THE RADICAL: FRIDAY, APRIL 18, 1873.
 ical text-booss defition, the true order is
In teachng a det
firet to develop an idea of the object first to develop an idea of the object
Gefined, zad then to teach the definitior.
When the terms defined have not been taught in the oral course, the committing taught in the oral course, the commiling
of the definitions by the ppopils mnget be
preceded by such oral instruction as will preceded yy such oral iastruction as
give them clear mental pictures of the
objects defined. All mathematical defintobjects defined. All mathemstical defini-
tions should be nmitted by. beginners.
Much time and effort may be wasted in Noch time and effart mas be wasted in
an attempt $n$ teach these definitlons to young children. They should, of course,
learn the names of the mathematical lines learn the names of the mathematical lines
found on the maps; the names of the zones, etc.c. and, by means of a globe,
gome. ubstitute. for: it. they should tought the shape and motions of the ear
and the jistribution of land and water and the dist
its surface.
The defnitions shald be followed by a
few lestons on the map of the world. II the school is not supplied with an outline
map, one slould he drawn on the black board. If this is impracticable, an open
atlas may be fastened on the wall. The essential thing is the placiog of a map
befire the class when reciting. In. these should not be required to describe in
words the location of the objects named. They are not prepared to do this. The
teacher should name the continents, oceans, zones, lines, etc., and the pupils
zhould locate them with a pointer on the
outline map, repeating the names. When they can do thin readily, the terchen terber
should ask deceriptire questions, as, "What ocean ontth of Eurnepe sod Asia?" and Dames of the otjects deceribed. The
teacober may next give the names, and
require of the pupit require of the pupils the location of the ob-
jects in words, but we think this step may
be omitted in the first lessons on the bemisphere maps. The map exercises
should be interepersed with much infor mation "thrown in" by the teacher.
Many interesting facts respecting the
sones, oceans, continents, etc, may thus begiven.
The nex
Then grand divisions or conntinents, beginning
with North continents be studied? We answer as
fully as space will permit. Let the teacher place an oulline map
before the class, and, with a pointer and by questions, call a tentinn to the form o
the continent, its coast line, the eurround ing ocesns, and the adjacent islands; the
great mountain systems, the rijer slopes,
the plaine, and other prominent surface the plains, and other prominient surface
featurees; the climate of the diferent zone sections, and the colitical divisioisss, - etc. The
tions; the pelt
object of.this oral lesson is, to interest the pupils in the continent, and prepare
thena tor the intelligent study of the The first lesson on the map should be
the drawing of the contour or coast-1ine of the continent, and the memorizing of
the names of the oceans and seas and the
 on the board in their order, beginning say at
thas :

| asm and SE | Gulfo $\operatorname{AND}$ B |
| :---: | :---: |
| Atlantic Octan, | Hudsor Bag. |
| rribbean Se | Gulf of St. Law |
| acifc Ocean, | Bay of Fundy, |
| Bepring Sea, | Chesapease Bay, |
| ctic Ocead, | Gulf |

The first work of the pupils in the reci (contorr) on the wlackboard. This being
done, they should severalls point to and name the oceans and seas, and gulfs and
bayg, in their proper order. One papil
should recite the ocesn and should recite the oceans and keas, anothe
the gulfe and bays, and this hould b done rapidily, without any prompling
and withoun the asking of questions by
The next lesson fhould be the ro-draw. ing of the coast line of the continent, and
the memorizing of the names of the pen. capes, the names to be written on the
black board and the lesson to be recited as above described. The succeeding lessons
shouid he the larger adjacent islands ; the
 political divisiune and their capitals; the
chief cites, ete. The placee asigned chief citues, etc. The places asigned for
each lesson should be added by the pupits
to their mape, and thus each should learn to draw a complete map, nestly and with
dispatch. If for any reason the teacher omithed,) the lessons may be recited from an outline map. If the school is not sup.
plied draw the successive maps on the black
board, or, what is better, have some pupil do it. In every echool there can be found a litle enciuragement will secure his maps. The $\epsilon$ ssential Lhing, we repeat, is fore them when reciting. In assigning Jessons, and during the recitationg, the
teacher should state "hrow in"
to ing fucts respectiog
tudied and recited.
Haen lhe pupilac can point to and dam all places nr objects on the map, which
tine been assigned by the teacler, the
jese
 hould answer by describing their loca
tion. When the map has been thorough-
is reviewed tin this manner, the map
questions in the test:hnok may be used tuestions in the test anox mag be
for final reviem and examination. The
questions which relate to places not as signod by the teaccher in in the previous
drills,may be omitted by beginaing classeg Trils, may be omitted by beginaiag classes.
