point to consider in program planning is content. Here there is a wide discrepancy between theory and practice unless we are careful. If we accept the newer concepts and functions of the social studies as outlined earlier in this paper, we will have no difficulty in seeing that the content is implied. It is as wide as the need, understanding and ability of each individual to share in the world around him. It is not confined to a text book, course of study, or unit. It shifts from group to group and from year to year. It begins with home relationships and moves outward through all sorts of school and community channels until the whole world is encompassed. The density of the network of understanding is determined by the ability, maturity, and training of each individual. Every possible community resource should be utilized. These resources include institutions, agencies, records, clubs, and citizens whose experiences, knowledges, and points of view are worth knowing about. Every book, picture, map, chart, pamphlet, specimen, and what not, which will aid in developing our aforementioned concepts should be used. It is the business of the curriculum makers, which should consist of the entire staff, to formulate the philosophy, concepts and general areas of study for the social studies, and to provide enough elasticity within those areas for the individual teacher to plan those activities that best fit the needs of her group. It is the business and duty of each teacher to keep her training up to date so that she may be alive to the changes in educational thinking and to the wealth of materials available for her use. To teach the same unit year after year without considered changes would be as absurd as expecting all the children to wear brown because it is a good, sensible, durable color. Good textbooks, courses of study, and units of work are innumerable and are very valuable but are to be adapted to our own needs, interests, and changing world affairs.

### The Social Studies Teacher

Every person with whom a child comes in contact is his teacher, therefore neighborhoods and neighbors take on a new significance. Because of



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this, the schoolroom teacher is of special importance, for she has to counteract and redirect previous learnings which may be both good and bad. She deserves, therefore, a special place in any social studies discussion, for upon her rests a major share of the responsibility of molding the thought and action of our youth.

A master teacher has a wholesome philosophy of life and education. To this end she works toward human betterment and the common good of all. She believes in a society that strives for the self-realization, security and well-being of the individuals comprising it; she believes that everyone has a voice in decisions, and that every individual respects the rights of others regardless of religion, race or nationality. It goes without saying that she has an international view point.

A second attribute of the master teacher is that she is a dynamic and emotionally mature person. She must have good health, be energetic and inspirational. She is pleasantly cheerful and uses a sense of humor to get her over the rough spots. She faces reality and adjusts to life as it is.

A third requirement of the good teacher is that she has a good character and is encouraged to live a perfectly normal life in her community.

A good teacher is a scholar. She has an inquiring mind, is persevering, is aware of her own limitations and maintains wide interests outside her own field.

A good teacher knows and works with effective tools knowing that a good workman keeps his tools repaired, up to date, and sharpened.

A master teacher does not rest on her laurels. She must constantly set new standards for herself if she wants to give the best to her students. The social studies teacher might well ask herself these questions:

1. Do I build up sufficient background for understanding the materials read?
2. Do I encourage all children to work to capacity?
3. Do I relate new materials and concepts to the past experiences and knowledges of the children?
4. Do I use pictures, maps, charts, tables, globes, objects, supplementary books, pictures, demonstrations, experiments, excursions, and talks by visitors?
5. Do I aid in planning and clarifying goals and purposes?
6. Am I as interesting as a director and guide as I can be?
7. Do I encourage and stimulate worthwhile activities of many kinds?
8. Do I help children evaluate their own work?
9. Am I teaching each child to think for himself?
10. Is there active social participation in my class?
11. Am I developing respected personalities in my classroom?

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Direction means growth, and growth is a matter of continuous reorganization. The educated person appreciates the value of direction in the social world.

### A Forward Look

There are certain definite trends noticeable which indicate that the schools of tomorrow have a chance at least of doing a better job. Chief among them are the following:

1. Physical facilities and material aids to teaching are constantly being adapted to school progress.
2. Organized routine and the mechanics of administration are being subordinated to the welfare of pupils and the fulfilling of purposes.
3. Teachers possess the personal qualities and preparation essential for understanding and guidance of a balanced development of the individual. These teachers are continually improving their teaching and relationships with children.
4. School programs are dynamic and are being adjusted continually in terms of purposes, understandings, and social, or community changes affecting people.
5. Mutual understanding, respect and interaction of home, school, and community agencies are working for common educational objectives.
6. Democracy in group life of school leads to common goals and unity of purposes which are meaningful, generally accepted, and obtainable.
7. Our professional staffs of our best schools are gaining new levels of achievement.
8. There is a decided movement toward the development of an international mind. Nicolas M. Butler of Columbia University defines the international mind as "the habit of thinking of several nations of the civilized world as friendly cooperating equals in aiding the progress of civilization, in developing commerce and industry and in spreading enlightenment and culture throughout the world. Not sentiment or plans for peace or programs but the adaptations of the ideals of human liberty, justice and orderly conduct of an orderly and human society."

