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# Intermediate Geography Curriculum of Selected Schools: A Comparative Study

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INTERMEDIATE GEOGRAPHY CURRICULUM OF SELECTED SCHOOLS

A COMPARATIVE STUDY

(TITLE)

BY

Dale D. Workman

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF

Master of Science in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
CHARLESTON, ILLINOIS

1964  
YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING  
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

8/14/64  
DATE

8/14/64  
DATE

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## P R E F A C E

In looking back over a period of teaching, one quite often finds himself comparing past experiences. This may be in a number of ways, such as the types of schools in which one has taught, the students in various classes or the subjects called upon to teach. It may also include the facilities or opportunities at a particular school, the method of instruction used and the association made with members of the teaching profession.

Having thought of these particulars at different times, it began to seem to the writer that the experiences encountered while teaching in both the independent and public schools provided an unusual opportunity. Experiences such as these could be used as a basis for a comparison of various phases of a school's curriculum. It was decided therefore, to attempt a survey of certain aspects of the geography curriculum as found in the two types of schools. It was also decided to use only the writer's present teaching assignment at an independent school and not those of former positions in independent and public schools for the purpose of making comparisons. In doing so the attention would be focused on the problems of today, thereby avoiding the possibility of dwelling on conditions as they might have been, or were thought to have been in the past.

The purpose of this paper is to present an analysis and interpretation of the findings by a questionnaire used for

obtaining information relative to the intermediate geography programs of selected schools. The schools chosen as members of the survey group were those of the writer's present teaching assignment, an independent school, The Latin School of Chicago, and certain selected public schools. The public schools of Chicago, though they did not become a part of this study, included those located within the same section of the city as the independent school, and others at or near former teaching assignments in downstate localities of Assumption, Auburn, Macon and Moweaqua, Illinois. The reasons for choosing these schools were for the sake of expediency, the school year was drawing to a close and little time was available to obtain the needed information to complete a survey of this type. The writer was also personally acquainted with the administrators of the selected schools and had been assured by them of their willingness to cooperate in the project.

Sincere appreciation is expressed to the members of the faculty and other personnel of the cooperating schools for their time and effort required to gather the needed information to make the survey. Special recognition is due Dr. Dallas A. Price, Head of the Geography Department, Eastern Illinois University, for his valuable advice and guidance in the preparation of this paper.

Dale D. Workman



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## Chapter I

### INTRODUCTION

The term Independent School is not clearly understood by everyone, and as a result there are varying ideas and often-times misconceptions as to its function as an institution in our society. To illustrate this statement, one could mention a remark that was overheard by the writer while riding a Chicago public city bus. As the bus was passing a private school, one person commented to another that it was an attractive set of buildings. His friend agreed with him that it was a good-looking school, but added that it was only for the "La de da Tribe." What his conception of this particular type of school might have been and how he obtained it is, of course, only open for an expression of opinions. Perhaps he had known of someone who had attended such a school. Again, he might have heard that it was rather expensive and exclusive, and therefore concluded that only a privileged group could afford the high cost of necessary tuition.

On the other hand, Dr. Frank S. Endicott of Northwestern University, the lecturer at a professional meeting of teachers and administrators of independent schools, emphasized that the private school offered many opportunities. He was calling this to the attention of teachers employed by independent schools and to the administrators looking for new recruits. He was speaking as an informed person, since he was the director of the bureau of teacher placement at the university.

The two comparative remarks, one by a passer-by, to the effect that an independent school was only for the "La de da Tribe", and the other by an educator who was extolling its merits for teaching opportunities, are just two opinions among many. They seem to be representative, however, of those made by people with varying knowledge about the functions of an independent school.

Upon further contemplation, one might be inclined to wonder how the private school compares with the public school in its method and opportunities for education, and the degree of success that each achieves. To narrow the problem further, one or more schools of each type could be selected for the specific purpose of comparing the geography programs of their fifth and sixth grades. Since the writer also teaches these subjects in these particular grades, it seemed more appropriate to use the information relative to that part of the schools' curriculums as the basis of the comparisons.

In analyzing the curriculum of any school, one might have a look at its stated philosophy and aims. The writer, however, does not seek to present such an analysis in this paper, but rather more specific information regarding the faculty, students, and courses of study. The part the teacher has to play in the plan of helping educate the school's pupils should be considered. What the teacher has done since leaving college for the improvement of academic standing is also important in the overall picture of a particular department of the school.

Other pertinent areas of comparison could include the school's course of study and an examination of some of the student's work using that plan under the direction of its teachers. The future plans of the pupils and past records of other students who attended the same school, should also reflect upon the accomplishments of a particular school.

In a comparative analysis of the two types of schools, one could examine them from the standpoint of their stated philosophy and aims, courses of study, faculties, students, and special educational facilities or opportunities at the school or within the community. One might consider, however, when attempting a survey relating to any part of the educational program of schools, that it may be difficult to obtain satisfactory responses to all parts of the total project. Unless the participating schools answer the questions in full, or are able to furnish usable information, it will be more difficult to make an evaluation of some of the categories under consideration. In certain instances it may prove to be impossible to make a fair estimate of parts of the program, chiefly because not enough information could be obtained. The replies to this particular questionnaire, however, indicated a quick response on the part of the members of the survey team.

Reflecting upon the problems that one often encounters in using a written questionnaire, it was decided, however, that such a survey would be attempted. In doing so, it would be necessary to ask certain questions of the public and private

schools to obtain the needed information. Through a series of basic questions, inquiries were made about the following:

A. Faculty

1. How do the faculty members of the schools compare in their formal training in the discipline of geography?
2. What has been the experience of the faculties with regard to the length of service in teaching geography for each of the two types of schools?
3. What has been their particular accomplishment in securing advanced training since graduation from college?
4. What is their relation with professional associations in the field of geographic education?

B. Students

1. How do the size of classes compare in the number of students?
2. What has been their experiences in the field of travel?
3. What are their future plans toward advanced education?
4. How do the students compare in their use of public library facilities as signified by their possession of individual library cards?

C. Courses of Study

1. Are the courses of study in geography prepared by the respective teachers?
2. Is geography taught as a separate subject, or in combination with other subjects in a social studies program?
3. Are the children required to prepare special written reports calling for extensive use of the school's library facilities?
4. Are audio-visual aids used extensively in presenting additional materials on special topics?

D. Special Facilities or Opportunities at the School

1. What special equipment does each school have for work in the field of geography?

2. How does the library resource material for geography compare in the two types of schools?
3. What consideration is given to making field trips a special activity in the overall course of study?
4. What unusual activities or programs are arranged to further interest in geography?

These then are the questions whose answers were sought in the questionnaire, and which will be subjected to critical analysis and interpretation in the succeeding pages of this paper.



## Chapter II

### METHODS AND ELEMENTS OF COMPARISON

#### A. Plan

In order to obtain certain types of information for comparison purposes, it was decided to make use of a written questionnaire for conducting the research. A series of questions was used that would require only a minimum of writing on the part of the person supplying the answers. The various sections of the questionnaire were planned to seek only data that would tend to produce relevant and usable information.

During the preparation of the questionnaire a decision had to be made regarding the type of public schools that would be best suited for use in making the comparisons. The conclusion reached was that the schools' intermediate departments should have grades of the same academic levels. The list of schools, if possible, should have some that were located within an area having access to the same general opportunities as those available to the independent school. Others could then be chosen far removed from the local scene and in areas of somewhat different environmental and cultural backgrounds. Six public schools other than the independent school, The Latin School of Chicago, were contacted by telephone, letter, or personal interview to obtain their reactions regarding the circulation of such a questionnaire. The schools were most willing and able to cooperate and indeed proved to be quite prompt in completing and returning the survey papers.

A questionnaire was designed to seek information regarding some of the more common aspects of the intermediate geography curriculum. The questions used were relative to the course of study, the teaching staff, and the students. The survey also sought information about the special educational facilities or opportunities at the schools or within the communities relating to geography.

It was near the end of the school term, however, and the public schools of Chicago found their program did not allow the necessary time to complete the questionnaire and thus make possible the study as originally intended. As a result, the plan of making comparisons with public schools located within an area having the same general opportunities as the independent school had to be abandoned. This was unfortunate since it was then only possible to make comparisons with the more distant schools having completely different environmental backgrounds.

The remaining schools located at Assumption, Auburn, Macon and Moweaqua, Illinois, returned their completed questionnaires, thus making it feasible to finish the proposed project. The schools of the survey group are listed below with descriptive information pertaining to their locations and plan of school organizations.

#### B. Schools Selected for the Survey

##### 1. Independent School

###### a. The Latin School of Chicago

The Latin School of Chicago is a private day school located within an exclusive section of the city about fifteen blocks north of the loop, or the downtown part of Chicago. The school consists of two buildings separated by approximately six blocks of residential homes, interspersed with hotels and recently constructed high-rise apartment buildings. One building, known as the Upper School, has about 200 students of grades seven to twelve. The other building containing the elementary department, or Lower School, has an enrollment of nearly 300 pupils from kindergarten through grade six.