Their mastery will bowercr, give the pu:
pils bat little troublo. pils but lime trouble.
When the map is matered, the nex
tep is the stady of the descriptive tex The papils should not be required t ing each lesson, the teacher should "work up" the text orally, making free use of
the pointer and outline map. $\cdots$ Many in. teresting and importart facts have al.
ready been given iu connection mith the ready been given in connection with the
map lessons. These and other facts can be so grouped as to give the pupils a
lively conception, a mental picture, of the features described in the text.. Un-
less, for example, the pupil sees the great less, for example, the pupil sees the grea
surface features of the continent, the text
describing the same will be meaningless and without interest. Oral instraction
must prepare the way for the intelligent study of the text. Hence, oral and text
book instruction should be sand wiched, the former being made the preparation
for the latter. If necessary, for the latter. If neceessary, oral and test-
book recitations may alternate, but usu-
all the necessary oralintructas given in connaction with the assignment
of the lesson. The pupils should recite first by answering questions proposed by
the teacher, and then by topics. The nroductions shou
We have thus imperfectly sketched a
method of teaching geography, which, we believe, embodies the best experience
of the country, and which can be saccessfully sertes of geographies. It with any good ed schools enables the teacher to instruct
pupils of quite unequal attainments in the pupils of quite unequal attainments in the
same class-an important adrantage.
The oral course, possibly the last series of lessons excepted, may be given to all
the younger pupils, including those reading in the primer, first reader, and second
reader. A litte manaal condaining resder. A
sillabus of the oral lessons, and also the
map exercises, properly arranged, has map exercises, properly arranged,
greatly assited many teachers.-E.
White, Editor of National Reader.
 delivered in Germantown at Association and fashionable andience. To opening his discourse, the epeaker
remarked that in the first lecture of the
course, on Tuesday evening, he course, on Taesday evening, he had
taken his audience fust across the $\Delta$ rctic
circle.
The present discourse would be almost
exclusively devoted to a description of the inhasitants of the polar regionition ond the
manners and customs. Following th line of discovery, there was everywher
found a race of people called generalls Hyperboreang, and varionsly known
the name of Iaplandera, Esquimaux, other names. These people doabtles
came from Asis by Behring's suraits and spread over the upper part of North
Americe. They are undoubtedly allied Americe. They are uddoubtedly allie
to the North American Indians, by whon
they were driven from their buating they were driven from their bunting
grounds, at last finding a habitation with in the Arctic circle.
The Hyperboreaus
 only means of living from the products of happy people. He would select a single
specimen as a fair representative of the race. This man he found on an islan
in a ford in the Geeenland coast. As b dividual standing on a rock. He thought ever saw. And though he had never
before seen a white man, ss soon saw the spesker he ran to meet and salut
him. The man was dressed to fur from head to foot, the gastrosed the native Es.
cimaux. He was about four and feet in height. His coat was made of the heaulan fur of the Arctic blue fox. To head, and there was no opening in front,
the coat being drawn over the head. the cost being drawn over the head. His
face was a chasracteristic face, round and ast as the bottom of a tab, and no nose part of the face, and aboverand below it row of bristles like a hedge in miniature
along a ditch in miniatura also. The cheek bones were large and covered with
a thick covering of flesh. The eyeslooked as if the banks of the ditch had caved tn
and left these two open places. So mack and left these two open places. So mach
for the general geographical outlines of the fice. The color of the skin was
rather more olive than characterizes the complexion of the North American Indian. The face is something like an old
red cent ; the worn places on the more red cent the worn places on the more
prominent parts of the cent may be com. pared to the worn places on the face-the nose, chin and cheek bones, that have
been rubbed and polished withoil learing been other portions of the face dark witth
the ot and
soot and dirt that had been gathering
there to the lais fority yaire volitiog there for the last forty yeais yratings
like soap, towels and water for cleanning
purposes has ever ontered their beidg
They clean their faces with the inside of TA P $\widetilde{J}^{\mathbf{A}}$
NEW STOCK


 scendentis of wolves) his three wives and
seven children. The women dress the
same ss the men,- with the exception of same as the men, with the exception of
the hood, mhich is a litle more pointed
to co accommodate the peculiar styles o?