In the elementary school we believe we have an important part to play in the development of this "international mind." We believe our concepts are clearly pointed in that direction, our programs are slowly evolving, and our teachers are gradually taking their places as leaders with an international viewpoint.

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## GEOGRAPHY: ITS REASON FOR BEING

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Assuming that the greater proportion of readers will be teachers of the intermediate and junior high school grades, the following discussion concerns itself chiefly with geography at these levels. Recent world events have served to emphasize the important place which geography should have in education.

Formerly geography was considered a natural science. Not until the last few decades has it been included in the field of social sciences. What it does is to bridge the gap between the two sciences, natural and social.

“The contributions of history and geography differ and neither one alone gives the ‘informed insight into men and society.’ History seeks to show how, through the long ages, civilization evolved; how laws, customs, cultures, and art slowly developed and were passed on from one nation to another. It points out how, as the centuries passed, men migrated from one part of the world to another, how nations waxed and waned, how we of the present are heirs of all the centuries of the past.”<sup>1</sup>

The modern field of geography is the science of relationships. It deals with the present and attempts to describe and explain the ways in which man is using the various regions of the earth. Elementary geography is a descriptive and explanatory science which deals with man in relation to his natural environment. It is the study of how man is adapting himself to the natural environment in specific regions. In the junior high school and beyond, such additional influences as the political, economical, and social are considered. Adjustments are not static since man is constantly readjusting as further knowledge of affecting conditions becomes available.

Both history and geography should be so presented in the schools that children will understand why political and economic interests vary in the different regions of our own country and in the different countries of the world. Not until such understandings are developed can we expect to overcome sectional prejudice within this country and overdeveloped nationalism in our relations with other countries.

“The builders of tomorrow’s world are in the schools today. We are their teachers.”<sup>2</sup> In order that tomorrow’s world may be a better world for everyone, it is necessary that intelligent, well informed, social-minded people direct its growth. The very life and spirit of our government depend on the proper education of its citizens. The experiences afforded youth in school today, especially in the field of social science, can be strong influences for the establishment of good government in our own community and of permanent peace in the world.

To live satisfactorily in this ever changing world of science, we must teach and keep on teaching new ideas for its redirection. We recognize ig-

norance and wrong attitudes as causes of trouble and appropriate education as their exterminator. Belief in the self-sufficiency of nations must be abandoned. There must be a substitution of thinking for prejudice. Essential to such a change is a deep knowledge of world conditions and a sympathetic understanding of peoples of all lands in order to insure attitudes of cooperation, national and international, which will eventually lead to action for the greatest good for all.

The place for beginning the cultivation of desirable attitudes is in the elementary schools. Geography, properly taught, can contribute much to a knowledge of world conditions, to a sympathetic understanding of problems of all people in other regions, both in our country and other countries, and to the growth of tolerant, friendly attitudes.

Attainment of objectives in education is insured by careful gradation of materials, unit by unit, and grade by grade. Proper gradation, together with unification of purpose, contributes to the accomplishment of desired objectives. The unifying element in geography is **relationships**, which constitute the warp that extends from beginning to end.

Materials taught in social studies of the lower grades give ample opportunity for helping the child see the effect of environment on man. The study of Indian life well illustrates primitive man adapting his life to his natural environment. Similarly the study of pioneer life embodies material suitable for a comparison of the child's own food, clothing, and shelter with that of the pioneers. This makes possible certain geographic learnings which are of basic value as a background when the child takes up regional studies.

Although complete agreement has not yet been reached as to factual materials to be presented in the various grades, well-known educators who are specialists in the teaching of geography recognize that progression from simpler to more complex ideas is necessary in geography as it is in other subjects. The **Thirty-Second Year Book** of the National Council for the Study of Education sub-titled **The Teaching of Geography** indicates materials well suited for developing first, simple and direct relationships, next, those less direct but within the comprehension of the pupil in a specific grade, later, abstract ideas such as standards of living, and finally, such complex ideas as are found in regions having dual cultures.

