

- (a) Natural forms of land and water in the neighborhood, as hills, valleys, meadows, ravines, divides, streams, ponds, lakes, etc.
- (b) Artificial features of the locality, as streets, railways, wharves, harbors, parks, roads, bridges, canals, etc.
- (c) Agencies that produce surface changes, as winds, rain, floods, cultivation, thawing and freezing, etc.
- (d) The soil:—Sand, gravel, clay, loam; agents that form soil, as weathering, moving water, vegetation, etc.
- (e) Vegetation:—Germination of seeds; dispersion of seeds; difference of vegetation on uplands, lowlands, and marshes; and upon sandy, clayey, or stony ground.
- (f) Animals:—Habits and characteristics of domestic animals, etc.
- (g) The weather:—Winds, clouds, rainfall, frost, changes of seasons, shifting of the sun, etc.
- (h) Population.—Occupations of the people; centres of population; location of villages, towns, and cities. Food and clothing and occupations connected with these. Building materials and related trades. Local commerce.
- (i) The Moon:—Its appearance and position.
- (j) The Stars:—Position and appearance of the prominent constellations and stars.

2.—ORAL WORK.

Aimless rambling may lead to nothing; not even to a definite observation of where the pupil has been, hence out-of-door walks must be supplemented by oral work in school. Thus it becomes the duty of the teacher to guide and direct the pupil in his observations, and to stimulate him to make these definite and, as far as possible, accurate. The oral lesson as distinct from a text-book recitation arouses the interest of the pupil, awakens curiosity and sharpens wit. It is easy to adapt the matter of such a lesson to the present needs of the class; the important can be emphasized and the pupil incited to master the particular subject of observation in all its details. In this way "observational geography" becomes the key which unlocks all other kinds of geography.