

Lakes—the SEA, its Extent, Depth, Contents, Temperature, Divisions, Motions, Waves, Tides, Currents—the ATMOSPHERE, its Extent, Composition, Properties, Reflection, Refraction, Temperature, Vapour, Winds, Rain. Climate; PLANTS, ANIMALS, MAN.

In these departments it has been the aim to proceed from known phenomena to principles, showing the dependence by familiar illustrations. The paragraph—a small type, embracing the more difficult parts, can be omitted by beginners, at the discretion of the Teacher. In order to secure the highest practical benefit, frequent reference is made, in the succeeding chapters, to the principles of Physical Geography.

Fourth Stage.—This embraces NORTH AMERICA, SOUTH AMERICA, EUROPE, ASIA, AFRICA, and OCEANIA. An outline of each great division is given before the countries included in it are discussed. By this comprehensive view the relation of the different parts is more clearly apprehended, the Pupil conceiving of them not as isolated countries, but as forming one grand whole. Common features, also, are thus learned once for all.

Particular attention is invited to the UNIFORM ARRANGEMENT OF TOPICS, both in the outlines and in the more detailed description of the different countries. Everything in this part of the work is included under the following eighteen headings:

I. HISTORY.	X. CLIMATE.
II. POSITION.	XI. MINERALS.
III. FORM.	XII. PLANTS.
IV. COAST.	XIII. ANIMALS.
V. AREA.	XIV. INHABITANTS.
VI. SURFACE.	XV. DIVISIONS.
VII. RIVERS.	XVI. TOWNS.
VIII. LAKES.	XVII. INDUSTRIES.
IX. SOIL.	XVIII. GOVERNMENT.

These headings will prove of great service to the Pupil in preparing his lessons, and to the Teacher in conducting the recitation. They will be found pretty exhaustive in the matter of Descriptive Geography, and will furnish central points around which more extended knowledge, derived from books or travel, will cluster. A consecutive

order has been sought after, so that each topic might naturally arise out of the preceding—or at least that there should be no inversion of the true relation. With certain causal facts obtained as data, the learner largely anticipates those that are dependent. Thus the reasoning powers being called into action, the study of Geography becomes a higher exercise than a mere memorizing of isolated facts. A systematic and uniform arrangement will also greatly aid the memory, and will at the same time train to habits of order.

In the different stages the SKETCHING OF MAPS on the slate or on paper is contemplated. This practice should go hand in hand with the study of every country. In no other way can the Pupil acquire so accurate and indelible a mental picture of the leading physical features of a country.

THE RELATIVE SIZE OF COUNTRIES as compared with Nova Scotia will tend much to definite knowledge. Areas are also expressed by THE SIDE OF THE SQUARE, as conveying a more definite idea to children than *square miles*.

NUMEROUS REVIEW QUESTIONS are given throughout the work, which will tend to excite interest and elicit thought.

Every endeavour has been made to give the most RECENT CHANGES in the political relations of the various countries of the world, and also the latest results of exploration and travel.

THE MAPS have been CONSTRUCTED WITH A VIEW TO CORRECT CONCEPTIONS. Those of the great Divisions are coloured, to distinguish highland from lowland. Guyot's maps are taken as authority in this distinction. To CORRECT THE FALSE IMPRESSIONS respecting the relative sizes of countries, arising from the use of maps on different scales, THE MAP OF NOVA SCOTIA IS TAKEN AS THE UNIT, by which all the others, drawn according to a specified proportion, are to be measured.

THE TYPOGRAPHICAL AND ILLUSTRATIVE ARTS are laid under tribute to embellish and add attractiveness to the work. Variety of type has been employed to catch the