The National Council of Geography Teachers has a curriculum committee now at work. This committee in its preliminary report says:

The one-cycle plan for grades four through seven, as advocated by the **Thirty-Second Yearbook** of the National Society for the Study of Education should continue to receive the support of geography teachers. Unless such a program is maintained for these grades, high school students are not prepared to do the work needed at the secondary level. Regardless of whether geography is taught separately or as part of a social studies program, the follow-

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ing materials taught in such a manner as to bring out the relations between man and his natural environment are so basic as to be indispensable. A seventh grade program which completes and rounds out the first world coverage and thus eases the pressure in fifth and sixth grades, is more effective and intelligent than a rapid fire repetitive treatment of the entire world. On the basis of both relative difficulty and the order of social importance it seems sound to arrange the work of these grades as follows:

Fourth Grade:	Initial World Concept
Fifth Grade:	United States and Canada
Sixth Grade:	Europe and Asia
Seventh Grade:	Latin America, Africa, Australia, and World Summary 34

Geographic thinking in the intermediate area is represented by three distinct levels. The following, quoted from the **Thirty-Second Yearbook**, makes this clear.

### LEVEL I (GRADE IV)

The least complex order of regional personality unit deals only with simple, readily comprehended relationships between outstanding kinds of work, food, clothing, shelter, and travel in given regions and outstanding natural conditions in those regions. Regions suitable for use in such units are those in which adjustments that can be comprehended readily are major elements in the geographic individuality of the regions. Representative of such regions are the Sahara, the Nile Region, Amazonia, and the Netherlands. Such units are within the comprehension of fourth-grade pupils.

The first level, or stage, of geographic training is characterized by the acquisition on the part of pupils of (1) eight or more major ideas of the type just described, ideas of such a nature as to afford an apperceptive background for the simplest geographic world understanding; (2) a "climax" understanding concerning relationships between human activities and the distance from the equator of the regions where they are carried on; and (3) ability to use effectively in later work a knowledge of the landscape features, map symbols, terms, and relationships introduced in the development of the foregoing understandings.

### LEVEL II (GRADE V)

Regional personality units of the second order of complexity are those into which are introduced ideas concerning (1) the distribution of people, (2) patterns of land utilization, and (3) reasons for both in addition to ideas of the type noted in the case of the simplest units. Regions suitable for use in the simpler units of this type are what may be termed 'human-use' regions. Human-use re-

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gions in the United States are those a knowledge of which is of greatest value to American citizens.

A 'human-use region' is defined as an area throughout which the major uses made of the resources of the natural environment are essentially the same. For example, the Corn Belt is a human-use region dominated by corn-oats-hay-and-livestock farming. Specific industry makes good use of the level plains with their cover of deep, rich soil, the long (five to six months) summer with moderate rains (two-thirds to three-fourths of an annual precipitation of 25 to 40 inches). Moving beyond the limits of the Corn Belt, one finds differences in the natural environmental complex and corresponding differences in the use man is making of the various features—climate, soil, and surface.

The second level of geographic training is characterized by the the acquisition on the part of pupils of (1) ideas (of second order of complexity) of the geographic personality of the human-use regions in one's own country; (2) a "climax" understanding (also of second-order of complexity) of the geographic personality of that country; and (3) ability to use effectively in later work a knowledge of the landscape features, map symbols, graph symbols, terms, and relationships introduced in the development of the foregoing understandings.

### LEVEL III (GRADE VI)

Regional personality units of the third order of complexity are those about countries, such as Canada, France, or equivalent groups of countries. The core understanding of each unit is similar to the 'climax' understanding in the second level; it involves an understanding of human-use regions within the country or the groups of countries under consideration. Into units of the third level of complexity there also enter ideas of various human items, such as the standard of living and cultural traits of the people involved, that are somewhat more difficult to comprehend than the distribution of human and natural features or conditions. However, units of this degree of complexity involve chiefly relationships between human items and the natural environment within the regions under consideration. If external relationships are introduced, they are concerned with regions the personalities of which have been treated in earlier units. Countries that are suitable for units of this degree of complexity are those in which dual cultures, one native and the other imported, are **not** among the outstanding human items in the geographic interpretation of the regions. Countries in which the cultural assets of the people are much like those of one's homeland are understood with less difficulty than those in which the cultural assets of the people differ markedly from those with which one is most familiar. Such units are within the comprehension of pupils

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who have satisfactorily completed the second stage of geographic training.

