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A SURVEY AND EVALUATION OF CURRENT EMPHASIS GIVEN
GEOGRAPHICAL AREAS IN NORTH CAROLINA
STATE ADOPTIONS AND COMMON
SUPPLEMENTARY
MATERIALS

by

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CHAPTER I

INTRODUCTION

Need For This Study

Many people are impatient and discouraged with the progress that is being made toward a peaceful world. The flower of American manhood sacrificed willingly on the battle fields of World War II, and many more labored diligently on the home front to preserve the common rights and the dignity of man. The effort and cost of this most recent global holocaust was tremendous, yet there is widespread dissatisfaction with the results. Thinking people are turning toward other instruments and means than war for the fulfillment of their imperishable vision of a warless world.

The schools must take an active and dynamic part in building the kind of world that decent men everywhere want. Every subject that can make a valuable contribution to this end should be completely exploited for that purpose. Geography is an ideal subject for children, and there can be no understanding of man without geographic education. The concepts, principles, and facts of geography are indispensable in the development of the insights and understandings which world citizenship requires. Therefore, school folk must examine with critical eyes their textbooks, techniques, and methods in order to make sure that each educational tool shall contribute its full share toward world-mindedness. The man of Galilee worked with individuals in his effort to set up His kingdom of justice, righteousness, and peace. The schools must follow the lead of the greatest teacher and begin changing individuals if

society is to become decent and is to survive.

There should be a very clear distinction between geography per se and geographic education, for education implies changes in the intellectual, emotional, and spiritual nature of the student. Effective geographic education will change the attitudes of people toward their local, national, and international experiences and problems. Today there appears to be very little of this sort of geographic education in our land. School people need broad and virile preparation in geographic education, so that the schools can furnish thoughtful and functional guidance to youths and adults.

What is wrong with geography today? Is it partly ineffective because of poor textbooks, or is the fault in the manner and methods employed in teaching it? Surely, something is wrong, and it is the duty of educators to find the weakness. No time should be lost in making geography a vital and dynamic subject. This study is undertaken in this spirit and for this purpose.

Dr. Franklin H. McNutt observes:

In both social studies and literature there is need for a re-examination of the materials with a view to a re-allocation of emphasis. We are stressing many minor cultures almost to the exclusion of some of the great ones that mean so much to our future. There is a wealth of supplementary materials on Indians, the Eskimos, the Hottentots, the Arabs, the Swiss, and the Dutch. There's relatively little on the Russians, the Chinese, and the Latin Culture to the South. Yet our future is tied to the latter rather than the former. The center of the new world is the Pacific Ocean, and our destiny is intertwined with that of the cultures of its shores.

.....

Apropos the social studies, it should be noted that many of our textbooks tend to accentuate and perpetuate certain of our provincialisms. Many of our geographies continue to stress race although most reputable anthropologists reject it as an

untenable concept.¹

Elementary geography textbooks need re-writing, for recent political and economic developments in Asia and the Pacific Islands are becoming increasingly important to all Americans. The center of the new world will be the Pacific Ocean; therefore Asia and the Pacific Islands require much greater emphasis than in the past. China has the people and the resources needed to make her the leading country in the Eastern Hemisphere. Russia emerged from World War II as one of the "Big Four" powers, and she seems eager to Sovietize all other peoples. Consequently, the independence of Korea and many other weak countries is to some extent an American responsibility. Japan will probably have to be occupied for many years, and several Pacific Islands will most likely be permanently acquired by the United States.

The Near East may be expected to furnish much of the world's supply of petroleum products in the years ahead. India is entering a new era of industrial, social, political, and agricultural progress, and eventually "The Land of the Maharajahs" will become a world power. The Chinese are pleading desperately for American aid in the struggle against Communist enslavement, and it is not improbable that present and future developments in China will have tremendous influence upon the course of human destiny. China is destined to become a truly great democracy or a Communist stronghold.

The Science News Letter declares:

From a strategic standpoint, American youth needs a knowledge

1. McNutt, Dr. Franklin H., "World Citizenship--Today's Problem, Tomorrow's Reality." Childhood Education, 20:12, September, 1943.

of Asia and the Pacific Islands. Japan will require watching, and perhaps military control, for many years. The Soviet Union, now in possession of the Kuriles, Sakhalin Island and excellent ice-free ports and naval bases on the mainland coast, assumes a new importance in the Pacific area. China may, and probably should, become a naval power. These factors alone are sufficient reasons for more complete geography courses in American schools.²

World War II taught Americans that there is an urgent need for more geographical information. Diplomatic relations, trade, and peace efforts have been vitally affected by the great insufficiency of geographical knowledge. Power politics is the order of today as in the past, and the advantages of military success may easily be lost by our leaders in their dealings with the shrewd diplomats of the old world. The leaders of the old world know geography, and American leadership is unable to cope with them effectively.

