

receive instruction in matters hitherto unrepresented to his notice.

In all instruction in geography it must be remembered that the subject is eminently a descriptive one, as its name implies, and the teacher must describe fully from all points of view, or have pupils describe from their actual knowledge or by deduction, every topic presented to their notice. After fully comprehending the subject upon which instruction has been given, the whole may be summed up in a formal definition, or series of definitions, for the purpose of giving the pupil a correct and concise method of expressing himself when called upon to give a description of some matter which he has been taught. The pupil after this becomes responsible for the definition, and it is the teacher's fault if he does not understand it.

To beginners, descriptions of places and natural objects in and around the place where the pupils live, are best suited. For instance, an interesting and valuable lesson could be given to Owen Sound pupils beginning geography, on the Sydenham river—its name; how spelled; the direction in which it runs; the bridges over it; a description of its banks; which the right and which the left bank; the mills situated on it; the dam; the rapids; the falls; the country through which it runs; its mouth; its economic and commercial importance; and many other things relating to this particular river; then the class might be taught the formal definition of a river, a rapid, a dam, the source of a river, its mouth, etc., all of which the pupils, if well taught, now thoroughly understand, and need only to be shown by their teacher how best to express their knowledge in the clearest, most concise, and most descriptive terms. To go to the wilds of Africa or the interior of Asia for subjects to present to a class of children, or to have them recite by rote the rivers of Eu-

rope, when far better and more instructive topics might be presented from near home, seems an illogical course.

After matters of interest in the locality have been exhausted, the geographical description of the surrounding parts may be taken up with advantage, and then the geography of the county will naturally follow. It may be observed, however, that at the proper stage, say when the pupils are able to give a full geographical description of their own locality, a general view of the globe may be taught, going no further, however, than teaching the shape of the earth, the divisions of land and water, the continents, their relative size, the oceans, three or four of the largest seas, the countries of North America, so as to get the position of Canada in relation to the rest of the world clearly before the minds of the pupils; then let the geography of their own country be taught; after that is thoroughly known North America may be taken up more minutely.

When the pupils are to be taught from maps, (which may be introduced very early in the course), the first requisite is to impress clearly upon the minds of the pupils that a map is a representation of a country. In order to do this let a plan of the school room be drawn, first by the teacher upon the blackboard, then by the pupils on their slates or on paper, as accurately and as neatly as they can, always placing the north side towards the top. Then the school grounds may be drawn. As an exercise, each pupil might be advised to draw, again as accurately and neatly as he can, a plan of the house and lot on which he lives, always placing the north side to the top. After that let the teacher exhibit a map of the town, not too elaborately drawn, but giving a fair representation of the streets, streams, bridges, railroads, etc., and require