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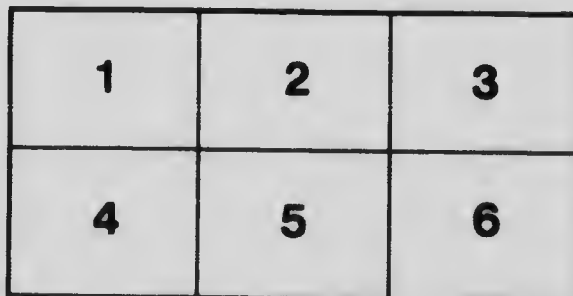
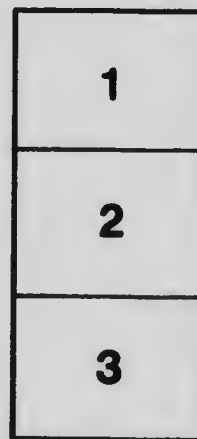
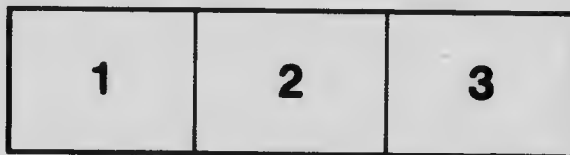
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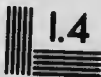
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# REPORT

on

A SURVEY OF TEXT BOOKS OF GEOGRAPHY  
USED IN CANADIAN SCHOOLS

by a Committee appointed

by

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# Survey of Text Books of Geography Used in Canadian Schools

## The Teaching of Geography in Schools

Before entering on any criticism of the text books authorized for use, or in common use, in our schools, it will be well to set forth our views concerning the way in which the teaching of geography should be developed.

### I. Grades I to IV or V

(Pupils up to 10 or 11 Years of Age)

Lessons should be at first entirely, and throughout this stage mainly, oral. As soon as possible, however, readers, progressive both in difficulty of language and of idea, should be introduced. These, and the oral lessons, should deal first with child life, at home and in other lands, in such a way as to include typical scenes from the main climatic regions of the world. The more advanced lessons and readers might include stories of travel and exploration, of early settlers, and of such every day things as food and clothing. By these means the curiosity of the younger children will be aroused, and they will learn almost unconsciously many of the fundamental facts of geography without having their memories burdened with a mass of unimportant detail. It is now generally agreed that, during this early stage, set lessons on particular topics, as mountains, rivers, etc., are undesirable, and any reference to them should be entirely incidental. The aim should be to instruct by examples, and not to teach the children to memorize definitions. The oral lessons and the readers should, of course, be illustrated by plenty of well selected pictures, and in schools which possess the necessary facilities, lantern slides should be used as freely as possible. Throughout this stage, and especially in the last year or so, some simple instruction might be given in the local geography, and as the children become sufficiently advanced, they should also be taught to make maps or plans of the school-room, playground, and of the streets, etc., in the neighborhood.

By the time the child has completed the course of instruction as outlined above, he will have acquired a very appreciable store of knowledge concerning the broad physical features and the climate of the more important regions of the world, and this general knowledge will form the best possible foundation for his more detailed study of geography in the next stage.

To meet the special local needs of pupils in this preliminary stage, a syllabus for the guidance of teachers should be prepared by each of the provincial Departments of Education.

## II. Grades V or VI to VIII

(last 3 or 4 Years of Public School, or Ages about 11 to 13 or 14 Years)

The vast majority of Canadian children leave school at or before the eighth grade. It is felt, therefore, that in the upper grades of the public schools the course of instruction in geography should be as complete and general as possible, though necessary somewhat elementary. It should include a broad survey of the earth's surface, so as to bring out the great world features—land and sea, climate, food supply, industries, etc. Canada, or better perhaps the whole continent of North America, should be dealt with in some detail, and there should be a fairly general, though less detailed, descriptive account of each of the other continents, emphasis being laid on the British Isles and other areas within the Empire. The treatment should be regional rather than political, and above all it should be *human*—the relation of man to his environment should be clearly and continually impressed on the pupil's mind. Pupils should be trained to associate cause and effect, and it is therefore more important to emphasise *reasons* than facts. The mere memorising of lists of definitions, of names, of towns, etc., and of statistics generally, does not constitute a knowledge of geography, and beyond possibly training the memory it has no educational value.

