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TABLE OF CONTENTS.

How to Make Geography an Attractive Study.....	117	Little Things.....	130
Technical Education.....	118	What will You take for Yourself.....	130
Boards of Examiners—Their Functions and Responsibilities.....	119	The British Army.....	130
The Bishop of Barbadoes on Examinations and Prizes, at the Royal College of Preceptors, London.....	120	Official Notices.....	131
Science of Teaching.....	121	EDITORIAL: The Hon. G. Ouimet's first Visit to the Laval Normal School.....	132
Letter to a Student who lamented his Defective Memory.....	123	Ladies' Humane Education Committee, Montreal.....	133
School Text-Books.....	124	Report of the Minister of Public Instruction for the Province of Quebec, for the year 1871 and in part for the year 1872.....	134
The Elementary Education (England) Act, 1873.....	14	Quebec Educational Report for 1871-72.....	136
School-Boards in England... Mr. Gladstone on School-Boards.....	125	Lower Canada Emigration to The United States.....	136
Dramatic Representations in Schools.....	126	Jacques - Cartier Normal School, Montreal.....	136
Something for Teachers.....	127	Canadian Trade.....	137
Schoolboys' Money.....	127	Dominion Finances.....	137
Reading Aloud.....	128	Yield and Value of the Canadian Fisheries, during the year 1872.....	138
Precocity of London "Arabs".....	129	Miscellaneous.....	138
The Reading-Room of the British Museum.....	129	Official Documents.....	143
The Use and the Abuse of Memory.....	129	Meteorology.....	147
		Advertisements.....	148

How to Make Geography an Attractive Study.

Much has been said in the papers lately concerning the study of geography. Some speak of it as a dry study that must necessarily be carried on, others depreciate it as worthless, a mere taxing of the memory to carry statistics for examination days, but of no real value; others ask to have it banished from the school room, thinking it a waste of time. As many children have still to spend much time over it before it is banished altogether as a study, I would like to suggest one or two ways in which it might be made less of a dry and barren lesson, and so gain some practical advantage from it while yet it is suffered to remain. I do not mean to

speak from mere theory, as to how it *might* be made more pleasant and profitable, but from actual experience in my own school-room, where the geography lesson is one of the most spirited and interesting of the week, because, having suffered from its dry details during my own schooldays, I determined that my scholars should not suffer in the same way. As I have been feeling my way gradually and making experiments in teaching it with that view before me, perhaps some of my young fellow-workers may find one or two hints of advantage.

First, I have a set of Guyots' Physical Outline Maps (besides the regular Atlas), one of which I hang on the wall during the recitation, for when once the pupils understand the distinct coloring they are of the greatest aid in forming the idea of the physical characteristics of a country. Take for example the Continent of Europe. Instead of being obliged to commit to memory—that it is low in the north and east, mountainous in the centre, south and west, a fact soon forgotten, they see by a glance at the map just where all the lowlands lie, by the distinct green color; just where the table lands begin to rise, by the buff; where the mountains are high, by the deep shading; and the line of white distinctly traces the snow-covered Alps. It fastens itself on the memory as no mere learning can fix it there, and the mind's eye always sees it so afterwards. Then I follow Guyots' general idea, given in his *Earth and Man*, of comparing the chief characteristics of the different continents; how in the New World the principal mountain ranges extend from north to south, the subordinate ones, from east to west, and how it is reversed in the Old World, and then I let them point out and compare for themselves, the Rocky Mountains with the Alps, Balkan, Caucasus, Pyrenees, and the Mountains of the Appalachian System with the Apennines, ranges of France, Russia, Scandinavia, &c., then glancing at the other continents to verify the principle, they easily retain the idea from interest in the fact. Still following this plan, I let them compare the indentations of coast with the even flowing outlines of Africa, or S. America, and tell them of the nations of sailors and merchants, who have naturally grown from this fact. No child can fail to be interested in tales of adventure and discovery, in the brave Sea Kings'