Hoyt Lemons avers:

Geographical thinking is vitally essential to good citizenship, both in peace and war. It was estimated recently that four-fifths of all the problems with which we or our leaders must deal concern (1) resources - their use, ownership or taxation, (2) specific places or regions, and (3) relations with foreign countries and peoples. Geographical knowledge is necessary in understanding such problems and mere experience in politics does not provide that information.³

A subject which has a very important bearing on four-fifths of the world's problems is a very fundamental and important subject. Such an important subject as geography deserves a much greater role in education, and persons in administrative and supervisory positions need to become aware of this fact.

Modern inventions have annihilated space, and Americans have

2. Science News Letter, "Textbooks Need Rewriting". October 13, 1945. p. 230.

3. Lemons, Hoyt, "The Role of Geography in Post-War Education", Education, 65:283, January, 1945.

become citizens of the world. Isolationism is dead and buried, and the challenges and implications of this fact must be courageously met by every social, political, and cultural agency. The Post-War world brings nations of unlike political philosophies into much closer relationships, and these closer relationships greatly increase opportunities for friction. Interest in international relations is rapidly increasing, and it is inconsistent to neglect such a powerful study as geography.

Geography has received principal emphasis in America on the elementary level, and it has practically disappeared from the general curriculum of the secondary schools. Where it has been taught, the results have been poor in most respects. Competition with the newer subjects has almost shoved geography aside. It is taught by teachers who have little formal training in geography, and it may be found in all sorts of teaching combinations with practically all other subjects. While geography has been receiving very little attention in this country and Canada, the older countries have laid great stress upon the subject. Western Europe and England consider geography a major subject, and the countries in these areas provide effective geographic education. American school administrators have passed geography around like an old cast-off shoe to anyone who would agree to assume the teaching of one of the greatest subjects in the curriculum. Such ineptness cannot be excused, for the study of geography can serve admirably as a bridge between science and the humanities. It is impossible to understand the way man works and lives in different parts of the world, and no other subject can better illustrate the influence of climate and location than geography can. The poor and ineffectual manner in which geography is being taught today frequently results in making it either a dead, dull, and uninteresting

subject or a snap course.

Thomas Frank Barton emphatically states:

The study of geography should be a gradual and continuous process starting with the primary grades and continuing through the elementary and high school levels. It is experiences gained during the primary years that will give children a geographic point of view. Geography in the primary grades will provide sound basic concepts for the further study of the subject. Geography is an ideal subject for children. It has subject matter embracing vital concepts, facts, and down to earth interests.⁴

The responsibility of producing world-minded individuals must be assumed by the schools. World citizens must be "to the manner born", and the firm foundations of world citizenship must be laid in the elementary schools. It is impossible, however, to effectively educate the masses in global citizenship by confining geographic instruction to the elementary schools. Knowledge gained during the elementary years may be of little use in adulthood unless it is re-enforced in the high schools. If geography is permitted to remain buried in the amalgam known as the social studies, geographic education will continue to be ineffective. Educators must courageously meet this inescapable challenge and responsibility, or forfeit the privileges and honors rightfully belonging to effective educational leadership.

Russell Whitaker appropriately points out:

However great the part of other agencies, teachers must take a prominent place in directing humanity away from its habit of representing the presence of other peoples on this earth.⁵

4. Barton, Thomas Frank, "Geographic Instruction in the Primary Level", Journal of Geography, 47:99, March, 1948.

5. Whitaker, Russell, "Nation Against Nation: A Challenge to Geography Teachers", School and Society, 34:186, February, 1934.

Today there is unrest everywhere. Men everywhere are clamoring for security. Conflicting ideologies are rampant. World leaders are fumbling around in circles, and progress in the building of a better world is slow and painful. These conditions literally cry out for men of goodwill to endeavor to supplant ignorance with information, and to dispel prejudices with genuine sympathy which is born of true understanding. Every race and every culture has made substantial contributions to world progress, and it is the duty of teachers to give each group due credit. Teachers should search diligently for likenesses in the various cultural groups and deal intelligently with differences. Those who teach must be inspired with a passionate ideal of world sympathy and cooperation, and devotedly strive to bring into unmistakable reality Tennyson's dream of a world in which man could devote his energies creatively and constructively.

Henry J. Warman pertinently remarks:

The greatest task of education is to create a new national psychology designed to broaden the good neighbor policy and implement it on a global scale.
 It is absolutely essential that we understand other nations. We can get such understanding, not by studying abstract facts about them but by studying them concretely in their environmental settings, learning what resources of location, space, terrain, and natural materials they possess, how they are interacting with the factors of their environment, and how this interaction is determining their attitudes and policies.⁶

Ignorance of the world and its peoples is one of the greatest obstacles standing in the way of world friendship and cooperation. The future progress and peace of the world may be in no small measure dependent

6. Warman, Henry J., "A suggested Course in World (or Global) Geography," Nineteenth Yearbook of the National Council for the Social Studies. The Council, Washington: 1948, p. 252.

upon the effective teaching of geography in American schools.

The facts are that geography is being tragically neglected, and the consequences have cost us much in "blood, sweat and tears". Thus this is a matter of grave concern for all men who would practice the common brotherhood of man in adventurous daily living.

