

about balancing the distribution of its income in terms of essential and non-essential functions of government.

2. Levy a reasonable (say 1 cent) sales tax on all but the most essential commodities, such tax to go, not to a segregated fund for schools, but to the general fund from which it may be apportioned as deemed wise and fair to schools and to other necessary functions of government. Such a tax is working successfully in a number of states at the present time.

3. Let the state borrow for the present emergency on its future prosperity. The children of the state can't wait on the future prosperity of the state. Any curtailment of schooling at the present time will affect permanently the future citizenry of the state.

4. Urge Federal Aid. Up to the present time the Federal government has given very little financial support to education in individual states. In 1932 Virginia paid to the United States government in internal revenue \$99,971,505. This was exceeded by only four other states and represented a sum more than double the entire state budget.

In a time when the Federal government is spending billions for relief in other departments, it does not seem unreasonable that it be asked to spend two hundred million for education. Such a sum, apportioned according to need, would go a long way toward relieving the worst aspects of the present situation.

5. Inaugurate a campaign of publicity for schools. Knowledge of conditions such as have been presented in this paper percolate very slowly into the consciousness of the rank and file of the people. Frequently when conditions do finally force themselves on public attention the harm has been done. A definite campaign should be developed in Virginia, directed, not by teachers, but by parents and other taxpayers interested in the continuance of the public schools. The legis-

lature should be provided with accurate information not only as to the facts of the crisis in education but as to the attitude of the people who have the welfare of the children of the state at heart.

C. P. SHORTS.

## HOW THE PRINCIPLES OF GEOGRAPHY MAY HELP THE ADULT

*Geography is a suitable university study, needed in the interpretation of history, politics and government, economics and business. It also provides new and interesting scenes for the adult's fireside travels.*

WE ARE so accustomed to think of geography as a grade-school subject that we forgot that it has applications, and very practical ones, to our everyday life after we leave school. The general notion of geography in the United States is that of something you finish in the seventh grade and then proceed to forget. In Europe geography is not only a grammar-school subject, but also a university subject in very good standing. The reason many students do not elect geography in the university is that they have been "fed up" with it in the grades, just as many of the world's bad boys were once bored by Sunday school. (Please do not jump to the inference that Sunday schools produce bad boys!) The old style textbooks, some of which are still in use even in our own state, are so written as to kill any budding interest in the subject because the emphasis is laid upon mere information and not upon the reasons for things. How many realize the difference between a geographic fact and a geographic principle? Portland is a geographic fact. That Portland and like cities come into existence because of breaks in transportation is a statement of a geographic principle. If one will compare the average school geography with a book like

Huntington's *Asia*, or Bowman's *South America* in the Rand, McNally series of geography readers, he will at once see the difference and get my point without other argument. As long as state supplements are written, oftentimes by men who are not geographers, this criticism will apply. Just as the emphasis in the past was laid upon place and fact geography, so is it now laid upon "why" geography; but here we must caution the teacher, for he cannot neglect a liberal amount of place geography. We can't talk about the back country of Tokio if we don't know where Tokio is, and a certain amount of geological data must be martialed in the geographic picture, otherwise the picture lacks background and solidity. The outstanding fact about this city is the geological instability of the surrounding terrain. No one should teach geography who has not had a course in general geology or physical geography, but many who have studied neither geography nor geology are now teaching the subject to our children. This is not their fault. The blame rests upon the shoulders of the superintendents and principals who often do not know what is called for in the teaching of these subjects.

Geography, then, is a subject to be *read* in the grades and *studied* in the university. I am making a particular point here that there is too much studying in the grades and too little reading in the university. Wide reading in books like those I have just mentioned and books of travel would make a much better background for the student; when he comes to the university, he can really begin to study the subject and not merely read about it. Of course, for persons who do not intend to go on to college we must provide a somewhat different curriculum, and both subject matter and methods must be changed.

