parts of the globe would be omitted, rather than those with which the scholar and his life are closely connected, and which, therefore, must be most important to him. This method, likewise, admits of laying out definite courses. However, the strict and complete carrying out of it, would lead to an improper extension of the field to be gone through, and might, by tiresome repetition, cause other disadvantages.

5. Who advocate the synthetical methol?

Charles Ritter, (see Guts-Muths, Bibliothek;) Henning, "Guide to methodical instruction in geography;" (Seilfaden zu einem me-thodischen unterricht in der geographte, 1812;) Harnish, "Geo-graphy," (Weltkunde;) Diesterweg, "Introduction to methodical instruction in geography," (Anleitung zu einem methodischen un-torricht in der geography," (Anleitung zu einem methodischen unterricht in der geographie;) and Ziemann, "Geographical instruction in the burger schools. (Geographische unierricht in Burgerschulen, 1833.)

6. What is to be thought of a combination of these two methods Strict consistency in either of them leads inevitably to many inconveniences. Therefore, we must either follow one in the main and make all kinds of exceptional uses of the other, or contrive to combine them judiciously. It is a great concession made to the synthetical method by the analytical, that the latter should permit, as introductory to the proper geographical course, a preliminary one, easy sketches of the school-room, house, garden, etc.; instruction in measures of length and breadth, (if possible in the open air;) ex-periments in sketching the neighborhood from an elevated point, with estimates of area by eye, on a small scale, (for children of 7-8 years;) and geographical instruction on the native country, (province or state,) with an occasional exposition of the elementary (province or state,) with an occasional exposition of the elementary (province or state,) with an occasional exposition of the elementary (province or state,) with an occasional exposition of the elementary (province or state,) with an occasional exposition of the elementary (province or state,) with an occasional exposition of the elementary (province or state,) with an occasional exposition of the elementary (province or state,) with an occasional exposition of the elementary (province or state,) with an occasional exposition of the elementary (province or state,) with an occasional exposition of the elementary (province or state,) with an occasional exposition of the elementary (province or state,) with an occasional exposition of the elementary (province or state,) with an occasional exposition of the elementary (province or state,) with an occasional exposition of the elementary (province or state,) with an occasional exposition of the elementary (province or state,) with an occasional exposition of the elementary (province or state,) with an occasional exposition of the elementary (province or state,) with an occasional exposition of the elementary (province or state,) with an occasional exposition of the elementary (province or state,) with an occasional exposition of the elementary (province or state,) with an occasional exposition of the elementary (province or state,) with an occasional exposition of the elementary (province or state,) with an occasional exposition of the elementary (province or state,) with an occasional exposition of the elementary (province or state,) with an occasional exposition of the e geographical conceptions. Bormann, who tries to combine the best parts of the two methods, makes the first described preliminary course, (some what modified, and with the addition of observations of the most simple phenomena of the sky,) his first course ; giving in the scond a view of the globe, with instruction upon its principal imaginary lines, and the drawing of them, with a general view of Europe, and a particular one of Genmany; advancing in the *third* course, to a more accurate description of Germany, followed by a view of the other European and extra-European countries. Such a combination may be considered as appropriate and practical ; still it

is not the only one possible. 7. What are the advantages of the constructive, (drawing,) method?

The drawing method proposes, by construction of maps, instruction in the elements of such construction, before all regular teaching, to furnish the basis and means of all geographical knowledge. I places especial value on the creative activity of the pupils; and upon such an impression of the pictures drawn, that this may be indelible and vivid in the pupil's mind and form the foundation on which future geographical teaching shall rest. The accuracy and strictness which this method gives in fixing and enlarging the forms is unquestionably very valuable, for very much depends on a thoradvance from the most general ground-forms to the more correct contours, and filling them out alterward with details of surface, is quite correspondent with pedagogical principles. This method, matter, and the careful limitation of the lesson to such a number however, requires far too much in the way of accurate memory of numerous localities laid down. Geography contains still many other prescribed time. It often happens that in the delivery of a lesson things of essential value, for which there would scarcely remain a teacher aims at imparting much more than ought to be attempted sufficient time and interest.

