#### TEACHING GEOGRAPHY.

# The Text Book Course.

The first lessons in nearly all geographical text-books are devoted to definitions. In teaching a definition, the true order is first to develop an idea of the object defined, and then to teach the definition. When the terms defined have not been taught in the oral course, the committing of the definitions by the pupils must be preceded by such oral instruction as will give them clear mental pictures of the objects defined. All mathematical definitions should be omitted by beginners. Much time and effort may be wasted in an attempt to teach these definitions to young children. They should, of course, learn the names of the mathematical lines found on the maps, the names of the zones, etc., and, by means of a globe, or some substitute for it, they should be taught the shape and motions of the earth, and the distribution, of land and water on

its surface. The definitions should be followed by few lessons on the map of the world. It the school is not supplied with an outline map, one should be drawn on the black board. If this is impracticable, an open atlas may be fastened on the wall. The essential thing is the placing of a map before the class when reciting. In these introductory map lessons, the pupils 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 should locate them with a pointer on the outline map, repeating the names. When they can do this readily, the teacher should ask descriptive questions, as, "What ocean north of Europe and Asia?" and the pupils should answer by giving the names of the objects described. The teacher may next give the names, and require of the pupils the location of the objects in words, but we think this step may be omitted in the first lessons on the bemisphere maps. The map exercises should be interspersed with much information "thrown in" by the teacher Many interesting facts respecting the zones, oceans, continents, etc., may thus

The next step is the study of the several grand divisions or continents, beginning continents be studied? We answer as fully as space will permit.

Let the teacher place an outline may before the class, and, with a pointer and by questions, call attention to the form of the continent, its coast line, the surrounding oceans, and the adjacent islands; the great mountain systems, the river slopes, the plains, and other prominent surface features; the climate of the different zone sections, and the characteristic produc tions; the political divisions, etc. The object of this oral lesson is, to interest the pupils in the continent and prepare them for the intelligent study of the

The first lesson on the map should be the drawing of the contour or coast-line of the continent, and the memorizing of the names of the oceans and seas and the larger gulfs and bays. The pupils should be shown how to draw the map, and the names to be memorized should be written on the board in their order, beginning say at the northeastern part of the map,

Atlantic Ocean, Carribbean Sea, Pacific Ocean, Behring Sea, Arctic Ocean,

OCEANS AND SEAS. GULFS AND BAYS. Hudson Bay, Gulf of St. Lawrence, Bay of Fundy, Chesapeake Bay, Gulf of Mexico, Gulf of California.

The first work of the pupils in the recitation is the drawing of the outline map (contour) on the blackboard. This being

blackboard and the lesson to be recited as before seen a white man, as soon as he

studied and recited. When the pupils can point to and name nose, chin and cheek bones, that have all places or objects on the map, which been rubbed and polished with oil, leaving lessons should be reviewed without a map soot and dirt that had been gathering teaches military strategy.

before the class during the recitation. These reviews should consist of two like soap, towels and water for cleansing series of lessons: 1. The teacher should purposes has ever entered their heads. ask descriptive questions, and the pupils should answer by giving the names of the bird skins and polish themselves with the objects described. 2. The teacher should give the names of objects, and the pupils bear skin. The boots, of skin taken from should answer by describing their location. When the map has been thoroughly reviewed in this manner, the map questions in the text-book may be used for final review and examination. The questions which relate to places not assigned by the teacher in the previous drills,may be omitted by beginning classes. Their mastery will, however, give the pupils but little trouble.

When the map is mastered, the next step is the study of the descriptive text The pupils should not be required to commit this text to memory. In assigning each lesson, the teacher should "work up" the text orally, making free use of the pointer and outline map. Many interesting and important facts have already 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. Unless, for example, the pupil sees the great surface features of the continent, the text describing the same will be meaningless and without interest. Oral instruction must prepare the way for the intelligent study of the text. Hence, oral and text book instruction should be sandwiched, the former being made the preparation for the latter. If necessary, oral and textbook recitations may alternate, but usually the necessary oral instruction may be given in connection with the assignment of the lesson. The pupils should recite first by answering questions proposed by the teacher, and then by topics. The productions should be taught in connec-

tion with climate. We have thus imperfectly sketched method of teaching geography, which, we believe, embodies the best experience of the country, and which can be successfully used in connection with any good series of geographies. Its use in ungarded schools enables the teacher to instruct pupils of quite unequal attainments in the same class—an important advantage. The oral course, possibly the last series with North America. How should the of lessons excepted, may be given to all the younger pupils, including those reading in the primer, first reader, and second reader. A little manual containing a syllabus of the oral lessons, and also the map exercises, properly arranged, has greatly assisted many teachers.-E. E. White, Editor of National Reader.