The fifth grade selected for this study has two sections of 15 pupils each, while the sixth grade has two sections with 20 in each group. The geography work in the two respective grades is recognized as a valuable portion of the school's curriculum. It is taught as an integrated subject of the overall social studies program. Most of the students in the two grades live in the immediate vicinity and have been enrolled after meeting certain specific requirements, among which is the successful completion of an entrance examination. They are required to pay tuition according to their grade level and must maintain high standards of academic achievement. (See map on page 11 for location of Chicago.)

## 2. Public Schools

The public schools which took part in the survey are all located in small towns ranging in size from 1,250 to 2,300

people in downstate Illinois. The classes at each school have two sections in both the fifth and sixth grades. They range in size from 22 to 33 pupils and meet daily. The geography material of the two grades is also a part of an integrated program of social studies. The schools operate under the unit system plan. All children attending the schools at each location live within the immediate towns, or are from the surrounding rural areas.

a. Assumption, Illinois

Assumption is located on U. S. Highway 51 in Christian County about 25 miles south of Decatur. The first six grades of the public schools of Assumption are in one building and the remaining six at another location. Both buildings have had recent additions of classrooms to provide space for the growing number of pupils. (See map on page 11 for location of Assumption.)

b. Auburn, Illinois

Auburn is in Sangamon County located on Illinois Highway Number 4, about 15 miles south of Springfield. The elementary school occupies a separate building from the high school. (See map on page 11 for location of Auburn.)

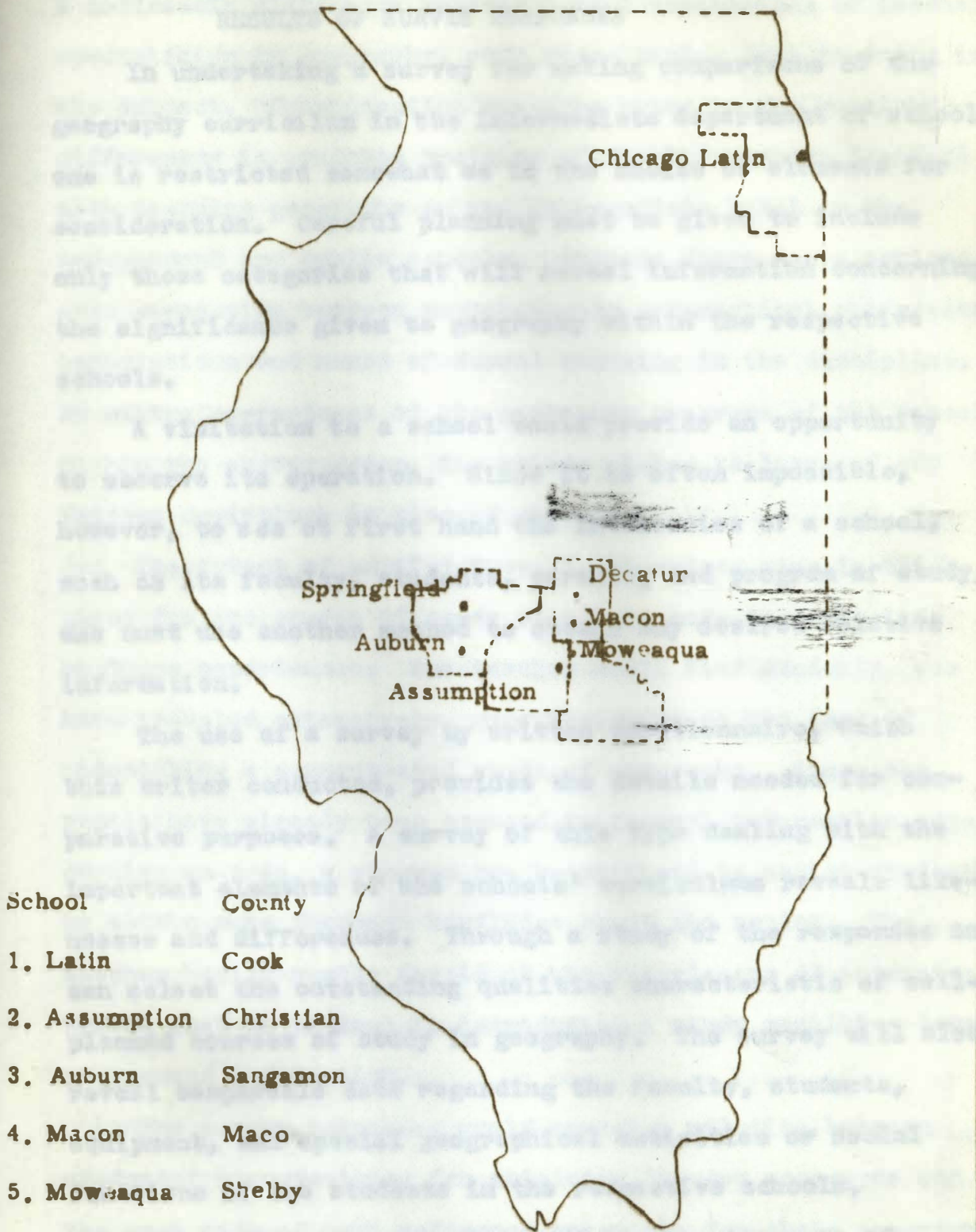
c. Macon, Illinois

Macon is in Macon County on U. S. Highway Number 51, about 10 miles south of Decatur. The elementary and high schools are in two separate buildings. (See map on page 11 for location of Macon.)

d. Moweaqua, Illinois

Moweaqua is in Shelby County on U. S. Highway Number 51 about half-way between Macon and Assumption. The school has recently undergone a modernization program. A new building has been constructed to accommodate the activities of all pupils in the elementary and high school departments. (See map on page 11 for location of Moweaqua.)

**SCHOOLS CO-OPERATING IN GEOGRAPHY CURRICULUM SURVEY**



Map 1. Illinois

### Chapter III

#### RESULTS OF SURVEY RESPONSES

In undertaking a survey for making comparisons of the geography curriculum in the intermediate department of schools, one is restricted somewhat as to the choice of elements for consideration. Careful planning must be given to include only those categories that will reveal information concerning the significance given to geography within the respective schools.

A visitation to a school would provide an opportunity to observe its operation. Since it is often impossible, however, to see at first hand the intricacies of a school, such as its faculty, students, parents, and program of study, one must use another method to obtain any desired relative information.

The use of a survey by written questionnaire, which this writer conducted, provides the details needed for comparative purposes. A survey of this type dealing with the important elements of the schools' curriculums reveals likenesses and differences. Through a study of the responses one can select the outstanding qualities characteristic of well-planned courses of study in geography. The survey will also reveal comparable data regarding the faculty, students, equipment, and special geographical activities or social functions of the students in the respective schools.

The writer wished to learn of the requirements of



academic training for geography teachers and whether there was a noticeable difference between travel experiences of teachers specializing in geography, with those having less training in the subject. Consideration was also given to the possible differences in graduate training of faculty members involved with teaching geography on the intermediate level in the independent and public schools. Perhaps there was a noticeable connection between membership in geographical professional associations and hours of formal training in the discipline. In making comparisons of the geography programs of the schools within the survey group, the writer wished to learn of any extreme deviations in size of classes.

The extent of pupils' travels determines ways in which plans for the course of study should be made to capitalize on these experiences. The teacher would find students, who have traveled extensively, more receptive to the idea of undertaking a concentrated study of geography. Since the pupils have already been exposed to general information concerning an area, a program can be arranged to assist students to obtain more thorough knowledge about the region. The teacher having pupils devoid of the experiences of extensive travel must be content in introducing a study requiring less background information.

The survey responses would reveal a relation between students' opportunities for obtaining library resources and the uses made of such reference materials for their geography work in the social studies program. There would also be



indications regarding the adequacy of supplies of equipment for the teaching of geography in the schools. The writer wanted to learn by a study of the responses of the survey, whether the differences in the amount of equipment were attributable to the teacher's academic training in geography. The questionnaire was used to learn whether there were differences in teachers' responsibilities in preparing courses of study for the two types of schools. The survey would also indicate if there were similarities in kinds of lesson preparation required of the students.

The results of the survey would make it possible to determine a relationship of field trips to the availability and use of appropriate resources for furthering geographic understandings. The writer would also seek to determine whether there was a relationship between the amount of a teacher's travel experiences, and the number of field trips planned for his students. The same consideration would be given to determining the number of trips made to local points of interest, or those to more distant places.

The writer wished to find by comparison of survey responses, what unusual projects the independent or public schools were promoting to further an interest in the vital subject of geography. Perhaps it would be possible to learn of new or unique attempts being made to teach boys and girls the concepts of geography. The questionnaire might reveal new approaches to the teaching of man's activities involved in the production, distribution, and consumption of food. The responses might

indicate unusual procedures used in teaching the relationships involved in the partnership of man and his earth for other essentials, such as clothing, shelter, transportation, and communication. The questionnaire might reveal ways geography was being utilized to insure the recognition of the importance of people and their activities on the local, state, national and international levels.

A summary in tabular form of the responses to the various inquiries provides one with a ready reference of available data for preparing evaluations, or in making conclusions. The next four pages contain a record of the items and information gathered from the questionnaire as found in Appendix A of this paper.

