

steamer with ample margin for possible delays. Discuss the proper kind of luggage, the proper travelling outfit. Send to a steamship office for cabin plans of some popular ship, and for advertising matter containing pictures of ocean greyhounds. At the first club meeting produce these documents and let the children decide whether to go first or second cabin, considering prices and the relative comfort of the two, and teach them in what part of the ship are the most desirable cabins. If you are at all artful you can have their eyes bulging over these romantic details. Tell them how the experienced traveller always looks sharp to get his steamer-chair placed for the voyage and his seat at the first table in the dining saloon reserved, while the foolish virgins are up on deck trying to shout goodbye banalities to the friends on the pier below. Don't forget the distribution of steamer letters in the saloon as soon as the steamer sails, and the wireless newspaper printed on board, and the telling of time by ship's bells, and the porpoises, and the racks that hold the dishes on the table when Old Ocean goes on a rampage—it all adds to the delicious illusion that the club is really off for the other side. It doesn't teach any geography, it is true. But it serves to create an atmosphere of eager interest which smooths the way for the best kind of geography-teaching in later meetings.

The steamship company will furnish you with a chart showing the track of the steamer across the Atlantic, and you can explain why steamers vary their course at certain seasons to avoid icebergs. (Your imaginary trip will have to hold to lines laid down in normal times before the U-boats mused things up). If you cannot make certain from the chart what would be the first point of land sighted, by all means write and ask the steamship people. Make the children appreciate in what a fever of excitement the club would be if they were all huddled in the bow peering ahead at a dim something said to be EUROPE, that lies like a cloud on the distant horizon.

If your steamer calls on the north coast of Ireland, a very good route would be—Londonderry, Giant's Causeway, Belfast, Dublin—which will introduce the clubs to the peculiarities of travel by Irish jaunting-car, to the rich Irish country with its matchless lakes, to the peat-gathering and the sod-roofed huts, before they make the rough crossing to Holyhead in Wales. Manifestly you cannot manage a comprehensive tour of Ireland if you are to cover the British Isles in a season. But that is not the point. Enough can be done to make Ireland a living idea so that when the class enters on its formal study of Irish topography and Irish products in regular school work, the word Ireland will have a flavor, will bring up vivid images to illuminate the pages of lifeless maps and hard names.

Just a whisk across Wales—Holyhead, Bangor, Carnarvon Castle—and the club will come to anchor in the fascinating old English city of Chester on the Dee. Possible routes in England are legion; but a well-planned one will take in beside London, at least one typical cathedral town, like Wells, one of the great English public schools—Eaton, Harrow, or Rugby—which will prove wildly interesting to your Canadian scholars, either Oxford or Cambridge, the lake country, Warwickshire, a great commercial city like Birmingham or Liverpool, a characteristic south coast resort like Margate or Brighton, and perhaps a peep at the wilder country of Devon and Cornwall. Then Scotland—Edinburgh, Melrose and Dryburgh, the Trossachs, the lochs, Glasgow, and HOME.

A similar plan can be followed with any European country or the Far East. Routes can be chosen to display the most characteristic phases of the life and topography of the country. Yet deliberate discrimination in favor of what is romantic and picturesque and naturally attractive to children eliminates everything dry and bore-some. You are not under bonds to teach the club everything they ought one day to know. Your object is to make them in love with the countries they visit (on a magic carpet) so that when they bone down later to real geography study, they'll have an appetite for the dryer details.

So much for Eurpoe. But what if your class is studying North America? Well, in that case the leader of the travel-club won't find her path quite so well blazed. Descriptive books are naturally rarer than those setting forth the charms of a travel-ridden country like England. Still, if you will take a little preliminary pains, a most fascinating trip can be arranged. Tourist associations will send you superbly illustrated booklets describing every phase of Canadian scenery. It may be that if you write to Ottawa you may secure illustrated pamphlets on the forest reserves, etc. I know that the United States Government distributes a beautiful set of booklets on the National Parks. Then there are the transcontinental railways which publish descriptive books for tourists. And the universities—at one time McGill sent out lectures on Canadian scenery with illustrative slides—you might be able to borrow the text even if you have not access to a stereopticon. Or through some local woman's club which has been studying Canada you might get the loan of a reflectoscope and a set of picture postcards. Or you might get some club speaker to come and tell the children what it is like in distant cities of the Dominion.

Wherever your club selects to travel, a scrapbook will be indispensable. Collect all the pictures you can lay your hands on and let the children scout about among their friends for more. If it's Canadian travel,