Statement of the Problem

The title of this thesis is A Survey and Evaluation of Current Emphasis given Geographical Areas in North Carolina State Adoptions and Common Supplementary Materials.

This study undertakes a quantitative survey and evaluation of the current emphasis given geographical areas in the sources under consideration in order to find the answers to the following questions:

- I. What is a theoretically desirable emphasis for each area?
- II. What is the emphasis in current State adopted geographies and common supplementary materials?
- III. How do the current emphases compare with the theoretically desirable ones?
- IV. What recommendations can be based upon this study?

Scope of the Problem

The attack on this problem involved a quantitative survey and evaluation of the current emphasis given geographical areas in the Silver, Burdett, and Company series of geography textbooks for grades four through seven, the recently adopted Rand McNally and Company fourth-grade text and Ginn and Company's series for grades five through seven, plus a sampling of current periodicals and daily newspapers.

The chief objective of the study is to make a comparison of the current emphasis with the theoretically desirable ones and thereby determine whether the geography textbooks are giving a proper balance of emphases to the various areas.

Method

The following methods were used in attacking this problem:

I. A search was made, using the following guides, of the literature bearing on the problem.

Palfrey, Thomas R. and Coleman, Henry E., Guide to Bibliographies of Theses--United States and Canada, Second Edition. Chicago: American Library Association, 1940.

United States Library of Congress. Catalogue Division. List of Doctoral Dissertations Printed in 1912. Washington: Government Printing Office, 1913-1938.

Doctoral Dissertations Accepted by American Universities. 1933-1934. Compiled for the National Research Council and the American Council of Learned Societies by the Association of Research Libraries, New York: Wilson, 1934-1948.

Monroe, Walter Scott. Ten Years of Educational Research, Bulletin No. 42, August, 1928. Urbana, Illinois. University of Illinois, 1928.

United States Office of Education Library. Bibliography of Research Studies in Education, 1920-1927. Washington. Government Printing Office. 1929-1940.

Good, Carter Victor. Doctor's Theses Underway in Education. Appears annually in the January issue of the Journal of Educational Research. January, 1931-January, 1948.

Gray, Ruth A. Doctor's Theses in Education, A List of 797 Theses Deposited with the Office of Education and Available for Loan. Washington. Government Printing Office. 1935.

Columbia University, Teachers College. Register of Doctoral Dissertations Accepted in Partial Fulfillment of the Requirements for Degree of Doctor of Philosophy, Vol. 1899-1936. Compiled and edited by Anvor Barstad, and Others. Teachers College Bulletin, 28th Series No. 4, February, 1937. New York, Teachers College, 1937.

New York University, Washington Square Library. List of Doctors' and Masters' Theses in Education. New York University, 1890-June 1936. New York, New York University, School of Education, 1937.

Northwestern University. List of Doctoral Dissertations. 1896-1934. Evanston, Illinois, The University, 1935.

Education Index: A Cumulative Author and Subject Index to a Selected List of Educational Periodicals, Books and Pamphlets. New York, H. W. Wilson Company, 1929-April 1949.

Readers' Guide to Periodical Literature. (Cumulated) 1900-1948. New York: H. W. Wilson Company, 1900-1948.

Monroe, Walter Scott and Shores, Louis. Bibliographies and Summaries in Education. New York: The H. W. Wilson Company, 1936.

The Bibliographic Index: A Cumulative Bibliography of Bibliographies. March, 1938. New York: The H. W. Wilson Company, 1938.

Shaw, Charles B. A List of Books for College Libraries. 1931-1938. Chicago: American Library Association, 1940.

Education Abstracts. January--April 1936--1949. Albany, New York 1936--1949.

Selected References in Education. 1933-1938. Chicago: University

of Chicago.

II. The sub-problems of this study were attacked in the manner related below.

To determine a theoretically desirable emphasis for each area, the earth was divided into nine areas with each country assigned to a particular area. Seven geographic experts were asked to rate the areas from one to nine, according to the probable influence of the area on the course of Western Civilization during the next three decades.

The current emphases were ascertained by measuring to one-eighth inch the column inches allotted to each area in the Silver, Burdett and Company series of geography textbooks for grades four through seven, the Rand McNally and Company's fourth grade geography textbook, and Ginn and Company's series for grades five through seven, three consecutive issues of Time, Newsweek, and Life magazines, and three Sunday editions of the following daily newspapers: The New York Times, The Charlotte Observer, and the Winston-Salem Journal and Sentinel.

The current and theoretical emphases are compared by the use of tables and notes.

The recommendations based on this study grew out of the comparisons of the current and theoretical emphases and the opinions of authorities found in the literature on the problem.

Related Studies

The guides consulted show that the following related studies have been made:

In 1930 Prigden made a study of the evolution of geography textbooks from 1784-1930. This study compared the aims, objectives, contents, and methods as revealed in geography textbooks published for the elementary schools during the eighteenth, nineteenth, and twentieth centuries; it considers the inter-relationship between certain large movements in educational history and the evolution of geography textbooks.

