

left the old home, where they really enjoyed more independence than they ever have since. What, if anything, can be done to stay this constant drift away from the interior arms.

It is possible that little can be done to prevent the boys and girls from doing as they have been doing; but, if they must go, then some agency should be brought into the field by which immigrants of the better and more industrious class should be made to see the great advantage of taking up these New England farms, instead of being pushed to the far West; for by industry and the same economy that would be required in the West, or even less, they could restore them to their former profitableness. We believe this plan is entirely feasible, and that sooner or later it will be tried. It is strange that the consuls of some of the European states, lo-

cated in Boston, do not see the advantages that would accrue to colonies and individuals coming, especially from Norway and Sweden, and possibly from other portions of Northern Europe, and settling in the interior of New England where real estate is so cheap, and where they could find a much better home than in the West.

There ought to be many—some certainly—among those who have these farms who should, after having acquired some property in village or city, return to spend the remainder of their lives in independence on the same.

It is to be hoped some one wiser than we are may devise some plan to stop this constant outflow from New England, and consequent depreciation of farm property in the interior towns of this delightful portion of the country.—*Congregationalist*.

THE TEACHING OF GEOGRAPHY.

A COURSE of four lectures on the "Teaching of Geography," by Mr. H. J. Mackinder, M.A., Reader in Geography in the University of Oxford, was delivered at the College of Preceptors, on Friday evenings, the 8th, 15th, 22nd, and 29th November. The following is a *résumé* of the subjects treated in these lectures:

LECTURE I.—The lecturer stated that in the first lecture he would make certain general observations, and that he would devote the other three to examples. At the root of the whole discussion was the question of the aim or aims which they had in view in teaching geography. In all teaching there were two great aims—intellectual discipline and information. He contended that it was because they had aimed rather at information than at discipline that the teaching of geography in the past had been so ineffective. The disciplinary value

of geography, when properly taught, was very great. Only by aiming primarily at discipline, incidentally at information, would teachers of geography merit success. Much had been said of late of the necessity of beginning the study of geography with the home. That was the inductive method, and to a great extent was right. Yet at the present time there was danger in the great stress which was being laid on what Germans called home-knowledge—a subject nearly equivalent to that which Huxley had termed physiography. On all sides they heard that the geography lesson was now one of the most attractive. He feared that in many cases it had been made interesting at the expense of geography, that the teaching of real geography was being shirked, and that in its place, and under its name, a far easier task was being undertaken—the imparting of the elements of gen-