

principle of leading from the known to the unknown.

The pupils should first be led to recognize the directions of streets, lanes, fences, rivers or streams; and questions addressed to them on these matters will lead them to observe these with correctness, and above all their attention will have been gained, because it is directed to matters which they can understand, and which interest them. Their faculty of memory will also have been exercised concerning things rather than words. Then their imagination will have been guided and directed to genuine objects. These common sense principles are very often violated in commencing the study of geography.

The text books generally take the child to things entirely unknown, and end with things familiar.

Geography loses its value as a branch of education when taken without some exercise of the intelligence. It should be from one end to the other a process of induction, every part being linked to another by some reason. Independently of this relation in everything made the subject of observation, there should be some adaptation of that particular thing, whether it be a sensible object or a social or political relation, or a process of art or manufacture, to an end or result.

But when a child's memory is loaded with a number of facts, linked by no association with the world of thought and action which immediately surrounds it, or that which is within it, he is thrown beyond the range of his mental powers. It is this that often makes the study so dull and profitless. Tell the child to observe the lines of the map which hang perpetually before his eyes and talk to him only of the names of the places indicated upon it, and you will soon weary his attention, but speak to him of the people who inhabit it, tell him of their manners, dress and ways of life, their form of worship, speak to him of the climate, of the forms of vegetable and animal life, which he would see if he dwelt there, and you will carry his interest along with you.

To prepare children to enter with intelligence upon the study of geography the first step is to draw their observation to relative position or place, beginning with the situation of things which they see around them, and the distance of these from each other. Place various objects before the children, ask them to notice and describe their relative position, disarrange them, and call upon a pupil to rearrange them from memory—the others criticizing. After going through the exercises before performed in this way, introduce new exercises, increasing the number of objects.

Let the children name the place in which they are sitting. See if they can distinguish by name the parts of the room as floor, ceiling, wall, pointing to each as directed. Exercise them in pointing out the various parts of the room with respect to other parts of the room, or to themselves, or articles of furniture, exercising them in applying the terms learned, as front and behind, above and below. When the children have been accustomed to determine the relative position of objects, they should then be led to consider places in the same point of view, and to this end they should be acquainted with the use of the several points of the compass. Explain these points by referring to the sun, at different times of the day. Tell them the place where the sun rises is called the east, where it sets is called the west, at noon it is in the south, and the point opposite the south is the north. Next take the intermediate points. To introduce these points the teacher should write the four cardinal points on the blackboard. Show them that these points never vary, and that things or places are not exactly at the north, south, east or west; that they may be between any two of these points, and they should know how to describe their position in this case. Tell them that a point half-way between the north and east is said to be north-east. The other semi-points can be taught in a similar manner. The lesson should conclude with a simultaneous repetition of the names of all the cardinal points of the compass.

The second principle should now be introduced.

Let the children repeat the names of those points of the compass which they have learned, and ask them then to show where each point would be re-

presented on the blackboard. Now draw on the floor, or blackboard placed on the floor, the shape or plan of the room, ask them how many sides has the room, get them to point to the north side, which they will see is at the top of the board and the side opposite must be the south side. Ask them where must the line be drawn to represent the west side, then ask what side remains to be represented—the east side. They will now see that the lines drawn represent the walls of the room. Tell them that these four walls are its boundaries. Tell them that the boundaries show the shape of the room, then hang the blackboard up, and proceed much in the same way as before. Call their attention now to the boundaries of the playground, this may be done in the same way as those of the school-room. All this teaching is necessary to introduce the map-drawing stage. A plan of the school-room is now presented, and the teacher may tell them that the representation may be called a plan or map.

Now talk to them about the distances things are from each other. In this manner, the teacher should endeavor to make the children determine the relative distance from each other of the several parts of the room and its contents, and also their relative positions. A map of the school-room drawn on a large scale should now be shown to the children, and another considerably smaller. Show that both are correct, that neither is as large as the room, that it would be impossible to make a map upon the board equal to the size of the room. It should be carefully borne in mind that difference in size of the maps does not affect the size of the objects represented. Show them that in making maps it is usual to have some definite short length represent a longer one, and that this is called the scale of the map. They should now make a map on a given scale of the school-room. They should now be taught the length of the map in inches, and how much of the room each inch represents, and reminded that it would be impossible to reckon all distances by inches, so we estimate it by the mile. It is important that they should first form a definite idea of a mile.

When the children have been well exercised in determining the distances of places in their own neighborhood of a mile and its parts, they should learn how an idea of such a distance is given by a scale. They should now draw a map of the playground on a given scale on their slates.

