1952

A purposed outline for world economic geography for Needham High School.

BOSTON UNIVERSITY

SCHOOL OF EDUCATION

Major Project

A PURPOSED OUTLINE FOR WORLD ECONOMIC GEOGRAPHY FOR NEEDHAM HIGH SCHOOL

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(A.B., Bates, 1926)

In Partial Fulfillment of Requirements for

the Degree of Master of Education

1952

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CHAPTER I

STATEMENT OF THE PROBLEM

Merely setting up assignments for a course of study tells little about a subject's foundations and philosophy nor does it explain the history of its development within a school system. Needham High School has been one of the few high schools to offer both a tenth grade World Economic Geography course and a twelfth grade Economics course. The World Economic Geography course was intended for sophomores who did not elect geometry or a foreign language. A few juniors and seniors elected the course in preference to Modern European History or the straight Economics offering. Furthermore, it often served as that convenient type of course, found in all school systems, which is used to absorb pupils who fail hopelessly in mathematics, science, or a foreign language, the first few weeks of the school year.

For some time the Social Studies Department has consisted of two teachers--one who taught United States History and one who taught a combination of Modern European History and Economics. Since the number of pupils taking United States History is determined by the number of juniors electing the subject, plus the number of seniors who must take it before graduating, the teacher load fluctuates from year to year. Therefore, the third teacher in the department often taught a combination of United States History, World Economic Geography, and Aeronautics. If that became too

heavy a teaching load the Economic Geography classes were taught by the teacher or teachers on the faculty who had a spare period. In some years this resulted in each class being taught by a different teacher with little attempt at coordination. This lack of coordination was not the fault of the teachers themselves but was because of the time element involved in working out a year's plan in advance.

Briefly, the problem considered in this project is to set up a year's course of study for World Economic Geography coordinating textbooks, reference materials, movies, and other activities.

For several years Clark University at Worcester has been in the process of building a World Geography course and is still not completely satisfied with the results.[1/] Since the course at Needham High School requires not only a knowledge of the chief aims of a geography course but also of an economics course, the local problem is even more difficult than the one at Clark University.

1/Henry J. Warman, "A Suggested Course in World (or Global) Geography," Geographic Approaches to Social Education, Nineteenth Yearbook of the National Council for the Social Studies, Washington, D. C., 1948, p. 258.

CHAPTER II

SOLUTION OF THE PROBLEM

The Needham High School administrators recognized the undesirability of using the Economic Geography classes to adjust teacher loads as explained in the previous chapter. The only permanent solution seemed to necessitate an additional teacher in the Social Science Department. This was economically impossible. However, in 1950-51 the problem was not acute since one teacher with the proper background training was teaching all these classes. Therefore, the administrators turned to the Curriculum Revision Committee for recommendations.

The Curriculum Revision Committee was unanimous in its decision that the World Economic Geography course should be retained in the school offerings and recommended a continuance, if possible, of the policy of having one teacher in charge of all the classes. The committee members, however, were aware of the administration's problem in adjusting teacher loads and assigning teachers where the system would be benefited most. Nevertheless, they felt that a start could be made by working out a sample outline of study in order that teachers who might be called upon to teach the subject, unexpectedly, in the future would have an approved plan to follow. It was also suggested that the teacher in charge during the 1950-51 school year would be the most logical one to do the outline to be used in 1951-52.

The following sample outline grew out of this suggestion and is the result of research by the author and many hours of assistance by various

pupils in the school system. At this point the author must make it very clear that this outline is neither perfect nor final. Courses of study, to be effective, must be modified if the situation demands it. This outline is only intended as a beginning and should be treated as such.

Though the word "unit" is used throughout the assignment outline the emphasis is placed on what is to be used rather than how it is to be used anc consequently "unit" in this case is used simply to denote divisions of the course. Detailed subdivisions are not given because the effort expended in such work would be disproportionate to the results obtained. It was felt that coordinated page assignments were of more immediate value.

A definite attempt was made to avoid any overemphasis on the topics of commodities and occupations in order to emphasize more world interdependence and the necessity for world unity which was the basic aim decided upon for the course. The working outline evolved itself into four parts.

First, the course should begin with a brief study of the earth and its effect on man.

> Underlying every economic, social, political or strategic problem of our times are the facts of man's relation to the earth. Students who wish to understand modern domestic and international issues must, in consequence, see the pattern of population on the earth in its area relations. These area relations are a result not only of the physical conditions of the land but depend also on the attitudes, objectives, and technical abilities of the inhabitants. Because each of these phenomena differ from place to place, people are unevenly distributed over the face of the earth and encounter unique situations from place to place.1/

However, the attempt was made in setting up the units and assignments not to belabor the point since Sorensen warns that

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1/Book review on A Geography of Man by Preston E. James, Ginn and Company, Boston, 1949 in Social Education (November, 1950), 14:330.

> The geographer....will recognize no energizing initiative, no compelling force, no dictatorship in the environment—though he recognizes as all men must that there is an intimate association between human society and environment. Though it is within the limits set by the habitat, it is man that decides how he will use the resources of the habitat.1/

Secondly, it was decided to follow Warman's suggestion[2/] and start with the home country. The pupils had all had United States Geography in the grades so this would permit a quick review and not be too great a handicap to those who might transfer into the course later. This review unit would also serve as a good basis for the next main division.

In this division, the third, it was decided to take up commodities using United States as the focal point.

> To obviate repetition and to obtain a world perspective [regarding] the principal commodities that man uses and needs, commodity studies provide....a better means of classroom presentation. When a study of corn is made by such a method the student learns how it is planted, cultivated, and harvested, and under what conditions it grows best. In addition, he learns the location of the principal corn producing regions, compares the method of culture and the problems of production in each region, and understands how and when each region contributes its surplus for distribution to other people. Thus he sees corn as a world commodity, recognizes how drought or a similar unfavorable condition in any one region may affect the world supply, and realizes that a failure in the production or distribution in any one region is bound to affect the living of individuals in many other nations ....Each of the principal commodities can be approached in a similar manner giving the student a clear picture of the relation of the commodity to the producing and consuming peoples of the world, with the minimum of repetition.3/

To round out the course it was decided to make the fourth and final division a survey of the nations of the world even if that seemed to tend

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1/Clarence Woodrow Sorensen, "Geography: Recent Trends and Significant Literature," Social Education (November, 1950), 14:299.

2/Warman, op. cit., p. 259.

3/Ibid., p. 259.

a little toward Human and Political Geography.

> Most people think of the earth as made up of nations. These are the primary divisions recognized by the radio and the press, the man on the street, the housewife, the business executive, the white collar worker, the laboring man, as well as business and professional men. The school is obligated, therefore, to give emphasis to the world as made up of national units more or less familiar to the common man. Closely allied....is the fact that economic and commercial regulations throughout the world are concerned with national units.1/

> No attempt should be made to cover the entire world but careful selection should be made of regions then currently in the news. Herein lies the basis for making a dynamic study. At this point also is laid the very essential groundwork for a more intelligent and steady appraisal of world events which will be followed throughout the lives of the pupils.2/

Since a course of study must be set up to be effective for more than one year, all countries of any economic significance are included in this plan. It is hoped, nevertheless, that Warman's common sense suggestion is followed. As Van Loon says, "Stress the countries that are really interesting and don't pay quite so much attention to the others that are merely names."3/

In other words this outline should have none of the characteristics of a strait-jacket. Both it and the teacher should be flexible enough to take advantage of every opportunity offered by day to day events.

> A check list accompanying the regions suggested is to be regarded as a very valuable instrument in the hands of a skillful teacher. The check list is not to be followed point by point, although in the procedure the various items will be touched. For

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1/H. O. Lathrop, "A Suggested Course in the Geography of Nations," Geographic Approaches to Social Education, Nineteenth Yearbook of the National Council for the Social Studies, Washington, D. C., 1948, p. 240.

2/Warman, op. cit., p. 257.

3/Hendrick William Van Loon, Van Loon's Geography, Simon and Schuster, New York, 1932, p. iii.

> some regions locations will be paramount, for others, the cultural heritage, still others may require the stressing of transportation and communication facilities, or even vegetation, climate, or a natural resource. Hence it may be seen that the check list is a tool to be handled expertly and not a ruler to measure the quantity of the work accomplished. The teacher and pupil are to work for the major....concepts inherent in the various regions selected for study.1/

With the aid of the pupils various check lists were tried. Certain items were added and others eliminated. Numerous attempts were made at rewording and painstaking efforts were made to shorten the final list of items. Finally, all agreed that we had done the best we could and it would require a new and fresh viewpoint to make any worth-while changes. The check list finally agreed upon has been integrated into the outline and put in the Appendix of this report.

To summarize briefly, the tentative plan divided itself into four main units:

1. The Earth As Man Finds It.

2. These United States.

3. The Resources of the World.

4. Our World Neighbors.

Textbooks.— With this tentative plan in mind the first thing that had to be done was to find an up-to-date textbook that did not deviate too far from the plan. The textbook was especially essential as a starting point since those on hand were ten years or more out of date and according to Wesley, "Textbooks furnish a convenient source of materials with which to make a curriculum."2/

1/Warman, op. cit., p. 259.

2/Edgar B. Wesley, Teaching Social Studies in High Schools, Third edition, D. C. Heath and Company, Boston, 1950, p. 142.

After a careful analysis was made of the offerings of various book publishers it was felt that World Economic Geography by York, Rowe, and Cooper[1/] filled the requirements best. It is true that it does not take up the topics in the desired order and there seems to be too much emphasis on the study of the United States by regions, but these defects did not seem insurmountable. The supplementary material more than made up for any defects. The workbook is based on the text and should make an excellent study guide for the type of pupil who takes this course. The outline maps which it contains are worth the price of the workbook alone. But the most important item is the teacher's manual which is the finest of its kind the author has ever seen and seemed to be the very solution we were looking for at this time. This manual would make it possible for all teachers to be certain of the material without hours of preparation. The chief complaint of the teachers in the past has been the time spent in preparation of a subject that they would probably teach only for one year.

Supplementary reading.— Since the old textbooks had practically no reclaim value, it was decided to keep the best of them for supplementary reading even though they would be far from ideal. In this case they were better than nothing. In the past the difficulty has been in part one of securing funds for the purchase of reference books, and in part one of finding time for work outside of the textbook. The school library has no full-time librarian in charge and is inadequately equipped to furnish better than seventy pupils with reference material for this course. Most of the students work afternoons so it is almost useless to assign work

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1/Morell G. York, John L. Rowe, Edward L. Cooper, World Economic Geography, Fourth edition, South-Western Publishing Company, New Rochelle, 1950.

which has to be done in the town library, even though the librarian there was most cooperative in adding books to their collection that could be used in this subject. Economic Geography by Colby and Foster,[1] though out of date in statistics and many economic and political facts, was kept because it discussed world resources in far more detail than York. The Nations To-day by Packard, Sinnott and Overton[2] was kept because it filled in background for some of the York units. By using these books in the classroom or on over-night permits, the teacher can be certain that all pupils have an equal opportunity to find out more about certain topics if they care to do so.

At present there is no intention of replacing copies of either of the old texts that will become useless because of wear in the next year or so. It is felt that any money spent in the future should be used for books and materials in definite fields so that students may add depth to their research. Care should be taken not to duplicate books already purchased by the Economics, Social Science, and Language Departments unless it is sincerely felt that the book warrants having more than one copy in the library. This is necessary because of the limited space as well as the limited funds.

