GEOGRAPHY.

A Paper read at the S. Grey Teachers' Association by Mr. Slaughter, Prin. of Flesherton Public School.

Before we are able to teach any subject successfully we must know, 1st the subject, 2nd the faculties of the mind trained by its teaching 3rd the order of development of these faculties in the child. Prof. Elliott of Harvard Universary in "Uses of the Public School" gives the following reasons for teaching any subject: 1st as mental discipline, 2nd for the usefulness of their facts

From these premises we can reason mountain ranges. Teach now the that the highest value that can placed on a subject, depends on the number of faculties trained, and the usefulness of their facts. This plainly implies that the duty of eyery teacher is to study his subject so as to ascertain the faculties trained and devise plans for each lesson to accomplish the desired end. In this paper it is my of a country he will know what to look intention to outline plans whereby it for and in what order to proceed. Ascan be taught so as to train different faculties of the mind.

No person questions the usefulness of this subject and therefore we need not consider that, but let us examine for a short time the mental training it form the best place for agricultural gives. By a proper treatment of the subject, the following faculties viz:and judgment can be successfully this his observation, imagination, memtrained.

Geography divided into two classes, physical and political both of which are valuable as a public school study. The problem for us to solve which of these should be taught first. answer is the physical for the following reasons: 1st, political facts can often be explained by a knowledge of the physical. For example, a knowledge of the exports and imports of a country, the industries of the people, and the country's products can readily be as certained by an act of the judgment of a child when the physical features of a country known and thus the child is relieved of the laborious task of reevery country.

2. Physical features affect national character and history. To prove this Mountains; the direction, height, char- these two great journals we offer both look at the people of Holland who are noted for thriftiness, foresight and endurance. The country is low, flat, moist, suited for pasturage, hence favorable for rearing cattle, butter making etc. and the encroachment of the sea is only prevented by the incessant watchful ness of its inhabitants.

3. Because it is simpler and can be taught with greater interest to the pupil. It can be taught by observation, and very little reasoning is need ed, hence it should form an early part of the child's training because nearly all knowledge gained by a child at school and home is by observation. Therefore it should be a valuable subject in the lowest grades of our public school and I maintain it should begin with the primary class.

Some may say how can we find time to teach all these subjects to these of appliances necessary to teach geograjunior classes? and to you I should say it is not to be taught for the sake of getting over so much work but rather as a mental discipline, a training of the observation and imagination, and ers. (5, Grant's "From Ocean to Ocean" this can be accomplished with little and tropical geography. (6) Good wall expense of time. Geography in the maps. primary grade should be conversational. It should be talks about the found useful. 1. Remember the end in earth and things he observes as-1st forms of land, hills, valleys etc. 2nd-Rain, snow, floods etc. 3rd-Streets, interesting with each thing taught. 5. roads, railways. 4th-weather. 5th Teach little and well. 6. Form the hab--Difference between plants on the it of locating places in reading. upland and those of the valley, water plants etc. 6th-Occupation of people. 7th-Object lessons on glass, iron trees, flowers, food, change of seasons, manufactured articles etc. 8th-Explanation of terms in the reader.

This kind of geography does for language lessons as well as for information. It is a training in the observation and memory. After he has entered the part second book this strictly should be continued. It should consist of talks on 1st-Shitting of the sun, change of seasons. 2. location of towns, villages, and accounting for the same. 3. The following facts about rivers: The nature of their banks, their course, their windings, their water and their animal life. And about hill: their height, base summits, sides. 4. Definitions of terms in the reader. 5. Object lessons, In the other grade our limit table makes good suggestions. All of the above facts are results of the pupil's observation, now his imaginative faculty can be used in representing many of the different things he has observed by TO

of the subject. 5. It is a training in drawing and in illustrating natural scenery. 6. It will aid the teacher to find work for junior pupils.

