

technical terms,—encourage the children to bring specimens,—teach them to observe qualities and characteristic features,—lead them to see adaptations and uses. Teach them to observe the difference between the stones found in one part of the school section, and those of another part, or of an adjoining school section; also the difference in the forest trees, and wild flowers, in connection with varieties of soil. Refer to exotics not being able to endure our winter, but reared as house plants.

17. **INHABITANTS.**—The children have seen white men, black men, and copper-coloured or Indians, perhaps all are found in the school section. Draw from the children the characteristic features of each. Tell them that the white man came from a distant country called Europe, the blacks also from a distant land called Africa, and that the Indians were the original inhabitants, found here when our forefathers came from Europe. Describe the condition and mode of life of the Indians when the country was discovered,—show the difference between civilized and savage. Show that it is no reproach to have a black or copper-colored skin,—that he who fails to do his duty is the one to feel shame,—that he who acts uprightly, be he black or white, should be esteemed. "Act well your part, there all the honour lies."

18. **PURSUIITS.**—Give lessons on the various occupations of men, as arising out of their necessities and circumstances,—the advantages of each devoting himself to a certain calling, as compared with attempting to do the work of all the trades,—the dependence of the pursuits in any particular locality, upon the natural conditions of that locality,—farming, upon the qualities of the soil,—fishing, upon contiguity of the sea,—mining, upon the mineral products,—lumbering, upon the forest,—ship-building, upon the forest and the sea,—manufactures, upon the abundance of raw material and ease in finding market,—the importance of trade, or exchanging products with other people,—means of transporting goods, as by shipping, railroad, trucks, &c., giving an idea of the relative advantage of each, and the importance of having good roads. Show the advantage of having a class of persons who devote themselves specially to trade, merchants,—the circumstance which influences the merchant in choosing his location, a place of resort and easy communication with other places,—why the town or village has arisen in one place rather than in another, leading the children to see what occupations must largely engage the attention of the inhabitants of the town, as trade manufactures and fishing,—why they could not be farmers.

19. **EDUCATION.**—Give lessons on the educational condition of the section,—the advantages of education to the individual himself,—personal satisfaction,—effectiveness of labour guided by intelligence,—avoidance of dangers, &c.,—the advantages of living in a community where all are educated,—gratification and sharpening of mind arising from intercourse,—opening up the industries, furnishing honorable employment,—diminishing poverty and crime,—rendering property more valuable; hence it is just for everybody to support the school.

20. **CIVIL DIVISIONS.**—Exercise the children upon distances; let them measure a quarter of a mile, and note the time occupied in walking it,—how long would they be in walking a mile? how long in walking a hundred miles? how far could they walk in a day? Call attention to artificial bounds in the school section, as bounds between farms,—show how bounds may be imaginary lines having definite position, as lines running through a forest, or marsh, where there is no fence. Ask for the name of the place where the children live,—how far around that name extends,—what places adjoin on the various sides, north, east, south, and west,—in what country they are situated. Direct them to make a map of the school section, or of a portion of it, laying down the roads, the bounds between farms, and the houses.

21. **THE COUNTRY.**—Question the children what they have seen beyond their own school section and within the county. Get as complete a description as possible, from different children who have been from home,—of the mountains, plains, streams, coast line, villages, products, occupations, and trade of the county. Make a map of the county, laying down mountains, streams, villages, &c., according to the dictation of the children,—the teacher making all necessary corrections and supplying omissions, both in the description and on the map, and also giving some interesting details with respect to the early history of the county. Show them the importance of observing everything closely, when they visit a

new place; in that way they can learn the geography of the place. As opportunities occur of obtaining examples and illustrations, picture out geographical terms, as a bay, a gulf, a strait, an island, a cape, a peninsula, &c. *Direct the pupils to make a map of the county.*

22. **NOVA SCOTIA.**—Nova Scotia may now be taken up as a whole, giving first some of the interesting points of its early history, without referring much to precise dates. Tell of the Indians, their mode of life when the country was discovered,—of the condition of the country at that time,—of the early French settlements,—the name Acadia, given by the French,—the capture by the English,—difficulties of settlement, &c. Give an idea of the size of Nova Scotia, by comparison with some known area,—give lessons on the leading physical features, as mountains and rivers—then the civil affairs, pursuits, government, and political relations. *Direct the pupils to make a map of the province on a given scale.*

23. **THE WORLD.**—A few incidental lessons should now be given for the purpose of calling attention to other parts of the world. Some familiar article of foreign produce will form a good introduction. A barrel of flour, for instance, will lead to a lesson on Canada, or the United States,—a piece of broadcloth, to one on England,—an ostrich feather, to one on Africa,—tea, to one on China, &c. In this way the children will see that there are many countries with which we have intercourse, and they should point in the direction in which the various countries are situated with respect to Nova Scotia. Their interest having been excited, they will be anxious to know how intercourse is carried on with foreign countries. This will lead to conversation about long voyages over the sea.

24. **LAND AND WATER.**—Lessons may now be given on the earth, as consisting of land and water,—their proportions,—the benefit arising from their relationship,—how a country is benefited by inlets of the sea, referring to the bays and harbors of Nova Scotia. The great divisions of land, and the great oceans, can be pointed out and their names given.

25. **VOYAGES.**—Question the pupils as to the mode of representing the surface of the earth by maps,—show the hemispheres as representing the whole earth, that although on separate sheets and apparently two worlds, they are united,—trace voyages, carrying products of one country to another,—awaken curiosity by telling of vessels pursuing generally one course, and finally arriving at the starting point.

26. **THE EARTH A GLOBE—ITS MOTIONS.**—Show a globe as a correct representation of the earth, going uniformly in one direction, and at last arriving at the starting point, a proof of this,—other simple proofs. Illustrate the earth's daily rotation,—its axis,—the poles,—day and night. By carrying a ball around some central object, representing the sun, explain the earth's annual motion and the seasons; it can be shown that the sun is never directly above our head beyond the breadth of a belt around the middle of the earth, equidistant from the poles, and that the sun crosses this belt twice a year,—that on account of the globular form of the earth, the sun's rays fall more and more obliquely, as we go from the central belt toward the poles, and hence the cold increases.

27. **CIRCLES.**—Lessons may now be given on the equator, the tropics, the northern and southern hemispheres, the five zones, latitude and longitude. The children having previously been taught the position of the poles, the equator can be shown as a circle midway between the poles, also as dividing in two equal parts the belt which the sun crosses twice a year. Show the importance of knowing the distance of a place from the equator,—that the distance between the equator and each pole is divided into ninety equal parts called degrees of latitude,—that these degrees are marked by circles parallel to the equator and to each other,—that we count from one to ninety, commencing at the equator and ending at each pole. Show the latitude of Nova Scotia, and of the school section, as near as may be. Explain how we define the position of places more definitely by lines running north and south, called *meridians*, or lines of longitude, crossing the equator at right angles and meeting at the poles,—that the equator is supposed to be divided into 360 equal parts by such lines,—that there is no natural place at which we can begin to count, but it is usual to begin with the meridian which passes through London, counting