

TEACHING GEOGRAPHY.

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.

The definitions should be followed by a few lessons on the map of the world. If the school is not supplied with an outline map, one should be drawn on the blackboard. 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.

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

Let the teacher place an outline map 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 zones, and the characteristic productions; the political divisions, etc.

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before the class during the recitation. These reviews should consist of two series of lessons: 1. The teacher should ask descriptive questions, and the pupils should answer by giving the names of the objects described. 2. The teacher should give the names of objects, and the pupils should answer by describing their location.

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.

We have thus imperfectly sketched a method of teaching geography, which, we believe, embodies the best experience of the country, and which can be successfully used in connection with any grade of geographies. Its use in ungraded schools enables the teacher to instruct pupils of quite unequal attainments in the same class—an important advantage.

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.

In opening his discourse, the speaker remarked that in the first lecture of the course, on Tuesday evening, he had taken his audience just across the Arctic circle.

The present discourse would be almost exclusively devoted to a description of the inhabitants of the polar regions and their manners and customs. Following the line of discovery, there was everywhere found a race of people called generally as 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.

The Hyperboreans that dwell in these regions may be ranked as the strangest race on earth. Inhabiting only barren and unproductive lands, deriving their only means of living from the products of the sea, they are a vigorous, healthy and happy people. He would select a single specimen as a fair representative of the race. This man he found on an island in a fjord in the Greenland coast.

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.

there for the last forty years. Nothing like soap, towels and water for cleansing purposes has ever entered their heads. They clean their faces with the inside of bird skins and polish themselves with the feathers. The pants are made of white bear skin. The boots, of skin taken from 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, (descendants of wolves) his three wives and seven children.

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