In 1933, Haverstick made a study of geographic education as a means toward acquiring internationalism. This study was based upon the ideas of 800 children regarding peoples of other cultures.

In 1936, Scully studied International Mindedness and some correlated variables with specific reference to geographic ability.

There seems to be no duplication of any previous study in this present thesis.

Prigden, Lorraine Isley. A Study of the Evolution of Geography Textbooks 1784-1930. Master's Thesis, Duke University, 1930.

Haverstick, Mae Graybill. Geography as a Means Toward Acquiring Internationalism. Master's Thesis, Teachers College, Columbia University, New York, 1933.

Scully, Dorothy R. International Mindedness with Some Correlated Variables with Specific Reference to Geographic Ability. Master's Thesis, Washington University, 1936.

CHAPTER II

THEORETICAL EMPHASES

It was necessary to devise some means of determining a desirable allotment of emphases to each area. Obviously, this has to be a theoretical matter, since no one knows precisely the relative importance of the nine geographical areas. A sampling of expert opinion on the problem seemed to be the only feasible method of attack.

The first step in determining a theoretically desirable emphasis for each geographical area was to prepare a rating sheet listing the various geographical areas from one to nine and showing the countries assigned to each area. The same division of areas and arrangement were used in the rating blank as were used in finding the current emphases given each area referred to in Chapter I.

Dr. Franklin H. McNutt and Dr. Coy T. Phillips, Associate Professor of Geography at the Woman's College of the University of North Carolina, collaborated on the selection of five of the seven experts to whom the rating blanks were sent.

The committee of experts is composed of outstanding college professors and keen students of world affairs. All of them are well qualified by training and experience to rate the various areas. All blanks were carefully and completely filled out and returned promptly.

The rating blank as sent out, except for personal remarks, appears in appendix B on page

Table I below shows the nine areas arranged in order of

importance as ranked by the committee of experts and the rating assigned to each of the areas by each committeeman. The rank of each area was determined by adding the ratings of the seven experts and placing the areas in position according to their range from lowest to highest total score.

TABLE I

Theoretically Desirable Emphasis

EXPERTS									
Areas	A	B	C	D	E	F	G	Score	Rank
North America	1	1	1	2	1	1	1	8	1
Russia	3	2	3	1	2	3	2	16	2
Western Europe	2	3	2	3	3	2	3	18	3
Near East	5	7	6	4	5	4	4	35	4
Far East	4	8	4	5	4	6	6	37	5
Latin America	6	4	7	6	7	5	7	42	6
Eastern Europe	7	6	5	7	6	9	5	45	7
Australia, N. Z.	9	5	8	8	9	8	8	55	8
Africa	8	9	9	9	8	7	9	59	9

Table I shows that no two of the seven experts rated each of the nine areas exactly the same, yet there is no wide divergence of opinion on the relative importance of any one particular area. Six of the experts rated North America first. Three members of the committee rated Russia second; three, third; and one, first. This gives Russia a total score of sixteen, and puts here in second place by a slender two-point margin.

The Near East received three fourth-place ratings, two for fifth, one for sixth, and one for the seventh place. The total score for Near East is thirty-five, which is more than twice the score of Western Europe. Fifth-ranking Far East was given three fourth-, one fifth-, two sixth-, and one eighth-place rating. The total score for the Far East was thirty-seven, which is only two more than the Near East received. Latin America got one bid for the fourth place, one for the fifth position, and three for the seventh position. Latin America's score was forty-five or only three more than the Far East's score. Australia's rating totaled fifty-five or only four points more than lowest ranking Africa.

According to the experts, geography courses should emphasize the nine areas in the order listed below. Furthermore, if the ratio of the total scores may be regarded as a valid index, it may be assumed that the various areas should be emphasized in the proportions shown below. These relative emphasis figures were obtained by dividing the score of each area into the score for Africa. Relative emphasis figures, then, indicate how much emphasis each area should receive in comparison to lowest ranking Africa. Table II shows the rank, score, and relative emphasis each area should receive.

TABLE II

Desirable Relative Emphasis

AREAS	RANK	SCORE	RELATIVE EMPHASIS
North America	1	8	7.37
Russia	2	16	3.68
Western Europe	3	18	3.27
The Near East	4	35	1.68
The Far East	5	37	1.59
Latin America	6	42	1.49
Eastern Europe	7	45	1.31
Australia and N. Z.	8	55	1.07
Africa	9	59	1.00

Relative emphasis figures above show that roughly speaking, in a theoretical manner, each of the nine areas should receive as many times the emphasis Africa receives as the figures following each area or group of areas: North America, seven, Russia and Western Europe, three, The Near East, The Far East, Latin America, and Eastern Europe, one and one-half, and Australia and New Zealand, one.

According to this theory a well-balanced series of geography textbooks would allot space to the areas in ratio to the above relative emphasis figures.

CHAPTER III

CURRENT EMPHASES

The current emphases are measurable data, and they were carefully measured in each of the sources used in this study. Every sentence in each source was credited to some area if it could be said to be referring to that area: Therefore all data in this chapter are accurate and complete. These current emphasis figures show the actual emphasis given each area; consequently, this is significant information.

