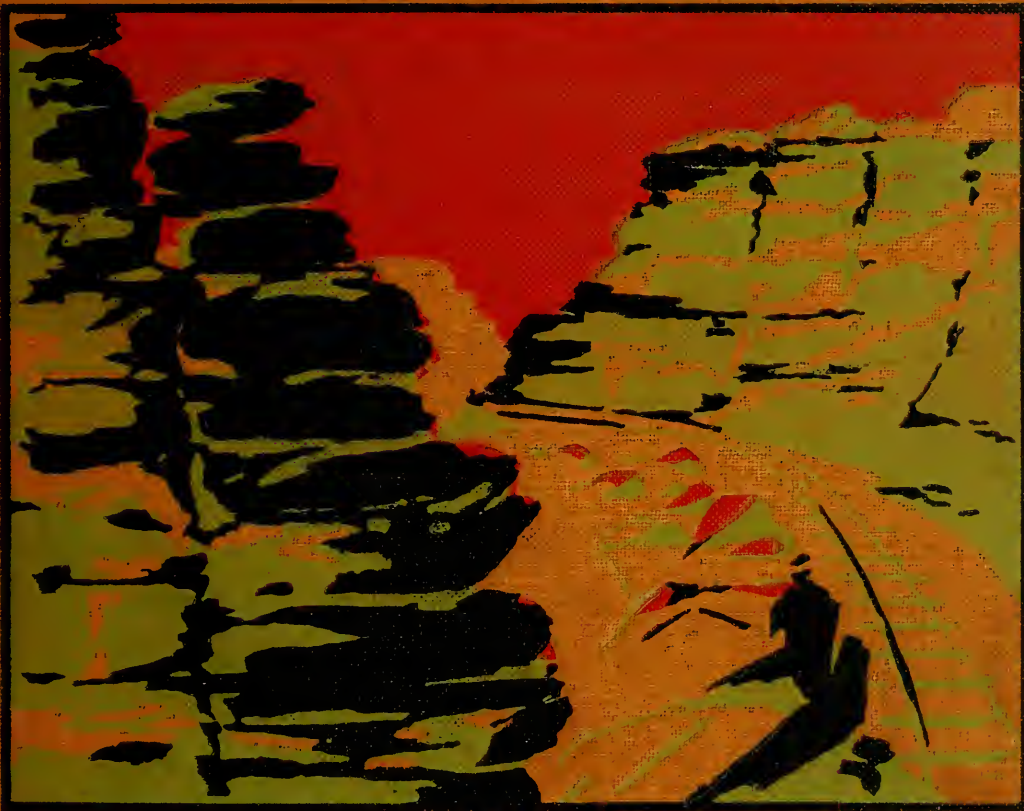


# HOME GEOGRAPHY FOR PRIMARY GRADES



HAROLD W. FAIRBANKS



Class 6130

Book 716

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# HOME GEOGRAPHY

BY

HAROLD W. FAIRBANKS, Ph. D.

Author of "Stories of Our Mother Earth," etc.

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## INTRODUCTION.

Too much has been expected of young children in the study of geography. Many of the so-called primary geographies are really not primary. They present a multitude of facts the most of which are beyond the power of the child to comprehend or retain.

Childhood is a period of active memory, but this is no reason why we should attempt to cram the mind with details of geography. Facts themselves are of no value. It is only in their relations that they become significant.

For the child of ten years it is not sufficient that facts be presented in their relations, but that these relations be such as will arouse interest through connection with the child's own experiences.

To expect a child in the fourth grade to draw a map of the state in which it lives, locate the principal rivers, valleys, mountains, bays, cities, and name and locate the counties, is wrong. Parrot-like memorizing of such facts, at that age, can result only in harm. The facts mean nothing and create a distaste for the work.

We must start from home, from the environment of the child. We must build upon what has already become a part of its life. Definitions and disconnected facts cannot be assimilated.

