

262. There are however a few more practical observations which will not, I am confident, be considered as unseasonable.

263. And first, as the study of geography is of great importance, and more than any other, calculated to please children, and entice them into the love of books and the habit of reading, enlarge their minds, and sooth down their prejudices, by shewing them that a constant intercourse and mutual assistance between all the nations of this globe are necessary, by teaching them how that intercourse takes place, and how that mutual assistance is afforded, and finally by its being the means of illustrating and placing beyond doubt, the truths of the historical part of the Old and New Testament, it is evident that it should be taught in such a way, as to be conducive to such desirable ends.

264. Atlases should not be spared. But as Maps and Atlases merely represent the surface of the globe, the shape of continents, islands, seas, lakes, rivers &c., children could never well understand the spherical shape of the earth itself, without the assistance of a small globe, however diminutive in size it may be; I therefore suggest that there should be one in each school, they would cost but very little, and could easily be procurel.

265. Should my translation into the French language, (with such changes and additions as are useful to adapt it to Canada) of the excellent geography for children, known as "Peter Parley's Geography" be published and used in the common schools, it will be accompanied with a supplement which I have added to it, for the purpose of explaining to children, in an easy and familiar way, several phenomenons of nature which they daily witness, without being able to account for them, such as the succession of day and night, that of the seasons, the tides, the phases of the moon, &c. In that case, another little globe representing the moon, whereon might be delineated such lines and figures, as to facilitate the intelligence of the supplement, should be used.

266. Black boards are equally useful; they may advantageously be used, not only in teaching arithmetic, but also grammar, analysis and geography; there should therefore, be one in each school room.

267. There are, of course, many other things more or less intimately connected with the best method of teaching. I have paid considerable attention to different systems, and I have my own decided opinions on the subject, which it would be too long to develope here. The Superintendent, who above all, should be a practical man, will have to devote all his time, and use all his energies to do what is right, and to ensure a successful working of the system.

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