#### THE POLAR REGIONS. second Lecture by Dr. Hayes.

The second of Dr. J. J. Hayes' course of lectures on "The Arctic Regions," was delivered in Germantown at Association Hall, one night last week, before a large and fashionable audience.

course, on Tuesday evening, he had

The present discourse would be almost exclusively devoted to a description of the inhabitants of the polar regions and their | For the first marrige the bargain was manners and customs. Following the line of discovery, there was everywhere in early life. The young man, having found a race of people called generally as arrived at manhood, proves himself Hyperboreans, and variously known by the name of Laplanders, Esquimaux, and other names. These people doubtless came from Asia by Behring's straits and spread over the upper part of North America. They are undoubtedly allied to the North American Indians, by whom they were driven from their huntinggrounds, at last finding a habitation within the Arctic circle.

The Hyperboreaus that dwell in these done, they should severally point to and regions may be ranked as the strangest name the oceans and seas, and gulfs and race on earth. Inhabiting only barren bays, in their proper order. One pupil and unproductive lands, deriving their should recite the oceans and seas, another only means of living from the products of the gulfs and bays, and this should be the sea, they are a vigorous, healthy and done rapidly, without any prompting happy people. He would select a single and without the asking of questions by specimen as a fair representative of the race. This man he found on an island The next lesson should be the re-draw- in a fiord in the Greenland coast. As he ing of the coast line of the continent, and approached the island he saw a single inthe memorizing of the names of the pen- dividual standing on a rock. He thought insulas and a few more of the important he was the oddest looking creature he capes, the names to be written on the ever saw. And though he had never be "a great many." above described. The succeeding lessons saw the speaker he ran to meet and salute should be the larger adjacent islands; the bim. The man was dressed in fur from mountains, plateaus, and plains; the head to foot, the garb of the native Eslarger rivers (in systems) and lakes; the quimaux. He was about four and a half political divisions and their capitals; the feet in height. His coat was made of the chief cities, etc. The places assigned for beautiful fur of the Arctic blue fox. To each lesson should be added by the pupils the garment was attached a hood for the to their maps, and thus each should learn | head, and there was no opening in front, to draw a complete map, neatly and with | the coat being drawn over the head. His dispatch. If for any reason the teacher | face was a characteristic face, round and omits map drawing, (it should not be flat as the bottom of a tub, and no nose to omitted,) the lessons may be recited from speak of. There was a gap in the lower an outline map. If the school is not sup. part of the face, and above and below it a plied with wall maps, the teacher should row of bristles like a hedge in miniature draw the successive maps on the black. along a ditch in miniature also. The board, or, what is better, have some pupil | cheek bones were large and covered with do it. In every school there can be found a thick covering of flesh. The eyes looked a pupil with such a taste for drawing that as if the banks of the ditch had caved in a little encouragement will secure his and left these two open places. So much assistance in the drawing of the deeded for the general geographical outlines of maps. The essential thing, we repeat, is, the face. The color of the skin was that the pupils have an outline map be rather more olive than characterizes the fore them when reciting. In assigning complexion of the North American Inlessons, and during the recitations, the dian. The face is something like an old teacher should state "throw in" interest- red cent; the worn places on the more ing facts respecting the objects to be prominent parts of the cent may be compared to the worn places on the face-the

