

ing. It is to assist pupils to a clearer understanding of geography. A part of every lesson should be given up to it. Every day a map of some kind should be part of the regular task—the outline of some coast, the course of some river, form of an island, harbour, or the like. This is to fix in the pupil's mind not only the name of every important part of the earth's surface, but relative positions and proportions. The maps should be regularly drawn by the pupils at their seats, with paper and pencil. The board should also be used by all or part of the class frequently. We said the primary object of this work was not a drill in drawing; but as skill in this is so largely dependent on carefulness, you should encourage this virtue by commending remarkable tokens of it, and you should never pass a slovenly-drawn map without a rebuke. Yet the first object is not nice shading, but accurate outline.

THE TEACHING GIFT.

It has often been said that the successful teacher, like the successful poet, must be born, not made. Is this true? Is it really necessary to successful teaching that a native aptness for the words should exist, an in-born gift, that no tuition or training can impart? Many persons seem to be of this opinion, and they seem to think that this teaching gift is something like the instinct of the bird, or insect, which is perfect without instruction. No preceptor or school is needed to teach the robin to make a robin's nest, or the bee to make the honeycomb; why then should one of these "natural born teachers" need training to perform his work in the best possible manner? We are convinced that this opinion is largely a mistaken one. The instinct of teaching that needs no cultivation is very rare indeed; but that aptness for

teaching which is the result of diligent study of the *modus operandi* of successful teachers, of the nature and needs of child-minds, and of the best methods by which these can be met—this sort of an aptness is well known, and serves very well the purpose of making good teachers and well-trained schools, in the absence of the other. In contending that the teaching gift is seldom a purely native endowment, we do not mean to rate it as of slight importance. On the contrary, we know it to be of the highest importance, so that without it the most liberal talents and the most extended literary acquirements cannot secure success, even approximately. On the other hand, where it exists, we see persons acquire a most enviable reputation as instructors, even upon the feeblest possible foundation of scholarly attainments. But the gift is generally more largely acquired than natural. Like the skill of the trained mechanic, it is made up of a correct knowledge of what should be done, a careful estimate of how it should be done, and that practice in the doing which alone secures readiness and accuracy in work. If there are teachers whose instincts are so unerring that they do not need to study the needs of their work, or the best methods of accomplishing it, they must be most uncommon instances—so uncommon that it is not wise for the young teacher to imagine that he belongs to their number. The safest course for him is to study the work which he has undertaken to perform, and rely more fully upon the principles of teaching for his success than upon a rather uncertain intuition.

TEACHING GEOGRAPHY.

GEOGRAPHY in the first intermediate grade—that is, for the first year in the study—should be taught mainly from maps. No text-books, except atlases,