The third level of geographic training is characterized by the acquisition on the part of pupils of (1) understandings (of third-level complexity) of the geographic personalities of selected countries; (2) a climactic understanding (also of third-level complexity) of the geographic personality of the larger region which the selected countries constitute or represent; and (3) tool-using abilities developed in the course of gaining these understandings. 4

Since rural schools are an integral part of education in Minnesota, it seems appropriate to include in this presentation levels above those of intermediate grades. The **Thirty-second Yearbook** further presents:

### LEVEL IV (GRADE VII)

Regional personality units of the fourth order of complexity are like those of the third order, with the exception that dual cultures and many external relationships concerned with the geography of present or recent spheres of political influence enter into the understandings. Countries that are suitable for units of this degree of complexity are those, such as Latin American and African countries, in which adjustments are explained in terms of natural conditions in the European countries from which the ruling peoples came as well as in terms of natural conditions in the countries comprising the units. Such units are within the comprehension of pupils who have completed the third stage of geographic training.

The fourth level of geographic training is characterized by the acquisition on the part of pupils of: (1) understandings (of fourth-order complexity) of the geographic personalities of countries characterized by dual cultures and by political items related to conditions in other countries; (2) climactic understandings (also of fourth-order complexity) concerning the relationships between the world population pattern, the world human-use pattern, the world country pattern, and the world pattern of spheres of political influence, on the one hand, and the world natural environmental pattern on the other hand; and (3) tool-using abilities developed in the course of gaining these understandings.

### GRADE EIGHT (LEVEL V)

Regional personality ideas of the fifth order of complexity are those into which enter relationships between human items in that region and both the human and natural items in all parts of the world involved in their interpretation. Such ideas are comprehensible to pupils who have completed the fourth level of geographic training. An understanding of the the general nature of such relationships can be gained from a detailed study of the world relationships (external) of a single country. On the basis of social import, that country obviously should be the pupil's homeland.



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The fifth level of geographic training is characterized by the acquisition on the part of pupils of (1) understandings of how activities of a given type, such as farming activities in one's homeland, are related to cultural and natural conditions in other parts of the world; (2) a climactic understanding of the geographic interdependence of the homeland and other parts of the world; and (3) tool-using abilities and application abilities gained in the development of those understandings.<sup>5</sup>

It is to be regretted that American high schools constitute a veritable geographic desert. A press representative with the armed forces at Attu reported that our casualties were due more to a lack of knowledge of geography than to any other cause. Our government in Washington received numerous statements from men in highly responsible positions in the armed forces concerning our geographical ignorance and the importance of a knowledge of the subject. General George C. Marshall is quoted as saying: "The army that knows the most geography will win the war." "The question naturally arose concerning the possibility of losing the war because of gaps in our geographical training. The result was that more than half of the trained geographers in the colleges and universities in this country were called into the federal services and directed to use their special skills in the interest of the nation and the Allied cause."<sup>6</sup> It is shocking to know that it took a war to bring to the attention of the American people the importance of a knowledge of geography.

Western Europe emphasizes geography in secondary schools. Nearly every pupil is required to take several years of continuous and unified training in geography, usually under a teacher who is a specialist. In England every high school has a graduate teacher in geography. What a contrast to the situation in America!

It has been asserted that the fate of civilization today depends quite largely upon an adequate program of geographical education. This seems a strong statement. By way of evaluating its truth or falsity, one has only to recall the near success of the Axis powers before the entry of the United States into World War I. Again in World War II these same powers came closer to victory than would have been the case had they not applied geography to politics and military strategy. In view of the foregoing one cannot deny that geographical training should form an integral part of our education from the elementary grades through the graduate school.

Assumed that it is agreed to provide for geography in the secondary school and to assure an adequate staff, problems immediately confronted concern courses to be offered and levels of thinking in the secondary area. Great strides have been made since the close of World War I in clarifying the levels of thinking in the elementary area. This, however, has not been done so well for the secondary area.

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John H. Garland states:

In the secondary area the first level of thinking, which in many school systems is terminal, is world-wide in scope and is concerned with the interplay of cultures in different parts of the world, such as the dual personality and colonial countries in which spheres of political influence are important factors in the interpretation of their structures. Because of its social significance work on this level should be designed to develop the understandings of the relation of the student's homeland to the rest of the world. The world trade relations, including political implications, of the United States should be developed.