In many of our high schools there is no geography taught at all except a sort of colorless type of commercial geography which consists largely of statistics regard-

ing the number of pounds of beans raised in a certain area, or the amount of iron ore produced somewhere else. Commercial geography is one of the last subjects to be taught in the field of geography, because it demands a background of place geography, physical geography, and human geography before one can get the most out of the subject. I, for one, would like to see the present type of geography in the grades done away with and geography readers like Huntington's, Carpenter's, and Fairbank's take their place; then I would like to see physical geography restored to its place in the high school. With this background broad courses in the university such as general principles, climatology, human geography, and economic geography come in in their proper order. Another thing: geography and history should go hand in hand, and these courses in the grammar school and high school should be better correlated than they are now. But we are not here to talk about the geography for the school boys and girls, but about geography and the adult.

First, I shall consider geography as an aid to the interpretation of (a) history, (b) politics and government, (c) economics and business. Next I shall consider the subject in relation to the higher citizenship; and finally, the most important of all, geography and the inner life.

Geography can best be taught as a university subject because with the background of some of the sciences, history and language, the student can then see things in their proper relationship. Geography is, above all things, a synthetic subject. That is to say, it puts things together and its chief business is not that of analyzing, but of correlating. To be properly appreciated, and the most got out of the subject, it must be based upon at least one general course in geology, and still better, a comprehensive course of physiography, which is the interpretation of surface geology, that is to say, a study of land forms and how they originated, also how

they are changing and will continue to change in the future. Therefore, the successful teacher of geography in its broadest sense must have a background of geological training. There are people today attempting to teach geography who have not this background and in that respect their equipment is weak. There is a brand of geography abroad in the land today which is a hodge-podge of economics and agriculture, some history and business. While all of these subjects are valuable and make their contributions, they do not go deep enough, and erroneous conclusions can be drawn if the data from these subjects are not tied to the background of geology.

*Geography as an Aid to the Interpretation of History*

A great deal of history is being studied and read by the people today, but how can one get an adequate comprehension of the sweep of history unless he knows of the things that have made history. While we cannot ignore the Kings and Captains and all of the other people who have stood in the limelight and have done a lot of bawling throughout the Ages, we should minimize this noise and get down to the fundamentals. We should know, for instance, something about where the iron deposits of the world are located and what kind of ores they are, because iron has done a great deal toward pushing certain peoples to the front, and the lack of iron, or the right kind of iron, has seriously handicapped others.

Even the ruins of ancient temples about the Mediterranean cannot be thoroughly comprehended without reference to Mediterranean geography, and the uses these temples were put to. According to Ellen Semple, these served as lookouts and lighthouses for ancient mariners. Why, we may ask, have certain countries been able to dominate the rest of the world, or at least the world of their time, as have Greece, later Rome, and Great Britain, and today the United States? We find that, although

great men have had a good deal to do with the rise of these powers, the geographical position of those countries will explain even more. Is it merely a matter of accident that the city called Venice, which today is interesting only as a mecca for tourists, once dominated the business world? And why did that city tumble from her proud position? We shall have to look to geography for the explanation of these events. Do not assume that I am a believer in economic determinism as the sole factor in history, or even the chief factor in history, but I am saying that you cannot leave out the place of geographic factors and economic forces any more than you can leave man out of the picture.

Again, let us take an illustration from the field of political science and government. How are we going to understand the political events in our history, the attitude of peoples with reference to such questions as the tariff, without a thorough understanding of sectional differences? Prof. Frederick Turner has contributed to this topic in recent years a brilliant discussion which throws a flood of light upon our political history in the United States and the shaping of governmental policies. What determined the attitude of Southerners toward the slavery question, and was it mere accident that England sympathized with the South in the great Civil War? What today is the most powerful argument against independence for the Philippines? If it were a matter of sentiment alone, we, as liberty-loving Americans, would give them their independence at once. Geography here again is the most powerful factor in the situation. Some might say business interests, but in the case of the Philippine question, while there is a Philippine point of view and an American business man point of view, the most important is the world's point of view, which transcends the interest of both the Filipinos and the American business man. The very geographical position of the Philippine Islands makes it almost impossible

for us to accede, at least at the present time, to the wishes of the Philippine people, much as we would like to. Let us switch the searchlight to India. You find the same problems there as in the Philippines with the difference that they are magnified tenfold in complexity. These great questions cannot be solved merely on sentimental grounds.