The second step was to build up a classroom reference library by taking advantage of free material offered by the government agencies. The students cooperated in this project and an excellent beginning was made. In many cases this material was made available in class-size

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1/Charles C. Colby and Alice Foster, Economic Geography, Ginn and Company, Boston, 1947.

2/Leonard O. Packard, Charles P. Sinnott, Bruce Overton, The Nations To-day, The Macmillan Company, New York, 1947.

amounts. These have been filed on the reference shelves according to subject matter and should be added to as the opportunity occurs. As funds allowed, both general and specific reference books have been added to the school library. More should be available in 1952.

Visual aids.— The modern conception of learning has forced teachers to recognize that their function is not simply to pass on facts and skills to pupils. The use of the classroom as not merely a housing unit where pupils may listen, read, and then recite, but as a laboratory where they may tap sources of information, requires conscientious lesson planning on the part of the teacher. If this was true when Brunstetter[1/] emphasized it in 1937, it is more so today. Especially in World Economic Geography on the high school level, the teacher must evaluate and select from many offerings, since there is so little time to cover all the available material.

The third step then was to evaluate movies which could be used in the course and coordinate them with the course outline. Hoban and others concluded from their research that, "No single communicative medium in the world's history has so universally influenced human behavior as has the motion picture."[2/] It is true that movies are only one of the many visual aids that could be used to enrich this type of course but the time limit set for this project would not permit evaluation of all types of material so movies were chosen because they are time consuming in a class schedule and therefore the teacher must be more certain of their value in advance.

1/M. R. Brunstetter, How to Use the Educational Sound Film, University of Chicago Press, Chicago, 1937, Ch. 1.

2/C. F. Hoban, C. F. Hoban, Jr., and S. B. Zisman, Visualizing the Curriculum, The Dryden Press, Inc., New York, 1937, pp. 93-94.

Furthermore films must be ordered ahead, used upon arrival, and paid for out of a limited budget. Mistakes are costly in both time and money.

The great difficulty here was not in finding movies but in eliminating them. This course is a natural for movies and the great danger is the tendency to use too many rather than too few. Visual education has the same amount of nonsense and the same timewasting possibilities as any other teaching method. Unless a movie carries more punch than the teacher can put into one hour's regular type class method that show is of dubious value.

The Visual Aids Club gave excellent service on this part of the project. They helped write for the movies, set up the equipment, and in many cases pretested the movies in order to select the best for use in the classroom. The students themselves enjoyed being "guinea pigs"; at their suggestion films they had seen in Home Economics or in their language courses, which seemed more applicable to Economic Geography, were shifted on the order lists of the departments. In many cases more than one film was kept on the suggestion list for a subdivision because it was felt that it would be better to substitute another film on an order than to show a film too far before or after a topic. On test runs of films it was agreed that films were more effective when shown in the middle of a topic. In that way a pupil would have some knowledge of the material to be illustrated by the movie and the discussion afterwards would be enriched by the visual experience. In this way the students feel that the movie is a definite part of the unit.

> The contribution of films to education depends essentially upon the effectiveness with which they are used. This in turn depends upon intelligent selection of the materials and objective

> evaluation of the results....It is generally recognized that the place of the audio-visual materials is within the framework of the curriculum as an integral component of instructional material.1/

The movies for 1951-52 have been carefully selected from the classroom tested list and ordered for either Wednesday or Thursday because those proved to be the most satisfactory days of the week. They are the long period days on the school schedule. They are far enough along in the week to allow for classroom discussions leading up to the subject matter and early enough in the week to permit review after the film showing. Monday was definitely out because of the possibilities of one of the periods being eliminated because of the assembly. Friday or any day before a holiday was found to be the least effective because of the necessary time lapse between the showing and recitation.

At this point it should be reiterated that it is not possible to set up a complete visual aids program in one year. An effective program can never be static. Films which are usable one year may be invalidated by events or even changes in movie techniques. The author has found over a period of years that the best arrangement is to follow Hartley's suggestion that the teacher should, "Jot down the necessary data concerning the film on a 3 by 5 card, note the students' reaction....build up a record of films....which can be relied upon and used in the cause of a more vital, realistic program."2/ New films can be easily added and old films eliminated as the situation demands. This system also makes it much easier to

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1/Vernon Dameron, "Continuing Problems," Social Education (March, 1949), 13:115.

2/William H. Hartley, "Evaluating Film Evaluations," Social Education (March, 1949), 13:114.

make out the order list in the spring.

There were some sections of the course where it was impossible to find films which were pertinent to economics. This was particularly true regarding many European countries. Though there were many films in this area they were nearly all travel films. Blanks have been left in the master-plan in the hope that they will be filled in as time goes on.

Maps.— Just as it is really impossible to know and understand a person without understanding something about his family background so it is impossible to know and understand a country without having cognizance of its physical make-up, location on the map, and location in reference to other countries. The history of France and Germany might have been quite different if certain iron and coal mines had not been located on the border between them. The history of Russia might have read differently if she had controlled an ice-free port. Such examples could be cited indefinitely. Obviously then, maps are an important part of this course.

The supply of appropriate maps is far from adequate at Needham High School but starting with the fall of 1951 some maps will be available for classroom use. Already on hand are a series of maps on a tripod showing— "Growth of Population," "Transportation Systems," "Land Use and Conservation," "Farming and Grazing," "Manufacturing and Minerals," and "Rainfall in the United States." There are also two new maps of the Eastern and Western Hemispheres with inserts showing the Northern, the Southern, the Pacific, and Atlantic areas. For the time being these will have to be shared with the Social Study courses. Maps on specific countries may also be borrowed from the Social Studies and Language Departments.

Maps for student reference are contained in the York text.[1] These are keyed in with the outline maps in the workbook but not so slavishly that it is merely a copying proposition. If for any reason pupil-drawn maps are used, a suggested outline of directions for drawing and scoring is contained in the Appendix of this study outline.

An effort should be made to supplement the classroom maps on hand. New maps should emphasize, preferable, physical characteristics rather than political boundaries. Until one teacher and room is permanently available for this subject it might be wise to continue the policy of purchasing folding maps that can be carried from room to room and filed away when not in use. One of the most pressing needs is for a cradle globe. Raisz states that

> No classroom in geography should be without a globe. The larger the better....Globes occupy much space and are hard to tuck away; they are more expensive than maps, and we can see only half of the earth at a time, yet if anyone asks which to buy first, a set of maps or a globe, my answer is, "Buy the globe!"[2]

It should be possible to use this globe in all the Social Studies courses and thus spread the cost over more than one subject. Meanwhile the globe in the library can be used occasionally.

Activities.— In assigning activities, such as reference reading beyond everyday requirements, book reports, or other projects, the teacher must take into consideration certain limitations that are imposed on this course by its position in the school system. First, very few of the

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1/York, op. cit., passim.

2/Erwin Raisz, "Globes," Geographic Approaches to Social Education, Nineteenth Yearbook of the National Council for the Social Studies, Washington, D. C., 1948, p. 116.

pupils who elect this course could be termed "good students"; therefore, no plans should be too ambitious. Second, many of the pupils take biology which requires a lot of project work which is an essential part of that course and all of the pupils are required to do book reports for English. If book reports are used in Economic Geography it is possible to cooperate with the English Department on their non-fiction or travel requirement and by using a special form requiring information pertinent to Economic Geography impress the pupils with the fact that the same book is often read for different reasons.

> In connection with the great mass of material in the last group /recreational reading/ there is a "Danger" sign all must heed who wish to develop sound thinking in geography so needed of every world citizen....It is not possible to gain world understanding merely from reading stories about imaginary characters living in certain parts of the world....There are books of fiction which one reads for relaxation, purely recreative in nature, that are enjoyed because they help make real some geographic factor.... Our students should be encouraged to read the literature of the countries they are studying /but/ it must be correctly directed.1/

Project booklets often prove unsatisfactory because these are poor English students who are tempted to copy reference material and use pictures with no more purpose than to increase the number of pages in the finished booklet. To insist on the construction of "honest" research reports of any great length requires a great deal of advance "do's and don'ts" and hours of correction. The individual teacher will have to decide for herself if the results are worth the time involved.

York 2/ has allowed for some activities in his workbook in the form

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1/Edna E. Eisen, "Reading Materials," Geographic Approaches to Social Education, Nineteenth Yearbook of the National Council for the Social Studies, Washington, D. C., 1948, pp. 103-104.

2/York, op. cit.

of projects based on maps and in the text under problems, projects, and topics for class discussion at the end of the chapters. Certainly from the many offerings it should not be too difficult to find something that would interest every student.

The most successful activity used in 1950-51 was oral talks. These talks proved to be good training for the pupils and a source of supplementary information for the class. Two such talks were required--one the first half of the year on any country in the Western Hemisphere outside of the United States and the other the last half of the year on any country in the Eastern Hemisphere. If this plan is continued it would be wise to give the assignments early in the school year since some countries and agencies are a little slow in responding to requests for information. However, the number and type of activities must, in the final analysis, be left largely to the discretion of the individual teacher. Dicken, after more than thirty years of experience teaching this subject, warns that he has rarely had an opportunity to expand except at the expense of drastic omissions later on in the course.[1/]

A list of suggestions for supplementary activities as well as forms for reporting both recreational reading and projects are included in the Appendix of this course outline. Like all the other suggestions these are not meant to be binding on any individual teacher but are mainly intended as aids.

Tests.— When this course was being taught during the school year, 1950-51, it was necessary to use teacher-made tests entirely. However,

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1/Samuel Newton Dicken, A Regional Economic Geography, D. C. Heath and Company, Boston, 1949, p. lx.

with the new textbook there is a series of eight achievement tests of the objective type. The answers for these are also included in the teacher's manual which accompanies the textbook.

Because the units in the outline had to be rearranged in order to deal with United States and other review material in the first semester, the tests cannot be given in numerical order. Since there is no progressive relationship in the tests this should have no effect on the grade results. On the assignment sheet the tests have been listed in their logical place according to the subject matter and any questions that might be affected by the shift noted.

Also at certain places on the assignment sheet it is advocated that teacher-made quizzes or tests be used to supplement these prepared tests. Each teacher is free to follow this proposal or not. However, it is strongly urged that a uniform system of grading for the achievement tests be agreed upon beforehand, if more than one teacher is using them, in order that students may receive comparable marks for comparable work.

The type of supplementary test used, whether essay or objective, is also left to the discretion of the individual teacher because the purpose of the test often determines the type that is most satisfactory. It should be noted that Wrightstone recommends that essay tests be designed to measure only one objective of instruction at a time, such as an interpretation of facts, that all scorers agree on a definition of the objectives and on certain values, that an ideal answer be formulated and each part assigned a certain number of points.[1/] Because of the type of pupils

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1/Wayne J. Wrightstone, "Are Essay Examinations Obsolete," Social Education (September, 1937), 1:410-415.

taking this course the author found this advice well worth following. It also proved more satisfactory to allow plenty of time to complete the test.

Certain recommendations of other test experts were also followed. Stalnaker believes that the use of optional questions reduces the reliability of marking the essay examination and recommends that all pupils be asked to "run the same race" by answering the same questions.[1] However, the teacher will have to consider this suggestion in light of the position of classes in this subject during the school day. If two divisions follow immediately there is no problem but if there is a time lapse between the two the pupils in the second group are quite apt to benefit by knowing that the first group had a test and what the questions were. This statement is no reflection on any particular group of pupils but simply an observation on human nature in general. This problem is possible of solution by various devices as most teachers well know. The significant point in the use of rules is that they provide for a reasonable uniformity in the handling of all pupils and furnish a guide for the control of factors that may affect the scoring.