#### \*Identification of Schools

School Number 1	The Latin School of Chicago
School Number 2	The Assumption Public Schools of Assumption, Illinois
School Number 3	The Auburn Public Schools of Auburn, Illinois
School Number 4	The Macon Public Schools of Macon, Illinois
School Number 5	The Moweaqua Public Schools of Moweaqua, Illinois

#### \*\*Classes or Sections of Grades

- a -- Grade 5
- b -- Grade 5
- c -- Grade 6
- d -- Grade 6

**\*\*\*Method of Recording Responses**

Numbers were used to record factual information

A "Yes" response was indicated by an X

A "No" response was indicated by a blank space

TABLE 1  
 COMPILATION OF QUESTIONNAIRE RESPONSES

Identification of Schools*	School No. 1				School No. 2				School No. 3				School No. 4				School No. 5			
	a	b	c	d	a	b	c	d	a	b	c	d	a	b	c	d	a	b	c	d
I. Faculty																				
A. Academic Training																				
1. Years of college completed	4½	4½	4½	4½	3	4	5	4	4	5	4	4	3	4	2½	4	4	4	3	4
2. Attended college during last 5 years	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x	x	x	x
3. Major in Geography	x	x	x	x																
4. Minor in Geography																				
5. Semester hours in Geography	48	48	48	48	3	0	0	3	0	6	0	0	6	9	6	9	8	6	9	6
6. Plan to attend college in the future	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x	x	x	x
7. Work toward an advanced degree	x	x	x	x	x			x		x		x		x		x		x		x
B. Teaching Experience																				
1. Taught more than 5 years	x	x	x	x		x	x	x	x	x	x	x	x		x	x	x	x	x	
2. Taught less than 5 years					x															
3. Number of classes each day	4	4	4	4	7	7	8	8	7	7	8	8	7	7	7	7	8	8	6	6
4. Number of students in each class	15	15	20	20	22	23	22	23	33	33	30	30	27	26	27	26	25	25	32	31
5. Teach in a homeroom system					x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
6. Teach in a departmental system	x	x	x	x																
C. Travel Experience (Places Visited)																				
1. Number of states	41	41	41	41	30	15	25	13	13	25	14	18	41	11	25	35	40	32	42	14
2. Number of foreign countries	2	2	2	2	2	0	5	1	0	1	0	1	1	1	0	2	2	2	3	0
3. Springfield, Illinois	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
4. Chicago, Illinois		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
5. New York, New York	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x
6. Washington, D. C.	x	x	x	x	x	x	x	x									x		x	
D. Professional Associations																				
1. Do you belong to, attend meetings of, or subscribe to publications of the following organizations?																				
a) American Geographical Society	x	x	x	x																
b) Natl. Council for Geographic Educ.	x	x	x	x																
c) Illinois Geographical Society	x	x	x	x																
d) Chicago Geographic Society																				

TABLE 2 -- Continued

	School No. 1				School No. 2				School No. 3				School No. 4				School No. 5			
	a	b	c	d	a	b	c	d	a	b	c	d	a	b	c	d	a	b	c	d
<b>Students</b>																				
<b>A. Size of Classes</b>																				
1. Sections or classes in this grade	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
2. Students in this section or class	15	15	20	20	22	23	22	23	33	33	30	30	27	26	27	28	25	25	32	31
3. Students of this grade in the entire school	30	30	40	40	45	45	43	45	66	66	60	60	53	53	55	55	50	50	63	63
<b>B. Travel Experience</b>																				
<b>1. States</b>																				
a) Number visited all of the states	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
b) Greatest number visited by any pupil	32	30	44	41	25	9	20	19	21	43	30	33	22	10	23	28	12	10	23	48
c) Different states visited by pupils	46	47	47	48	47	20	31	37	44	45	37	40	38	18	42	39	48	32	23	48
<b>2. Foreign Countries</b>																				
a) Number visited a foreign country	6	12	17	15	3	1	4	3	5	5	3	12	5	6	0	6	4	5	5	10
b) Greatest number visited by any pupil	7	8	18	20	2	0	1	1	1	1	1	3	2	0	2	1	1	1	1	1
c) Different countries visited by pupils	9	32	23	37	3	1	2	2	2	2	1	5	2	5	0	2	3	1	2	2
<b>3. American Cities</b>																				
a) How many have visited the following?																				
(1) Springfield, Illinois	3	5	20	20	22	23	22	22	33	33	30	30	23	21	26	28	22	20	32	31
(2) Chicago, Illinois	15	15	20	20	12	6	14	11	22	14	17	22	11	15	9	16	15	3	13	9
(3) New York, New York	4	9	18	13	1	0	2	0	1	3	1	1	0	1	2	2	2	0	0	1
(4) Washington, D. C.	4	9	10	14	3	0	3	1	2	3	0	0	1	3	2	2	1	1	2	1
<b>C. Cultural Societies</b>																				
<b>1. How many have membership cards for or attend meetings of the following?</b>																				
a) Public library	12	10	15	17	12	12	15	11	21	13	19	7	6	8	8	8	16	12	16	15
b) Geographic societies	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>D. Future Educational Plans</b>																				
1. Plan to attend college	15	15	20	20	16	18	18	15	32	21	17	22	20	19	15	15	24	16	27	24
2. Seek employment after high school	0	0	0	0	1	4	4	5	1	12	13	8	3	3	5	9	1	8	1	1

TABLE 1 -- Continued

	School No. 1				School No. 2				School No. 3				School No. 4				School No. 5			
	a	b	c	d	a	b	c	d	a	b	c	d	a	b	c	d	a	b	c	d
<b>III. Courses of Study</b>																				
<b>A. Plan</b>																				
1. Geography taught as a separate subject																				
2. Geography taught as part of social studies	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
3. Western Hemisphere main part of course	x	x			x	x			x	x			x	x	x	x	x	x		
4. Eastern Hemisphere main part of course			x	x			x	x			x	x							x	x
5. Copyright date of present textbooks	61	61	61	61	59	59	60	60	60	60	60	60	63	63	62	57	60	60	61	60
6. Workbooks are part of year's program	x	x	x	x	x	x		x	x	x	x	x					x	x	x	x
7. Sound films are part of year's program	x	x	x	x	x	x	x	x	x	x	x	x	x		x		x	x	x	x
8. Filmstrips are used to supplement texts	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
9. Students have individual copies of the following:																				
a) Junior Scholastic Magazine	x	x	x	x									x							
b) National Geographic School Bulletin	x	x	x	x																
c) Booklet of Map Skill Exercises	x	x	x	x			x	x	x								x		x	
d) Desk or Classroom Atlas	x	x	x	x																
<b>B. Procedure</b>																				
1. Teacher makes plans of course of study	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x
2. Plans prepared by committee of teachers											x									
3. Superintendent's office furnishes plans																				
4. Students prepare detailed reports	x	x	x	x	x	x		x	x	x	x	x	x			x	x			
5. Students furnished lists of references	x	x	x	x			x				x									x
6. Maps prepared by students during year	25	25	30	30	15	15	5	20	10	10	30	5	10	15	5	5	10	5	15	5
7. Evaluation sheets for judging of map skills	x	x	x	x	x	x	x	x	x	x	x	x	x				x			
8. Teacher prepares own copies of tests	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x
9. Teacher uses copies of published tests	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x		x	x	



## Chapter IV

### ANALYSIS DRAWN FROM THE SURVEY

The member schools of the survey group were quite prompt in returning their questionnaires. The responses to the various questions were recorded and used as a basis for making an analysis and comparison of the intermediate geography curriculum of selected schools. The schools of the group included the independent school, The Latin School of Chicago, and the public schools of Assumption, Auburn, Macon, and Moweaqua, Illinois. The following material is a record of the analysis and comparisons drawn from the tabulation of responses to the questionnaire:

#### A. Faculty

##### 1. Formal Training

Formal training in a discipline on the part of a teacher in the educative process is recognized as an essential qualification. This viewpoint can be considered from two positions. The well-trained teacher should be more able to present his subject matter with ease in an intelligent manner, and the student would also be in a position of receiving the benefits from such special training.

##### a. The Independent School

The teacher of social studies in intermediate grades of the independent school, The Latin School of Chicago, with a major in the field of geography, has accumulated



48 semester hours of training in the subject. The length of training in geography for this teacher is longer than that of the public schools' teachers, since the independent school requires a degree in the subject for teaching in the social studies department.

b. Public Schools

The questionnaire did not seek information regarding the degree of preparation of teachers other than that of geography. There is no way of determining the type of college degree held by the other teachers, since none of them indicated a major in this field.

One of the fifth grade teachers at Auburn has completed six hours of work in geography. Two of the teachers of Assumption, one in each of the fifth and sixth grades, have finished three hours of training in the subject. The remaining five teachers of these two locations have no formal training in geography.

Macon has two teachers, one in each of the fifth and sixth grades who have nine hours of geography work. Each of the other two teachers of the same grades has completed six hours of work in the subject.