coiffure. The hair is done up in a hard mass like a Lora,
seal kini. The effect ts not pictureeque
but the thing has many adrantages.
 is bound have decomposed, and is used
for a pin cushion and needle case. He had often seen these cushions stuck fullo
bone pine and neenles, whlchi is the only bone pine and neenies, which is the on
kind they use. Ho came now to the ir
eligious belie. In all his travels he had neligious belief. In all his travels he had
not found any penple who deny tie ex.
stence of a God or the immo istence of a God or the immortality
the soul. The Eqnaimaus believe that
God has nothing to do with their live that He only takes notice of them in death
He has nothing to do with the body, ouly with the soul. God lives on a large is land clothed with green grass, upon
Which the sun nerer sets. In the centre God is eathroned. From this eminence
Great in in He ses all the Esquimaux, but He does
not see $\begin{aligned} & \text { mite men. He sees the spritit as }\end{aligned}$ past deeds. If He is pleased He sends
His boat to bring the departed soul across to His island; if He is displeased, He lets it go to ths other place. Upoi
this islana are various grades of happi-
nass according to the deserts of the can nass according to the deserts of the can
didate. In each rade there is a row pots filled with flesh, and under eack
a burning lamp to keep it boiling. a burning lamp to keep it boiling. The
higher the grade the better the quality of
flesh in the pots. Whe flesh in the pots. When the new comer
arrives he is placed in his proper sphere
and allowed to walk around and choose and
his pot. When he has found this he has has
nothing to do bat sit down beside it and eat furever. If not admitted here he
goes to the other place, where there are no pots, no lamps, no sunshine-nothing
but ice, cold, starration and dessilution but ice, cold, starration and dessojution
When the missionaries first began their
labors labors among these people they described
the abiding place of lost souls as a very hot climate. This was just what the Es
quimaux wanted quimaux wanted, and hie taissoanses
were forced to change ehin tatics. Their
evil spirit is'a woman, and dwells at the bottom of the sea. She has power over
sil naimals that supply food. If there is all animals that supply food. If there is
a fatmine, thes imagine the seais are alt held down by her, and they send a high
priest o investigate the matter. He goes to the botton of the sea, and if he
can reach and trample on her, the figh
come up and the famine is over. The re. come up and the famine is over. Then
ligion belief of these people is
upon the necessities of their life. Next came the marriage ceremo
For the first marrige the bargain yenerally made for the bride and groom
in early life. The young man, having arrived at manhood, proves, hamsin
worthy of a wife by killing a polar beat worthy of a wife by killing a polar bear
He then proceeds by steallth to her fath
er's hut and lies in ambush. He canot er's hut and lies in ambush. He canno
enter, nor must his lady love kioum he
near. He watches hia opportuits near. He watches his opportunity, asd
whea his intended comes oat dressed in fine furs, he follows her and clasog her in
his sarms ; she screams and he leta her go This thing is repeated three thimee, antll
at last he chases ber, she screams and at last he chases her, she screams an
brings out ant hite friend, the old woman
beats the lover with thongs, and finally beats the lover with thongs, and fon ally
he captures her. He then places her upon
his sledge, binds her fast, cracks pis whip. and the dogs dssh off with the happy
pair to the young busband's but. The friendis gather ung have a feast, and the
marriage ceremony is completed. marriage ceremomy is completed.
The language of the Esquinaux is dis. tinct from any other language. It has
no resemblance to any of the Indian
dialects. They couttof their fingers up dialects. They contitof their fingers u
to ten, beyond tils say quantity would
be "s reat many," Ayona the works of art to be shown the next I Iternational Extibition will be
a fullsized photographic copy of the celbrated Bayeux Tapestry. This unique been executed by the Queen of William the Conquerve and her maidens, and rep.
resents the battle of Hastings, with the 230 feet in Jengith and twenty.two in
breadth. Very soon after the work was completed by the Queen, as is sapposed, It was presenter by her to the Abbey of
Bayeux in Normandy, and is now in the charge of the municipal authorities of
hat aity. Daring the Franco German wat the tapestry was rolled up and hid den, but has since been re
place in the public library.
It is a fact worth noting, that while in seets the male depositors greatly outnum-
eer the female, pet in large paper mak. Ing towns there is almost an equality be Periaps the most absurd ides. Perbaps the most absurd ides, yet
broached is that of a chess player who proposes the establishment of a chair at
West - Point, c'aiming that the game West-Point, c'aiming
teacbes military stategy.

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