

## Aims of Modern Geography Teachers

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If we are to play our parts well as good citizens in the new social and economic order into which we are moving, it is quite necessary that we become thoroughly conversant with the life and problems of the peoples with whom we are associated. The world is becoming smaller every day. We hear from neighboring towns about once a week, but from France, Russia and China every day. What happens in Europe this morning we may have in this morning's paper. Since we can keep ourselves informed concerning important affairs in Europe or South America as easily as we can keep up on the community gossip, it seems that the whole world has really become one large neighborhood of interesting and independent folks. Society will expect the educated man or woman of the future to understand well the social and economic ties that bind the peoples of the world together into one large unity. If our children are to develop into worthy leaders for the future, it is our duty to provide ample opportunity for them to study these problems. What can our schools offer children that will satisfy this pressing need? The answer is evidently more and better geography. The trend of modern geography is well shown in the following statement of aims.

1. Geography should seek to create in the children an abiding interest in how the people of different countries live,—their important industries, their fine achievements, their pleasures, their leisure time activities,—and the reciprocal duties and responsibilities that exist between them and us.
2. It should give pupils a mastery of geographic facts and principles so they will be able to explain the operation of the interesting phenomena noted in connection with the developing of important industries, the location and growth of leading cities, and the interdependence of the peoples in different parts of the world.
3. It should produce a social orientation in the lives of the pupils such as will lead them to a sympathetic study and understanding of peoples and races other than their own.
4. It should determine for the pupils whether or not a people are using wisely the resources nature has given them, how they may improve their opportunities, and what we may do to assist them.
5. It should give such a thorough training in the use of the tools of the subject, namely,—maps, texts, reference books, government bulletins, etc.—that the pupils may become independent workers in the solution of ?????

Training in this kind of geography will furnish vital material with which to develop an intelligent citizenship that will find equitable adjustment for the intricate difficulties that are being forced upon us by the world's becoming smaller every day, and by our neighbors crowding us from every side.

The reason that geography training has not produced better results in terms of the aims here set forth is largely due to the fact that we have thoughtlessly conceived the value of geography to be individual and mercenary rather than mutual and altruistic; and that we have never realized that the purposes of geography might include definite provision for proper social orientation in the world of increasingly interdependent workers as well as for physical orientation in the world of objects.

In the new world order that is upon us, geography occupies a unique place. It is the chief subject upon which we may depend for the moral teaching of these complex human relationships. It occupies a field that is peculiarly its own. One may search through the other subjects of the common school, in vain, to find any systematic attempt to present a comprehensive view of the home, the life and work of the Brazilian or any other modern peoples. The program of the new era calls for the elimination of international strife and jealousies, and the substitution of friendship and the co-operative spirit. The place to begin the rehearsal of this program is in the geography class of the elementary school.

Organization to avert international conflict in the future must provide for a better understanding between races and peoples. Geography deals with the activities of modern peoples as they are busying themselves in the noble task of providing the world with the necessities of life. The better we understand our relationships in connection with these activities, the better we will be able to adjust our conflicting interests without appeal to arms. Intelligence alone will never make the world safe for democracy. It is only when intelligence is tempered with virtue that the world will be safe indeed.

The program for the new geography is a complete one. It provides for a study of man not only in relation to the economic and industrial phases of his physical environment but rounds out and completes the program by introducing the most vital and necessary element in the whole field of geography, namely, the social and moral obligations that perforce go with such closely interwoven human interests. To be sure, some of these problems are too complex and difficult for elementary pupils, but there are simple and easily understood phases of the social and moral elements of geography that we dare not omit, even in the elementary school. Let it be said that this generation not only had the physical and moral courage to crush the head of autocratic government in the world, but that, along with the many other worthy provisions looking to the future security of the world, it was wise enough and good enough to organize a complete program for geographical training, one calculated to take full advantage of geographical knowledge of introducing the moral and social corollaries that should accompany geographical principles.

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