

different publishers. Where your geographical teaching consists of the mastery of parts of an atlas, therefore, you must be extremely careful to establish a standard map, one authority of indubitable orthodoxy, to which all disputes may be carried; otherwise children may become subtly infected with scepticism, and at last doubt altogether the sincerity of the educational process.

A little higher than atlas teaching is the blank easel map. With this it is customary, pointer in hand, to drill classes first collectively, and then with unexpected appeals to individuals; and no doubt much clearer and more refined conceptions of position are to be got in this way, and a skilful teacher can keep a class alive to its remotest corners; but a still better method is mapping.

By mapping is here intended sketch maps by the pupils, in pencil or ink, of the district studied, and not that elaborate imitation of atlas maps by which the sense of colour is cultivated at the ragged ends of terms. These sketch maps must be done in class, and the teacher, it must be admitted, has to work hard to get them done. Perhaps this is best effected by the teacher's accompanying the class himself on the blackboard. If he is, as all teachers of the subject should be, sufficiently expert, he can do this without depriving his pupils of the comforting sense of his watchful eye, and with a running suggestive commentary. "Let us begin here. The coast-line runs south, you see, for some way, then about twice the same distance eastward, and out into this jagged cape," and so on. In the same way he can call attention to the characteristic sinuosities of the rivers, and ensure the towns coming in their proper positions relative to coast and river and hill.

Thus far we have been tracing successive steps upward in the teaching

of geography, but as yet it has been really simply an increasing refinement in the answer to the fundamental question, Where is A? It has been, in fact, the teaching of maps pure and simple. But now, with the teacher half-face to class, and with a simple map growing under his hands, we begin to find openings for teaching something beyond this mere localization of place names. It is so easy to pass from a mere descriptive paraphrase of your map-drawing to other matters.

It is best, at anyrate with boys, to let your declared object be merely to know the names and positions of places. But you lapse. You appear to be struck by a memory about a place, mention it involuntarily, glide into a reprehensible garrulity about this town and its people, tell of a siege, a difficulty of access, a local peculiarity, a remarkable product. The whole class listens, the bad boy best, and the good boy with a certain virtuous uneasiness. The general feeling of the class is a blissful consciousness of teaching being suspended.

And from such little slips from the path of rectitude one may lead on to the engraving and the photograph. In any heap of old illustrated papers there are dozens of suitable scenes one may clip and put by. It is perhaps a mistake to put pictures of places and peoples in geographical text-books,—pupils always look at them at the wrong times, they get "stale," and besides the suspicion is only natural that these things are intended to teach something. Such illustrations are looked at more keenly, and remembered far better, I think, if they seem to be no regular part of the school work, but genuinely accidental glimpses of the great real world outside beyond the pedagogic rule. It is ever so much more delightful to have the school room