We are of opinion that, in these grades, it is neither necessary nor advisable for pupils to study physical geography from a separate text-book, but that the necessary principles of physical geography should be introduced in a natural manner as occasion demands.

Pupils should of course be given plenty of practice in map reading, and in drawing outline maps from memory; and, they should especially be encouraged to reason out for themselves the causes leading to the growth of towns and large centres of population. Practical exercises in the nature study of their neighbourhood are also of great importance.

Wherever possible, and preferably in every school, pupils should have access to a library of supplementary readers, including especially volumes by or concerning, travellers, explorers and early pioneers. Practically all children are eager to read such books, and from them they can obtain, in the most vivid manner possible, a truer conception of the historical and human aspects of geography.

## III. High School Upper Grades

(from 13 or 14 Years of Age until leaving School or Matriculation at a University)

In his last years at school, the pupil studying geography should be applying to particular countries the principles he has learned in his general outline study of the world. The work will consist largely in revision, but in greater detail. Before leaving school, he should certainly acquire a sound knowledge of the geography of Canada and of the more important countries included in the British Empire; also, he should revise and extend his knowledge of other parts of the world, and especially of the United States and of those countries from which we receive immigrants and with which we carry on our commerce. As in the lower grades, however, the treatment should continue to be, so far as is possible, regional, and the aim should be to give only the facts which are of real importance, and the main principles which are to be deduced from them.

Exercises in map reading, etc., should of course be continued, and pupils should be encouraged to broaden their knowledge by reading selected supplementary text-books and volumes dealing with travel, etc.



#### IV. Physical Geography

For pupils in their last year at High School, and especially for such as propose matriculating at a University, we are inclined to recommend that Physical Geography be treated on a more scientific basis and in greater detail than is usually necessary in the lower grades. At this stage it would be advisable for pupils to study Physical Geography from a special text-book dealing with this branch of the subject.

#### V. Maps, Atlases, Etc.

As regards maps, we are strongly of opinion that the ideal situation would be for every child learning geography to possess an atlas, and we believe that, except for the purpose of illustrating special features, maps need not be included in the text-books. There are many objections to having the maps, whether interleaved or grouped together at the end, in the text-book. For instance, the one-page map is naturally referred to on many pages of the text, and it is annoying to have to continually turn back or forward to it—it may even be suspected that the pupils too often do not trouble to do so. However that may be, and whether the text-book in use contains maps or not, we strongly urge that every High School pupil at least should be required to provide himself with an atlas.

Reference only need be made to the fact that in every school there should be a good series of wall maps, and a globe, without which no instruction in geography can be really satisfactory.

## Geography Text Books Authorised for Use in Canadian Schools

The following is a list of the geography text-books authorized for use in Canadian Schools :

Text Book	Where Used
1. Ontario School Geography.....	Ont.
2. Dominion School Geography.....	B.C., Alta.
3. New Canadian Geography.....	Que., N.B., P.E.I.
4. New Elementary Geography.....	Que.
5. World Relations and the Continents	Alta., Man., Sask., B.C.
6. Calkin's World Geography.....	N. S.
7. Calkin's New Introductory Geography..	N. S.
8. Macmillan's Complete Geography.....	Que., Man.
9. Geographic Atlas, Elem.....	Que.
10. " " Moyen.....	Que.
11. " " Moyen & Super.....	Que.
12. Atlas Geographie, Elem.....	Que.
13. " " Interm. & Super.....	Que.
14. Illustrated Geography, Elem.....	Que.
15. " " Interm.....	Que.
16. Nouvelle Geographie, Elem.....	Que.
17. Ontario High School Physical Geography	Ont., Alta., Sask.

Having carefully examined each of the above books, we can state, without hesitation, that many of them are very unsatisfactory and of little or no use in the modern class room, and not one of them meets our ideal of what a school text-book of geography should be. Equally emphatically we can state that, in our opinion, the Ontario School Geography (or the Dominion School Geography, which is the same text) is the best of these authorised books.

