

prehensiveness, for even might bows down before it. Incapacity and ignorance are, I opine, attributes relative to the moral and material surroundings of the man, and the stage of advancement to which his tribe has attained. This granted, it is libellous, therefore, to call men ignorant who, like the negroes of Central Africa, show such astonishing capacity, not only in the shrewd way in which they manage their petty affairs of state, but also in putting to its best use all that nature has provided them with—and that with a keen eye to climatic changes and climatic peculiarities. The uncivilized negro regards the white man, not in the light of one with whom he is to put himself in competition, but as a being of altogether different calibre—almost of a different humanity—from himself. He believes that the whites possess powers almost unlimited, and it is always a matter of wonder to him that they allow themselves to be conquered by death. In one instance where a tribe was strong in its belief that white men came from the water, and one of our party was unfortunately drowned, the chief of the tribe would often ask when he would return. It was useless to urge that he was dead, for the chief would always give this pathetic answer: "No; he was tired of the black man, and he went to his home in the water to rest. He will soon return."—*Blackwood's Magazine*.

METHODS IN GEOGRAPHY. — In a journal of late date, some one under the head of "Methods in Geography," proposes twenty practical questions. Feeling a kind of inspiration, I will send you such answers as I would give, though they may not please the proposer.—Z. RICHARDS.

1. "When would you have pupils begin the study of geography, and

how long may they study it without text-books?"

*Ans.*—I would begin to *teach* geography at *once*, but I would not expect pupils to *study* it at all until they had learned *how to study*. They can be taught a great deal of geography during the first three years without using text-books, but text-books should never be studied until the pupils have become familiar with their language. The language must first be taught with illustrations.

2. "Give a brief outline of the work you would do before taking a book."

*Ans.*—I would begin by asking them to tell how the full moon looks on a clear night, and the other heavenly bodies, moving through space like so many fire-balls; and that if they could only go to the moon and look up into the heavens, they would see our earth appearing just like a very large moon. This matter I would make as familiar as possible. Then in the next place, I would take a small, properly mounted globe as the best representation of the round earth in the heavens, and stick a pin or make some mark on the globe to show the exact place on the globe where the pupils live. Then I would point out the various pictures, or portions of the earth, as shown on the globe, giving the names neatly written on the blackboard, and teach their relative location, size and forms. Next, make model representations of portions of the earth as exactly as possible, with clay or sand, upon a *moulding table* (1) of the physical features of the earth; (2) of selected portions of the earth, locating cities, towns, rivers, mountains, etc., as accurately as possible.

3. "When, and how, would you teach the definitions relating to the earth and its surface?"

*Ans.*—When teaching the above "outline," be sure that every pupil