In the home surroundings we can get the materials which, if properly used, may be made the basis for the superstructure in geography. The mind expands as the experiences increase. What the child has seen and felt itself must be the basis for an increase of knowledge.

The home is a little world. Here in miniature are the features of the great world outside. The forms of land and water, the animals and plants, the occupations and industries of men are represented.

When these are understood in their simple relations the child can reach out and take hold of what he has not seen.

This work must be accomplished chiefly through the imagination, an important factor in the education of children. In their play the piece of wood may be a ship, and the water in the basin or pond the ocean. Let us watch this natural reaching out and then we shall be prepared to aid it.

Interest is another important factor. The weaving of the new, the unexplored, with the old and familiar in such a manner as to arouse the interest and attention fixes the new as no other method can.

If the natural method is followed, the child-mind will grow almost unconsciously, taking in and assimilating the materials of knowledge, which if presented in an artificial and uninteresting manner, would require laborious effort to fix.

If we use the term nature study for the most elementary work in geography, where the effort is not so much to impart information as to cultivate clear and discriminating observational powers, then the work of the third and fourth grades should be only an enlarged and expanded nature study.

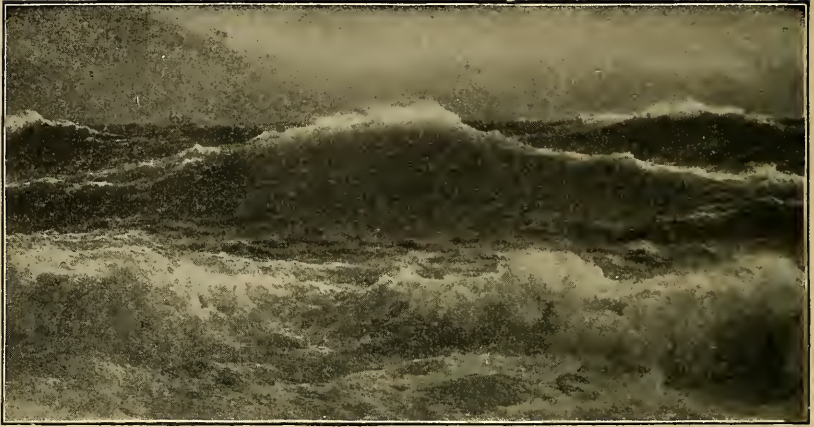
But whether we call it nature or geography study, we should not forget the chief object to be accomplished.

In this little book the author has attempted not to impart information as such, but to get at the meaning of phenomena by showing the relation existing between their various manifestations. Things have far more interest attached to them when we know their history; how they came to be as they are.

The child wants to know the "why" of what it sees, and in the explanation of this "why" its imagination is developed and interest aroused as in no other way.

HAROLD W. FAIRBANKS.





