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UNIVERSITY OF LONDON



INSTITUTE OF EDUCATION

Handbook for Geography Teachers

Prepared by the
STANDING SUB-COMMITTEE
IN GEOGRAPHY

General Editor:
G. J. CONS
M.A.
Goldsmiths' College
University of London

METHUEN & CO. LTD, LONDON
36 Essex Street, Strand, WC2

A Handbook for Geography Teachers
by D. M. Forsaith was first published in 1932.
The present work, entirely rewritten and greatly enlarged,
first published in 1955.



CATALOGUE NO. 8109/U
PRINTED AND BOUND IN GREAT BRITAIN
BY THE CAMELOT PRESS LTD., SOUTHAMPTON

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FOREWORD

by G. B. JEFFERY,
M.A., D.SC., F.R.S.,
Director of the Institute of Education

THIS book has been prepared by the Standing Sub-Committee in Geography of the University of London Institute of Education and I should first like to pay a tribute to the members of that Committee for the thought and the time so generously given over the past three years, in bringing this enterprise to fruition.

At all stages in the planning and execution of the Handbook the Council of the Institute has given its support and encouragement and has watched with much satisfaction the ways in which it has been brought to completion. A unique feature is that the book is the result of the combined activity, not only of the members of the Standing Sub-Committee but also of teachers of geography in schools, University teachers of geography and others, such as members of the inspectorate in the Institute Area; and has thus been a means of bringing the schools, training colleges and the University into a partnership to further the study and teaching of geography in schools. All of them have contributed to the Handbook according to their experience and special function; the University teachers have helped with the selection of the advanced textbooks for teachers and sixth formers; the teachers in the training colleges and departments of education, with the help of teachers in schools, have selected and annotated the textbooks for primary and secondary schools; and the sections on syllabuses, fieldwork and so forth have been written by experts. In all, fifteen contributors and sixty-two collaborators have participated in the work. The chief aim has been to help teachers of geography in schools to keep in touch with the recent developments of the subject and to offer in a handy form, articles, up to date sources of information and appraisals of selected textbooks which will guide teachers in their task of selection and in maintaining academic and educational standards.

EDITOR'S PREFACE

In 1932 the Goldsmiths' College Handbook for Teachers of Geography was published. It was edited by Miss D. M. Forsaith, formerly lecturer in Geography, Goldsmiths' College. After many years of usefulness and influence the book called for revision and the publishers approached Miss Forsaith who felt she could not undertake the work. As her former colleague in the Department of Geography of Goldsmiths' College and helper in the 1932 Handbook I was consulted and made the proposal, with the concurrence of Miss Forsaith, that the revision be undertaken by the Standing Sub-Committee in Geography of the University of London Institute of Education. The members of the Standing Sub-Committee agreed that they would undertake the production of the new Handbook. After consideration by the Publications Policy Sub-Committee and the Academic Board, the Council of the Institute expressed its approval in the following minute (February 22nd, 1952): 'That the publication, under the auspices of the Institute, of a revised edition of the Handbook for Geography Teachers be approved and that the Committee of Management be asked to make the necessary financial and other arrangements.' It was also agreed that the Institute should meet certain expenses (clerical assistance, stationery, postage) and that the first call on royalties would be to pay for these expenses. Any other royalties accruing to the Institute might form a fund to be used for some purpose connected with geography teaching. The Academic Board, in expressing its approval for submission to the Council of the Institute, stated: 'The Board is most appreciative of the spirit in which Goldsmiths' College has made the suggestion that the Institute should take responsibility for publication.'

From the members of the Standing Sub-Committee an Editorial Board was appointed to formulate policy and to give general oversight to the production of the Handbook. Miss D. M. Forsaith was appointed a member. Decisions

concerning the contents of the new Handbook were made and from time to time the Board reported to the Standing Sub-Committee and obtained its guidance on matters of general policy.

The Editorial Board decided the list of contributors and their subjects. It must be clearly understood that each contributor alone is responsible for his or her own section and that the Editorial Board, acting on behalf of the Standing Sub-Committee, is not bound by the opinions expressed in these contributions.

The machinery for the selection of books, maps, etc., to be included was then decided. To each collaborator was assigned one publisher or more with whom arrangements were made to read and assess their geographical books and materials; for the assessment of school books it was recommended that the help of a practising teacher should also be sought. The information concerning each book was reported on a standard form under the following headings, suitably spaced:

Author: Title: Series: Publisher: Date of Publication: No. of Pages: Price:

Scope of the Book (mention illustrations, maps, exercises and any special features of the book).

Geographical Accuracy

Suitability (1) Primary—Secondary Modern—Secondary Grammar—Secondary Technical.
(2) Textbook—Library Book—General Reference—Advanced (Teachers and Sixth Forms)

General Conclusion

Recommended—Doubtful—Rejected

Signature

The reports of each recommended book were collated and a final annotation was prepared by the General Editor and such details as price, number of pages, publisher were again checked. The books assessed as 'doubtful' were reconsidered and a decision was made. The final annotation of each title was made on a separate sheet, allowing space for additional details such as age-group, topic, branch of the subject, continent, country, series and cross references; this made for ease

of sorting and of placing each title in its appropriate section in the whole pattern of the Handbook.

For the selection of the texts for teachers and sixth forms the help of the University Teachers of Geography in the University of London was obtained. As a member of the Board of Studies in Geography, I was able to make an informal approach to University teachers to give advice on texts relating to their specialist interests. A different form was provided for these reports.

From the 1932 Handbook many titles, usually standard works and certain school texts, were selected and included in the new Handbook. Miss Forsaith was responsible for the revision of the section 'Geography in Literature'; members of the Standing Sub-Committee were invited to help by sending titles to her.

After a first review of the whole assemblage of many hundreds of titles I realised that for one reason and another there were certain gaps and as General Editor I undertook the responsibility of making good the omissions, preparing several new sections and completing others.

The final arrangement and grouping of the titles according to age range—Primary Stage (7-11 years), Secondary Stage (11-16 years) and Teachers and Sixth Forms (16-18 years)—was made by me as General Editor and, apart from the Visual Aids section, I was also responsible for the shaping of sections and sub-sections and the grouping of titles under branches of the subjects. Miss R. F. Carr was responsible for the compilation and arrangement of Section IV—Visual Aids. The book lists for both the Primary Stage and Secondary Stage have been arranged under various headings according to the needs of teaching: in the annotations of the titles for the Secondary Stage specific references have been made to use in different types of School—Secondary Grammar and Technical. In the grouping of the titles for Teachers and Sixth Forms there is a logical and systematic classification according to the branches of the subject, but even here some modification has been made to meet the needs of the schools.

From the foregoing summary of the machinery employed in the preparation of the Handbook and of the co-ordination of the experience and judgment of the large team of contributors and collaborators it may fairly be claimed that the utmost confidence can be placed in the standards of selection, and the Handbook can be offered to teachers of geography as

a reliable guide in their search for the appropriate book, map, visual material or equipment, and also as a helpful source for suggestions in matters of syllabuses and of the general principles and methods of teaching geography in schools.

The Handbook has followed in the tradition of guidance to teachers of geography initiated by Hugh Robert Mill in his '*Hints to Teachers and Students on the choice of Geographical Books for Reference and Reading*', published in 1897 and subsequently revised and enlarged by A. J. Herbertson, J. F. Unstead and Miss N. Macmunn under the title of '*Guide to Geographical Books and Appliances*'. In words taken from the prefaces of these two forerunners it may be briefly stated that the object of the Handbook, like Mill's little volume, is 'to place before teachers and students a selection of the best available books' and to provide 'assistance in promoting sound views and in guiding many beginners'.

To my colleagues of the Standing Sub-Committee in Geography I wish to express my thanks for their support at all stages of the preparation of the Handbook. I am very grateful to the contributors, to the collaborators and to the Editorial Board for giving so liberally of their time, knowledge and experience; and particularly must I thank Mrs. B. B. M. Pedoe for her valuable work at the earlier stages of the book and Miss D. M. Forsaith, who so generously gave the new Handbook the benefit of her experience. Also our thanks are due to the publishers, societies and organisations who have so willingly assisted us.

I must thank most warmly Miss K. M. Egan, Clerk to the Council, for her interest and unfailing help in steering the Handbook at all stages of its course through the many committees to the final arrangements for its publication. I am greatly indebted to her for marshalling the clerical assistance and particularly I must mention Miss I. B. Hurley, formerly Publications Clerk to the Institute, who shouldered the heavy task of the detailed clerical work: the Handbook owes much to her efficiency and organising ability. Also to her successor, Miss F. L. Morton, I am indebted for the careful reading of the proofs.

And finally on behalf of the Standing Sub-Committee in Geography and its Editorial Board I wish to express our deep appreciation of the way in which the Director has facilitated the mobilisation of the resources of the Institute of Education

for the success of this venture and personally I thank him sincerely for his interest and support.

G. J. Cons.

NOTE: Particulars of Societies, etc., given in Section V have been revised to April, 1955; the prices and other particulars of books in Sections VI, VII and VIII are those of August, 1954.

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Section I

THE TEACHING OF GEOGRAPHY AND SYLLABUSES OF WORK

(1) GEOGRAPHY AND EDUCATION

'ABSTRACT yourself from this book; realise where you are at present located, the point where you stand that is now the centre of all. Look up overhead, think of space stretching out, think of all the unnumbered orbs wheeling safely there, invisible to us by day, some visible by night; think of the sun around which the earth revolves; the moon revolving round the earth and accompanying it: think of the different planets belonging to our system. Spend some minutes faithfully in this exercise. Then again realise yourself upon this earth, at the particular point you now occupy. Which way stretches the north and what country, seas, etc.? Which way the south? What way the east? Which way the west? Seize these firmly with your mind, pass freely over immense distances. Turn your face a moment thither. Fix definitely the direction and the idea of the distances of separate sections of your country, also of England, the Mediterranean Sea, the North Pole, and such like places.'[1]

In this exercise, devised by Walt Whitman who believed in the value of geography for his vision of the world, and studied the subject systematically in his programme of self education, there is revealed the first gift of geography to education—outlook in space. Without this power to orient himself to the round earth, to project himself in space both in terms of direction and of places in their distances from one another and in terms of their sizes and shapes, no person can consider himself educated. Each age has its own geographical perspective, the viewpoint of which an educated person needs to know. Otherwise he is geographically lost in this modern age, wherein we have achieved the annihilation of space and speak of a shrinking world, and the habitat of each human

[1] *Complete Prose Works of Walt Whitman*, Camden Edition, 1902, Vol. VI, pp. 56-7.

being has become the entire global earth in all its diversity. How many are lost in this geographical sense, cloistered in a habitation where the windows of perception are restricted in outlook to a garden and a patch of roads and streets with no trained geographical vision set to the gauge of this round earth? Such geographical illiterates live on the round earth, but are blind geographically. They are blind to the significance of geographical position; for example, they will hardly appreciate Sir Halford Mackinder's statement in the first chapter of *Britain and the British Seas* when he says: 'Great consequences lie in the simple statement that Britain is an island group, set in the ocean, but off the shores of a great continent . . .' and also that Britain is possessed of two qualities 'insularity and universality'.[1] Let it here be noted in these statements of Mackinder's we have scientific facts which can be measured and described, and also values, both knowledge and understanding, gained, as Debenham expresses it, 'in the pursuit of wisdom with respect to place',[2] which for him is the central purpose of the study of geography. This is a reverberation of Mackinder's philosophy, which in his first public lecture to teachers of geography, given fifty-one years ago in January, 1904, affirmed with his usual insight that geography in schools was an 'outlook' subject and one of its aims was the training of 'outlook in space'.

Position and direction, size and shape, though they provide the prime co-ordinates of the geographer's vision, do not fill the whole horizon of the geographical outlook. Place has other endowments of land form and structure, of vegetation, soil and climate: these attributes compose the geographical landscape in its physical setting. Each of them has captured the enquiring mind and provides the subject-matter of the sciences of geology, geomorphology, soil science, ecology, meteorology and climatology. In so far as these sciences study their phenomena in terms of 'outlook in space' they become geographical sciences, and for the purpose of the systematic description of the landscape each science needs to be studied separately—meteorology for the study of the air and its ways, climatology for the study of climatic elements and factors and climatic regions, ecology for the study of plant associations, and so forth.

But the geographical outlook is truly focused on the 'interrelatedness of things', the interrelation of the elements of

[1] *Britain and British Seas*, 2nd Edition, p. 12. [2] *The Use of Geography*, p. 11.

the physical landscape, the interlocking processes and patterns of the facts of structure and relief, soil and other facets of the earth's surface. This focus of interrelatedness is aptly expressed by Humboldt when he says: 'In considering the study of physical phenomena, we find its noblest and most important result to be a knowledge of the chain of connection by which all natural forces are linked together and made mutually dependent upon each; and it is the perception of these relations that exalts our views and ennobles our enjoyments.'

We now arrive at the second gift of geography to education —it is the perception of relations inherent in the surface features of the earth. This principle of interconnection can readily be illustrated on the terrestrial plane, but it may be more helpful to elaborate its educational significance by reference to our own islands. To see, to admire, and to understand the regional landscapes of the British Isles is the birthright of us all. Much may be vouchsafed to the untutored eye of the magic of the landscape of the Downs, the Weald, the Highlands of Scotland, the Lake District, Snowdonia, the valley country of the Midlands, the coasts, and the rest of the rich mosaic of landscapes of our Homeland. But the untutored eye needs to be trained to perceive the 'chain of connection' in the landscape, the chain of relations of landform and structure, of soil cover and underlying rock, of vegetation and climate and the other related aspects. This training is given in the study of geography in schools. From the primary school stage to the secondary stage the children are initiated into the scientific study of landscape and they are introduced progressively to the appropriate aspects of the geographical sciences (details of content and methods of study are given later in this Section).

Such scientific study of landscape needs to be real, and for that purpose it is now accepted practice for the children to be taken for long spells out of the classroom into the 'field', either on half-day and day visits or school journeys of a week or more, when the children in close contact with the actual landscape are trained 'to observe nature, to read maps and to understand the fundamental connections of phenomena' (Hettner).

There are many signs of a reawakening of an informed and lively interest in the landscapes of Britain. It is a movement in which natural scientist, architect, town-planner, geographer and artist have participated and the establishment of field

centres, National Trust areas, and National Parks is an expression of its support. It is the mark of an educated person, as he travels across the country, to ask himself significant questions: What makes this landscape so appealing? What has given it its character? Why does it look as it does? It may be claimed that by virtue of a training in geographical outlook, in the geographical sciences and in the trained perception of the facets of landscapes the educated person will discover the answers and, as a result, order and understanding will be brought progressively into the rich mosaic of the regional landscapes of Great Britain: he will understand the earth processes which have shaped the landscapes and they will be part of the geographical reality of our island home.

It is well to remind ourselves that in these field expeditions geography is also reviving and reinforcing a tradition of our education which first found its expression in Milton's *Tractate of Education*, when he says: 'In those vernal seasons of the year, when the air is calm and pleasant, it were an injury and sullenness against nature not to go out and see her riches, and partake in her rejoicing with heaven and earth.' Then youth, according to Milton, should be encouraged 'to ride out in companies with prudent and staid guides, to all quarters of the land: learning and observing all places of strength, all commodities of buildings and of soil, for towns and village, harbours and ports of trade'.[1] In Milton's academy this 'opportunity of gaining experience' took place at the end of two or three years' course, whereas we would recommend these field excursions to be taken throughout the school course.

Briefly we must mention another value of this field work. As Whitehead suggests in his powerful plea for aesthetic education, 'When you understand all about the sun and all about the atmosphere and all about the rotation of the earth you may still miss the radiance of the sunset'.[2] Geographical field work makes such a gap in experience less likely. On a field excursion, the light of the setting sun will tell vividly on the landscape and illumine and sharpen the details of its form and facets, of its shape and patterns; analysis and comment will be made and questions will be asked and discussion ensue. To this intellectual enterprise in the light

[1] *Milton's Prose*, World's Classics, p. 157.
[2] *Science and the Modern World*, p. 248.

of the setting sun there will be an overtone—a pervasive awareness of the feeling and delight of natural beauty, and though it is a great extra that is caught, not taught, for 'the spirit bloweth where it listeth', it is a matter of faith that 'the radiance of the sunset' will not be missed. It will touch the aesthetic sensibility and it will heighten the whole experience. In these field excursions we are helping to draw out habits of aesthetic apprehension and the habit of the quest and reverence for natural beauty, it is hoped, will remain throughout life to give refreshment and delight and to nourish the imaginative vision—a quality of great value to the educated person.

As far as his circumstances of life permit the educated person will be stimulated to travel in order to satisfy his desire to experience the natural scene and its beauty in his own country and in other lands. But as the late Mrs M. E. Anderson, in her sensitive and exquisite anthology of nearly 400 descriptions taken from more than 100 authors, *The Splendour of Earth*, states: 'Few of us will ever see for ourselves the Grand Canyon of Colorado, the Painted Desert, dark Amazon, daughter of the Andes, the Mountains of the Moon, or the Valley of Ten Thousand Smokes—we must rest content with the written word, a photograph or two, and perhaps a travel film.'[1] From her own reading of Stevenson, Kipling, D. H. Lawrence, T. S. Eliot, and many other writers, she gathers a host of descriptions of the geographical scene of mountains, valleys, seas, and so forth because 'no deadly accurate, purely technical description can bring vividly to life a mountain, a great river, or even a climate, can make it our own to love and to remember, as an imaginative description by a great writer can do'.[2] So also the educated person with a geographical outlook, trained in the field, in order to extend his journeyings in imagination, will go to the literature of travel, to the descriptive poet and to the artist of landscape as aids to his imaginative enjoyment of other lands, their wonder and beauty. These are some of the considerations which have led to the compilation of the Section of this *Handbook*, 'Geography in Literature, Exploration and Travel'.

This aspect of geographical training and outlook is in line with the tradition of the subject. In 1920 Lieut.-Colonel Sir Francis Younghusband, in his Presidential Address to the

[1] M. E. Anderson: *Splendour of Earth*, author's Introduction, p. xxv.
[2] op. cit., p. xxv.

Royal Geographical Society, entitled *Natural Beauty and Geographical Society*, endeavoured to resurrect the aesthetic tradition of geography. In the course of his address he said: 'I am not claiming more than that knowing natural beauty (and being aware of it) is part of geography.'[1] Vaughan Cornish responded to Younghusband's plea, and for many years he has kept careful records of the geographical aspects of natural beauty and the resulting assemblage of descriptions was published in a book entitled *The Beauties of Scenery*.

Our next stage in this brief exegesis of the geographical argument may be introduced by another of Mackinder's profound statements: 'The mind which has vividly grasped in their true relations the factors of the environment is likely to be fertile in the suggestion of new relations between the environment and man.'[2] Let it be noted that Mackinder affirms the primacy and importance of the physical basis of geography. But in this statement we have a new link in the 'chain of connection'—namely, man. We are now introduced to geography's total field of discourse which may be defined, bearing in mind our earlier discussion, as the study of place as modified by man. So the way in which man is conceived in the geographical argument is as important as his treatment of the physical environment. For the geographer, man is no lay figure which he takes from his cupboard as the occasion demands and dresses up and animates to suit his purpose. Such a geographical man needs burial at once, otherwise the abstraction will continue to haunt our classrooms. The truth is that in the study of geography man is conceived in his social reality, not as an individual but as a member of a group. Vidal de la Blanche gives the true conception of geographical man when he states, 'man is geographically significant in groups, he modifies the surface of the earth in groups'. These groups are communities and, as Mackinder states, 'Communities are of different orders—races, nations, provinces, towns—the last two expressions used in the sense of the corporate groups of men'.[3]

Such a view takes the geographer into those branches of knowledge that study human affairs in their social context. Just as he culls facts from geology, climatology, ecology, and the other earth sciences, so the geographer goes for his social

[1] *Geographical Journal*, Vol. LVI, p. 4.
[2] *Proc. Royal Geographical Society*, New Series, 9 (1887), p. 144.
[3] op. cit., p. 157.

facts and ideas to social sciences, to economics and sociology, to ethnology and anthropology and to history. These studies provide the social data for economic geography, urban geography, political geography, and historical geography. They provide the content of the social aspect of geography which when emphasised is termed human or social geography. But it must be clearly understood that these facts of community, these social processes are studied in a unique way—that is, geographically. Let Brunhes, who has been the most successful geographer in producing a systematic approach to human geography, make this important point clear in the following statement from his work, *Human Geography*: 'For that reason we are entitled and obliged to add to those material forces which we have seen continually in action, this new force not entirely of a material nature, though it should show itself in material effects—the force of human activity. That is why we are led as geographers to study man's action in nature without ever separating them from the study of natural or physical geography.'[1] Cut away the earth from man, sever the territorial basis from community and the study ceases to be geography. In the welding of the 'material forces' and 'the force of human activity', of the physical processes and the social processes lies the unique point of view of geography. The physical landscapes bear the impress of man's cultural activities. These physical and cultural features of landscape combined to give character or personality to place, a *genre de vie* to regions of varying orders. The region is the unit of study of geography. Whenever man enters a region he immediately alters the natural landscape and, as Isaiah Bowman says, 'not in a haphazard way but according to the culture system which he brings with him, his house groupings, tools, and ways of satisfying needs'.[2] And the most important social aspect of the culture system, or way of life with which geography is concerned is work, using that term in its broadest sense, as Brunhes uses it when he says: 'Man comes into the closest relationship with his physical environment through the facts of his work, the house he builds, the road he travels along, the mine he excavates and the field he cultivates. . . .'[3] So we may now summarise this discussion and define the scope of the geographical outlook as the perception of the 'place-folk-work'

[1] *Human Geography*, p. 216.
[2] *Geography in Relation to the Social Sciences*, pp. 149 ff.
[3] *Human Geography*, 1953, p. 206.

relationship in its regional setting. The study of geography reaches its full scope, however, in the comparative regional studies of the world, both in their present reality and their past development. This extension of perception of relations to embrace place, folk, and work broadens both in range and in depth the contribution of geography to education.

We are in the position to bring into more striking relief a special aspect of the social content of the geographical outlook and to consider its contribution to education. By his contact with the patch of the earth on which he lives and has daily intercourse, seeing and hearing the dominant sights and sounds of its landscape, observing the work of his neighbours, the individual feels part of the geographical scene of the parish and village, of the neighbourhood and its community: he feels he 'belongs to' its territory. This feeling of 'belonging to' a territory is fundamental in the balanced growth of the educated person and is therefore educationally most significant; the feeling of 'belonging to' a territory begets loyalty to place, from which grows a sense of responsibility for its 'good life'. By local field work and study, our schools can help to deepen the individual's roots in his local territory and can train the future citizens to understand the aspects of the environment and community which link them in 'the chain of connection' to the patch of the earth to which they belong.

No less important, by field excursion and study, is the discovery of the region of which the parish and village or the neighbourhood and town form a part. Exploratory expeditions should be conducted to gain first-hand experience of its physical and cultural landscapes, to appreciate the scenery and to investigate the modes of economy or 'work'. As a result, there will be a realisation that the region has a certain coherence of common landscapes, and a common way of life in which the individual shares, and from which he takes significance. He appreciates the meaning of regionalism for the richness of our life and will be concerned for its future and interested in regional planning.

Similarly, 'love of country' is an expression of belonging to a national territory and a national community. In the study of the geography of Great Britain, the individual will make the great discovery of the regional diversity of his territorial heritage; he will gain a sympathetic understanding of the life and work of the regions; and he will realise the great truth that the land of Britain is one of the most humanised in the

world—truly a Homeland, a Homeland with which geography gives a 'loving familiarity'. Again the feeling of 'belonging to' a territory, to his own country, will be deepened by geographical study, and this feeling will become a powerful catalyst for the balanced growth of national sentiment of loyalty and the responsibility of national citizenship.

Then comes the extension of this vital experience of man, in the identification of himself with a common territory and a common humanity to encompass the whole world. Here is another great contribution of geography to education—the perception of terrestrial unity and the growth of a vision set to the gauge of the round world, understanding the links with a common earth and with a common humanity. From the comparative regional studies geography can awaken the understanding of the interdependence of the peoples of the world and its resultant problems which will provide an introduction to the study of international relations. So it has become one of the aims of the teaching of geography in schools to lay the foundations of an international mind that sees the salvation of man in the establishment of a world society. To this aim geographers, such as Fleure and Unstead, have devoted much of their life and thought, and so important do we consider it that it is fully discussed later in this Section

In the perception of relationships the geographer has a most useful and fascinating medium of accurate record and interpretation—namely, the map and the globe. He records with precision his observations in the field on maps; he translates the physical and social data into maps and makes climatic maps, land use maps, economic maps and population maps: and he interprets Ordnance Survey maps and foreign maps of similar scale. As he studies, for example, a 1-inch sheet of an Ordnance Survey map, his knowledge of the map language, the conventional signs, descends upon the particular map and, as a result of training, with magical immediacy he sees in the mind's eye the elements of the landscape with vivid, sensuous sharpness. Then the 'rationalising eye' begins to perceive relationships and interprets their significance, and it is as though the gaps of knowledge implied in maps are revealed. The creative use of maps in the geographical argument is one of the outstanding features of the intellectual power of a geographer and the skill to make, read and interpret maps is a most important aspect of his discipline. In a graded course, both in primary and secondary schools,

the details of which are given later in this Section, children are initiated progressively into map-reading and map-making so that they can visualise readily the landscape from the sheets of an Ordnance Survey map whose artistry they have learnt to appreciate; and also they will turn readily to a good atlas and use it intelligently when discussing the affairs of the world. The reading and understanding of the map is an important skill without which no person can consider himself truly educated.

Another medium of record and interpretation is the photographic picture, especially the aerial photograph. In the picture there is not only a record of geographical fact, but the pictorial representation gives a touch of realism to the geographical scene which is a great aid to the perception of relations. The still picture, in whatever form, as photographic print, lantern slide, or film strip, has the special function of showing the relatively static elements of the landscape. The moving picture or film captures movement and makes its special contribution in terms of movement. Then there are charts, diagrams, models, and specimens. So great is the importance, the variety and the wealth of such visual aids that a special section has been devoted to them in the *Handbook*.

The discipline of geographical study embodies a distinctive way of thinking. For Mackinder, who gave much thought to the nature of geographical thinking, imagination or visualisation was the specifically geographic mode of thought. He referred often to the visual way of thinking of the geographer, and in his introduction to one of his textbooks, *Our Own Islands*, he encouraged teachers of geography to train children 'to think visually with accuracy and with readiness',[1] and this aim was affirmed by Fairgrieve in his well-known phrase, 'to imagine accurately'.[2]

The visual component of the geographer's way of thinking was emphasised by Mackinder in such a phrase as 'the visualising eye and the rationalising eye'; the 'rationalising eye' denotes the perception of relations and the mental activity of this 'eye' operates with the intimate support of 'the visualising eye'; together 'the visualising eye', the imagination and 'the rationalising eye', the intellect, bring geographical truth into focus.

To make clear this brief analysis of the geographer's way

[1] *Our Own Islands*, Philip, 1906. [2] *Geography in Schools*, 1926, p. 12.

of thinking, it will be helpful to consider an extract from Mackinder's writings: 'Imagine a vast tawny desert, raised a few hundred feet above the sea level. Imagine a valley with precipitous rocky slopes trenched into this desert plateau, and the floor of the valley carpeted with a strip of black soil, through the midst of which winds northwards for five hundred miles a silvery navigable river. That river is the Nile flowing from where the granite rocks of Assuan break its navigability of the first cataract to where its waters divide at the head of the Delta. From desert edge to desert edge across the valley is a crow-fly distance of some ten or twenty miles. Stand on one of the brinks with the desert behind you; the rocky descent falls from your feet to the strip of plain below, and away over the floods of the summer-time, or the green of the growing winter-time, or the golden harvests of the spring, you are faced by the opposing wall of rock rising to the other desert. The recesses in those rock fronts were carved long ago into mighty effigies of kings and gods. Egypt, in this long sunken belt, was anciently civilised because all the essential physical advantages were here combined for men to work upon. On the one hand were a rich soil, abundant water, and a powerful sunshine; hence fertility for the support of a population in affluence. On the other hand was a smooth water-way within half a dozen miles or less of every field in the country. There was also motive power for shipping, since the river current carried vessels northward, and the Etesian winds—known on the ocean as trade winds—brought them southward again. Fertility and a line of communications—man-power and facilities for the organisation; there are the essential ingredients for a kingdom.'[1]

Note the opening exhortation, to 'imagine'—the recall of precise visual image—'the vast tawny desert', 'the valley with precipitous rocky', 'the floor of the valley': and in the last four sentences the 'rationalising eye' perceives the relations—'the essential ingredients for a kingdom'. To give precision to his visual way of thinking, the geographer also mobilises the resources of map and picture already mentioned.

To the images we give names to denote the objects which it is the aim of the images to produce. These names become part of the knowledge with which the images are constituted. (In passing, we may mention Mackinder was alive to the great danger of teaching merely words. He said, 'Every time

[1] *Democratic Ideals and Reality*, Pelican, 1944, pp. 30–1.

we teach a name with no real image attached we are causing "little ones to stumble" '.) In the above quotation the words evoke the precise and accurate visual images of the desert, the valley and so forth, and then Mackinder, with the great artistry of his description, touches the scene to life and we see in the mind's eye the geographical realities.

Thus geographical style of explanatory description involves the balance of two intentions—the artistic intention to evoke the geographical scene and its realities; and the scientific intention to mediate the rationalising aspect of the subject or the perception of relations. It is the marriage of these two intentions, the scientific and the artistic, which constitutes geographical thought and style: furthermore, it denotes the nature of the bridge between the sciences and the humanities in its discipline.

In this fusion of the sciences and the humanities geography is restoring the balance of the imagination and the analytical intellect of science. It is achieving a real synthesis between the two conceptions of culture, the humanistic and the scientific, and thus it is helping to close the rift in our culture.

G. J. Cons.

(2) THE PRIMARY SCHOOL

Work in the primary school cannot be considered without reference to educational principles which place in the foreground the children, their interests, capacities and needs—not the teaching of subjects. A primary school teacher's task is to provide opportunities for children to pursue the studies and activities which come naturally to them, and, by working with the children, to lead them to gain the skills, knowledge and understanding appropriate at each stage. The result is a sounder body of knowledge, and a better preparation for future study, than is the case when brief lesson periods are used for instruction in isolated subjects—with children too young to perceive what a subject is.

As long as geography appeared as a subject on a time-table, for children younger than about nine plus, many teachers felt it necessary to adapt what they recognised as geography (mainly 'Life in Other Lands') in an attempt to provide something 'suitable' for young children; and picturesque but unauthentic stories are still told, under the heading 'Geography', in some primary schools. Even when the subject-matter is correct in itself, an approach which begins with

things beyond experience is not the most suitable, either educationally or geographically. A better way is to work towards the subject, using the many opportunities offered by the children's own interests and enquiries, which, up to the age of about nine, are concerned mainly with things they have experienced at first-hand, at least as far as the real world is concerned. The world of fantasy is often, of course, equally vivid to them, and equally interesting; but the approach to geography—a scientific subject—should not be placed therein.

To follow the children's lead, and proceed only as far as their capacity allows, does not mean that the work is slight, nor anything but satisfactory in standard. Many of the interests characteristic of children at the junior stage are close to the subject-matter of geography; and when children are enabled to plunge into studies which are real, and genuinely their own, they carry those studies much further than has often been thought possible. This applies not only to average or intelligent children, but also to the more backward, partly because geographical work is often practical, uses much visual material, and is concerned with concrete things. Many children who cannot read or write fluently show real competence in the use of maps or diagrams.

For the teacher, it is often a question of withholding certain facts, explanations or materials, and waiting until the children show—by their enquiries or in other ways—that they feel the need for those ideas, or are ready for those materials. It is also a question of recognising opportunities; of providing the right situation, materials and guidance; and of realising that through a given study or activity the children are making progress towards several subjects, of which geography may be one. From the age of about six upwards boys and girls are eager to investigate their own surroundings and to watch the people at work there. A given piece of exploration, e.g. following the course of a local stream, or observing the seasonal changes and associated work on a farm or in a park, may, at one and the same time, provide work in Nature study and English, perhaps also in painting or drawing, while giving much that is part of the essential background for future geography. And a geographer, knowing his subject to be founded on observation in the field, recognises that it is entirely sound for children to follow their natural urge to explore, or to stand and stare, and then to record what

they have seen—at first in speech, drawing or modelling, or even in dramatic play, and later in writing, as well as in maps or diagrams.

Work of this kind is important at this stage for other reasons. Sooner or later it leads to the use of large-scale maps or plans, which comes readily to children at about the age of eight, and which should be encouraged at every opportunity. Also, through work that gives plenty of first-hand experiences, the children gain a store of concepts and a grasp of the meanings of common terms—terms which they will need in later geographical (and other) work, but for which they feel the need here and now. New words are eagerly learned and used with pleasure by a child who wants them in order to express facts and ideas he finds interesting and real. Such terms are without number. Depending on the locality, a few examples might be valley, ridge, tributary, meander, wharf, cargo, cutting, embankment, cove, promontory, etc. Many are associated with human activities like farming (feed, stock, furrow, etc.), fishing, transport, building, mining, and so on.

Later studies, especially but not only in geography, will often be concerned with facts beyond experience. These are best prepared for by encouraging junior schoolchildren to look closely at quite ordinary things, finding out by observation and experiment—for instance, the effect of a hard frost on the clods of newly-dug soil; the work of eroding, transporting and depositing performed by a miniature torrent after heavy rain; and innumerable other details associated with our changing weather conditions and their effects on plant, animal, and human life. Another study of first importance is that concerned with sun-cast shadows—a source of unfailing interest to the younger juniors. This should lead to the realisation that north is the direction of the shortest (or noon) shadow. Older juniors can record the differences in this shadow's length as the seasons go by, and so gain a background for work (at the secondary stage) showing how and why there are differences in the sun's altitude at noon in different seasons and in different latitudes. Even at the age often of eleven, by using a globe in the light from a lantern, children can discover that meridians are lines of noon-day shadows over the round earth, and therefore time-lines as well as north-south lines.

The above examples may serve to show that work which follows the children's interests and suits their capacities can

be entirely sound as a preparation for future geography. The last example also illustrates how understanding—of what might be called one of the geographical techniques—can be founded on an interest common to children at an early age. The cardinal points, and meridians and parallels, are fully understood only in the light of simple knowledge about sun cast shadows; and the first step towards this understanding is taken when children play with their own shadows at about the age of seven. A teacher's guidance at that stage, and later, can direct the play into channels which have a special value, both at the time and subsequently.

The experiences and interests of children are not confined to the home area. By the age of eight or nine plus it often happens that different members of a class can contribute facts about distant parts of Britain they have visited on holidays. The children's descriptions may not have a text-book quality; but, besides giving reality, at least some of them include points of geographical significance—concerning features of the sea-coast, of hills and rivers, of farming or fishing, etc.; not to mention details as to the time taken for particular journeys—valuable in giving some conceptions of the size of the children's native land. The last is important, if only because a map of 'The British Isles (or England and Wales) on the same scale' is inset, for comparison, in atlas maps of other parts of the world—maps which the children will begin to use in about a year's time. But, apart from these advantages, it gives a child pleasure and encouragement to feel that his own experiences have a value in school work. The children's never-failing interest in bridges, rivers, harbours, lighthouses, railways, canals, in farming, mining, and other kinds of work, indicates the kind of subject-matter which should figure in a first survey of distant parts of the children's own country; and with it their first use of maps of Britain.

It is wisest to postpone planned studies of far-off lands until the last two junior school years. By the age of ten the children's imagination is still very vigorous, but more disciplined than formerly, partly because they now have a store of concepts on which to draw (though they are still at the stage when much first-hand observation is necessary). They are keenly interested in stories of travel and adventure—an interest which lends itself to studies of exploration and of other journeys in distant lands and seas. These studies call for an approach to the idea of a spherical earth, to the representation of the

round earth by a globe, and, less satisfactorily, by maps of the world. By the age of ten children should possess some of the background needed before training in the correct geographical use of globe and world-map can begin. In their studies of distant lands and peoples, the children are eager for all kinds of intimate details, partly because of their desire to create vivid and satisfying mental images of things beyond their experience. They have a keen sense of wonder, and they delight in things strange or marvellous, trying by all means in their power to perceive them truly and clearly as actualities; and when they have grasped certain descriptive facts, as shown perhaps in a picture or in a piece of narrative, they enquire into the 'How' and 'Why' of them. A teacher should plan all studies of this kind with the above sequence in mind, letting a photograph or a film, or a graphic account, speak first, and waiting until questions which ask for reasons or explanations come from the children.

It may need emphasising that no general survey of the world, continent by continent, or region by region, is suitable or possible at this stage. The children are not ready for generalisations, nor for the use of abstract terms. They enjoy narratives like that of Buchanan's journey across the Sahara from Nigeria to the Mediterranean, or the climbing of Everest; and from such accounts they learn much about differences in vegetation associated with different climatic conditions, about the extent of the Sahara or the characteristics of the Himalayas. But it would be absurd to use the terms Relief, Climate, Natural Vegetation, etc., as headings for the study of a continent. It is far more suitable to carry out a few carefully chosen sample studies, which make a few contrasting parts of the world real to the children, and enable them to learn their way about the globe and the map of the world while receiving training in the use of an atlas. But, since boys and girls of average capacity can use books independently at about the age of ten or eleven, they should find out much for themselves, sometimes using first-hand sources, and working at their own rates, often in directions chosen by themselves. In this way their interest in far-off lands and peoples may be both satisfied and fostered; and they may not only extend their own knowledge but become aware of 'how much more there is to know', and perhaps develop a reading interest that will remain.

In the last junior school years the children do not cease to

show a vigorous interest in the feature of the home area and of places visited. By this stage they should have had considerable training in observation, and experience in the use of large-scale maps (as outlined below). They can sometimes undertake independent field work; and, of course, a school journey at this stage offers valuable opportunities. Many of the children's questions, which now become increasingly numerous and penetrating, are concerned with matters of physical geography, among other things with rocks and stones—an interest which sometimes leads towards the beginnings of simple geology. Weather study also becomes more systematic, associated with the use of simple recording apparatus and the making of the children's first graphs.

MAPS IN THE JUNIOR SCHOOL

Throughout the junior school one of the main objects is to give the children, up to their full capacity, a grasp of essential skills. The use of maps may be regarded as a major skill (a complex of many minor ones) essential in geography, but of value in other subjects, and, of course, in everyday life. The first steps in the use of maps can usually be made towards the end of the first junior school year, when children take pleasure in discovering how a large-scale map or plan (e.g. the local sheet of the Ordnance Survey map on the scale of 50 or 25 inches to 1 mile) shows in considerable detail the features of the familiar neighbourhood.[1] Duplicated copies of simplified fragments of this map should be used out of doors, so that the children may relate the map to the reality. Using a specially prepared scale line they can measure distances upon it; and for this they need to know, by actual experience out of doors, the length of 100 yards, $\frac{1}{4}$ mile, 1 mile, etc. Maps on smaller scales are soon needed, if only to mark the position of each child's home, or to follow the continuation of the local main road, railway or river. At this stage the children also find great satisfaction in expressing their knowledge of the familiar area in the form of a 'map' drawn out of their heads. Like grown-up geographers, they use maps for two purposes—as sources of information and as means of expression.

This work leads to the need for maps of larger parts (and ultimately the whole) of Britain. In the second junior school

[1] These uncoloured Ordnance Survey sheets are greatly improved for children's use when suitably coloured by the teacher.

year, and later, the printed Ordnance Survey sheets on scales of 25 inches, 6 inches, 2½ inches, 1 inch to 1 mile prove interesting and useful to children for many purposes. So do Bartholomew's ½-inch, or the Ordnance Survey ¼-inch sheets—especially, but not only, the local sheet on which the area covered by, say, the 25-inch sheet (studied previously) may be enclosed by a small rectangle. For maps showing the whole of England and Wales it is desirable, at least at first, to use maps which are good, as maps, for the scales on which they are produced—not wall maps which are merely crude enlargements of those in a child's atlas. The extreme over-simplification of the latter is quite apparent to a child who has found, marked on Bartholomew's Tenth-inch layered map of England and Wales, the very village where he stayed last summer; or the lighthouse he remembers—marked on the Ordnance Survey Map of Great Britain (scale 1/1,000,000); or the local stream, shown as a tributary of a larger river, on the Ordnance Survey Physical Map of England and Wales (scale 1/1,000,000). Any of these may be used as wall maps if necessary; but each is the right kind of 'wall map' for juniors—a map placed on the wall for children to study at close quarters, poring over it at their leisure, and marking (with coloured pins or flags) the places of special significance to themselves.

In ways like this it is possible to help children to be aware of the omissions and crudeness of the usual atlas and wall maps, which should be withheld, as far as geographical use is concerned, until the children are to some extent conscious of their falseness (if taken literally). This is particularly important in the case of the map of the world, which should be used only when the children have some understanding of the globe, including its meridians and parallels, with which those on the map of the world need to be compared. In fact, a globe should always be at hand, and in use, when maps of the world are referred to.

In the space of this short article it is impossible to do more than touch on a few of the points that call for discussion. Teachers will find more detailed help in some of the publications mentioned elsewhere in this book. Suggestions for a syllabus are given below, partly to indicate more clearly the nature and sequence of the work.

Many teachers are puzzled to know how to frame a syllabus for a primary school if the work is largely determined by children's interests and pays little attention to subjects as

entities. Yet for those very reasons a syllabus is all the more necessary. As far as geographical work is concerned, the solution lies in recognising that what really matters is not the memorising of bookish facts, but the gaining of useful background ideas (largely based on experience) and the acquiring of 'tool-knowledge' (partly concerned with the meaning and use of maps and other geographical materials). These are the items that a syllabus should stress, carefully grading them according to the children's capacity and needs at each stage. Suitable topics may be mentioned as possible examples; but the topics actually studied by children of a given age will vary from year to year. This does not matter. If the syllabus is a sound one, the skills or basic ideas which it indicates for a given class will undoubtedly be called for when some of the children's own topics are on hand. It does matter, of course, that careful records are kept by the teacher; and a teacher may sometimes find it desirable to 'set the stage', e.g. to arouse interests which are normal, but which have failed to appear on account of limitations in the children's home circumstances. (For instance, it was found that children in a certain London school visited a neighbouring park only when taken there in school hours, because a dangerous main road kept it out-of-bounds at weekends—when the children played in the streets.) Usually, however, so many possible lines of interest crop up that a teacher has more than are needed from which to choose the most suitable.

A satisfactory junior school syllabus can be framed only by a staff who, between them, really understand the many-sided development of children's powers from year to year. The making of this syllabus also demands a sure knowledge, not so much of geography as an advanced academic subject, as of the basic essentials on which sound geography depends—the background ideas and the fundamental techniques. Some of these are among the things which junior schoolchildren unconsciously seek.

Suggestions for a Junior School Geography Syllabus

(Subjects other than geography which are served by the work are indicated in brackets. The syllabuses for these subjects would give further details.)

First year. Age, $7\frac{1}{2}$–$8\frac{1}{2}$

1. *Watching the Seasons Round the Year* (Nature Study, English, Handwriting, Painting, Drawing, Handwork).

(*a*) *Keeping a simple weather diary*, the entries composed and illustrated by the children. Wherever possible the records to include points showing the effect of weather on human activities, especially the children's.

(*b*) *Seasonal work in Nature study*, which is inseparable from the above, gives part of the essential background for later geography.

(*c*) *Seasonal changes, and associated work in progress*, on a farm or allotments or in a garden or park—to be observed at first hand and recorded by the children. Learning and using the names of things seen, e.g. farm implements and buildings, plants and animals, processes (such as ploughing, threshing, pruning, hoeing, etc.), but only as and when the need for each term is felt by the children, and when they have some knowledge, gained through observation, of its meaning. Making a model of the farm (or park) visited. Collecting and drawing pictures of things and processes which have been seen, and annotating them.

2. *Observation of Work in Progress at Other Places of Interest to the Children.* Examples are: a row of shops; a market; a passenger station; a railway goods yard; a building site; a road junction, with attention to the types of lorries etc., which pass by; a canal lock; a bridge, with the traffic over and under it.

Learning and using the words required. Making models of some of the places studied. Painting and drawing pictures. Collecting and annotating pictures of similar scenes.

3. *First Steps in the Use of Maps* (Arithmetic, Writing, etc.).

(*a*) *Preparatory Work.* (i) Making a model of a well-known place, e.g. a farm, a market, a railway station (see above).

(ii) Recording the movements and changing lengths of a sun-cast shadow, on different days, and throughout at least one day,—leading ultimately to a clear knowledge of the *cardinal points.*

(iii) Measuring work in Arithmetic (with feet and yards) to be carried further, as opportunity occurs, so that the children measure or mark out a distance of 100 yards. Walking and running 100 yards; walking $\frac{1}{4}$ mile, $\frac{1}{2}$ mile, 1 mile.

(*b*) *First Use of Maps.* The work under 1 (*c*) and 2 above should lead naturally to the use of large-scale plans or maps, e.g. of the farm, the market, the roads near the

school, etc. The children should use duplicated copies of simplified fragments of the 50-in. or 25-in. maps out of doors, as well as in the classroom. They should also have a copy of the printed sheet (or sheets), coloured by the teacher, for close study by themselves. From this work they should learn:

(*a*) How a map represents real places, and the relation of the map to the reality.

(*b*) That a map shows the space things take up on the ground.

(*c*) That a map shows the exact position of things.

(*d*) That, to use a map easily, it must be turned the right way (orientation).

(*e*) How to measure distances by using the scale line of a map.

(*f*) Map symbols, and the importance of a key.

(*g*) The cardinal points sign, its meaning and use.

The children should also be encouraged to use the map form as a means of expression—of their knowledge of familiar places; e.g. by drawing a 'map' of 'My way home from school'. Such 'maps' are drawn 'out of their heads', and *not* to scale.

4. *If* occasion arises, from genuine interests or enquiries on the part of the children, there may be references to distant lands or peoples; but no attempt should be made to use maps or the globe in connection with these, as yet. (To do so before the children are able to gain the necessary understanding of the globe or the map of the world, is to invite the very misconceptions which it is the teacher's aim to prevent.)

SECOND YEAR. AGE, $8\frac{1}{2}$–$9\frac{1}{2}$

I. *Local Studies and Outdoor Work*

1. Continuation and extension of the work indicated under all the headings for the first year, using topics that involve slightly longer walks for outdoor observation, and possibly some transport. For instance, if seasonal observations in the first year have been limited to a park and allotments, regular visits might be made this year to a farm.

2. If the local area is not completely flat, at least one of the topics chosen should lead to the use of layered relief maps on the scale of 6 inches (or more) to 1 mile. Suitable studies for this purpose are those concerned with—

(*a*) a local railway track, with its cuttings, embankments, etc., in relation to relief;

or (*b*) a local stream and its valley.

Outdoor work with maps should lead to an awareness of the way in which the layer colouring represents the slopes or 'the ups and downs', and (later) the hills, valleys, etc., of the district. The local 6-in. sheet(s), suitably coloured by the teacher, should be available for detailed study by the children. Out of doors they should use duplicated copies of fragments of the 6-in. map, coloured by themselves.

Later, the local 6-in. layered map should be related to small scale layered maps showing larger areas,—e.g. Bartholomew's ½-in. sheets, or (in the London area) Bartholomew's 1-in. layered map of the London District (in two sheets).

3. See III, below.

II. *A First Study of Distant Parts of Britain, and an Approach to the Map of the British Isles*

1. Studies which have begun in the school neighbourhood should lead naturally to the use of maps on smaller scales showing larger areas, e.g. to discover the courses and destinations of local roads, railways, a canal or river; the sources and production of bricks and tiles used at a local building site; the sources of coal handled at the local goods yard; or of the fish, milk, or potatoes in the local shops.

2. The above and other studies should lead ultimately to the use of maps of England and Wales, and of the British Isles.

Examples of suitable topics are: Places visited by members of the class during holidays, including facts about distances travelled, time spent on journeys, etc. Famous bridges. Lighthouses. Harbours and docks. Farming in different parts of Britain. Coalmining. Fishing. Shipbuilding.

3. While using maps of England and Wales and of the British Isles in pursuit of their own lines of interest, the children should gain some familiarity with:

(*a*) The political map;—the position and extent of England, Wales, Scotland, N. Ireland, Eire; the meaning of the terms United Kingdom and Great Britain; the positions of some of the counties of England and Wales.

(*b*) The names of the seas around the British Isles, and of important features in the coastline.

(*c*) The names and positions of important areas of highland, hill ranges, and areas of lowland. The names and courses of some important rivers.

(*d*) The positions of, and some interesting facts concerning some important towns and cities.

III. *Plenty of Simple Mapwork*, including frequent use of the scale-lines of maps for measuring distances, the cardinal points sign, and the key. Indoor work should include the relating of maps to photographs, particularly (but not only) air photographs of the home area; and the use of large-scale maps of distant parts of Britain. Places visited on holidays or studied in class should be marked not only on small hand-maps, but also on large maps such as Bartholomew's Road Map of England and Wales (with layer colouring).

This work should develop the skills introduced previously. It should give knowledge about the extent, and some of the features, of the children's own country, helping the children to regard the maps as *representations* of *realities*.

(Under all the above headings, the work indicated is not only geographical. It includes English, spoken and written, Arithmetic, Handwork, Painting, Drawing, Nature Study, e.g. when a walk to explore a stream is used also to observe plant and animal life.

An increasing amount of reading is possible. The abler children are now fairly fluent readers, and many suitable books—not only geographical ones—are available for a class library.)

THIRD YEAR. AGE, $9\frac{1}{2}$–$10\frac{1}{2}$

I. *Local Studies and Outdoor Work*

1. Local work suggested for the second year to be carried further, including work with relief maps.

The children's own explorations might include: Following a stream to its source. Visiting distant stretches of the local river or canal. Visiting the summits of hills which can be seen (if only from the top of a high building) from the school area, and studying the views from their summits.

2. Observations concerning rocks and soils, with related plant and animal life, etc. Simple experiments, e.g. to compare the rates of percolation with coarse sand, silt and clay. If outdoor studies call for them, simple facts about drainage, the formation of springs, bog or marsh, and the causes of

changing levels of the water in ponds, ditches and streams (Nature study).

3. Keeping a wind-rose, and other weather records which are more systematic than formerly.

II. *First Studies of Distant Parts of the World*

Examples of suitable topics, any *one* of which could be used for a year's work are:

(*a*) *The stories of great explorers*, studied in sequence, so that the distribution of land and sea is revealed step by step, facts about natural features, climates, human life, etc., being learned incidentally (History, English).

(*b*) *Stories of recent travel and adventure*, such as Buchanan's journey across the Sahara, Michael Terry's journey by car across Australia; the Kon-tiki Expedition, the climbing of Everest, etc.

(*c*) *Present-day journeys by land, sea and air*, some of which might have been made by people known to the children, or even by members of the class, or by the teacher. Use of the B.B.C. Travel Talks, and of travel films (English).

Apart from detailed knowledge about lands and peoples, this year's work should introduce simple but essential background knowledge on the more technical side of geography. The need for this is felt by the children as the work proceeds, and their questions often call for it. The teacher should recognise the opportunities when they occur. He should take steps to crystallise points that emerge during incidental enquiries, and later to revise these points and carry them further.

The ground to be covered includes:

1. *Introduction to Globe and Atlas*

(*a*) The shape and size of the earth. How we know that the earth is round.

(*b*) The earth's rotation. Sunrise and sunset. Day and night. North-south lines as lines of noon-day shadow around the earth, and therefore time-lines, or meridians. East-west lines as parallels of latitude. (Although the solid geometry of the sphere, associated with latitude, is neither necessary nor suitable at this stage, a few rudimentary mathematical ideas can well be introduced—e.g. the 360 degrees at the centre of the circle where the meridians meet at the poles.)

(*c*) Introduction to maps of the world. The need to use them in conjunction with a globe.

(*d*) Maps of countries, continents and oceans, and how to use them—with reference to meridians and parallels, scale-line, key, etc.

2. *An Approach to Regional and Human Geography*

Detailed facts of a descriptive kind about the life of peoples in relation to their environment, including climate, plant and animal life, physical features, etc. The studies should be concerned mainly with small contrasting 'sample' areas, *not* with generalisations about broad natural regions,—although, through a wise choice of topics, the teacher should endeavour to arrange that areas typical of a variety of natural regions are included.

FOURTH YEAR. AGE, $10\frac{1}{2}$–$11\frac{1}{2}$

An Approach to Economic Geography, involving further studies—

1. in the home area,
2. of the British Isles,
3. of distant parts of the world,

and further training in the use of maps, atlas and globe.

For a London school within access of the Thames, a suitable topic on which this year's work might be based would be *The Port of London* and studies arising from it.

1. *Local Work*

(*a*) Weather records, including those of temperature (maximum and minimum if possible) and rainfall, to be regularly kept, and used by the children in making their first graphs (Arithmetic). Special attention to the effect of weather conditions on transport, farming operations, and other work.

(*b*) The geographical position of the home town, village, or suburb, in relation to its wider setting. The routes taken by local roads (including ancient roads or tracks), railways, etc., in relation to natural features. (This work has close connections with local history.)

(*c*) Visits to places where the work of production and commerce can be watched, e.g. factories; a goods depot; a wharf, or any good viewpoint along a canal or a busy river such as the Thames in London; a wholesale market, etc.

(*d*) The sources and supply of water, and of gas or electricity, in the home area.

2. *Studies of industries in distant parts of Britain*, and of some of the sources of the materials used, e.g. cotton and woollen industries, iron and steel industries, etc.

3. *World Studies*

(*a*) *Sources and production of materials and goods* which have been seen in transit, in process of manufacture, or on sale, during the visits mentioned under 1 (*c*) above, especially of raw materials and foods produced in distant countries. This work should lead to further knowledge about areas typical of contrasting natural regions, their climates, natural vegetation, farming methods, and the life of peoples inhabiting them.

(*b*) *Transport and Related Topics.* A study of at least one seaport and one airport; some of the great world highways by land, sea and air; the Panama and Suez Canals.

N.B. Much of the work suggested for this year lends itself to independent study and group work. This is very desirable in view of the fact that the range in children's capacity is often at its greatest in the top class of a junior school. Moreover, the wide variety of suitable children's books now available on the topics indicated, makes it possible for geographical work to lead the way in giving children the training in independent study which they should receive at this stage. The suggestions given above assume the existence of a good class library, the use of cinema films and film strips, and of material obtained from various firms, authorities and other bodies, including the Imperial Institute.

For further discussion of syllabuses the following pamphlets are useful:

(*a*) *Geography in the Primary School*, Geographical Association.

(*b*) *Geography and School Broadcasting*, published by the School Broadcasting Council; it contains a brief survey of the syllabuses of random sample of 600 schools in England and Wales and gives three representative syllabuses.

O. GARNETT.

(3) THE SECONDARY MODERN SCHOOL

When Sir Cyril Norwood, addressing the Geographical Association in 1945, said, 'I, therefore, want you to make the bold claim that geography is an essential part of education whatever forms education may take',[1] he laid stress not only on the importance of the content of geography, but also on its value as an educational medium. The dual purpose of the subject in 'whatever forms education may take' is both an inspiration and a challenge to all who are concerned with secondary education, but especially to the teacher in the secondary modern school.

Geography describes the earth and studies relationships between peoples and their environments, but the comprehensive study of so broad a subject is obviously beyond the powers of pupils whose intellectual attainments and rates of working are generally below those of the grammar school. From the wide range of geographical material suitable to this stage there must be careful selection, so that the time available may be used to the best advantage. Agreement amongst teachers as to what constitutes the 'essential minimum' for the secondary modern course would be almost unobtainable, nor, indeed, is complete uniformity desirable, but undoubtedly the basic content of the course is related to its aim.

The aim and purpose of geography in the secondary modern school has been stated variously and broadly.[2] Some teachers wish to provide their pupils with enough geography to make newspaper reading intelligible; others try only to interest their pupils hoping that the seed well-sown will bear fruit in later years. Probably most would agree that the course should attempt to describe human activity in selected parts of the world in relation to the major features of the physical environment, and to demonstrate the interdependence of the earth's peoples and the resulting social implications.

Bearing this in mind, how can we narrow the field of choice? Some parts of the world are obviously more significant to British pupils than others for reasons of national heritage and well-being, or because they are closely linked by proximity. The British Isles, the contiguous and more densely populated parts of continental Europe, the larger members of the British Commonwealth, and the United States of North America are

[1] *Geography*, Vol. XXXI, 1946, p. 5.
[2] *Geography and School Broadcasting*, n.d., B.B.C., p. 13.

more important than Indonesia, Madagascar, or Manchuria. Some regions may be introduced because they demonstrate well some special geographical principles, others because certain current events need placing in their geographical settings. Above all, local geography, for illustration and comparison and the understanding and use of the geographer's special medium, the map, must be included.

Even this limited field cannot be covered completely and further reduction will probably be effected by some form of 'sampling', as applicable if the approach is by topics, as by regions. Thus, detailed consideration of the lives of a group of Amazonian 'Indians' will serve to illustrate conditions in the equatorial forests and less time will be devoted to aspects of the Congo Basin. If the topic is 'Transport' and the special aspect, railway construction in a mountainous region, then the building of the Canadian Pacific through the Rockies may serve as an illustration of achievement in similar, less fully considered, parts of the world. If the topic is 'Wool', the Australian sheep station will receive more attention than the Patagonian *estancia*, and in its manufacturing aspects the West Riding than New England. In making this careful selection of material, the teacher would envisage the course as an entity, lasting four years, culminating in an attempt to demonstrate systematic geography—the pattern of climatic or vegetation regions.

A geography syllabus must match the quality and interests of the pupils who are going to follow it, the character of the neighbourhood and the inclinations and abilities of the teacher. No good purpose, therefore, would be served by describing syllabuses in detail, but it may be helpful to mention some types which can be modified to suit individual needs.

Many secondary modern schools, perhaps unwisely, adhere exclusively to regional syllabuses in which selected countries or parts of continents are each considered once in a four-year course. Frequently local geography and districts of the British Isles are taken in the first year, the 'Rest of the World' arranged variously, follows, with a return to the British Isles for more detailed treatment in the last year. In one modification of the regional syllabus some aspect of the British Isles is introduced every term, and the arrangement of each year's work might be:

First Year: The school locality and the county. Africa, South America, southern England.

Second Year: East Anglia, British ports and their trade, fishing, Australia, North America, Indian and Pakistan.
Third Year: Scotland, Ireland and Wales, China, Japan, Southern Europe.
Fourth Year: Britain related to Europe and the world. World trade. Western Europe. Aspects of Soviet Russia. Man's achievements in overcoming environmental difficulties.

Some schools approach the geography through topics, for example, 'Foodstuffs', 'Raw Materials', 'Sources of Power', etc., and a related scheme is the 'theme study' in which each theme provides work for one year, thus:

First Year: Food, shelter and clothing (in selected parts of the world).
Second Year: Getting about (the use of the map, means of transport, the influence of relief features).
Third Year: Climates and their effects.
Fourth Year: Industry and trade. Living in a community.

Both schemes have the same advantages: they provide scope for revision, since any part of the work can be approached again in successive years from different angles, and they are 'concentric' in that, in turn, the locality, the British Isles and the rest of the world can provide illustrations for each topic or theme.

Some teachers prefer a combination of the topic and regional approaches, believing that the younger pupils in the secondary modern school can cope more successfully with the topic approach and the older ones with the regional. Another scheme links a theme with regions by tracing the former through regions, each of which lies in one of the following categories:

(*a*) The Locality.
(*b*) The British Isles.
(*c*) Europe.
(*d*) The Rest of the World.
(*e*) Systematic.

Thus if the theme were 'Softwoods', the choice of work under these headings might be:

(*a*) Mapping of local shops and factories selling or using wood or wood products.

(*b*) Timber ports of the British Isles. Distribution of British forests.
(*c*) The Scandinavian timber industry.
(*d*) Lumbering in Quebec.
(*e*) The coniferous forest region.

The full consideration of the many aspects of this scheme cannot be attempted here;[1] obviously much preliminary planning will be necessary and only two or three themes will be possible in each term, but the scheme is flexible and permits easy modification to meet special needs. For example, a region related to some important current event might be substituted for the planned areas in (*c*) or (*d*).

The educational value of geography is closely linked with the character and quality of the methods by which it is taught. Teaching is an art, and every lesson derives something original and peculiar from the personality of the teacher. But while the lesson may vary in approach and in detail, there are a few basic principles of good teaching which may be stated.

Geography in the secondary modern school must be pupil-centred—that is, in every possible way it should be made real and significant to him as an individual, and he should be able to see a purpose in studying it, especially as he approaches the last year of the course. The motifs throughout the course should be interest and activity—mental as well as physical activity. The good teacher secures and maintains interest in the oral lesson by variety in approach and presentation. Vivid description with intimate, living detail, embodying a few selected geographical facts, plays an important part. Broad generalisations about large areas or topics lack reality for the secondary modern pupil, and therefore, some form of sampling is necessary. There must be constant appeal to the eye to supplement and authenticate the oral description by using the blackboard, large and small pictures, film strips and ciné film; the service of radio and ship and farm adoption can also help to secure reality.

Oral teaching will only occupy a part of the time because 'learning by doing', individually or in groups, must be an important feature of the course. The search for information may involve less use of books than in the grammar school, and one form of activity may require the solution of simple

[1] For fuller treatment see *Geography in the Secondary School*, published by the Geographical Association, 1954, pp. 14–18.

problems in relationships, for example, in connection with the use of pictures and an Ordnance Survey map of a particular area. Mapping and drawing, the making of simple models to elucidate some three-dimensional feature, or a contribution to a class model illustrating a foreign scene, are other forms of suitable activity. Weather observations and the recording and mapping of the many geographical aspects of the area immediately surrounding the school involve active investigation, but both must be followed up by discussion. Purposeful visits to places of geographical interest in the locality and field work, both rural and urban, should be regular features of the course.

Except in those classes where an external examination is taken, probably the greatest problem in the secondary modern school concerns the waning of interest in geography, as in other subjects, during the last year of the course. Pupils who have attained this stage appear blasé and bored with academic work; they are looking into the future, to the apparently free and attractive lives they expect to lead in the real world outside school. These pupils' interests revive if the work in school can be reoriented; if it can be shown to have a bearing on their future lives and therefore be endowed with a purpose. A class, bored and apathetic with a normal lesson on a distant region, will come to life with the introduction of Ordnance Survey map study involving the planning of cycle tours using youth hostels, or the discussion of the itineraries of lorry drivers on specified routes. Practical work in simple surveying may be successfully introduced at this stage. The visits to local factories frequently undertaken in the last year at school may be considered from both the geographical and personal angles—the type and source of raw materials, the means of transport, the destination of finished products, etc., as well as the factory as a place of future work for some members of the class.

The final year is a suitable time for an intensive and active study of the locality, which for 80 per cent. of our pupils is an urban one. This may include mapping distributions of houses, shops, factories and public buildings, making traffic surveys, studying local industries, and the like, with subsequent discussion which will stress the geographical relationships. Historical, social and civic aspects of the locality may also be considered, and these may combine to demonstrate the functioning of a community and the part the pupil will play in it when he leaves school.

The success of any course pursued in the secondary modern school depends not on equipment, the school environment, or the calibre of the pupils, but on the teacher. Enthusiasm begets enthusiasm. Some would say that the specialist makes the most successful teacher of geography, and no doubt good grounding in the subject is an asset, but the general class teacher, imbued with sufficient interest, supported by some directed reading and the help which the Geographical Association provides, can be successful, too. Probably the chief need in the secondary modern school is for teachers who will take several subjects in one class so as to get to know thoroughly its members, and to devote the remaining teaching time to one subject. This might mean that in a school of moderate size two teachers would share the geography, an advantage because discussion of teaching problems is then possible.

The pupils of the secondary modern schools of to-day will form nearly 70 per cent. of the nation's citizens of to-morrow. Anything that can be done, therefore, to raise the standard of the subject in these schools so that the pupils will leave better prepared in knowledge and outlook to be good citizens of the nations and of the world is a task of considerable magnitude but of the highest importance.

For further discussion of this and other syllabuses, the following pamphlets are useful:

(*a*) *Geography in the Secondary School*, Geographical Association.

(*b*) *Geography and School Broadcasting*, published by the School Broadcasting Council: it contains a brief survey of the syllabuses of a random example of 600 schools in England and Wales and discusses the variations in syllabuses, giving several examples.

D. W. SHAVE.

(4) THE SECONDARY TECHNICAL SCHOOL

Technical schools derive their pupils from a variety of sources, and their aims differ somewhat from those of grammar schools. As the personnel and intent of the school directly concern not only its curriculum, but the content and method of individual subject courses, it seems necessary to review briefly the present situation in technical schools.

Under the 1944 Act the secondary technical school is intended to cater for an age range of eleven to eighteen, but in fact the majority of the schools have most children between the ages of thirteen and sixteen, although the eleven plus intake is increasing. The stated aim of the secondary technical school is to serve the needs of the large number of able children who are best educated through their vocational interests. It should recruit those of the highest ability who might profit from a technical rather than an academic education. The positive indications which show a child's suitability are said in a memorandum of the Association of Teachers in Technical Institutions to be good intelligence, curiosity as to the why and how of things, an interest in mechanical and practical devices, coupled with a desire to make and dismantle them, patience, persistence, care in work and good physical qualities.

The particular skills for which the schools cater are varied. For boys, many are concerned with engineering and building; others specialise in trades and occupations, such as retail distribution, leather and furnishing trades. For girls, there are some specialist schools for the needle and catering trades, whilst for both sexes there is considerable specialising in commerce and the office arts of shorthand and typing. These specialist subjects occupy from 25 to 30 per cent. of the normal timetable.

The basic course in most schools is the same. There is normally a strong emphasis on a liberal education and on general education. The central core is largely English, geography, history and mathematics, with special reference to the bias of the school. The inclusion of geography in the curriculum is based not only on its general educational value, but on its contribution to the understanding of the more specialised aspects of the technical courses, such as engineering, building and 'artistic trades', as well as commerce in general.

This twofold aspect of geography teaching is perhaps further complicated by the present trend towards taking an external examination, increasingly that of the General Certificate of Education, but including a variety of others, such as those of the College of Preceptors (Senior Certificate), the Royal Society of Arts, Civil Service, R.N. and R.A.F. apprenticeship examinations, those of the Institute of Bankers, the London Chamber of Commerce, and of various county

technical examining bodies. The syllabus for these examinations naturally has some influence on the school course.

The objective of the secondary technical school is to take one or more of the broad streams of professional and vocational activity, so that interest in these may be used as the practical basis of a liberal education. This is intended to cover, in general, the same field as a traditional academic course, but approaches it in a non-academic way. This emphasis on a non-academic approach has further influence on the teaching of geography in such a school, and is generally interpreted, possibly erroneously, as a need to concentrate on practical work.

Since the schools generally provide a three- or four-year course only, the careful planning of the limited time for geography is essential. In general the principles involved will be the same as those for the grammar school or any other school syllabus, but methods will involve more emphasis on the directly utilitarian and the course may differ in various aspects. There appear to be two general methods of approach. One is that of straightforward regional geography, with special reference to aspects allied to the vocational bias of the school. The other is the topic method which deals directly with subjects linked with the vocation. To concentrate on the latter only would appear to involve the loss of much geographical synthesis unless great care is taken to ensure that geographical reasoning working from physical basis to human geography is included. To concentrate solely on regional geography may defeat the aims of the school if it involves an academic approach which may lose the interest of the children. A possible compromise would seem to be the inclusion of some regional work, especially that necessary for examination purposes, and a variety of topic approaches, particularly for commercial and economic aspects. Emphasis on crop production, transport, natural world resources, the adaptation of buildings to climate and so on could be used as a means of revising regional work, or occasionally, in its introduction. Such an approach would lend variety, so essential in the planned syllabus.

If the course begins with the eleven plus stream, it might be well to cover much the same ground in the first two years as that suggested for grammar schools. Transfer at thirteen is possible and the child would then be at no disadvantage. The approach is not academic at this stage of school geography,

neither has purely regional geography been introduced. Furthermore, the introduction of a specialised course with vocational bias at this early stage might well lead to a premature narrowing of geographical outlook.

The normal age and vocational subject range of a typical technical school may best be explained by diagram:

Age	13+	14+	15+	16+		17+
'Artistic' trades	IIIx	IVx	Vx	Leave, mostly to art studios, etc.		
'Building' subjects	IIIy	IVy	Vy	Some 50 per cent. leave to take up craft apprenticeships.	Some 50 per cent. become VIy taking G.C.E. O. Level—maths., science, wood/metalwork, tech. drawing, geog.	Leave for local student apprenticeships.
'Engineering'	IIIz	IVz	Vz			
'Engineering' with G.C.E.	IIIa	IVa	Va		VIz—G.C.E. O. Level as above but with history and French.	As above. Some 20 per cent. go to local grammar VI form and then to university.
Year	3	4	5	6		7

(Years 1 and 2 normal with 11+ intake only)

From this random sample it may be seen that, if the work is to be directed towards vocational bias, the geography teacher has a variety of needs to cater for. Year III may follow on from years I and II, or be the normal first year of the technical school. Work might well start with a preliminary term, in which all classes have the same syllabus, whilst terms two and three permit variation for individual forms. Term one might be devoted to an introductory approach to the geographical background of current problems, including those of the homeland. A second term could be based on selected topics, such as cement and concrete, timber supply, and house types

in different countries, for those concerned with the building trade; or iron, aluminium and other minerals, and sources of power, for those specialising in engineering. The 'artistic trades' group might study the geography of pigments and paints, and clothing round the world. The third term's work could provide unity based on land utilisation in the British Isles. This could include simple cartography for the 'x' form, simple surveying and cartography for the 'y' form, and possibly engineering cartography and surveying for the 'z' and 'A' groups. It could include general types of farming in the home countries, and selected areas of industrial development, used to revise various aspects of the work of the first two terms.

Year IV would seem the appropriate age group for the introduction of regional geography, and could thus be spent on North America and Africa or Asia. Again special facets of the geography could be emphasised without loss of the regional interpretation, the third term including revision along general topic lines of industry, power, irrigation, crop production and transport.

Since many of the children leave after their fifth year, the geography teacher will aim at presenting some picture of the world as a whole within the limits of their course. The fifth year, therefore, will include some time spent on selected regions of Europe, possibly those typical of major climatic areas, or based on major natural vegetation zones. It will provide time, too, for selected aspects of physical geography such as volcanic activity and its products, the formation of mountains and their influence on man, soils, the work of rivers and their uses, and a final summary of the geography of international problems is indicated—soil erosion and conservation, the development of tropical areas, the conquest of disease and pest, the future of oil, the development of air transport.

This syllabus should give year VI a sound geographic background built up over the previous years, and would enable concentration on expanding geographical knowledge and understanding by means of regional revision of the British Isles and any selected area, e.g. North America or Western Europe. The accent on physical geography could be as it arose within these regions. A final summary, similar to that suggested for the fifth-year grammar school course, would include the major natural regions of the world.

Although detail of the syllabus depends essentially on the

individual teacher and on the particular technical school for whose pupils it caters, the framework must be of geography suited to the age and ability of the children, presenting some final world picture and attempting to create some approach to international understanding. Much greater detail of planning is necessary in the construction of lesson units, and it is regarded as implicit in the interpretation of the subject that method of approach is of vital concern to its success. It should involve every kind of teaching technique and tap every variety of source of data. Pictorial material, statistics, pamphlets, Ordnance Survey maps, outline and sketch maps, diagrams, graphs, travellers' descriptions and other approaches should form an integral part of the lessons, and their use should be planned. Every opportunity should be created for the children's written work, as well as for map-drawing, diagrams, sketches, sections and graphs. Outdoor work should include the study and recording of weather conditions, land utilisation, land forms and scenery; factory, museum and farm visits should be represented. Every contact with reality should be explored to the full.

The technical school teacher has ever-increasing responsibility as the population of the schools increases and their educational aims become loftier. Geography offers a splendid opportunity for the creation of new empires in these experimental and essentially dynamic school spheres.

I. L. M. LONG.

(5) THE SECONDARY GRAMMAR SCHOOL

The syllabus in use in any school should be the personal creation of the teacher concerned. It should epitomise the whole approach to geography and must be planned in very great detail, even to the lesson unit. Its construction is a challenge to the thought and ability of the teacher; he should best know the needs of his own pupils, their background and environment, and the particular scope of his own school locality.

There are, however, certain principles which underlie the construction of a sound geography syllabus. It should be based on the psychological growth and development of the child. Growth is a continuous process; therefore the syllabus should be organised to provide continuity. There should be

continual cross reference from one topic in one continent to a similar topic in the next continent. For example, if in year I the features of the coast of Scotland are described, in year III the coastline of British Columbia, and in year IV that of Yugoslavia, the treatment should be not as of new topics, but as connected topics of similar genesis. The geographer wishes to show a certain pattern in the globe, and what has happened in one area is frequently patterned in another in general circumstances, not only in physical features, as in coastlines or glaciation, but often in interesting human parallels.

It is equally important when constructing a syllabus to bear in mind constantly the reasons why geography is being taught in the grammar school at all. It may be that emphasis varies according to the individual teacher—for world citizenship, as a mental discipline, or to give pleasure as a hobby in after-school years—but the teaching will include some geographic picture of the prospect of becoming a citizen of the world in the social (not political) sense, so that the syllabus will need to cover the whole world. The teacher's own particular ignorances are no justification for omitting areas or aspects, but his own interests should be included. If it is considered that geography will be a source of pleasure to children after they leave school, landscape and scenery will be emphasised throughout the course in a series of graded field excursions, and in class, too, opportunity for looking at scenery must be given. One cannot, and should not, separate content and method.

Philosophically, from the geographer's point of view, regional geography is the core, but not the whole, of the subject. Regional geography will therefore form the basis of the syllabus. If it is accepted that the best teaching way is the psychological way—that is, from the particular to the general, from the known to the unknown, from concrete to abstract—the order in which the content of the syllabus is arranged will be affected. In year I, for example, start with the home region, not the continent or country as a whole. It may be possible to include part of the home region each year. Abstractions are difficult for children, so is comprehension of a vast area presented whole. Development should be piecemeal—that is, in units, region by region, brought together at the end to emphasise synthesis of the whole.

If the syllabus is to present a whole approach to geography

some concept of teaching time available must be borne in mind. The teacher will be aware that in general some 20 per cent. of allotted geography lessons may be lost in other educational pursuits. Thus the need for detail in planning to ensure sound use of all time available cannot be over-emphasised. Equal stress must be laid on the syllabus as a personal creation, and although from the practical point of view two teachers in school cover the same continent, it should be within the same framework only. The syllabus should also be modified by the teacher from time to time; utilisation of the same syllabus for one's whole teaching career suggests a non-dynamic approach to both children and geography.

The work selected, therefore, must be in keeping with the chronological and mental age and geographical ability of the children concerned. The first year is probably too early for regional geography as such for children, and local geography expanded to sample studies of other areas in the home country contrasted with areas abroad may be the more sound approach. Wheat-farming in East Anglia may be contrasted with Canadian wheat-farming, for example, and sheep-farming in the Lake District with that of Australia. An attempt at formal study, however simplified, of areas such as the British Isles, Australia or Africa, introduced too early, may defeat its ends.

Introduction to the study of a continent is best left to the second year, and entails the selection of a continent which bears a relatively simple relationship between man and his environment. Europe morphologically is complex, and from the human point of view is the most complex continent. The more straightforward relationships of the southern continents, particularly South America, lend themselves to easy morphological analysis. Africa involves a deeper understanding of more involved relationships, and may be left till the third term or even till the third year. Possible selection, then, may be as follows:

Year II:	South America	*Year II:*	South America
	Australia		Australia
	Africa		Asia
Year III:	Asia	*Year III:*	Africa
	North America		North America
Year IV:	Europe	*Year IV:*	Europe

It is probable that the fourth year is a suitable time for the ntroduction of formal geographical study, but descriptive

geography and emphasis on human life and reality should be fully maintained.

If the aim of studying local geography is to provide a yardstick for the realities of world geography, the theme of local study should be maintained throughout the school course. Each stage should be adapted to the abilities of the children and linked with their regional studies. The following example may serve as an indication of the approach intended:

LOCAL STUDY

Year I	*Year II*	*Year III*	*Year IV*	*Year V*
(1) Descriptive				→
(2) Field work	→ to wider area		→ school journey	→
(3) Mapping	Routes of communication in relation to relief	Classifying shops, industries to ascertain sources of material.	Through descriptive interpretation to making own land use map.	Interpretation O.S. land utiln maps.
		6-in. map brought up to date accurately		
		Use of foreign Ordnance Survey maps in regional geography course.		

For the majority of pupils the fifth year will be the last year of geography, so that the course must entail a pulling-together process, attempting to give some interpretation of the whole. Much of the factual information is inevitably controlled by the examination syllabus. Some revision will be an essential part of the year's work, particularly that of the British Isles from fourth-year work on Europe. Revision is not a matter of going through past work in the same way by the same methods. Material should be regarded in a different way to gain more information from different angles to stabilise previous knowledge. Thus the physical development of the world, mountain building, erosion and deposition, the production of the major cereals, minerals and power, with a review of major natural regions, would furnish ample material from which to present a picture of the whole world as a unit.

The end of the course as far as the examination is concerned may come at the end of June; the remaining four or five weeks could be used for really educational purposes, devoted to the children's own research or group work on international topics, such as malaria or soil erosion and conservation. Thus

the school-leaver may find some indication that geography is not only a school subject, but an instrument of application for other areas and other interests.

SIXTH FORM GEOGRAPHY

Sixth-form work normally involves different problems. A two-year course will undoubtedly be influenced by the syllabus for Advanced Level examinations. Nevertheless, the syllabus itself is not designed as a graded approach to various aspects of geography, and thus its acceptance as sufficient substitute for a planned individual syllabus is inadequate. The sixth form, certainly in their first year, need teaching in much the same way as the fifth form, from whom they differ little in age or outlook. The syllabus should be designed, therefore, to include a variety of lessons of increasing difficulty. The assumption that a series of lectures is adequate sixth-form instruction has no scientific foundation. The syllabus should permit a gradual increase in individual work, in reading, the selection of material, mapping skills, choice in essay topics, preparation of topics for class discussion, and include opportunity for the pupils to allocate their own time for work which should always be in hand. It is often advisable to start the course with a fresh approach to physical geography, which provides a sound background for the detail of second-year regional work, but if first- and second-year sixth are taught as one class this may only be possible for alternate years.

The inclusion of non-examination sixth-formers who may be spending only one year longer at school offers excellent opportunity for a syllabus in which the geographical background of topical problems is well to the fore, and in which economic and commercial geography may be stressed. It is sometimes possible, too, for these children to make detailed local surveys either individually or collectively, including visits to farms, factories, health centres, and thus to personal discovery of the possibilities of local work. At sixth-form age they are normally capable of organising and conducting their own excursions with some guidance, and most heads are willing to permit small groups this responsibility and privilege. This work may well serve their interests more fully than sharing lessons with examination candidates. Indeed, the opportunity for teaching children that geography can help in the interpretation of everyday social and political problems

is of such value that many teachers are willing to organise a syllabus for all sixth-form members, whether they intend to specialise in the subject at any level or not.

Sixth-formers trained gradually to full use of a library and available bibliography, in the précis and analysis of geographic material, and in the selection of concise and accurate detail, by means of a syllabus which is organised to emphasise these skills, are not only better fitted to make full use of opportunities at university and training college level, but are self-reliant and readily accept the responsibility of working on their own. This provides opportunity for the teacher, whose sixth-form teaching time may be limited, to offer some individual coaching especially for scholarship work.

Where several members of staff share sixth-form geography teaching it is essential that they co-operate in the planning of the syllabus, so that the children receive the full benefit of varied but mutually synthesised methods of approach. The enormous amount of work involved in successful sixth-form teaching can be much simplified by a well-planned syllabus, in which method has received as much consideration as matter, the detail of which, in the nature of the subject, is constantly under review.

A Grammar School Syllabus

(Devised by the author for use in a Kent grammar school in the southern suburbs of London)

Year One

Selected environments: local, homeland, world.

Term I

1. Map to show 'where I sit in classroom'.
2. Maps of way to classroom from other parts of school.
3. Actual measurement of parts of school.
4. Drawn-to-scale map of school playground.
5. Compass direction—ways of finding, including use of.
6. Making a simple compass.
7. The stars in direction-finding.
8. Wind and wind direction. Organisation of daily record for year.
9. Outdoor lesson with base map from 6-in. Ordnance Survey to find out what goes on in area immediately round school.

10. Occupations in local area, subdivided into factory workers, shop-workers, transport, social and home-workers.

11. Homework and two lessons preparing combined class land utilisation map on 1-in. Ordnance Survey base of local area, using five divisions previously decided.

13. Study of 1-in. Ordnance Survey map of locality to learn symbols.

14. Further revision of 1-in. Ordnance Survey symbols from different 1-in. Ordnance Survey maps, e.g. of chalk country.

15. Introduction to contours by simplified Admiralty chart of Southampton Water—to dock *Queen Mary*.

16. Simple hill contours and sections.

17. Simple hill contours and sections from actual Ordnance Survey maps.

18 and 19. Afternoon visit to dairy farm in locality (home of one of children).

20. Follow up lesson on dairy farm.

21. Dairy-farming in Switzerland.

N.B.—In year I a half-term test of 25 'one-word-answer' questions, marked in class, accounts for another lesson each term.

Term II

1. Life on a Kentish hop farm (using 6-in. Ordnance Survey map).
2. What happens to the hops.
3. Fruit-farming in Kent (seasonal diagram).
4. 'A map of Kent to show market towns' (class work).
5. A wheat farm in East Anglia (sample study).
6. The wheat farmer's year (calendar).
7. A wheat farm in the Canadian Prairies (by contrast).
8. How Canadian wheat is stored, transported and used.
9. Forms of power.
10. A Kent coalmine (diagram).
11. Coalmining (generalised, as local mine not typical).
12. By-products of coal (class drawing).
13. Goldmining in South Africa.
14. A sheep farm in Wales.
15. A sheep farmer's year (calendar).
16. A sheep station in New Zealand (by contrast).
17. From sheep station to woollen cloth (revision: brief processes).
18. Fishing off the British Isles.

19. A map to show main fishing ports of British Isles (outline provided).
20. Fishing for sponges.
21. 'A map to show main fishing areas in the world.'

Term III

1. Outdoor lesson: measurement of local park (by pacing).
2. Class map of local park: emphasis on why it is left as open land; other known open areas, e.g. commons.
3. The Pennine moorlands—what they are like (seasonal pictures).
4. How man uses them (group work with pictures).
5. Crofting in the Scottish Highlands.
6. A Galway farm: life in another region of difficulty.
7. The Esquimaux: modern life in more difficult regions.
8. Native life in the Equatorial forests of Africa.
9. Atlas work—latitude and longitude in finding places of current interest.
10. Life in a Canadian lumber-camp.
11. What happens to the timber?
12. The Sahara: how deserts are formed (very simple explanation).
13. Nomad Arab life.
14. What the Steppes are like (seasonal diagram from description).
15. The Khirgiz, nomads of the Steppes.
16. Revision: 'A map to show where people we have learnt about live' (world outline provided; key—cold desert, coniferous forest, grasslands, equatorial forest, hot desert).
17. Revision: where our wheat comes from.
18. Revision: where our wool comes from.
19. Why London is our greatest port. Where docks can be built (using P.L.A. map and film strip).
20. London's markets.
21. London's weather. Analysis of year's wind rose record. What other aspects do we need to know? (Preparation for other weather records to be kept in year II.)

YEAR TWO

Term I. South America

1. Past and present influences in South America.
2. The Amazon Basin. Organisation of daily temperature, rainfall and cloud record for comparison with other weather.

3. Peoples and products of Amazon Basin.
4. The Brazilian Plateau.
5. Sample study of a coffee *fazenda.*
6. Why coffee is important in Brazil (class map of coffee area).
7. Rio de Janeiro: simple trade statistics.
8. Sample study of an *estancia* (individual maps).
9. Cattle-rearing in the Pampas (class map location).
10. Buenos Aires, trade: to discover the other produce of Argentina.
11. Desert areas of Argentina (emphasis on irrigation).
12. Revision: railway journey from Buenos Aires to Valparaiso.
13. Division of Chile into three regions (from pictorial study).
14. The Central Valley (with graph of temperature and rainfall of Santiago).
15. Revision: map of Chile in three regions, annotated by class.
16. The Andes: how fold mountains are formed.
17. Volcanoes (of the Andes).
18. Life in the mountain states.
19. Revision: the advantages and disadvantages of the Andes to man.
20. Revision: the minerals of South America.
21. Revision: simple population distribution map made up by class, on basis of where too hot, too cold, too dry, too wet, etc., to live.
22. Revision: links between South America and U.S.A. (Panama Canal trade).

N.B.—In year II half-term test of thirty-five to forty 'one-word-answer' questions, marked in class, accounts for another lesson each term.

Term II. Australia and New Zealand

1. Discovery of Australia and New Zealand (map of sea voyages).
2. Exploration of Australia (map of main journeys).
3. A sheep station.
4. Sheep production (class map of location).
5. Woollen exports of Australia (class diagram, also diagram of the woollen imports of the British Isles and their sources).

6. Beef cattle rearing in Australia (with map on tracing paper—to be used with reference to sheep location map).
7. Dairy farming in Australia.
8. Flora and fauna (including coral).
9. Minerals of Australia: to find most important (map).
10. Coalmining and industrial development.
11. Great Australian Desert (map of extent with isohyets and winds).
12. Water problems of Australia: artesian basins.
13. Irrigation, including emphasis on seasonal rainfalls.
14 and 15. Afternoon visit to local water board plant.
16. Queensland: problems of tropical Australia.
17. South-east coastlands: why most people live there.
18. Transport in Australia (map to show main air and rail routes).
19. Revision: population problems of Australia (concentration in five main towns).
20. New Zealand: interesting physical phenomena.
21. The produce of New Zealand (contrasts between North and South Island).
22. Revision: trade of Australia and New Zealand (using world outline map).

Term III. Asia

1. Asia, continent of variety.
2. *India:* rice lands (emphasis on seasonal rainfall).
3. Millet areas (emphasis on seasonal rainfall).
4. Land of famine, including descriptive detail of monsoon climate and its effect).
5. Revision: irrigation in India (class map).
6. Village life in India.
7. Town life: Bombay (map of site; climatic statistics).
8. Industrial developments in India.
9. *China.* Population map to find where most people live.
10. Hwangho Basin.
11. South China: Sikiang Basin.
12. Central China: Yangtsekiang Basin.
13. Revision: agriculture in China.
14. Outdoor lesson: attempt to assess population in local area.
15. *Singapore,* port for Indonesia (map of local and international trade).
16. *Japan.* A Japanese *buraku* (sample study).
17. Agriculture in Japan.

18. Industry in Japan.
19. *U.S.S.R.* Modern development of Arctic Russia.
20. Minerals of U.S.S.R. in Asia.
21. Trans-Siberian Railway (and time zones).
22. Revision: vegetation map.
23. Revision: Asia, land of contrasts (emphasis on climates, using year's record as yardstick).

YEAR THREE

Term I. North America

1. Introduction: Why learn about *Canada*?
2. Tundra (relation of earth and sun: why sunless season; vegetation map started, to be developed through the term).
3. Coniferous forests. Winter: lumbering and trapping.
4. Summer: timber industries, tourists, fire, reafforestation.
5. The prairies: sample study of a farm.
6. Why spring wheat is grown (effect of weather on human life—organisation of daily record of North American weather taken from daily meteorological charts).
7. How wheat is exported (map of routes).
8. British Columbia: forest, fish and farm.
9. Minerals of Canada (outline map provided).
10. Revision: C.P.R. (using timetable).
11. Revision: Why do people emigrate to Canada?
12. Newfoundland: why farming is difficult.
13. The influence of ocean currents (class map).
14. *U.S.A.* Links with Canada, British Isles and rest of world.
15. New England States: influence of history on industrial development.
16. The iron and steel industry: why Pittsburg is a centre.
17. Why lakeside industries developed.
18. Revision: the Great Lakes—St. Lawrence waterway (trade).
19. The Corn Belt. Sample study of farm (with seasonal pictures).
20. Chicago, corn belt 'centre' (map).
21. Cattle-rearing in the high plains (link with Corn Belt).
22. Revision: New York: why it is chief port (map of route-ways).
23. Origin of New York's exports and industries.

N.B.—Half-term test of fifty 'one-word-answer' questions, accounts for another lesson each term (marking begun in class).

Term II

1. The Cotton Belt: life and work on a cotton plantation.
2. 'A map to show limits of.'
3 and 4. Outdoor lesson on local stream-flooding in winter.
5. The Mississippi: physical features and river work.
6. Revision: trade along the Mississippi.
7. T.V.A.: need for controlling rivers.
8. How T.V.A. affects the lives of local inhabitants.
9. Oil production in U.S.A.
10. California, state of contrasts.
11. The Central Valley (map).
12. *Mexico:* different kinds of life at different altitudes.
13. Revision: how man uses mountain resources in North America.
14. Revision: how rivers are used in North America (if time).

Africa

15. Introduction: why the Dark Continent?
16. Exploring Africa (map to show major routes).
17. The Congo Basin: can this area be developed? (Vegetation map to be developed through term).
18. Transport in the Congo Basin (map of river, rail, road and air routes).
19. *West Africa:* sample study of a cocoa farm.
20. A map to show where cocoa is grown (i.e. generalisation)
21. Sample study of a north Nigerian farm (by contrast).
22. Railways of West Africa and what they transport (ports).
23. Revision: what life is like in the savanna lands.

Term III

1. The Sahara: How are deserts formed? (three main types and oasis formation).
2. Contrasts in Arab life: settlers and nomads.
3. Revision: transport difficulties in the desert.
4. North-west Africa: why most people live near the coast.
5. French responsibilities in Africa.
6. The Nile Basin: sources of Nile water (map, with flood data).
7. Why most people live in Egypt (irrigation methods).
8. Calendar of an Egyptian farmer's year.

9. The value of the Suez Canal.
10. East Africa: interesting physical phenomena (including Great Rift).
11. Different kinds of life at different altitudes (using Ordnance Survey map).
12. The Rhodesias: British responsibilities in East Africa.
13. South Africa: the importance of minerals (location map).
14. What would South Africa do without gold? (agriculture).
15. Cape Town (trade, site and climatic statistics).
16. Revision: Has Africa an industrial future?
17. Revision: insect pests in Africa.
18. Revision: plantation agriculture in Africa.
19. Revision: Can you locate these stations? (temperature and rainfall statistics for Mediterranean, equatorial, savanna, tropical highland and desert types).
20. Revision: transport difficulties in Africa.

YEAR FOUR: EUROPE

Term I

1. Physical features and structure (outline map provided).
2. Climatic divisions (with typical statistics, based on previous knowledge).
3. The meteorological weather map (and organisation of daily record of weather of typical European stations from chart).
4. Norway: the influence of the sea (and fiord coast).
5. Explanation of land utilisation in.
6. Sweden: forestry.
7. Mineral wealth and industry (emphasis on climate effect).
8. Revision: comparison and contrast of Norway and Sweden.
9. Denmark: why dairy-produce dominates (including farm study).
10. Other occupations in Denmark.
11. The Netherlands: land-reclamation and agricultural specialisation (Ordnance Survey map).
12. The influence of Empire.
13. Belgium: Why so densely peopled? Farming.
14. Industry.
15. France: Brittany (cf. Cornwall).
16. France: Central Massif (geology map and pictures).

17. France: 'Mediterranean' France (Rhone Valley and Marseilles).
18. France: Aquitaine.
19. France: Paris Basin (section to show land utilisation).
20. France: Paris, natural centre of France (map).
21. Revision: agriculture in France.
22. Revision: industry in France.
23. Revision: trade between British Isles and north-west Europe.
24. Revision: fishing (Continental Shelf, ports and weather), if time.

N.B.—Terms I and II include a half-term test of fifty short questions, largely testing factual learning, but including rapid sketch maps (marked outside lesson time).

Term II

1. Effects of glaciation in north European lowlands (use of Ordnance Survey map of north German plain).
2. Germany: agriculture in the northern lowlands.
3. Germany: Berlin as a route centre (map).
4. Germany: the German highlands.
5. Germany: bordering coalfields and their industries.
6. Germany: the Ruhr coalfield (class map).
7. The Rhine Basin (pictures to show Alpine, rift, gorge, plain and delta sections; class map, annotated).
8. Revision: site and trade of Hamburg (using Ordnance Survey map).
9. Poland: division into regions by means of population map.
10. Switzerland: effects of glaciation in a highland area (diagrams).
11. Land use in the three major regions of.
12. Industry in Switzerland.
13. Revision: how man adapts himself to mountains.
14. The Danube Basin (pictures to show Alpine, 'alfold', gorge, plain and delta sections; class map, annotated).
15. Hungary—why is it called 'a granary of Europe'?
16. Yugoslavia: threefold division by means of Ordnance Survey maps and pictures.
17. Rumania, land of peasant and village.
18. U.S.S.R.: vegetation zones (map of).
19. Agricultural developments in.
20. Minerals and industrial development.

21. Revision: port contrasts in U.S.S.R.

22. Revision: major waterways of Europe (outline map provided).

Term III

1 and 2. Outdoor lessons, constructing L.U.S. map of locality.

3. Iberia: climatic contrasts (build-up of relief map).
4. Land use in Iberia.
5. Town contrasts: Lisbon, Seville, Madrid, Barcelona.
6. Spain: industrial geography.
7. Portugal: the influence of location.
8. Italy: the Alps and Apennines contrasted
9. The Lombardy Plain: an agricultural unit.
10. Towns of the Lombardy Plain (town-site maps, emphasising mountain passes).
11. The Mediterranean coastlands of.
12. Greece: problems in the development of.
13. The importance of waterways in (map).

14. Revision: the characteristics of Mediterranean agriculture (including Middle East coast-lands).

15. Revision: Mediterranean ports and their trade (outline map provided; include Middle East ports).

16. *General revision:* The wheatlands of Europe (including British Isles).

17. 'Heavy' industrial regions of Europe (including British Isles).

18. The Karst lands of Europe (including British Isles).

19. H.E.P. in Europe.

20. Land, sea and air routes (outline map—insertion of main rail routes, cross-Channel routes and airports).

21. Climatic divisions: What do climate statistics really mean? (using records kept from daily meteorological charts).

N.B.—In this term, time is allowed for the inclusion of two timed essay answers of School Certificate type (i.e. two teaching periods). These take the place of a half-term test.

YEAR FIVE: BRITISH ISLES. WORLD REVISION

Term I

1. Main structural features of British Isles.

2. Main physical features and drainage (on provided outline).

3. Climate: revision of weather chart.
4. Map to show isotherms and areas of heaviest rainfall.
5. *Ireland:* map to show main physical features (including seacoast).
6. Ireland: glaciation in (revision).
7. Ireland: agriculture (using dot distribution maps).
8. Ireland: industry in.
9. Ireland: town contrasts: Belfast, Dublin, Cork, Limerick.
10. Ireland: map to show main routes, ports and trade routes.
11. Revision: 'The chief export of Ireland is its people.'
12. *Wales:* Why Wales has a tourist industry.
13. Wales: Mineral resources of Wales (using Ordnance Survey sheets).
14. Wales: Industries of South Wales coalfield (map).
15. Wales: The coastal plains.
16. Revision: 'The problem of a capital for Wales.'
17. *Scotland:* the Highlands (pictures and Ordnance Survey map).
18. Scotland: the structure and relief of the central Lowlands.
19. Scotland: coalfields and industries.
20. Scotland: agriculture in the lowlands.
21. Scotland: the southern uplands: route-ways north and south.
22. Revision: 'Scotland is a land of contrasts.'
23. *England:* north-eastern industrial area.
24. The Pennines: structure and drainage (section and routes).
25. The Pennines: advantages and disadvantages (L.U.S. map).
26. The Lake District: land utilisation (Ordnance Survey map).
27. Lancashire: agricultural contrasts (crop and stock statistics for Lancashire and Cheshire).
28. Lancashire: the cotton industry.
29. Lancashire: Liverpool and the growth of other industries.
30. Agricultural specialisation in the Midlands.
31. Industrial specialisation in the Midlands.
32. The Severn, our most interesting river: 'geographical link'.
33. Revision: Bristol Channel ports.

34. South-west peninsula: the influence of the sea.
35. South-west peninsula: the influence of relief.

Term II

1. Yorkshire: the York, Derby and Notts coalfield (revision: Pennine structure).
2. Yorkshire: The woollen industry (centres mapped).
3. Yorkshire: other examples of industrial specialisation.
4. Yorkshire: York, centre of agricultural Yorkshire.
5. Revision: Hull, hinterland and trade.
6. The Fenlands: What is meant by drainage?
7. The Fenlands: Why agricultural specialisation?
8. The Thames river system (map of Thames Basin).
9. Upper Thames Basin: characteristics of limestone country (Ordnance Survey maps).
10. Upper Thames Basin: farming.
11. Lower Thames Basin: characteristics of chalk (pictures and Chiltern and North Downs Ordnance Survey Maps).
12. Lower Thames Basin: section across (annotated land use).
13. Revision: route-ways through the chalk.
14. London.
15. The Weald: section north-south, drawn from geology map.
16 and 17. Combined geography-biology field excursion in Westerham or Dorking area.
18. Farming in the Weald.
19. The Hampshire Basin, a region of agriculture.
20. *General revision:* coastal towns of the British Isles.
21. Mineral resources of the British Isles.
22. Specialised farming in the British Isles.
23. *World revision:* The oilfields of the world (map of).
24. World trade in oil (statistics diagram; add ports to map).
25. World wheat production.
26. World rice production (climatic statistics to show one, two and three crop-lands).
27. Tropical plantation agriculture (emphasis on island areas).
28. Hydro-electric power in world.
29. Rivers and their work.
30. The work of ice.

31. How land features are formed.
32. The ocean currents (revision of major wind systems).

N.B.—In year V constant practice in essay-writing is given, with the adaptation of maps for specific requirements.

Term III

Revision by means of major natural regions:

1. Tundra regions.
2. Coniferous forest lands.
3. Temperate grasslands.
4. Temperate maritime areas: why east and west coasts differ.
5. What is meant by 'Laurentian type' and 'China type'?
6. The Mediterranean lands.
7. Monsoon regions.
8. Desert lands.
9. The savannas: problems of development.
10. Equatorial regions.
11. Which are the densely peopled latitudes, and why?

Other lessons before examination for individual revision:

Post-examination Work

Individual or group work on these topics (or others chosen).

1. Soil erosion and conservation.
2. The geography of malaria.
3. Reafforestation.
4. The agricultural services of U.N.O.
5. Recent expeditions and their value to mankind.

Outdoor work: chain survey of local park, mapped accurately.

N.B.—It is assumed that fifth-form geography lessons are thrice weekly, with two homework periods allocated. Although homework is not suggested in the syllabus, it is advocated, not only for purposes of revision, consolidation and for finding new data, but as an integral part of the lesson plan.

In this syllabus, some indication of method has been given where it is considered to be significant.

I. M. L. LONG.

(6) GEOGRAPHY AND THE DEVELOPMENT OF INTERNATIONAL UNDERSTANDING

Although, of recent years, the discussion of teaching for international understanding has received a great deal of attention, the idea is by no means a new one. Opinion in Britain differs on the means of achieving it, but there is fairly general agreement that international understanding, as such, should not be taught directly in school. It is generally agreed that improved international understanding is a goal worth aiming at, but that it should arise from the objective study of various school subjects, such as geography and history. The former, by its very nature, is a particularly suitable medium for this purpose, and, for a considerable time, many teachers of geography have been interested in the fostering of international understanding through their teaching. This has sometimes led to a lack of attention to some of the other aspects of geography, such as field studies and the understanding of scenery, the interpretation of Ordnance Survey maps, and the study of local and national geography; but, providing that a proper balance can be maintained, many teachers would agree that it is a desirable aim to foster a sympathetic and critically understanding attitude towards foreign peoples and their problems, and that the proper teaching of geography can contribute towards that end.

The means of achieving this end have taken a variety of forms. Some teachers assert that the development of such an attitude will spring from their ordinary day-to-day teaching, without any deliberate attempt to foster it. This feeling may be summarised in the following quotation from a recent book on the teaching of geography: 'With the increasing knowledge of other lands and their peoples, with all their diverse interests and in all their different modes of life and living, acquired in such a study, there will undoubtedly grow up in the minds of the pupils a progressive and sympathetic appreciation of world-wide conditions and relationships.'[1]

Most people would agree that such a result would be a very desirable one, but it is very open to doubt if such a result does, in fact, occur. Recent work by H. E. O. James and R. C. Honeybone of the University of London Institute of Education, as yet unpublished, suggests that children do not necessarily connect their geography lessons with the reality of

[1] J. Walker, *Aspect of Geography Teaching in School*, p. 19 (Oliver and Boyd).

the lands and peoples with which they are concerned. Although, for example, they may have had lessons on Africa, they frequently continue to retain an inaccurate racial stereotype based on comics, films, and other sources of information. It seems that lessons need to be taught with a deliberate 'international' purpose in mind, or, in other words, that the teacher must teach 'applied geography' if he wishes to foster a sympathetic attitude based on knowledge and understanding.

James Fairgrieve's famous dictum on the function of geography in school recognises this necessity. He asserted that 'the function of geography is to train future citizens to imagine accurately the conditions of the great world stage and so help them to think sanely about political and social problems in the world around.'[1]

The significant point to notice is that Fairgrieve insists that it is important 'to imagine accurately . . . the great world stage' with a particular purpose in mind—namely, that of helping children 'to think sanely about political and social problems in the world around'. If we follow Fairgrieve's lead, we must take every opportunity of showing our pupils the effect that geography has in helping to shape the social, economic and political development of the countries of the world; and we must face the fact that this policy will from time to time involve us in a discussion of controversial problems, including possibly the giving of our own personal opinions and judgments. Some teachers recoil from this prospect with horror, but it is an inescapable fact that every teacher, consciously or unconsciously, is continually passing judgments in the eyes of his pupils, by his general attitude, his behaviour in particular circumstances, and the emphasis of his teaching. It is part of the responsibility of every teacher to give his opinion when necessary, but not to force it; and always to insist that his opinion is personal and not necessarily universal, and that it should not be accepted uncritically by his pupils.

Once a teacher accepts this responsibility, he is in a much better position to help his pupils 'to think sanely about political and social problems'. But before turning to the details of what we may call 'international affairs geography', it is important to note another aspect in which geography in school may be used to foster a more sympathetic attitude

[1] J. Fairgrieve, *Geography in School*, p. 18 (University of London Press).

towards foreign peoples. While the study of 'international affairs geography' should help children to appreciate the problems and policies of other countries at governmental level, it is unfortunately true that they often cling to curious concepts of national stereotypes, based, not on geographical fact, but on the frequently misleading information contained in films and comics. The work by James and Honeybone, already referred to, has shown that it is possible to teach good geography and, at the same time, to replace these ill-founded stereotypes by a more understanding attitude based on accurate geographical knowledge of ordinary everyday life.

The two approaches open to the teacher who wishes to foster international understanding may, therefore, be summarised as 'international affairs geography' and 'way of life geography'. Both may be introduced at many levels of the school course, although it is probable that the latter would require more emphasis in the late primary and early and middle secondary stages, and the former more emphasis in the upper part of the secondary school. The teacher has to select a number of countries or regions whose geography, objectively treated, lends itself to one or other of these approaches. He has to arrange his lessons so that his pupils are led to an understanding of the significance of the geographical facts; or, in other words, he has to 'apply' his geography teaching.

It is important to emphasise again that he is not teaching 'international understanding', but is teaching geography to children so that they may be encouraged to think critically and with understanding. It is a very sane characteristic of British education that any attempt at propaganda is regarded with grave suspicion. International understanding should arise from the pupils' accurate knowledge and critical appraisal of geographical facts, and should not, and indeed probably cannot, be taught directly.

The work on 'way of life geography' by James and Honeybone was based on earlier work by James and Tenen,[1] in which they investigated the attitudes of adolescent school children towards foreigners. In *The Teacher was Black*,[2] they

[1] H. E. O. James and C. Tenen, 'How Adolescents think of Peoples', *British Journal of Psychology* (General Section), December, 1950; H. E. O. James and C. Tenen, 'Attitudes towards other Peoples', *International Social Science Bulletin*, Autumn, 1951.

[2] H. E. O. James and C. Tenen, *The Teacher was Black* (Heinemann).

showed that the introduction of two Negresses to a school staff led to a very marked improvement in the attitude of children towards Negroes in general. Realising that such personal contact was not possible except in unusual circumstances, James and Honeybone then tried to discover if a similar improvement could be effected through the teaching of geography. They deliberately refrained from using material that was not readily available to teachers, and prepared three series of lessons on West Africa, China and Italy, respectively. They tried these out in six secondary modern schools in the London area, and later, after some modifications, in five more modern schools, both single-sex and mixed, scattered more widely in south-east England. Detailed statistical controls were maintained throughout the experiment, and the results showed a considerable improvement in the children's attitudes towards the foreign peoples dealt with in the lessons.

It is impossible to go into the details of this work here, but it is worthwhile to note briefly some of the ideas on which the lessons were based. As the direct relationship between the children and the two Negresses, described in *The Teacher was Black*, was so successful, it was decided to approximate the lessons as closely as possible to personal contact. Each series of lessons followed a broadly similar pattern, and every attempt was made to get the children talking and thinking about the foreigners concerned as real, live people. At the beginning of the African lessons, for example, the children were asked to list all the things they would like to know about Africans. A series of photographs was then distributed for the children to study. These pictures had been selected so that they would answer many of the questions that the children were likely to ask, and also so that they would correct some of the main misconceptions about the Africans. For example, the preliminary work had shown that many children thought that all Africans were very primitive people living in jungle villages and relying on hunting for their food. The series of photographs, therefore, showed Africans doing jobs not normally associated by the children with Africans. There were carpenters and engineers, dentists and judges; and also schools, modern houses and Africans playing football, netball and hockey.

The study and discussion of these pictures were followed by a film which not only showed some of the modern development in Accra, but also showed a woman doing the family

shopping in a market. The children were told, before the film was shown, to look for similarities between this market and an English market, and also for any evidence that suggested what the weather was like in Accra when the film was taken.

This emphasis on similarities is very important; for frequently in geography lessons the differences are stressed at the expense of the similarities. Both are important, but too little emphasis is often given to the fact that the family life and work of foreign peoples bear many resemblances to our own, and children need reminding that foreign peoples have much in common with them and experience emotions like those that they themselves feel. It is worthwhile, therefore, to stress these similarities at every opportunity, and thus to help to dispel the children's uneasiness about the unknown.

But it is equally important to recognise the fact that there are also many differences, and to endeavour as far as is practicable to explain these differences in terms of geographical fact. Thus the discussion and written work which followed the Accra film were based, first, on the similarity of the functions of the market with the markets which the children knew and the similarity of the woman doing the family shopping with that of their own mothers, and, second, on the influence of the weather on the type of goods for sale, on clothes and on the building styles. An attitude based on the discussion and understanding of simple geographical relationships is likely to be more firmly based and enduring than an attitude based solely on descriptions of the ways of life of other peoples. Description is essential, but is not by itself sufficient. Simple interpretation and understanding is a necessary corollary.

Although, as already suggested, it is important to stress the material signs of Western civilisation in order to correct misconceptions, it is equally important not to ignore the more primitive aspects of life. In the African series, there were lessons on village life and the work of the cocoa farmer; and the latter was used as an introduction to the development of Takoradi Harbour, the co-operative nature of the work between Europeans and Africans, and the mutual value of trade between West Africa and Britain. All these aspects clearly produced a marked favourable impression on the children.