Table III below shows the current emphases given each area in the Silver, Burdett series, copyright 1933. The series consists of Journeys in Distant Lands, United States and Canada, Europe and Asia, and Southern Lands used in grades four through seven. Figures in the table show the total column inches devoted to each area in each text and the series totals.

It should be noted that all space allotment figures to the right of the decimal point indicate eights inches rather than tenth inches. This applies to tables (III - X).

TABLE III

Current Emphasis in Silver Burdett

AREAS	TEXTBOOKS				TOTALS	RANK
	J'S IN D. LANDS	U.S. & CANADA	EUROPE & ASIA	SOUTH. LANDS		
North America	1.4	2280.6	0.0	619.5	2901.7	1
Russia	0.0	0.0	70.6	0.0	70.6	9
Western Europe	575.2	0.0	1506.2	0.0	2081.4	2
Near East	3.6	0.0	195.4	126.7	326.1	5
Far East	402.4	10.0	485.0	0.0	897.4	4
Latin America	1.0	12.2	0.0	1599.2	1612.4	3
Eastern Europe	0.0	0.0	127.2	0.0	127.2	8
Australia N. Z. & S.	3.0	0.0	0.0	331.0	334.0	6
Africa	133.4	0.0	0.0	0.0	133.4	7

Table IV shows the column inches allotted to each of the nine areas in the series of textbooks which North Carolina adopted on July 21, 1948. This series is composed of the following titles: Geography Around the World for fourth grade, Rand McNally and Company, The American Nations for fifth grade by Ginn and Company, Nations Overseas for sixth grade by Ginn and Company, and The United States in The Western World for seventh grade by Ginn and Company.

TABLE IV

Current Emphasis in Recent N. C. Series

AREAS	TEXTBOOKS				TOTALS	RANK
	GEO. AR'ND THE WORLD	THE AM. NATIONS	NATIONS O'SEAS	U.S. IN W. WORLD		
North America	348.1	2637.1	20.4	1739.1	4744.7	1
Russia	0.0	0.0	246.5	0.0	246.5	9
Western Europe	520.3	0.0	1136.5	0.0	1657.1	3
Near East	205.3	0.0	422.3	0.0	627.6	5
Far East	232.2	43.2	522.6	5.7	804.1	4
Latin America	224.5	1104.6	8.1	511.5	1849.1	2
Eastern Europe	0.0	0.0	248.3	0.0	248.3	8
Australia, N. Z.	118.7	0.0	302.1	0.0	421.0	7
Africa	227.1	0.0	328.0	0.0	615.1	6

Table V on the next page shows the current emphasis reflected in the space allotments to the various areas in the three consecutive 1948 issues of Time magazine. This table like previous current emphasis tables shows column inches allotted to each area in each magazine, the total space allotted, and the rank according to space allotments.

TABLE V

Current Emphasis in Time Magazine

JULY 1948					
AREAS	12th	19th	26th	TOTALS	RANK
North America	131.6	133.6	124.6	390.2	1
Russia	7.7	0.0	0.0	7.7	7
Western Europe	84.6	61.1	82.1	228.0	2
Near East	23.2	14.1	47.0	84.3	3
Far East	9.0	10.1	31.0	50.1	5
Latin America	17.4	22.3	13.0	52.7	4
Eastern Europe	18.2	23.1	0.0	41.3	6
Australia and New Zealand	0.0	0.0	0.0	0.0	8
Africa	0.0	0.0	0.0	0.0	8

A glance at table V reveals that very little space was allotted to Russia in the above three issues of Time magazine. It should be pointed out that the activities of Russia in other areas were well covered, even though only about eight column inches were given to Russia proper. No space was given to Australia or Africa; therefore both were ranked eighth.

Table VI on page 21 shows comparable data for three consecutive issues of Newsweek. Copies of Newsweek of comparable dates were not available. Table VI shows that Australia and Africa were not given any space in either of the three issues of Newsweek, but considerably more space was given to Russia. These three issues also give a great deal of space to the activities of Russia in other areas.

TABLE VI

Current Emphasis in Newsweek

AUGUST 1948					
AREAS	2nd	9th	16th	TOTALS	RANK
North America	342.1	229.1	321.5	892.7	1
Russia	23.4	7.2	3.6	34.4	6
Western Europe	107.3	118.2	70.7	296.4	2
Near East	20.4	0.0	4.0	24.4	7
Far East	18.5	18.0	38.4	74.5	3
Latin America	15.2	10.6	21.3	47.3	5
Eastern Europe	13.3	7.6	26.3	47.4	4
Australia and New Zealand	0.0	0.0	0.0	0.0	8
Africa	0.0	0.0	0.0	0.0	8

North America and Western Europe rank first and second respectively in both table V and VI. Australia and Africa also have the same rank by default.