> The scorer should not mark off for misspelled words or poor sentence structure, paragraphing, handwriting, etc. Similarly, he should not increase the score for excellence in these things. However, such factors may be indicated or checked on the examination. The reason for this lies in the fact that the function of the examination is to measure the pupil's ability in a course and not his ability to write or to spell. If it is desirable to test his ability to write, spell, or use correct written English, suitable tests can be obtained for these purposes.[2]

1/John M. Stalnaker, "A Study of Optional Questions on Examinations," School and Society (December 19, 1936), 44:829-832.

2/H. A. Greene, A. N. Jorgensen, R. J. Gerberich, Measurement and Evaluation in the Secondary School, Longmans, Green and Company, New York, 1943, p. 146.

Suring the school year of 1950-51, in order to save time for this project, all the teacher-made tests were set up in a form that would render possible the use of an answer sheet. The use of five responses on this sheet made it possible to use the best-answer type question and the matching type either in the same test or in different tests without changing the master sheet.

Though there was no evidence that the pupils were bored by the uniformity necessitated by the answer sheet it might be a good idea to use some other type of objective tests such as short answer, cross-word puzzle, scrambled words, and column matching more often. Those were used for quizzes in 1950-51 but they could be expanded or combined for complete tests. True and false tests should be avoided since they are considered by the test experts to be the most unreliable form of objective testing.[1] Each teacher will have to judge the type that best fits the occasion.

> Not all....problems are best solved by tests, for evaluation techniques of relatively subjective types have their place in the school and classroom. [Yet] from the point of view of many teachers, the classroom test constitutes the major problem of measurement. Standardized tests....do not equally well serve in all schools because of differences in emphasis and points of view ....written examination preparation by local teachers....will undoubtedly always be needed to meet demands for complete and valid measurement of educational achievement.[2]

Plan for the assignments.— The assignments are organized for a survey course wherein the Packard[3] and Colby[4] texts are coordinated with the

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1/Herbert E. Hawkes, E. F. Lindquist, and C. R. Mann, The Construction and Use of Achievement Examinations, Houghton Mifflin Company, Boston, 1936, pp. 153-54.

2/Green, Jorgensen, Gerberich, op. cit., pp. 130-1.

3/Packard, Sinnott, Overton, op. cit.

4/Colby, Foster, op. cit.

text by York.[1/] The teacher in charge will have to decide on the basis of the ability of her class whether the first two should be made compulsory or optional. All the map projects are listed, but again, some or all of them may be used depending on the class.

No one course can hope to cover adequately all phases of this subject. In order, however, to cover as much as is practical a tentative time schedule is included with the outline. A teacher experienced in teaching this subject may follow this or not as she chooses. The teacher who is new to this subject is warned that any drastic deviation from this plan will result in the necessity of curtailing the outline in the spring. Probably, for the first year, any temptation to tarry too long on any one topic should be carefully avoided unless important world events or compelling class interest demand such a deviation.

1/ York, Rowe, Cooper, op. cit.

CHAPTER III

COURSE PLAN FOR WORLD ECONOMIC GEOGRAPHY

Course objectives.--- It has been reiterated continually that no one year course can hope to cover adequately all phases of World Economic Geography. Products are too varied in character and distribution, and the geographic background is too complex for all aspects to be treated fully. However, any such course on whatever limited scope has much to offer. The more we know of the background and composition of the people in other nations, of their lands and natural resources, the climatic conditions that influence their livelihood, their economic, political and social affairs, the better citizens we become in our own nation and in the newer world society.[1]

Furthermore, World Economic Geography has dollar and cents value to the job-seeker, the businessman, the farmer, and the consumer. Consequently it is hoped that the student will develop

> ....a frame of knowledge which will sharpen observation and into which additional facts acquired by reading and travel may be properly fitted....the ultimate goal /should be/ an understanding of the distribution of world production seen against a geographic background of the natural and cultural environments and viewed in the perspective of time....since man has developed economic demands that transcend political barriers and make international peace an economic necessity.[2]

1/Wallace W. Atwood, "Fostering International Understanding," Geographic Approaches to Social Education, Nineteenth Yearbook of the National Council for the Social Studies, Washington, D. C., 1948, p. 45.

2/Dicken, op. cit., p. lix.

To this end the teacher should help the student understand how:

1. The physical characteristics of the earth have influenced man.
2. Man has adjusted himself to his environment in all sections of the world and in the separate nations.
3. Man has come to realize his dependency upon the earth and the need for conserving its resources.
4. In their behaviour the great masses of the people throughout the world are motivated by the same fundamental ideals and obligations as the people of the United States.
5. The trade rivalry between highly industrialized nations and their need of raw materials has led to wars of conquest and their resulting problems.
6. The new rise of nationalism in former colonies has led to a desire on the part of the colonies to control national resources as a means of developing a higher standard of living comparable with that of the mother country.
7. Each nation is important to an expanding world economy.
8. World peace is not only a desirable goal but an economic necessity.

Basic references.—

1. Basic text:

York, Morell G., John L. Rowe, Edward L. Cooper, World Economic Geography (fourth edition), South-Western Publishing Company, New Rochelle, New York, 1950.

2. Supplementary texts:

Packard, Leonard O., Charles P. Sinnott, Bruce Overton, The Nations Today, The Macmillan Company, New York, 1947.

Colby, Charles C., Alice Foster, Economic Geography, Ginn and Company, Boston, 1947.

3. Supplementary reading purchased by the students:

National Geographic School Bulletin

World Almanac

Information Please Almanac

4. Supplementary general reference list:

Any standard geography

Any reliable encyclopedia

Business section of any reliable newspaper (New York Times preferred)

World Almanac

Information Please Almanac

The Statesmen's Yearbook

National Geographic

Economic Geography--magazine and bulletin

The Geographic Review

The Journal of Geography

Focus

Holiday

Fortune

Bulletin of the Pan-American Union

Publications of the United States Departments of Commerce and Agriculture

Free materials furnished by industrial concerns, chambers of commerce and travel agencies

Books on special subjects in the school and town libraries

General Outline of Survey Units

Tentative Time Schedule

UNIT I—Man and his Environment — 2½ weeks

Topic A. Nature's challenge

Topic B. The earth and man

1. Location
2. Size
3. Climate
4. Topography
5. Soil
6. Water
7. Minerals and metals
8. Natural vegetation
9. Natural animal life

UNIT II—This Land of Ours—The United States of America — 2½ weeks

Topic A. America in retrospect

Topic B. Topography, climate, and resources

Topic C. Geographic regions of the United States

1. The New England States
2. The Middle Atlantic States
3. The South Atlantic States
4. The East South Central States
5. The East North Central States
6. The West North Central States
7. The West South Central States

8. The Interior States of the West

9. The Pacific Coast States

UNIT III—The World—A Neighborhood — 1 week

Topic A. Why countries trade

Topic B. Gateways and great crossroads of our country

Topic C. Growth of cities

Topic D. Ocean highways and world trade

UNIT IV—World Mineral and Power Resources — 3 weeks

Topic A. Metallic minerals

Topic B. Non-metallic minerals

Topic C. Other non-metallic minerals

Topic D. World power resources

UNIT V—World Food Sources — 10 weeks

Topic A. Cereals

Topic B. Vegetables

Topic C. Fruits

Topic D. Meat and dairy products

Topic E. Food from the sea

Topic F. Sugar and spices

Topic G. Beverages and tobacco

Topic H. Miscellaneous agricultural products

1. Oil from seeds

2. Oil from fruits

UNIT VI—World Fiber Sources — 2 weeks

Topic A. Fibers from the vegetable kingdom

Topic B. Fibers from the animal kingdom

Topic C. Synthetic fibers—the contribution of modern science

UNIT VII—World Forest Products — 2 weeks

Topic A. Wood and its uses

Topic B. Paper—a mark of civilization

Topic C. Rubber

UNIT VIII—America's Territorial Possessions — 1 week

Topic A. Alaska

Topic B. Hawaii and other Pacific Islands

Topic C. Puerto Rico and other possessions

UNIT IX—Our Neighbors North and South — 3 weeks

Topic A. Dominion of Canada

Topic B. Middle America

1. Mexico
2. Central America
3. The West Indies

Topic C. South America

1. Brazil and Paraguay
2. Argentina and Uruguay
3. Andean countries
4. Venezuela, the Guianas, and Colombia

UNIT X—Europe — 3 weeks

Topic A. The British Isles

Topic B. France and the Low Countries

Topic C. Central Europe

1. Germany

2. Other Central European countries

Topic D. Mediterranean Countries

1. Italy

2. Spain and Portugal

3. Greece

Topic E. Scandinavian countries

Topic F. Union of Soviet Socialist Republics

Topic G. Finland and the Baltic States

UNIT XI—Asia, Australia, and Africa — 1 week

Topic A. Asia

1. The Near East

2. India

3. China

4. Japan

Topic B. Australasia

1. Malay Peninsula, Indonesia, and other islands

2. The Philippines—a trust we kept

3. Australia

4. New Zealand

Topic C. Africa

Assignment Sheets Based on Survey Units

Page

UNIT I--Man and his Environment

Topic A. Nature's challenge

Packard	2 - 9
Colby	3 - 17

Topic B. The earth and man

1. Location

(Use any good geography book for reference)

2. Size

(Use a World Almanac or Information Please Almanac)

3. Climate

Packard	9 - 17
Colby	17 - 21
York	1 - 25
Workbook	
Study Guide	1 - 3
Projects	4
Supplementary projects	2

4. Topography

Packard	18 - 20
Colby	21 - 28
York	25 - 30
Workbook	
Study Guide	5
Supplementary project	6

5. Soil

Packard	17 - 18
Colby	33 - 40
York	31 - 38
Workbook	
Study Guide	7
Projects	8

Page

6. Water

UNIT II—This Land of Ours—The United States of America

Topic A. America in retrospect

Topic B. Topography, climate and resources

Topic C. Geographic regions of the United States

1. The New England States

2. The Middle Atlantic States

3. The South Atlantic States

Page

4. The East South Central States

York . . . . . 307 - 27
Workbook
Study Guide . . . . . 65 - 67
Project . . . . . 67 - 68

Use Achievement Test No. 4

5. The East North Central States

York . . . . . 327 - 47
Workbook
Study Guide . . . . . 69 - 70
Project 71
Supplementary project 72

6. The West North Central States

York . . . . . 347 - 67
Workbook
Study Guide . . . . . 73 - 75
Project 76

7. The West South Central States

York . . . . . 367 - 85
Workbook
Study Guide . . . . . 77 - 79
Project 80

8. The Interior States of the West

York . . . . . 385 -403
Workbook
Study Guide . . . . . 81 - 82
Projects . . . . . 83 - 84

9. The Pacific Coast States

York . . . . . 403 -427
Workbook
Study Guide . . . . . 85 - 86
Projects . . . . . 87 - 88

Use Achievement Test No. 5 and leave out all questions on Chapter 19 dealing with "Possessions of the United States."