The savanna belt was dealt with in a similar way, the whole series taking eight lessons. The geographical facts which

would be regarded as essential by most teachers of geography were adequately covered, and a great improvement in the attitude of the children towards Africans was achieved. Moreover, during the lessons, the conditions, both human and physical, of the forest and savanna belts in West Africa were frequently projected on to the forest and savanna belts of the rest of Africa; so that teachers who think that they cannot spare eight lessons for West Africa should remember that this series not only taught the geographical facts and brought about a desirable improvement in attitude, but also partially covered the geography of other large areas in Africa. Furthermore, it is being increasingly realised by teachers that it is better to cover less ground with more understanding than to cover the whole of a continent, or the world, superficially and with little understanding.

The lessons on China and Italy were developed on similar lines and led to similar results. It seems worthwhile, then, to choose two or three regions or peoples each year of the school course for this type of treatment, for the effect would probably be cumulative. Thus, while an understanding attitude is being helped to develop in this way, based, not on propaganda, but on a firm basis of geographical fact, ample time would also be available for dealing with 'international affairs geography', and the other equally important topics that go to make up a complete school geography course. It seems likely, too, that the time necessary for 'international affairs geography' increases in the upper parts of the secondary school.

The ideas behind 'international affairs geography', however, are applicable throughout the school course, and a start can be made in the study of the local area. It is important to develop the concept that people's lives and work are to some extent related to their geographical environment, and that their problems, and therefore their attempted solutions, often arise from difficulties connected with their environment. The best way of helping this concept to develop is to study one's own locality, and to compare it with other differing localities, both at home and abroad. By such comparative means, it is possible to compare the differing human responses to differing physical environments, and to begin to establish the fact that each region has its own particular problems. This, in turn, leads to the idea that the internal and external policies of states are not always entirely capricious, but are

sometimes directly related to their geographical background; and from this, it is no great step to establish the worthwhileness of studying the geographical background as a means of understanding governmental policies.

In the early stages, it is useful to weave the details of a lesson or lessons around a central theme. Thus the Highlands of Scotland might be dealt with briefly under the heading, 'Why have so many people left the Highlands to live in other areas?'; or Norway might be introduced by the problem of finding the way in which the Norwegians have cleverly adapted the mountains for useful purposes. Such studies will help to pave the way for the understanding of international problems.

It is important, too, to show, whenever possible, how geography is closely linked with economic and political affairs. Thus, for example, when dealing with transhumance in mountainous areas, it is worthwhile to discuss the famous case of the 1919 Polish-Czechoslovak frontier, which was so fixed that the inhabitants of one village were placed in Poland while their traditional highland pastures were placed in Czechoslovakia. The Danish change-over from cereal to dairy farming in the 'sixties of last century provides another type of example. Discussion of such topics helps to develop the idea that it is always important to look beyond the surface facts and to try to understand their implications.

All teachers of geography, too, are well aware of the value of including in their lessons discussions of important contemporary happenings which have some geographical significance. In the post-war years, there have been many such events, for example, the problem of Persian oil, the feverish search for uranium, and the Chinese occupation of Tibet. All these examples can be more easily understood when viewed against their geographical backgrounds, and it is helpful to do this when similar events occur.

It must not be thought, however, that geography is merely another name for the discussion of current events, and that it is a rather haphazard collection of contemporary snippets of information. The selection of examples of 'international affairs geography' needs to be made against the background of the whole school course, in a way similar to the selection of peoples for treatment along 'way of life' geographical lines. For example, in the course on Africa, the lessons on the Nile Valley can be woven around the Egyptian aspirations to have

greater control of the flood water on which their agriculture depends. Such a discussion would not only bring out all the significant geographical details and principles, but would also give some insight into the reasons for Egyptian policy.

In the course on South America, it would be useful to treat Brazil, not only as a country of great forests and plateaux and as a large coffee-producer, but as a country with enormous mineral and power resources and tremendous industrial potentialities. Again, such a treatment would cover the geographical facts and also provide the opportunity for understanding the changing world position of Brazil. It could also be noted that Brazil is a country populated by peoples of different races who seem to get on quite well together.

Asia abounds with examples, such as the geographical reasons for Japan's policy of expansion in the inter-war years; the growing industrial importance of India; and the strategic reasons for the siting of Soviet industries east of the Urals. Other topics from the rest of the world also readily spring to mind—for example, the 'White Australia' policy, Yugoslavia's position between the 'West' and the 'Iron Curtain countries', and the significance of the North Polar areas in relation to the positions of the U.S.A. and U.S.S.R.

The last year of the secondary school course, either modern or grammar, is perhaps the most fruitful for this 'international affairs' approach. As general world revision, it is useful to examine the economic and political policies of some of the great world groups in so far as they are based on geographical causes. Thus, the U.S.A., U.S.S.R., and the British Commonwealth might be dealt with, or the Middle East, the Far East, or Western Europe. As an alternative or complementary approach, the economic geography of some of the world's major resources could be discussed: or some major topics of political geography could be introduced, such as the control of great international rivers or the problems created by the unequal distribution of population in the habitable areas of the world.

Topics such as these are 'applied geography', and should be treated as integral parts of the school course and not as afterthoughts to be tacked on to formal lessons as a sop to the cause of international understanding. They should be regarded rather as a way of arranging the geographical facts so that the children are brought to think about some of our modern problems.

It is impossible in this article to deal in detail with all the other aspects of this topic, such as the value of foreign pen friends, the supply of teaching materials and the training of teachers; but it is important to note briefly the work of the United Nations Organisation. It is no part of the geographer's task to teach directly about this and other international bodies, but some topics can be selected that will bring home to children the value of international co-operation. An admirable example of this is given in the Unesco pamphlet, *Some Suggestions on the Teaching of Geography*, 'Towards World Understanding', VII, p. 79, 'The geography of malaria'. This lesson deals with the causes and effects of malaria, and shows how the World Health Organisation is helping to combat this scourge.

Unesco has also been very active in promoting the cause of international understanding by publishing other pamphlets and by the organisation of the International Seminar on the Teaching of Geography, held in Montreal in 1950. The work already referred to, by James and Honeybone, was also sponsored by Unesco, which is always interested to receive suggestions from teachers and to give advice on ways of fostering international understanding. The United Nations Organisation has an information centre at Russell Square House, Russell Square, London, W.C.1.

It will be clear from this discussion that the topics of 'way of life' and 'international affairs' geography sometimes overlap, but it is useful always to keep these two broad approaches in mind so that a number of examples of each may be included in the school geography course. It is also important to emphasise again that the improvement of international understanding is but one of the many desirable functions of geography in school. The internationally-minded teacher must not allow his enthusiasm to cause him to omit these other aspects, and thus to throw his teaching out of balance; and he must also remember that geography is not a remedy for all our problems. Well taught along the lines indicated, geography can do much to develop a critical and understanding attitude towards foreign peoples and their problems; but this attitude must arise from geographical fact and not from the propagandist efforts of the teacher.

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the facts which he needs to use in lessons designed to improve children's attitudes towards foreign peoples. This bibliography is limited to (i) books and articles connected with this special aspect of teaching in school, and (ii) books of a general nature concerned with political and historical geography and racial questions.

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R. C. HONEYBONE.

Section II

OUTDOOR GEOGRAPHY

(1) FIELD WORK IN GEOGRAPHY

GEOGRAPHY is an exploratory science. Its raw material derives initially from someone going and looking, from exploration. It is vital that this exploratory spirit should pervade geography teaching and that, whether in fact or in imagination, the pupils should 'go and look' for themselves—and later, of course, interpret and understand. Geography worth the name is above all realistic. How better to meet these requirements than by actual field work on the part of the pupils themselves? Field work is true geographical experience. On such an occasion, geography does not have to be made realistic: it is real before the very eyes of the pupils. Geography at first-hand can be of several kinds and can be given to children in several ways. It can be urban or rural or, perhaps we should add, suburban. It can be done in an hour or a day or a week. There is much valuable field work within reach of any school for an hour or a half-day. On other occasions, the day excursion to a different environment will better meet the need. Best of all perhaps is the school journey or the school camp, which provides the opportunity to study geographically a locality quite unlike the pupils' home area over a period long enough for many facets to be considered and a well-balanced picture to be formed. Such a picture should, of course, be formed of the home locality, through local study included in the school course. The value of additional, contrasting, local studies is very great.

Whatever the area and the arrangements, geography out-of-doors brings a vitalising influence to the school course out of all proportion to the time spent. Simple geographical facts and terms become realistic because they have been directly experienced. Standards of comparison are gained which are common to the whole group, a matter of great importance to the teacher. Without field experience in common, simple terms like 'steep' or 'undulating', phrases such as 'a swift river' or 'an area of dense population', mean

different things to different pupils. The value of such experience runs over to many lessons and many topics.

The climax value of geographical field work lies in the training it gives in enabling pupils to look at a landscape geographically, in giving them an eye for country. Once gained, this power is a treasure which transforms any journey and makes the surface of the earth a never-ceasing source of interest and intellectual stimulus. Though this power can be greatly developed by study and by map work, it depends primarily on field experience. It is the task and the privilege of teachers to pass on to their pupils a measure of their own power to look at a landscape and to see the skeleton below, to recognise the processes and the stages which have helped to form it, and to appreciate the relationship of the palimpset which man has imposed upon it to the natural aspects which have conditioned that varied and complex process.

Real experience, common standards, power of interpretation: these things gained in the field make possible realistic large-scale studies of distant areas that cannot be visited. They are the necessary preliminary to, or concomitant of, the sample study. They make possible the realistic approach to learning about distant lands, not in a small-scale way but in terms of real people in real places. It is important that local studies, whether actual or second-hand through maps and pictures and the rest, should be properly integrated with the remainder of the course. This is not the place in which to develop this point, beyond remarking on the general truth that the local and first-hand is most valuable when it is thoughtfully linked with other related studies which must necessarily be second-hand. The theme has been elaborated elsewhere. But before the integration, the adventure. Therefore, geographers, off with the gown and out with the raincoat; away with the chalk and on with the boots. For through the soles of the same shall ye learn.

E. W. H. BRIAULT.

(2) FIELD WORK IN RURAL SCHOOLS

The teacher working in a rural area has usually a rich field for geographical exploration within very easy reach. Here there is opportunity to study both landscape and physical geography and the way in which man has come to terms with his environment. There is work suitable for all ages and

stages, for both short lessons or for longer ones. In a rural area correlation with other studies, particularly nature study and history, is self-evident.

Suggestions for Rural Studies: Primary Stage

Rural environments vary considerably in what they offer for geographical study and it is difficult therefore to suggest topics in detail. The following brief summary may be helpful.

In the primary school, where the work is mainly observational, the following suggest themselves: the study of a local farm with special emphasis upon seasonal routines; simple studies in river or marine erosion and deposition; simple vegetation studies, such as a salt marsh or an oak wood; study of local rocks; study of local roads and footpaths. Alongside these studies will inevitably go much related map study. Towards the end of the primary school stage an average child, well trained in outdoor studies, should have a keen and appreciative eye and have had some experience of finding things out, either in a group or individually. A more comprehensive survey of a small area can then be attempted.

Simple Transects

The making of a simple transect is a useful field exercise in preparation for a survey of a selected area. The children are set to work, in groups or in pairs, to make careful records of everything they observe along a given road or path or in a selected strip of country.[1] Simple relationships such as that between degree of slope and cultivation can be pointed out when the full summary has been made.

Field Sketches

To be commended, too, is the drawing of annotated field sketches,[2] an exercise which helps children to look at country as a whole. Children will find it easier to work on long strips of paper rather than on a normal piece of exercise paper. This practice will considerably help the study of land forms, at all ages, and with it can go much valuable map study.

[1] For further details of transect method see Barnard, *Observational Geography and Regional Survey*, Le Play Society, 1935.

[2] See G. E. Hutchings, *Annual Report, 1951–2*, Council for the Promotion of Field Studies.

Regional Survey: Secondary Stage

In attempting a complete (or selective) survey of an area at the secondary stage it is wise to define the limits of the area with some precision. This may be done in one of several ways: (1) by using the boundaries of the civil parish—a useful unit, as much material such as agricultural and population statistics is published on this basis; (2) an artificially defined area may be used by taking one or more related sheets of the Ordnance Survey maps. The quarter or full sheet of the 6 in. to one mile or one sheet of the 2½ in. to one mile are suitable. This second method may be preferable where the parish lacks geographical variety or is too large for adequate study; (3) a well-defined region such as Broadland or Breckland may be selected, particularly for study by the upper forms.

The area selected and base maps prepared, observations made in the field, together with facts obtained from other sources, can be recorded, co-ordinated and discussed. Topics selected for detailed study might include relief, drainage, land utilisation,[1] buildings (age, material, etc.), public services and communications. The survey[2] may be completed within a short period, six weeks or one term, or may be spread out over several years. It can be attempted in part or as a whole according to the needs and interests of the classes concerned. The position of the survey area in relation to its region and to the country as a whole should not be overlooked. Often, spatial relationships become increasingly apparent as, for example, in the connection between farm and adjacent market town.

R. F. CARR.

(3) FIELD WORK IN URBAN SCHOOLS

Detailed studies of urban areas are to-day an accepted part of the geographical field, and considerable academic developments have been made of late.[3] Popular interest has also been stimulated by the advent of town planning, and

[1] See L. D. Stamp, *Land of Britain: Its Use and Misuse*, pp. 22–5, for full details of land use classification adopted by the Land Utilisation Survey.

[2] For further details see *Local Studies*, Geographical Association, 1939, which contains a full bibliography; *An Introduction to Regional Surveys*, Le Play House, 1924; C. C. Fagg and G. E. Hutchings, *Introduction to Regional Survey*, C.U.P., 1930.

[3] A. E. Smailes, *The Geography of Towns*, Hutchinson's University Library, 1953, is an excellent starting point for the adult student.

urban work provides an excellent opportunity for the teacher to show how geographical studies play a part in helping to solve existing problems. The inclusion of urban study in school work also gives balance to geographical study, which can easily be thought of by children as solely a rural subject. The expression 'field work' perhaps conditions children to think of country areas in this connection and, unless trained to do so, they do not readily think of the urban landscape as part of the fabric of geography. Urban work lends itself to study at all levels of ability. It can vary from the plotting of elementary data on maps of local streets to elaborate studies of towns at sixth-form level.[1]

Suggestions for Urban Studies

The greatest part of the material studied falls within the economic and social sphere. To investigate a town a profitable first question is: 'What goes on?' A basic piece of work is the construction of a map on which local buildings are located and numbered, and with the use of this map the children may discover and record local activities. This may be developed into some form of land use survey. The experience of Professor Stamp's work in this showed that six classifications were about the right number for children aged ten to twelve to handle, and in towns a classification into houses, shops, factories, offices and social centres or public services, meets this criterion. More elaborate work on these lines has been done by the planning authorities, and reference to the various surveys (cf. p. 288) made prior to planning will be helpful to those interested in this topic.

Visits to Factories

Industrial topics are also readily available in towns, and straightforward factory visits can provide considerable scope for geographical work. Stress should be laid on the importance of approaching the material from the geographical point of view. Unless this is done, children sometimes obtain little but a hazy impression of whirling wheels and vague but complicated processes. Although the visit may have been made with some other primary purpose, for example to show possible careers in the district, geographical material for study of site, access to raw materials, distribution of the product

[1] E. Coulthard, 'A Spring Term Experiment', *Geography*, December, 1946, is an example of this.

and availability of labour, can also be obtained. Thus it may be advisable to organise groups for specific investigations, and to provide questionnaires the answers to which must be discovered during the visit. If the children themselves prepare these questionnaires beforehand under the guidance of the teacher their own interests will be well to the fore, and the excitement and enjoyment of the visit increased rather than lessened.

Study of Shops and their Distribution

Processes of distribution are also well exemplified in towns. The topic method, which often selects a particular commodity for study and involves, among other things, the location of certain shops, is well known. Properly handled, it can include considerable local map work. For older children local street markets, local shopping centres and the position of more distant and more elaborate ones, are possible developments. The study of transport facilities and the accessibility of these markets may well arise in this connection.

Studies of Distribution of Parks, etc.

The study of other social phenomena—recreational facilities, playing fields, commons, parks, cinemas, and so on, leads us to the borderland between geography and social studies. Suffice it to say that, if included within the province of geography, geographical aspects should be made clear. The discovery by the children of the relationship of recreation grounds to low-grade land, or of cinema sites to a central position, will give purpose to what may otherwise be an aimless recording of facts, and may be used to introduce similar areas or topics on a larger scale.

Population Studies

Finally, population densities can be studied. Often children have sufficient knowledge of the number of inhabitants of their own particular street to make such work reasonably accurate, and comparison between various districts may provide older children with a statistical basis for questioning the method of calculation and reliability of 'per square mile' averages frequently found in textbooks. An attempt to estimate the population of one block of houses, and a calculation from the map of its area, provides a useful exercise and a yardstick for the understanding of population densities elsewhere.

Historical Aspects

The close relation between history and geography is generally accepted, but in practice this agreement often remains one in theory only. Local work in towns affords good opportunity for putting this theory into practice. In towns historical material is particularly abundant and noticeable, and indeed forces itself upon the attention of the geographer. The original nucleus of the town, or of the district within the town, must of course be located. This may well be the starting point of an urban study. Changes in the town developments caused by new roads, new railways, industrial growth and the like, are both historical and geographical. Much practical work can be done by mapping the development of settlement based on the age of the houses of the roads. For young children, the only appreciable division is into old and new, but older pupils can learn the difference between a Victorian house and a modern one, and quite detailed work in historical geography, and even in architecture, is not impossible.

Relief and Physical Geography

We consider relief and physical geography lastly, not because the physical basis is thought to be a subordinate study, but because in urban areas it is often not immediately obvious. The buildings and the people present themselves first to the eye in a town, particularly to children. The explanation, or part of the explanation, of the distributions discovered will be found in the physical setting, and for this reason again we may come to consider this after having recorded the social or other phenomena. In fairly level districts, such as commonly occur in built-up areas, there is sometimes little relief visible to the child's eye, or even to the eye of the untrained adult. This does not mean that relief should be ignored, but unnecessary heart-burning is sometimes caused by straining after significant relief where none exists. A standard method of studying relief in a town area is contained in Fairgrieve's *Geography in School*,[1] in which contours are plotted on a street base map. Contours may be introduced by means of the urban hill once its recognition is established, and often the idea of a section is simplified by the use of a road over a hill for this purpose. Various developments of

[1] J. Fairgrieve, *Geography in School*, U.L.P., 1951.

these approaches are possible, a useful one being the investigation of the layout of street drainage and surface run-off. However it is approached, the aim of the teacher should be to train the children to see the shape of the land 'with the houses off'. Having discovered the shape of the land, further material for study may appear. There are few towns which have no river flood plain, at least, within their boundary.

The foregoing suggestions include pieces of work which may be done as separate items, chosen to give reality to some other part of the syllabus, or work which may ultimately form a complete survey of the area. In the latter case, as with all regional studies, some major theme, such as the influence of a new railway line or the presence of a great river, will often emerge to give unity to the study.

B. S. ROBERSON.

(4) THE FIELD CENTRES

The Council for the Promotion of Field Studies has four residential field centres, each with living accommodation for about fifty visiting students and teachers, together with a laboratory and other work rooms, a reference library and other facilities for work ancillary to field studies. The wardens of the centres and their resident colleagues are themselves scientists and teachers, who give courses of instruction or advise students and teachers who are working independently. The field centres thus provide a service of a different kind from youth hostels and other establishments which cater only for residence. Each centre is situated in country which affords abundant interest to geographers, geologists, biologists, historians and others. The following are the addresses of the four centres and brief notes on the country in which each is situated:

Juniper Hall Field Centre, Dorking, Surrey

Situated in the Mole Valley at the foot of Box Hill, one of the most interesting and attractive areas on the North Downs. The centre gives immediate access to representative areas of the western Weald and the central London Basin. The alternation of contrasting rock types in the region gives rise to a 'scarpland' topography remarkable for its clear-cut land forms and well defined zonation of natural

vegetation and land-use. The River Mole is a typical unit of the Wealden drainage system.[1]

Dale Fort Field Centre, Haverfordwest, Pembrokeshire

Placed on the end of the peninsula forming the western arm of the entrance to Milford Haven. The district is one of strongly folded and faulted rocks ranging from the pre-Cambrian to the Carboniferous. There are magnificent cliff sections, while the dissected inland plateau with its long inlets presents interesting morphological phenomena. The settlement of the region shows a marked contrast between the 'Welsh' upland and the 'English' coastal zone. The archaeological interest of the area is rich and varied.

Flatford Mill Field Centre, East Bergholt, Colchester, Essex

On the River Stour, at the head of its estuary, ten miles inland from Harwich and halfway between Ipswich and Colchester. The principal geographical contrast is between the low East Anglian plateau surfaces and the sides of the valleys. Much of the surrounding country is the typical East Anglian corn land of the boulder clay. The heath land of the Pliocene Crag and glacial gravel contrasts with this. Along the margins of the tidal estuary of the Stour glacial deposits overlying London clay are exposed in low cliffs.

Malham Tarn Field Centre, Settle, Yorkshire

Near the shore of Malham Tarn on the limestone upland at the head of Airedale, altitude 1,229 feet. The Mid-Craven fault cuts across the head of the valley, giving rise to the great cliff at Malham Cove and to Gordale Scar. The ground to the south is predominantly Millstone Grit and Bowland shales, while to the north is the limestone plateau displaying a wide range of 'karst' phenomena, and beyond this the high fells of the Grit and Yoredales. The area is an excellent one for the study of mountain ecology, and the district generally is rich in prehistoric remains.

Courses in geographical field work are given at all four centres. The courses are adapted to the needs mainly of sixth-form grammar school pupils or training college students. They are usually of one week's duration, the working week at the centres being from Wednesday to Wednesday, but

[1] G. E. Hutchings, *The Book of Box Hill*, is a useful companion volume for field work in the area.

shorter meetings (e.g. week-ends) can be arranged at certain times of the season. The field season runs from early March to the end of October, and although provisional programmes are made out for each season in advance special courses and study groups can be added by arrangement. The work of the centres goes on during term time and holidays alike.

A distinction is drawn between geography courses given by the centre staff (or by tutors engaged by them) and geography 'study weeks' in which the main instruction is given by the students' own teachers, aided if desired by advice and suggestions by the resident staff. At three of the centres (Dale, Flatford and Malham), the latter arrangement is the more usual, only two or three 'courses' being offered each season. But at Juniper Hall, partly because of the reputation of its classic region, partly because the staff has always contained specialist geographers, a much greater provision is made for geography teaching, and full courses of whatever standard (university, training college, grammar school, etc.) are offered at frequent intervals. These may be attended by individual students, or by small or large groups either with or without their own teachers. Visiting teachers who wish to give their own instruction are of course welcome at any time, and sometimes special concessions as to fees can be made to them personally.

At the Juniper Hall courses a week's study is based on about three whole-day and one half-day conducted excursions for landscape interpretation and other regional studies. Usually one excursion is devoted to a north-south traverse across the Weald. Other periods in the week are allocated to observational projects carried out by the students themselves in pairs or small working parties. Students are supplied with a number of useful sketch maps, diagrams and notes, but emphasis is placed on the need for their own efforts at graphic expression in recording observations. Instruction is given in field sketching. In addition to these courses in regional field studies one or two courses each year at Juniper Hall are devoted to surveying and map-making.

The standard fee for attendance at the field centres (inclusive of residence, tuition and all other facilities) is at present 5½ guineas per week, or 17*s.* per day for shorter periods. This has been fixed in consultation with local education authorities and others on the assumption that students and teachers will obtain grants from their own authorities in aid

of their courses. At certain times of the seasons students can be admitted at a reduced fee.

Domestic life at the field centres is simple but comfortable. Most of the sleeping accommodation is in small dormitories, but there are also some single rooms. Students are expected to do some light duties, but the domestic routine is planned so as to allow as much time as possible for field work and study. There are many advantages in the common practice of the centres of combining groups of students from different schools and colleges, and in running different kinds of field courses concurrently.

Further information about the field centres and about geography and other courses may be obtained on application to any one of the wardens. General enquiries concerning the Council's activities should be addressed to Secretary and Treasurer, Balfour House, 119-125 Finsbury Pavement, E.C.2.

G. E. HUTCHINGS.

(5) EDUCATIONAL TRAVEL

Educational Travel, Ltd., is an association of schoolmasters and mistresses who work voluntarily to encourage travel amongst young people, and who believe that such travel should be organised and led by educationists. Tours lasting for periods up to twelve days are arranged in many countries—the programme for 1954 included Austria, Belgium, France, Germany, Holland, Ireland, Italy, Jersey, Spain and Switzerland. Prices are graded according to the ages of the pupils, one adult per fifteen children being included free of cost. Walks and excursions are arranged by centre leaders. Educational Travel are also prepared to book tickets and give advice and assistance to independent school parties.

Further details regarding the available facilities may be obtained from the Hon. General Secretary, Educational Travel, Ltd., 236 South Norwood Hill, London, S.E.25.

(6) CLIMATE AND WEATHER

THE WEATHER STATION

Teachers interested in the establishment of a weather station, however limited, should obtain a copy of Form 3,003, *Memorandum on the Requirements of a Climatological Station,*

published by and obtainable from the Meteorological Office. This memorandum is indispensable and contains practical advice on the following matters:

1. Layout of a meteorological station (with detailed plan of placing of instruments).
2. Brief descriptions of instruments.
3. Hours of observation.
4. Supply of instruments. The Meteorological Office sells instruments at special rates to schools. Prices are given.
5. Books of instructions.

Finally, the officials of the Meteorological Office (Headstone Drive, Harrow, Middlesex, or, in the case of Scotland, 26 Palmerston Place, Edinburgh, 12) are prepared to give help and advice to teachers wishing to establish a weather station for serious recording of daily weather conditions.

Publications of the Meteorological Office

Obtainable from H.M.S.O., York House, Kingsway, London, W.C.2, and 423 Oxford St., W.1. (post orders to P.O. Box 569, London S.E.1) unless otherwise stated

Stevenson Thermometer Screen: Instructions for Making. Form 63. 1937. 1*s.* (1*s.* 1½*d.* by post).

Rules for Rainfall Observers. Form 1,111. Post free from the British Rainfall Organisation, Headstone Drive, Harrow, Middlesex.
This pamphlet contains practical information on the siting of the rain gauge, hour of observation, reading the rain measure, snow; also the selection of the rain gauge and its management.

Form for entry of daily rainfall in inches for one year. Form 1,090. 2*d.* (3½*d.* by post).

Meteorological Diagram Register for one year. Form 1,121. 3*s.* (3*s.* 2*d.* by post)

Diagram to show daily values of sunshine, winds, pressure, temperature, rainfall, and weather, for one week. Form 3,096. 4*d.* (5½*d.* by post).

Cloud Card for Observers. 24½ × 20¼ in. Form 2335. 1950 (3rd Edition). 3*s.* (3*s.* 10*d.* by post).
On this large card are shown photographs of clouds arranged to illustrate the types reported in aviation and synoptic meteorological reports.

Cloud Forms according to the International Classification. 1952 (Sixth Edition, 1949). 2*s.* (2*s.* 1½*d.* by post).
A useful handbook of the definitions and descriptions of cloud types approved by the International Meteorological Organisation, with excellent photographs of each type.

Meteorological Glossary (continuation of Weather Map). 266 pp. 3rd Edition 1938. 12*s.* 6*d.* (13*s.* by post).
An indispensable book for the study of British weather. It is an elementary introduction to modern meteorological science and its sample maps of types of weather are invaluable.

Observer's Handbook. 1952. 12*s.* 6*d.* (13*s.* by post).
This is the standard work of instructions in the making of weather observations.

Observer's Primer. 1952. 6*d.* (7½*d.* by post).
A handy summary of instructions in taking readings of temperature and rainfall.

Weather Reports

Your Weather Service. 1950. 1*s.* (1*s.* 2*d.* by post).
A useful introduction.

Daily Weather Report. 12½ × 13 in. 4 pp. Subscription rates for schools and colleges: one term, 17*s.* 6*d.*; three terms, 52*s.* 6*d.*; full year, 67*s.* 6*d.* (First term: second week in January to end of week preceding Good Friday. Second term: week following Easter Monday to end of third week in July. Third term: third Wednesday in September to third Wednesday in December.)
Each report contains:

1. Weather map for the northern hemisphere north of latitudes 30° to 40° N. for the midday of the day previous to the day of issue. (Scale 1:40,000,000.)
2. Weather maps of the British Isles and adjacent parts of the Continent for 1800 h. G.M.T. on the previous day and 0000 h. G.M.T. on the day of issue. (Scale 1:20,000,000.)
3. Weather map for Western Europe and Eastern Atlantic for 0600 h. G.M.T. on the day of issue. (Scale 1:20,000,000.)
4. General inference with a 'further outlook' if conditions are sufficiently definite.
5. Tables of meteorological observations taken at fifty-six stations.

Orders or correspondence relating to the Daily Weather Report should be addressed to the Director, Meteorological Office, Air Ministry, Kingsway, London, W.C.2.

Outline Maps

Outline Map for plotting Weather of North-Western Europe. Form 2,214. Scale 1:10,000,000. 1*d.* (2½*d.* by post).

Outline Map for plotting Weather in British Isles. Form 2,216. Scale 1:5,000,000. 2*d.* (3½*d.* by post).

Outline Map for plotting Weather in British Isles and North-Western Europe. Form 2,217. Scale 1:5,000,000. 2*d.* (3½*d.* by post).
All three maps are most valuable for exercises in drawing isotherms and isohyets and also in the drawing of weather maps from descriptions of synoptic situations.

Climatic Statistics for the British Isles

Averages of Bright Sunshine for Great Britain and Northern Ireland. 1921–1950. 2*s.* (2*s.* 1½*d.* by post).

Averages of Temperature for Great Britain and Northern Ireland. 1921–1950. 2*s.* (2*s.* 1½*d.* by post).

Snowfall in the British Isles. For the decade 1926–35. 1*s.* (1*s.* 2*d.* by post).

Normals of Meteorological Elements for the British Isles. (M.O. 236.) *Out of print.*
I. Monthly averages of temperature, rainfall and sunshine for about fifty stations.
II. Averages—weekly, monthly, quarterly, and seasonal—for districts.
III. Maps of the normal distribution of temperature, rainfall and sunshine.
IV. (*a*) Range of variation of temperature and rainfall. (*b*) Frequency tables for hail, thunder, snow, snow-lying and ground frost.
V. Monthly averages of rainfall.

Atlas

Climatological Atlas of the British Isles. Compiled by the Meteorological Office for the Air Ministry. 140 pp. and 200 maps and diagrams. 1952. 52*s.* 6*d.* (53*s.* 7*d.* by post).
An indispensable atlas arranged in ten sections dealing with all aspects of climate and weather of the British Isles. Each section has its own bibliography. The regional maps are most valuable.

(7) THE PLAYGROUND

The playground is a part of the school's geographical laboratory. It is a patch of the earth where the ways of the air can be measured and recorded by the apparatus installed in the

weather station; there is the skyscape where cloud forms can be studied and records made; there are the different types of rainfall to be observed and the amount of rainfall measured in the rain gauge; these observations and others may be made in the simple weather station discussed above. The whole class may study shadows and the movement of the sun and draw a north-south line on the playground. By simple experiments the children can be initiated into moving in terms of direction, and the significance of direction. The playground is a patch of the earth that has shape; it can be measured and a plan made. Here is the introduction of the ideas of scale, accurate measurement and the map and the simple methods of survey can also be used for large model making. Application for the prices of simple surveying instruments can be made to Philip & Son, Fleet Street, London, W.C.2.

Section III

INDOOR GEOGRAPHY

(1) THE GEOGRAPHY ROOM

WHEN designing a room for a particular purpose it is usual to study the functions it is to serve and discover what demands they make upon the space and shape of the room, so that it may be planned to allow pupils to work conveniently and economically. A geography room is possibly best considered on the basis of the needs of one pupil.

Practical tests show that in order to accommodate the usual study books, an atlas and a notebook, the desk or table-top needs to be about 2 ft. by 3 ft. in size. Consider also the needs of a pupil studying an Ordnance Survey map and using a textbook and a notebook, and it will be seen that an area of about 3 ft. by 3 ft. is required. To give freedom of movement around the table, we must allow each pupil an area of six feet square, i.e. 36 sq. ft. On this basis, thirty pupils will require an area of 30 × 36 ft. = 1,080 square ft.

Making a reasonable compromise, it is possible to allow one table of $4\frac{1}{2} \times 2\frac{1}{2}$ ft. to each pair of pupils. Adding space for gangways and chairs, each pair will take up an area of 6 × 4 ft. = 24 sq. ft. Thus thirty pupils would require 15 × 24 ft. = 360 square ft., and a class of forty would need 480 sq. ft. This area is necessary for the kind of work which the pupils can do seated at a table and making only limited movement about the room. For this reason it is referred to on the diagram below as the 'class seated area'.

Consider now the requirements of the teacher. Generally, the teacher will need free access to the wall at the front of the class in order to reach the blackboard in comfort, and enough room for a large demonstration table or administration desk. The space at the front of the class may be called the 'teaching area'. Here, too, it will be convenient to hang the globes, spring-mounted wall maps and map battens, and it is often the best place to keep the specimen display cabinets, tracing tables and map chest, all of which will be in constant daily use by the teacher. In general, the first row of the class

should be about 10 ft. from the front wall. If this space is reduced, those pupils seated near the side walls will have difficulty in seeing what is on the blackboard.

The teacher will also wish to have gangways down the sides of the room so that pupils can study maps and other illustrative material displayed on the walls. The addition of narrow gangways to the width of the room and teaching space allowed in front of the 'class seated area' brings the area of the room to 24 × 34 ft. = 816 sq. ft.

So far the calculations have been based on a seated class doing work of an academic nature, from maps, books and such material. But in the teaching of geography we need to use models in a wide variety of materials, a sand tray, films, film strips, the epidiascope, elementary survey instruments and a very wide range of illustrative materials. For the modelling, a work-bench is required so that all the necessary work can be done without risk of damaging the tops of the tables which are used for normal book study. The sand tray, which is very useful when studying physical geography and map-reading, needs to be at least 4 feet square. It should be possible to use the epidiascope without moving the furniture each time it is required. There is need, therefore, for a space at the back of the room, or maybe along one side in a large bay window or alcove set aside for this purpose, in which all this kind of work and apparatus can be kept ready for instant use. This area would add an extra ten feet to the rectangular room, giving a total area of 44 × 24 ft. = 1,056 sq. ft. This would appear to be the minimum size for a geography room. In practice it is often reduced to 1,000 sq. ft., but this is a retrograde step, limiting freedom of movement, especially when group or individual work is in progress.

Where the geography room is of minimum size it is most important that there should be an adjacent store of at least 200 sq. ft. in area. In some new grammar schools where the room is only 960 sq. ft., the problem of space has been solved by having a large store and also a small study room attached to the geography room. In secondary modern schools it is better to give a bigger room of 1,350 sq. ft., so that large models made during project work can be accommodated in the room. The work-bench, demonstration bench, display cabinets, etc., can be fitted with cupboards and drawers, and wall maps can be mounted on spring rollers at each side of the blackboard, but a store will still be required for the rest

of the books, apparatus and materials needed by the teacher and the pupils.

Other important considerations are the position of the geography room in the school building, the functions of the walls, and, finally, the detailed design of the furniture and equipment.

Position

Geography deals with the world. We can describe or explain many of the fundamentals of geography—day and night, the seasons, major climatic regions, world wind systems, climate and weather—only by reference to the movements of the earth around the sun. It is of great advantage therefore, if it is possible to observe the apparent movement of the sun from within the room and to refer to the position of the sun at any time during the day. This can be done if the geography room has one or more windows facing south. No other subject has this particular need and in consequence it is often forgotten when planning the layout of a new school.

The other factor which should influence the position of the room is the need to be able to make weather observations. Most conveniently the room should have a door or window opening into the grounds so that the school weather station can be both seen and reached directly from the room. If the geography room must be on the first floor, then access might be given to a flat roof on which the instruments can be sited.

The Walls of the Room

Planners are realising more fully the need for the walls of a classroom to be made of such a material that illustrations can be pinned up anywhere. In the geography room it is vital that as much wall display space as possible is made available. This can best be done by covering the walls with wallboard in large panels.

The blackboard should be large so that good-sized sketch maps may be drawn. Many teachers prefer a blackboard the full width of the room and about four feet in height.

Furniture and Equipment

Only a brief list[1] can be given here to indicate the essentials in a well-designed and furnished room:

[1] A more detailed discussion of the problem, with plans and photographs, is contained in R. W. Heaton, *The Planning and Equipping of a Geography Room in a Secondary School*, Geographical Association, 1954.

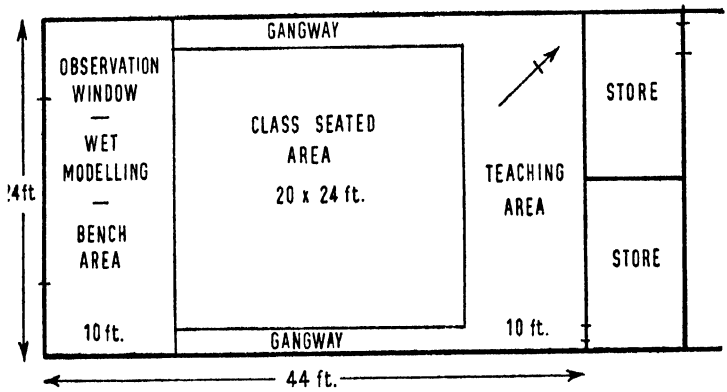


FIG. 1

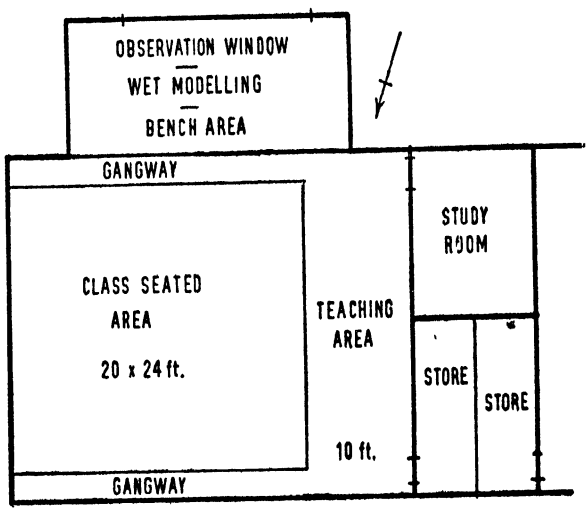


FIG. 2

Suggested layouts of geography rooms. The alcove in Fig. 2 could be added to an existing room to give it the extra area needed for this type of practical work.

Flat-topped tables $4\frac{1}{2}$ ft. $\times$ $2\frac{1}{2}$ ft., no grooves or hollows, shallow drawers for spare books.

A large administration table or demonstration bench for the teacher. It may be fitted with map drawers and tracing table as required.

Map battens raised and lowered by cords over pulleys. Bulldog clips attached to hold the maps.

Physical globe and 'slate surface' globe, with counter-weight suspension, hung about five feet from the front and side walls.

Tracing tables and/or display cabinet tops which can be used as tracing tables.

Illuminated display tops to cabinets for specimens.

Library cupboard with sliding doors, storage cupboard as base.

Workbench with gas, electricity and water outlets and facilities for wet modelling incorporated.

A sand tray.

Projection equipment including an epidiascope, permanently in the room, a film strip projector and a 16-mm. sound/silent film projector. Correctly positioned power points to supply power to the three projectors.

Pilot light with switches at front and rear of room.

Good blackout for epidiascope work when a really dark room is essential.

If these and other items are drawn to scale in plan and elevation the architect or planner will welcome the teacher's advice and appreciate the opportunity to create a room in which the greatest efficiency can be attained by both the teacher and the pupil.

It is some time now since the first geography room was built in England, but with the construction of new schools in many areas, teachers of geography have a chance to ensure that the needs of the subject are made known.

R. W. HEATON.

(2) ATLASES

The atlas is, of course, the indispensable tool for the teacher of geography, and it is important that considerable care should be exercised in the choice of a suitable one, more especially because a set often has to last for a long time. Opinion is divided as to the age at which it is best to introduce

the atlas: some teachers would advocate the beginning of the junior school phase, while others (and these are, perhaps, in the majority) strongly recommend that the introduction is more usefully made at about the nine plus stage. Perhaps the question of which is the better age is put into correct perspective when set against the essential consideration that the child needs to be gradually prepared for the use of an atlas. Most young children will show interest in an atlas when seeing one for the first time, and can acquire an apparent facility for using some of its contents. When this facility is examined carefully, however, it seems to show that there is little real understanding of the symbolic representation used.

It would seem reasonable to suppose that the approach to the atlas lies in much experience of large-scale maps of the home district, and then of maps of the home country, with carefully planned stages of progression throughout. In this way it is possible to teach children what can and what cannot be read from the atlas map. Similarly, world maps, which present greater difficulties to children than are sometimes realised, need to be related to previous practical experience of a globe, so that even the junior child may have some appreciation at his own level of what the adult knows as map projections.

As children become more and more aware of and experienced in the use of atlas maps, the atlas forms, increasingly, an integral part of their work in geography. The uses are varied, and include the recognition and understanding of shapes, spatial relationships, direction and scale, as well as of the commonly accepted symbols. The lesson may demand direct map-reading and interpretation, or the atlas may be needed as a reference book, or as a background to study. Because there are so many different opportunities, therefore, for using an atlas in the teaching of geography, it is essential that it should always be readily available to the children, and it is indeed desirable that each class should possess its own set. Frequently, if this is so, the knowledge of map reading techniques gained in geography lessons can be applied and used in background work in other subjects, as it should be.

Besides the class atlas, there should be other good reference atlases available to children both at the primary and secondary age levels. These will not only supply more detail, but will undoubtedly raise questions of differences in scale and perhaps of shape. Any such opportunity for fostering a realistic

appreciation of scale is of the greatest value, as only when this is achieved will the pupil begin to use his atlas with sound geographical understanding. In addition, the individual pupil often finds considerable satisfaction in the informal study of a more advanced atlas than his own, and particularly in finding small places which must be omitted from the smaller scale atlas maps.

There is far from unanimity amongst geography teachers about the content of atlases for any specified age range, but in assessing the suitability of an atlas it is perhaps helpful to take into consideration such things as the distribution of maps over the world, type and projections of world maps, colour, clarity of printing, number of place-names included, relatedness of scales and symbols used and the nature of the index or gazetteer, as well as questions of size of page and type of cover and binding.

Constant use following upon careful and graded introduction to maps is essential to a full understanding of the contribution which this piece of apparatus has to make to good geography teaching and learning. At the same time, it promotes the formation of a habit which should prove of permanent value to the child when he enters adult life.

I. V. YOUNG.

LIST

The Advanced Modern Atlas. MATHESON, C., AND KERMACK, W. R. (Ed.). Johnston. 64 pp. $10\frac{7}{8} \times 8\frac{1}{4}$ in. 7*s.* 6*d.*
A carefully produced and effective atlas.

Atlas International Larousse. CHARDONNET, J. (Ed.). Harrap. 250 pp. $19\frac{3}{4}$ in. $\times$ $16\frac{1}{4}$ in. 1950. £9 9*s.*
Coloured maps, some covering double pages, deal particularly with politico-economic aspects of the countries of the world. Long commentaries on the maps are given in English, French and Spanish, as well as a large gazetteer and index. Statistical tables are included. This is a useful and stimulating reference atlas.

Atlas of Meteorology. Bartholomew. 54 pp. 1899.
A standard atlas containing over 400 climatic maps. Its introductory description of the construction of climatic maps is useful.

BARTHOLOMEW, J. *Advanced Atlas of Modern Geography.* Meiklejohn. 155 pp. 1950. 30*s.*
A sound atlas for reference and sixth form work. Each continent is treated as a whole for various important aspects of geography, and then sub-divided to treat many countries in detail on a reasonably large scale. The orographical colour is good. Roads and railways are mapped.

BARTHOLOMEW, J. (Ed.). *Comparative Atlas.* Meiklejohn. 120 pp. 1951 (Thirty-Seventh edition). 10*s.* 6*d.*
World maps, on new and interrupted projections in some cases, show physical features, geology, land use, soil, climate, vegetation and population. A comprehensive set of maps of the British Isles includes useful details of South Lancashire, the West Riding and London. There are physical and political maps of countries and areas of continents. An additional end supplement deals with comparative vegetation, with climatic and economic maps of the world showing the distribution of commodities.

BARTHOLOMEW, J. (Ed.). *Intermediate School Atlas.* Meiklejohn. 88 pp. 1950. 4*s.* 6*d.*
Eight introductory pages of letterpress and black and white maps are followed by maps of London and south-east England, physical and political maps of the British Isles, continents and various countries, and finally world maps.

The Clarion Atlas. Collins-Longmans Planned Atlases. 64 pp. 1953 (Fourth edition). 3*s.* 6*d.*
A useful atlas including maps of the world, Great Britain, Europe and the Americas, with the other continents treated in somewhat less detail. The colour is good, similar to that of the *Study Atlas*, from which book a number of the maps are reproduced. There are sixteen pages of text.

Climatological Atlas of the British Isles. Meteorological Office for the Air Ministry. (See p. 79.)

DAVIES, MARGARET. *Wales in Maps.* University of Wales Press. 112 pp. 7*s.* 6*d.*
An atlas of Wales containing 98 maps, with explanatory text on facing pages.

Harrap's 3-D Junior Atlas. DEBENHAM, F. (Ed.). Harrap. 32 pp. 1955. 7*s.* 6*d.*
The special feature of this atlas is the vivid yet accurate three-dimensional representation of relief. It has been carefully related to the needs of the pupils for whom it is designed, particularly for those in primary schools.

Elementary Atlas of Comparative Geography. GOODALL, G. (Ed.). Philip. 40 pp. 1954 (1st pub. 1900). Manilla 4*s.* 9*d.*; paper boards 5*s.* 9*d.*
Climatic, vegetation, population, orographical and political maps, not overcrowded with names and with useful relationships between scales.
Local supplements are issued for various areas in the British Isles. They can be obtained separately or bound with the atlas, price 8*d.* to 1*s.* each.

GILL S. *Atlas of the World.* Warne. 84 pp. 1950. 4*s.*
Maps and notes are combined to present a good deal of information. The book has good, clear print.

HOWELL, P. J. *An Agricultural Atlas of England and Wales.* Ordnance Survey. 22 pp. 1924. *Out of print.*
This atlas contains twenty-two maps constructed on the dot method and shows the agricultural distributions in an effective manner. In a pocket attached to the cover there are loose geological, rainfall and relief maps which can be used for the study of the relationships between the distribution of, for example, crops and stock and rainfall. It is a most valuable atlas for the study of the agricultural geography of England and Wales.

HOWELL, P. J. *An Agricultural Atlas of Wales.* Ordnance Survey. 23 pp. *Out of print.*
Twenty-three maps are drawn on tracing paper showing the distribution of the various crops and livestock by the dot method. In the pocket there are three base maps portraying the annual rainfall, geology and relief that can be used to study inter-relationships. There is abundant material for map exercises of Wales.

MIDGELY, C. *A Picture Atlas of the World we live in.* Wheaton. 24 pp. 2*s.* 6*d.*
Seventeen maps, mostly of the British Isles, are accompanied by eight pictures of major regions, suggestions for local work, and a generalised map of climatic belts. Both the printing and the pictures are clear.

Modern School Atlas. GOODALL, G. (Ed.). Philip. 136 pp. 1954. 10*s.* 6*d.*
A detailed atlas, capable of much sound use, particularly with senior pupils. Coloured plates contain 185 maps and diagrams, including climatic graphs. There is a large index.

The Modern School Atlas. Johnston. 40 pp. 10 × 8¼ in. Limp linson, 5*s.* 6*d.*; paper boards, 5*s.* Local editions, with local map coloured to show relief: South-west England (1*d.* extra); London and Home Counties, Lancashire, Durham, West Riding of Yorkshire, Wales (3*d.* extra).
A useful atlas which includes economic maps.

My First Atlas. Johnston. 24 pp. 1952. 3*s.*
An introduction to maps by means of pictures of the home and school locality. Simple relief and political maps of the British Isles are followed by world maps surrounded by pictures of typical peoples and products.

The New Aspect Atlas. Wheaton. 80 pp. 1951. 5*s.* (quarter cloth, 4*s.*).
This atlas contains large relief maps, political maps, diagrammatic product and economic maps, and an index. The diagrammatic representation of climatic, economic and population data is an important feature. Regional maps of industrial and metropolitan Britain are included.

The New Era School Atlas. Johnston. 10 × 7½ in. Limp linson, 3*s.*; manilla, 2*s.* Local editions: The Potteries, The Clyde

Basin, South-west England (1*d.* extra); London and Home Counties, Lancashire, Durham, West Riding of Yorkshire, Wales (3*d.* extra).
A useful atlas, clear and effective.

New School Atlas. GOODALL, G. (Ed.). Philip. 70 pp. 1950 (1st pub. 1909). 8*s.* 6*d.*
Political maps of the continents and important countries are placed opposite orographically coloured maps of the same areas, followed by detailed maps of particular regions. The book contains over 100 maps and diagrams and a comprehensive index.

The Oxford Atlas. LEWIS, C., AND CAMPBELL, J. D. (Ed.). O.U.P. 1951. 112 pp. 42*s.*
A completely new atlas with some distinctive features: (*a*) Projections carefully devised to suit maps and to achieve largest scale possible. (*b*) Most maps extend across the double page. England and Wales are thus shown on two separate maps at a scale of 1:1,000,000. (*c*) Large gazetteer index in which every name in the maps is listed, and small reference panels for each country giving area, population, etc. (*d*) Relief shown by layering, without contours, thus giving truer impression of slope. (*e*) Some useful distributional maps.

Oxford Economic Atlas of the World. O.U.P. 262 pp. 1954. 30*s.*
A comprehensive atlas of the major commodities of the world with explanatory notes and diagrams. The index gives an analysis, country by country, of the economic statistics of the commodities. It is the most useful atlas of its kind.

Record Atlas. Philip. 340 pp. 1952 (1st pub. 1917). 30*s.*
A revised edition of a standard reference atlas. Political maps show boundaries, communications and towns. There is much detail of all continents with considerable variation of scale. A very full gazetteer occupies 212 pages.

SCHRADER AND GALLOUEDEC. *Atlas Classique: La France et ses Colonies.* Hachette. 50 sheets. 5*s.*
A geological atlas of French regions of outstanding merit and very excellent value.

Secondary School Atlas of Comparative Geography. GOODALL, G. (Ed.). Philip. 40 pp. Revised edition: 1954. Manilla 4*s.* 9*d.*; paper boards 5*s.* 9*d.*
This book is identical in content with the *Elementary Atlas of Comparative Geography* (see p. 88), containing an introductory section on map-reading and projections, and an index.

SMITH, G. A., AND BARTHOLOMEW, J. G. *Atlas of the Historical Geography of the Holy Land.* Hodder and Stoughton. 108 pp. 1915. *Out of print.*
A fine atlas containing relief maps on a scale of four miles to one inch, maps of economic geography, geology and vegetation, as well as comprehensive historical maps.

Soviet Union in Maps. GOODALL, G. (Ed.). Philip. 32 pp. $7\frac{1}{2} \times 10$ in. 1954 (1st pub. 1942). 4*s.* 6*d.*
A handy atlas of the essential maps needed for the study of the geography of the Soviet Union, especially of Soviet Russia in Asia. The maps are somewhat small.

STAMP, L. D. *An Agricultural Atlas of Ireland.* Gill. 60 pp. 1931. *Out of print.*
Thirty-three maps constructed on the dot method show the distribution of the various crops and livestock. This atlas affords the basis of the study of the agriculture of Ireland and supplies the teacher with a wealth of material for map exercises. In addition there are useful notes on each of the maps and, above all, there is a valuable introductory study of the agricultural regions of Ireland. Northern Ireland and the Irish Free State are treated separately.

STAMP, E. C. AND L. D. *Basic Atlas of Modern Geography.* Gill. 24 pp. 1932. 2*s.* 6*d.*
Coloured sketch-maps, diagrams, and aerial photographs related to Ordnance Survey maps are included in this atlas.

STAMP, E. C. AND L. D. *Practical Atlas of Modern Geography.* Gill. 56 pp. 1930. *Out of print.*
A good first atlas of the world containing physical and economic maps and climatic material. The maps are clear and well-drawn, with striking colouring.

STEMBRIDGE, J. H. *The Oxford Sketch-Map Atlas of World Geography.* O.U.P. 80 pp. 1951 (1st pub. 1939). 7*s.*
A selection of the maps in the *Oxford Geographical Note-Books* (see p. 241), without the exercises, forming a summary of world geography in map form. They are clearly produced and present many essential facts of value for revision purposes.

Study Atlas. Collins-Longmans Planned Atlases. 136 pp. 1952 (ninth edition). 10*s.* 6*d.*
Eight introductory pages contain statistics relating to such items as areas, population, latitudes and longitude. The very numerous exercises are divided into sections on the basic aspects of world geography and into a regional survey with special reference to the British Isles. There are 26 photographs. The maps are clear and well drawn.

United States Geological Survey. World Atlas of Commercial Geology. Government Printing Office, Washington, U.S.A. Part I: Distribution of Mineral Production. 72 pp. Part II: Water Power of the World. 39 pp. 1921.
Part I is a compendium of maps showing the distribution, production and consumption of the chief minerals of the world with a descriptive account of each. Part II makes a comprehensive survey of the water-power development in each of the continents. Valuable distribution maps are given.

The University Atlas. GOODALL, G., AND DARBY, H. C. (Ed.). Philip. 96 pp. 1953 (1st pub. 1937). 28*s.* 6*d.*
A comprehensive atlas of physical and regional geography for work at an advanced level, excellent for sixth forms and training colleges.

The Visible Regions Atlas. Collins-Longmans Planned Atlases. 80 pp. 1952 (ninth edition). 6*s.* 6*d.*
This atlas contains all the maps and photographs provided in the *Study Atlas*, with the omission of the exercises.

Visual Contour Atlas. GOODALL, G. (Ed.). Philip. 90 pp. 1953 (1st pub. 1913). Manilla 2*s.* 6*d.*; paper boards 2*s.* 10*d.*; limp cloth 3*s.*
A uniform system of contours and layer colourings. Political and commercial maps face physical maps of the same areas. World maps show climatic conditions, ocean currents, and regional vegetation. The size of the book ($9 \times 7\frac{1}{2}$ in.) necessitates small scale maps.
Local supplements are issued for a large number of towns and counties. They can be obtained separately or bound with the atlas, price 6*d.* to 10*d.* each.

WILLS, L. J. *Palaeogeographical Atlas.* Blackie. 64 pp. 1951. 21*s.*
An advanced reference atlas invaluable to those concerned with the geographical evolution of the British Isles. For those engaged in less ambitious studies, the sections on orogenesis in the Caledonian, late carboniferous and mid-tertiary periods are provocative. The final section on the pleistocene glaciation of Europe offers suggestions for correlation with the Alps, Central Europe and Britain. Twenty-two striking map-plates are accompanied by pages of explanatory text, and a short bibliography is provided.

WOOD, H. J. *An Agricultural Atlas of Scotland.* Gill. 64 pp. 1931. *Out of print.*
This atlas has many excellent features. It shows the distribution of the various crops and livestock by maps constructed on the dot method. Cartographically the maps are clear and most useful. They afford the basis of the study of the agriculture of Scotland and supply the teacher with a wealth of material for map exercises. There are useful notes on each of the maps and, above all, there is a valuable introductory study of the agricultural regions of Scotland.

(3) GLOBES

Blackboard Globe. Philip. 12 in. £2 5*s.*
This globe has a surface of blackboard paper for chalk marking. Land areas are outlined in yellow.

Challenge Globes. Philip. 13½ in. Political or physical. £3 3*s.* 10 in. Political. £2 5*s.* 6 in. Political. 19*s.*
Printed in colour, the political globes show air and sea routes as well as political boundaries. The physically-coloured globe also shows political boundaries, air and rail routes. Seas periodically closed to navigation are indicated and the land masses are contoured.

Clear Print Globes. Philip. 19 in. Physical or political. £11 11*s.*

Hand Globe for the Children. Chad Valley. 5 in. 2*s.* 11*d.*
These excellent globes are most valuable for individual work in the class. They are well mounted. Countries are coloured and names clearly printed. Sea trade routes, with distances, are indicated.

Large Print Globes. Philip. 14 in. Physical. £9.

Library Globe. Philip. 13½ in. Political. £4 14*s.* 6*d.*

Philips' Globe. 12 in. Physical or political. £3 7*s.* 6*d.*

Relief Globes. Philip. 12 in., 14 in., 19 in., 24 in. and 50 in., supplied to order.

Rolling Globe. Philip. 10 in. £2 7*s.* 6*d.*
By releasing spring-loaded plungers at the Poles, the ball of this model may be set entirely free from the meridian. The graduated meridian can also be parted from the base, which itself incorporates a simple measuring device, and when inverted forms a cup in which the ball can be placed at any angle, with or without the meridian.

Slate-Surface Globes. Philip. Each style obtainable in 12 in., 15 in. or 19 in. No. 1. Plain black slated globe, without markings. £4 4*s.*/£6/£8 8*s.* No. 2. Lines of latitude and longitude only, in red. £4 14*s.* 6*d.*/£6 16*s.* 6*d.*/£9. No. 4. Land areas in white, no lines. £6 6*s.*/£9/£11 11*s.* No. 5. Latitude and longitude lines incised, continents outlined in white. £7 7*s.*/£10/£12 12*s.*

Washable Globes. Philip. 12 in.: £8 8*s.* 15 in.: £10 10*s.* 19 in.: £13.
The surface of the ball is finished in mat blue, from which chalk marks can be wiped with a duster. Lines of latitude and longitude are deeply incised and land masses painted in white paint.

6-*inch* '*London*' *Library Globe.* The map has been specially drawn to provide a globe for use by individuals or small groups of pupils. Political boundaries are given, and the globe is coloured to show the territories of the five Great Powers. Mounted on an enamelled metal base in cream, red or black. 16*s.* net.

(4) WALL MAPS

Air Age Map of the World. Philip. 43 × 40 in. 1948. Paper 7*s.* 6*d.*; mounted 22*s.*; with rollers 23*s.*
A useful map centred on London, coloured, and showing the main air routes and distances.

British Isles Wall Map. Bartholomew, scale, tenth-inch to the mile, 63 × 55 in.: mounted on cloth with end rollers, £4; dissected and mounted on cloth, £45. Counties in colour and railways in black. *England, Contoured Map,* scale, tenth-inch to the mile, 42 × 34 in., paper 5*s.*; mounted on cloth and folded, 7*s.* 6*d.*; dissected, 10*s.*; good physical colouring, railways and road. *Scotland, Contoured Map,* scale, tenth-inch to the mile, 30 × 23 in., paper, 3*s.*; cloth, 6*s.*; dissected, 9*s.* *Scotland, Wall Map,* scale, quarter-inch to the mile, 78 × 6 in., mounted on cloth with end rollers, £4; in four sections, unmounted, £2. *Ireland, County Map,* scale tenth-inch to the mile, 31 × 23 in.; paper 3*s.*; cloth 6*s.*; dissected 9*s.*

Cable and Wireless Great Circle Map. Philip. 50 × 40 in. Paper 15*s.*; cloth 26*s.* 6*d.*
A poster-type map on an interesting projection centred on London and giving wireless and cable connections throughout the world.

Effective Physical Wall Maps. Johnston. Great Britain and Ireland. Europe and the Mediterranean. South America. North America. Asia. Africa. Australia and New Zealand. For each area, three maps available (*a*) relief and communications, (*b*) rainfall and temperature, (*c*) industry and population. The World. Three maps available (*a*) climatic regions, (*b*) natural vegetation, (*c*) land utilisation. When ordering state (*a*), (*b*) or (*c*). 45 × 35 in. Varnished. 15*s.* each.
Useful and satisfactory wall maps.

Haack's Series of Wall Maps. Sifton Praed (Perthes, Gotha). World, on van der Grinten's Projection. 86 × 64 in. £1 19*s.* 5*d.* The Old World: Europe, Asia, Africa, and Australia. 86 × 79 in. £2 5*s.* 6*d.* The New World: America, North and South. 64 × 86 in. £1 19*s.* 5*d.* Europe. 82 × 75 in. £1 19*s.* 5*d.* Asia. 80 × 69 in. £1 19*s.* 5*d.* Africa. 69 × 76 in. £1 19*s.* 5*d.* Australia. 80 × 68 in. £1 19*s.* 5*d.* North America. 69 × 60 in. £1 11*s.* 6*d.* South America. 60 × 68 in. £1 11*s.* 6*d.* Orient and British India. 86 × 65 in. £1 19*s.* 5*d.* Further India and the East Indian Archipelago. 79 × 86 in. £1 19*s.* 5*d.* United States and Central America (English edition). 82 × 65 in. £1 19*s.* 5*d.* Eastern Europe. 81 × 86 in. £2 5*s.* 6*d.* Western Europe 65 × 84 in. £2 5*s.* 6*d.* Countries surrounding the Mediterranean. 107 × 65 in. £2 5*s.* 6*d.* Eastern Central

Europe. 65 × 107 in. £2 5*s*. 6*d*. The Alps. 86 × 65 in. £2 5*s*. 6*d*. Switzerland. 85 × 66 in. £1 19*s*. 5*d*. *Prices are for flat maps in paper: quotation for mounting can be obtained from Sifton Praed.*

These are the finest maps of their kind; the colouring is magnificent. For class teaching with the older pupils.

Imperial Political Wall Maps. Johnston. Africa. North America. South America. Asia. Britain and Ireland. Canada. Europe. Scotland. United States. World (Mercator). 72 × 63 in. or 76 × 52 in. (most). 42*s*. each.

These maps are similar to the 'Large Wall' series and useful when a large size is required.

Large Wall Physical Maps. Johnston. Africa. North America. South America. Asia. Australia. Britain and Ireland. England and Wales. Europe. World, in hemispheres. India, Pakistan, Ceylon, Burma. Indian Ocean (Equal Area Projection). Ireland. Scotland. United States. World (Mercator's Projection). 50 × 42 in. 26*s*. each.

Bold and clear maps, layer coloured, and with communications and political divisions shown.

Large Wall Political Maps. Johnston. Africa. South Africa. North America. South America. Asia. Australia. Britain and Ireland. Canada. England and Wales. Europe. India, Pakistan, Ceylon, Burma. Ireland. Ireland (in Irish). New Zealand. Scotland. West India Islands. World (Mercator's Projection). 52 × 38 in. (in some cases 50 × 42 in.). 26*s*. each.

Political divisions are coloured; an adequate number of place names is given.

MIDGLEY, C. *Practical Wall Maps of World Climates.* Africa. Asia. Australasia. British Isles. North America. South America. Wheaton. 30 × 40 in. 6*s*. 6*d*. each.

Each map shows: by isotherms, temperatures for January and July; by graphs, rainfall at selected towns—London, Cambridge, Plymouth, Valentia, Dublin, Edinburgh, Nairn; by arrows, winds and currents. Areas of marked high or low temperatures are hatched in colours.

Ordnance Survey Maps. Ten miles to 1 inch. (See p. 100.)

Philips' Comparative Wall Atlases. UNSTEAD, J. F., AND TAYLOR, E. G. R. (Ed.). Africa, North and South America, Asia. Australia and New Zealand. British Isles. Canada. Europe. India, Pakistan, Ceylon and Burma. South Africa. United

States. World Relations. 43 × 33 in. Single maps, 19*s*. 6*d*. each; set of eight maps, £7 8*s*. 6*d*.
Each region is covered by a set of eight maps showing relief, political divisions, communications, climate, temperature, natural vegetation, population density, economic activities, and certain additional features of particular areas. The colouring is good and clear, although the maps of economic activities are somewhat complex.

Physical Large School Maps. Philip. Africa. Asia. British Isles. Central and Southern Europe. Commonwealth of Australia. England and Wales. Europe. India, Pakistan, Ceylon and Burma. North America. South Africa. South America. United States. World (Pacific in centre). World (Atlantic in centre). 48 × 70 in. (some larger). 52*s*. 6*d*.
Orographically coloured wall maps, with political boundaries outlined in red. Railways and ocean routes are shown.

Political Large School-Room Maps. Philip. Africa. Asia. British Isles. Canada. Commonwealth of Australia. Europe. North America. South America. World (Atlantic in centre). World (Pacific in centre). 48 × 70 in. (approx.). 52*s*. 6*d*. each.
Each map shows political divisions in colour, railways and steamship routes, and towns graded by symbols according to size.

Political Smaller School-Room Maps. Philip. Africa. Asia. Australia. British Isles (in relation to the Continent). British Isles (Railways). Canada. England and Wales. Europe. India, Pakistan, Ceylon and Burma. Ireland. New Zealand. North America. Scotland. South Africa. South America. United States. World (Atlantic edition). World (Pacific edition). 42 × 33 in. 19*s*. 6*d*. each.
Useful maps for purposes not requiring physical features. Air routes, railways and shipping routes are shown. Some sheets contain detailed insets of certain areas (scale 80 miles: one inch).

Regional Wall Maps. Philip. The Far East. The Near East and Middle East. The Mediterranean Lands. The Pacific Ocean. East Africa. 36 × 48 in. 23*s*. each.
Physical-political maps with coloured relief layering, forming a pleasing and useful series.

Regional Wall Maps of England and Wales. Philip. Lancashire and Yorkshire. The Midlands. Wales. 48 × 36 in. 1948 (1st pub. 1940). 23*s*.
Many teachers will find it useful to have these areas on a larger scale (3·15 miles to 1 inch) than that of most wall maps. They are coloured physically.

Small Wall Political Maps. Johnston. Africa. North America. Asia. Australia. British Isles. England and Wales. Europe. India, Pakistan, Ceylon, Burma. United States and Mexico. World (Mercator's Projection). 34 × 28 in. 12*s.* 6*d.* each.
Useful if a small size map is desired.

The Distribution of Farming Systems in Great Britain. STAMP, L. DUDLEY; AND BUCHANAN, K. Association of Agriculture. (See p. 156.)

U.S.S.R. Physical-Political Map. Philip (Denoyer-Geppert Co., U.S.A.). 64 × 44 in. 62*s.* 6*d.*
A useful map (scale 1:6,250,000) on a modified conic projection. It is unusual that mountain ranges are shown in addition to layering. Distinctive symbols are used for different-sized towns.

Visual Relief Wall Maps. Johnston. Great Britain and Ireland. The World (*in preparation*). 52 × 38 in. 32*s.* 6*d.* each.

(5) OUTLINE MAPS

Crown Quarto Maps. Philip. 10 × 7½ in. 2*d.* each. Politically coloured 3*d.* each, 2*s.* 6*d.* a dozen.
Outline maps available for the continents and most countries.

Demonstration Outline Maps. Johnston. Series I. Canada. 45 × 35 in. Yellow outline on blackboard paper, 4*s.*; cloth on rollers or in section, 13*s.* 9*d.* Series II. Africa. North America. South America. Asia. Australia. Canada. England and Wales. Europe. Great Britain and Ireland. India. Ireland. New Zealand. Scotland. World (Mercator's Projection). 45 × 35 in. Black outline on white cartridge paper, 2*s.* 6*d.* each.
Series I is very useful for making sketch maps during or before a lesson; chalk is easily erased.

Geography Exercise Maps. Johnston. 10 × 7½ in. 1*s.* per dozen of any one map (supplied only in dozens).
The catalogue of these maps cover over eighty areas of the world, including the Alps, North-West Europe and British Seas, the Rhine, Yorkshire and Lancashire.

Imperial Quarto Maps. Philip. 13 × 11 in. 3*d.* each. Politically coloured 5*d.* each, 4*s.* 6*d.* a dozen.
Outline maps available for the continents and most countries.

Large Foundation Outline Maps. Philip. Further Indian and Malay Archipelago. Near East and Middle East. China,

Japan and Manchuria. Central Europe. Eastern Mediterranean. Western Mediterranean. 48 × 37½ in. 3*s.* each.
Printed black on cartridge paper, these maps show contour lines, important rivers, principal towns graded to show population, and boundaries.

Large Outline Maps. Philip. World (Gall's Projection). British Commonwealth (Mercator). Europe. British Isles. England and Wales. Africa. Asia. India, Pakistan, Ceylon and Burma. North America. Canada. United States. South America. Australia and New Zealand. 44 × 34 in. 3*s.* each.
The coastlines are boldly printed in black, finer lines showing inter-state boundaries and contour lines at 600, 1,200 and 3,000 ft.

Large Regional Outline Map of Northern England. Philip. 48 × 36½ in. 3*s.*
The area covered lies between Berwick and Cleveland, Barrow and Whitby. Contours, county boundaries, and towns graded according to population, are shown. Scale, 1:200,000.

Map-Building Sheets. Philip. World (Gall's Projection). British Commonwealth (Mercator). Europe. British Isles. England and Wales. Africa. South Africa. Asia. India, Pakistan, Ceylon and Burma. China. North America. Canada. United States. South America. Australia and New Zealand. 44 × 34 in. Eyeletted 4*s.*; mounted 8*s.*; cloth and rollers 16*s.* 6*d.*
Coastlines and inter-state boundaries are printed in permanent yellow on blackboard paper for use with white or coloured chalks. Fine contour lines are given for 600, 1,200 and 3,000 ft.

Outline Map of the British Isles. Philip. 23 × 35 in. 6*d.*
This map shows county boundaries.

Outline Map of the World. Philip. 17 × 9½ in. 4*d.*
On Mollweide's Projection, showing rivers.

Outline Series of Hand Maps of General Geography. Johnston. 14½ × 11½ in. 1*s.* 6*d.* per dozen; 17*s.* 6*d.* per gross.
The catalogue of these maps covers the continents and the most important countries of the world.

Stanford's Autograph Maps. Philip. 15 × 12 in. 2*d.* each.
The series, showing outlines and mountains, includes France, Spain and Portugal, Asia, Nearer East, India, Australia, and Australasia.

Stanford's Fourpenny Series of Outline Maps. Philip. 15 × 18 in.
Maps, in outline only, of South America, Australia, Scotland and France.

Stanford's Outline Maps. Philip. Europe (outline and rivers). 35 × 28 in. 2*s.* 6*d.* Africa (outline and rivers). 29 × 34 in. 2*s.* 6*d.* England and Wales (outline only). 22 × 26 in. 1*s.* 6*d.*

Visual Contour Outline Maps. Philip. 11 × 9 in. 2*d.* each; 12 of one kind 1*s.* 9*d.*; 25 of one kind 3*s.* *Supplementary maps,* England and Wales (with county boundaries). 11 × 8 in. 3*d.* each; 12 of one kind 2*s.* 6*d.*

These maps are available for the continents and most countries and show 600-, 1,200- and 3,000-ft. contours.

Weather Maps. Meteorological Office. (See pp. 78–79.)

(6) ORDNANCE SURVEY MAPS

Ordnance Survey maps may be ordered on special requisition forms from the Director-General, Ordnance Survey Department, Chessington, Surbiton, Surrey, at educational rates, the discount being 33⅓ per cent. or 25 per cent. according to the scales of the maps. It is necessary to quote on orders the official numbers of the sheets, which may be obtained for the medium and small scales from the indexes given in the Ordnance Survey handbooks. In the case of 6-in. and 25-in. the required information can be obtained from the Ordnance Survey at Chessington.

Great Britain, Outline Base Map. 1:1,250,000. Single sheet, 2s. 3*d.*

Great Britain, International Style. 1:1,000,000. Two sheets: 4*s.* each.

England and Wales, Physical Map. 1:1,000,000. 2*s.* 3*d.*

Scotland, Physical Map. 1:1,000,000. 2*s.* 3*d.*

Great Britain, Population Map. 1:1,000,000. Sheet 1: Scotland. Sheet 2: England and Wales. 2*s.* 3*d.* each.

Ancient Britain. 1:625,000. Two sheets, mounted and folded, 7*s.* each.

Roman Britain. 1:1,000,000. Paper 3*s.* 3*d.*; folded 5*s.*; mounted and folded 7*s.* 6*d.* Explanatory text, 2*s.*

Britain in the Dark Ages. 1:1,000,000. Two sheets: paper 3*s.* 3*d.* each. Mounted and folded 7*s.* Explanatory text, 2*s.*

Monastic Britain. 1:1,625,000. Two sheets: sheet 1, paper 2*s.* 6*d.*, mounted and folded 7*s.* 6*d.* Sheet 2, paper 3*s.*, mounted and folded 9*s.* Explanatory texts, 2*s.* 3*d.* each.

Great Britain. Ten miles to 1 inch (1:625,000). Each two sheets.

Outline Base Map	2*s.* 6*d.*	per sheet
Administrative Areas	5*s.*	,,
Coal and Iron	5*s.*	,,
Electricity: Statutory Supply Areas	5*s.*	,,
Gas Board Areas: in accordance with Gas Act, 1948	5*s.*	,,
Gas and Coke: Areas of Supply	5*s.*	,,
Geological Survey, Outline Edition,	5*s.*	,,
Iron and Steel	5*s.*	,,
Land Classification	5*s.*	,,
Land Utilisation	5*s.*	,,
Population Changes, 1921–31	5*s.*	,,
Population Changes, 1931–9. Sheet 1. Scotland, 1931–8; Sheet 2. Population Changes, 1939–1947	5*s.*	,,
Population Changes by Migration, 1921–31	5*s.*	,,
Population Changes by Migration, 1931–8	5*s.*	,,
Population Density, 1931	5*s.*	,,
Population of Urban Areas, 1938	5*s.*	,,
Railways	5*s.*	,,
Rainfall	5*s.*	,,
Roads	2*s.* 6*d.*; mounted and folded	
	6*s.* 9*d.*	,,
Solid Geology	12*s.* 6*d.*	,,
Topography	5*s.*	,,
Types of Farming	5*s.*	,,
Vegetation: Grasslands of England and Wales	5*s.*	,,

Explanatory texts: (1) Land Classification. (2) Average Annual Rainfall. (3) Population (all series). (5) Vegetation and Grassland. 9*d.* each.

Great Britain. ¼ in. to one mile. England and Wales: 12 sheets. Scotland: 9 sheets. Layered edition, 3*s.* per sheet. Index from Director-General, Ordnance Survey.

Great Britain. ½ in. to one mile. Outline edition, 3*s.* 6*d.* per sheet. Index from Director-General, Ordnance Survey.

Greater London. ½ in. to one mile. Layered edition, 3*s.*

Scotland. 1 in. to one mile (1:63,360). Popular Edition. Coloured: paper 3*s.*; folded 4*s.*; mounted and folded 6*s.* 6*d.* per sheet. Outline: paper 3*s.* per sheet. Index from Director-General, Ordnance Survey.

England and Wales. 1 in. to one mile (1:63,360). 6th Edition. Coloured: paper 3*s.*; folded 4*s.* mounted and folded 6*s.* 6*d.* per sheet. Outline: paper 3*s.* per sheet. Index from Director-General, Ordnance Survey.

Great Britain. 1 in. to one mile (1:63,360.) 7th Edition (most recent). Coloured: paper 3*s.*; folded 4*s.*; mounted and folded 6*s.* 6*d.* per sheet. Outline: paper 3*s.* per sheet. Index from Director-General, Ordnance Survey.

District Maps of Great Britain (where issued). 1 in. to one mile. Coloured. 2*s.* 6*d.* per sheet.

Tourist Maps of Great Britain. 1 in. to one mile. Layered. Paper, 3*s.*; folded 4*s.* 6*d.*; mounted and folded 7*s.* 6*d.*; mounted in sections and folded 12*s.*

Isles of Scilly. 2 in. to one mile. Single Sheet. Paper 2*s.* 3*d.*; folded 3*s.* 6*d.*; mounted and folded 6*s.*; mounted in sections and folded 7*s.* 6*d.*

Jersey. 2 in. to one mile. Paper 2*s.* 3*d.*; folded 3*s.* 6*d.*; mounted and folded 5*s.*; mounted in sections and folded 7*s.* 6*d.*

Guernsey. 3 in. to one mile. Paper 2*s.* 6*d.*; folded 3*s.* 6*d.*; mounted and folded 5*s.* 9*d.*; mounted in sections and folded 10*s.*

Great Britain. 2½ in. to one mile (1:25,000). Coloured: paper 2*s.* 6*d.*; folded, 4*s.* 6*d.* Outline: paper 2*s.* 9*d.* per sheet. Administrative Areas: paper 4*s.* per sheet. Index from Director-General, Ordnance Survey.

Great Britain. 6 in. to one mile. County sheet lines. Paper, per quarter sheet, 2*s.* National Grid sheet lines. Paper 4*s.* per sheet. Air Photo Mosaics (where issued) 12*s.* 8*d.* per sheet. *Great Britain.* 25 in. to one mile (1:250). County sheet lines, 6*s.* 8*d.* per sheet. National Grid sheet lines, 3*s.* per sheet.

Descriptive Booklets

A Description of O.S. Small Scale Maps (1 in. and smaller scales). 2*s.* Out of print: new edition in preparation.

A Description of O.S. Medium Scale Maps (6-in. and 2½-in. scales). 2*s*. Out of print: new edition in preparation.

A Description of O.S. Large Scale Maps (25-in. and larger scales). 2*s*.

The Projection for Ordnance Survey Maps and Plans and the National Reference System. 1*s*. 3*d*. Obtainable from H.M.S.O.
A full explanation of the National Grid system.

Ordnance Survey School Examination Maps

Only a limited number of copies are in stock, and as these become exhausted they will not be replaced. Application for copies, accompanied by remittance made payable to 'Ordnance Survey Department', and crossed, should be made direct to The Director-General, Ordnance Survey, Chessington, Surbiton, Surrey. Price 6*d*. each net. Prepayment is necessary. No educational discount or reduction is given on quantities ordered.

ONE INCH, ENGLAND AND WALES

79. Biggar and Lamington.
83. Edenhall and Cross Fell.
85. Bishop Auckland.
87. Ramsey.
92. Pickering and Kirkby Moorside.
93. Filey and Scarborough.
98. Market Weighton.
104. Scunthorpe and Brigg.
107. Llanrwst and Bettws-Y-Coed.
108. Rhyl and St. Asaph.
116. Criccieth-Harlech.
117. Welshpool.
124. Kings Lynn.
129. Cardington and Church Stretton.

141. Hay and Llanfillo.

144. Winchcombe and Chipping Camden.

145. Banbury.

158. Faringdon and Wantage.

159. Princes Risborough.

165. Weston-super-Mare.

167. Salisbury and Wilson.

178. Sturminster Newton.

178. Weymouth.

183. Eastbourne and Beachy Head.

184. Rye and Winchelsea.

ONE INCH, SCOTLAND

51. Laurence Kirk and St. Cyprus.

64. Bridge of Earn and Abernethy.

72. Dumbarton and Clydebank.

80. Selkirk.

Bartholomew's *Revised Half-Inch Map of Great Britain*, 62 sheets, each sheet 22½ × 33 in.; paper, folded or flat, 3*s.*; cloth, folded, 5*s.*; cloth dissected and folded, 7*s.* 6*d.* *Quarter-inch to Mile Map of Great Britain*, 23 sheets, 18 × 29 in.; paper, folded or flat, 2*s.* 6*d.*; cloth, folded, 4*s.*; cloth, dissected, 6*s.* *Quarter-inch to Mile Map of Ireland*, 5 sheets, each sheet 23 × 33 in.; paper, folded or flat, 3*s.*; cloth, 5*s.*; cloth, dissected, 7*s.* 6*d.*

In addition to other useful features, these maps are valuable for their clear representation of relief.

LAND UTILISATION SURVEY MAPS

Land Utilisation Survey Maps on a scale of 1 inch to one mile are obtainable from Messrs. Edward Stanford Ltd., 12–14 Long Acre, London, W.C.2, price 5*s.* each. The Land Utilisation Survey of Northern Ireland maps may be obtained from

the Director, Land Utilisation Survey (N.I.), Greengarth, Causeway End Road, Lisburn, Northern Ireland. (See Reports, pp. 324–331.)

GEOLOGICAL MAPS

The stocks of all ¼-in. and 1-in. geological maps published prior to the war were destroyed through enemy action, but reprinting is being proceeded with wherever possible. Enquiries regarding particular sheets may be addressed in the first instance to the Geological Survey Office, Exhibition Road, South Kensington, London, S.W.7 (Scottish Office: Southpark, 19 Grange Terrace, Edinburgh), and if available they may be purchased through Ordnance Survey agents or from the Director-General Ordnance Survey, Chessington, Surbiton, Surrey.

Geological Map of the British Isles. One sheet. Twenty-five miles to 1 in. 1930 (3rd Edition). Paper 3*s.*
A most valuable map to show the disposition of the rocks, indispensable to an elementary introduction to the geology of the British Isles.

Geological Map of Britain (England, Wales and Scotland). Ten miles to 1 in. Sheet 1: Scotland and Northern England. 1948. Sheet 2: Rest of England and Wales. 1951 (1st pub. 1948). Paper, flat, 12*s.* 6*d.* each. Mounted and folded, in covers, 15*s.* each.

England and Wales. ¼ in. to one mile. Available sheet (December, 1954): 1 with 2, 4, 12, 21 with 25, 22. 7*s.* 6*d.* each.

Scotland. ¼ in. to one mile. Available sheets (December, 1954): 3, 5, 6, 9, 12, 13, 14, 15, 16, 17. 7*s.* 6*d.* each.

England and Wales. 1 in. to one mile. 5*s.* each (solid and drift). 105 sheets of new edition available, December, 1954.

Scotland. 1 in. to one mile. 7*s.* each. Over twenty sheets of old edition and two sheets of new edition available, September, 1953.

Outline Maps. 6 in. to one mile. Quarter sheets with geological lines. Uncoloured 6*s.* each; coloured by hand, £2 each, if available from stock, if not available, cost of production.

MARINE CHARTS

Agent for Admiralty charts and other hydrographic publications, J. D. Potter, 145 Minories, London, E.C.3.

FOREIGN MAPS

Catalogue of Maps, published by Geographical Section, General Staff, War Office. 16 pp. and 20 index sheets of maps, 1952. 5*s*. The catalogue and maps may be obtained from the following agents: Stanford Ltd., 12–14 Long Acre, W.C.2; Sifton Praed and Co., 67 St. James's Street, W.1.

This catalogue is most valuable for selection of sheets of 1·1,000,000 and 1·2,000,000 and other scales of most areas of world including Europe, Soviet Russia, India and Pakistan, etc., at reasonable prices. Sheets can be joined and mounted to make excellent wall maps. Also air maps of the world and air strip maps are included.

Catalogue of Maps, compiled by Directorate of Colonial Surveys, 20 pp. with 65 new addition sheets, 1952. 2*s*. 6*d*. Agent: Stanford Ltd.

This catalogue provides an indispensable source of maps on all scales for colonial territories.

Agents for all official foreign maps (all scales) for France, Switzerland, Italy, Germany, etc., are: Stanford Ltd., 12–14 Long Acre, W.C.2; Sifton Praed and Co., 67 St. James's Street, W.1.

(7) SCHOOL BROADCASTS IN GEOGRAPHY

Full details of School Broadcasts can be obtained from The Secretary, School Broadcasting Council for the United Kingdom, 55 Portland Place, London, W.1. A Register of Listening Schools is kept and revised annually. In addition to the full programme, registered schools (a registration card is returned each June) receive teachers' leaflets which contain background notes, book lists, suggestions for preparation and follow-up activities and sometimes maps and other illustrations. Pupils' pamphlets at 6*d*. per copy are also available. These are considered desirable aids to the use of the geography broadcasts but are not essential; they do not form an integral part of the broadcast and are not referred to in the talk. For each talk there are three or four pictures and sometimes maps or diagrams. These are very useful in the preparation and follow-up work and they may be used while the talk is in progress.

There are two main series of geography broadcasts.

(1) Travel Talks on Friday at 2 p.m. These are planned for primary schoolchildren about ten years old.

(2) Geography on Thursday at 11.20. This series is for secondary schoolchildren of thirteen and over.

There is also a series on Wednesday at 1.40 p.m.—Exploring Scotland, for Scottish schools (children aged nine to eleven).

The aim of the Travel Talks is set out in the Annual Programme as follows:

'From the stories of those who have seen different parts of the world children can build up an imaginative picture of people and places they may never visit. These stories illustrated by dramatic reconstruction and recorded sounds are what Travel Talks have to offer. . . . Each broadcast will be self-contained: nearly all will be given by travellers telling personal stories from recent first hand experience; each will aim at giving ten-year-old children a vivid picture of life in some other part of the world.'

Such a series can be of very great value to the teacher of ten-year-old children who are ready and eager to learn about other parts of the world. Geographical reasoning is of little importance at this age, and the teacher's main task is to help the children to visualise conditions beyond their experience. Broadcast talks are one of the many means by which this can be achieved. Particularly valuable are the personal experiences of travellers while dramatisation and sound effects are important contributions to 'reality' in geography lessons. Pictures, specimens and maps are other valuable aids to the teacher of geography; herein lies the value of the pamphlet which can be used in conjunction with the talk to ensure even more effective visualization. The variety of regions covered by the talks helps the children to realise the size and diversity of the world and to develop a sound geographical background.

However, to obtain fullest use of these talks requires considerable skill on the part of the teacher. The talks are usually made the basis of a term's lessons, with additional time for preparation and follow-up work.

Preparation

Usually it is not necessary to devote much time to this, which should consist mainly of finding the region in the atlas and seeing its relationship to Britain and to other regions known to the children. The teacher should study the background summary and some of the books on the book list to

be prepared to help the children to get the most from the talk. While he cannot know exactly what will be said he should be able to assess what contribution the talk could make to the children's geographical education.

Listening

It is sometimes helpful if the teacher puts on the board a list of things for the children to find out from the talk. This can form the basis of the discussion afterwards. The pamphlet may be used while the talk is in progress, as the pictures may help the children to visualise what is being described.

Follow-up work

An important part of this is the discussion which should take place immediately after the talk if possible. Through it the teacher can ensure that the children have understood and he can also supplement the talk especially by study of pictures and maps.

The children's own work could consist of maps, illustration or written work; in the case of the latter, it is often desirable to guide the children by asking them to answer definite questions.

The aim of the secondary series of broadcasts is more truly geographical, for most children of thirteen years old are capable of reasoning and seeing the relationships which are fundamental to study of modern geography. In the words of the Teachers' Notes, the broadcasts, which, like travel talks, are based on first-hand material, are planned to throw light on the relationship between man and his environment. In spite of the difference in age of the children, the method of using the talks should be essentially the same as that of the Travel Talks and those talks are most valuable which contain vivid description and first hand experiences contributing to an impression of reality. The relative functions of the broadcaster and the teacher have often been a matter for discussion and difference of opinion. The broadcaster often briefly points out geographical relationships and expounds geographical principles, but some teachers say that it is their task to discuss the talk with the children and to help them to discover these relationships and principles.

Evidence in support of this point of view was obtained in 1938, when a detailed analysis of children's essays written after listening to broadcast talks was made. The talks were a

series called 'Man and Nature', the theme of man's relationship to his environment running through each talk and through the whole series. To the adult mind the talks were excellent, all the interesting details and first-hand experiences being clearly arranged in illustration of the theme. Occasionally the speaker paused to expound the theme.

The children whose average age was eleven years five months listened to the talks in the morning and wrote an essay in a fifty-minute period in the afternoon without any discussion or guidance. Inspection of their work revealed an obvious interest in the talks and a remarkable reproduction of the details, especially in the later talks, when they had become practised reporters. More striking than this, however, was their apparent failure to grasp the significance of all the facts they remembered, for rarely did any child mention the theme or any of the principles which were expounded with such care. Things which were of significance to an adult were omitted, while a welter of interesting detail was included. The children were unable to get the most out of the talks by relying on the broadcaster alone; they needed the help of the teacher who alone could discuss the talks with them and lead them to see the significance of what were otherwise a mass of unrelated facts. Only with his help could the principles be abstracted and the excellent series of talks achieve their full educational aim.

M. G. Goss.

(8) PROJECTION APPARATUS

Choice of projection apparatus and method of employing it must be largely governed by individual teaching conditions. There are, however, certain cardinal points which are generally agreed. While a case can be made out for a geography room which can be completely darkened, it is a fact that most schoolrooms have no such facility. Furthermore, partial light in a room or 'controlled daylight' has many teaching advantages. To give an adequate picture under such conditions a projector capable of a brilliant screen illumination is essential. The arguments for normal forward projection or else from the rear through a translucent screen are lengthy. In both cases if the size of picture can be kept small—30 in. wide is usually accepted as a usable minimum—much can be achieved by some simple experiments. For experimental purposes, a rear projection screen may be improvised from a

picture frame and tracing paper or a plastic. For permanent use there are many commercial units.

Some points to which consideration should be given when selecting apparatus:

The STANDARD EPIDIASCOPE. This projects, on the *diascope side*, from lantern slides $3\frac{1}{4}$ in. square and may also have attachments to take 2-in. square slides and film strips. It can be capable of excellent screen illumination. On the *episcope side* it will project without photographic preparation from map, diagram, picture or printed page. It needs virtual complete blackout to be effective.

The MINIATURE DIASCOPE. This is often called the film strip projector, but has other valuable facilities. It can project from single-frame film strips, those made double or Leica size (which give in practice nearly double the screen illumination), 2-in. square slides, colour or monochrome transparencies mounted into holders, specimens or typed or drawn material. Micro-slides can also be shown, sometimes with a special attachment.

The lightest acceptable miniature diascope employs a 300-watt lamp running direct from the mains. These are very readily portable. Much more light is available from those with lamps of higher power. Now that these powerful lamps can be run direct from the mains without a transformer, the increase in weight can be limited to that of the cooling blower. If in doubt as to the most suitable instrument, arrange to try two or more under teaching conditions and not in an agent's showroom.

MOTION FILM PROJECTORS. That the silent geographical film can be excellent is undoubted, but there are many advantages in the sound film and in projectors which can project either. It is a fact that at the present time there are very few silent geographical films being produced. Now that there are several light-weight but robust sound projectors on the market at a price something like 70 per cent. more than the silent, the advantages of the ready portability of the silent projector are less apparent. Whether light weight should take precedence of the utmost fidelity of sound reproduction is a decision which will be dictated by circumstances.

Experience has shown that it is vital for prospective users to attain some real facility in the ready handling of projection apparatus and in the care of films before any attempt is made to use the visual material they offer. If this study of the basic

requirements is only superficially undertaken, nothing but frustration and dissatisfaction are likely to result—not to mention expensive misuse of apparatus and films or film strips. It is a requirement of the largest local education authority in this country that evidence of proficiency is first shown before projectors or films owned by the authority can be handled in the school. There is unanimous opinion among the knowledgeable of the necessity for a reasonably good standard before any real continued benefit can be obtained from the assimilation of the powerful teaching medium of the film and film strip into the classroom lesson.

Some books and publications which will be found of value:

Geography Teaching Films. British Film Institute. April, 1948. 2*s.* 6*d.*

The Making of Geography Teaching Films. National Committee for Visual Aids in Education. 1*s.*

Photography in Visual Education. Kodak Ltd., London. Free.

N. J. ATKINSON. *Practical Projection for Teachers.* Current Affairs Ltd. 10*s.* 6*d.*

G. H. GOPSILL. *Projection in the Classroom.* Current Affairs Ltd. 12*s.* 6*d.*

Some currently available projection apparatus with addresses and prices:

EPIDIASCOPES

The Aldis Epivisor for episcope and 3¼-in. slide projection. Neville Brown & Co. Ltd., 77 Newman Street, London, W.1. £84 11*s.* 6*d.* There is a range of accessories available.

The Elite 750/1,000 Epidiascope for episcope and 3¼-in. slides. Elite Optics Ltd., Frogmoor, High Wycombe, Bucks. £79 6*s.* There is a range of accessories and lenses.

The Ross Epidiascope for episcope and 3¼-in. slides. Barnet Ensign Ross Ltd., London, E.17. £83 17*s.* Attachments are available.

MINIATURE DIASCOPES (FILM STRIP PROJECTORS)

Aldis Projectors. Neville Brown & Co. Ltd., 77 Newman Street, W.1.

Aldis 300. £23 12*s.* 6*d.*, without slide carrier or case.

Aldis 500. £30 7*s*., with slide carrier; no case.
Aldis 750. £43 13*s*. 6*d*., with slide carrier; no case.
Aldis 1000. £63 17*s*. 6*d*., with slide carrier; no case.

Elite Projectors. Elite Optics Ltd., Frogmoor, High Wycombe, Bucks.

Elite HJ300. £36 19*s*. 9*d*., without slide carrier, but with case.

Elite HJ750M. £51 4*s*., without slide carrier, but with case.

Accessories for these two projectors are interchangeable with the Epidiascope listed above.

Kershaw Projectors. Kershaw-Soho Sales Ltd., Mortimer House, 37–41 Mortimer Street, London, W.1.

Kershaw 250. £28 15*s*., complete with film and slide-carrier and case.

Kodaslide Projector. Kodak Ltd., London.

Kodaslide Model 5. £29 7*s*. 8*d*., with slide and film carriers, spare lamp and strong storage box. Has 5-in. lens. Primarily designed for double-frame projection, for which it is excellent.

Eduscope Projectors. Savage and Parsons Ltd., Watford, Herts.

Super Universal Eduscope. £30 14*s*. 6*d*., complete with lamp-saving resistor.

Super 500 Eduscope. £47 3*s*. complete.

MOTION FILM PROJECTORS

Ampro Stylist Educational Sound/Silent Film Projector. Simplex-Ampro Ltd., 167–9 Wardour Street, London, W.1. £180. Compact, light. Other models, including silent, also made.

British Thomson Houston 401 *Sound/Silent Film Projector.* British Thomson-Houston Co. Ltd., Rugby, England. Several models and accessories are available at prices from £200 to £275.

Debrie D.16 Sound/Silent Film Projection. Cinetechnic Ltd., Greenford, Middlesex. Several models at prices from £180 to £276. Also silent model, £130, with tripod.

G. B. Bell and Howell 621 *and* 626 *Sound/Silent Film Projectors.* G.B. Equipments Ltd., Mortimer House, 37–41 Mortimer

Street, London, W.1. Several models and accessories at prices from £205 to £264. Also silent model, £87 10*s*.

Specto Silent Film Projector. Specto Ltd., Vale Road, Windsor. £48 10*s*. Educational model for silent films only.

N. J. ATKINSON.

(9) DUPLICATING

It is essential that the teacher of geography should have some means whereby maps, diagrams and other material may be quickly and cheaply duplicated.

The least expensive method is by the use of a composition or clay tray. The map or diagram to be reproduced is drawn in special ink (any number of colours may be used on the one map) upon a sheet of paper. When dry, it is evenly pressed face downwards upon the composition or clay, and then carefully removed. The ink impress will then be clearly seen on the composition or clay. Copies are then taken off, one at a time, by gently and evenly pressing a sheet of paper over the tray and removing quickly. By this means upwards of fifty good copies (in colour) can be obtained from the prepared sheet. After use, the composition is boiled and reset or, in the case of the clay, the top layer removed with a scraper.

One firm which supplies such equipment is the Educational Supply Association Ltd., Esavian House, 181 High Holborn, W.C.1.

The Holborn Graph Tray. Foolscap size. Composition. Complete, £1 5*s*., plus 4*s*. 2*d*. tax.

Tins of composition for renewal, 6*s*. 6*d*., plus 1*s*. 1*d*. tax.
Graph ink, 1*s*. 6*d*., plus 3*d*. tax.

The Viaduct Multicopier. Foolscap size. Clay. Complete, £1 10*s*., plus 4*s*. 9*d*. tax.

Refills, 18*s*. 9*d*., plus 3*s*. 1½*d*. tax.
Ink, 1*s*. 4*d*., plus 3*d*. tax.
Negative paper, per quire, 1*s*. 6*d*., plus 4*d*. tax.

Another similar, but in many ways more versatile, method of duplication is by the use of the flat-bed ink duplicator with a silk screen. The impression is made on a wax stencil and copies rolled off one by one by hand. The Educational Supply Association Ltd. can supply the Diaphragm Duplicator, prices as follows:

Handwriting, £7 15*s.* 3*d.*, plus £1 5*s.* 11*d.* tax.
Type, £6 18*s.*, plus £1 3*s.* tax.
Hand and type, £9 11*s.* 3*d.*, plus £1 11*s.* 11*d.* tax.
Handwriting stencils, per quire, 13*s.*, plus 2*s.* 2*d.* tax.
Type stencils, per quire, 11*s.* 6*d.*, plus 1*s.* 5*d.* tax.
Ink, small bottle, 3*s.* 6*d.* plus 5*d.* tax.

The quickest method of duplication, and with the advantage that stencils can be retained for future use, is by means of a rotary duplicator. There are two main types suitable for use in schools: ink duplicators and spirit duplicators. The ink duplicator uses an impression cut in a special stencil and may be obtained from the following and from other firms:

Educational Supply Association Ltd.

Esavian Rotary Duplicator. Hand feed. Complete, £15 15s.
Stencils, per quire, 15*s.* 9*d.*, plus 2*s.* 8*d.* tax.

Gestetner Ltd., Tottenham, N.17

Educational Model. An automatic rotary duplicator designed for hand use. Complete, £30.

Stencils, No. 6, per quire, 19*s.* 6*d.*, plus 3*s.* 3*d.* tax.
Stencils, No. 62, per quire, 12*s.* 6*d.*, plus 2*s.* 1*d.* tax.
Handwriting ink (black), 14*s.* plus 2*s.* 4*d.* tax.
Coloured ink 15*s.*, plus 2*s.* 6*d.* tax.

Roneo Ltd., 17 Southampton Row, W.C.1

Roneo 150 Portable Rotary Duplicator. Automatic feed and automatic inking. £35.
Stencils, per quire, 22*s.* 6*d.*

The spirit duplicator uses a master copy drawn with the aid of coloured carbons. This can be obtained from:

Block and Anderson Ltd., 58–60 Kensington Church Street, W.8
Banda 10 Duplicator, £29, school price.

Master sheets, foolscap (500), £1 10*s.*
Transfer fluid, per gallon, £1 8*s.*
Transfer sheets, foolscap—purple, green, red, black, blue, £1 14*s.* per 100.

In addition to the foregoing methods, where in every case the stencil or master copy is of a semi-permanent nature, there are on the market permanent map rolls and stamps. Two examples are given here:

The Mapograph Company Ltd., 440 High Road, Chiswick, W.4

The Mapograph is an appliance by which maps and other impressions may be rolled either into exercise books or on to sheets of paper. It comprises a spring frame into which rubber rolls are inserted. Standard size, $7\frac{1}{4} \times 5\frac{1}{4}$ in.

Map rolls, £1 2*s*. each.
Contour rolls, £1 5*s*. each.
Dual rolls (two identical maps on one roll) £1 5*s*. each.
Ink pad, 12*s*. 6*d*.
Frame, 12*s*. 6*d*.
Ink, black, red, blue, green, violet, 4 oz. 5*s*.

Full details and a list of rolls can be obtained on request, but map rolls are available to cover all areas of the world, including large-scale maps of British towns and districts, e.g. M.148, The Potteries; C.27, Greenwich and Blackheath.

Gutteridge, Sampson, Ltd., 151 Farringdon Road, E.C.1

Emgee Large Memo Stamp. Complete outfit, £3 3*s*.; includes the stamp, writing-plate, ink, twenty-four stencils, stylus pen, brush.

There may be special occasions when there is need to reproduce material which cannot readily be duplicated by the normal school equipment—for example, the copying of pictures and photographs by electronic or photostatic methods. The following firms will reproduce from originals or prepared stencils:

Roneo Ltd.

Electronic duplication from original photographs, pictures, etc. Stencils prepared up to foolscap size, 15*s*. 5*d*. each.

Copycat Ltd., 8 Southampton Row, London, W.C.1

Photostatic reproduction from original photographs, maps and diagrams. Price varies according to the size of the original.

Plan Reproduction Co. Ltd., Central House, 45 Kingsway, W.C.2

Die-line reproduction from prepared tracings.

Rota-Print, Kaye's Agency Ltd., Honeypot Lane, London, N.W.9

Gestetner Ltd., Tottenham, N.17.

R. F. CARR.

Section IV

VISUAL AIDS

(1) THE USE OF VISUAL AIDS

ONE of the chief functions of geography in school is to help children to imagine accurately places, people and activities which lie beyond direct experience. It aims to create in the child's mind clear impressions concerning the characteristics of a place, what it looks like and feels like to be there. An appeal must therefore be made to the senses of the child. Using always the experience of the child as the starting-point, the geographer has, in addition to many other aids—not least the blackboard—a wide range of visual methods to assist him.

Whilst verbal descriptions, especially those written by travellers, can often convey very vividly the 'look and feel' of a place, it is the picture which crystallises the image, providing accuracy, particularly in shape and size. Pictures used in geographical work should be accurate, as typical as possible of the area they portray, and well reproduced. Good natural colour is to be desired if it can be obtained. One picture rarely conveys sufficient information upon which to base a generalisation—pictures should be many and varied, and taken from contrasting angles, distant, close-up, aerial (vertical and oblique). All pictures need careful study, and training in this should form a part of the work from the primary school upwards. In addition to direct questions on the pictures the pupils can be asked to trace the main features or 'shapes' on to tracing paper, or a plastic transparency, and to annotate them. Another method is for the teacher to prepare and duplicate a line drawing for the pupil to annotate with the help of the picture.

Still pictures can be used in several ways:

1. Large pictures can be pinned on the wall or the blackboard, and used as an integral part of a class lesson.
2. Small pictures can be used for individual or group study, or projected on the screen by the use of an epidiascope.
3. By direct projection of lantern slides.
4. By direct projection of film strips.

Large pictures are not easy to obtain. There are at present only three English firms (see Section 2E) which can supply them, and the addition of purchase tax makes them expensive. Large drawings made either on the blackboard or on brown paper by the teacher himself can be most valuable. Posters, obtained free from many travel organisations, may prove of limited use. The sources of small pictures are numerous, though there are at present few prepared sets on the market. An invaluable aid also are photographs taken by the teacher himself. A large and selective collection of still pictures, carefully and attractively mounted, classified and stored in convenient folders or drawers, should be an essential part of the equipment of the teacher of geography.

Lantern slides, projected through the epidiascope or a film strip projector with a slide carrier, give clear pictures. The cost of slides and the bulkiness of storage, together with the necessity for a completely darkened room, may render them of rather less value than film strips.

Film strips can be a most valuable aid, providing a large number of excellent pictures in a form which requires little storage space. There are a large and increasing number on the market, both black and white and colour. Each strip may contain upwards of thirty frames, and the teacher should select carefully those he wishes to use. Rarely is it desirable or necessary to use the whole of a film strip in one lesson. The notes accompanying many strips are an invaluable source of up to date information. They are intended to assist the teacher, and should not be read to the pupils. In order to make effective use of this medium, the teacher must arrange his equipment so that it can be used quickly and easily, and as far as possible in daylight. He should study the strip thoroughly before use, and for this reason it is better that the school should own the strips rather than borrow them.

Films. The essential contribution of the film to the teaching of geography is the capacity for showing movement and, in the case of sound films, of conveying a sound picture. The silent projector has much to commend it, particularly in the junior school, where the teacher so often needs to add a commentary appropriate to the needs of a particular class. The machine can be readily stopped, and particular frames studied more carefully. As with all other visual material, the

film should be used as an integral part of the lesson, either to introduce a topic, e.g. *World Fishing*, *Eskimo Summer*, to revise a topic, e.g. the Gaumont British film, *Britain's Geographical Position*, or to provide the raw material for investigation, e.g. Part I of the Gaumont British film, *Timberlands of Canada*, could be used to find out the activities of an Ontario lumberjack in each season of the year. The films used for these purposes should be short (not longer than ten minutes), so that two showings can be made in one lesson. The number of good films suitable for class teaching in geography is still limited.

Wall Charts. There are on the market to-day many wall charts which provide a summary of information on a given country or topic in diagram, picture and statement. The teacher of geography can use these to advantage if he regards them as a source of material to be investigated by the children, either individually or in groups. They will be more readily appreciated, too, if the children first learn to make their own sheet summaries on a given topic. Another use of the wall chart is the provision of an additional source of interest in the classroom—the chart is displayed on the wall, together with a number of questions. The answers to these might be discussed at the beginning of a lesson after the chart has been on display for several days.

Diagrams. Graphs, pictograms and other line illustrations, drawn on the blackboard or on paper, in a size large enough for class study, all assist the process of accurate learning, e.g. temperature and rainfall distributions. The children should, as far as possible, make their own diagrams first.

Samples and Specimens. These provide accuracy and interest. They may be collected in two ways. First, the permanent collection of essentials for the ages being taught, e.g. cotton samples, cacao pod, rock specimens. Second, material added by the children or teacher from time to time, often as the result of holidays or factory visits. These collections should be carefully labelled and easily accessible to both children and teacher.

Models. These have the advantage of three dimensions, and are of particular use in explaining things not easily demonstrable in other ways. They may be simply classified in the following ways:

1. Models which show faithfully a comparatively inaccessible subject, e.g. the working-face of a coalmine, a dockyard.
2. Models which are symbolic, e.g. the solar system.
3. Models which show how things work, e.g. a ship going through a lock, a *shaduf*.
4. Scale models of buildings or other objects. These are frequently brought back by teachers or pupils from holiday travels. If carefully selected for accuracy, they can provide great stimulus and interest.
5. Relief models.

In every case models for classroom use should be as simple as possible, and should not defeat their own purpose by being objects of mechanical interest themselves. A visit to a museum or an exhibition may facilitate the study of more complicated working models, e.g. the coalmine at the Science Museum, London, or the tea factory at the Tea Centre. Models made by the children can often become useful teaching aids, though the great value of this work lies in the investigations into the facts by the children themselves before the model is made.

Finally, it should be constantly remembered that all the foregoing are *aids* and should be used with care and discrimination. Pictures, both still and moving, should be carefully selected by the teacher and then thoroughly studied by the children. If pictures are to be projected, the facilities for so doing should be as efficient and as little time-wasting as possible.

R. F. CARR.

(2) SOURCES OF MATERIAL: GENERAL

2A. FILMS

Aims of Industry Ltd., Industrial Public Relations, 12 Casteral Street, S.W.1.
16-mm. sound films on free loan.

British Film Institute, 164 Shaftsbury Avenue, W.C.2.
Special catalogues for Agriculture, Geography and Travel. 16-mm. sound and silent films for hire.

British Instructional Films Ltd., Film House, Wardour Street, W.1.
16-mm. sound and silent films for hire.

Central Film Library, Government Buildings, Bromyard Avenue, Acton, W.3.

Educational Foundation for Visual Aids, and National Committee for Visual Aids in Education, 33 Queen Anne Street, W.1.
Issue a comprehensive descriptive catalogue of all films and film strips available for teaching purposes in this country.

Part II for Secondary Schools: Geography.

Part IV for Secondary Schools: Industrial Processes, Art, Crafts, Sport, Miscellaneous.

Part V for Primary Schools: Scripture, English, History, Geography.

Part VI for Primary Schools: Science, Art, Crafts, Sport, Industrial Processes, Miscellaneous.

Price 3*s.* per part; by post 3*s.* 3*d.*

Supplements issued periodically in *Visual Education* (see section 2B, Film strips).

All the films described in the catalogue may be hired through the Foundation Film Library, Brooklands House, Weybridge, Surrey.

Normal hire charges from 7*s.* 6*d.* per reel per day.

A comprehensive service—VENISS—is available; particulars on application.

Encyclopædia Britannica Ltd., Films Division, 102 Dean Street, W.1.
16-mm. sound films for hire and purchase. Catalogue on request. 16-mm. mute versions for purchase only.

G. B. Film Division, Aintree Road, Perivale, Greenford, Middlesex.
Large range of 16-mm. sound and silent films for hire and purchase. Catalogue (at small charge) on request.

M.G.M. Instructional Dept., 9 Arlington Street, S.W.1.
16-mm. sound and silent films for hire.