The first level of the secondary area is normally completed by the end of the seventh grade or the first year of junior high school, and there formal geographic instruction ends in too many American schools. At this point the student is ready to enter the advanced level of the secondary area which should completely develop world patterns and their functions. The world pattern concepts of the advanced secondary level should develop a well balanced world understanding. Thus world economic, political, and social structures should be presented in their associations with the major world patterns of the natural environment, and, since all levels of geographic thinking are concerned with the association of human and cultural conditions with the natural environment, concepts of the world patterns of natural environmental complexes should be developed at this time. Thus the secondary world concept would bring a broad-minded student, capable of thinking soundly on matters of world-wide importance, to the collegiate areas of specialization in geography.<sup>7</sup>

Educators must of necessity organize courses suitable to bridge the existing gap between junior high school and college. Interest in, and desire for, such courses is clearly evident. Very frequently men enrolled in advanced college courses in geography say, "Why isn't more geography taught in the high school? We need more of it?" One may say without fear of contradiction in answer to the above question that important factors are lack of teachers trained in geography and gross ignorance in regard to the contributions that geography makes when properly taught. The practice of assigning the teaching of the few high school geography courses that do exist to any instructor having a vacant period stems from the fact that many administrators themselves are not informed in the field of geography. Perhaps their only college geography was the freshman course which, on account of their inadequate secondary geography, was more than likely really of secondary rather than collegiate level.

Instruction in geography should be given by men and women trained in geography. They should be experts, both in content and in the art of teaching. George B. Cressy says:

A striking illustration of American illiteracy in 1898 is shown in the treaty with Spain by which the United States bought the Philippine Islands for \$20,000,000. The commissioners had no suitable map and hence incorrectly defined the boundary of what they wished to secure. This resulted in uncertainty concerning a 150-mile string of islands next to Formosa in the north, and the omission of the Sulu Archipelago in the south. A subsequent payment of \$100,000 was necessary to include the latter, and two other treaties were needed before all the Philippines were transferred. The United States also neglected to take over the Caroline, Marshall, and Mariana islands, then Spanish. These later came into German hands and were transferred to Japan after the First World War. It was from bases in these islands that Pearl Harbor was bombed on Dec. 7, 1941.<sup>8</sup>

America is lacking in people who understand that modern geography does not place emphasis on geography and description, but rather on casual relations. Geography becomes meaningful when interrelations between man and his environment receives the emphasis.

Geographic thinking is vitally important to good citizenship. The high school must provide courses which make possible such thinking. Those whose task it is to plan these courses may find substantial assistance by reading numerous articles on geography at high school level which have recently appeared in the *Journal of Geography*. The National Council of Geography Teachers is now preparing for publication a handbook on the teaching of geography.

"The chief educational objective of geography is to develop in pupils the ability to think geographically, that is, to become purposeful thinkers and successful doers, not animated gazateers."<sup>9</sup>

Prominent educators call the child's inclination to ask questions **mind hunger**. They accept the question as the conscious realization of a problem. Stress is placed on the psychological importance of satisfying this hunger, answering the problem, lest the mind be starved and the habit of thinking thwarted in its development. It is at the time a question is asked that the learner is ready to give attention to an answer or to a suggestion which points the way for finding an answer. In school this help must come from the teacher or from situations created by the teacher. A good teacher will stress active learning rather than passive learning.

Geography affords rather special opportunity to arouse the curiosity of the child and thus lead him to ask questions. The actual solution of such problems calls for thinking geographically, in terms of the relation of man to his natural environment. Thus the child is encouraged to think and do, not merely to absorb and remember. Out of this thinking should grow desirable understandings, attitudes, and abilities. Information without understanding cannot contribute to the satisfactory solution of world problems.

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Harlan H. Barrows says, "In order to become purposeful thinkers and successful doers, pupils need something suitable to think about, an inducement to think, and proper guidance in thinking."<sup>10</sup> It follows then that the teacher should definitely aim to organize the work in such a way as to have problems raised by pupils. The teacher may by use of disconcerting data create an environment that is stimulating to the pupils. If this is well planned, the class will raise the question which the teacher had planned and will propose to find the solution of the problem. This unit of work should be so planned that it meets the needs of the class and the demands of the course of study.

To illustrate what is meant the following unit, which was written by Miss Lois Palmer is a part of the required work in a course in the technic of teaching geography at St. Cloud S.T.C. during the summer of 1946, is included.

### NEW ZEALAND LEVEL IV GRADE VII

It is assumed that New Zealand is to be studied late in Grade VII and that all the other countries have been studied previously. **Teacher:** As I was browsing through a magazine yesterday I noticed an article entitled "No Rich and No Poor." Immediately my curiosity was aroused and so I read the article. Repeatedly I came across phrases such as "no rich, no poor," "no extreme wealth," "no slums," "a country without a poor house," "no real servant class." Other phrases also interested me, such as "has the world's lowest death rate," "men at seventy turn from cricket to golf," "men at ninety turn from golf to lawn bowls," and "the first country in the world to give suffrage to women."

Are you curious to know what country it is?

