

on a map. Follow this with a definition to be learned by the pupils. As the characteristic of each form of land or water—as that *an island is land entirely surrounded by water*—is learned, require the pupils to point out on a map several representations of islands, omitting the names of the particular islands in this stage. Proceed in a similar way to teach all the definitions.

Colton's *Geographical Cards* will be found of great assistance as pictorial map representations to illustrate these definitions.

During this step the instruction has for its chief object training children to recognize the various forms of land and water, by means of their characteristic features, and to describe each by suitable definitions; hence the attention of pupils need not be directed to the names and location of particular islands, isthmuses, straits, bays, etc., at this time.

*Third Step.*—Commence the instruction relative to the names and location of particular places with the town, village, or city in which the school is situated, and extend it to other places in its vicinity. No fixed limit to the extent of this exercise can be given, since the length to which it can be profitably carried will depend, in some degree, upon the personal knowledge of the members of the class relative to these places. The teacher should aim, however, so to use the knowledge of those pupils whose personal visitations have made them acquainted with the locations of the greatest number of places, as to extend the knowledge of the other pupils.

Such attention should be given to the location upon a map of the town, village, or city in which the school is situated, and to the relative location and direction from it of the chief places in its vicinity, that the pupils will be able to point them out on an outline map. The name of the town, village, or city, of the county, and of the State in which the pupils live, should be taught, and their location shown on a map.

*Fourth Step.*—In teaching the *shape of the earth* by means of a globe, lead the pupils to compare a marble with an orange, and both the marble and orange with a globe, and thus to notice that each one resembles the other in *shape* only; also that each differs from the other in *size*. By this means reprepare them for understanding that the

globe represents the earth only in *shape*. Follow this with some simple illustrations as to the comparative size of the earth.

Next lead the pupils to compare the outline forms of the grand divisions of land, water, and of islands, etc., represented on the globe, with their corresponding representations upon hemisphere maps.

*Fifth Step.*—Talk with the pupils about people of different races and nations, and point out on the globe, also on outline maps, the location of the countries where each may be found: as Africa, the home of the colored men; China, the home of the Chinamen; Germany, the home of the Germans; etc. Proceed in a similar manner with the most familiar animals, and the most common productions of different countries. Give the name of the country, and show its location on a globe, also on an outline map. Point out Greenland as the home of the white bear; Africa as the home of the lion, zebra, ostrich, and camel; Australia as the home of the kangaroo; Spain as the country where cork and raisins are produced; South America as the country from which brazil-nuts and cocoa-nuts are obtained; West Indies as the place whence we obtain oranges and bananas, etc.

By means similar to those herein described the pupils may be made to realize that *Geography* teaches them about the homes of the different people, animals, and productions which they have seen and of which they have heard.

The aim of the teacher should be to give the pupils a good, general idea of the *shape of the Earth*, of the different portions of it as the *homes of races of men*, also as to the places where particular fruits grow, and of some parts as having continuous cold weather or continuous warm weather. This object must be accomplished chiefly by oral instruction. However, the work may be facilitated by placing in the hands of the pupils suitable text-books on Geography, to be examined by the children *after* the lesson has been given orally by the teacher; but in no case should the pupils in this grade be required to study a lesson in the book before the subject of it has been presented orally by the teacher, as above indicated.

Each lesson may be gone over a *second* time by the teacher, after the pupils have studied the subject in the books. The or-