

of the textbooks today. Such treatment does not cause the pupil to feel that history is concerned only with the dead past, but rather that it is a vital instrument necessary for his understanding and solution of many present-day problems. The vertical unit in organization is comparable to the logical organization of subject matter which aims to arrange knowledge in such a way as to show the relation of premise and conclusion, while the horizontal is psychological, the center of reference being the individual.

A criticism of the school is that it has done little about developing intelligent socially-minded people. Its pupils are able to recite poetry, recall dates, perform mathematical operations, and do various other things that have been regarded as indices of a functioning education process. When the pupil left the school he found himself face to face with a changing world, but his equipment was designed for a static one. Hence, the necessity of becoming re-educated. So one naturally asks the question, "Does the unit enable the product of the school to become socially adjusted better than is possible under the old order?" It is believed that the functional unit will make such adjustment possible. With such a unit one sees society as it is, uses the past to interpret it, and envisions the future. The criteria, according to many educators, of such an organization are: 1. It must be socially valid; 2. It must be historically developmental; 3. It must be culturally dynamic; 4. It must be mentally directive as well as comprehensive and understandable. It is believed that this unit under the direction and guidance of the artist teacher will "serve completely and efficiently in promoting the understanding which present social intelligence requires."

MARY KLINGAMAN STANLEY

Dost thou love life? Then do not squander time; for that's the stuff life is made of.  
—*Poor Richard's Almanack.*

## MAPS—THE GEOGRAPHICAL SHORTHAND

*Grade four, by formal and informal methods of expression, learns to make and read maps.*

THE fifth grade teacher and I were talking together about the class that had entered her room in September. "One of the things they do very well," she said, "is to read maps. They can read any type of map in the fifth grade books and reason out many facts about a region before they look at the text." That is a good skill to have attained at this level, of course, especially since it was attained painlessly, even happily.

According to our course of study, grade three pupils have considerable geographic experience, but they have little to do with maps. They find locations on the globe or on world maps, they show land and water forms on the sand table, or by means of blackboard sketching; this is about all. But grade four pupils, who study local geography, the home city, and the home state, submerge themselves in a flood of home-made maps of all kinds and descriptions, and emerge from the flood map-conscious and map-wise.

Near our school is an airport and an airplane picture of the school grounds printed in a local paper can be easily translated by any youngster into his first map. The farm next door with woodland, pastures, garden, brook, and numerous farm buildings, gives a chance for an outdoor geography lesson and the plans for a second map.

Next the city outline is studied. Each child has a cardboard pattern, large as 9x12 map paper will accommodate, and he traces around it until the city map is apparently in his system.

Or perhaps I should have said "in her system," since it is to the girls' side of the yard that I am often invited to inspect large city maps outlined with small stones, having

rock hills and other ornamental details, made just for fun at recess or at noon intermission.

For class use the children made for themselves a large city map out of green table oilcloth. They traced the outline from a big wall map, were helped to transfer this to the oilcloth, and then had a lovely time painting, with enamel paint, the outline and some of the principal streets (black), lakes and streams (blue), and railroads (red). Sometimes this map lies on the floor so that a group of children may work about it. They put in hills, precipitous mounds of stones and sand with decidedly less of sculptural than of symbolic value. They use labels they have written to show the location of streets, public buildings, schools, factories, or whatever else they happen to be studying. Occasionally this map is hung against the wall and has labels pinned upon it, so that the whole class may see them more easily. The children record what they are learning upon the maps they make for themselves, using the cardboard patterns.

The state map has still more appeal to the children. There is so much more that can be done with it. They have a large oilcloth map of the state that they use in various ways. They like to have it laid upon a library table for a while until they have placed beside each of the dots that stands for a city something symbolic of the city. They use miniature toys, plasticine models, bits of material, pictures, anything that seems to them appropriate for showing a city's history, or its commercial and manufacturing interests. A favorite use for the individual maps is to record automobile rides, bus, boat, or train trips that the child has taken. Parents are often urged to drive the family car to this or that city so that a child may have a new journey to record.