8. How is this constructive method usually carried out in detail? Agren, general text-book, Part 1, Physical Geography, (Allgemeines Lehrbuch : physiche Erdbeschreibung,) Berlin, 1832, would first have the maps of the two hemispheres drawn, on a planisphefirst have the maps of the two nemispheres drawn, on a pranisphe-rical projection. Some characteristic points, (capes, mouths of rivers, ctc.,) are then to be fixed and joined by straight lines, to gain a sort of ground-plan of the area. The formation of the coast comes next, and afterward the parts of the surface are put in,—all by fixed and defined rules. This method, therefore, distinguishes between description of the coast and of the surface.

Kapp, " Course of Geographical Drawing," (Cehrgand der Zeichnenden Erdkunde, Minden, 1837, takes the square form as a basis, and likewise assumes some characteristic points in the same, which he joins at first by straight lines, until successive corrections give the right representation.

Klôden rejects the gradual elaboration of the right map. According to him it must be drawn accurately from the very beginning by aid of some determining lines.

Canstein takes neither the whole geographical net of lines nor the form of a square; but any convenient geometrical figures, as triangles, rectangles, circles, etc., and uses but few meridians and of any lesson.

parallel circles. He admits no copying, nor does he aim at strict accuracy in all determinations of boundaries and directions.

Lohse keeps to the normal directions of the rivers; has copies made from a given model-drawing, and requires a memory of what has been drawn.

Oppermann, "Guide to Geographical Instruction," (Leitfaden zum geographischen unterricht,) gives the pupils the right maps, ready made, in accurate contours, has these contours painted over in the succession in which the countries occur in the lessons, and then the details of the surface put in.

Klöden's method, (see above,) seems to be the best. On the plan of Bormann and Vogel, the pupils have skeleton maps, with the chief positions already marked, (see the maps of Vogel, Frei-

hold, Holle, etc.,) and gradually draw the correct maps. 9. To what limitations is the constructive method subject in the common schools?

The drawing of maps, (by which must not be understood me-chanical copying,) can not of course begin until the scholars have skill in drawing generally sufficient to construct a relatively correct map with some success. But geographical instruction itself can not be put off until that time; therefore, drawing maps can not be placed at the beginning, but must take its place in a higher grade. Again, unless geography is to occupy all the study and leisure time of the pupils with making near maps, not entire atlases, but only a

10. What is the proper introduction to leaching geography? It must be preceded by an acquaintance with the relations of space in the immediate neighborhood, and with the geographical objects there, as well as by an elementary knowledge of maps, and thus of elementary conceptions, for the sake of conversing on the same; else the pupil can not understand clearly nor advance successfully.-Barnard's American Journal of Education.

(To be continued.)

Tests of a good Gallery Lesson.

In measuring the success of a collective lesson, and in criticising its merits and defects, the following are the points, which require most attention :-

1. Language.-This should be simple, adapted to the age and attainments of the children, free from pedantry and affectation, yet well chosen, fluent and accurate. The faults which most frequently occur under this head are, inattention to minor matters of pronunciation, aspirates, and distinct utterance; the use of untamiliar or unsuitable words; nd inattention to the grammatical structure of sentences. Long, entangled, or obscure sentence ought to be specially avoided.

II. Matter .- The choice of the subject, and its fitness for the comprehension of the class of scholars, should be first regarded ; then the selection of the right facts, the exclusion of all irrelevent or can possibly be remembered ; or he does not consider the special needs of the class of children whom he has to teach ; or he fails to connect the subject with their previous knowledge and experience, or he is imperfectly provided with information; or has not a suffi-cient variety of illustration at command. Sometimes, too, a lesson on a common object errs by confining itself to common facts, such as children would necessarily learn out of doors; as if there could be any value in a lesson on a familiar thing, unless some unfamiliar or new knowledge were superadded to whatever the child knew of the subject before. All these faults may be avoided by careful and thorough preparation, and by writing out full and systematic notes beforehand. In connexion with the subject, it should be remembered that, although every teacher should determine to keep close to the subject in hand, and not to introduce more facts than fairly lie within its compass-he, himself, should have a considerable reserve of information on the point, and should know more than he attempts to teach; otherwise, he will be unable to offer explanation of any new difficulty which may seem to rise out of the lesson. Moreover, a teacher always feels embarrassed with the consciousness that he is approaching the limits of his own knowledge ; and this feeling will destroy his confidence, and greatly interfere with the success