

the children to draw a plan or map of the same; after this, maps may be placed before the pupils, and lessons intelligently given from them; the teaching will now be readily comprehended.

Taken in this way the subject will

not be a dry one, a mere routine of repeating names of seas, rivers, etc., but will be one of interest from the beginning; and if the teacher, too, takes a deep interest in the subject, the pupils will look forward to the lesson in geography with pleasure.

AN IDEAL COUNTRY SCHOOL TEACHER

BY H. E. P.

IF the first aim in any school should be the development of character, the first consideration of means must be the discipline of the school. But a teacher whose reputation rests on discipline usually has few other desirable qualities; so while admitting discipline to be of the utmost importance, we should not understand by it the martinet strictness which allows no one to look either to the right or left. If possible, the scholars should be entirely unconscious that there is discipline. The proper way to bring about this result is to interest the scholars, so that the first requisite in the teacher of a school not pledged to a fixed system of work should be the power of being interesting—originality counts for more than information here, still it is not enough to be interesting; a master could doubtless interest his boys in horse-racing; but the interest must be in those subjects which will be of most value to the pupils. So there are certain accomplishments most desirable to a teacher.

I should be inclined to place first upon the list of those indispensable to a country teacher, that of good reading. I do not mean elocutionary refinements, which have their place elsewhere, but clear, correct, pleasant, intelligent reading. The first object is to make the pupil able to read with

perfect ease, and next to make him care to read. In some schools several hours are now given each day to interesting reading, with the best results, but this subject would require a paper by itself. The only point to be urged here is that the power to read well, and to teach reading well, is of the greatest importance to the teacher of a school in which the scholars are expected to spend only a few years; for their only chance to educate themselves here after will lie in their ability to enjoy good books.

In mathematics, the teacher must be clear and correct. The knack of wrestling with problems full of pitfalls is not essential, but in country towns where it is the custom for all the hard-headed old farmers to treasure up special examples and test every generation of teachers with them, it adds much to the dignity of a teacher to be able to walk serenely among the snares.

A teacher may or may not teach the science of grammar well, but he should always speak correctly himself and correct the pupils' errors.

As for geography, the more a teacher has travelled, the more interesting will be his treatment of that subject.

Beyond these preliminary studies, it is of great importance that a country teacher should be well acquainted