**Pupil:** Yes. What country is it?

**Location:**

**Teacher:** Let us turn to the world map in our atlas and find the Australian continent. Then locate the island country to the southeast. Some say it looks like "the boot that Italy kicked off and broke." The sole is turned toward the equator with the toe pointing toward Australia. North Island forms the foot of the boot, while South Island forms the leg which was broken at the ankle. The little Steward Island to the south forms the loop through which one puts his finger to pull on the boot. Have you all found the name of the country?

**Pupils:** It is New Zealand.

**Teacher:** Jot down on your paper the number of miles you estimate it is from Australia at the nearest point. Now let's use the scale of miles and find out how nearly accurate your estimate was. What is the distance?

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**Pupils:** About 1200 miles.

**Teacher:** By ocean steamer it would take three or four days to travel from New Zealand to Australia, its nearest neighbor. Examine the world map to find out whether New Zealand has other neighbor countries just a little more distant than Australia. What do you find?

**Pupils:** Other countries are much farther away.

**Teacher:** Turn now to the world map which shows colonial powers. With what country is New Zealand affiliated?

**Pupils:** Great Britain.

**Teacher:** How far is it from New Zealand to Great Britain even by air?

**Pupils:** About 12,500 miles or as far away as it is possible to be.

**Teacher:** New Zealand is probably the most isolated region in the world occupied by white people. It is a small country too. It has approximately 103,333 square miles. How does this compare in size with the state in which you live?

**Pupils:** Minnesota has about 84,000 square miles. New Zealand is somewhat larger than our state.

**Teacher:** As compared with our country, it is very small, even smaller than several of our states. Now let us find the largest map our atlas has of New Zealand. (This should be a physical map which shows relief.) What do you read about the country from this map?

**Pupils:** Its land surface. It is very mountainous.

**Teacher:** About what fractional part do you estimate is mountainous?

**Pupils:** (Various estimates expected.)

**Teacher:** It is difficult to estimate, but it is true that only about one-third of the land can be cultivated. So far we have talked about the location, size and surface of New Zealand. Let us state the facts: (Pupils will help state the following.)

1. Location: 1200 miles from Australia, its nearest neighbor—the most isolated country—as far from Great Britain as it can be.
2. Size: about 103,000 square miles—smaller than some of our states—larger than Minnesota.
3. Surface: it is very mountainous—only about one-third of the land can be cultivated.

**Teacher:** I thought you would be interested in these bar graphs. (The graphs made from the following statistics could be on the blackboard behind a map and the map pulled up at this time, or a slide of the graphs could be made and used. Give ample time for reading the graphs.)

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Percentage by Countries of Selected Export Products:

### BEEF EXPORTS

Argentina	52%
Uruguay	11%
Australia	11%
Brazil	7%
New Zealand	6%
Rest of World	13%

### BUTTER EXPORTS

Denmark	24%
New Zealand	23%
Australia	17%
Netherlands	7%
U. S. S. R.	5%
Rest of World	24%

### MUTTON EXPORTS

New Zealand	53%
Australia	26%
Argentina	15%
Rest of World	6%

### WOOL EXPORTS

Australia	37%
Argentina	13%
New Zealand	12%
Union of South Africa	11%
Rest of World	27%

### CHEESE EXPORTS

New Zealand	33%
Netherlands	22%
Canada	11%
Italy	9%
Switzerland	7%
France	4%
Denmark	3%
Rest of World	11%

**Teacher:** Let us notice the exports by New Zealand in this order: mutton, cheese, butter, wool and beef. It is expected that pupils will ask some such question as this: "How can a small country like New Zealand, since it is so isolated, export so much of those materials?" If the question does not come, a graph made from the following data may be shown.

Per Capita International Trade of Highest Ranking Countries in Dollars<sup>12</sup>

New Zealand	\$156
Denmark	150
Belgium	150
Switzerland	150
Canada	150
British Malaya	140
Australia	131
United Kingdom	125
Sweden	125
Norway	125
Netherlands	125

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**Teacher:** What do you read about New Zealand from this graph?

**Pupils:** New Zealand has the greatest value of export trade per capita of all the countries of the world.

If the desired question does not come spontaneously from the class, the teacher may say, "When you think of New Zealand, a small, mountainous, isolated country and find that she leads the world in value of exports, what question comes to your mind?"

**Pupils:** How can New Zealand export so much?

When the problem and its wording is accepted by the class, it may read somewhat like the following:

**PROBLEM:** How can a small, mountainous, isolated country like New Zealand export so much mutton, cheese, butter, etc., that she leads in the world's per capita export trade?