Scientific Film Association, 164 Shaftesbury Avenue, W.C.2.
16-mm. films for hire. Special catalogues on Agriculture, Astronomy, Industrial Processes, General Science.

Sound Services Ltd., 269 Kingston Road, S.W.19.
Films of technical and general interest, many on free loan, rest at a nominal hire fee. Catalogue and details from the Educational Department.

Wallace Heaton Ltd., 127 New Bond Street, W.1.
Catalogue on request of 16-mm. films available and details of school library service.

2B. Film Strips

Common Ground Filmstrips Ltd., 44 Fulham Road, S.W.3.
Distributed by *E.S.A. Ltd.*, 181 High Holborn, W.C.1. Catalogue on request. Large selection of strips.

Black and white with notes, 16*s.* 6*d.* net; Colour with notes, 25*s.* net; Pilot strips, 6*s.* 6*d.* net; Workshop strips, 6*s.* 6*d.* net.

Daily Mail School-Aid Department, New Carmelite House, E.C.4.
Film strips for purchase.

Educational Foundation for Visual Aids
For details of catalogues, see 2A films. Film strips for purchase either from Foundation or appropriate distributor.

Educational Productions Ltd., 17 Denbigh Street, S.W.1.
Film strips for purchase. Black and white and colour. Wide range: Regional Geography, Junior Geography, Geology, Products, Map Strips, Air Routes of the World, Zoology.

G.B. Film Division, Aintree Road, Perivale, Greenford, Middlesex.
Wide range of strips. Catalogue on request. Prices from 7*s.* 6*d.* (black and white) to 25*s.* (colour).

Picture Post Film Strips, The Education Dept., Hulton Press Ltd., 43 Shoe Lane, E.C.4.
Catalogue on request. Prices from 9*s.* to 12*s.* 6*d.*, with teaching notes.

Unicorn Head Visual Aids Ltd., 40 The Broadway, Westminster, S.W.1.
Film strips for purchase.

Visual Information Service, 168A Battersea Bridge Road, S.W.11.
Catalogue on request. Prices from 6*s.* 6*d.* per strip.

Regular reviews of film strips are published in the following periodicals:

Film User. Monthly. 1*s.* 6*d.* 174 Brompton Road, S.W.3.
Journal of Education. Monthly. 1*s.* 10*d.*
Look and Listen. Monthly. 2*s.* 45 Dorset Street, W.1.
School Government Chronicle. Monthly. 1*s.*
Visual Education. Monthly. 1*s.* N.C.V.A.E., 33 Queen Anne Street, W.C.1.

Film strips can be made from your own picture material by the following firms:

Carwal Ltd., 85 Manor Road, Wallington, Surrey.
Leaflet on request. From 1*s.* 1*d.* per single frame.

Common Ground Ltd., 44 Fulham Road, S.W.3.
Leaflet on request. Minimum charge £3.

Kay Carlton Hill Studios, 72A Carlton Hill, N.W.8.

Newton & Co. Ltd., 3 Emperor's Gate, S.W.7.
Leaflet on request.

Visual Information Service, 168A Battersea Bridge Road, S.W.11. Black-and-white strips prepared from almost any kind of material. Price from 9*d*.–1*s*. per frame.

2C. Slides

Geographical Association, Central Office, c/o Park Branch Library, Duke Street, Sheffield, 2.
Large collection of slides (53 sets) for hire by members of the Association. Complete catalogue of the sets 9*s*. Lists of sets of slides free if stamped addressed envelope is sent.

Sources of slides on particular topics will be found listed in Section 3.

Slides can be made from your own material by:

Flatters and Garnett Ltd., 309 Oxford Road, Manchester, 13.
Leaflet on request. Prices for 3¼ 3¼ in. from 5*s*. 6*d*. each.

Newton & Co. Ltd., 3 Emperor's Gate, S.W.7.

Visual Information Service, 168A Battersea Bridge Road, S.W.11.
Minimum three slides. From 2*s*. each.

2D. Lecture Services

These organisations will provide a free service of lecturers. Full details on request.

The International Wool Secretariat, Dorland House, 18–20 Regent Street, S.W.1.

British Celanese Ltd., Celanese House, Hanover Square, W.1.

Imperial Institute, South Kensington, S.W.7.

Cotton Board (*Lancashire area*), 81 Fountain Street, Manchester, 2.

Royal Netherlands Embassy, Hereford House, 117 Park Street, W.1.

Government of Northern Ireland, 13 Regent Street, S.W.1.

Royal Empire Society, Northumberland Avenue, W.C.2.

2E. Museum Services

Attention is drawn to the many and excellent facilities and services of museums in all parts of the country. In addition to the large London museums, there are several outstanding services run by county and borough authorities, e.g. Derbyshire, Tottenham.

2F. Pictures suitable for Wall Display and Class Teaching

British Railways.
Copies of railway posters and photographs of many holiday resorts are obtainable from any of the main London stations. Apply to the Publicity Manager.
Set of 4 Railway Carriage Posters in Colour, 20*s.*

Educational Productions Ltd., 17 Denbigh Street, S.W.1.
Set of 17 pictures/charts showing animals in natural surroundings. Each chart 20 × 30 in. Colour. 1*s.* each.

Globe Publishing Company, 6, 8, 10 Lexington Street, W.1.
Publish MacMillan's Geography Class Pictures:
Set I: 60 coloured plates 21 × 17 in. Basic Foods, Fruits and Drinks.
Set II: 60 coloured plates 21 × 17 in. Clothing, Homes, Manufactures, Transport.
Teacher's Reference Book is provided for each set. Complete set £9 15*s.*

Geo. G. Harrap & Co. Ltd., 182 High Holborn, W.C.1.
Images de la Vie. Set 5: 4 large coloured pictures: (1) Une ville en Afrique Nord. (2) Un village d'Afrique Equatoriale. (3) Campement de nomades dans le desert. (4) Un village d'Indochine. Price 18*s.* 6*d.* the set, plus purchase tax.

Methuen and Co., 36 Essex Street, W.C.2.
The Pilot Wall Sheets: Set 1, Agricultural Britain; Set 3, Commercial Britain. Set 2 is out of print. Each set contains 10 sheets with a number of photographs, captions and questions. Price 10*s.* 6*d.* a set.

Pictorial Education, Evans Bros. Ltd., Montague House, Russell Square, W.C.1.
Pictorial Quarterly

2G. Pictures suitable for Individual or Group Work or for Episcopic Projection

Aerofilms Ltd., 4 Albemarle Street, W.1.
Large collection of oblique (also a few vertical) aerial photographs of nearly every part of the British Isles and many other countries. Photographs are classified both regionally and according to subject matter and files may be consulted in the library. Photographic prints and lantern slides made to order. Quantity discounts.

Aeropictorial Ltd., 137 Regent Street, W.1.
Large collection of aerial photographs. Prints made to order.

A. and C. Black Ltd., 4 Soho Square, W.1.
2 sets of pictures in sepia: Mediterranean; Central and S. America. 2*s.* 6*d.* per set. Over 60 pictures.

Central Office of Information, 62–4 Baker Street, W.1.
Photographic prints on all aspects of life in Britain and in the Commonwealth. Reasonable prices. Quantity discount.

Geo. G. Harrap, 182 High Holborn, W.C.2.
Geography Picture Summaries. 10 sets available. Each contains 32 pictures in photogravure on stout paper in manilla envelopes. 10½ × 7½ in. Price 1*s.* 6*d.* per set, plus 11*d.* purchase tax.

Fox-Photos Ltd., 69 Farringdon Road, E.C.1.
Commercial photographers. Library of prints for inspection before purchase.

Institute of British Photographers, 49 Gordon Square, W.C.1.
Give advice on sources of special photographs.

Geo. Philip and Son Ltd., 32 Fleet Street, E.C.4.
Geographical Pictures. Edited by P. H. L'Estrange. Printed on enamelled cards 25 × 20 in. With notes and questions. In sheet form 1*s.* 7*d.* each, plus purchase tax Land Forms; Famous Scenery; Famous Cities.

The Director, Science Museum, South Kensington, S.W.7.
Photographs and lantern slides made to order. Postcards available for immediate purchase. Topics include Fishing, Transport, Weather, Navigation, Coal. The following lists have been found useful:
453. July, 1953. List of Picture Postcards on Sale at the Museum.
456. February, 1953. Publications for Sale.
458. January, 1953. Photographs and Lantern Slides of Objects in the Museum.

The Times Publishing Co. Ltd., Photographic Sales Dept., Printing House Square, E.C.4.
Photographic prints may be ordered from large library.

University of London Press Ltd., Little Paul's House, Warwick Square, E.C.4.
Regions of the World in Pictures Series, by G. J. Cons. 4 sets. North Africa, West and Central Africa, South Africa, East Africa. Price 1*s.* 3*d.* per set, plus 9½*d.* purchase tax.

B.B.C. Publications, 35 Marylebone High Street, W.1.
The pamphlets issued in connection with Broadcasts to Schools contain many excellent pictures. The following relate to the teaching of geography: Travel Talks, Geography, This is My Country (Scotland), Exploring Scotland, Living in the Country. Each published termly. Price 6*d.* each. Quantity discount, 25 per cent. Wales: published once a year.

Evans Bros. Ltd., Montague House, Russell Square, W.C.1.
Pictorial Education. A lightly bound monthly publication, which contains many useful pictures (black and white), 1*s.* 6*d.* monthly. Also *Pictorial Quarterly*, a colour supplement.

Many periodicals contain useful small pictures, e.g.:
Geographical Magazine, 40–2 William IV Street, W.C.2.

National Geographic Magazine, via Barclay's Bank Ltd., Chief Foreign Branch, E.C.3.

Canadian Geographical Journal, W. H. Corkhill, The Mead, West Dumpton Lane, Ramsgate.

Today. H.M.S.O. 12 issues. 7*s*.

Commonwealth Today. H.M.S.O. 12 issues. 8*s*.

The Times special supplements: Agriculture, Industry, Colonies. Each 1*s*.

Manchester Guardian special editions.

Many calendars have excellent pictures, e.g.:

Country Life 'Beautiful Britain'.

The Scotsman.

Black's Mountain Calendars.

Worthy of note also are the Country Life Picture Books:

A Picture Book of London. 2 issues. Each 10*s*. 6*d*.

A Picture Book of Britain. 3 issues. Each 10*s*. 6*d*.

A Picture Book of Scotland. Each 12*s*. 6*d*.

A Picture Book of the Lake District. Each 12*s*. 6*d*.

Although these books are fully bound, they may prove useful for group work or for use in the epidiascope.

2H. Publications concerned with Visual Aids

In addition to periodicals already listed in 2B (Film Strips), the following may prove useful:

B. M. HARRIS AND G. P. MEREDITH. *Material for Visual Education*. Daily Mail School-Aid Dept. 1947. 2*s*. 6*d*.

See What I Mean. Educational Dept., Cassell & Co. Ltd. 7*s*. 6*d*.

Visual Aids in the Schools. Educational Productions Ltd. 1950. For National Federation of Film Groups.

The Teaching of Geography in Secondary Schools. 3rd Edition. I.A.A.M. 1952. Geo. Philip & Son Ltd. 17*s*. 6*d*.

A Handbook of Suggestions on the Teaching of Geography. U.N.E.S.C.O. 1951. 4*s*.

British Sources of Photographs and Pictures. G. W. A. NUNN (Ed.). Cassell.

Geography and Visual Education, by G. J. Cons (see p. 154).

21. Sources of Wall Charts

Cassell and Co. Ltd., 37–8 St. Andrew's Hill, E.C.4.
Sets of wall-sheets under the title 'Britain's Neighbours'. Printed in 4 colours, 40 × 30 in. Each set 9*s.*

Educational Productions Ltd., 17 Denbigh Street, S.W.1.
Wide range of charts on countries and products.

G.B. Equipments Ltd., Aintree Road, Perivale, Greenford, Middlesex.
Catalogue on request.

H.M.S.O. Retail: York House, Kingsway, W.C.2, and 423 Oxford Street, W.1.
Orders or enquiries by post to P.O. Box 569, S.E.1.
Coloured Photo-posters. Each 1*s.* 6*d.* Commonwealth countries.

Pictorial Charts, 153 Uxbridge Road, W.7.
Trade distributors: University of London Press Ltd. Wide range of charts. Also a subscription service of wall-charts 40 × 30 in. in colour. 18 charts £3 3*s.* annually (continuing the Bureau of Current Affairs Map Review Series). These charts are sold separately; many are listed under particular topics in the next section.

University of London Press Ltd.
A World Wide Business. 6 charts. 15*s.* Production and distribution of milk chocolate.

3. SOURCES OF MATERIAL ON PARTICULAR TOPICS

This section is as accurate as possible in view of the constantly changing conditions. While every attempt has been made to include topics commonly required, the list cannot be fully comprehensive. Teachers will, no doubt, add their own sources.

Except in particular cases no reference is made to film strips, films or slides for purchase. Titles can readily be selected from any of the catalogues issued by the chief distributors and producers. (*See Section 2A—C.*)

Africa, General

Edinburgh House Press
Practical Work Book No. 1, Africa, 2*s.*; Flannelgraph book, Africa, 3*s.* 6*d.*; Overseas Picture books No. 2, Africa and Egypt, 1*s.*; Frieze Painting Book, In an African Village, 1*s.* 3*d.*

AFRICA, EAST AND CENTRAL

Educational Productions Ltd.
Six charts on E. and S. Africa, 6*s*.

Government Information Office, East African Dependencies, Grand Buildings, Trafalgar Square, W.C.2.

Geo. Harrap
'Images de la Vie', Set No. 5, No. 2.

Imperial Institute
Photographic picture set, Introducing East and Central Africa, 10*s*. per set of 20 photographs; Photoposter, Kenya, 1*s*. 6*d*.

Office of the High Commissioner for the Federation of Rhodesia and Nyasaland, Rhodesia House, 429 Strand, W.C.2.

Pictorial Charts Unit
Summary Wall Chart, 1. Equatorial Forest, 2. Savannah Grasslands, 6*s*. 6*d*. each.
Charts: African Land; Kenya Colony and Uganda Protectorate, 6*s*. each.

Public Relations Officer, Kenya Government Office, 128 Grant Buildings, W.C.2

University of London Press
Regions of the World in Pictures, East Africa, 1*s*. 3*d*. plus 9½*d*. purchase tax.

See also COFFEE.

AFRICA, NORTH

Imperial Institute
Stories of Empire Products No. 16, Sudan Gum Arabic.

University of London Press Ltd.
Regions of the World in Pictures, North Africa, 1*s*. 3*d*. plus 9½*d*. purchase tax.

Educational Productions Ltd.
Egypt, 3 charts, 15*s*.

Geo. Harrap
'Images de la Vie', Set No. 5, Nos. 1 and 3.

The Director, Egyptian Education Bureau, 4 Chesterfield Gardens, Curzon Street, W.1.

AFRICA, SOUTH

Director of Information, South Africa House, Trafalgar Square, W.C.2
Excellent illustrated books.

Educational Productions Ltd.
12 charts 18 × 12 in., coloured, 10*s.* per set; Visual book, 8 × 5 in., South Africa, 404 pages, illustrations, 2*s.* net.

University of London Press
Regions of the World in Pictures: South Africa, 1*s.* 3*d.* plus 9½*d.* purchase tax.

Imperial Institute
Panels of photographs on loan, South Africa (4 panels); Picture sets, Introducing South Africa, 10*s.* per set of 20 photographs.

Union-Castle Co., 3 Fenchurch Street, E.C.3
Illustrated booklet about South Africa.

AFRICA, WEST

Imperial Institute
Photoposter, West Africa, 1*s.* 6*d.*; Stories of Empire Products, xii, xiii, xiv, 2*d.* each; Photograph picture set, Introducing West Africa, 10*s.* per set of 20 photographs; Classroom diorama to make, No. 3, Nigerian Palm Oil, 5*s.* 9*d.* with notes, Study-kit, West Africa, specimens of products in an attractive display cabinet available for loan (purchased by many L.E.As. for use in their schools).

Educational Productions Ltd.
West Africa, 4 charts, 20*s.*

Nigeria Office, 5 Buckingham Gate, S.W.1

Commissioner for Gold Coast, Melbourne House, Aldwych, W.C.2

University of London Press
Regions of the World in Pictures, West Central Africa, 1*s.* 3*d.* plus 9½*d.* purchase tax.

See also BRITISH COMMONWEALTH, COCOA.

AGRICULTURE, BRITISH

H.M.S.O., Kingsway, W.C.2
Useful booklets and leaflets for purchase.

Ministry of Agriculture and Fisheries, 3 Whitehall Place, S.W.1
Many picture sets for loan. Titles include Sheep-farming, Forestry, East Anglia.

Association of Agriculture, 53 Victoria Street, S.W.1
Map of the Principal Systems of Farming in Great Britain, 7*s.* 6*d.*; 12-page illustrated booklet on the above, 1*s.*; Farm Adoption by Post—Descriptions of eight typical British farms selected on a regional basis; Progress reports from farmers three times yearly, 7*s.* 6*d.* per farm folder. Film strips to accompany farm folders, 16*s.* 6*d.* each, from Common Ground Ltd.

The Times Special Supplements on 'British Agriculture'. Price 1*s.*

Pictorial Charts Unit
Wall Charts on British Farming, 40 × 30 in., 5*s.* each. (1) A Fruit Farm. (2) A Dairy Farm. (3) An Arable Farm. (4) A Sheep Farm.

B.B.C. Pamphlets
Living in the Country, 6*d.* Published every term.

The Publicity Officer, Milk Marketing Board, Thames Ditton, Surrey.

United Dairies Ltd., Public Relations Dept., 34 Palace Court, W.2
3 films for loan, also film strips.

The National Federation of Young Farmers' Clubs, 55 Gower Street, W.C.1

AMERICA, CENTRAL

Geo. G. Harrap
Geography Picture Summaries, Sets xv and xvi, 1*s.* 6*d.*, plus 1 1*d.* purchase tax.

A. and C. Black Ltd.
Picture set in sepia, 2*s.* 6*d.*

AMERICA, SOUTH

Educational Productions Ltd.
4 Wall charts, South America, 6*s.*; Wall chart, Venezuela, free.

The Brazilian Chamber of Commerce and Economic Affairs in G.B., 60 Lincoln's Inn Fields, W.C.2
Brazil To-day, a publication useful for advanced groups.

The Brazilian Government Trade Bureau, 157 Regent Street, W.1

Anglo-Brazilian Society, 31 Palace Street, S.W.1
Film strip for purchase, 51 frames, 17*s.* 6*d.*

Trade and Travel Publications Ltd., 14 Leadenhall Street, E.C.3
The South American Handbook, 7*s.* 6*d.*

A. and C. Black
Set of pictures in sepia, Central and South America.

ANIMALS

The British Museum of Natural History, Cromwell Road, S.W.7
Museum facilities. Special arrangement for school parties under 14 years at Children's Centre. Single visits or courses every Tuesday, Wednesday,

Thursday and Friday in term time. Write to Miss J. Palmer at the Centre.
Lecture tours and films daily include topics such as 'Australian Animals'. Picture postcards, monochrome and coloured, of animals, birds, trees, etc., on sale at 2*d.* and 4*d.* each. Discount 25 per cent. after £1. List NHM, Form 170, on request.

The Zoological Society of London, Regent's Park, N.W.8 (Public Relations Dept.)
Illustrated books and postcards of zoo life for purchase. List on request. Quarterly Magazine, *Zoo Life*.

Educational Productions Ltd.
Charts of animals in natural surrounding, particularly suited for primary schools. Elephants, giraffes, zebras, seals and sea lions, etc. Each chart in full colour 20 × 30 in. Each 1*s.*, or complete set 12*s.* 6*d.*

Newton & Co. Ltd.
A Visit to the London Zoo, 10*s.* 6*d.*; Animal Life in the Antarctic, 25*s.*

Australia House, Strand, W.C.2
Free poster on 'Animals of Australia'.

Horniman Museum, Forest Hill. S.E.23
Museum collection of animals and birds. Library facilities (open also on Sunday afternoons). Publications include *A Handbook to the Cases Illustrating Adaptations for Locomotion in Animals.* 2*d.*; *A Handbook illustrating the Defences of Animals*, 6*d.*; *A Handbook illustrating the Evolution of Animals*, 6*d.*; Illustrative postcards.

The 'Times' Book of Zoo Animals, 10*s.*

Asia, General

Geo. G. Harrap
Geography Picture Summaries, Set IV, Asia and Asiatic Russia.

Asia, South-east

Educational Productions Ltd.
Set of 6 charts, The Far East, 30*s.* the set; 2 charts, Indonesia, 2*s.* the set; 1 chart, Pineapples, 1*s.*

Imperial Institute, S.W.7
Picture cards, mainly in colour, Life and Scenery in Burma, 12 cards, 1*s.* per set; Photo-picture Sets, Introducing Malaya and Borneo. 10*s.*; Loan Panel of Photographs, The Far East; Photo-poster, Federation of Malaya, 1*s.* 6*d.*

Agent-General for Malaya, Malaya House, 57 Trafalgar Square, W.C.2
Lantern slides and film strips on free loan. Picture sets on loan.

Pictorial Charts Unit: Chart, Malaya, 6*s.*

See also British Commonwealth, Rubber.

ASIA, SOUTH-WEST

Educational Productions Ltd.
Turkey, 3 charts, 3*s*.

*Imperial Institute, S.W.*7
Picture cards, Palestine Flowers, Series A and B, each 1*s*.

Press Attaché, Turkish Embassy, 43 Belgrave Square, S.W.1
Publications, Photographic library, Film strips.

Useful pictures in the following books:

E. M. SANDERS. *The Holy Land.* Book I. Philip. 4*s*. 6*d*.

Palestine and Beyond. Practical Work Book No. 4. Edinburgh House Press. 2*s*.

Pictorial Charts Unit: Chart, The Middle East, 6*s*.

AUSTRALIA

Australian News and Information Bureau, Australia House, Strand, W.C.2
Free posters of cities and animals. Picture map. Film strips on free loan. 16-mm. sound films for hire—black and white, 2*s*. 6*d*. per reel, first day; colour, 20*s*. per reel, first day; bookings to be made at least three weeks in advance; catalogue on request from Film Section.

Much useful information can be obtained from these State offices:

Agent-General for Victoria, Victoria House, Melbourne Place, W.C.2

Agent-General for Queensland, 409 Strand, W.C.2

Agent-General for New South Wales, 56 Strand, W.C.2

Agent-General for South Australia, 499 Oxford Street, W.1

Agent-General for Western Australia, 115 Strand, W.C.2

Agent-General for Tasmania, 457 Strand, W.C.2.

*Imperial Institute, S.W.*7
Photo-picture set, Introducing Australia, 10*s*.; Loan Panel of Photos, Australia, 5 panels; Wall Charts (18 × 12 in.), 10*s*. per set.

See also BRITISH COMMONWEALTH, WOOL.

AUSTRIA

Austria Travel Agency Ltd., 90 Shaftesbury Avenue, W.1

BELGIUM

The Belgian Embassy, 103 Eaton Square, S.W.1
Booklet and a small number of background 16-mm. films available on free loan.

Educational Productions, Ltd.
4 charts, 20*s*.

Cassell & Co. Ltd., 37–8 St. Andrew's Hill, E.C.4.
Set of 3 Wall-sheets, four colours, 40 × 30 in., 9*s*. a set.

BRITISH COMMONWEALTH

(See also details under member countries)

H.M.S.O.
Issue comprehensive, descriptive catalogue of all material about the Commonwealth and the Colonies available to schools.

Central Office of Information, Reference Division (Commonwealth Section), 83 Baker Street, W.1
Film strips for purchase, each 5*s*. Photographic Picture Sets. Photo-posters. Comprehensive photographic library at 62–4 Baker Street. Prints may be supplied at a small fee. 16-mm. films for hire.

The Information Bureau, The Royal Empire Society, Northumberland Avenue, W.C.2

The Imperial Institute
Exhibition Courts for all Commonwealth Countries. Facts presented by maps, models, dioramas, etc. Open daily 10 a.m.–4.30 p.m. (Sundays 2.30 p.m.–6 p.m.). Guide-lecturers available on request. Film shows daily. Library facilities. Numerous publications provide excellent material for teaching. Full details of services on request. For purchase: Photo-posters, charts, photographic picture sets, leaflets on Commonwealth products, specimens of economic products, postcards, models to be assembled. For loan: Film strips, lantern slides, panels of photographs, study kits.

Pictorial Charts Unit (dist. Univ. of London Press Ltd.)
Wall Charts, The British Colonies, 3 charts, 8*s*. 6*d*.

Educational Productions Ltd.
Wall Charts, Commonwealth Trade, 5*s*.

Colonial Film Unit, 21 Soho Square, W.1
Films, 16-mm.

CANADA

Offices of the High Commissioner for Canada, Canada House, Trafalgar Square, S.W.1
General enquiries.

Agent-General for Alberta, 37 Hill Street, W.1
Material useful for advanced work only.

Agent-General for British Columbia, British Columbia House, 1–3 Regent Street, S.W.1

Agent-General for Ontario, Ontario House, Charles II Street, S.W.1
Film library, photographic library—free loan. Reference library. Booklets and maps free.

Agent-General for Saskatchewan, 28 Chester Street, Belgrave Square, S.W.1
Material useful for advanced work only.

Cunard Steamship Co. Ltd., 15 Lower Regent Street, S.W.1; Cunard Building, Liverpool, 3.
Booklet on Canada. 16-mm. sound films, many in colour, free loan.

Canadian Pacific Railway Company, Trafalgar Square, W.C.2.
Booklets and brief notes on transport services; film strip: Canada by Canadian Pacific illustrating a journey across Canada, free loan, or purchase 10*s*.; 16-mm. sound films, many in colour, free loan. Applications, c/o Dept. of Public Relations, *six months* in advance.

Canadian National Film Board
Library largely transferred to the Central Film Library.

Imperial Institute
Canada Handbook, 2*s*.; *Canada Descriptive Atlas*, 9*s*.; Loan panels of photographs, 5 panels, Canada. Wall Charts (18 × 12 in.), coloured, 15*s*. per set of 12.

The National Association of Mixed Clubs and Girls Clubs
Exhibition box, Canada and Newfoundland, 1*s*. 6*d*. per week.

CARIBBEAN, BERMUDAS AND BAHAMAS

West India Committee, 40 Norfolk Street, W.C.2

Trade Commissioner, British West Indies, 40 Norfolk Street, W.C.2

Bahamas Government Information Bureau, 29 New Bond Street, W.1

Bermuda Government Information Office, Regent House, Kingsway, W.C.2

Pictorial Charts Unit: The British Caribbean Colonies, 6*s*.; British Guiana, 6*s*.

Imperial Institute
Photo-picture sets: Introducing the Caribbean Colonies, 10*s*.; Food Production in the Caribbean Colonies, 6*s*.; Photo-poster, British Caribbean Colonies, 1*s*. 6*d*.; Loan panel of photos, Western Atlantic; Picture cards, Barbados (general views), 12 cards for 1*s*.; Stories of Empire Products, No. 4, *Trinidad Asphalt*.

Educational Productions, Ltd.
The Caribbean, 7 charts, 7*s.*; Bananas, 1 chart, 1*s.*

See also SUGAR.

CEYLON

High Commissioner for Ceylon, 12 Hyde Park Gardens, W.2

Imperial Institute
2 loan panels of Photographs, Ceylon; Stories of Empire Products: No. 9, *Ceylon Tea*; No. 3, *Coconuts. Tea from Ceylon*, Booklet No. 16, 3*d.*

Educational Productions Ltd.
Indian Ocean, 4 charts, 20*s.*

See also TEA.

CHINA

Geo. G. Harrap
Geography Picture Summaries, Set X, China.

Pictorial Charts Unit: Chart, A Chinese Village, 6*s.*

Hong Kong Government Office, Grand Buildings, Trafalgar Square, W.C.2

Pictorial Charts Unit: Chart, Hong Kong, 6*s.*

Imperial Institute
Loan panels of photographs, The Far East; Photo picture set, Introducing Hong Kong, 6*s.*

Edinburgh House Press
Overseas Picture Book No. 3, *China and Japan*, 1*s.*; Frieze Painting Books: *By a Chinese River*; *A Chinese Street*. 1*s.* 3*d.* each.

COAL, BRITAIN

Publications Officer, National Coal Board, Hobart House, Grosvenor Place, S.W.1
Free posters, leaflets and booklets. Useful lists concerning books about Coal. 16-mm. and 35-mm. sound films available on free loan from Film Library, N.C.B. Facilities also for free projection in coalfield areas.

Science Museum, S.W.7
Postcards, Nos. 361–5. Lantern slides for hire.

Pictorial Charts Unit (U.L. Press)
Chart, 36 × 25 in., Coal in Britain, 3*s.*

Gas Council, 1 Grosvenor Place, S.W.1
Literature, films on free loan. Film strips for sale.

Cocoa

Cadbury Bros. Ltd., School Dept., Bournville
Booklets, film strips, wall-chart, specimens, lantern slides free or on loan.

Rowntree & Co. Ltd., The Cocoa Works, York
Booklet, specimens.

Imperial Institute, S.W.7.
Stories of Empire Products, No. VI, *West African Cocoa and Chocolate.* Samples. Cocoa beans, West Africa.

University of London Press Ltd.
R. Finch, *A World-wide Business*, book 4*s.* 6*d.*, charts 15*s.*, film strip 9*s.*

Coffee

Newton & Co. Ltd.
Film strip E713k, Coffee Cultivation in Kenya, 15*s.*

Imperial Institute, S.W.7
Stories of Empire Products, No. 11, *Kenya Coffee*, 4*d.* Samples of coffee beans.

J. Lyons & Co. Ltd., Cadby Hall, W.14
Small booklet on coffee.

Brazilian Government Trade Bureau, 157–61 Regent Street, W.1

Cotton

The Cotton Board, Industry Relations Dept., 81 Fountain Street, Manchester, 2
Catalogue of all services on request. Teaching aids include: 5 charts, 30 × 20 in., 1*s.* 6*d.*–2*s.* 6*d.* each; boxes of cotton samples, 3*s.* each; booklet, *Cotton Processes*, 3*s.* each; 16-mm. films and photographs for loan; film strip for purchase. Free film shows and lectures can be arranged in the Lancashire cotton area.

Horrockses, Crewdson & Co. Ltd., Preston, Lancs.
Free samples.

Imperial Institute, S.W.7
Stories of Empire Products, Nos. I and II, 2*d.* each. Samples of raw cotton.

National Association of Mixed Clubs and Girls' Clubs
Exhibition box, Cotton and Rayon, 1*s.* 6*d.* a week.

Denmark

Assistant Press Attaché, Royal Danish Embassy, 29 Pont Street, S.W.1
Useful booklets on Denmark and Greenland. Wall charts for sale.

National Travel Association of Denmark, Denmark House, 71-2 Piccadilly, W.1
Posters.

Educational Productions Ltd.
4 charts, 20*s.*

Cassell & Co. Ltd., 37-8 St. Andrew's Hill, E.C.4
Wall-sheets in colour, 9*s.* the set of 3.

ELECTRICITY

The British Electrical Development Association, 2 Savoy Hill, W.C.2
16-mm. films for loan; details on request.

Pictorial Charts Unit: Electric Power in Britain, 6*s.*; Electric Power in Europe, 6*s.*

FINLAND

The Finnish Legation, 65 Chester Square, S.W.1
Booklet, *Facts about Finland*. Magazine *Finlandia Pictorial*, free. 16-mm. sound films (many in colour) on free loan. A few film strips, with English text, for loan also.

FISHING

Herring Industry Board, 1 Glenfinlas Street, Edinburgh, 3
Ports and seasons map free. Film strip with notes, Our Herring Industry, 12*s.* 6*d.*; full list of other strips on request. *The Story of the Herring*, background notes to the herring industry, 1*s.*

White Fish Authority, Conyngham Hall, Knaresborough, Yorks.
Photos illustrating distribution of fish from major ports, on loan.

British Trawlers Federation Ltd.
Wall chart on British trawling, free distribution. Apply to the News Room, Publications Room, F. C. Pritchard, Wood and Partners Ltd., 25 Sarde Row, W.1.

G.B. Equipments Ltd.
Wall chart, World Fishing, 5*s.* 6*d.*

Educational Productions Ltd.
Chart, Trawling, 1*s.*

Science Museum, S.W.7
Postcards of models of boats of various types, 4*d.* each. Handbooks available for purchase: *British Fishing Boats and Coastal Craft*, by E. W. White, Part I, Historical Survey, 2*s.*; Part II, Descriptive Catalogue, 3*s.* 6*d.* Lantern slides available for loan or purchase.

FRANCE

French Government Tourist Office, 179 Piccadilly, W.1
Posters and useful literature for group work in secondary schools. 16-mm. sound and silent films available on free loan.

French Railways Ltd., Publicity Dept., Victoria Station, S.W.1
Railway posters at a small charge. 16-mm. films on free loan from French Railways Film Library, c/o Messrs. Sound Services Ltd., 269 Kingston Road, S.W.19. Titles of films mainly concerned with railways; list from Publicity Dept.

Educational Productions Ltd.
4 charts, 20*s.*

Cassell & Co. Ltd., 37–8 St. Andrew's Hill, E.C.4
3 Wall-sheets in colour, 9*s.* the set.

GERMANY

German Tourist Information Bureau, 6 Vigo Street, W.1

Pictorial Charts Unit: Germany No. 1. A House Divided; No. 2. Iron, Steel and Coal, 6*s.* each.

GREECE

Public Relations Officer, Greek Government Department of Information, 34 Hyde Park Square, W.2
Pictorial Guide. Film strips for loan, with teaching notes. Small collection of lantern slides for loan.

Geo. Harrap
Geography Picture Summaries, Set VII, Southern Europe. 1*s.* 6*d.* plus 11*d.* purchase tax.

A. and C. Black Ltd.
Picture set in sepia, Mediterranean Lands.

INDIA

The High Commissioner of India, Public Relations Dept., India House, Aldwych, W.C.2
Periodicals and publications for sale or loan. Lending library of books and photographs. 16-mm. and 35-mm. sound films on free loan, catalogue on request. Daily programme of Indian documentary films in India House. Admission free.

Imperial Institute, S.W.7
3 Panels of Loan photographs, India and Pakistan. Diorama for assembling, No. 1, An Indian Village, 5*s.* 9*d.*

Educational Productions Ltd.
Set of 12 charts, 30*s.*

Pictorial Charts Unit (University of London Press Ltd.)
India in Maps and Diagrams, 5 charts, 2*s.*; India plans for her future, 1 chart, 4*s.* 6*d.*; India To-day, 1 chart, 4*s.* 6*d.*

Edinburgh House Press, 2 Eaton Gate, S.W.1
Practical Work Book No. 3, *India*, 2*s.* Frieze Painting Books, *Along the Indian Road*, *Rice Harvest in North India*, 1*s.* 3*d.* Overseas Picture Book No. 1, *India and Burma*, 1*s.*

IRELAND

Irish Tourist Bureau, 19 Regent Street, S.W.1
Photographs for loan. 16-mm. films, colour, free loan.

Government of N. Ireland, 13 Regent Street, S.W.1
Lecture service, lantern slides, publications, photographs, free or on loan.

Geo. G. Harrap
Geography Picture Summaries, Set 1, Scotland, Ireland, Wales. 1*s.* 6*d.* plus 1 1*d.* purchase tax.

Educational Productions Ltd.
Set of 5 charts, British Islands, 25*s.*

See also LINEN.

IRON AND STEEL, BRITAIN

The British Iron and Steel Federation, Training Dept., Steel House, Tothill Street, S.W.1
Wall charts, film strips and 16-mm. films on free loan. Reference service.

Stanton Ironworks Co. Ltd., Publicity and Publications Dept., near Nottingham
Films on free loan.

ITALY

Italian State Tourist Department, 201 Regent Street, W.1
Publications. Slides and 16-1 1m. films for hire. List on request.

Italian Travel Bureau, 203 Regent Street, W.1
Useful literature for group or individual work in secondary schools.

Geo. G. Harrap
Geography Picture Summaries, Set VII, S. Europe. 1*s.* 6*d.* plus 1 1*d.* purchase tax.

A. and C. Black
Set of pictures in sepia, Mediterranean Lands.

Educational Productions Ltd.
Set of 4 charts, 20*s.*

JAPAN

Edinburgh House Press
Overseas Picture Book No. 3, *China and Japan*, 1*s.*

LIGHTHOUSES

Aerofilms, 4 Albemarle Street, W.1
Many excellent low oblique photographs of British lighthouses. Particularly useful to primary teachers.

H.M.S.O.
Admiralty List of Lights, Part I, 10*s.* 6*d.*

Trinity House, Tower Hill, E.C.3
No pictures, but may give list of useful sources. Useful description of a rock lighthouse free.

The Director, Science Museum, South Kensington, S.W.7
Lantern slides on lighthouses and lightships available for loan or purchase.

Pictorial Charts Unit: Chart, Lighthouses, 6*s.*

LINEN

Irish Linen Guild, 7 Donegall Square West, Belfast
Wall charts and brochure free. Samples at small cost.

LONDON (see also PORTS)

The Director, The London Museum, Kensington Palace, W.8
This Museum deals with the development of London in topographical and other aspects. In the Museum is a large air mosaic of London. Publications for sale include booklets on historic London and postcards, coloured and photogravure.

MATHEMATICAL GEOGRAPHY

G.B. Equipments Ltd.
Wall charts in colour: Latitude and Longitude; Rotating Globe, I, II and III; Longitude and Time; Map Projection, I and II; 5*s.* 6*d.* each.

Geo. Philip & Son Ltd.
Globes. Apparatus to illustrate the causes of the seasons, movement of the sun, etc.

MEDITERRANEAN ISLANDS

Cyprus Government, 27 Cockspur Street, S.W.1

Cyprus Travel Bureau, 36 Hampstead Road, N.W.1

Educational Productions Ltd.
Mediterranean, 4 charts, 20*s.* Malta, 1 chart, 1*s.*

MEDITERRANEAN LANDS, GENERAL

A. and C. Black
Set of pictures in sepia, Mediterranean Lands, 2*s.* 6*d.*

Pictorial Charts Unit:
Chart, Farming in Mediterranean Lands, 6*s.* 6*d.* Film strip, 10*s.* 6*d.*

MINERALS OF ECONOMIC VALUE

Imperial Institute, S.W.7
Samples and leaflets, Commonwealth minerals.

Mond Nickel Company Ltd., Educational Section, Thames House, Millbank, S.W.1

Wall charts, display material, models on free loan. Publications and specimens free.

Aluminium Development Association, 33 Grosvenor Street, W.1

Specimen boxes and wall charts. Photographs and lantern slides for loan.

Ontario House, Charles II Street, S.W.1

Most useful literature suitable for use by children (iron, nickel, etc.).

See also COAL, IRON, OIL.

NATIONAL PARKS COMMISSION, 3 Chester Gate, Regent's Park, N.W.1

Wall chart free. Booklet 2*s.* 6*d.* (H.M.S.O.).

NATIONAL TRUST, 34 Queen Anne's Gate, S.W.1

Exhibition pictures, sets of approximately 18 on free loan. Lantern slides, free loan.

NATURAL VEGETATION

Pictorial Charts Unit (from University of London Press Ltd.)

Summary Wall Charts, Regions of the World Series: 1, The Equatorial Forest; 2, The Savannah Grasslands; 3, The Hot Desert; 4, The Temperate Grasslands; 5, The Coniferous Forests; 6, Mediterranean Regions; each 6*s.* 6*d.* Film strips 10*s.* 6*d.* each.

Rendell and Wilson, 176A Ashley Road, Hale, Altrincham, Cheshire.

Film strip, Natural Vegetation of the World, 26 frames, 15*s.*, including notes and postage.

Flatters and Garnett Ltd., 309 Oxford Road, Manchester, 13

Slides for hire or purchase on specialist floras.

University of London Press Ltd.

Regions of the World in Pictures: Africa, 4 sets, each 1*s.* 3*d.* plus 9½*d.* purchase tax.

The Curator, Royal Botanic Gardens, Kew, Surrey.

Black and white or colour postcards, 1*d.* and 2*d.* each, e.g. bananas in fruit, cocoa in fruit. Facilities for study of plants.

See also ANIMALS.

NETHERLANDS

The Royal Netherlands Embassy, Press Dept., Hereford House, 117 Park Street, W.1.

Booklet, *The Netherlands*. Exhibition cases on free loan for 2 weeks. 16-mm. sound films, many in colour, available from N.C.V.A.E. (apply

to Embassy for list). Film strips on free loan. Lectures and film shows for pupils in the upper forms of secondary schools.

Educational Productions, Ltd.
4 Charts, 4*s*.

Cassell & Co. Ltd., 37–8 St. Andrew's Hill, E.C.4
3 coloured wall sheets, 9*s*. the set.

National Association of Mixed and Girls' Clubs
Exhibition box, Holland, 1*s*. 6*d*. a week.

NEW ZEALAND

Press Section, Public Relations Branch, New Zealand Government Offices, 415 Strand, W.C.2
Free folders. Films and film strips on free loan. Catalogues on request. Reference library. Set of 6 photogravure posters, 4*s*., post free. Poster map in colour, 1*s*. 6*d*. Pocket digest of statistics, 2*s*. 6*d*.

Imperial Institute, S.W.7
Wall Charts, 30*s*. a set. Photo-picture Set, Introducing New Zealand, 10*s*. Loan panels of photographs.

Geo. G. Harrap
Geography Picture Summaries, No. XX.

Pictorial Education Centre, 68 The Grampians, Western Gate, W.6
Set of 10–12 panels, £3 10*s*.

NORWAY

Royal Norwegian Embassy, Press and Foreign Information Office, 25 Belgrave Square, S.W.1
Posters, leaflets, booklets. 16-mm. sound films (many in colour) on free loan. Projector and operator 1 guinea, plus travel expenses. List of films on request. Photographic library.

Educational Productions Ltd.
3 charts, 3*s*.

Cassell & Co. Ltd., 37–8 St. Andrew's Hill, E.C.4
3 coloured wall-sheets, Scandinavia, 9*s*. the set.

NYLON

British Nylon Spinners Ltd., 25 Upper Brook Street, W.1
Illustrated booklet.

Pictorial Charts Unit: Chart, Textiles Today—The New Fibres, 6*s*.

OIL

Petroleum Information Bureau, 29 New Bond Street, W.1
Notes and pamphlets, free. 3 Wall Charts, 40 × 30 in. 4*s*. 6*d*. the set; World Map, 40 × 30 in., 2*s*.; 16-mm. sound and silent films on free loan.

Also film strips, slides, samples, display material. Full details of all services on request.

Shell Petroleum Co. Ltd., Public Relations Dept., Victory House, 99–101 Regent Street, W.1

Shell Picture Stories—sets of captioned photographs, 10 × 8 in., which tell story of oil in various parts of the world.

Shell Photographic Unit, 31 Great Street, Helen's Court, E.C.3

ORANGES

Educational Productions Ltd.

Chart, 1*s.*

Pictorial Charts Unit: Chart, Britain's Fruit Supplies, 6*s.*

PACIFIC ISLANDS

Imperial Institute, S.W.7

Photo-picture Set, Introduction to the Pacific Islands, 10*s.*; booklet, 2*s.* 6*d.*; loan panels of photos, Pacific; diorama to make, Fiji Village and Copra, 5*s.* 9*d.*; Stories of Empire Products, No. 25, 2*d.*

Geo. G. Harrap

Geography Picture Summaries, Set XX. 1*s.* 6*d.* plus 11*d.* purchase tax.

Educational Productions Ltd.

4 charts, Pacific, 20*s.*

Edinburgh House Press

Practical Work Book, No. 6, *The South Seas*, 2*s.*

Pictorial Charts Unit: Chart, The Pacific Region, 6*s.*

See also BRITISH COMMONWEALTH.

PAKISTAN

The Press Attaché, The High Commissioner for Pakistan, 35 Lowndes Square, S.W.1

Brochures and booklets.

Imperial Institute, S.W.7

Set of 12 wall charts, 7*s.*; booklet, *Tea from Pakistan*, 3*d.*

PHYSICAL GEOGRAPHY AND GEOLOGY

The Director, Geological Survey and Museum, S.W.7

Museum and library facilities. Will identify specimens. Large collection of photographs of geological subjects in England, Wales and Scotland. Contact prints, enlargements and lantern slides made to order. Quantity discounts.

Flatters and Garnett Ltd., 309 Oxford Road, Manchester, 13
Slides of geological subjects for hire or purchase.

Geo. Philip & Son Ltd.
Geological specimens; geographical pictures by P. H. L'Estrange in sheet form, 1*s.* 7*d.* plus tax. Land Forms; Famous Scenery.

Map Reliefs, 33 Millcrest Road, Goffs Oak, Herts.
Relief models moulded in sheet acetate to show physical features of selected areas of the British Isles.

Gregory Bottley & Co., 30 Old Church Street, Chelsea, S.W.3
Samples of British and Empire minerals; geological hammers, 9*s.* 6*d.*, 10*s.* 6*d.*, 11*s.* 6*d.*

Thos. Murby, 40 Museum Street, W.C.1
Geological dioramas to illustrate epochs, e.g. Silurian; geological block models, e.g. Normal fault; simple relief models; equipment for geological field work; rock and mineral specimens.

The Museums Association (O.U.P.), 1941
Geology in the Museum, a useful handbook intended for the guidance of museum curators on geological museum technique; contains much useful advice and information to a teacher concerning labelling of specimens, model-making, etc.

POLAR REGIONS

Newton & Co. Ltd., 3 Emperor's Gate, S.W.7
Film strip, EID216/c, Captain Scott's Antarctic Expedition.

Royal Danish Embassy
Greenland.

PORTS, BRITISH

Port of Bristol Authority, Queen Square, Bristol, 1

British Transport Commission, Dock Office, Victoria Square, Hull

Mersey Docks and Harbour Board, Pier Head, Liverpool

Chief Information Officer, Port of London Authority, Trinity Square, E.C.3
Film strips and lantern slides on free loan; illustrated booklet, *Ships and Barges*, 4*d.*; set of 12 photographic enlargements of dock scenes, one set free per school. *P.L.A. Monthly*, a useful magazine, 13*s.* 6*d.* post free annually.

British Transport Film Library
Several useful films and film strips on free loan.

General Manager and Clerk, Southampton Harbour Board, Harbour Offices, Town Quay, Southampton.

Manchester Ship Canal Company, Ship Canal House, King Street, Manchester
Colour film for free loan.

Pictorial Charts Unit: Chart, Inland Waterways of England, and Wales, 6*s*.

Cheshire Films, 176A Ashley Road, Hale, Altrincham
16-mm. silent film, *Weaver Navigation*, 16 minutes. Purchase £12 10*s*., or hire 5*s*. 6*d*. first day.

POSTAL SERVICES

Public Relations Dept., Headquarters Building, G.P.O., St. Martin's-le-Grand, E.C.1
Limited number of leaflets and booklets; *Post Office Year Book*, 2*s*. 6*d*.

G.B. Equipments Ltd.
Wall Chart, The Postal Service, 5*s*. 6*d*., plus tax.

POTTERY INDUSTRY

Carter, Stabler and Adams Ltd., Poole, Dorset
Illustrated booklet on the story of Poole pottery, 2*s*. Visits arranged.

Doulton & Co. Ltd., Doulton House, Albert Embankment, S.E.1
16-mm. films on loan.

RICE

Imperial Institute, S.W.7
Stories of Empire Products, No. 10, 2*d*.; samples.

Educational Productions Ltd.
Wall Chart, 2*s*.

RUBBER

Publications Department, The British Rubber Development Board, Market Buildings, Mark Lane, E.C.3
Free booklets: *Handbook on Rubber*, *Natural Rubber and You*. 16-mm. sound film, *This is Rubber*; silent film, *Rubber*; both deal with the production of plantation rubber and may be loaned free. Film strips and lantern slides (3¼ × 3¼ in.) also on free loan. Samples at small charge.

Information Officer, Dunlop Rubber Co. Ltd., St. James's House, St. James's Street, S.W.1
Booklets, charts, specialised literature, samples and demonstration boxes free or on loan.

Educational Productions Ltd.
Wall chart, 1*s*.

Imperial Institute, S.W.7
Stories of Empire Products, No. 7, 2*d.*; Photo-picture Set No. 13, Malayan Rubber, 6*s.*

See also ASIA, SOUTH-EAST.

SCOTLAND

B.B.C. (*School Broadcasting*), 35 Marylebone High Street, W.1
School Broadcast Pamphlets of current series for Scottish schools, termly, 6*d.* each, discount for quantities.

SILK, NATURAL AND ARTIFICIAL

Educational Publicity Dept., Celanese House, Hanover Square, W.1
Booklets, wall charts for purchase. Sample case for loan. Film strip for free loan.

Education Officer, British Rayon and Synthetic Fibres Federation, Bridgewater House, 58 Whitworth Street, Manchester.
Sample boxes and charts, mainly of technical interest, free. Film strip (technical), free loan.

Lullingstone Silk Farm Ltd., Lullingstone Castle, Eynsford, Kent
Student's Box, price 3*s.* 9*d.*, plus postage, 4*d.* Tour of the Silk Farm at Lullingstone Castle during summer months, 45 minutes, adults 2*s.* 6*d.*, children 2*s.*, also party rates.

SPAIN AND PORTUGAL

Geo. G. Harrap
Geography Picture Summaries, Set VII, Southern Europe. 1*s.* 6*d.* plus 1 1*d.* purchase tax.

Educational Productions Ltd.
2 charts, Portugal, 2*s.*; 3 charts, Spain, 15*s.*

Spanish Tourist Office, 70 Jermyn Street, S.W.1

Portuguese Travel Bureau, 203 Regent Street, W.1

SUGAR

Tate and Lyle Ltd., Educational Aids Bureau, Plantation House, Mincing Lane, E.C.3
Books, charts, samples free on request from teachers writing from school addresses. Film strip on free loan.

British Sugar Corporation, Ltd., London.
Booklets on beet sugar production.

Imperial Institute, S.W.7
Stories of Empire Products, No. V, 2*d.*; also as a wall chart, 1*s.* 9*d.* Samples.

SWEDEN

Swedish Travel Bureau, 21–2 Coventry Street, W.1

For purchase, *Facts about Sweden*, 3*s*. 6*d*. Film strips on free loan: Summer-like Stockholm, Sweden from the Air, Gothenburg, Lapland, Middle Sweden.

The Swedish Institute for Cultural Relations, 49 Egerton Crescent, S.W.3

16-mm. sound films, film strips and slides on free loan. Posters, maps, information literature free to schools. 'Photograph screens' may be borrowed for exhibition purposes. Useful bibliography.

Educational Productions Ltd.

4 charts, 20*s*.

SWITZERLAND

Swiss National Tourist Office, 458–9 Strand, Trafalgar Square, W.C.2

Posters and travel information free. A large collection of 2 × 2 in. coloured slides for loan. Catalogue on request. 16-mm. sound and silent films for hire at small cost. List on request.

Educational Productions Ltd.

4 charts, 20*s*.

TEA

The Tea Bureau (*Education Officer*), The Tea Centre, 22 Regent Street, S.W.1, and 28 Deansgate, Manchester, 3

A comprehensive range of posters, maps, charts, booklets for purchase. Lists on request. Reference facilities. Film strips, 10*s* 6*d*. each.

TIMBER

Education Dept., The Timber Development Association Ltd., 21 College Hill, E.C.4

Timber specimens, $4\frac{1}{2} \times 2\frac{1}{8} \times \frac{1}{2}$ in., available for sale. List on request. Set of 50 specimens, £2 10*s*.; 10 or more specimens, 1*s*. each; individual specimens, 1*s*. 3*d*. each.

Publications include: Information Leaflets, No. 20, Forest to Consumer; No. 28, E. African Timbers; No. 39, Forest Regions, and their Commercial Timbers.

Map of the Commercial Timbers of the World, in colour, 33 × 47 in.: cloth, rollers 14*s*. 6*d*.; paper 5*s*.

Coloured wall charts, mainly on technical aspects, £1 15*s*. set of 8.

H.M.S.O.

12 photographs, Timber from the Colonies, 6*s*.

Imperial Institute, S.W.7

Booklet, *Empire Timbers*, 3*s*. 6*d*. Samples. Chart, Canadian Wood-pulp and Paper, 1*s*. 9*d*.

TOBACCO

The Imperial Tobacco Company, Bristol, 3
Map and booklet free.

Imperial Institute, S.W.7
Stories of Empire Products, No. XV, 2*d.*

TOWN AND COUNTRY PLANNING

Town and Country Planning Association, The Planning Centre, 28 King Street, Covent Garden, W.C.2
Issues a useful book list. Slide collection-sets can be hired by non-members at 10*s.* 6*d.* Useful slides: Set (*a*) Housing—Miscellaneous: (1) Primitive, (2) House types in Canada and U.S.A.; (*h*) Towns, Town Plans, with illustrations from all over the world, (*n*) Aeroplane views; (*s*) London.

TRANSPORT, GENERAL

Educational Productions Ltd.
5 wall charts, set 25*s.*

Science Museum, S.W.7
Lantern slides for hire and purchase. Postcards, 4*d.* each.

London Transport Executive, Publicity Officer, 55 Broadway, S.W.1
Posters for sale. Lantern slides on free loan.

TRANSPORT, AIR

The Reference Officer, British Overseas Airways Corporation, Stratton House, Stratton Street, Piccadilly, W.1
A limited supply of material available for schools. Loan collection of 3¼ × 3¼ in. lantern slides. Films distributed by Sound-Services Ltd. Photographic prints 2*s.* 6*d.*–17*s.* 6*d.*; 16-mm. sound films: *Speedbird to Sunrise*, 30 minutes; *Comet over Africa*, 30 minutes; *B.O.A.C. Happy Landing–Jamaica*, 20 minutes.

British European Airways (Press Officer), Dorland House, Regent Street, S.W.1
A limited amount of free literature available for schools. Queries dealt with gladly.

The Advertising Manager, K.L.M., New Bond Street, W.1
Films, route maps and route literature.

Pan American World Airways, 193 Piccadilly, W.1

H.M.S.O.
Northolt Airport, London Airport, Renfrew Airport, Prestwick Airport, 1*s.* each.

TRANSPORT, RAIL

British Transport Commission, 25 Saville Row, W.1
16-mm. films, also film strips for loan. Apply for catalogue to Films Officer.

Educational Productions Ltd.
Set of 5 charts, The British Railways, 5*s*.

Canadian Pacific Railway Company. See CANADA.

French National Railways. See FRANCE.

TRANSPORT, SEA

The Publicity Dept., Cunard Steamship Company Ltd., 15 Lower Regent Street, S.W.1, and Cunard Building, Liverpool, 3
Illustrated leaflets and brochures. 16-mm. sound films on free loan: S1607, *Harbour Lady*; S1608, *Cunard Miscellany*; S1609, *Cunarders at Southampton*; S1601, *The Story of the* Queen Elizabeth (silent copy available).

Union-Castle Steamship Co., 3 Fenchurch Street, E.C.3
Illustrated literature, route to South Africa.

Orient Line, 14 Cockspur Street, S.W.1
Services to Australia.

New Zealand Line, 138 Leadenhall Street, E.C.3
Services via Panama.

Shaw Savill Line, 88 Leadenhall Street, E.C.3
Route to South Africa, Australia and New Zealand.

Bergen Line, Norway House, 21–4 Cockspur Street, S.W.1
Services to Madeira and Canary Islands.

Pictorial Charts Unit: Chart Merchant Shipping, 6*s*.

UNITED NATIONS

Information Centre, Russell Square House, Russell Square, W.C.1
For full information concerning publicity material, films and film strips. Note particularly the publications of the Food and Agriculture Organisation of the United Nations, which cover agriculture, economics, fisheries and forestry. Catalogue available.

Council for Education in World Citizenship, 25 Charles Street, W.1, or Temple of Peace and Health, Cathays Park, Cardiff.
Subscription rates: School Composition Fee, £2 2*s*. per annum; School Society (20 or more pupils), 6*d*. per head; local education authorities, £3 3*s*. per annum. Services to members include: the provision of speakers; loan of photographic exhibitions, film strips, booklets on topical problems; loan of books.

UNITED STATES

Information Service, American Embassy, 5 Grosvenor Square, W.1
Free literature. Photographic display sets on free loan. List on request. Agriculture (12 sets), Communications (2 sets), Industry (4 sets), Irrigation (3 sets), Natural Resources (3 sets), Regions of the U.S. (6 sets),

General (6 sets). Each set contains 10–40 pictures 14 × 11 in., mounted and unmounted. 16-mm. sound films on free loan. Catalogue on request from Films Officer. Film strips on free loan. Catalogue from Film Strip Section.

Educational Productions Ltd.

8 charts, 8*s*.

Pictorial Charts Unit

Charts: (1) The peopling of the U.S.A.; (2) Agricultural Regions; (3) The Machine Age. 8*s*. 6*d*. per set. (4) U.S.A. and the World Today. 6*s*.

U.S.S.R.

The Society for Cultural Relations with the U.S.S.R., 14 Kensington Square, W.8

Sets of photographs, maps, charts, exhibitions on Soviet life, for sale and hire.

Pictorial Charts Unit

U.S.S.R., 7 charts, 1 guinea per set: (1) Vegetation, (2) Agriculture, (3) Village and Collective Farm, (4) National and Administrative Divisions, (5) Industry, (6) Communications, (7) Government. Five of the seven sheets are clear distribution maps.

Chart: Changes in the Desert and Steppe Lands: U.S.S.R. Development Scheme, 4*s*. 6*d*.

Water Supply

Public Relations Officer, British Waterworks Association, 34 Park Street, W.1

School Pamphlet, *Story behind the Tap*, 6*d*. 16-mm. films for hire, 1 guinea first day of showing: *Sheffield Waterworks* (30 minutes), *Birmingham Water Supply* (30 minutes, colour), *Australia's Water Supply* (40 minutes, colour), *Life Stream, U.S.A.* (21 minutes, colour).

The Clerk of the Board, Metropolitan Water Board, New River Head, Rosebery Avenue, E.C.1

Information on London's water supply. Visits to some works by arrangement.

Weather

H.M.S.O.

Cloud Card for Observers. Photographs of clouds arranged to illustrate the types reported in Aviation and Synoptic Meteorological Reports. Printed on stiff card, 24 × 20 in., 3*s*. Booklets, *Cloud Forms*, 1*s*. 3*d*.; *Your Weather Service*, 1*s*.

Rendell and Wilson, 176A Ashley Road, Hale, Altrincham, Cheshire

Film strip, Observing the Weather, 30 frames. Available for sale (15*s*.) and hire. Available also to order as photographic prints and lantern slides.

Royal Meteorological Society, 49 Cromwell Road, S.W.7

Fellowship: Entrance Fee, £1 1*s*.; Annual Subscription, £3 3*s*. Student Membership: Annual Subscription, £1 10*s*. Monthly magazine, *Weather*, free to members or 2*s*. monthly (non-members). Library facilities. Photographs available for reproduction. Lantern slides for loan by members.

Set of cloud photographs (24 postcards) illustrating high, medium and low clouds. 7*s*. 6*d*. complete set, 3*d*. postage. All communications to the Assistant Secretary.

Wool

The International Wool Secretariat, Dorland House, 18–20 Regent Street, S.W.1

A wide range of material for purchase. Lists and order forms on application to the Director of Education. Books, charts, maps, samples, film strips. 16-mm. sound films, many in colour, free loan. Free lecture service for all age-ranges: details on request. Quarterly journal, *Wool Knowledge*, distributed to members of the Wool Education Society. Details on request.

Imperial Institute, S.W.7

Wall chart, Australian Wool, 1*s*. 9*d*. Leaflet No. XXI, Empire Products, 2*d*.

Section V

GEOGRAPHICAL SOCIETIES AND OTHER ORGANISATIONS

GEOGRAPHICAL ASSOCIATION

THE Geographical Association, founded in 1893, exists to further the knowledge of geography and the teaching of geography in all categories of educational institutions from preparatory school to university, in the United Kingdom and abroad. In addition to publishing the quarterly journal, *Geography*, the Association maintains a library of geographical books, textbooks, articles, journals (English and foreign), and lantern slides. Two conferences are organised annually, one early in January, normally in London, at which an Annual General Meeting is held; and a second usually about Easter in a provincial centre. Other conferences and summer schools are held from time to time, in England and abroad.

The policy and work of the Association is directed by an elected Council and administered by an Executive Committee. Branches are in operation throughout the country to unite members locally where there is sufficient demand for meetings, discussions, lectures and excursions. Names and addresses of local honorary secretaries may be obtained from the headquarters of the Association. Section and standing committees deal with work and enquiries related to geography and teaching in primary, public and preparatory, secondary schools, training colleges, Institutes of Further Education, to visual aids in geography teaching, field work and other spheres of geographical interest.

Membership of the Geographical Association is open to all who are interested in geography and in education, to schools and colleges as well as to individuals. Annual membership: £1 1*s*. Privilege student membership: 8*s*. per annum. School or college membership £2 2*s*. per annum, which entitles the institution to receive *Geography* and to use the library, being allowed to borrow additional books to a total of six at one time.

All enquiries concerning the Association should be sent, accompanied by a self-addressed, stamped envelope, to the

Assistant Secretary, The Geographical Association, c/o Park Branch Library, Duke Street, Sheffield, 2.

PUBLICATIONS

Geography. Quarterly journal, published in January, April, July and November. Price to non-members of the Association, 6*s*. per issue.
Articles of general and topical geographical interest and on the teaching of geography, reviews of geographical and related books and film strips, and announcements of news of interest to geography teachers.

Local Studies. 36 pp. 1949 (revised edition, with regional bibliography). 3*s*. post free.
Schemes of work and sample studies for local field and regional studies, prepared by the Secondary Schools Section Committee of the Association.

Geography in the Primary School. 36 pp. 1955 (revised). 2*s*. post free.
A report prepared by a sub-committee of the Primary School Section and Training College Section Committees of the Association.

BRIAULT, E. W. H., AND SHAVE, D.W. *Geography in the Secondary School:* with special reference to the Secondary Modern School. 36 pp. 1955 (revised and enlarged). 2*s*. post free.
A report prepared for the Executive Committee of the Association.

HEATON, P. R. *The Geography Room in a Secondary School*. 1954. 2*s*. 6*d*.
A memorandum on the equipping of a school geography room.

E. W. GILBERT. *Seven Lamps of Geography*. Reprinted from *Geography*, vol. XXXVI, Part 1, 1951. 16 pp. 1*s*. 6*d*. post free.
An appreciation of the teaching of Sir Halford J. Mackinder.

The History of the Geographical Association. Reprinted from *Geography*, vol. XXXVIII, Part 4, 1953. 5*s*. Includes 'Sixty Years of Geography and Education', by H. J. Fleure.

Class and Reference Books in Geography for Form VI. 8*d*. post free.

Set of six Ordnance Survey Maps. 15 × 12 in. 4*s*. 6*d*. per single set (in quantity, 4*s*. 3*d*. per set).
Extracts of contrasted areas from the 4th edition 1-in. maps of Cairngorms, South Downs, Mid-Severn Valley, South Wales valleys (water and contours only of the last two). A set of notes is supplied with each order.

Lincolnshire Studies. D. L. Linton and K. C. Edwards. Reprinted from *Geography*, vol. XXXIX, Part 2, 1954. 24 pp. 2*s*.

Studies in the Geography of the South West Peninsula. S. W. Wooldridge, A. Davies and A. H. Shorter. Reprinted from *Geography* vol. XXXIX, Part 4, 1954. 32 pp. 2*s*.

INSTITUTE OF BRITISH GEOGRAPHERS

The Institute was founded in 1933. Its objects are the study, discussion and advancement of geography, especially by the holding of meetings which are open to the general public as well as to members of the Institute. It publishes papers and documents in the *Transactions* of the Institute, issued annually to members. It is usual to hold an annual meeting in January at which papers are read and discussed. Annual subscription, £2; student member, £1.

Teachers who are interested in membership should write to the Hon. Secretary, Mr. A. E. Smailes, at Queen Mary College, Mile End Road, London, E.1.

ROYAL GEOGRAPHICAL SOCIETY

The main work of the Royal Geographical Society is directed toward maintaining and fostering British geographical exploration and research. The Society welcomes to its Fellowship all those who are anxious to promote these objects, even though they may themselves be unable to take an active part in exploration and discovery or may not have published original geographical work. The title 'F.R.G.S.' is not a distinction, but indicates a Fellowship in the sense of membership of a scientific Society incorporated by Royal Charter.

Fellows are entitled to attend all the meetings of the Society. Evening meetings, held at least once a month (Oct.–June), usually take the form of a lecture on some current geographical problem or on some outstanding piece of exploration or travel, illustrated by slides or by a film. Other meetings are devoted to geographical films and to reading and discussing technical and research papers. Three times a year there is a special programme of teaching films which, though frequently of general interest, are shown mainly for inspection and discussion by teachers of geography in schools. All Fellows receive the *Geographical Journal*, and Associate Members may choose the *Journal* or the monthly *Geographical Magazine.*

One of the most used facilities offered to members is the

Library of nearly 100,000 books, including the latest books on travel and exploration and on geographical and allied subjects. In addition to books, lantern slides and photographs can be borrowed. The Society's New and Old Map Rooms contain a unique collection of over 350,000 maps, historical as well as modern, and the Museum of Exploration has personal relics of the famous explorers of the past.

The Society gives advice on all general problems of travel and assistance in obtaining equipment. The Research and Expeditions Committee deals with problems of geographical research and gives help to exploratory expeditions. Information about survey instruments and instruction in surveying is given by the Survey Committee. The Education Committee's chief concern is with the teaching of geography, and it has prepared and issued memoranda on careers for geographers, social studies, etc.

Candidates for the Fellowship of the Royal Geographical Society must be personally proposed by a Fellow of the Society. The entrance fee is £4; annual subscription, £4; single compounding fee, £60. Associate membership is open to those aged between seventeen and twenty years who are recommended by a Fellow. Annual subscription, £2 (without entrance fee).

The address of the Society is: The Royal Geographical Society, Kensington Gore, London, S.W.7.

Publications

The Geographical Journal. Published quarterly. Price to non-Fellows, 8*s.* 6*d.* per copy; annual subscription, 36*s.*

The journal is important chiefly for its scientific accounts of recent explorations and travels, illustrated with photographs and maps. It also has articles on general geographical subjects and reviews of important books and maps.

MILL, H. R. *The Record of the Royal Geographical Society, 1830–1930.* £1 (Fellows, 15*s.*).

This record of the first hundred years of the Society's work includes accounts of the achievements of the explorers who have been assisted in their work and have received medals from the Society.

Hints to Travellers. I. Survey and Field Astronomy. 456 pp. (11th ed. 1935, repr. 1944). 16*s.* (Fellows, 12*s.*). II. Organisation and Equipment; Scientific Observation; Health, Sickness and Injury. 489 pp. 11th ed. 1938, repr. 1947. 14*s.* (Fellows, 10*s.* 6*d.*).

New Geographical Literature and Maps. Published half-yearly. Annual subscription 7*s.* 6*d.*

BALCHIN, W. G. V. *Air Transport Geography.* 1*s.* *Out of print.*

CLINTON, SIR LEWIS. *The Making of a Map.* 6*d.*

CONS, G. J. *Geography and Visual Education.* 1*s.*

CRONE, G. R. *The Hereford World Map.* 1*s.* 6*d.* *Modern Geographers,* 3*s.* 6*d.* (see p. 370).

HART, C. A. *Air Survey.* 1*s.*

MACKINDER, SIR HALFORD. *The Scope and Methods of Geography* and *The Geographical Pivot of History.* 2*s.* 6*d.*

AHLMANN, H. *Glaciological Research on the North Atlantic Coasts.* Research Series, No. 1. 83 pp. 1948. 7*s.* 6*d.* (Fellows 6*s.*).

JENNINGS, J. M. *The Origin of the Broads.* Research Series, No. 2. 66 pp. 1952. 10*s.* (Fellows 7*s.* 6*d.*).

ROYAL SCOTTISH GEOGRAPHICAL SOCIETY

Each year the Royal Scottish Geographical Society organises series of lectures by travellers, explorers and scientists. Papers on geographical subjects are also presented and discussed. The Society possesses a large lending library containing the latest books of travel and exploration as well as guide-books, textbooks and scientific works. The reference library includes British and foreign journals and periodicals. A general map collection of over 50,000 maps covering the whole world includes a special section of old maps of Scotland.

The Society confers the Diploma of Fellowship for distinction in geographical work upon any member who satisfies the Council as to his or her qualifications and becomes a Life Member. Medals are awarded, normally once a year, to persons who have rendered outstanding services to geographical science. These are the Scottish Geographical Medal, the Livingstone Medal, the Mungo Park Medal, and the Research Medal.

The *Scottish Geographical Magazine* is issued only to members. It contains illustrated articles on geographical subjects, notes on matters of current interest in geography and reviews of books. Considerable space is given to articles dealing with

Scotland. The ordinary annual subscription for Membership of the Society is 30*s*. a year; Life Membership £24. School Corporate Membership can be arranged at a fee of 5*s*. per member, and there are also special reductions for junior and student members and for persons in country areas and oversea. Further details may be obtained from the Secretary, Royal Scottish Geographical Society, Synod Hall, Castle Terrace, Edinburgh, 1.

OTHER ORGANISATIONS

ASSOCIATION OF AGRICULTURE

The Association of Agriculture exists to promote the interests of agriculture in general, to create a better understanding of farming, rural life and the countryside, especially among town-dwellers, and to draw attention to the important place of agriculture in the maintenance of the health, security and economy of the people of Britain. It is an independent body supported entirely by voluntary contributions and donations and has no affiliations to political parties or other individual interests.

Its work is mainly educational, providing information on many aspects of country living which are of interest to the general public and of use to teachers in presenting agricultural material in the normal school curriculum. Activities of the Association include the organisation of one-day conferences and residential courses on geography, history, biology, social science in their relation to agriculture interpreted in the widest sense. These are held throughout Great Britain in co-operation with educational authorities and other bodies.

A scheme for farm adoption by post provides an overall picture of the main types of British farming. This is presented in eight folders each of which is devoted to an actual farm and includes a photograph of the farm, a county map, a map of fields and buildings, and details of soil, cropping, livestock, labour, markets, geography and history. Seasonal changes are reported in letters from the farmer three times a year. The farms now available are:

1. A fruit and hop farm in Kent.
2. A cattle- and sheep-rearing farm in Shropshire.
3. A cropping and feeding farm in East Perthshire.
4. A dairy farm in Somerset.

5. A mixed farm on the Yorkshire Wolds.
6. A small mixed farm in West Wales.
7. A milk and beef farm in Northamptonshire.
8. A small hill sheep farm in the Western Highlands.

A charge of 7*s.* 6*d.* is made for each folder, and this includes the seasonal letters. This scheme now includes Dominion farming. (See p. 127).

Full particulars regarding membership of the Association and its activities may be obtained from the General Secretary, Association of Agriculture, 53 Victoria Street, London, S.W.1.

PUBLICATIONS

Wall Map. Compiled by L. DUDLEY STAMP AND K. BUCHANAN. 42 × 27 in. In eight colours. 7*s.* 6*d.*
A new and simplified map showing the generalised distribution of farming systems in Great Britain.

K. BUCHANAN. *The Distribution of Systems of Farming in Britain.* 12 pp. 1*s.*
This illustrated booklet gives an introduction to, and a detailed description of, the systems shown on the wall map.

BRITISH ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE

The work of the Association covers a very wide field of activity in which geography is included. The main function of the Association is the annual meeting, held in late summer (usually September), in which a section is devoted to papers read by geographers and including a Presidential lecture.

Membership is open to all interested in geography, and no technical qualification or form of nomination is required. Annual subscriptions (April to March): Member, £2 2*s.*; Associate, £1 1*s.*; Student, 10*s.*

The address of the Association is: The British Association for the Advancement of Science, Burlington House, Piccadilly, London, W.1.

BRITISH SHIP ADOPTION SOCIETY

This Society exists to establish communication between schools and ships sailing to all parts of the world. Through a system of correspondence, often supplemented by visits of

masters and other members of crews to the schools and of parties from schools to the ships, the teaching of geography and kindred subjects is amplified by live material about the countries which supply our foodstuffs and raw materials, and about the places and peoples which use the products exported from this country. In addition, the schools receive first-hand accounts of voyages, climatic and weather conditions, ocean currents, the historical associations of seaports, the way in which foodstuffs and commodities are grown, the way in which shipping business is transacted, of ship construction and the handling of ships. The Society has also begun to build up loan collections of lantern slides, film strips, photographs and books on ships and seafaring.

The annual subscription for each member school is £3 3*s*. payable either direct or through the local education authority. The fees paid by a local authority rank for a 50 per cent. grant from the Ministry of Education. Applications for membership should be addressed to the Secretary, The British Ship Adoption Society, H.Q.S. *Wellington*, Victoria Embankment, London, W.C.2.

Publications

Our Merchant Ships. The Bulletin of the Society, published three times a year. Free to members.

BROOKS, L., AND DUCE, R. H. (Ed.). *Seafarers, Ships and Cargoes*. U.L.P. for the British Ship Adoption Society. 232 pp. 1951. 10*s*. 6*d*.; school edition, 8*s*. 6*d*.

A book compiled from accounts written by the crews of adopted ships describing voyages in many parts of the world.

COUNCIL FOR THE PROMOTION OF FIELD STUDIES

The aims of the Council are to encourage the pursuit of every branch of field work and to set up for this purpose residential Field Study and Research Centres, distributed in localities selected for the richness and variety of their ecological features and their geological, geographical, archaeological and historical interest. Membership of the C.P.F.S. is open to any individual who is interested in any branch of field study, and entitles him to apply for admission to the Council's Field Centres, with a view to joining one of the

special courses or to carrying out independent field work. At present the minimum annual subscription for membership is 5*s*. Members are kept in touch with the progress and activities of the Council through the Annual General Meeting and the issue of an Annual Report; each autumn they receive leaflets which include Programmes of the Courses planned for the coming season at all the Field Centres. Bodies wishing to become Corporate Members may do so on payment of minimum subscription of £1 1*s*. per annum (schools 10*s*. 6*d*.). Corporate members receive the Council's literature and may nominate a representative to attend with voting rights, any general meeting of members. Details concerning the Field Centres will be found on page 73.

GEOLOGICAL SOCIETY OF LONDON

The Geological Society was founded in 1807 and incorporated by Royal Charter in 1825. Its aims are the promotion of the study and the dissemination of knowledge of the origin, formation and structure of the earth and the history of life thereon up to historical times. The academic and economic aspects of the science both fall within the Society's purview.

Scientific meetings are held every three or four weeks during the months October to June inclusive. Fellows are entitled to use the Library (approx. 80,000 volumes) and to borrow books therefrom. Junior Associates may consult books on the premises. The Society's scientific publications are the *Quarterly Journal*, for full-length papers of original research, and the *Proceedings*, containing abstracts of papers read at the meetings, descriptions of exhibits and business proceedings of the meetings. Both publications are distributed free of cost to Fellows and Junior Associates.

Admission to Fellowship is by the nomination of three Fellows and election by ballot. The fees are: admission fee. £3 3*s*.; annual contribution, £3 3*s*. Persons between the ages of eighteen and twenty-three years can be admitted, on the nomination of two Fellows, to Junior Associateship, with entitlement to restricted benefits. Annual subscription, 10*s*.

The Society's address is: Geological Society of London, Burlington House, W.1.

INTERNATIONAL AFRICAN INSTITUTE

The annual subscription for members of the Institute is £1 15*s*. In addition to *African Abstracts*, a quarterly publication, *Africa*, is issued.

Address: The International African Institute, St. Dunstan's Chambers, 10–11 Fetter Lane, London, E.C.4.

NATIONAL TRUST

Towards the end of the nineteenth century, Miss Octavia Hill, Sir Robert Hunter and Canon Rawnsley conceived the idea which took shape as the National Trust. Their plan was to set up a body of responsible private citizens who would act for the nation in the acquisition of land and houses deemed worthy of permanent preservation. They would hold such properties as trustees, protect them from destruction or undesirable development, and allow the public to enjoy them. Starting modestly in 1895, the National Trust has since become the largest landowner in the country outside State institutions, and controls, either by possession or under covenant, over a quarter of a million acres comprising about 1,000 properties. The public are ordinarily given free access to the Trust's open spaces, subject to the requirements of farming, forestry and the protection of Nature. To those buildings and gardens at which a fee is normally charged, members of the Trust are admitted without payment.

The management of the Trust is in the hands of a Council, partly appointed by various public bodies and representative societies and partly elected by the members of the Trust. Local committees help in administration. Many properties are supported by local authorities. Apart from valuable Government assistance, its main sources of revenue are endowments, legacies, donations and members' subscriptions. Any person or organisation can become a member by paying a minimum subscription of £1. Life Membership costs £20, Honorary Membership £100, and a donor of £500 is given the title of Benefactor.

The National Trust, 42 Queen Anne's Gate, London, S.W.1.; Subscription Dept., Blewcoat Scool, 23 Caxton Street, S.W.1.

PUBLICATIONS

LEES-MILNE, J. (Ed.). *The National Trust: A Record of Fifty Years' Achievement.* Batsford. 1948. 12*s.* 6*d.*

LEES-MILNE, J. *National Trust Guide: Buildings.* Batsford. 1948. 7*s.* 6*d.*

MATHESON, D. M. *National Trust Guide: Places of Natural Beauty.* Batsford. 1950. 8*s.* 6*d.*

WILLIAMS-ELLIS, C. *On Trust for the Nation.* Elek. Vol. I: 173 pp. 1947. 25*s.* Vol. II: 166 pp. 1949. 21*s.* *Out of print.*
A serious traveller's guide to many National Trust properties, illustrated with excellent photographs. Vol. I has clear maps showing National Trust areas in England and Wales, London and the surrounding country, and Northern Ireland.

MACKENZIE, C. *I Took a Journey.* Naldrett Press. 1951. 30*s.* *Out of print.*
A tour of National Trust properties, with 112 photographs.

STRONG, L. A. G. (Ed.). *Sixteen Portraits* (of people whose houses have been preserved by the National Trust). Naldrett Press. 1951. 18*s.* *Out of print.*

THOMPSON, B. *The Lake District and the National Trust.* Titus Wilson, Kendal. 1946. 10*s.* 6*d.*

Guide-books for many individual properties can be obtained from the office of the Trust, price 1*s.* to 2*s.* each. A complete list of properties, arranged in counties, with detailed notes and a number of photographs, is also available, price 2*s.* 6*d.*

ROYAL ANTHROPOLOGICAL INSTITUTE OF GREAT BRITAIN AND IRELAND

Fellows (elected) pay an entrance fee of £1 1*s.* and an annual subscription of £3 3*s.* The Institute publishes a *Journal* twice yearly, £1 per part, and *Man* monthly, 2*s.* 6*d.* a copy.

The address is: The Royal Anthropological Institute of Great Britain and Ireland, 21 Bedford Square, London, W.C.1.

ROYAL ARCHAEOLOGICAL INSTITUTE OF GREAT BRITAIN AND IRELAND

The annual subscription for members of the Institute is £1 1*s.*; Associates, 10*s.* 6*d.* *The Archaeological Journal* is published annually 25*s.* to non-members, but free to members. Entrance fee, £1 1*s.*

Address: c/o The London Museum, Kensington Palace, W.8.

ROYAL EMPIRE SOCIETY

Founded in 1868 as the Royal Colonial Institute, the Royal Empire Society is devoted to the promotion of the unity and welfare of the Empire and to increasing knowledge and mutual understanding of its countries and peoples. It is primarily a learned society, and its Library at Headquarters contains over 250,000 books and pamphlets. Bibliographies of the literature on Empire subjects are issued and advice given to students undertaking research work. Attached to the Library is a Newspaper Room containing current Commonwealth and Empire newspapers and journals. An Information Bureau advises on conditions and emigration prospects overseas and also conducts a loan service of visual aids for schools and helps in the arrangement of Empire exhibitions. The Imperial Studies Committee organises summer schools, youth conferences and programmes of lectures for schools, clubs and other institutions.

Lunch-time and evening meetings are held throughout the year dealing with subjects of topical interest. The report of addresses given at these meetings, together with domestic information about the Society, are published in *United Empire*, a bi-monthly journal which all members receive. Previous to 1910, the proceedings of the Society were published as *Proceedings of the Royal Colonial Institute*. *Empire Diary*, published annually, contains day-to-day entries, political, social and constitutional, of events throughout the Empire.

In support of its work, the Society provides at its London headquarters the complete amenities of a residential social club, and an extensive programme of social functions is organised. Branches are situated in Bath, Bournemouth, Bristol, Cambridge, Hove, Liverpool, Oxford and Edinburgh, as well as overseas.

Full particulars of membership may be obtained from the Secretary-General, The Royal Empire Society, 8 Northumberland Avenue, London, W.C.2.

ROYAL INSTITUTE OF INTERNATIONAL AFFAIRS

Membership of the Institute is by election. Entrance fee, £2 2*s*.; annual subscription, Members £4 4*s*., Associates, £3 3*s*.

Address: The Royal Institute of International Affairs, Chatham House, 10 St. James's Square, London, S.W.1.

PUBLICATIONS

International Affairs. Quarterly.

World To-day. Monthly.

Chronology of International Events and Documents. Fortnightly.

Survey of International Affairs. Annually.

ROYAL METEOROLOGICAL SOCIETY

In addition to holding regular meetings, the Royal Meteorological Society organises lectures and, in conjunction with the Council for the Promotion of Field Studies, annual vacation courses. It possesses a valuable meteorological library of about 20,000 books and pamphlets and about 1,200 manuscripts, a large number of photographs and lantern slides, including cloud photographs, and also a comprehensive bibliography of books, pamphlets, papers and articles bearing on meteorology. Books and lantern slides may be borrowed by members of the Society and photographs can be made available for reproduction. A reading room and reference research room are provided, and the office staff will assist in obtaining any meteorological information that may be required.

Candidates are elected by the Council to the Fellowship of the Royal Meteorological Society on the recommendation of two Fellows who certify personal knowledge of the suitability of the applicant. Fellows may attend meetings and introduce visitors; they have the free use of the library and receive gratis the *Quarterly Journal* of the Society. They may also receive, on written request and free of charge, *Weather* and the *Monthly Weather Report* issued by the Meteorological Office. The entrance fee is £1 1*s.*; annual subscription, £3 3*s.* Student Members, aged between seventeen and twenty-one years, may be elected on the recommendation of one Fellow: Annual subscription £1 10*s.* (without entrance fee).

All communications for the Society should be addressed to the Assistant Secretary, The Royal Meteorological Society, 49 Cromwell Road, London, S.W.7.

PUBLICATIONS

Quarterly Journal of the Royal Meteorological Society. Quarterly, £1. Annual subscription, £3. (Postage 1*s.*) Index, 1901–25: 5*s.*
The *Journal* contains the papers read at meetings, together with the discussions, and also articles, notes, correspondence and reviews.

Weather. Monthly. 2*s.* Annual subscription, 24*s.*
This magazine is designedly of a lighter calibre than the *Journal.* Contributions by leading scientists deal with all branches of meteorology and allied subjects are intended for the non-specialist reader. Correspondence is given a prominent place in the magazine.

Bibliography of Meteorological Literature. Published twice yearly until 1949. 5*s.* per number. Some volumes still in stock.

Memoirs of the Royal Meteorological Society. 1926–39. Nos. 1–40. 5*s.* per number.

Centenary Proceedings of the Royal Meteorological Society, 1950. 21*s.* (postage 6*d.*).

Rainfall Atlas of the British Isles. £1 5*s.* (Members, 15*s.*).

Some Problems of Modern Meteorology. 1936. 5*s.* (postage 6*d.*).

Weather Lore. 1950 (4th edition). 15*s.* (Members, 10*s.* 6*d.*).
The late Richard Inward's compilation, revised, augmented and edited by E. L. Hawke.

Cloud Photographs. 24 post cards. 7*s.* 6*d.* per set (postage 3*d.*).
This series of cards, reproduced from the Clarke Collection, illustrates high, medium and low types of cloud.

Proceedings of the Toronto Meteorological Conference. 30*s.* (Members, 15*s.* 6*d.*).

ZOOLOGICAL SOCIETY OF LONDON

The Zoological Society was founded in 1826 by a number of eminent naturalists for the advancement of zoology and animal physiology and for the introduction of new and curious subjects of the animal kingdom.

General and scientific meetings are held throughout the year. Fellows have the privilege of receiving the Society's Transactions and Proceedings issued during the year for a subscription of £3, or the Proceedings only for a subscription of £2.

Fellows also have the use of the Library, and the right of personal admission, with up to two companions, to the Gardens and Aquarium at Regent's Park and to Whipsnade Park upon signing the book at the entrance gate.

A candidate for the Fellowship must be proposed by a Fellow personally acquainted with him and seconded by at least two other Fellows. The entrance fee is £5, and the annual subscription £3.

Communications should be addressed to the Secretary, Zoological Society of London, Regent's Park, London, N.W.1.

Section VI

BOOK LIST FOR THE PRIMARY STAGE

(1) PRIMARY TEXTBOOKS

ALNWICK, H. *Our Food and Our Clothes.* Harrap. 96 pp. 1953 (1st pub. 1951). 8*s.* 6*d.*; school edition 7*s.* 6*d.*
A light-hearted approach to the subject with humorous sketches on every page of the book. It can be recommended as a junior reading book. It emphasises the visual approach with symbols and maps.

ARCHER, A. B., AND THOMAS, HELEN G. *Six Children of Far-Away Lands.* Geography, First Series, Book I. Ginn. 80 pp. 1953 (1st pub. 1936). 4*s.*
These six stories are designed for children aged seven and over. Each centres on an individual child in a foreign country. (See p. 183.)

ARCHER, A. B., AND THOMAS, HELEN G. *Eight Children from Near and Far.* Geography, First Series, Book II. Ginn. 96 pp. 1953 (1st pub. 1936). 4*s.* 6*d.*
This second book of the series builds upon the foundations of the first. In it pupils widen their geographic horizon, travelling in imagination to eight sharply contrasted regions of the world. Again each story centres on an individual child. (See p. 183.)

ARCHER, A. B., AND THOMAS, HELEN G. *Our Own People and Their Work.* Geography, First Series, Book III. Ginn. 112 pp. 1953 (1st pub. 1936). 5*s.*
The main theme is the people of the British Isles and their work in relation to their needs and resources. There is no formal presentation of physical geography, but map study takes a more definite form than in the earlier books in this series. There are suggestions for local study. (See p. 183.)

ARCHER, A. B., AND THOMAS, HELEN G. *The Grouping of Peoples from Desert to City.* Geography, First Series, Book IV. Ginn. 128 pp. 1953 (1st pub. 1936). 5*s.* 6*d.*
This book is designed to give pupils their first acquaintance with the world as a whole. Taking as its motif the extraordinarily uneven distribution of people over the face of the earth, the text carries pupils far and wide in its descriptions of human life and activities as related to varying conditions of physical environment. (See p. 183.)

BARKER, W. H., AND BROOKS, L. *The Peoples of the World.* Junior Regional Geographies, Book I. U.L.P. 112 pp. 1929. Limp 2*s.*; boards 2*s.* 3*d.*
A description of the habitat and manners of life of typical human groups and societies. (See p. 184.)

BARKER, W. H., AND BROOKS, L. *The British Isles.* Junior Regional Geographies, Book II. U.L.P. 174 pp. 1927. Limp 2*s.* 6*d.*; boards 2*s.* 3*d.*
A description of the natural regions of Britain showing simply and in an interesting manner how town sites and areas of population have been determined. It has maps, pictures and illustrations. (See p. 184.)

BLYTON, ENID. *Children of Other Lands.* The 'Old Thatch' Series. Johnston. 64 pp. 1*s.* 6*d.*
These stories about other children are illustrated with good outline drawings showing costume, typical scenes and homes. This is a useful class library book for the first form in the primary school. (See p. 185.)

BOOL, C. J. I. *People Far and Near.* 142 pp. 1951 (1st pub. 1932). II. *The World at Work.* 144 pp. 1951 (1st pub. 1946). III. *Exploring the World.* 204 pp. 1934. IV. *The Homeland.* 208 pp. 1934. Home and Overseas Geography. Pitman. 6*s.* each (Book 1, 5*s.*).
A narrative geography with exercises at the end of each chapter. It covers maps and simple physical geography, the peoples of the world, elementary economic geography and the geography of the British Isles. It has good photographs and coloured illustrations, some maps and diagrams.

BOYCE, E. R. (Ed.). *Travelling. People we all Know. On the Farm. In the Country.* Macmillan's Picture Book Series. Macmillan. 10 pp. each. Paper 1*s.* 9*d.*; limp cloth 3*s.* 3*d.*
These four picture books in colour would form a good basis for lesson talks and activities with infants and lower juniors. There is no written text.

BRETTLE, L. *Geography through Pictures.* Pitman. 142 pp. 1930. 5*s.*
A series of pictures on separate cards with from twenty to thirty questions on each. There are thirty-seven cards, nearly all concerned with the economic geography of the world, and a key map.

BROOKS, L., AND FINCH, R. I. *Children of Many Lands.* 120 pp. 1952 (1st pub. 1928). Limp 3*s.* 3*d.*; boards 4*s.* II. *Many Things from Many Lands.* 124 pp. 1953 (1st pub. 1928). Limp 3*s.* 6*d.*; boards 4*s.* 6*d.* III. *Round the World.* 188 pp. 1952 (1st pub. 1928). Limp 4*s.* 6*d.*; boards 5*s.* 6*d.* IV. *The British Isles.* 196 pp. 1953 (1st pub. 1928). The Columbus Regional Geographies, First Series, U.L.P. Limp 4*s.* 6*d.*; boards 5*s.*
Commencing with stories of children in other lands, this well-known primary school textbook series proceeds, via commodity geography and travels round the world, to an elementary study of the homeland. It is illustrated with maps and diagrams and includes class exercises.

CLARK, V. *At Home in Twenty-four Lands.* Vivid Geographies, Book I. Wheaton. 88 pp. 1953. 3*s.* 3*d.*
Life in the chief areas of the world is illustrated by examples. The matter is accurate, and the sketches though not always very clear are satisfactory geographically. (See p. 185.)

CLARK, V. *The Workaday World.* Vivid Geographies, Book II. Wheaton. 99 pp. 1953. 3*s.* 3*d.*
The four sections of this book deal with farms and farmers, how things are made, villages and villagers, and the sea and fisheries. The inclusion of family and local detail adds to the appeal of the book. (See p. 185.)

CLARK, V. *Travel by Land, Sea and Air.* Vivid Geographies, Book III. Wheaton. 87 pp. 1953. 3*s.* 3*d.*
Under the main headings of roadways, waterways, railways and airways, chapters deal with the home district, the larger region, and finally with an overseas example. Simple black-and-white sketches and picture maps are included, with exercises on each chapter. (See p. 185.)

CLARK, V. *Our Islands and Ourselves.* Vivid Geographies, Book IV. Wheaton. 112 pp. 1951. 3*s.* 3*d.*
The author has had his purpose clearly before him and produced a well-informed and readable book. The material is arranged in sections dealing with the people, scenery, farming and fishing, coal, textiles, towns and rivers, and is suitable for the top form of a primary school. (See p. 186.)

CONS, G. J. *Man's Work in the World.* The Golden Hind Geographies, First Series, Book IV. U.L.P. (See p. 183.)

CONS, G. J. *Village Peoples.* The Golden Hind Geographies, First Series, Book II. U.L.P. (See p. 183.)

CUNDALL, L. *The Home District.* Modern School Visual Geographies. Evans. (See pp. 207 and 259.)

DOBBY, E. H. G. *Malaya and the Malayans.* The Golden Hind Geographies, First Series, Book IIIA. U.L.P. (See p. 183.)

FAIRGRIEVE, J. *The Round World.* Black. 126 pp. 1949 (1st pub. 1908). 3*s.* 6*d.*
A good general textbook for children from ten to thirteen years. Each continent is considered in turn, and the general principles and facts of their discovery, climate, vegetation and population are very clearly brought out with the use of maps and the globe.

FINCH, R. First Series: I. *Heroes of Discovery.* 96 pp. 1952 (1st pub. 1940). 3*s.* II. *Heroes of Exploration.* 96 pp. 1952 (1st pub. 1940). 3*s.* Second Series: I. *Pioneers of Discovery.* 96 pp. 1953 (1st pub. 1948). 2*s.* 6*d.* II. *The World Discovered.* 128 pp. 1948. 2*s.* 8*d.* The London Books of Discovery and Exploration. U.L.P.
Stories of exploration and discovery, well illustrated with line drawings.
First Series. Book I: Pytheas, Marco Polo, Columbus, Vasco da Gama and Cabot, Hudson, Tasman, Captain Cook, and Peary. Book II: Pizarro, Cartier, Drake, Bruce, MacKenzie, Manning, Livingstone, Franklin, and Captain Scott.
Second Series. Book I: Ancient Egypt to the eighteenth century. Book II: Eighteenth century to the present day.

FINCH, R. *Britain and the British.* The Golden Hind Geographies, First Series, Book III. U.L.P. (See p. 183.)

FINCH, R. *Geography through the Shop Window.* Evans. 255 pp. 1951 (1st pub. 1931). 6*s.*
Much varied and useful information is given about the production of commodities in common use. World distributional maps are included, with quantitative charts dated up to 1938. The introduction contains very helpful source material for primary school teachers.

FINCH, R. *Ourselves and Other People.* The Golden Hind Geographies, First Series. Book I. U.L.P. (See p. 183.)

FRY, G. C. *Junior Geography.* University Tutorial Press. 354 pp. 1947 (1st pub. 1912). 6*s.*
This world geography is designed for primary school classes. It contains exercises, clear sketches and photographs with captions.

GREEN, W. A., AND E. G. *Families in Other Lands.* Looking at the World, Book I. Blackie. 144 pp. 1953 (1st pub. 1939). 3*s.* 5*d.*
Picturesque and detailed accounts of family life in regions representative of the main climatic types, together with practical exercises affording useful training in observation. This is a provocative little book and, with careful selection according to the ability of the class, undoubtedly useful. It is well illustrated and printed in good, clear type. (See p. 184.)

GREEN, W. A., AND E. G. *Our Neighbours and their Work for Us.* Looking at the World, Book II. Blackie. 160 pp. 1951 (1st pub. 1939). 3*s.* 8*d.*
A useful primary school geography tracing the origin of many familiar foods and commodities from overseas. Questions and graded exercises accompany each chapter. The vocabulary is well-chosen and the print good and clear. (See p. 184.)

GREEN, W. A., AND E. G. *The World and its Trade Ways.* Looking at the World, Book III. Blackie. 176 pp. 1952 (1st pub. 1939). 4*s.* 1*d.*
Two journeys round the world are described and illustrated. The first follows the steamship routes to the Southern Hemisphere, India and South-east Asia, including travel by famous railways. The second journey is across the Atlantic, along the C.P.R. route, over to the Far East and 'homeward across two continents'. Numerous illustrations, diagrams and suitable simple sketch maps together with colourful descriptive detail make this enjoyable reading for the older primary schoolchild. (See p. 184.)

GREEN, W. A., AND E. G. *Britain and its Work.* Looking at the World, Book IV. Blackie. 176 pp. 1953 (1st pub. 1939). 4*s.* 1*d.*
Simple comparisons are drawn with regard to the landscape of the country and the occupations of the people as between north and south, east and

west of the British Isles. The book is well illustrated with four colour plates, an end map of railways, and maps of the British Isles, and includes questions and practical exercises. Even allowing for the great diversity within every industry and occupation, this picture is at times unconvincing, but within its limitations it is a useful book. (See p. 184.)

HARDINGHAM, B. G. *Round the Globe.* The Foundations of Geography, Book I. Nelson. 148 pp. 1953 (1st pub. 1934). 4*s.*
Peoples living in ten different environments throughout the world are described in very simple language. Each chapter contains a story which might be told by one of the inhabitants. A special feature of the book is the inclusion of coloured cut-outs at the end of each chapter, but these are very generalised and sometimes misleading. There are many black-and-white photographs.

HARDINGHAM, B. G. *Over Land and Sea.* The Foundations of Geography, Book II. Nelson. 176 pp. 1952 (1st pub. 1934). 4*s.* 6*d.*
This book is similar in content and arrangement to *Round the Globe* (above).

HARDINGHAM, B. G. *Ourselves and Our Cousins.* The Foundations of Geography, Book III. Nelson. 184 pp. 1952 (1st pub. 1935). 4*s.* 6*d.*
An introduction to world geography beginning with chapters on the round world, sunshine and shadow. Aspects of life in Britain are discussed under headings such as the farmer, the railwayman, shoes and clothes. There are also chapters on Australia, Canada, South Africa, approached mainly through products. Scotland and Ireland are dealt with at the end of the book. The story form is used throughout, information being given in reply to questions asked by two children.

HARDINGHAM, B. G. *England and Wales.* The Foundations of Geography, Book IIIA. Nelson. 218 pp. 1952 (1st pub. 1938). 5*s.*
The first nine chapters deal with such introductory matter as direction, the sun and seasons, wind, rain, land and its use, the weather, and an introduction to the chief regions of England and Wales. There follow chapters on each of the regions and finally on ports, transport and London. There are twelve photographic plates and many black-and-white sketches. Numerous maps of many types include semi-pictorial maps of the chief regions. The book concludes with questions on each chapter. Throughout the approach is formal and logical, but very generalised.

HARDINGHAM, B. G. *Ourselves and Our Neighbours.* The Foundations of Geography, Book IV. Nelson. 240 pp. 1953 (1st pub. 1935). 5*s.* 3*d.*
The geography of the British Isles is written in terms of the experience of some English children who visit different parts of the country. For the Continental chapters a radio broadcast is used as the expository device. There are fourteen full-page coloured illustrations, numerous black-and-white drawings and picture maps. Exercises on each chapter are included which would test what had been absorbed by pupils using the book as a class reader.

HARDINGHAM, B. G. *The British Isles.* The Foundations of Geography, Book IVA. Nelson 255 pp. 1952 (1st pub. 1940). 5*s.* 6*d.*
Introductory chapters dealing with position, relief, climate, and natural regions, are followed by chapters of the different regions of Britain. In addition to photographic plates and illustrations, there are numerous maps, diagrams and black-and-white sketches. Questions are given on each chapter. Although intended for primary school use, the formal approach and broad generalisations are better suited to the first year of a secondary course.

HARDINGHAM, B. G. *Boys and Girls of the British World.* The Foundations of Geography, Book V. Nelson. 248 pp. 1951 (1st pub. 1935). 5*s.* 6*d.*
The Commonwealth lands are described through the lives of representative children in each country, with a concluding chapter on the Commonwealth as a whole. The book is illustrated by coloured pictures, numerous black-and-white sketches, and picture maps. At the end there are statistical diagrams showing population, and factual summaries of the geography of the countries covered. Finally, there is a list of geographical projects, chiefly on products, which the class could undertake.

HATCH, H., AND DUCKERING, C. R. P. *Observational Geography of the British Isles.* Macmillan. 215 pp. 1939 (1st pub. 1934). *Out of print.*
This is an attempt to make the study of geography more realistic. It contains good, descriptive material and special reference is made to the home district. In the regional discussions the authors have perhaps sacrificed interesting detail in an attempt to cover a very wide field. The exercises include many to stimulate interest in and study of the home area, and there are simple maps and good photographs.

HOLT, ELLEN. *The Farmer.* People's Jobs. E.S.A. (See p. 205.)

HORNELL, J. *Fishing in Many Waters.* C.U.P.

LAY, E. J. S. *Treasures from Land and Sea.* Empire Geographies, Book I. Macmillan. 48 pp. 1949. 2*s.*
Subjects of study have been selected from the chief types of world region, classified as cool, hot, hot and wet, hot and dry, grasslands, and Mediterranean, two pages of text and illustrations being given to each. The pictures contain the right amount of detail to be used as a basis for class work and activities for children of nine to ten years. (See p. 182.)

LAY, E. J. S. *Life in Canada and Australasia.* Empire Geographies, Book II. Macmillan. 64 pp. 1952 (1st pub. 1943). 3*s.*
Canada, Australia and New Zealand are described in the form of journeys across each country, with many good illustrations from which the teacher can develop exercises and activities. (See p. 182.)

LAY, E. J. S. *Life in British Africa and India.* Empire Geographies, Book III. Macmillan. 80 pp. 1949. 2*s.* 6*d.*
This is a good, interesting, little book dealing with the general physical features and climates of Africa and India and with a selection of topics

connected with the life of the peoples. There are good illustrations of Africa, and even better of India. (See p. 182.)

LAY, E. J. S. *The British Isles.* Empire Geographies, Book IV. Macmillan. 80 pp. 1952 (1st pub. 1949). 2*s.* 9*d.*
A description of the general physical geography and climate of the British Isles is followed by chapters on selected topics. This book is intended as a successor to the other books in the series, and is somewhat more factual and less interesting. It has good photographs and several maps. (See p. 182.)

Men and Women at Work. The Story of Gold. 70 pp. 1*s.* 10*d.* Rubber and its Many Uses. 76 pp. 1*s.* 10*d.* Oil. 71 pp. 1*s.* 10*d.* The Story of Transport. 103 pp. 2*s.* 6*d.* Cocoa and Chocolate. 57 pp. 1*s.* 4*d.* Ropes and Rope-making. 73 pp. O.U.P. 1*s.* 10*d.*
These readers contain many useful facts and pieces of information which clearly have an application in the teaching of geography. In particular, they could be used to provide a centre of interest for project work. Some are well illustrated, but most are without maps.

MIDGLEY, C. *Look at the Map.* Wheaton. 48 pp. 1953 (1st pub. 1931). 2*s.* 6*d.*
First steps in map-reading, illustrated.

MIDGLEY, C. *The Magic Map.* Wheaton. 36 pp. 1953 (1st pub. 1936). 2*s.* 6*d.*
This story of the activities of a boy and a girl of primary school age provides the logical sequence by which map-making may be taught, from a plan of the classroom to maps of local features. Exercises on map-reading conclude the book. Activity on the part of the child is encouraged.

MIDGLEY, C. *People of the World.* The New Picture Geographies, Book I. Johnston. 147 pp. 1951. 4*s.*
This survey of peoples and lands in contrasted regions of the world is simply written and printed in good, clear type. Some familiarity with a map of the world is assumed. (See p. 184.)

MIDGLEY, C. *More Peoples and Other Lands.* The New Picture Geographies, Book II. Johnston. 144 pp. 1951. 4*s.*
This is a useful book for children working in groups, or it could be included in the class library. It is written in the form of a journey round the world and includes some simple physical geography. There are useful questions and exercises at the end of each chapter. (See p. 184.)

MIDGLEY, C. *The World's Workers.* The New Picture Geographies, Book III. Johnston. 143 pp. 1953. 4*s.* 6*d.*
This is a geography of commodities. A wide range of familiar products is covered under such headings as 'Geography while washing up'—dealing with steel, pottery and china. The treatment given to each article in a book of this scope is necessarily slight. (See p. 184.)

MORRIS, R. W. *Understanding the Modern World.* Allen and Unwin. (See p. 249.)

MORRIS, R. W. *Your Food and Drink.* Allen and Unwin. (See p. 196.)

MURRAY, A. *Photographic Geography.* Book I. 160 pp. 1952. 4*s.* Book II. 192 pp. Collins. 1953 (1st pub. 1952). 4*s.* 6*d.*
Book I is written on the basis of the seasonal changes in our own land and extended to such lands as the hot deserts of Africa. Also the children are introduced to the elements of a map and to the description of a stream. Book II is a clearly written text dealing with life in other lands and the activities concerned with the production of such commodities as tea and cocoa. Both books have very good photographs and exercises. (See p. 185.)

NOYLE, G. *Adventures into Geography for Primary Schools.* Easy Study Series. Book IA: 96 pp. 1953 (1st pub. 1949). 2*s.* 6*d.* Book IB: 64 pp. 1949. 2*s.* Book IIA: 126 pp. 1949. 3*s.* 3*d.* Book IIB: 96 pp. Macmillan. 1949. 2*s.* 6*d.*
Book I: Home life in foreign lands is described in story form, with plenty of homely detail. The style is elementary, but the stories are interesting and the illustrations give up-to-date information, even if they are somewhat small.

Book II: Commodities from abroad provide the basis for eight studies. Picture summaries at the end of each chapter are a good idea, but again the illustrations are rather small.

The (A) and (B) versions cover the same ground, but the text and suggested activities are simpler in the latter. (See p. 182.)

NOYLE, G. *Twenty Essential Studies in Geography.* Easy Study Series. Macmillan. 184 pp. 1951 (1st pub. 1940). 4*s.* 6*d.*
Twelve of the studies are devoted to natural regions of the world and eight to the homeland, dealing with farming, fishing, power, and similar topics. There is a summary of each chapter to be copied into a notebook and exercises in written work and on outline maps. The pictures are informative, although small. (See p. 182.)

POCOCK, G. N. *This is Where We Live.* Dent. 176 pp. 1951. 2*s.* 9*d.*
The author has attempted, not without success, to make geography attractive by means of relevant description and anecdote and the use of very simple language. For backward seniors and junior classes the treatment is adequate provided, as is obviously intended, that good use is made of atlases. Simple exercises are included.

POLKINGHORNE, R. K. AND M. I. R. *What the World Eats.* Evans. (See p. 197.)

SANDERS, E. M. *The Americas.* Pictorial Geography. Philip. 100 pp. 1946. 4*s.*
The greater part of this book is devoted to North America, with very good illustrations and photographs and useful reading. The direct geographical

treatment is not entirely appropriate to the primary stage, but it would be a good reference book for projects by ten-to-twelve-year-olds.

SANDERS, E. M. *The British Isles.* Pictorial Geography. Philip. 80 pp. 1949 (1st pub. 1930). 3*s.* 9*d.*
A generously illustrated book with interesting, concise reading matter on selected topics. It provides a simple introduction to the subject for primary schools, although it needs much support from detailed maps. Suggestions for dramatic and other work by the children and teachers' references are included.

SANDERS, E. M. *The Round World.* Pictorial Geography. Philip. 64 pp. 1949. 3*s.* 6*d.*
This book is planned as a pictorial introduction to the major natural regions of the world. Illustrations are plentiful, mostly of a high quality, and will appeal to children. It has a straightforward approach, and is a useful book for lower junior school classes. The exercises are excellent.

SANDERS, E. M. *The World and the British Empire and Commonwealth.* Pictorial Geography. Philip. 100 pp. 1948 (1st pub. 1933). 4*s.*
The author describes this book as 'a suggestion as to treatment'. It is written in the form of journeys to places throughout the world which produce commodities with which children are familiar. It has good illustrations, atlas references and suggestions for interesting and varied exercises.

SCHROEDER, MARY. I. *Homes.* II. *Food.* III. *Clothes. Look at the Past.* Chatto and Windus. 32 pp. each. 1953 (1st pub. 1950). 1*s.* 8*d.* each (cloth 2*s.* 4*d.*). Teacher's book: 208 pp. 5*s.*
Each book is intended to cover one term's work. Much material is provided that could be used either in lessons or in individual work by children. As part of the 'Open Your Eyes' series of publications they are generously illustrated. The teacher's book contains many useful suggestions for children's activities and bibliographies at the end of each chapter. It can be recommended as a source of material for projects on homes, clothes and food.

SPINK, H. M., AND BRADY, R. P. *The World We Live In.* Pleasant Paths to Geography, Book I. Schofield and Sims. 120 pp. 1953 (1st pub. 1950). 4*s.* 6*d.* Teacher's edition: 58 pp. 4*s.*
This introduction to the geography of everyday life is well-presented, with an attractive coloured cover and many pictorial sketches. Local map work is well developed. The teacher's edition provides a good reference book for use with the main text and includes a full bibliography. (See p. 185.)

