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A METHOD OF TEACHING GEOGRAPHY.

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LET us now come to the discussion of the evening. I will try to suggest a method which may make the collection of knowledge (in a particular geography he mentioned) a pleasure rather than a grind, an attractive pursuit instead of a burden and a task.

I. First of all I should say that the book should not be given out in lessons; should not be "learned"; should not be "got up." I can suppose a set of young students reading portions of the book aloud with a large map of the world in front of them; discussing each with the teacher (who for the time being is a mere chairman or chairwoman) or with each other; comparing this number with that number, this distance with that distance; and referring each datum to some standard or table of standards which they have made for themselves and fastened to the wall of the schoolroom. The differing productions of each colony and many other things would form easy subjects for discussion during the hour. After reading a chapter, each member of the class might write

a short summary of the chapter—not from memory but with the book before them. This exercise would give a training in an art of great value for the cultivation of the judgment—the art of estimating the relative value and importance of each fact and statement. To the untrained mind, one fact is as important as another; and his mental picture is as devoid of perspective as the painted picture of a Chinese. It is, indeed, remarkable how, even in the case of practised writers, facts and incidents of small importance occupy as much space and are printed in as large type as events which are almost revolutionary in their results. This defect is seen at its worst in the case of writers of school histories. I looked into one of these histories a few days ago; and I found twenty-two distinct events—all of the most various value—recorded in twenty lines.

II. I will suppose this or any other book, read through in this not unpleasant fashion—a map accompanying the reading, and summaries closing up its results. Can anything else be done with the subject or with the