

several active volcanoes, but that the Eastern has none except Vesuvius in Italy, and perhaps one in Kamtskatka. The inland Caspian, Aral and Dead Seas, also lakes Balkash and Tchad, receiving the drainage of vast basins, show a different configuration of land from the single inland basin of Utah with its salt lake. As every boy knows that water runs down hill, the directions and lengths of the principal rivers enable him to know the directions and extent of the great continental slopes, which so much influence the agricultural capacities of a country, and by running his pencil along between the sources of streams he can indicate the water shed or ridge of the continents.

That the loftiest mountains of the Eastern Continent are in its eastern

part, but that the loftiest peaks of the Western Continent are near the western border, and the effect of such arrangement on the distribution of rainfall and consequent fertility and productions of the respective continents may be understood from the examination of a good map and a little meteorological information from the teacher. If the teacher will supplement these and other deductions from the map with the oral information his general reading and intelligence are supposed to enable him to do, illustrative of continental distinctiveness, he will find that one fact will aid in the retention of another.

A good way to present such facts is in parallel column on the blackboard, thus :

WESTERN CONTINENT.

11,000,000 square miles arable land.
Fertile plains.
Cactus abundant.
No heaths or spurges.
Black, grizzly and cinnamon bears.
Puma and lama.
Opossums.
Monkeys with prehensile tails, wide, flat nose, thumbs for grasping, and with thirty-six teeth.
Land of insects and reptiles.
Chief *vegetable* growth.
Native region of maize and tobacco.
Humming-birds and turkeys native.
According to Guyot, *men of action*.

A lesson once a week like the above will be found to be as much an improvement on the daily memoriter recitation as the "variations" to some old worn out tunes.

Another method of stimulating observation and ready recollection of facts learned is found in Horace Mann's Geography Game. It is not a game of chance, but it affords scope for considerable skill, and none can invest in it without some geographical capital. Take, for instance, the capes on the atlas studied. Call on the boy first named on the roll to go to the blackboard and write the name and location

EASTERN CONTINENT.

10,000,000 square miles arable land.
Deserts and plateaus.
No cactus.
Heaths and spurges.
Brown bears.
Lion and camel.
No opossums.
Monkeys with tails never prehensile, nostrils narrow, thumbs opposable, and thirty-two teeth.
Land of large and fierce animals.
Chief *animal* development.
Of wheat, cotton, coffee, tea.
Common fowls and pea-fowls, native.
Men of thought.

of any cape he pleases, and immediately on the next to go and from memory write name and location of a cape beginning with the final letter of the last cape.

The skill consists in giving a name ending with a letter rare among initial letters of names.

As no cape is to be written twice, and every one must be pointed out by the writer if requested, and only one minute allowed for writing, it will be manifest that the game will require pretty close attention and rapid thinking, as all the capes of the world known to the writer may have to pass