

TEACHERS' MANUAL

TO ACCOMPANY

THE NEW CANADIAN GEOGRAPHY.

PART I. —GENERAL NOTES.

I.—OUT-OF-DOOR GEOGRAPHY.

THE child learns much geography in his rambles out of doors. He climbs hills, explores waterways, notes the nature of the streams, becomes familiar with the occupations of the people, etc. This "observational geography" furnishes him with the necessary basal ideas to enable him to read a text-book or understand the teacher in the oral work. Since geography as a whole is little more than an aggregate of innumerable "home geographies," it is only by observing and understanding the near that the remote and unseen can be understood. In addition to supplying true and vivid basal ideas, "observational geography" arouses a spirit of inquiry into the science of geography as well as trains the power and habit of geographical observation.

The following topics should be treated as "observational geography," the order of treatment being first the observation of accessible facts, and second the perception of the meaning of the facts observed.