Moweaqua has one teacher in grade six with nine hours of work in geography and a teacher in grade five with eight semester hours of training in the subject. The remaining two teachers of Moweaqua, one each in grades five and six, have completed six hours of work in geography.

## 2. Teaching Experience

There is a saying to the effect that "experience is the best teacher." A comment of this type is, of course, debatable; however, it seems worthwhile for a teacher to have experience in his field of endeavor. The amount of teaching experience may be the same in length of time for two or more teachers; however, there can be much difference in regard to the type of experience involved. In considering the necessity of experience, one needs a sufficient amount to enable him to handle the position with confidence. The assurance of knowing what to do is based upon the command of usable knowledge and familiarity with comparable situations.

### a. The Independent School

The teacher at the independent school, The Latin School of Chicago, has completed more than five years of teaching. In this respect the length of time in teaching up to five years is equal to that of three or four teachers in the schools at Assumption, Macon, or Moweaqua.

### b. Public Schools

All of the teachers in grades five and six at Auburn have completed more than five years of teaching. One teacher in each of the schools at Assumption, Macon, and Moweaqua has completed less than five years of teaching experience.

### 3. Graduate Training

Graduate training is also important to the general improvement of a teacher's knowledge and skills. The securing of extra training at the university on graduate level is usually on a personal basis. The choice is up to the teacher; however, some schools require this extra preparation. Many teachers are making use of an opportunity to attend college during summer or evening programs.

#### a. Independent School

The teacher of the Independent School attended college during the last five years. There was also an indication of planning to work toward an advanced degree in the future.

#### b. Public Schools

Two of the four teachers of Assumption attended college during the last five years. The same two also indicated they were planning on continuing college work in the future by working toward an advanced degree. All eight of the teachers at Auburn and Macon attended college during the last five years. Only four of them, however, plan to work for an advanced degree. Two of the four teachers of Moweaqua plan to attend college in the future. Only one of the two indicated planning work toward an advanced degree.

### 4. Travel Experiences

Travel and its associated experiences broadens one's outlook on the world's perspective. The physical

features of the earth and the marvels of man's construction come to life as one views them in his travels. The benefits obtained from an ever-widening field of travel are an education in themselves. The opportunities of travel are abundant and no longer belong to those that make up a privileged minority. Travelers by the millions are visiting more and more of the world's treasures of scenic wonderlands. The destinations of their trips are the culminations of hopes and dreams fulfilled, and are often rewarding to the individuals concerned.

To the person possessing a knowledge of geography and its many implications, the route of travel for these individuals also offers a rewarding experience. Seeing the products of nature and the industries of man while making a trip or visiting a foreign country provides an opportunity to see the relationship between man's activities and his physical environment. The information gained from travel and its opportunities do much to enlighten one's knowledge of the earth and its products and of man and his industries.

When one considers the millions of travelers who find and use the opportunities of enriching their knowledge from experiences of travel, he should also consider the possibility that many of these same travelers are teachers. The travel experiences of geography teachers can be used by them to strengthen the concepts of geography, which they are teaching their students. A teacher's knowledge



of the world can be greatly enriched by travel and exploration. Geography has vital significance in understanding a world that has been partitioned by iron and bamboo curtains, and the tensions involved on either side. No longer should the students of geography be subjected to criticism of only knowing location of capitals or having memorized the names of places for academic requirements. The student must be provided opportunities by his geography teacher, of recognizing the position geography holds as a bridge between the physical and social sciences. A teacher can draw upon his personal inventory of travel experiences to enrich his classes in geography. He may provide the pupils with first-hand information regarding the area of study. His collection of slides can bring scenes of points of interest to the student and often lend emphasis and verification to the subject matter of textbooks.

a. Independent School

The teacher of the independent school, The Latin School of Chicago, indicated having visited 41 states, two foreign countries and the nation's capital. In this respect the teacher ranked second, as one teacher in the school at Moweaqua had visited 42 states, three foreign countries, and Washington, D. C.

b. Public Schools

In looking at averages for visiting different states, one finds the teacher of the independent school having a record of 41 states, while those of the public schools

of Moweaqua average 32, Macon 26, Assumption 21, and Auburn 17. Only the independent school teacher, the four teachers of Assumption, one at Macon, and two from Moweaqua had visited the nation's capital.

##### 5. Relations to Geographical Professional Associations

To possess a membership in and have associations with professional societies in one's major field gives a teacher rewarding opportunities. It is usually a gratifying experience to attend the professional meetings of geographical societies. One benefits from the scientific papers that are read and discussed by leading geographers. The possibility of coming into contact with outstanding members of a professional society is an opportunity usually open only to those possessing the necessary qualifications. The meetings provide an unusual opportunity to exchange ideas with fellow geographers concerning the teaching of the subject. There is also an additional opportunity of viewing the latest geographical equipment, such as textbooks, atlases, reference books and wall maps from leading publishers.

###### a. Independent School

The teacher in the independent school indicated a positive response to this consideration. From the compilation of survey responses, one can see this teacher has a degree in geography. It seems reasonable to assume that the teacher having a degree in geography would show a greater interest by having membership

and other associations with professional societies in his major field.

b. Public Schools

There were no teachers from the public schools indicating a connection with any geographical professional associations. The survey did not indicate their specialty in formal education; however, all of them gave negative responses to having earned a major in the field of geography.

B. Students

1. Size of Classes

The degree of success one has in teaching a class depends upon many things, but one that confronts a teacher each day is the number of students in his room. The results one obtains rests in some measure upon the size of the class, whether it be large or small. Some teachers express a desire to have a small number, while others prefer a larger group. Again, the question of size of classes appears to be a matter of opinion. However, it seems reasonable that one which contains neither of the extremes would be more advantageous for instruction.

a. Independent School

The independent school has a total enrollment of seventy pupils for its classes in grades five and six. This is far below the general average of 101 students for the five schools in the survey group.

b. Public Schools

Auburn has 126 pupils in the four classes of its fifth and sixth grades. An enrollment of this size makes the school the largest of the group surveyed by the questionnaire. Moweagua with an enrollment of 113 students and Macon with 108 pupils are slightly above the general average of 101 students for all of the schools. Assumption was a little lower than the average, with 90 students in the four classes of its two grades.

2. Travel Experience

A teacher of geography has a decided advantage in working with pupils who have enjoyed the experiences of extensive travel. The exchange of information and resulting motivation for learning derived from the students' travels can be used to an advantage in special activities in a geography classroom. The students can be provided with an opportunity to give oral reports concerning their experiences of travel. The reports will serve a greater need if organized as a part of the geography work in social studies. The storehouse of facts and concepts of geography acquired by the students during travel is always available and children are most willing to use the knowledge to add to the topic of study. Plotting on maps of the routes of travel or the places or areas of visitation also provides an opportunity for the acquisition or improvement of map skills.



The children are usually very happy to dress in costumes representing foreign countries which they might have visited during their travels. They can arrange exhibits of products or materials representative of areas of visitation encountered while making trips. Another activity is the preparation and serving of foods that are typical of foreign countries. Slides and movies made by the children on their travel excursions add much to the process of motivation of interest in the field of geography.

a. Independent School

The compilation of travel experiences does not indicate any student having visited all of the 50 states. There was one student in the independent school who visited 44 of the states, ranking in second place for the total number of states visited. The experience of the independent school children in foreign travel reveals that more than 70 per cent of them traveled to other countries. The record established was more than three times that of the nearest competitor in the public schools.

b. Public Schools

One of the students at Moweaqua had a record of visiting 48 states, which was higher than any student from any of the schools. The pupils at Auburn, Macon, and Assumption established slightly lower records for the number of states visited by a pupil. The students of the public schools were substantially lower in percentage

ratings of visitations to different foreign countries. Twenty-three percent of the pupils at Moweaqua indicated they had visited foreign countries. Their record was followed by 19 percent of Auburn's students, 15 per cent of Macon's, and 12 per cent of Assumption's pupils of grades five and six visiting foreign countries.

### 3. Plans for Future Education

Many students in the intermediate department of schools are beginning to formulate ideas as to their future education. They are aware of the existing conditions of entering schools for advanced education above the secondary level. The daily newspapers carry news articles and editorials regarding the necessity of children securing formal education. They advocate securing an education that will enable them to meet the challenge and responsibilities which face everyone of today. Leading educators have written best sellers, in which they recommend young people planning to prepare for future lifetime responsibilities by acquiring a higher education. Parents ask questions at school meetings concerning their children's progress and make inquiries about possible future plans for acquiring advanced work on the college level.

Geography being one of the disciplines of social studies is in an important position in a school's curriculum to indicate the students' potential when considering making future plans for furthering one's education.

a. Independent School

The compilation of responses to this question reveals a very positive response from the students of the independent school, The Latin School of Chicago. They indicated 100 per cent were planning to attend college at a later date. A response of this type helps verify the school's position as a college preparatory institution.

b. Public Schools

The students of Moweaqua indicated approximately 80 per cent were planning to attend college. There was a somewhat lower response of 75 per cent from assumption and Auburn to this question. The students at Macon indicated about 63 per cent were making plans to attend college after graduation from high school.