.Before leaving physical geography let us consider the definitions. It is a mistake to teach them in any other way than by concrete examples. . . Use the sand board or some such contriyance to show the pupil everything before a definition is formed, and encourage them in every case to give their own definition as a result of his observation. This will be a help in teach- is not inexhaustible. Friends, put your ing him to express his own thoughts label ahead-this week.

in his own language, have every definition short and comprehensive and pursue some logical order in teaching them. Begin with the continents and oceans, then teach the mountains and rivers and show that most rivers have origin in mountains, then show that most lakes are wide and deep expansions of rivers. Time forbids treating each division but let each teacher use his or her own individuality and devise some such plan as this and teach the pupil to know the relation between each of the divisions so that when he begins to study the Physical teatures sociate with the definition certain facts such as: 1. The uses of mountains, rivers, etc. 2. The animal life of the water and forests. 3. The nature of the rocks and of mountains. 4. What mountains usually have in them and on them. 5. That valleys usually pursuits. 6. That the occupation and character of a people depend on the physical features. Have the pupil ! lustrate each definition, In doing all

This now leads us to the last division of our subject viz : Political Geography. There are two methods of dealing with this subject viz: 1. The synthetic, which begins with the school house, school section, etc. 2. The analytic, which begins with world, land and water divisions, etc. The first is contrary to the way the mind acts hence it is tedious and should only be used in teaching the geography of a county or province as many pupils are compelled to leave school before getting a general knowledge of the

ory and judgment have been used.

of the globe and gives a more correct on Lot 32, Con. 9, Bentinck a thoroughidea of the relative size of different bred Improved Yorkshire Boar for the places. It follows the law of acquisition from the whole to its parts, hence all political geography should be taught by this method. The following is the order I teach the geography of a country or continent. If we make an examination membering the imports and exports of of this order it can readily be seen to be a logical order:

1. Situation; absolute. relative. 2. Size; absolute, relative. 3. Relief-The acteristics. 4. Drainage; rivers, from date to Jan. 1st 1900 for \$1.50, mate, temperature. 6. Natural pro- the price of 12!! ducts; (1) Field, (2) Forest, (3) Mine, (4) Water. 7. People. 8. Industries and industry centres. 9. Commerce; ex-11. Government. 12. Divisions.

In teaching this use a wall map to get the relative situation and size of a place, Use a blackboard map to mark them on so as the pupil will see exactly what has to be remembered. This will help him to remember that which is unportant Have him draw maps and mark on them the things taught. In doing all this he has employed the following senses: (1) Hearing, (2) Seeing, (3) Muscular senses. It is a law of education to employ all the senses possible in teaching any subject, and it will not be so easily forgotten. His observation, imagination, memory and reasoning will all be developed by this method. After a country has been taught, have the pupils write a composition using the opics mentioned.

In conclusion permit me to give a list phy and a few general hints. The appliances should be: (1) A sandboard, (2) Relief table, (3) National history objects, (4) Books of travels, voyages, discoveries, Chamber's Geography, Read-

The following suggestions may be view. 2. Be familiar with the subject. State all facts as cause and effect. 4. Whenever possible combine something

How to Build up a Town. Push it, Talk about it. Speak well of it. Help to improve it. Beautify the streets. Patronize its merchants. Advertise in its newspapers.

If you can't think of a good thing to say, keep silent. If you are rich invest in something, employ somebody, be a hustler.

Speak well of enterprising men.

Be courteous to strangers that come among you, so that they will go away with a good impression. Always cheer up the men that go in

cost will be only what is just. Don't kick about any needed public Or myone desiring to better their position and

CONSUMPTIVES

making drawings on his slate or paper, and this can be continued when he has learned the definitions.

The benefits of this representative geography are: 1. It makes his work clear, sharp and definite. 2. The expression produces a more careful observation. 3. It gives a clear understanding of the nature of a map.

It is interesting to the pupil and therefore creates a desire for further study

The undersigned having been restored to health by simple means, after suffering for several years by suffering for several yea

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TOTICE IS HEREBY GIVEN pursuant to the provisions of R. S. O., 1897, Cap. 129, that all creditors and other persons having claims against the estate of David Jackson the Younger, late of the Town of Durham in the County of Grey, Esquire, deceased, who died on or about the 8th September A. D. 1898 at the said Town of Durham, are required, on or before the 23rd day of November A. D. 1898 to send by post, prepaid, or deliver to the undersigned executors of the estate of the said deceased, their Christian and surnames, addresses and descriptions and a statement of their respective claims and the particulars and proofs thereof and the nature of the securities, if any, held by

AND NOTICE IS HEREBY FURTH-ER GIVEN that after the said 23rd day of November A. D. 1898 the said executors will proceed to distribute the estate of the said deceased among the persons entitled thereto having regard only to the claims of which they then shall have had notice, and he said executors will not be liable for the said estate or any part thereof to any person or persons of whose claim or claims they shall not ther have had rotice. THE TORONTO GENERAL TRUSTS

> COMPANY. Executors of the estate of David Jackson deceased. by Edgar, Malone & Edgar

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wasn't it?"

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