

Probably the majority of us of an older generation began the study of maps without any reference on the part of the teacher to the real things of nature which the map represents. Geography is better taught now. The child begins with nature and proceeds under the guidance of the teacher to representations of it by conventional signs, which we call plans, or maps. He learns that the map is not a page of names, but a page from which he can make many valuable inferences. His reasoning faculties are exercised, his memory is aided and is relieved of the stress of holding unconnected facts, and his imagination is brought into healthful play.

Still it is too bad to notice that so many of our schools, which are provided with maps of the world, of the continents and of Canada, have no local maps.

A child even under the better conditions prevailing now would be much assisted by the examination of a map which represents the very road he travels over to go to school, or from one town to another. He should be able to see at first both the thing and the representation of it, so as to associate them together in his mind to assist him when he has of necessity only the representation.

A map of the Eastern Townships, such as is published by E. R. Smith & Son, St. Johns, should hang in every elementary school in these townships, and should be studied not only to give a knowledge of this part of the country, but to lay well the foundation of map work. This map, revised to recent date, may be had mounted with linen back for \$2.50 from the publishers.

—MR. ARTHY'S valuable paper on the teaching of arithmetic is concluded in this issue of the RECORD. The first part appeared in the November number and, accidentally, was not credited to him or placed in the intended position. This is a paper that will bear more than one reading.

—AMONG those who sometimes say unorthodox things in an unorthodox way, is Colonel Francis Parker. For example, he says:—Every child is a born worker. There never was a lazy child born on this earth. I wish to explain that. I do not mean a child when he is eight years old—when you have spoiled him. It is when he begins, and not when you have made him 'sit still.' "Sit still, and let me comb your hair—don't stir and make a muss. Sit still, and let me put on your cap and tie your shoes and