4. Use of Public Library Facilities

The many advantages to be had by using the services available at a modern public library lend themselves to the development of a geography program. Maps, atlases, pictures, scientific papers, sound films, filmstrips, etc., are available for the asking. The student can obtain help from trained librarians in searching for information relative to their particular interest.

a. Independent School

In comparing the number of students who make use of available public libraries for reading and research purposes, one finds the independent school with 77 per cent of its students possessing library cards. The high

percentage of use of library facilities is indicative of student preparation in fulfilling the requirements of the school's college preparatory program.

b. Public Schools

A little more than 50 per cent of the students of Assumption and Moweaqua possess library cards. Auburn reports nearly forty-eight per cent of its pupils using public library facilities, while only thirty per cent of the students at Macon make use of library cards for the same opportunity.

c. Course of Study

1. Preparation of Plans for Year's Work

No class in geography is better than the course of study devised for its use or guidance. The classroom teacher by right of contact with the subject matter is in an ideal situation to develop an overall program for the year's work. The subject of geography is an important part of the social studies program. There are varying opinions among educators whether the subject should be presented separately, or in combination with other subjects in the social studies. In some schools it has a place in the curriculum on the same level as history, and in others it is developed in an integrated or "fused" manner in the whole field of social studies. The latter method is used by all schools of the survey group.

a. Independent School

The teacher of the independent school is responsible for preparing the plans for teaching geography in the



four classes of grades five and six. The plans are made for the completion of the geography program as outlined in the school's catalogue.

b. Public Schools

In this comparison one finds that nearly all of the teachers in the public schools of the survey group have the same responsibility of preparing plans for their particular course of study for geography work. The school of Auburn, however, indicates that the plans are prepared by a committee of teachers.

2. Method of Presentation

The methods and ways of presentation of the materials in geography are as numerous as there are teachers engaged in this worthwhile professional activity. The lesson material presented is a combination of several phases of the overall discipline of geography. There are elements which show emphasis on the physical, cultural, regional, economic, and systematic approaches to the subject. Geography occupies about equal time with history, and is taught as an integrated subject in social studies in all schools of the survey group

Textbooks are, of course, most important for any class as a source of knowledge. In the geography class they should serve as a springboard or a launching pad from

which the students are inspired to use available supplementary materials to do further research. Textbooks are more important in the lower grades, since the students have had less training with outside reading materials. To use a textbook only, can be boring to a young reader, who is anxious to acquire additional knowledge. A provision must be made to have sufficient supplementary source materials available for use by students inclined to do additional reading and work on research projects.

a. Independent School

The independent school presents its geography work as a part of the overall social studies program. The same teacher conducts the classes for geography in both sections of the fifth and sixth grades.

b. Public Schools

The tally of responses to this question is the same for all public schools in the survey group. The geography work is a part of the social studies program in the intermediate classes of each school.

3. Preparation of Reports

The ordinary textbook as found in most intermediate grade levels seems to be written in rather simple language. There is a noticeable lacking in detailed information. Many of the important elements of geography are referred to in rather vague ways and sometimes have but a sentence or two regarding them. The teacher must develop methods of supplementary reading or research to insure adequate

coverage of the subject in hand.

Oral reporting will give the students an opportunity to express themselves before their peers. It is an excellent means of abetting the communicative process. The preparation of written reports is also an excellent device for students to acquire techniques in using library research materials. The completed report can be useful for class presentation and future reference. The papers should be carefully read by the teacher and commented upon in a positive manner, either orally or by written notations. The opportunity to present or record favorable comments to encourage students to do good work should not be overlooked.

a. Independent School

The students of the independent school are required to prepare detailed reports for geography work in both sections of the fifth and sixth grades. The preparation of the special papers calls for extensive use of the school's library facilities.

b. Public Schools

The school at Auburn requires detailed written reports for each of its fifth and sixth grade classes. The pupils of grade five at Assumption are expected to prepare detailed reports in geography, but only one of its sixth grade classes needs to meet this requirement. Macon has one class in each of its fifth and sixth grades using this type of lesson preparation, while only one

fifth grade class at Howeaqua is required to prepare special written reports.

#### 4. Use of Audio-Visual Aids

One is often able to understand certain aspects of geography better with the use of pictures, illustrations, and especially maps, since they are a representation of all, or a part of the earth's surface. Maps are one of the most important visual aids in the geography program, whether wall maps, desk outline maps, those found in textbooks, or workbooks. The maps or charts made by students to illustrate some particular feature of the earth, or its products, provide a way to present concepts about the earth. The bulletin board is an excellent device in a classroom to arrange exhibits of charts, maps, graphs, diagrams and posters. The chalkboard can be used to demonstrate important concepts of maps as developed in the geography lesson. Exhibits of products, natural and manufactured, can be arranged on tables to add to one's teaching in geography.

Sound films, filmstrips, globes, wall maps, and other related visual aids have much to add to the furtherance of geographic knowledge. All of these serve as a form of arm chair travel. There is no substitute for the experiences of travel to learn to know an area intimately, but these aid in giving the best substitute possible for seeing an area at firsthand. The sources of this type of material are indeed numerous. The visual aids are inexpensive to



those that choose to use them in their work. School supply catalogues and leading industrial firms can furnish a detailed description of the items upon request.

a. Independent School

The independent school makes use of sound films as a valuable resource material in its geography program. The school also uses filmstrips as additional supplementary material in the same program.

b. Public Schools

All of the classes of the public schools in the survey group, with the exception of Macon, use sound films as a part of their geography resource material. In this school, however, there are only two classes, one in each fifth and sixth grades, using movies in their geography work. The schools are unanimous in their use of filmstrips as a supplement to the materials found in their basic textbooks.

D. Special Facilities or Opportunities at the Schools

The independent school, The Latin School of Chicago, indicates by responses to the questionnaire that it has a decided advantage in reference to the amount and variety of equipment for use in its geography program as compared with either or all of the four public schools. There is also a noticeable difference in library materials available for use in preparing and presenting lessons in such a field of study. The independent school is very far ahead of the public schools in the using of field trips as an additional method of

correlating community resources with its geography lessons.

1. Geography Equipment

a. Independent School

The tabulation sheet reveals the independent school, has a total of 60 large wall maps for its use in geography in the fifth and sixth grades. The number of maps gives it a higher rating for this type of geography equipment than any of the other schools. Maps are the tools, or reference materials to illustrate land forms, water bodies, human factors, political features, climate, natural resources, transportation routes, and locations. Outline maps are useful for the plotting of various types of information relative to any of the above categories. They should not be used as busy work, or merely as coloring projects.

The Latin School also ranks first in the possession of wall charts of geographical terms and large reference atlases. Each of the classes in its fifth and sixth grades has a geographical dictionary for use in research work. The school also has a sufficient supply of desk outline maps for its geography work and an appropriate storage space for the care of such maps.

The independent school has eight sets of standard encyclopedias for use by its students in their geography work. The same school also has a planetarium and a large classroom globe available for use in each of its classrooms.

b. Public Schools

Assumption has two fifth grade classes with 16 maps in each room, giving it more maps than are found in any corresponding grade of the other schools of the survey group. Two schools, Auburn and Macon, have 29 maps each, while Moweaqua has the least number with a total of 19 maps. Assumption ranks second

in the comparison of the possession of wall charts of geographical terms. Macon has two classrooms with the same type of wall chart. Moweaqua also has one room in its fifth grade using the chart, but Auburn does not have this type of visual-aid resource.

Assumption, Auburn, and Macon each have five large reference atlases, while Moweaqua has only four books of this type for use in their geography work. Assumption and Moweaqua also have the geographical dictionary for use in one of their respective classrooms.

All schools, with the exception of two rooms at Moweaqua report they have enough desk outline maps for their use in geography work. The public schools, with the exception of two classrooms, one at Auburn and the other at Moweaqua, indicate they have sufficient storage space for the care of maps.

Moweaqua has eleven sets of standard encyclopedias for reference use in the classrooms. Assumption and Auburn each have eight sets of the same type of

reference material, while Macon has seven sets for its students' use in geography work.

All of the classrooms at Assumption, one sixth grade at Auburn, and a room in each of the fifth and sixth grades at Moweaqua make use of a planetarium for geography. The public schools also possess a globe for reference use in their geography classes.

## 2. The Library and its Resource Materials

A school's library and its resources cannot be over-rated as to importance in the educational system. It is within this part of the school that teachers and students look for reading and research materials to furnish them with detailed knowledge about many of the facets of geography. The available indexes and card catalogues have listings of reference valuable to students and teachers in locating information for special projects in the same subject. The librarian has a vital role to play in helping the students acquaint themselves with the use of geographical reference and resource materials.

### a. Independent School

The independent school has the services of a full-time librarian. The school also provides instruction for its students in the use of library facilities. There are 15 different kinds of world atlases as well as seven sets of encyclopedias available for use by the students of grades five and six. The independent school also has



bound copies of the National Geographic Magazine for reference use in the library. The library also has an index available for this magazine. There are 5,000 books, or an average of more than 800 volumes for each of the six grades using the resources of the library. The independent school also has copies of a daily newspaper as well as current magazines available for reference purposes. (See appendices B and C of this paper)

b. Public Schools

The schools of Auburn and Moweaqua have full-time librarians. Assumption and Macon have library facilities within their respective classrooms. Moweaqua has an average of five large world atlases, or about twice as many as the other public schools, for the students' use in geographical research. Moweaqua has 10 sets of standard encyclopedias in its library, while Auburn has only two sets of this type of reference material. Auburn and Moweaqua also keep bound copies of the National Geographic Magazine for reference purposes, but only Moweaqua has an index available for use with the magazine.