It may be added that, for the purpose of placing our survey of the... text-books on as broad a basis as possible, enquiries as to their suitability were addressed to the Deputy Ministers, or Superintendents, of Education in each of the Provinces, as well as to the Principals of nearly two hundred representative schools throughout the Dominion. There was a very gratifying response to these enquiries, and the replies received were practically unanimous in stating that the books authorised for use in the provinces concerned are either entirely unsatisfactory, or that they fall far short of meeting the needs of modern geography teaching in our schools. The Department of Education in several of the provinces further informed us that new texts were either being anxiously sought, or that they are actually in course of preparation.

For various reasons we have thought it best that our criticism of the several authorised text-books should be stated in general terms, rather than applied to each volume individually.

We would first recall the fact that, in early days, the geography text-books used in our schools were either British, American, or French. With the growth of our school system, these books were from time to time revised, but the revision has been for the most part merely in matters of detail, and has not taken the form of a general reconstruction of the books. Thus, the original

type has in large measure persisted to the present day. One result of this is that we find in most of our books a tendency to illustrate general principles by European or other foreign examples, and to confine the chapters on Canada to a mere recital of facts of a descriptive character.

Even in recent editions (which too often are evidently little more than reprints of early editions) of these text-books, the treatment is generally antiquated in method, and harks back to the days when geography (as well as history and certain other subjects) was looked on rather as an exercise in training the memory than as a subject of intense human interest and of great practical utility. One is struck by the monotonous cataloguing of names of towns, etc., and by the over-stressing of unimportant facts presented in an uninteresting manner. Descriptive details remain descriptive details and nothing more, so that the pupil is apt to overlook, or to remain quite in ignorance of, the essential connection between cause and effect. In short, the subject is taken up passively. There is little appeal to the natural desire of the pupil to do something or to draw conclusions for himself, and there is a consequent danger of his coming to look upon geography as nothing more than a dry collection of names, statistics, and disconnected facts.

Generally speaking, also, countries are dealt with: politically, as separate units, rather than as parts of great natural regions.

Maps are included in all the text books, and some of the drawbacks to this practice have already been referred to. It may be added that in many cases these maps are of little value, owing either to lack of information called for by the text, or to lack of clearness due to the poor quality of the paper used. Few of the texts have exercises in map reading, which we consider should form an important part of every pupil's course of instruction in geography.

The **ONTARIO SCHOOL GEOGRAPHY** is the best of the authorised texts, but that it is by no means a satisfactory book is sufficiently evident from the fact that the Department of Education (Ontario) has already decided to replace it by a more up-to-date book. Under these circumstances, detailed criticism of the book will serve no useful purpose. Type of two sizes is used in the text, the intention being that only those parts in larger type shall be studied in the Public Schools (Grades VII and VIII), and the remainder left until the course is reviewed in the first year classes of High Schools and Collegiate Institutes. We are of opinion that this is an objectionable method. The inclusion of the parts in small type is an admission that the High School pupils need a more advanced book than is required in the Public Schools, and this being so, we believe he should have an entirely new book. The "review" of a book is apt to be a most uninteresting and uninspiring business. On the other hand, duplication of material in different wording has very great educational value. It often presents the subject from a different angle, and renders clear what may previously have been somewhat obscure or not well understood.

The **DOMINION SCHOOL GEOGRAPHY** is the same text as the above.

The **NEW CANADIAN GEOGRAPHY** and the **NEW ELEMENTARY GEOGRAPHY** are very similar to one another. In general arrangement, these books resemble the **ONTARIO SCHOOL GEOGRAPHY**, to which, however, they are far inferior. Very little space is given to physical geography, and the descriptive part consists in the main of a cataloguing of facts with no explanation of their causes. Both books are hopelessly out of date, and many of the maps they contain are very poor. A feature to be commended

is that both books are well supplied with review questions. These are lacking in the Ontario School Geography.