SPINK, H. M., AND BRADY, R. P. *All People our Neighbours.* Pleasant Paths to Geography, Book II. Schofield and Sims. 190 pp. 1953 (1st pub. 1951). 5*s.* Teacher's edition: 88 pp. 4*s.*
Written in narrative form suitable for the very young, this book deals with a cross-section of foreigners and with representative occupations in England.

The teacher's edition is a necessary appendix to the pupil's text. It contains a host of practical suggestions for models and painting and helpful teaching hints on the individual countries and peoples. (See p. 185.)

SPINK, H. M., AND BRADY, R. P. *Working to Live at Home.* Pleasant Paths to Geography, Book III. Schofield and Sims. 176 pp. 1952. 5*s*. Teacher's edition: 88 pp. 4*s*.
This is a very good book dealing with a large section of British workers. It is well written in narrative form, with very good photographs, exercises and drawings. Suggestions as to provocative questions and notebook work, together with excellent ideas about visits and field work, are included in the teacher's edition. This book also contains a good bibliography and list of film strips and is highly recommended as an addition to the pupil's book. (See p. 185.)

SPINK, H. M., AND BRADY, R. P. *Working to Live Abroad.* Pleasant Paths to Geography, Book IV. Schofield and Sims. 204 pp. 1953. 5*s*. Teacher's edition: 96 pp. 4*s*.
A useful book for young children, well written and illustrated. (See p. 185.)

STEMBRIDGE, J. H. *The New World-Wide Geographies, First Series.* I. Seeing the World. 128 pp. Paper 4*s*. 6*d*.; cloth 5*s*. 3*d*. II. Peoples and Homes of Other Lands. 128 pp. Paper 4*s*. 6*d*.; cloth 5*s*. 3*d*. III. The World We Live In. 159 pp. Paper 4*s*. 9*d*.; cloth 5*s*. 6*d*. IV. Exploring the British Isles. 160 pp. Paper 4*s*. 9*d*.; cloth 5*s*. 6*d*. O.U.P. 1948.
Book I. Various parts of the world are seen through the eyes of a boy, taken on his journeys by a wise owl. The book is well illustrated with interesting pictures, and includes exercises.

Book II. The emphasis is on human geography, the lives of boys in different parts of the world.

Book III. A journey round the world with visits to typical places in each country is described. Each section suggests things to do.

Book IV. A simple survey of the British Isles in which the child's own locality is given due importance. Two chapters deal with maps. Questions and activities are listed at the end of each chapter.

WHITE, E. *The World and Ourselves.* The New Picture Geographies. Johnston. 207 pp. 1950 (1st pub. 1940). 4*s*. 9*d*.
Designed as an alternative to Book IV in the series, this book gives a comprehensive and interesting regional account of the world which juniors can understand. In general the matter of the book is more advanced than the language and method of presentation. The chapters are graded, the first being very much simpler than the last. (See p. 184.)

WHITE, E., AND SUTHERLAND, D. *The British Isles.* The New Picture Geographies, Book IV. Johnston. 190 pp. 1950 (1st pub. 1937). 4*s*. 9*d*.
Although designed for the fourth year of the primary school, some of the maps are too simplified and of too small a region to be useful to juniors.

Similar over-simplification in the text is also misleading occasionally. With care, this book could be used either as a textbook or for general reference. (See p. 184.)

WINTERBOTTOM, J. M. *Round Africa.* Longmans. 112 pp. 1950 (2nd edition). 3*s.* 3*d.*
This is an interesting introduction to the geography of the chief regions of Africa, suitable for junior forms.

WOOD, T. B. *The Story of a Loaf of Bread.* Cambridge Manuals. C.U.P. 140 pp. 1913. 6*s.*
A library book for the primary school.

YOUNG, E. *Children Far Away.* Human Geographies, Primary Series, Book I. Philip. 128 pp. 1951 (1st pub. 1919). 3*s.* 6*d.*
Fact and fiction are combined in almost fairy-tale description of children of other lands. The book is designed for use with very young children and contains some useful photographs. (See p. 183.)

YOUNG, E. *Homes Far Away.* Human Geographies, Primary Series, Book II. Philip. 136 pp. 1949 (1st pub. 1919). 3*s.* 6*d.*
A reading or reference book for juniors describing the home life of various peoples in other lands. It includes stories of Esquimaux, Red Indians, Kirghiz, Swiss, Norwegians, Bedouin Arabs, Pygmies, Negroes, Greeks and Japanese. (See p. 183.)

YOUNG, E. *At Home in Distant Lands.* Kingsway Geography Readers. Evans. 96 pp. 1950 (1st pub. 1933). Limp cloth 3*s.*; manilla 2*s.* 9*d.*
A boy, Paul, visits various countries, accompanied by an animal typical of each. He meets the people, sees their way of life and learns something of the geography of the region. The story is simple but interesting, and accompanied by illustrations and elementary exercises. (See p. 184.)

YOUNG, E. *At Work in Britain.* Kingsway Geography Readers. Evans. 112 pp. 1951 (1st pub. 1933). Limp cloth 3*s.*; manilla 2*s.* 9*d.*
An elementary regional treatment of the British Isles, based on the study of typical occupations. The simple but lively descriptive passages are illustrated with photographs and diagrams. Exercises encourage a close study of the pictures and some independent exploration as well as offering scope for revision of the reading matter. A useful book for backward secondary modern classes as well as the primary school. (See p. 184.)

YOUNG, E. *At Work in Many Lands.* Kingsway Geography Readers. Evans. 96 pp. 1951 (1st pub. 1933). Limp cloth 3*s.* manilla 2*s.* 9*d.*
The world is divided into its broad climatic belts and the contrasting lives and occupations of workers contributing to the trade of the world in each region are described, under such headings as rubber-growers of Malaya, orange-growers in Spain, and dairy-farmers in Denmark. By this device,

primary and the more backward secondary modern classes can acquire some recognition of regional contrast on a climatic basis. (See p. 184.)

YOUNG, E. *Travellers' Tales.* Kingsway Geography Readers. Evans. 96 pp. 1951 (1st pub. 1933). Limp cloth 3*s.*; manilla 2*s.* 9*d.*
The story of great explorers told in the form of an imaginary broadcast made by each on his return. Among the 'broadcasters' are Marco Polo, Columbus, Drake and Stanley. The matter is well chosen and the method of presentation is attractive to young children. The use, wherever possible, of authentic sources adds greatly to the value of the book. (See p. 184.)

(2) PRIMARY LIBRARY BOOKS

ALLEN, AGNES. *The Story of the Highway.* Faber. 210 pp. 1950. 12*s.* 6*d.*
In story form this book gives a lively idea of the condition and development of Britain's roads through the ages.

ALLEN, AGNES. *The Story of Your Home.* Faber. 184 pp. 1949. 8*s.* 6*d.*
An introduction to the house types of Britain from an historical point of view.

ALLEN, AGNES. *The Story of the Village.* Faber. 221 pp. 1947. 12*s.* 6*d.*
A most interesting introduction, in story form, to the growth of the life and work of a village.

ALLAN, J. R. *Market Town.* The Story of the Countryside, First Series, Book II. O.U.P. (See p. 206.)

BADMIN, S. R. *Village and Town.* Puffin Picture Book. Penguin Books. 31 pp. 1942. *Out of print.*
A colourful introduction to awaken interest in the building of town and village.

BALLAM, H., AND HERBERT, S. *The Story of a Thread of Cotton.* Puffin Picture Book. Penguin Books. 23 pp. 1952. 2*s.*
A simple account of the story of the making of cotton cloth. It has excellent illustrations in colour.

BASSETT-LOWKE, W. J., AND COURTNEY, F. E. *A Book of Trains.* Puffin Picture Book. Penguin Books. 31 pp. 1953 (1st pub. 1941). 2*s.*
With much detail, the history and present-day uses of trains are admirably described. There are excellent diagrams and illustrations.

BATES, H. E. *The Seasons and the Gardener.* C.U.P. 69 pp. 1949 (1st pub. 1940). 10*s.* 6*d.*
A library book for primary and secondary modern schools.

BATTEN, H. MORTIMER. *Wild Animals at Home.* The Heritage of Literature. Longmans. 181 pp. 1948 (1st pub. 1939). 3*s.* 6*d.*
Thirteen stories about wild animals, their home lives and habits, suitable for children aged eight to eleven years. (See p. 183.)

BLYTON, ENID. *A Visit to the Zoo.* The 'Old Thatch' Series. Johnston. 64 pp. 1*s.* 6*d.*
Simple descriptions of animals and their homes with good outline pictures. A useful book for large classes of backward children aged about eight years. (See p. 185.)

BOOTH, JESSIE. *Tales from China.* Tales from Many Lands. Evans. 95 pp. 1948. *Out of print.*
Tales of family life in town and country introduce rich geographical detail of a descriptive nature, although the physical features of the country have no prominence. The experienced geography teacher could probably make up stories as good and at least as authentic as these, but they would be useful to the non-specialist. There are attractive black-and-white sketches and as a reader the book fulfils its purpose. (See p. 185.)

BORER, C. *Mankind in the Making.* Warne. 160 pp. 1948 (1st pub. 1939). 4*s.*
A description of man's development from earliest times to the New Stone Age, with good illustrations.

CARTER, S. *Down on the Farm.* Faber. 206 pp. 1952. 12*s.* 6*d.*
Town children in particular will gain a good idea of rural seasonal occupations from this story of a boy's life on a farm for a year. It can be recommended as a library book for older primary school pupils.

CASE, PATRICIA. *Tiger, Tiger.* Macmillan. 151 pp. 1949. 6*s.*
A story of life in the Indian jungle, written from the animals' point of view. The book is well written, by an authoress aged sixteen, and avoids 'talking down' to child readers. It is a good addition to the library of a primary or secondary modern school.

CHAPMAN, D. H. *The Seasons and the Woodman.* C.U.P. 79 pp. 1949 (1st pub. 1941). 10*s.* 6*d.*
A library book for primary and secondary modern schools.

CHEESMAN, EVELYN. *Marooned in Du-Bu Cove.* Bell. 192 pp. 1948. 8*s.* 6*d.*
This 'Robinson Crusoe' story of children marooned on the New Guinea coast is told with a wealth of detail about natural conditions only possible to one personally acquainted with the locality. The illustrations are well-drawn and will assist children to visualise equatorial conditions and native life.

CHI, TSUI. *The Story of China.* Puffin Picture Book. Penguin Books. 29 pp. 1945. 2*s.*
This is a simple and lively story with excellent illustrations.

DARLING, F. F. *The Seasons and the Farmer.* C.U.P. 72 pp. 1939. *Out of print.*
A valuable and sympathetic treatment of the farmer's year with emphasis on the seasonal rhythm of his life and work. There are good illustrations.

DARLING, F. F. *The Seasons and the Fisherman.* C.U.P. 70 pp. 1948 (1st pub. 1941). 10*s.* 6*d.*
A well-illustrated account of the fisherman's daily life, particularly as it is affected by the seasons.

DEVERSON, H. J. *The Map that Came to Life.* O.U.P. 34 pp. 1948. 8*s.* 6*d.*
Two children set out with their dog for a country walk, using an Ordnance Survey map. Enlarged sections of the map and attractive coloured drawings illustrate each part of the walk, and the relation between the symbols on the map and the features seen by the children is strikingly clear. This would be a fascinating book for intelligent juniors, developing an interest in maps and providing a useful introduction to simple map reading.

DOBSON, DINA, AND BAYNES, J. *Early Man.* Puffin Picture Book. Penguin Books. 31 pp. 1950. 2*s.*
A vivid, strikingly illustrated, simple story of early man.

DUNN, MARY. *We go to Paris. We Go to Denmark. We Go to Belgium and Luxembourg.* The 'We Go' Series. Harrap. 1953. 8*s.* 6*d.* each.
Lively and readable introductions to the life and work of the people of each country.

EARDLEY-WILMOT, S. *The Life of an Elephant and the Life of a Tiger.* Arnold. 371 pp. 1933 (1st pub. 1911). 4*s.* 6*d.*
The life stories of a tiger in the Indian jungle and of an elephant, at first in the wild, and afterwards trained for various services. Line sketches illustrate the text. These stories provide simple class reading for juniors, and general background reading at any age.

HARDY, A. C., AND MEGORAN, W. *A Book of Ships.* Puffin Picture Book. Penguin Books. 31 pp. 1942. 2*s.* 6*d.*
A very useful account, with excellent illustrations in colour, of the different types of ship. Sections across the vessels are given.

HART, PEGGY M. *The Magic of Coal.* Puffin Picture Book. Penguin Books. 32 pp. 1945. *Out of print.*
An excitingly illustrated account of the miner's life and of the formation of coal.

HAWKINS, SHEILA. *Animals of Australia.* Puffin Picture Books. Penguin Books. 29 pp. 1947. *Out of print.*
A useful and colourful account.

HOBBS, GRACE M. *Children Abroad.* I. The Little Kaffir and a Small Piccaninny. 44 pp. 1950 II. Carl, the Norwegian Boy and Volda, the Dutch Girl. 32 pp. 1946. III. Goro, the Yellow Boy of Japan and Chang, the Yellow Boy of China. 32 pp. 1951. IV. Zara, the Brown Girl of Ceylon and Ali, the Boy who lived in a Tent. 40 pp. 1937. V. Red Feather and Goonack, the Little Eskimo Girl. 32 pp. Pitman. 1950. 1*s.* each.
Excellent books for teaching geography in the early classes of the primary school, which could be made the basis of good informal lessons. They are illustrated with good line drawings.

HOLMES, WINIFRED. *Tekhis Hunting.* Bell. 215 pp. 1941. 9*s.* 6*d.*
Although it has many of the features of a 'Red Indian' story, this book is set in an East India background. The experiences of an English boy and his sister among the head-hunting tribes of Northern Assam are well-written and illustrated, and there is much information of a geographical nature.

HOOD, P. *About Maps.* Puffin Picture Book. Penguin Books. 31 pp. 1953 (1st pub. 1950). 2*s.*
This is an exciting and colourful introduction to a map, suited to the needs of young intelligent children. It has some interesting ideas.

HOOD, P. *The Sky and the Heavens.* Puffin Picture Book. Penguin Books. 31 pp. 1953. 2*s.* 6*d.*
A simple and interesting introduction to the subject, with excellent illustrations.

HUBBARD, C. L. B. *Working Dogs of the World.* Sidgwick and Jackson. 240 pp. 1947. *Out of print.*
The prime interest of this book is centred on types of dog, but a certain amount of geographical matter is presented incidentally in the form of environmental description. The work of sheep, cattle and draught dogs in various parts of the world is described.

HUNT, SIR JOHN. *The Ascent of Everest.* U.L.P. 96 pp. 1954. 3*s.* 6*d.*
A vivid and readable account of the ascent, especially written for juniors.

JONES, BERYL M. *Tales from Scotland.* Tales from Many Lands. Evans. 95 pp. 1949. *Out of print.*
Folk tales from many sources, many of them collected by the author during a visit to the Highlands. (See p. 185.)

KENT, MARGARET. *At Tweedles' Farm.* Macmillan. 160 pp. 1949. 4*s.*
This is a really good farm book, which can be recommended for children of eight to ten years. Although written in the form of a story and in simple language, there is nothing insipid or silly about it. The illustrations combine with the reading matter to give a clear, detailed picture of farm life.

KIDDELL-MONROE, JOAN. *In His Little Black Waistcoat.* Longmans. 50 pp. 1947. 3*s.* 6*d.*
A story about animals in Tibet, seen through the eyes of a panda. It is attractively written and presented, with good illustrations.

KIDDELL-MONROE, JOAN. *In His Little Black Waistcoat in Tibet.* Longmans. 48 pp. 1949. 3*s.* 6*d.*
Accurate descriptions of people and customs in Tibet are woven into an exciting story of a panda's adventures. It is recommended particularly for reading to a class of seven-to-eight-year-olds.

KIDDELL-MONROE, JOAN. *In His Little Black Waistcoat to India.* Longmans. 48 pp. 1948. 3*s.* 6*d.*
This entertaining story of the adventures of a panda creates a colourful and accurate picture of life in northern India, using a wide vocabulary. The illustrations are pleasing and the whole book is attractively presented.

KIRTLEY, M. *Workers of our Islands.* Our Wonderful World. Warne. 112 pp. 1949. 3*s.*
A suitable book for young children, well illustrated, and with a fair amount of detail.

MCNICOL, H. *Pottery.* Stories of Industry. Warne. 64 pp. 1950. 1*s.*
A useful description of the pottery industry, with illustrations.

MONTGOMERY, R. *Mister Jim.* Faber. 156 pp. 1952. 8*s.* 6*d.*
Mister Jim is an idle young grizzly bear living a carefree life on the slopes of the Rocky Mountains. His adventures are well written and provide incidental descriptions of the forest and foothills and the wild life of the region.

NEVILLE, C. J. *Salifu the Detective.* Macmillan. 225 pp. 1950. 6*s.*
The hero of this book is a member of the Gold Coast Police. His adventures are interesting and well written, and the many details of tribal life and native customs provide an authentic background to the story. This is a good library book for the primary or secondary modern school. It is illustrated by black-and-white line drawings.

NOYLE, G. *China.* 64 pp. 1946. 1*s.* 6*d.* *Nigeria.* 64 pp. 1951. 2*s.* *The Soviet Union.* 64 pp. 1947 (1st pub. 1946). 2*s.* *The U.S.A.* 64 pp. 1946. 2*s.* Glimpses of Family Life. Macmillan.
Daily life in each country is described on a picture-and-story basis. Each chapter contains a picture, a discussion of the picture and a connected story.

NUR, ALI. *Tales from Arabia.* Tales from Many Lands. Evans. 95 pp. 1948. 2*s.*
Nine black-and-white, interesting and often humorous illustrations accompany ten imaginative but geographically convincing stories of the adventures of Ali. The book is best suited to upper primary and secondary modern school children, but would be read with some enjoyment at any age. It is a useful source of story material for teachers to retell to quite young children. (See p. 185.)

OGLE, R. *Animals Strange and Rare.* Bell. 190 pp. 1951. 12*s.* 6*d.*
Descriptions of strange animals throughout the world introduce Australasia, Madagascar, Amazonia, the Great Barrier Reef and other remote areas. They are written in a style well suited to the intelligent child. The illustrations are first-class and add enormously to the fascination of the book. A good index enables unusual names to be found quickly.

OGLE, R. *Mystery of the Migrants.* Bell. 300 pp. 1947. 9*s.*
A children's library book dealing with the migration of animals, containing numerous black-and-white drawings of animals, birds and fish. The story woven around their migrations makes the book very acceptable to young readers.

PERKINS, LUCY F. *The Eskimo Twins.* 1922. *The Irish Twins.* 1922. *The Scotch Twins.* 1922. *The Dutch Twins.* 1928. *The Chinese Twins.* 1936. *The Norwegian Twins.* 1936. *The Swiss Twins.* 1936. *The Indian Twins.* 1938. *The French Twins.* 1939. *The Belgian Twins.* 1940. *The Italian Twins.* 1952. *The Spanish Twins.* 1952. The Twins Series. Cape. 6*s.* each.
These descriptions of everyday life in different countries are sympathetically and interestingly written and are admirable library books for the primary school.

POLKINGHORNE, R. K., AND M. I. R. *Other People's Houses.* Harrap. 136 pp. 1953 (1st pub. 1945). 10*s.* 6*d.*
This is an interesting book dealing with houses in many parts of the world, divided mainly according to the type of building material. Modern materials and architecture are included, and reference is made to contemporary as well as traditional 'native' dwellings. The book is liberally illustrated with black-and-white drawings.

POLKINGHORNE, R. K., AND M. I. R. *Story Time in the Zoo.* The Heritage of Literature. Longmans. 186 pp. 1951 (1st pub. 1938). 3*s.* 6*d.*
The stories in this book are based mainly on legends and folk tales, particularly from India. They are suitable to be read or told to children aged six to nine years. (See p. 183.)

POTTER, MARGARET AND ALEXANDER. *The Building of London.* Puffin Picture Book. Penguin Books. 31 pp. 1947 (1st pub. 1945). *Out of print.*
An excellently illustrated and simple account.

ROSE, W. *The Village Carpenter.* C.U.P. 146 pp. 1952 (1st pub. 1937). 15*s.*
A useful book for primary classes concerned with the topic of wood. It has twenty-three plates and eleven text-figures.

ROSS, DIANA. *Ebenezer the Big Balloon.* Faber. 32 pp. 1952. 8*s.* 6*d.*
This story of a balloon's journey from England to Africa is suitable for lower primary classes. The drawings are mostly of human interest, but there are a few coloured pictures of typical scenes passed on the journey.

RUTLEY, C. B. *Colin and Patricia in Canada.* Macmillan. 277 pp. 1949. 5*s*.
The book is long for a textbook, although it would make a very good one if the class could spend so much time on Canada. It is well written with good vocabulary and might be used for reading in connection with geography. Photographs are good and plentiful and the story provides interesting reading for top juniors and secondary modern pupils.

RUTLEY, C. B. *Wild Life in Canada. Wild Life in the Ice and Snow. Wild Life in the Jungle.* Macmillan. 63 pp. 1950. 3*s*. 6*d*. each.
Stories of a grizzly bear, a beaver and a caribou (Canada), a seal, a wolf and a penguin (Ice and Snow), an elephant, a baboon and a tiger (Jungle). The books are illustrated with black-and-white drawings and form a good addition to a primary school library.

SAVA, G. *A Boy in Samarkand.* Faber. 176 pp. 1950. 7*s*. 6*d*.
The adventures of a young boy in Russia, with good descriptions of the physical features of the country, the climate and general geographical background.

SAVA, G. *Caught by Revolution.* Faber. 167 pp. 1950. 7*s*. 6*d*.
This is a sequel to the adventure story *A Boy in Samarkand* (above). When the Revolution starts, the boy, Peter Slavine, is a cadet in the Imperial Russian Naval Academy where mutiny occurs. The story is illustrated with black-and-white drawings and includes description of geographical interest.

THOMAS, F. G. *The Village.* The Story of the Countryside, First Series, Book I. O.U.P. (See p. 263.)

THOMAS, F. G. *The World and You.* Part I. The Village. Part II. Historic City. Part III. The County. Chatto and Windus. (See p. 210.)

THOMAS, J., AND SIKES, MARY. *Pottery and its Making.* Puffin Picture Books. Penguin Books. 30 pp. 1950. 2*s*.
An excellent account of the making of pottery, with first-rate illustrations.

Travellers' Tales. Arnold. 256 pp. 4*s*.
Over fifty tales, in most cases first-hand accounts of the experiences described, have been extracted from the published works of travellers and explorers in all parts of the world. This is a suitable general and background book for older juniors and younger secondary school pupils, and should serve as an introduction to wider reading.

WESTON, CHRISTINE. *Bhimsa, the Dancing Bear.* Macmillan. 127 pp. 1948. 7*s*. 6*d*.
A story of Indian life, centring on the adventures of two boys and a dancing bear. The book is well-written, illustrated in black-and-white, and may be recommended for the primary school library.

(3) PRIMARY SERIES

Children Abroad. HOBBS, GRACE M. I. The Little Kaffir and a Small Piccaninny. II. Carl, the Norwegian Boy and Volda, the Dutch Girl. III. Goro, the Yellow Boy of Japan and Chang, the Yellow Boy of China. IV. Zara, the Brown Girl of Ceylon and Ali, the Boy who lived in a Tent. V. Red Feather and Goonack, the Little Eskimo Girl. Pitman. (See p. 178.)

The Columbus Regional Geographies, First Series. BROOKS, L., AND FINCH, R. I. Children of Many Lands. II. Many Things from Many Lands. III. Round the World. IV. The British Isles. U.L.P. (See p. 165.)

The Discovery Books. GARNETT, OLIVE. I. Looking and Doing. 143 pp. 1949. 5*s.* 9*d.* II. Finding Out. 160 pp. 1951. 5*s.* 9*d.* III. Part 1. Exploring the World. 152 pp. 1953. 5*s.* 9*d.* Part 2. Globe and Map. 55 pp. 1953. 3*s.* *Book IV in preparation.* Blackwell.

These books cover the four years of the junior school. They are written by a geographer who really understands the growth of the geographical outlook in young children, and knows how to interest them and to stimulate that growth stage by stage. In Book I the child's experience of the seasons is developed and also the child is initiated into plans and maps. In Book II the children are trained to imagine accurately some of the areas of the homeland. In Book III there is an extension to the whole world through journeys of explorers. The pictures are extremely good and well used: the exercises are practical. All books are well written.

Easy Study Series. NOYLE, G. Adventures into Geography for Primary Schools. Twenty Essential Studies in Geography. Macmillan. (See p. 171.)

Empire Geographies. LAY, E. J. S. I. Treasures from Land and Sea. II. Life in Canada and Australasia. III. Life in British Africa and India. IV. The British Isles. Macmillan. (See p. 169.)

The Foundations of Geography. HARDINGHAM, B. G. I. Round the Globe. II. Over Land and Sea. III. Ourselves and Our Cousins. IIIA. England and Wales. IV. Ourselves and Our Neighbours. IVA. The British Isles. V. Boys and Girls of the British World. Nelson.

No consecutive syllabus is followed in this series, the individual books being suited to various purposes. The chief value of Books I and II would be as readers for lower juniors or retarded children where the syllabus was framed along the lines of 'other lands' geography. Book III, which has better illustrations, could be used as a textbook for upper juniors. Books IV and V are more suitable as readers. (See pp. 168–169.)

Geography, First Series. ARCHER, A. B., AND THOMAS, HELEN G. I. Six Children of Far-Away Lands. II. Eight Children from Near and Far. III. Our Own People and Their Work. IV. The Grouping of Peoples from Desert to City. Ginn.
A graded classroom series designed to introduce children to geography in an informal way and to capture their interest. The emphasis throughout is on people, how they live and why they live as they do. The pictures are prepared as definite visual aids to learning. Maps are employed only where it is thought that they can contribute to learning. Suggested activities and questions to be answered are on 'discovery' lines. (See pp. 164 and 375.)

Glimpses of Family Life. NOYLE, G. China. Nigeria. The Soviet Union. The U.S.A. Macmillan. (See p. 179.)

The Golden Hind Geographies, First Series. I. Ourselves and Other People: R. Finch. 96 pp. 1953 (1st pub. 1937). Limp, 3*s.* 6*d.*; boards, 5*s.* II. Village Peoples: G. J. Cons. 128 pp. 1951 (1st pub. 1937). Limp, 4*s.* boards, 5*s.* 6*d.* III. Britain and the British: R. Finch. 160 pp. 1953 (1st pub. 1937). Limp, 5*s.*; boards, 6*s.* IIIA. Malaya and the Malayans: E. H. G. Dobby. 176 pp. 1952 (1st pub. 1947). 4*s.* 6*d.* IV. Man's Work in the World: G. J. Cons. 176 pp. 1953 (1st pub. 1937). Limp, 3*s.* 9*d.*; boards, 5*s.* U.L.P.
This primary school textbook series starts with life at home, continues with studies of people in other lands, returns to more detailed treatments of the homeland and, largely by sample studies, of the rest of the world, by natural regions. Book IIIA is specially written for Malayan schools.

Headway Readers. Book of the Sea. Book of the Air. Book of the Town. Book of the Country. Book of Football. Book of Railways. Evans. Approx. 64 pp. each. 1951 (1st pub. between 1947 and 1951). 1*s.* 9*d.* each.
Prepared to meet the needs of backward readers, these books contain a good deal of descriptive geographical background and most attractive coloured pictures. They provide reading material particularly suitable for a group concerned with some topic of a general nature, the geographical aspect of which calls for independent preparation by young readers.

The Heritage of Literature. PARKER, E. W. (Ed.). Story Time in the Zoo (see p. 180). Wild Animals at Home (see p. 176). Longmans.

Home and Overseas Geography. BOOL, C. J. I. People Far and Near. II. The World at Work. III. Exploring the World. IV. The Homeland. Pitman. (See p. 165.)

Human Geographies, Primary Series. FAIRGRIEVE, J., AND YOUNG, E. I. Children Far Away. II. Homes Far Away. III. The British

Isles (*out of print*). IV. The New World (*out of print*). V. The Old World (*out of print*). VI. Europe and Britain (*out of print*). Philip. (See p. 174.)

Junior Regional Geographies. BARKER, W. H., AND BROOKS, L. I. The Peoples of the World (see p. 164). II. The British Isles (see p. 165). III. The Regions of the World (see p. 187). U.L.P.

Kingsway Geography Readers. YOUNG, E. At Work in Britain. At Home in Distant Lands. At Work in Many Lands. Travellers' Tales. Evans.

The four readers of this series can be used for group work or independent reading. They are also suitable for backward secondary modern classes. (See pp. 174–175, 193 and 204.)

The London Books of Discovery and Exploration. FINCH, R. First Series: I. Heroes of Discovery. II. Heroes of Exploration. Second Series: I. Pioneers of Discovery. II. The World Discovered. U.L.P. (See p. 166.)

Looking at the World. GREEN, W. E., AND E. G. I. Families in Other Lands. II. Our Neighbours and Their Work for Us. III. The World and Its Trade Ways. IV. Britain and Its Work. Blackie. (See p. 167.)

Macmillan's Picture Book Series. BOYCE, E. R. Travelling. People We all Know. On the Farm. In the Country. Macmillan. (See p. 165.)

Men and Woman at Work. The Story of Gold. Rubber and Its Many Uses. Oil. The Story of Transport. Cocoa and Chocolate. Ropes and Rope-making. O.U.P. (See p. 170.)

My Foreign Correspondent. Meiklejohn. (See p. 260.)

The New Picture Geographies. I. People of the World (see p. 170). II. More Peoples and Other Lands (see p. 170). III. The World's Workers (see p. 170). IV. The British Isles (see p. 173). Alternative to Book IV. The World and Ourselves (see p. 173). Johnston.

The New World-Wide Geographies, First Series. STEMBRIDGE, J. H. I. Seeing the World. II. Peoples and Homes of Other Lands. III. The World We Live In. IV. Exploring the British Isles. O.U.P.

These books constitute a revision of the well-known World-Wide Geographies, published in 1929. They provide a graded course for junior schools. (See p. 173.)

The 'Old Thatch' Series. BLYTON, ENID. Children of Other Lands (see p. 165). A Visit to the Zoo (see p. 176). Johnston.

Photographic Geography. MURRAY, A. Books I and II (see p. 171). Books III and IV (see p. 191). Collins.

Pictorial Geography. SANDERS, E. M. The Round World. The British Isles. The World and the British Empire and Commonwealth. The Americas. Philip. (See p. 172.)

Pleasant Paths to Geography. SPINK, H. M., AND BRADY, R. P. I. The World We Live In. II. All People our Neighbours. III. Working to Live at Home. IV. Working to Live Abroad. Schofield and Sims. (See pp. 172–173.)

Question Time Series. PHILLIPS, E. Coconut. Treacle. Sponge and Soap. Coal and Gas. Pepper, Salt and Mustard. Box of Matches. Cotton Frock. Cup of Cocoa. Woollen Jumper. Bottle of Milk. Glass. Loaf of Bread. The Postman. The Policeman. The Fireman. The Hospital Nurse. Rates and Taxes. Heating and Lighting. Newspapers. Telephone. Macmillan. 16 pp. 6*d.* each.
Everyday information is given in the form of simple stories illustrated in colour. These little pamphlets will be very useful as a basis of lessons with lower juniors, providing those extra details which the first year of geography requires.

RUTLEY, C. B. Wild Life in Canada. Wild Life in the Ice and Snow. Wild Life in the Jungle. Macmillan. (See p. 181.)

The Story of the Countryside. O.U.P. (See p. 263.)

Tales from Many Lands. Tales from China (see p. 176). Tales from Scotland (see p. 178). Tales from Arabia (see p. 179). Tales from India (see p. 225). Tales from Ceylon (see p. 225). Tales from Ireland (see p. 215). Evans.

The Twins Series. PERKINS, LUCY F. The Eskimo Twins. The Irish Twins. The Scotch Twins. The Dutch Twins. The Chinese Twins. The Norwegian Twins. The Swiss Twins. The Indian Twins. The French Twins. The Belgian Twins. The Italian Twins. The Spanish Twins. Cape. (See p. 180.)

Understanding the Modern World. MORRIS, R. W. Allen and Unwin. (See pp. 171 and 249).

Vivid Geographies. CLARK, V. (Ed. H. M. Spink). I. At Home in Twenty-four Lands. II. The Workaday World. III. Travel

by Land, Sea and Air. IV. Our Islands and Ourselves. Wheaton. (See pp. 165–166.)

The 'We Go' Series. DUNN, MARY. We Go to Paris. We Go to Denmark. We Go to Belgium and Luxembourg. Harrap. (See p. 177.)

The Young Discoverers. E. E. FIELD. Book I. 104 pp. 3*s.* Book II. 120 pp. 3*s.* Book III. 136 pp. 3*s.* 6*d.* Book IV. Cassell. 152 pp. 3*s.* 6*d.*

This is a graded series written by a sound geographer who has incorporated the principles of geography and its subject matter in such a way as to satisfy the needs of the successive age-ranges of the junior school.

Section VII

BOOK LIST FOR THE SECONDARY STAGE

WORLD GEOGRAPHY

(1) General World Geography

ALNWICK, H. *Problem Maps: World Series.* Harrap. (See p. 240.)

At Home and Abroad. Geography for To-day, Book I. Longmans. (See p. 256.)

BARKER, W. H., AND BROOKS, L. *The Regions of the World.* Junior Regional Geographies, Book III. U.L.P. 272 pp. 1930. 5*s.*
A regional study of the world as a whole, suitable for children of twelve to thirteen years. It has maps, pictures and exercises. (See p. 184.)

BROOKS, L., AND FINCH, R. *Peoples and Countries of the World.* The Golden Hind Geographies, Second Series, Book IV. U.L.P. (See p. 257.)

BROOKS, L., AND FINCH, R. *Seeing the World.* The Golden Hind Geographies, Second Series, Book II. U.L.P. (See p. 257.)

BROOKS, L., AND FINCH, R. *The World of Today.* The Columbus Regional Geographies, Second Series, Book IV. U.L.P. (See p. 254.)

CARTER, C. C. *A Geographical Grammar.* Christophers. 119 pp. 1948 (1st pub. 1929). 5*s.*
This general summary of physical, regional and human geography is illustrated with well-chosen examples. Several maps and diagrams accompany the text, the maps being intended mainly for exercises. The book is probably best used for reference, three or more years' work being included in its scope.

CARTER, C. C., AND MARCHANT, E. C. *Continents New and Old.* The World of Man, Book III. Christophers. 472 pp. 1949 (1st pub. 1937). 7*s.* 6*d.*
A fuller and more advanced treatment of world geography, excluding Europe, than that given in Book II of this series, with an attempt to explain racial, social and economic problems. Each region is treated under the headings of natural background, its utilisation, internal contacts—population, distribution, groups and their interrelationship—and external

contacts. The book is obtainable in five separate parts and is a suitable textbook for secondary grammar forms. (See p. 264.)

CARTER, C. C., AND MARCHANT, E. C. *Europe, the British Isles and the World.* The World of Man, Book IV. Christophers. 300 pp. 1950 (1st pub. 1939.) 6*s.*
This is a continuation of the regional scheme of Book III, dealing with Europe and the British Isles, with a short final retrospect of the world. It is well supplied with maps, diagrams, illustrations and exercises. (See p. 264.)

CARTER, C. C., AND MARCHANT, E. C. *Man and the Earth.* The World of Man, Book II. Christophers. 244 pp. 1952 (1st pub. 1939). 6*s.*
This introduction to world geography includes elements of mathematical and climatic geography. Natural regions are well graded, the simplest types of life being introduced first. The white man's use of undeveloped and 'backward' lands is also considered. There are numerous diagrams, maps and clear illustrations with instructive captions. (See p. 264.)

COYSH, A. W., AND HUNT, D. M. *The World.* Exercises in Modern Geography, Book I. University Tutorial Press. (See p. 240.)

CUNDALL, L. G., AND JANAU, H. V. *Loose-Leaf Revision Notes in Geography.* Philip. 56 pp. 1940. 2*s.*
World geography is revised continent by continent in a series of notes and exercises. General Certificate candidates will find these notes useful for individual study and revision.

FAIRGRIEVE, J., AND YOUNG, E. *Human Geography: The World.* Philip. 244 pp. 1950 (17th edition). 7*s.*
A readable textbook of the peoples of the world, useful as an introductory book on world geography.

FAIRGRIEVE, J. *The Round World.* Black. (See p. 166.)

FAIRS, G. H. *The World, excluding Europe and the British Isles.* A Note and Map Book of Matriculation Geography, Part I. Arnold. 40 pp. 1933. 3*s.* 6*d.*
A revision book consisting of exercises on outline maps and in summarising and tabulating factual and causal information. It is designed for use in conjunction with a textbook and atlas, and could be used by pupils working independently. Care is needed lest its conciseness encourages over-simplification of explanations of cause and effect. (See p. 240.)

FISHER, J. *Adventure of the World.* Rathbone Books. 67 pp. 1954. 10*s.* 6*d.*
Presented with modern pictorial techniques, the pictures are both exciting and of geographical interest.

FORSAITH, D. M. *Many People in Many Lands.* Fundamental Geography, Book I. U.L.P. 208 pp. 1951. 6*s.*
A first-year textbook drawing largely on sample studies from the homeland and abroad. It contains excellent maps, diagrams, sketches, and class exercises. (See p. 256.)

FRY, G. C. *A Textbook of Geography.* University Tutorial Press. 579 pp. 1950 (1st pub. 1908). 9*s.* 6*d.*
A straightforward text for General Certificate candidates, which deals with mathematical, physical and regional geography. It contains clear maps and many questions, but no illustrations.

GUDGIN, F. *The World.* New Suggestive Geographies, Book IV. Wheaton. (See p. 260.)

GYFORD, C. B. *The Skipper Ashore.* Pitman. 144 pp. 1938. 3*s.* 6*d.*
Letters from various parts of the world are illustrated with photographs in snapshot style. A child reading this book with an atlas by his side would learn a good deal of geography, although unfortunately a number of the references are now out of date.

HERBERTSON, A. J., AND F. D. *Man and his Work.* Black. 160 pp. 1952 (1st pub. 1899). 6*s.* 6*d.*
A most interesting and useful account of life in the great natural regions of the world and of occupations, agriculture and industry.

HERDMAN, T. *Discovering Geography Abroad.* Discovering Geography, Book II. Longmans. 154 pp. 1950 (1st pub. 1938). 5*s.*
This book is especially suitable for use in the lower and middle forms of the secondary modern school. The main part of it is given to the study of the natural vegetation regions of the world, with chapters on industrial lands and world highways. The exercises are a notable feature, many of them being of a practical nature. (See p. 255.)

HERDMAN, T. *The World.* Geography for To-day, Book V. Longmans. 562 pp. 1950. 12*s.* 6*d.*
A brief introduction on the scope and purpose of geographical studies, is followed by a comprehensive survey of world geography. Care has been taken to allocate space in proportion to the modern importance of the areas concerned. The pictures and maps are closely related to the text. This is a suitable world revision book for General Certificate candidates. (See p. 256.)

HODGKISON, E. G., AND PREECE, D. M. *A First Course in Modern Geography.* University Tutorial Press. 322 pp. 1953 (1st pub. 1933). 7*s.* 6*d.*
A useful introduction to the main elements of physical geography, the geography of the British Isles and world geography.

HODGKISON, E. G., AND PREECE, D. M. *The World: A Modern Geography.* University Tutorial Press. 215 pp. 1952 (1st pub. 1934). 5*s.*
A regional geography designed for use in secondary modern schools as a companion volume to *The British Isles* by the same authors. (See p. 201.)

KEELING, T. M., AND WALTERS, W. R. H. *Geography.* Cassell. 494 pp. 1951 (5th edition). 17*s.* 6*d.*
A revised edition covering the requirements of the General Certificate of Education examination. Part I describes and explains the broad outlines of the mathematical, physical and economic geography of the world. Part II deals with regional geography, special emphasis being given to the British Isles.

KERMACK, W. R. *Our World To-Day.* Johnston. 366 pp. 1948 (1st pub. 1933). 4*s.* 8*d.*
This book may be recommended to the geography teacher with a specialist knowledge of his subject who needs one volume covering the whole of the world. It could, otherwise, be used as a reference book or for revision. Some of the exercises are suggestive and thought-provoking. The maps are clear and would form a useful basis for discussion and further map work.

LABORDE, E. D. *The World in Outline.* C.U.P. 537 pp. 1949 (1st pub. 1935). 10*s.* 6*d.*
A sensible text useful for General Certificate revision at Ordinary level and as the foundation of a general world outline at Advanced level. It contains thirty-two good plates and many maps and diagrams.

MAMOUR, A. *The World.* The Complete Geography Series. Macmillan. 304 pp. 1940. 3*s.* 6*d.*
The main divisions of physical geography are arranged under the headings of the universe, the earth, land, water and air, followed by chapters on natural regions and, finally, trade and transport. A very large proportion of the book consists of quotations from travel books by well-known authors, together with exercises and suggestions for handwork and games. There are many good photographs and other illustrations. (See p. 255.)

MIDGLEY, C. *The Crest of the Hill.* Golden Mean Geographies, Book I. Wheaton. 92 pp. 1952. 3*s.* 6*d.*
An introductory volume dealing with the foundations of world geography. The author's aim has been to provide an attractive book for children whose outlook is not particularly academic. It is well, indeed lavishly, illustrated and clearly printed. (See p. 257.)

MIDGLEY, C. *The World.* Sketch Map and Picture Geographies, Book VII. Wheaton. (See p. 263.)

MORRIS, W. F. *The Earth, Man's Heritage.* The Charter Geographies. Harrap. 224 pp. 1953. 8*s.* 6*d.*
The world considered as the home of man is treated under four main sections: land, sea and air; the cold lands; the hot lands; the middle lands.

The book is fully illustrated with photographs, maps and diagrams. (See p. 254.)

MOSS, F. G. *People and Homes in Many Lands.* Harrap. 220 pp. 1952 (1st pub. 1930). 4*s.* 6*d.*
A very generalised treatment of the environment, homes and activities of peoples throughout the world intended for the first forms in the secondary school. It is illustrated with small photographs, line drawings and maps, and exercises are provided for each chapter.

MURRAY, A. *Photographic Geography.* Book III. 288 pp. 1952. 6*s.* Book IV. 320 pp. 1953. 6*s.* 6*d.* Collins.
Book III introduces the geography of countries of Europe, also studies of Japan, Australia, the Nile, and the cocoa farmers of Africa, and the book ends with a chapter on London. Railways, roads, weather, and maps are included. Book IV has first a series of chapters on mixed topics, then deals with the geography of the New World and the British Isles, ending with a treatment of railways. It is rather a mixed approach, but there are some good chapters. (See p. 261.)

NORMAN, J. T. *Approach to Geography.* Practical Work Books, Book I. Nelson. 64 pp. 1950 (1st pub. 1940). 1*s.* 9*d.*
An introduction to geography in which the pupil is encouraged to discover something of the nature of his own environment, to compare and contrast this with the life and work of people in other parts of the world, and to become familiar with the basic needs of man. There are some useful diagrams and exercises, but the scope of the book is considerable for one small volume. (See p. 261.)

ODELL, H. J. *Geography Study,* Book II. 227 pp. Macmillan. 1936. 2*s.* 6*d.*
The three sections of this regional geography are each intended to provide one term's work. All the main regions of the world, including Europe and the British Isles, are included and as a result the treatment of most areas is extremely brief. (See p. 256.)

PICKLES, T. *General World Geography.* Sketch-Maps and Exercise Books, Book IV. Murray. (See p. 239.)

PICKLES, T. *A Revision Course in Geography.* Dent. 242 pp. 1950 (1st pub. 1931). 3*s.* 8*d.*
An essentially factual geography of the world treated on a regional basis. It could be used as a supplement to the normal type of textbook or as a teacher's reference.

PICKLES, T. *The World.* Dent. 448 pp. 1945 (1st pub. 1939). 7*s.* 6*d.*
This book has merit as a concise summary of world geography. It is lucidly written, with good sketch-maps, diagrams and twenty-four pages of photographs.

POCOCK, G. N. *This is Where We Live.* Dent. (See p. 171.)

PREECE, D. M., AND WOOD, H. R. B. *Foundations of Geography.* Modern Geography, Book I. University Tutorial Press. (See p. 239.)

ROBINSON, E. O. *Outlines of General Geography.* Macmillan. 239 pp. 1953 (1st pub. 1951). 8*s.*
The main features of physical geography, climate and the chief natural regions, are described, together with chapters on problems of civilisation, mineral wealth, power and manufactures, and transport. The book has many maps, good diagrams and photographs, and the subject matter is up-to-date.

ROBINSON, E. O. *World Geography.* Macmillan. 543 pp. 1949. (1st pub. 1938). 8*s.* 6*d.*
A physical and regional geography intended as a textbook covering the whole of a secondary school syllabus. As is almost inevitable in a book of this scope, and as is admitted in the preface, the purely factual information requires considerable amplification. In particular, the treatment of South America and the British Isles is good, and as a whole it is more up-to-date and comprehensive than most general geographies. It contains maps and diagrams but no illustrations. There are exercises taken from examination papers, and a bibliography is also given.

SCHROEDER, MARY. *Look at the Past.* Part I. Homes. Part II. Food. Part III. Clothes. Chatto and Windus. (See p. 172.)

SHANAHAN, E. W. *A Modern World Geography.* Methuen. 591 pp. 1949 (1st pub. 1933). 9*s.* 6*d.*
This is a useful textbook for grammar school fifth-form revision work or secondary modern pupils, though it inevitably suffers from the over-condensation common to many world geographies. It includes sections on map projection, erosion, and human geography in relation to environment.

SMITH, D. *The Enterprise Geographies.* Blackie. Book I: 176 pp. 1953 (1st pub. 1939). 4*s.* 6*d.* Book II: 192 pp. 1951 (1st pub. 1939). 4*s.* 8*d.* Book III: *in preparation.*
Each book covers a one-year course divided into two half-year allotments. Book I consists of an introduction to physical geography followed by a review of the major natural regions of the world as differentiated by the native plants and animals. The discussion of the earth as a planet is presented in a lively, well-considered manner, and the sequence of photographs of the midnight sun is particularly interesting. Book II deals with the natural regions considered as sources of supply for human needs, together with a study of the British Isles. Some of the reading is difficult for the less able but the material lends itself to the organisation of group work and the subject is well adapted to the needs of the secondary modern school.

STAMP, L. DUDLEY. *A Smaller World Geography.* Longmans. 424 pp. 1951 (1st pub. 1933). 10*s.*
This condensed version of *The World: A General Geography* by the same author contains an excellent formal presentation of the facts, suitable for the middle forms of grammar schools.

STAMP, L. DUDLEY. *The World: A General Geography.* Longmans. 669 pp. 1952 (1st pub. 1929). 12*s.* 6*d.* South African edition: 12*s.* 6*d.*
A standard work meriting inclusion in any library or collection of textbooks. The first part deals with general physical and world geography—the atmosphere, hydrosphere, lithosphere, major geographical regions and man on the earth. The second half deals with the continents of the world. The book has excellent sketch maps, well-chosen photographs and suitable exercises for children preparing for the General Certificate.

STEMBRIDGE, J. H. *Life and Work at Home and Overseas.* The New Oxford Geographies, Book I. O.U.P. 224 pp. 1941. 7*s.*
Although the first section deals only with the British Isles, the whole world is covered in the second part, through a study of the lives of people in typical environments. Interesting exercises appear at the end of chapters. (See p. 260.)

STEMBRIDGE, J. H. *The World.* O.U.P. 512 pp. 1951 (1st pub. 1939). 12*s.* 6*d.*
As is inevitable in any single volume textbook of the world, an enormous amount of work is covered in a comparatively short space. There are numerous maps, diagrams and pictures, as well as exercises and questions at the end of each chapter. The book is intended for General Certificate candidates (Ordinary Level).

THURSTON, C. B. *The World.* A Progressive Geography, Book V. Arnold. 488 pp. 1946 (1st pub. 1927). 9*s.* 6*d.*
The final book in this series is designed as a revision course in preparation for the Certificate examinations. Each major area is treated on similar, logical lines, a description of the physical features being followed by a sub-division into political or natural regions. There is considerable repetition of sketch maps and illustrations used in earlier books. For its size, this volume contains a great deal of factual information well suited to this standard. (See p. 262.)

THURSTON, C. B. *The World.* Wheaton's Suggestive Geographies, Part VIII. Wheaton. (See p. 263.)

YOUNG, E. *At Work in Many Lands.* Kingsway Geography Readers. Evans. (See p. 184.)

YOUNG, E. W. AND MOSBY, J. E. G. *Our Changing World.* Our World, Book III. Arnold. 160 pp. 1951. 6*s.* 6*d.*
A survey of the regions of the world, outside Europe, which completes and revises the work of Book II in this series. Geographical concepts, especially of climate, are further developed, and emphasis is placed on the human aspects of geography, including reference to political problems. (See p. 261.)

YOUNG, E. W., AND MOSBY, J. E. G. *Our World and Ourselves.* Our World, Book IV. Arnold. 160 pp. 1952. 6*s.* 6*d.*
About one third of this general world revision book is devoted to Great Britain. Throughout the emphasis is on people and their work. In addition

to numerous illustrations, it contains quizzes, suggestions for further study, and exercises based on simple statistics. The use of an atlas is encouraged. It will appeal to secondary modern classes, and as a textbook is especially suitable for B and C streams. (See p. 261.)

(2) Economic World Geography

ABELL, W. *The Shipwright's Trade.* C.U.P. 219 pp. 1948. *Out of print.*
A complete account of ships and shipbuilding, with many photographs, prints and figures. It forms a useful source of information for the primary school teacher for topics, and is a valuable book for the school or college library.

ALNWICK, H. *A Geography of Commodities.* Harrap. 148 pp. 1948 (1st pub. 1934). 6*s.* 6*d.*
This is a sound treatment of the elementary economic geography of such commodities as wheat, meat, cotton, timber, iron and steel. There is a very good statistical summary and an index.

BROOKER, R. W. *The World's Wealth.* The Charter Geographies. Harrap. 236 pp. 1952 (1st pub. 1949). 6*s.* 6*d.*
Economic and commercial bias, but this is satisfactorily related to physical geography and to contemporary problems. The illustrations are chosen with a purpose, and the sketch maps and diagrams are simple and useful. This is a suitable textbook for all types of secondary school. (See p. 254.)

BROOKS, L., AND FINCH, R. *The Gifts of the Earth.* The Golden Hind Geographies, Second Series, Book III. U.L.P. (See p. 257.)

CHESTERS, J. H. *Iron and Steel.* Work of the World Series. Nelson. 116 pp. 1951 (1st pub. 1948). 5*s.*
The book deals with the uses of iron and steel, the complex processes involved in the production of steel by different methods, and a little of the history of the industry. While some parts require scientific knowledge there is teaching material for primary as well as secondary schools, and this is a useful background book for reference in all schools.

CLARK, D. (Ed.). *In Search of Food.* Man's Achievement. Longmans. 122 pp. 1952 (1st pub. 1951). Paper, 3*s.*; cased 4*s.* 6*d.*
This story of man's quest for food deals with hunters, fishers, ranchers, tillers, the use of fire, how cooking began, meals and manners round the world. It is a useful small book for background reading. (See p. 259.)

COMPTON, H. *Chocolate and Cocoa.* How Things are Obtained. E.S.A. 63 pp. 1952. 4*s.* 6*d.*
An elementary study of cocoa and its manufacture. There are good illustrations. (See p. 258.)

CONS, G. J. *Britain's Food.* U.L.P. 36 pp. 1946. 1*s.*
This is a source book providing information and guidance for the study of the topic of Britain's food on project lines. It is abundantly supplied with illustrations and diagrams in colour and has many exercises.

DEARDEN, J. *Iron and Steel To-day.* The Pageant of Progress. O.U.P. 190 pp. 1946. 9*s.* 6*d.*
A straightforward and interesting account of the principal processes in iron and steel production. The illustrations and diagrams are good and many details are given here which are rarely found in a geography textbook. Various iron and steel plants are named, and the book will be most valuable for a 'sample' study. It is certainly a useful reference volume.

FAIRGRIEVE, J., AND YOUNG, E. *The Gateways of Commerce.* Philip. 278 pp. 1944 (1st pub. 1921). 5*s.* 6*d.*
This introduction to economic geography is arranged in two parts, the second slightly more advanced than the first. It is a useful book with clear sketch-maps and well-selected material.

FAIRS, G. H. *A Student's Map and Exercise Book of Economic Geography.* Cassell (Gregg Publishing Co.). 40 pp. 1946. 3*s.*
A useful exercise book for the revision of the geography of the world and the British Isles.

FINCH, R. *Geography through the Shop Window.* Evans. (See p. 167.)

GERARD, C. *The Story of Power.* Work of the World Series. Nelson. 108 pp. 1951 (1st pub. 1948). 5*s.*
This is not a geography book, but teachers may find it useful in explaining some of the terms one constantly uses in geography teaching. It is a suitable library or reference book for secondary schools of all types. (See p. 264.)

HARDINGHAM, B. G. *The Life of Man.* The Citizen Geographies, Book II. Nelson. 296 pp. 1951 (1st pub. 1942). 6*s.* 6*d.*
A world geography written on an economic plan. After discussing the interdependence of all parts of the modern world, the author deals with foodstuffs, clothing, building materials, minerals, transport and power. There are a large number of pictures, maps and diagrams, and exercises on each chapter. This is a useful textbook for classes working on the geography of products.

HERDMAN, T. *Coal.* Men at Work. Longmans. (See pp. 206 and 259.)

HORNELL, J. *Fishing in Many Waters.* C.U.P.

HOWELL, C. E. *Tea.* Work of the World Series. Nelson. 96 pp. 1951. 3*s.* 6*d.*
This is not strictly a geographical work as it deals with all aspects of tea cultivation. However it can be read with profit by children who are studying tea cultivation in an economic or regional geography course. It would be useful in project work. The illustrations are of particular value to the geographer. (See p. 264.)

JONES, T. *Tea.* How Things are Obtained. E.S.A. 89 pp. 1952. 5*s.*
After a short history of tea-drinking, the author describes how and where tea plants are grown, the methods of processing the tea, its distribution, and the life and work of people in the tea industry. (See p. 258.)

LAUWERYS, J. A., AND GLOVER, A. H. T. *Man and Metals.* Background Science Series. Nelson. 92 pp. 1952 (1st pub. 1947). 3*s.* 3*d.*
Although designed as a science textbook, this could be used with advantage in economic geography. It describes the part played by a number of metals in the world today, how they were discovered, where they are found and in what state, how they are obtained from their ore by modern processes, how they are shaped, and their uses. (See p. 254.)

LITTLE, W. B. *The World's Work in Industry.* Pitman. 276 pp. 1931. *Out of print.*
A reference book for the upper classes of secondary schools with a commercial bias. It is useful as giving the connection between science and geography in matter relating to machinery, quarrying, electricity, etc.

LYDE, L. W. *Man and His Markets.* Macmillan. 196 pp. 1926. *Out of print.*
A reference book for teachers and a textbook for pupils of matriculation standard, dealing with food, clothing, minerals and markets.

MIDGLEY, C. *The New Aspect Geography: Commodities.* Wheaton. 271 pp. 1954 (revised edition). 6*s.*
This book is suitable for a commercial course for children aged thirteen to fifteen years. Black-and-white full-page maps, in the nature of sketch-maps, are surrounded by illustrative drawings of the commodities mapped.

MIDGLEY, C. *The Seven Seas.* Golden Mean Geographies, Book VIII. Wheaton. 96 pp. 1953 (1st pub. 1952). 3*s.* 6*d.*
This study of world geography is designed to show Britain's economic position, her sources of supply for essential commodities and overseas trade. An attempt is made to attract children of thirteen years to read and study the economic aspects of geography. (See p. 257.)

MIDGLEY, C. *The World's Workers.* New Picture Geographies, Book III. Johnston. (See pp. 170 and 184.)

MORRIS, R. W. *Your Food and Drink.* Allen and Unwin. 32 pp. 1949. Limp cloth, 2*s.* 6*d.*; board, 5*s.*
The principal foodstuffs, their sources, and how we receive our supply of them, are discussed in this lively, provocative book and illustrated with good pictures, diagrams and maps. Supplemented by additional material, this could serve as the basis of a project on food. A feature of the book is the inclusion of statistics and interpretation work. (See pp. 171 and 263.)

POLKINGHORNE, R. K., AND M. I. R. *What the World Eats.* Evans. 79 pp. 1951 (1st pub. 1941). Cloth 7*s.* 6*d.*; manilla 5*s.*
The authors have collected together a wealth of really interesting detail about different foods, particularly with regard to production and distribution. Numerous black-and-white photographs of production processes are combined with sketches, world maps of distribution and charts. The figures given are for 1938–40. A section 'Things to do' is mainly a series of exercises based on the text, with some suggestions for independent work. This book has a place in the secondary and top primary classes, offering a rich background to teaching along more strictly geographical lines.

RAYNER, P. R. *The Cultivators.* The Kingsway Social Geographies, Book III. Evans. 160 pp. 1949 (1st pub. 1936). Limp cloth 3*s.* 3*d.*; manilla 3*s.*
The author outlines the gradual progress of agriculture from its early stages to modern methods of today. There is a wealth of material, some of which is out-of-date. The exercises demand the use of wide reference material. They should be useful for map construction work, whereby much of the factual material of this subject can best be represented at this stage. (See p. 258.)

RAYNER, P. R. *The Herders.* The Kingsway Social Geographies, Book II. Evans. 128 pp. 1949 (1st pub. 1936). Limp cloth 2*s.* 9*d.*; manilla 3*s.*
The life of primitive herdsmen in various parts of the world is contrasted with modern methods of herding and stock rearing developed by the white man. The comparative exercises provide good revision material, and the book is amply illustrated. (See p. 258.)

RAYNER, P. R. *Hunters and Fishers.* The Kingsway Social Geographies, Book I. Evans. 128 pp. 1949 (1st pub. 1936). Limp cloth 2*s.* 9*d.*; manilla 3*s.*
A useful source of material for the development of topics and as a basis for learning of man's activities in relation to the local conditions and world position. The book is divided into two parts, in which primitive hunters and fishers are contrasted with modern methods. It is well illustrated with pictures, maps and diagrams, and contains exercises suitably varied in character. (See p. 258.)

RAYNER, P. R. *Miners and Manufacturers.* The Kingsway Social Geographies, Book IV. Evans. 144 pp. 1949 (1st pub. 1936). Limp cloth 3*s.* 3*d.*; manilla 3*s.*
The growth of industries and the development of modern methods of mining are fully explained in an interesting descriptive manner. Provided that due attention is paid to the practical work suggested the important geographical relationships can be traced. Exercises make a feature of the use of further reference material, and suggestions for the construction of sketch maps foster the use of the atlas. Inevitably, the figures need revision. (See p. 258.)

SANDERS, E. M. *Geography through Products.* I. Farm, Fish and Forest. II. Paddyfields and Plantations. III. Mining and Manufacturing. Wheaton. 4*s.* each.
A useful three-year course through a study of the world's products. Book I deals with the economic geography of temperate lands, with special reference to the British Isles. Book II deals in a corresponding manner with tropical and sub-tropical lands. There are excellent illustrations throughout.

STAMP, L. DUDLEY. *A Commercial Geography.* Longmans. 459 pp. 1951 (1st pub. 1936). 15*s.*
A masterly condensation of *An Intermediate Commercial Geography,* made for the Institute of Bankers and other professional examinations, with selected illustrations from the larger book and exercises from former examination questions.

STAMP, L. DUDLEY, AND WORKMAN, B. A. *Industry.* Discovering Geography, Book IV. Longmans. 122 pp. 1951 (1st pub. 1940). 5*s.*
Industries are grouped according to the raw material upon which they depend. There are useful sections on transport and international trade and industry, but parts of the book tend to be somewhat generalised. There are many exercises and good illustrations. (See p. 255.)

STAMP, L. DUDLEY, AND WORKMAN, B. A. *Our Food.* Discovering Geography, Book III. Longmans. 120 pp. 1951 (1st pub. 1940). 5*s.*
The origin and nature of the chief foods eaten in Britain are discussed. Five chapters deal with vegetables, grouped according to the type of climate in which they are produced, followed by sections on food from animals, types of farming in the world, and food from fish. This is a useful text for beginning study of the subject, but some additional material is necessary for a satisfactory understanding of some topics. (See p. 255.)

STEMBRIDGE, J. H. *World at Work: An Economic Geography.* The New World-Wide Geographies, Second Series, Book IV. O.U.P. 320 pp. 1953. 10*s.* (See p. 261.)

UNSTEAD, J. F., AND TAYLOR, E. G. R. *Commercial Geography, General and Regional.* Philip. 247 pp. 1928. *Out of print.*
A useful reference book for commercial facts about the countries of the world.

WELLS, P. A. *Wool.* How Things are Obtained. E.S.A. 121 pp. 1951. 5*s.*
A comprehensive study including the chief facts in the history, production and manufacturing processes of wool. It is well illustrated.

A World-Wide Business. U.L.P. for Cadbury Brothers Ltd. 64 pp. 1948. 4*s.* 6*d.*
The story of a bar of chocolate, including cocoa, sugar and milk, and illustrated with excellent pictures, maps and diagrams. This is a valuable source-book for the pupils' own use.

YOUNG, E. W., AND MOSBY, J. E. G. *Our Neighbours Overseas.* Our World, Book II. Arnold. 160 pp. 1950. 6*s.* 6*d.*
Under the theme of Britain's dependence on overseas trade, a knowledge of the world as a globe and of types of climate is built up by a series of voyages along trade routes and on a tramp steamer. Most of the important raw materials and foodstuffs are introduced. The book is profusely illustrated and sufficiently attractive to the more backward pupils to provide an incentive to learning to read. (See p. 261.)

THE BRITISH ISLES

(1) General Textbooks

ALNWICK, H. *Problem Maps: Europe and the British Isles.* Harrap. (See p. 240.)

At Home and Abroad. Geography for To-day, Book I. Longmans. 242 pp. 1951 (1st pub. 1937). 7*s.* 6*d.*
The three main sections of the book deal with life and work in selected regions of the British Isles, the chief natural vegetation regions of the world, and discovering the great lands. It is abundantly and well illustrated, and has numerous exercises.

BROCKLEBANK, R. S. C. *Modern Britain.* Johnston. 254 pp. 1953 (1st pub. 1939). 7*s.*
A concentrated yet comprehensive summary of the chief geographical facts about the British Isles which could obviate much note-taking by pupils preparing for the General Certificate examination. Both maps and photographs suffer from their small size, but there are some useful geological sections.

BROOKER, R. W. *The Homeland: Great Britain and Ireland.* The Charter Geographies. Harrap. 320 pp. 1950. 8*s.* 6*d.*
A regional approach is based upon a threefold division of the British Isles into highlands, uplands and lowlands. In addition, there is a detailed discussion under the heading of industrial and commercial expansion of Britain's coalfields and associated industries. (See p. 254.)

BROOKS, L., AND FINCH, R. *The British Homeland.* The Golden Hind Geographies, Second Series, Book I. U.L.P. (See p. 257.)

BROOKS, L., AND FINCH, R. *The British Isles and Europe.* The Columbus Regional Geographies, Second Series, Book III. U.L.P. (See p. 254.)

CARTER, C. C., AND BRENTNALL, H. C. *The British Isles.* Man the World Over. Blackwell. (See p. 259.)

CARTER, C. C., AND MARCHANT, E. C. *Europe, the British Isles and the World.* The World of Man, Book IV. Christophers. (See p. 264.)

CARTER, C. C., AND SIMPSON, C. A. *First Studies from Great Britain.* The World of Man, Book I. Christophers. 201 pp. 1948 (1st pub. 1937). 4*s.* 6*d.*
An elementary study of Great Britain dealing descriptively with the foundations of physical and human geography. Good illustrations and maps are used in the text with a view to training in observation, and there are carefully graded exercises on each chapter. An index of place-names is included. (See p. 264.)

COLLINSON, H. M. *Geography Study,* Book I. Macmillan. 234 pp. 1936. 2*s.* 6*d.*
A geography of the British Isles emphasising the commercial aspect. The early chapters trace the change from self-supporting to linked communities and this is followed by a discussion of the physical features of the British Isles, our chief imports and the regions from which they come. This is a useful book for filling in the gaps left by other textbooks, and the suggested exercises stimulate ideas. It includes many maps and statistical diagrams, but no illustrations. (See p. 256.)

COYSH, A. W., AND HUNT, D. M. *The British Isles.* Exercises in Modern Geography, Book II. University Tutorial Press. (See p. 240.)

CUNDALL, L. *The British Isles.* Modern School Visual Geographies, Book II. Evans. 47 pp. 1951 (1st pub. 1950). 2*s.* 3*d.*
After an opening account of the position of the British Isles, the country is treated regionally. Use is made of excellent sketch-maps and black-and-white drawings to summarise as well as to present facts visually. The text facing the pages of drawings assumes an ability to read easily and the matter is graded in a literary sense as well as in the geographical. The facts are given in a logical way but in a flowing descriptive manner which appeals to the reader. (See p. 259.)

Europe and the British Isles. Geography for To-day, Book IV. Longmans. (See pp. 218 and 256.)

FAIRGRIEVE, J., AND YOUNG, E. *The British Isles.* Human Geographies, Secondary Series, Book I. Philip. 256 pp. 1950 (1st pub. 1921). 6*s.*
This sound, informative book is the first volume in a three-year regional course leading up to the standard of the General Certificate, Ordinary Level. The British Isles are treated regionally, with special studies of ports, contour lines and ferry towns. Physical geography is skilfully blended with the regional approach. Exercises, good sketch-maps and an index are included. (See p. 258.)

FAIRGRIEVE, J., AND YOUNG, E. *The British Isles.* Real Geography, Book VI. Philip. (See p. 262.)

FAIRS, G. H. *Europe and the British Isles.* A Note and Map Book of Matriculation Geography, Part II. Arnold. (See pp. 218, 240 and 261.)

GUDGIN, F. *The British Isles.* New Suggestive Geographies, Book II. Wheaton. (See p. 260.)

HARDINGHAM, B. G. *The British Isles.* The Foundations of Geography, Book IVA. Nelson. (See p. 169.)

HODGKISON, E. G., AND PREECE, D. M. *The British Isles: A Modern Geography.* University Tutorial Press. 234 pp. 1949 (1st pub. 1934). 5*s.* 6*d.*
An orderly, but formal textbook with pictures, sketch maps, diagrams and some exercises. A companion volume, *The World,* by the same authors, is also available. (See p. 190.)

The Home Islands. Geography for To-day, Book IA. Longmans. 183 pp. 1950 (1st pub. 1948). 5*s.* 6*d.*
The book seeks to establish elementary geographical ideas which can be extended and deepened later, and to provide a broad acquaintance with the geography of the Home Country. The first four chapters are concerned with physical geography, and are followed by chapters on man and his work, and finally a study of regions. There are many good illustrations, maps and exercises. (See p. 256.)

LABORDE, E. D. (Ed.). *The British Isles.* Cambridge School Geographies, Book VII. C.U.P. 324 pp. 1938 (1st pub. 1932). 4*s.* 6*d.*
A suitable text for revision of the British Isles at General Certificate (Ordinary level), especially if supplemented by local outdoor work. The book is attractively illustrated.

LYDE, L. W. *The Old Country.* Blackie. 160 pp. 1930 (1st pub. 1927). 3*s.*
A discussion of the physical geography of Britain is followed by a section on applied geography in which historical and economic factors are associated with regional aspects of agriculture, industries, power and transport. This is a sound, scholarly, little book which is less dated than might be expected although some revision is required from the teacher using it to-day.

MIDGLEY, C. *The British Isles.* Sketch Map and Picture Geographies, Book 2. Wheaton. (See p. 262).

MIDGLEY, C. *This Land of Ours.* Golden Mean Geographies, Book II. Wheaton. 104 pp. 1952. 3*s.* 6*d.*
The author makes a regional approach to the British Isles through a study of the major economic activities of the people. The book is well illustrated by clear, well-chosen pictures and good sketch maps. Picture diagrams effectively present statistical material. (See p. 257.)

MILLER, F. M. *The British Isles.* Informative Geographies. Philip. 126 pp. 1934. 4*s.*
A systematic, factual geography with good sketch-maps. (See p. 258.)

ODELL, H. J. *The Homeland.* Macmillan. 124 pp. 1944 (1st pub. 1936). *Out of print.*
A descriptive survey of the British Isles under such headings as food, shelter, clothing, power, transport. There are some stimulating chapters in the book and the general plan is good. The exercises include useful suggestions for studies in local geography.

PICKLES, T. *Britain and Abroad.* Blackie. 192 pp. 1951 (1st pub. 1928). 4*s.* 1*d.*
An outline of life and work in Britain is combined with a broad survey of the world in general and an introduction to the basic principles of geography. Each of the major industries is considered with its oversea relationships and the dependence of the homeland on a diversity of geographical regions is emphasised. Each chapter concludes with a set of well-planned and graded exercises. The book is well illustrated with pictures, maps and diagrams.

PICKLES, T. *Britain and the Modern World.* Modern School Geographies. Dent. 242 pp. 1950 (1st pub. 1933). 4*s.* 3*d.*
Three sections deal with a regoinal survey of the British Isles, modes of life in the world of to-day, and how Britain is linked to the Empire and the world. The book is abundantly illustrated and attractively written. The first section is obtainable in a separate volume entitled *Great Britain and Ireland* (see below). (Series: see p. 259.)

PICKLES, T. *The British Isles.* Dent. 256 pp. 1950. 4*s.* 3*d.*
Introductory chapters deal with the physical features and climate of the British Isles, which are then treated on regional lines. This is a suitable textbook for General Certificate work, and includes very useful selections from examination papers.

PICKLES, T. *The British Isles.* Sketch-maps and Exercise Books, Book I. Murray. (See p. 239.)

PICKLES, T. *Great Britain and Ireland.* Modern School Geographies. Dent. 160 pp. 1950 (1st pub. 1933). 3*s.*
A reprint of the first section of *Britain and the Modern World.* (See p. 259.)

PREECE, D. M., AND WOOD, H. R. B. *The British Isles.* Modern Geography, Book II. University Tutorial Press. (See p. 259.)

SEARSON, V. F., AND EVANS, F. *The British Isles.* The New Era Geographies. Johnston. 176 pp. 1947 (1st pub. 1939). 4*s.* 6*d.*
An alternative study to *Europe* in the New Era Geographies series. Intended for the final year of the three-year course. (See p. 260.)

SILLEY, P. T. *The British Isles.* Secondary School Geographies. Schofield and Sims. 144 pp. 1952. 6*s.* Supplementary folio: 1*s.* 6*d.*
As a rapid introduction to the British Isles this book has merits. Regional diagrams and sketches illustrate salient points in the text and appropriate questions are suggested at the end. (See p. 262.)

SIMPSON, A. R. B. *The British Isles.* A Geography of the World. Bell. (See p. 256.)

STAMP, L. DUDLEY, AND WORKMAN, B. A. *Our Food.* Discovering Geography, Book III. Longmans. (See p. 255.)

STEMBRIDGE, J. H. *The British Isles.* The New Oxford Geographies, Book IV, Part II. O.U.P. 192 pp. 1947. 7*s.* 6*d.*
Five chapters deal with general geography of the British Isles, and the rest of the book is devoted to regional studies. There is a final chapter on trade, transport and population. (See p. 260.)

STEMBRIDGE, J. H. *Europe and the British Isles.* The New World-Wide Geographies, Second Series, Book III. O.U.P. (See pp. 219 and 260.)

STEMBRIDGE, J. H. *Life and Work at Home and Overseas.* The New Oxford Geographies, Book I. O.U.P. (See p. 260.)

THOMAS, A. M. *Distributing the Gifts.* The Nation's Livelihood, Book III. Pitman. 143 pp. 1952 (1st pub. 1938). 5*s.*
A simple account of shops, markets and communications, illustrated with photographs. It is not directly geographical, but covers much ground connected with geography. (See p. 260.)

THORNHILL, P. *Greater London.* Christophers. 138 pp. 1935. *Out of print.*
This is an excellent study of London, well-written and adequate in its selection of detail.

THURSTON, C. B. *The British Isles.* Wheaton's Suggestive Geographies, Part V. Wheaton. (See p. 363.)

THURSTON, C. B. *The Home Region and the Homeland.* A Progressive Geography, Book I. Arnold. 160 pp. 1947 (1st pub. 1925). 4*s.*
This first book of a five-year course introduces local geography through a study of Ordnance Survey maps and weather observations. The British Isles is then treated regionally. Sketch maps and photographs are added, and there are questions and exercises at the end of each chapter. The approach is logical and somewhat formal, but it is one of a reliable, well-graded series. (See p. 262.)

WHITE, P. *The British Isles.* My Foreign Correspondent. Meiklejohn. (See p. 260.)

WHYBROW, S. J. B. *The British Isles.* Dent. 204 pp. 1949. 4*s.* 3*d.*
A general survey of physical features, climate, minerals and farming precedes the main, regional treatment of the British Isles. This is a sound textbook for secondary grammar schools, although the section on Ireland is not so detailed.

WHYBROW, S. J. B. *Great Britain and Ireland.* Geography Notebooks, Book II. Dent. (See p. 256.)

WRIGHT, W. D. *Life and Commerce in Britain.* Dent. 224 pp. 1947 (1st pub. 1938). 4*s.* 6*d.*
The experienced teacher will find this book very useful in arousing interest in geography. Described as 'an approach to social geography', it is well-written and could be used either as a supplementary textbook or for teacher's reference.

YOUNG, E. *At Work in Britain.* Kingsway Geography Readers. Evans. (See p. 184.)

YOUNG, E. W., AND MOSBY, J. E. G. *Our Town and Beyond.* Our World, Book I. Arnold. 160 pp. 1952 (1st pub. 1949). 6*s.* 6*d.*
Beginning with the home town and an introduction to maps, the scope of the book gradually widens from the primary occupations to a discussion of industries and trade in Britain. This book is strongly recommended for C streams in the secondary modern school, either as a textbook or for individual or group work. (See p. 261.)

YOUNG, E. W., AND MOSBY, J. E. G. *Our World and Ourselves.* Our World, Book IV. Arnold. (See p. 261.)

(2) BRITISH ISLES: FARMING

Association of Agriculture Folders. (See p. 156.)

DARLING, F. FRASER. *The Care of Farm Animals.* The Story of the Countryside, Second Series, Book I. O.U.P. 111 pp. 1950 (1st pub. 1943). 5*s.*
This book contains a good deal of knowledge that is not ordinarily available in print. It deals with the importance and care of horses, cattle, sheep, pigs and poultry. The illustrations are clear and well selected, and practical questions are included. (See p. 263.)

DARLING, F. FRASER. *Farm Livestock.* The Story of the Countryside, Second Series, Book II. O.U.P. 128 pp. 1951 (1st pub. 1943). 5*s.*
The origin of breeds of livestock is discussed, with a description of the different breeds and their qualities. Full explanations are given of the technical terms and very good pictures of animals. A section at the end of the book deals with types of farm in Britain. (See p. 263.)

HINE, H. J. *Farm Tools and Machinery.* The Story of the Countryside, Second Series, Book III. O.U.P. 128 pp. 1952. 5*s.*
This book is complementary to the two preceding volumes in this series. It is well illustrated. (See p. 263.)

HOLT, ELLEN. *The Farmer.* People's Jobs. E.S.A. 90 pp. 1952. 5*s.*
A most useful sample study of a typical mixed farm located in Sussex. The yearly round of activities is described interestingly season by season and well illustrated with pictures and maps. Elementary facts about the agriculture of Great Britain are introduced. A useful farm calendar and bibliography are included.

ORWIN, C. S. *Farms and Fields.* The Story of the Countryside, First Series, Book III. O.U.P. 112 pp. 1951 (1st pub. 1944). 4*s.*
An account of farming from early times to the present day. It contains a few very good illustrations, and there are suggestions for work by children at the end of the book. (See p. 263.)

ROBINSON, A. *Farms.* Men at Work. Longmans. 64 pp. 1953. 3*s.* 6*d.*
A useful book to help in the study of a topic of farming: an actual farm is taken as an example of mixed farming. (See p. 259.)

STREET, A. G. *Round the Year on the Farm.* O.U.P. 128 pp. 1951 (1st pub. 1941). 6*s.*
The work on a farm month by month is described and explained, together with the anxieties and the compensations of a farmer's life. The book is well written and illustrated, so that children can acquire a very clear idea of farming operations and implements from it.

WATSON, SIR J. A. SCOTT. *The Farming Year.* Longmans. 144 pp. 1946. (1st pub. 1938). 5*s.*; school edition 4*s.* 6*d.*
An authoritative and simple description of the main types of British farming, which has deservedly become a classic. It is excellently illustrated, and has ten good exercises on each chapter.

Young Farmers' Club Booklets. Evans. 48 pp. 2*s.* each. 1. The Farm: A. Voysey. 6. Grassland: J. O. Thomas. 7. Farm Implements: H. J. Hine. 10. Cows and Milk: J. MacIntosh. 12. Soil Fertility: A. S. McWilliam. 14. Arable Crops (corn, pulse, roots): J. O. Thomas. 15. Arable Crops (fodder, crops and other matters): J. O. Thomas. 16. Sheep Farming: W. R. Seward. 19. Farm Machines: H. J. Hine. 20. Forestry: H. L. Edlin. 21. Fruit Farming: R. S. Edwards.
A great wealth of detail on each subject provides background study material for projects on farms and food and for general work on different aspects of agriculture in Britain. The matter is well arranged, with good illustrations.

(3) Mining and Industry

FINDLATER, H. M. *Hidden Treasure.* The Nation's Livelihood, Book I. Pitman. 123 pp. 1950 (1st pub. 1937). 5*s.*
The first eighty-five pages are concerned with farming and fishing, and the remainder with quarrying and mining. There are thirty-one photographs. This book might be used to supplement a geography course. (See p. 260.)

HADDOCK, M. H. *In and Under Britain.* Evans. 246 pp. 1950 (1st pub. 1939). 12*s.* 6*d.*
A comprehensive picture is given of the British coalmining industry, the growth of the industry in both its historical and technical aspects being described in a most readable manner. This is a valuable source book suitable for general reference purposes in all types of secondary schools. It is well illustrated by pictures, charts and diagrams, including a map of the U.S.S.R. coalfields.

HERDMAN, T. *Coal.* Men at Work. Longmans. 64 pp. 1950. 3*s.* 6*d.*
A comprehensive survey of all aspects of the coal industry in Britain, abundantly illustrated with diagrams, pictures and isotype diagrams. It contains stimulating questions throughout the text. (See pp. 195 and 259.)

HOLROYD, G. H. *In Workshop and Factory.* The Nation's Livelihood, Book II. Pitman. 160 pp. 1950 (1st pub. 1937). 5*s.*
A simple and interesting account of manufacturing processes in a number of industries, illustrated by thirty-one photographs and some diagrams. It forms a useful supplement to the industrial geography of Britain. (See p. 260.)

(4) British Isles: Settlement

ALLAN, J. R. *Market Town.* The Story of the Countryside, First Series, Book II. O.U.P. 96 pp. 1951 (1st pub. 1944). 4*s.*
At the beginning a list of 'The chief characters in order of appearance' sets the atmosphere; they are introduced in turn throughout the book. There are two parts to each chapter. The first gives an account of some aspect of the market town, and the second part contains advice and suggestions for pupils to find out things about their own market town. The illustrations are effective and will appeal to children. By arousing interest in the pupils' own environment this book will stimulate much useful geographical work. (See p. 263.)

ALLEN, AGNES. *The Story of the Village.* Faber. (See p. 175.)

ALLEN, AGNES. *The Story of Your Home.* Faber. (See p. 175.)

CHANDLER, G., AND HANNAH, I. C. *Dudley: As It Was and As It Is To-day.* Batsford. 208 pp. 1949. 21*s.*
The book ranges from the earliest prehistoric origins to the town of to-day. It has many illustrations, contemporary and modern.

GROVE, JANE. *A Town.* How to Explore Series. E.S.A. (*In preparation.*)

KERSTING, A. F. *Cirencester.* Batsford. 48 pp. 1951. 7*s.* 6*d.*
A series of photographic illustrations of the buildings, streets, and the immediate neighbourhood of the capital of the Cotswolds.

THOMAS, F. G. *The Village.* The Story of the Countryside, First Series, Book I. O.U.P. 96 pp. 1951 (1st pub. 1943). 4*s.*
The author discusses the people and work of the village, how it grew, the changes that have taken place and the traces of history to be found in the village to-day. In the second part of the book activities are suggested which the children can undertake in their own village. There is some interesting material here, particularly for rural schools. (See p. 263.)

WYMER, N. G. *Rural Crafts.* The Story of the Countryside, Second Series, Book IV. O.U.P. 128 pp. 1953. 5*s.* (See p. 263.)

(5) BRITISH ISLES: LOCAL STUDIES

BRACEY, H. E. *Village Survey.* The 'Get to Know' Series. Methuen. 48 pp. 1953. 2*s.*
This study is directed towards stimulating interest in geographical field work and for this deserves credit. After a 'first look round' the village, the author discusses houses, shops, the post office, the church, the school, and the villagers themselves. (See p. 257.)

BRENTNALL, H. C., AND CARTER, C. C. *The Marlborough Country.* O.U.P. 160 pp. 1932 (1st pub. 1912). 7*s.* 6*d.*
A detailed and scholarly approach to the study of a tract of country, about 200 square miles, covering roughly the area of Ordnance Survey Sheet 112, Marlborough and Devizes, in the Old Popular Edition. This book makes demands on the student, provokes thought, and could be a highly valuable introduction to any aspect of geography. There are fifty-four illustrations and many maps and diagrams. Numerous questions and exercises demand thought and the application of geographical principles.

Country Code. H.M.S.O. 20 pp. 1951. 4*d.*
This gives in a readable and vivid way the code of behaviour to be expected from visitors to the countryside. It is a useful guide to children on field excursions and school journeys.

CUNDALL, L. *The Home District.* Modern School Visual Geographies, Book I. Evans. 47 pp. 1950. 2*s.* 3*d.*
Subjects dealt with in this book include the basic ideas needed for map-reading, climate, plant life, farming and land utilisation, the village and the town, industry and transport. Black-and-white charts, diagrams and sketches present principles in an interesting and realistic manner. The notes 'For your Notebook' provide ample suggestions for independent work. The book is provocative to teacher and pupil, and should be regarded as an introduction rather than a final exposition. It would also be useful in the upper classes of the primary school. (See pp. 166 and 259.)

DEMPSTER, DOROTHY. *Docks and Harbours.* The 'Get to Know' Series. Methuen. 48 pp. 1951. 2*s.*
Many aspects of the subject are covered, including tides, buoys, channels, and the handling of cargo. As well as answering many of the queries raised by children, this book suggests questions to be introduced by the teacher. (See p. 257.)

Encyclopaedia Britannica and Chambers Encyclopaedia.
The articles on the respective counties, towns, etc., are usually rich in scientific and historical data of the kind which will suggest profitable lines of local research.

EVANS, F., SEARSON, V. R., AND WILLIAMS, G. H. *Local Studies for Schools.* Philip. 128 pp. 1949. 4*s.* 6*d.* Teacher's Book: 160 pp. 6*s.*
Children are encouraged to enquire into every branch of civic life connected with towns and counties, and blank spaces are provided for maps, diagrams and written answers to the questions. The suggested studies on a variety of social and geographical topics are well chosen and very suitable for project work by older pupils in the secondary modern school.

FRY, LEONORA (Ed. Thornhill). *Bridges.* The 'Get to Know' Series. Methuen. 48 pp. 1951. 2*s.*
Well-chosen examples and helpful illustrations counteract the wide, generalised scope of this book. It is a valuable aid to field study by the pupils, and provides teachers with a useful source of general knowledge to deal with children's questions. (See p. 257.)

FRY, LEONORA. *British Railways.* The 'Get to Know' Series. Methuen. 48 pp. 1950. 2*s.*
Taking a generalised approach to the subject, the author indicates the function and significance of lines, bridges, signals and similar features of railway organisation. Though not in any sense pure geography, the general knowledge acquired from this book will be of value in field work. (See p. 257.)

FRY, LEONORA. *Post and Telegraph.* The 'Get to Know' Series. Methuen. 48 pp. 1953. 2*s.*
A detailed account of the post and telegraph services in relation to their historical background. This is a useful book for local study, and suitable questions are included. (See p. 257.)

HATCH, H. *Local Geography.* Blackie. 80 pp. 1950 (1st pub. 1936). 2*s.* 9*d.*
A book of exercises designed to stimulate investigation in the home and school neighbourhood. Each section includes a list of things to do, guidance in the recording of results, and comparative information about other districts. The exercises are grouped under the headings of direction and position, weather, physical features, farming and fishing, mining and manufacturing, transport and trade, other human activities.

HERDMAN, T. *Discovering Geography in Britain.* Discovering Geography, Book I. Longmans. 152 pp. 1950 (1st pub. 1938). 5*s.*
This is a thoroughly useful work which should stimulate young pupils to make their own observations out of doors. The first chapter encourages children to look about and explore their neighbourhood. The succeeding eight chapters describe life in different regions of Britain. The final section suggests chapters which the children can try to write themselves. Exercises are abundant. The illustrations are good, but not numerous. (See p. 255.)

LAUWERYS, J. A., AND GLOVER, A. H. T. *The Thirst of Cities.* Background Science Series. Nelson. 95 pp. 1952 (1st pub. 1947). 3*s.* 3*d.*
A study of the water supply of cities, dealing with the sources of water, its purification, and something of its history. The workings of domestic water systems are explained and there is a chapter on sewerage and drainage. The treatment is more detailed than would be undertaken in a geography course but this is a useful library book for reference in connection with local geography and social studies. (See p. 254.)

Local Studies. Geographical Association. (See p. 151.)

OSMOND, E. *A Valley Grows Up.* O.U.P. 82 pp. 1953. 12*s.* 6*d.*
The story of the growth, historical and geographical, of an imaginary valley and its town. There are many large, coloured illustrations and some excellent sketches of the people and settlements of the various historical periods.

PICKLES, T. *The Work of Men.* Murray, 76 pp. 1945 (third edition). 4*s.* 9*d.*
Designed as an introduction to social and general geography for the beginning of the secondary school course, this book deals with the locality (roads and bridges) and with selected types of work (farming, manufacturing) in Britain, with some comparison with oversea areas. Geographical techniques are taught, the use of pictures, maps, diagrams, statistical information and graphical representation. This is an attractive little book, with many pictures, sketches and diagrams to interest and stimulate pupils.

POTTER, MARGARET AND ALEXANDER. *Houses.* The Changing Shape of Things. Murray. 48 pp. 1948. 8*s.* 6*d.*
This book provides much useful information in connection with the study of house types in Great Britain. Excellent drawings of structures are included. (See p. 254.)

A Record of Local Geography. Wheaton. 9*d.*
An invaluable little book, which offers a basis for a really practical course in the essentials of local geography. Spaces for, and full guidance for, the drawing of various local maps, wind roses, temperature graphs, weather summary for the year, the course of the sun, length of day, rocks and building materials, soils, water supply, use of the land, local industries, a study of a local river, are included.

RICHARDSON, W. A. *Surveying for Schools and Scouts.* Philip. 110 pp. 1948 (1st pub. 1914). 5*s.*
A simple account, written to serve the needs of secondary schoolchildren, with many suggestions for practical experiment in the field.

THOMAS, F. G. *The World and You.* Part I. The Village. Part II. Historic City. Part III. The County. Chatto and Windus. 32 pp. each. 1950. 1*s.* 8*d.* each (cloth: 2*s.* 4*d.*). Teacher's Reference Book: 64 pp. 2*s.* 6*d.*
Part I is an account, based on the study of an actual village, which illustrates the effect of geographical, biological and historical factors on the growth and functioning of the community.
Part II describes the growth of a typical 'historic city' (Bristol), showing what influences have shaped its development
Part III deals with agricultural districts, the county town, and the work of town and county councils.
These 'Open Your Eyes' picture books have illustrations on nearly every page.

THORNHILL, P. *Downs and Weald: A Social Geography of South-east England.* Christophers. 164 pp. 1950 (1st pub. 1935). 4*s.*
A valuable book for those studying their own locality in south-east England, intended for use in lower forms, but which could be profitably used at other stages in the secondary modern, grammar or technical school. It is a model of regional study, and contains useful hints, including suggestions for nature study and history topics, and a proposed scheme of work based mainly on maps in the book.

THORNHILL, P. *Houses and Flats.* The 'Get to Know' Series. Methuen. 48 pp. 1953. 2*s.*
A useful stimulus to study of the locality. Built up as a series of questions, this book is applicable to any area under observation. (See p. 257.)

THORNHILL, P. *Inland Waterways.* The 'Get to Know' Series. Methuen. 48 pp. 1949. 2*s.*
This book is designed to stimulate interest in discovery through field work. It provides the background detail that teachers should know and children wish to know, with a useful map of inland waterways and some interesting diagrams. (See p. 257.)

THORNHILL, P. *The Parish Church.* The 'Get to Know' Series. Methuen. 48 pp. 1954 (1st pub. 1948). 2*s.*
A guide for use in the field intended to give impetus to field study by posing questions which may be answered in local studies and to train children in observation. It includes far more than geography, to which it leads. A useful book for teachers needing guidance in field questions. (See p. 257.)

THORNHILL, P. *Railways for Britain.* Methuen. 80 pp. 1954. 8*s.* 6*d.*
This is a valuable source book, readable and with a wealth of sketches and diagrams.

THORNHILL, P. *Roads and Streets.* The 'Get to Know' Series. Methuen. 48 pp. 1951. 2*s.*
Although largely non-geographical, this book will provoke interest in the subject, stimulating observation, setting problems to be answered and giving both teacher and pupil useful, detailed information. (See p. 257.)

TOMALIN, M. *Shops and Markets.* The 'Get to Know' Series. Methuen. 48 pp. 1952. 2*s.*
Topics discussed in this book include the shop front, inside the shop, staff, hours, overpayment and weighing. (See p. 257.)

TOMALIN, M. *Water Supply.* The 'Get to Know' Series. Methuen. 48 pp. 1953. 2*s.*
A useful book for the secondary modern school. (See p. 257.)

WALSH, E. *Factories and Workshops.* The 'Get to Know' Series. Methuen. 48 pp. 1952. 2*s.*
A stimulating book for secondary modern school pupils. (See p. 257.)

(6) British Isles: Descriptive Books

ADDISON, W. *English Spas.* English Social Life. Batsford. 160 pp. 1951. 16*s.*
Several hundred spas are mentioned, and the illustrations include a colour frontispiece and over seventy others from prints, paintings, portraits and old drawings. (See p. 255.)

The Beauty of Britain. The Pilgrims' Library. Batsford. 248 pp. 1950 (1st pub. 1935). 8*s.* 6*d.*
A survey of British scenery under its topographical divisions, written by a panel of distinguished authors. (See p. 261.)

BONE, S. *The Landscapes of Britain.* Black. 160 pp. 1949 (1st pub. 1939). 10*s.* 6*d.*
An artist's impression of the landscapes of Britain, rural and urban. Twenty-four attractive reproductions of Stephen Bone's paintings are accompanied by generalised descriptions of the rivers, hills, villages and towns, written by the artist.

The British Cities Series. Bath: R. A. L. Smith. Bristol: T. Edwards. Cambridge: J. Steegman. Canterbury: W. Townsend. Cheltenham: B. Little. The Cinque Ports: R. F. Jessup. Dublin: J. Harvey. Edinburgh: G. Scott-Moncrieff. Exeter and Its Neighbourhood: B. Little. Norwich and the Broads: J. W. Day. Oxford: C. Hobhouse. Salisbury: R. L. P. Jowitt. The Three Choirs Cities—Worcester, Hereford and Gloucester: B. Little. York: J. Rodgers. Batsford. 8*s.* 6*d.* to 15*s.*
This series records the history, the architecture and the life of Britain's ancient cities.

The British Heritage Series. The English Cottage: H. Batsford. The Old Towns of England: H. Rouse. The Countryman's England: Dorothy Hartley. British Hills and Mountains: J. H. B. Bell, E. F. Bozman, J. Fairfax-Blakeborough. The Face of Scotland: H. Batsford. The Land of Wales: E. and P. Lewis. The Spirit of Ireland: L. Doyle. English Villages and Hamlets: H. Pakington. Prehistoric England: G. Clark. The Seas and Shores of England: E. Vale. Batsford. 12*s.* 6*d.* each.

These books cover many aspects of the scenery, crafts and customs of the British Isles, and provide useful background reading for geographical studies.

The County Books. General Editor: B. VESEY-FITZGERALD. Bedfordshire: L. Meynell. Berkshire: I. Yarrow. Buckinghamshire: A. Uttley. Cambridgeshire and Huntingdonshire: E. A. R. Ennion. Cheshire: F. H. Crossley. Cornwall: C. Berry. Cumberland and Westmorland: N. Nicholson. Derbyshire: C. Porteous. Devonshire: D. St. Leger Gordon. Dorset: E. Benfield. Durham (two vols.): Sir Timothy Eden. Essex: C. H. Warren. Gloucestershire: K. Hare. Hampshire and the Isle of Wight: B. Vesey-Fitzgerald. Herefordshire: H. L. V. Fletcher. Hertfordshire: Sir William B. Thomas. Kent: R. Church. Lancashire: W. Greenwood. Leicestershire: Major Guy Paget and L. Irvine. Lincolnshire: J. Bygott. London (six vols.)—The Northern Reaches: A. R. Colville. The Western Reaches: G. James. South London: H. Williams, East London: R. Sinclair, West of the Bars: D. Newton, The City: C. Golding. Middlesex: N. G. Brett-James. Monmouthshire: Olive Phillips. Norfolk: Doreen Wallace and R. P. Bagnall-Oakeley. Northumberland: H. L. Honeyman. Nottinghamshire: C. Marsden. Oxfordshire: Joanna Cannan. Shropshire: E. Vale. Somerset: M. L. Turner. Staffordshire: P. Drabble. Suffolk: W. Addison. Surrey: E. Parker. Sussex: Esther Meynell. Warwickshire: A. Burgess. Wiltshire: Edith Olivier. Worcestershire: L. T. C. Rolt. Yorkshire, East Riding: J. Fairfax-Blakeborough. Yorkshire, North Riding: O. Harland. Yorkshire, West Riding: Lettice Cooper. Highlands of Scotland: S. Gordon. North-East Lowlands of Scotland: J. R. Allan. The Lowlands of Scotland: M. Lindsay. The Western Isles: A. A. MacGregor. Skye and the Inner Hebrides: A. A. MacGregor. Orkney: H. Marwick. Shetland: A. T. Cluness. Wales (two vols.): M. Fraser. Isle of Man: Canon E. H. Stenning. Leinster, Munster and Connaught:

F. O'Connor. Ulster: H. Shearman. Channel Isles: W. D. Hooke. Hale. 18*s.* each.
A county-by-county survey of the British Isles. Each volume is written by an author familiar with the area he describes, and well illustrated. The aim of the publishers has been to cover all aspects of the life of each area and thus to build up a complete picture of Britain to-day. Although very largely non-geographical, these books are of value to the geographer as supplementary reading matter.

The English Countryside. The Pilgrims' Library. Batsford. 250 pp. 1951 (1st pub. 1939). 10*s.* 6*d.*
An analysis of the types of English landscape, contributed by a number of well-known writers. (See p. 261.)

The Face of Britain Series. Chiltern Country: H. J. Massingham. Cotswold Country: H. J. Massingham. East Anglia: Doreen Wallace. English Downland: H. J. Massingham. English Lakeland: Doreen Wallace. The Face of Ireland: M. Floyd. The Face of Ulster: D. O'D. Hanna. The Face of Wales: T. Edwards. The Highlands of Scotland: H. Quigley. The Home Counties: S. P. B. Mais. The Islands of England: J. H. Ingram. The Isle of Wight: R. L. P. and Dorothy Jowitt. Lancashire and the Pennines: F. Singleton. Lincolnshire and the Fens: M. W. Barley. The Lowlands of Scotland: G. Scott-Moncrieff. Midland England: W. G. Hoskins. North Midland Country: J. H. Ingram. The Scottish Border Country: F. R. Banks. Shakespeare's Country—the Western Midlands: J. Russell. South-East England: R. Wyndham. Welsh Border Country: P. T. Jones. Wessex: R. Dutton. The West of England: Ruth Manning-Sanders. Yorkshire: J. Fairfax-Blakeborough. Batsford. 128 pp. 12*s.* 6*d.* each.
Each volume deals with a well-defined district and is written by a writer familiar with that area. About 100 photographs, endpaper maps and an index are included in each book.

GARDNER, A. *The Western Highlands.* Batsford. 111 pp. 1948 (1st pub. 1947). 21*s.*
An informative text is accompanied by nearly 300 photographs by the author.

GRIGSON, G. *English Country.* Batsford. 66 plates, with introduction. 1952. 7*s.* 6*d.*
An album of photographic illustrations of the landscape of England.

MANNING-SANDERS, RUTH. *Seaside England.* English Social Life. Batsford. 151 pp. 1951. 15*s.*; cheap edition, 6*s.*
An account of the development of the seaside holiday from its seventeenth-century origins to the resorts and holiday camps of to-day. (See p. 255.)

MASON, T. H. *The Islands of Ireland.* Batsford. 135 pp. 1950 (1st pub. 1936). 16*s.*
An account of the scenery, peoples and primitive life, illustrated with the author's photographs.

PARRY-JONES, D. *Welsh Country Characters.* Batsford. 174 pp. 1952. 13*s.* 6*d.*
A book about the Welsh country folk, particularly in Carmarthenshire, whom the author has known during the past fifty years.

PARRY-JONES, D. *Welsh Country Upbringing.* Batsford. 144 pp. 1951 (1st pub. 1948). 12*s.* 6*d.*
A picture, in biographical form, of the Carmarthen farming scene and people of fifty years ago.

The Regional Books. General Editor: B. VESEY-FITZGERALD. Black Country: P. Drabble. The Broads: R. H. Mottram. The Channel Shore: A. de Selincourt. Exmoor: L. Meynell. The Fens: A. Bloom. Forest of Dean: F. W. Baty. The Isle of Wight: Monica Hutchings. The Northern Marches: C. Hughes. Romney Marsh: W. Murray. The Scilly Isles: C. C. Vyvyan. The Wessex Heathland: R. Wightman. The Torridon Highlands: Brenda G. Macrow. The Weald of Kent and Sussex: Sheila Kaye-Smith. Hale. 18*s.* each.
This new series is intended to be complementary to the *County Books*, each author dealing with a distinctive area of Britain irrespective of county boundaries. A very wide range of topics is discussed in order to provide a comprehensive picture of each region. The treatment of geographical aspects varies in extent from volume to volume. Over thirty books are planned for this series.

RODGERS, J. *English Rivers.* Batsford. 192 pp. 1948. 18*s.*
Over 150 photographs accompany the descriptions of English rivers.

RUSSELL, P. *Dartmouth.* Batsford. 191 pp. 1950. 18*s.*
A history of the port and the town, illustrated by reproductions of some fifty paintings, prints and photographs.

SCOTT-MONCRIEFF, G. *The Scottish Islands.* Batsford. 208 pp. 1952. 21*s.*
A survey of the Hebrides, Orkneys, Shetlands and smaller groups of islands, illustrated by photographs, maps and old prints.

WALBANK, F. A. (Ed.). *England Yesterday and Today, 1837–1938.* English Social Life. Batsford. 244 pp. 1949. 15*s.*
An anthology compiled from English novelists of the past 100 years. The illustrations have been taken from old photographs and from paintings and drawings by contemporary artists. (See p. 255.)

WALBANK, F. A. (Ed.). *The English Scene.* English Social Life. Batsford. 239 pp. 1941. 15*s.*
This anthology is divided into sections dealing with aspects such as the landscape, the manor and the village. It is illustrated from contemporary drawings and engravings. (See p. 255.)

WYMER, N. *English Town Crafts.* English Social Life. Batsford. 136 pp. 1949. 15*s.*
The author describes a wide variety of ancient crafts which still flourish in English towns, ranging from glass-blowing, bell-founding and pottery to the crafts connected with sport. The book is illustrated with photographs and a selection of prints. (See p. 255.)

(7) British Isles: Library Books

BATES, H. E. *The Seasons and the Gardener.* C.U.P. (See p. 175.)

Batsford Pocket Handbooks. How to Look at Old Buildings. How to See Nature. How to See the Country. 96 pp. 6*s.* each.
These pocket-size books are illustrated with photographs and line drawings.

BENFIELD, E. *Purbeck Shop.* C.U.P. 172 pp. 1948 (1st pub. 1940). 21*s.*
A library book about quarries and stonework in the Isle of Purbeck. It contains nine plates and two text-figures.

BURKE, T. *Travel in England.* Batsford. (See p. 245.)

CHAPMAN, D. H. *The Seasons and the Woodman.* C.U.P. (See p. 176.)

DAIKEN, L. *Children's Games throughout the Year.* Batsford. 216 pp. 1949. 18*s.*
A fully-illustrated almanack of the games played by children, both yesterday and to-day, during each season of the year.

DARLING, F. F. *The Seasons and the Farmer. The Seasons and the Fisherman.* C.U.P. (See p. 177.)

FINLAY, I. *Young Traveller in Scotland.* The Young Traveller. Phoenix. (See p. 264.)

HERBERTSON, A. J. AND F. D. *British Isles.* Descriptive Geographies from Original Sources. Black. (See p. 255.)

HERRING, MAISIE. *Young Traveller in Ireland.* The Young Traveller. Phoenix. (See p. 264.)

MACMANUS, S. *Tales from Ireland.* Tales from Many Lands. Evans. 96 pp. 1948. 2*s.*
This book can be recommended for out-of-school reading to create a background picture to the geography of Ireland. (See p. 185.)

Nature in Britain. The Pilgrims' Library. Batsford. 250 pp. 1947 (1st pub. 1936). 8*s.* 6*d.*
A survey of British flora and fauna, with contributions by Henry Williams, Frances Pitt, Seton Gordon, E. G. Boulenger and others. (See p. 261.)

NOCK, O. S. *The Railways of Britain.* Batsford. (See p. 244.)

RAFTERY, J. *Prehistoric Ireland.* Batsford. 228 pp. 1951. 16*s.*
A non-technical account of what is known as the result of recent researches about Ireland in prehistoric times. The book has many illustrations.

ROBINSON, A. *Ships.* Men at Work. Longmans. 64 pp. 1954. 3*s.* 6*d.*
A source book for the study of the topic of shipping. (See p. 259.)

RODGERS, J. *The English Woodland.* Batsford. 132 pp. 1942 (1st pub. 1941). 12*s.* 6*d.*
This survey is plentifully illustrated by photographs and reproductions of old prints.

STOKES, H. G. *English Place-Names.* English Social Life. Batsford. 128 pp. 1949 (1st pub. 1948). 12*s.* 6*d.*
The author explains the principles according to which place-names are formed, and gives many interesting examples. (See p. 255.)

TREASE, G. *Young Traveller in England and Wales.* The Young Traveller. Phoenix. 160 pp. 1953. 8*s.* 6*d.*
An interesting introduction, written in a lively manner, to such areas as the Fens, the Thames and a West Country village. (See p. 264.)

THE BRITISH COMMONWEALTH OF NATIONS

COYSH, A. W., AND HUNT, D. M. *The British Commonwealth of Nations.* Exercises in Modern Geography, Book X. University Tutorial Press. (See p. 240).

CUNDALL, L. *The British Commonwealth.* Modern School Visual Geographies, Book IV. Evans. 47 pp. 1950. 2*s.* 3*d.*
The layout of this book, allowing one double page of text and illustrations of each topic, imposes a limitation on the treatment of this vast subject. Its use calls for more care in preparation, but the subject matter is well-related to the other books in the series. (See p. 259.)

GUDGIN, F. *The British Empire.* New Suggestive Geographies, Book V. Wheaton. (See p. 260.)

HERBERTSON, A. J. AND F. D. *British Empire.* Descriptive Geographies from Original Sources. Black. (See p. 260.)

MIDGLEY, C. *The British Commonwealth of Nations.* Sketch Map and Picture Geographies. Wheaton. (See p. 263.)

MIDGLEY, C. *Palm and Pine.* Golden Mean Geographies, Book VII. Wheaton. 84 pp. 1953 (1st pub. 1949). 3*s.* 6*d.*
A pleasant and successful approach to the geography of the Commonwealth and Empire, illustrated with excellent pictures. (See p. 257.)

STAMP, L. DUDLEY. *The British Commonwealth.* Geography for To-day. Longmans. 296 pp. 1951. 9*s.*
The British Commonwealth is treated largely from the viewpoint of children living in the member countries. A full account of each country is given and the importance of each in the modern world is stressed. Four chapters of the book are devoted to the consideration of ocean areas. (See p. 256.)

THURSTON, C. B. *Britain Overseas.* A Progressive Geography, Book IIA. Arnold. 224 pp. 1948 (1st pub. 1929). 5*s.* 6*d.*
This book can be used to replace Books II and III of this series, thus reducing the length of the course from five to four years. The approach is a little formal, but the matter is accurate as far as its date permits, the India sub-continent being treated as a unit. (See p. 262.)

THURSTON, C. B. *British Colonies.* Wheaton's Suggestive Geographies, Part IV. Wheaton. (See p. 263).

EUROPE

(1) TEXTBOOKS

ALNWICK, H. *A Geography of Europe.* Harrap. 416 pp. 1948 (1st pub. 1935). 6*s.*
This is a sound treatment of Europe, covering all the essential facts.

ALNWICK, H. *Problem Maps: Europe and the British Isles.* Harrap. (See p. 240.)

BRADSHAW, R. F. *Europe.* Informative Geographies. Philip. 272 pp. 1951. 7*s.* 6*d.*
A systematic, factual textbook with useful sketch maps. (See p. 258.)

BROOKS, L., AND FINCH, R. *The British Isles and Europe.* The Columbus Regional Geographies, Second Series, Book III. U.L.P. (See p. 254).

CARTER, C. C., AND MARCHANT, E. C. *Europe, the British Isles and the World.* The World of Man, Book IV. Christophers. (See p. 264.)

COYSH, A. W., AND HUNT, D. M. *Europe.* Exercises in Modern Geography, Book IV. University Tutorial Press. (See p. 240.)

MAY, S. *Europe.* Modern School Visual Geographies, Book V. Evans. 47 pp. 1951. 2*s.* 3*d.*
A feature of this book is the treatment given to the economic utilisation of resources in the different European countries. Agricultural work is associated

with the climatic regions in a simple manner, and the independent work suggested in 'For Your Notebook' makes a point of bringing into combined use the atlas, school library reference books, and personal enquiry. (See p. 259.)

Europe and the British Isles. Geography for To-day, Book IV. Longmans. 404 pp. 1951 (1st pub. 1939). 9*s.* 6*d.* *Also available separately:* Europe, 6*s.* The British Isles, 6*s.*
A general and regional survey in two parts, including a section on the Russian lands of Asia. The references to international trade are based on pre-war conditions. There are some useful oblique aerial photographs and many maps for study. (See p. 256.)

FAIRGRIEVE, J., AND YOUNG, E. *Africa and Southern Europe.* Real Geography, Book III. Philip. (See p. 262.)

FAIRGRIEVE, J., AND YOUNG, E. *Europe.* Real Geography, Book V. Philip. (See p. 262.)

FAIRS, G. H. *Europe and the British Isles.* A Note and Map Book of Matriculation Geography, Part II. Arnold. 32 pp. 1933. 3*s.* 6*d.*
A one-year, or half-year, course consisting chiefly of exercises in map, diagrammatic or tabular form for revision work or practice in preparing sketch-maps. It could be used as an exercise book in conjunction with a textbook in secondary grammar and technical schools. (See p. 261.)

GUDGIN, F. *Europe.* New Suggestive Geographies, Book III. Wheaton. (See p. 260.)

