

Instead of confining college education, as of old, to a few professions or to those who could afford it as a luxury, they now offer it as the greatest instrument of success in practical life for all who have the ability to pursue it and the money to pay for it. The college has, therefore, passed from a state largely aristocratic to one much more democratic.

Along with the admission of several domains of concrete knowledge, comes the necessary differentiation of study into several courses, or general lines of work. Nobody can learn everything. What we need to guard against is a one-sided culture. Each

course of study should have a sufficient quantity of the various types of training essential to a fairly symmetrical development of mind. We need not concern ourselves so much with the question whether a given course is in itself equal to another, as with the more important question whether it is best fitted to develop those phases of mind for which it is established.—*Swarthmore College—In the School Review.*

“I have always said that the greatest object in education is to accustom a young man gradually to be his own master.”—*Sydney Smith.*

THE FULLER STUDY OF GEOGRAPHY.

ARTHUR MONTEFIORE.

GEOGRAPHY is both unfortunate and fortunate. There is no subject in the school curriculum in which it is so easy to fail, and none in which a more brilliant success can be gained. It appeals as vividly to the youngest and least travelled, in its more local aspects, as to the oldest and most experienced, in its wider. The training which geography, properly approached, conveys to the student is of an unusual order, for, in addition to exercising the memory, it brings into play just that faculty which is so little exercised in the ordinary routine of school or college work—the observing faculty. It strengthens the reasoning power by means of classifying, comparing and summarising, and it may be made to supply infinite exercise to the constructive faculties. And, lastly, it furnishes a mine of the most interesting and useful information concerning the two worlds—physical and poli-

tical—in which we live, and move and have our being.

On close examination it will be found that the great majority of geographers are agreed that geography, broadly considered, is the science which traces the development and character of the earth's surface and their influence on man and his varying condition. I might define it differently, and say that “*geography describes and connects the natural and artificial features of the earth's surface, and traces their influence on the distribution and condition of the earth's life.*” But I would rather contract than expand it, and so I may say that it is, to put it as concisely as possible, the science of man's environment.

METHODS.

This being so, it becomes the office of the teacher to place the human environment before his pupils in