When we come to economics and business the influence of geography is obviously very great and one needs hardly to be reminded of the many connections between geography and these fields of knowledge and activity. Let us take an example from one of the latest lines of activity to be developed, namely, that of aviation. Certain cities, because of their geographic location, will find themselves off the main airways, and others because of the unfavorable topographic conditions in their vicinity will be badly handicapped in this respect. A new map issued by the Hydrographic office of the U. S. Navy shows the only recognized airport in Oregon *not* in Portland, or Eugene, or Salem, but in Medford, in the southern part of the state. While this is due in great measure to the great activities of the business men of Medford, there are certain natural conditions there that make it an ideal site for an airport. Portland, which has spent considerable money in developing her airport, is handicapped to a certain degree by the particular conditions obtaining along the Columbia River. These conditions are not insurmountable, but they have to be reckoned with, and geography and not the Chamber of Commerce will largely decide the matter.

In Alaska we can see how geography has greatly retarded development in that region, the lack of easy transportation being the greatest handicap. Now, with the perfection of the airplane, it is possible to get into the interior of Alaska in a few hours, whereas before it took months. Bishop Rowe, the Episcopal Bishop of Alaska, told

members of the University of Oregon summer cruise last summer that he made the trip from Fairbanks to Nome one day in seven hours, whereas before, traveling by boat and dog team, it took all of two months to make the journey. On another occasion he visited a mission, taking two and one-half days to get there on foot, but got a ride back with the Navy fliers to Juneau in twenty minutes. Well, we could go on at great length in similar vein piling up illustrations, but I believe this unnecessary as a great deal of this is common knowledge.

Every good real estate man has to be something of an economic geographer. One of our best laboratory exercises is the study of the growth and progress of Eugene and Springfield, with forecasts based not upon what we hope to see take place, but what must take place if these geographic principles hold true. Of course, we must always allow for accidents and the work accomplished by outstanding men, which sometimes change the course of events and even defy the principles of geography.

My namesake, J. Russell Smith, at Columbia University, has written a most interesting pamphlet entitled "Geography and the Higher Citizenship," which I commend to all of you to read. He points out very cogently the importance of respect, sympathy and understanding in the solution of world problems. Respect, sympathy, and understanding of other peoples can best be inculcated through a study of geography, unless, of course, one can learn to know them by actual contact in their own lands. I quote a few lines from his pamphlet that seem to me very pertinent: "For world peace," he says, "we must have understanding; prejudice leads to war."

"One night my neighbor, who likes to call himself a 'one-hundred-percent-American,' walking up the street with me from a lecture about a foreign country, remarked, 'Yes, but those foreigners do such *foolish* things.' That is the stuff of which war is

made. *The foreigners do not do such foolish things. They do such natural things, as we can see if we really understand them, their position, and their problems. The great spiritual and mental test for success in the teaching of geography is the creation of understanding. We present to the child the fact that a foreign people is different from ourselves. What is his first reaction? Does he without understanding judge it and dismiss it with a bad name as Wop, Dago, Guinea, or Greaser, or some such? Or, does he desire to understand why they are different?"*

One reason for this general misconception of the foreigner and the dweller in other environments than our own is the method of teaching in our schools. Instead of taking geography and other subjects up in the evolutionary order, i. e., from the simple and primitive through to the more complex, the child, who is a little primitive being, is plunged at once into a study of the highly developed western civilization and gets naturally a highly distorted conception of his own country and customs. Naturally, when he grows up he is often ignorant, intolerant, and insufferably arrogant.

Now, teachers of geography will understand this point of view, but the average man in the street does not, and what is worse, he does not want to understand the foreigner. The big thing that the teacher of geography has to do, therefore, is to instil into the mind of the student a broad tolerance and sympathy and at least a desire for understanding so that when these pupils become adults they will not do things that will bring on a situation that may be very embarrassing, and even disastrous for themselves and their country. The United States at the present time is probably the most cordially hated country in the world. A good deal of this springs from envy, but some of it also can be attributed to our own hide-bound arrogance and ignorance. Now, we are not the only people in the world who have been hated and envied. Remember

that the Chinese thought that everyone who lived beyond the great wall of China was a barbarian. The Greeks considered themselves the most perfect people in the world. Indeed, we could jump all around over the map, and it would be difficult to find any people that haven't looked down upon all those not belonging to their country. But the time has come for a new type of man—the world man—who has a thorough respect for his own country, that goes without saying, but at the same time can see the good in others. The steamship, locomotive, automobile, airplane, and radio will rapidly shape conditions so that in a few years the extreme nationalist will find himself out of place in the world.

