

educate the coming generation (*the coming school boards and patrons*) in this one particular—liberality.

A device that costs comparatively nothing, and one that will recommend itself to every teacher is this: Take a story from an old book, or paper, and cut the story up into a convenient number of pieces, and distribute them among the members of your class. If the paragraphs are numbered, so much the better; if not, you had better number them, so as to avoid confusion during the recitation. You can call by number upon your pupils to read. The advantages of this device are:

1. Each child has only a verse or two and he gets it well, thus being able to read his part intelligently.
2. No one will know what the story is until each recites his part in class. Hence the attention of the whole class will be centred on the one reciting

so as to get the story as a connected whole.

If you have many primary pupils, try to procure for each one a box of word cards. They cost but a trifle, and I verily believe that any school board, after seeing the little ones at work with them would be willing to pay double their price. If the *board* will not, I know parents will; because parents manifest more interest in the *little* tots than in the larger ones. And again, during the first years of a child's school life the book bill is very small, hence you will generally find parents not merely willing, but anxious to make small investments for these beginners.

I have seen parents actually disappointed when told by the teacher to get only a slate and perhaps a primer, for a little one for whom they would gladly spend two or three dollars.—*Educational Gazette.*

ECONOMIC GEOGRAPHY.

WHILE the teaching of geography is undergoing a continuous and most fortunate development in that direction which exalts the physical characteristics of the earth's surface over its political subdivisions, it appears to me that more attention might profitably be given to what I would term Economic Geography—*i. e.*, a systematic study of the distribution, over the earth's surface, of the various products that supply the wants of civilized man. It is true that an atlas of physical geography usually contains a few charts to show the distribution of flora and fauna; that geological maps often indicate the general trend of carboniferous and ferriferous strata; and that statistical publications, such as those of

the recent United States Census, contain maps and instructive data upon the districts where other valuable ores abound. But all this information is given incidentally, and can only be studied after laborious consultation of original sources; what we lack is a compilation that would present these facts in a uniform manner for every part of the globe, and maps in which the salient points of this information could be grafted upon the knowledge of the political and physical conformation of the countries.

Economic geography differs in this respect from physical geography, that the latter treats the aspects of nature as the results of cosmic and terrestrial influences; while the for-