Having determined how many miles to represent by an inch, they should now proceed to draw the map of the district well known to them all.

The teacher draws its outline or boundary on the blackboard, questioning the pupils as she proceeds. The position of any building or natural feature is noted. The map reduced in size is copied by the children. It is clear that children trained in this manner should at a subsequent period depend more upon the map for a knowledge of the great physical features of a country than upon committing to memory the mere statements of a text-book. The boundaries of these with which they are familiar being now represented with lines on the board and slate, will convey to them the first idea of a map and its uses.

The third principle should now be introduced. Question the children as to what they have observed respecting the surface of the neighborhood. Call their attention to the immediate locality of the school-room, playground, street and so forth, gradually extending the sphere of observation by embracing the physical features of adjacent places, noticing each point of variety either in inequality of the surface of the ground or in the form of any natural collection of water. The children should learn to describe the different appearances of land and water and the variety in form and appearance. They should also be made acquainted with the various means of travelling, as on roads, canals, railroads, rivers and seas. The teacher should pay a great deal of attention to the language used in describing the different appearances of land and water. The terms used should be thoroughly explained and repeated till they have become firmly impressed upon the memory. Having now called upon the children to observe carefully the natural features of the locality as the hills, plains,

valleys, brooks and ponds, tell them they are called natural or physical objects. Question them beyond what they have seen in their own locality, get as complete a description as possible from different children, who have been from home. The children may now make an outline map of the country, next put in the rivers and streams, then the town and villages, roads and railroads, then the parish lines.

First see that the map is arranged in accordance with the points of the compass. Second, take care that the map is of sufficient size to insure general accuracy of outline. Third, that the water-courses are fully and correctly filled in. Fourth, be careful that the parishes occupy their proper relative positions.

OFFICIAL NOTICES.

By order of the Board of Education, November 2nd, 1886, the provisions of Regs. 30, 1 (8) and 37, 1, 2, 3, 4, were superseded by the following:—

1 Graduates in Arts of a chartered college or university shall, after December, 1886, be required to undergo examination in the syllabus prescribed for the class of license for which they apply, and shall, unless they have received professional classification at the Normal School or produce a certificate from the Inspector that they have taught and conducted a school in an efficient and satisfactory manner for a period of at least two years, be required, in addition to their written examination, to give practical illustrations of their knowledge of method before the Principal of the Normal School and one of the professors of the university, who shall make to the Chief Superintendent a joint or several report of the estimate formed by them of the same.

2 After June, 1887, there shall be an annual session of the Normal School, beginning on the first teaching day in September, and closing on the Friday preceding the second Tuesday in June.

3 Applicants holding a Provincial license of Class II or III, and who may wish to qualify for examination for advance of class, shall be at liberty to enter as student-teachers at the beginning of the session, or on the first teaching day in January. This provision shall also apply to graduates in Arts.

The Board was also pleased to make the following orders:

1 In the French department the session shall consist as heretofore of two terms,—the first beginning on the first teaching day in August, and closing on the Friday preceding the week in which Christmas falls, and the second on the first teaching day in January, and closing on the last Friday of May. Applicants for admission to this department shall be admitted, if qualified, at the beginning of each term.

2 A school district which employs a local licensed teacher shall not receive special aid as a "poor district," after the term ending December, 1886.

W^m CHUCKER.

Chief Supt. Education.

EDUCATION OFFICE,
Fredericton, N. B., November 14, 1886.

PERSONAL.

We are indebted to Ira Cornwall, Esq., New Brunswick Agent in London, for copies of the London Schoolmaster and the Canadian Gazette.

Dr. Harper, formerly of the Quebec High School, has been appointed Inspector of Academics and High Schools in the Province of Quebec, and will during four months of the year make a friendly visit to the different institutions.

WHEN quite young at school, Daniel Webster was guilty of a violation of the rules. He was detected in the act, and called up by the teacher for punishment. This was to be the old-fashioned flogging of the hand. His hand happened to be very dirty. Knowing this, on his way to the teacher's desk, he spat upon the palm of his right hand, and wiping it off on the side of his pantaloons. "Give me your hand, sir," said the teacher, very sternly. Out went the right hand, partly cleaned. The teacher looked at it a moment, and said, "Daniel, if you will find another hand in the schoolroom as filthy as that I will let you off this time!" Instantly from behind his back came the left hand. "Here it is, sir," was the reply. "That will do this time," said the teacher, "you may take your seat, sir."