Page

UNIT III—The World—A Neighborhood

Topic A. Why countries trade

Packard	288 -293
Colby	48 - 60
York	205 -212
Workbook	
Study Guide	41
Supplementary project	42

Topic B. Gateways and great crossroads of our country

and

Topic C. Growth of cities

Packard	310 -322
Colby	369 -381
York	213 -224
Workbook	
Study Guide	43 - 44
Projects	45 - 46

Topic D. Ocean highways and world trade

Packard	323 -335

Use teacher-made tests for this unit.

UNIT IV—World Mineral and Power Resources

Topic A. Metallic minerals

Packard	220 -240
Colby	311 -334; 398 -399
York	39 - 59
Workbook	
Study Guide	9 - 10

Topic B. Nonmetallic minerals (not including coal and petroleum)

Packard	240 -248
Colby	468 -472
York	59 - 65
Workbook	
Study Guide	11 - 12

(Leave out questions on coal and petroleum)

Page

Topic C. Other nonmetallic minerals--coal and petroleum

Packard	207 -219
Colby	300 -309; 335 -346
York	66 - 72
Workbook	
Study Guide (complete)	11 - 12

Topic D. World power resources

Packard	192 -207
Colby	282 -283; 286-7; 497-9
York	73 - 88
Workbook	
Study Guide	13 - 14
Projects	15 - 16

Review York pp. 1 - 38.
Use Achievement Test No. 1 here.

UNIT V.--World Food Sources

Packard	66 - 70
Colby	198 -203
York	91 - 94

Topic A. Cereals

Packard	70 - 84
Colby	228 -242; 597-9; 592-6
York	94 -107
Workbook	
Study Guide	17
Project	18

Topic B. Vegetables

Packard	84 - 91
Colby	510 -518
York	107 -116
Workbook	
Study Guide	19
Project	20

Page

Topic C. Fruits

Topic D. Meat and dairy products

Topic E. Food from the sea

Topic F. Sugar and spices

Topic G. Beverages and tobacco

Topic H. Miscellaneous agricultural products--oil from seeds and fruits

Packard	122 -131
Colby	610 -617
York	199 -203
Workbook	
Study Guide	39
Project	40

Teacher-made test should be used on separate topics.
Achievement Test No. 2 used here for test over complete unit.

UNIT VI--World Fiber Sources

Topic A. Fibers from the vegetable kingdom

Packard	248 -255; 259 -261
Colby	268 -287; 448-50; 586-7
York	158 -167
Workbook	
Study Guide	31
Project	32

Topic B. Fibers from the animal kingdom

Packard	255 -257; 260 -261
Colby	657 -677; 578 -580
York	169 -174
Workbook	
Study Guide (Fill in the questions on animal fibers.)	33

Topic C. Synthetic fibers--the contribution of modern science

Packard	257 -258
Colby	580
York	174 -176
Workbook	
Study Guide (Complete the answers.)	33
Project	34

Use a teacher-made test here.

Page

UNIT VII—World Forest Products

Topic A. Wood and its uses

Packard	163 -177
Colby	180 -195; 395 -396
York	178 -187; 194 -195
Workbook	
Study Guide (Fill in questions on wood.)	35 - 37

Topic B. Paper—a mark of civilization

Packard	177 -184
Colby	400 -402; 149 -150
York	187 -190
Workbook	
Study Guide (Fill in questions on paper.)	35 - 37

Topic C. Rubber

Packard	184 -192
Colby	600 -610
York	190 -195
Workbook	
Study Guide (Complete this.)	35 - 37
Project	35

Use a teacher-made test here.

UNIT VIII—America's Territorial Possessions

Topic A. Alaska

Packard	363 -366
Colby	158
York	427 -438
Workbook	
Study Guide (Fill in questions on Alaska.)	89 - 90
Project	91
Supplementary Project (Do the one on Alaska.)	91

Page

Topic B. Hawaii and other Pacific Islands

Packard	369 -371
Colby	
York	438 -439
Workbook	
Study Guide	89 - 90
(Fill in questions on Hawaii and other Pacific Islands.)	
Project	91
Supplementary project	92
(Do the one on Hawaii and the other Pacific Islands.)	

Topic C. Puerto Rico and other possessions

Packard	371 -373
Colby	
York	440 -442
Workbook	
Study Guide	89 - 90
(Complete this.)	
Project	91
Supplementary Project	91
(Do the one on the Caribbean Sea area.)	

Use a teacher-made test here.

UNIT IX--Our Neighbors North and South

Topic A. Dominion of Canada

Packard	377 -393
Colby	390 -409
York	446 -458
Workbook	
Study Guide	93 - 95
Supplementary project	96

Topic B. Middle America

Colby	65 - 74

1. Mexico

Packard	393 -401
Colby	
York	458 -470

Page

3. Andean countries

Packard	433 -444
Colby	649 -654
York	511 -525
Workbook	
Study Guide	109 -111
Supplementary project	112

4. Venezuela, the Guianas, and Colombia

Packard	408 -411
Colby	
York	525 -531
Workbook	
Study Guide	113
Project	114
Supplementary project	114

Teacher-made test on subdivisions.
Use Achievement Test No. 6 here.

UNIT X--Europe

York	531 -537
Workbook	
Study Guide	115
Projects	116

Topic A. The British Isles

Packard	449 -473
Colby	415 -455
York	537 -549
Workbook	
Study Guide	117 -118
Supplementary project	118

Topic B. France and the Low Countries

Packard	505 -532
Colby	455 -464; 479 -495
York	549 -564
Workbook	
Study Guide	119 -121
Project	122

Page

Topic C. Central Europe

1. Germany

2. Other Central European countries

Topic D. Mediterranean countries

1. Italy

2. Spain and Portugal

3. Greece

Topic E. Scandinavian countries

Packard	473 -488
Colby	
York	594 -603
Workbook	
Study Guide	135
Project	136
Supplementary project	136

Use teacher-made quizzes and tests on separate units if necessary.
Use Achievement Test No. 7 here.

Topic F. Union of Soviet Socialist Republics

Topic G. Finland and the Baltic States

Packard	558 -567
Colby	527 -550
York	603 -613
Workbook	
Study Guide	137 -138
Project	139
Supplementary project	140

If time permits use teacher-made test; otherwise, wait and use Achievement Test No. 8 at the end of the next unit.

UNIT XI—Asia, Australia, and Africa

Topic A. Asia

1. The Near East

Packard	584 -591
Colby	
York	613 -625
Workbook	
Study Guide	141 -142

2. India

Packard	591 -605
Colby	619 -633; 555 -567
York	625 -632
Workbook	
Study Guide	143 -144
Supplementary project	144

Page

3. China

Packard . . . . . 605 -621
Colby . . . . . 556 -562
York . . . . . 633 -641
Workbook
Study Guide 145
Supplementary project 146

4. Japan

Packard . . . . . 621 -637
Colby . . . . . 568 -582
York . . . . . 641 -647
Workbook
Study Guide . . . . . 147 -148
Supplementary project 149

Topic B. Australasia

1. Malay Peninsula, Indonesia and other islands

Packard . . . . . .
Colby . . . . . 593 -599
(Already studied in the "Rice" subdivision under "Cereals" in Unit V.)
York . . . . . 649 -651
Workbook
Study Guide 151
Supplementary project 152

2. The Philippines (a trust we kept)

Packard . . . . . 367 -369
Colby . . . . . 584 -590
York . . . . . 654 -656
Workbook
Study Guide 153
Supplementary project 154

3. Australia

Packard . . . . . 637 -646
Colby . . . . . 657 -677
(Already studied in the "Wool" subdivision under "Fibers" from the "Animal Kingdom" in Unit VI.)
York . . . . . 657 -662
Workbook
Study Guide . . . . . 155 -156
(Fill in questions on Australia.)

Page

4. New Zealand

Packard	647 -649
Colby	
York	662 -665
Workbook	
Study Guide (complete)	155 -156
Supplementary project	156

Topic C. Africa

Packard	653 -668
Colby	633 -634
York	667 -677
Workbook	
Study Guide	157 -159
Projects	160

Review the Soviet Union.
Use Achievement Test No. 8.

Annotated List of Classroom Tested Films

UNIT I—Man and his Environment

Topic A. Nature's challenge

Topic B. The earth and man

1. Location

2. Size

The Airplane Changes Our World Map

(Civil Aeronautics Administration—free—11')

Emphasizes how modern map making has been influenced by the great shrinkage in time-distance relationships resulting from the development of aircraft.

3. Climate

Reason for the Seasons

(Minneapolis-Moline—free—color—45')

Tells the story of the seasons, why they occur, and how they affect all living things. It especially stresses the importance of the seasons in the life of the farmer and shows how modern inventions help him solve his problems.

4. Topography

Our Earth

(Eastin Films—1951—$.95—10')

Illustrates the physical topography of the earth and its development in time.

5. Soil

Topsoil

(Soil Conservation Service—free—11')

Tells the story of why and how both city and rural people depend on the thin layer of topsoil for food, clothing, and other necessities of life.

What is Soil?

(Eastin Films--1951--$1.95--10')

Illustrates the formation of different types of soil.

Our Soil Resources

(E. B. F.--$1.50--10')

Explains the formation of soil, the necessity of the soil control, and plans for conservation.

6. Water

Water

(Soil Conservation Service--free--11')

Tells the story of water and illustrates its value and potential destructive power when uncontrolled.

Ground Water

(Eastin Films--1951--$1.95--10')

Tells the story of water and how it aids man.

7. Minerals and metals

(See under complete unit later.)

8. Natural vegetation

(See under complete unit later.)

9. Natural animal life

(See under complete unit later.)

UNIT II--This Land of Ours--The United States of America

Topic A. America in retrospect

Of This We Are Proud

(Kelvinator--free--color--25')

Shows the historical background and industrial might of the United States.

Topic B. Topography, climate, and resources

This Heritage of Ours

(Minneapolis-Moline--free--color--45')

Tells the story of America's westward expansion and its growth from a wilderness to the greatest nation on earth.
(See also under Product Units.)

Topic C. Geographic regions of the United States

1. The New England States

This is New England

(New York, New Haven and Hartford R.R.--free--20')

Shows the historical background and industrial development of New England.

New England Calling

(Esso--free--color--30')

An excellent portrayal of New England's attraction as a recreation center.

Northeastern States

(E. B. F.--$1.50--11')

Features the land, people, natural resources, and industries of this section of United States.

2. The Middle Atlantic States

Middle States

(E. B. F.--$1.50--11')

Shows the development and use of resources in agricultural and industrial projects.

3. The South Atlantic States

Southeastern States

(E. B. F.--$1.50--11')

Depicts the life and economic activities of the people in these eleven states.

4. The East South Central States

(See under c.)

5. The East North Central States

(See under a.)

6. The West North Central States

(See under h.)

7. The West South Central States

Southwestern States

(E. B. F.—$1.50—11')

Shows the life and economic activities of the people of Texas, Oklahoma, New Mexico, and Arizona.

8. The Interior States of the West

Northwestern States

(E. B. F.—$1.50—11')

Explains the topography, rainfall, natural resources and agriculture of Montana, N. Dakota, S. Dakota, Wyoming, Idaho, Utah, Colorado, Nebraska, and Kansas.

9. The Pacific Coast States

The Evergreen Empire

(T. F. C.—$1.50—11')

Shows the lumber and salmon industries of the State of Washington.

Further information on the states is contained in the movies on resources.

UNIT III—The World—A Neighborhood

Topic A. Why countries trade

America Sails the Seas

(National Federation of American Shipping—free—color—32')

This is the story of United States and her Merchant Marine.