**Teacher:** What will we need to find out in order to answer this question?

**Pupils'** suggestions may be listed in the form of questions as the children give them. The teacher may add to those suggested by the class. The completed list may be about as follows.

### Suggested questions for exploratory part of the unit.

1. What kind of people live there?
2. Is there a dense or a sparse population?
3. What methods do they use in order to produce so much in such little space?
4. Is the soil in the cultivated areas especially fertile?
5. Is the climate well suited to cattle and sheep?
6. Are the mountainous parts as well as the plains used for pasture?
7. Are there minerals produced which they can export?
8. Are the mountains covered with forests that yield products for export?
9. Do they manufacture and in that way increase the value of their export products?
10. What kind of government do they have?
11. Is it an advantage to belong to the British Empire?

**Teacher:** Perhaps when we have answered these questions, we will have our problem solved. Where shall we look for help in answering these questions?

**Pupils:** In our textbooks.

Our maps may help.

In reference books in our room and in the library.

In encyclopedias.

By talking with people who have been in New Zealand.

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**Teacher:** Let's not forget to use the picture and bulletin files.  
(See also bibliography at end of this unit.)

(As exploration and assimilation progresses, the teacher, knowing the individual differences of her pupils, will be prepared to direct slow readers to materials on New Zealand at their reading level and likewise to place adult materials in the hands of those capable of reading it. As times goes by, the class may plan to carry out some of the following activities.)  
Suggestive list of activities:

1. Special reports:  
Government of New Zealand,  
The Maoris,  
Labor conditions of New Zealand compared with those in British Africa,  
Social progress in New Zealand in relation to geographic environment.
2. Prepare a bulletin board.
3. Arrange a reading table to aid in an appreciation of New Zealand.
4. Make lists of relationships for the principal activities.
5. Make slides of New Zealand's exports.
6. Write to U. S. Dept. of Agriculture, Washington, D. C., for information about sheep and cattle in New Zealand.
7. Use outline maps and show:
  - a. Prevailing winds,
  - b. Distribution of rainfall,
  - c. Distribution of sheep and cattle,
  - d. Location of large cities.
8. Use the above maps to explain the relationships between the distribution of sheep and cattle and climatic conditions.
9. Secure films; e. g.
  - a. "Coal from New Zealand's Mines"
  - b. "New Zealand—Land of Contentment"
10. Plan and give an assembly program on New Zealand.

(Following the exploration and assimilation comes the summary or conclusion which really answers the problem raised at the beginning of the study. This is arrived at by the class working together.)

### **Summary or Conclusion**

New Zealand, a small, mountainous, isolated country, leads the world in value of per capita exports. Nine-tenths of the country's exports are animal products. In order of value they are wool, butter, frozen meats, cheese, hides and skins. Even the rabbit, which was a pest, now yields a profit bringing \$3,000,000 from export of rabbit meat and skins.



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The population density is about fifteen per square mile, which means that the domestic market is rather limited. Most of the people are of British descent. Even the native Maoris are active and energetic, perhaps in no small measure because of the mild-winter, mild-summer type of climate such as Oregon and Washington have. New Zealand is one of the most advanced countries in the world, though it has but one and one-half million people.

Sheep and cattle are very important, though the grazing lands are not extensive. Several natural conditions advantageous for animal industries are: (1) absence of disastrous droughts, (2) heavy rainfall well distributed throughout the year, (3) mild temperatures throughout the year, (4) native grasses cover one-third of the occupied area, (5) all areas lie near cheap ocean transportation, (6) absence of wild animals to prey on the sheep and cattle.

New Zealand was the first country to introduce government grading of butter and cheese for export. British preferential trade helps its exports. High taxes on the land in the plains areas discourage large holdings and encourage intensive use of land for dairying.

Forests and mines yield some export products. The manufacturing in this country consists chiefly of the preparation of animal products for market.

### **A Statement of the answer to the problem:**

New Zealand, a small, mountainous, isolated country, leads the countries of the world in value of per capita export trade because:

1. Many favorable conditions for sheep and cattle raising place her high in the export of wool, butter, frozen meats, cheese, and hides and skins.
2. Specialization in the production of good quality foodstuffs captures a market for them in distant lands, especially since refrigeration has come into use on ocean-going vessels.
3. The population being rather sparse allows a large surplus for export.
4. Most of the land is not far from the many good ports and harbors.
5. British preferential trade has been helpful, though New Zealand is the farthest from the heart of the British Empire.

A test which follows indicates some learnings that may be expected as outcomes of this unit of work.

