

lecture at the conventions on *how* to teach this or that, but that classes of pupils should be provided, or that the teachers themselves should form into classes for the purpose of giving the lecturer an opportunity of illustrating his methods.

We are afraid that anything of this sort would not now-a-days commend itself to the majority of thinking teachers. In fact, it is doubtful whether there is not at least one teacher in every county who has made one or other of the subjects on the programme a specialty, and who is therefore quite as competent to handle it as would be any perambulating Solon.

It would almost appear that there does not now exist the same necessity for these associations as in former years. There is scarcely a teacher employed who has not had either considerable experience, or normal training, or both. In future, too, this necessity will be very much lessened, owing to the lengthened period of attendance of teachers in training at Model and Normal Schools.

At all events, in many counties a general meeting *once* a year would answer every purpose, half-yearly meetings being held in the townships in the interim. We are assured that social intercourse is one of the chief advantages connected with teachers' associations, and probably an annual gathering at the close of the schools for the summer vacation would answer this purpose. Held at that period also, and working in harmony with the Provincial Association, as they ought to do in any case, delegates from these associations would be able to approach the subjects set down for discussion with a zest they can hardly be supposed to preserve for two or three months after local discussion has taken place.

MAP DRAWING.

MAP DRAWING holds the same relation to geography that writing does to composition. It is only he that can picture clearly to his imagination the physical features of a given country who can form intelligent conceptions of situation, distance, direction or area.

Experienced teachers know the value of map drawing—young teachers are earnestly recommended to encourage it.

Apart from the geographical value of this exercise, it is conducive to habits of observation, accuracy and patience, and tends to the cultivation of taste in the form, variety and arrangement of printed letters.

The following directions may prove useful to some teachers :

1st. Measure, with the assistance of your pupils, the length and breadth of the school ground, then draw neatly upon a large sheet of paper or on the black-board a simple outline on a scale of one-fourth, one-half, or one whole inch to the foot or yard. This is enough for one lesson.

2nd. Similarly, ascertain the situation, and ground dimensions of the school-house and out-houses. Outline them accurately within the former diagram.

3rd. Mark by the same method the position of all the shade-trees—using dots for this purpose. Gates, doors and windows may be shown by means of slight erasures or breaks in the ground plan. The shape of flower-beds may also be delineated.

4th. Write (print is better) the names of the cardinal points in their proper places, and if your drawing be on paper lay it upon the floor in front of the class, in a position corresponding to that of the grounds and to the points of the compass. [Every school should be provided with a small compass.] After noticing *why* maps are hung on walls, and explaining that we always make the top of the map North, simply to avoid confusion, the pupils may be asked to copy the diagram on their slates—flat twelve-inch rules should be used.

5th. Draw the township* on a scale of from two to six inches to the mile. Mark in position a reduced outline of the school grounds, omitting buildings, etc. Get the pupils to copy this accurately.

6th. Draw as large as possible a map of your county. Mark off your own township and school section, indicating the position of

* When the school section is regular in shape, it should be taken before the township.