Canada—World Trader

(Can. F. B.—free—10')

Shows how Canada became a great industrial power through use of her natural resources in trade with other nations.

Topic B. Gateways and great crossroads of our country

Wheels A'rolling

(Santa Fe Film Bureau—free—28')

The story of transportation from the oxcart to the diesel engine is carefully portrayed.

Mainline U. S. A.

(Association Films—free—color—18')

Emphasizes the role of railroads in the economic life of this country.

Lifeline of the Nation

(Santa Fe Bureau—free—21')

Explains the factors involved in meeting the transportation needs of United States.

Topic C. Ocean highways and world trade

Made in the U. S. A.

(Association Films Inc.—$1.50—10')

Illustrates the interdependence of all nations in the securing of raw materials.

Round Trip--U. S. in World Trade

(Int. Film Bureau--$3.50--20')

Explains how the world trade of U. S. contributes to higher standards of living and helps encourage peaceful relations with other countries.

Pan Americana

(Brandon--$2.50--20')

This is the story of the trade relations and communications within the Western Hemisphere.

UNIT IV--World Mineral and Power Resources

Topic A. Metallic minerals

Alloy Steels--A Story of Their Development

(U. S. Bureau of Mines--free--20')

This is the story of the development of alloy steels from the early beginnings up to the new high speed tool steels.

Right Material in the Right Place

(International Harvester Co.--free--20')

Emphasizes why certain materials (metals) are used in certain applications and processes.

Ohio and Its Mineral Resources

(U. S. Bureau of Mines--free--color--29')

Deals with silica sand, salt, cement and other resources. There are scenes of mining, transportation, farming, industry, cities, educational and recreational facilities.

Arizona and Its Mineral Resources

(U. S. Bureau of Mines--free--color--40')

The copper, gold, silver, zinc and lead mines are shown as well as scenic spots and Arizona's agricultural development.

Texas and Its Natural Resources

(U. S. Bureau of Mines—free—color—47')

Shows Texas in all its expansiveness. Devoted largely to the mineral resources but it also shows scenes in the chief cities and the cattle and agricultural industries.

Steel—Man's Servant

(U. S. Steel Corporation of Delaware—free—color—38')

This is the story of steelmaking from the time the raw ore is taken from the mine until the finished product is shipped from the mill to the consumer.

More information will be found in the movies on different countries.

Topic B. Nonmetallic minerals

(See Ohio and Texas films above.)

Chilean Nitrates

(Holl. F.—free—color—15')

This shows how the beds of nitrates were formed and how they are developed and mined.

Topic C. Other nonmetallic minerals

Story of Coal

(Knowledge Bldrs.—$1.50—11')

Explains how coal is formed, where it is found in U. S., the mining processes, and its uses.

Power Behind the Nation

(Norfolk and Western Railway Co.—free—42')

This is a complete picturization of the mining procedure in a bituminous coal field in the Appalachians.

Petroleum and Its Use

(U. S. Bureau of Mines—free—42')

Explains the manner in which petroleum products are obtained and their application to family and industrial life.

Oil from the Earth

(Shell Oil Company--free--28')

Shows the probable origin, methods of extraction from the earth, transportation from well to refinery, and delivery to the consumer.

Topic D. World power resources

Niagara the Powerful

(International Film Bureau Inc.--free--color--20')

Describes the production of hydro-electric power.

How We Get Our Power

(Eastin--$1.95--10')

Explains the development of hydro-electric power.

Our Common Fuels

(Eastin 1951--$1.95--10')

Shows the place of coal, water power, and petroleum in American life.

UNIT V--World Food Sources

Distribution of Foods

(E. B. F.--$1.95--11')

Explains the technical and economic problems involved in the world flow of goods.

Topic A. Cereals

From Good Earth to Good Tables

(Modern Talking Picture Service--free--color--22')

Explains the growing and processing of peas and corn.

The Farmer Does the Job

(Caterpillar Tractor Company--free--28')

Shows how the farmer works to feed people.

The Wheat Farmer

The Corn Farmer

(Eastin 1951--$1.95 each--10' each)

Illustrates how the farmer prepares the soil, plants the grain, cultivates, and harvests it.

Topic B. Vegetables

Topic C. Fruits

Washington State--Appleland

(Washington State Apple Commission--free--25')

Shows the production of the apple crops and its growth from season to season.

Apples--All American

(Virginia Conservation Com.--free--24')

Explains the business of apple raising in the 400 mile Appalachian area.

California

(U. S. Bureau of Mines--free--color--41')

Shows the diversified agriculture of the Imperial Valley, lumbering, mining, and petroleum production in other parts of the state.

Topic D. Meat and dairy products

A Nation's Meat

(Swift and Company Agricultural Research Dept.--free--30')

Describes the live stock and meat industry and follows the production of meat from the farm to the consumer.

Cheese Family Album

(Krafts--free--color--25')

Gives the historical background of the better known cheeses and shows how modern methods have succeeded in producing similar cheeses for the masses.

Livestock and Meat

(Swift--free--49')

This is the history of the livestock and meat industry in the United States.

Meat for America

(Association Films--free--20')

This is similar to the film above but is usable in a shorter class period.

Topic E. Food from the sea

Fishing Is Their Business

(Caterpillar Tractor Company--free--10')

Shows how the fishermen made a "business" of fishing.

Men of Gloucester

(Ford Motor Company--free--color--22')

Takes you on a fishing trip with the fishermen of this famous Massachusetts fishing town.

Alaska's Silver Millions

(American Can Company--free--color--42')

The story of life cycle of the salmon and the methods used to catch and can this fish.

Catching Fish, Filleting and Packaging

(U. W. F.--free--14')

An allover picture of the commercial fishing industry.

Topic F. Sugar and spices

This Is Louisiana

(Esso Standard Oil Company--free--30')

Pictures the old and new New Orleans coupled with scenes from the sugar cane and other industries.

Sugar Wind

(T. F. C.--$1.50--10')

Shows the grinding and rough refining of cane sugar in the Barbados.

Topic G. Beverages and tobacco

(See Beverages under Central and South America.)

A Tale in a Teacup

(Tea Bureau Film Library--free--22')

Traces the important role of tea in world history and shows how it is grown, picked, manufactured and prepared for export.

Coffee--The Pride of Colombia

(Educational Film Guide--free--color--22')

Shows the complete process from harvesting to packaging.

Costa Rica--Coffee Democracy

(De Vry--$1.50--10')

Similar to the film above but showing scenes of Costa Rica in a shorter film.

Tobacco Valley

(The Shade Growers--Connecticut--free--color--38')

Shows how workers are recruited for the cultivation and harvesting of the tobacco crop. Explains all the processes of tobacco growing.

Topic H. Miscellaneous agricultural products

UNIT VI—World Fiber Sources

Topic A. Fibers from the vegetable kingdom

Threads of a Nation

(T. F. C.—$1.50—11')

Describes the cotton industry from the fields to the finished product.

King Cotton

(General Motors Corporation—free—19')

Shows the many new industrial applications of cotton and its by-products. It emphasizes the interdependence of farm and factory.

From Cotton to Cutter

(Association Films—free—color—30')

This shows the processing of raw cotton into thread and material. If time is available this is the movie to use.

Topic B. Fibers from the animal kingdom

(See also under Australia and Texas)

Golden Fleece

(Australian Bureau—free—10')

Explains all the activities connected with the sheep and wool industry of Australia.

Flocks of the Veld

(Wool Bureau Inc.—free—15')

This is the story of sheep raising, wool growing, and the wool textile industry in South Africa plus an explanation of the properties of wool. This last is very well done.

Topic C. Synthetic fibers

Fashion's Favorite--Rayon

(DuPont de Nemours and Co. E.I.--revised 1950--free--33')

Shows the processing of rayon and its use in textile manufacturing.

This Is Nylon

(DuPont de Nemours and Co. E.I.--free--color--29')

Combines the chemist's version of the production of nylon with a ten minute all nylon style show.

Science Spins a Yarn

(Association--free--color--23')

An explanation of the historical development and economic importance of rayon.

UNIT VII--World Forest Products

Topic A. Wood and its uses

Green Harvest

(Ladd Visual Service--free--color--29')

Illustrates modern forestry practice.

Tomorrow's Timber

(Canada T.B.--free--color--18')

The uses of timber in building planes and houses, making rayons and plastics, and as a source of hydroelectric power through its control of the water supply are all touched upon.

Mahogany

(Bray Studios Inc.--free--color--40')

Tells the historical story of mahogany and its products from the jungle to the cabinetmaker.

Romance of Mahogany

(Mahogany--free--45')

Shows the harvesting of mahogany trees in the tropical jungle.

Topic B. Paper--a mark of civilization

Gift of Ts'ai Lun

(Hammermill Paper Company--free--color--33')

Pictorial story of paper from the cutting of the pulpwood to the finishing of writing paper.

Topic C. Rubber

This Is Rubber

(United World Films--free--16')

Scenes of rubber plantations and synthetic rubber plants.

Freedom Rides on Rubber

(Association Films--free--25')

Shows Thomas Edison's and Harvey S. Firestone's campaign to persuade America to produce its own rubber.

UNIT VIII-America's Territorial Possessions

Topic A. Alaska

Spotlight on Alaska

(Association Films, Inc.--free--color--30')

Travelogue by Father Hubbard, the Glacier Priest, showing the Matanuska Valley, salmon canning at Taku Harbor and the search for Lost Lake.

Look to the North

(Canada T. B.--free--22')

Agriculture in Alaska as fostered by the U. S. government, the building of the Alaskan Highway, the development of its resources, and the realization of the strategic importance of this region, are all well done.

Topic B. Hawaiian Islands

Treasure Island

(Hawaii Press Bureau--free--color--30')

This traces production from plantation to cannery and shows the elaborate machinery use in the canning process.

Hawaii; Paradise Plus

(Hawaii Press Bureau--free--color--30')

The production of sugar and scenes of general interest in a beautiful movie.

Topic C. Puerto Rico and other possessions

Democracy At Work in Rural Puerto Rico

(University of Massachusetts--free--20')

Shows how the Puerto Ricans are developing a new way of life.

UNIT IX--Our Neighbors North and South

Topic A. Dominion of Canada

An American Journey

(Minneapolis-Moline--free--42')

Scenes from Canada to Panama.

Across Canada

(Canadian Pacific Railway Company--free--color--33')

Excellent movie of a trip from the Atlantic to the Pacific showing Canada's cities and resources.

Canada

(March of Time--B. U.--$1.50--11')

Explains the four main geographic divisions of Canada and their industrial and agricultural activities.

Topic B. Middle America

1. Mexico

Good Neighbor Family

(University of Massachusetts--free--11')

Describes the customs of Latin American families in order that we may know how they live.

Romantic Mexico

(Illinois Central Railroad--free--20')

The cities of Mexico and some of their interesting characteristics.

Land of Mexico

(E. B. F.--B. U.--$1.95--27')

Excellent factual outline of physical characteristics of the country and the activities of the market places.

2. Central America

Good Things Happen Over Coffee

(Association Films--free--color--33')

An excellent picture on the cultivation and processing of coffee and the land where it grows.

Central America

(E. B. F.--$1.50--11')

Physical and economic geography, the climate, and the story of the people of the Caribbean Region.