**WORLD RELATIONS AND THE CONTINENTS** is intended for use in the junior and middle grades up to (VI) of the Public Schools. The method of presentation is superior to that in the *New Canadian* and *New Elementary*. Map work is emphasised, and there are numerous review questions. If it were considered practicable or advisable to use two text-books in our Public Schools, one elementary and the other more advanced, this book, or a revised edition of it, might be recommended for use in the lower grades. We believe, however, that the objections to this course would outweigh any advantages it might possess, and that, all things considered, it would be better to have a single text-book adapted to the needs of all the upper grades in Public Schools, as outlined above in paragraph II, page 2-3.

Calkin's "**THE WORLD**" and "**NEW INTRODUCTORY GEOGRAPHY**" are practically the same text, the latter being merely an abridgement of the former. These are typical of the 'old school'—a series of bare statements of fact, with little or no explanation of causes or reasons. Although the books examined bear the date of 1919, they are obviously nothing but reprints, without revision, of earlier editions. These books are of little value in the modern class room.

Macmillan's **COMPLETE GEOGRAPHY** is somewhat more advanced than the other authorised text-books, and is commonly used in Grades IX to XI. There is throughout a general ignoring of 'cause and effect.' The book contains much more detail—in part quite unimportant—than the pupil can possibly grasp; so that while it might be useful as a reference book, it is not adapted to class use. Many of the maps are small, poor, and out of date. All of them might as well be omitted, since the book cannot possibly be used to advantage without the aid of a separate atlas.

The **ONTARIO HIGH SCHOOL PHYSICAL GEOGRAPHY** is about to be displaced by a new book which, we are informed by the Ontario Department of Education, will include political and commercial geography as well as physical geography.

The remaining texts (Nos. 9 to 16 in list on page 5) are authorised by the Roman Catholic Committee of the Council of Public Instruction. They are used in the Province of Quebec only. From the point of view of the modern teacher of geography, these books are without exception, unsatisfactory. They have all the weaknesses and defects noted in connection with the other authorised texts.

In this review of the authorised texts we have not thought it necessary to refer to obvious mis-statements and inaccuracies, or to statements needing revision, which are to be met with in some measure in all the books.

## Other Text Books Examined

In addition to the authorised texts, many of the modern geography books published in Great Britain, and the United States have been examined with a view to determining whether any of them might be recommended for use in our schools. We have arrived at the conclusion that, although there is no lack of excellent, well written modern texts, none of them are really suitable for general use in Canadian schools. They are written primarily for pupils in other countries, where conditions of school life, as well as national characteristics, are essentially different from those in Canada. Naturally

also, the geography of the home country is over-emphasised, and comparatively little space is devoted to Canada. A partial list of the books examined is appended. Some of them might well serve as models for Canadian text-books, and all of them might with advantage be included in the school library, and used as supplementary texts. Some of the books would need very little adaptation to fit them for use in our schools. For example, the "New Geography" Books I and II, by Frye and Atwood, respectively, are excellent examples of what modern school text-books of geography should be, and they could safely be recommended for use in our schools if the section dealing with North America were remodelled, giving more space to Canada and less to the United States.

### Some Books Suitable for School Libraries and Supplementary Readers

Title	Author	Publisher
"Twin" Series.....	Lucy F. Perkins.....	
Peeps at Many Lands.....		Thos. Nelson & Sons
Little People Everywhere Series.....		Little, Brown & Co.
The World and Its People Series.....		Silver, Burdett & Co.
The Story of the Earth and and Its Peoples.....		Thos. Nelson & Sons
Highroads of Geography.....		Thos. Nelson & Sons
Human Geographies.....	Fairgrieve & Young.....	G. Philip & Son
New Geography, Book One	Frye.....	Ginn & Co.
New Geography, Book Two	Atwood.....	Ginn & Co.
Man and His Conquest of Nature.....	Newbiggin.....	A. & C. Black
Essentials of World Geography.....	Unstead & Taylor.....	G. Philip & Son
Dent's Historical and Economic Geographies: Book 1—World Studies; Book 2—N. America.....	Piggott & Finch.....	Dent & Sons
From Paris to New York by Land.....	De Windt.....	
"Romance" Series.....		Seeley Service & Co.
New Physical Geography.....	Tarr.....	MacMillan & Co.
Physical and Commercial Geography.....	Gregory, Keller & Bishop, Ginn & Co.	
The International Geography.....	Mill.....	Appleton & Co.
Compendium of Geography and Travel: N. America; Vol. 1. Canada and Newfound- land.....	Ami.....	E. Stanford Ltd.
Earth Sculpture.....	Jas. Geikie.....	
The Scenery of Scotland.....	Sir A. Geikie.....	Macmillan Co.