What can geography contribute to one's inner peace and satisfaction when the day's work is done, when business is over; will not geography help one to pass away otherwise tedious hours when one is far removed from friends? Recently Rabbi Berkowitz of Portland said that the first aim of an education was to enable one to be alone with himself. Not every one can actually travel, but everyone can travel in fancy with a *National Geographic Magazine* and other geographical journals; with the teeming books of travel and description he can roam at will through the jungles of the old world, through palaces and past ruins and sail the seven seas and glide down tropical rivers. And so it seems to the writer that a subject which calls upon the data of so many sciences and humanities, attempting to place man in proper perspective with reference to his environment, is one of the finest means to an education in this highest sense. It provides new and interesting scenes during fireside travels and promotes sympathy and understanding. I am not pleading so much for more and better geography in the schools as I am for greater attention to this subject on the part of the great adult population, many of whom, although they have been to school, have not been able through force of circumstances to keep up with the

fascinating advances in the realm of geography. By writing to a government bureau or geographical society, or even resorting to the Sunday metropolitan paper, he can be provided with maps so that he can follow Commander Byrd and his associates through Little America, he can sweep over the jungles of Central America with Lindburgh, or hop across the southern seas with the Southern Cross to the Antipodes.

Let me digress here a moment. What is Commander Byrd trying to do in the Antarctic? As some reflection from European sources has been cast upon his work intimating that it is merely sensational and largely for publicity purposes, I wish to state that already Commander Byrd has accomplished a very great deal in the interest of science and one of the important contributions which he will make when the records are all in, is to a better understanding of the meteorology of the southern hemisphere. Very few people know that the planetary wind system is controlled largely by two gigantic air engines known as the glacial anti-cyclones which function over the two great polar ice-caps, Greenland and Antarctica, and the storms of North America and Europe and those in South America, Africa, and Australia are closely connected with the meteorological events of these two regions. This is just one of the many contributions that Commander Byrd made during his first sojourn in the south.

Geography is not something to be forgotten at the end of the seventh grade—though a good deal of what is now taught might very well be forgotten. I would ask you to look upon it as a subject of pre-eminent worth in the university curriculum, as it is considered in Europe and in many American universities. It should also be one of the choice subjects in the curriculum of that larger university of the home fireside whose courses are not complete until one is called to take the still longer journey into the unknown.

WARREN D. SMITH

## DOES A COPYRIGHT MEAN ANYTHING?

*Flagrant pirating of published educational texts by individuals, school districts, and higher institutions has reached a serious point; "reproducing" considered a depression economy method.*

IN 1931 the National Society for the Study of Education presented as Part II of its Thirtieth Yearbook a report entitled "The Textbook in American Education." On the reverse side of the title page, following the usual notice of copyright by the secretary of the society, there appeared for the first time in this series of yearbooks the statement: "No part of this yearbook may be reproduced in any form without written permission from the secretary of the society."

### *Only Three Out of Five Condemn Practice*

This statement was added after reading in Chapter 10 of the yearbook the discussion dealing with the lack of understanding of or regard for the significance of the copyright, and after noting the figures which showed the attitude of more than two hundred educators and school administrators on the ethics of reproducing copyrighted material for distribution in the schools. Dean Edmonson had asked: "Would it be ethical for a superintendent to reproduce for free distribution to pupils certain pages from textbooks not adopted for use in the schools?" To this query 14.6 per cent of his correspondents said "Yes" while 20.9 per cent more said "It depends," and 5.6 per cent thought the matter unimportant; in other words, only three of five school men (58.9 per cent) definitely condemned the practice.

To get at concrete cases, I invited seven textbook publishers to report characteristic experiences. These publishers, who prob-

Reprinted with permission from THE NATION'S SCHOOLS, August, 1933, Vol. XII, No. 2.