Strategic Materials

(Modern--$1.95--17')

Shows the production of hemp in Costa Rica, loofa in Salvador, balsa lumbering in Peru, and the collection of the bark from the cinchona tree for quinine.

Pan American Highway

(Allis Chalmers Manufacturing Company--free--color--42')

An excellent movie of this famous connecting link between and countries with well-chosen information.

3. The West Indies

The West Indies

(E. B. F.--$1.50--10')

Historical development, physical geography, and economic patterns of this region.

Introduction to Haiti

(University of Massachusetts--free--11')

Just what it says and well done.

Topic C. South America

1. Brazil and Paraguay

South to the Sun

(Moore--McCormack Lines Inc.--free--color--33')

A very lovely boat and travel trip to Brazil, Argentina, and Uruguay. Excellent handling of information.

Amazon Awakens

(University of Massachusetts--free--color--20')

The rubber trading posts, Fordlandia, and the products and animals of this river valley are displayed in all their tropical grandeur.

Brazil

(Association--free--11')

Scenes of the three great cities and the Amazon Valley.

Brazil

(E. B. F.--$1.95--11')

Provides an geographic orientation to the country.

Brazil Today

(E. B. F.—$2.50—20')

Shows the transformation of this country's economy from agriculture to industry.

2. Argentina and Uruguay

Argentina Primer

(University of Massachusetts—free—11')

Depicts the geographic and economic aspects of the country.

Argentina

(E. B. F.—$1.95—11')

Shows the chief activities of the country but particularly of the Pampas regions.

Buenos Aires—Queen of the Pampas

(Moore-McCormack Lines—free—color—33')

A beautiful movie illustrating effectively that Buenos Aires is the product of the hinterland and the two are inseparable economically.

Uruguay

(University of Massachusetts—free—11')

A fine treatment of the part that this interesting little country plays in the South American picture. Excellent economic treatment.

3. Andean Countries

Tin from Bolivia

(U. S. Bureau of Mines—free—20')

Shows how tin is mined and its importance in Bolivia's economy.

Bolivia

(University of Massachusetts--free--20')

All you could expect from a film. This is an excellently done account of the geographic and climatic conditions, the production of rubber, tin, quinine and cocaine, plus an explanation of the problems presented by the atmosphere.

Down Where the North Begins

(University of Massachusetts--free--color--22')

This shows the habits, customs, and occupations of the people of Ecuador.

The Andes--Chile's Barrier

(Holl. F.--free--color--12')

Explains the ways in which this mountain range has influenced the climate, the people, and the economic life of Chile.

People of Chile

(Holl. F.--free--20')

The history of migration and the development of the modern Chilean.

Open Pit Copper Mining in Chile

(American Brass Company--free--22')

Explains the process of mining by the open-pit method.

Atacama Desert

(University of Massachusetts--free--25')

Excellent material on the nitrate deposits--how they were formed and their value.

4. Venezuela, the Guianas, and Colombia

Venezuela Moves Ahead

(University of Massachusetts--free--color--30')

This shows the historical background with Bolivar and San Martin as well as the present day economic

development.

Colombia, Crossroads of the Americas

(Association--free--33')

Over-all picture of the geographic, social, and economic aspects.

Colombia and Venezuela

(E. B. F.--$1.95--11')

Topography, climate, and factors of human and economic geography in these lands.

UNIT X--Europe

Topic A. Europe and the British Isles

Saga of the Soil

(Minneapolis-Moline Power Implement Company--free--47')

This is a superior film showing the beginnings of agriculture and its spread across Europe. If it isn't used at this spot it can be used equally successfully to introduce the food unit.

Topic B. France and the Low Countries

Roaming the Netherlands

(T. F. C.--free--11')

The countryside, cities, and people of Holland.

Topic C. Central Europe

1. Germany

2. Other Central European Countries

Topic D. Mediterranean Countries

1. Italy

Bread and Wine

(Int. Flm. Fd.--free--16')

This is the story of Italian agriculture and the

routine life of the farmers and their proprietor. Italian pupils found this authentic.

2. Spain and Portugal

Portugal

(M. O. F.—free—12')

A study of Portugal including the economic and social aspects of the country.

3. Greece

About the Mediterranean

(Association Films—free—22')

This is a Father Hubbard film telling of his experiences in Athens, the Greek countryside, and Macedonia.

Spotlight on the Balkans

(Can. F. B.—free—11')

An excellent movie on the historical development of this section of Europe, the great demands for economic reform, and how the living standards are being improved.

Topic E. Scandinavian Countries

Swedish Industries

(F. O. N.—$1.95—22')

Shows what Sweden has accomplished with her "middle-way." The lumbering, farming, and mining are dealt with and many examples of glassware are shown.

Topic F. Union of Soviet Socialist Republics

People of the Soviet Union

(Associated Films—$4.50—42')

This shows the many races and types that are included in the Russian orbit. It depicts their life and customs and holds the interest of the class.

Soviet Soil

(Brandon--$3.00--38')

Reveals Russia's progress in agriculture and breeding as shown at the All-Union Agricultural Exposition.

Topic G. Finland and the Baltic States

UNIT XI--Asia, Australia, and Africa

Topic A. Asia

1. The Near East

Desert Venture

(Modern Talking Picture Service--Texas Company--free--33')

This is the story of oil in Saudi Arabia.

A New Frontier

(M. T. P.--Texas Company--free--20')

A shorter version of material similar to that used in the picture above. Scenes of the life and customs of the Arabian people are combined with the work of the Arabian American Oil Company.

A Nation's Search for Grass

(Knowledge Bldrs.--$1.50--11')

The life of the herdsmen of Iran.

2. India

Land of the Maharajahs

(Esso--free--5 reels--52')

A spectacular movie on the life of the wealthy princes of India before World War II. This is entertaining and informative but time consuming unless there is a desire to show the old economic pattern that the Republic inherited.

India

(Associated Films--$3.50--22')

This is a more all-inclusive picture of the problem.

The Changing Face of India

(F. O. N.--free--7')

This shows the more recent growth in education, industry, and communication.

3. China

What Is China?

(Associated Films--$3.00--22')

This serves as good background material for the question everyone is asking today.

China

(M. O. T.--free--18')

This shows the beginning of westernization and democracy, plus the struggle against the Japanese.

4. Japan

Geography of the Japanese Empire

(Department of the Army--free--22')

Very exact information and very well done.

Home Life and Social Customs of the Japanese

(Department of the Army--free--33')

More applicable to Human Geography but in view of the present current situation it is worth the time.

Precious Land

(Association Films--free--10')

Shows the pattern of intensive cultivation used in Japan.

A Day in Tokio

(Magic Carpet of Movietone--Fox--$1.50--11')

Deals with the industry and recreation of the people of Tokio. Restricted in its material but has some worthwhile information.

Topic B. Australasia

1. Malay Peninsula and Indonesia

Mayaland Today

(Library--$1.50--10')

The early history, making of hemp, and the work carried on in the hacienda, is portrayed.

High Stakes in the East

(Brandon--$1.50--10')

Strategic and economic importance of the Netherland Indies is emphasized.

2. The Philippines

The Philippine Republic

(M. O. T.--$1.95--16')

Past and present history in terms of people, resources, and social problems.

Manila

(Nu-Art--$1.50--11')

Tells how Manila developed its importance as a Pacific commercial and communication center.

3. Australia

Australia

(Commonwealth--$7.50--52')

A beautiful movie in color of the land down under. It shows the unusual animals and plants, the industry of the cities, and the cattle and sheep ranches, as

well as the fruit raising. It makes a good assembly movie.

Australia Today

(Australian Bur.—free—35')

A shorter version of the one above. This one is to be revised in color.

4. New Zealand

This Is New Zealand

(New Zealand Legation—free—11')

The land, people, and industries of New Zealand.

Coal from the New Zealand Alps

(New Zealand Legation—free—17')

Shows the beautiful mountains of these islands and the mining of the coal.

New Zealand—The White Man's Paradise

(T. P. C.—free—10')

Here the modern cities and the agricultural development is contrasted with the native life of the Maori.

Topic C. Africa

Liberia—Africa's Only Republic

(Association Films Inc.—free—30')

Deals with many aspects of Liberia—the geography, history, and topography as well as the daily activity of the people on a rubber plantation.

How the Desert People Live

(Knowledge Bldrs.—$1.50—11')

Life among the tribes of the Sahara, Turkestan, and Gobi Deserts. This movie can be used with either this or the Asia unit.

South Africa

(M. O. F.—$1.50—11')

Economic and social aspects of this region.

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APPENDIX

Meaning of Grades in World Economic Geography

Mark

A
1. Consistently does more than is required.
2. Consistently passes tests with A or high B grade.
3. Is always alert--takes active part in recitations and discussions.
4. Has unusual dependability in carrying out assignments.
5. Is prompt, neat, and thorough in all assigned written work.
6. Has enthusiasm for and interest in course material.
7. Has done for each quarter a project equivalent to the time and energy required to read 200 pages of supplementary material.

B
1. Frequently does more than is required.
2. Consistently passes tests with B grade and occasionally an A.
3. Is usually alert--takes part in recitations and discussions.
4. Careful in complying with assignment.
5. Is usually prompt, neat and thorough in all assigned written work.
6. Shows interest in course material.
7. Has done for each quarter a project equivalent to the time and energy required to read 150 pages of supplementary material.

C
1. Does what is required.
2. Consistently passes tests with a C grade and occasionally a B.
3. Takes a reasonable part in class recitations and discussions.
4. Attentive to assignments.
5. Is usually prompt and neat in all assigned written work.
6. Shows willingness to come for help and attempts to improve from instruction.
7. Has done for each quarter a project equivalent to the time and energy required to read 100 pages of material beyond regular

assignments.

D 1. Usually does what is required.

2. Consistently passes tests with a D grade and occasionally a C.

3. Takes little part in class discussions and exhibits little knowledge of the subject.

4. Often careless in preparation of assignments and frequently "misunderstands" them.

5. Willing but slow in complying with instruction and corrections.

6. Shows very little interest in course material.

7. Has done for each quarter a project equivalent to the time and energy required to read 50 pages of material beyond regular assignments.

E 1. Usually does a little less than is required.

2. Consistently fails tests or barely passes.

3. Listless in class and takes no part in class discussion.

4. Consistently careless in preparation of assignments.

5. Written work usually late and rarely neat or thorough.

6. Does not come for help unless told to do so and shows little evidence of attempt to improve.

7. Lacks qualities of the rest of the group to the extent that he cannot or will not do the work required.

Minus grades reflect a failure to comply with all the requirements within a certain mark.

Suggested Outline for a Commodity Study--Corn

I. Character

A. Kinds of corn

B. History

1. Use

2. Development

II. Uses of Corn

A. Animal feed

1. Hogs

2. Cattle

B. Human food

1. Corn meal

2. Breakfast cereal

3. Syrup

C. Other products

1. Starch

2. Oil

3. Alcohol

4. Furfural

5. Insulation

6. Others

III. Environmental Requirements

A. Climate

B. Soil

C. Relief

D. Diseases and pests

IV. Methods of Culture

A. In the U. S. Corn Belt

1. Seasonal practices

a. Spring--planting

b. Summer--cultivation

c. Fall--harvest

d. Winter--sale or feeding

2. Machine culture

3. Conservation practices

a. Fertility

b. Soil

B. Other areas

V. Production

A. Areas--for home use

B. Areas--for surplus

C. Amounts[1/]

1/Sidney E. Eklaw, "To Discover How Man Supplies His Needs and Wants," Geographic Approaches to Social Education, Nineteenth Yearbook of the National Council for the Social Studies, Washington, D. C., 1948, p. 73.