The foregoing list is, of course, merely suggestive, and makes no pretence to completeness. School libraries should also include books on early, modern, and polar exploration. The "Romance of Travel" Series (Oxford University Press), for example, are excellent books of this class, specially arranged for young scholars. To the above list, also, there might well be added such periodicals as the National Geographical Magazine, and the Geographical Journal.

## Recommendations for the Present

The Ontario School Geography, which we consider by far the best of the present texts, is already authorised for use, and in general use, in the provinces of Ontario, Alberta, and British Columbia. As has been stated, we are informed that this text is to be displaced by a new book, which, it is expected, will be published early in 1921. Before we learned that this new text was in course of preparation, we had been prepared to urge that recommendations be made to the Departments of Education of the remaining provinces that they also adopt the Ontario School Geography as a temporary expedient, until new and better texts were available. However, it is to be presumed that the new Ontario book will be superior to the present one, and that it will treat the subject along modern lines. Under these circumstances, we consider it would be advisable for the National Council of Education to defer any action until after the appearance of this book, in the hope that it may prove a really good school text-book or geography such as might confidently be recommended for use in the schools throughout the Dominion.

In the absence of a good Canadian text-book of physical geography, and until such a book is available, we believe that the general adoption of Tarr's New Physical Geography would be attended with good results.

## Recommendations for the Future

Taking all things into consideration, we are of opinion that the needs of our schools would best be met by adopting a series of progressive text-books rather than one book to be used throughout all grades.

Among the disadvantages of the single text-book may be mentioned its size and weight, as well as its probable mutilation, loss of pages, or even loss of the book itself, long before the pupil leaves school; the fact that it entails unnecessary expense to those who do not proceed to the highest grades, and who thus use only a portion of the book; and, of even greater import, the fact that both the treatment and the style (language) adopted in such a book must almost of necessity be either too difficult for the lower grades or too easy for the upper.

Having discussed this question at length, and from all points of view which occurred to us, we beg to make the following suggestions :

### Grades I to IV or V

A series of readers, as outlined in paragraph I, page 1-2 should be prepared. These might be quite inexpensive books in limp cloth covers, but they must be clearly printed on good paper, and well illustrated. As indicating the type of book we have in mind, reference may be made to books I and II of the Human Geographies, and to the first volumes of the Highroads of Geography.

### Grades V or VI to VIII

We recommend the preparation of a text-book, as outlined in paragraph II, page 3-4. The New Geography, Book One (Frye) might serve as a model for this book, except that, of course, greater prominence should be given to Canada and less to the United States.

### High School Upper Grades

For the reasons already stated, we believe that pupils in the upper grades at High School, and in Collegiate Institutes, should study geography from

a more advanced book specially designed to meet their needs. This book might be modelled on the *New Geography, Book Two (Atwood)*. The scope is outlined in paragraph III, page 4-5.

### Physical Geography

In paragraph IV page 5, the suggestion is made that High School pupils should round off their course in geography by making a more detailed study of physical geography. In the text-book provided, the main principles of the subject should be illustrated, as far as possible, by Canadian examples—both in the text and in the figures and views. The Ontario High School Physical Geography need not be considered here, since it is about to be displaced, and moreover it is, in many respects, an unsatisfactory book, lacking good arrangement and conciseness.

Several excellent British and American text-books of physical geography are available, but what we need is a Canadian book, modelled on the lines of Tarr's *New Physical Geography*. This appears to us one of the best of the American school or collegiate texts, and it is already in use in some of our Canadian schools.

