

MUSEUM SENDS "THE WORLD, CUT OPEN," TO CHILDREN

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Concepts of the nature of the earth, the solar system, and the universe are taught in every elementary grade under the spiral

situation of a body of cold facts. It also means the development of an inquiring attitude of mind. Speculation as to the origin and development of the earth has perplexed mankind for generations. The problem

when completed as planned, will illustrate all the important concepts and principles properly included in an elementary survey of the subject.

The models in the new cases circulated by the Harris Extension, and the more elaborate model on exhibition in Clarence Buckingham Hall, both represent the earth with parts cut away to show the interior. Instead of a thin crust over a molten interior, as the earth's structure was once conceived, the models show three concentric shells of rock of increasing density enclosing a core of hot metal.

Obviously, the features shown have not been directly observed, since the earth's diameter is 8,000 miles while the deepest excavations for mines have penetrated only into the outer crust, and that for less than two miles. Yet, despite the impossibility of direct observation, the major structural features have been determined indirectly by study and measurement of geological and physical phenomena at the surface.



SIMPLIFIED VERSION OF EARTH MODEL FOR SCHOOL CHILDREN

A new exhibit circulated by the N. W. Harris Public School Extension to assist Chicago teachers and their pupils. It provides a graphic representation of facts about the interior of the earth in a form that youngsters can readily understand.

course* of study in science now in use in the Chicago Public Schools. In furtherance of the desire to provide exhibits definitely related to the subject matter of the curriculum, a diagrammatic model showing the supposed structure of the interior of the earth has recently been made for addition to the portable school cases circulated by the N. W. Harris Public School Extension. It is an adaptation of a larger model which has been on display for some time in Clarence Buckingham Hall of Structural Geology (Hall 35).

At first one might think that the subject is too difficult for grade school pupils, and that the findings of scientists are none too conclusive about the matter. However, the value of the exhibit lies not in its summary of present day theories about the structure and composition of the earth's interior, but rather in the appeal the subject makes to the imagination of most people, young or old. Education in science consists of more than the acqui-

is still worthy of study by possessors of the best intellects.

The new school exhibit is also of interest as an example of the successful modification of a more formal, large-sized museum model to fit the limited space available in the portable school cases. The small model, done in relief only two inches high, conveys a feeling of the roundness actually present in the prototype. A deliberate attempt to attract attention from a distance was made through the bold use of color.

Further than this, the new case is the first of a series of exhibits for school use in the study of geology—a series which,

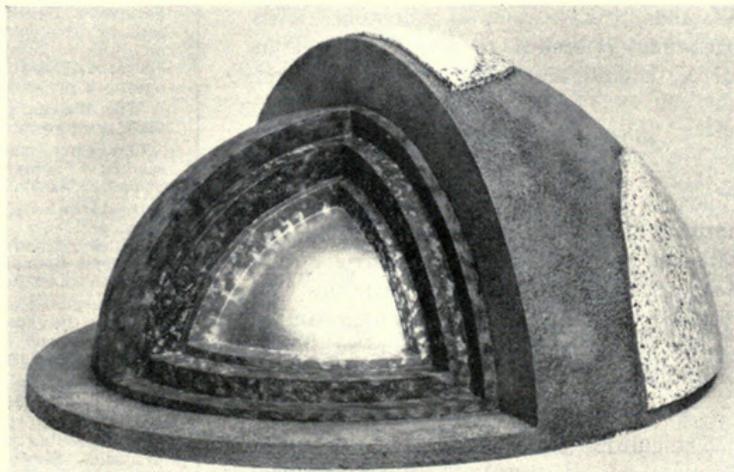


EXHIBIT IN MUSEUM SHOWING INTERIOR OF THE EARTH

Model in Clarence Buckingham Hall showing the various subterranean shells which, according to current theories of the earth's internal structure, surround a molten metal core.

Scope of Zoological Exhibits

When it is considered that there are more than 50,000 species of mammals, birds, fishes, and reptilians, while the insects, mollusks, crustaceans and other invertebrates run into hundreds of thousands of species, it is evident that no institution can exhibit more than a small part of them. However, the zoological exhibits in Field Museum are carefully selected and planned to embrace the entire field of animal life by representative species from the lower invertebrates to the highest mammals.

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*Under the "spiral" system the same subjects recur in each grade, but the treatment is adjusted to meet the growing knowledge and intelligence of the children.



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