## THE EASTERN REFLECTOR.

## HOME GEGGRPHY.

essay by miss ada tyson, of
STANDARD SCHOOL.
Read Before the Pitt County Teachers Association, Saturday March, 13th, 1909.
Geography is the study of the earth as the home of man. Thi definition gives the key to
geographical study as distin geographical study as distin
guished from other studies and guished from other studies and
as related to them. The study as related to them. The study
of the earth alone, its phenomena and forces, its vegetation and animals, its rocks and atmosphere is
pure and simple.
The study of man in his work The study of man in his work and progress, his struggles and represenative deed, is history. The study of earth as related to man is geography. Every topic
in geography has a double foot ingeography has a double foothistory. This double and complex character is the distinguish
ing trait of a striztly geographi ing trait
cal topic.
A descripion oo the llininos or Hudson rivers, for example, is the presentation of a grea
complex object in complex object in nature as
related to the industries, travel, related to the industries,
homes and cities of men.
In planning the course study in geography, the genera movement is from the nome and home neighborhood outward,ffirst to the home state, then to the
surrounding states, to the surrounding states, to North America as a whole, later to Europe and the rest of the world.
Home geography in the first three grades until a book is given to the child in the fourth
grade, is the subject we will now consider.
When children enter school they have some geography knowledge. They know some cold, dew, frost, plants, animals and soils. They know a few names of cities, Thers, countries. The very young children have all tried to find out what the moon is made of, what makes the rain, what causes the things. It is the business of the sehool to invest all such knowlledge so as to yield the largest return. To use this knowledge to go from the known to the unknown, as the rocks, the foundation on which the teacher The aim which geography teaching should have is to promote mental activity, not mere learning by heart; to cultivate the constructive imagination,
which is the ability to imagine the unseen.
The subject should be so taught as to awaken the habit of close observation and the power to tell what is observed and finally, that it will mean most as a cultivating and refining influence.
Both the synthetic and the analytic method should be used neither to the exclusion of the other. The first method begins with the world as a whole and later on teaches the geography facts of the local community,
The analytic method begins at home first and takes up the world last.
Land or soil, water and air may be called the three worlds of geography. There are certain
fundamentals which belong to fundamentals which belong to
land and water alike. These are place, direction, distance color ard form. As all land and water forms cannot be seen some of them must be imagined. Hence it is very important the
some definite interpretive con some definite interpretive con
ception of distance, direction
color and form be taught and be kept in symbols by the teacher streams, hills, woods, etc. land and water forms which are and write. The direction of the

In at hand.
In all these grades there ar wo main divisions of geography
I a whole.
II. Home Geography read t
he children in the first grade,
"Shows Little People" and "Big People of other Lands." This tives the pupils from home and
gives them a glimpse of the great orld beyond. The world as
hole. The Poem Great w. whole.
World.
Have Have children bring old papers, which to melect pictures of from hich to select pictures of peopic we have read. The cutting of hese pictures will furnish the Tren busy work
Tne first grade in the Wilson graded school once had suc rectures pasted in groupes
reambric which served as border or frieze around the room. Under Home Geogr iphy there are two sub-divisions (1) dire (2) The weather chart. (2) The weather chart. The
children should begin in a simple way to get the idea of direction They should begin this by learn ing right and left, upper and lower. When this is learned. d of the sun, using the terms north south, east and west. These our directions may be repre on the ground by means of wo lines, at right angles to each other, each of the four points and west. When they are able locate these places, then the east, southeast, northwest and outhwest may be taught. Place his diagram on board, then the children will be able to see why the top is north, the buttom south, this when later the maps are used.
II. Various means may be employed to teach distance. Have children to guess how long certain piece of wood is, board; how long the desk or teacher's table is. After they guessed, measure each one by a foot ruler and give true lenath. In this way they can soon b taught to estimate lengths in inches, feet, yards, etc. These accurate concepts sid greatly in drawing.
Color should be taught quite early. The first exercise may consist in having children tell the color of various effects in the room. The color of clothing worn, the color of fruits and
leaves which may be brought in the room.
The next step is to show how to combine two colors to make third. A small piece of blue tissue paper and a red piece
may be put together, showing may be put together, showing
violet. Red and yellow may be shown to make orange, blue and yellow, green, etc. A box o water colors from which effect may be painted
colors will help.
colors will help.
The conception of form em braces such ideas as the square cube, sphere, etc., and in the The "drawing class is the best place to teach form. Have the children to draw m. Have the cube and other forms and find The weal varieties in nature The weather chart
grade must be simple:
Day, 12 M , Wind, Kinds ength of shathw, The above record will have to $\begin{gathered}\text { Temperatur } \\ \text { so dees }\end{gathered}$
wind can be $r \in$ corded by an ar row pointed in the proper direcwhe The kind can be indicated by colore United States weather ehart United States weather ehatt. added as soon as children can record should be copifd from board at end of each month and preserved and a chart of the lengthening and shortening of days, prevailing winds, etc., ason.

