

GEOGRAPHY IN NEW BRUNSWICK SCHOOLS.

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(Continued)

Let me digress here a little to speak of aids in teaching. First, what should a Geography text book furnish? Above everything, maps,—maps in abundance, and in clear colors, with all important places marked. The text now used in New Brunswick is lacking here. The one it superseded was very much better; indeed it was excellent in this respect. The text should be simple, concise and interesting, rather than full, in description. It should include an arrangement of topics in natural sequence.

The following supplementary material is within reach of every teacher, and something of the kind should in be a prominent place in the school room for the pupils to use:—Various Railway Guide Books, and other descriptive matter published by the C. P. R. the I. C. R, and other lines of railway. These may be had by sending a post card to the offices and agencies advertised in the newspapers.

Picture post-cards are plentiful, as well as illustrations from magazines, etc. Then the School Library should contain reference books in Geography. I noticed the following in the School Library in St. George. They are indeed excellent — "A Trip Around the World," "International Geography," "Picturesque Canada," "Auld Quebec," "American Homes" "Old New York and its Streets," "Rome and its Churches" and "Stoddard's Lectures."

Now to go back to the method employed in Grade V. and expanded in Grade VI. Each child provided himself with a note book which was to become a Geography of his own making, and as these would be shown at the public examination, and at home, great pride in their neatness and beauty was evinced by most of the pupils.

We began with North America, and by several oral lessons with the wall and book maps worked out the topics something in this order. Situation: It occupies the northern part of the Western Hemisphere; its boundaries, latitude and longitude were given; then area. We read in class from the text book the surface—much of which they did not understand. The teacher wrote from it upon the board, a brief and clear

paragraph about the surface, first in general, then in detail. Next followed in the same way: Climate, Coast Features, Resources and Industries; Political Divisions and Cities were written neatly in the note books from the board.

The notebooks were illustrated by pictures cut from papers, found at home, and pasted into the books during geography time at school.

In the meantime maps had been drawn, first in scribblers, then copied into the note book. One map for Surface, Coast Features, Resources, and Industries; another, when the topics were reached, for Political Divisions and Cities. Nova Scotia and Prince Edward Island, after the Dominion of Canada had followed North America, were thus put in.

Collections of products and industries were brought in when studied, by pupils who were assigned the work in advance. This was our Museum, and the beginning of work called "Specials" kept up to the end of Grade VIII. with adaptation to the age of the pupils.

In Grade VI, we reviewed North America from the previous year's books; began to study and make note books upon Quebec, and so to the Pacific Coast. Then followed Newfoundland and the United States. The study here of the Plant Belts and Animal Realms gave many opportunities of asking why? and effects in this way were traced to causes. The "Specials" here took the form of finding additional matter to supplement that of text books about events, persons, places, and industries mentioned in the lesson. Thus by connecting interesting events with places, pupils are beginning to prepare themselves to enjoy travel later on. Sometimes this matter was copied from a home encyclopedia, sometimes a cutting from a paper or an extract from a book was brought in and some practice in the use of books was thus acquired. The pupil came to the front of the room to read his "Special." Not many wished to shirk this work, and no one was allowed to do so.

The note-books, as things of beauty, had to be dropped when Grades VII. and VIII, were reached. The course in these grades is crowded, for all left over matter accumulates and must be noticed here. The text book must be more used by the pupil himself, but I have never found him able to use it unaided. Pupils recite