MIDGLEY, C. *Beyond the Narrow Seas.* Golden Mean Geographies, Book VI. Wheaton. 112 pp. 1953 (1st pub. 1951). 3*s.* 6*d.*
Forms studying present-day problems in Europe will find good material here. It is illustrated by good geographical pictures and there are also a number of well-printed maps. Each chapter is followed by suggestions for practical work. (See p. 257.)

MIDGLEY, C. *Europe, including the British Isles.* Sketch Map and Picture Geographies, Book 6. Wheaton. (See p. 263.)

MOSS, BRIDGET. *Scandinavia. Switzerland and the Rhone Valley.* My Foreign Correspondent. Meiklejohn. (See p. 260.)

PHILIP, M. M. *Mediterranean Geography.* Harrap. 120 pp. 1954. 4*s.* 6*d.*
An elementary treatment of the 'geography behind the history' of the Mediterranean lands.

PICKLES, T. *Europe.* Dent. 336 pp. 1948 (1st pub. 1932). 5*s.* 9*d.*
Both the physical basis of geography and the life and work of the people are adequately treated in this book. The historical background is a good

feature. The experiment in pictorial sketch-maps would seem to be a retrograde step in that it makes them less intelligible than the conventional method would have done.

PICKLES, T. *Europe.* Sketch-maps and Exercise Books, Book III. Murray. (See p. 239.)

PICKLES, T. *Europe and Asia.* Modern School Geographies. Dent. 243 pp. 1950 (1st pub. 1932). 4*s.* 6*d.*
Profusely illustrated, with good photographs and simple sketch-maps, this book can hardly fail to prove interesting to pupils. Emphasis is laid on the home life and daily work of people in these areas. (See pp. 223 and 259.)

PREECE, D. M., AND WOOD, H. R. B. *Europe.* Modern Geography, Book III. University Tutorial Press. (See p. 259.)

SEARSON, V. F., AND EVANS, F. *Europe.* The New Era Geographies. Johnston. 187 pp. 1951 (1st pub. 1938). 4*s.* 9*d.*
The subject is interestingly presented in simple and clear language. The pictures are well chosen and slightly clearer than those in the first two books in this series. Useful exercises are included. (See p. 260.)

SILLEY, P. T. *Europe.* Secondary School Geographies. Schofield and Sims. 164 pp. 1952. 6*s.*
A well-illustrated book for the lower forms of the secondary school. (See p. 262.)

SIMPSON, A. R. B. *Europe.* A Geography of the World. Bell. (See p. 256.)

STEMBRIDGE, J. H. *Europe.* The New Oxford Geographies, Book IV, Part I. O.U.P. 232 pp. 1952. 8*s.* 6*d.*
A general but systematic treatment of Europe with plentiful, clear maps and useful pictures. (See p. 260.)

STEMBRIDGE, J. H. *Europe and the British Isles.* The New World-wide Geographies, Second Series, Book III. Part I. Europe. Part II. The British Isles. O.U.P. Each 160 pp. 1951. Paper 5*s.*; cloth 6*s.* each. Combined volume; cloth only, 10*s.*
Part I. A general introduction to Europe as a whole, including the peoples, is followed by studies of individual countries. Very clear maps and photographs add to the value of the book.
Part II. A regional treatment of the British Isles, preceded by an introductory discussion of physical features, population and occupations. (See pp. 203 and 260.)

STEMBRIDGE, J. H. *Germany.* Christophers. 158 pp. 1950 (1st pub. 1932). 6*s.*
This introduction to the physical and human geography of Germany includes sections on racial types and on the geographical aspects of German history. The first chapter was rewritten in 1950, but the rest of the book

describes conditions before the Second World War. It is suitable for students of geography or German as a reference or textbook.

THURSTON, C. B. *Europe.* Wheaton's Suggestive Geographies, Part III. Wheaton. (See p. 263.)

WATKINS, W. J. H. *Europe.* Murray. 315 pp. 1954 (1st pub. 1950). 8*s.* 6*d.*
A readable book on Europe, suited to the General Certificate Ordinary Level, designed to be used for independent study. Frequent comparisons are made with British examples, and physical geography and geographical principles are introduced and illustrated in connection with regional descriptions. Post-war changes and problems are mentioned and considered briefly. Well-annotated photographs form an integral part of the book, and there is a considerable choice of exercises.

WATKINS, W. J. H., AND H. S. L. *How to Look at Geographical Pictures.* Macmillan. 32 pp. First Series: 1953. 2*s.* 6*d.* Second Series: 1952. 2*s.* 6*d.*
Good, clear photographs illustrate important physical, industrial and agricultural types of country in Europe, including the British Isles. Each picture is accompanied by a series of questions, to which answers are given at the end of the book. Although designed for the secondary age range, these first-rate books could well be used with primary classes if the questions were adapted by the teacher.

WEAVER, R. M. *Europe,* Books I and II. Living Geography. Cassell. (See p. 258.)

WHYBROW, S. J. B. *Europe.* Geography Note-books, Book III. Dent. (See p. 256.)

(2) LIBRARY BOOKS (EUROPE)

The Countries of Europe. The Alps: R. L. G. Irving. Belgium and Luxembourg: T. Edwards. The Land of France: R. Dutton and Lord Holden. The Land of Italy: J. More. The Netherlands: S. Sitwell. Scandinavia: E. de Mare. Spain: S. Sitwell. Switzerland: J. Russell. *In preparation:* Portugal. Paris and the Ile de France. Austria. Normandy and Brittany. Batsford. 15*s.* to 21*s.* each.
The purpose of these books is mainly to inform a visitor of what he will find in each town and district of a country. The bias is towards the buildings, the landscape and the people. Each book contains sketch-maps and many photographs.

HEYWOOD, T. *Background to Sweden.* Constable. 332 pp. 1950. 10*s.* 6*d.*
Although never intended as a geography book, this authentic description of present-day Sweden, rural and urban, its scenery, settlements and customs, is of considerable interest. Swedish history underlies the whole study.

HILLE, E. A. *Swedish Life and Landscape.* Elek. 151 pp. 1947. 12*s.* 6*d.*
A useful library book for background knowledge of Sweden. Many chapters are devoted to the towns, regional treatments of the countryside, and a number of special aspects of the country's life. The book is illustrated with excellent representative photographs.

HOGG, G., AND BETH. *Young Traveller in Norway.* The Young Traveller. Phoenix. 160 pp. 1954. 8*s.* 6*d.* (See p. 264.)

HOUSTON, J. F. *France.* One Approach Geography-History Series. Oliver and Boyd. 94 pp. 1951. 3*s.* 9*d.*
A detailed and up-to-date account of life and work in modern France, viewed against the historical background. French and German relations and post-war reconstruction are discussed. This book provides material not easily accessible to children elsewhere and could be used either as a library book or, in secondary modern schools, as a textbook. (See p. 261.)

MARTIN, A. *Norwegian Life and Landscape.* Elek. 167 pp. 1952. 18*s.*
The author discusses many aspects of life in Norway, including Hanse towns, herring fishing, dark noon and the midnight sun. The representative pictures of both natural and cultural landscapes are suitable for the episcope.

MEIER, MARIANN. *Young Traveller in Switzerland.* The Young Traveller. Phoenix. (See p. 264.)

PROCTOR, G. L. *Young Traveller in Sweden.* The Young Traveller. Phoenix. (See p. 264.)

REID, A. *Young Traveller in France.* The Young Traveller. Phoenix. (See p. 264.)

SOMEREN, L. VAN. *Young Traveller in Holland.* The Young Traveller. Phoenix. (See p. 264.)

TILMAN, H. W. *When Men and Mountains Meet.* C.U.P. (See p. 248.)

WALL, B. *Italian Life and Landscape.* I. Rome and Southern Italy. 128 pp. 1950. 18*s.* II. Northern Italy and Tuscany. 189 pp. 1951. 18*s.* Elek.
These books can be recommended as descriptive geographies. They are practical enough to serve as guides, but contain attractively written and objective background information. There are abundant illustrations, with bold black-and-white effects, showing cultural rather than natural landscapes.

WISEMAN, GWENDOLINE. *Greece.* Four-in-Hand Series, Vol. II. Werner Laurie. 221 pp. 1952. 6*s.*
Geography, history, civics and literature are combined to give an interesting and readable account of Greek life and thought. As a secondary school library book this will provide useful background reading matter. (See p. 256.)

EURASIA

FAIRGRIEVE, J., AND YOUNG, E. *Euro-Asia.* Human Geographies, Secondary Series, Book III. Philip. 356 pp. 1953 (1st pub. 1923). 7*s.* 6*d.*
This book is designed as the last in a three-year course covering the geography of the world. Physical, economic and political aspects are combined within the regional scheme. (See p. 258.)

THURSTON, C. B. *Eurasia.* A Progressive Geography, Book IV. Arnold. 256 pp. 1948 (1st pub. 1926). 6*s.*
Intended for the fourteen to fifteen years age group, this book follows the general plan of the graded five-year course. Questions and exercises are given at the end of each chapter. (See p. 262.)

ASIA

(1) TEXTBOOKS

BROOKS, L., AND FINCH, R. *North America and Asia.* The Columbus Regional Geographies, Second Series, Book II. U.L.P. (See p. 254.)

CORNISH, W. B. *Asia.* Modern Geography, Book V. University Tutorial Press. (See p. 259.)

COYSH, A. W., AND HUNT, D. M. *Asia.* Exercises in Modern Geography, Book IX. University Tutorial Press. (See p. 240.)

DOBBY, E. H. G. *Malaya and South-East Asia.* The Golden Hind Geographies, Second Series, Book Ia. U.L.P. (See p. 257.)

DOBBY, E. H. G. *Maps for Malayans.* U.L.P. (See p. 240.)

FAIRGRIEVE, J., AND YOUNG, E. *Asia.* Real Geography, Book IV. Philip. (See p. 262.)

MAMOUR, A. *Asia and Australasia.* The Complete Geography Series. Macmillan. 348 pp. 1940. 4*s.* 6*d.*
After some discussion of the physical features, climate and vegetation of each area, chapters are given to regional studies. The book is well illustrated with good photographs, and includes revision questions and suggested subjects for discussion. The section on Asia suffers from the fact that many of the political divisions are no longer valid. (See p. 255.)

MAY, S. *U.S.S.R. the Near and Far East.* Modern School Visual Geographies, Book VI. Evans. 47 pp. 1951. 2*s.* 3*d.*
The limitations of this little book are caused by the vast territory surveyed in forty-seven pages, but regarded as an introduction to the subject for the more able pupils it is most useful. The six sections on the U.S.S.R.

create an interesting and stimulating picture of the highly complex socio-political and economic entity. (See p. 259.)

MIDGLEY, C. *Asia.* Sketch Map and Picture Geographies, Book 5. Wheaton. (See p. 263.)

MIDGLEY, C. *Beyond the Rising Sun.* Golden Mean Geographies, Book V. Wheaton. 120 pp. 1951. 3*s.* 6*d.*
After three general introductory chapters the book is divided into two sections dealing with India and Pakistan, and the Far East and Indo-China. It is intended for the third-year stage in a secondary modern school. (See p. 257.)

North America and Asia. Geography for To-day, Book III. Longmans. (See pp. 231 and 256.)

PICKLES, T. *Europe and Asia.* Modern School Geographies. Dent. (See pp. 219 and 259.)

SEARSON, V. F., AND EVANS, F. *Australia, Asia and Africa.* The New Era Geographies. Johnston. (See p. 260.)

SILLEY, T. P. *Asia.* Secondary School Geographies. Schofield and Sims. 200 pp. 1950. 6*s.* 6*d.* Supplementary folio: 1*s.* 6*d.*
This is a much-compressed study of a very wide topic. It is illustrated with good photographs, but the large blocks of colour in some of the maps are sometimes misleading. (See p. 262.)

SIMPSON, A. R. B. *Asia.* A Geography of the World. Bell. (See p. 256.)

STEMBRIDGE, J. H. *Africa, Asia and Australia.* The New World-Wide Geographies, Second Series, Book II. O.U.P. (See pp. 118 and 260.)

STEMBRIDGE, J. H. *North America and Asia.* The New Oxford Geographies, Book III. O.U.P. (See pp. 132 and 260.)

WEAVER, R. M. *Asia.* Living Geography. Cassell. (See p. 258.)

WHYBROW, S. J. B. *Asia.* Geography Note-books, Book IV. Dent. (See p. 256.)

(2) Library Books

FLEMING, P. *News from Tartary.* Cape. (See p. 246.)

HERBERTSON, A. J. AND F. D. *Asia.* Descriptive Geographies from Original Sources. Black. (See p. 255.)

LEWIS, N. *A Dragon Apparent.* Cape. (See p. 247.)

NUR, ALI. *Tales from Arabia.* Tales from Many Lands. Evans. (See p. 263.)

TILMAN, H. W. *China to Chitral.* C.U.P. (See p. 249.)

TILMAN, H. W. *Two Mountains and a River.* C.U.P. (See p. 248.)

TILMAN, H. W. *When Men and Mountains Meet.* C.U.P. (See p. 248.)

WILLIAMS, A. *The Wonders of Asiatic Exploration.* Seeley Service. (See p. 248.)

CHINA

(1) TEXTBOOKS

HOUSTON, J. F. *China.* One Approach Geography-History Series. Oliver and Boyd. 92 pp. 1953. 3*s.* 9*d.*
The author's aim is to present an impression of the life and character of China to-day, and to relate this to the social and historical development of the people and the country. (See p. 261.)

(2) LIBRARY BOOKS

CABLE, MILDRED, AND FRENCH, FRANCESCA. *China: Her Life and People.* U.L.P. 160 pp. 1949 (1st pub. 1946). 6*s.* 6*d.*
This travel book on China has considerable geographical content and local detail. It is well illustrated and merits inclusion in the school library.

CHAPMAN, F. SPENCER. *Memoirs of a Mountaineer.* Helvellyn to Himalaya. Chatto and Windus. (See p. 248.)

FLEMING, P. *One's Company.* Cape. (See p. 246.)

ROBERTS, C. E. *Young Traveller in China.* The Young Traveller. Phoenix. (See p. 264.)

YEH, G., AND FITZGERALD, C. P. *Introducing China.* Pitman. 116 pp. 1948. 4*s.* 6*d.*
Chapters of geographical interest deal with the land, the people, the language and agriculture. The social life, history, religion and art of the Chinese are also discussed. There are three maps, none of which shows relief, a time chart and photographic illustrations. The book provides useful supplementary reading, especially in a course where geography and civics teaching are combined.

INDIA, PAKISTAN AND CEYLON

(1) TEXTBOOKS

RUSSELL, A. *India, Pakistan and Ceylon.* One Approach Geography-History Series. Oliver and Boyd. 92 pp. 1953. 3*s.* 9*d.*
An account of life and work in India, Pakistan and Ceylon, viewed against the historical background. It is illustrated with photographs, line drawings and maps. (See p. 261.)

MIDGLEY, C. *Beyond the Rising Sun.* Golden Mean Geographies, Book V. Wheaton. (See pp. 223 and 257.)

(2) Library Books

ANDERSON, J. D. *The Peoples of India.* Cambridge Manuals. C.U.P. 118 pp. 1913. 6*s.*
A useful school library book for background reading.

CASE, PATRICIA. *Tiger, Tiger.* Macmillan. (See p. 176.)

HOLMES, WINIFRED. *Tekhi's Hunting.* Bell. (See p. 178.)

HOLMES, WINIFRED. *The Voyage of the Indian Brig.* Bell. 224 pp. 8*s.* 6*d.*
The authoress has blended her unique knowledge of Indian life and seafaring in a very readable and exciting story in which three children are involved in a treasure hunt, a mutiny and a great storm around the islands of the Indian Ocean. The book is well illustrated and gives a picture of Indian life and customs and of sailing ships.

LEWIS, N. *Golden Earth.* Cape. (See p. 247.)

PLANT, G. F. *Tales from Ceylon.* Tales from Many Lands. Evans. 96 pp. 1948. 2*s.*
These tales of old Ceylon were originally told to the author in Singhalese. The stories of a Buddhist priest, a village headman and a forest ranger, create an enjoyable and vivid picture of the life of the people, and teachers will find the book a useful source from which to supplement lessons on Ceylon. (See p. 185.)

TREASE, G. *Young Traveller in India and Pakistan.* The Young Traveller. Phoenix. 160 pp. 1949. 8*s.* 6*d.*
Two children explore the way of life of the peoples of these countries, and their discoveries and reactions are given in an interesting conversational form. An elementary introduction to the social background of India and Pakistan. (See p. 264.)

WYNNE, E. G. *Tales from India.* Tales from Many Lands. Evans. 95 pp. 1948. *Out of print.*
An *ayah* tells eight bed-time stories, mainly based on Hindu myths and legends. The book may be recommended either as a reading book for secondary modern schoolchildren or as a source of simple background material for the primary schoolteacher. (See p. 185.)

U.S.S.R.

GRAY, G. D. B. *Soviet Land.* Black. 332 pp. 1947. 15*s.*
A comprehensive and sympathetic account of Russia, the country, the people and their work. Much of the information is presented in diagrammatic and pictorial form, and the book provides a wealth of illustrative material. It is a first-rate geography for secondary schools.

AFRICA

(1) Textbooks

ADAMS, D. T., AND HARMAN, H. A. *The Gold Coast.* Longmans. 96 pp. 1953. 2*s.* 9*d.*
A useful geography of the Gold Coast, written for African schools.

AINSLIE, M. D. *Nigeria.* Longmans. 92 pp. 1953 (third edition). 2*s.* 3*d.*
A general geography which includes the main facts about the life and work, villages and towns, and terminates with chapters on the weather and climate.

ALNWICK, H. *A Geography of Africa.* Harrap. 412 pp. 1936. 6*s.* 6*d.*
This book covers the essentials of the geography of the continent, especially in such areas as the Sahara, the Barbary States and the Congo.

COYSH, A. W., AND HUNT, D. M. *Africa.* Exercises in Modern Geography, Book VIII. University Tutorial Press. (See p. 240.)

COYSH, A. W., AND TOMLINSON, M. E. *The Southern Continents.* Modern Geography, Book VI. University Tutorial Press. (See p. 259.)

FAIRGRIEVE, J., AND YOUNG, E. *Africa and Southern Europe.* Real Geography, Book III. Philip. (See p. 262.)

FAIRGRIEVE, J., AND YOUNG, E. *The Atlantic Hemisphere.* Human Geographies, Secondary Series, Book II. Philip. (See pp. 229 and 258.)

HOUSTON, J. F. *South Africa.* One Approach Geography-History Series. Oliver and Boyd. 92 pp. 1953. 3*s.* 9*d.*
A picture of everyday life in South Africa, with some account of historical development. The book is well illustrated. (See p. 261.)

JARRETT, H. R. *Geography of Sierra Leone and the Gambia.* Longmans. 136 pp. 1954. 4*s.* 6*d.*
A systematic account of Sierra Leone and Gambia with much useful detail about these two countries written in a simple and interesting style.

MIDGLEY, C. *Africa and Australasia.* Sketch Map and Picture Geographies, Book 3. Wheaton. (See p. 263.)

MIDGLEY, C. *South of the Line.* Golden Mean Geographies, Book III. Wheaton. (See p. 257.)

PARRY, R. E. *Africa.* Longmans. 124 pp. 1952 (second edition). 3*s.* 6*d.*
A systematic elementary geography of Africa.

PARRY, R. E. *East Africa.* Longmans. 48 pp. 1952 (second edition). 2*s.* 3*d.*
An interesting elementary geography of East Africa.

PICKLES, T. *Africa.* The Southern Continents, Book II. Dent. 144 pp. 1951 (1st pub. 1934). 3*s.* 9*d.*
A useful feature of this book is the introductory discussion of the climates of all the southern continents. The principal historical factors influencing modern economic developments are outlined, and good illustrations are included. (See p. 263.)

PICKLES, T. *South America and Africa.* Sketch-maps and Exercise Books, Book V. Murray. (See p. 239.)

PICKLES, T. *Africa, Australia and New Zealand.* Modern School Geographies. Dent. 221 pp. 4*s.* 3*d.*
Throughout the book, emphasis is placed on the human aspect of geography. It has 158 illustrations, including one coloured plate, and good sketch-maps and photographs. (See p. 259.)

QUINN-YOUNG, C. T., AND HERDMAN, T. *A Geography of Nigeria.* Longmans. 219 pp. 1951 (1st pub. 1946). 5*s.* 6*d.*
A textbook for Nigerian secondary schools consisting of six chapters of general world geography and thirteen of descriptive geography of Nigeria on a regional basis. It has numerous good maps. The emphasis throughout is on production and trade; there is little reference to social problems.

SEARSON, V. F., AND EVANS, F. *Australia, Asia and Africa.* The New Era Geographies. Johnston. (See pp. 223 and 260.)

SEVERN, D. *Through Africa.* My Foreign Correspondent. Meiklejohn. (See p. 260.)

SILLEY, P. T. *Africa.* Secondary School Geographies. Schofield and Sims. 125 pp. 1953 (1st pub. 1949). 5*s.* Supplementary folio: 1*s.* 6*d.*
This is a satisfactory book for twelve-to-thirteen-year-olds. It has well-chosen photographs and maps, and simple, informative sketches. (See p. 262.)

SIMPSON, A. R. B. *Africa.* A Geography of the World. Bell. (See p. 256.)

The Southern Continents. Geography for To-day, Book II. Longmans. 340 pp. 1952 (1st pub. 1937). 9*s.* *Also available separately:* Africa, 5*s.* 6*d.* Australia and New Zealand, 4*s.* 9*d.* South America, 5*s.*
Exploration, general and regional geography of each continent are discussed with a final chapter, 'Linking the Southern Continents'. The book contains good maps and illustrations. (See p. 256.)

STEMBRIDGE, J. H. *Africa, Asia and Australia.* The New World-Wide Geographies, Second Series, Book II. O.U.P. 320 pp. 1950. Paper 6*s.* 3*d.*; cloth 7*s.* 6*d.*
This comprehensive regional study of three continents is profusely illustrated and contains good, clear maps. Questions at the end of each chapter are useful. (See pp. 223 and 260.)

STEMBRIDGE, J. H. *The Southern Continents.* The New Oxford Geographies, Book II. O.U.P. (See p. 260.)

THURSTON, C. B. *Africa and Australasia.* A Progressive Geography, Book II. Arnold. 192 pp. 1948 (1st pub. 1925). 5*s.*
This is the second book in a five-year course. Each continent is considered as a whole with regard to relief, climate and vegetation, and then subdivided for regional treatment. There are maps and diagrams, with questions and exercises at the end of each chapter. The photographs in the latest edition are very poorly reproduced. (See p. 262.)

WHYBROW, S. J. B. *Africa.* Geography Note-books, Book V. Dent. (See p. 256.)

(2) Library Books (Africa)

DELIUS, A. *Young Traveller in South Africa.* The Young Traveller. Phoenix. (See p. 264.)

DURRELL, G. *The Overloaded Ark.* Faber. (See p. 280.)

FITZPATRICK, SIR PERCY. *Jock of the Bushveld.* The Heritage of Literature. Longmans. 192 pp. 1949. 3*s.* 6*d.*
The story of a boy who set out to seek his fortune in the early days of the gold rush in South Africa. It contains descriptions of the scenery and wild life of the Bushveld. (See p. 258.)

HERBERTSON, A. J. AND F. D. *Africa.* Descriptive Geographies from Original Sources. Black. (See p. 255.)

HUXLEY, ELSPETH. *Red Strangers.* Chatto and Windus. 406 pp. 1952 (1st pub. 1939). 12*s.* 6*d.*
A novel based on the life of the Kikuyu in Kenya, giving the natives' reactions to the coming of the white man to that country.

MACMILLAN, MONA. *Introducing East Africa.* Faber. 312 pp. 1952. 21*s.*
A traveller's account of two journeys in East Africa. This book gives a good general introduction to the social and economic life of these regions, presented in a style to interest the general reader.

NEVILLE, C. J. *Salifu the Detective.* Macmillan. (See p. 179.)

PEDLER, F. J. *West Africa.* Home Study Books. Methuen. 208 pp. 1951. 5*s.*
A sound, if generalised, account, with some first-hand information and attention to detail. Although much of the book is not strictly geographical, it might be of use in secondary modern school projects or in the grammar school library. Teachers will find it informative and interesting.

ROBERTSON, W. *Young Traveller in Tropical Africa.* The Young Traveller. Phoenix. 160 pp. 1954. 8*s.* 6*d.*
A journal of a journey across Africa from Zanzibar to Lagos. (See p. 264.)

THE AMERICAS

COYSH, A. W., AND HUNT, D. M. *Central and South America.* Exercises in Modern Geography, Book VI. University Tutorial Press. (See p. 240.)

CUNDALL, L. *North and South America.* Modern School Visual Geographies, Book III. Evans. 47 pp. 1950. 2*s.* 3*d.*
A wide range of facts is covered and treated descriptively. The valuable distributional maps repay careful study and afford a basis for class discussion which carries the subject beyond the limits of the actual text. (See p. 239.)

FAIRGRIEVE, J., AND YOUNG, E. *The Atlantic Hemisphere.* Human Geographies, Secondary Series, Book II. Philip. 300 pp. 1950 (1st pub. 1922). 6*s.* 6*d.*
Although the format is somewhat old-fashioned and some of the figures are now out-of-date, this is a very sound book packed with well-chosen material. It deals with Africa and the Americas, the latter in detail. Much information is introduced through discussion of such fundamentals as natural vegetation, highlands, simple surveying. (See pp. 226 and 258.)

PICKLES, T. *North and South America.* Modern School Geographies. Dent. 222 pp. 1950 (1st pub. 1933). 4*s.* 3*d.*
This book is attractively written, and its value greatly enhanced by a large number of illustrations. Exercises are given at the end of each chapter. (See p. 259.)

MIDGLEY, C. *The Americas.* Sketch Map and Picture Geographies, Book 4. Wheaton. (See p. 263.)

MAMOUR, A. *The Americas.* The Complete Geography Series. Macmillan. 316 pp. 1940. 4*s.*
Chapters on the physical geography of the Americas are followed by regional studies. The photographs are good and additional interest is given to the subject-matter by numerous quotations from accounts by explorers and travellers. The section dealing with North America is now a little out-of-date, but that on South America is interesting and useful. (See p. 255.)

SEARSON, V. F., AND EVANS, F. *The Americas.* The New Era Geographies. Johnston. 302 pp. 1948 (1st pub. 1937). *Out of print.*
This is a pleasant book both to handle and to read. Although intended for the first year's work in a three-year course, it presupposes a good geographical background and is perhaps a little beyond the scope of the first form in the secondary school. It may be confidently recommended for individual study. (See p. 260.)

SIMPSON, A. R. B. *The Americas.* A Geography of the World. Bell. (See p. 256.)

STEMBRIDGE, J. H. *North and South America.* The New World-Wide Geographies, Second Series, Book I. O.U.P. 288 pp. 1949. Paper 5*s.* 9*d.*; cloth 7*s.*
A brief general survey is followed by regional studies. The last two chapters deal with the shape and movement of the earth, latitude, longitude and time. There are varied and interesting pictures and clear maps. Exercises at the end of each chapter encourage pupils to make sketch-maps. (See p. 260.)

THURSTON, C. B. *America.* A Progressive Geography, Book III. Arnold. 224 pp. 1948 (1st pub. 1926). 5*s.* 6*d.*
Intended for the third year's work in a five-year graded course, this book is similar in treatment to the others in this series, physical geography of increasing complexity being introduced. (See p. 262.)

THURSTON, C. B. *The Americas.* Wheaton's Suggestive Geographies, Part VII. Wheaton. (See p. 263.)

WHYBROW, S. J. B. *North and South America.* Geography Notebooks, Book VI. Dent. (See p. 256.)

NORTH AMERICA

(1) TEXTBOOKS

BROOKS, L., AND FINCH, R. *North America and Asia.* The Columbus Regional Geographies, Second Series, Book II. U.L.P. (See p. 254.)

COYSH, A. W., AND HUNT, D. M. *North America.* Exercises in Modern Geography, Book V. University Tutorial Press. (See p. 240.)

COYSH, A. W., AND TOMLINSON, M. E. *North America.* Modern Geography, Book IV. University Tutorial Press. (See p. 259.)

FAIRGRIEVE, J., AND YOUNG, E. *North America.* Real Geography, Book II. Philip. (See p. 262.)

HERDMAN, T. *The Prairies.* Colour Geographies, No. 13. Longmans. 40 pp. 1954. 2*s.* 6*d.*
In the study of a topic concerning the grasslands of North America this will be a stimulating source of facts and ideas for individual work. It includes the study of wheat farming in Saskatchewan and maize farming in Nebraska. It is illustrated with maps and diagrams in two colours, and full-coloured photographs of farming scenes in Nebraska form a special feature. (See p. 254.)

MIDGLEY, C. *Beyond Atlantic Breakers.* Golden Mean Geographies, Book IV. Wheaton. 104 pp. 1953 (1st pub. 1949). 3*s.* 6*d.*
A successful approach to the study of North America is made through discussion of commodities, activities and people. More than average space is devoted to exercises. In addition to maps and pictures there are pictorial statistical charts which are clear and self-explanatory. (See p. 257.)

MOSS, BRIDGET. *U.S.A. and the West Indies.* My Foreign Correspondent. Meiklejohn. (See p. 260.)

North America and Asia. Geography for To-day, Book III. Longmans. 404 pp. 1952 (1st pub. 1939). 9*s.* 3*d.* *Also available separately:* Asia, 6*s.* 6*d.* North America, 6*s.* 6*d.*
The exploration and general geography of each continent is followed by regional sections. There are good maps and illustrations and abundant exercises. (See p. 256.)

PICKLES, T. *North America.* Dent. 288 pp. 1951. 4*s.* 6*d.*
In the main this is a useful textbook dealing with North America, Central America and the West Indies. Exercises at the end of each chapter contain much excellent statistical data, and the sketch-maps are simple and clear.

PICKLES, T. *North America.* Sketch-Maps and Exercise Books, Book II. Murray. (See p. 239.)

RUSSELL, A. *Canada.* One Approach Geography-History Series. Oliver and Boyd. 116 pp. 1952. 3*s.* 9*d.*
A combination of human geography and social history builds up a picture of present-day life in Canada. In addition to many photographs there are line diagrams and maps. (See p. 261.)

RUSSELL, A. *U.S.A.* One Approach Geography-History Series. Oliver and Boyd. 91 pp. 1951. 3*s.* 9*d.*
A history of the growth and settlement of the United States up to and including the present day. Throughout the emphasis is on the human aspect. Stimulating questions on each chapter supplement the text and encourage investigation and group work. A suitable book for the grammar school library. (See p. 261.)

SILLEY, P. T. *North America.* Secondary School Geographies. Schofield and Sims. 158 pp. 1951. 6*s.* Supplementary folio: 1*s.* 6*d.*
This survey of the geography of North America is suitable for general work with twelve- and thirteen-year-old pupils. It contains good maps and useful sources of informative statistics. (See p. 262.)

STEMBRIDGE, J. H. *North America and Asia.* The New Oxford Geographies, Book III. O.U.P. 319 pp. 1941. 8*s.*
General introductory sections to each continent are followed by regional accounts. At the end of the book a comparison is made between North America and Asia. Pictures, maps and exercises add to the value of the book. (See p. 260.)

WHYBROW, S. J. B. *North America.* Dent. 224 pp. 1946. 3*s.* 6*d.*
A well-written book dealing with North America, Central America and the West Indies at General Certificate level. It has a large number of good sketch maps and clear diagrams. A useful feature is the interspersing of questions throughout the text in addition to those at the end of each chapter.

(2) Library Books (North America)

BURPEE, L. J. *The Discovery of Canada.* Macmillan. (See p. 245.)

HERBERTSON, A. J. AND F. D. *North America.* Descriptive Geographies from Original Sources. Black. (See p. 255.)

HUMPHREYS, D. W., AND BEGGS, MARY E. *Introducing America.* Pitman. 116 pp. 1942. 2*s.*
Although not intended as a geography book, *Introducing America* would be useful as supplementary reading, especially in a school where geography is combined with history and civics. Topics covered include the land, farming, colonisation, the people, the Constitution, the New Deal, economic history and foreign affairs. It contains nine maps, several illustrations and diagrams and a general bibliography.

INGRAM, J. H. *Young Traveller in Canada.* The Young Traveller. Phoenix. (See p. 264.)

ROBERTS, L. *Canada: The Golden Hinge.* Harrap. 312 pp. 1953. 15*s.*
A very good introduction to the life and work of modern Canada.

ROWLANDS, J. F. *Cache Lake Country.* Black. 272 pp. 1952 (1st pub. 1948). 18*s.*
The son of a lumberman describes life month by month in the forests of Canada. The story is illustrated by attractive lino-cuts and simple diagrams. It includes much about the forests, and provides a practical woodsman's lore.

RUTLEY, C. B. *Colin and Patricia in Canada.* Macmillan. (See p. 181.)

YATES, ELIZABETH. *Young Traveller in the U.S.A.* The Young Traveller. Phoenix. (See p. 264.)

YOUNG, E. *North American Excursion.* Arnold. 302 pp. 1947. Obtainable from John Grant Ltd., Edinburgh, 8*s.* 6*d.*
A description of a leisurely journey during 1939–40, mostly by bus and boat but sometimes on foot, across North America, following the route of the

St. Lawrence, the Great Lakes and Mississippi River to New Orleans, then across the southern States to San Diego. The author is interested both in the historical aspects and in the present-day lives of the inhabitants, and the observations of a trained geographer are combined with personal anecdotes, enlivened by humour.

SOUTH AMERICA

(1) Textbooks

COYSH, A. W., AND TOMLINSON, M. E. *The Southern Continents.* Modern Geography, Book VI. University Tutorial Press. (See p. 259.)

FAIRGRIEVE, J., AND YOUNG, E. *South America, Australia and New Zealand.* Real Geography, Book I. Philip. (See p. 262.)

MIDGLEY, C. *South of the Line.* Golden Mean Geographies, Book III. Wheaton. 94 pp. 1953 (1st pub. 1949). 3*s.* 6*d.*
About one-quarter of the book is devoted to general introductory topics, including latitude and longitude and climate, before the study of South America, Africa and, briefly, Australasia. It is suitable for secondary modern school work, although second year pupils, for whom it was intended, may find it a little difficult. (See p. 257.)

PICKLES, T. *South America and Africa.* Sketch-maps and Exercise Books, Book V. Murray. (See p. 239.)

PICKLES, T. *South and Central America.* The Southern Continents, Book I. Dent. 144 pp. 1948 (1st pub. 1934). 3*s.* 9*d.*
The climatic conditions of all the southern continents are discussed in an introductory chapter, after which the general physical geography of the chief countries on the mainland and the West Indies is described. (See p. 263.)

SILLEY, T. P. *South and Central America.* Secondary School Geographies. Schofield and Sims. 108 pp. 1951. 5*s.* Supplementary folio: 1*s.* 6*d.*
A well-balanced book in which due prominence is given to Argentine, Brazil and Chile. The unframed sketches are untidy, but there are good photographs and a twelve-page appendix on general physical geography. (See p. 262.)

The Southern Continents. Geography for To-day, Book II. Longmans. (See p. 256.)

STEMBRIDGE, J. H. *The Southern Continents.* The New Oxford Geographies, Book II. O.U.P. 324 pp. 1942. 8*s.*
A general discussion followed by regional studies of South America, Africa, Australia, New Zealand and the Pacific. (See p. 260.)

(2) Library Books

FLEMING, P. *Brazilian Adventure.* Cape. (See p. 246.)

HERBERTSON, A. J. AND F. D. *Central and South America.* Descriptive Geographies from Original Sources. Black. (See p. 255.)

KERR, J. G. *A Naturalist in the Gran Chaco.* C.U.P. 238 pp. 1950. 25*s.*
Delightful descriptions of the scenery, animals, birds and plants of the Pampas, Parana Valley and Pilcomayo, with studies also of the Indians of the Chaco, make this an excellent book for the school library.

AUSTRALIA, NEW ZEALAND AND THE PACIFIC ISLANDS

(1) Textbooks

BROOKS, L., AND FINCH, R. *The Southern Continents.* The Columbus Regional Geographies, Second Series, Book I. U.L.P. (See p. 254.)

COYSH, A. W., AND HUNT, D. M. *Australasia.* Exercises in Modern Geography, Book VII. University Tutorial Press. (See p. 240.)

COYSH, A. W., AND TOMLINSON, M. E. *The Southern Continents.* Modern Geography, Book VI. University Tutorial Press. (See p. 259.)

FAIRGRIEVE, J., AND YOUNG, E. *South America, Australia and New Zealand.* Real Geography, Book I. Philip. (See p. 262.)

MAMOUR, A. *Asia and Australasia.* The Complete Geography Series. Macmillan. (See pp. 222 and 255.)

MIDGLEY, C. *Africa and Australasia.* Sketch-map and Picture Geographies, Book 3. Wheaton. (See p. 262.)

PICKLES, T. *Africa, Australia and New Zealand.* Modern School Geographies. Dent. (See pp. 227 and 259.)

PICKLES, T. *Australia, New Zealand and the Pacific Islands.* The Southern Continents, Book III. Dent. 144 pp. 1950 (1st pub. 1933.) 3*s.* 9*d.*
This is a good textbook for the middle and upper forms of secondary grammar and technical schools. The climates of the southern continents are discussed in some detail, and historical factors are described briefly but well. (See p. 263.)

PICKLES, T. *The Southern Continents.* Sketch-maps and Exercise Books, Book VI. Murray. (See p. 239.)

SEARSON, V. F., AND EVANS, F. *Australia, Asia and Africa.* The New Era Geographies. Johnston. 320 pp. 1948 (1st pub. 1937). 5*s.*
This is the second book in a three-year secondary school course. It has good type, with simple diagrams and clear maps, though the colours are rather unattractive. There is a useful bibliography at the end of the book. (See p. 260.)

SILLEY, P. T. *Australia and New Zealand.* Secondary School Geographies. Schofield and Sims. 88 pp. 1953 (1st pub. 1948). 5*s.* Supplementary folio: 1*s.* 6*d.*
This brief, generalised study contains elementary but satisfactory maps and good statistics. The exercises are reasonably selective. (See p. 262.)

SIMPSON, A. R. B. *Australia and New Zealand.* A Geography of the World. Bell. (See p. 256.)

The Southern Continents. Geography for To-day, Book II. Longmans. (See p. 256.)

STEMBRIDGE, J. H. *Africa, Asia and Australia.* The New World-Wide Geographies, Second Series, Book II. O.U.P. (See p. 260.)

STEMBRIDGE, J. H. *The Southern Continents.* The New Oxford Geographies, Book II. O.U.P. (See p. 260.)

THURSTON, C. B. *Africa and Australasia.* A Progressive Geography, Book II. Arnold. (See pp. 228 and 262.)

WEAVER, R. M. *Australia, New Zealand, Oceania.* Living Geography. Cassell. (See p. 258.)

WHYBROW, S. J. B. *Australia and New Zealand.* Geography Notebooks, Book I. Dent. (See p. 256.)

(2) Library Books

ARMSTRONG, W. E. *Rossel Island.* C.U.P. 274 pp. 1928. 27*s.* 6*d.*
A thorough descriptive study of all aspects of life on this island in Papua. Beautiful photographs of the people, dwellings, tools, canoes and weapons complete this excellent library book.

CHEESMAN, EVELYN. *Marooned in Du-Bu Cove.* Bell. (See p. 174.)

HARROP, HILDA M. *Young Traveller in New Zealand.* The Young Traveller. Phoenix. (See p. 264.)

HERBERTSON, A. J. AND F. D. *Australia and Oceania.* Descriptive Geographies from Original Sources. Black. (See p. 255.)

IREMONGER, LUCILLE. *Young Traveller in the South Seas.* The Young Traveller. Phoenix. (See p. 264.)

MADELEY, HELEN M. *Australia.* Four-in-Hand Series, Vol. I. Werner Laurie. 208 pp. 1949. 6*s.*
There is interesting material for general reading in connection with the study of Australia, including Australian literature and history. The maps are not a strong feature, but the text is readable and interesting exercises are given. (See p. 256.)

MONYPENY, KATHLEEN. *Young Traveller in Australia.* The Young Traveller. Phoenix. (See p. 264.)

MAP READING

ALLISON, J. E., AND BOON, E. P. *A Modern Map Book for School Certificate.* Johnston. 32 pp. 3*s.*
An introduction to Ordnance Survey maps with good, clear photographs and useful, if somewhat stereotyped, exercises.

BOXHALL, C., AND DEVEREUX, E. J. P. *Contours.* Philip. 32 pp. 1951 (1st pub. 1938). Paper 3*s.* 3*d.*; cloth 4*s.*
An elementary examination of land forms as shown by contoured maps, illustrated by sketches of landscape and block diagrams. Exercises and an extract from the 1-in. Ordnance Survey map are included.

CLOWSER, C. E. *A Middle School Mapping Book.* Murray. 32 pp. 1942 (1st pub. 1933). 1*s.* 6*d.*
Graded exercises on the use and understanding of contours, including section drawing and making contour maps from descriptions, on isotype maps of Asia, temperature and rainfall graphs, and the construction of simple weather maps. Most of the exercises are meant to be worked in the book by the pupil. This is a companion volume to *A School Certificate Mapping Book* by E. Waugh. (See p. 239.)

COYSH, A. W., AND HUNT, D. M. *Elementary Mapwork.* University Tutorial Press. 32 pp. 1951 (1st pub. 1938). 2*s.* 3*d.*
This booklet forms an introduction to Book III in the series 'Exercises in Modern Geography' (see p. 240), by the same authors. It includes exercises on scale, contours, drawing maps from data and pictures, section drawing, and the interpretation of a view.

COYSH, A. W., AND HUNT, D. M. *Map Reading.* Exercises in Modern Geography, Book III. University Tutorial Press. (See p. 240.)

CRUMP, J. *Fundamental Mapwork.* Philip. (See p. 240.)

D'AGAPEYEFF, A., AND HADFIELD, E. C. R. *Maps.* The Compass Books. O.U.P. 199 pp. 1950 (1st pub. 1942). 7*s.* 6*d.*
Under the heading of map-making, the authors describe simple surveying and the use of instruments, and map projections. A short section on map

reading deals with scale, orientation and grid references. Finally, the history of maps is outlined from the earliest map makers to present-day air maps. There are some interesting reproductions of old maps and a number of clear and useful diagrams. The treatment of surveying and map projections is particularly valuable.

DEBENHAM, F. *Map-making.* Blackie. 248 pp. 1951 (1st pub. 1936). 9*s.*
The author shows how anyone with an eye for the countryside, simple equipment and reasonable care, can draw large-scale maps of small areas. In addition, the book contains interesting reproductions of engravings from the work of surveyors of the sixteenth and seventeenth centuries. This is an invaluable guide for all amateur map-makers aged fourteen years and over, and should be in the libraries of all types of secondary school.

DOBBY, E. H. G. *Maps for Malayans.* U.L.P. (See p. 240.)

ELWOOD, A. G. F. *Essentials of Map Reading.* Harrap. 48 pp. 1946. 1*s.* 6*d.*
Though intended for Cadet Corps and Scouts, this book contains many useful hints; it is straightforward and fundamental. The use of the modern grid is included.

ESSON, C. C., AND PHILIP, G. S. *Map Reading Made Easy.* Philip. 96 pp. 1943 (1st pub. 1919). 5*s.* 6*d.*
In addition to map reading, the book deals in some detail with map making, using a plane table, prismatic compass and other instruments. Appendices contain advice on lettering and drawing. There are many clear diagrams.

FAIRGRIEVE, J., AND YOUNG, E. *Contour Book.* Philip. 20 pp. 1952 (1st pub. 1912). 1*s.* 6*d.*
Black-and-white contour maps are accompanied by exercises with spaces for the pupil to work exercises, draw sections and maps.

FAIRGRIEVE, J., AND YOUNG, E. *Junior Contour Book.* Philip. 24 pp. 1951 (1st pub. 1922). 1*s.* 6*d.*
A formal treatment of contour through graded exercises, designed as a simple introduction to the *Contour Book* by the same authors (see above).

FERRIDAY, A. *Map Books.* Macmillan. (See p. 259.)

FERRIDAY, A. *Map Reading for Schools.* Macmillan. 50 pp. 1950 (1st pub. 1946). 3*s.*
An introduction to ordnance map work, with diagrams, maps and good synopses of different types of country. It also contains a short, but useful, vocabulary of place names, and six test maps with questions. As in most works on this subject, many teachers will find points of criticism in this book, but it covers a good deal of valuable ground.

GERMAN, G. A. *A Notebook of Ordnance Survey Map Reading.* Arnold. 44 pp. 1926. 4*s.*
A well-graded course on map reading and interpretation which could be used as a class exercise book or by individual pupils working at their own

rate. The main part consists of contour maps with exercises based on the Joint Matriculation Board Examination questions. With one exception, the maps are on 1-in. to the mile or smaller scale.

GOODSON, J. B., AND MORRIS, J. A. *A Contour Dictionary.* 56 pp. Harrap. 1952 (1st pub. 1945). 4*s.* 6*d.*
It provides a new approach to training in reading Ordnance Survey maps, introducing progressively contour patterns to represent land forms. All the samples are taken from actual pieces of country and the Ordnance Survey sheets quoted. Settlement patterns and other features are introduced in a similar way; 1-in. and 2½-in. maps are helpfully analysed. Test papers and exercises at General Certificate Ordinary Level are included.

LABORDE, E. D. *Popular Map Reading.* C.U.P. 118 pp. 1928. 7*s.* 6*d.*
A straightforward text with very good, clear sketches and diagrams. Although the book is now somewhat out of date, some of the practical exercises would be very useful in field work with middle and upper school pupils.

LOCKEY, B. *The Interpretation of Ordnance Survey Maps and Geographical Pictures.* Philip. 32 pp. 1953 (1st pub. 1938). Manilla 3*s.*; cloth 3*s.* 9*d.* Teacher's Book: 4*s.* 3*d.*
The fundamentals of map reading are revised, stages in the interpretation of maps discussed and hints given on the interpretation of pictures. This is a useful book designed mainly for the pupil preparing for the General Certificate examination at Ordinary Level.

MIDGLEY, C. *An Introductory Study of Maps and Weather Records.* Sketch Map and Picture Geographies, Book 1. Wheaton. (See p. 262.)

MIDGLEY, C. *Elementary Map Making and Map Reading.* Individual Exercises in School Geography. Wheaton. 40 pp. 1953. 1*s.* 9*d.*
This would be a particularly useful book where supplies of Ordnance Survey maps and drawing materials were restricted. It provides useful exercise material and questions, although mapping from word pictures appears somewhat difficult in relation to the general standard of the book. (See p. 258.)

MIDGLEY, C. *Intermediate Map Making and Map Reading.* Individual Exercises in School Geography. Wheaton. 40 pp. 1953. 1*s.* 9*d.*
Maps and diagrams are used as the basis of many exercises. The non-specialist teacher will find them particularly useful. (See p. 258.)

MIDGLEY, C. *Know Your Atlas.* Wheaton. 84 pp. 1953 (1st pub. 1950). 2*s.* 6*d.*
This is undoubtedly a most valuable book. With chapters on the different kinds of map and on using the index it provides a practical and scientific approach to the atlas. There are plenty of exercises, often useful in themselves but also suggesting many others. The book is mainly suited to secondary school work.

MIDGLEY, C. *More Advanced Map Making and Map Reading.* Individual Exercises in School Geography. Wheaton. 40 pp. 1953. 1*s.* 9*d.*
Exercises on population, rainfall, temperature, weather and contour maps provide useful revision practice for the School Certificate examination. With the more frequent use of excerpts from Ordnance Survey maps in recent examinations its usefulness for this purpose has diminished. (See p. 258.)

PICKLES, T. *Elementary Map Reading.* Dent. 32 pp. 1950 (1st pub. 1942). 1*s.* 8*d.*
This is a useful introduction to map reading for the lower forms in secondary schools. Suitable use is made of block diagrams. Exercises are based mainly on portions of the 6-in. and 25-in. plans of the Ordnance Survey.

PICKLES, T. *Intermediate Map Reading.* Dent. 48 pp. 1950 (1st pub. 1949). 3*s.* 3*d.*
Considerable use is made of aerial photographs and block diagrams, in addition to six extracts from Ordnance Survey maps in colour, half-tone plates and many line drawings in the text. The book is suitable for the middle forms of the secondary grammar school, although few teachers will have the time to work right through it.

PICKLES, T. *Map Reading.* Dent. 32 pp. 1950 (1st pub. 1937). 3*s.* 6*d.*
A mapping exercise book intended primarily for candidates preparing for the General Certificate examination. Pages 1 to 20 are introductory and explanatory; the remainder consists of exercises. Five full-page extracts from Ordnance Survey maps are included, all with the National Grid.

PICKLES, T. *Sketch-Maps and Exercise Books.* I. The British Isles. II. North America. III. Europe. IV. General World Geography. V. South America and Africa. VI. The Southern Continents. Murray. 2*s.* 3*d.* each.
A series of much simplified sketch maps in bold outline and lettering, designed to be traced or copied and memorised by the pupil.

WAUGH, E. *A School Certificate Mapping Book.* Murray. 32 pp. 1949 (1st pub. 1933). 1*s.* 9*d.*
Practical exercises in map reading and simple map construction and interpretation, largely based on School Certificate Examination questions of various boards. A few weather map exercises are included. It is intended that the pupil should work the exercises in the book on the contour maps and spaces provided. This is a companion volume to *A Middle School Mapping Book*, by C. E. Clowser. (See p. 236.)

WOOD, MARGARET. *Map Reading for Schools.* Harrap. 80 pp. 1953 (1st pub. 1939). 7*s.* 6*d.*
This excellent book contains carefully chosen samples of 1-in., 2½-in., 6-in. and Land Utilisation maps, allied to photographs, sketches and block diagrams of the same areas. The exercises are varied in both subject matter and difficulty, giving practice in the study of both physical and human geography.

PRACTICAL GEOGRAPHY: QUESTIONS AND EXERCISES

AHERN, J. H. *Miniature Landscape Modelling.* Percival Marshall. 143 pp. 1951. 10*s.* 6*d.*
A very useful book which gives the technique of making models of the landscape. Chapters deal with such features as roads and waterways and afforestation, and include practical hints on landscape foundation, treatment of grass, rock, hillsides and lighting.

ALNWICK, H. *Problem Maps: Europe and the British Isles.* Harrap. 52 pp. 1937. 2*s.* 6*d.*
This is a useful revision book similar in design to the *World Series* (below).

ALNWICK, H. *Problem Maps: World Series.* Harrap. 48 pp. 1938. 2*s.* 6*d.*
This book offers a useful method of revision of many topics of world geography. The questions on each subject, whether the classification of deserts, wheat, forests or lumbering, are to the point.

COYSH, A. W., AND HUNT, D. M. *Exercises in Modern Geography.* I. The World. II. The British Isles. III. Map Reading. IV. Europe. V. North America. VI. Central and South America. VII. Australasia. VIII. Africa. IX. Asia. X. The British Commonwealth of Nations. University Tutorial Press. 2*s.* 6*d.* each (Book III, 3*s.* 6*d.*).
A useful series, which is both systematic and accurate. It achieves its purpose of providing a workmanlike guide to revision.

CRUMP, J. *Fundamental Mapwork.* Philip. 10 pp. 1947. 2*s.* 3*d.*
Fourteen outline maps are provided for tracing into pupils' exercise books, with exercises, mainly of a factual character, for entering on the maps.

DICKSON, G. S., AND RATCLIFF, A. J. J. (Ed.). *Practical Work Books.* Nelson. (See p. 261.)

DOBBY, E. H. G. *Maps for Malayans.* I. Malay and the Malayans. 16 pp. 1*s.* 3*d.* II. Malaya and Southeast Asia. U.L.P 24 pp., 1*s.* 6*d.* 1953 (1st pub. 1950).
Standard type exercise books in sketch map work and map reading up to General Certificate (Ordinary Level), the content being drawn from Southeast Asia. They are intended for use in conjunction with the Malayan books in the *Golden Hind Geographies.*

FAIRS, G. H. *A Note and Map Book of Matriculation Geography.* Part I. The World, excluding Europe and the British Isles (see p. 188). Part II. Europe and the British Isles (see pp. 201 and 218.) Arnold.

FERRIDAY, A. *A Map Book of World Geography.* 70 pp. 1951 (1st pub. 1948). 3*s.* 6*d.* *A Map Book of the British Isles.* 48 pp. 1952 (1st pub. 1937). 2*s.* 6*d.* *A Map Book of Europe for Senior Forms.* 64 pp. 1951 (1st pub. 1939). 3*s.* 4*d.* *A Map Book of Asia for Middle and Senior Forms.* 70 pp. 1951 (1st pub. 1940). 3*s.* 6*d.* *A Map Book of North America for Middle and Senior Forms.* 64 pp. 1952 (1st pub. 1940). 3*s.* 4*d.* *A Map Book of Africa and South America for School Certificate Forms.* 64 pp. 1951 (1st pub. 1940). 3*s.* 4*d.* *A Map Book of Australasia for Middle Forms.* 48 pp. 1950 (1st pub. 1941). Macmillan. 2*s.* 6*d.*
The main geographical features, physical and economic, of each region are presented in map form with accompanying synopses of relevant information. Exercises and questions are included and map drawing is encouraged. These books provide up-to-date, condensed information suitable for revision purposes at the appropriate levels in secondary modern and grammar schools.

MIDGLEY, C. *Individual Exercises in School Geography.* Wheaton. (See p. 258.)

NORMAN, J. T. *Direct Geography.* Practical Work Books, Book II. Nelson. 62 pp. 1952 (1st pub. 1942). 1*s.* 9*d.*
This series of questions and exercises is designed to encourage individual and group investigation by children. The small volume covers a very wide field. (See p. 261.)

STEMBRIDGE, J. H. *The Oxford Geographical Note-books for Secondary Schools.* I. The British Isles. 48 pp. 2*s.* 6*d.* II. North America. 32 pp. 1*s.* 10*d.* III. South America. 32 pp. 1*s.* 10*d.* IV. Africa. 32 pp. 1*s.* 10*d.* V. Australia and New Zealand. 32 pp. 1*s.* 10*d.* VI. Asia. 32 pp. 1*s.* 10*d.* VII. Europe. 48 pp. 2*s.* 6*d.* VIII. World. 56 pp. 2*s.* 6*d.* IX. British Empire Overseas. O.U.P. 48 pp. 2*s.* 6*d.* (1st pub. 1936).
These note-books are intended for individual use during a five-year course, but can be worked in any order. Some photographs of geographical interest are included in addition to many examination questions. Used in conjunction with a good textbook, this series is useful for revision.

STEMBRIDGE, J. H., AND WILLIAMS, S. E. The World-wide Geography Practical Note-books, Senior Series. I. North and South America. 40 pp. II. Africa, Asia and Australia. 48 pp. *Out of print.* III. Europe. 36 pp. IV. British Isles. O.U.P. 28 pp. 9*d.* each.
These books may be used with the Second Series of the New World-wide Geographies, or independently. They are clearly and attractively produced and provide a good introduction to the principles of geography. The exercises demand thought, and their completion would give satisfaction to the children.

TAYLOR, R. V. *Exact Knowledge Tests in Geography.* The British Isles. The World. The British Empire. Johnston. *Out of print.*
Clear outline maps with numbered lists of questions to be answered by the pupil. These tests are useful where factual knowledge of places is required. A key is supplied on a separate sheet.

TAYLOR, E. G. R. *Foundation Exercises in Geography.* I. The British Isles. II. Europe. III. The Americas. IV. Africa, Asia, Australia. V. The British Empire. VI. The World. VII. Wales and Monmouthshire. Philip. 32 pp. each. 1*s.* 6*d.* each.
Simple exercises are related to sketch-maps on opposite pages and involve the recognition and naming of various topographical features. Part VII attempts some economic geography. The books are intended for individual work and encourage reference to atlases and other authorities.

TAYLOR, E. G. R. *A Sketch-map Geography.* Methuen. 164 pp. 1950 (1st pub. 1921). 6*s.*
This is a useful class textbook, suitable for secondary modern and grammar schools. The maps, which are limited to black and white and somewhat overcrowded, need careful treatment. Helpful exercises increase the value of the book.

THURSTON, C. B. *Progressive Exercises in Practical Geography.* I. Elementary Map Work and the British Isles. II. Africa and Australasia. III. The Americas. IV. Eurasia. V. Britain and the World in Outline. Arnold. Each 28-32 pp. 1931-1936. Books I-IV, 2*s.* 9*d.*, Book V, 3*s.*
A well-graded series of exercise books consisting largely of outline maps to be filled in or completed. There are also exercises on Ordnance Survey maps, on section drawing, the use of climatic and statistical data and, in Books I and V, on the interpretation of pictures. The series is designed for use with *A Progressive Geography.* It would be suitable as a revision course for examination purposes for pupils working independently.

WALKER, J. H. *A Sketch-map Geography for School Certificate.* Arnold. 152 pp. 1951 (1st pub. 1939). 7*s.* 6*d.*
Each section of the book contains at least one full page sketch map and a summary of the most important geographical features of one area of the world, the British Isles being treated in greater detail than the rest. Examination questions are provided on each section. This is a brief but generally satisfactory revision course which could be used for individual study.

WALLIS, B. C. *Macmillan's Geographical Exercise Books.* The British Empire. Europe. The Northern Continents. The Southern Continents. Macmillan. 48 pp. Each 1*s.* Key: 2*s.* 6*d.*
These books are intended to encourage thorough revision of facts through the medium of maps and questions. Some countries are dealt with in considerable detail. For proper use every pupil must have a copy, which can only be used once.

WHYBROW, S. J. B. *Practical Map Books.* I. Great Britain and Ireland. II. Europe. III. Asia. IV. North and South America. V. Africa. VI. Australia and New Zealand. Dent. Each 32 pp. 1*s.* 6*d.*

These books are useful supplements to the textbook. Each contains outline sketch-maps with associated questions and space for the pupil's answers. When corrected and annotated they should provide useful summaries, drawn up by the pupils themselves. This series will be a great help to the non-specialist geography teacher.

WRIGHT, W. D. *Can You Tell Me?* Dent. 80 pp. 1951 (1st pub. 1941). 2*s.*

The answers to over 600 questions may be found by the pupil by reference to an atlas. It is probable that little of the information garnered in this way will be remembered, but that is of little importance; any book which encourages the pupil to find things out for himself is not to be despised.

TRANSPORT AND COMMUNICATIONS

ALLEN, AGNES. *The Story of the Highway.* Faber. (See p. 175.)

BALCHIN, W. G. A. *Air Transport and Geography.* Murray, for the Royal Geographical Society. (See p. 310.)

BROOKS, L., AND DUCE, R. H. (Ed.). *Seafarers, Ships and Cargoes.* U.L.P. 232 pp. 1951. 10*s.* 6*d.*; school edition, 8*s.* 6*d.*

Published in co-operation with the Ship Adoption Society, this book consists of extracts from the correspondence of ships' crews with schools. It is an invaluable source book of geographical material, with excellent diagrams, statistics and pictures.

GRAHAM, C. *Ships of the Seven Seas.* I. Passenger. 104 pp. 1947. 3*s.* 9*d.* II. Cargo. Ian Allan. 104 pp. 1948. 4*s.* 6*d.*

HARNACK, E. P. (Ed.). *All about Ships and Shipping.* Faber. 25*s.*

A mine of information about sailing ships, the Merchant Navy and the Royal Navy.

MCKILLIAM, A. E. *The Highways of the World.* Bell. 196 pp. 1938. 2*s.* 8*d.*

The history of the development of the great trade routes is covered from the time of the Phoenicians to the age of air travel. The early stages are dealt with satisfactorily, but the later material is in need of revision as a result of the Second World War and the enormous development in air transport since 1945. The index is in two parts, one listing places and the other giving travellers and explorers. The book is suitable for secondary modern classes and the lower forms of grammar schools.

MORRIS, R. W. *Transport, Trade and Travel through the Ages.* Understanding the Modern World. Allen and Unwin. 32 pp. 1951 (1st pub. 1948). Limp cloth 2*s.* 6*d.*; board, 5*s.*
A description of movement throughout the world at different periods and by different methods. The book is well illustrated with maps, line drawings and diagrams, closely related to the text. (See pp. 250 and 263.)

NOCK, O. S. *British Trains: Past and Present.* Batsford. 118 pp. 1951. 16*s.*
A miniature history of the development of British engines and rolling stock, with many illustrations.

NOCK, O. S. *The Railways of Britain.* Batsford. 128 pp. 1949 (1st pub. 1948). 15*s.*
The author deals with all aspects of his subject, including recent innovations in modern rail travel. The illustrations include a large number of old prints as well as photographs.

RAYNER, P. R. *Traders and Carriers.* Kingsway Social Geographies, Book V. Evans. 143 pp. 1949 (1st pub. 1936). Limp cloth 3*s.* 3*d.*; manilla 3*s.*
The book traces the development of trade from the methods of barter to the modern use of money, and the growing dependency of traders on all types of transport. A concluding chapter to the series, 'Why We Study Geography', is reflective. The historical approach adopted in this book suggests the possibility of extending notebook work to relate the story to current events. (See p. 258.)

REDMAYNE, P. (designed and edited by). *Transport by Air.* The Changing Shape of Things. Murray. 48 pp. 1952. 9*s.* 6*d.*
A very useful source book for the study of air transport. It is historical in approach.

REDMAYNE, P. (designed and edited by). *Transport by Land.* The Changing Shape of Things. Murray. 48 pp. 1948. 8*s.* 6*d.*
A most useful and well-illustrated text in the study of transport by land as a topic. It is historical in approach. (See p. 254.)

REDMAYNE, P. (designed and edited by). *Transport by Sea.* The Changing Shape of Things. Murray. 48 pp. 1950. 8*s.* 6*d.*
A well-illustrated book, very useful in the study of shipping as a topic. It is historical in approach. (See p. 254.)

SAWREY-COOKSON, R. B. *Roads.* How Things Developed. E.S.A. 89 pp. 1951. 5*s.*
This is an elementary study of the history of our roads.

EXPLORATION AND TRAVEL

(1) TEXTBOOKS

BOOG-WATSON, ELSPETH J., AND CARRUTHERS, J. ISABEL. *Beyond the Sunset.* O.U.P. 208 pp. 1949 (1st pub. 1934). 5*s.*
Each chapter is devoted to a field of exploration and the great names associated with it. The wide variety of topics includes the North-West Passage, Africa (Mungo Park and Livingstone) and flight over Everest. This is an attractive book with varied illustrations and maps, suitable for the lower and middle forms of the secondary school.

BOOG-WATSON, ELSPETH J., AND CARRUTHERS, J. ISABEL. *West of the Moon.* O.U.P. 208 pp. 1938. 5*s.*
This companion volume to *Beyond the Sunset* consists of stories of adventure and discovery, ranging from Hanno and Pytheas to modern explorers of mountains, caves, the ocean bed and the stratosphere. They are grouped together on a regional basis. The book is well illustrated, some of the pictures being remarkably good, but the maps are less satisfactory. This is a stimulating background book for the lower forms of the secondary school.

BURKE, T. *Travel in England.* Batsford. 160 pp. 1949 (1st pub. 1942). 6*s.*
A history of travel from the mediaeval pilgrims to the present day, accompanied by contemporary quotations and illustrations.

BURPEE, L. J. *The Discovery of Canada.* Macmillan. 280 pp. 1944. 6*s.*
A well-written history of Canada told in story form, describing the exploration of the St. Lawrence, Hudson Bay and the prairies, the Pacific slope and Arctic. All the material is based on records and there is a very full bibliography.

CLARK, D. (Ed.) *Explorers and Discoverers.* Man's Achievement. Longmans. 118 pp. 1951. Paper, 3*s.*; cased, 4*s.* 6*d.*
A useful book for background reading.

CLARK, D. (Ed.). *Ships and Seamen.* Man's Achievement. Longmans. 120 pp. 1951 (1st pub. 1950). Paper, 3*s.*; cased, 4*s.* 6*d.*
A small, readable book describing ships and seamen of various ages and places. It contains several useful extracts from original documents and from literature. (See p. 259.)

CLEMENTS, R. *A Gipsy of the Horn.* The Heritage of Literature. Longmans. 1938. 3*s.* 6*d.*
This is an abridged edition of the original narrative of a voyage round the world in a windjammer. (See p. 258.)

CROFT, A. *Polar Exploration.* Black. 280 pp. 1947 (1st pub. 1939). 7*s.* 6*d.*
An introduction on the history of early exploration in the Arctic and Antarctic is followed by a description of some of the outstanding expeditions

of this century. The book has twenty-two good photographs and eight useful maps and provides a useful synopsis of recent polar exploration.

DEBENHAM, F. *In the Antarctic.* Murray. 146 pp. 1952. 5*s.*
The book deals with the lighter side of Scott's last expedition, with anecdotes of members, and sections on dogs, penguins and whales. It gives extracts from the members' journal, 'South Polar Times', including copies of numerous sketches. It is admirably suited for background reading for a wide age range, especially after the more serious accounts of the expedition have been read.

FINCH, R. J. *Famous Explorers.* Evans. 187 pp. *Out of print.*
Outline stories from original sources of great explorations from Marco Polo to Peary and Amundsen, told geographically with fanciful illustrations.

FINCH, R. *The London Books of Discovery and Exploration.* U.L.P.
(See p. 166.)

FLEMING, P. *Brazilian Adventure.* Cape. 376 pp. 1952 (1st pub. 1933). 12*s.* 6*d.*
This is a first-class travel book, excellently written. It provides first-hand geographical facts about the Central Brazilian Plateau and its rivers, especially that part where Colonel Fawcett disappeared whose fate Peter Fleming attempted to discover in the expedition.

FLEMING, P. *News from Tartary.* Cape. 384 pp. 1951 (1st pub. 1936). 12*s.* 6*d.*
Describing his journey from Peking to Kashmir, the author gives first-hand material of great value to the teacher of geography.

FLEMING, P. *One's Company.* Cape. 288 pp. 1950 (1st pub. 1934). 4*s.* 6*d.*
This excellent travel book gives valuable background to the human geography of Manchukuo and China.

GWYNN, S. *Captain Scott.* Penguin Books. 248 pp. 1939. *Out of print.*
A most readable biography of the great explorer, with a telling of his final journey.

HOBLEY, L. F. *Early Explorers.* Methuen's Outlines. 80 pp. 1954. 8*s.* 6*d.*
This is intended as a fully indexed book of reference. The treatment is systematic and continuous, there being no chapters but a series of appropriately-headed sections. All types of exploration are touched upon from early times to the late fifteenth-century Cape route to India. This is a useful library book for background geographical study.

HUNT, SIR JOHN. *The Ascent of Everest.* U.L.P. 160 pp. 1954. 5*s.*
A readable account in which much of the scientific background of the ascent is included.

LEWIS, N. *A Dragon Apparent.* Cape. 317 pp. 1951. 15*s.*
This account of the author's travels in Indo-China forms an excellent source of background information, with very good illustrations.

LEWIS, N. *Golden Earth.* Cape. 270 pp. 1952. 18*s.*
A valuable travel book of background value in geography teaching which gives very interesting first-hand experiences in Burma. It has first-rate illustrations.

LLOYD, C. *Captain Cook.* Faber. 172 pp. 1952. 10*s.* 6*d.*
A well-written account of the seafaring life of Captain Cook. The approach is historical, but there is much geographical information about the voyages and landings, and the book gives a good introduction to the achievements of this explorer. Four photographs and two maps of the voyages are included.

LOCKITT, C. H. (Ed.). *The Adventure of Travel.* The Heritage of Literature. Longmans. 187 pp. 1948. 3*s.* 6*d.*
A useful collection of short extracts from travel literature which should encourage children to read the full accounts. (See p. 257.)

NEURATH, MARIE, AND LAUWERYS, J. A. *How the World was Explored.* Parrish. 36 pp. 1952. 6*s.*
Using the well-known technique of coloured symbols, the chief facts of the exploration of the world are shown and some of the results indicated. This is a stimulating study in visual terms.

PARKER, E. W. (Selected by). *Real Adventure.* The Heritage of Literature. Longmans. 175 pp. 3*s.* 6*d.*
These narratives of personal adventure should encourage children to read the full stories and stimulate interest in travel and exploration. (See p. 258.)

PARTRIDGE, B. *Amundsen.* Hale. 206 pp. 1953. 16*s.*
A fascinating account with much interesting information concerning the Antarctic.

REYNOLDS, E. E. *Nansen.* Penguin Books. 283 pp. 1949. *Out of print.*
A sympathetic and imaginative biography of the Arctic explorer and an account of his humanitarian work for peace in the League of Nations.

SAMBROOK, G. A. (Ed.). *Sea Voyages of Exploration.* Macmillan. 228 pp. 1950. 4*s.*
Although this book was designed as a reading book in English literature, a great many of the extracts are taken from accounts written by the explorers themselves and thus provide a good link between geography and literature.

SCOTT, CAPTAIN R. F. *Scott's Last Expedition.* Murray. 582 pp. 1st pub. 1917. 12*s.* 6*d.* Abridged edition: 188 pp. 1923. 4*s.* 6*d.*
An indispensable classic in any library for young people.

SCOTT, CAPTAIN R. F. *The Voyage of the Discovery.* Murray. 744 pp. 1929. 12*s.* 6*d.*
The record of the 1901–4 Antarctic voyage. Well-written, authentic, genuine adventure, with the scientific basis of exploration. Maps and illustrations are included.

TILMAN, H. W. *Mount Everest,* 1938. C.U.P. 160 pp. 1948. 21*s.*
A useful introduction to the whole story of the challenge of Everest.

TILMAN, H. W. *Two Mountains and a River.* C.U.P. 233 pp. 1949. 25*s.*
A description of the Hindu Kush and Karakoram Mountains and the Oxus Valley, illustrated with excellent photographs.

TILMAN, H. W. *When Men and Mountains Meet.* C.U.P. 232 pp. 1947 (1st pub. 1946). 21*s.*
This account of mountaineering in the Himalayas, Balkan and Italian Alps provides the geographer with excellent background information about the mountains, the scenery and the people. It is illustrated with fifty-four beautiful photographs.

TRAGEN, C. *Elizabethan Venture.* Witherby. 151 pp. 1953. 10*s.* 6*d.*
The adventures of two merchant contemporaries of Hawkins, Drake and Raleigh during a journey of extraordinary hazard undertaken for purposes of commerce. The account is based largely on the account written by one of them on his return. Their route lay overland through Turkey and Persia, through Portuguese trading centres, in one of which they were imprisoned, and on to eastern India and Burma. This is a pleasant book with good description of the climate, scenery and customs of the time.

Travellers' Tales. Arnold. (See p. 181.)

WILLIAMS, A. *Stories of Modern Explorers.* Seeley Service. 225 pp. 1926. 3*s.* 6*d.*
A library book.

YOUNG, E. *North American Excursion.* Arnold. (See p. 232.)

YOUNGHUSBAND, SIR FRANCIS. *The Epic of Mount Everest.* Arnold. 336 pp. School Edition, 1931 (1st pub. 1926). 4*s.* 6*d.*
The authentic and thrilling account of the assault on Mount Everest, up to and including the results of the 1924 attempt. It is written in a popular style, without scientific details, and is eminently suitable for general reading over a wide age range.

(2) LIBRARY BOOKS (EXPLORATION AND TRAVEL)

CHAPMAN, F. SPENCER. *Memoirs of a Mountaineer.* Lhasa: The Holy City. Helvellyn to Himalaya. Chatto and Windus. 446 pp. 1951 (1st pub. 1938 and 1940). 16*s.*
Helvellyn to Himalaya consists of an account of the author's experiences as a mountaineer. *Lhasa: The Holy City* deals with the British diplomatic

mission to Lhasa in which the author took part, and describes many of the customs of Tibet. The book has twenty-nine pages of photographs and a glossary of mountaineering terms.

CHERRY-GARRARD, A. *The Worst Journey in the World: Antarctic 1910-1913.* Chatto and Windus. 612 pp. 1952 (1st pub. 1922). 12*s.* 6*d.*
An account of Scott's last Antarctic expedition, 1910–13, especially of the winter, polar and search journeys; with the diaries of those who took part, nine illustrations by the late Dr. Edward A. Wilson and four maps by the author, with a postscript written in 1948. This vivid account has become a classic of modern exploration.

COLLINSON, C. *Exploration and Adventure.* Allen and Unwin. 152 pp. 1952 (1st pub. 1934). 3*s.* 6*d.*
A readable account of selected major explorers, their routes and adventures. The author writes fluently and with a sense of humour but the vocabulary is too difficult for primary school children, for whom the book would otherwise be very suitable. References to original sources add to its value as a secondary school library book.

HODGES, C. W. *Columbus Sails.* Bell. 208 pp. 1949 (1st pub. 1939). 9*s.*
The drama of Columbus's adventures is heightened by the use of several narrators to tell the story. The book is beautifully produced and extremely well illustrated and a map of the Atlantic enables the reader to follow the voyage easily.

TILMAN, H. W. *China to Chitral.* C.U.P. 124 pp. 1951. 25*s.*
A valuable travel book.

GEOGRAPHY AND HISTORY

BORER, C. *Mankind in the Making.* Warne. (See p. 176.)

BURKITT, M. C. *Our Early Ancestors.* C.U.P. 243 pp. 1929 (1st pub. 1926). 18*s.*
An introductory study of Mesolithic, Neolithic and Copper Age cultures. It forms a sequel to *The Old Stone Age* by the same author. (See p. 293.)

CHILDE, V. G. *The Bronze Age.* C.U.P. (See p. 293.)

LLOYD, C. *Captain Cook.* Faber. (See p. 247.)

MORRIS, R. W. *Town Life through the Ages.* Understanding the Modern World. Allen and Unwin. 40 pp. 1952. Limp 3*s.* 6*d.*; board 5*s.*
An historical survey of town life in different parts of the world. The relationship between plans and pictures of the same town provides a useful geographical exercise. (See p. 263.)

MORRIS, R. W. *Transport, Trade and Travel through the Ages.* Understanding the Modern World. Allen and Unwin. (See p. 244.)

One Approach Geography-History Series. STEWART, S. Oliver and Boyd. (See p. 261.)

QUENNELL, MARJORIE AND C. H. B. *Everyday Life Series.* I. Everyday Life in the Old Stone Age. II. Everyday Life in the New Stone, Bronze, and Early Iron Ages. III. Everyday Life in Roman Britain. IV. Everyday Life in Anglo-Saxon, Viking and Norman Times. Batsford. 9*s.* 6*d.* each. Vols. I and II bound together, 18*s.*
A survey of the early efforts and progress of the human race. Each volume is well illustrated and includes a chronological chart.

THE PHYSICAL BASIS OF GEOGRAPHY

(1) TEXTBOOKS

COULTHARD, E. M. *The Earth in the Making.* Fundamental Geography, Book II. U.L.P. 256 pp. 1951. 6*s.* 9*d.*
A review of the physical factors which have shaped the face of the earth, accompanied by maps, pictures and diagrams. (See p. 256.)

HOOD, P. *How the Earth is made.* O.U.P. 64 pp. 1954. 8*s.* 6*d.*
Written with a general approach, this book has several good illustrations.

MERRIMAN, A. D. *Experimental Geography.* Book I: 112 pp. 1953 (1st pub. 1935). 2*s.* 9*d.* Book II: 128 pp. 1935. 3*s.* Book III: Nelson. 128 pp. 1935. 3*s.* 3*d.*
This series of physical and mathematical geographies is carefully graded, each book covering similar ground, but beginning with the simpler topics before proceeding to the complex. There are numerous diagrams forming an integral part of the text and designed to help in the understanding of the physical principles involved. Book I deals with weather and weather records, the shape of the earth, the study of the stars, and the measurement of distance. Book II is concerned with the sun, temperature, rain, the motions of the earth, oceans, the moon and tides, and map making. Following two chapters on climate, Book III covers the work of rivers, time, deltas and shore-lines, map making, land relief, and understanding the map.

MILLER, F. M. *The Physical Basis of Geography.* Philip. 112 pp. 1951 (1st pub. 1933). 4*s.* 6*d.*
This elementary treatment of mathematical and physical geography contains clear illustrations and maps and exercises at the end of each chapter. The more difficult sections are marked for omission at a first reading.

POYNTING, J. H. *The Earth: Its Shape, Size, Weight and Spin.* Cambridge Manuals. C.U.P. 141 pp. 1922 (1st pub. 1913). 6*s.*
A school library book for use in connection with astronomy and physics.

STEERS, J. A. *A Picture Book of the Whole Coast of England and Wales.* 36 pp. C.U.P. 1948. *Out of print.*
The coastline is illustrated by 148 annotated photographs, with an essay on coastal scenery. This is an ideal book for school libraries, especially where the larger work by the same author, *The Coastline of England and Wales*, may not be available It provides very suitable material for the epidiascope.

(2) Library Books

ALLCOTT, A. *Modern Water Supply.* Cassell. 96 pp. 1949. 3*s.* 6*d.*
This book is intended to link science teaching in the secondary modern school with the common affairs of everyday life, and provides useful reading in connection with geography.

STAMP, L. DUDLEY. *The Earth's Crust.* Harrap. 120 pp. 1951. 21*s.*
A very attractive book, of which the chief feature is the number of colour and monochrome photographs of carefully made models illustrating areas of physiographical interest. It is easy to read and understand and will probably appeal to non-specialists.

GEOLOGY

ARKELL, W. J. *Oxford Stone* Faber. (See p. 270.)

EVANS, I. O. *Geology by the Wayside.* Allen and Unwin. 120 pp. 1940. 4*s.*
A general description of the geology and scenery which may be easily observed in the field. A wide range of topics includes rocks, agents of erosion and deposition, making private collections of specimens, visiting museums, and the soil. The book is freely illustrated by diagrams, line drawings, maps and half-tone plates. This readable book should encourage an interest in geology and landscape.

JONES, W. R., AND WILLIAMS, D. *Minerals and Mineral Deposits.* Home University Library. O.U.P. 256 pp. 1948. 6*s.*
Minerals, their shape, history and internal structure, their physical characters, mode of occurrence in rocks, and their importance in world affairs are discussed. There is much information here useful to the geographer and not easily found elsewhere. Some is of a technical nature beyond the scope of geography.

SEARLE, A. B. *The Natural History of Clay.* Cambridge Manuals. C.U.P. 176 pp. 1912. 6*s.*
A school library book for background reading.

SWINNERTON, H. H. *Solving Earth's Mysteries.* Harrap. 220 pp. 1946. *Out of print.*
A well-illustrated and entertaining book for girls and boys.

CLIMATE AND WEATHER

BALCHIN, W. G. V., AND RICHARDS, A. W. *Climatic and Weather Exercises.* Harrap. (See p. 367.)

CHESTERS, A. O. *Weather.* What Causes Things. E.S.A. 96 pp. 1951. 5*s.*
A successful attempt to introduce less able pupils to weather study by means of lively diagrams which illustrate the facts clearly and accurately. A treatment of the depression is interesting.

HADLOW, L. *Climate, Vegetation and Man.* Fundamental Geography, Book III. U.L.P. 288 pp. 1952. 8*s.* 6*d.*
A textbook of climate and natural vegetation, leading to the treatment of the world by natural regions. (See p. 256.)

HOOD, P. *The Atmosphere.* Oxford Visual Series. O.U.P. 64 pp. 1952. 8*s.* 6*d.*
This is a simple introduction to the atmosphere and the science of meteorology. The topics dealt with include clouds, frost and snow, weather maps, British weather and climate and other climates of the world. The great value of this book lies in its visual presentation; there are many beautiful photographs, some in colour, and also many diagrams clearly and artistically produced. It has a useful bibliography.

STARR, A. J. *A First Book of Meteorology.* Harrap. 86 pp. 1949. 5*s.*
This useful and attractive little book deals in a simple and concise style with the main scientific principles involved in weather study. It has clear maps and diagrams, helpful photographs of clouds, and some straightforward exercises on each chapter.

THORNTON, A. L. *Sunshine, Wind and Rain.* Macmillan. 114 pp. 1936. 1*s.* 3*d.*
A useful book for those schools which can afford a textbook for weather study, although the treatment is perhaps less imaginative than would be required to-day. It makes a general survey of weather conditions, and is illustrated by diagrams, pictures of instruments and photographs.

ANIMAL GEOGRAPHY

CASE, PATRICIA. *Tiger, Tiger.* Macmillan. (See p. 176.)

HUBBARD, C. L. B. *Working Dogs of the World.* Sidgwick and Jackson. (See p. 178.)

OGLE, R. *Animals Strange and Rare.* Bell. (See p. 180.)

OGLE, R. *Mystery of the Migrants.* Bell. (See p. 180.)

PARKER, E. W. (selected by). *Creatures of the Wilds.* The Heritage of Literature. Longmans. 180 pp. 1952. 3*s.* 6*d.*
The lives and habits of animals in their natural surroundings are described in this detailed, intimate study which is also a book of adventure. It contains bibliographical notes and a useful glossary. (See p. 257.)

PLANT GEOGRAPHY

HARDY, M. E. *A Junior Plant Geography.* O.U.P. 192 pp. 1947 (1st pub. 1913). 7*s.* 6*d.*
This is a most useful introduction to plant geography. Part I deals with the chief natural vegetation regions of the world; Part II discusses conditions of plant life such as heat, water and soil; Part III is a brief survey of the natural vegetation of the continents. It is illustrated with good photographs and line drawings.

WATSON, H. *The Scots Pine: An Introduction to Forestry.* Oliver and Boyd. 82 pp. 1947. 5*s.*
The botany of the pine tree, the planting and care of forests and the use of its products are described and amply illustrated with photographs and sketches. The book is written for children and assumes no previous technical knowledge.

REFERENCE BOOKS

Citizenship. School Library Association. 24 pp. 1953. Limp, 2*s.* 6*d.*; board, 3*s.* 6*d.* (Association members: 1*s.* 6*d.* or 2*s.* 6*d.*)
A select book list for the use of teachers and school librarians in secondary schools, and for non-specialist students.

Eleven to Fifteen. School Library Association. 54 pp. 1953 (1st pub. 1950). Limp 4*s.*; board 5*s.* (Association members: 2*s.* or 3*s.*)
A basic book list of non-fiction for secondary school libraries, which includes a useful section on geography, travel and foreign countries.

Farming and Kindred Subjects. School Library Association. 22 pp. 1951. 2*s.* 6*d.* (Association members: 1*s.* 6*d.*)
An annotated list of books for readers of eleven to fifteen years.

JOHNSON, S. *Where is It?* Wheaton. 270 pp. 1951. 5*s.*
The first part of this book is entitled an ABC of geographical terms, while the second is a gazetteer of place-names. It is useful for quick reference, although the limited space has made some omissions inevitable.

Oxford Junior Encyclopaedia. Vol. I. Mankind. Vol. III. The Universe. Vol. IV. Communications. Vol. VI. Farming and Fisheries. Vol. VII. Industry and Commerce. Vol. VIII. Engineering (*in preparation*). O.U.P. 30*s.* each.
When finished, the encyclopaedia will consist of twelve volumes, each arranged alphabetically and complete in itself.

SERIES (SECONDARY STAGE)

Background Science Series. LAUWERYS, J. A., AND GLOVER, A. H. T. The Thirst of Cities (see p. 209). Man and Metals (see p. 196). Nelson.

The series is designed to help children to understand the world to-day, and to promote experiment, observation, assembly of related facts, and reasoning about and evaluation of facts. The books are written in a lively style and with a visual approach.

Batsford Pocket Handbooks. How to Look at Old Buildings. How to See Nature. How to See the Country. (See p. 215.)

The British Cities Series. Batsford. (See p. 211.)

The British Heritage Series. Batsford. (See p. 212.)

The Changing Shape of Things. Transport by Air (see p. 244). Transport by Sea (see p. 244). Transport by Land (see p. 244). Houses (see p. 209). Murray.

The Charter Geographies. The World's Wealth (see p. 194). The Homeland: Great Britain and Ireland (see p. 199). The Earth, Man's Heritage (see p. 190). Harrap.

Colour Geographies. T. HERDMAN. Longmans. 13. The Prairies (see p. 231). *In preparation:* 1. Coasts of Britain. 2. Farms of Britain. 3. Towns of Britain. 4. Industry in Britain. 5. London. 6. Forests and Savana: West Africa. 7. Mining in Southern Africa. 8. Ricefields in India. 9. Great Plain of China. 10. Island Harvests: The Far East. 11. Grasslands of the Southern Continents. 12. Atlantic to the Great Lakes. 14. North American Cities. 15. West Indies and the Gulf Coast. 16. Lands in the Desert: The Middle East. 17. Mediterranean Lands. 18. Contrasts in Russia. 19. Rivers of Europe. 20. Industrial Europe.

When complete, this series should be very helpful in 'topic' work.

The Columbus Regional Geographies, Second Series. BROOKS, L., AND FINCH, R. I. The Southern Continents. 256 pp. 1952 (1st pub. 1930). Limp 6*s.*; boards 7*s.* II. North America and Asia. 256 pp. 1951 (1st pub. 1930). Limp 5*s.* 6*d.*; boards 6*s.* (*also published separately*). III. The British Isles and Europe. 320 pp. 1949 (1st pub. 1931). 7*s.* (*also published separately*). IV. The World of To-day. 352 pp. 1948 (1st pub. 1933). 6*s.* U.L.P.

This widely-used series provides a regional treatment of the world suitable for secondary modern work and the weaker forms in grammar schools.

The books are illustrated with photographs, black-and-white drawings, coloured plates and maps.

The Complete Geography Series. MAMOUR, A. The World (see p. 190). The Americas (see p. 229). Asia and Australasia (see pp. 222 and 234). Macmillan.

The Countries of Europe. Batsford. (See p. 220.)

The County Books. General Editor: B. VESEY-FITZGERALD. Hale. (See p. 212.)

Descriptive Geographies from Original Sources. HERBERTSON, A. J. AND F. D. Asia. Africa. Australia and Oceania. North America. Central and South America. British Empire. British Isles. Black. *Out of print.*
These are collections of vivid and interesting descriptions from authoritative sources; for reading to the class by the teacher and for private reading by older pupils.

Discovering Geography. STAMP, L. DUDLEY, AND HERDMAN, T. (Ed.). I. Discovering Geography in Britain (see p. 209). II. Discovering Geography Abroad (see p. 189). III. Our Food (see pp. 198 and 203). IV. Industry (see p. 198). Longmans.

English Social Life Series. English Town Crafts (see p. 214). England Yesterday and Today, 1837–1938 (see p. 215). The English Scene (see p. 215). English Place-Names (see p. 216). Seaside England (see p. 213). English Spas (see p. 211). English Fairs and Markets (*in preparation*). Batsford.

The Enterprise Geographies. SMITH, D. Blackie. (See p. 192.)

Everyday Life Series. QUENNELL, MARJORIE AND C. H. B. Batsford. (See p. 250.)

Exercises in Modern Geography, COYSH, A. W., AND HUNT, D. M. Books I-X. University Tutorial Press. (See p. 240.)

Experimental Geography. MERRIMAN, A. D. Nelson. (See p. 250.)

The Face of Britain Series. Batsford. (See p. 213.)

Foundation Exercises in Geography. TAYLOR, E. G. R. I. The British Isles. II. Europe. III. The Americas. IV. Africa, Asia, Australia. V. The British Empire. VI. The World. VII. Wales and Monmouthshire. Philip. (See p. 242.)

Four-in-Hand Series. I. Australia (see p. 236). II. Greece (see p. 221). III. The United States of America (*in preparation*). IV. Russia (*in preparation*). V. France (*in preparation*). Werner Laurie.

Fundamental Geography. BROOKS, L. (Ed.) I. Many People in Many Lands (see p. 189). II. The Earth in the Making (see p. 250). III. Climate, Vegetation and Man (see p. 252). IV. Food Markets and Materials (*in preparation*). V. The World (*in preparation*). U.L.P.
The aim of this course is to provide a knowledge of the major aspects of world geography. Each book attempts to cover the whole world from one particular aspect.

Geography for To-day. STAMP, L. DUDLEY AND SUGGATE, L. S. (Ed.) I. At Home and Abroad (see p. 199). IA. The Home Islands (see p. 201). II. The Southern Continents (see p. 227). III. North America and Asia (see p. 223). IV. Europe and the British Isles (see p. 218). V. The World (see p. 189). The British Commonwealth (see pp. 200 and 218). Longmans.
A series of textbooks designed to meet the progressive needs of pupils from eleven to sixteen years. Throughout the object has been to lead from the particular to the general and to introduce and elucidate geographical principles as they arise in connection with regional studies. Exercises have been framed with a view to the pupil using both text and an atlas, as well as to provide adequate practice in drawing sketch-maps.

Geography Note-Books. WHYBROW, S. J. B. I. Australia and New Zealand. II. Great Britain and Ireland. III. Europe. IV. Asia. V. Africa. VI. North and South America. Each 48 pp. (Book III, 56 pp.). Dent. Each 1*s.* 9*d.*
These books provide useful summaries of the chief geographical facts of each region for revision purposes, although they cannot be regarded as in any way a substitute for the textbook or atlas. Each page of text includes questions and exercises and is faced by maps and diagrams.

A Geography of the World. SIMPSON, A. R. B. The Americas. 1952. 7*s.* Australia and New Zealand. 1947. 2*s.* Europe. 1953. 7*s.* 6*d.* Asia. 1951. 7*s.* 6*d.* Africa. 1951. 10*s.* 6*d.* The British Isles. 1952. 5*s.* 6*d.* *Combined volume:* Africa, The Americas, Australia and New Zealand. 1953. 10*s.* 6*d.* Bell.
A clear, well-defined account of world geography suitable for General Certificate (Ordinary Level) work and also for more advanced pupils. The books are illustrated with appropriate photographs and excellent sketch-maps. This is a very workmanlike series in which every attempt has been made to keep the information up-to-date.

Geography Study. Book I (see p. 200). Book II (see p. 191). Macmillan.

Geography through Products. SANDERS, E. M. Wheaton. (See p. 198.)

The 'Get to Know' Series. Bridges (see p. 208). British Railways (see p. 208). Docks and Harbours (see p. 208). Factories and Workshops (see p. 211). Houses and Flats (see p. 210). Inland Waterways (see p. 210). The Parish Church (see p. 210). Post and Telegraph (see p. 208). Roads and Streets (see p. 211). Shops and Markets (see p. 211). Water Supply (see p. 211). Village Survey (see p. 207). Country Town Survey (*in preparation*). Methuen.

Although much of the material in these books is not geographical in the restricted sense, it will provoke interest in geography and has particular relevance to local studies.

Global Geographies. MOODIE, A. E. (Ed.) I. Introductory Volume: A. E. Moodie. II. Southern Continents: Eila M. J. Campbell. III. Asia and the U.S.S.R.: Eila M. J. Campbell and D. W. Shave. IV. North America: G. B. G. Bull. V. Europe and the Mediterranean Lands: K. Bartholomew. VI. The British Isles: C. E. Fitchett. Philip. *In preparation.*

The Golden Hind Geographies, Second Series. BROOKS, L., AND FINCH, R. I. The British Homeland. 224 pp. 1951 (1st pub. 1939). Limp 5*s.*; boards 6*s.* 3*d.* IA. Malaya and South-East Asia: E. H. G. Dobby. 224 pp. 1952 (1st pub. 1939). 6*s.* II. Seeing the World. 224 pp. 1950 (1st pub. 1948). Limp 4*s.* 9*d.*; boards 5*s.* III. The Gifts of the Earth. 272 pp. 1952 (1st pub. 1940). Limp 6s.; boards 6*s.* 3*d.* IV. Peoples and Countries of the World. 416 pp. 1950. 7*s.* 6*d.* U.L.P.

These books provide an alternative series to the *Columbus Regional Geographies.* The series starts with local geography and the homeland, and after dealing with commodities, transport and other topics in Books II and III, leads to a fairly advanced regional study of the world in Book IV.

Golden Mean Geographies. MIDGLEY, C. I. The Crest of the Hill (see p. 190). II. This Land of Ours (see p. 201). III. South of the Line (see pp. 226 and 233). IV. Beyond Atlantic Breakers (see p. 231). V. Beyond the Rising Sun (see pp. 223 and 225). VI. Beyond the Narrow Seas (see p. 218). VII. Palm and Pine (see p. 217). VIII. The Seven Seas (see p. 196). Wheaton.

Headway Readers. Evans. (See p. 183.)

The Heritage of Literature. PARKER, E. W. (Ed.). The Adventure of Travel (see p. 247). Creatures of the Wilds (see p. 253).

A Gipsy of the Horn (see p. 245). Jock of the Bushveld (see p. 228). Real Adventure (see p. 247). Longmans.

How Things are Obtained. Chocolate and Cocoa (see p. 194). Tea (see p. 196). Wool (see p. 198). E.S.A.

How to Explore. A Town (*in preparation*). A Village (*in preparation*). E.S.A.

Human Geographies, Secondary Series. FAIRGRIEVE, J., AND YOUNG, E. I. The British Isles (see p. 200). II. The Atlantic Hemisphere (see p. 226). III. Euro-Asia (see p. 222). Philip.

Individual Exercises in School Geography. MIDGLEY, C. Elementary Map Making and Map Reading (see p. 238). Intermediate Map Making and Map Reading (see p. 238). More Advanced Map Making and Map Reading (see p. 239). Wheaton.

Informative Geographies. TAYLOR, E. G. R. (Ed.). The British Isles (see p. 202). Europe (see p. 217). The World beyond Europe (*in preparation*). Philip.

Kingsway Social Geographies. RAYNER, P. R. (Ed. Young). I. Hunters and Fishers (see p. 197). II. The Herders (see p. 197). III. The Cultivators (see p. 197). IV. Miners and Manufacturers (see p. 197). V. Traders and Carriers (see p. 244). Evans. Books I and II: limp 2*s.* 9*d.*; manilla 2*s.* 6*d.* Books III–V: limp 3*s.* 3*d.*; manilla 3*s.* each.

The series of five books, with the graded exercises, designed for use with children aged from eleven years, provides a means of acquiring a body of ideas about ways of life among both backward and highly organised social groups.

Living Geography. WEAVER, R. M. Europe, Books I and II (*Book I temporarily out of print.*) Asia. Australia, New Zealand, Oceania. Cassell. 5*s.* each.

Each country is dealt with in the form of an account of a visit, including descriptions of the people, their lives, occupations, industries and pastimes. The books are illustrated with photographs and maps.

The London Books of Discovery and Exploration. FINCH, R. U.L.P. (See p. 166.)

Macmillan's Geographical Exercise Books. WALLIS, B. C. Macmillan. (See p. 242.)

Man the World Over. CARTER, C. C., AND BRENTNALL, H. C. Introductory Volume. 262 pp. 6*s.* I. Australia, South America,

Africa, Central Asia, India, China and Japan. 250 pp. 6*s*. II. Central and North America, The Mediterranean, Europe, the British Isles. 255 pp. 6*s*. (British Isles only, 3*s*. 6*d*.). III. Food, Industry and Commerce; Population: Colonisation. 300 pp. 6*s*. Blackwell.

This is a sound, accurate and graded series of geography textbooks. The pictures are good and the maps well selected.

Man's Achievement. CLARK, D. (Ed.). Explorers and Discoverers (see p. 245). In Search of Food (see p. 194). Ships and Seamen (see p. 245). Longmans.

Map Books. FERRIDAY, A. A Map Book of World Geography. A Map Book of the British Isles. A Map Book of Europe for Senior Forms. A Map Book of Asia for Middle and Senior Forms. A Map Book of North America for Middle and Senior Forms. A Map Book of Africa and South America for School Certificate Forms. A Map Book of Australasia for Middle Forms. Macmillan. (See p. 237.)

Men at Work. Coal (see pp. 195 and 206). Farms (see p. 205). Ships (see p. 216). Longmans.

Modern Geography. I. Foundations of Geography. 366 pp. 1952 (1st pub. 1938). 8*s*. 6*d*. II. The British Isles. 302 pp. 1954 (1st pub. 1938). 6*s*. 9*d*. III. Europe. 316 pp. 1952 (1st pub. 1939). 6*s*. 9*d*. IV. North America. 195 pp. 1953 (1st pub. 1946). 5*s*. 6*d*. V. Asia. 192 pp. 1952 (1st pub. 1949). 5*s*. 9*d*. VI. The Southern Continents. 335 pp. 1951. 7*s*. 6*d*. University Tutorial Press.

This series contains clear sketch maps, and many good photographs and diagrams. It is most suitable for secondary grammar school work.

Modern School Geographies. PICKLES, T. Africa, Australia and New Zealand (see pp. 223 and 224). North and South America (see p. 229). Europe and Asia (see pp. 219 and 223). Britain and the Modern World (see p. 202). Great Britain and Ireland (see p. 202). Dent.

Modern School Visual Geographies. I. The Home District (see pp. 166 and 207). II. The British Isles (see p. 200). III. North and South America (see p. 229). IV. The British Commonwealth (see p. 216). V. Europe (see p. 217). VI. U.S.S.R., the Near and Far East (see p. 222). Evans. 2*s*. 3*d*. each.

The arrangement of the subject matter in double-page sections, comprising one page of written text with a facing pictorial spread, is attractive to the

backward pupil, and the suggestions for individual notebook work give excellent scope for simple independent exploration.

My Foreign Correspondent. Scandinavia. U.S.A. and the West Indies. The British Isles. Through Africa. Switzerland and the Rhone Valley. Meiklejohn. 1949, 1949, 1951, 1951, 1952. In book form, 10*s.* 6*d.* each; folder, 8*s.*; fortnightly parts, 14*s.* (including postage).

These typescript letters, reproduced with inset drawings, can be supplied fortnightly as regular letters to a school and may also be purchased in bound book form (U.S.A. and the West Indies, folder only). They provide good, firsthand detail of great value in amplifying other, more formal, teaching material. Varying formats make for flexibility in use.

The Nation's Livelihood. I. Hidden Treasure (see p. 206). II. In Workshop and Factory (see p. 206). III. Distributing the Gifts (see p. 203). Pitman.

The New Era Geographies. SEARSON, V. F., AND EVANS, F. The Americas (see p. 230). Australia, Asia, and Africa (see pp. 223, 227 and 235). Europe (see p. 219). The British Isles (see p. 202). Johnston.

The series provides for a three years' secondary school course. The books differ only in subject matter and are not graded in any way.

The New Oxford Geographies. STEMBRIDGE, J. H. I. Life and Work at Home and Overseas (see pp. 193 and 263). II. The Southern Continents (see pp. 228, 233 and 235). III. North America and Asia (see pp. 223 and 232). IV. Part I. Europe (see p. 219). Part II. The British Isles (see p. 203). Also available as separate volumes: The Americas, 7*s.* 6*d.* Africa, Australia and Asia, 8*s.* 6*d.* South America, 4*s.* Africa, 4*s.* Australia and New Zealand, 3*s.* 6*d.* North America, 4*s.* 6*d.* Asia, 4*s.* 6*d.* O.U.P.

A sound and comprehensive series, well illustrated, and with abundant sketch-maps and diagrams. It is designed primarily for General Certificate (Ordinary Level) candidates, and appropriate exercises are included.

New Suggestive Geographies. GUDGIN, F. II. The British Isles. 80 pp. 1953. III. Europe. 72 pp. 1951. IV. The World. 80 pp. 1951. V. The British Empire. 80 pp. 1950. Wheaton. 2*s.* 6*d.* each.

This series is designed for the B stream of the secondary modern school. The books are quite well produced, but contain no pictures. The somewhat detached approach is not suited to backward children. Questions and exercises are given.

The New World-Wide Geographies, Second Series. STEMBRIDGE, J. H. I. North and South America (see p. 230). II. Africa,

Asia and Australia (see pp. 223, 228 and 235). III. Europe and the British Isles (see pp. 203 and 219). IV. World at Work: an Economic Geo- graphy. O.U.P.

Throughout this series the emphasis is on human geography, with the intention of fostering a sympathetic understanding of people in different environments. They are attractively produced and should have a strong appeal for secondary modern pupils. (See also *The World-Wide Geography Practical Note-Books*, p. 241.)

A Note and Map Book of Matriculation Geography. FAIRS, G. H. Part I. The World, excluding Europe and the British Isles (see p. 240). Part II. Europe and the British Isles (see p. 240). Arnold.

One Approach Geography-History Series. STEWART, S. (Ed.). France (see p. 221). U.S.A. (see p. 231). Canada (see p. 231). South Africa (see p. 226). India, Pakistan and Ceylon (see p. 224). China (see p. 224). Oliver and Boyd.

Our World. YOUNG, E. W., AND MOSBY, J. E. G. I. Our Town and Beyond (see p. 204). II. Our Neighbours Overseas (see p. 199). III. Our Changing World (see p. 193). IV. Our World and Ourselves (see pp. 193–4 and 204). Arnold.

This series can be recommended for secondary modern classes, and especially for C streams. Line drawings, sketches, many of them humorous, and photographs form an integral part of the scheme, and there are many suggestions for practical work and group projects. The books are planned on a concentric system in which geographical principles of widening scope are introduced gradually. Each double page is a complete unit in itself, but fits into a progressive plan of study.

The Oxford Geographical Note-Books for Secondary Schools. STEMBRIDGE, J. H. O.U.P. (See p. 91.)

Photographic Geography. MURRAY, A. Books I and II (see p. 171). Books III and IV (see p. 191). Collins.

The Pilgrims' Library. The Beauty of Britain (see p. 211.) The English Countryside (see p. 213). Nature in Britain (see p. 216). The Legacy of England. Batsford.

Each volume is the work of a number of distinguished authors and illustrated by over 100 photographs.

Practical Map Books. WHYBROW, S. J. B. Dent. (See p. 243.)

Practical Work Books. General Editors: DICKSON, G. S., AND RATCLIFF, A. J. J. Direct Economics. Direct Geography (see p. 241). United States of America. Life in the U.S.A. Approach to Geography (see p. 191). China. Australia.

Union of South Africa. French at Home. India and Pakistan. Canada. The West Indies. Nelson. 1*s.* 6*d.* each.
This is a useful series for the secondary modern school where social studies courses replace geography and history. Apart from *Direct Geography* and *Approach to Geography*, which are purely geographical, the books deal with the historical and administrative as well as geographical aspects of the countries concerned.

Progressive Exercises in Practical Geography. THURSTON, C. B. Arnold. (See p. 242).

A Progressive Geography. THURSTON, C. B. I. The Home Region and the Homeland (see p. 203). II. Africa and Australasia (see pp. 228 and 235). IIA. Britain Overseas (see p. 217). III. America (see p. 230). IV. Eurasia (see p. 222). V. The World (see p. 193). Arnold.
A graded five-year course leading up to General Certificate standard.

Real Geography. FAIRGRIEVE, J., AND YOUNG, E. I. South America, Australia and New Zealand. 110 pp. 5*s.* II. North America. 110 pp. 5*s.* III. Africa and Southern Europe. 110 pp. 5*s.* IV. Asia. 110 pp. 5*s.* V. Europe. 130 pp. 5*s.* 6*d.* VI. The British Isles. 184 pp. 6*s.* 6*d.* Philip.
Each book describes ten selected topics in some detail. There are good pictures, suggestions for further work by pupils at the ends of the chapters and a summary in note form at the end of each book. This is a valuable series giving detailed information on sound geographical principles.

The Regional Books. General Editor: B. VESEY-FITZGERALD. Hale. (See p. 214.)

Secondary School Geographies. SILLEY, P. T. Australia and New Zealand (see p. 235). Africa (see p. 227). Asia (see p. 223). North America (see p. 231). South and Central America (see p. 233). The British Isles (see p. 203). Europe (see p. 219). Schofield and Sims.
Each book in this series is accompanied by a supplementary pamphlet designed as a lesson summary and containing revision outlines, crosswords and exercises.

Shorter School Geographies. HERDMAN, T., AND HURWORTH, A. I. The Southern Continents. II. North America and Asia. III. Europe, including the British Isles. Longmans. (*In preparation.*)

Sketch Map and Picture Geographies. MIDGLEY, C. (Revised edition, Ethel Patterson). Wheaton. 1. An Introductory Study of Maps and Weather Records. 40 pp. 2*s.* 6*d.* 2. The British

Isles. 88 pp. 3*s*. 6*d*. 3. Africa and Australasia. 88 pp. 3*s*. 6*d*. 4. The Americas. 94 pp. 3*s*. 6*d*. 5. Asia. 72 pp. 3*s*. 3*d*. 6. Europe, including the British Isles. 128 pp. 4*s*. 7. The World. 128 pp. 4*s*. 8. The Southern Continents. 112 pp. 4*s*. 9. North America and Asia. 128 pp. 4*s*. 10. The British Commonwealth of Nations. 128 pp. 4*s*. 1931–2; revised edition, 1953–4.
A systematic series, well illustrated by maps, diagrams and pictures, with many useful exercises.

Sketch-Maps and Exercise Books. PICKLES, T. Murray. (See p. 239.)

The Southern Continents. PICKLES, T. I. South and Central America (see p. 233). II. Africa (see p. 227). III. Australia, New Zealand, and the Pacific Islands (see p. 234). Dent.

The Story of the Countryside, First Series. I. The Village (see p. 207). II. Market Town (see p. 206). III. Farms and Fields (see p. 205). IV. The Farmer and his Man (*in preparation*). V. The Garden (*in preparation*). O.U.P.

The Story of the Countryside, Second Series. I. The Care of Farm Animals (see p. 204). II. Farm Livestock (see p. 204). III. Farm Tools and Machinery (see p. 205). IV. Rural Crafts. *In preparation:* Fields and Hedgerows, Woods and Forests. O.U.P.
These books fulfil a definite need, for they provide interesting and necessary details to supplement the usual general material available on farming. Dairy farming in Cheshire or the Soviet Union can equally well be brought to life with the aid of the information and pictures in these books.

Tales from Many Lands. Evans. (See p. 185.)

Understanding the Modern World. MORRIS, R. W. Transport, Trade and Travel through the Ages (see p. 244). Town Life through the Ages (see p. 249). Your Food and Drink (see p. 196). Allen and Unwin.
Useful, stimulating material for project work with top juniors and secondary modern pupils, though primarily historical rather than geographical. There is much illustrative material, and the text is designed to lead children to the interpretation of pictures. The suggestions for further work are helpful.

Wheaton's Suggestive Geographies. THURSTON, C. B. Part III. Europe. 52 pp. 2*s*. 6*d*. Part IV. British Colonies. 40 pp. 2*s*. 6*d*. Part V. The British Isles. 52 pp. 2*s*. 6*d*. Part VII. The Americas. 40 pp. 2*s*. 6*d*. Part VIII. The World. 64 pp. 2*s*. 6*d*. Wheaton.

Work of the World Series. Story of Power (see p. 195). Iron and Steel (see p. 194). Tea (see p. 195). Nelson.

The World of Man. CARTER, C. C. (Ed.). I. First Studies from Great Britain (see p. 200). II. Man and the Earth (see p. 188). III. Continents New and Old (see p. 187). IV. Europe, the British Isles and the World (see pp. 199 and 217). Christophers.

The series is designed to provide a course covering the four or five years preceding the General Certificate examination.

The World-Wide Geography Practical Note-Books, Senior Series. STEMBRIDGE, J. H., AND WILLIAMS, S. E. I. North and South America. II. Africa, Asia and Australia. III. Europe. IV. British Isles. O.U.P. (See p. 241.)

The Young Traveller. Young Traveller in Australia: Kathleen Monypenny. Young Traveller in Canada: J. H. Ingram. Young Traveller in China: C. E. Roberts. Young Traveller in England and Wales: G. Trease. Young Traveller in France: A. Reid. Young Traveller in Holland: L. van Someren. Young Traveller in India and Pakistan: G. Trease. Young Traveller in Ireland: Maisie Herring. Young Traveller in New Zealand: Hilda M. Harrop. Young Traveller in Norway: G. and Beth Hogg. Young Traveller in Scotland: I. Finlay. Young Traveller in South Africa: A. Delius. Young Traveller in the South Seas: Lucille Iremonger. Young Traveller in Sweden: G. L. Proctor. Young Traveller in Switzerland: Mariann Meier. Young Traveller in Tropical Africa: W. Robertson. Young Traveller in the U.S.A.: Elizabeth Yates. Phoenix. 160 pp. 8*s.* 6*d.* each. *In preparation:* Young Traveller in Germany; Young Traveller in Italy.