there for the last forty years. Nothing They clean their faces with the inside of feathers. The pants are made of white the leg of the bear with the claws left on it, making the wearer look like a wild beast. The underclothing is of wolf, dog or bird skin, with the fur or feathers turned in. Beside this man whom he first saw, there were his pack of dogs, (der scendents of wolves) his three wives and seven children. The women dress the same as the men, with the exception of the hood, which is a little more pointed to accommodate the peculiar styles of coiffure. The hair is done up in a hard mass like a horn, rapped around with seal skin. The effect is not picturesque but the thing has many advantages. When once put up it will last for a month or more, until the thongs with which it is bound have decomposed, and is used for a pin cushion and needle case. He had often seen these cushions stuck full of bone pine and needles, which is the only kind they use. He came now to their religious belief. In all his travels he had not found any people who deny the ex. istence of a God or the immortality of the soul. The Esquimaux believe that God has nothing to do with their lives, that He only takes notice of them in death He has nothing to do with the body, only with the soul. God lives on a large is land clothed with green grass, upon which the sun never sets. In the centre of this island is a great-rock upon which God is enthroned. From this eminence He sees all the Esquimaux, but He does not see white men. He sees the spirit as it leaves the body and remembers all its 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 the other place. Upon this island are various grades of happiness according to the deserts of the candidate. In each grade there is a row of pots filled with flesh, and under each pot a burning lamp to keep it boiling. The higher the grade the better the quality of flesh in the pots. When the new comer arrives he is placed in his proper sphere and allowed to walk around and choose his pot. When he has found this he has nothing to do but sit down beside it and eat forever. If not admitted here he goes to the other place, where there are no pots, no lamps, no sunshine-nothing but ice, cold, starvation and dessolution. When the missionaries first began their labors among these people they described the abiding place of lost souls as a very hot climate. This was just what the Esquimaux wanted, and the missionarles were forced to change their tactics. Their evil spirit is a woman, and dwells at the bottom of the sea. She has power over all animals that supply food. If there is a famine, they imagine the seals are all held down by her, and they send a high In opening his discourse, the speaker priest to investigate the matter. He remarked that in the first lecture of the goes to the bottom of the sea, and if he can reach and trample on her, the fish taken his audience just across the Arctic come up and the famine is over. The religious belief of these people is founded

upon the necessities of their life. Next came the marriage ceremonies. generally made for the bride and groom worthy of a wife by killing a polar bear. He then proceeds by stealth to her father's hut and lies in ambush. He cannot enter, nor must his lady love know he 18 near. He watches his opportunity, and when his intended comes out dressed in fine furs, he follows her and clasos her in his arms; she screams and he lets her go. This thing is repeated three times, until at last he chases her, she screams and brings out all the friends, the old woman beats the lover with thongs, and finally he captures her. He then places her upon his sledge, binds her fast, cracks his whip, and the dogs dash off with the happy pair to the young husband's hut. The friends gather and have a feast, and the marriage ceremony is completed.

The language of the Esquimaux is distinct from any other language. It has no resemblance to any of the Indian dialects. They count of their fingers up to ten, beyond this any quantity would

Among the works of art to be shown at the next International Exhibition will be a full sized photographic copy of the celebrated Bayeux Tapestry. This unique piece of needle work is believed to have been executed by the Queen of William the Conqueror and her maidens, and represents the battle of Hastings, with the preceding and subsequent events. It is 230 feet in length and twenty-two in breadth. Very soon after the work was completed by the Queen, as is supposed, it was presented by her to the Abbey of Bayeux in Normandy, and is now in the charge of the municipal authorities of that city. During the Franco-German war the tapestry was rolled up and hid-den, but has since been restored to its the stock of J. HANNACH before purchasing elseplace in the public library.

It is a fact worth noting, that while in most of the savings banks in Massachuseets the male depositors greatly outnumber the female, yet in large paper maklng towns there is almost an equality between the two sexes in this respect.

broached is that of a chess player who proposes the establishment of a chair at have been assigned by the teacher, the the other portions of the face dark with West Point, c'aiming that the game

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every Thursday at 8½ A. M.

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# NEW BRIGHTON. CHURCHES.

Catholic—Rev. J. C. Bigham, Priest. Service, 1st, 3d and 5th Sundays each month at 16½ A. L. Sunday School every Sunday at 2½ P. M. Church of God—Rev. McKee, Pastor. Services and the control of God—Rev. McKee, Pastor. Services vices every Sunday at 10 A. M., and 7 P. M. Sunday School at 8% A. M.