Every child makes a set of state maps, letting each map tell one story—railroads, drainage, surface, occupations, population, and so on. Most of these maps are made by drawing around a pattern. Once or twice

a term the children are given boughten maps, or maps hektographed on a better grade of paper. These give variety, stimulate "extra careful" work, and call attention to exactness of detail.

Relief maps are made, of flour and salt, of any other plastic material the children can obtain. Maps made at home have curious items in their composition. "I colored the green with the stuff mother uses for frosting," explained one little girl, exhibiting her correctly colored surface map. "The brown is cocoa. There are little raisins in under the hills. I had to sew them on." Another enterprising child brought in a surface map made of cloth of the desired colors. She had shirred a piece of cloth to represent mountains and sewed it on at the proper place. In our school she was praised for initiative rather than blamed for lack of orthodoxy—but I have no quarrel with anyone who would have done otherwise.

To associate the state with the geographic region to which it belongs, use is made of a map of the region. This particular map was glued upon beaverboard to allow the free use of pins. Pins fasten on labels. Pins locate cities. Pins fasten ribbon or worsted routes of out-of-state journeys in place. Occasionally a United States map is brought into the room, to show the state's relation to a still larger unit.

This grade studies some of the early explorers. Much use is made of the globe and of world maps during these lessons.

Among the state maps suggested by the children and made as group projects are some where the interest is not mainly geographical. One shows towns and cities famous as birthplaces of the state's best-known sons and daughters. One shows leading colleges. Need it be said that the interest in these arose among the boys during the football season? Since locations were being learned, these maps did give interesting variation to the study of place geography.

Sometimes I look up from my office desk

to see an excited young person begging me to come to the fourth grade room "right away, please." This urgent summons often means a new map attack. Perhaps I am asked to decide a competition between two classes, or between boys and girls, as to which floor map or which set of maps is superior. I have to be slow in my consideration, and tactfully see virtue in both maps, of course. Perhaps I am called in to share the excitement of a new map project born of a sudden inspiration. Whatever it is, it means about the same thing. It means that grade four loves to learn, by formal and informal methods of expression, to interpret and to set down that fascinating shorthand of the geographer—

MAPS.

EDNA A. COLLAMORE

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#### A BLAST AGAINST HIGH SCHOOL STUDENTS COMMUTING TO BOSTON

"They talk interminably about grades, athletics, and personalities. They do not read the newspapers. They never discuss the content of their studies. . . Neither their families, their teachers, nor public opinion have ever taught them the possibilities of being educated and cultivated—of being interesting people. . .

"The time they waste is appalling. They could do the larger part of their studies on those trains. They could read a good newspaper thoroughly; they might read any one of half a dozen well edited and well written magazines. . . "

ROBERT E. ROGERS

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Deeds are greater than words. They have a life, mute, but undeniable; and they grow. They people the vacuity of time, and make it green and worthy. We must work because the capacity to work is given to us and if no fruit of our work ever comes to us, so much the greater honor we are entitled to if we work faithfully.

#### INTERNATIONAL RELATIONS IN ENGLISH CLASSES

*A proposal that English teachers shall help make pupils more alert to what is going on in the world. International relations offer a basis for oral and written composition.*

EDUCATION is on trial not only before the tribunals of legislators, of citizens' committees, and of taxpayers; it is on trial before itself. It too must have a new deal. It too must have a care for the forgotten man.

The forgotten man in our scheme is the man who goes through elementary and high school and then goes out to make a living, rear a family, and take his place as a functioning citizen in a democracy. Many of the facts and skills he has acquired will cease to function when the commencement speaker has admonished him and his classmates to live the good life.

Educators have long insisted on the necessity of building attitudes as well as imparting knowledge and skills, but we have often dealt out proper attitudes with the left hand while we dealt out improper ones with the right hand.

We have been particularly remiss in our treatment of public relations, and especially of international relations. We have sent forth our graduates with the erroneous conception that all important questions of domestic or international policy can be answered by the application of such stock phrases as "no entangling alliances," ". . . divided we fall," "all men are created free and equal," and "Give me liberty or give me death." We have sent them into the world with the idea that there is a certain infallibility in the American type of democracy; that the American soldier is the only

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Abstract of an address made at the luncheon of the International Relations Committee of the National Council of Teachers of English meeting in Detroit, December 1, 1933.