There is undoubtedly a wealth of material (as for example may be found scattered through the publications of the Canadian Geographical Survey) already available as a basis for a truly Canadian text-book of physical geography, and only awaiting selection, arrangement and correlation. In this connection, also, we have been favored, through the kindness of Dr. W. Bell Dawson, Superintendent of Tidal Surveys, with the manuscript of a very complete course of lectures on physical geography, written by the late Dr. George M. Dawson, formerly Director of the Geological Survey. Dr. W. Bell Dawson wishes to place this manuscript freely at the disposal of the National Council of Education should they, at any future time, take steps to have a textbook of physical geography compiled for use in our schools.

### Atlas and Maps

It is probably not necessary to have an atlas specially prepared, as several fairly good ones, suitable for the use of school pupils, are already available.

The maps in the atlas selected should be as full as is consistent with clearness, but they should not be complicated by the insertion of unimportant details. Maps showing whole continents should be drawn on a uniform scale, as also should the maps of the several provinces of the Dominion. In the latter, also, it is well to have a small inset outline map, showing the whole Dominion with the province concerned outlined or shaded. The atlas should of course include political, physical, economic, and commercial maps of each continent.

Attention may here be drawn to the exceptionally fine maps in the Frye and Atwood "*New Geography*." They are far superior to the maps to be found in any of the Canadian text books. We are informed by the publishers of the *New Geography* (Messrs. Ginn & Company) that they would be willing to bind any or all of these new maps together in a separate atlas if there was any probability of there being a sufficient demand for such an atlas in Canadian schools.

### The Question of Uniformity of Text Books

We are aware that in touching upon this subject we are treading on delicate ground. We therefore approach it entirely from the academic and national points of view, and incidentally also as a question of economy.

We admit, and indeed we would insist, that home geography should form the foundation of every child's geographical studies. At the same time we consider it of the utmost importance that the youth of the country should be trained primarily as Canadians, and not merely as citizens of one particular province. If our children are to visualise, however imperfectly, the immensity of their birthright, their knowledge, geographical and otherwise, of Canada must be Dominion wide. It is well to bear in mind, also, that the settlement of Canada is merely in its beginning. A very large proportion of our population are earning their livelihood, and have their homes, in provinces far removed from that of their birth or school days.

Our belief, based on these and other considerations, is that every child in Canada should receive sound and well-balanced instruction in the geography, physical features, industries, etc., of every province of the Dominion, and on academic grounds, certainly, we see no reason why the same text-books should not be used, in their proper grades, in every school in the country. On the contrary, given the right kind of text-books, we believe that their general adoption in the several provinces would come about automatically. It is hardly too much to predict that, if we had books doing for Canada what "Frye and Atwood" and the revised "Tarr" do for the United States, their general adoption would be assured.

Passing reference only need be made to the fact—by no means unimportant—that a book which had the whole Dominion for a market could be produced and sold at a much smaller cost than a similar book whose circulation was limited to one or two of the provinces.

## The Universities and Geography

Unquestionably the very marked progress in the matter of geographical text-books which has been made in recent years in Great Britain and in the United States has been greatly aided by the fact that the subject has been recognised for many years by the establishment of professorships and lectureships in the universities of these countries. Oxford and Cambridge grant a special "diploma" in geography, and at Cambridge there is in addition a geographical "tripos." London University has an honours course in geography. Post-graduate courses are to be found at most of the universities in the United States. Contrasted with the serious attention the subject receives in these, as well as in other countries, we find that there is not even an undergraduate course in geography at any of our Canadian universities. Instruction in this subject is limited to short courses of lectures in economic geography for Commercial students, and in physical geography for geologists. It is therefore most gratifying to note that a *Professor of Geography* has recently been appointed at the Université de Montréal. It may be hoped that this is only the first step in the recognition by our universities of the true position and importance of the subject of geography. There can be no question that such recognition would more readily than any other means afford the atmosphere for the creation of a distinctly Canadian geographical literature, and would yield fruitful results in influencing geographical teaching in the schools of the country at large.

The provision of suitable text-books will not in itself solve the problem we were requested to investigate. We need also, and perhaps even more imperatively, properly qualified teachers who can interpret the books to the children, and who are competent, when necessity arises as it often must, to amplify the information contained in the texts.



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