

the grounds by a dot. Show the situation of towns □, villages ○, and churches ×. Explain why it is unnecessary and impossible on comparatively small pictures of extensive territory to give the exact form not only of grounds, but of towns and cities. After this map has been copied by the pupils on their slates, (and in future lessons, the other townships, etc., added), it might be advisable to let them try their skill on paper.

7th. Make a rough outline within a rectangle, on the black-board, of any map or of any fanciful figure. Divide this into spaces by means of perpendicular and horizontal lines three or four inches apart. Now draw a much smaller proportionate rectangle, divide it into the same number of spaces, and proceed to imitate the figure within the rectangle, by carefully drawing your crayon through corresponding parts of lines and spaces in the small one. Several of these diagrams of various sizes, from the same model, will illustrate what is meant by drawing to a scale, and will enable the pupils to draw an increased or diminished copy of a given map.

8th. Show how lines of latitude and longitude may be made to answer the same purpose as those you made use of in the former lesson. Direct the class to draw some easy map from the book. If you have reason to suspect "over laying" when the work is done on paper at home, insist upon the drawing being four times the size of the copy, *i.e.*, twice as long, and twice as broad. When some advancement has been made, more difficult scales may be used.

General directions to the pupil: Do all your work cleanly and neatly. Take plenty of time. Don't be discouraged by a few failures. Rule straight lines, or draw curved ones whenever you intend printing a name. Imitate closely the letters on your copy. Do all your work first in pencil, faintly. Be sure it is correct before inking. Always use good black ink. Practice on your slate the making of mountain and coast-line markings. Use colour sparingly, and only after you can draw well. Save every map you draw. Always use the same size of paper, so that

when stitched your drawings may form a portfolio. Print your name, and the date of drawing, on each map.

SCHOOL TEACHING.

HANDWRITING is a most important branch of education; but, notwithstanding the use of steel pens and the cheapness of paper, we fear that the writing of the schoolboys will not bear comparison with that of an early age. Less attention is now given to this subject than to others, and the schoolmaster no longer prides himself on his caligraphical abilities. Less than forty years ago the time of schoolmasters was largely occupied with mending quills and writing fair copies. Good quill making and fine writing were essential qualifications in a schoolmaster. But the introduction of steel pens, and of copybooks with engraved headings, has brought about a change which has not been for the better, so far as writing is concerned. Whatever the cause, writing has deteriorated, and good writing which was once the rule, has become the exception. Among applications for clerkships it is comparatively rare to find a well-written letter. Another subject which we should like better taught is that of English composition. While not underrating the value of French and of any modern language, or any branch of science which has been recently introduced into the curriculum of elementary schools, we think English composition deserving of attention before all these. To be able to write one's own language correctly and elegantly is surely of more value than to be able to write or speak a foreign language.

The late Sir William Fairbairn declared himself unable to determine whether he wrote or spoke correctly. His schoolmaster, he said, was well qualified to teach English, but it was considered not only non-essential but as standing in the way of other branches of education. In some elementary schools the thorough study of English is even yet absolutely ignored; in others, grammar is taught theoretically, and children are bewildered by the distinction between distributive, quantitative and qualitative nouns. Frequent ex-