

Practical Methods.

Our appeal for opinions on teaching "Map Geography," "the Drawing Craze" and "Orthoepy for Entrance Examination" have elicited the following replies. On the last mentioned subject we commend the practical method employed and are sure it will meet with the approbation of many. The writer has raised a question which to our mind is debatable, namely, Is it wise to present misspelt words to the pupil for correction? We would desire some opinions before giving our own, and shall expect them in time for issue of April, 1st.

DEAR SIR.—I think it a good thing to invite criticism on the "Drawing Craze." We know that teachers like other people follow the popular craze, without closely considering that it is, or is not an advantage to do so.

Considering the great demand for skilled artisans in our country, a genuine plea can be advanced for drawing, in particular that which is introductory to mechanical drawing; but, we must not forget this is an agricultural country, the greater number at present in our rural schools will follow agriculture, considering which our efforts should be directed to their advantage.

My experience as a successful teacher for eight successive years in large villages, has convinced me that for all practical purposes enough drawing can be taught, and is taught, in connection with Arithmetic, Euclid, Map Geography, and object lessons.

Beyond this, a pupil who wishes to excel can take advantage of Art schools, and private tuition; and, if a boy desires to excel in any mechanical trade, he will find some means to make himself proficient in mechanical drawing in an Industrial school.

The little time that we can devote to drawing in our schools, guarantees no satisfactory results. It is a waste of time, and our rate-payers are not slow to tell us so.

I have nothing to say about the subject as concerns large towns and cities. There the advantages of the study, no doubt, satisfy the expectations of the most sanguine.

I fancy this spasmodic effort will in time meet the same fate that agricultural lessons have—will die a natural death.

Whitevale, March 10th, 1886.

DEAR SIR.—I am not backward in giving my opinion of the "Drawing Craze." I have nothing to say about the benefits derived from the continued study of drawing; but I have something to say about the prejudice existing in the minds of the rate-payers in my section. An old farmer comes to me and says, "I aint goin to hev my boy study drawin', I want him ter figger; he aint comin to school longer en spring," and when I get sublime on the beauties and advantages of the art, he says:—"Yes our woodshed looks bootiful with those tarnation figgers!" and he goes away mad, and pronounces me no good. I have many similar incidents every week.

How can this prejudice be overcome! Scarcely one can be convinced of the usefulness of Drawing to his children. I have so much against it while trying to introduce it, that I have concluded it is not practical for schools outside of the cities and large towns. I fancy it is a craze and like the craze to introduce study of agriculture into rural schools, got so crazy, had to confine it to an asylum!

There is considerable absurdity in expecting a teacher who has not made a special study of the subject to excite the enthusiasm in pupils, particularly when parents at home are against it.

Every one of our teachers give lessons on the principal figures, as cube, square, etc., quite sufficient for all practical purposes.

Grey Co.

Box.

DEAR SIR.—I do not think I can give anything new in Map Geography, but I will contribute my mite, as I desire to see this department of the JOURNAL made a success, for I have had a great many hints from it already.

I place my map in a conspicuous place before my class, and ask them the boundaries which they easily see. I then note the coast line and tell them the principal seaports which they make note of. From the coast line I go to the capital, and in every lesson make

this the starting point, as it is always the one great feature of every country.

I make a list of questions about the country, the answers to which my pupils must search on the map. I keep a register of the number each pupil has correct, and sum the marks and enter on their monthly report. In these questions I try to excite their powers of observation and fasten the prominent features on their minds.

Yours etc.,

Lincoln Co.

J. A. L.

MAP GEOGRAPHY.

DEAR SIR.—I have found my way of teaching Map Geography very practical. A great deal of the geographical knowledge I obtained at school I found to be of very little use to me, and when I began teaching I tried to give such information as would be called in question as soon as my pupils entered active life. By close observation I noticed that most of the knowledge of countries must bear some relation to our commerce and with this in view, I planned my lessons as follows:—

Lesson No. 1 was occupied in showing how to go from our own school-house to the principal port of entry of the country in question, noting in particular the distance, railways, steam-ship lines etc.

In lesson No. 2, we discussed what products we would desire to ship to that country, and review the preceding lesson, and carry them over the route and take with them some product of the country under consideration.

In the succeeding lessons we explore the country hunting up the principal physical features. I frequently give a list of cities, bays etc., and ask the class to hunt them up.

In all my lessons I try to make my pupils enter into the spirit of the subject by exciting their imagination and curiosity, avoiding the text-book as much as possible.

York Co.

FELIX.

DEAR SIR.—In your issue of Feb. 15th, I notice that "A. Tovell, Osprings," wishes for some hints on the teaching of Orthoepy. This subject has engrossed my attention very much, and I find the methods I have pursued have been both interesting and successful, and perhaps, I may be benefiting some teacher, who dreads the teaching of this somewhat unfamiliar and neglected subject, by giving a short sketch of my plan.

In beginning it, formally, with a class, I take the vowels consecutively, a first, then e, and so on through the list, dealing with one only at a time. I take the words containing the different sounds of a, and then on the black-board, I put them in order, a=long, ä=short, ä=grave etc., and obtain words containing these sounds, paying no attention to other vowels until each has been studied. The placing of the accent will be so interesting, that the pupils will take pleasure in the study, and the dictionary will be extensively used by inquirers. To indicate the pronunciation, I take a number of words which are within the limit of vowel-study, such as "calm," "same," "thought," "aunt," "fern," and "cell," "scene," "prey" for e and the pupils go to the board and write them in this way:—

Same—Sām, thought—thāt.

Aunt—ānt, prey—prē.

Other words of more syllables are shown in the same way, as— "Dauntless—dānt'l's. Synonymous words are studied by means of examples.

I, at first, disliked the teaching of this subject, but now find enjoyment in it.

Will you allow me to be a little critical? In your issue of the first and fifteenth of this month, you publish promotion papers and in them I notice lists of mis-spelled words, to be corrected by the pupil. Is not this a violation of true educational rules? Is this a good method to fix the correct form of words in the child-mind? I am acquainted with an inspector who refused to correct dictation, saying he feared to spoil his own spelling.

The column of Practical Methods must certainly prove beneficial to all thoughtful teachers, who wish to select the best plan of teaching the "how" and the "why" of the various studies of the curriculum.

Elgin Co.

MARY AGNES WATT.