

like seas," Paul's voyage, &c., (trace.) How it enlarges the mind—lofty mountains, immense rivers—mouth of La Plata, 150 miles, half the length of Ireland. What an idea?

The above is a specimen of quiet "talks" with the children to fix attention. I shall now go more systematically to work, specifying more particularly the teacher's duties.

#### THE TEACHER'S DUTIES.

Besides having the text-book at his finger ends, the teacher should, in his readings of travels, history, news of the day—such as the sale of Russian America to the United States, modern discoveries, Speke, Livingstone—ever keep his class in his mind's eye, never taking up the idea that he can exhaust the subject, however long he may teach. Thus furnished, he will make it a subject of deep study how to make his knowledge available. As the most natural and simple writings are said to be the result of the deepest art, so what will look to an observer as the most natural, the easiest thing in the world, will take all the efforts, all the strain of the mind to attain to; but if attained to there will be no complaint of want of attention in the child, no yawning, &c. For this purpose not only copious notes should be taken of the lesson before teaching, but also notes of the answers after the lesson. It is not at all irksome or difficult. It is rather an amusement, as I know from having practised it for many long years. Thus prepared, with a head full of knowledge, a heart full of affection, and armed with his chalk, black-board and pointer, apple, orange, or globe, specimens of coral, shells, compass, flowers, &c., let him call up the first and second classes before a

#### MAP OF THE WORLD—SYNTHETIC METHOD.

The class stand round the brass semi-circle. The teacher takes the pointer, and begins with what the youngest child knows and sees. "What are you standing on?" "The floor." "What is outside the floor?" "The play-ground." "What is outside the play-ground?" "Dr. Young's field." (1) "What next?" "Springwell Street." "Where is Springwell Street?" "In Ballymena." "What is Ballymena?" One says, "A town;" another, "A great lot of houses." "Where do you live yourself?" One says, "At home;" another, "With my mother;" another, "Beside Joe's" (a neighbour). "Where does Joe live?" "In Co. Antrim." "Where is Ballymena?" One says, "in Ireland;" another, "in Co. Antrim." (As there are no innate ideas as to a matter of fact like that, some one must have given it to them: if not, the teacher must, reserving the meaning of county until an after-stage.) "Are there any more towns in Co. Antrim, or did you ever hear of any?" "Yes, sir, Broughshane, Antrim, Cullybackey, Randalstown." "Point in the direction of Randalstown," (points). Some right, some wrong. Other towns are pointed out. "Well, then, suppose you were standing or walking along the road you see away in every direction to Slemish, and to Skerry, and to the mountains between, and Ballymena, and round and round—is this all the world you see?" "All! (laughing) no, no, no! it is only a bit of the country." "Quite right—it is only a bit of Co. Antrim, and Co. Antrim is only —?" "A bit of Ireland." "And Ireland is only—?" "A bit of the world." "So you think that far, far away, beyond yon blue rim, there are many towns besides Ballymena, many far higher mountains than Slemish, many more countries and counties than Ireland and Antrim?" "O yes, sir!" "Did you ever hear of any?" "Yes, England." (Point in the direction.) "That is where the Queen lives?" "Yes." "What is her name?" "Victoria." "But there are a great many countries besides, and they have all names. Would you like to hear some of them?" "Yes, yes." "Well, there is a very large country called Europe—name it all." All name it. "Europe, Europe," goes round the class. After England it is nearest home; a very learned, well-

bred, and civil people. And then there is a far larger country still, called Asia. Name it round the class—where Adam and Eve were placed after creation, and where our Saviour lived and died." I find after having read the Second Book, and from what they have heard, that Palestine is the most interesting after Ireland, and only half the size! and next the Nile, associated with the ark of bulrushes; and then America, where so many of their friends live. "Another, not so large as the last, shaped like your mother's shawl, but very little known about it except the fringe, only that the people are as black as sloes—the hottest, sandiest and most ignorant of them all." To a higher class (it might be given to the third), "Speke and Livingstone's discoveries." "Do you remember where some of your friends have gone to?" "Yes, sir, to America." And there is a murmur of "uncle Sams and aunt Betties." "That is another great country, only found out about three or four hundred years ago. Then there is still another and the last of the great countries, where thieves were formerly sent, where there are beasts with bills like birds (shew a picture of the duck-billed Platypus), leaves with their edges towards us, black swans, kangaroos, cherries with their stones outside, lumps of gold as big as your fist, &c." Australia is given. The class are now all mouth and eyes, when they are asked the *key-stone question*—"Would you like to see a picture of all these countries?" "O yes, sir; yes, sir." (The map is described, and the technical term "continent" may safely be given to them. I am not very anxious at this stage for the definition, provided they know what the thing is. This is step the first in the synthetic method, and they are kept at it until they can stand on it. In the same way they are introduced to "island," using the most familiar illustrations, (1) such as an irregular figure on the black-board, the clock, a green spot in the playground, or a small real island in the nearest rivulet. Peninsulas the same way. "Now, boys, if you conduct yourselves well, to-morrow I'll go over the same ground, expecting you to remember a good deal of what I have said."

Second step—"But is the earth all made up of land?" "No, sir." "What then?" "Of water, too." "What is the water running down the meadow called?" "A burn" (rivulet). "Is that salt or fresh?" "Fresh." "Is there any salt water in the world?" "Yes, sir." "What is it called?" "The sea." "Did you ever see the sea?" "Yes, sir, at Glenarm." "What was it like?" "I mind when I was at the sea, the waves looked like white men swimming on the sea." (This from a child of seven or eight years of age). "Were you ever at the sea?" "No, but I was at the shore." (A laugh from the rest of the class, in which the shore-goor joins. In some places going to the sea-side is called going to "the shore.") The tides are mentioned either by the teacher or by one of themselves. "Do you know what they are?" "The tide ebbs and flows," (words of the First Book). "What makes the tides?" (This of course is quite in advance of a second class, and should be kept for a fourth or fifth class, but I was led on by the subject, and the curiosity manifested by the class to know, for of course they must see the tides when at the sea. I tell them in the simplest way I can, and the remark made by one is "Heth (2) sir, that's curious!") "Would you like to see a picture of this great, great water?" "Yes, sir." The white part is then pointed out in detail as a picture of the water. (3) "Look attentively—Whether is the white or coloured part the larger?" "The white." "Then if the white stands for water, and the coloured for land, whether is there more land or water on the surface of the earth?" "More water, sir." Now for the pro-

(1) Such as at a higher stage, showing the sun's rays, vertical, declining, oblique, by holding a sweeping brush over a certain spot.

(2) A petty imitation of what they hear at home—a kind of half-smothered "faith," or "by my faith."

(3) I presume that it is quite unnecessary to say that although this explanation of "white" and "coloured" is recommended in certain Hand Books, yet these notes were written, and the process in operation, years before any Hand Book was published.

(1) Any teacher taking this is as an example for his class, will, of course, change the names and places to suit his own school, locality, and country.