Although the amount of geographical detail varies from volume to volume, the books give a lively introduction to the way of life of the people and the character of the countries described.

Section VIII

BOOK LIST FOR TEACHERS AND SIXTH FORMS

THE PHYSICAL BASIS OF GEOGRAPHY

ANDERSON, M. S. *Splendour of Earth.* Philip. 400 pp. 1954. 25*s.* (See p. 5.)

BECKINSALE, R. P. *Land, Air and Ocean.* Nelson (Duckworth). 407 pp. 1943. 15*s.*
A useful introductory study.

BOWMAN, J. *Water Supply Today.* The Pageant of Progress. O.U.P. 142 pp. 1950. 9*s.* 6*d.*
The author's approach is not geographical, but much of the material is of interest and value to the geographer, especially the chapters dealing with underground water, hard and soft water, and reservoirs. There are good illustrations and clear diagrams, though few are of a geographical nature. The book has a useful bibliography and a list of sources of information.

CARSON, RACHEL L. *The Sea around Us.* Staples. 230 pp. 1951. 12*s.* 6*d.*
A readable and imaginative introduction to most aspects of the seas and oceans of the world, their origin and marine life.

COLEMAN, A. P. *Ice Ages, Recent and Ancient.* Macmillan, New York. 360 pp. 1926. *Out of print.*
A comprehensive study, well illustrated, containing much information of value to the geographer.

COTTON, C. A. *Climatic Accidents in Landscape Making.* Whitcombe and Tombs, Australia. 374 pp. 1942. 32*s.*
This is an important work on those processes and land forms resulting from climatic 'accidents' or changes, for example, from humid to arid conditions. It has a wealth of diagrams and illustrations.

COTTON, C. A. *Landscape as Developed by the Processes of Normal Erosion.* C.U.P. 509 pp. 1948 (1st pub. 1941). 50*s.*
An authoritative study of the evolution of landscape with many beautiful photographs of scenery and examples of physical evolution in New Zealand.

COTTON, C. A. *Volcanoes as Landscape Forms.* Whitcombe and Tombs, Australia. 416 pp. 1944.
A comprehensive study illustrated with a wealth of diagrams and pictures.

CULLINGFORD, C. H. D. *British Caving.* Routledge and Kegan Paul. 468 pp. 1953. 35*s.*
This is a scientific and comprehensive account of caving. It gives several chapters to the science of caves, their origin and formation, and also an account of the British caving regions. The second half of the book deals with the details of the sport.

E. M. DAVIS. *Geographical Essays.* Dover Publications, New York. 777 pp. 1954.
This is the pioneering series of essays which includes the famous essay entitled 'The Geographical Cycle.'

DE MARTONNE, E. *Traité de Géographie Physique,* Armand Colin. 3 vols. 1913.
A well-known classic on the physical basis of geography. Its illustrations, maps and diagrams are most valuable.

DE MARTONNE, E. *A Shorter Physical Geography.* Trans. E. D. Laborde. Christophers. 347 pp. 1948 (1st pub. 1927). 8*s.* 6*d.*
This is a most valuable book. It gives the essence of many aspects of the great classic *Geographie Physique* by E. de Martonne. Some illustrations from the British Isles and North America have been inserted and the exercises adapted to suit English and American students. Good use is made of topographical maps.

DIXEY, F. *A Practical Handbook of Water Supply.* Allen and Unwin (Murby). 558 pp. 1950 (1st pub. 1931). 35*s.*
A simple, well-illustrated book, written to aid the settler in arid and semi-arid areas, especially Central and East Africa.

FINCH, V. C., AND TREWARTHA, G. T. *Elements of Geography: Physical and Cultural.* McGraw Hill. 823 pp. 1949 (third edition). 56*s.*
Part I, occupying about seven-tenths of the whole, deals with physical elements—weather, climate, land forms, resources. Part II deals with man's use of the land.

FLINT, R. F. *Glacial Geology and the Pleistocene Epoch.* Chapman and Hall (Wiley, New York). 607 pp. 1947. 52*s.*
A sound, comprehensive study, well illustrated with photographs and diagrams.

FOX, C. S. *The Geology of Water Supply.* Technical Press. 230 pp. 1949. 26*s.*
A book which is technically accurate, but written for the general reader, with clear diagrams and photographs.

FOX, C. S. *Water.* Technical Press. 176 pp. 1952. 30*s.*
A clear, readable account which avoids elaborate scientific detail. It has many practical examples and photographs.

GRESSWELL, R. K. *Sandy Shores in South Lancashire.* Liverpool Studies in Geography. University Press of Liverpool. 180 pp. 1953. 30*s.*
A geomorphological study of the coast of South-West Lancashire between Blackpool and Birkenhead. (See p. 381.)

HOLMES, A. *Principles of Physical Geology.* Nelson. 532 pp. 1953 (1st pub. 1944). 30*s.*
This is a valuable book for sixth form physical geography, being clearly and interestingly written and profusely illustrated. It is not too difficult for non-scientific pupils. There is less emphasis on land forms and types of landscape than on processes.

HORROCKS, N. K. *Physical Geography and Climatology.* Longmans. 368 pp. 1953. 18*s.*
This book has been written especially for pupils in secondary grammar schools preparing for advanced level examinations It provides the necessary grounding in physical geography; it is systematic in its approach, clear and concise; and it is well illustrated with both photographs and diagrams.

JEFFRYS, H. *Earthquakes and Mountains.* Methuen. 191 pp. 1950 (1st pub. 1935). 12*s.* 6*d.*
An account of modern trends in the study of the earth, its internal constitution, its age and history, and the development of its surface features. Teachers will find interesting and up-to-date information in this book.

JOHNSON, D. *The Origin of Submarine Canyons: A Critical Review of Hypotheses.* Columbia University Press, New York. 126 pp. 1939.
A review of subaerial, submarine, and subterranean hypotheses of the origin of submarine canyons, and the presentation of the author's hypothesis of submarine-spring sapping and solution along the continental slope.

KELLAWAY, G. P. *A Background of Physical Geography.* Macmillan. 232 pp. 1951 (1st pub. 1945). 10*s.*
A standard work covering all aspects of physical geography, including natural regions, written simply with good, clear diagrams and maps. It may be recommended either as a library book or textbook for advanced work in the grammar school.

LAKE, P. *Physical Geography.* C.U.P. 453 pp. 1952 (1st pub. 1915). 17*s.* 6*d.*
This is still deservedly one of the most popular texts for advanced pupils. It is beautifully produced, the readable text being clearly printed, with exquisite photographs and many simple diagrams.

LOBECK, A. K. *Block Diagrams.* Chapman and Hall (Wiley, New York). 206 pp. 1925. *Out of print.*
A standard work on the techniques of block diagrams and their construction. It is profusely illustrated.

MARR, J. E. *The Scientific Study of Scenery.* Methuen. 372 pp. 1944 (1st pub. 1900). *Out of print.*
A sound, introductory treatise of geomorphology, dealing with the nature of the earth's exterior, atmosphere, continents, ocean basins, and related topics.

MEINZER, O. E. (Ed.) *Hydrology.* McGraw Hill, New York. 712 pp. 1942.
One of a series prepared under the direction of the Division of Physical Sciences of the National Research Council in America. The arrangement of the volume, containing contributions from twenty-four authors, is based on the principle of following the hydrologic cycle as nearly as possible.

MILL, H. R. *The Realm of Nature.* Murray. 404 pp. 1924 (1st pub. 1891). 8*s.* 6*d.*
'An outline of the more important facts regarding the structure of the universe, the form, material and processes of the earth and the relations which they bear to life in its varied phases.' An early attempt 'to illustrate the principles of science by applying them to the world.' The book has twenty plates of distribution maps. A scholarly work.

MILLER, A. A. *The Skin of the Earth.* Advanced Geographies. Methuen. 198 pp. 1953. 21*s.*
This book contains a large number of exercises in the physical basis of geography intended for use mainly in university departments of geography. Many of the exercises, however, particularly in meteorology and climatology, will be useful for sixth form students of geography. Many teachers will find that some of the exercises can be simplified for use lower down the school, and all teachers should be aware of the cartographic techniques that the exercises illustrate. This book should certainly be in the school reference library for use by the teacher and senior pupils.

MONKHOUSE, J. F. *The Principles of Physical Geography.* U.L.P. 453 pp. 1954. 30*s.*
This book is planned and written specifically for the needs of sixth forms. It includes valuable chapters on oceanography, climate, soil and vegetation. A notable feature is the abundance of located examples of phenomena accompanied with clear and straightforward sketch maps and diagrams. The selection of topics and details is adequate for the purpose of the book. There is a first-rate appendix giving suggestions for further reading.

PEEL, R. F. *Physical Geography.* Teach Yourself Geography. English Universities Press. 290 pp. 1952. 8*s.* 6*d.*
A very useful introduction to the field of physical geography. (See p. 383.)

PENCK, W. *Morphological Analysis of Land Forms.* Macmillan. 429 pp. 1953. 42*s.*
This is an able and careful translation of the famous work, *Morphologische Analyse.* It gives a review of Penck's method of analysis of land forms and it has an important chapter on the development of slopes.

SELIGMAN, G. A. *Snow Structure and Ski Fields.* Macmillan. 567 pp. 1936. *Out of print.*
A valuable contribution to snowcraft, with much practical advice for the mountaineer based on first-hand experience. The book is illustrated with many excellent photographs.

SHEPHERD, W. *The Living Landscape of Britain.* Faber. (See p. 316.)

STAMP, L. D. *Physical Geography and Geology.* Longmans. 256 pp. 1952 (1st. pub. 1938). 8*s.*
A sound introduction to the study of physical geography. The relationships with geology and biology are clearly discussed. Many good examples are given.

STEERS, J. A. *The Coastline of England and Wales.* C.U.P. 644 pp. 1948 (1st pub. 1946). 55*s.*
This detailed and scholarly treatise is an essential reference for the study of particular coast areas or features of erosion and deposition.

STEERS, J. A. *The Unstable Earth.* Geological Series. Methuen. 345 pp. 1950 (1st pub. 1932). 17*s.* 6*d.*
A review of some of the larger problems of geomorphology. Early chapters deal with the more important structural elements of the earth, with a plan of past and present mountain systems. Recent work on seismology is included, with stress on such problems as raised beaches and river terraces. This is an interesting work which has a place in the school and college reference library.

STRAHLER, A. N. *Exercises on Land Forms.* Methuen. 40 pp. 1953. 2*s.* 6*d.*
Black-and-white extracts from United States maps illustrate various physical land forms, with exercises. Teachers in this country will find the simple examples and exercises useful for sixth form work.

TYRELL, G. W. *Volcanoes.* Home University Library. O.U.P. (Butterworth). *Out of print.*
A clear and comprehensive study with numerous diagrams.

UMBGROVE, J. H. F. *Symphony of the Earth.* Martinus Nijhoff, The Hague. 231 pp. 1951.
This very readable book affords an excellent introduction to the science of geomorphology. It is concerned with those terrestrial processes which have led to the shaping of the world to-day. Although at first sight such chapters as 'Symphonia terrestris' followed by 'A country below sea-level' (a description of the formation of Holland) appear to be unrelated, they are in fact skilfully interwoven. The language is simple and topical and the book has a large number of excellent diagrams and photographs.

VON ENGELN, O. D. *Geomorphology, Systematic and Regional.* Macmillan, New York. 665 pp. 1942.
A textbook emphasising the Davisian approach to geomorphological studies, in which a discussion of the divergent conclusions of the German school of Walther Penck is particularly helpful. It is clearly written, scholarly and well illustrated. It is an indispensable text in this field of study.

WATSON, J. *British and Foreign Building Stones.* C.U.P. 483 pp. 1911. 12*s.* 6*d.*
A complete reference book of building stones used in domestic and public building and road-making. It is very suitable for local geography work in upper primary classes, as well as for school and college reference libraries.

WILLS, L. J. *The Physiographical Evolution of Britain.* Arnold. (See p. 318.)

WOODWARD, H. B. *The Ecology of Water Supply.* Geological Series. Arnold. 311 pp. 1910. *Out of print.*
A practical book with a number of clear diagrams.

WOOLDRIDGE, S. W., and LINTON, DAVID L. *Structure, Surface and Drainage in South-East England.* Philip, 200 pp. 1955. 17*s.* 6*d.*
This is classic study in geomorphology, indispensable for its content and method of approach. It is also a model of geographical style.

WOOLDRIDGE, S. W., AND MORGAN, R. S. *The Physical Basis of Geography.* Longmans. 445 pp. 1952 (1st pub. 1937). 26*s.*
This is an authoritative textbook written for advanced students. It gives a systematic treatment with good maps and illustrations, and at the same time alternative theories are discussed.

GEOLOGY

ARKELL, W. J. *Oxford Stone.* Faber. 185 pp. 1947. 25*s.*
A comprehensive study of the building stones of Oolitic limestone. Working quarries are studied and the geological aspect is well treated. Many examples of buildings are included.

BELLAMY, H. S. *The Atlantis Myth.* Faber. 168 pp. 1948. 10*s.* 6*d.*
An interesting study.

BLYTH, F. G. H. *A Geology for Engineers.* Arnold. 336 pp. 1953 (1st pub. 1943). 25*s.*
A very good general account.

British Regional Survey. Handbooks of the Geological Survey. (See p. 331.)

BYERLY, P. *Seismology.* Prentice-Hall, New York. 256 pp. 1942.
Part I, entitled Earthquakes, describes causes, effects, distribution, in a non-technical way. Part II, entitled Seismography, is more technical in character.

CHARLESWORTH, J. K. *The Geology of Ireland.* Oliver and Boyd. 292 pp. 1954. 25*s.*
A sound and systematic treatment of the physical development of Ireland from pre-Cambrian times to the present day. It is well illustrated with maps, diagrams and photographs.

COLE, G. A. J. *The Geological Growth of Europe.* Eyre and Spottiswoode (Butterworth). 256 pp. 1914. *Out of print.*
This book traces the geological development of Europe and has invaluable physical descriptions. Later geomorphological theories must naturally be borne in mind.

COTTON, C. A. *Geomorphology.* Whitcombe and Tombs, Australia. 505 pp. 1945 (fourth edition).
This book gives a sound and systematic treatment of the science of land forms, abundantly illustrated with diagrams and pictures.

DAVIES, G. M. *Geological Excursions round London.* Allen and Unwin (Murby). 156 pp. 1914. *Out of print.*
An admirable book containing instructions for twelve excursions in the London Basin, ten in the Weald and four beyond the Chilterns, with a lucid summary of the geology of south-eastern England. Invaluable for teachers preparing geographical excursions over the same ground.

DAVIES, G. M. *Geology of London and South-East England.* Allen and Unwin (Murby). 198 pp. 1939. 10*s.* 6*d.*
A well-known work, adequate in its detail and comprehensive in its treatment.

DAVIES, G. M. *A Student's Introduction to Geology.* Allen and Unwin (Murby). 246 pp. 1949. 18*s.*
A factual account, which does not cover the subject very fully.

DWERRYHOUSE, A. R. *Geological and Topographical Maps.* Arnold. (See p. 368.)

EARLE, K. W. *The Geological Map.* Methuen. 96 pp. 1952 (1st pub. 1936). 5*s.* 6*d.*
A textbook for use with sixth form geography specialists or geology students, dealing with outcrops, unconformities, folds, faults, inliers and outliers, igneus-metamorphic rocks, and geological map-reading. Sections which may be omitted at a first reading are printed in smaller type. This is a sound book for study in conjunction with geological maps.

FEARNSIDES, W. G., AND BULMAN, O. M. B. *Geology in the Service of Man.* Pelican Series. Penguin Books. 217 pp. 1953 (1st pub. 1944). *Temporarily out of print.*
An elementary and readable introduction to the geology of Great Britain, with chapters on the geology of water supply, geology and soils, geology of petroleum, mineral supplies for heavy industries, and the non-ferrous metals.

Geology of Coalfields and Iron-Ore Fields of Great Britain. Economic Memoirs of the Geological Survey. (See p. 332.)

HARKER, A. *Metamorphism: A Study of the Transformation of Rock Masses.* Methuen. 362 pp. 1950 (1st pub. 1932). 22*s.* 6*d.*
This interesting and scholarly work consists of a course of lectures delivered at Cambridge. The author conceives of metamorphism as a process, not a state, and deals firstly with thermal metamorphism and secondly with dynamic and regional metamorphism. The text is accompanied by a large number of diagrams.

HIMUS, G. W., AND SWEETING, G. S. *The Elements of Field Geology.* University Tutorial Press. 268 pp. 1951. 12*s.* 6*d.*
Tables for the identification of rocks, minerals and fossils.

HOLMES, A. *The Age of the Earth.* Benn. 80 pp. 1927. *Out of print.*
A most useful book to the teacher, providing an authoritative series of statements on the age of the earth.

JOHNSON, D. W. *Shore Processes and Shoreline Development.* Chapman and Hall (Wiley, New York). 584 pp. 1919. *Out of print.*
A sound and authoritative study which includes a detailed and interesting classification of coastal features. The book is illustrated with good sketches.

JOLY, J. *The Surface History of the Earth.* O.U.P. 234 pp. 1930. 12*s.* 6*d.*
The author discusses radio activity of rocks and isostasy, introducing a theory of thermal cycles. Chapter appendices and a supplement at the end of the book deal with the more technical details. There are a number of photographs and several clear maps and diagrams, including end-paper maps of the world showing ocean depths and regions of volcanic activity. Although treating with a specialised and technical subject, this book breaks away from some of the conventional ground and its lucid style brings it within the understanding of geographers as well as geologists.

KENT, H. H. *Prelude to Geology.* Benn. 120 pp. 1947. 6*s.*
An elementary introduction to the study of rocks which, in Section III, presents in a simple but interesting way the evolution of the structure of the main regions of Great Britain.

KIRKALDY, J. F. *The General Principles of Geology.* Hutchinson. *In preparation.*
Some emphasis is given to field work.

LAKE, P., AND RASTALL, R. H. *A Textbook of Geology.* Arnold. 477 pp. 1941 (1st pub. 1910). 28*s.*
A standard, authoritative reference book for the specialist geographer or geologist. Much of the mineralogy and petrology has been omitted in the latest edition, while the sections on sedimentary rocks have been enlarged. The first chapters deal fully with the fundamentals of physical geography. Many diagrams, sketches and photographs are given.

MARR, J. E. *Deposition of the Sedimentary Rocks.* C.U.P. 245 pp. 1929. 15*s.*
This book provides the essentials, with diagrams and illustrations, in the study of sedimentary rocks.

MILLER, T. G. *Geology and Scenery in Britain.* Batsford. 224 pp. 1953. 18*s.*
A very readable account, on a regional basis, of the relation of the landscape of Great Britain to the geological formations. It is well illustrated with maps and photographs.

OAKLEY, K. P., AND MUIR WOOD, H. M. *The Succession of Life through Geological Time.* The British Museum. 92 pp. 1948. 2*s.* 6*d.*
An excellent summary, authoritative and well-illustrated.

RAISTRICK, A. *Teach Yourself Geology.* English Universities Press. 272 pp. 1950. 6*s.*
A good clear account, well written.

READ, H. H. *Geology.* Home University Library. O.U.P. 254 pp. 1949. 6*s.*
As an introduction to earth history much of this book is within the grasp of the abler pupils in the secondary grammar or technical school. In a brief historical treatment the author describes how men came to understand the record of the rocks, followed by discussion of sedimentary rocks, earth movements, and a description of the events of different geological periods. The maps and diagrams are simple and clear, and there is a valuable bibliography.

SHEPHERD, W. *The Living Landscape of Britain.* Faber. (See p. 316.)

STAMP, L. D. *Britain's Structure and Scenery.* New Naturalist Series. Book 4. Collins. 255 pp. 1949 (1st pub. 1947). 21*s.*
This standard work contains a large number of illustrations and twelve maps and diagrams. It provides a general introduction to the geology of Britain and its influence on scenery. (See pp. 316 and 381.)

TRUEMAN, A. E. *An Introduction to Geology.* Allen and Unwin. 258 pp. 1938. 5*s.*
A useful book for advanced classes or individuals, with a practical and not unnecessarily technical approach. Topics covered are: the significance of geology in the landscape; agents of erosion and deposition; rocks, their origins and arrangements, with resultant landscape forms; the historical geology of Great Britain; economic applications of geology; field work. The book contains numerous line drawings, maps and geological diagrams.

TRUEMAN, A. E. *Geology and Scenery in England and Wales.* Pelican Series. Penguin Books. 349 pp. 1952 (1st pub. 1949). 2*s.* 6*d.*
This is one of those short books which gives a profound introduction to a subject. It is clear and the essentials of the relations between geology and

scenery are given adequate treatment for understanding. There are maps, diagrams (sections) and line drawings.

TYRRELL, G. W. *The Earth and its Mysteries.* Bell. 278 pp. 1953. 16*s.*
This book is well written, with a geophysical emphasis.

TYRRELL, G. W. *The Principles of Petrology: An Introduction to the Science of Rocks.* Geological Series. Methuen. 349 pp. 1952 (1st pub. 1926). 15*s.*
This book covers the whole field of rock study in a form suitable for advanced students who already have a first grounding in geology. There are seventy-eight diagrams.

VERSEY, H. C. *Geology and Scenery of the Countryside round Leeds and Bradford.* Allen and Unwin. 96 pp. 1948. 10*s.*
A field excursion handbook for the non-technical but intelligent walker. A general introduction to geology is followed by separate treatments of the main rock materials of the area and their associated types of scenery. The remainder of the book deals with thirteen selected itineraries, with notes on the geology which may be observed. There are nineteen maps and geological diagrams.

WELLS, A. R. *Outline of Historical Geology.* Allen and Unwin (Murby). 358 pp. 1951 (1st pub. 1937). 25*s.*
A sound and authoritative introduction to the stratigraphy of Great Britain. It is abundantly and usefully illustrated with many geological sketch maps and diagrams. It has a first-rate bibliography appended to each chapter.

SOILS

BENNETT, H. H. *Soil Conservation.* McGraw Hill. (See p. 355.)

GLINKA, K. D. *The Great Soil Groups of the World and their Development.* Allen and Unwin (Murby). 235 pp. 1928. *Out of print.*
An interesting study of contemporary soil science.

HALL, SIR ALFRED D. (revised G. W. Robinson). *The Soil.* Murray. 322 pp. 1945 (1st pub. 1902). 9*s.*
This is a straightforward study of the science of soil. It is clear and provides the essentials of modern soil science.

JACKS, G. V., AND WHYTE, R. O. *The Rape of the Earth.* Faber. 313 pp. 1949. 21*s.*
The classic study of soil erosion throughout the world.

KELLOGG, C. E. *The Soils that Support Us.* Simpkin Marshall (Macmillan). 370 pp. 1951 (1st pub. 1941). 33*s.* 6*d.*
A book on soils, which, though factual and comprehensive, is written in a simple and informal manner. It includes maps, diagrams and photographs,

plus a glossary and a useful table listing characteristics of the great soil groups and of the landscapes with which they are associated.

KUBIENA, W. L. *The Soils of Europe.* Allen and Unwin (Murby). (See p. 334.)

OSBORN, F. *Our Plundered Planet.* Faber. 231 pp. 1948. 10*s.* 6*d.*
Written for the general public this book considers the problem of the conservation of the natural resources of the countries of the world with special reference to soil erosion.

PRESCOTT, J. A., AND PENDLETON, R. L. *Laterite and Lateritic Soils.* Commonwealth Bureau of Soil Science, Technical Communications, No. 47. 51 pp. 1952. 6*s.*
A very useful, concise account of laterite soils, their world distribution and characteristics. (See p. 381.)

ROBINSON, G. W. *Mother Earth.* Allen and Unwin (Murby). 201 pp. 1947 (1st pub. 1937). 9*s.* 6*d.*
This book consists of a series of letters on soil addressed to Sir R. George Stapledon in which the writer pleads for the understanding of soil in order to make the best possible use of it in our islands. It is a scholarly approach, readable and stimulating. Such letters as No. 14, in which the writer discusses the soils of Great Britain, are most helpful to geographers.

ROBINSON, G. W. *Soils.* Allen and Unwin (Murby). 573 pp. 1950 (1st pub. 1932). 35*s.*
This is an authoritative work on the origin, constitution and classification of soils. It has a final chapter entitled 'The Geography of Soils', and is a most valuable introduction to the modern science of soils.

RUSSELL, J. *Lessons on Soil.* C.U.P. 134 pp. 1950 (1st pub. 1911). 7*s.* 6*d.*
This description of practical experiments which can be carried out in connection with physical geography, school gardening and study of local farms, may be recommended to teachers in secondary schools.

Soil, Vegetation and Climate. Commonwealth Bureau of Soil Science, Technical Communications, No. 29. 43 pp. 1934. 2*s.*
This is a first-rate introduction to the study of modern soil science. It gives an account of modern classification of soils, and includes an analysis of typical soil profiles. (See p. 381.)

Tropical Soils in Relation to Tropical Crops. Commonwealth Bureau of Soil Science, Technical Communications, No. 34. 60 pp. 1936. 2*s.* 6*d.*
This is a valuable summary of the soil conditions prevalent in regions growing tropical crops such as rice, tea and coffee. (See p. 381.)

CLIMATOLOGY AND METEOROLOGY

BALCHIN, W. G. V., AND RICHARDS, A. W. *Climatic and Weather Exercises.* Harrap. (See p. 367.)

BILHAM, E. G. *The Climate of the British Isles.* Macmillan. 347 pp. 1938. 21*s.*
A comprehensive survey of the climate of the British Isles concerned, for the most part, with climatic data and weather variations rather than with the causes of weather phenomena. This will form a valuable addition to the grammar school library. It is a most useful source book on all aspects of the climate and weather of the British Isles.

BROOKS, C. E. P. *Climate in Everyday Life.* Benn. 314 pp. 1950. 25*s.*
This is an exciting book. It examines the relationship of climate to our everyday life, the effect of climate on various public services, the siting of houses and factories, on accidents, and many other aspects of our social life. The matter of the smoke evil is examined in detail. This book is a most valuable contribution to applied geography, the relationship of geography to social conditions.

BROOKS, C. E. P. *Climate through the Ages.* Benn. 395 pp. 1950 (1st pub. 1926). 25*s.*
This is the classic work on climate through the ages. It consists of a scientific analysis of the variations of climate during geological times and is fundamental to the understanding of many problems of the physical basis of the geography of our islands and many parts of the world. A comprehensive bibliography is given and there are many maps and diagrams.

BROOKS, C. E. P., AND GLASSPOOLE, J. *British Floods and Droughts.* Benn. 199 pp. 1928. 10*s.* 6*d.*
This work deals scientifically with the floods, great rains and droughts which have occurred during the twentieth and the closing decades of the nineteenth centuries. For example, it includes the Thames flood of 1928 and the major drought periods and their causes. It studies the dramatic departures from the average conditions which contribute to the vagaries of our weather. The historical section, dealing with such topics as the historic droughts of the Middle Ages, is most valuable. Finally, Part III examines all aspects of the variation of the rainfall in the British Isles. This is an indispensable study which gives reality to our changing weather pattern.

BRUNT, D. *Meteorology.* World's Manuals. O.U.P. 112 pp. 1946 (1st pub. 1928). 5*s.*
This is a valuable book for the geography student, because it is non-mathematical and written in a clear, concise style. It gives a brief sketch of the physical principles underlying weather phenomena with an introductory historical section. There are particularly good treatments of insolation, lapse rates and thunderstorms.

BRUNT, D. *Weather Study.* Modern Science Series. Nelson. 211 pp. 1952 (1st pub. 1942). 6*s.*
This textbook of meteorology is written from the standpoint of the physicist rather than the geographer. It deals with weather observations, meteorological factors, average conditions over the globe, elementary physics of the atmosphere, clouds, visibility, and plotting observations. The final chapters on weather maps and pressure systems are the most valuable to geographers.

Climate and Man. Yearbook of the United States Department of Agriculture. Government Printing Office, U.S.A. 1,228 pp. 1941.
This practical book contains much detailed and significant information concerning the climate of the United States in relation to its agriculture. There are numerous articles of interest to the geographer.

FINCH, V. C., TREWARTHA, G. T. and Others. *Elementary Meteorology.* McGraw Hill, New York. 301 pp. *c.* 1941.
A survey course in aeronautical meteorology, in which five chapters deal with planetary relations, atmospheric temperature, pressure and winds, storms and weather types, and four chapters are devoted to tropical, temperate and polar climates, and weather applications to aviation.

GEIGER, R. *The Climate near the Ground.* O.U.P. 504 pp. 1950. 48*s.*
An advanced book for the geographer concerned with outdoor physics.

HARE, F. K. *The Restless Atmosphere.* Hutchinson. 192 pp. 1953. 8*s.* 6*d.*
A clear and authoritative introduction to conceiving weather and climatic changes in terms of the behaviour of air masses. Classification of air masses and other properties is given. The second part treats of world climates in terms of air masses.

HUNTINGTON, E. *Civilization and Climate.* O.U.P. 472 pp. 1924. *Out of print.*
This work claims that the success of the great centres of wealth and intellectual activity in north-western Europe and north-eastern America is due to the climate with its weather changes. A study of the white man in the tropics is also included. It is a stimulating work.

KENDREW, W. G. *The Climates of the Continents.* O.U.P. 608 pp. 1953 (1st pub. 1922). 50*s.*
This book has maintained its place as a standard work, and is indispensable to the good geography teacher. An introductory section on climatic statistics and pressure and wind systems is followed by detailed treatment of the climate of each of the continents, including the Antarctic. There are 153 diagrams and maps and a very large number of temperature and rainfall statistics. The 1953 edition contains new climatic data and many of the sections have been rewritten to bring the treatment up-to-date.

KENDREW, W. G. *Climatology.* O.U.P. 384 pp. 1949 (1st pub. 1930). 35*s.*
The book deals with the elements of weather and climate with emphasis on their regional distribution. It is written for the general reader and, unlike many books on allied subjects, is non-technical. It is an extremely lucid and readable book.

KENDREW, W. G. *Weather: An Introductory Meteorology.* O.U.P. 96 pp. 1942. *Out of print.*
In spite of the difficulty of advanced aspects of the subject, this simple, direct presentation of facts, including the modern conception of air masses, could be used with secondary modern or grammar school classes. The maps and diagrams are very clear. The book is comprehensive and could be used for revision purposes.

KIMBLE, G. *The Weather.* Pelican Series. Penguin Books. 256 pp. 1951 (1st pub. 1943). 3*s.*; cloth 7*s.* 6*d.*
As an introduction to the weather of the British Isles this study is unsurpassed. It is written in a clear and readable style suited to the needs of students, stimulating their interest and encouraging them to further observation and reading. Its treatment of the seasons is most valuable.

KNOX, A. *The Climate of the Continent of Africa.* C.U.P. 563 pp. 1911. *Out of print.*
A standard work on the climate of Africa.

MANLEY, G. *Climate and the British Scene.* New Naturalist Series, Book 22. Collins. 306 pp. 1951. 25*s.*
An excellent book dealing with the climate, the seasons and the landscape. In addition to forty-four black-and-white aerial photographs there are many coloured illustrations and some statistical tables. (See p. 381.)

MARKHAM, S. F. *Climate and the Energy of Nations.* O.U.P. 250 pp. 1947 (1st pub. 1942). 25*s.*
The author holds that in the long run climate is the most effective control of human energy which, in turn, is the basis of history and civilisations. The ideal outdoor climate is described and the climatic factors in the rise of certain civilisations are discussed. After an analysis of the tests of national energy, climate and energy are discussed in relation to the British Isles and the U.S.A. Finally, there is a brief forecast of the future of air conditioning, with its effects on human energy and national efficiency. This is a stimulating and provocative book which should lead to interesting and rewarding discussion.

MILLER, A. A. *Climatology.* Advanced Geographies. Methuen. 328 pp. 1953 (1st pub. 1931). 21*s.*
A systematic and authoritative geographical treatment of climatology, the climatic type being the unit of study. Particular attention is paid to climatic control of vegetation and characteristic crops. Temperature and rainfall statistics for 200 stations are included, together with eighty-two maps and diagrams. A useful book for library reference or sixth form study.

PETTERSEN, S. *Introduction to Meteorology.* McGraw Hill. 236 pp. 1941. 36*s.*
An invaluable book providing a clear and short introduction to meteorology, suitable for sixth form pupils.

Réseau Mondial. Meteorological Office, Air Ministry. 1910-1932. Publication since temporarily suspended.
Monthly and annual summaries of pressure, temperature and precipitation based on a world-wide network of observing stations.

SALTER, M. DE CARLE. *The Rainfall of the British Isles.* U.L.P. 308 pp. 1921. *Out of print.*
A standard book, invaluable to teachers for the measuring and methods of mapping rainfall and for the general characteristics of the rainfall of the British Isles.

SHAW, SIR NAPIER. *The Air and its Ways.* C.U.P. 245 pp. 1923. *Out of print.*
A standard work.

SHAW, SIR NAPIER. *The Drama of Weather.* C.U.P. 308 pp. 1940 (1st pub. 1933). 21*s.*
This classic in meteorological science is highly recommended as a reference book for advanced pupils, students and teachers. Its original approach, maps, diagrams and illustrations provide a well of valuable suggestions in this field of study. It is beautifully written.

TREWARTHA, G. T. *Introduction to Weather and Climate.* McGraw Hill. 545 pp. 1943. 52*s.*
A comprehensive and valuable treatment of the elements of weather and the climatic regions of the world. The classifications are well handled.

WARD, R. DE COURCY. *The Climates of the United States.* Ginn. 534 pp. 1925. *Out of print.*
A standard work.

OCEANOGRAPHY

COLMAN, J. S. *The Sea and Its Mysteries.* Bell. 285 pp. 1950. 12*s.* 6*d.*
This book is not a textbook of oceanography in the accepted sense. It deals with the general principles of marine science and endeavours to be selective in the topics it describes. The first three chapters deal with the topography, physics and chemistry of the sea as well as its circulation, waves and tides. The remaining nine chapters deal with life on the surface and in the deeps, migration of fish and oceanographic research. The author assumes some advanced knowledge of physics, chemistry and biology but the general student would find the book interesting as a work of reference.

MARMER, H. A. *The Sea.* Appleton-Century, New York. 301 pp. 1930.
An interesting outline, in non-technical language, of some of the more important aspects of oceanography. The book provides a very sound introduction to the study of ocean currents and related topics.

MARMER, H. A. *The Tide.* Appleton-Century, New York. 275 pp. 1926.
A comprehensive study presenting the subject in a simple and straightforward way.

OMMANEY, F. D. *The Ocean.* Home University Library. O.U.P. 256 pp. 1949. 6*s.*
This marine ecology is attractively written and important geographically for its discussion of the distribution of fisheries including whaling. Economic aspects such as the control of stock densities are discussed. It is a very readable reference or advanced library book.

SVERDRUP, H. U. *Oceanography for Meteorologists.* Prentice-Hall, New York. 246 pp. 1942.
This book deals with the relationship between physical oceanography and atmospheric problems, and is written by a recognised authority in both fields. It is recommended for geographers.

SVERDRUP, H. U., JOHNSON, M. W., AND FLEMING, R. H. *The Oceans: Their Physics, Chemistry and General Biology.* Prentice-Hall, New York. 1,087 pp. 1943.
A comprehensive work of reference on such matters as water masses and currents of the oceans, waves and tides, ecology of the oceans, and marine sediments.

ANIMAL GEOGRAPHY

DURRELL, G. *The Overloaded Ark.* Faber. 238 pp. 1953. 15*s.*
An account of animal collecting in the Cameroons with very good descriptions of the flora and fauna of the forests.

HESSE, R. *Ecological Animal Geography.* Chapman and Hall (Wiley, New York). 715 pp. 1951 (1st pub. 1949). 60*s.*
The results of studies in animal ecology are applied to the geographic distribution of animals throughout the world. The volume is well illustrated with clear diagrams and photographs, and is of considerable value to the geographer.

NEWBIGIN, MARION I. *Animal Geography, the Faunas of the Natural Regions of the Globe.* O.U.P. 238 pp. 1913. *Out of print.*
A valuable and interesting study of animals on a regional basis. It should be read by all teachers of geography.

NEWBIGIN, MARION I. *Plant and Animal Geography.* Methuen.
(See p. 281.)

PLANT GEOGRAPHY

ANDERSON, M. S. *The Geography of Living Things.* Teach Yourself Geography Series. English Universities Press. 202 pp. 1951. 8*s.* 6*d.*
An interesting and readable book with a fresh approach. It does not attempt to cover the complete subject of biogeography; for example, systematic ecology is omitted. It is primarily concerned with Man as an animal, and has useful correlations with economic geography. It provides a simple treatment of many important biological conceptions useful to geographical thinking such as 'food-chains'. (See p. 383.)

BATES, M. *The Nature of Natural History.* Chapman and Hall. 347 pp. 1951. 16*s.*
This is a useful book for the pupil or teacher who approaches biogeography without a biological training. It gives an outline of the plant and animal kingdoms in a popular manner, which is easy to follow, and will certainly arouse interest.

CAIN, S. A. *Foundations of Plant Geography.* Harper, New York. 556 pp. 1944.
Fundamental concepts are discussed under the headings of palaeo-ecology, areography (i.e. description of areas and their causes), evolution and plant geography, and the significance of polyploidy in plant geography. The glossary includes over 700 items.

GOOD, R. *Plants and Human Economics.* C.U.P. 202 pp. 1933. 8*s.* 6*d.*
Much of the text runs parallel with economic geography of individual products, but it includes certain explanatory background which is of value. There are useful introductory chapters on the plant, food, and agricultural problems.

HARDY, M. E. *The Geography of Plants.* O.U.P. 340 pp. 1946 (1st pub. 1920). 12*s.* 6*d.*
An advanced book dealing with the plant geography of each continent. There are useful maps at the beginning of each chapter illustrating the physical background and especially the climate. These are followed by detailed regional descriptions of the natural vegetation. The book has many illustrations.

HAVILAND, MAUD D. *Forest, Steppe and Tundra: Studies in Animal Environment.* C.U.P. 218 pp. 1926. *Out of print.*
A readable and scientific first-hand account of the rain-forest, the steppe, the tundra and the taiga, with bibliographies on each.

NEWBIGIN, MARION I. *Plant and Animal Geography.* Methuen. 298 pp. 1950 (1st pub. 1936). 16*s.*
'An attempt to present bio-geography in a new way, on broad and general lines, the complex subject of man being omitted.' The four sections of the book deal with life and its environments, major plant communities and

animal associates, taxonomic distribution of plants and animals, and factors of plant geography. This book is of interest primarily to specialist teachers, but also to sixth forms.

PEARSALL, W. H. *Mountains and Moorlands.* New Naturalist Series, Book II. Collins. 312 pp. 1950. 21*s.*
A reference book containing a comprehensive survey of British upland vegetation. (See p. 381.)

RICHARDS, P. W. *The Tropical Rain Forest.* C.U.P. 450 pp. 1952. 63*s.*
A most valuable treatment of all the features of the tropical rain forest in which the geographer is interested.

RODWAY, J. *In the Guiana Forest.* Fisher Unwin. 1895. *Out of print.*
A vivid description of the tropical forest, most useful geographically.

SCHWIMPER, A. J. W. *Plant Geography.* O.U.P. 839 pp. 1903. *Out of print.*
A standard work in this field of geography. Its photographic illustrations of, for example, the different plant associations, are first-class.

TANSLEY, A. G. *Britain's Green Mantle.* Allen and Unwin. 294 pp. 1949. 18*s.*
A very useful book dealing with the natural and anthropogenic development of the different types of British vegetation. As it is not written by a geographer, it has the disadvantage that the material is not consistently classified according to types of terrain, but it is nevertheless an excellent book. It is a first-rate introduction to the ecology of the natural vegetation of Britain and to the author's classic *Introduction to Plant Ecology.*

TANSLEY, A. G. *The British Islands and their Vegetation.* C.U.P. Two vols.: 930 pp. 1950 (1st pub. 1939). 84*s.* set.
A standard work on the ecology of British vegetation. It includes most valuable chapters on geology, soils and climate, and useful illustrations, maps and diagrams. An indispensable work of great distinction.

TANSLEY, A. G. *Introduction to Plant Ecology.* Allen and Unwin. 259 pp. 1949. 10*s.* 6*d.*
A very useful and basic book, providing a systematic ecology with emphasis on British vegetation. There is a section on ecological work in schools, and a more advanced section of practical ecological work.

TANSLEY, A. G., AND CHIPP, T. F. (Ed.). *Aims and Methods in the Study of Vegetation.* H.M.S.O. 400 pp. 1926. *Out of print.*
A standard book on methods of investigating vegetation in the field, with an account of studies in parts of Africa, Australia, New Zealand, Canada and India. It is useful for the teacher's general study of vegetation and for local survey work.

HUMAN GEOGRAPHY

BARRETT, A. *The Human Species.* MacGibbon and Kee. 222 pp. 1950. 18*s.*
An important work dealing with the contribution of biology to some of our more pressing contemporary problems. The main facts of man's biology are related in particular to current questions of world food supply and pestilence. The book is well illustrated with diagrams and photographs.

BRUNHES, J. *Human Geography.* Harrap. 296 pp. 1952 (1st pub. 1922). 25*s.*
A standard book on the principles of human geography. The new abridged version has been re-translated from the French edition of 1947.

BRYAN, P. W. *Man's Adaptation of Nature.* U.L.P. 374 pp. 1933. *Out of print.*
A study of the cultural landscape which, by analysing and classifying its features, attempts a much needed task. It is fully supported by numerous photographs and diagrams, and contains much information of value to the student of human geography.

DARYLL FORDE, C. *Habitat, Economy and Society: A Geographical Introduction to Ethnology.* Methuen. 500 pp. 1953 (1st pub. 1934). 22*s.* 6*d.*
This consists of a very interesting series of sample studies emphasising the salient points and characteristics of particular cultural groups. Written in a non-technical style, it provides an introduction to the ethnology and human geography of non-European peoples. This book has interest and value for all teachers, and is a good sixth form book for grammar schools. It contains 108 illustrations and maps.

DE CASTRO, J. *The Geography of Hunger.* Gollancz. 288 pp. 1952. 18*s.*
A stimulating, though opinionated, treatment of the problems of food supply, diet and population.

DE LA BLACHE, V. *Principles of Human Geography.* Constable.
A most valuable chapter on 'The Geography of Sustenance' will give teachers many interesting suggestions relative to the differences of diets. (See p. 371.)

FLEURE, H. J. *Human Geography in Western Europe.* Benn (Williams and Norgate). (See p. 334.)

FORSYTH, W. D. *The Myth of Open Spaces.* Melbourne University Press. 200 pp. 1942.
This book is concerned with the problem of population migration, especially as it affects Australia and the British Commonwealth. It is written with realism and gives a sound and original picture of the situation, dispelling many popular but mistaken beliefs.

GAULD, W. A. *Man, Nature and Time.* Bell. 291 pp. 1946. 10*s.* 6*d.*
An interesting thesis on world development and an attempt to understand the factors which make for peace and war. The author tries to show how Man, Nature and Time correlated in a correct perspective can illuminate the development of the world organism. He stresses the prominence of Man in comparison to Nature in our experience of our man-made world. The book covers a very wide field—Man and Nature, human aspects of world order, and relations within the world order. A useful bibliography for further reading and an index are provided.

GREGORY, J. W. *Human Migration and the Future.* Seeley Service. 207 pp. 1928. *Out of print.*
A useful introductory study to an important phase of the population question—namely, the migration of man and the resultant problems. The book summarises the chief facts and discusses the causes and effects of migration. Special chapters are given to the immigration problems of the United States of America, Canada, Australia, Brazil and Argentina.

GRIGSON, G. *Freedom of the Parish.* Phoenix. 224 pp. 1954. 21*s.*
An artist interprets his parish using all his knowledge of the related sciences and humanities to evoke the sense of its physical and cultural landscape and at the same time, through his lively and deeply-felt contact, distilling the sense of 'belonging to' a terrain that is his own. It is of the imaginative type of description based on knowledge of the facts of nature and the activities of man—a marriage of scientific and artistic outlook.

GUTKIND, E. A. *Our World from the Air.* Chatto and Windus. 256 pp. 1952. 63*s.*
A source book of air photographs illustrating the relations of man and his environment. The classification is individual but stimulating. All aspects of man's life in many regions are included and many of the photographs reveal interesting detail. The book contains 400 plates, together with maps and diagrams.

HUNTINGTON, E. *Civilization and Climate.* O.U.P. (See p. 277.)

HUNTINGTON, E. *The Human Habitat.* Chapman and Hall. 280 pp. 1928. *Out of print.*
A well-illustrated study of the effects of the environment, especially climate, on the peoples of the world. It contains much first-hand information concerning south-east Asia and Australia.

HUNTINGTON, E. *Principles of Human Geography.* Wiley, New York. 594 pp. 1951 (sixth edition).
The emphasis in this largely-rewritten edition of a well-known work on anthropo-geography, as in the earlier editions, is on the relationship of the physiographic environment to man's activities.

HUNTINGTON, E. *The Pulse of Progress.* Scribner. 350 pp. 1926. *Out of print.*
A book related to contemporary research, showing the influence of such factors as poor land, migration, cities, nomads, upon the progress of races and communities.

JAMES, P. E., AND KLINE, H. V. B. *The Geography of Man.* Ginn. 641 pp. 1949. 42*s.*
With an emphasis on the human approach to the study of the broad regions of the world, this book is sound and stimulating, including extracts from the author's *An Outline of Geography.* (See p. 311.)

MEDICAL RESEARCH COUNCIL. *Special Report Series, No.* 52. H.M.S.O. 1920. *Out of print.*
This report is a convenient summary of research relevant to some of the direct influences of climate and weather on man. The sections that are of most value to teachers requiring material for the explanations of racial differences, etc., are as follows: 1. Colour of Skin and Racial Adaptation to Climate. 2. Sunlight in Tropical and Temperate Climates. 3. Food, Exercise and Climate. 4. Conclusions as to the Colour of Skin and Climate. 5. Concerning Clothes.

MONEY, D. C. *Introduction to Human Geography.* University Tutorial Press. 332 pp. 1954. 15*s.*
This book is written with a human approach for the sixth form pupil. It contains many interesting studies of typical examples of selected aspects of the subject.

OSBORN, F. *Limits of the Earth.* Faber. 175 pp. 1954. 12*s.* 6*d.*
A stimulating survey of the food resources of the world and the problems caused by the pressure of increased world population.

PEATTIE, R. *Mountain Geography: A Critique and Field Study.* O.U.P. 271 pp. 1936. 17*s.*
A stimulating and detailed treatment of the geography of selected mountain regions. The sections dealing with the Alpine regions are especially useful. Many maps and diagrams are included.

PRICE, A. G. *White Settlers in the Tropics.* Special Publication, No. 23. American Geographical Society. 326 pp. 1951 (1st pub. 1939). $3.00.
A study, by an Australian geographer, of the suitability of the tropics for permanent settlement by white peoples, based in part on first-hand observations in northern Australia and the Caribbean region, and in part on analysis of the records for other regions. It studies in detail most of the known areas where there have been many years of settlement.

ROBERTS, M. *The Estate of Man.* Faber. 1951. 156 pp. 15*s.*
This is a provocative study of the major problems arising from the need to take stock of the material resources of the world. It includes chapters on food and people, the world's forest, sources of energy, and at the same time the author considers the population of the world, especially from the point of view of its quality.

SHARP, T. *The Anatomy of the Village.* Planning, Design and Art Series. Penguin Books. 72 pp. 1946. 2*s.* 6*d.*
This is a stimulating survey of the village. It gives many suggestions for the study of the village as a settlement, and is useful for local study.

SORRE, M. *Les Fondements de la Géographie Humaine.* Armand Colin. Three vols.
Volume III, published in 1952, deals with the habitat of man and general conclusions and is especially valuable.

STEWART, C. *The Village Surveyed.* Arnold. (See p. 317.)

WHITE, C. L., AND RENNER, G. T. *Human Geography: An Ecological Study of Society.* Appleton-Century-Crofts, New York. 692 pp. 1948.
This is a world geography approached from the point of view of a number of factors: climatic (which includes agricultural studies), biotic, physiographic (including the resulting effects on economy), edaphic. It is abundantly illustrated with maps and pictures.

POLITICAL GEOGRAPHY

BOGGS, S. W. *International Boundaries.* Columbia University Press, New York. 272 pp. 1940.
The greater part of the volume examines the problems associated with the establishment of boundary lines on the different continents and the operation of the 'protective functions' along those lines. Chapters on the changing rôle of boundaries in a changing world, classification and terminology of boundaries, and the peaceful solution of boundary problems, are included.

BOWMAN, I. *The New World: Problems in Political Geography.* Harrap. 809 pp. 1928 (fourth edition). *Out of print.*
This is the standard reference book for the study and teaching of international problems and cannot be surpassed in its usefulness to teachers of geography. A preliminary essay on mandates, colonies, minorities, and international relations, is followed by a regional survey of the different countries. The maps are indispensable for teaching purposes. There is also a comprehensive bibliography with suggestive notes giving guidance for further reading.

EAST, W. G., AND MOODIE, A. E. (Ed.). *The Changing World: A Political Geography.* Harrap. *In preparation.*
This is a comprehensive symposium of the political geography of the world dealing with its modern problems. It is planned as a successor to I. Bowman's *New World.*

FAIRGRIEVE, J. *Geography and World Power.* U.L.P. 375 pp. 1951 (1st pub. 1915). *Out of print.*
A standard work which should be in every library. First written in 1915, it contains ideas vital to the study of geography. Excellent maps are included.

FAWCETT, C. B. *The Bases of a World Commonwealth.* Watts. 167 pp. 1941. *7s. 6d.*
A forward-looking analysis of the geographical basis of world unity; a contribution to the philosophy of geography.

FAWCETT, C. B. *Frontiers.* O.U.P. 107 pp. 1918. *Out of print.*
This book provides an elementary study to the whole question of frontiers and boundaries. It gives the basis for the understanding of many international problems.

LEITH, C. K., FURNESS, J. W., AND LEWIS, C. *World Minerals and World Peace.* Brookings Institution, Washington. (See p. 303.)

MOODIE, A. E. F. *Geography behind Politics.* Hutchinson. 178 pp. 1947. 8*s.* 6*d.*
This is a very valuable introduction to many aspects of political geography and includes excellent chapters on such topics as frontiers and boundaries, and communications.

MOODIE, A. E. F. *The Italo-Yugoslav Boundary.* Philip. 250 pp. 1954 (1st pub. 1945). 8*s.* 6*d.*
The author examines the historical and geographical aspects of the Julian region and the many variations of the Italo-Yugoslav boundary. The book is well supplied with maps and has a full bibliography.

PEARCY, G. E., FIFIELD, R. H. AND ASSOCIATES. *World Political Geography.* Constable (T. Cromwell, New York). 653 pp. 1948. 45*s.*
Here is a mine of factual information although in a book of its scope and size it is impossible to consider all sections in detail. Each of the main political regions of the world is treated under the headings of geography, history, international relations, political science. As a reference book it is arranged so that there is no difficulty in finding the required section. The subject matter gives food for thought.

WALKER, E. A. *Colonies.* Current Problems, 20. C.U.P. 162 pp. 1944. 3*s.* 6*d.*
A book which presents some important aspects concerning the colonies of the main world powers of interest to the geographer.

WEIGERT, H. W. *Generals and Geographers: The Twilight of Geopolitics.* O.U.P., New York. 273 pp. 1942.
A critical evaluation by a liberal German jurist of the theories of Spengler, Haushofer, Sir Halford Mackinder and the lesser geopoliticians, and the influence of these theories upon political thinking in Germany and the United States. There is a map, bibliography and index.

WHITTLESEY, D. *The Earth and the State: A Study of Political Geography.* Henry Holt, New York. 618 pp. 1939.
An attempt to characterise the relation between the natural environment and the political development of the leading nations and world regions.

TOWN AND COUNTRY PLANNING

ABERCROMBIE, SIR PATRICK. *Greater London Plan, 1944.* H.M.S.O. 221 pp. 1945. 25*s.*
This is an advisory report on the problems of the Greater London region, prepared at official request to furnish a framework for its post-war development. It surveys the problems, human, industrial and other, of the region, and makes proposals for their solution. Many photographs, maps and diagrams illustrate the nature of the region and its problems. It is valuable both as a work of reference and as an example of the complexity of planning problems.

ABERCROMBIE, SIR PATRICK, AND MATTHEW, R. H. *The Clyde Valley Regional Plan, 1946.* H.M.S.O., for the Clyde Valley Regional Planning Committee. 395 pp. 1949. £4 4*s.*
The report was prepared by a team of planners, including a geographer, an economist and a sociologist, and deals with the Clyde Valley and the Ayrshire industrial region. It is a good example of a comprehensive official advisory survey, covering many aspects of direct and indirect interest to geographers. There are 246 illustrations, including many folding maps of considerable value.

CARTER, E. J., AND GOLDFINGER, E. *The County of London Plan.* Planning, Design and Art Series. Penguin Books. 80 pp. 1945. *Out of print.*
This is an attempt to give a brief explanation of the London plan. Many maps, diagrams and illustrations from the larger work are included.

CHAPMAN, W. D., AND RILEY, C. F. *Granite City: A Plan for Aberdeen.* Batsford. 168 pp. 1952. £2 2*s.*
A comprehensive version of the Survey and Development Plan Reports, with photographs, sketches, folding maps and plans.

DAYSH, G. H. D., AND OTHERS. *Studies in Regional Planning.* Philip. 247 pp. 1949. 5*s.* each.
This is a set of seven essays by geographers whose service in the central government planning departments during the war and post-war reconstruction periods enabled them to be peculiarly well-placed to write of the problems of regional planning. The essays cover selected regions: The Highlands and Isles; Central Scotland; The North-East of England; Cumberland; The East Midlands; Gloucester-Wiltshire-Somerset; Devon and Cornwall. Although, as in any such studies, the facts and figures require periodic revision, the essays demonstrate forms of approach to regional study for planning purposes which are of permanent value. They furnish good examples of the contribution of professional geographers in setting out the characteristics and problems of very different regions and pointing to the solution of difficulties. The essays are illustrated by folding maps on the scale of 1 : 1,000,000 or 1 : 625,000.

Development Plan Surveys

Under the provisions of the Town and Country Planning Act of 1947 each of the sixty-two Administrative Counties and eighty-three County

Boroughs of England and Wales was required to prepare a survey of its area and submit it with a plan (i.e. proposals for its future development) to the Minister and, after he had approved it, to publish the plan. Similar arrangements are made in respect of the counties and cities of Scotland. There has been no requirement to publish the surveys but in many cases these have been printed and made available to the public. Many of them contain much survey material, with maps and diagrams, that is of great value to schools in studying their home areas, and enquiries concerning them should be made to the county or county borough planning office.

English County. Faber, for the West Midland Group on Post-War Reconstruction and Planning. 260 pp. 1946. *Out of print.*
This book was prepared by what is perhaps the most outstanding voluntary research organisation concerned with physical planning as a pioneer example of a survey of a non-industrial area. It provides an excellent example of the way in which a purposeful survey may be presented, weaving together the factors of geography, physical and climatic, soil, settlement, occupations and communications, to make a clearly patterned fabric. It is profusely illustrated by maps and diagrams, many in colour, and well-annotated photographs. The illustrations alone would make it worthy of study by students of geography.

FOGARTY, M. P. *Town and Country Planning.* Hutchinson. 221 pp. 1948.
A vigorous account of post-war planning by a well-informed economist who writes with critical detachment. It deals with towns, the countryside and the broader problems of industrial planning, explaining the background of the modern concept of planning.

HOWARD, E. *Garden Cities of Tomorrow.* Faber. 168 pp. 1945. 8*s.* 6*d.*
A classic study of the creation of new towns.

JEREMIAH, K. *A Full Life in the Country.* Batsford. 86 pp. 1949. 12*s.* 6*d.*
Lewis Mumford contributes an Introduction to this fully illustrated account of the development plan for the town of Sudbury in Suffolk and of its surrounding country.

MUMFORD L. *Culture of Cities.* Secker and Warburg. 542 pp. 1940. 16*s.*

SMITH, W. *Physical Survey of Merseyside.* University Press of Liverpool. (See p. 321.)

Town and Country Planning, 1943–51: Progress Report by the Minister of Local Government and Planning on the work of the Ministry of Town and Country Planning. H.M.S.O. 215 pp. 1951. 6*s.*
The sub-title explains the scope of this official publication, which is an unusually readable account, written from 'within', of the work carried out

by the Ministry from the time it was set up in 1943 until, after the passing of five major Acts concerning planning, it was merged in the Ministry dealing with local government. It describes the background of modern planning, the organisation, the machinery by which planning operates and the problems of the various regions, and gives full attention to the major problems of national importance, such as minerals, national parks, and other competitors for land. Appendices give particulars of official and other literature.

Town and Country Planning Textbook. Architectural Press, for the Association for Planning and Regional Reconstruction. 613 pp. 1950. 42*s.*

This is a symposium by more than thirty authors, intended for the serious student. It is written in a readable style, and illustrated with maps and diagrams. Much more than the section on geography (which is largely the work of Mr. A. E. Smailes and Professor E. G. R. Taylor) is of direct and stimulating interest to students of geography: for example, the sections on survey and social survey, transport, industry and power, together with that on geography comprise more than two-thirds of the volume.

The following town planning studies, although their geographical value varies, are often useful both for local study and the study of the towns of Great Britain.

ABERCROMBIE, SIR PATRICK, AND WATSON, P. *A Plan for Plymouth.* Underhill, Plymouth. 10*s.* 6*d.*

THE BOURNVILLE TRUST. *When we build again: Birmingham.* Allen and Unwin. 8*s.* 6*d.*

DALE, L. *Towards a Plan for Oxford City.* Faber. 6*s.* *English City: Bristol.* U.L.P. 10*s.*

NICHOLAS, R. *City of Manchester Plan.* Jarrold. 12*s.* 6*d.*; popular ed. 3*s.* 6*d.*

SHARP, T. *Cathedral City: A Plan for Durham.* Architectural Press. 5*s.*

SHARP, T. *Exeter, Phoenix.* Architectural Press. 10*s.* 6*d.*

THOMPSON, F. L. *Merseyside Plan.* H.M.S.O. 7*s.* 6*d.* Supplementary illustrations, 7*s.* 6*d.*

URBAN GEOGRAPHY

CHABOT, G. *Les Villes.* Armand Colin, Paris. 224 pp. 1948.

A brief and stimulating general work on urban geography. The first part deals with the functions of towns and recognises functional types of town. Part two analyses the factors influencing the siting and layout of urban nuclei and the process of extension and growth. A brief account of the

urban environment and the servicing of urban communities follows. A final section is devoted to the treatment of towns in their wider regional setting, concluding with a consideration of the phenomenon of urbanisation in its world context. There are ten maps, including a few of individual towns.

Conurbation: A Planning Study of Birmingham and the Black Country. Architectural Press, for the West Midland Group on Post-War Reconstruction and Planning. 288 pp. 1948. 30*s.*
This study is complementary to *English County* (see p. 289) in that it is a comprehensive report on the oldest and most intensely developed major industrial area of Britain. Its team of authors has assembled in an efficient and thorough manner the facts and figures necessary for an understanding of a complicated area which has evolved from a past intensely rich in industrial history. The book is fully and beautifully illustrated by photographs, diagrams and coloured maps and sections.

COOKE, M. EMILY. *A Geographical Study of a London Borough: St. Pancras.* U.L.P. 68 pp. 1932. *Out of print.*
This book was the first geographical study of a London borough, and is still valuable for its method of approach.

DICKINSON, R. E. *West European City.* International Library of Sociology and Social Reconstruction. Routledge and Kegan Paul. 580 pp. 1951. 42*s.*
The growth and morphology of a large number of individual cities in western and central Europe is described, with specially detailed treatment of some capital cities. City plans and maps are included portraying the functional zones of the cities described. The book covers the growth and spread of mediaeval towns in Europe, the planned towns of the sixteenth to eighteenth centuries, and modern urbanism. There are 129 maps and twenty-nine plates, and an extensive bibliography.

GILBERT, E. W. *Brighton.* Methuen. 275 pp. 1954. 25*s.*
This study of Brighton has two introductory chapters on the geography of seaside resorts, and with much insight the author describes the growth and 'personality' of Brighton. The final two chapters treat of the urban geography of today. A full bibliography is given.

GLASS, RUTH (Ed.). *The Social Background of a Plan: A Study of Middlesbrough.* International Library of Sociology and Social Reconstruction. Routledge and Kegan Paul. 268 pp. 1948. 42*s.*
A sociological study of the neighbourhood structure and the distribution of the health, education and retail services in Middlesbrough as revealed by the official Middlesbrough Survey of 1944. In an appendix, A. E. Smailes analyses the geographical and economic background of the town as part of the Tees-side conurbation. There are twenty-one folded maps in a cover-pocket.

GLASS, D. V. *The Town.* John Lane, the Bodley Head. 148 pp. 1935. *Out of print.*
A scholarly introduction to study of the growth of the town in a changing civilisation and the influence of the town upon man. The chapter entitled 'The Face of the Town' is particularly stimulating to the geographer.

MUMFORD, L. *City Development.* Secker and Warburg. 200 pp. 1947. 8*s.* 6*d.*
A series of essays embodying the author's stimulating views on cities and their life and significance. An essay entitled 'The Plan of London' is included.

QUEEN, S. A., AND THOMAS, L. F. *The City: A Study of Urbanism in the United States.* McGraw Hill, New York. (See p. 357.)

SARGENT, A. J. *Seaports and Hinterlands.* Black. 200 pp. 1938. 10*s.* 6*d.*
An economic study of ports, with special reference to those of North-West Europe. There is an interesting analysis of the problem of the definition of the term 'hinterland'. The port studies are relevant to the years before the Second World War. The latter part of the book deals with ports in other continents.

SMAILES, A. E. *The Geography of Towns.* Hutchinson. 166 pp. 1953. 8*s.* 6*d.*
This book summarises and illustrates the scope and content of urban geography. Introductory chapters trace the origin and bases of urbanism and discuss problems of the classification and ranking of towns. There follows a discussion of the setting of towns, in its aspects of site and situation, with reference to examples. Towns are also examined as expressions of difference cultures, and considerable attention is given to their internal geography, the nature and development of distinctive regions within the structure of urban areas. Finally, the importance of every town's relations with its surroundings is emphasised, and the intimate links between towns and the districts they serve are shown to provide a regional basis in social geography. Maps and a note on reading are included.

TAYLOR, G. *Urban Geography.* Methuen. 439 pp. 1951 (1st pub. 1949). 25*s.*
The underlying theme of this book is that man differentiated and migrated in response to environmental changes. Part I concerns general features such as the effect of latitude and the beginning and evolution of cities; Part II is historical and ranges from primitive to modern towns; Part III selects numerous examples of towns with sites 'controlled' by geology, position, minerals, or religion.

HISTORICAL GEOGRAPHY

BOWEN, E. G. *Wales: A Study in Geography and History.* 182 pp. University of Wales Press. 1941. 5*s.*
The three parts of this book deal with the physical, historical and economic geography of Wales, and are illustrated by forty-eight maps and diagrams. (See p. 323.)

BROWN, R. H. *Historical Geography of the United States.* Harcourt Brace, New York. 596 pp. 1948.
This is almost the only modern historical geography of the U.S.A. based on contemporary documentation. It is well-illustrated with maps and photographs.

BURKITT, M. C. *The Old Stone Age.* C.U.P. (See p. 249.)

BURKITT, M. C. *Our Early Ancestors.* C.U.P. (See p. 249.)

CHILDE, V. G. *The Bronze Age.* C.U.P. 258 pp. 1930. 18*s.*
A reference book for students and primary school teachers, in which due weight is given to the economic foundations of the geographical environment. It contains thirty-four illustrations and a map.

CHILDE, V. G. *Prehistoric Communities of the British Isles.* Chambers. 274 pp. 1949 (1st pub. 1940). 25*s.*
A standard work on the prehistory of Great Britain.

CLARK, J. G. D. *Prehistoric Europe: The Economic Base.* Methuen. 368 pp. 1952. 60*s.*
Against the ecological background of the natural vegetation, animal life, climate and soil, the prehistory of Europe is studied from the point of view of the changing economy—catching and gathering; farming; houses and settlements; technology; trade, travel and transport. It is a most illuminating study for geographers.

COBBETT, W. *Rural Rides.* Dent (Everyman's Library). 655 pp. (1st pub. 1830.) Two vols. 5*s.* each.
A classic and useful source of description of the English countryside in the early part of the nineteenth century.

DARBY, H. C. (Ed.). *An Historical Geography of England before A.D. 1800.* C.U.P. 566 pp. 1951 (1st pub. 1936). 40*s.*
Fourteen studies by eleven authors are concerned with the reconstruction of past geographies from prehistoric times to the end of the eighteenth century. This is an authoritative source book for university and training college students, teachers of geography, and senior pupils, and is particularly valuable for local regional study. There are eighty-seven maps and diagrams.

DARBY, H. C. *The Medieval Fenland.* Cambridge Studies in Economic History. C.U.P. 200 pp. 1940. *Out of print.*
This is a most valuable and authoritative work in historical geography. It is well supported by maps and illustrations.

DEFOE, D. *A Tour through England and Wales.* Dent (Everyman's Library). 676 pp. (1st pub. 1724–26.) Two vols. 5*s.* each.
A classic and useful source for the geography of early eighteenth-century England.

DEFOE, D. *A Tour through Scotland.* Peter Davies. 798 pp. 1927.
A very valuable picture of the social and economic life of the country in the early eighteenth century, of great interest to the historical geographer.

EAST, W. G. *The Geography behind History.* Nelson. 200 pp. 1951 (1st pub. 1938). 5*s.*
The author demonstrates how geography can throw light on historical problems. Topics include the influence of position and climate, the

development of routes, towns and frontiers, habitat and economy, and factors influencing the rise of civilisation. The deterministic view is examined and rejected. This is a useful book for advanced work and could be read with profit by advanced history as well as geography students.

EAST, W. G. *An Historical Geography of Europe.* Methuen. 480 pp. 1950 (1st pub. 1935). 21*s.*
The purpose of this standard work is to reconstruct in the light of historical knowledge the human geography of Europe at successive periods from the time of the Roman Empire to the late nineteenth century. Particular attention is centred on the geographical aspects of settlement, economic activity and state building. In the grammar school reference library it would provide a useful link between history and geography for advanced sixth form pupils.

EDWARDS, I. E. S. *The Pyramids of Egypt.* Pelican Series. Penguin Books. 256 pp. 1952 (1st pub. 1947). *Temporarily out of print.*
A fascinating book discussing how and why the ancient kings of Egypt built pyramids. It is a useful source of interesting background material, profusely illustrated with line-drawings and photographs.

FEBVRE, L. (Trans. E. J. Mountford and J. H. Paxton). *A Geographical Introduction to History.* Routledge and Kegan Paul (Knopf, U.S.A.). 413 pp. 1925. *Out of print.*
An indispensable study of the philosophy of geography.

FOX, SIR CYRIL F. *The Personality of Britain.* National Museum of Wales. 94 pp. 1938 (third edition).
An account of the influence of environment upon the inhabitants and invaders of the British Isles in prehistoric and early historical times. The book is well illustrated and contains forty-six maps.

HAWKES, C. AND J. *Prehistoric Britain.* Pelican Series. Penguin Books. 186 pp. 1952 (1st pub. 1944). *Out of print.*
A sound and concise outline of the changing scene in prehistoric Britain.

HEAWOOD, E. *A History of Geographical Discovery in the Seventeenth and Eighteenth Centuries.* C.U.P. 488 pp. 1912. *Out of print.*
An excellent reference book for the historical geography of discovery in the seventeenth and eighteenth centuries.

KELTIE, J. S., AND HOWARTH, O. J. R. *History of Geography.* Watts. 164 pp. 1913. *Out of print.*
This is the story of the evolution of geography as a department of science from the earliest times to the beginning of the twentieth century. Though concise, it should be read by teachers for wider interest. Its contemporary illustrations of maps and instruments are worthy of notice.

KIMBLE, G. H. T. *Geography in the Middle Ages.* Methuen. 272 pp. 1938. *Out of print.*
A scholarly study, well-illustrated, of the geographical outlook of the Middle Ages. It includes two valuable studies of physical geography and contemporary maps.

MYRES, J. L. *The Dawn of History.* Eyre and Spottiswoode (Butterworth). 256 pp. 1911. *Out of print.*
A stimulating introduction to historical geography, especially valuable to teachers studying the Mediterranean regions in Europe, Egypt and Mesopotamia.

MYRES, J. L. *Geographical History of Greek Lands.* Clarendon Press. 381 pp. 1953. 35*s.*
This book provides a collection of the papers and lectures of this great teacher. It is beautifully written.

OLSCHKI, L. *Marco Polo's Precursors.* Johns Hopkins Press, Baltimore, U.S.A. 100 pp. 1943.
A study of the journeys of John of Pian del Carpine, William of Rubruck, and the two elder Polos, from the point of view of what they signify in regard to the nature and development of the medieval mind.

RAWLINSON, H. G. *Narratives from Purchas His Pilgrimes.* C.U.P. 215 pp. 1931. *Out of print.*
This delightful book for the school or college library and for the teacher deserves to be better known. The original narrative is accompanied by well-reproduced old prints.

SMITH, G. A. *The Historical Geography of the Holy Land.* Hodder and Stoughton. (See p. 343.)

TAYLOR. E. G. R. *Late Tudor and Early Stuart Geography, 1583–1650.* Methuen. 322 pp. 1934. 15*s.*
This sequel to *Tudor Geography, 1485–1583,* continues the history of English geography, both practical and academic, to 1650.

TAYLOR, E. G. R. *Tudor Geography, 1485–1583.* Methuen. 302 pp. 1930. 16*s.* 6*d.*
A survey of the geographical thought and nautical theory that formed the setting for English voyages of trade and discovery during this period. A final chapter summarises practical surveying and navigation in the sixteenth century. This is a research study of the highest accuracy providing valuable historical background to the development of geographical thought.

THOMSON, J. O. *History of Ancient Geography.* C.U.P. 427 pp. 1948. 55*s.*
A complete and authoritative work for the university student, also of value in the training college library and, where scholarship work in classics or ancient history as well as geography are carried on, in the school library. The book is well printed, and the very readable text is fully annotated although not written primarily for the geographer.

GEOGRAPHY AND ANTHROPOLOGY

BENEDICT, RUTH. *Race and Racism.* Routledge and Kegan Paul. 171 pp. 1942. 8*s.* 6*d.*
An interesting anthropological study which dispels the general confusion in thought concerning race and racism.

CHAPPLE, E. D., AND COON, C. S. *Principles of Anthropology.* Cape. 718 pp. 1947. 42*s.*
This is a standard work in social anthropology and contains a most valuable treatment of environment and technology.

CHILDE, V. G. *Man Makes Himself.* Library of Science and Culture, No. 5. Watts. 287 pp. 1936.
An authoritative work on the beginnings of civilisation.

COON, C. S. *The Races of Europe.* Macmillan. 755 pp. *Out of print.*
A study of racial history and of life in the regions and countries of Europe.

CULWICK, A. T., AND G. M. *Ubena of the Rivers.* Allen and Unwin. 444 pp. 1935. 15*s.*
A lucid account of the economy and customs of the Ubena, who inhabit the valley of the Ulanga which is a tributary of the Kilombero River of Southern Tanganyika.

EVANS, I. H. N. *Negritos of Malaya.* C.U.P. 323 pp. 1937. 45*s.*
A descriptive study of the life of the Negritos, ranging from the material culture to beliefs and customs, with interesting comparisons with other pygmy peoples. It is illustrated with seventy attractive pictures and a map.

FIRTH, R. W. *Human Types.* Nelson. 211 pp. 1953 (1st pub. 1938). 5*s.*
A general work on anthropological studies useful in the sixth form and training colleges as a background to the study of primitive peoples. The first two chapters, dealing with racial traits and man's adaptation to environment, are of particular value to the geographer.

FLEURE, H. J. *The Characters of the Human Skin in their relations to the questions of Race and Health.* O.U.P. 32 pp. 1927. *Out of print.*
In this lecture Professor Fleure gives a most interesting review of current work on racial differences in skin character, texture, colour, and similar features.

FLEURE, H. J. *The Races of Mankind.* Benn. 72 pp. 1927. *Out of print.*
An important anthropological study clearly showing the migrations of the human types which have led to the peopling of the world to-day.

GOLDENWEISER, A. A. *Early Civilisation.* Harrap (Crofts, New York). 432 pp. 1921. *Out of print.*
In order to appreciate the scientific approach to the study of primitive peoples all teachers should read this book. With a realisation of the place of geographical environment in conditioning the mode of living of these peoples the author describes the culture of the Eskimo, the Aborigines of Central Australia, the Baganda people of Uganda, and several Indian tribes.

GREGORY, J. W. *The Menace of Colour.* Seeley Service. 263 pp. 1925. *Out of print.*
On the whole a balanced statement of the facts relative to many racial problems within the British Empire and the rest of the world.

HADDON, A. C. *The Wanderings of Peoples.* C.U.P. 124 pp. 1927 (1st pub. 1911). 6*s.*
A useful book for reference and for background reading.

HADDON, A. C., AND HUXLEY, J. S. *We Europeans.* Pelican Series. Penguin Books. 246 pp. 1939. *Out of print.*
An interesting study of racial problems especially as they affect the European.

HUNTINGTON, E. *The Character of Races.* Scribner. 400 pp. 1925. *Out of print.*
A stimulating and suggestive book the thesis of which is the influence of natural selection arising from the stress of over-population and migration on the character of races.

HUXLEY, ELSPETH, AND PERHAM, MARGERY. *Race and Politics in Kenya.* Faber. 240 pp. 1944. *Out of print.*
The opposing attitudes of the authors towards problems in Kenya led in 1942–43 to a lengthy correspondence. Their decision to publish their letters has resulted in a book which sets out fully and fairly the arguments for and against White settlement in the Kenya highlands.

KEANE, A. H. *Man, Past and Present.* C.U.P. 582 pp. 1920 (1st pub. 1897). 55*s.*
Exceptionally full and accurate information on racial types, with photographs.

LINTON, R. *The Study of Man.* Appleton-Century, New York. 512 pp. 1936.
A scholarly introduction to the study of anthropology, especially of those aspects of interest to geographers.

MURDOCK, G. *Our Primitive Contemporaries.* Macmillan, New York. 614 pp. 1934. 41*s.*
Care has been taken to give facts about the culture, economy and organisation of primitive peoples without drawing conclusions too readily as to origins and causes of different beliefs and customs. These eighteen studies cover a great deal of ground, 'contemporaries' being interpreted loosely to include Tasmanians, Incas and Aztecs. Each chapter contains a bibliography and there are good photographs.

PEAKE, H., AND FLEURE, H. J. *The Corridors of Time.* I. Apes and Men. 144 pp. 1927. II. Hunters and Artists. 160 pp. 1927. III. Peasants and Potters. 157 pp. 1927. IV. Priests and Kings. 208 pp. 1927. V. The Steppe and the Sown.

161 pp. 1928. VI. The Way of the Sea. 176 pp. 1929. VII. Merchant Venturers in Bronze. VIII. Men of the Sword. IX. The Sages. O.U.P. *Out of print.*
These books trace the development of man from prehistoric times and provide the necessary background for the study of present-day peoples.

PRICE, A. G. *White Settlers and Native Peoples.* C.U.P. 232 pp. 1950. 25*s.*
An historical study of racial contacts between English-speaking whites and aboriginal peoples in the United States, Canada, Australia and New Zealand. It contains sixty-four good, recent photographs and five maps of the areas covered, as well as up-to-date statistical information from good sources and a very full bibliography. This book is of particular interest to upper forms and students interested in current affairs.

RIPLEY, W. Z. *The Races of Europe.* Kegan Paul. 656 pp. 1899. *Out of print.*
A standard work on the racial geography of Europe.

ROSCOE, J. *The Northern Bantu.* C.U.P. 305 pp. 1915. *Out of print.*
Although primarily concerned with ethnology, the author gives an accurate, scholarly and very readable account of the whole environment and peoples of Uganda, their customs, agriculture, industries and crafts, before their modification by white settlement. There are forty-two illustrations and a map.

SELIGMAN, C. G. *Races of Africa.* Eyre and Spottiswoode (Butterworth). (See p. 353.)

TAYLOR, G. *Environment and Race.* O.U.P. 354 pp. 1927. *Out of print.*
The influence of geographical environment on the origin and present-day distribution and adjustments of the various race types is examined. There is also a valuable section on the white race in the Australian environment.

WILKINSON, H. R. *Maps and Politics.* Liverpool Studies in Geography. University Press of Liverpool. 382 pp. 1951. 30*s.*
A review of the ethnographic cartography of Macedonia. The author demonstrates the origins and development of the Macedonian problem by arranging the evidence with the aid of cartographic devices, and uses the maps of Macedonia to exemplify the characteristics of ethnographic maps in general. (See p. 337.)

EXPLORATION AND TRAVEL

BAGNOLD, R. A. *Libyan Sands.* Hodder and Stoughton. 334 pp. 1935. *Out of print.*
A travel book with detailed description of the desert wastes, supported by photographs and maps.

BAKER, J. N. L. *A History of Geographical Discovery and Exploration.* Harrap. 556 pp. 1948 (1st pub. 1931). *Out of print.*
A standard reference work, condensed yet detailed, with useful maps of explorers' routes.

BERRILL, N. J. *Journey into Wonder.* Gollancz. 320 pp. 1953. 13*s.* 6*d.*
A vivid and informative account of the exploration and travels of Columbus, Dampier, Hawkins, Cook, von Humboldt and Darwin, with special reference to natural history and its value.

CABLE, MILDRED, AND FRENCH, FRANCESCA. *The Gobi Desert.* Hodder and Stoughton. (See p. 341.)

CARRUTHERS, D. *Beyond the Caspian.* Oliver and Boyd. (See p. 341.)

CHAPMAN, F. SPENCER. *Lhasa: The Holy City.* Chatto and Windus. (See p. 344.)

CHEVALIER, P. *Subterranean Climbers.* Faber. 222 pp. 1951. 16*s.*
A fascinating story of the adventures of French caving.

Everyman's Library. Dent. 5*s.* each. (**Temporarily out of print.*)
Teachers are reminded of the large number of travel books in this edition. Some are given below:

Anson: A Voyage round the World.* Bates: The Naturalist on the Amazons.* Belt: The Naturalist in Nicaragua.* Borrow: The Bible in Spain,* Wild Wales,* The Zincali. Boswell: Journal of a Tour to the Hebrides with Dr. Johnson. Burton: First Footsteps in East Africa.* Calderon de la Barca: Life in Mexico.* Cobbett: Rural Rides. Cook: Voyages of Discovery. Crèvecœur: Letters from an American Farmer. Darwin: Voyage of the *Beagle.* Defoe: A Tour through England and Wales. Dufferin and Ava: Letters from High Latitudes.* Ford: Gatherings from Spain.* Franklin: Narrative of a Journey to the Shores of the Polar Sea.* Giraldus Cambrensis: The Itinerary of Archbishop Baldwin through Wales.* Hakluyt: Voyage.* Kinglake: Eothen. Lane: Manners and Customs of the Modern Egyptians.* Mandeville: Travels.* Mungo Park: Travels.* Marco Polo: Travels. Peaks, Passes and Glaciers.* Portuguese Voyages. Roberts: The Western Avernus.* Speke: Discovery of the Source of the Nile.* Stevenson: An Inland Voyage, Travels with a Donkey, The Silverado Squatters. Stow: The Survey of London. Wakefield: A Letter from Sydney and

Other Writings on Colonization. Waterton: Wanderings in South America. Young: Travels in France and Italy.*

FOX, E. F. *Travels in Afghanistan, 1937–38.* Macmillan, New York. (See p. 342.)

GIAEVER, J. *The White Desert.* Chatto. 304 pp. 1954. 25*s.*
A scientific and vivid account of the recent exploration of Greenland and its ice cap.

GRANT, C. P. *The Syrian Desert.* Black. (See p. 342.)

HOWARD, C. (Ed.). *West African Explorers.* World's Classics, No. 523. O.U.P. 610 pp. 1952. 7*s.* 6*d.*
An anthology of extracts from the writings of the chief explorers of West Africa—Mungo Park, Richard Burton, Mary Kingsley, and others.

HUNTINGTON, E. *West of the Pacific.* Scribner. 468 pp. 1925. *Out of print.*
This book gives the travel impressions of a stimulating geographer. There are vivid descriptions of life in Japan, China, Java, written in the main from the geographer's point of view. It is beautifully illustrated with useful pictures. The chapters on Australia are most valuable.

MACKEREY, I. *Rescue below Zero.* Hale. 155 pp. 1954. 15*s.*
This is a vivid and thrilling description of the adventures of the British North Greenland Expedition.

OLSCHKI, L. *Marco Polo's Precursors.* Johns Hopkins Press, Baltimore, U.S.A. (See p. 295.)

OMMANEY, F. D. *The Shoals of Capricorn.* Longmans. 322 pp. 1952. 21*s.*
A vivid description of the Crown Colonies of Mauritius and Séchelles and other islands of the south Indian Ocean.

PALLIS, M. *Peaks and Lamas.* Cassell. (See p. 345.)

SMITH, J. (Ed. Benians). *True Travels, Adventures, and Observations, and General History of Virginia,* Books I-III. C.U.P. 247 pp. 1908. *Out of Print.*
Descriptive reading of geographical and literary value for the school or college library.

SYKES, SIR PERCY M. *A History of Exploration.* Routledge and Kegan Paul. 440 pp. 1950 (1st pub. 1948). 42*s.*
A standard work.

WOOD, H. J. *Exploration and Discovery.* Hutchinson. 192 pp. 1951. 8*s.* 6*d.*
A short account of the gradually increasing knowledge of the extent of the earth's surface. It is illustrated by ten maps, and is a sound introductory textbook.

GUIDE BOOKS

The Blue Guides. MUIRHEAD, L. RUSSELL (Ed.). Edinburgh, 10*s.* England, 30*s.* Ireland, 21*s.* London, 15*s.* Northern Italy, 30*s.* Paris, 15*s.* Scotland, 25*s.* Southern France, 30*s.* Sweden, 25*s.* Switzerland, 30*s.* Wales, 21*s.* Benn.

Designed for the tourist, and in particular for the motorist, these guides contain detailed descriptions of the landscape and local features which are also of interest to the geographer.

Europa Touring Guide. Philip (Hallwag, Switzerland). 627 pp. 1954. 35*s.*

A most useful source for the plans of the chief towns of all the countries of Europe.

Shell Guides. BETJEMAN, J. (Ed.). Faber. Gloucestershire: A West and D. Verey. Northumberland: T. Sharp. Oxfordshire: J. Piper. Pocket Pilot for the South Coast: K. A. Coles. Shropshire: Piper, J., and Betjeman, J. The West Coast of Scotland: S. Bone. 12*s.* 6*d.* each.

First-rate guides, lavishly illustrated and with many maps.

Ward, Lock & Co. Illustrated Guide Books.

These rather formal guides describe walks and excursions and give information concerning communications, fares and distances, and have occasional references to geology, history, literature, etc. They are useful in preparing for a school journey or holiday.

The World in Colour. OGRIZELS, D. (Ed.). Belgium and Luxembourg. 308 pp. 1950. 52*s.* Italy. 474 pp. 1950. 30*s.* The Netherlands. 253 pp. 1951. 52*s.* The Paris We Love. 508 pp. 1950. 30*s.* The Provinces of France. 500 pp. 1951. 30*s.* Scandinavia. 438 pp. 1952. 30*s.* Spain and Portugal. 480 pp. 1953. 30*s.* Switzerland. 272 pp. 1949. McGraw Hill. 48*s.* (see pp. 338 and 383).

These guide books provide a wealth of detail concerning the landscape, history and customs of each country, including much of interest and value to the geographer. Lavish illustrations accompany the very readable text.

ECONOMIC GEOGRAPHY

ABELL, W. *The Shipwright's Trade.* C.U.P. (See p. 194.)

BENGSTON, N. A., AND VAN ROYEN, W. *Fundamentals of Economic Geography.* Constable (Prentice-Hall, New York). 574 pp. 1953 (1st pub. 1935). 45*s.*

A systematic approach to the economic geography of the world's natural resources and selected commodities. Its treatment of such a cereal as wheat is very useful; it is geographical and systematic, giving the essential facts.

The book provides a useful source for details of world distribution of commodities and minerals and contains many valuable maps, diagrams and illustrations.

BROWN, R. N. R. *The Principles of Economic Geography.* Pitman. 208 pp. 1946 (1st pub. 1931). 7*s.* 6*d.*
A world economic geography related to the physical background. There are no substantial changes from earlier editions. Statistics have been amended up to 1939, but parts of the text are now out of date. It may, however, be recommended for a study of basic principles, if not of recent developments.

CLARK, G. *The Conditions of Economic Progress.* Macmillan. 567 pp. *Third edition in preparation* (1st pub. 1940).
A sound economic study, based on statistical evidence, of value to the economic geographer.

COLBY, C. C., AND FOSTER, ALICE. *Economic Geography: Industries and Resources of the Commercial World.* Ginn, Boston, U.S.A. 686 pp. 1940.
A textbook which combines the regional and topical approaches to the subject-matter. It contains an atlas section of ten plates, as well as numerous maps, charts, and photographs in the text.

Commonwealth Economic Committee, Statistical Summaries. Fruit. Grain Crops. Industrial Fibres. Meat. Plantation Crops. Vegetable Oils and Oilseeds. H.M.S.O. *c.* 150 pp. 5*s.* each.
Each of these books gives in summary form the chief statistical data of world production and trade of the commodity. They provide a most valuable source of up-to-date information for world studies.

CURTIS-BENNETT, SIR NOEL. *The Food of the People.* Faber. (See p. 313.)

DICKEN, S. N. *A Regional Economic Geography.* Harrap. 516 pp. 1940. 35*s.*
A very useful economic geography of the world giving valuable studies of such crops as wheat with a scholarly selection of relevant detail. Its aerial photographs are well chosen.

Economic Development Series. British Guiana. Ceylon. Iraq. Mexico. Turkey. Johns Hopkins Press, U.S.A.
These volumes provide an authoritative source of up-to-date information concerning the economic geography of the selected areas. They include many useful maps and pictures.

FOX, F. L., AND FAIRS, G. H. *A Rational Economic Geography.* Cassell (The Gregg Publishing Co.). 328 pp. 1951 (1st pub. 1937). 8*s.*
An elementary economic geography of the world. The facts are carefully selected and presented adequately in a readable form. There are many useful sketch maps, and questions.

HOOVER, E. M. *The Location of Economic Activity.* Harvard University Economic Handbooks. McGraw Hill. 310 pp. 1948. 40*s.*
An attempt to apply the concepts and methods of economics to the study of spatial organisation.

HORNELL, J. *Fishing in Many Waters.* C.U.P. 210 pp. 1950. 30*s.*
A comparative study of fishing methods all over the world, including the use of nets, harpoons, darts, spears, poisons, and traps. The author writes from personal knowledge and illustrates the text with many of his own photographs.

HUNTINGTON, E., AND OTHERS. *Principles of Economic Geography.* Wiley, New York. 715 pp. 1940.
A textbook which, as the title indicates, stresses basic principles 'in order that facts . . . may become useful tools.' The influence upon human activities of the physical environment, particularly climate, is emphasised.

JONES, C. F., AND DARKENWALD, G. G. *Economic Geography.* Macmillan, New York. 612 pp. 1954 (1st pub. 1941).
The extensive subject matter is dealt with by means of the occupational approach. The book contains a wealth of illustrations and statistical material in the form of maps, diagrams and photographs. In the revised edition, the statistics have been brought up to date and changes due to the Second World War have been included.

JONES, W. R. *Minerals in Industry.* Pelican Series. Penguin Books. 224 pp. 1950 (1st pub. 1944). *Out of print.*
A brief economic geography of over fifty minerals used in industry, with useful maps of world distribution.

KLIMM, L. E., STARKEY, O. P., AND HALL, N. F. *Introductory Economic Geography.* Harcourt Brace, New York. 501 pp. 1940 (second edition).
A textbook outlining the physical environment; foods, raw materials and fuel; commerce and manufacture. It concludes with a world regional analysis in which each continent is considered as a whole and by regional subdivisions. The volume is illustrated by numerous photographs, maps and graphs.

LEITH, C. K., FURNESS, J. W., AND LEWIS, C. *World Minerals and World Peace.* Brookings Institution, Washington. 253 pp. 1943.
A compact, well illustrated and far-ranging treatise. Physical, commercial, economic, and political trends are examined.

MCFARLANE, J. *Economic Geography.* Pitman. 656 pp. 1949 (1st pub. 1914). 20*s.*
A general geography with an economic bias. A description of each country is followed by discussion of the natural regions, and paragraphs on communications and commerce. The maps of natural regions of twelve important areas are especially useful.

MORGAN, F. W. *Ports and Harbours.* Hutchinson. 176 pp. 1952. 8*s.* 6*d.*
This is an indispensable book for the geographical study of ports. It analyses the conditions of siting and growth in importance of ports throughout the world. It considers the classification of ports, and includes a most helpful bibliography.

Overseas Economic Surveys. H.M.S.O. (Board of Trade).
Important pamphlets for the teacher requiring up-to-date statistics and facts concerning economic and commercial conditions. About fifty titles cover most parts of the world.

POUNDS, N. J. G. *An Introduction to Economic Geography.* Murray. 266 pp. 1951. 10*s.* 6*d.*
Despite its title, this book is less suitable as an introduction than for use by students who have made some study of economic geography on a regional basis. It is intended to explain, rather than describe, the distribution of economic activities. The author examines the factors that have brought such patterns into existence and which continue to modify them. The chapters on minerals and population contain useful material, and those on power development and the localisation of industry will stimulate further study. Simplified statistics are used, and there are a number of maps and diagrams.

PRATT, W. E., AND GOOD, DOROTHY (Ed.). *A World Geography of Petroleum.* Special Publication, No. 31. American Geographical Society. 464 pp. 1950.
This is a comprehensive study in four parts, dealing with: the origin and distribution of oil bearing areas; the organisation of the oil industry, from producer to consumer; detailed study of the great producing regions; the economic geography of the industry. It contains many maps, diagrams and illustrations.

SMITH, J. R., AND PHILLIPS, M. O. *Industrial and Commercial Geography.* Constable (Henry Holt, New York). 978 pp. 1946 (third edition). 42*s.*
This book gives a methodical treatment of world economic geography with emphasis on the United States of America. One of its special features is the comprehensive study of world trade routes. There are many useful maps, diagrams and illustrations.

SMITH, W. *Geography and the Location of Industry.* University Press of Liverpool. 20 pp. 1952. 2*s.*
The author discusses the influence of general location factors, raw materials, industrial techniques, markets, upon industry, and then presents a systematic survey of the problem, recognising the particular economic and technical contexts of the location of industry.

STAMP, L. DUDLEY. *An Intermediate Commercial Geography.* Part I. Commodities and World Trade. 288 pp. 1953 (1st pub. 1927). 13*s.* 6*d.* Part II. The Economic Geography of the

Leading Countries. Longmans. 778 pp. 1949 (1st pub. 1928). 20*s*.
A standard textbook for advanced students. Part I treats of the essentials of economic geography on a world basis. Part II gives a brief recapitulation of the main aspects of the regional geography of the continents to serve as a foundation for the consideration of the economic or commercial geography of certain of the most important countries of the world. There are numerous sketch-maps and questions from examination papers.

STAMP, L. D., AND GILMOUR, S. C. *Chisholm's Handbook of Commercial Geography*. Longmans. 1954. 60*s*.
A new edition bringing up to date an authoritative source book of the economic geography of the world. It is especially valuable in the study of commodities.

STREET, A., AND ALEXANDER, W. *Metals in the Service of Man*. Pelican Series. Penguin Books. 237 pp. 1951 (1st pub. 1944). *Temporarily out of print*.
A useful introduction to the study of modern alloys, their manufacture and uses.

THATCHER, W. S. *Economic Geography*. Teach Yourself Geography. English Universities Press. 241 pp. 1949. 8*s*. 6*d*.
This book provides an interesting introduction to the elements of economic geography with an unusual treatment of the economic activities of selected areas. (See p. 383.)

United Nations Scientific Conference on the Conservation and Utilisation of Resources, Proceedings. H.M.S.O. I. Plenary Meetings (General Subjects). 32*s*. 6*d*. II. Mineral Resources. 22*s*. 6*d*. III. Fuel and Energy Resources. 22*s*. 6*d*. IV. Water Resources. 32*s*. 6*d*. V. Forest Resources. 22*s*. 6*d*. VI. Land Resources. 45*s*. VII. Wild Life and Fish Resources. 17*s*. 6*d*. VIII. Index. 11*s*. 1952.
Eight sumptuous volumes form an up-to-date geographical encyclopaedia.

VAN ROYEN, W., AND BOWLES, O. *The Mineral Resources of the World*. Atlas of the World's Resources, Vol. II. Constable (Prentice-Hall, New York). 181 pp. 1952. 70*s*.
This is an indispensable source book for the world distribution of minerals and for the chief facts concerning their exploitation. For each mineral there is given a series of maps (a world map and detailed maps for each major country where the mineral occurs) and also the facts of the geological occurrence, methods of mining and production. Relevant statistics are included.

WHITBECK, R. H., AND FINCH, V. C. *Economic Geography: A Regional Survey*. McGraw Hill. 647 pp. 1941 (fourth edition). 48*s*.
Devoted to a presentation of economic geography upon a topical-regional basis, over half the book deals with the United States and Canada. In

addition to routine revision, several chapters have been completely rewritten in the fourth edition.

ZIMMERMAN, E. W. *World Resources and Industries.* Harper, New York. 832 pp. 1951. 59*s.* 6*d.*
The most comprehensive available treatment of world agricultural and industrial production. It is especially appropriate for reference and is well documented.

ZWEIG, F. *The British Worker.* Pelican Series. Penguin Books. 243 pp. 1952. 2*s.* 6*d.*
The descriptions of occupations and their effect on the way of life of workers, especially the regional types, are valuable. The book gives a vivid account of the social outlook of the worker which is useful in considering the effect of tradition in human geography.

AGRICULTURE AND LAND USE

Arable Crops of the Farm. Ministry of Agriculture and Fisheries, Bulletin No. 72. H.M.S.O. 80 pp. 1937 (1st pub. 1934). 2*s.* 6*d.*
This is an indispensable source book for the study of agriculture in Great Britain. For each crop it gives the essential facts under the following headings: area, climate, soils, varieties, processes of cultivation (time of sowing, etc.).

BELL, G. D. H. *Cultivated Plants of the Farm.* C.U.P. 199 pp. 1948. 22*s.* 6*d.*
Full information on crops—climate and soil requirements, methods of cultivation, history and use—is accompanied by beautifully reproduced photographs. There are particularly good chapters on cereals, grasses and grassland. This book can be recommended for school and college libraries and also as a teacher's reference.

BUCHANAN, K. *The Distribution of Systems of Farming in Britain.* Association of Agriculture. (See p. 156.)

CARRIER, E. H. *The Thirsty Earth.* Christophers. 222 pp. 1933 (1st pub. 1928). *Out of print.*
A comprehensive historical and geographical study of irrigated agriculture and its influence on human society. The book deals with the conditions making irrigation necessary and appropriate, with the world distribution of these conditions, with the methods by which irrigated agriculture is carried on and some of the results obtained. Although not up to date this is a very useful book.

CARRIER, E. H. *Water and Grass.* Christophers. (See p. 333.)

Commonwealth Bureau of Pastures and Field Crops, Bulletins. 18. Pastures and Forage Crops in South Africa. (See p. 352.) 36. The Grasslands of Latin America. (See p. 361.) 37. The Forage Resources of Latin America; Peru. (See p. 358.)

41. Management and Conservation of Vegetation in Africa. (See p. 351.)

ELY, R. T., AND WEHRWEIN, G. S. *Land Economics.* Macmillan, New York. 512 pp. 1940.
The revised edition of a standard text by two leading economists dealing with the economic aspects of the problems of land use, with special emphasis on conditions in the United States. The book has maps, diagrams, statistical tables, a bibliography and an index.

Farmers in a Changing World. Yearbook of the United States Department of Agriculture. Government Printing Office, U.S.A. 1,183 pp. 1940.
A record of the social and economic problems affecting farmers in the United States in 1940, containing much that remains important to-day, and with considerable detail concerning farming practice.

Food and Life. Yearbook of the United States Department of Agriculture. Government Printing Office, U.S.A. 1,064 pp. 1939.
A comprehensive study of animal and human food requirements with much information concerning agriculture, especially in the United States. There are numerous maps and diagrams.

FRANKLIN, T. B. *A History of Agriculture.* Bell. 239 pp. 1948. 10*s.* 6*d.*
This book covers the history of agriculture from Old Testament to present, post-war conditions. The very readable account of English agriculture, written by a farmer turned schoolmaster-lecturer, is suitable not only for young agriculturalists but also as a good reference book on agriculture for the school library. It is well illustrated with photographs. An up-to-date bibliography is provided and also an index in two parts giving technical terms and places.

GRIST, D. H. *Rice.* Tropical Agriculture Series. Longmans. 331 pp. 1953. 35*s.*
A comprehensive and most valuable study of rice and its cultivation. The geographical conditions concerning climate, soils, water control including methods of irrigation, and cultivation, are fully treated. The sixty-eight illustrations are first-rate, and the full bibliography is authoritative. (See p. 383.)

HALL, SIR A. DANIEL (Ed.). *Agriculture in the Twentieth Century.* O.U.P. (Clarendon Press). 440 pp. 1939. 15*s.*
A series of essays by distinguished authors, concerning many aspects of agriculture.

IRVINE, F. R. *A Textbook of West African Agriculture, Soils and Crops.* O.U.P. (See p. 350.)

JACKS, G. V. *Land Classification for Land-Use Planning.* Commonwealth Bureau of Soil Science, Technical Communications, No. 43. 90 pp. 1946. 4*s.*
A most valuable summary of the systems of land classification in the United States, Canada, New Zealand, Great Britain, etc. (See p. 381.)

LAMARTINE YATES, P. *Food Production in Western Europe.* Longmans. 587 pp. 1940. *Out of print.*
This is a useful supplement to the advanced geographical textbooks on Western Europe, dealing on broad lines with farming, country by country, from an economic and social standpoint. There are several useful photographs.

LAMARTINE YATES, P., AND WARRINER, DOREEN. *Food and Farming in Post-War Europe.* O.U.P. 118 pp. 1943. 3*s.* 6*d.*
A realistic survey of the economic problems associated with European food production and arable and stock farming. There is special emphasis on peasant farming, with regional illustrations, and a number of useful maps and photographs. Topics discussed include over-population, especially in eastern Europe, arable *versus* dairy and stock farming, and the need for land reform with a view to increasing production of foodstuffs.

MAXTON, J. P. *Regional Types of British Agriculture.* Allen and Unwin. 325 pp. 1936. *Out of print.*
Though somewhat out-of-date in some aspects, this book deals with the essential regional characteristics of British farming.

MEAD, W. R. *Farming in Finland.* Athlone Press. 248 pp. 1953. 30*s.*
As the author indicates, this is a descriptive study of the geography of Finnish farming. It is a readable book and every aspect of the farmland and its changes is examined. There are many maps and useful diagrams. The second chapter, on the physical background (including climate), is a valuable study, and in the studies of the aspects of the husbandry there is a wealth of illuminating detail.

Ministry of Agriculture and Fisheries, Pamphlet No. 78. 90 pp. 1954 (1st pub. 1934). 3*s.*
An authoritative classified list of books and pamphlets on all aspects of farming, including both general and technical works, under such headings as regional agriculture—Great Britain and other countries; soil science; field crops; statistics. It is an indispensable bibliography.

RUSSELL, E. J. *The Farm and the Nation.* Allen and Unwin. 253 pp. 1933. *Out of print.*
Though the statistics are out-of-date, this book is valuable for its approach and ideas.

RUSSELL, E. J. *A Student's Book on Soils and Manures.* C.U.P. 298 pp. 1951 (1st pub. 1915). 12*s.* 6*d.*
A useful little reference book on some aspects of farming.

RUSSELL, SIR E. JOHN. *World Population and World Food Supplies.* Allen and Unwin. 513 pp. 1954. £2 10*s.*
An authoritative 'source book' of the facts of land-use and food supply of all countries of the world. For each country a brief summary of the physical conditions and then a most useful account of the crops grown, yields and livestock, the problems of increasing the use of the land together with recent statistics.

Soils and Men. Yearbook of the United States Department of Agriculture. Government Printing Office, U.S.A. 1,161 pp. 1938.
The main theme is the problem of how to make better use of the land of the U.S.A., soils being considered from the viewpoint of the farmer. The book contains much information of value to the geographer and is well illustrated with a number of excellent photographs.

STAMP, L. D. *The Land of Britain: Its Use and Misuse.* Longmans. 508 pp. 1950 (1st pub. 1947). 50*s.*
A comprehensive treatment of land use in Britain and of the factors, historical, geographical and economic, which have led to the present position. It also contains a summary of the work of the Land Utilisation Survey of Britain. It is most useful in the study of many aspects of agriculture.

STAMP, L. D. *Our Underdeveloped World.* Faber. 187 pp. 1953. 18*s.*
A summary of the land resources of the world. Discusses the relation between population and area, with an assessment of the potential use of land. It is a good introduction to the serious question of the pressure of the rapidly growing world population on food supplies. The maps are useful.

TAYLOR, H. C., AND ANNE, D. *World Trade in Agricultural Products.* Macmillan, New York. 286 pp. 1943.
Separate chapters deal with the leading commodities. Deficit and surplus areas, production, and international trade from 1929 to 1937 are discussed, and the attempts at international control receive special attention. Governmental policies, especially those of the United States, the United Kingdom, Germany, France and Italy, are analysed. The volume contains charts, statistical tables, maps and an index.

TOTHILL, J. D. (Ed.). *Agriculture in the Sudan.* O.U.P. (See p. 353.)

TOTHILL, J. D. (Ed.). *Agriculture in Uganda.* O.U.P. (See p. 353.)

Types of Farming in Scotland. H.M.S.O. 101 pp. 1952. 3*s.* 6*d.*
It contains twenty-four maps and much useful information.

WADHAM, S. M., AND WOOD, G. L. *Land Utilisation in Australia.* C.U.P. (See p. 364.)

WARRINER, DOREEN. *Economics of Peasant Farming.* O.U.P. 208 pp. 1939. *Out of print.*
A survey of land use and agriculture with special reference to eastern Europe. There are a number of excellent illustrations of landscapes, villages and peasant life. Some of the text is now out of date.

WILLIS, J. C. *Agriculture in the Tropics.* C.U.P. 223 pp. 1922. *Out of print.*
A useful introductory study of an important subject.

WILSON, C. M. (Ed.). *New Crops for the New World.* Macmillan. 295 pp. 1945. 30*s.*
The cultivation in North, Central and South America, of crops, especially the tropical, on which modern research is being particularly expended is described by sixteen specialists. This is a very good book for the teacher's library. Several chapters give just the information which is usually difficult to obtain, especially with regard to Central and South America and the lesser-known tropical crops.

Distribution Maps of Insect Pests. Commonwealth Institute of Entomology. $11 \times 6\frac{3}{4}$ ins. Annual subscription (12 maps), 6*s.*
A series of maps, each of which gives the world distribution of a particular agricultural insect pest. Twelve maps are issued each year.

TRANSPORT AND COMMUNICATIONS

BALCHIN, W. G. A. *Air Transport and Geography.* Murray, for the Royal Geographical Society. 23 pp. 1947. 1*s.*
A succinct summary of the geographical factors affecting the development of air transport, and the consequent need for the use of globes and maps on suitable projections by the student of world geography. This is a useful handbook for the teacher or student, but is not beyond the understanding of fifth form pupils.

BURDEN, W. A. M. *The Struggle for Airways in Latin America.* Council on Foreign Relations, New York. (See p. 360.)

JACKMAN, W. T. *The Development of Transportation in Modern England.* C.U.P. 820 pp. (two vols.). 1916. *Out of print.*
A comprehensive study concerned primarily with the period beginning at the close of the fifteenth century and ending with the middle of the nineteenth century.

JOHNSON, E. R., HUSBNER, G. G., AND WILSON, G. L. *Transportation: Economic Principles and Practice.* D. Appleton-Century, New York. 678 pp. *c.* 1940.
A comprehensive textbook, successor to *Principles of Transportation* by the same authors. Emphasis is laid upon the transportation systems of the United States.

LISSITZYN, O. J. *International Air Transport and National Policy.* Council on Foreign Relations, New York. 478 pp. 1942.
A study of the world structure of the civil air services and a discussion of the international problems involved in their future development. It is accompanied by statistical tables, a bibliography and an index.

SARGENT, A. J. *Seaways of the Empire.* Black. 152 pp. 1930. *Out of print.*
A concise yet comprehensive survey of the sea routes, trade and shipping of the world. A chapter is given to the Suez and Panama Canals.

WORLD GEOGRAPHY

GOUROU, P. *The Tropical World.* (Trans. E. D. Laborde). Longmans. 156 pp. 1953. 18*s.*
An excellent survey of social and economic conditions in the tropics, with a discussion of the future of the region.

HARRISON CHURCH, R. J. *Modern Colonization.* Hutchinson. 165 pp. 1951. 7*s.* 6*d.*
The geographical aspects of colonisation, especially in the tropics, are considered. The book provides a most valuable introduction to the geography of East and, more particularly, West Africa.

JAMES, P. E. *Outline of Geography.* Ginn. 491 pp. 1935. *Out of print.*
This is an outstanding work of geographical scholarship. The broad world regions are treated with a balance of physical and human factors, and each region is illumined by the author's penetrating geographical insight. There is a most valuable bibliography.

KING, H. W. *The Pattern of Human Activities.* Harrap. 648 pp. 1951 (1st pub. 1946). 21*s.*
This book includes many detailed and interesting studies of regions selected from all parts of the world, such as tropical Australia, irrigation areas of Australia, plantation agriculture. There is a full bibliography.

MACKINDER, THE RT. HON. SIR HALFORD. *Distant Lands.* Elementary Studies in Geography and History. Philip. 312 pp. 1923 (eighth edition). *Out of print.*
A description of the countries of the world following the order of historical discovery and introducing subjects of mathematical and physical geography, e.g. latitude and longitude, trade winds, in the order of their discovery. This is very stimulating in thought for teachers. (See p. 381.)

NEWBIGIN, MARION I. *Man and his Conquest of Nature.* Black. 191 pp. 1926. *Out of print.*
A helpful book showing the interaction between man and his environment. Examples of civilized and primitive peoples are given, and there are chapters on animals, cultivated plants, minerals and fisheries.

PACKARD, L. O., OVERTON, B., AND WOOD, B. D. *Our Air-Age World.* Simpkin Marshall (Macmillan, New York). 838 pp. 1944. 28*s.* 6*d.*
Largely intended to give a geographical background to global war, this book includes chapters on maps, the atmosphere, land and water, world-wide occupations and regional geography. It is much too large, expensive and concentrated on war for general use, but like most American books it has many interesting details which balance its defects and make it a stimulating book.

STAMP, L. DUDLEY, AND WOOLDRIDGE, S. W. (Ed.). *London Essays in Geography.* Rodwell Jones Memorial Volume. Longmans. 351 pp. 1951. 25*s.*
The contributors are former colleagues or students of the late Professor Rodwell Jones. Their seventeen essays cover aspects of regional, economic and historical geography, geomorphology, climatology and the applications of geography to the planning of the use of land. They survey the nature of modern geography and present a statement of its value as a higher discipline. This is a stimulating, thought-provoking book suitable for advanced use only.

