

## PREFACE.

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IN new editions of this work, which have been issued from time to time since its first publication eleven years ago, various changes and corrections have been made as the progress of events and of knowledge rendered necessary. As originally prepared, the book was adapted more especially to the Maritime Provinces; the aim has now been to assume a Dominion standpoint, and, without any sacrifice of local fitness, to make the book equally suitable to all the Provinces. To secure this end, as well as for other reasons, the work has been wholly re-written. The more recent publication of the **Introductory Geography** rendered the introductory chapter unnecessary: excepting the omission of this chapter, the plan of the book remains substantially unchanged.

**The Hints on Oral Lessons** are self-explanatory. They are designed, not to be studied by the pupil, but merely as "hints" to aid the Teacher in conducting a series of oral lessons previous to the use of any, even the most elementary, text-book. Such lessons, properly conducted, on the neighborhood in which the children live, awaken and develop their powers of observation and reflection, help them to an easy transition from that knowledge which is attainable through their own observation to that which lies beyond their experience, and show them the true relation of books to knowledge.

Throughout the book are given numerous **review questions**, which may awaken interest and thought, and lead to more extended effort in the same direction. The Author, however, believes that the furnishing of

questions on the various lessons, as aids to learner and teacher, is a pernicious feature which ought to be rigorously eschewed by makers of text-books for our schools. However plausible the supposed advantages may appear, the general influence of such questions is injurious, resulting in mere rote learning and perfunctory teaching. As a means of securing all the benefits claimed for such questions, without the attendant evils, the Author would call attention to the **topical arrangement** of matter under distinct headings in the descriptive parts of this book.

The **eighteen topics**, under which the different countries are discussed, will aid the Teacher in conducting the recitation. They will also be useful in many ways to the learner,—assisting him in preparing his lesson, furnishing central points around which will cluster more extended knowledge derived from books and travel, assisting the memory by a uniform and systematic arrangement of knowledge, and establishing habits of order. In the arrangement of topics, as far as seemed practicable, the aim has been to make each arise naturally out of the preceding. With certain causal facts premised, the learner is thus able largely to anticipate those that are dependent; the reasoning powers are called into action, and the study of Geography becomes a higher exercise than a mere memorizing of isolated facts.

**Formal definitions** are given in the Glossary at the end of the book, and sometimes also in review exercises. This is more in harmony with advanced methods of education than the time-honored practice of causing the