

II.

What are the natives called? How do they look? How are they dressed? Tell about their houses. If an Esquimau should invite us to dine, what would we have to eat? Does a rich Esquimau own bonds, mills, land? What, then? Walking on the shore, what plants or trees would we see? (Chance to compare polar and tropical plants, and speak of effect of latitude on vegetation.) We might find an eider duck's nest, or see a polar bear, or a seal. Tell all about these. (Chapters from *Hooper*.)

III.

How shall we travel to Lichtenfels? Why is the town important? What *flag* will we see floating here? Travelling still farther north, what circle should we cross? What is the most northern town? Describe a missionary village. If we came back by water, through what bay, past what bay and island, through what strait, would we journey?

IV.

Draw a map of Greenland, putting in the towns, capes, surrounding waters, etc., of which we have spoken.

V.

Review thoroughly.

At the end of the week the class concluded that they didn't dislike geography as much as they had thought. And it was proved by the sparkling eyes, the rapt attention, and the eagerness to recite displayed in the class, for "hate counsels not in such a quality." You may be sure we had no more "map questions." After our Greenland trip we travelled across the continent via Central Pacific railroad to California, visited the big trees, Yosemite valley, and the Yellowstone region, by means of a set of illustrated guide-books. Then we went to Mexico, and finally to Europe.

But enough has, perhaps, been said to illustrate my belief that even in district schools, and with the scantiest materials, something, yes, much,—can be done to clothe the dry bones of geographical data with life and interest. The best part of the results thus obtained,—the tenacity with which children retain in their memory subjects which interest them,—seems really remarkable till one reflects that to be truly interested is the very secret of remembering.—*N. E. Journal of Education*.

PRIMARY DRAWING—HINTS AND DEFINITIONS.

(From *Professor Walter Smith's Teacher's Manual*.)

A VERTICAL LINE.

A Vertical line.—A vertical line is a straight line which extends up and down, and does not incline in any direction.

All vertical lines have the same direction, as do all horizontal lines. But this must be understood as only practically true,—true when the lines are drawn on the blackboard or on paper, and not true absolutely.

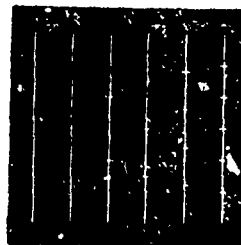
A vertical line, as truly indicated by a cord with a weight suspended from the lower end, while the upper is held in the hand, always points directly to the centre of the earth. No two absolutely vertical lines can, therefore, have exactly the same direction. There must be a minute difference, however near to each other they may be drawn. The farther apart they are drawn, the greater must be the difference in direction. Suppose a vertical line, drawn at one place, to be continued to the earth's centre; then suppose a similar line to be drawn at another place, one-quarter of the way round the earth from the first place: these two lines would meet each other at the centre of the earth, just as two pins stuck into an orange in the same manner would meet at the centre

of the orange. Illustrate, and thus give a lesson in geography, as well as in drawing.

A line in the drawing-book is said to be vertical, when it has the same direction as the right hand edge of the book, let the position of the book be what it may.

VERTICAL LINES.

Directions.—At the top of the give space in the drawing-book, make six very small dots, equidistant, to indicate the upper ends of the required vertical lines. Draw downwards, beginning with the line farthest to the left. In order to draw the lines easily, throw the elbow out from the side, and turn the hand somewhat. The larger pupils can draw the lines with the hand movement, but better with use of the forearm.



Having drawn the lines, divide five of them as indicated,—the second line from the left into halves, the next into thirds, the next into fourths, the next into fifths, and the last into sixths. The division of a line into thirds is more difficult than the division into halves or fourths. To divide a line into four equal parts, first divide it into two equal parts, and then each of them into two equal parts. To divide a line into six equal parts, first divide it into two equal parts, and then each of these into three equal parts.

Proceed in like manner when a larger number of equal parts is required. If it is a composite number, as, nine, twelve, fifteen, begin with the largest divisions that the case will admit, as, halves, thirds, fifths, and then subdivide these until the required number of equal parts has been obtained. Thus, for twelve equal parts, first divide the line into halves, and then each half into halves, giving fourths, and, lastly, each fourth into thirds, giving twelfths. If the number of parts required is prime, as, five, seven, eleven, this process cannot be followed: you must then begin at one end of the line. Frequently ask your pupils how they would divide a line into a certain number of equal parts; as, ten, fifteen, eighteen, twenty-four. This will be a good exercise in arithmetic, as well as in drawing. (To be Continued.)

SCHOOL GOVERNMENT.—(Continued).

FROM "BALDWIN'S ART OF SCHOOL GOVERNMENT."

WILL-POWER IS THE FOURTH ELEMENT OF GOVERNING POWER.—Will power is the mightiest of all forces.

Law is but the expression of will. In all ages it has been the iron will that has mastered the world. To succeed well in anything, there must be iron in the soul—resolution, force, manhood. WILL may be termed decision of character—persistency of purpose. The law of the school—its rule of action—should be stamped on the personality of all connected with it. Law pervades the universe. The child should be made to know law—to love law—to sustain law.

1. *School Management must be Uniform and Certain.*—System must be strictly enforced. A vacillating, temporizing policy is as fatal to good scholarship as it is to good government. A good easy teacher is generally good for nothing. The determined teacher will hold the reins firmly, and will train to orderly habits and efficient work.

2. *The Teacher needs a Powerful Will.* This trait characterizes the great men and women of all ages. To resist importunities, to counteract fickleness, and to train to form and follow plans, requires the utmost firmness. To develop decision of character, to infuse iron into child-nature, and to fit youth for achievement, is possible only to the teacher with great will-power.

3. *The Firm hand is best for the Pupil.* The teacher kindly but firmly holds the pupil to systematic work. The soldier obeys with