

for example,—here, there, under, over, above, below, right-hand-side, etc. Children should then be led to discover and state the *relative position of objects*, after which cardinal and semi-cardinal points should be taught in order to have them consider *places* in the same point of view.

The second year the natural features in the vicinity should be considered, and the geography of the city or town should be taught, using a map when it becomes necessary to do so.

The third year a few conversational lessons should be given on the earth as a whole; these lessons should be followed by the preliminary definitions which are necessary to the intelligent study of geography. In these lessons the consideration of the land-surface of the earth is the natural beginning; high and low lands should be defined and classified; then the inland waters. This part of the work can, and should, be taught objectively.

The fourth year maps and globes must be used; books should be introduced and used judiciously. But children at this age should not be assigned a lesson to learn in which every point has not been previously developed.

The work of the fourth year should include definitions of globe, map, equator, horizon, poles, etc. Also, the different coast-lands and waters, definitions and location of the continents and oceans, and definitions of climate, vegetation and occupation. For children of this country the geography of the United States should occupy the remainder of the year. Particular study on this country is preferable to the general study of the continents; for when a child has been in school four years, it is time he knew something of his own country.

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*The Right of Teachers to exact home work*—A curious dispute has arisen in England about the right of teachers to exact home lessons from the pupils and the case has been referred to counsel. The *Schoolmaster* which gives the opinion obtained in full, comments as follows: It will be seen that, according to the view of the law taken by the gentleman to whom the matter was referred, a teacher who punishes a child for neglecting to prepare home-lessons by command of his father would be liable to a civil action, or might be summoned and fined for an assault. Of course, this is but an opinion, and might not be sustained by a court of law. School managers have of course the alternative to refuse admission to pupils who refuse to do home work, but the *Schoolmaster*, notwithstanding the dictum of the Education Department questions whether, as the law at present stands, a child can be legally refused admission to a public elementary school on such grounds.