Table VII shows data for three issues of Life magazine of the same dates as the three issues of Time. It is noteworthy that Mr. Henry R. Luce is the editor of both Time and Life magazines. The three issues of Life under consideration give no space to Latin America, Australia, and Africa. It will also be noticed, as one might expect, that the total space is less, since Life is really a picture magazine.

TABLE VII

Current Emphasis in Life Magazine

JULY 1948					
AREAS	12th	19th	26th	TOTALS	RANK
North America	134.3	36.0	103.4	273.7	1
Russia	0.0	12.0	0.0	12.0	5
Western Europe	37.5	84.4	3.4	125.5	2
Near East	4.7	5.0	0.0	9.7	6
Far East	13.0	0.0	1.0	14.0	4
Latin America	0.0	0.0	0.0	0.0	7
Eastern Europe	27.7	0.0	3.4	31.3	3
Australia and New Zealand	0.0	0.0	0.0	0.0	7
Africa	0.0	0.0	0.0	0.0	7

Tables V, VI, and VII show North America was given most of the space in these issues of the periodicals examined. Western Europe ranks second in these sources. Time and Newsweek give the Far East third place. In table VII Eastern Europe ranks third. This is probably due to the coverage of Russian activities in that area. Latin America, Australia, and Africa, were left out altogether in these three issues of Life, and consequently, each was ranked seventh.

Table VIII on page 23 shows the space allotments to the nine areas in three consecutive Sunday editions of the New York Times. It will be readily noted that considerably more space is devoted to each area in the

Times than in any of the magazines, and no area is left out in all of the issues.

TABLE VIII

Current Emphasis in the New York Times

AREAS	1st	8th	15th	TOTALS	RANK
North America	1084.4	931.4	676.5	2692.5	1
Russia	37.0	44.0	35.0	116.0	6
Western Europe	531.6	359.7	262.2	1153.7	2
Near East	72.0	167.2	146.0	385.2	3
Far East	72.6	71.0	46.0	189.6	4
Latin America	12.4	20.6	80.2	113.4	7
Eastern Europe	33.6	38.4	88.2	160.4	5
Australia and New Zealand	13.4	0.0	1.6	15.2	9
Africa	0.0	0.0	19.4	19.4	8

North America was given about half of the space in the three issues of the Times considered above and Western Europe was given about one-fourth of the space. Latin America and Russia received about the same emphasis, but Australia and Africa received very little attention.

Table IX on page 24 gives comparable data for three consecutive Sunday editions of the Charlotte Observer. This leading daily in North Carolina gives space to each of the areas except Africa, which it leaves out altogether. North America was given about four-fifths of the space and Western Europe consumed more than half of the remaining space.

TABLE IX

Current Emphasis In The Charlotte Observer

JULY & AUGUST 1948					
Areas	25th	1st	8th	TOTALS	RANK
North America	772.5	693.7	505.4	1972.0	1
Russia	7.1	14.6	38.2	60.1	3
Western Europe	106.7	58.1	151.2	316.2	2
Near East	0.0	10.0	0.0	10.0	8
Far East	28.7	18.2	4.3	51.4	4
Latin America	20.0	3.0	0.0	23.0	6
Eastern Europe	12.3	17.4	9.6	39.5	5
Australia and New Zealand	3.2	11.3	0.7	15.4	7
Africa	0.0	0.0	0.0	0.0	9

The Charlotte Observer gave Russia third place, but allowed it only sixty and one-eighth inches. North America and Western Europe occupied first and second place as in the magazines and the Times. Theoretically fourth-ranking Near East was allowed ten inches, but Africa was not mentioned.

Table X gives comparable data for three consecutive Sunday issues of the Winston-Salem Journal and Sentinel. This daily has a smaller circulation, less volume, and therefore less space devoted to each area. . . Only two of the areas are left out altogether, however. They are Latin America and Australia. North America ranks first, Western Europe second, and Russia third. The Winston-Salem Journal and Sentinel allots a third

more space to Russia than does the Charlotte Observer on the dates considered. Thus Russia gets more emphasis in the three editions of the Journal and Sentinel relatively than either of the other dailies or the magazines.

TABLE X

Current Emphasis in the Winston-Salem Journal and Sentinel

JULY & AUGUST 1948					
AREAS	25th	1st	8th	TOTALS	RANK
North America	399.0	449.4	389.6	1238.2	1
Russia	0.0	31.0	57.4	88.4	3
Western Europe	87.4	34.2	119.4	241.4	2
Near East	0.0	22.2	12.0	34.2	6
Far East	5.0	12.0	31.4	48.4	4
Latin America	0.0	0.0	0.0	0.0	8
Eastern Europe	3.4	32.6	0.0	36.2	5
Australia and New Zealand	0.0	0.0	0.0	0.0	8
Africa	0.0	15.0	0.0	15.0	7

CHAPTER IV

COMPARISONS OF CURRENT AND THEORETICAL EMPHASES

Table XI shows a comparison of the rank of each area as indicated by space allotments in North Carolina state adopted geography textbooks, magazines, and dailies used in this study. The composite rankings in the magazine and newspaper columns were obtained by combining the total column inches for each of the three magazines and dailies.

