

should be used. If possible, have a globe, which is a most invaluable aid. Without it the young mind finds much difficulty in grasping the idea of the form of the earth. One term, or part of a term, during this first year, should be given to learning the definitions of all physical divisions of the earth's surface—mountains, islands, rivers, bays, etc. See that these definitions are well and accurately learned, and fix them in the child's mind by pictures, or by an example in nature. Few children's lives have been so restricted that they have not seen any mountains, or rivers, or islands, or other natural objects. After these are learned, try to give the children a very clear idea of the arrangement of land and water on the surface of the earth; how our physical world looks, in fact; and tell them something about the people that live in the different countries, and about the varieties of climate and production. Physical geography should come in advance of political geography for a while, but the little heads should not be confused by being taught about trade winds, and other things very hard to

remember, because, with their limited knowledge, they understand them very imperfectly. In the country you can teach many a geographical lesson from the school-house windows, or by taking the school with you to visit various points of interest in the country around. Study from nature is always worth a great deal more than study from books. Make the children observe the contour of land around the school-house, and then call upon them to give a rough map of it. This will teach them not only how to draw maps, but will impress them well with the object of map-drawing. Map-drawing should follow immediately upon a knowledge of the shape and names of divisions of land and water, and some study of the contour of the earth's surface. If the first of these could be drawn from nature, a map of the school-room or school-yard, so much the better. Remember that you teach your children to draw maps, in order to fix outlines accurately in their minds; and they should not be taught map-drawing without teaching them also what advantage a knowledge of accurate outline can be to them.

In Memoriam.

S. ARTHUR MARLING, M.A.

“ His sun went down before the sunset hour ! ”
 We whisper sadly as we think of him,
 So kindly, so unselfish, and so wise
 In more than human wisdom,—far removed
 From petty jealousies and narrow views—
 A friend, whose ever-ready sympathy
 And brave, bright words the sluggish pulses stirred
 Of many a toiler in the upward way.
 Before the sunset hour ! Ah ! God knows best ;
 For, as the western sun, in sinking, gilds
 The glittering turret and the village spire,
 And bathes the landscape in a mellow light
 That, to the weary, sweetly speaks of rest,—
 His blameless life has left an after-glow
 Of influence far-reaching,—a faint ray
 From the diviner fulness of that day
 In which he lives,—a richer, fuller life,
 A life that lives in immortality.

Oshawa.

M. E. H.