

— COMMON SENSE GEOGRAPHY LESSON.—Draw a square, and mark the top of it north. Now draw a line from the upper left hand corner to the lower right hand corner. What is the direction of it? Take some sand or soft mud, and make representations of islands, lakes, mountains, &c. Draw the outlines of your school-house and grounds, and locate doors, windows, &c. Draw the lines representing your walk from the school-house to your home, to your nearest store, town, county seat.

— A school depends upon what kind of a person the teacher is, not on appliances. The smooth side of a slab in the school-house if a *teacher* guides the school, is far preferable to polished cherry in a palatial building. A pupil will learn more astronomy from a stick and an apple in the hands of a teacher than from the most expensive apparatus in the hands of a hearer of recitations.—*Practical Teacher*.

Correspondence.

I. S. M. I think you should follow the instructions given in the last *Record*. The programme of studies has been drawn up with special reference to ordinary school-work, and the lectures will no doubt be all of a practical turn. Meantime fortify yourself by a perusal of the text-books, so that you will be in a position to take part in the discussions. These Teachers' Institutes, as you say, are calculated to interest teachers in their school work, though they are not altogether without a social aspect or the creating of an *esprit de corps* among the teachers of the section of the country in which one happens to be held.

W. A. The interference of the parent in such a case is just what might be expected, and you will have to use the utmost discretion in gaining your point. The price of text-books is always a parents' grievance when there is nothing more original to bring before the teacher. Be the text-book yourself for a few weeks, and when the time is ripe for an examination on the subject, you may be able to induce the pupils to buy the necessary book with which to refresh their memory before sitting down to the competition.

G. M. H. Very glad to hear from you. You will find the work of collecting historical *data* all the more interesting as you proceed. I am glad to learn that you have met with such hearty co-operation.

To the Editor of the EDUCATIONAL RECORD:

DEAR SIR,—Mr. Rexford's interesting paper in a late *Record*, has suggested to me the thought that many of our country teachers in isolated and remote districts, however anxious to improve themselves, do not know how or where to begin. These would, I think, feel thankful for some specific advice; not general directions to read educational works;—but, a more particular indication as to what special work upon improved methods of teaching, would be most likely to be useful. And I also think that many teachers would gladly attempt the work o