Suggested Outline for Study of a Region or Country

1. Location
2. Size
3. Topography and Chief Waterbodies
4. Climate
5. Resources
6. Industrialization
7. Transportation and Communication
8. World Trade Relations
9. Chief Cities
10. People Who Have Affected the Country's Economy
11. Historical Facts Pertinent to an Understanding of the Country
12. The People and Their Cultural Heritage
13. Regional and Other Problems
14. World Significance in the Past, Present, and Future

Supplementary Activities

These are for special credit and should not be attempted until each day's work is completed. If necessary, credit on these will be used to offset an unexpectedly low grade on a quiz.

The activities listed below are intended to meet the needs and the interests of all members of the class. Each student is free to make his own selections. Other related projects, not on the list, may be developed with the teacher's consent. Specific suggestions will also be found at the end of chapters in the texts. In all supplementary work quality, not quantity, is to be stressed so the requirements for the marking grades have been kept purposefully low.

1. Map Study: Exercises requiring the use of outline maps or the construction of maps, not already assigned.
2. Editorials: Exercises based upon persons, places, things, or events.
3. Cartoons and Freehand Sketches.
4. Panel Discussions, Dramatizations or Broadcasts Prepared for Radio.
5. Charts and Tables.
6. Oral or Written Reports.
7. Recreational Reading: This may be fiction or non-fiction but it must be approved by the teacher.
8. Bulletin Board Material: This must be a complete set of items suitable for use on a bulletin board and the pupil is responsible for the layout.
9. Booklet: Pictures used in this must fit the written material. The latter should be footnoted and a bibliography included.

Directions for Drawing and Scoring Maps

I. Drawing

A. Use a piece of paper large enough to take the drawing easily and show detail.

B. If drawing a mercator map, make your grid by

1. Drawing a border around the paper.

2. Mark off, lightly, rectangular spaces to correspond to those made by the lines of latitude and longitude on the model. Label the degrees along the border.

3. If the model has no latitude or longitude lines visible, find the center of both maps, divide your own paper lightly into quarters, and work on one quarter at a time.

C. Indicate by light pencil marks the outstanding characteristics of the coast line and then join all together.

D. Sketch in your map completely with all physical characteristics you intend to emphasize and check by scale of miles. If this is not given on the model you can check by using arithmetical proportion. Your teacher will help you if you have difficulty here. The artist's trick of pencil sighting will help you if you are copying a wall map.

E. Now, using either pencil or ink, strengthen your main lines before you do anything more.

II. Lettering

A. Gauge the size of your lettering to your map.

B. Use larger lettering to signify importance.

C. Distribute lettering so as to have good balance.

D. Printing should be neat and uniform.

E. Your lettering should be so placed that all names on the map may be read when the map is held in one position.

III. Coloring

A. In map-making accuracy and neatness are more important than color so color only after you are certain your map is complete in required data.

B. Use light colors for easy reading.

1. If you use paints, mix each color thoroughly and use as little water as possible.

2. If you use wax crayons, use them lightly or remove excess wax with a spatula.

C. Work from top of map to bottom to avoid smudging.

D. Use contrasting colors, which do not clash, for different political divisions.

E. Use the same color for colonial possessions and dependencies as you use for the mother country.

F. If your color has any purpose beyond appearance be sure a color key accompanies your map.

IV. Basis for Scoring Maps

A. Accuracy of beginning layout.

B. Sufficiency of size to show desired detail and position of drawing on paper.

C. Precision of detail in geographical and political features.

D. Accuracy of general detail.

E. Relative proportion of lengths and distances.

F. Size, style, and quality of lettering.

G. Placement of names.

H. Choice and application of colors.

I. Neatness and general appearance.

J. Faithfulness in following special instructions.

Note: If outline maps are used by the pupil, the score will naturally be based on only the last five items.

READING REPORT

Name_____ Date_____

Title of Book or Article_____

Author_____

Publisher_____ Pages____ Date_____

New Information Gained: (This refers only to that material which is pertinent to the course).

Recommendation: (This may not necessarily be favorable but it should be your personal reaction to the material you are reporting on).

REPORT ON PROJECT

Unit Title_____ Date_____

Title of Project_____

Members Participating_____

_____

Statement of Problem_____

_____

Brief Account of Procedure:

Finding and Conclusions:

Recommendation and Evaluation:

Bibliography (other side of sheet may be used if necessary):

Unit Title_____ Name_____

Date_____

Division_____

Instructions: Black out with a dot the letter that is in front of the correct answer on the test. Answer all the questions that you are certain of first. Then go back and select the best answer for the others keeping in mind the information you have gained in the unit. When you have finished check your answers carefully and put your answer sheets INSIDE your test.

ANSWER SHEETS WILL NOT BE CORRECTED UNLESS ALL DIRECTIONS ARE FOLLOWED.

1. a b c d e	19. a b c d e	37. a b c d e
2. a b c d e	20. a b c d e	38. a b c d e
3. a b c d e	21. a b c d e	39. a b c d e
4. a b c d e	22. a b c d e	40. a b c d e
5. a b c d e	23. a b c d e	41. a b c d e
6. a b c d e	24. a b c d e	42. a b c d e
7. a b c d e	25. a b c d e	43. a b c d e
8. a b c d e	26. a b c d e	44. a b c d e
9. a b c d e	27. a b c d e	45. a b c d e
10. a b c d e	28. a b c d e	46. a b c d e
11. a b c d e	29. a b c d e	47. a b c d e
12. a b c d e	30. a b c d e	48. a b c d e
13. a b c d e	31. a b c d e	49. a b c d e
14. a b c d e	32. a b c d e	50. a b c d e
15. a b c d e	33. a b c d e	51. a b c d e
16. a b c d e	34. a b c d e	52. a b c d e
17. a b c d e	35. a b c d e	53. a b c d e
18. a b c d e	36. a b c d e	54. a b c d e

55. a b c d e
56. a b c d e
57. a b c d e
58. a b c d e
59. a b c d e
60. a b c d e
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72. a b c d e
73. a b c d e
74. a b c d e
75. a b c d e
76. a b c d e
77. a b c d e
78. a b c d e
79. a b c d e
80. a b c d e
81. a b c d e

COMMODITY TEST

Meat and Meat Products—Food from the Sea

Always select the best answer in each of the following.

1. One of the first things done by prehistoric man to improve his living conditions was to

    a. become a great hunter.

    b. domesticate animals.

    c. learn to walk upright.

    d. move into caves.

2. Cattle were first brought to America by the

    a. English.

    b. French.

    c. Spanish.

    d. Dutch.

3. In the earliest days cattle were slaughtered

    a. on or near the farms where they were raised.

    b. after long overland cattle drives.

    c. at great stockyards.

    d. at railroad terminals.

4. Our great ranches are located mostly

    a. in the long grassland regions of the Great Plains.

    b. in the short grassland regions of the Great Plains.

    c. near to heavily populated centers.

    d. in the corn belt.

5. The question of farm surpluses is being solved by

   a. finding new uses in industry.

   b. cutting down the amount raised.

   c. shipping more in exports.

   d. storing it in warehouses.

6. Which of the following refers to the washing away of soil?

   a. Gullies.

   b. Erosion.

   c. Furrows.

   d. Dam.

7. Which of the previous refers to a ditch caused by water erosion?

8. Which of the previous refers to ditches made to check erosion?

9. Which of the following in 1951 was still in the blueprint stage?

   a. Tennessee Valley Project.

   b. Connecticut Valley Project.

   c. Grand Coulee Dam Project.

   d. Boulder Dam Project.

Which of the above

10. is located on the Colorado River?

11. is located on the Columbia River?

12. furnishes the power for Muscles Shoals Electric Plant?

13. marked the United States Government's entrance into competition with private utility companies?

14. We do not have a country-wide system of packing plants because

   a. our population and livestock are not evenly distributed.

   b. most of the people live west of the Mississippi.

   c. most of the livestock is raised east of the Mississippi.

   d. the present 14 markets won't license any others.

15. The refrigeration cars are owned by the

    a. railroads.

    b. packers.

    c. cattlemen.

    d. Frigidaire Company.

16. The chief way in which our standard of living differs from that of other nations of equal importance is the amount of

    a. meat consumed.

    b. meat raised.

    c. meat exported.

    d. pork imported.

17. We read nothing about hay in world trade statistics because

    a. it is not exported.

    b. it is unimportant.

    c. the figures are unreliable.

    d. its use has decreased with the invention of the automobile.

18. Dairy products are usually raised

    a. where there is plenty of land for range.

    b. near thickly populated areas.

    c. where the land is too poor for cattle.

    d. by less experienced farmers.

19. Which of the following is the breed of cattle which is best for beef?

    a. Hereford.

    b. Jersey.

    c. Guernsey.

    d. Holstein.

Which of the above

20. is noted for the creaminess of the milk?

21. is noted for the amount of milk?

22. Great Britain purchases most of her beef from

    a. Argentina.

    b. France.

    c. Canada.

    d. United States.

23. In export trade the principal customer for our meat and meat products is

    a. France.

    b. Great Britain.

    c. Belgium.

    d. Germany.

24. Which of the following countries leads in the export of beef?

    a. Australia.

    b. United States.

    c. Argentina.

    d. India.

    e. Brazil.

25. Which of the above, while it leads all others in beef production, exports only a small amount?

Which of the previous

26. has large numbers of cattle but produces little beef?

27. leads the world in the export of pork?

28. leads the world in the export of mutton?

29. Most of the hogs and cattle are shipped from the

a. Corn Belt.

b. Dairy Belt.

c. Wheat Belt.

d. Great Plains.

30. Veal is the meat of a young

a. sheep.

b. hog.

c. cow.

d. hen.

31. Corn is fed to hogs when

a. there is a world-wide market for pork.

b. the world market price of corn is falling.

c. that is the easiest way to harvest it.

d. it is of poor quality.

32. The state which leads all others in corn and hog production is

a. Illinois.

b. Iowa.

c. Ohio.

d. Minnesota.

33. In the South hogs are fed on

a. cotton stocks.

b. tobacco roots.

c. peanuts.

d. swill.

34. The raising of hogs

a. does not require as much labor as cattle.

b. requires more time than cattle.

c. requires special land.

d. is not as profitable in as short a time.

35. The dairy farmer solves the problem of winter feed by using

a. food imported from warmer climates.

b. frozen foods.

c. the silo.

d. more grain.

36. Condensed milk differs from evaporated milk in that condensed milk

a. is unsweetened.

b. is sweetened.

c. still contains water.

d. cannot be canned.

37. Which one of the following is the chief cheese producing state?

a. Wisconsin.

b. New York.

c. Minnesota.

d. Iowa.

Which of the above

38. is the chief butter producing state?

39. produces the most fluid milk?

40. Which of the following removes the cream from milk?

a. Pasteurizer.

b. Separator.

c. Casein.

d. Refrigeration.

Which of the above

41. refers to the protein part of milk?

42. kills any disease germs?

43. made it possible to distribute meat products throughout the world?

44. The difference in cheese comes chiefly from the

a. different types of milk used.

b. fact that no water is present.

c. food fed to the cows.

d. microorganisms used in the process of fermentation.