UNSTEAD, J. F. *A World Survey.* A Systematic Regional Geography, Part III. U.L.P. (See p. 382.)

UNSTEAD, J. F., AND TAYLOR, E. G. R. *Essentials of World Geography.* Philip. 264 pp. 1948 (1st pub. 1912). 7*s.*
Practically the whole field of physical and economic geography is treated. The material is good and sound, although some sections suffer from the early date of publication. The book has a wealth of good maps and diagrams.

UNSTEAD, J. F., AND TAYLOR, E. G. R. *General and Regional Geography for Students.* Philip. 530 pp. 1952 (fifteenth edition). 14*s.* 6*d.*
A broad survey of the whole field of geography, including the subject matter of physiography as well as that of political and economic geography. It provides a sound framework for the teacher or student.

VAN LOON, H. W. *The Home of Mankind.* Odhams. 506 pp. 1951 (1st pub. 1933). 18*s.*
A readable and stimulating account of the world, country by country. The treatment combines history and geography, and there are graphic line drawings and sketch-maps.

WILLIS, MARGARET S. *A Systematic Geography of World Relations.* Philip. 320 pp. 1950 (1st pub. 1937). 10*s.* 6*d.*
This book covers general world geography and includes such aspects as mathematical geography, world climates and vegetation regions, economic geography, and the history of geographical discovery. It is a sound, scholarly introduction to world geography suitable for studies at the Advanced level of the General Certificate of Education and at Intermediate degree standard.

WILMORE, A. *The Groundwork of Modern Geography.* Bell. 390 pp. 1953. 20*s.*
This standard textbook has been very adequately revised and brought up to date, and is strongly recommended for use in the upper forms of grammar schools studying for the Advanced Certificate of Education and Intermediate examinations, and for training college students. Five sections deal with structural geography, climatic geography, biological geography, human geography, and mathematical geography and cartography. A good glossary is provided, and a very useful section of examination papers forms an appendix which will be useful in sixth forms.

BRITISH ISLES

(1) General

ALLEN, G. C. *British Industries and their Organisation.* Longmans. 289 pp. 1952 (1st pub. 1933). 17*s.* 6*d.*
A study of the condition and organisation of British industry during the modern era, mainly from the standpoint of economic history. Two introductory chapters are followed by detailed discussion of the coal, iron and steel, engineering, ship-building, motor car manufacturing, cotton, wool, rayon, and building industries. It contains a valuable bibliography and some up-to-date statistical information.

BILHAM, E. G. *The Climate of the British Isles.* Macmillan. (See p. 276.)

CARRIER, E. H. *The Pastoral Heritage of Britain.* Christophers. 293 pp. 1936. 10*s.* 6*d.*
The author gives a full but not too technical account of pasture lands, fodder crops and cattle and sheep rearing. The historical, scientific and social aspects of the subject are given due consideration. Certain chapters are of value to both geography and history students.

CHILDE, V. G. *Prehistoric Communities of the British Isles.* Chambers. (See p. 293.)

CLAPHAM, J. *A Concise Economic History of Britain from the Earliest Times to 1750.* C.U.P. 324 pp. 1951 (1st pub. 1949). 21*s.*
A very readable text much concerned with material culture, villages, hamlets and towns, the family, and trade. An invaluable book for the student or teacher interested in local geography.

COBBETT, W. *Rural Rides.* Dent (Everyman's Library). See p. 293.)

CURTIS-BENNETT, SIR NOEL. *The Food of the People.* Faber. 320 pp. 1949. 16*s.*
Many interesting facts concerning the changing food habits of Great Britain.

DARBY, H. C. (Ed.). *An Historical Geography of England before A.D. 1800.* Cambridge University Press. (See p. 293.)

DEFOE, D. *A Tour through England and Wales.* Dent (Everyman's Library). (See p. 293.)

DEMANGEON, A. (Trans. E. D. Laborde). *The British Isles.* Heinemann. 452 pp. 1952 (1st pub. 1939). 21*s.*
A comprehensive examination of the human geography of the British Isles revealing the influence of geography on social and historical development. The work is in three sections: a general survey with emphasis on structure, climate and vegetation; a survey of seven major regions, with a separate chapter on London; and a third section on economic and imperial geography with emphasis on shipping and trade. It contains some excellent photographs, maps of a high standard, particularly those showing town sites, and has much historical detail.

FLEURE, H. J. *A Natural History of Man in Britain.* New Naturalist Series, Book 18. Collins. 349 pp. 1951. 21*s.*
A study of changing relations between men and environments. (See p. 381.)

FOX, SIR CYRIL F. *The Personality of Britain.* National Museum of Wales. (See p. 294.)

FRANKLIN, T. B. *British Grasslands.* Faber. 173 pp. 1943. 21*s.*
A study of British grasslands from an historical point of view but with much of geographical interest.

GIBSON, W. *Coal in Great Britain.* Arnold. 342 pp. 1940 (1st pub. 1920). 21*s.*
A sound, comprehensive study, well illustrated with photographs and diagrams. The second edition contains a chapter concerned with the origin and composition of the British coalfields, emphasising their division into groups based on their geological history.

GRAHAM, M. *The Fish Gate.* Faber. 199 pp. 1949. 12*s.* 6*d.*
An indispensable book for the study of the fishing industry of Great Britain. Both the human side of the life and work of the fishermen and the physical basis of the fishing grounds are treated.

GRAHAM, M. *Soil and Sense.* Faber. 274 pp. 1949. 8*s.* 6*d.*
An original study of the life and work of our countryside.

HAWKES, JACQUETTA. *A Land.* Cresset Press. 248 pp. 1951. 21*s.*
This is one of those outstanding books, correct factually but yet touched with the imaginative insight of a poet. It gives a vivid account of the evolution of the structure and the changing landscape of Britain. The final chapter deals with the effect of the Industrial Revolution on the landscape. A stimulating work.

MACKINDER, THE RT. HON. SIR HALFORD. *Britain and the British Seas.* O.U.P. 375 pp. 1907 (1st pub. 1902). 17*s.* 6*d.*
This classic book which has long been a model for the geographical treatment of a country is indispensable to the geography teacher. It is also a

model of geographical writing, scientific and artistic, accurate and readable. Regional accounts are given under the headings of Metropolitan England, Industrial England, Scotland and Ireland, and there are chapters on historical, economic and strategic geography. The book contains 132 maps and diagrams and six coloured maps.

MACKINDER, THE RT. HON. SIR HALFORD. *Our Own Islands.* Elementary Studies in Geography and History. Philip. 335 pp. 1930 (eighteenth edition). *Out of print.*
A comprehensive descriptive book containing the essential facts of the geography of the British Isles, and demanding constant reference to the maps and pictures in it and to other sources. Teachers are referred to it for its admirable teaching methods. (See p. 381.)

MANLEY, G. *Climate and the British Scene.* New Naturalist Series, Book 22. (See pp. 278 and 381.)

MAWER, A., AND STENTON, F. M. (Ed.). *Introduction to the Survey of English Place-Names.* C.U.P. 201 pp. 1924. *Out of print.*
Nine studies by seven authors provide an invaluable introduction to the county volumes of the English Place-Names Society.

MILLER, T. G. *Geology and Scenery in Britain.* Batsford. (See p. 273.)

National Forest Park Guides. H.M.S.O. (Forestry Commission). Argyll, 1*s.* 6*d.* Forest of Dean, 2*s.* Glen More (Cairngorms), 2*s.* Glen Trool (Galloway), 3*s.* Hard Knott (Lake District), 2*s.* Snowdonia, 2*s.* 6*d.* 1947–8.
Each guide contains an excellent elementary account, with maps and sections, of the geology and relief of the area, together with valuable detail concerning plant and animal life and also the historical background. Information on local Youth Hostels, hotels, and details of approach is given. Most valuable bibliographies of books and pamphlets on the area are included in several of the leaflets. Each one is abundantly and artistically illustrated, with a useful map of the locality in a pocket in the back cover.

The National Trust. (See p. 159.)

OGILVIE, A. G. (Ed.). *Great Britain: Essays in Regional Geography.* C.U.P. 502 pp. 1952 (1st pub. 1928). 25*s.* *Also printed separately:* Chapters II and III, the South-East of England; C. C. Fagg, G. E. Hutchings and Hilda Ormsby. 2*s.* 6*d.* Chapter XX, Cumbria: F. J. Campbell. 2*s.* 6*d.*
These essays provide complete and authoritative studies most useful in detailed work on the British Isles or as background for local regional work.

OWEN, SIR DAVID J. *The Ports of the United Kingdom.* Allman. 378 pp. 1948 (1st pub. 1939). 30*s.*
A useful encyclopaedia of facts about the chief ports of Great Britain and Northern Ireland, with emphasis on their historical evolution. The few statistics included are not up-to-date.

PEARSALL, W. H. *Mountains and Moorlands.* New Naturalist Series, Book II. Collins. (See pp. 282 and 381.)

Scientific Surveys. British Association for the Advancement of Science. York, Aberdeen, Blackpool, Nottingham, 2*s.* each, postage 2*d.* Newcastle-upon-Tyne (1949), 10*s.*, postage 6*d.* S.E. Scotland (1951), 15*s.*, postage 6*d.* Belfast (1952), 21*s.*, postage 6*d.* The Oxford Region, O.U.P. 202 pp. 1954. 21*s.*
Surveys of the various districts in which the Association has met. Several of them contain valuable geographical studies of the development, functions, and morphology of the cities and their regions. Surveys of Cambridge (1938), Dundee (1939) and Merseyside (1953) are available for consultation in the Association's library.

SHEPHERD, W. *The Living Landscape of Britain.* Faber. 224 pp. 1952. 36*s.*
Designed as a popular introduction to geomorphology for the rambler and visitor, this book is well illustrated with line drawings and profiles of typical land forms and geological formations.

SMITH, W. *An Economic Geography of Great Britain.* Advanced Geographies. Methuen. 747 pp. 1953 (1st pub. 1949). 42*s.*
The author takes the view that economic geography is one facet of the whole geographical complex, its special field being the analysis of the distribution forms in the patterns of economic life. The first part of the book is historical, the second part providing a sound and up-to-date systematic analysis of the economic geography of agriculture, industry, transport and trade. Considerable detail is included regarding industrial requirements, transport, and related topics. The book contains 124 line maps and diagrams, one folding map and one folding table.

STAMP, L. D. *Britain's Structure and Scenery.* New Naturalist Series, Book 4. Collins. (See pp. 273 and 381.)

STAMP, L. DUDLEY. *The Land of Britain: Its Use and Misuse.* Longmans. (See p. 309.)

STAMP, L. DUDLEY, AND BEAVER, S. H. *The British Isles.* Longmans. 719 pp. 1954 (1st pub. 1933). 40*s.*
A geographic and economic survey. It takes stock of national resources past and present, and gives an account of climate, agriculture, commerce and industry in Britain, illustrated with photographs and maps.

STAPLEDON, SIR R. GEORGE, AND DAVIES, W. *Ley Farming.* Faber. 182 pp. 1948. 15*s.*
An authoritative study of an important aspect of farming to-day.

STEERS, J. A. *The Sea Coast.* New Naturalist Series, Book 25. Collins, 276 pp. 1953. 25*s.*
An authoritative study of the coasts of Britain from the physical point of view. It gives most valuable studies of many of the coastlines where interesting

changes have taken place. It is well illustrated with excellent coloured pictures, maps and diagrams. (See p. 381.)

STEWART, C. *The Village Surveyed.* Arnold. 171 pp. 1948. 12*s.* 6*d.*
A full account of a survey of a Kentish village by a team of investigators. It includes details of the methods used and the results obtained, as well as consideration of future planning. Teachers will find useful suggestions in this study, although it is not suitable for direct imitation by schools making local surveys.

Studies in Regional Planning. DAYSH, G. H. J. (Ed.). Philip. 248 pp. 1951. 27*s.* 6*d.*
Seven separate studies deal with The Highlands and Isles, Central Scotland, The North-east of England, Cumberland, The East Midlands, Gloucester-Wiltshire-Somerset, and Devon and Cornwall. Particular emphasis is placed on the importance of national planning to the future welfare of the various regions. The individual papers are also obtainable in separate bindings. (See p. 382.)

TANSLEY, A. G. *Britain's Green Mantle.* Allen and Unwin. (See p. 282.)

THOMAS, J. F. H., AND OTHERS. *Sheep.* Faber. 196 pp. 1947. 15*s.*
A comprehensive study of sheep farming, including chapters on sheep on English lowland farms, mountain and hill sheep farming in Scotland and sheep farming in Wales.

TROW-SMITH, R. *English Husbandry.* Faber. 239 pp. 1951. 18*s.*
An excellent account of the history of farming with a most comprehensive bibliography.

TRUEMAN, SIR ARTHUR (Ed.). *The Coalfields of Britain.* Arnold. 396 pp. 1954. 63*s.*
An account of the geology of the coalfields of Great Britain in which each is studied in detail by experts and such information is given as the types and qualities of coal and the names of the seams. Maps and sections are useful, and a very full bibliography is included.

TRUEMAN, A. E. *Geology and Scenery in England and Wales.* Pelican Series. Penguin Books. (See p. 273.)

UNSTEAD, J. F. *The British Isles.* A Systematic Regional Geography, Part I. U.L.P. (See p. 382.)

WATSON, J. A. S., AND MORE, J. A. *Agriculture: The Science and Practice of British Farming.* Oliver and Boyd. 955 pp. 1950. 26*s.*
A textbook intended for the agriculture student or farmer, dealing with the soil and its management, crops, farm livestock, farm organisation and management. It is well illustrated with photographs and diagrams and contains a complete index. As a standard reference book it is suitable for the advanced grammar school pupil doing rural studies or detailed local work.

WILLS, L. J. *The Physiographical Evolution of Britain.* Arnold. 368 pp. 1929. (*New edition in preparation.*)
The physiographical processes that were at work during the past geographies of Britain are explained simply and clearly with the aid of many diagrams. This book gives a very valuable treatment of the relation of structure to relief in Britain.

WRIGHT, W. D. *Life and Commerce in Britain.* Dent. (See p. 204.)

(2) ENGLAND

ALLISON, J. E. *The Mersey Estuary.* University Press of Liverpool. 67 pp. 1949. 3*s.* 6*d.*
An historical study of the development of Merseyside as a port and the physical achievement which this represents.

BEST, S. E. J. *East Yorkshire: A Study in Agricultural Geography.* Longmans. 204 pp. 1930. *Out of print.*
A valuable book on the conditions of agriculture and the geography of Yorkshire. It is useful also for its method of study.

BONHAM-CARTER, V. *The English Village.* Pelican Series. Penguin Books. 249 pp. 1952. 3*s.*
This book gives a concise and useful account of the historical background of the village. The second half deals with the elements of the village, emphasising its architectural aspects and building materials, and later analysing its social components. It is useful as a source of interesting facts and for its outlook on the village to-day.

BRACEY, H. E. *Social Provision in Rural Wiltshire.* Methuen. 204 pp. 1952. 21*s.*
A thoroughly detailed study of Wiltshire, its sociological, historical and geographical background. Particularly valuable for schools within the county, it also gives teachers elsewhere a most useful example of the detailed study of an area.

BYGOTT, J. *Eastern England.* Routledge. 373 pp. 1923. *Out of print.*
A study of the agricultural geography of eastern England which, although emphasising the economic and humans aspects, bases its conclusions on the findings of physical geography. The book is well written and has a number of useful diagrams and maps.

CAESAR, A. A. L. *Devon and Cornwall.* Studies in Regional Planning. Philip. 28 pp. 1951. 5*s.*
A very accurate and clearly-written summary of the main geographical aspects of the region. (See p. 382.)

CAESAR, A. A. L. *Gloucester-Wiltshire-Somerset.* Studies in Regional Planning. Philip. 28 pp. 1951. 5*s.*
The geographical background of the area, economic conditions, population and regional services, together with future planning recommendations, are discussed authoritatively. (See p. 382.)

COLES, K. A. *Pocket Pilot for the South Coast.* Shell Guides. Faber. (See p. 301.)

DARBY, H. C. *The Draining of the Fens.* Cambridge Studies in Economic History. C.U.P. 331 pp. 1940. *Out of print.*
A readable and authoritative study. It contains thirty-four maps of great value and thirty-one illustrations.

DAYSH, G. H. J. *Cumberland.* Studies in Regional Planning. Philip. 24 pp. 1951. 5*s.*
A small but useful booklet on conditions in the region. It summarises the fundamental geographical features, past and present, and discusses the effects of war on industry and population in the area. (See p. 382.)

DAYSH, G. H. J., AND CAESAR, A. A. L. *The North-East of England.* Studies in Regional Planning. Philip. 32 pp. 1951. 5*s.*
A valuable booklet providing a general summary of the geographical characteristics of the region, the distribution of population and past economic activities It describes changes in population and industry resulting from the War and considers current problems. (See p. 382.)

DEBENHAM, F. *East Anglia.* A Pictorial Survey of England and Wales, Section II. Philip. 16 pp. 1952. 4*s.*
A study of the important sub-regions of East Anglia with the aid of many pictures. (See p. 382.)

EDWARDS, K. C. *The East Midlands.* Studies in Regional Planning. Philip. 36 pp. 1951. 5*s.*
An up-to-date, clear treatment of the region, containing a very good summary of its main geographical features, with much statistical evidence. (See p. 382.)

ELGEE, F. *The Moorlands of North-Eastern Yorkshire.* Brown. 360 pp. 1912. *Out of print.*
Botany, geology and zoology are combined in this description of the area. The result is an intimate and comprehensive picture. In addition the book is well illustrated with diagrams and photographs.

FAWCETT, C. B. *Provinces of England.* Williams and Norgate. 296 pp. 1919. *Out of print.*
A classic work of great value to all interested in regionalism and the division of England into provinces or regions.

GRESSWELL, R. K. *Sandy Shores in South Lancashire.* Liverpool Studies in Geography. University Press of Liverpool. (See pp. 267 and 381.)

GULLICK, C. F. W. R. *The Oxford Region.* A Pictorial Survey of England and Wales, Section I. Philip. 16 pp. 1937. 4*s.*
This is a study of the Oxford region with the aid of picture, map and landscape sketch. The more important features are selected for treatment, for example, Goring Gap, the Chiltern escarpment, Oxford, the Cotswold valleys. (See p. 382.)

HOLFORD, W., AND WRIGHT, H. M. *Cambridge Planning Proposals.* Cambridge County Council, Shire Hall, Cambridge. 1950. Two vols. 30*s.* each.
This is a report to the Town and Country Planning Committee of the Cambridgeshire County Council, with a supplementary volume of maps and drawings. It is a useful document for local survey by students or schools.

HUTCHINGS, G. E. *The Book of Box Hill.* Juniper Hall Field Centre. 2*s.* 4*d.* post free.
This is a useful companion volume for field work in the Box Hill area.

JONES, J. *A Human Geography of Cambridgeshire.* Sidgwick and Jackson. 96 pp. 1922. *Out of print.*
The book, illustrated with maps and diagrams, is the happy result of a close study of the 'home area', and is highly recommended for reference in the upper forms of secondary schools and for teachers, because of its suggestiveness as to method.

JONES, LL. RODWELL. *The Geography of London River.* Methuen. 181 pp. 1931. 22*s.* 6*d.* *Out of print.*
This study of the Thames estuary, its physical conditions and economic activities, is of considerable interest to all students of geography, although it has a somewhat historical bias. The statistics are, inevitably, now out-of-date. It is suitable as a reference book for the grammar school library, and will be very useful to teachers, especially on the historical growth of London as a port. There are many maps and diagrams.

JONES, LL. RODWELL. *North England: An Economic Geography.* Routledge. 265 pp. 1924 (1st pub. 1921). *Out of print.*
This book gives the historical evolution of the great industries associated with the five considerable coalfields of the Pennine mass. It is of value for its method of approach to the study of an industry and to the study of a town.

MASSINGHAM, H. J. *The Southern Marches.* The Regional Books. Hale. 386 pp. 1952. 18*s.*
A special feature of this book is the critical attitude adopted by the author towards the uses to which the land is put in many parts of the area. Architecture is very fully treated. This book is not likely to be read through by any but the most advanced sixth form pupils. It is most thought-provoking. (See p. 214.)

ORMSBY, H. *London on the Thames.* Sifton Praed. 214 pp. 1924. *Out of print.*
A useful book for teachers studying the geographical conditions influencing the birth and growth of London. It is clear and concise, and illustrated with maps and diagrams.

PIPER, J. *Oxfordshire.* Shell Guides. Faber. (See p. 301.)

PIPER, J., AND BETJEMAN, J. *Shropshire.* Shell Guides. Faber. (See p. 301.)

SHARP, T. *Northumberland.* Shell Guides. Faber. (See p. 301.)

SIMPSON, C. A. *Rediscovering England.* Benn. 376 pp. 1930. *Out of print.*

A readable treatment of the geography of England based on sound observational work and well illustrated. Geological influences are emphasised and much attention given to the life and work of people. There are liberal references to local literature.

SMITH, W. *Physical Survey of Merseyside.* University Press of Liverpool. 97 pp. 1946. 5*s.*

This examination of various sites and their physical qualities provides a background to town and country planning and a guide to the formulation of future policy in land utilisation.

SMITH, W. (Ed.). *A Scientific Survey of Merseyside.* British Association Handbook 1953. University Press of Liverpool for the British Association for the Advancement of Science. 299 pp. 1953. 21*s.*

An extensive report on Merseyside and the Merseyside district compiled on scientific principles. It covers, amongst other topics, the historical background, the social structure, economic, industrial and demographic problems.

VERSEY, H. C. *Geology and Scenery of the Countryside round Leeds and Bradford.* Allen and Unwin. (See p. 274.)

WEST, A., AND VEREY, D. *Gloucestershire.* Shell Guides. Faber. (See p. 301.)

WOOLDRIDGE, S. W., AND GOLDRING, F. *The Weald.* New Naturalist Series, Book 26. Collins. 306 pp. 1952. 25*s.*

A first-class geography of many aspects of the Weald, with excellent illustrative diagrams and many photographs. (See p. 381.)

(3) SCOTLAND

BONE, S. *The West Coast of Scotland.* Shell Guides. Faber. (See p. 301.)

CRAWFORD, O. G. S. *Topography of Roman Scotland North of the Antonine Wall.* C.U.P. 162 pp. 1949. 40*s.*

The book is amply illustrated with pictures, diagrams and maps.

DARLING, F. F. *Crofting Agriculture.* Oliver and Boyd. 163 pp. 1945. *Out of print.*

An agricultural guide for the crofter to help him in his problems of husbandry. A good deal can be learnt about crofting cultivation in its chapters, and there are excellent illustrations.

DARLING, F. F. *Island Years.* Bell. 306 pp. 1948 (1st pub. 1940). 15*s.*
A delightful book for older students' and teachers' reference libraries recording three people's lives during three years on lonely islands off the north-west coast of Scotland. It will appeal to students who wish to learn of the wild life, migrations, and remoteness of those parts of the British Isles still in their natural state. A set of maps help to locate the islands and add to the context and the reader's enjoyment.

DEFOE, D. *A Tour through Scotland.* Peter Davies. (See p. 403.)

GARDNER, A. *The Peaks, Lochs and Coasts of the Western Highlands.* Grant, Edinburgh. 128 pp. 1928. *Out of print.*
Although primarily a travel book, it gives a valuable series of geographical descriptions based on scientific fact and accurate observation in the field. It includes the Ben Nevis area, the western coasts, Skye, Ross and Sutherland.

GEDDES, A., AND SPAVEN, F. D. N. *The Highlands and Isles.* Studies in Regional Planning. Philip. 54 pp. 1951. 7*s.* 6*d.*
A valuable up-to-date book which covers natural regions, population changes, the use of resources, with suggestions for development. Two coloured maps show population and communications, and land use. (See p. 382.)

GEIKIE, A. *The Scenery of Scotland.* Macmillan. 352 pp. (1st pub. 1865). *Out of print.*
A classic work, with much graphic description showing clearly the relationship between geology and the physical landscape.

MACKENZIE, H. *The City of Aberdeen.* The Third Statistical Account of Scotland. Oliver and Boyd. 20*s.* (See p. 383.)

MEIKLEJOHN, GRACE. *The Settlements and Roads of Scotland.* Oliver and Boyd. 169 pp. 1927. 12*s.* 6*d.*
Essentially a study in human geography, this book treats the population, settlement, agriculture and industry of Scotland on the regional basis. It is illustrated with photographs, drawings and coloured geological and orographical maps on a large scale.

OAKLEY, C. A. *Scottish Industry.* Collins, for the Scottish Council. 332 pp. 1953. 25*s.*
A very valuable source book of the details of the industries of Scotland, compiled by industrialists. A series of industrial maps gives the location of works and factories in towns and areas.

O'DELL, A. C., AND HOUSTON, J. M. *Central Scotland.* Studies in Regional Planning. Philip. 22 pp. 1951. 5*s.*
An accurate and useful account of the region, dealing with population, chief industries, housing, communications, and social services. (See p. 382.)

POCHIN MOULD, D. D. C. *The Roads from the Isles.* Oliver and Boyd. 192 pp. 1950. 12*s.* 6*d.*
A clear and readable account of the old drove roads of North West Scotland, their economic history, social importance and geology. This book illuminates Scottish life in the past and would be useful to those preparing local field work.

SMITH, A. *The County of Fife.* The Third Statistical Account of Scotland. Oliver and Boyd. 20*s.* (See p. 383.)

SNODGRASS, CATHERINE P. *East Lothian.* The Third Statistical Account of Scotland. Oliver and Boyd. (See p. 383.)

STRAWHORN, J., AND BOYD, W. *Ayrshire.* The Third Statistical Account of Scotland. Oliver and Boyd. 885 pp. 1951. 20*s.*
Each chapter of the survey is written by a specialist, combining to provide an account of the physical basis of the county, its agriculture, mining, manufacturing industries and transport. The second half of the book gives an intimate account of the parishes of Ayrshire. (See p. 383.)

Types of Farming in Scotland. H.M.S.O. (See p. 309.)

WALKER, J. H. *On Hills of the North.* Oliver and Boyd. 182 pp. 1948. 15*s.*
This descriptive account of journeys in the North Western Highlands, part of the Central Highlands, Skye and Rhum, combines an account of the scenery with a clear explanation of the underlying geology. This is a useful book for advanced field work and particularly suitable for the training college library. It is illustrated by large photographs and several sketch-maps.

(4) WALES

BOWEN, E. G. *Wales: A Study in Geography and History.* University of Wales Press. (See p. 292.)

CAMPBELL, B., SCOTT, R., AND NORTH, F. J. *Snowdonia.* New Naturalist Series, Book 13. Collins. 469 pp. 1949. 21*s.*
This book provides a complete account of the region, illustrated with black-and-white and colour illustrations, maps and diagrams. The geographical section is mainly geological. (See p. 381.)

EVANS, I. L., AND ASHBY, A. W. *The Agriculture of Wales and Monmouthshire.* University of Wales Press. 280 pp. 1944. 15*s.*
A survey of Welsh agriculture preceding the beginning of the Second World War. The book is carefully based on statistical evidence and, although not up-to-date, is of value to the geography teacher.

REES, A. D. *Life in a Welsh Countryside.* University of Wales Press. 188 pp. 12*s.* 6*d.*
This is a study of the social and other aspects of the culture of rural Wales, based on a detailed survey of a Welsh parish, with illustrations and maps.

(5) Ireland

COLE, G. A. J. *Ireland the Outpost.* O.U.P. 78 pp. 1919. *Out of print.*
An interesting study in geography, geology and history.

FREEMAN, T. W. *Ireland: Its Physical, Historical, Social and Economic Geography.* Advanced Geographies. Methuen. 555 pp. 1950. 32*s.* 6*d.*
A very detailed and advanced book on the geography of Ireland. The subject is divided into two parts, one dealing with the geography of the country as a whole and the other with its various regions. Although some of the numerous maps may be used in fifth forms, the bulk of the book is suitable only for sixth form work and as a teacher's reference.

(6) The 'Land of Britain' Series

Under this title the Land Utilisation Survey of Great Britain issued its Report. This is in ninety-two parts, one for each administrative county in England, Wales and Scotland, and a subsequent part for the Channel Islands. Each report contains an historical introduction recording how the survey was carried out in the county concerned: this is followed by an account of the physical background—geology, relief, soils and climate. The distribution of each type of utilisation is analysed together with an extended treatment of land use regions. The report then details special investigations undertaken by the author and in that respect each part is different, but nearly all have accounts of land use in the past and attempt to analyse the evolution of the present pattern. The reports are illustrated with maps and diagrams and each has a statistical summary including statistics of land use since 1866. Publisher: Stanford (Geographical Publications). The following notes indicate some of the most useful features of each report.

AUTY, R. M. *Leicestershire.* Vol. V, Part 57. 84 pp. 1943. 4*s.*
The distribution of settlements; maps of the distribution of crops; studies of farms, markets; the history of farming.

BEAVER, S. H. *Yorkshire, West Riding.* Vol. IV, Part 46. 107 pp. 1941. *Out of print.*
An examination of West Riding conurbation and of the history of land use in the woollen manufacturing region. A grassland survey is given in the form of an appendix.

BEAVER, S. H., AND ALLEN, D. M. *Northamptonshire and the Soke of Peterborough.* Vol. V, Parts 58-59. 84 pp. 1943. 4*s.*
Land use regions, with examples of specimen farms, and historical trends in agriculture are discussed.

BOON, E. P. *Cheshire.* Vol. VI, Part 65. 74 pp. 1941. *Out of print.*
Climate; maps of crop distributions; studies of typical farms with useful plans; special section on dairy farming and cheese making.

BROUGHTON, MARGARET E. *Hereford.* Vol. VI, Part 64. 43 pp. 1941. *Out of print.*
A history of farming changes.

BROUGHTON, MARGARET E. *Rutland.* Vol. V, Part 53. 38 pp. 1937. 2*s.*
A report on land utilisation in Rutland in the past.

BUCHANAN, K. M. *Worcestershire.* Vol. VI, Part 68. 266 pp. 1944. 12*s.* 6*d.*
Topics discussed include village types and building materials; land use, including diagrams of specimen holdings and one of land use in a typical market gardening parish in 1941; the development of market gardening in the Avon Valley.

BUTCHER, R. W. *Suffolk, East and West.* Vol. VII, Parts 72-73. 69 pp. 1941. *Out of print.*
A report on the location of industries, connected and unconnected with agriculture. It includes a plan of the Lodge Farm, Hitcham, in the boulder clay region of Central Suffolk.

CAMERON, L. G. *Hertfordshire.* Vol. VIII, Part 80. 46 pp. 1941. *Out of print.*
The relation of crops to soils, and the distribution of settlements.

CLARKE, A. R. *Monmouth.* Vol. III, Part 38. 78 pp. 1943. *Out of print.*
An account of land use regions including specimen farms.

DAVIES, MARGARET F. *Pembrokeshire.* Vol. III, Part 32. 97 pp. 1939. *Out of print.*
Historical notes on agriculture: the relations of legislation and farming, and the present-day problems of agriculture in the country.

DAVIES, B. L., AND MILLER, H. *Carmarthen.* Vol. III, Part 39. 62 pp. 1944. 4*s.*
A survey of land use regions, including specimen farms, milk marketing, and the historical development of land use in the county.

DOBSON, E. B. *Angus.* Vol. II, Part 27. 110 pp. 1946. Parts 27-30. 10*s.*
Land use regions are illustrated with specimen farm studies. The evolution of the land use pattern is described and the effects of glaciation.

DOBSON, E. B. *Banffshire.* Vol. I, Part 6. 40 pp. 1941. *Out of print.*
The book deals in some detail with the distilling industry.

DURY, G. *Channel Islands.* 54 pp. 1950. 5*s.*

EDWARDS, K. C. *Nottinghamshire.* Vol. V, Part 60. 150 pp. 1944. 4*s.*
This report has a useful section on the historical aspects of land utilisation in agriculture.

FITCHETT, C. E., AND OTHERS. *Bedfordshire.* Vol. V, Part 55. 92 pp. 1943. 4*s.*
Changes in the land utilisation of eight specimen parishes are discussed, followed by a survey of the agriculture of Bedfordshire in the past.

FRY, A. H. *Wiltshire.* Vol. IX, Part 87. 99 pp. 1940. *Out of print.*
The distribution of water meadows; parishes of Wiltshire; the distribution of settlements on Salisbury Plain and population changes of its regions since 1801; changes in land utilisation of the Salisbury Plain.

FRYER, D. W., AND OTHERS. *Buckinghamshire.* Vol. V, Part 54. 57 pp. 1942. *Out of print.*
A history of farming in the county.

FRYER, D. W. *Huntingdonshire.* Vol. VII, Part 75. 45 pp. 1941. 2*s.* 6*d.*
Land use regions are illustrated by descriptions of specimen farms and an account is given of land utilisation in the eighteenth and nineteenth centuries. A grassland survey of the counties of Huntingdon, Cambridge and the Isle of Ely is included in the form of an appendix.

GREEN, F. H. W. *Moray and Nairn.* Vol. I, Part 2. 124 pp. 1937. 2*s.*
Land use regions, with maps.

GREEN, F. H. W., AND MOON, H. P. *Hampshire.* WILLATS, EDNA C., AND STAMP, L. D. *Isle of Wight.* Vol. IX, Parts 89 and 90. 109 pp. 1940. *Out of print.*
Part 89 consists of a study of land utilisation with references to Portsmouth, Gosport, Southampton, Bournemouth and Christchurch, and a study of Lord Wordsworth's farm near Odiham. An appendix deals with water meadows in southern England.

HARE, F. K. *Kirkcudbright and Wigtown.* Vol. I, Parts 7–8. 69 pp. 1941. 4*s.*
The historical geography of the farming system.

HARRIS, A. H., AND HENDERSON, H. C. K. *Derbyshire.* Vol. VI, Part 63. 75 pp. 1941. *Out of print.*
Industries; studies of specimen farms, with plans; useful transects; history of farming changes.

HENDERSON, H. C. K., AND BRIAULT, E. W. H. *Sussex, East and West.* Vol. VIII, Parts 83-84. 87 pp. 1942. *Out of print.*
This survey of farming and land use in recent times includes an account of farming during the 1914–18 War. A grassland survey is made by Sir G. Stapledon and W. Davies. Notes on the Southdown Sheep are included, and a description of land use regions, including specimen farms.

HOLLIDAY, L. A. *Merioneth.* Vol. III, Part 33. 37 pp. 1940. *Out of print.*
A discussion of land use regions and farm studies.

HOWELL, E. J. *Caernarvon, Denbigh and Flint.* Vol. III, Parts 41-43. 132 pp. 1946. *Out of print.*
An account of land use regions with specimen farms, markets and fairs, productivity and food values, and changes in land use.

HOWELL, E. J. *Cardigan.* Vol. III, Part 40. 53 pp. 1946. 4*s.*
The book describes land use regions and specimen farms, milk marketing, Welsh plant breeding stations, and changes in land use.

HOWELL, E. J. *Shropshire.* Vol. VI, Part 66. 105 pp. 1941. *Out of print.*
Soils; studies of specimen farms, with plans; land values; history of farming changes, with examples.

LEBON, J. H. G. *Ayrshire.* Vol. I, Part 1. 83 pp. 1937. 2*s.* 6*d.*
It provides a history of Ayrshire farming with special reference to mediaeval times and to drainage and the extension of improved land in the nineteenth century. The author also deals with animal husbandry: the Ayrshire breed of cattle and the character of pastoral practice.

LEWIS, A. D. *Anglesey.* Vol. III, Part 34. 57 pp. 1940. *Out of print.*

LINTON, D. L., AND SNODGRASS, CATHERINE P. *Peebles and Selkirk.*
O'DELL, A. C. *Roxburgh.* Vol. II, Parts 24-26. 83 pp. 1946. 4*s.*
A description of the seasonal round of agricultural activities and the history of land utilisation.

MCIVER, J. A. *Dumfries.* Vol. II, Part 19. 39 pp. 1945. 4*s.*

MCPHERSON, A. W. *Warwickshire.* Vol. V, Part 62. 189 pp. 1946. 12*s.* 6*d.*
Land use regions are discussed with specimen farm studies, also urban settlements, the population of rural areas and rural settlement patterns.

MARSHALL, MARY, AND OTHERS. *Oxfordshire.* Vol. V, Part 56. 47 pp. 1943. 4*s.*
A study of the size of farms and also the wartime organisation of agriculture.

MAY, J., AND WELLS, S. F. *Montgomery.* Vol. III, Part 36. 67 pp. 1942. 2*s.* 6*d.*
An account of the climate of mid-Wales and the history of land use in the county.

MELBOURNE, R. W. L. *Isle of Ely.* Vol. VII, Part 71. 49 pp. 1940. *Out of print.*
The author is particularly concerned with land drainage, the distribution of gardens and their use as an index to settlement.

MOSBY, J. E. G. *Norfolk.* Vol. VII, Part 70. 171 pp. 1938. *Out of print.*
Discussing land utilisation in the past, specific manors, parishes and estates are selected as illustrations of development. Similarly, specimen farms in different land use regions are described. Other topics include the twentieth-century introductions of tobacco growing in Breckland, lavender and flax growing, silver fox farming in north-west Norfolk and sugar beet cultivation.

MOYES, M. D. *Renfrewshire.* STAMP, L. D. *Lanarkshire, Dumbartonshire and Stirlingshire.* Vol. II, Parts 20-23. 119 pp. 1946. 4*s.*
The history of land utilisation in the area.

MYERS, J. *Staffordshire.* Vol. V, Part 61. 83 pp. 1945. 4*s.*
Studies of specimen farms; the history of farming; markets; towns; industry and roads; with an appendix on 'Black Country' by S. H. Beaver.

O'DELL, A. C. *Orkney.* Vol. I, Part 4. 52 pp. 1939. *Out of print.*
A valuable treatment of climate, also a thorough study of the agriculture of the different islands with useful detail.

O'DELL, A. C. *Shetland.* Vol. I, Part 5. 42 pp. 1940. 2*s.* 6*d.*
This report deals with the effect of fishing on agriculture. It gives details concerning crop growing and the keeping of livestock and includes agricultural statistics for parishes of the mainland and the North Isles.

OGG, W. G., AND MUIR, A. *Aberdeen.* STAMP, L. D. *Kincardine and Fife with Kinross and Clackmannan.* Vol. II, Parts 28-30. 42 pp. 1946. Parts 27-30: 10*s.*
The history of land utilisation.

PETTIT, G. H. N. *Cambridge.* Vol. VII, Part 74. 31 pp. 1941. *Out of print.*
A general review of agriculture in Cambridgeshire is given in relation to land utilisation. Recent trends in agriculture are also discussed.

PYE, N., AND DAVIES, E. *Isle of Man.* Vol. IV, Part 44. 45 pp. 1941. *Out of print.*
The evolution of the system of land use.

REDFORD, L. K. *Radnor.* Vol. III, Part 35. 23 pp. 1940. *Out of print.*

ROBERSON, B. S., AND OTHERS. *Cornwall.* Vol. IX, Part 91. 62 pp. 1941. *Out of print.*
The discussion of the land use regions of Cornwall includes mention of specimen farms and of historical developments. An appendix provides notes on the Scilly Isles and the factors influencing land use.

SCARFE, N. V., AND OTHERS. *Essex.* Vol. VIII, Part 82. 65 pp. 1942. *Out of print.*
Maps of crop distribution; distribution of settlements; changes in land use.

SCOLA, P. M. *The Lothians.* Vol. II, Parts 16-18. 95 pp. 1944. 4*s.*
This report deals with settlement in relation to agriculturally unproductive land, industry and settlement, and Edinburgh. Throughout there is much detail on farming practice and types of farming. A historical study of land use in the Lothians is included.

SMITH, W. *Lancashire.* Vol. IV, Part 45. 31 pp. 1941. *Out of print.*
Agricultural details of the Fylde.

SMITH, G. I. *Lincolnshire.* Vol. VII, Part 69. 83 pp. 1937. *Out of print.*
This book includes studies of human conditions; the size of holdings and types of farms are discussed, with diagrams of a typical general arable farm, an early potato farm, a bulb and fruit farm, a peat land farm, and a clay land farm. The commercial and industrial aspects of Holland agriculture are examined together with recent changes and trends.

SMITH, F. T. *Sutherland.* Vol. I, Part 3. 188 pp. 1939. 2*s.* 6*d.*
Land use regions; occupations; reclamation schemes, with a description of a croft (1820); the deer forests.

SMITH, G. I. *Lincolnshire, Parts of Lindsey.* WILLATS, EDNA C. *Lincolnshire, Parts of Kesteven.* Vol. VII, Parts 76-77. 69 pp. 1942. *Out of print.*
A description of land use regions, with specimen farms, and of types of farming in eastern England. An appendix contains a grassland survey of the Eastern Counties.

STAMP, L. D., AND OTHERS. *Devonshire.* Vol. IX, Part 92. 75 pp. 1941. *Out of print.*
This report includes a map of Devonshire markets, a comprehensive study of the history of land utilisation in Devonshire, and discussion of land use regions. Appendices provide surveys of the types of farming in the southern and south-western counties and of the grassland in these areas.

STAMP, L. D. *Kent.* Vol. VIII, Part 85. 66 pp. 1943. *Out of print.*
Distinctive features of this book are sections dealing with hops, the Romney and other marshes, the draining of the marsh pastures and the history of land utilisation in Kent, also appendices dealing with types of farming and grassland in south-eastern England.

STAMP, L. D. *Yorkshire, East Riding.* Vol. IV, Part 48. 32 pp. 1942. *Out of print.*
The history of land utilisation.

STAMP, L. D., DAVIES, E., AND OTHERS. *Cumberland and Westmorland.* Vol. IV, Parts 49-50. 81 pp. 1943. 4*s.*

STAMP, L. D., MANLEY, G., DAYSH, G. H. J., AND OTHERS. *Northumberland.* Vol. IV, Part 52. 67 pp. 1945. *Out of print.*
The book includes a discussion of the climate of Northumberland and also notes on the relation of climate to agriculture. Appendices deal with types of farming in Northern England and include a grassland survey of the northern counties, with maps.

STAMP, L. D., AND WILLATS, EDNA C. *Surrey.* Vol. VIII, Part 81. 47 pp. 1942. *Out of print.*
In addition to the evolution of land use in the county, it includes an account of the distribution of arable land in the Upper Wey Basin in 1840, 1870 and 1939, written by D. W. Shave.

STEPHENSON, J., AND EAST, W. G. *Berkshire.* Vol. VIII, Part 78. 114 pp. 1936. *Out of print.*
This volume includes a special section by Professor East on the land utilisation of Berkshire in 1800.

STUART-MENTEATH, T., AND OTHERS. *Somerset.* Vol. IX, Part 86. 141 pp. 1938. *Out of print.*
Sections of this book deal with drainage and floods in Somerset, specimen studies of withy beds, cider apple orchards and a detailed study of specimen farms. There is also a special section on the making of field patterns of Somerset.

TAVENER, L. E. *Dorset.* Vol. IX, Part 88. 51 pp. 1940. *Out of print.*
An account of land utilisation in the past and of land use regions, with discussion of specimen farms.

TEMPLE, ADA, AND OTHERS. *Durham.* Vol. IV, Part 47. 45 pp. 1941. *Out of print.*
The topics discussed include climate and agriculture: altitude, climate and land utilisation (the highest cultivation in England, Upper Weardale and Teesdale); pre-industrial settlement and land use.

THOMAS, A. N. *Glamorgan.* Vol. III, Part 31. 71 pp. 1938. *Out of print.*
A survey of land use regions including specimen farms.

VINCE, S. W. E. *Caithness.* Vol. II, Part 15. 64 pp. 1944. 4*s.*
Climate; soils and natural vegetation; and valuable maps of crop distribution.

VINCE, S. W. E. *Gloucestershire.* Vol. VI, Part 67. 91 pp. 1942. *Out of print.*
A historical survey of land use in the county.

VINCE, S. W. E., AND HUNT, C. J. *The Highlands.* STAMP, L. D. *Buteshire.* Vol. I, Parts 9-13. 265 pp. 1944. 10*s.*
The area covered consists of Ross and Cromarty, Inverness, Argyll and Perth, and Buteshire. The evolution of land use patterns and the present-day land use regions are discussed. Agricultural statistics of specimen areas (parishes) are included.

WAITE, P. C. *Berwick.* Vol. II, Part 14. 56 pp. 1941. 2*s.* 6*d.*
The history of farming in the county, and special detail on sheep.

WHYTE, ROSALIND M. *Brecon.* Vol. III, Part 37. 57 pp. 1943. *Out of print.*
The history of land use and rural depopulation.

WILLATS, E. C. *Middlesex and the London Region.* Vol. VIII, Part 79. 189 pp. 1937. *Out of print.*
An account of land use regions, including past changes in utilisation, the Chilterns, and the Thames market gardening area.

WOOLDRIDGE, S. W. *Yorkshire, North Riding.* Vol. IV, Part 51. 68 pp. 1945. *Out of print.*
The glaciation of the North Riding and also its future planning are discussed.

(7) The Geological Survey

HANDBOOKS

British Regional Survey

Each of these Handbooks contains a systematic description of the region illustrated with sections, geological maps, drawings of fossils and pictures of typical landscape. They are most valuable for the study of the regions of Great Britain. The prices given below include postage; obtainable from H.M.S.O.

CHATWIN, C. P. *East Anglia and Adjoining Areas.* 1954 (1st pub. 1937). 5*s.*

CHATWIN, C. P. *The Hampshire Basin and Adjoining Areas.* 1948 (1st pub. 1936). 3*s.* 9*d.*

DEWEY, H. *South-West England.* 1948 (1st pub. 1935). 3*s.* 8*d.*

EASTWOOD, T. *Northern England.* 1946 (1st pub. 1935). 4*s.* 2*d.*

EDMUNDS, F. H. *The Wealden District.* 1948 (1st pub. 1935). 3*s.* 9*d.*

EDMUNDS, F. H., AND OAKLEY, K. P. *Central England.* 1947 (1st pub. 1936). 3*s.* 8*d.*

MACGREGOR, M., AND A. G. *The Midland Valley of Scotland.* 1948 (1st pub. 1936). 4*s.* 3*d.*

PHEMISTER, J. *Scotland: The Northern Highlands.* 1948 (1st pub. 1936). 3*s.* 8*d.*

POCOCK, R. W., AND WHITEHEAD, T. H. *The Welsh Borderland.* 1948 (1st pub. 1935). 3*s.* 9*d.*

PRINGLE, J. *The South of England,* 1948 (1st pub. 1935). 3*s.* 8*d.*

RICHEY, J. E. *Scotland: The Tertiary Volcanic Districts.* 1948 (1st pub. 1935). 3*s.* 9*d.*

SHERLOCK, R. L. *London and Thames Valley.* 1947 (1st pub. 1935). 3*s.* 8*d.*

SMITH, B., AND GEORGE, T. N. *North Wales.* 1948 (1st pub. 1935). 3*s.* 10*d.*

WELCH, F. B. A., AND KELLAWAY, G. A. *Bristol and Gloucester District.* (First edition, CROOKALL, R.) 1948 (1st pub. 1935). 3*s.* 9*d.*

WILSON, V. *East Yorkshire and Lincolnshire.* 1948. 3*s.* 9*d.*

WRAY, D. A. *The Pennines and Adjacent Areas.* 1948 (1st pub. 1936). 2*s.* 9*d.*

ECONOMIC MEMOIRS

Geology of Coalfields and Iron-ore Fields of Great Britain

Each of the memoirs gives a detailed account of the area, and the maps included are most valuable. Prices given below include postage; obtainable from H.M.S.O.

DUNHAM, K. C. *Geology of the Northern Pennine Orefield.* Vol. 1: Tyne to Stainmore. 18*s.* 6*d.*

EDWARDS, W. *Concealed Coalfields of Yorkshire and Nottinghamshire.* 1951 (1st pub. 1913). 23*s.*

GIBSON, W., AND WEDD, C. B. *Geology of the Northern Part of the Derbyshire Coalfield and Bordering Tracts.* 1913. 3*s.* 3*d.*

HOLLINGWORTH, S. E., AND TAYLOR, J. H. *The Mesozoic Ironstones of England.* The Northampton Sand Ironstone: Stratigraphy, Structure and Reserves. 18*s.*

LAMPLUGH, G. W., KITCHIN, F. L., AND PRINGLE, J. *The Concealed Mesozoic Rocks in Kent.* 1923. 8*s.*

PRINGLE, J., AND OTHERS. *Geology of the Country around Oxford.* 1926 (1st pub. 1908). 4*s.* 4*d.*

REID, C. *Index to Report on the Geology of Cornwall, Devon and West Somerset.* 1903. 1*s.* 1½*d.*

ROBERTSON, T. *The Country around Abergavenny.* South Wales Coalfield, Part II. 1927 (1st pub. 1900). 3*s.* 9*d.*

ROBERTSON, T. *The Country around Merthyr Tydfil.* South Wales Coalfield, Part V. 1933 (1st pub. 1904). 5*s.* 10*d.*

STRAHAN, A., TIDDEMAN, R. H., AND GIBSON, W. (Revised, Gibson and Cantrill). *The Country around Pontypridd and Maesteg.* South Wales Coalfield, Part IV. 1917 (1st pub. 1903). 3*s.* 9*d.*

TAYLOR, J. H. *The Mesozoic Ironstones of England.* Petrology of the Northampton Sand Ironstone Formation. 12*s.* 10*d.*

TROTTER, F. M. *Geology of the Forest of Dean Coal and Iron-Ore Field.* 1942. 6*s.* 4*d.*

WHITEHEAD, T. H., ANDERSON, W., AND WILSON, V. *The Mesozoic Ironstones of England.* The Liassic Ironstones. 1952. 25*s.* 6*d.*

THE BRITISH COMMONWEALTH OF NATIONS

DEMANGEON, A. *The British Empire: A Study in Colonial Geography.* Harrap. 299 pp. 1923. *Out of print.*
This is a translation of a stimulating study of the colonization that brought into being the British Empire. It is the work of a French geographer and is especially valuable as giving an unbiased and unusual view.

FAWCETT, C. B. *A Political Geography of the British Empire.* U.L.P. 409 pp. 1933. *Out of print.*
A sound geographical study based very largely on the evidence of maps, with a number of illustrative diagrams.

EUROPE, GENERAL

CARRIER, E. H. *Water and Grass.* Christophers. 434 pp. 1932. *Out of print.*
A review of the pastoral economy of Southern Europe with special reference to France and Switzerland and including Spain. The book contains much

valuable information about the regions under discussion for both geographers and historians.

COLE, G. A. J. *The Geological Growth of Europe.* Eyre and Spottiswoode (Butterworth). (See p. 271.)

EAST, W. G. *Mediterranean Problems.* Nelson. 227 pp. 1940. *Out of print.*
This is a study of political geography in the Mediterranean region down to the beginning of the Second World War. There are a number of useful maps and a reading list is appended.

FITZGERALD, W. *The New Europe.* Advanced Geographies. Methuen. 249 pp. 1948 (1st pub. 1945). 14*s.*
This book gives an account of the political geography of Europe, dealing with the continent until the end of the Second World War. There are a number of maps and a bibliography at the end of each chapter. The sections on eastern Europe and Germany are now out-of-date.

FLEURE, H. J. *Human Geography in Western Europe.* Benn. (Williams and Norgate). 271 pp. 1918. *Out of print.*
A suggestive book bringing out the wider implications of the human geography of western Europe.

GOTTMANN, J. *A Geography of Europe.* Harrap. 712 pp. 1950. 30*s.*
The essential geography of the countries of Europe today is systematically treated and adequate, with a somewhat social emphasis. The illustrations are first-rate, though relatively few in number. There are suggestions for further reading.

HOFFMAN, G. F. (Ed.). *A Geography of Europe.* Methuen. 773 pp. 1953. 52*s.* 6*d.*
A regional geography of the European continent, consisting of an account of the historical background by Prof. W. G. East and seven studies written by American specialists of the regions. The book concludes with a chapter on Europe's position in the world economy. Maps and illustrations accompany the test, and climatic graphs and statistical material are given in the form of appendices.

HOUSTON, J. M. *A Social Geography of Europe.* Nelson (Duckworth). 271 pp. 1953. 21*s.*
After a survey of the development and scope of human geography the author makes valuable studies of rural and urban geography in Europe. Finally there is a discussion of the geographical interpretation of population data. A very good bibliography is included.

KUBIENA, W. L. *The Soils of Europe.* Allen and Unwin (Murby). 318 pp. 1954. 75*s.*
A detailed, scientific description of each of the soil types of Europe. There are fifty-five soil profiles.

LAMARTINE YATES, P., AND WARRINER, DOREEN. *Food and Farming in Post-War Europe.* O.U.P. (See p. 308.)

MACKINDER, THE RT. HON. SIR HALFORD. *Lands beyond the Channel.* Elementary Studies in Geography and History. Philip. 320 pp. 1928 (fourteenth edition). *Out of print.*
This is a descriptive geography of Europe and the Mediterranean countries of Asia and Africa, with many maps and illustrations. It describes the region first and then historical movements that have taken place within it. An excellent book for teachers for matter and method. (See p. 381.)

MACMUNN, N. E., AND COSTER, GERALDINE. *Europe.* O.U.P. 352 pp. 1926. *Out of print.*
A development of Herbertson's conception, this work deals regionally with the Continent throughout.

NEWBIGIN, MARION I. *Frequented Ways.* Constable. 330 pp. 1922. *Out of print.*
This is a literary study of selected regions of Europe and Britain, ranging from the Scottish Highlands to Canton Valais. Although written many years ago, the book has withstood the test of time. It contains some first-class geography of the areas it treats and gives the artistic reactions to landscape of an eminent geographer.

NEWBIGIN, MARION I. *The Mediterranean Lands.* Christophers. 222 pp. 1924. *Out of print.*
A classic study of the Mediterranean region in its physical and historical setting. It is a book which does not date, and which should be read by all advanced students of this area.

NEWBIGIN, MARION I. *Southern Europe.* Advanced Geographies. Methuen. 404 pp. 1952 (1st pub. 1932). 30*s.*
This is an advanced textbook on the regional geography of the Mediterranean countries of Europe and of the Alpine lands. It is difficult reading and the treatment is mainly physical. There are a number of maps and diagrams. The original book was revised in 1949.

O'DELL, A. C. *The Scandinavian World.* Longmans. (*In preparation.*)

PARTSCH, J. *Central Europe.* O.U.P. 372 pp. 1905. *Out of print.*
This book is a classic of sound geographical principles. The physical material is of the greatest value. The economic facts are quite out-of-date, but the book is still a standard reference.

POUNDS, N. J. G. *Europe and the Mediterranean.* McGraw-Hill. 437 pp. 1953. 42*s.*
This is an up-to-date textbook and provides a sound treatment of the essentials of the geography of the countries of Europe and the Mediterranean lands. It has many good maps and illustrations, and also very good bibliographies following each chapter.

POUNDS, N. *An Historical and Political Geography of Europe.* Harrap. 540 pp. 1949 (1st pub. 1947). 25*s.*
A good book for serious reading or for reference, dealing with ancient and medieval Europe, modern times and contemporary problems, including extra-European relations. The book has many clear and useful maps and a good bibliography to nearly every chapter.

SHACKLETON, MARGARET R. *Europe: A Regional Geography.* Longmans. 525 pp. 1951 (1st pub. 1934). 27*s.* 6*d.*
This standard textbook for the preparation of candidates for the Advanced Level Certificate papers on Europe is also suitable for university and training college work. It contains abundant illustrations and maps.

SIEGFRIED, A. (trans. D. Hemming). *The Mediterranean.* Cape. 221 pp. 1948. 10*s.* 6*d.*
The lands surrounding the Sea as well as the structure and broad physical features of the whole Mediterranean region are discussed. The later chapters deal with the human geography with special reference to economic resources, industry and trade. The conclusion deals with political aspects of the region in relation to its world position. This is a book to be read critically and with caution, yet offering useful ideas. The original French edition is much to be preferred to the translated version.

South-Eastern Europe. Royal Institute of International Affairs. 203 pp. 1940. *Out of print.*
This political and economic survey of the lower Danubian lands and the Balkans provides useful background reading. The statistics are somewhat out-of-date. There are a few maps.

STAMP, L. DUDLEY. *Europe and the Mediterranean.* A Regional Geography for Advanced and Scholarship Courses, Part V. Longmans. (See p. 382.)

UNSTEAD, J. F. *Europe.* A Systematic Regional Geography, Part II. U.L.P. (See p. 382.)

VALKENBURG, S. V., AND HELD, C. C. *Europe.* Chapman and Hall (Wiley, New York). 826 pp. 1952 (1st edition, Valkenburg and Huntington, 1948). 58*s.*
This volume embodies many of Ellsworth Huntington's ideas of the first edition and provides a stimulating approach to the regional geography of the countries of Europe.

WANKLYN, H. G. *The Eastern Marchlands of Europe.* Philip. 380 pp. 1941. *Temporarily out of print.*
This book deals with the 'shatter-belt' countries, extending from Finland via Poland and Czechoslovakia to Yugoslavia. The treatment is essentially political and social, though some regional maps are included. Much of the text now needs revision, since most of the countries dealt with lie behind the 'Iron Curtain'.

WARRINER, DOREEN. *Economics of Peasant Farming.* O.U.P. (See p. 310.)

WILKINSON, H. R. *Maps and Politics.* Liverpool Studies in Geography. University Press of Liverpool. (See p. 298.)

COUNTRIES OF EUROPE

CHOLLEY, A., CLOZIER, R., AND DRESCH, J. *La France: Metropole et Colonies.* Enseignement Secondaire: Nouveau Cours de Géographie. 499 pp. Bailliere, Paris. 1948 (1st pub. 1936).
This is a useful book for older pupils who can read French, and especially for teachers.

The Countries of Europe. Batsford. (See p. 220.)

CVIJIC. *La Peninsule Balkanique.* Paris. 1918.
A classic reference book on the Balkan countries, in French.

DEMANGEON, A. *Belgique: Pays-Bas, Luxembourg.* Geographie Universelle, Tome II. Armand Colin. 250 pp. 1927.
A detailed geography of the Low Countries. As with the other books of this series the illustrations and maps are most valuable to teachers.

DE MARTONNE, E. *Europe Centrale.* Géographie Universelle, Tome IV. Armand Colin. 375 pp. 1931.
A classic work giving a clear analysis of the chief geographical features which builds up at the same time a vivid synthetic picture of each of the regions of Switzerland, Austria, Hungary, Czechoslovakia, Poland, and Roumania. No less valuable is the treatment of economic geography. Maps and illustrations are of a high order.

DE MARTONNE, E. (Trans. H. C. Brentnall). *Geographical Regions of France.* Heinemann. 236 pp. 1952 (1st pub. 1933). 7*s.* 6*d.*
Although this excellent book does not cover all regions of France, no essential or distinctive feature has been omitted. It explains the many different aspects of landscapes by emphasising the basic physical features. It urges the importance of investigation in the field, and presents a useful picture of the French countryside.

DICKINSON, R. W. *Germany.* Advanced Geographies. Methuen. 724 pp. 1953. 50*s.*
This is a sound volume covering in detail all aspects of German geography. It is divided into six parts, dealing with the land, the peoples, the habitat, economics, nation and state, landscape and region. There are 105 figures and maps.

DICKINSON, R. E. *The Regions of Germany.* International Library of Sociology and Social Reconstruction. Routledge and Kegan Paul. 175 pp. 1945. 12*s.* 6*d.*
This book is a kind of regional treatment with an economic and political bias. It is hard reading for those unaccustomed to the Germanic style but

it offers useful matter, given adequate power of selection, on Germany in English, in a form not otherwise available as yet.

EGLI, E. *Swiss Life and Landscape.* Elek. 151 pp. 1949. 15*s.*
This book presents a dynamic picture of Switzerland of especial value to the sixth form. It is illustrated with excellent photographs.

EVANS, E. ESTYN. *France.* Christophers. 183 pp. 1951 (1st pub. 1937). 5*s.* 6*d.*
The physical and regional geography of France is studied together with its historical background. This book can be recommended for fifth and sixth form work in the secondary grammar school, for students of French and history as well as of geography. Some reference to the second World War and its consequences is needed to bring it up-to-date.

FIRTH, A. *French Life and Landscape.* Elek. Two vols.: 1950, 1953. 18*s.* each vol.
A descriptive account of Paris and northern France with much information of value to the older forms of grammar schools, excellently illustrated with many significant photographs.

FLEURE, H. J. *French Life and its Problems.* Hachette. 143 pp. 1945 (1st pub. 1943). 4*s.* 6*d.*
An excellent book for all students of France, the French people and their language. The treatment is partly historical, with illuminating chapters on the Roman heritage, the peasantry, towns and townsfolk. There are a few maps and illustrations.

KOKKO, Y. *The Way of the Four Winds.* Gollancz. 286 pp. 1954. 16*s.*
A vivid description of life and work in Finland. The herding of reindeer, the seasonal round of activities and life in a Lapp village are well treated.

MANNICHE, P. *Denmark: A Social Laboratory.* O.U.P. 216 pp. 1939. *Out of print.*
This book is invaluable to an understanding of modern Denmark though much of the material is, perhaps, marginal to geography. The treatment is sociological.

MONKHOUSE, F. J. *The Belgian Kempenland.* Liverpool Studies in Geography. University Press of Liverpool. 257 pp. 1949. 17*s.* 6*d.*
The book opens with two chapters on the physical background. Next, the course of agriculture and afforestation is traced, together with the changes in land use throughout the century following 1846. Subsequent chapters are devoted to the exploitation of the coalfield, development of industries and of communications, population and settlement. There is a useful bibliography, maps and plans. (See p. 381.)

OGRIZELS, D. (Ed.). *Belgium and Luxembourg. Italy. The Netherlands. The Paris we Love. The Provinces of France. Scandinavia. Spain and Portugal. Switzerland.* The World in Colour. McGraw Hill. (See p. 301.)

ORMSBY, HILDA. *France: A Regional and Economic Geography.* Advanced Geographies. Methuen. 525 pp. 1950 (1st pub. 1931). 25*s*.
A detailed regional study of France, with supplementary chapters on agriculture, industries and communications. The second edition contains a new appendix on economic conditions, 1939-47, and statistics revised up to 1938. There are 103 maps and diagrams.

POUNDS, N. J. G. *The Ruhr: A Study in Historical and Economic Geography.* Faber. 283 pp. 1952. 25*s*.
A scholarly treatment of the geography of present-day conditions in the Ruhr studied against the background of its industrial growth. The maps are very valuable. There is an excellent bibliography and the text is cross-referenced with exhaustive notes of sources.

Readings in the Geography of France, Germany, Flanders and the Netherlands. Reprint Series, No. 1. American Geographical Society. 345 pp. 1943.

Readings in the Geography of the Mediterranean Region. Reprint Series, No. 2. American Geographical Society. 414 pp. 1943.
Selections of articles on these countries reprinted from *The Geographical Review.*

VIDAL DE LA BLACHE, P. *The Personality of France.* Trans. H. C. Brentnall. Christophers. 84 pp. 1928. *Out of print.*
This little book, made available in an English translation a generation ago, is, of course, a classic, which all students of France should study. The first part of Vidal de la Blache's *Tableau de la Géographie de la France* is accompanied by a review of the physical conditions which have influenced the historical relations of France with Europe and the Mediterranean. This volume forms an introduction to Lavisse's *Histoire de la France.*

WANKLYN, HARRIET. *Czechoslovakia.* Philip. 450 pp. 1954. 30*s*.
This is the most up-to-date regional geography of Czechoslovakia in English, and is the result of much first-hand work in the country. It has most valuable chapters on farming, industry and trade, and communications. The whole work is a contribution to geographical scholarship.

WHITE, FREDA. *Three Rivers of France.* Faber. 232 pp. 1954 (1st pub. 1952). 15*s*.
This is an introduction to the Dordogne Valley, the Lot and the Tarn. It is written mainly for the tourist and contains very good descriptive writing with some detail on towns and places of historical interest. A large proportion of the excellent photographs are of buildings and monuments.

WOODS, E. G. *The Baltic Region.* Methuen. 434 pp. 1932. *Out of print.*
This book gives a clear and careful account of the structure and land forms together with a regional treatment of the human geography of the lands surrounding the Baltic Sea. The maps and line drawings are additional attractive features.

U.S.S.R.

BALZAK, S. S. (Ed.). *Economic Geography of the U.S.S.R.* Macmillan, New York. 620 pp. 1950. 75*s*.
A translation of the standard Soviet text, with statistical data up to 1938. The book contains eighty-three maps.

BERG, L. S. *Natural Regions of the U.S.S.R.* Simpkin Marshall (Macmillan, New York). 436 pp. 1950. 75*s*.
A translation of the work of a Russian scholar, this is a basic text on the broad natural regions of the U.S.S.R. It is illustrated with maps.

GREGORY, J. S., AND SHAVE, D. W. *The U.S.S.R.* Harrap. 636 pp. 1947 (1st pub. 1944). *Out of print.*
This book provides a most detailed and exhaustive account, showing considerable acquaintance with Russia and Russian books. It deals first, and at length, with general geography, and then with each region separately. It contains many statistics and sketch maps, and extensive bibliographies for further reading in English, French, German and Russian.

JORRE, G. *The Soviet Union.* (Trans. E. D. Laborde). Longmans. 353 pp. 1952 (1st pub. 1950). 24*s*.
This is perhaps the best textbook available in English dealing with that part of eastern Europe which falls within the Soviet Union. It covers the physical setting, the expansion of Russia, economic changes, and the major natural regions. Maps, diagrams, and many photographs are included.

KERNER, R. J. *Russia's Urge to the Sea.* California University. 1942.
A well-documented yet brief account of the beginnings of Russian colonisation of Siberia. It is accompanied by maps and reproductions of old engravings. Much reference is made to the fur trade.

KOLARZ, W. *The Peoples of the Soviet Far East.* Philip. 208 pp. 1954. 15*s*. 6*d*.
A study of the peoples and political organisations of the eastern territories of Soviet Russia.

LORIMER, J. *The Population of the Soviet Union.* League of Nations. 1946. *Out of print.*
A study of population numbers in Russia and the U.S.S.R. which makes use of the 1939 census information. It has many maps and tables.

MAYNARD, SIR JOHN. *The Russian Peasant.* Gollancz. Two vols.: 304, 212 pp. 1942. *Out of print.*
An objective and illuminating study of rural society and agricultural conditions in the U.S.S.R.

MIROV, N. T. *Geography of Russia.* Wiley, New York. 362 pp. 1951. 52*s*.
This is very valuable for its regional approach and its descriptions, especially of the relief, structure and natural vegetation.

SHABAD, T. *Geography of the U.S.S.R.* O.U.P. 584 pp. 1951. 55*s.* 0*d.*
This is an up-to-date treatment of the geography of the U.S.S.R. on a regional basis. It is a mine of information on the recent developments in agriculture, mining and manufacturing industries.

WEIGERT, H. W., AND STEFANSSON, V. (Ed.). *Compass of the World.* Harrap. 482 pp. 1945. *Out of print.*
A symposium of political geography. One section discusses Mackinder's Heartland concept and a number of other chapters are concerned with the Soviet Union.

WEIGERT, H. W., STEFANSSON, V., AND HARRISON, R. E. (Ed.). *New Compass of the World.* Harrap. 394 pp. 1949. *Out of print.*
Section II of this symposium contains seven studies by different authors under the general heading, 'The Heartland and the Expansion of the U.S.S.R.' They are accompanied by maps.

ASIA

BLANCHARD, R. *Asie Occidentale.* Géographie Universelle, Tome VIII. Armand Colin. 394 pp. 1929.
A geography of western Asia and the high interior of Asia which incorporates the results of contemporary research. It treats regionally Asia Minor, Armenia, Arabia, Syria, Mongolia and Tibet, and has all the excellent characteristics of this series—well-executed maps, beautiful illustrations and a useful bibliography.

BOEKE, J. H. *The Structure of the Netherlands Indian Economy.* Institute of Pacific Relations, New York. 201 pp. 1942.
A study of the social and economic structure of the colonial groups written by a distinguished Dutch scholar, eminent in the field of Netherlands Indian economics.

CABLE, MILDRED, AND FRENCH, FRANCESCA. *The Gobi Desert.* Hodder and Stoughton. 304 pp. 1947 (1st pub. 1943). 25*s.*
One of the best travel books on Central Asia. The detailed descriptions of journeys undertaken by the authors in Mongolia and Sinkiang are beautifully written, and they give an accurate picture of the landscapes, peoples and customs of those areas in the late 'thirties. There are three coloured plates, forty-eight half-tone illustrations and two maps.

CARRUTHERS, D. *Beyond the Caspian.* Oliver and Boyd. 309 pp. 1949. 22*s.* 6*d.*
A travel book describing first-hand experiences in a little known region. The author gives a lively account of the natural conditions and, incidentally, the people in the area round Bukhara and Samarkand which he visited before the Second World War.

CRESSEY, G. B. *Asia's Lands and Peoples.* McGraw Hill, New York. 608 pp. 1951 (1st pub. 1944).
A useful and authoritative compendium of data on the physical and human geography of Asia, designed to serve as a basis for better international

understanding. The book has maps, illustrations, a bibliography and an index.

DOBBY, E. H. G. *South-east Asia.* U.L.P. 416 pp. 1953 (1st pub. 1950). 18*s.*
A valuable advanced text dealing with the geography of the whole of South-east Asia. Part I consists of five chapters on the natural landscape and includes an excellent section on tropical soils. The sixteen chapters of Part II are devoted to the regional geography of the several countries, while in Part III there are four chapters on the human, economic and political geography of the region as a whole. There are 120 figures, including many excellent land-use maps, and a useful bibliography.

EAST, W. G., AND SPATE, O. H. K. (Ed.). *The Changing Map of Asia.* Methuen. 409 pp. 1953 (1st pub. 1950). 25*s.*
An advanced work dealing with the intricacies of territorial division in India and political influences in Asia, written by a number of specialists on the geography of the regions concerned, with specially constructed maps and diagrams. The emphasis throughout is on the social and historical background. Chapters on individual territories provide ample material on the economic situation and meet a need for up-to-date information about this ever-changing area.

Economic Survey of Asia and the Far East, 1950. H.M.S.O. (Department of Economic Affairs, United Nations, New York). 534 pp. 1951. 27*s.* 6*d.*
This publication is a mine of information on the economic development of Asia and the Far East. Part I contains chapters on natural resources, movements of population, demographic trends, man-power and employment, national income, and planning for economic development. In Part II there are chapters on food and agriculture, mining and industry, transport, trade and public finance.

FIRTH, R. *Malay Fishermen: their Peasant Economy.* Routledge. 254 pp. 1946. *Out of print.*
A detailed account of the life and work of the fishermen of Malaya.

FOX, E. F. *Travels in Afghanistan, 1937–38.* Macmillan, New York. 285 pp. 1943.
This is a careful, readable record of the land and the people of this all too little-known country by a geologist who covered most its of area, either by plane, car, on horseback, or afoot.

GRANT, C. P. *The Syrian Desert.* Black. 426 pp. 1937. 25*s.*
A detailed, scholarly account of travel across the Syrian desert from ancient to modern times, including chapters on merchant caravans, eighteenth-century travel, eleven countries of postal service, the era of mechanical transport, and in particular, motor transport across the desert, air services and the oil pipe lines. There are maps, illustrations and a very valuable bibliography.

HUNTINGTON, E. *Palestine and its Transformation.* Constable. 450 pp. 1911. *Out of print.*
Classic, first-hand descriptions of places, life and labour in Arab lands. Much is said upon climatic cycles of aridity and raininess.

HUNTINGTON, E. *The Pulse of Asia.* Constable. 385 pp. 1907. *Out of print.*
A very interesting account of a journey in central Asia. The author describes the lives of the people in relation to the physical environment, and is particularly concerned with the connection between changes in climate and the movements of man.

KERNER, R. J. *North-eastern Asia: A Selected Bibliography.* University of California Press, U.S.A. Two vols. 1939.
Nearly 14,000 titles arranged by topics under the larger regional divisions provide contributions to the bibliography of the relations of China, Russia and Japan, with special reference to Korea, Manchuria, Mongolia, and Eastern Siberia, in Oriental and European languages. Emphasis is laid on history and international relations.

PETERSON, A. D. C. *The Far East: A Social Geography.* Nelson (Duckworth). 336 pp. 1949. 21*s.*
In his geographical interpretation the author has made full use of his first-hand knowledge of the social, political and economic changes which are taking place in South-east Asia and the Far East. This is a useful introductory text for sixth form students, and contains forty-three well-chosen photographs and twenty-five sketch-maps.

PICKLES, T. *Asia and European Russia.* Dent. 240 pp. 1954. 4*s.* 9*d.*
This book gives a sound treatment with the right selection of detail and emphasis. One of its valuable features is the treatment of Soviet Russia, and it is also up-to-date in its study of India and Pakistan. The maps are very useful.

ROBEQUAIN, C. (Trans. E. D. Laborde). *Malaya, Indonesia, Borneo and the Philippines.* Longmans. (*In preparation.*)
An authoritative and up-to-date work by the leading French scholar of colonial geography.

SMITH, G. A., AND BARTHOLOMEW, J. G. *Atlas of the Historical Geography of the Holy Land.* Hodder and Stoughton. (See p. 90.)

SMITH, G. A. *The Historical Geography of the Holy Land.* Hodder and Stoughton. 772 pp. 1935 (1st pub. 1912). *Out of print.*
A classic text giving a geographical and historical treatment of Palestine, with good maps.

STAMP, L. D. *Asia: An Economic and Regional Geography.* Advanced Geography. Methuen. 704 pp. 1952 (1st pub. 1929). 25*s.*
Realisation of the disturbed conditions and great changes in Asia have led to the revision of this standard work and the inclusion of much new material.

There are 372 maps and diagrams, many including statistics which must be out of date even if they are the only ones available. Part I is a general account of the continent of Asia; Part II a regional account country by country.

STAMP, L. DUDLEY. *Asia.* A Regional Geography for Advanced and Scholarship Courses, Part IV. Longmans. (See p. 382.)

THOMPSON, VIRGINIA. *Thailand: The New Siam.* Macmillan, for the Institute of Pacific Relations, New York. 865 pp. 1941.
A standard book containing chapters on geography, peoples, natural resources, agriculture, commerce, communications, history and social organisation.

TILMAN, H. W. *Two Mountains and a River.* C.U.P. (See p. 248.)

CHINA, JAPAN AND TIBET

BELL, SIR CHARLES. *Tibet, Past and Present.* O.U.P. 326 pp. 1927 (1st pub. 1924). *Out of print.*
This is a very detailed and authoritative work which is a mine of information on the political geography of Sino-Tibetan relationships and of the establishment of British trade relations with Tibet by way of the Himalayan passes. There are forty half-tone blocks and two maps.

BUCK, J. L. *Land Utilization in China.* O.U.P. 336 pp. 1937. *Out of print.*
This detailed work on land utilization was based on a detailed study in the period 1929–33 of over 16,000 farms in 168 localities throughout China. An introductory chapter on Chinese agriculture is followed by one on the characteristics and extent of the main agricultural regions of the country. Of equal interest to the geographer are the sections on livestock, cropping systems, population and nutrition. There are also accounts of farm labour, prices and marketing. The book contains sixty-two photographs and twenty-one maps. An atlas published as a separate volume contains a wealth of maps and photographs.

CHAPMAN, F. SPENCER. *Lhasa: The Holy City.* Chatto and Windus. 342 pp. 1938. *Out of print.*
A readable and beautifully illustrated account of the author's journey in 1936 from Sikkim to Lhasa.

CRESSEY, G. B. *China's Geographic Foundations.* McGraw Hill. 400 pp. 1933. 52*s.*
A standard textbook on China.

EMBREE, J. F. *A Japanese Village: Suye Mura.* Routledge and Kegan Paul. 268 pp. 1946. 21*s.*
There will be found in this book all the material for a sample study of a village situated on the island of Kyushu. Chapter II is especially valuable. A most useful collection of illustrations is included.

FEI, H.-T., AND CHANG, T. *Earthbound China.* Routledge. 319 pp. 1948. 18*s.*
A most useful source book which provides the material for the sample study of three villages in Yunnan.

FEI, H.-T. *Peasant Life in China.* Routledge. 326 pp. 1939. *Out of print.*
This valuable book provides all the geographical facts for a sample study of a Chinese village in the Yangtse-Kiang Valley.

HSIEN, T. *A North China Rural Community.* Institute of Pacific Relations, New York. 472 pp. 1954.
A sociological survey which provides the material for sample study of a North China village in Hopei province. A map of the village is given.

KING, F. H. *Farmers of Forty Centuries, or Permanent Agriculture in China, Korea and Japan.* Cape. 379 pp. 1927. 15*s.*
An interesting, readable and detailed account of farming and irrigation.

LATTIMORE, O. *Inner Asian Frontiers of China.* American Geographical Society. 585 pp. 1951 (1st pub. 1940).
This scholarly study in political geography describes and explains the evolution of China Proper and Greater China from their beginnings in Bronze Age times. While the book is too advanced for all but the most exceptional sixth form students, it is probably the best piece of geographical writing on China which has yet appeared.

MURPHEY, R. *Shanghai.* O.U.P. 232 pp. 1954. 36*s.*
An authoritative study of Shanghai as a port and its hinterland.

NASU, S. *Aspects of Japanese Agriculture.* Institute of Pacific Relations, New York. 167 pp. 1941.
A compilation and analysis of statistics from official Japanese sources, chiefly covering the ten-year period from 1926 to 1935. This work constitutes both a revised edition of the author's *Land Utilisation in Japan* (1929) and an interim report on a more comprehensive study undertaken by him for the Institute of Pacific Relations. The book includes statistical tables.

PALLIS, M. *Peaks and Lamas.* 428 pp. Cassell. 1946 (1st pub. 1939). 21*s.*
This book contains accounts of journeys and ascents undertaken by the author in the Himalayas in 1933 and 1936, and a lucid exposition of Tibetan Buddhism and culture. There are three maps and many half-tone illustrations.

SCHUMPETER, E. B. (Ed.). *The Industrialisation of Japan and Manchuria, 1930–40: Population, Raw Materials and Industry.* Macmillan, New York. 944 pp. 1940.
A symposium in which two studies, *Japan,* 1920–36 by Penrose, and *Japanese Industry: Its Organisation and Development to 1937,* are of definitive quality. Many statistical data from Japanese sources are presented.

SHIEN, T. H. *Agricultural Resources of China.* Cornell University Press. 407 pp. 1951.
This is an up-to-date study which examines the growing of crops on a regional basis and also deals with each crop for the whole of China. It has a valuable chapter on water control.

SION, J. *Asie des Moussons: Chine-Japon.* Géographie Universelle, Tome IX, i. Armand Colin. 272 pp. 1928.
A book of outstanding geographical value, with excellent illustrations.

SMITH, W. *A Geographical Study of Coal and Iron in China.* University Press of Liverpool. 80 pp. 1926. 5*s.*
A pioneer work in the study of the economic geography of China.

SMITH, GUY-HAROLD, AND GOOD, DOROTHY. *Japan: A Geographical View.* American Geographical Society, New York. 104 pp. 1943.
This is a small volume which brings compactly together information about the strategic position, physical geography, resources, population, industries, trade and territorial expansion, of Japan as it was in 1941.

TREWARTHA, G. *Japan: A Physical, Cultural and Regional Geography.* Methuen. 607 pp. 1948. 52*s.* 6*d.*
A source of excellent pictures for work with classes on Asia, and of sample studies for lessons on Japan. In addition to basic geographical material, this book gives an overall picture of living conditions, culture and trends of the Japanese people. It is most readable, profusely illustrated, and contains many maps and tables.

INDIA, CEYLON AND PAKISTAN

ANSTEY, VERA. *The Trade of the Indian Ocean.* Longmans. 267 pp. 1929. *Out of print.*
An interesting economic geography of an ocean.

COOK, ELSIE K. *Ceylon.* Macmillan. 372 pp. 1951 (second edition). 12*s.* 6*d.*
A sound, useful and comprehensive study.

MACKINDER, H. J. *India.* Philip. 156 pp. 1910. *Out of print.*
These eight lectures make a comprehensive survey of the geography of India which is still valuable for its map analyses, its piquant human touches and its scientific treatment of geographical facts.

SIMKINS, ETHEL. *The Agricultural Geography of the Deccan Plateau of India.* Philip. 98 pp. 1926. *Out of print.*
An attempt to relate the different types of crop associations and rural economy to particular rainfall and soil conditions and to discuss the social problems of the area.

SION, J. *Asie des Moussons: Inde, Indochine, Insulinde.* Géographie Universelle, Tome IX, ii. Armand Colin. 275 pp. 1929.
For the geography of Indo-China and the East Indies this book is especially valuable, since it contains a systematic treatment on regions for which there is little available material.

SPATE, O. H. K. *India and Pakistan.* Advanced Geographies. Methuen. 827 pp. 1954. 65*s.*
Much sociological detail is included in this book which makes very sound reading. It also has reliable, up-to-date information on the land, the people, the economy and the geographical regions in India and Pakistan, which makes it a necessary book for teachers and advanced geography students.

THE MIDDLE EAST

FISHER, W. B. *The Middle East: A Physical, Social and Regional Geography.* Advanced Geographies. Methuen. 514 pp. 1952 (1st pub. 1950). 30*s.*
A reasoned account of human life in the Middle East and of the environmental background, based on first-hand material. Some weight is given to historical considerations, the author's approach being influenced by the school of French geographers. This survey includes the Nile Valley, and also a chapter on the regional geography of Iran, the data for which is admitted to be unreliable. Some of the chapter on oil is now out-of-date. This book would be of use historically as well as geographically for sixth form pupils and teacher reference.

KEENE, B. A. *The Agricultural Development of the Middle East.* 126 pp. H.M.S.O. 1946. 5*s.*
A most useful background book containing an outline of Middle East agriculture by territories. The region covered extends from Libya and Cyprus to Persia and Ethiopia. The social and technical obstacles to agricultural improvement, and methods of raising agricultural standards are discussed. There are 32 plates at the end with two coloured folding maps (16 in. × 12 in.) of physical features and vegetational zones.

The Middle East: A Political and Economic Survey. Royal Institute of International Affairs. 590 pp. 1954 (1st pub. 1950). 35*s.*
The book opens with a survey of the area as a whole, in which are described its history and politics, faiths, sects, and minorities, and economic and social problems. This is followed by chapters devoted to an analysis of the history, strategic importance, politics, social and economic structure, and religious and cultural life of Arabia, Cyprus, Egypt, Persia, Iraq, Israel, the Sudan, Syria, Lebanon, Jordan and Turkey.

WARRINER, DOREEN. *Land and Poverty in the Middle East.* O.U.P., for the Royal Institute of International Affairs. 149 pp. 1948. *Out of print.*
An up-to-date study of the basic problems of the Middle East, the poverty of the peasantry. Forms of land tenure and the agricultural background

as a whole are considered, and then an analysis is made of the problem in Egypt, Palestine, Transjordan, Syria and Lebanon, and Iraq. The book concludes by indicating the main directions in which reform is needed. It contains statistical tables and five maps.

WORTHINGTON, E. B. *Middle East Science.* H.M.S.O. 239 pp. 1946. 7*s.* 6*d.*
A systematic survey of the Middle East states (Libya and Cyprus to Persia and Ethiopia) from the point of view of the physical resources and the interaction between man and his environment. Chapters consider such aspects as geology, meteorology, rivers and water supply, plants and animals, forestry, fisheries, health, nutrition and population problems. This is a valuable source book, written lucidly and objectively, with thirty-two plates and three maps within the text, and two coloured folding maps of physical features and vegetational zones.

AFRICA

ADAMS, D. T. *A Gold Coast Geography.* U.L.P. Book I. 223 pp. 1953 (1st pub. 1951). 4*s.* 9*d.*
This book replaces *Elementary Geography of the Gold Coast,* intended for use in primary schools in the Gold Coast. As a source of local detail it provides a useful library or classroom reference book for British schools, and also contains some general geography.

BAKER, R. ST. BARBE. *The Brotherhood of the Trees.* Figurehead. 64 pp. 1930. *Out of print.*
A short, interesting account of an afforestation movement among the natives of Kenya Colony, containing geographical material.

BATTEN, T. R. *Problems of African Development.* Part I: Land and Labour. 178 pp. 3*s.* 6*d.* Part II: Government and People. O.U.P. 180 pp. 3*s.* 6*d.* Combined volume: 7*s.* 6*d.* 1954 (1st pub. 1948).
An excellent little book for background reading.

BEAVER, S. H., AND STAMP, L. DUDLEY. *Africa.* A Regional Geography for Advanced and Scholarship Courses. Part II. Longmans. (See p. 382.)

BLACKMAN, WINIFRED. *The Fellahin of Upper Egypt.* 331 pp. Harrap. 1927. *Out of print.*
The standard work in English on the Egyptian peasantry. All aspects of their lives, customs and activities, and their village environments, are sympathetically recorded from first-hand observation and study. The book has one small location map and many photographs.

BOURRET, F. M. *The Gold Coast.* O.U.P. (Stanford University Press, California). 231 pp. 1949. 21*s.*
A survey of the Gold Coast and British Togoland, 1919–46, forming an excellent background study of the changing conditions in these lands.

BRETT YOUNG, F. *Marching on Tanga.* 127 pp. Penguin Books. 1941 (1st pub. 1917). *Out of print.*
This story of the 1914–16 campaign in East Africa is well-written and contains much good topographical description.

BUELL, R. L. *Native Problems in Africa.* Macmillan, New York Two vols.: Vol. I. 1,058 pp., Vol. II. 1,111 pp. 1928.
Abundant and invaluable material on all native problems—land tenure, labour, social and economic development, administrative and judicial systems, etc. Egypt, the Sudan, the French, Spanish, Italian and Portuguese areas are excluded.

CROUCHLEY, A. E. *Economic Development of Modern Egypt.* Longmans. 286 pp. 1938. 8*s.* 6*d.*
An account of Egypt's economic progress since 1800 in which the author discusses the development of agriculture, industry, commerce and communications in each reign up to 1936. Irrigation is considered, including politics, projects, and their effects. Two maps and statistical appendices are included.

CULWICK, A. T., AND G. M. *Ubena of the Rivers.* Allen and Unwin.
(See p. 296.)

DEBENHAM, F. *Kalahari Sand.* Bell. 176 pp. 1953. 15*s.*
A topical account, excellently illustrated with drawings and photographs, of the life and landscape of this little-known arid region.

DEBENHAM, F. *Study of an African Swamp.* H.M.S.O. 88 pp. 1952. 20*s.*
This is an authoritative investigation of Lake Bangweulu and the adjacent swamps. The book is extremely well illustrated and has many maps and diagrams.

FITZGERALD, W. *Africa: A Social, Economic and Political Geography of Its Major Regions.* Advanced Geographies. Methuen. 507 pp. 1952 (1st pub. 1934). 30*s.*
A standard book intended for the first two years of a university course, but suitable for advanced students in the grammar school. Sections dealing with the physical environment and the people, both native and immigrant, are followed by regional studies. The text is accompanied by 103 maps.

FORDE, D., AND SCOTT, R. *The Native Economics of Nigeria.* Faber. 312 pp. 1950. 25*s.*
A detailed and scholarly study of the economy of Nigeria on a regional basis. The economy of the Hausas and Fulani is well described and commodities such as cocoa, palm products and ground nuts are treated in great detail.

GREEN, M. M. *Ibo Village Affairs.* Sidgwick and Jackson. 262 pp. 1947. 10*s.* 6*d.*
A sample study of a village, including a rough sketch map of the layout of the village. This is a book for advanced students specially interested in African affairs.

HAILEY, LORD. *An African Survey.* O.U.P. 1,866 pp. Last edition 1945. *Out of print.*
This classic work on African territories in all aspects of their contemporary problems is profound in scholarship and wise in its judgments.

HASWELL, M. R. *Economics of Agriculture in a Savannah Village.* Colonial Research Studies, No. 8. H.M.S.O. 142 pp. 1953. 15*s.*
A useful 'sample' study in Nigeria.

HODGKIN, R. A. *Sudan Geography.* Longmans. 200 pp. 1951. 6*s.* 6*d.*
A description of the land and life in the main regions of the Sudan written for the first two years of Sudan secondary schools, but teachers in England will find much useful detail. There are many pictures, diagrams and maps.

HURST, H. E. *The Nile.* Constable. 326 pp. 1952. 30*s.*
A comprehensive and popular book on the Nile and its basin written by an acknowledged expert. An account is given of the peoples living within the basin and their history, while irrigation, both in the past and present, is fully treated and the proposals for the 'over-year' storage methods of the future are discussed. The various tributaries that go to make up the great river are described and there is included a chapter on climate, health and vegetation and another on modern exploration. The book has thirty-two photographs and many diagrams, maps and graphs.

HUXLEY, ELSPETH. *White Man's Country.* Macmillan. Two vols. 1936. *Out of print.*
An account of the efforts of British immigrants to establish permanent White settlement in the Kenya Highlands. The initial difficulties of adapting British farming methods and livestock to local conditions, and the ways in which those difficulties were overcome by Lord Delamere and other pioneers, are well described.

HUXLEY, ELSPETH, AND PERHAM, MARGERY. *Race and Politics in Kenya.* Faber. (See p. 297.)

HUXLEY, J. *Africa View.* Chatto and Windus. 455 pp. 1931. *Out of print.*
This book not only contains many good descriptions of the natural vegetation and animal life of East Africa, but it also gives a wealth of interesting material on the changes that are resulting from the contact of the white and the native.

IRVINE, F. R. *A Textbook of West African Agriculture, Soils and Crops.* O.U.P. 367 pp. 1953 (1st pub. 1944). 14*s.*
A sound survey of the farming of West Africa.

ISSAWI, C. *Egypt: An Economic and Social Analysis.* O.U.P. (for the Royal Institute of International Affairs). 219 pp. 1947. *Out of print.*
An up-to-date account of the social and economic conditions within modern Egypt set against the geographical and historical background. The book

covers a wide field, embracing agriculture and industry, transport and commerce, finance, social and political structure, education, literature and the Press. The economic and social problems facing modern Egypt are assessed and remedies discussed. Many statistical tables are included.

KNOX, A. *The Climate of the Continent of Africa.* C.U.P. (See p. 278.)

LEPPAN, H. D., AND BOSMAN, G. J. *Field Crops in South Africa.* Central News Agency, Johannesburg. 358 pp. 1923.
Most valuable for the study of the agriculture of South Africa, this book gives a detailed account of the distribution and conditions for the cultivation of all the crops grown.

LIGHT, R. V. *Focus on Africa.* Special Publication, No. 25. American Geographical Society. 228 pp. 1941.
A photographic record of a flight from Capetown to Cairo in the winter of 1937–38. The diversified African landscape, wild life, native farming, pioneer white settlement, soil erosion, are some of the features illustrated and pointed out in the accompanying narrative.

LUGARD, F. J. D. BARON. *The Dual Mandate in Tropical Africa.* Blackwood. 656 pp. 1923. *Out of print.*
The classic book on colonial administration in tropical Africa.

MACMILLAN, W. M. *Africa Emergent, 1938.* Penguin Books. 352 pp. 1949 (1st pub. by Faber 1938). *Out of print.*
A sound study of African problems, social, political and economic, which sheds much light on the difficulties that beset the country.

Management and Conservation of Vegetation in Africa. Bulletin No. 41, Commonwealth Bureau of Pastures and Field Crops. 97 pp. 1951. 10*s.* 6*d.*
Authoritative studies of the distribution and characteristics of the vegetation of South Africa, East Africa, Tanganyika, Sierra Leone, Nigeria, Anglo-Egyptian Sudan and the Gold Coast. There are excellent photographic illustrations of the chief types of vegetation and valuable maps. A very full bibliography is given at the end of each chapter. (See p. 307.)

MATHESON, J. K., AND BOVILL, E. W. (Ed.). *East African Agriculture.* O.U.P. 332 pp. 1950. *Out of print.*
A short survey of the agriculture of Kenya, Uganda, Tanganyika and Zanzibar.

MINER, H. *The Primitive City of Timbuctoo.* O.U.P. 297 pp. 1953. 20*s.*
A most interesting study.

MOSHARRAFA, M. M. *A Cultural Survey of Modern Egypt.* Longmans. Part I: 52 pp. 1946. 2*s.* 6*d.* Part II: 72 pp. 1948. 5*s.*
An interpretation of modern Egypt's cultural background by an Egyptian. Sections deal succinctly with geography, landscape, national character,

history, the legacy of ancient Egypt, European influence, and modern culture. These two booklets give useful background material; they are well illustrated with photographs and statistical tables.

Pastures and Forage Crops in South Africa. Bulletin No. 18, Commonwealth Bureau of Pastures and Field Crops. 32 pp. 1936. 3*s.*
A useful description of the natural vegetation types (with maps) of South Africa: Forest (three types), Parkland (three types), Grassland (three types), and Desert Scrub (three types). (See p. 306.)

PEDLER, F. J. *West Africa.* Home Study Books. Methuen. (See p. 229.)

PERHAM, MARGERY (Ed.). *Mining, Commerce and Finance in Nigeria.* Faber. 286 pp. 1950. 35*s.*
This volume contains an authoritative chapter on the mining industry.

PERHAM, MARGERY, AND SIMMONS, J. *African Discovery.* Faber. 280 pp. 1949. 15*s.*
A valuable anthology of extracts from the writings of African explorers.

RICHARDS, AUDREY I. *Land, Labour and Diet in Northern Rhodesia.* O.U.P. 423 pp. 1952 (1st pub. 1939). 38*s.*
This book gives a sympathetic and scientific study of the economy of the Bemba tribe: it is a most valuable source for a 'sample' study of a tropical grassland people.

ROSCOE, J. *The Northern Bantu.* C.U.P. (See p. 298.)

SCHEBESTA, P. *Among Congo Pygmies.* Hutchinson. 288 pp. 1933. *Out of print.*
Dr. Schebesta vividly depicts the struggle for existence of these nomads of the depths of the African equatorial forests, whom he so faithfully and sympathetically observed during his eighteen months' stay among them. The book is well illustrated with photographs.

SCHEBESTA, P. *My Pygmy and Negro Hosts.* Hutchinson. 287 pp. 1936. *Out of print.*
Based on the author's own observations, this book contains much interesting and valuable information about the lives and customs of these primitive peoples, fully supported by a large number of photographs.

SCHWARTZ, E. H. L. *A South-African Geography.* Blackie. 276 pp. 1927 (1st pub. 1921). 7*s.* 6*d.*
Part I deals with general physical geography and forms an introduction to the very detailed study of Africa in the second section of the book. There is a great deal of scientific detail of a basic nature which makes this book useful as a reference work apart from the specialised study of South African geography, but it is only for the discriminating reader.

SCHWEITZER, A. *On the Edge of the Primeval Forest.* Black. 180 pp. 1922. 15*s.* Abridged edition, 1953. 5*s.*
A readable book with a vivid account of the results of the contact of the white and coloured peoples, including some discussion of tropical diseases. It contains a very good account of tropical lumbering.

SELIGMAN, C. G. *Races of Africa.* Eyre and Spottiswoode (Butterworth). 256 pp. 1930. *Out of print.*
An anthropological and sociological survey of the races of Africa, marked by an appreciation of the influence of environmental factors.

STAMP, L. D. *Africa: A Study in Tropical Development.* 575 pp. Chapman and Hall (Wiley, New York). 1953. 68*s.*
A geographical treatment of Africa, with special reference to the factors influencing land use.

STEBBING, E. P. *The Forests of West Africa and the Sahara.* Chambers. 248 pp. 1937. *Out of print.*
This is an authoritative study of the savannah and forest lands of West Africa, including many aspects of the farming. The southward movement of the Sahara is also treated.

SUGGATE, L. S. *Africa.* Harrap. 396 pp. 1951 (1st pub. 1929). 8*s.* 6*d.*
The Introduction to the latest edition adds a useful summary of recent political, economic and social changes to this very thorough treatment of Africa, which has an economic bias throughout.

TOTHILL, J. D. (Ed.). *Agriculture in the Sudan.* O.U.P. 992 pp. 1948. 42*s.*
A comprehensive, balanced book of reference by numerous experts. It is the standard book on agriculture in the Sudan and has many fine photographs, diagrams and maps.

TOTHILL, J. D. (Ed). *Agriculture in Uganda.* O.U.P. 550 pp. 1940. *Out of print.*
This detailed survey written by officers of the Department of Agriculture of Uganda is a useful and authoritative source.

TRACEY, L. T. *Approach to Farming in Southern Rhodesia.* U.L.P. 428 pp. 1953 (1st pub. 1945). 25*s.*
This technical account of farming in Southern Rhodesia provides useful local material for the geography teacher and is well illustrated.

WELSH, ANNE M. (Ed.). *Africa South of the Sahara.* O.U.P., for the South African Institute of International Affairs. 286 pp. 1952. 25*s.*
This volume, which is the work of twenty-six experts, provides a most valuable source book for climate, natural vegetation and economic facts of the area. It contains many useful maps and charts.

THE AMERICAS

STAMP, L. DUDLEY. *The Americas.* A Regional Geography for Advanced and Scholarship Courses, Part I. Longmans. (See p. 382.)

WILSON, C. M. (Ed.). *New Crops for the New World.* Macmillan. (See p. 310.)

NORTH AMERICA

ASHTON, E. G. *North America.* 396 pp. Harrap. 1953 (1st pub. 1939). 12*s.* 6*d.*
A very thorough and orderly book, with maps and illustrations, and an appendix of economic statistics for 1943–4. This is a useful textbook for sixth form students.

ATWOOD, W. W. *The Physiographic Provinces of North America.* Ginn, Boston. 535 pp. 1940.
A regional description of general and detailed features of the entire North American landscape on the basis of ten large provinces. Considerable emphasis is given to the geographical point of view. The text is accompanied by many fine illustrations and includes selected bibliographies and lists of type maps.

BAULIG, H. *Amérique Septentrionale.* Géographie Universelle. Armand Colin. Vol. I. Généralités—Canada. 315 pp. 1935. Vol. II. Etats-Unis. 324 pp. 1936.
These two volumes are authoritative, and the maps and diagrams are most useful.

JONES, LL. RODWELL, AND BRYAN, P. W. *North America.* Advanced Geographies. Methuen. 582 pp. 1950 (1st pub. 1924). 25*s.*
A standard work on North America dealing in turn with historical, economic and regional geography. The latest edition is revised, with additional statistics and some account of recent geographical developments.

MACBRIDE, G. M. *The Land Systems of Mexico.* Special Publication, 12. American Geographical Society, New York. 1923.
This is an excellent introduction to the geographical conditions involved in the system of land tenure of Mexico.

MILLER, G. J., AND PARKINS, A. E. *Geography of North America.* Chapman and Hall (Wiley, New York). 650 pp. 1954 (1st pub. 1928). 60*s.*
A standard reference book for teachers.

SMITH, GUY-HAROLD (Ed.). *Conservation of Natural Resources.* Chapman and Hall (Wiley, New York). 552 pp. 1950. 48*s.*
An authoritative survey of the conservation of the natural resources of the

U.S.A., produced by a team of twenty experts, including many American geographers. Such chapters, with excellent maps and illustrations, as those on soils, irrigation, forest resources, water power, waterways, minerals and fisheries, are most valuable, giving as they do recent developments and useful assemblies of relevant facts.

SMITH, J. R., AND PHILLIPS, M. O. *North America: Its People and the Resources, Development, and Prospects of the Continent as the Home of Man.* Harcourt Brace, New York. 1,008 pp. 1940 (1st pub. 1925).
This is a new edition, revised in the light of conditions prevailing in 1940, of a textbook which first appeared in 1925. It deals primarily with the economic resources of the whole of North America and the West Indies in terms of some forty-three principal regions.

SORRE, M. *Mexique, Amérique Centrale.* Géographie Universelle, Tome XIV. Armand Colin. 234 pp. 1928.
This book includes a careful study of Mexico, Central America, and the West Indies. Throughout the approach is that of a human geographer. The book is well illustrated and has useful maps.

WHITBECK, R. H., AND FINCH, V. C. *Economic Geography: A Regional Survey.* McGraw Hill. (See p. 305.)

WHITE, C. L., AND FOSCUE, E. J. *Regional Geography of Anglo-America.* Prentice-Hall, New York. 898 pp. 1943.
A textbook dealing primarily with the physical and economic geography of the United States, Canada and Alaska, in terms of twenty principal regional divisions.

WRIGHT, A. J. *United States and Canada: An Economic Geography.* Appleton-Century-Crofts, New York. 490 pp. 1948.
This is a very sound book, treating the economic geography on a regional basis. It is well-written, scholarly and up-to-date. Useful statistical material is included.

THE UNITED STATES OF AMERICA

ACKERMAN, E. A. *New England's Fishing Industry.* University of Chicago Press. 303 pp. 1941.
A comprehensive survey of the geographical, economic, and social aspects of the industry.

BENNETT, H. H. *Soil Conservation.* McGraw Hill. 993 pp. 1939. 70*s.*
The most comprehensive account yet to appear of the problems of soil erosion in the United States and of remedial measures. After a general survey of the elements of the problem, it gives a most detailed regional account, with good illustrations. A shorter version is entitled *Elements of Soil Conservation.*

BROWN, R. H. *The Historical Geography of the United States.* Harcourt, Brace, New York. (See p. 292.)

BROWN, R. H. *Mirror for Americans; Likeness of the Eastern Seaboard, 1810.* Special Publication, 27. American Geographical Society, New York. 312 pp. 1943.
A picture of the emergent American nation as it might have been drawn by a contemporary geographer. It is based on writings of the period, domestic and foreign, and the illustrations are largely drawn from contemporary sources.

ELY, R. T., AND WEHRWEIN, G. S. *Land Economics.* Macmillan, New York. (See p. 307.)

FENNEMAN, N. M. *Physiography of the Eastern United States.* McGraw Hill, New York. 1938.
A regional treatment of the geomorphology of the eastern half of the United States of America with brief comments on the economy. A standard work. Many maps, diagrams and illustrations are included.

FENNEMAN, N. M. *Physiography of the Western United States.* McGraw Hill, New York. 1931.
This is similar to the above book by the same author, but deals with the western half of the United States (from the Great Plains to the Pacific seaboard).

FREEMAN, O. W., AND MARTIN, H. H. (Ed.). *The Pacific Northwest: A Regional, Human and Economic Survey of Resources and Development.* Wiley, New York. 522 pp. 1942.
This is a standard work on this region of the United States. It treats in great detail such topics as relief and structure, climate, soils and forests, and its analysis of agriculture and studies of the towns are most useful. There are valuable maps and diagrams.

HAFEN, L. H., AND RISTER, C. C. *Western America: the Exploration, Settlement, and Development of the Region Beyond the Mississippi.* Prentice-Hall, New York. 698 pp. 1941.
Early exploration, colonisation, Indian wars, territorial conquests, border traders and trappers, border posts, transportation, railroad building, mining, the livestock industry, the making of new states, the disappearance of the frontier, reclamation, agrarianism, and the rise of a regional culture, are each considered and evaluated. The order of treatment is primarily chronological.

HUXLEY, J. S. *T.V.A.* Architectural Press. 142 pp. 1943. *Out of print.*
The story of a great experiment told simply and clearly with the aid of many excellent diagrams and photographs.

JOHNSON, D. *The Origin of the Carolina Bays.* Columbia University Press, New York. 341 pp. 1942.
A masterful analysis of the origin of the thousands of remarkable oval basins which pit the Atlantic coastal plain from North Carolina to Georgia.

Finding previous hypotheses inadequate, the author concluded that a complex origin requiring artesian, solution, lacustrine, and aeolian processes most adequately rationalises the vast array of available facts.

JOHNSON, E. R., HUSBNER, G. G., AND WILSON, G. L. *Transportation: Economic Principles and Practice.* D. Appleton-Century, New York. (See p. 310.)

LILIENTHAL, D. E. *T.V.A.* Penguin Books. 221 pp. 1944. *Out of print.*
This is a useful study giving the background to the establishment of the Tennessee Valley Authority and also the detail of the control of the valley and its development.

MARTIN, M. C., AND COOPER, C. E. *The United States at Work.* Harrap. 682 pp. 1938. 15*s.*
An elementary economic geography written for American schools. It contains, amongst others, interesting facts on farms in the Corn Belt.

OGRIZELS, D. (Ed.). *The United States.* The World in Colour. McGraw Hill. 509 pp. 1950. *Out of print.*
An illustrated travel or guide book dealing with the history and geography of the U.S.A. with attractive maps, mainly of the picture type. It is profusely illustrated with amusing drawings in the margins and reproductions of old prints. (See p. 383.)

PEATTIE, R. (Ed.). *The Friendly Mountains: Green, White, and Adirondacks.* Vanguard Press, New York. 341 pp. *c.* 1942.
A regional study of the mountains, including discussions on the history of settlement, geologic history, weather and climate, mountain flora, and the recreational aspect, both summer and winter.

QUEEN, S. A., AND THOMAS, L. F. *The City: A Study of Urbanism in the United States.* McGraw Hill, New York. 500 pp. 1939.
Five main sections deal with the rise of cities and/or urbanism, urban institutions and folkways, distributive and selective aspects of the city, people in the city, and prediction and control.

SYKES, G. *The Colorado Delta.* Special Publication, No. 19. American Geographical Society. 200 pp. 1937.
This is a study of the physical character of the Delta, with many maps and air photographs.

WRIGHT, J. K. (Ed.). *New England's Prospect.* Special Publication, No. 16. American Geographical Society. 509 pp. 1953.
A detailed survey of New England is provided in this very valuable source book for aspects of the geography of the country.

CANADA

CURRIE, A. W. *Economic Geography of Canada.* Macmillan. 455 pp. 1945. *Out of print.*
A very good, useful book, giving just those facts and details required to supplement the usual textbook information on Canada. Although detailed, it is easy to read and not too difficult for the top forms of the secondary grammar school.

FORBES, A., AND OTHERS. *Northernmost Labrador mapped from the Air.* Special Publication, No. 22. American Geographical Society. 277 pp. 1938.
This is valuable for its aerial photographs of the region and also it includes chapters on geology and natural vegetation in Labrador.

PUTNAM, D. F. (Ed.). *Canadian Regions.* Dent. 601 pp. 1952. 63*s.*
This book provides an informative and up-to-date factual study of the familiar divisions of Canada, such as Newfoundland and British Columbia. It is a most useful source of information on recent economic development.

STEFANSSON, V. *The Northward Course of Empire. The Friendly Arctic. Hunters of the North. My Life with the Eskimos. The Myths and Folklore of the Eskimos.* Harrap. *Out of print.*
All these books are authoritative for information about the Eskimos and the tundra of North America.

TANNER, V. *Outlines of Geography: Life and Customs of Newfoundland and Labrador.* C.U.P. Two vols.: 800 pp. *Out of print.*
An authoritative work valuable for the human geography of Newfoundland and Labrador.

TAYLOR, G. *Canada: A Study of Cool, Continental Environments and their Effect on British Settlement.* Advanced Geographies. Methuen. 524 pp. 1950 (1st pub. 1947). 25*s.*
This study is the result of intensive travel and first-hand observation by the author, backed by government information. Regional accounts are followed by sections dealing with the spread of human settlement, fishing, agriculture, irrigation, mining and kindred topics. The concluding chapter discusses population problems, present and future. The whole provides an interesting and very detailed account suitable for teachers and especially for sixth forms.

SOUTH AMERICA

ALBERTS, H. W. *The Forage Resources of Latin America: Peru.* Bulletin No. 37, Commonwealth Bureau of Pastures and Field Crops. 1947. 2*s.* 6*d.*
With the help of a map, a regional description is given of the pasture and range lands of Peru: grazing lands of the coastal area; grazing lands of the sierra region; grazing lands of the Oriente (region east of Andes). (See p. 306.)

