

tion of these maps from horizontal to vertical, for we would impress upon our pupils this fact : The north, indicated by the map, means not up, but in the direction of the north star. From the very beginning lead pupils to form the habit of locating every place and every country mentioned in reading, study, story or song. Even the first-year child can attempt to indicate on blackboard, slate or paper his home and his school ; can attempt to show the direction in which he passes from one to the other. Follow with paper and pencil the travels of " Red Riding Hood," the wanderings of " Cinderella." Children must be trained into judging distances, and into testing their judgment by actual measurements. How far from the desk to the school door ? Nine feet, says one. Measure, test the judgment, and then attempt to represent the distance by a line of the same length upon paper or slate. The necessity for a scale becomes apparent. Lead children into suggesting the drawing of one inch for each one foot of the actual distance, etc. The children must also be led into comparing distances. How important comparison becomes when we remember that we can never attain exact ideas of long distances and vast areas. All the teacher can do is, first, lead children into fixed ideas of distances and areas within the sense grasp ; second, through comparison, approximate the greater distances, the vaster areas of the world beyond sense limits. To read a map aright children must know map language and interpret it correctly. Let us see to it that mountains suggest far more than elevation, far more than changes in slope and changes in temperature. They should suggest varied plant life, varied animal life and man at work ; man taking from earth's storehouses hidden treasures. Let the river system suggest far more than it usually does ; let it also suggest water at work, wearing and tearing, carrying and depositing soil ; let it also suggest life—life on the river banks, life on its surface, life in its depths.—*The Teacher.*

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