45. Europe required great quantities of dairy products because

a. of its dense population.

b. it doesn't have very many vegetables.

c. it doesn't have cheeses.

d. it has large supplies of food for cattle.

46. Which one of the following cheeses was named by Napoleon?

a. Swiss.

b. Cheddar.

c. Camenbert.

d. Cottage Cheese.

e. Edam.

Which one of the above

47. is used as a "life cheese"?

48. is used to pay rent to a King?

49. is preserved by coating with paraffin?

50. Which city now leads as a tanning center?

a. Boston.

b. New York.

c. Philadelphia.

d. Chicago.

51. Which one of the above is the great meatpacking city?

52. The tannin method of treating leather has been replaced by the method using

a. nylon.

b. rayon.

c. magnesium.

d. chromium.

53. The chief use of leather is for

a. shoes.

b. belts.

c. pocketbooks.

d. saddles.

54. The country which manufactures the most leather is

a. Argentina.

b. Australia.

c. United States.

d. Canada.

55. Most of our chromium comes from

a. our own mines.

b. Canada.

c. South America.

d. Russia.

56. The shoe center of United States is in

    a. Chicago.

    b. Philadelphia.

    c. New York.

    d. New England.

57. Before World War II the European country that gave us the most competition in the shoe industry was

    a. England.

    b. Czechoslovakia.

    c. France.

    d. Germany.

58. In olden times sheep were

    a. almost unknown.

    b. one of the first forms of wealth.

    c. never used as sacrifices.

    d. never used to supply clothing.

59. Sheep, unlike cattle, can be raised

    a. in the frigid lands.

    b. in the semi-tropics.

    c. in the dry, semi-desert regions.

    d. anywhere in the world.

60. In the following types of sheep which one is best for wool?

    a. Southdown.

    b. Merino.

    c. Crossbred.

61. Our greatest sheep raising state is

    a. Texas.

    b. Montana.

    c. Wyoming.

    d. New Mexico.

62. Our greatest wool port is

    a. New York.

    b. New Orleans.

    c. San Francisco.

    d. Boston.

63. Among the foreign countries the greatest poultry and egg producer is

    a. Denmark.

    b. Canada.

    c. China.

    d. Argentina.

64. Which one of the above leads in the export of powdered eggs?

65. Chickens are bred

    a. to furnish fertilizer.

    b. to produce eggs.

    c. to produce meat.

    d. for all three of the previous uses.

66. Poultry farming

    a. is still very primitive.

    b. has become highly specialized.

    c. works only on a local radius.

    d. has not become a big business.

67. Which one of the following is killed when about 3 months old?

a. Chick.

b. Fowl.

c. Broiler.

d. Rooster.

Which one of the above

68. is a use for surplus roosters?

69. is the name given to hens more than a year old?

70. Which one of the following swims upstream to spawn?

a. Salmon.

b. Haddock.

c. Mackerel.

d. Lobsters.

Which one of the above

71. is a shellfish?

72. is a ground fish?

73. is a surface fish?

74. is associated with Alaska?

75. The greatest contribution given to us by the early fisherman was a

a. greater food supply.

b. knowledge of the Continental Shelf.

c. knowledge of the world.

d. means of escape from undesirable work.

76. The oil of the cod and halibut is used

a. to finish leather.

b. to supply the sunshine vitamin.

c. to lubricate machinery.

d. for fertilizer.

77. The fish are usually found

a. on the "Banks."

b. in the mid-ocean.

c. on the bottom of the ocean.

d. in the deep water.

78. Which of the following is most noted for cod?

a. Gloucester.

b. North Carolina.

c. Gulf Coast.

d. Florida.

Which of the above is noted for its

79. oysters?

80. scallops?

81. sponges?

REGIONAL TEST

Middle America and the West Indies

Always select the best answer in each of the following.

1. Which of the following refers to all of the Western Hemisphere south of the Rio Grande River?

    a. Latin America.

    b. Middle America.

    c. Central America.

    d. South America.

2. Which of the above refers to the land between the Rio Grande and the Republic of Columbia?

3. The climatic conditions of Middle America are most closely associated with

    a. latitude.

    b. ocean currents.

    c. trade winds.

    d. altitude.

4. Mexico is

    a. 3 times the size of Texas.

    b. one half the size of the United States.

    c. equal in size to the United States.

    d. the second largest country on the North American continent.

5. Mexico is a country in which

    a. there is a large middle class.

    b. poverty is prevalent among the majority of the people.

    c. there is great emphasis placed on early colonial history.

    d. attempts to break with the past have been gradual and orderly.

6. The rivers of Mexico are used for

   a. cheap transportation.

   b. highways.

   c. irrigation and waterpower.

   d. hydroelectricity.

7. The chief agricultural product of Mexico is

   a. corn.

   b. cotton.

   c. coffee.

   d. bananas.

   e. mahogany.

Which of the previous products is

8. now raised under irrigation?

9. the chief product of Guatemala?

10. the chief product of Honduras?

11. found in British Honduras?

12. United States also raises which <u>two</u> of the above products?

13. The grazing of livestock in Mexico is

   a. overexpanded.

   b. abandoned.

   c. a newly developed industry.

   d. financially unproductive.

14. Which of the following is Mexico's chief manufacturing industry?

   a. Silver refining.

   b. Textiles.

   c. Oil refining.

   d. Leather tooling.

e. Glass and pottery.

15. Which of the following is found mostly in the eastern lowlands of Mexico?

a. Corn.

b. Bananas.

c. Coffee.

d. Vanilla bean.

e. Cattle

Which of the above

16. constitutes 9/10's of the Mexican diet?

17. is found in the Pacific lowlands?

18. is grown on the foothills of Latin America?

19. is raised on the arid lands near the Rio Grande?

20. Which of the following is <u>not</u> a reason the people of U.S. are interested in Mexico?

a. Our citizens have more than ½ billion dollars invested in Mexico.

b. Mexican machinery is purchased largely from the U.S.

c. Two-thirds of the Mexican foreign trade is with U.S.

d. We would like to make Mexico a part of U.S.

21. In which of the following does Mexico lead the world in production?

a. Silver.

b. Iron.

c. Coal.

d. Petroleum

Which of the above

22. has been largely undeveloped, though a mountain of it has been discovered near Durango?

23. has declined in production since 1920 in spite of world demand?

24. Mining as a basis for a country's economy is unsatisfactory because

    a. it is too hard work for the people.

    b. eventually the raw material on which the economy is based is depleted.

    c. it does not produce enough money to balance the national budget.

    d. it is difficult to get labor since people do not like to live in mining communities.

25. The number of independent republics in Central America is

    a. five.

    b. six.

    c. ten.

    d. eleven.

    e. twenty.

26. The Central American republic with the largest population is

    a. Honduras.

    b. Guatemala.

    c. Costa Rica.

    d. El Salvador.

    e. Nicaragua.

Which of the above

27. is the most densely populated?

28. is the country whose lake basin is a possible route for another interoceanic canal?

29. has an economy which depends upon bananas?

30. is the only Central American country that does <u>not</u> have a Caribbean seacoast?

31. is the most literate of all the Central American countries?

32. is the most northern of the countries listed?

33. Which of the following refers to the plantation in Mexico?

    a. Mestizos.

    b. Peon.

    c. Hacienda.

    d. Sisal.

    e. Chicle.

Which of the above is

34. the name for the Mexican peasant?

35. known as the green gold of Yucatan?

36. the basis for chewing gum?

37. one of the chief products of British Honduras?

38. As the banana crop failed, because of disease, in the Caribbean lowlands which of the following crops was substituted?

    a. Coffee.

    b. Cotton.

    c. Cacao.

    d. Sisal.

39. Coffee means more prosperity to a country than sugar cane or bananas because

    a. it is more expensive.

    b. it gives more work to more people.

    c. coffee money stays in the home country.

    d. it is usually owned by outside interests who have money to spend.

40. The culture of the West Indies is predominantly

    a. Negroid.

    b. Spanish.

c. Latin.

d. English.

41. The greater percentage of the people of Mexico are

a. Indians.

b. Spaniards.

c. Mestizos.

d. Zambos.

e. Negroes.

Which of the above

42. compose most of the population of Guatemala?

43. predominant in Costa Rica?

44. are found mostly in the Caribbean lowlands?

45. refers to a person who is part Spanish and part Indian?

46. refers to a person who is of Negro and Indian ancestry?

47. Which of the following is the largest city in Mexico?

a. Mexico City.

b. Guadalajara.

c. Monterrey.

d. Tampico.

e. Taxico.

Which of the above

48. is the largest manufacturing center of Northern Mexico?

49. is the second largest city in Mexico?

50. is the chief oil shipping port?

51. has produced silver since the time of the Spaniards?

52. is noted for its pottery?

53. Democratic practices in the West Indies are

    a. common.

    b. non-existent or just emerging.

    c. non-existent.

    d. just emerging.

54. Which of the following is a capital city with no railroad connection to the coast?

    a. Tegucigalpa.

    b. Belize.

    c. Granada.

    d. Guatemala City.

    e. Panama.

Which of the above

55. has been a source of disagreement between Guatemala and British Honduras?

56. was a great international trading post in the early Spanish colonial period?

57. is the largest city in Central America?

58. was involved in war with the city of Leon backed by the American--William Walker?

59. depends on the airplane for trade contact with the outside world?

60. The leading product of Cuba is

    a. sugar.

    b. tobacco.

    c. asphalt.

    d. tropical fruits.

    e. rice.

Which of the above is

61. the leading product of Trinidad?

62. the second leading product of Cuba?

63. the leading product of Panama?

64. more typical of the food products of the Far East than of the Western Hemisphere?

65. Which of the following is made up of the Republic of Haiti and the Dominican Republic?

    a. Cuba.

    b. Puerto Rico.

    c. Jamaica.

    d. Trinidad.

    e. Hispaniola.

Which of the above

66. is the largest and most important island of the lesser Antilles?

67. is the largest and most important island of the West Indies?

68. has the most favorable diversification in its agriculture?

69. was studied in the unit "Territories of the United States"?

70. is under the control of Great Britain?

71. has the most rugged and varied terrain of all the islands of the Greater Antilles?

72. furnished most of the Negro labor for the Caribbean lowlands?

73. contains a completely Negro republic?

74. were the chief settlers of British Honduras?

75. is under as tight a dictatorship as Latin America has ever known?

76. Compared to the rest of the Western Hemisphere the West Indies are

    a. sparsely populated.

    b. comfortably populated.

    c. densely populated.

    d. most densely populated.

77. Most of the islands of the West Indies are

a. dictatorships.

b. republics.

c. independent republics.

d. colonies.

78. Most of the economy of the West Indies is dependent on

a. mining of resources.

b. diversified agriculture.

c. foreign economy.

d. domestic investments.

79. The living that is typical of the Caribbean is "patch and thatch" because

a. the native is always patching his clothes.

b. the native is always thatching his hut.

c. the native makes his home in a thatched hut and grows his food from a patch of ground.

d. the native is very thrifty.

80. Relations between United States and Central America are more friendly today because

a. we are buying more of their products than in the past.

b. we are planning to build a canal through Nicaragua.

c. we have granted Panama its independence.

d. we are practicing a good neighbor policy in place of dollar diplomacy.

81. The Canal has benefited Panama because

a. it allowed her to be independent of Columbia.

b. tourists have brought many things in Panama.

c. it helped her get free from Columbia.

d. the rent on the Canal supports the Panama government.