ASHTON, E. G. *South America.* Harrap. 272 pp. 1950. 8*s.* 6*d.*
A very thorough textbook, clearly written and with adequate illustrations, appropriate to the Advanced Level of the General Certificate.

BOWMAN, I. *The Andes of Southern Peru.* American Geographical Society. 336 pp. 1916.
A pioneering geographical reconnaissance along the seventy-third meridian in Peru. It provides many distinctive block diagrams and photographs of the area traversed.

BUTLAND, G. J. *Chile.* Royal Institute of International Affairs. (See p. 382.)

DENIS, P. *Amerique du Sud.* Géographie Universelle. Armand Colin. 479 pp. 1927.
An authoritative study, most valuable for its maps.

GOODSPEED, T. H. *Plant Hunters in the Andes.* Farrar and Rinehart, New York. 429 pp. *c.* 1941.
This account of the experiences of two expeditions collecting new or little-known ornamental plants in the Andes is a lively, intimate and beautifully illustrated report on landscapes, peoples, and customs over a large section of South America.

JEFFERSON, M. *The Rainfall of Chile.* American Geographical Society. 32 pp. 1921.
An authoritative study with useful maps.

JOHNSON, G. R. *Peru from the Air.* Special Publication, No. 12. American Geographical Society. 171 pp. 1930.
An outstanding series of 141 aerial photographs with notes.

JONES, C. F. *South America.* Allen and Unwin. 798 pp. 1930. 42*s.*
This is a readable book and it provides the essentials of the geography of each of the states of South America. Much of its descriptive material is very illuminating and gives just the detail needed by teachers of geography. It has many maps and illustrations.

KERR, J. G. *A Naturalist in the Gran Chaco.* C.U.P.

LINKE, L. *Ecuador.* Royal Institute of International Affairs. (See p. 382.)

MILLER, B. L., AND SINGEWALD, J. T. *The Mineral Deposits of South America.* McGraw Hill. 598 pp. 1919. *Out of print.*
A most useful source book of the facts of mineral areas in South America.

MONGE, C. *Acclimatisation in the Andes.* American Geographical Society. 1948.
This book gives a careful, scientific study of the effect of altitude on man, distinguishing the man of the Andes from the man of the coastal plains.

OGILVIE, A. G. *The Geography of the Central Andes.* American Geographical Society. 240 pp. 1922.
An excellent description with maps, diagrams and illustrations.

OSBORNE, H. *Bolivia.* Royal Institute of International Affairs. (See p. 382.)

PENDLE, G. *Paraguay. Uruguay.* Royal Institute of International Affairs. (See p. 382.)

RICH, J. L. *The Face of South America: An Aerial Traverse.* American Geographical Society, New York. 299 pp. 1942.
Over 300 photographs, chiefly aerial, taken on a flight around South America by the regular commercial airways, with interpretative text on land and water forms, vegetation, and the works of man, present a panorama of South America as the traveller sees it from the air. Physiographical and geological interpretation is especially emphasised and the index is so designed as to give convenient access to pictures and text dealing with any particular subject.

SHANAHAN, E. W. *South America: an Economic and Regional Geography.* Advanced Geographies. Methuen. 318 pp. 1953 (1st pub. 1927). 20*s.*
A classic book intended for teachers and university students. Some attempt has been made to bring the statistics up to date and a new air map has been included. This is a very sound book, though it needs to be used in conjunction with other works emphasising the human approach. It should be included in the grammar school library.

WHITBECK, R. H., AND WILLIAMS, F. E. *Economic Geography of South America.* McGraw Hill. 469 pp. 1940 (1st pub. 1926). 52*s.*
A pioneer account of the geography of the South American continent at University level, now partly superseded by later works involving more field observation than this book contains.

SOUTH AMERICA, CENTRAL AMERICA AND THE WEST INDIES

BURDEN, W. A. M. *The Struggle for Airways in Latin America.* Council on Foreign Relations, New York. 245 pp. 1943.
A history of the development of commercial air transportation in the Latin American countries and between them and Europe and the United States.

JAMES, P. E. *Latin America.* Cassell. 848 pp. 1942. 55*s.*
A geography of Latin America of which the major theme is regional diversity. Although designed primarily as a textbook, its treatment of the regions, with which it deals section by section, makes it an excellent book

for reference purposes. Study of Central America and the West Indies is included.

PLATT, R. S. *Latin America: Countrysides and United Regions.* McGraw Hill, New York. 564 pp. 1943.
Regional analyses based on detailed studies of 'units of human occupance', the emphasis being on agricultural units of a wide variety of types, although a selection of industrial units are also described. The work is profusely illustrated with photographs and detailed maps. It forms a source of sample studies.

PLATT, R. S., WRIGHT, J. K., WEAVER, J. C., AND FAIRCHILD, J. R. *The European Possessions in the Caribbean Area.* American Geographical Society, New York. 112 pp. 1941.
A compilation of facts concerning the population, physical geography, resources, industries, trade, government, and strategic importance of the possessions of Great Britain, France and the Netherlands in the West Indies and on the mainland of South and Central America.

ROSEVENDE, G. M. *The Grasslands of Latin America.* Bulletin No. 36, Commonwealth Bureau of Pastures and Field Crops. 291 pp. 1948. 20*s*.
A sound, succinct study of the grasslands on a regional basis: Type 1, good natural grassland; Type 2, cool mountain grasslands; Type 3, semi-arid grazings; Type 4, savannahs of hot climates. The areas of each type (e.g. Type 1, humid pampa of Argentine, Uruguay, south of Brazil, Entre Rios, Magellan lands and the Pre-Andean Depression) are treated in detail and a summary of the climatic and soil conditions and the pastoral activities are given. There are many maps and illustrations.

SORRE, M. *Mexique et Amérique Centrale.* Géographie Universelle. Armand Colin. 234 pp. 1928.
An authoritative study of Mexico, Central America and the West Indies. It is very valuable for its maps.

WILSON, C. M. *Middle America.* Norton, New York. 317 pp. 1944.
The author deals primarily with the adaptability of the Central American countries and the West Indies to the large scale, commercial cultivation of certain tropical and sub-tropical crops for which there is a large demand in the world markets. Chapters are also devoted to the progress that has been made in the conquest of tropical diseases and the importance of the development of air transport.

AUSTRALIA, NEW ZEALAND AND THE PACIFIC ISLANDS

CLARK, A. H. *The Invasion of New Zealand by People, Plants and Animals: The South Island.* Rutgers University Press, New Brunswick, Canada. 465 pp. 1950 (1st pub. 1949).
This is a scholarly and original treatment of the peopling of the South Island and the development of its farming. Its treatment of sheep, cattle

and wheat, is most illuminating. This is a first-class geography of South Island in many of its aspects.

CUMBERLAND, K. B. *New Zealand in Outline: A Pictorial Geography.* Whitcombe and Tombs, New Zealand. 84 pp. 1950.
Illustrated with first-rate photographs, the book describes, with much valuable information, ten agricultural regions into which New Zealand is divided.

CUMBERLAND, K. B. *This is New Zealand.* Methuen. 84 pp. 1953. 6*s*.
An excellent and accurate, up-to-date geographical account of New Zealand, prepared to assist teachers in that country. Copious and well selected photographs are accompanied by detailed explanatory notes, the photographs being an integral part of the text. This is an essential book for all teachers.

DANIEL, H. *Islands of the Pacific.* Putnam, New York. 228 pp. *c.* 1943.
A companion of information on the lesser islands of the Pacific, including the Hawaiian Islands, but touching only briefly on the larger bordering islands in the Netherlands Indies, the Philippines, and Japan.

FENNER, C. E. *South Australia.* Whitcombe and Tombs, Australia. 367 pp. 1931.
This is an authoritative study of the geography of South Australia. Its discussion of the regions is very useful. There are many illustrations.

FREEMAN, O. W. (Ed.). *Geography of the Pacific.* Chapman and Hall (Wiley, New York). 573 pp. 1951. 80*s*.
A comprehensive treatment of the Pacific Ocean especially valuable for its studies of the Pacific Islands. Good bibliographies are given at the end of each chapter and there are useful maps and illustrations.

GREGORY, J. W. *The Dead Heart of Australia.* Murray. 400 pp. 1906. *Out of print.*
This book describes 'a journey round Lake Eyre . . . and gives some account of the Lake Eyre Basin and the flowing wells of central Australia'. The desert, the stock-road and the aborigines are described at first-hand. The second part of the book deals with underground water, its recovery and use.

KEESING, F. M. *Native Peoples of the Pacific World.* Macmillan, New York. 144 pp. 1947 (1st pub. 1945). 15*s*.
This account of the peoples of the Pacific Islands, their culture, economic life and institutions, was intended to help American troops to understand them. The author, a professor of anthropology born and educated in the South Pacific, writes impartially and without any condescension in his attitude towards these peoples.

LABORDE, E. D. (Ed.). *Australia, New Zealand and the Pacific Islands.* 288 pp. Heinemann. 1952 (1st pub. 1932). 12*s*. 6*d*.
An up-to-date and very readable description of the area from Indonesia to Hawaii, which takes into account the economic and social changes due

to the Second World War. Particular stress is laid on the human and historical background of the various regions. The Pacific Islands are considered in some detail, with emphasis on development and strategic value.

MADIGAN, C. T. *Central Australia.* O.U.P. 316 pp. 1944. 15*s.*
This is an authoritative and readable discussion of the geography, geology and history of Central Australia, based on the author's observations and experiences during his travels over a period of twelve years. Considerable attention is given to exploration, and a final chapter deals sensibly with the aboriginal problem.

OSBORN, F. (Ed.). *The Pacific World.* Norton, New York. 218 pp. 1944.
A non-technical survey of the natural history, the native peoples, and the discovery and exploration of the Pacific world (including Japan, Australia, and the East Indies) with regional descriptions Designed in the first instance for men in the armed forces, the book was prepared by some thirty collaborators, mostly from the American Museum of Natural History and the New York Zoological Society.

PHILLIPS, P. D., AND WOOD, G. L. (Ed.). *The Peopling of Australia.* Pacific Relations Series No. 1. Macmillan, New York. 300 pp. 1929. *Out of print.*
Eleven essays on various aspects of population. Chapter VIII, Climatic factors affecting the distribution and limits of the population of Australia, and Chapter IX, The white settlement of tropical Australia, are specially worthy of notice.

PRIVAT-DESCHANEL, P. *Océanie.* Géographie Universelle, Tome X. Armand Colin. 368 pp. 1930.
A large work, but the French is fairly simple, with much good description and excellent illustrations. New Zealand is treated more successfully than Australia. There are sections also on Oceania, the Great Ocean, and the Antarctic Regions.

STAMP, L. DUDLEY. *Australia and New Zealand.* A Regional Geography for Advanced and Scholarship Courses, Part III. Longmans. (See p. 382.)

STANNER, W. E. H. *The South Seas in Transition.* Harrap. 462 pp. 1950. 45*s.*
A scholarly study of the modern conditions of Papua–New Guinea, West Samoa and Fiji, and a contribution to the consideration of the international problems of the South Sea Islands.

SUGGATE, L. S. *Australia and New Zealand.* Harrap. 440 pp. 1931. *Out of print.*
A comprehensive textbook with good maps, diagrams and illustrations, and useful references.

TAYLOR, G. *Australia: A Study of Warm Environments and their Effect on British Settlement.* Advanced Geographies. Methuen. 490 pp. 1951 (1st pub. 1940). 35*s.*
This recognised standard work has been brought up to date by the addition of accounts of new developments in the Commonwealth, including hydro-electric power plans and the establishment of smelting works. This is a book for advanced students, also useful to teachers.

TAYLOR, T. GRIFFITH. *Australia.* O.U.P. 268 pp. 1928 (1st pub. 1911). 7*s.* 6*d.*
This is a scholarly work, well-written and authoritative. Part I deals with physiographic aspects and includes chapters on exploration and settlement, physical background and the natural regions. Part II covers the economic geography of the country, stock raising, agriculture, mining, transport, and similar topics.

WADHAM, S. M., AND WOOD, G. L. *Land Utilisation in Australia.* C.U.P. 376 pp. 1950 (1st pub. 1939). 30*s.*
An economic geography of Australia with a strong historical introduction.

WOOD, G. L. (Ed.). *Australia.* Macmillan, New York. 334 pp. 1951 (1st pub. 1947). 35*s.*
A number of specialists examine the resources of Australia, and there are some valuable studies of the soils, sheep and cattle farming and mineral resources. It is a useful survey from the economic point of view.

WOOD, G. L., AND MCBRIDE, PATRICIA R. *The Pacific Basin.* O.U.P. 416 pp. 1950 (1st pub. 1930). 15*s.*
This is a very readable textbook on the human and economic geography of the lands of the Pacific and a standard work on this area. The style is straightforward and the matter comprehensive. The book is profusely illustrated.

POLAR REGIONS

BROWN, R. N. R. *The Polar Regions: A Physical and Economic Geography of the Arctic and the Antarctic.* Methuen. 257 pp. 1927. *Out of print.*
This book is a collected account of the actual state of knowledge of these regions.

CRISP, F. *The Adventure of Whaling.* Macmillan. 144 pp. 1954. 6*s.* 6*d.*
A useful and readable description of whaling both past and present with valuable detail of whaling in Antarctica to-day.

GIAEVER, J. *The White Desert.* Chatto. (See p. 300.)

JENNESS, D. *The People of the Twilight.* Macmillan, New York. 247 pp. 1928. *Out of print.*
Reliable information about the Eskimos.

OWEN, R. *The Antarctic Ocean.* McGraw Hill, New York. 254 pp. *c.* 1941.
A history of the approach to the Antarctic continent during the last century and a quarter, with accounts of those voyages and expeditions whose findings were of most significance in the delineation of the coastline.

PRIVAT-DESCHANEL, P. *Océanie.* Géographie Universelle, Tome X. Armand Colin. (See p. 363.)

RASMUSSEN, K. (Collected by). (Edited and translated, W. Worster). *Eskimo Folk-Tales.* Gyldendal. 156 pp. 1921. *Out of print.*
Fifty-three short tales with illustrations by native Eskimo artists and a useful introduction. They are suitable for the teacher's reading, but not for children without adaptation.

SCOTT, J. M. *Portrait of an Ice Cap.* Chatto and Windus. 173 pp. 1953. 12*s.* 6*d.*
A vivid and readable description of the drama of man and nature in the scientific explorations of the ice cap of Greenland, especially of the British Arctic Air Route Expedition, 1930–1.

STEFANSSON, V. *Arctic Manual.* Macmillan, New York, for the United States Army. 556 pp. 1944.
Chapters on the geography of the Arctic, its climate and weather, and its fauna and flora introduce this volume, but the greater part of it consists of detailed exposition on how white men, and particularly survivors of aeroplane crashes can live off the country and maintain health and vigour.

STEFANSSON, V. *The Friendly Arctic.* Macmillan, New York. 812 pp. 1943 (1st pub. 1921).
This edition contains a new chapter entitled 'The Friendly Arctic Twenty-one years Later' and a new index.

STEFANSSON, V. *Greenland.* Doubleday Doran, New York. 338 pp. 1942.
The greater part of this book is historical, dealing with the exploration of Greenland and the problem of the fate of the mediaeval colonists there. Concluding chapters cover the administration and development of Greenland and its strategic importance during the last war.

CARTOGRAPHY AND SURVEYING

BROWN, L. A. *The Story of Maps.* Cresset Press. 397 pp. 1951. 50*s.*
This is a scholarly, well-written history of the science of cartography. It is an authoritative work and is beautifully produced. It has over thirty pages of references and nearly 1,000 separate titles.

CRONE, G. R. *Maps and their Makers.* Hutchinson. 200 pp. 1953. 8*s.* 6*d.*
A very useful introduction to the history of map-making from Greek and Roman times to the present day.

DEBENHAM, F. *Exercises in Cartography.* Blackie. 242 pp. 1937. *Out of print.*
A well-know practical book which includes the techniques of making models and block diagrams.

DEBENHAM, F. *Map Making.* Blackie. 244 pp. 1940 (1st pub. 1936). 9*s.*
This is an elementary introduction to the chief methods of surveying. It is very readable and practical.

EARDLEY, A. J. *Aerial Photographs: Their Use and Interpretation.* Harper, New York. 203 pp. *c.* 1942.
Aerial photographs as maps; the mechanics of using them; and interpretation, mainly of geological features. There are well-chosen illustrations.

EARLE, K. W. *The Geological Map.* Methuen. (See p. 271.)

FORDHAM, SIR HERBERT G. *Maps.* C.U.P. 95 pp. 1927. *Out of print.*
This is one of those small books of great scholarship: a simple presentation of a profound subject.

HIGGINS, A. L. *Elementary Surveying.* Longmans. 156 pp. 1953 (1st pub. 1943). 8*s.* 6*d.*
One of the soundest elementary books on surveying. It provides the essential theory and practice of methods of survey suited to the needs of geography students. It has many useful exercises and is, moreover, well written.

HINKS, A. R. *Maps and Survey.* C.U.P. 308 pp. 1944 (1st pub. 1913). *Out of print.*
A standard work for the university student of cartography, and for the teacher's reference.

JAMESON, A. H., AND ORMSBY, M. J. M. *Mathematical Geography.* Pitman. I. Elementary Surveying and Map Projection. 164 pp. 1949 (1st pub. 1927). 7*s.* 6*d.* II. Cartography. 168 pp. 1929. *Out of print.*
Volume I deals with chain, compass, plane-table, theodolite surveys and levelling, and with simple map projections, and is recommended for the geography specialist teacher. Volume II considers the size and shape of the earth and more advanced problems in surveying and map projections.

JERVIS, W. W. *The World in Maps.* Philip. 208 pp. 1936. *Out of print.*
A very readable introduction to the history of maps and map making. There is a full bibliography.

LYNAM, E. *British Maps and Map Makers.* Collins. 48 pp. 1945. 3*s.* 6*d.*
A scholarly treatment, brief and selective. It has many illustrations in colour.

LYNAM, E. *The Mapmaker's Art.* Batchworth Press. 140 pp. 1953. 21*s.*
A scholarly series of essays on the history of map-making.

OLSON, E. C., AND WHITMARSH, AGNES. *Foreign Maps.* Harper, New York. 254 pp. 1944.
An authoritative source book for information about the maps (all scales) of all the countries of the world that issue maps. Full bibliographies are given.

RAISZ, E. *General Cartography.* McGraw Hill. 354 pp. 1948. 60*s.*
This comprehensive treatment of the subject covers the history of maps, projections, surveying, and the cartographical presentation of all classes of statistics, climatic, economic, etc. It is abundantly illustrated.

ROBINSON, A. H. *Elements of Cartography.* Chapman and Hall (Wiley, New York). 254 pp. 1953. 56*s.*
An introduction to the techniques of map-making in all its aspects.

SISAM, J. W. B. *The Use of Aerial Survey in Forestry and Agriculture.* Commonwealth Agricultural Bureaux. 1947. 7*s.* 6*d.*
This most valuable book contains over sixty aerial photographs of forest cover and cultivation in various parts of the world. Each photograph is analysed to illustrate the value of aerial survey. This is an exceptionally clear and most useful account of the methods of aerial survey, with a summary of its use in the Commonwealth and Colonies.

SMITH, H. T. U. *Aerial Photographs and their Application.* Appleton-Century, New York. 372 pp. 1943.
This book has admirable illustrations and a valuable bibliography.

TOOLEY, R. V. *Maps and Map Makers.* Batsford. 140 pp. 1952 (1st pub. 1949). 42*s.*
A history of the map makers and their maps, with many illustrations.

WALKER, F. *Geography from the Air.* Methuen. 111 pp. 1953. 30*s.*
This book provides the most systematic treatment of air photographs and their interpretation concerning geological distributions, physical processes, relief, soils and settlements.

WILLIAMSON, J. *Surveying and Field Work.* Constable. 551 pp. 1952 (1st pub. 1915). 40*s.*
A useful work of reference for the practical details of the chief types of surveying, for example, chain surveying and overcoming obstacles, surveying a pond or a wood, and chain surveying in towns. It is well illustrated with diagrams.

MAP READING

BALCHIN, W. G. V., AND RICHARDS, A. W. *Climatic and Weather Exercises.* Harrap. 80 pp. 1949. 6*s.*
This book is attractively produced, and written in a clear, concise style. It deals with advanced work in an elementary manner and could be used

by the non-specialist teacher or student. There is a useful appendix on the school meteorological station, and also a bibliography.

BALCHIN, W. V. G., AND RICHARDS, A. W. *Practical and Experimental Geography.* Methuen. 136 pp. 1952. 12*s.* 6*d.*
These exercises have been designed for use in secondary schools and training colleges with the object of stimulating interest in and facilitating understanding of geography. Amongst other topics they deal with the earth's movements, land forms, surveying, map projections, distribution maps and cartograms. The suggested models are in many cases complicated, but not impossible for those good with their hands. Some construction work suitable for children is included.

BIRCH, T. W. *Maps, Topographical and Statistical.* O.U.P. 256 pp. 1949. 18*s.*
This book is geographical in outlook and comprehensive in design. Part I deals first with topographical maps, introduced by a brief, historical account. Modern maps and plans are treated at some length and include the latest Ordnance Survey work. The description of map making is based on the instruments involved, and includes air survey. Projections are treated with a minimum of mathematics. Concluding chapters deal with map reading and the geographical interpretation of landscape as depicted on maps. The second part of the book deals fully with the theory and practice of mapping and graphic statistics. There is a large number of very clear diagrams and eight half-tone plates. This is an invaluable work for any serious student of geography.

BYGOTT, J. *An Introduction to Mapwork and Practical Geography.* University Tutorial Press. 251 pp. 1952 (1st pub. 1934). 14*s.* 6*d.*
A well-known introductory course in map reading and practical geography, including the methods of construction of climatic maps, population maps, etc.

CARTER, C. C. *Land Forms and Life.* Christophers. 268 pp. 1950 (1st pub. 1931). 6*s.* 6*d.*
A series of short studies on topographical maps intended for training in map reading and dealing with relief, structure and human settlement. Ordnance Survey maps are required for the proper study of the text. This book is probably best used as a teacher's or general reference, but could also be used as a textbook.

DWERRYHOUSE, A. R. *Geological and Topographical Maps.* Arnold. 141 pp. 1919 (1st pub. 1911). *Out of print.*
A useful introduction to the interpretation of geological maps.

Exercises in Advanced Map Work. Wheaton. 2*s.*
A book of Higher School Certificate questions.

GARNETT, ALICE. *The Geographical Interpretation of Topographical Maps.* Harrap. 310 pp. 1953 (1st pub. 1930). 10*s.* 6*d.* Twenty-five maps and key contained in envelope, 15*s.*
An excellent book for teachers on the reading of maps of the type of the Ordnance Survey contoured map. It contains model geographical descriptions of the typical land forms and of the associated distribution of human

settlements, railways, roads and similar features, as revealed by the Ordnance Survey maps, examples of which are given.

MONKHOUSE, F. J., AND WILKINSON, H. R. *Maps and Diagrams.* Advanced Geographies. Methuen. 330 pp. 1952. 25*s.*
This is an indispensable book for the study of the techniques of making climatic maps and diagrams, economic maps and diagrams, population maps and diagrams, and maps and diagrams of settlements. It is illustrated by most valuable examples, and there are full references to all important sources in this field of practical geography.

NEWBIGIN, MARION I. *Ordnance Survey Maps, their Meaning and Use.* Johnston. 126 pp. 1913. *Out of print.*
The descriptions of typical 1-in. Ordnance Sheets are most useful.

SILLEY, P. T. *Topographical Maps and Photographic Interpretation.* Philip. *In preparation.*

SYLVESTER, DOROTHY. *Map and Landscape.* Philip. 304 pp. 1952. 25*s.*
This is a practical book giving detailed methods of study of topographical maps and including excellent summaries of procedure in the study of valleys, uplands, lowlands, and marine coastlands. Of equal value is the treatment of settlements.

WINTERBOTHAM, H. S. L. *A Key to Maps.* Blackie. 224 pp. 1947 (1st pub. 1936). 2*s.* 6*d.*
Despite the date of publication, the author writes with such command of his subject and ability to clarify the more complex aspects that his book is still a useful and entertaining reference guide for all interested in the use of maps. Chapters deal with geological maps, weather maps, the making and printing of maps, and the construction of map models.

MAP PROJECTIONS

GARNETT, W. *A Little Book on Map Projection.* Philip. 128 pp. 1928. *Out of print.*
A simple and readable introduction to the principles underlying the construction of the chief map projections.

HINCKLEY, A. *Map Projections by Practical Construction.* Philip. 84 pp. 1942. 3*s.* 6*d.*
Geometrical constructions are given for some of the major map projections. The book is suitable for General Certificate (Advanced Level) candidates, training college students and A.T.C. cadets.

HINKS, A. R. *Map Projections.* C.U.P. 170 pp. 1921 (1st pub. 1912). *Out of print.*
An authoritative work on the subject.

KELLAWAY, G. P. *Map Projections.* Advanced Geographies. Methuen. 127 pp. 1953 (1st pub. 1946). 10*s.* 6*d.*
A sound book covering perspective, non-perspective and conventional projections, with an appendix of simple trigonometrical tables. No suggestions on the use of maps are included but the obvious disadvantages of different types are noted. The book is best suited to sixth form work in a grammar school, some trigonometrical knowledge being required for ease of comprehension.

MAINWARING, J. *An Introduction to the Study of Map Projection.* Macmillan. 114 pp. 1942. 5*s.*
An up-to-date book requiring a fair knowledge of geometry and some trigonometry.

MERRIMAN, A. D. *An Introduction to Map Projections.* Harrap. 112 pp. 1947. 7*s.* 6*d.*
This is a satisfactory introduction; well-illustrated with diagrams and data to give methods of construction clearly. There are test questions included which have been drawn from examination papers set by the universities of Oxford, Cambridge, London, Manchester, Leeds and Durham.

STEERS, J. A. *An Introduction to the Study of Map Projections.* U.L.P. 312 pp. 1953 (1st pub. 1927). 18*s.*
A standard textbook in which the author's aim is to give simple but accurate methods of construction for all the usual projections and also sufficient material for the reader to explore his work in more detail.

PRINCIPLES OF GEOGRAPHY

ARDEN-CLOSE, SIR CHARLES. *Geographical By-Ways.* Arnold. 179 pp. 1947. 7*s.* 6*d.*
A collection of essays by a scholar and cartographer.

BOWMAN, I. *Geography in relation to the Social Sciences.* Scribner. 249 pp. 1934. *Out of print.*
A scholarly study of the scope, content and method of geography.

CORNISH, V. *Geographical Essays.* Sifton Praed. 82 pp. *Out of print.*
This volume includes the valuable essay on 'Harmonies of Scenery'.

CRONE, G. R. *Modern Geographers.* Royal Geographical Society. 56 pp. 1951. 3*s.* 6*d.*
An introduction to the contributions made by leading geographers since A.D. 1800. It surveys the chief geographical work and ideas of Sir Joseph Banks, Humboldt, Ritter, Vidal de la Blache, Richthofen, Ratzel, Mackinder and Isaiah Bowman. It includes a very useful bibliography.

DARBY, H. C. *Theory and Practice of Geography.* University Press of Liverpool. 22 pp. 1947. 1*s.* 6*d.*
Professor Darby's inaugural lecture on the occasion of his appointment as Professor of Geography at University College, London.

DEBENHAM, F. *The Use of Geography.* Teach Yourself Geography. English Universities Press. 206 pp. 1950. 8*s.* 6*d.*
A stimulating treatment of the aims, scope and methods of study of geography, written in a simple and lively style. (See p. 383.)

DE LA BLACHE, V. *Principles of Human Geography.* Constable. 528 pp. 1952 (1st pub. 1926). 24*s.*
This is an outstanding work for the study of the principles of human geography, and no geographer should ignore it. In the first chapter there is a profound treatment of the meaning and aim of human geography and subsequently the elements of human geography are examined in an illuminating manner. It provides an indispensable contribution to the philosophy of geography.

FLEURE, H. J. *An Introduction to Geography.* Benn. 80 pp. 1929. *Out of print.*
A stimulating statement of the aims and scope of geography, with a fuller treatment of the geography of distributions and of regional geography.

Geographical Excursions in and around London. Institute of Education, University of London. 52 pp. 1954. 2*s.* 6*d.*

GOODALL, G. *The Globe and its Uses.* Philip. 56 pp. 1951 (1st pub. 1936). 2*s.* 6*d.*
This is a useful summary of the uses of the globe—a practical book.

HARTSHORNE, R. *The Nature of Geography: A Critical Survey of Current Thought in the Light of the Past.* Association of American Geographers, Cambridge, Mass. 482 pp. 1939.
An elaborate study of the development, concepts and methodology of modern geography, with especial emphasis on the contributions of the Germans. This is a standard work of great importance.

HUNTINGTON, E. *Mainsprings of Civilisation.* Chapman and Hall (Wiley, New York). 660 pp. 1945. 44*s.*
This is one of the classics of geography. It embodies the ideas of Huntington, especially concerning the place of climate in geographical argument, and is written with all his characteristic verve and breadth of vision.

KIMBLE, G. H. T. *The Way of the World.* George Grady Press, New York. 123 pp. 1953.
This book contains three lectures which give the author's appreciation of geography in its understanding of human affairs both past and present.

LEBON, J. H. G. *An Introduction to Human Geography.* Hutchinson. 191 pp. 1952. 8*s.* 6*d.*
A useful introduction to the content and scope of human geography, with a most valuable treatment of environment and economy.

LYDE, L. W. *Man on the Earth.* Blackie. 144 pp. 1932 (1st pub. 1895). 4*s.*
Based on the author's conception of geography as scientific in method but humanistic in subject matter, this book can be recommended to all who are interested in tracing the development of the geographical concept and in understanding its philosophical background. It is a most useful introduction to the discussion of the principles of geography.

MILL, H. R. *An Autobiography.* Longmans. 224 pp. 1951. 18*s.*
The autobiography of a pioneer in geography, who was both a chemist and an oceanographer. It contains many striking word portraits of other pioneers in the subject and some excellent descriptive passages in accounts of holidays abroad.

MOGEY, J. M. *The Study of Geography.* Home University Library. O.U.P. 172 pp. 1950. 6*s.*
The general reader as well as the geographer will find this book interesting and stimulating. Well-known names in geography are introduced into the text and the reader is familiarised with the trends of geographical thought in the last century. After an introduction in which reference is made to maps and to the development of man's knowledge of the world, major land forms, climate, soils and vegetation are considered. Much space is devoted to the interrelation of man and his environment. A later chapter is concerned with geography and politics and, finally, to show the importance of field work the beginnings of a small regional study are indicated. A useful bibliography completes the book.

NEWBIGIN, MARION I. *Modern Geography.* Eyre and Spottiswoode (Butterworth). 256 pp. 1911. *Out of print.*
A stimulating teacher's handbook introducing the reader to the method and scope of various aspects of geography both physical and human.

PRESTON, J. E., AND JONES, C. F. *American Geography: Inventory and Prospect.* Association of American Geographers, Syracuse University Press, U.S.A. 590 pp. 1954.
This large volume provides a review of the advances made in the study of geography in all its branches in the United States. It is a work to which all the well-known geographers in America have contributed.

SKEAT, E. G. (Mrs. Woods). *Principles of Geography, Physical and Human.* O.U.P. 432 pp. 1949 (1st pub. 1923). 10*s.* 6*d.*
Although this book needs to be supplemented by more up-to-date works on certain aspects, such as meteorology and geomorphology, it still provides a scholarly and comprehensive treatment of the various branches of physical geography for teachers and sixth forms.

TAYLOR, G. (Ed.). *Geography in the Twentieth Century.* Methuen. 630 pp. 1953 (1st pub. 1951). 35*s.*
This volume is the work of twenty authors, each of whom is a specialist in the section with which he deals. Its aim is to study the growth, fields, techniques, aims and trends of geography. The first section deals with

the evolution of geography and its philosophic basis. The second consists of studies of specific environments, the advances in geomorphology and meteorology, regionalism and similar topics. Finally, the book deals with field work, and sociological and urban aspects of geography.

WOOLDRIDGE, S. W., AND EAST, W. G. *The Spirit and Purpose of Geography.* Hutchinson. 176 pp. 1952. 8*s.* 6*d.*
An authoritative introduction to the philosophy of geography, its content and scope.

GEOGRAPHY AND EDUCATION

BARKER, W. H. *Geography in Education and Citizenship.* U.L.P. 216 pp. 1927. *Out of print.*
A helpful book containing courses for children up to the age of sixteen and for advanced work after that age. It is specially useful for its suggestions on the geography of the home region, illustrated mainly from the Manchester district, for its studies of locality and for its bibliography.

BARNARD, H. C. *Principles and Practice of Geography Teaching.* University Tutorial Press. 235 pp. 1949 (1st pub. 1933). 6*s.*
The greater part of the book deals with geography as a school subject: knowledge, reasoning, content, aids to teaching, syllabuses, methods. Four chapters discuss regional surveys: matter, methods, and use. Specimen maps for regional geography, a plan of a classroom, and a plan and picture of a geography room, are included, together with a short bibliography.

BELLOC, H. *The Path to Rome.* Allen. (See p. 407.)

BRADFORD, E. J. G. *School Geography.* Benn. 104 pp. 1925. *Out of print.*
A critical survey of contemporary teaching methods, recommended for its suggestions for the more accurate use of geographical language and the incorporation of numerical data into geographical description.

CLARKE, J. D. *Practical Geography.* Macmillan. 250 pp. 1954. 10*s.*
This is a book for teachers in West African schools. It covers most aspects of practical work in mapping suitable for junior children and then gives an outline of a four-year course. The details given in connection with African local geography will be found interesting by teachers in Great Britain.

FAGG, C. C., AND HUTCHINGS, G. E. *An Introduction to Regional Surveying.* C.U.P. 162 pp. 1930. *Out of print.*
A clear and comprehensive account of the aims and methods of regional surveying. Its method of approach and general standard are perhaps better suited to the needs of local scientific bodies and voluntary organisations than to those of schools, but it should be read by all geography teachers. The map and diagram work will be found particularly useful.

FAIRGRIEVE, J. *Geography in School.* U.L.P. 436 pp. 1951 (1st pub. 1926). 14*s.*
A comprehensive book on the teaching of geography by an acknowledged authority on the subject. A standard work.

GARNETT, OLIVE. *Fundamentals in School Geography.* Harrap. 332 pp. 1949 (1st pub. 1934). 10*s.* 6*d.*
This is a classic on the methods of teaching geography in primary schools.

Geography in the Primary School. Geographical Association. (See p. 151.)

Geography in the Secondary School. Geographical Association. (See p. 151.)

Geography in Secondary Schools. Scottish Education Department. H.M.S.O. 47 pp. 1951. 1*s.* 6*d.*
After the aims, content and method of school geography, schemes of work are discussed in some detail.

GILBERT, E. W. *Seven Lamps of Geography.* Geographical Association. (See p. 151.)

GRIFFITHS, V. L., AND ABD RAHMAN ALI TAHI. *Beginning Geography in Africa and Elsewhere.* Evans. 118 pp. 1937. 5*s.*
This book may be recommended to any teacher who is interested in methods and organisation in the presentation of local geography. It illustrates how the child must acquire technical geographical knowledge about scale, purpose, direction, etc., as an essential preliminary to the imagining of things not seen. Although designed for use by Sudanese training college students preparing to teach classes just beginning geography, the book deals with fundamental principles with a wide application outside this particular region.

Local Studies. Geographical Association. (See p. 151.)

MACKINDER, THE RIGHT HON. SIR H. J. *Elementary Studies in Geography and History.* Our Own Islands (see p. 315). Lands Beyond the Channel (see p. 315). Distant Lands (see p. 311). Philip.

SIMPSON, C. A. *The Study of Local Geography.* Methuen. 68 pp. 1950 (1st pub. 1934). 6*s.* 6*d.*
An interesting book providing some useful exercises stimulating field work, map reading and personal observation of the relationship between natural environment and man's activities. It includes five maps of characteristic districts as examples of method, but they are, unfortunately, restricted to black and white.

SPARY, V. C. *The Modern Geography Room.* Philip. 48 pp. 1947 (1st pub. 1937). 1*s.*
A pioneering little book which has useful ideas.

The Teaching of Geography in Secondary Schools. Philip, for the Incorporated Association of Assistant Masters in Secondary Schools. 528 pp. 1952 (1st pub. 1935). 17*s.* 6*d.*
This is an indispensable reference book for all teachers of geography in secondary schools, both grammar and secondary modern. It has innumerable useful ideas and the details of methods of teaching are full of suggestions. It has a full and valuable bibliography of articles and books.

THOMAS, HELEN G. *Teaching Geography.* Ginn. 112 pp. 1951 (1st pub. 1936). 1*s.* 6*d.*
A discussion of the principles and methods underlying geography, with special reference to the material of *Geography, First Series* and to the use of the series. It is not a comprehensive handbook for general use apart from the series. (See pp. 164 and 183.)

UNESCO. *Some suggestions on the Teaching of Geography towards world understanding.* H.M.S.O. 1952. 4*s.*

WALLIS, B. C. *The Teaching of Geography.* Cambridge Handbooks for Teachers. C.U.P. 222 pp. 1939 (1st pub. 1916). *Out of print.*
Teachers will find this stimulating book of value in working out a balanced and purposeful syllabus. The author has good ideas on all aspects of geography teaching, especially with regard to transition, quantitative and practical exercises.

WELPTON, W. P. *The Teaching of Geography.* University Tutorial Press. 170 pp. 1923. *Out of print.*
An inspiring treatment of the teaching of geography in schools from the cultural point of view. It contains many practical teaching hints.

PERIODICALS

The Advancement of Science. Quarterly journal of the British Association for the Advancement of Science, Burlington House, London, W.1. Annual subscription, 25*s.*; single issue, 7*s.* 6*d.*
Miscellaneous articles on geographical subjects include the Address of President of the Geographical Section.

Agriculture. Monthly. H.M.S.O. Annual subscription, 9*s.*; single issue, 9*d.* post free.

Annals of the Association of American Geographers. Map Division, Central Office, Library of Congress, Washington, 25, D.C., U.S.A.

Canadian Geographical Magazine. (See p. 124).

Economic Geography. Quarterly. Clark University, Worcester, 10, Mass., U.S.A. Annual subscription, $7.50 (1954).

The Geographical Journal. The monthly journal of the Royal Geographical Society. (See p. 153.)

Focus. Monthly. American Geographical Society, Broadway, 156th Street, New York, 32. First issue, October 1950. Annual subscription, $1.00.
This periodical gives the geographical background to specific world problems. It provides a most valuable concise statement of the essential geographical facts with maps and photographs.

The Geographical Magazine. Monthly. Chatto and Windus. Annual subscription, 33*s.* post free; single issue, 2*s.* 6*d.*
No school library should be without this magazine. It is lavishly illustrated, often by striking coloured photographs, and its articles are a valuable source of information on geographical conditions in the world of the present day described in a style which will interest pupils and also create a desire to read modern travel literature.

The Geographical Review. American Geographical Society. Annual subscription, $6.00.

Geographical Studies. Department of Geography, The University, Birmingham, 5. Subscription, 20*s.* to Mr. B. L. C. Johnson.
A publication of geographical research and discussion.

Geography. Quarterly journal of the Geographical Association. (See p. 151.)

National Geographic Magazine. (See p. 124).

The Journal of Commerce and Shipping Telegraph. Daily. 3*d.* 6 and 8 Fenchurch Buildings, Fenchurch Street, London, E.C.3.
Details of the movements of all shipping lines are given, so that world voyages are covered in consecutive issues of a few weeks.

The Journal of Geography. The official organ of the National Council of Geography Teachers, published monthly except June, July and August. A. J. Nystrom & Co., 3333 Elston Avenue, Chicago 18, U.S.A. Annual Subscription, $4.00; single issue, 50 cents.
This American magazine contains useful articles on geography, usually written in non-technical language, and also interesting articles on the teaching of geography written from the standpoint of the needs of American schools.

Pictorial Education. Monthly. Evans. Annual subscription £1. (£1 7*s.*, including Pictorial Education Quarterly); single issue, 1*s.* 6*d.*
A most useful source of geographical pictures. Notes and schemes of work supplement the pictorial material.

Quarterly Journal of the Royal Meteorological Society. (See p. 162.)

Science News. HASLETT, A. W. (Ed.). Penguin Books. 2*s.* each.
On occasion this publication contains articles of geographical value which refer to current research in related fields, such as the migration of locusts.

The Shipping World. Weekly. 1 Arundel Street, London, W.C.2. Annual subscription, 70*s.*; single issue, 2*s.*

Transactions. Institute of British Geographers. (See p. 152).

Weather. Monthly journal of the Royal Meteorological Society. (See p. 163.)

REFERENCE BOOKS

Australia, Commonwealth Year Book. Commonwealth Bureau of Census and Statistics, Canberra.

Australia Official Handbook. Australian National Publicity Association, Melbourne.
A useful summary with many useful maps.

Canada. Dominion Bureau of Statistics, Ottawa.
A useful selection of facts from the *Canada Year Book*, with illustrations.

Canada Year Book. Dominion Bureau of Statistics, Ottawa.
A most valuable source book of statistics and information with many useful maps.

Concise Oxford Dictionary of Place-Names. EKWALL, E. O.U.P. 578 pp. 1947 (third edition). 35*s.*

East Africa, Year Book and Guide. GORDON-BROWN, A. (Ed.). Hale.
A useful source of interesting and up-to-date facts and maps.

Geographical Names for British Official Use, Permanent Committee. Stanford.
Some thirty lists of names in different parts of the world. Geography teachers should use the spelling recommended in these lists and thus help towards a uniform spelling of place-names.

Israel Year Book. TOLKOWSKY, A. Israel Publications Ltd.
A source of current economic facts.

Kelly's Town Directories. Kelly's Directories Ltd., 186 Strand, London, W.C.2.
These well-known volumes give a good deal of valuable information on the basis of civil administrative units in Britain.

The Middle East. Europa Publications Ltd.
Separate sections are devoted to the economic facts of each of the countries of the Middle East.

New Zealand Official Year Book. Census and Statistics Department, Wellington.

Norway Year Book. MORTENSEN, S., AND SKOIEN, A. Grundt Tanum, Oslo.
This book includes a very useful section on the industries of Norway.

Pacific Islands Year Book. ROBSON, R. W. Pacific Publications Ltd., Sydney.
A source book of useful information.

Southern Africa, Year Book and Guide. GORDON-BROWN, A. (Ed.). Hale.
A useful source of interesting and up-to-date facts and maps (including town plans).

Southern Rhodesia, Official Year Book. Central African Statistical Office, Salisbury, Southern Rhodesia.

The Statesman's Year Book. STEINBERG, S. H. Macmillan.
The standard and well-known source for the essential statistics of every country in the world.

Statistical Abstract of the United States. U.S. Department of Commerce, Washington.

Sources of Statistics. (See p. 379).

The Times and *The Manchester Guardian* are valuable for articles for keeping geography up to date, for their pictures, and for weather and shipping statistics, etc. The special supplements, issued from time to time, on economic and political affairs, are very useful.

Union of South Africa, Official Year Book. Bureau of Census and Statistics.

The Victoria Histories of the Counties of England.
The large volumes of this work contain long and informative articles on geology, natural history, etc., of the counties in addition to the valuable historical material. They are discursive, however, and therefore not in accordance with the traditions of regional survey.

West Indies and Caribbean Year Book. Skinner.
A source book of up-to-date economic facts for the islands and mainland territories of Central America, Venezuela, Guiana and Colombia.

Whitaker's Almanack. Whitaker. 15*s.*; library edition 30*s.*; shorter edition 7*s.* 6*d.*
A mine of general information, specially useful to geography teachers for the daily astronomical and meteorological records of Greenwich, for tidal and other tables, for the constitution and government of states and statistics of area, population, trade, and similar details.

World Directory of Geographers. American Geographical Society, for the International Geographical Union. 167 pp. 1952.
There is a list of 3,517 geographers with details of their chief interests in the subject.

BIBLIOGRAPHIES

Bibliographie Géographique Internationale.
This is an authoritative bibliography, published annually.

Current Geographical Publications. American Geographical Society. Published annually since 1938.
Each issue contains about 600 titles of books, periodicals, articles and maps, arranged regionally and according to subject, together with a catalogue of selected photographs.

Ministry of Agriculture and Fisheries, Pamphlet No. 78. (See p. 308.)

WRIGHT, J. K., AND PLATT, T. *Aids to Geographical Research.* American Geographical Society Research Series, No. 22. O.U.P. 344 pp. 1947 (1st pub. 1923). 32*s.*
This is an important reference work. It contains selected lists of texts on all branches of geographical study, and includes maps and atlases.

SOURCES OF STATISTICS

The layout of statistical tables suitable for school purposes can be found in most of the reputable text-books. The bibliography gives the sources that are most useful in keeping the tables up to date. Most of the publications appear annually, but it is suggested that little will be lost if renewal is made only every third or fourth year. The advantage of the United Nations' publications is that they employ a common unit, so that a direct comparison of one country with another is facilitated. Metric weights and measures are used, but a conversion table to English equivalents is also given. In most cases, each edition contains comparative tables for previous

years, e.g. the 1951 edition of the *United Nations Statistical Yearbook* gives information for the years 1931–50 in the majority of tables. Finally, it should be remembered that the older textbooks set up before the war may differ from modern statistical sources in the layout and content of their tables. This is particularly true of trade figures, where the importance of individual commodities and countries varies over time.

World

*United Nations. *Statistical Yearbook.* 45*s.*

†*The Statesman's Yearbook.* Macmillan. 42*s.*

‡United Nations. *Yearbook of Food and Agricultural Statistics.* Part 1, Production, 17*s.* 6*d.*, Part 2, Trade, 17*s.* 6*d.*

‡United Nations. *Yearbook of International Trade Statistics.* 17*s.* 6*d.*

United Kingdom

**Annual Abstract of Statistics.* 21*s.*

‡*Agricultural Statistics, United Kingdom.* Part 1, 1950–1. 2*s.* 6*d.* Part 2, 1943–4 to 1949–50. 2*s.* 6*d.*

‡*Sea Fisheries Statistical Tables.* 1*s.* 6*d.* Separate returns for Scotland, 4*s.*

‡*Statistical Yearbook for* 1952. Part 1. *Iron and Steel Industry of the United Kingdom.* British Iron and Steel Federation, Steel House, Tothill Street, London, S.W.1. 7*s.* 6*d.*

‡*Weather Report.* Monthly. Meteorological Office. Obtainable from H.M.S.O. 2*s.*

‡*Annual Statement of the Trade of the United Kingdom.* Volume 1, Commodity basis, 35*s.* Volume 4, By country of origin and destination, 30*s.* Supplement to Volume 4, Imports and Exports of Commodities by Ports, published triennally, 6*s.*

‡*The Times Review of Industry.* Monthly. 1*s.* Obtainable from any newsagent.

N.B.—This review contains not only statistical material, but valuable articles on current economic developments.

Prices refer to publications current at the time of compilation.

All the above publications, unless otherwise stated, are obtainable from Her Majesty's Stationery Office, P.O. Box 569, London, S.E.1.

K. R. Sealy.

* Recommended. † Alternative source. ‡ Specialised publications.

Teachers are also referred to the following books:

ELLIOTT, S. J., AND GOADBY, T. S. *Geographical Statistics.* Cassell (Gregg Publishing Co.). 63 pp. 1951 (1st pub. 1930). 4*s.* 6*d.*
A source book of world geographical statistics for areas and population, climate (temperature and rainfall), production of the chief commodities, and the value of United Kingdom exports and imports. The statistics for world commerce are for 1949; population figures are for 1951.

WEAVER, J. C., AND LUKERMANN, F. E. *World Resource Statistics.* Burgess, Minneapolis. 166 pp. 1953 (1st pub. 1950).
A very useful source book of statistics brought up to the year 1950.

SERIES

Commonwealth Bureau of Pastures and Field Crops, Bulletins. (See p. 306.)

Commonwealth Bureau of Soil Science, Technical Communications. 29. Soil, Vegetation and Climate (see p. 275). 34. Tropical Soils in Relation to Tropical Crops (see p. 275). 43. Land Classification for Land-Use Planning (see p. 308). 47. Laterite and Lateritic Soils (see p. 275).

The County Books. General Editor: B. VESEY-FITZGERALD. Hale. (See p. 212.)

Elementary Studies in Geography and History. MACKINDER, THE RIGHT HON. SIR H. J. Our Own Islands (see p. 315). Lands Beyond the Channel (see p. 335). Distant Lands (see p. 311). Philip.

The Land of Britain. Stanford (Geographical Publications). (See p. 324.)

Liverpool Studies in Geography. SMITH, W. (Ed.). Maps and Politics (see p. 298). The Belgian Kempenland (see p. 338). Sandy Shores in South Lancashire (see p. 267). University Press of Liverpool.

The New Naturalist Series. Collins. 4. Britain's Structure and Scenery (see p. 316). 6. Natural History in the Highlands and Islands. 11. Mountains and Moorlands (see p. 282). 13. Snowdonia (see p. 323). 18. A Natural History of Man in Britain (see p. 314). 22. Climate and the British Scene (see pp. 278 and 315). 25. The Sea Coast (see p. 316). 26. The Weald (see p. 321).

A Pictorial Survey of England and Wales. Section I. The Oxford Region (see p. 319). Section II. East Anglia (see p. 319). *In preparation:* E. F. Mills: South-east England. A. A. L. Caesar: North-east England. M. J. Wise: The Midlands. H. Thorpe: The Lancashire and Cheshire Plain. W. W. Anson: Cambria. Philip.

The Regional Books. General Editor: B. VESEY-FITZGERALD. Hale. (See p. 214.)

A Regional Geography for Advanced and Scholarship Courses. STAMP, L. DUDLEY. I. The Americas. 269 pp. 1953 (1st pub. 1930). 15*s.* II. Africa. 271 pp. 1952 (1st pub. 1934). 15*s.* III. Australia and New Zealand. 104 pp. 1950 (1st pub. 1930). 8*s.* 6*d.* IV. Asia. 204 pp. 1952 (1st pub. 1930). 12*s.* 6*d.* V. Europe and the Mediterranean. 317 pp. 1947 (1st pub. 1931). 12*s.* 6*d.* Longmans.

These standard works are masterpieces of clear writing and neat condensation and should be in every school library. They have clear sketch-maps but no pictorial illustrations. There are numerous exercises selected from examination papers. Emphasis throughout is upon regional geography.

ROYAL INSTITUTE OF INTERNATIONAL AFFAIRS. G. J. Butland: Chile. 128 pp. 1951. 12*s.* 6*d.* L. Linke: Ecuador. 173 pp. 1954. 13*s.* 6*d.* H. Osborne: Bolivia. 144 pp. 1954. 10*s.* 6*d.* G. Pendle: Paraguay. 115 pp. 1954. 10*s.* 6*d.* G. Pendle: Uruguay. 112 pp. 1952. 11*s.* 6*d.*

These books provide up-to-date statistics and give useful summaries of the geography and economy of the countries concerned.

Shell Guides. BETJEMAN, J. (Ed.). Faber. (See p. 301.)

Studies in Regional Planning. DAYSH, G. H. J. (Ed.). The Highlands and Isles (see p. 322). Central Scotland (see p. 322). The North-East of England (see p. 319). Cumberland (see p. 319). The East Midlands (see p. 319). Gloucester-Wiltshire-Somerset (see p. 318). Devon and Cornwall (see p. 318). Composite volume (see p. 288). Philip.

These well-produced studies show the place of geography in planning. They are of great value in giving up-to-date facts concerning economic and social life. Many valuable maps are included.

A Systematic Regional Geography. UNSTEAD, J. F. I. The British Isles. 290 pp. 1949 (1st pub. 1935). 9*s.* II. Europe. 390 pp. 1953 (1st pub. 1939). 21*s.* III. A World Survey. 450 pp. 1953 (1st pub. 1948). 18*s.* U.L.P.

Standard texts for sixth forms and first-year training college work, mainly based on the major natural regions. Part III is also one of the most valuable

general textbooks published for mature students or non-geographers. The maps and diagrams are excellent. Particularly important is the approach to the study of regions, and in Part III the same seasonal rhythm charts of the regions of the world are original and most valuable.

Teach Yourself Geography. DEBENHAM, F. (Ed.). Geography of Living Things (see p. 281). Economic Geography (see p. 268). Physical Geography (see p. 268). The Use of Geography (see p. 371). English Universities Press.

The Third Statistical Account of Scotland. H. Mackenzie: The City of Aberdeen. 600 pp. 1953. A. Smith: The County of Fife. 815 pp. 1952. Catherine P. Snodgrass: East Lothian. 460 pp. 1953. J. Strawhorn and W. Boyd: Ayrshire. 885 pp. 1951. Oliver and Boyd. 20*s.* each.
The aim of the series is to give a complete picture of Scottish life in the middle of the twentieth century.

Tropical Agriculture. TEMPANY, SIR HAROLD (Ed.). Rice (see p. 347). Tea (*in preparation*). Cocoa (*in preparation*). Longmans.

The World in Colour. OGRIZELS, D. (Ed.). Belgium and Luxembourg. Italy. The Netherlands. The Paris we Love. The Provinces of France. Scandinavia. Spain and Portugal. Switzerland. The United States. McGraw Hill. (See p. 301.)

Section IX

GEOGRAPHY IN LITERATURE, EXPLORATION AND TRAVEL

(This section includes the lists printed under the heading 'Geography in Literature' in the 1932 edition of *A Handbook for Geography Teachers*, edited by Miss D. M. Forsaith.)

THE WORLD

The Bible

Crafts

Carpenter—Isaiah xliv. 12.
Flax—Joshua ii. 6.
Fuller—Malachi iii. 2.
Goldsmith—Ecclesiasticus xxxviii; Isaiah xliv. 12.
Refiner of silver—Malachi iii. 2.
Tabernacle, building of—Exodus xxv *et seq.*
Temple, building of—1 Kings vi *et seq.*
Tentmaking—Acts xviii. 3.

Habitations

Barns—Matthew vi. 26; Luke xii. 18.
Brick-making—Exodus v. 7.
Cave used as dwelling—I Kings xix. 9.
Cottage in a vineyard—Isaiah i. 8.
Cottage, shepherd's—Zephaniah ii. 6.
City on a hill—Matthew v. 14.
Gate of city—Joshua ii. 5.
Roof, flat—Joshua ii. 6; Mark ii. 4.
Tent—Genesis xxv. 27; Deuteronomy i. 33; Acts xviii. 3.
Wall made with mortar—Ezekiel xiii. 14.
Walled city—Joshua vi. 20; Jeremiah li. 58.

CONAN DOYLE, SIR A. *The Frontier Line.*

DEFOE, DANIEL. *Robinson Crusoe.*
A library book for secondary schools; suggestive to teachers for method of description.

STEVENSON, R. L. From *A Child's Garden of Verses.* 1. Foreign Children. 2. Block City. 3. The Hayloft. 4. Farewell to the Farm.

TRAVEL

ASCHAM, ROGER. Ed. Giles. London, 1865. Vol. II. Letter 116, dated 1551. Pp. 243–71. A journey on the Continent.

DAVIES, W. H. *Sweet Stay-at-Home.*

GOULD, GERALD. *Wander-Thirst.*

KIPLING, RUDYARD. *Big Steamers.*

MASEFIELD, JOHN. *Cargoes.*

STEVENSON, R. L. 1. From a Railway Carriage. 2. Travel. (*A Child's Garden of Verses.*)

THE WORLD IN NATURE

THE LAND

ANDERSON, M. S. *Splendour of Earth.* Philip. 400 pp. 1954. 25*s*. A most valuable anthology of descriptive physical geography drawn from a wide range of literary sources. (See p. 5.)

Landmarks. An anthology of poems and places. C.U.P.

NEWHOUSE, F., IONIDES, M. G., AND LACEY, G. *Irrigation.* Longmans. 1950.

PICKWELL, G. *Deserts.* McGraw Hill. 1939.

The Bible
Constellations—Job ix. 9; Amos v. 8.
Earthquake—Numbers xvi. 31; Matthew xxvii. 51 and xxviii. 2.
Fire from heaven—I Kings xviii. 38.
Moon and stars—Psalm viii. 3; Psalm cxxi. 6.
Sky—Job xxxvi. 27.
Star—Matthew ii. 2.
Sun—Psalm xix. 4; Psalm cxxi. 6.

Conceptions of the Universe
Changing world—Psalm cii. 25 and 26.
Creation of the world—Genesis i and ii; Psalm civ. 5.
Foundations of the earth—Psalm xxiv. 2.
Stable universe—I Chronicles xvi. 13.

CUTHBERTSON, J. L. *The Australian Sunrise.*

STEVENSON, R. L. 1. *Escape at Bedtime.* The stars. 2. *My Shadow.* An introduction to shadow records. 3. *The Moon.* 4. *Night and Day,* and 5. *The Sun's Travels.* For lessons on day and night. (*A Child's Garden of Verses.*)

TENNYSON, ALFRED. 1. *The Hymn from Akbar's Dream.* Sunrise. 2. *In Memoriam,* Canto CXXIII, 'There rolls the deep. . . .' Geology.

Rivers

BROOKE, RUPERT. *The Fish.*

KINGSLEY, CHARLES. *The Tide River.*

STEVENSON, R. L. 1. *Looking-glass River.* (*A Child's Garden of Verses.*) 2. *Where go the Boats?*

TENNYSON, ALFRED. 1. *The Brook.* Lincolnshire. 2. *Early Sonnets,* III. Rivers. 3. *A Farewell.*

Climate and Weather

The Bible

Darkness—Exodus x. 21.
Drought—Job xxiv. 19; Psalm xxxii. 4.
Flood—Genesis vii.
Rain—Deuteronomy xi. 14; Job xxxviii. 38.
Storm—Genesis xix. 23; Exodus ix. 19; Psalm xviii. 7; Matthew viii. 23; xiv. 24; Mark iv. 37, vi. 47; Luke vi. 48; viii. 22; John vi. 16; Acts xxvii and xxviii.
Weather signs—Matthew xvi. 2; Luke xii. 54.
Wind—Exodus xiv. 21; II Kings ii. 11; Song of Solomon iv. 16; Hosea xiii. 15; Zechariah ii. 6.

COLERIDGE, SAMUEL T. *Ode to the Rain.*

CONRAD, JOSEPH. 1. *An Outcast of the Islands.* Part IV, 5. A thunderstorm in Borneo. 2. *Chance.* Page 80, the English climate. 3. *Typhoon.* Chapter II to end, an excellent account of a typhoon.

DAVIES, W. H. 1. *The Black Cloud.* 2. *The Fog.* 3. *The Rain.*

EMERSON, RALPH WALDO. *The Snowstorm.*

GRAY, THOMAS. *Letters, 1735–71.* Bell. Vol. II, 1904. Letter 192. Weather in London, July and August, 1759. Letter 194. Weather in London, September and November, 1759. Letter 202. Weather and nature notes, April-June, 1760, London.

INGELOW, JEAN. *Persephone.* Mediterranean climate.

JOHNSTON, HARRY. *The Man who did the Right Thing.* Chapter IX. Winter climate in Tanganyika.

KINGSLEY, CHARLES. *Ode to the North-East Wind.*

MASEFIELD, JOHN. 1. *Dauber.* Parts VI and VII, description of a Cape Horn storm. 2. *Trade Winds.* 3. *The West Wind.*

PICKWELL, G. *Weather.* McGraw Hill. 1938.

SACKVILLE-WEST, V. *Persia.* In winter.

SHELLEY, PERCY BYSSHE. *The Cloud.*

STEVENSON, R. L. 1. *Tropic Rain.* 2. *The Wind.* (*A Child's Garden of Verses.*)

TENNYSON, ALFRED. *The Passing of Arthur.* Mist.

'Nor ever yet had Arthur fought a fight
Like this last, dim, weird battle of the west.'

THOMPSON, FRANCIS. *To a Snowflake.*

SEASONS

The Bible
Seasons—Genesis viii. 22.

Spring—Song of Solomon ii. 11; Matthew xxiv. 32; Mark xi. 13; Luke xxi. 29.
Winter—Job vi. 16; Psalm cxlvii. 16.

HOOD, THOMAS. *No!* November in London.

HUXLEY, ALDOUS. *September.*

KEATS, JOHN. *To Autumn.*

KENDALL, HENRY CLARENCE. *September in Australia.*

MEYNELL, ALICE. 1. *In Autumn.* 2. *November Blue.*

ROSSETTI, CHRISTINA. *Seasons.*

SHELLEY, PERCY BYSSHE. *Ode to the West Wind.* Autumn.

STEVENSON, R. L. 1. *Bed in Summer.* 2. *Summer Sun.* 3. *Autumn Fires.* 4. *Picture Books in Winter.* 5. *Winter Time.* (*A Child's Garden of Verses.*)

TENNYSON, ALFRED. *In Memoriam,* CXV. Spring.

THOMSON, JAMES. *The Seasons.*

WILDE, OSCAR. *The Happy Prince and Other Tales.* 1. The Happy Prince. 2. The Selfish Giant.

WORDSWORTH, WILLIAM. Sonnet: 'While not a leaf seems faded.' Autumn.

The Sea

The Bible
Fishing—Matthew xiii. 47; Mark i. 16; Luke v. 4.
Islands—Psalm xcvii. 1.
Navy—I Kings ix. 26.
Preaching from boat on lake—Mark iv. 1.
Seamen—Psalm cvii. 23.
Ships—Proverbs xxxi. 14; Ezekiel xxvii. 5.
Storm on lake—Matthew viii. 23; Mark iv. 37 and vi. 47; Luke viii. 22; John vi. 16.
Voyages in eastern Mediterranean—Acts xxvii and xxviii.

BULLEN, F. T. *The Cruise of the Cachalot: Round the World after Sperm Whales.* Smith Elder. 1900.

CARSON, RACHEL L. *The Sea around Us.* Staples. 1951.

COBHAM, SIR ALAN J. *My Flight to the Cape and Back.* Black. 1926. *Australia and Back.* Black. 1926.

DRAKE, SIR FRANCIS. *The World Encompassed.* Blackie's English Texts. Notes of Francis Fletcher and others, 1628.

EARHART, AMELIA. *Last Flight* (East across the Atlantic). Harrap. 1938.

HARDY, A. C. 1. *Seafood Ships.* Crosby Lockwood. 1947. The fisheries of the world. 2. *The Book of the Ship.* Sampson Low. 1949.

HARDY, A. C., AND MEGORAN, W. *A Book of Ships.* Puffin Picture Book. 1952.

HEYERDAHL, THOR. *The Kon-Tiki Expedition.* Allen and Unwin. 1950. Pacific 1947.

LINDBERGH, ANNE MORROW. *Listen! The Wind.* Chatto. 1938. Flight, 1933, Santiago, Cape Verde Islands to Natal, Brazil.

PACK, S. W. C. *Anson's Voyage round the World, 1740–4.* Penguin Books.

ROBINSON, W. A. *Voyage to Galapagos.* Cape. 1939.

SLOCUM, CAPT. J. *Sailing alone around the World, 1900.* Hart Davis. 1948.

VOSS, J. C. *The Venturesome Voyages of Captain Voss.* Hart Davis. 1949.

BROOKE, RUPERT. *A Channel Passage.*

BROWNING, ROBERT. *Home Thoughts from the Sea.*

BYRON, LORD. 1. *Childe Harold's Pilgrimage.* Canto IV, st. 179–84: 'Roll on . . .' Canto II, St. 17–end. Voyage in Greek seas. 2. *The Corsair.* Canto I, st. 1. Sea.

COLERIDGE, SAMUEL T. *The Ancient Mariner.*

KIPLING, RUDYARD. 1. *The Coastline Lights.* 2. *The Deep Sea Cables.* 3. *The Last Chantey.*

MASEFIELD, JOHN. *Sea-Fever.*

TENNYSON, ALFRED. 1. *Enoch Arden.* Little English sea-port. 2. *Sea Dreams.* Sea and coast pictures. 3. *Ulysses.* 4. *The Voyage.* Sea scenes.

WORDSWORTH, WILLIAM. Sonnet: 'It is a Beauteous Evening'; Sea and Sunset.

ANIMAL GEOGRAPHY

The Bible

Ape—1 Kings x. 22.
Ass—Numbers xxii. 22; Job xxxix. 5.
Bat—Leviticus xi. 19.
Bear—I Samuel xvii. 34; II Kings ii. 24.
Boar—Psalm lxxx. 13.
Camel—Genesis xxiv. 11; Mark x. 25.
Caterpillar—Joel i. 4.
Chameleon—Leviticus xi. 30.
Cock—Luke xxii. 34; John xiii. 38.
Cockatrice—Isaiah xi. 8.
Cormorant—Leviticus xi. 17.
Dog—Matthew xv. 26.
Dove—Genesis viii. 8; Leviticus i. 14; Luke ii. 24.
Eagle—Deuteronomy xxxii. 11; Job xxxix. 26; Matthew xxiv. 28.
Ferret—Leviticus xi.30.
Fly—Exodus viii. 21.
Fox—Song of Solomon ii. 15; Matthew viii. 20; Luke ix. 58.
Hart—Psalm xlii.1; I Kings iv. 23.
Hawk—Job xxxix. 26.
Hen with chickens—Matthew xxiii. 37; Luke xii. 34.
Horse—II Kings vii. 10; Job xxxix. 19.
Leopard—Isaiah xi. 6; Hosea xiii. 7.
Lion—I Samuel xvii. 34; I Kings xiii. 25; Job iv. 10; Ecclesiastes ix. 4; Hosea xiii. 7; Joel i. 6; Amos iii. 4.
Lizard—Leviticus xi. 30.
Locust—Exodus x. 4; Joel i. 4; Nahum iii. 15.
Mole—Leviticus xi. 30.
Mouse—Leviticus xi. 29.
Murrain of cattle—Exodus ix. 3.

Ostrich—Job xxxix. 13.
Oxen—Exodus xxi. 28.
Palmer-worm—Joel i. 4.
Peacock—I Kings x. 22; Job xxxix. 13.
Pigeon—Leviticus i. 14; Luke ii. 24.
Quail—Exodus xvi. 13; Numbers xi. 31.
Scorpion—Luke xi. 11.
Serpents—Exodus iv. 3; Psalm lviii. 4; Isaiah xi. 8 and lix. 5.
Snail—Leviticus xi. 30.
Sparrow—Matthew x. 29; Luke xii. 6.
Spider—Isaiah lix. 5.
Tortoise—Leviticus xi. 29.
Viper—Acts xxviii. 3.
Wild beasts—Mark i. 13.
Whale—Matthew xii. 40.
Wolves—Zephaniah iii. 3; Matthew vii. 15.

GRAHAME, KENNETH. *The Wind in the Willows.*

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Beans—II Samuel xvii. 28.
Box-tree—Isaiah xli. 19.
Bramble—Isaiah xxxiv. 13.
Bulrushes—Exodus ii. 3.
Burning Bush—Exodus iii. 3.
Cedar—I Kings v. 8; Isaiah ii. 13.
Chestnut—Ezekiel xxxi. 8.
Cucumber—Isaiah i. 8.
Felling trees—Isaiah x. 33.
Fig—Numbers xiii. 23; Jeremiah xxiv. 2; Matthew xxiv. 32; Mark xi. 12.
Fir—I Kings v. 8; Isaiah xii. 19.
Flags—Exodus ii. 3; Job viii. 11.
Flax—Joshua ii. 6.
Grapes—Numbers xiii. 23; Jeremiah xxxi. 29.
Grass—Psalm cxxix. 6; Matthew vi. 30.
Hyssop—Exodus xii. 22.
King of trees—Judges ix. 8.
Lentils—Ezekiel iv. 9.
Lily—Hosea xiv. 5; Song of Solomon ii. 1; Matthew vi. 28.
Millet—Ezekiel iv. 9.
Mustard—Matthew xiii. 31.
Nettles—Isaiah xxxiv. 13; Zephaniah ii. 9.
Oak—Isaiah ii. 13.
Olive—Exodus xxx. 24; Micah vi. 15.

Palm—Exodus xv. 27.
Pine—Nehemiah viii. 15; Isaiah xli. 19.
Pomegranate—Exodus xxviii. 34; Numbers xiii. 23.
Rose—Song of Solomon ii. 1.
Rushes—Job viii. 11.
Shittah tree—Isaiah xli. 19.
Spices—Genesis xliii. 11; Exodus xxx. 23 and 34; Psalm xliv. 8.
Stump of tree sprouting—Job xiv. 7.

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Famine—Genesis xl *et seq.*; Ruth i. 1; II Samuel xxi. 1; Joel i. 7.
Garden—Song of Solomon iv. 16; John xviii. 1 and xix. 40.
Gleaning—Ruth ii. 2.
Grafting—Romans xi. 17.
Harvest—Deuteronomy xxiv. 19; Psalm lxv. 9 and civ. 10.
Oxen—I Kings xix. 19.
Ploughing—I Kings xix. 19; Isaiah xxviii. 24; Amos vi. 12; Luke ix. 62.
Sowing and reaping—Psalm cxxvi. 5; Matthew xiii. 3 and xiii. 24; Mark iv. 3 and iv. 29; Luke viii. 4.
Vineyard—Numbers xxii. 24; I Kings xxi. 1; Isaiah v. 1–10; Matthew xx. 1 and xxi. 33; Mark xii. 1; Luke xx. 9; John xv. 1.
Winnowing—Ruth iii. 2; Matthew iii. 12; Luke iii. 17.

Pastoral Life

Pastures, strife for—Genesis xiii. 5.
Sheep lost—Jeremiah l. 6.
Sheep neglected by shepherd—Ezekiel xxxiv. 2.
Sheep shearing—Isaiah liii. 7.
Sheep washing—Song of Solomon iv. 2.

Sheep watering—Genesis xxix. 2.
Shepherd's life—Psalm xxiii; Jeremiah xxiii. 1; Zechariah xiii. 7; Luke xv. 4; John x. 1.
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CAMBRIDGESHIRE

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CHESHIRE

KINGSLEY, CHARLES. *The Sands of Dee*

CORNWALL

TENNYSON, ALFRED. 1. *The Coming of Arthur.* 'But let me tell thee now another tale.' Tintagel and the sea. 2. *The Holy Grail.* 'O brother, had you known our mighty hall.' Camelot. 3. *Morte D'Arthur.* Lake shores. 4. *The Passing of Arthur.* Lake shores.

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SCOTT, SIR WALTER. *The Antiquary.* Chapter 8. Coast of Forfarshire. 11. Forfarshire fishing, the sands. 17, Forfarshire scenery. 33. Seals.

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SCOTT, SIR WALTER. *The Fair Maid of Perth.* Chapter 1. Perth and Perthshire. 23. Tay salmon and sea fish from Dundee. 27. Loch Tay and its shores, the mountains in this neighbourhood. 36. River Tay.

SCOTT, SIR WALTER. *Guy Mannering.* Chapter 1. Sea coast of Dumfries, tides of the Solway Firth. 4. Dumfries, bordering Solway Firth. 21. Highland country contrasted with the level country of the Island of Zealand. 23. Cumberland scenery contrasted with that of the Border Country. 25. A Border farm, a fox hunt in a mountain glen, scenery. 26. Salmon fishing at the mouth of the Esk.

SCOTT, SIR WALTER. *The Heart of Midlothian.* Chapters 8, 11 and 15. Description of Salisbury Crags above Edinburgh. 29. Hilly Scottish country contrasted with flat country around Grantham. 42. Scenery, vegetation and climate of islands in Firth of Clyde. 50. Mountain scenery, Argyllshire.

SCOTT, SIR WALTER. *The Highland Widow.* Chapter 1. Ben Cruachan and River Awe. 5. Highland scenery, highland roads.

SCOTT, SIR WALTER. *A Legend of Montrose.* Chapter 2. Description of a pass between the highlands and lowlands of Perthshire. 11. Highland scenery surrounding Loch Fine. 14. Highland scenery.

SCOTT, SIR WALTER. *The Monastery.* Chapter 1. An account of the agricultural and farming methods formerly employed in the lowlands of Scotland, an account of life in the old 'Peel Towers'—food, fuel, etc. 2. Full and vivid description of a mountain glen in the southern uplands, dark red colour of rocks and 'scaurs'. 3 and 5. Mountain bog and glen, Valley of the Tweed, the Tweed, difference between it and other Scottish rivers. 23. Mountain bogs, mountain lake.

SCOTT, SIR WALTER. *The Pirate.*
This is the story of life in the Shetland Islands. Throughout the book there are excellent descriptions of coast and inland scenery, reference is made to the difficulites of navigation between the islands, the industries, customs, agricultural methods, prehistoric dwellings, animal life, seasons, etc.

SCOTT, SIR WALTER. *Red Gauntlet.* Letter 4. Description of the Solway Firth and its salmon fishing.

SCOTT, SIR WALTER. *Rob Roy.* Chapter 5. The Cheviots. 19. Glasgow at the beginning of eighteenth century, the foundations

of commercial greatness. 27. Scenery north and north-west of Glasgow. 28. Source of the Forth, meaning of 'The Forth bridles the wild highlandman'. 30. Valley of the Forth, highland scenery, Lochs Lomond, Katrine, Ard ('Rob Roy Country'), Pass of Loch Ard. 32. Description of formation of Valley of Aberfoyle and of views from it of Lake Menteith, Stirling Castle, and the Ochil Mountains. 33. River Forth and Fords of Frew. 36. Loch Lomond.

SCOTT, SIR WALTER. *Saint Ronan's Well.* Chapter 1. Scenery of the southern side of the Forth, a Scottish village at the beginning of the nineteenth century. 25. Climate of Edinburgh—summer and autumn.

SCOTT, SIR WALTER. *Waverley.* Chapter 16. Description of mountain pass in Perthshire. 19. Description of a highland valley. 22. Mountain streams and waterfall.

SMOLLETT, T. *The Expedition of Humphrey Clinker*, 1771. Letters: 15 and 18 July. To Dr. Lewis from Matt Bramble. 8 August. To Sir Watkin Phillip from J. Melford. 8 August. To Dr. Lewis from Matt Bramble. 3 September. To Sir Watkin Phillip from J. Melford. 28 August. To Dr. Lewis from Matt Bramble. 21 September. To Dr. Lewis from Matt Bramble. 12 September. To Sir Watkin Phillip from J. Melford. 15 September. To Dr. Lewis from Matt Bramble. 20 September. To Dr. Lewis from Matt Bramble.
Letters describing an expedition through northern England and Scotland with observations on character, customs, towns, scenery, climate and crops.

STEVENSON, R. L. *Across the Plains, with other Memories and Essays.* 'Random Memories I.' A description of the coast of Fife. 'Random Memories II.' A description of Caithness and Wick with its herring fisheries. 'The Lantern Bearers.' A description of the coast near North Berwick.
These descriptions have a sharp flavour.

STEVENSON, R. L. 1. *Essays of Travel.* Chapter IV. 'A Winter's Walk in Carrick and Galloway.' A short description of the lowland country between the Bridge of Doon and Girvan. 2. *The Merry Men.* The setting of the first story is the Island of Mull and the Sound. 3. *The Pavilion on the Links.* Scottish coast scenery. 4. *Picturesque Notes on Edinburgh.* Chapter I. Position of City and climate. II. The Old Town and its inhabitants. VI. Near approach of the country to the City.

VIII. Wonderful description of view from Carlton Hill by day and night. IX. Climate, description of Duddingston Loch as seen from Arthur's Seat, both in winter and summer. X. Description of a walk from Edinburgh to the Pentland Hills, the view from the summit vividly portrayed. 5. *St. Ives.* 6. *In the Highlands.* A poem.

WORDSWORTH, WILLIAM. *Rob Roy's Grave. Yarrow Unvisited.*

IRELAND

DAVIES, W. H. 1. *Sheep.* 2. *A Child's Pet.* Trade with Ireland.

GOLDSMITH, OLIVER. *The Deserted Village.* A poem of 430 lines published in 1770. 'The village in its happy days is a true English village. The village in its decay is an Irish village.'

YEATS, W. B. *The Lake Isle of Innisfree.*

ITINERARIES IN THE BRITISH ISLES

Significance and interest may be added to the pupil's knowledge of his own district by readings from older geographers and from writers interested in agriculture and social developments, etc. For this purpose the famous 'Tours' and 'Journeys' of Defoe, Dr. Johnson, Arthur Young, Cobbett, etc., are useful. They afford a link between history, geography and literature. The use of the indexes of good editions would enable pupils to get an idea of the state of their district and country at various periods. It would be possible to compile a long list of books of the kind indicated, but we have space to mention only a few of the most famous.

COBBETT, WILLIAM. *Rural Rides, 1821–32.* Everyman, Dent. Nelson's Classics.
Includes 'Rides' through twenty-seven counties of England in the south, east, and north-east, and the Midlands. Describes social conditions and agricultural practices. Especially valuable in rural districts.

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BELLOC, HILAIRE. 1. *Hills and the Sea.* The Pyrenees, Arles, the Central Plateau, Lorraine. (See p. 399.) 2. *The Path to Rome.* Upper Moselle, Gap of Belfort, the Juras. (See p. 407.)

BROWNING, ROBERT. *Hervé Riel.* Brittany, coast.

CONRAD, JOSEPH. *Arrow of Gold.* Part I. Marseilles.

FIRTH, A. *French Life and Landscape.* Elek.

GOLDSMITH, OLIVER. *The Traveller.* (See p. 407.)

GRAY, THOMAS. *Letters, 1735–71.* Bell. Vol. I, 1900. Letter 14. A Journey from Dover to Calais, Boulogne, Abbeville, and Amiens. 17. Versailles, palace and gardens. 19. Rheims. 22. Dijon. 23. The Rhône and Saône and Lyons. 24. Gd. Chartreuse. 26 and 27. A Journey across the Alps by the Arc Valley and Mont Cenis Pass.

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SCOTT, SIR WALTER. *Anne of Geierstein.* The scene of Chapters 25, 29 and 30 is laid in Provence in the fifteenth century.

SCOTT, SIR WALTER. *Quentin Durward.* Chapter 4. A reference to the mulberry trees planted for the silk worms in the silk factories started in the neighbourhood of Tours in the fifteenth century. 5. Stilts used in the Landes of Bordeaux. 14. River Loire, oliveyards, vineyards.

SMOLLETT, T. *Travels through France and Italy.* The World's Classics, O.U.P. Two vols. 1766.
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STEVENSON, R. L. *An Inland Voyage.* (See p. 409.)

STEVENSON, R. L. *Travels with a Donkey in the Cevennes.* An account of a journey in the Cevennes, with much interesting detail.

TENNYSON, ALFRED. 1. *Mariana in the South.* Southern France, between Narbonne and Perpignan. 2. *Œnone.* Scenery of the Pyrenees.

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BROWNING, ROBERT. *The Pied Piper of Hamelin.*

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KINGSLEY, CHARLES. *A Thought from the Rhine.* Vineyards.

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GOLDSMITH, OLIVER. *The Traveller.* A philosophical poem of 438 lines describing Italy, Switzerland, France, Holland and Britain in 1755–6.

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SACKVILLE-WEST, V. *The Land.* Heinemann. (See p. 392.) There is a description of the vintage in Italy on pp. 105–7.

SHELLEY, PERCY BYSSHE. 1. *Arethusa.* Sicily. 2. *Lines written in the Bay of Lerici.* 3. *Lines written among the Euganean Hills.* 4. *Ode to Naples.* Epode I and Strophe I. 5. *Passage of the Apennines.* 6. *Stanzas written in dejection near Naples.* 7. *To Jane—The Invitation:* 'Best and brightest, come away.' Pisa.

SMOLLETT, T. *Travels through France and Italy.* O.U.P. (See p. 405.)

TENNYSON, ALFRED. 1. *The Daisy.* 2. *Demeter and Persephone.* 'So in this pleasant vale we stand again, The field of Enna, now once more ablaze' . . . Sicily. 3. *Frater Ave atque Vale.* Lake Garda, Sirmione.

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Continual references to inclemency of weather. Nearly all his tours are of antiquarian interest.

WORDSWORTH, WILLIAM. Sonnet: 'Once did She hold the gorgeous East in fee.' Venice.

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STEVENSON, R. L. *An Inland Voyage.*
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MASEFIELD, JOHN. *The Lemmings.*

NORDSTROM, ESTER BLENDA. *Tent Folk of the Far North.* Herbert Jenkins.
An excellent account of life among the Lapps in Sweden. Ester Nordstrom was appointed by the Swedish Government as a teacher to a tribe of Lapps and she describes the journey with them from winter to summer pastures, their life, customs and habits.

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A story of the life of the daughter of a great Scandinavian landowner in the fourteenth century. It is geographically most valuable, for it gives a vivid picture of the physical features of the country and the characteristics of the climate.

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COLERIDGE, SAMUEL T. *Hymn before Sunrise, in Vale of Chamonix.* 'Besides the rivers Arve and Arveiron, which have their sources in the foot of Mont Blanc, five conspicuous torrents rush down its sides; and within a few paces of the Glaciers, the Gentiana Major grows in immense numbers with its "flowers of loveliest blue".'

GOLDSMITH, OLIVER. The Traveller. (See p. 407.)

GRAY, THOMAS. *Letters, 1735–71.* Bell. Vol. I, 1900. Letter 25. Geneva.

SCOTT, SIR WALTER. *Anne of Geierstein.* The story opens in the Forest Cantons of Switzerland in 1474. Chapter 1. Scenery of Lucerne and neighbourhood. A storm in the mountains. 2. A reference to the Alpine vulture. 3. Pastures, cattle, winter grazing, vineyards, a glacier and snow-capped mountains. 4. Wild animals in Switzerland in the fifteenth century. A description of Bâle and district. 13. The situation of Brisach. 17, 18 and 21. The Rhine. 25. The lives of the Swiss mountain people.

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ZWEIG, STEFAN. *Brazil.* Cassell. 1942.

CONRAD, JOSEPH. *Nostromo.* North Chile. Chapter I. Sea coast. V. Journey across sierras. VI. Silver mine—history. VIII. Settlement in mountains and work.

HUDSON, W. H. 1. *Far Away and Long Ago.* 1st pub. 1918.
A history of the author's early life on the South American pampas. The whole book is vivid with pictures of the scenery and the human animal and plant life as it was a century ago.

2. *The Purple Land.* Duckworth.
A story of adventures in Uruguay in the late 'sixties and early 'seventies of the nineteenth century, containing much historical geography, physical and human, first published in 1885.

KINGSLEY, CHARLES. *The Legend of La Brea.*
A myth of the Pitch Lake, Trinidad, with descriptions of plants, creatures and men.

KINGSTON, W. H. C. *Manco, the Peruvian Chief.* Collins.
A thrilling story of the last attempts of the Incas to throw off the Spanish yoke, with descriptions of the Andean scenery and the River Amazon. For children of eleven plus, boys especially, to quicken interest.

MASEFIELD, JOHN. 1. *The Daffodil Fields.* The cattle ranches of the River La Plata. Part II, verse 6. Part III, nearly all. IV, verses 18–21. V, verses 16–17. VI, verse 8. 2. *Dauber.* Parts VI and VII. Descriptions of a Cape Horn storm and Valparaiso. 3. *Fever Ships.* Santos, Brazil. 4. *Port of Holy Peter.*

TOMLINSON, H. M. *The Sea and the Jungle.* Duckworth. 1930.
The story of the voyage of a tramp steamer made in 1909–10, from Swansea to Para and along the Amazon and Madeira Rivers to the San Antonio Falls. Specially good for the descriptions of the forest and settlements along the rivers.

AUSTRALIA, NEW ZEALAND AND THE PACIFIC ISLANDS

CABLE, M., AND FRENCH, F. *Journey with a Purpose.* (Australia, New Zealand and India.) Hodder. 1950.

CHEESMAN, E. *Landfall the Unknown.* Norfolk Island. Puffin Book. 1950.

GIBBINGS, R. *Over the Reefs.* (Polynesian Islands.) Dent. 1948.

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GRIMBLE, SIR ARTHUR. *A Pattern of Islands.* Murray.

GROOM, A. *I saw a Strange Land.* Angus and Robertson. 1951.
Travels in the centre of Australia.

HADDON, A. C. *Head Hunters.* (Borneo and New Guinea.) Methuen, 1901; Watts, 1932.

HATFIELD, W. *I find Australia.* O.U.P. 1949 (4th edition).

HAWKINS, SIR RICHARD. *Voyage into the South Sea, 1593.* Blackie. (From Hawkins's *Observations.*)

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LAMBERT, S. M. *A Doctor in Paradise.* Dent. 1942.
New Guinea, Fiji, Tonga, Samoa, Cook and Solomon Islands.

LAMOND, L. *Big Red.* Faber.

LUKE, SIR HARRY. *From a South Seas Diary, 1938–42.* Nicholson and Watson. 1945.
It includes most of the Pacific Islands.

MELVILLE, H. 1. *Typee.* 1846. 2. *Omoo.* 1847. (Marquesas.)

MOOREHEAD, ALAN. *Rum Jungle.* Hamish Hamilton. 1953.
The atom range, uranium, the jungle and Great Barrier Reef.

MOUNTFORD, C. P. *Brown Men and Red Sand: Wanderings in Wild Australia.* Phoenix. 1949.

MUSPRATT, E. *My South Sea Island.* (Solomons.) Martin Hopkinson. 1931.

PENTON, B. *Advance Australia—Where?* Cassell. 1943.

PORTEUS, S. D. *Calabashes and Kings.* Harrap. 1954.
An introduction to Hawaii.

POWELL, S. W. *A South Sea Diary.* Penguin Books. 1945.

RAWSON, G. *Australia.* Chatto. 1948.

REEVES, P. *The Long White Cloud.* (New Zealand.) 1898.

ROSS, M. I. *Greentree Downs.* (Queensland.) Puffin Story Book. 1945.

SHUTE, NEVILE. *A Town like Alice.* Heinemann. 1950.

STEVENSON, R. L. *Vailima Letters.* Samoa, 1890–4.

SUTHERLAND, H. *Southward Journey.* (Australia.) Hollis and Carter. 1947.

WOOD, THOMAS. *Cobbers.* O.U.P. 1938.
Journey from Essex to Australia Tasmania and the Coral Sea, 1930–2.

Australian Verse, A Book of. Chosen by WALTER MURDOCH. O.U.P.

BROOKE, RUPERT. 1. *Tiare Tahiti.* South Seas; colour, scent. 2. *Waikiki.* South Seas; colour, scent.

ELDERSHAW, M. BARNARD. *A House is Built.*
The setting is Sydney; p. 204 gives a description of the gold country round Bathurst.

KIPLING, RUDYARD. *The Song of the Cities.* Verses 9, 11–15. 'The Seven Seas.'

STEVENSON, R. L. *In the South Seas.*
'Experiences and observations in the Marquesas, Paumotus, and Gilbert Islands in the course of two cruises 1888-9.'

TENNYSON, ALFRED. *Enoch Arden.* Tropical island.

NORTH POLAR REGIONS

CHAPMAN, F. SPENCER. *Watkins's Last Expedition.* (East Greenland.) Chatto. 1934.

DUFFERIN, LORD. *Letters from High Latitudes.*
A holiday cruise to Iceland.

ILLINGWORTH, F. *Wild Life Beyond the North.* Country Life. 1951.

KINGSTON, W. H. G. *Peter the Whaler.* 1851.

MOUNTEVANS, LORD. *Arctic Solitudes.* Lutterworth. 1953.

NANSEN, F. 1. *The First Crossing of Greenland* (1888). 1893. 2. *Farthest North.* 1897. 3. *In Northern Mists.* 1911.

SEMUSHKIN, T. *Children of the Soviet Arctic.* Hutchinson. 1944.

SCOTT, J. M. 1. *The Cold Lands.* Methuen. 1939. 2. *Portrait of an Ice Cap.* Chatto. 1953.

TRANTER, G. J. *Plowing the Arctic.* Hodder. 1944.
Canada, the North-West Passage from west to east.

WILLIAMSON, T. *North after Seals.* Puffin Books. 1946.

SOUTH POLAR REGIONS

CHERRY-GARRARD, A. *The Worst Journey in the World* (1910–3). Chatto.

DEBENHAM, F. *In the Antarctic: Stories of Scott's Last Expedition.* Murray. 1952.

HENRY, THOMAS R. *The White Continent.* Eyre and Spottiswoode.
The story of Antarctica up to 1947.

MARSHALL, H. *With Scott to the Pole.* Country Life. 1953.

MOUNTEVANS, LORD. 1. *South with Scott.* Collins. 1948 (1st pub. 1928). 2. *The Desolate Antarctic.* Lutterworth. 1950.

OMMANEY, F. D. *South Latitude.* (Whaling.) Longmans. 1938.

SCOTT, CAPT. R. F. 1. *The Voyage of the Discovery* (1901–4). Smith Elder. 1905. 2. *Personal Journal, Scott's Last Expedition.* Murray. 1949.

SHACKLETON, SIR E. *The Heart of the Antarctic* (1907–9). Heinemann. 1909.

FOLK TALES AND STORIES

ANDERSON, HANS. *Fairy Tales.* The Fir Tree, The Snow Man, The Snow Queen.

ANDERSON, JOHANNES C. *Maori Tales.* Whitcombe and Tombs.

ANDREWS, JANE. 1. *The Seven Little Sisters who live on the Round Ball that floats in the Air.* 1861. 2. *Each and All: The Seven Little Sisters prove their Sisterhood.* 1877. 3. *Ten Boys who lived on the Road from Long Ago to Now.* 4. *The Stories Mother Nature told her Children.* 1888. 5. *The Stories of my Four Friends.* Ginn.

BARKER, W. H., AND SINCLAIR, CECILIA. *West African Folk Tales.* Harrap. 1917.

COWAN, JAMES. *Fairy Folk Tales of the Maori.* Whitcombe and Tombs. 1930.

FLEMING, R. M. 1. *Ancient Tales from Many Lands.* Benn. 1922. Chiefly 'stories of creation, and stories illustrating folk attitudes towards permanent human problems'. Appendices on the use of traditional stories in the teaching of geography and history are included. 2. *Stories from the Early World.* Benn. 1922. Tales showing mainly the development of civilisation, with much geographical background. 3. *Round the World in Folk Tales.* Batsford. 1924.

ITAYEMI, P., AND GURREY, P. (Collected by). *Folk Tales and Fables,* West African Series. Penguin Books. 1953.

JOHNSON, GYNETH. *How the Donkeys came to Haiti and other Tales.* Devin-Adair, New York.

JUDD, MARY CATHERINE. *Wigwam Stories.* Ginn. 1926.

KINGSLEY, CHARLES. *The Heroes: or Greek Fairy Tales for my Children.*

MACMANUS, SEUMAS. *The Land of Long Ago and other Folk Tales.* Devin-Adair. New York.

MACNAIR, J. H. *Animal Tales from Africa.* Wells Gardner, Darton.

RASMUSSEN, KNUD., AND WORSTER, W. *Eskimo Folk Tales.* Gyldendal. 1921.

RUSKIN, JOHN. *The King of the Golden River or The Black Brothers.* 1841. Austria.

STEFANSSON, V. *The Myths and Folklore of the Eskimos.* Harrap.

Section X

SOME DEFINITIONS IN THE VOCABULARY OF GEOGRAPHY

THE British Association Geographical Glossary Committee, appointed in 1950, has agreed on the following list of definitions of certain basic words in the vocabulary of geography. The language employed in the definitions conforms with usages to be found in the Oxford English Dictionary and the meanings attached to the words defined are as they are used in geography: they do not imply the rejection of other usages of the words. Where such terms as 'science' and 'study' are employed it is assumed that they embrace description, interpretation and explanation as and where appropriate. Words once defined are not expanded when used in other definitions.

GENERAL

Earth's surface. While geography is immediately concerned with the surface of the earth, it is customary to include the atmospheric envelope and the earth's crust in the term *earth's surface* in so far as they directly affect the surface.

Geography. The science that describes the *earth's surface*, with particular reference to the differentiation and relationship of areas.

Geographical. Of, or pertaining to, or in terms of *geography*.

Natural. Existing in, or formed by, nature; not artificial. (This is the O.E.D. definition I.6.)

Region. An area of the earth's surface differentiated (from adjoining areas) by one or more features or characteristics which give it a measure of unity. According to the criteria employed in differentiation, regions are termed *physiographic*, *political*, *economic*, etc.

Regional geography. The geographical study of particular areas or *regions* of the earth's surface.

World geography. The *regional geography* of the world.

General geography. 1. The geographical study of the world as a whole. 2. The study of phenomena which affect the world as a whole.

Physical geography. 1. The geographical study of those features of the earth which are called *natural.* 2. (*sensu stricto*). The geographical study of the inanimate phenomena and features of the earth's surface.

Biogeography. 1. The geographical study of animate nature. 2. The geography of organic life.

Physiography. [A word variously used either as a synonym for *physical geography* or for the structural features of the earth's surface.]

Geomorphology. The science (or genetic study) of land forms.

Human geography. The geographical study (the complement of *physical geography*) of those features, objects and phenomena of the earth's surface which relate directly, or are due, to man and his activities.

Political geography. 1. The branch of *human geography* which deals with the boundaries, divisions, territories and resources of States. 2. The study of the effects of political actions upon *human geography.*

Historical geography. The geography (physical and human) of historical periods.

History of geography. The history of geographical knowledge and ideas.

Frontier. 1. A border region, zone, or tract which forms a belt of separation, contact, or transition between political units. 2. A delimited or demarcated boundary between States (more properly a frontier line).

Boundary. 1. Synonymous with *frontier* (in sense 2). 2. The line of delimitation or demarcation between administrative units or between geographical *regions* of various types, whether *physical* or *human.*

Economic. Of or pertaining to wealth, its production, distribution, exchange and consumption.

Distribution. 1. The condition of being dispersed or located in area. 2 (in *economic geography*). The dispersal of commodities among consumers.

Economic geography. 1. The branch of geography dealing with the production, distribution, exchange and consumption of wealth. 2. The study of *economic* factors affecting the areal differentiation of the earth's surface.

Relief. The contour of some part of the surface of the earth considered with reference to variations in its elevation. (This is the O.E.D. definition 3.b.)

Topography. The detailed description, especially on a map,

of a locality; including its *relief* and any relatively permanent objects, whether *natural* or of human origin, thereon.

Orography. 1. The description of the *relief* of the earth's surface, or part of it. 2. The representation of *relief* upon a map or model.

Morphology. The science of form, and of the structures and development which influence form.

LAND FORMS

Base-level. The level below which erosion is unable to proceed; the general and ultimate base-level for the land surface is sea-level, but other local or temporary base-levels may exist.

Cycle of erosion. The hypothetical sequence of changes or stages through which a land surface would pass in its reduction to *base-level* by the processes of erosion. The period of time taken by this process of reduction.

Stage. The *cycle of erosion* can be divided into early, middle and late stages; the surface features appropriate to each of these stages may be described as young, mature and old (or senile).

Peneplain. An almost featureless plain, showing little relation to structure, and controlled only by a close approach to *base-level.*[1]

Rejuvenation. The development of younger surface forms, appropriate to the earlier stages of the *cycle of erosion*, which occurs when a comparatively well advanced cycle is interrupted by an increase in the rate of erosion.

Knick point (German—*Knick-punkt*). A break of slope, particularly in a river *profile* (*q.v.*).

Monadnock. A residual mountain rising above a *peneplain.*

Profile. A vertical section drawn along any line on the surface of the earth and compared with a given datum level; in particular a section drawn along a river course, or across a valley or divide.

Aggradation. The process of raising a surface by the deposition of rock waste.

Degradation. The process of lowering a surface by erosion and the removal of rock waste.

Grade. A surface or feature (e.g. a river) may be said to be

[1] W. M. Davis, 'The Geographical Cycle', *Geogr. J.*, **14** (1899), p. 497.

at grade, or graded, when neither *degradation* nor *aggradation* is taking place.

Profile of Equilibrium. A term used for the *profile* of a graded river.

Pediment. An eroded rock platform of considerable extent at the foot of an abrupt mountain slope or face—characteristic of arid and sub-arid regions.

Scarp. An abrupt cliff-like face or slope terminating an elevated surface of low relief. In particular the steep contrary slope to the dip-slope of a gently tilted bed of resistant rock; the whole feature constitutes a *cuesta* or scarped ridge.

Escarpment. A general term for a continuous scarp face.

Scarp land. A region characterised by a number of parallel or sub-parallel scarped ridges separated by vales.

Consequent drainage. A drainage system directly related to the initial slope of the surface.

Antecedent drainage. A drainage system maintaining its original direction across a line of localised uplift.

Superimposed (or *epigenetic*) *drainage.* A drainage system established on an upper rock-mantle of simpler structure than the underlying formations now exposed by erosion.

Subsequent tributaries. Tributaries developed under the guidance of weak outcrops or other lines of weakness (e.g. faults).

Obsequent tributaries. Tributaries developed in relation to a *subsequent* valley and flowing in a direction opposite to that of the *consequent* streams.

Insequent drainage. A drainage system developed under accidental controls of which no definite account can be given.[1]

AGRICULTURE

Agriculture. The science and art of cultivating the soil, including the rearing of livestock.

Agricultural area. The area of land utilised for farming, including arable, improved or unimproved grassland, and other pasture.

Arable land. Agricultural land which is tilled for crops, not necessarily each year, e.g. plough-land, gardens, vineyards, temporary fallow and rotation grass.

Tillage. 1. Land ploughed or hoed during the current year. 2. The process of cultivating the land.

[1] W. M. Davis, 'The Geographical Cycle', *Geogr. J.*, **14** (1899), p. 490.

Grassland (*grass*). Land under grasses, legumes or other herbaceous plants for hay or grazing.

Rotation (*temporary*) *grassland.* Grass grown for one or more years in rotation with other crops. See also *Rotation.*

Meadow. In Britain, rich grassland; especially grass to be mown as hay.

Water meadow. Meadow naturally or artificially inundated for part of the year.

Grazing. Any land, whether grassland or rough grazing, primarily used for grazing animals.

Rough grazing. Unimproved grazing, including e.g. moorland, scrubland, salt-marsh, mountain pasture.

Pasture. Grazing (*q.v.*); in Britain, usually grassland.

Bare fallow. Arable land left uncropped for one or more growing seasons.

Market gardening. The intensive production of vegetable crops, soft fruit, or flowers, for sale. (Equivalent to 'truck-farming' in American usage.)

Intensive agriculture. Farming in which large amounts of capital or labour are applied to a given area.

Extensive agriculture. 1. Loosely used of farming in very large units. 2 (in economic geography). Farming in which the amount of capital and labour applied to a given area is relatively small.

Productivity (*of land*). 1. Actual productivity; the equivalent of yield. 2. Potential productivity; the hypothetical yield under stated conditions, especially under the best conditions possible.

Production. Total output measured in absolute terms.

Yield. Output or production expressed in relation to units of land or livestock, or to units of capital or labour applied.

Crop. 1. Plants grown or gathered for food or feed, or other purposes; sometimes used of animal produce. 2. The produce of such plants or animals.

Holding. In agriculture a unit of land occupancy, not necessarily occupied by the owner or necessarily all in one piece.

Crofting. The cultivation of small patches of land entirely or almost entirely for subsistence, particularly in Scotland; usually practised in conjunction with other part-time occupations.

Mixed farming. Farming in which both arable crops and livestock play considerable parts in the economy.

Mixed cultivation. The growing of two or more different crops intermingled on the same field or plot, especially the mixture of tree and ground crops.

Horticulture. The cultivation of vegetables, fruit, or flower crops, often on very small plots, with a higher intensiveness than in field cultivation; sometimes used of nursery gardening.

Subsistence agriculture. Agriculture the final products of which are not primarily for sale, but are mainly consumed in the farmer's household; the opposite of commercial agriculture.

Cash crop. A crop which is mainly for sale off the farm, and not for consumption by livestock or in the farmer's household.

Catch crop. 1. A crop grown during a short period of the year when the ground is not occupied by any of the main crops. 2. Ground-crops grown before a main crop of trees or shrubs reaches maturity.

Rotation. A systematic succession of different crops on the same land.

Marginal land. Land which yields an average return no more than sufficient to cover the cost of production.

Monoculture. Cultivation in which a single crop preponderates over all others; generally used in respect of a region or large area.

ECONOMICS

Industry. 1. In the widest sense, work performed for economic gain. 2. In a narrower sense, mining, manufacture or handicrafts (as distinct from agriculture, commerce and personal service).[1]

Industries. Groups of firms or plants tending to specialise in the same operations or series of operations.

Primary industry. Activities concerned with collecting or making available materials provided by nature, e.g. agriculture, fishing, forestry, hunting, mining.

Secondary industry. Industry which transforms the material provided by primary industry into commodities more directly useful to men, e.g. manufacture, construction, energy generation.

Tertiary industry. Industry in the sense of *Industry* (1), other than primary or secondary industries, e.g. transport, trade,

[1] The *British Census of Production* includes mining and quarrying, manufacturing, building and public utilities, including government and local authorities.

finance, communications, the professions, administration, personal and other services.

Extractive industry. Those *primary* industries in which non-replaceable materials are removed in their natural state, e.g. mining and quarrying.

Manufacture. 1. The making of articles or materials (now usually on a large scale) by physical labour or mechanical power. 2. The working up of material into a form suitable for use. (O.E.D.)

Heavy industry. Loosely used for those secondary industries in which large weights of materials are handled. More precise tests have been suggested based on the following criteria: 1. weight of material per operative; 2. value of a given weight of product; 3. cost of materials as a proportion of gross value of output; 4. proportion of men to total workers employed; 5. horse-power capacity in use per operative.

Light industry. Secondary industries which do not come under the definition of heavy industry.

Basic industry. A term variously used in the sense of heavy industry of national economic importance, or of industries fundamental to other industries, e.g. sulphuric acid, iron and steel.

Location of industry. The areal distribution of industrial activities.

Localisation of industry. The concentration of an industry or a trade in a certain district or districts.

Industrial inertia. The tendency of industries or of firms to remain in a given location or site after the conditions originally determining that location or site have appreciably altered.

Geographical momentum. The tendency of places with established installations and services to maintain or increase their importance after the conditions originally determining their establishment have appreciably altered.

Economy. The whole economic structure and function of a country, region or society. An economy may be described as agricultural, primitive, or industrial according to the activities which preponderate.

Autarky. Economic self-sufficiency as the object of a national policy; to be distinguished from autarchy (=self-government).

Natural resources. Any materials or conditions existing in nature which can be used in economic production in any given circumstances (usually not very different from those obtaining at the time).

Balance of trade. The relation between the total values of a country's exports and imports.

Terms of trade. 'The export-price index as a percentage of the import-price index, that is, the amount of other countries' products that a nation gets in exchange for a unit of its own products.'[1]

Markets. 1. 'Any area over which buyers and sellers are in such close touch with one another that the prices obtainable in one part affect the prices paid in another.' (Benham.) 2. More generally, any area in which buyers of particular products are found.

Raw materials. The tangible commodities transformed by a given industry or industrial process into a further product; sometimes loosely used to include the source of energy employed.

Installed capacity. The total potential capacity of a plant or machine, as distinct from the utilised capacity. The percentage relationship between utilised and installed capacity is the capacity factor (or plant factor) when average load is taken.

(Note: The above definitions appeared in the Geographical Journal and our thanks are due to the Royal Geographical Society for permission to include them in the Handbook.)

[1] Hicks, *The Social Framework.*

Section XI

OFFICIAL PUBLICATIONS

BRITISH Government publications are obtainable from the Sales Offices of H.M. Stationery Office in London, Edinburgh, Manchester, Birmingham, Cardiff, Bristol, and Belfast, or they may be ordered through any bookseller. A monthly catalogue is available by annual subscription of 2*s.* 6*d.* including postage; it contains a loose inset with short descriptions of the more important publications, and is fully indexed.

H.M. Stationery Office also issues a series of Sectional Catalogues listing the publications of the respective Government Departments; copies are supplied free on application. Teachers of geography will find a particular interest in No. 34 (a list of Colonial Office publications) and No. 53, a list of books, maps, film strips, etc., relating to the Colonies and the Dominions.

The London Sale Office of H.M. Stationery Office at York House, Kingsway, W.C.2, acts as sales agent for Government publications of U.S.A.

H.M. Stationery Office also sells publications issued by the Government of India.

The publications of the United Nations and those of its specialised agencies and of certain other international organisations, although not published by H.M. Stationery Office, are on sale at its sales offices and are included in the catalogues. The publications of U.N.E.S.C.O. are, of course, of particular interest to teachers.

Official publications of the Commonwealth countries can usually be purchased from their representatives in London. A list of addresses is given below.

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The Crown Agents for the Colonies, 4 Millbank, S.W.1.
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The High Commissioner for Australia, Australia House, Strand, W.C.2.
The High Commissioner for Canada, Canada House, Trafalgar Square, S.W.1.

The High Commissioner for Ceylon, Ceylon Govt. House, 13 Hyde Park Gardens, W.2.
The High Commissioner for India, India House, Aldwych, W.C.2.
The High Commissioner for New Zealand, 415 Strand, W.C.2.
The High Commissioner for Pakistan, 34 Lowndes Square, S.W.1.
The High Commissioner for South Africa, Trafalgar Square, W.C.2.
The High Commissioner for Southern Rhodesia, Rhodesia House, 429 Strand, W.C.2.
The Agent-General for New South Wales, 56-7 Strand, W.C.2.
The Agent-General for Queensland, 409 Strand, W.C.2.
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The Commissioner-General for Malta, 39 St. James's Street, S.W.1.

The Commissioner for Nigeria, 4–5 Buckingham Gate, S.W.1.
The Commissioner for Northern Rhodesia, 57 Haymarket, S.W.1.
The Commissioner for Nyasaland, 11B Lower Regent Street, S.W.1.
The Sudan Government Agent, 3 Cleveland Row, S.W.1.

Section XII

ADDRESSES OF PUBLISHERS

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MacGibbon and Kee, 3 Henrietta Street, W.C.2.
McGraw Hill, 95 Farringdon Street, E.C.4.
Macmillan & Co., 10 St. Martin's Street, W.C.2.
Marshall (Percival), 19 Noel Street, W.1.
Meiklejohn & Son, 15 Bedford Street, W.C.2.
Methuen & Co., 36 Essex Street, W.C.2.
Murray (John), 50 Albemarle Street, W.1.
Nelson (T.), 36 Park Street, W.1.
Odhams Press, 67/68 Long Acre, W.C.2.
Oliver and Boyd, Tweeddale Court, Edinburgh.
Oxford University Press, Warwick Square, E.C.4.
Parrish, 55 Queen Anne Street, W.1.
Penguin Books, Harmondsworth, Middlesex.
Philip (George), 32 Fleet Street, E.C.4.
Phoenix House, 38 William IV Street, W.C.2.
Pitman (Sir Isaac), 39–41 Parker Street, W.C.2.
Routledge & Kegan Paul, 68–74 Carter Lane, E.C.4.
Schofield & Sims, Market Street, Huddersfield.
Scribner, 23 Bedford Square, W.C.1.
Secker and Warburg, 7 John Street, W.C.1.
Seeley, Service, 196 Shaftesbury Avenue, W.C.2.
Sidgwick and Jackson, 44 Museum Street, W.C.1.
Sifton Praed, 67 St. James's Street, S.W.1.
Stanford (Edward), 12–14 Long Acre, W.C.2.
Staples Press, Mandeville Place, W.1.
Technical Press, 1 Justice Walk, Lawrence Street, S.W.3.
University of London Press, Warwick Square, E.C.4.
University Tutorial Press, Euston Road, N.W.1.
Ward, Lock, 6 Chancery Lane, W.C.2.
Warne, 1 Bedford Court, Bedford Street, W.C.2.
Watts & Co., 5 and 6 Johnson's Court, E.C.4.
Wheaton (A.), 231–232 High Street, Exeter.
Williams & Norgate, 36 Great Russell Street, W.C.1.
Witherby (H. F. and G.), 5 Warwick Court, W.C.1.