## As soon as children are able,

 he teacher should have them to measure some shadow by suneach day at 12 o'clock. I will

$$
\begin{aligned}
& \text { be well to measire some boy or } \\
& \text { girl of same height each time. }
\end{aligned}
$$

$$
\begin{aligned}
& \text { girl of same height each time. } \\
& \text { Tnis varying length of shadow }
\end{aligned}
$$ an made by mests of teac... journey of sun and why the

2nd grade.
In the second grade the child. ing materials, calls for dren will gain a conception of investigation of the things used the world as a whole from the in building a house,-pine and Robinson (rusoe and Seven Lit- hard wood, the varieties of stone le Sisters which thev read. used, brick, sand, lime, iron, Pictures should be collected to glass,
how how children of faraway paint.
countries live. The homes of It is epecially desirable to these children should be pointed visit a huuse under process of out to the class on a globe.
Teach home geography as previously outlined through
The weather chart can be enlarged as follows:
Dav Wind Kind of Length of
weather shadow $\begin{gathered}\text { Temper- } \\ \text { ature. }\end{gathered}$

## Stars

The time of sunse and sunset.
The time of sunrise and sunset
should be recorded by the clock
and not the almanac. Teach the and not the almanac. Teach the children to observe the full moon, new moon and differ
quarters; also some of stars. The weather chart observa- vation.
ions can be used to teach such geography facts as: (a) Why it is hotter at one time of the ye
than another, (b) What caus than another, (b) What causes
winds? (c) What becomes of the water you pour on a hot stove? (d) What causes the rain, the $d \in w$, the frost? (e) Do frost an These answers may be obtained from the child by experiments and by questions put to the child which will lead him to see them. For the third grade the work previously out lined for first two grades should be continued and local occupations, land and water forms should be taken up additionally.
The children may now go to the map and point out the place of which they have heard.
Have children draw to a scal Have children draw the school ground, locating school house, roads, etc then a map of neighborhood.
Home geography in the thir grade has to do with ones na tive town and neighborhood and whey supply.
They supply.
ain of excursins consist in the
ascussions of these in the class.
There are seven principal opics that may be thus experitopics thent
mentally
raphy.

1. Food products, and occupa ions connected with them. 2. Building materials and related trade.
2. Clothing materials used,
manufacture, etc.
3. Local commerce, roads
ridges, railroad.
give outline.
The cellar, basement, wall The frame work.
The sheating, weathe boarding, shingling.

Window frames, doors, cesings.
Plastering, slaking lime. Tinnin,,$~$
Painting.
Painting.
Chimneys, hesting, ventila
Chimneys, heating, ventila
connected description of each of the se places should bu
given by the children after wibser given by
vation.
3. The thard topic.

Clothing will have to d .) with that are produced at home furs, the silk, linen, straw and rubbe goods which are brought from distance. but are familiar daily use. The manufacture of these raw material int clothing should be considered. bridges, and local commerc can readily be explained by can readily be explained by
discussing the marketing of the farm products and what the farmer in turn must purchase from the local stores.