TABLE XI

Comparison of Current and Theoretical Emphases

AREAS	THEO- RETICAL	SILVER BURDETT	RAND MCN. & GINN	PERIO- DICALS	DAILIES
NORTH AMERICA	1	1	1	1	1
RUSSIA	2	9	9	7	5
WESTERN EUROPE	3	2	3	2	2
NEAR EAST	4	5	5	6	3
FAR EAST	5	4	4	3	4
LATIN AMERICA	6	3	2	5	7
EASTERN EUROPE	7	8	8	4	6
AUSTRALIA AND NEW ZEALAND	8	6	7	8	9
AFRICA	9	7	6	8	8

Table XI shows that there is complete agreement as to the relative importance of only one area, North America, which occupies first

place in all sources considered in this study. There is very little disagreement as to the place Western Europe should occupy, and the same is true of the Near and Far East, Australia and Africa. The variation is quite great when it comes to Russia. The experts say that Russia should follow North America in rank, but the old and new geography textbooks for North Carolina Elementary Schools place it at the very bottom of the scale. This fact shows that in so far as the balance of space allotments, the old and new books are about the same insofar as Russia is concerned.

Table XII shows the relative emphasis given each area in comparison to the space allotted to Africa by that source. Since the magazines devoted no space to Australia and Africa, the magazine data were omitted in this table.

TABLE XII

Comparison of Relative Current and Theoretical Emphases

AREAS	THEORETICAL	SILVER-B.	R.M. & GINN	DAILIES
NORTH AMERICA	7.37	21.75	7.71	174.47
RUSSIA	3.68	.53	0.40	7.69
WESTERN EUROPE	3.27	15.60	2.69	4.98
NEAR EAST	1.68	2.44	1.02	12.48
FAR EAST	1.59	6.73	1.60	8.42
LATIN AMERICA	1.49	12.09	3.01	3.96
EASTERN EUROPE	1.31	.95	.40	6.86
AUSTRALIA AND NEW ZEALAND	1.07	2.50	6.84	.89
AFRICA	1.00	1.00	1.00	1.00

According to the theoretically desirable emphases arrived at in this study, the new state adopted series of geography textbooks has a much better balance of emphasis than the Silver, Burdett and Company series. The older texts allot about three times as much space to North America as it should. This does not mean, however, that three times as much space is given to North America as should be given. It could mean that three times more space than is allotted to these areas should be given them. The Silver, Burdett and Company series gives about five times as much space to Western Europe, about eight times as much as it should to Latin America, and about one-eighth as much space to Russia as she deserves. The newer books also give Russia only about an eighth of the space it should have. The recent series devotes approximately six times as much space to Australia, New Zealand, and Samoa as it should.

If this assumed formula is at all valid for determining the relatively desirable emphases, the geography textbooks for elementary schools will have to be re-written in order to secure a more equitable balance of emphases. If this formula is discounted, there is still enough variation in current and theoretical emphases to justify re-writing the textbooks. In both series of geography textbooks, Russia ranks at the bottom in space allotted. This may be due to the effects of "Iron curtain tactics" of Russia, or it may well be the result of an unconscious bias.

Apparently geography textbooks are changed only when the demand of competition requires it, and even then they are merely revised, with only minor changes in the basic facts and concepts. The old books should be discarded and completely new ones written.

Some well-informed teachers will teach geography effectively regardless of the textbook used, but the majority of teachers rely heavily upon the adopted textbooks. Such teachers will follow the textbook closely and teach according to the information and philosophy of the written page.

Surely this is a time to emphasize a global outlook and world-mindedness. If this challenge is not met in the elementary schools, many of our citizens will never get the information and develop the insights that are necessary for good, effective world citizenship. Good textbooks with a proper balance of emphases will help overcome some of the tragic deficits in geographic education, which otherwise will continue to exist for years to come.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The current emphases given geographical areas in state adopted elementary geography textbooks and common supplementary materials have been quantitatively surveyed and evaluated in this study.

Under Dr. McNutt's direction the earth was divided into nine geographical areas, and each country was assigned to one of the areas. The areas were arranged on mimeographed sheets which were used for recording the number of column inches devoted to each area in each source used in the study.

The state adopted elementary geography textbooks now in use in grades four through seven were used in this study; i.e., the Silver, Burdett and Company series, the Rand McNally and Company's fourth-grade text, and the Ginn and Company's series for grades five through seven.

Three consecutive issues of Time, Newsweek, and Life magazines, and three consecutive Sunday editions of The New York Times, The Charlotte Observer, and the Winston-Salem Journal and Sentinel were used as common supplementary materials.

A rating blank was prepared and sent to seven experts in geography asking them to rate the nine geographical areas from one to nine according to their probable influence upon the course of western civilization during the next three decades. The opinions of the experts were used to set up a theoretically desirable emphasis for each area as ex-

plained briefly below. The areas were re-arranged according to the sum of the experts' position ratings from low to high. The lowest possible score was seven, and the highest possible score was sixty-three.

