

nearly every new geography which is published, the teacher is obliged to acquire a new pronunciation of names, and I desire to know if we cannot secure some standard authority, whose decisions shall be adopted in the pronouncing vocabularies, which are appended to most geographies?

Mr. M. G. DANIELL. Our dictionaries and gazetteers furnish ways of pronouncing the names, and yet the methods are so numerous that almost any pronunciation can find authority to sustain it. The great question now seems to be shall we Anglicize foreign names, or give them as they are given in their own country? My opinion is that we should speak then as we speak our own tongue, including, of course, similar foreign words which have been fully adopted into our own tongue. We do not pronounce Paris without the *s* as the French do, but Bordeaux is uttered the same in both languages.

A good method of making young children familiar with the shape, position and relative size of the different states and territories in the Union, I have found to be in having blocks cut out, of the shape of the States, and then letting these be put together after the manner of a puzzle called the "Dissected Map." By this course the boundaries are learned without any conscious mental effort to acquire them.—*Massachusetts Teacher*.

2. HOW SHALL GEOGRAPHY BE TAUGHT IN OUR PUBLIC SCHOOLS?

First, then, I would have, with the youngest pupils, say eight or nine years of age, certain preliminary work done, such as conveying to their minds by means of globes, maps, drawings upon the blackboard, etc., an idea of the form, size and motions of the earth; its division by circles, and generally such matter as is usually found in the first part of almost any Primary Geography. All this, however, should be taught before the pupil is allowed to have a book. This work being done, the pupil is prepared to take one step in advance. I would now place before the class a large map of North America, and point out very carefully the physical characteristics of the continent, its shape, mountain systems, slopes, drainage, etc., and its position as affecting its climate.

I would next study the country somewhat more in detail, taking first New England, next the Middle States, and then the Southern and Western, British and Danish America, Mexico, Central America and the West Indies. Of these I would first study the surface, and the pupil should be exercised in describing the surface of a country, standing during the recitation, at the map, and pointing out the particular portion of country under consideration. He will thus not only be gaining in geographical knowledge, but also in the power of expressing what he already knows. After the *surface* the topics would succeed each other in nearly the following order, any slight variations not making any difference:—Soil, climate, productions (animal, vegetable and mineral), drainage, large cities, and business of people. These topics should be written upon the blackboard until committed by the class, and the order insisted upon, that the knowledge may be systematized in the mind of the pupil.

Every day I would have five or ten minutes given to drawing a map of the country under consideration, from memory; the map to show the outline, mountains, rivers, principal towns, etc. The improvement in map-drawing would be very rapid, as any teacher will testify who has ever tried it.

Such in brief is my *plan*. I do not claim any originality or superiority in respect to it. I only claim that it has some advantages, especially over no plan at all.

No method, however good, will succeed in the hands of a poor teacher. So long as the great mass of our teachers spend no time at all in special preparation for school-work, so long as they confine themselves strictly to the text-book, educating (if it can be called education) the memory at the expense of all the other faculties, so long may we look only for failures and thank God for the unseen forces in the child's mind, which will develop it in spite of us, and give a measure of success which we had no right to expect.—*Massachusetts Teacher*.

3. HOW TO TEACH DRAWING.

The most economical, and it seems to me, the best plan, would be to instruct the teachers in a uniform and practical system of drawing, as otherwise drawing teachers must be employed to carry out the system in a successful manner. Drawing should be taught in our public schools, not with a view to training artists or "picture makers," but the principal aim should be to train the hand and the eye of the pupils for practical purposes. When the pupils are prepared in the elementary exercises, they should commence drawing from geometrical figures, made of wood or paste-board, which is practical perspective, and includes an explanation of the

rules of perspective. This is one of the most important branches of object drawing. This practice gives great facility in drawing all objects as they appear to the eye, and in arriving at a true expression of nature. When sufficient progress has been made, simple ornaments should be introduced on charts on a large scale, and explained by the use of the blackboard. The ornaments presented for the study of outline should be composed of a few simple elementary lines, easily analyzed and understood. These ornaments should be resolved into their elementary lines, as a word is resolved into the letters of which it is composed. The anatomy of drawing, thus taken to pieces and put together again, becomes so fixed in the mind of the pupil that a perfect understanding of the principles of drawing cannot fail to be the result. After the pupils have drawn the figure correctly from the blackboard or chart, the pattern should be removed, and they should be required to make the same drawing from memory. This exercise will greatly strengthen the memory in form and design. Many pupils draw for years, and yet are unable to produce a simple figure from memory, much less to make a design. Drawing should be read and understood, then it should be fixed in the memory. It should be made useful and practical, like writing, for it is really only another mode of writing, fitted to convey and express thought in many cases in which language alone entirely fails to give an adequate idea.

The use of the blackboard is invaluable in training large classes. Small patterns placed within reach of the pupils are too great a temptation to mechanical measurement, which is a serious drawback in the correct training of the eye.

When pupils in the higher classes have acquired a good degree of skill in analyzing and combining, *shading* may be introduced, either from plaster models or natural objects; and geometrical drawing and linear perspective should also be taught. Where a High School is maintained, it should have the benefit of a professional drawing master. Select pupils from other schools might, as a mark of distinction, be sent to the High School to receive special instruction in drawing.

I have no doubt that the introduction of elementary drawing into all our public schools would prove a wise economy, tending to make the community richer by making all our mechanics more tasteful and skilful, and by developing talent and genius that would otherwise be unproductive.—*Louis Bail, of Scientific School in report of Connecticut Board of Education*.

IV. Miscellaneous.

1. WHY DON'T PARENTS VISIT THE SCHOOLS?

A Lament by a Little Pupil, sung at a recent School Exhibition.

From morning 'till noon, from noon 'till night,
We sit in the school-room to read and write,
To learn and improve, or to whisper and stare,
But parents, dear parents, they never come there.

CHORUS—

Oh dear—what can the matter be?
Parents don't visit the schools.

From the first of the year to the end of the same,
They never come near us, to praise or to blame—
They're always lamenting—they can't spare a day,
Their business is pressing—at least so they say.

CHORUS.

They've plenty of time for the store and the inn,
They've plenty of time if a neighbour drops in,
They've plenty of time to visit and talk,
But no time to school to take a short walk.

CHORUS.

Sometimes it's distressing to hear them complain
That their cash and our time are spent all in vain,
That the scholars are dunce, the teachers are fools—
More need for the parents to visit the schools.

CHORUS.

For day after day and for week after week,
To improve in our knowledge and learning we seek,
It's "stand up in the class," and it's go to your seats"—
But the face of a parent we never can greet.

CHORUS.

Now parents, dear parents, we hope and we pray
You'll visit this school some sunshiny day;
If you only come once you will soon come again,
And of time that's so spent you will never complain.

S. W. G.