## 5. The fifth topic that require

 detailed trea
## Some may prefer to put thi

 ubject earlier in home reogr phy and to this there is no ob jection if the season of the yea is favorable.If any stream flows near the home all the leading facts conshould be observed and described For example, the current itself For example, the its shallows, rapids an
with deeper places; the sand-bare, ottom lands and bluff, sloping rocky; the old channels and lagoons; the river as seen at different seasons, floods, high and low water, uses of the river in winter and summer, the river whole river valley with its irreg. ular course as seen from the commanding point. Then there leys opening into the larger. In some places the bottom lands
are rich and productive in oth.
ers sardy or floded crosion, or
the wearing force of water can the wearing foree of water can
be clearly seen. Then there may be wooded slops, broks and springs, rocky lifis, and pieturesque outlooks.
The characterist:c objects of a smaller water course. The difference in soil and consequent
differences in products may be differences
discussed. If we understood how much Schultz future geography depends upon this use of home materials we certainly would not neglect them.
6. The sixth topic is home government. The town hall, the court house and furnish the beat starting point.
Wnat duties have these people to perform, the mayor, the town council, the courty judge, the county treasurer?
What does the town councl meet to discuss and decide? ic.) It is not the abstract but lue concrete treatment of these suojects that ine children need.
7. still a seventh topic home geograp hy is found in the observation of sun, moon and
stars, ald the changing postion stars, alid the changing position
of sun atd moon. We forge that these grand oiject lessons, me of then night, Mareh 30 ht , and Wednes and imposing, the most beautiul day, 31st. Everybody cordially and imposing belong directly to invited to call and see the new ine chila's home and is a part of styles.
i. Such are a few of the more 3246 td 1 tw

## noticeable constellations, the

 clouds, the storms, cold, heat and their effects.If there is ary value in careful personal observation or in the principle of going from the
known to the unknown, it is fully known to the unknown, it is fully inlustrated in the successive
grades of geography study. Tne home constitutes the first great unt in this great branch of
It is difficult to see how a suc
cessful study of the home neich
borhood can be carried on with out excursions. These need be N-il pianned. No more children should be taken at one time tira can be jersonally looked after by the teachcr. They should b we!! cautione ${ }^{\text {i }}$ about the dange. hat haty contiont then. The
eacher natat know pret!) ,early what are the chief cos s to bely
seen. It should he as defnitely planned as a lesson. If possible the place would best be visite


NEW GARDEN SEED FOR 1009.
Early Cora, Onion Sete, and Lawn Seeds. At

Coward \& Wooten Brug Store.

Furniture And House Furnishing Goods
 BROWN \& SAVAGE

INSURE WITH
C. L. WILKINSON

Life, Fire, Accident and Health and Bonds. Will go on your Bond.
COAL AMD WOOD JW. PERRY \& CO






WE TOLD YOU AFEW RAFS ROTHAT TWE were ready for business, and we
thank you for the courtesies and business you have extended to us. While we are asking for and doing a lot of time trade, that is,
furnishing supplies to farms, still
w:
n Laces and Dress Goods, etc. We have a lady clerk, cleve nd attentive, to !owk after you mome and forge erandum her knowledge and skil The Central Mercantile Co.
I. .F Davenport, Mgr.

TO
Washington, D. C. and return Atlantic Coast Line



 T. C. WHitive, ecencal Pasenger Agent.
Wimingon, N.C. H. A. WHIIE INSURANCE AN BONDS GREENVILLE, N. C. Tobacco Flues

Tin Roofing and Plumbing Go to L. H. PENDER | EVANS STRER. |
| :---: |
| Next door to J. R.\& J. G. Moye. |
| GREEVILLE, N. C. | J. MOORING General Merchandise.




## POOR PRINT



REAL ESTATE
I am now offering some very desirable Residence lots for sale.
If you are expecting to build you a home or want to make a paying investment If you are expecting tobuild you a home
itso have some splendid Manufacturing sites on railroad sidings for sale. Terms to suit purchers.

## L. C. ARTHUR, Greenville, N. C.




THE EASTERN REFLECTOR.