The school libraries at Moweaqua and Auburn average about 700 books for each of their classrooms. The fifth and sixth grades at Assumption and Macon have a supply of nearly 300 books within each of their classrooms. A daily newspaper and copies of current magazines are

available for student's use at the Moweaqua school. Auburn also has copies of magazines in its library. Only one sixth grade room at Assumption has magazines for use by the students. There are no magazines or newspapers available at the school in Macon.

### 3. Use of Field Trips

Field trips provide an opportunity for the students to observe how man has established patterns of land use such as residential areas, shopping centers, farms, ranches, forests, roads, industrial plants, canals, and railroads. Trips can also enable students to interpret the local physical features of the land, whether mountains, plains, plateaus, rivers, lakes, seas, or harbors. The activities of man, farming, dairying, manufacturing, shipping, trucking, ranching, fishing, and mining are available for study as special projects in geography. Reading about the abstract certainly provides one with worthwhile information, however, it does not measure up to the experiences gained from actual observation on field trips. An often-repeated saying, "Seeing is believing," is verified by students' visitations to important museums, cultural centers, and industrial sites. Each of these places provides an opportunity for the correlation of geography to man's total environment.

#### a. Independent School

The independent school reports it makes 10 field trips with its fifth and sixth grade students during the year. Most of the trips are made to local points

of interest, thereby indicating use of the varied community resources of a large metropolitan area for correlation with its geography program.

b. Public Schools

The absence of opportunities for visitation of areas of interest as found in large metropolitan centers has produced a noticeable difference in the number of field trips made by the public schools in comparison with the independent school. The classes of Assumption, Macon, and Moweaqua average about one trip per year. Auburn did not report a use of field trips as a part of its geography program.

4. Special Activities or Programs

A variety of activities or programs can be organized to develop and increase interest in the subject of geography. The students can prepare materials for projects which are the results of either individual or committee efforts. In certain instances the entire class may wish to work together in planning and preparing a joint project.

The use of maps by the pupils in their geography is an excellent means of furthering interest in the basic tool of geography. Maps are the most important tools for use in geographical work. As children work with maps they are developing skills and concepts which will enable them to acquire additional knowledge about the world in which they live. They are learning how maps are tools in their



study of geography. The tools are useful for gaining information about the distribution and relationships of people, places, and things. The pupils become familiar with the language of maps. They learn that maps have symbols which are the keys necessary for the interpretation and understanding of the content of maps. (See appendix D)

Children need lessons in geography that require the reading and use of maps. Their opportunities for travel are gaining constantly as a result of improvements of means of transportation. They are making use of their opportunities for visiting places of interest, local, national, and international. Maps for study are available in a variety of way. Atlases, textbooks, workbooks, desk outline maps, are easy to obtain and are excellent sources of information necessary for good geography work. Maps are important for presenting facts of geography from the primary to the university level, and for life.

The questionnaire, of course, does not reveal all of the ideas, methods, or means used by the teachers or schools for the purpose of encouraging interest in the field of geography. It does, however, indicate some ways in which the independent school, The Latin School of Chicago, and the public schools of Assumption and Auburn attempt to further an interest in the development of the subject.

#### a. Independent School

One device which the independent school, The Latin School



of Chicago, uses to encourage interest in maps and their usage is a geography map exhibit in which all of the maps have been prepared by class members of the intermediate department. The display is open to the entire school and parents are invited to attend a showing of the students' work. The school also makes a field trip for members of the sixth grade to the Rand McNally-Publishing Company, the world's largest manufacturer of maps, thus lending emphasis to the appreciation and respect for maps and map work.

The Latin school also provides a unique opportunity for the students of the fifth and sixth grades in that they may attend a series of breakfasts of foreign countries held in the school's dining room. A typical breakfast of this type consists of foods as featured on a menu from Norway, Brazil, Australia, Egypt, India, France or China.

The special breakfasts are an outgrowth of interest aroused from the study of the foreign countries in the geography classes. As an aftermath of two of the breakfast field trips are made to see the Egyptian display at the Chicago Museum of Natural History and the Tropical plants at the Lincoln Park Conservatory.

b. Public Schools

The public schools of Assumption and Auburn, as well as the independent school indicate a use of television as a means of creating additional interest in the field

of geography. There is also an agreement as to the valuable contributions received from the visitation of noted travelers and geographers.

The schools at Macon and Mowesqua did not indicate the use of any of the above means for the enrichment of geography in their classes.

Chapter V  
INTERPRETATIONS

The purpose of a geography program is to help the students develop certain knowledges, understandings and appreciations in order to become better informed and more capable citizens of the earth and in particular their country. They must, by reading and observations gain a respect for the necessity of the conservation of the natural resources. A knowledge of geography should enable students to have an understanding and appreciation of the concerns of other peoples, their culture, and their homelands.

Geography, properly interpreted, is a dynamic field of knowledge which deals with the earth and the peoples who make it their home. Geography is vital in helping us to understand man and the ways in which he makes his living from, and in partnership with the earth. It has been stated that a study of man, which leaves geography out, is analogous to playing a game of chess without a board. This is saying, in other words, that to omit or neglect the area in which these events unfolded is to de-emphasize a very important aspect of the study, without which a complete interpretation cannot be made.<sup>1</sup>

The writer has found in analyzing and comparing certain elements of the intermediate geography curriculum of an independent school, with its counterpart in selected public schools, certain noticeable characteristics. The independent school, The Latin School of Chicago, is organized as a college preparatory school. As such, it has placed emphasis upon

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<sup>1</sup> Illinois Curriculum Program Subject Field Series Bulletin C-7 Teaching the Social Studies, (January, 1962), p. 35, Springfield, Illinois.

securing teachers for its faculty with specialized training in various branches of its curriculum. The teacher of social studies has specialized in geography, and as a result spends much time in developing ways to use the subject as a contributor to the overall expansion of the basic course of study. Having advanced training in the field of geography makes it possible to integrate the subject into, or with the social studies, so that it can be used as an aid in bringing about a better understanding of the totalities of man's living within his environment.

Geography is for the enlightenment of people as to their location on the earth's surface. Without this knowledge, one is unaware of the position of places of interest, even the location of his state or nation's capital. A knowledge of position earthwise is necessary to interpret the current news of today. The students in the independent school have additional advantages by right of travel, membership in smaller classes, and access to excellent sources of extensive library reference materials. There is much similarity in the plans and procedures of organization for conducting the geography program in the two types of schools, in that it is integrated in the social studies curriculum. One does, however, notice a difference in the independent school's additional individual student's classroom reference materials, and in the extra preparation of maps and special research projects concerning geography that require the use of library facilities. The independent school, located in a large metropolitan area has

different opportunities. As a result, the geography material is broadened with an extensive program of field trips to major industries, centers of higher learning, and other cultural institutions, such as: Chicago Museum of Natural History, Chicago Historical Society, Shedd Aquarium, Adler Planetarium, Museum of Science and Industry, Art Institute, Lincoln Park Zoo, Lincoln Park Conservatory, Rand-McNally Map Company, International Livestock Show, Chicago Academy of Sciences, Lincoln country of Springfield, Illinois, and United States Weather Bureau.

In a reconsideration of the two remarks, one by a passer-by to the effect that an independent school was only for the "La de da Tribe" and the other by an educator extolling its merits for teaching opportunities, the writer is inclined to accept the opinion of the latter. The willingness to do so is based upon the experiences encountered while working in independent schools, and also upon the responses to inquiries made by the questionnaire.

The writer has found the independent school, The Latin School of Chicago, to be most worthy of a position in the educational system of schools. In all considerations of its faculty for conducting the geography program, the size of classes in the intermediate department, equipment for work in geography, and the special activities for encouragement of interest in geography, one becomes aware of its dedication to the role of a college preparatory school.

The writer has also found the public schools to be worthwhile institutions of learning. Their faculties are engaged in furtherance of academic training. The students should benefit from the use of well-organized courses of study. Their equipment seems to be sufficient for the program and maturity of the intermediate grades in the field of geography.

#### SUMMARY

The teacher of the independent school has acquired more formal training in the discipline of geography. Teachers of the selected schools have accumulated approximately the same amount of time in teaching experiences. The questionnaire indicates that members of both the independent and public schools have established records of travel experiences that are in most respects quite similar. Responses also revealed that travel experiences were made an important part of the course of study. It is evident that the teacher of the independent school, having specialized in geography, is the only member of the survey group that has relations with professional geographical associations.

Classes of the public schools are similar in number of students, however, they are much larger than those of the independent school. The students of the independent school have established a greater record of travel experiences over those of the public schools. Their experiences have also been considered as an important contribution of subject material in geography.



