

THE EDUCATIONAL REVIEW.

P. We will now go round the Cape.

T. Oh! Here the sea is often made very rough by strong westerly winds. For this reason steamships do not go to Strait of Magellan. Small bands of the Eskimo, the Esquimaux, live on the islands south of the Strait. Notice a very large island here.

P. I have read of this island being called Patagonia.

T. Yes, it is called thus many volcanic mountains are scattered over it. As we turn to the east, about 300 miles from here, we notice a group of 200 islands only a few miles from the coast.

P. East Falkland and West Falkland. To whom do they belong?

T. These islands belong to Great Britain. Make a sketch of St. George's Bay and Gulf of St. Matias, to our right. As we go along the coast of the Argentine Republic, we see flocks of birds on the sea shore and they are called penguins.

P. Are they pet guins?

T. Yes, some kinds of penguins are called rock penguins. Some carry their eggs in a pouch between their feet. You see that they not only have overcoats

P. But in their overcoats.

T. We now pass the mouth of a large river which is the source for some miles.

P. Is it the Rio de la Plata?

T. Yes, the waters of this river are very turbid and are about 100 miles from the shore. We now come to the Cape.

P. Cape Horn. Is it as high as Cape Horn?

T. No, it is not. South of this cape is Rio Janeiro. Here is one of the best harbours in the world. Farther south is the Strait of Magellan. There are some "flying" penguins here.

P. What are they?

T. Birds of sea that live below the sea level are called flying penguins. They are very dangerous to ships and are much dreaded by those who traverse the sea.

P. We are now in what region?

T. The Tropics.

T. The air is so soft over land and sea that it is hard to distinguish the dividing line. We have crossed another cape, Cape St. Roque. Being in a flying machine we will be perfectly safe when we pass the mouth of the Amazon River.

P. Why?

T. Because at certain times a high upright wave of water from the sea rushes up the river and is sure destruction to small vessels. This is called the Bore. The waters of this river can also be traced several hundred miles from the shore.

P. The Amazon is 3000 miles long and is the longest river in the world. Is it not?

T. I am glad to find you have read something of it. We find much flat muddy land along the northern coast. British Guiana is often called "the land of mud" on account of its extensive alluvial formation. We now pass close to some of the smaller West India Islands.

P. I've heard of Trinidad. We send missionaries there.

T. On the island grows a curious tree called the "picture tree," because the leaves seem to be covered with maps and pictures. Some people call it the geographical tree. Its leaves are green and have yellow and white markings which are in strange forms and seem to form pictures.

(This journey may be continued around the coast noticing the most striking peculiarities of the coast.)

P. Can we make an outline map in our blank books?

T. You may, and represent on it the principal capes, gulfs and bays. The islands, too, properly belong to the coast. Which has the more islands North America or this continent?

P. North America.

T. You may also draw the diagrams and copy the topics we have noticed in this lesson.

SOUTH AMERICA.

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| 1. Position. | 4. Coasts. | 7. Islands. |
| 2. Size. | 5. Projections. | 8. Comparisons. |
| 3. Form. | 6. Indentations. | (North America.) |

T. Think over all we have learned in this class and gain all the additional facts you can concerning these topics, for our next lesson.

A. H. HAMILTON.

For the Review

Arithmetic in Country Schools.

In many ungraded schools undue prominence is given to reading, arithmetic being considered apparently, by many teachers, a matter of not much importance. Having always taught in ungraded schools, I am speaking from actual facts in connection with the subject of which I wish to write a few simple words.

Take, for example, a class of pupils in Standard II. As a rule they may read fairly well, but when it comes to number—well, in many cases they have not been instructed how to perform operations with numbers up to ten, much less one hundred.

Last term, a class in Standard II. could hardly do work required for Standard I., and yet the teacher who had left at the close of the previous term was strongly commended by many of the parents for "bringing the children along so fast."

Another unpleasant feature to be noticed is the lack of attention to practical arithmetic. Now I do not mean by that to do away with text-books by any means, but to teach the pupils to be *independent* of text-books, or in other words, to be able to do ordinary work without reference to text-books.

I had recently, a rather unpleasant proof that in higher grades the book is used almost exclusively. A few days after school opened, a visitor, interested in school work, came to the school one afternoon and wishing to examine Standard V. in arithmetic, placed a few simple questions in fractions on the blackboard; also one question in division of decimals. Not *one* of