Baptist—Rev. Dr. Winters, Pastor. Services ery Sunday at 10 A. M. and 7 P. M. Sunday School at 834 A. M. United Presbyterian—Rev. A. G. Wallaces Pasto. Services every Sunday at 10% A. M. and 7r. L Services every Sunday at 10% A. M. and The Sunday School at 8½ A. M.

O. S. Presbyterian—Rev. B. C. Critchlow, Paston. Services every Sunday at 10½ A. M. and Tr. I. Sunday School at 8½ A. M.

Episcopal—Rev. J. P. Taylor, Rector Services at 10½ A. M. and 3 P. M. Sunday School at 9½ A. I.

On the services and all are cordially invited. Seats free, and all are cordially invited.

First Methodist Church—Rev. F. S. Crowthe.

Pastor. Services every Sunday at 10 A. M. and

ASSOCIATIONS. New Brighton Lodge, I. O. G. T., No. 301-E. Alexander, W. C. T., Lydia E. Johnson, W. Meets every Thursday evening.

Robertson Lodge, I. O. O. F. No. 450—Hen?

Lloyd, N. G., N. G. Taylor, Secretary. Mee's every Monday evening.
Union Lodge, A. Y. M., No. 259-R. L. MacGov W. M., R. Covert, Secretary. Meets 1st and Tnesdays of each month. National Bank Beaver County-John Miner, Pres dent. Edward Hoops, Cashier, Broadway.

Banking House—R. E. & H. Hoopes, Broadway.

Rant Young Men's Library Association—Joseph Be ley, President; Hiram Platt, Secretary Meet every Friday evening.

P. M. Sunday School at 8½ A. M.

Methodist Episcopal—Rev. J. R. Mills, Pastos
Services every Sunday at 10 A. M. and 7 P. M. Sur-

day School at S1/4 A. M.

# BEAVER FALLS.

CHURCHES.

Methodist Episcopal—Rev. J. R. Roller, Paston Services every Sunday at 10½ a. m. and 7½ p. m. Metnodist—Rev. J. F. Dyer, Pastor. Services every Sunday at 11 A. m., and 7 7 p. m. Prate every Sunday at 11 A. m., and 7 7 p. m. Prate every Sunday at 11 A. m., and 7 7 p. m. Prate every Sunday at 11 A. m., and 7 7 p. m. Prate every Sunday at 11 A. m., and 7 7 p. m. Prate every Sunday at 11 A. m., and 7 7 p. m. Prate every Sunday at 11 A. m., and 7 7 p. m. Prate every Sunday at 11 A. m., and 7 7 p. m. Prate every Sunday at 11 A. m., and 7 7 p. m. Prate every Sunday at 11 A. m., and 7 7 p. m. meeting every Wednesday evening. Sunday school at 21/2, P. M. Presbylerian-Rev. Albert Dilworth, Pastor, S vices every Sunday at 11 A. M., and 7 1/2 P. I. Sunday School every Sunday at 91/2 o'clock at said place. T. Noble, Sup't.
United Presbylertan—Rev. J. I. Frazier, paste. Services on Sabbath at 1014 o'clock, A M Services on Sabbath at 10½ o'clock, A management of the sabbath-school at 2½ p m.

ASSOCIATIONS.

Beaver Valley Lodge, A. V. M., 478—Meets every second and fourth Monday of each month. The second and fourth Monday of each month. The second every Thursday evening at 714 o'clock.

See omy Savings Institute—Henry Hice, President Reeves. Cashier. W. C. No. 126. P. O. S. of A.—Meets every Moday evening in Washington Hall, Ramed Block, Main street. G Altsman, R S; A Anderson

PHILLIPSBURG.

CHURCHES.

Methodist Episcopal—Rev. Huddleston Pasicial Services, 10½ o'clock, and evening, 5½ o'clock Sunday School every Sabbath at 2 P. M.

Lutheran—German—Rev. Mr. Borm, Pasicial Services every other Sabbath at 10½ o'clock, all Sabbath School at 4 o'clock. English—Rev. Il Sabbath School at 4 o'clock. English—Rev. Il Jacobs, Pastor. Services every other Sabbath at Presbyterian—Rev. W. G. Taylor, Chaplain at Presbyterian—Rev. W. Executors. | o'clock.