Geography is presented as an integrated subject in all of the schools of the survey group. The equipment used in teaching geography seems to be adequate for all schools, however, there is a noticeable difference in the greater amount of materials used by the independent school.

The independent school located in a large metropolitan area has an advantage of places to visit on field trips for correlation with its geography program. The independent school also indicates a greater variety of unusual activities arranged for the furtherance of interests in the field of geography.

The many ways in which the independent school, the Latin School of Chicago, has exceeded the public schools of the survey group verifies its dedication to its role as a college preparatory school. The teacher at the independent school, with additional training in geography has used the concepts of the discipline to assist the school in maintaining its rightful position as an educational institution in society.



APPENDICES

APPENDIX A

QUESTIONNAIRE

To: Teachers of Grades Five and Six

Subject: The Geography Curriculum

An attempt is being made to prepare an analysis of certain phases of the geography curriculum as found in some of our schools. It would be most kind of you as a teacher, if you would take the necessary time to give your responses to the various parts of the following questionnaire. Only short answers are required as there are no questions calling for an expression of opinions.

School \_\_\_\_\_ Grade \_\_\_\_\_

I. Teacher

A. Academic Training

1. Years of college completed \_\_\_\_\_
2. Attended college during the last five years? \_\_\_\_\_
3. Major in geography? \_\_\_\_\_
4. Minor in geography? \_\_\_\_\_
5. Semester hours of training in geography? \_\_\_\_\_

B. Teaching Experience

1. Taught less than five years? \_\_\_\_\_
2. Taught more than five years? \_\_\_\_\_
3. Number of classes each day? \_\_\_\_\_
4. Average number of students in each class? \_\_\_\_\_
5. Do you teach in a homeroom system? \_\_\_\_\_
6. Do you teach in a departmental system? \_\_\_\_\_

### C. Professional Associations

1. Do you belong to, attend the meetings of, or subscribe to the publications of the following organizations?

- a) American Geographical Society \_\_\_\_\_
- b) Illinois Geographical Society \_\_\_\_\_
- c) National Council for Geographic Education \_\_\_\_\_
- d) Chicago Geographic Society \_\_\_\_\_

### D. Travel Experience

1. How many of the following places have you visited?

- a) States \_\_\_\_\_
- b) Foreign countries \_\_\_\_\_

2. Have you visited any of the following?

- a) Springfield, Illinois \_\_\_\_\_
- b) Chicago, Illinois \_\_\_\_\_
- c) New York City \_\_\_\_\_
- d) Washington, D. C. \_\_\_\_\_

### E. Future Educational Plans

- 1. Attend college? \_\_\_\_\_
- 2. Work toward advanced degree? \_\_\_\_\_

## II. Students

### A. Size of classes

- 1. How many students are in this grade in the entire school? \_\_\_\_\_
- 2. How many sections or classes are there in the grade? \_\_\_\_\_
- 3. How many students are in your section of the grade? \_\_\_\_\_

## B. Travel Experience

### 1. States

- a) How many students have visited all of the states? \_\_\_\_\_
- b) What is the greatest number of states visited by any one pupil? \_\_\_\_\_
- c) In combining their travel experiences how many of the different states have they visited? \_\_\_\_\_
- d) What is the average number of states visited by each student? \_\_\_\_\_

### 2. Foreign countries

- a) How many students have visited a foreign country? \_\_\_\_\_
- b) What is the greatest number of foreign countries visited by any one student? \_\_\_\_\_
- c) In combining their travel experiences how many of the different foreign countries have they visited? \_\_\_\_\_
- d) What is the average number of foreign countries visited by each student? \_\_\_\_\_

### 3. How many students have visited the following places?

- a) Springfield, Illinois \_\_\_\_\_
- b) Chicago, Illinois . \_\_\_\_\_
- c) New York City \_\_\_\_\_
- d) Washington, D. C. \_\_\_\_\_

## C. Cultural Associations

### 1. How many students have membership cards for or attend meetings of the following organizations?

- a) Public libraries \_\_\_\_\_
- b) Musical concerts \_\_\_\_\_
- c) Geographic societies \_\_\_\_\_



## D. Future plans

1. How many plan to attend college? \_\_\_\_\_
2. How many plan to seek employment after finishing high school? \_\_\_\_\_

## III. Course of Study

## A. Plan

1. Is geography taught as a separate subject? \_\_\_\_\_
2. Is it taught as a part of social studies? \_\_\_\_\_
3. Does the individual teacher determine the major part of the plans for the geography course of study? \_\_\_\_\_
4. Are the plans prepared by a committee of teachers? \_\_\_\_\_
5. Do the plans come from the office of the superintendent of schools? \_\_\_\_\_
6. Do the plans call for the students to prepare detailed written reports on special subjects using the available library facilities? \_\_\_\_\_
7. Do the students receive compilation sheets of suggested references and sources of information for preparing reports? \_\_\_\_\_
8. Approximately how many maps does each student prepare during the year's work? 0, 5, 10, 15, 20, 25, 30? \_\_\_\_\_
9. Are there prepared evaluation sheets for judging map skills and abilities? \_\_\_\_\_
10. What is the copyright date of the textbooks in geography or social studies now in use by the class? \_\_\_\_\_
11. Does the teacher prepare her own tests? \_\_\_\_\_
12. Does the teacher use copies of the tests prepared by the textbook publishers? \_\_\_\_\_
13. Are filmstrips used to supplement the material of the textbook? \_\_\_\_\_
14. Are films made a part of the geography or social studies program? \_\_\_\_\_
15. Are workbooks a part of the same program? \_\_\_\_\_
16. Is the Eastern or Western Hemisphere the main substance of the year's course of study? \_\_\_\_\_

17. Do the students have individual copies of the following?

- a) Junior Scholastic Magazine? \_\_\_\_\_
- b) National Geographic School Bulletin? \_\_\_\_\_
- c) Weekly Reader's Maps and Map Skills? \_\_\_\_\_

#### IV. Special Facilities or Opportunities at the School or within the Community

##### A. Classroom

1. Number of large wall maps? \_\_\_\_\_
2. Is there a wall chart of geographical terms? \_\_\_\_\_
3. Number of large reference atlases? \_\_\_\_\_
4. Does each student have an individual classroom atlas? \_\_\_\_\_
5. Is there a Webster's Geographical Dictionary? \_\_\_\_\_
6. Is there a large unabridged dictionary? \_\_\_\_\_
7. Is there sufficient bulletin board space for display of correlated materials? \_\_\_\_\_
8. Is there storage space in file cabinets for picture collections? \_\_\_\_\_
9. Is there a sufficient supply of copies of printed outline maps? \_\_\_\_\_
10. Is there adequate space in cabinets to keep copies of such maps? \_\_\_\_\_
11. Is there a wall mounted movie screen? \_\_\_\_\_
12. How many sets of standard encyclopedias? \_\_\_\_\_
13. Is there a planetarium available for use? \_\_\_\_\_
14. Is there a large classroom globe in the room? \_\_\_\_\_

##### B. Library

1. Is there a full time librarian? \_\_\_\_\_
2. How many different kinds of world atlases are available for use by the students? \_\_\_\_\_



3. Do the children have classes in library skills to assist them in attaining a better understanding of the use of the resources of the library? \_\_\_\_\_
4. How many times a week do they attend such classes? \_\_\_\_\_
5. How many sets of standard encyclopedias are on file in the school library? \_\_\_\_\_
6. Are there bound copies of the National Geographic Magazine for research purposes? \_\_\_\_\_
7. Is there an index for this magazine? \_\_\_\_\_
8. Are there copies of daily newspapers? \_\_\_\_\_
9. Are copies of current magazines also kept on file? \_\_\_\_\_
10. What is the approximate number of books in the library? \_\_\_\_\_

#### C. Special Activities

1. Field trips taken each year (Number)
  - a) Local \_\_\_\_\_
  - b) Out of town \_\_\_\_\_
2. Do the students study a foreign language? \_\_\_\_\_
3. Are the local television programs used as a source of information for special assignments in the geography or social studies classes?  
\_\_\_\_\_
4. Do the students have an opportunity to have breakfast at school chosen from a foreign menu? \_\_\_\_\_
5. Is there a Geography Club at school? \_\_\_\_\_
6. Does the school hold special map exhibits? \_\_\_\_\_
7. Does the class visit a map publishing company for one of its field trips? \_\_\_\_\_
8. Have geographers, world travelers, or others that are associated with a particular phase of geography visited the class? \_\_\_\_\_



APPENDIX B

PRACTICE SHEET FOR LIBRARY RESEARCH

INDEPENDENT SCHOOL

(Grade 5)

Use the available materials in our school library to find information for the following problems in social studies :

(To complete this exercise you will have to use a variety of references and kinds of responses. Some of the questions will need numbers of pages, chapters, or catalogue numbers for correct identification. Additional problems will require other information that is of a different type than already mentioned.

1. Goode's World Atlas

Use the index to give the exact reference points of location for Springfield, Illinois.

Page \_\_\_\_\_ Latitude \_\_\_\_\_ N. Longitude \_\_\_\_\_ W.

2. Webster's Geographical Dictionary

Texas :

Total Area \_\_\_\_\_ sq. m. Land Area \_\_\_\_\_ sq. m.

