

from the time he begins to write sentences to describe in writing what he himself sees, recognizes the connection between his ideas and their signs on paper, his facility in expressing his ideas more and more correctly increases, and when his work is criticized he is in the proper mental attitude to receive and assimilate the criticisms. . . . The teacher helps at the right time when the pupils need help. He examines their papers to discover excellences and errors in regard to matters of fact and forms of expression, gives class instruction at the blackboard on prevailing errors, makes illustrative sketches, rubs out all illustrative work at last and directs the pupils to redraw and redescribe the objects previously studied, conforming their work closely to what they see in their specimens." —H. L. Clapp.

In the above extracts Mr. Clapp describes very accurately his own school. No other school in America shows better work in science or drawing. Let our teachers study his methods carefully and determine whether his success arises from the excellence of his methods or from his own personality. We believe that his methods faithfully followed out by our teachers would in the hands of about one in twenty produce better results in the Maritime Provinces than in Boston and better work with all than they now produce.

The Teaching of Geography by Blank and Black-Board Maps.

A little higher than atlas teaching is the blank easel map. With this it is customary, pointer in hand, to drill classes first collectively and then with unexpected appeals to individuals; and no doubt much clearer and more refined conceptions of position are to be got in this way, and a skilful teacher can keep a class alive to its remotest corners; but a still better method is mapping.

By mapping is here intended sketch maps by the pupils, in pencil or ink, of the district studied, and not that elaborate imitation of atlas maps by which the sense of color is cultivated at the ragged ends of terms. These sketch maps must be done in class, and the teacher, it must be admitted, has to work hard to get them done. Perhaps this is best effected by the teachers accompanying the class himself on the blackboard. If he is, as all teachers of the subject should be, sufficiently expert, he can do this without depriving his pupils of the comforting sense of his watchful eye, and with a running suggestive commentary. "Let us begin here. The coast-line runs south, you see, for some way, then about twice the same distance eastward, and out into this jagged cape," and so on. In the same way he can call attention to the characteristic sinuosities of the rivers, and ensure the towns coming in their proper positions relative to coast and river and hill.

Thus far we have been tracing successive steps upward in the teaching of geography, but as yet it has been really simply an increasing refinement in the answer to the fundamental question, Where is A? It has been, in fact, the teaching of maps pure and simple. But now, with the

teacher half-face to class, and with a simple map growing under his hands, we begin to find openings for teaching something beyond this mere localization of place names. It is so easy to pass from a mere descriptive paraphrase of your map-drawing to other matters.

Descriptive Geography. It is best, at any rate with boys, to let your declared object be merely to know the names and positions of places. But you lapse. You appear to be struck by a memory about a place, mention it involuntarily, glide into a reprehensible garrulity about this town and its people, tell of a siege, a difficulty of access, a local peculiarity, a remarkable product. The whole class listens, the bad boy best, and the good boy with a certain virtuous uneasiness. The general feeling of the class is a blissful consciousness of teaching being suspended. —H. G. Walls.

Adopt this method if you have not done so already and you will find that you will have a live class and the class will feel that it has a live teacher. It will cost you much labor. Of course it will; but it will bring you in return much pleasure. Follow up this plan by asking for the reproduction in writing by your pupils of your interesting descriptions. This will furnish them with the very best materials for compositions. So that you will be giving them a fluent command of words while you seem to be teaching geography. Thus one study runs into another, and incidentally a whole group of subjects are being mastered.

You see this method will make your pupils largely independent of the text-book on geography, and set you and them on the lookout for other sources of information, such as books of travel, newspaper articles, etc. If any of your pupils take illustrated magazines, let them contribute suitable pictures to a common stock kept in the school as an aid in the geography lesson.

This is somewhat the method pursued by Dr. Hall, of the Provincial Normal School, Truro. We have always recommended it to teachers as the most successful we have seen, either in Canada or in the United States.

UNITED SCHOOL SECTIONS.

Principal Haines, of Weymouth, Digby, writes that there are at Weymouth and Weymouth Bridge two large schools which might with great benefit to all parties be united for the purpose of having high school work. The plan had been tried in former years, but failed owing to narrow views of economy. Mr. Haines has the thanks of the REVIEW for taking up this subject which is one of the most important that relates to rural sections at the present time. Where circumstances admit of it, as they do in all thickly settled localities, a number of small sections should be united into one large district under one Board of Trustees. Primary departments should be