### **Test**

Mark each reason which helps explain the initial statement with a plus sign and each which does not help explain the initial statement with a minus sign.

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1. The west coast of New Zealand has more rain than the east coast because:
  - a. These islands lie in the Prevailing Westerly Winds.
  - b. Glaciers and snowfields are found in some mountainous areas.
  - c. Mountains cause more rain to fall on the windward side than on leeward sides.
2. Some advantages for animal industries in New Zealand are:
  - a. There are no wild animals.
  - b. Rainfall throughout the year produces good pasture and forage crops.
  - c. There is much beautiful scenery.
  - d. There are neither droughts nor deserts.
  - e. Turnips and other root crops do well in the cool moist climate.
3. Legislation encourages wise use of land because:
  - a. It provides an old age pension.
  - b. It imposes heavy taxes in the plains, thus discouraging large land holdings.
  - c. It allows large leaseholds in hilly grazing lands.
4. Taranki, a plain on North Island, is an excellent dairying region because:
  - a. It is a damp pasture region.
  - b. It is known throughout the world.
  - c. Securing water for stock is neither difficult nor costly.
  - d. Intensive farming, e. g., dairying, is necessary because of heavy taxation.
5. New Zealand ranks first in value of per capita international trade because:
  - a. She has preferential trade with Britain.
  - b. Her small population consumes little in the domestic market.
  - c. The Maoris are capable people.
  - d. Scientific methods provide high grade products.
6. The exports of New Zealand are chiefly animal products because:
  - a. Much of its surface is too rugged for growing crops.
  - b. Strict laws keep colored people out.
  - c. Grasses on hilly areas furnish good pasture.
  - d. The crops grown are used mostly for domestic consumption.
  - e. Most New Zealanders are whites of British stock.
  - f. Rabbits became a pest.

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In review, it may be stated that geography concerns itself chiefly with **relationships**. It is a dynamic and not a static field, dealing not only with the **present** in describing and explaining the ways in which man is using the various regions of the earth, but also with the **future** in pointing to ways by which man may adjust his activities to earth conditions as science and inventions make readjustments necessary. Recent and expected developments in aviation are factors to be considered. The citizens of tomorrow are being trained in the schools of today. Geography can contribute much to a knowledge and understanding of world conditions, to a

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growth of tolerant, friendly attitudes, and to a cooperative spirit. It may be well to reiterate here that thinking is the central point of learning. The best teachers have tried to teach relationships and to lead pupils to see their significance.

The curriculum should provide for the teaching of geographical relationships with proper progression from the beginning primary grade through senior high school and beyond. The unifying element in geography is **relationship** which constitutes the warp that extends throughout.

In the primary grades this warp consists of direct relationships which may be observed. In the fourth grade the initial world concept results from the study of simple units, rich in relationships easily understood by the pupil of this level. These units result in an understanding of what it means to live on a spherical world at varying distances from the equator. Thus the warp is extended from pole to pole. The fifth grade treats of human-use regions in the United States, beginning with those having the most direct relationships and becoming progressively more difficult. The sixth grade includes the study of a number of countries in about the same latitude as the United States and in which some of the more difficult relationships such as standard of living are introduced. The material of this level consists of the Eurasian countries which are well suited to introducing progressively more difficult concepts.

As the warp leaves the intermediate level and is picked up in the junior high school, it takes on a somewhat different nature. Here it is that relationships concerned with dual cultures appear. Many **external relationships** concerned with the geography of present or recent spheres of political influence enter into the understandings. It is with such ideas that Level IV is concerned, while Level V becomes even more complex. Now the warp (relationships) begins to extend outward to human and natural items in **all parts of the world** in their interpretation. An understanding of the general nature of such relationships can be gained from a detailed study of world relationships (external) of a single country. The first country should be the pupil's homeland.

It is obvious that the junior high school does not afford enough time to cover Level V. Not even could this work be completed if geography were continued through the ninth grade. Senior high school geography is imperative! Military men recognized the need of geography during the last war as did our federal government. Interest engendered by the war must not be allowed to lapse as it did following World War I!

It would help materially if the old conception of geography could be erased from people's minds. Geography is no more limited to the grade school than is history or mathematics. It does not deal with place locations chiefly. Its main emphasis is placed on **thinking geographically** and out of this thinking, understandings, attitudes, and abilities develop. Thus it may be seen that one of the important aims of geography teaching is the development of the highest type of world-minded citizen so necessary to the de-

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velopment of better world conditions and a lasting peace. As Isiah Bowman said, 'The world is big enough and rich enough for us all if we learn how to live in peace.'

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