### THE WONDERFUL WORLD.

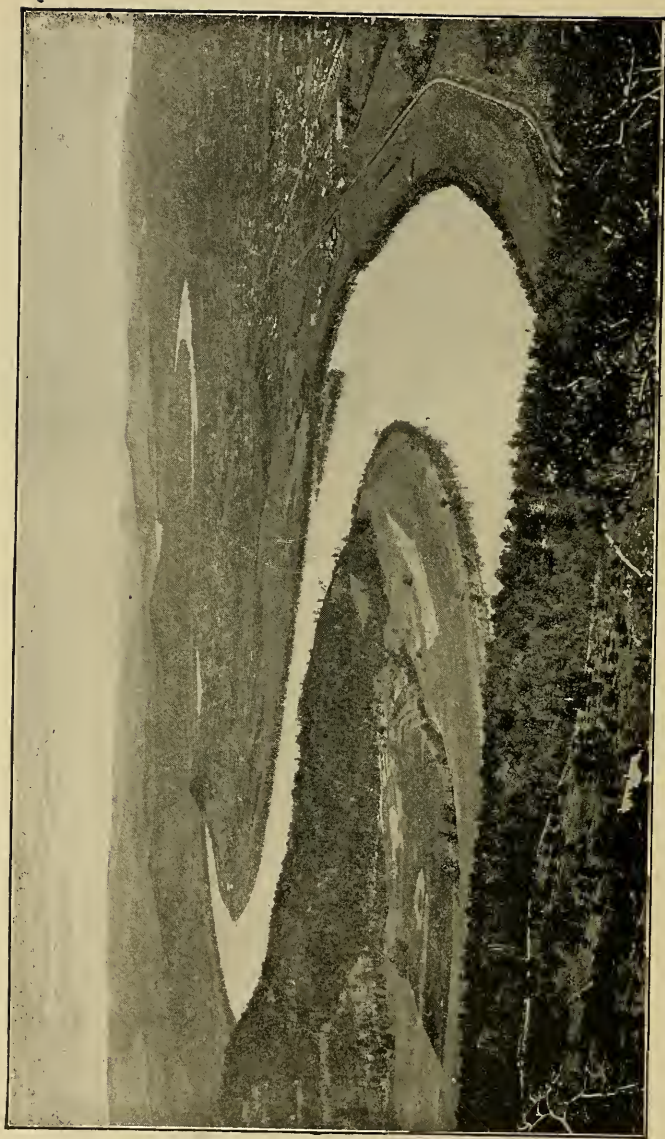
Great, wide, beautiful, wonderful World  
With the wonderful water around you curled,  
And the wonderful grass upon your breast --  
World, you are beautifully dressed.

The wonderful air is over me,  
And the wonderful wind is shaking the tree,  
It walks on the water and whirls the mills,  
And talks to itself on the tops of the hills.

You, friendly Earth, how far do you go,  
With the wheatfields that nod and the rivers that flow,  
With cities, and gardens, and cliffs, and isles,  
And people upon you for thousands of miles?

— *W. B. Rands.*





CHATTANOOGA AND TENNESSEE RIVER.

# HOME GEOGRAPHY

## THE EARTH UPON WHICH WE LIVE.

We are going to learn about the earth upon which we live. This earth is made up of many things.

First, there is the land where our homes are. Then there is water, which we find in the hollows of the land. Besides the land and the water there is the air. We cannot see the air, but it surrounds us on all sides.

We could not live without land, water, and air. The land furnishes us the most of our food. The land is the home of many kinds of animals and plants. Some of the animals live upon plants, others eat the flesh of weaker animals. We use both plants and animals for food and depend upon them for our clothing also.

Every living thing needs water. Many plants and animals spend the whole of their lives in the water.

Some animals are fitted to move through the

air. We see them flying here and there. Each animal is fitted for the place in which we find it. Fish swim in the water. Horses walk or run upon the land. Birds fly through the air.

The air has many uses. It carries the clouds from the ocean. The clouds make the raindrops which water the earth. Where it does not rain we find neither grass nor flowers.

The land and water are not at all alike. We can walk upon the land, but we sink into the water.

The top of the water is level. The surface of the land is uneven. In some places it is so rough that we can hardly climb over it.

In the valleys between the hills are the rippling streams. The water of the streams is running as fast as it can toward the hollows in the land. In the little hollows we find lakes and ponds of water. The oceans lie in the great hollows of the land. The pond in the little hollow may be so small that you can jump across it. The oceans are so wide that you cannot see the land on the other side of them.

All over the earth we find busy people. In the valleys they are farming. In the mountains they are digging for gold and other minerals. They are sailing back and forth upon the oceans carrying many things from one land to another.



In some places there are great cities where many people live. They are all at work like the ants in their busy home. Some of the people in the cities are doing one kind of work, some are doing another.

Are you not glad to live in a world full of so many interesting things? Do you not want to learn all about it? We must not spend all of our time in play. We will take a part of every day to learn more about the strange and beautiful things around us.

By and by we shall grow up and become men and women. Then we shall have to work. The more we learn about the world the easier our work will be. The world will be our happy home.

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