North America's total score was eight, the highest received. Africa's score was fifty-nine and lowest. This shows that the experts considered North America to be the most important area and Africa the least important one.

Since Africa had the largest score and ranked ninth in importance in the opinions of the experts, it was used as the index score. The scores of all the other areas were divided into the score of Africa to determine a relatively desirable emphasis for the other eight areas in comparison to the emphasis Africa should receive. According to this theory, each area, or group of areas, should receive as many times the emphasis Africa receives as the number following such area or areas indicate; North America seven, Russia and Western Europe three, The Near East, The Far East, Latin America, and Eastern Europe one and one-half, and Australia one.

The current and the theoretical emphases were compared by the use of tables with explanations preceding and following each table.

Conclusions

The data presented in this study seem to justify the following conclusions:

1. State adopted elementary geography textbooks do not give a proper balance of emphases to the various areas.
2. This improper balance of emphases lessens the effectiveness of geographic education.

3. Geographic education today is seriously inadequate.
4. Effective geographic education can contribute much toward citizenship, government, world understanding, cooperation, and peace.
5. Adequate geographic education will require fundamental and far-reaching curricular changes.

Recommendations

In view of the findings of this study, the following recommendations seem pertinent:

1. Thorough research should be carried on to determine the educational potential of geography and set up goals for each educational level.
2. Geography should be taught in all grades in public schools.
3. Studies should be made to determine the geographical facts and principles needed by a twentieth century Tar Heel and to set up a proper balance of emphases between national, international, and world geography.
4. Adequate worthwhile, interesting, and adaptable materials should be developed for all major cultures.
5. North Carolina should, under guidance of thorough research, adopt the best available textbooks and supplement them with needed materials.
6. The state should require, through certification, a reasonable competence in geography of all future elementary teachers and a special competence for all future social science majors.
7. Teacher training institutions should immediately take steps to secure the facilities necessary for the training of personnel required for effective geographic education.

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APPENDIX A

APPENDIX A

IDENTIFICATION OF THE EXPERTS

- A. Edna Arundel, B.A., M.A., Ph. D., Associate Professor of Geography, Woman's College of the University of North Carolina. B. A. 1921 (Ohio University); M.A., 1929 (Columbia); Ph. D., 1942 (Yale).
- B. Richard Bardolph, B.A., M.A., Ph. D., Assistant Professor of History, Woman's College of the University of North Carolina. B.A., 1940, M.A., 1941, Ph. D., 1944 (Illinois).
- C. Franklin Holbrook McNutt, B.A., M.A., Ph. D., L.L.D., Associate Dean of the Graduate School of the University of North Carolina, Professor of Education Woman's College of the University of North Carolina. B.A., 1916, M.A., 1918 (Wittenberg); Ph. D., 1932 (Ohio State); L.L.D., 1938 (Dayton).
- D. Joanne McNutt, A.B., Graduate Student, Department of Geography, University of Virginia. A.B. North Carolina.
- E. Eugene E. Pfaff, B.A., M.A., Ph. D., Professor of History, Woman's College of the University of North Carolina. B.A., 1930, M.A., 1934 (North Carolina); Ph. D., 1936 (Cornell).
- F. Coy T. Phillips, B.A., M.A., Ph. D., Associate Professor of Geography, Woman's College of the University of North Carolina. B.A., 1930 (North Carolina); M.A., 1938 (Colorado); Ph. D., 1945 (North Carolina).
- G. John Aaron Smith, B. Ed., M.S., Associate Professor of Education, Woman's College of the University of North Carolina. B. Ed., 1916 (Illinois State Normal); M.S., 1926 (Illinois).

APPENDIX B

THE RATING BLANK

Dear _____:

Please rate the geographical areas below from one to nine according to your opinion of their probable influence upon the course of Western Civilization during the next three decades.

Yours truly,

___ A. North America, Excluding Mexico, (United States, Canada, Alaska, Newfoundland, Greenland, and the Hawaiian Islands.)

___ B. Latin America (South America, Central America, Mexico, and the Virgin Islands.)

___ C. Western Europe and the British Isles (France, Belgium, The Netherlands, Luxembourg, Germany, Italy, Spain, Portugal, Norway, Sweden, Denmark, Sweden, Denmark, Switzerland, England, Ireland, Scotland, Wales, and Iceland.)

___ D. Eastern Europe (Finland, Latvia, Estonia, Lithuania, Poland, Austria, Hungary, Czechoslovakia, Romania, Yugoslavia, Bulgaria, and Albania.)

___ E. Russia (European and Asiatic)

___ F. The Near East (Turkey, Persia, Saudi Arabia, Iran, Iraq, Palestine, Afghanistan, India, Syria, Trans Jordan, Greece, and Egypt.)

___ G. The Far East (China, Japan, Indo-China, Malaya, Siam, The Netherlands, Indies, Phillipine Islands, Manchuria, and Korea.)

___ H. Australia, New Zealand, and Samoa.

___ I. Africa, Excluding Egypt, (Union of South Africa, and "The Dark Continent".)