

Again, if he spent \$2 more than  $\frac{1}{4}$  of his money, he necessarily must have left \$2 less than  $\frac{3}{4}$  of his money.

$\therefore$  \$2 less than  $\frac{3}{4}$  of his money is \$16.

Or  $\frac{3}{4}$  of his money is \$18

or  $\frac{1}{4}$  " " " " 24. Answer.

**MAP DRAWING**—Map drawing is a device for training pupils to see or to read maps. The first question for the teacher is this: What should a pupil be led to see in a map? The second question is: How should he be led to see?

First. Pupils should know the general shape of a continent; the general directions of the coastlines; the great peninsulas and arms of the sea that affect the climate of large natural regions; important commercial bays and harbors. They need not know the details of coastlines, which exert little if any influence over the life of the continent.

Finely finished maps, showing hundreds of details which are worse than worthless in the mind,—simply clogging the memory or crowding out the broader and more useful knowledge of general features,—might look pretty if they did not serve to remind us of a great waste of time and energy. Pupils should be trained to draw carefully such parts of a map as are worth remembering.

The following account of actual lessons may suggest a plan for teaching map drawing. (Pupils may work at the blackboard. If there is not enough blackboard room for the entire class, part can draw on paper.)

**FIRST LESSON.** *Teacher.*—"Turn to the map of North America. Draw a straight line showing the general direction of the northern coast."

"Look closely at the map and then at your line. Can you do better? Try again."

This work was repeated till the pupils could readily draw the line in the proper position.

*Teacher.*—"Draw a line showing the general direction of the east coast." This line was drawn again and again, till fixed in mind; then the pupils learned to draw a line for the west coast. No attempt was made to connect the three lines.

*Teacher.*—"Which is the longest line?"

*Pupil.*—"The west line is the longest."

*Teacher.*—"How do the north and east coast compare in length?"

*Pupil.*—"They are about equal."