3. The American Continents by H. Barrows, E. Parker, and G. Sorensen

State the page number to be used for information about Uranium deposits in Canada. Page \_\_\_\_\_.

4. Geography of the Americas by W. R. McConnell

What page gives information about sulphur deposits? Page \_\_\_\_\_.

5. Your Country and Mine by G. S. Brown

What do the figures in italics indicate in the Index and Pronouncing Vocabulary ?

\_\_\_\_\_.

6. The New World and its Growth by J. G. Meyer and O. S. Hamer

Tell what page has a rainfall map of the United States. \_\_\_\_\_.

7. Tell a publication series of bulletins by the *American Geographical Society* and its catalogue number that you would use to locate information about Peru, a country of South America.

Publication series \_\_\_\_\_

Catalogue number \_\_\_\_\_

8. Find the catalogue number of a series of publications of bulletins by the *American Geographical Society* that you would use to locate information about Georgia, one of the United States.

Publication series \_\_\_\_\_

Catalogue number \_\_\_\_\_

9. Life in Alaska by Stuart R. Tompkins

Give the meaning of mukluks \_\_\_\_\_

State the page number for a picture \_\_\_\_\_

10. National Geographic Magazine Cumulative Index Vol. II

Fill in the following blanks for information about Fort Sam Houston :

Title of selection \_\_\_\_\_

Author \_\_\_\_\_

Number of illustrations in color \_\_\_\_\_

Number of illustrations in black and white \_\_\_\_\_

Volume No. \_\_\_\_\_ Date \_\_\_\_\_

Pages \_\_\_\_\_

11. Check the latest publication of the World Almanac and Book of Facts to give the name of a United States Senator from Alaska. \_\_\_\_\_

12. What dictionary would you use to find detailed information about the Ohio River ? \_\_\_\_\_



13. How many magazine articles about water were published during the year 1960 ? \_\_\_\_\_
14. Use the Worldmark Encyclopedia of the Nations to state the exact latitude and longitude of Cuba.
- Latitude \_\_\_\_\_
- Longitude \_\_\_\_\_
15. How many National Parks are listed in the See America Vacation Guide for California ? \_\_\_\_\_ How many state Parks ? \_\_\_\_\_
16. World Book Atlas
- What is the area of the state of New York ? \_\_\_\_\_ sq. m.
- What is its population ? \_\_\_\_\_
17. Britannica Junior Encyclopaedia
- On what page and in which volume can you find a map of the location of tribes of early American Indians ? Volume \_\_\_\_\_ Page \_\_\_\_\_
18. What volume of the Compton's Pictured Encyclopedia would you use to study charts or diagrams of wind belts and wind movements of the earth?
- Volume \_\_\_\_\_ Pages ( \_\_\_\_\_ to \_\_\_\_\_ )
19. Within the Americas by Emlyn D. Jones, J. Warren Nystrom, and Helen Harter : Give the page number for a picture of the Bunker Hill Monument
- \_\_\_\_\_
20. Rand McNally Life Pictorial Atlas of the World : On what page can you find a map showing the agricultural zones for the state of Nebraska : \_\_\_\_\_.
21. National Geographic Atlas of the Fifty States :
- On what page can you find an explanation of map symbols for this book?
- Page no. \_\_\_\_\_

APPENDIX C

PRACTICE SHEET FOR LIBRARY RESEARCH

INDEPENDENT SCHOOL  
(Grade 6)

Use the available materials in our school library to find information for the following problems in social studies :

(To complete this exercise you will have to use a variety of references and kinds of responses. Some of the questions will need numbers of pages, chapters, or volumes. Others may require names of publications or the card catalogue numbers for correct identification. Additional problems will need further information that is of a different type than already mentioned.)

1. Goode's World Atlas

Give the exact reference points of location for Karachi, Pakistan.

Latitude \_\_\_\_\_ Longitude \_\_\_\_\_

2. Use the Table of Contents in the same reference book to locate a map of natural vegetation. (World Map)

Page number of Table of Contents \_\_\_\_\_ Map pages \_\_\_\_\_

3. The Old World and its Gifts by Meyer, Hamer, and Grisso :

What page gives information about the caste system of India ? Page \_\_\_\_\_

4. Beyond the Oceans by N. Pounds and E. Jones :

What does the (\*) indicate in the index of this book ? \_\_\_\_\_

5. Card Catalogue:

Give the card catalogue number of a book entitled Land and People of Japan by Donald Richie. \_\_\_\_\_

6. National Geographic Magazine Cumulative Index (1899 - 1946) :

Fill in the following blanks for an article about Perth, Australia:

Name of article \_\_\_\_\_

Author \_\_\_\_\_ Volume \_\_\_\_\_



Number of illustrations in color \_\_\_\_\_ Date \_\_\_\_\_

7. The Worldmark Encyclopedia of the Nations :

Name the chief language of the Libyans \_\_\_\_\_

Give the page number for the above information \_\_\_\_\_

8. Use the same book to indicate the page number for information about the

climate of Turkey. \_\_\_\_\_

9. The World Book Encyclopedia :

Give the two words and their meanings used to make the word "Zanzibar."

\_\_\_\_\_ means \_\_\_\_\_ and \_\_\_\_\_ means \_\_\_\_\_

Give the volume number of this reference book. Volume No. \_\_\_\_\_

10. Card Catalogue :

Use this source of information to locate a book about the new Africa. Check the book to give information about the word "fellaheen."

Name of book \_\_\_\_\_

Authors \_\_\_\_\_

Publishers \_\_\_\_\_ Copyright Date \_\_\_\_\_

Card Catalogue Number \_\_\_\_\_ Index Page Number \_\_\_\_\_

Book Page Number \_\_\_\_\_ Line numbers on the page \_\_\_\_\_ and \_\_\_\_\_

11. Webster's Geographical Dictionary :

What page number gives the pronunciation key for the words Hindu Kush ?

Page \_\_\_\_\_

12. The World Almanac and Book of Facts for 1959 :

Use the index to find the number of telephones in Austria as January 1, 1957.

Page No. \_\_\_\_\_ Number of telephones \_\_\_\_\_

13. Around the World Program : (American Geographical Society)

Use the booklet with the library number 996 to state the meaning of the word  
B

Cape. \_\_\_\_\_

14. Abridged Readers' Guide to Periodical Literature (January 1960) :

Give the name of an article, its author, and the magazine in which it can be found, that tells information about the fiords of Norway.

Article \_\_\_\_\_ Author \_\_\_\_\_

\_\_\_\_\_ Magazine \_\_\_\_\_

15. Cumulative Book Index January - July 1960 :

How many books were listed during these months concerning Thailand? \_\_\_\_\_.

16. Guided Tours of the World : India (Colorslide Travel Program) PANCRAMA

State the Hindi word that means the same as the number three. \_\_\_\_\_

17. National Geographic Atlas of the World :

On what page can you find a map location of Timbuktu ? Page \_\_\_\_\_.

What are its location points ? \_\_\_\_\_.

18. The World Book Atlas :

Give the meaning of the term "sea level." \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

19. Give the author's name of the booklet on Australia of the Around the World Program by the American Geographical Society (Copyright Dates 1956, 1961)

\_\_\_\_\_

20. Everyday Life in Ancient Times by The National Geographic Society :

On what page can one find a picture of the Sphinx of Ancient Egypt ? Page \_\_\_\_\_

\_\_\_\_\_ Of the Rosetta Stone? \_\_\_\_\_



APPENDIX D

SCORE SHEET FOR JUDGING ENTRIES IN GEOGRAPHY MAP EXHIBIT

INDEPENDENT SCHOOL

NAME \_\_\_\_\_ CLASS 5 6 BLUE ORANGE

I. GENERAL CONDITION AND APPEARANCE OF MAPS

Are the edges and corners in good condition?  
Are the maps attractive and unsoiled?

ALLOW 0 - 13 POINTS \_\_\_\_\_ SCORE \_\_\_\_\_

II. TITLES

Do the titles have good locations?  
Are the letters uniform in size and spacing?

ALLOW 0 - 13 POINTS \_\_\_\_\_ SCORE \_\_\_\_\_

III. LEGENDS OR KEYS

Do the legends or keys have good locations?  
Is there an explanation of the parts?

ALLOW 0-13 POINTS \_\_\_\_\_ SCORE \_\_\_\_\_

IV. PRINTING

Has a suitable size of printing been used?  
Are the words spelled correctly?

ALLOW 0 - 13 POINTS \_\_\_\_\_ SCORE \_\_\_\_\_

V. COLORING

Does the coloring show uniformity of shading?  
Do the colors match the keys or legends?

ALLOW 0 - 13 POINTS \_\_\_\_\_ SCORE \_\_\_\_\_

VI. ACCURACY

Do the maps show accurate representation of facts?

ALLOW 0 - 15 POINTS \_\_\_\_\_ SCORE \_\_\_\_\_

VII. MAP WORK REQUIRED

Do the maps indicate simple, moderate, or very detailed work?

ALLOW 0 - 20 POINTS \_\_\_\_\_ SCORE \_\_\_\_\_

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