

the life of nations is largely modified by physical laws. Least of all, then, does it become a nation which guides the destinies of so many distant millions, to ignore the study of those causes whereon hinge the well-being and contentment of such vast multitudes. It is no exaggeration to state, that a million lives might have been saved within the last three years in Orissa, had our legislators recognized with greater promptitude the lessons to which the climate and physical features of India, by oft recurring phenomena, unmistakably point.

We have been led to these remarks by a recent movement to extend and systematize the study of Geography in some of our leading public schools, made by the Royal Geographical Society. The Society proposes to institute in certain selected schools (thirty-seven in number) an annual examination in (1) Political, (2) Physical Geography. The number of competitors in each school is limited to four in each of these two branches; supposing therefore the maximum number to present themselves from every school, there would be an aggregate of 296 competitors. To the most distinguished competitor in each subject (competition in both subjects in the same year being prohibited) a gold medal will be awarded; and to the next in distinction, a bronze medal. It is also proposed to publish the names of those "who may have eminently distinguished themselves in the examinations"—the examination to take place on the first Monday in May, 1869, "and to be repeated in each succeeding year until further notice;" to be conducted "by means of sealed papers of questions, sent simultaneously to the invited schools."—*English Educational Times*.

IV. Papers on Teachers and Teaching.

1. DR. FORRESTER'S TEACHERS' TEXT BOOK.

We have received and examined with pleasure this elaborate and suggestive work, so highly creditable to the sister Province of Nova Scotia. We give the following notices of the book from two sources—English and American:—

From the London Weekly Review.

"It is really gratifying to mark the energy with which the friends of educational improvement are prosecuting their work in Nova Scotia. They have for some years commanded the attention of educationists in this country. While we have been allowing our Normal colleges to struggle with difficulties which have seriously impaired their efficiency, no pains have been spared to make this central institution in Nova Scotia worthy of the colony.

The "Teachers' Text Book" a large volume of more than six hundred pages, in which all that is of greatest practical value is discussed with remarkable enthusiasm and ability, is, of itself, an indirect yet satisfactory evidence of the earnestness with which the mental, moral, and social elevation of the people is promoted. This text-book is the fruit of lectures delivered to the Normal Students, and is intended to guide those who have not attended training classes. It is divided into three books. The first discusses the Nature of Education; the second the Science of Education; and the third, the Art of Education. The volume is most interesting and instructive. It will, doubtless, be welcomed not only by teachers, but by those also who seek by sound legislation to increase our national security.

It is no slight testimony which this volume bears to the importance of the training system of David Stow. "We have already expressed our obligation to Stow, the great pioneer of all modern improvements in the inner life of education. Within these ten years we have visited the most celebrated Normal Schools in the United States of America, in Canada, Britain, and on the Continent of Europe, as the best exponents of method; and yet, notwithstanding the reluctance of a few to give honour to whom honour is due, nowhere have we met anything, in theory or practice, the germ of which is not imbedded in Mr. Stow's training system; and that simply, we apprehend, because that gentleman received all his lessons in the school of experience, and sat a close and humble student at the foot alike of nature and revelation." And Dr. Forrester adds, what our own experience confirms, that he has "seen but few schools indeed, professedly conducted on the training system, where anything like justice is done to that system in its leading peculiarities, as laid down by its distinguished founder." The principles of Mr. Stow he has "endeavoured to systematise and elaborate, both in their theoretical and practical bearing." "This has been our aim," he says, "and if we have succeeded in reducing these views to a more systematic form, or in adapting them to the external circumstances of these times, and thereby commending them to the calm and earnest consideration of our fellow-labourers in the educational field, we have our reward."

While the author has kept this object generally in view, he has very carefully discussed collateral topics—there is, indeed, scarcely a question of any practical value which does not pass under thought-

ful review, and there is no one interested in the progress of public instruction who will not find in the volume some invaluable expositions of the history, theory, or applications of physical, intellectual and moral training.

Although the esteemed author has entered, we think, too minutely into some sections of the "Science of Education"—as, for example, in the physiology of the human body, and in that, also, of the human mind, and has discussed with too elaborate fulness the "Art of Education," this may be necessary to a country in which teachers cannot be supposed to have such easy access to professional books as in Britain. The work is, on the whole, the most vigorously-written and most instructive which has recently appeared, and should be in the library of every one who desires to promote national education in its highest and most effective forms."

From the Scottish American Journal.

"For the last ten odd years—since the author's appointment as Chief Superintendent of Schools for Nova Scotia—he has grappled with education in all its phases and bearings, and in the fine treatise before us we have the results. We have gone over the whole ground with him, and are free to say that we never felt ourselves in safer hands. Dr. Forrester is certainly no sciolist, but has made the whole field his own by the most minute, laborious, and conscientious study. He does not halt where so many stop, in merely developing the body and whetting the intellect; but holds that the whole complex nature of the child, body, soul and spirit, should be educated so as best to do the work of the passing hour to God and man. This is the chief feature of the book. We could name several writers who have treated special departments with greater ability; but here we have all that is best in the best writers wrought up into one whole by a masterly plastic hand. We congratulate the teachers in Nova Scotia in having such a wise counsellor and able friend in Dr. Forrester. We were well acquainted with the state of schools in that Province at the time Principal Dawson undertook to organize a school system there—a most arduous task. But it was reserved for the author of this work to complete what was begun by Principal Dawson in the establishment of a Normal School at Truro and the better organization of schools in the several counties. Scotsmen may well be proud when we state that the interests of education in the Dominion have been entrusted to such men as Rev. George Young, Dr. Ormiston, and Dr. Forrester. Were we reviewing at length we certainly would take exception to a few things. Yet we know no work on education we would so heartily put into the hands of the young teacher. We are sorry its circulation will be limited, for some time at least, from the fact of its having been brought out in the Dominion. We find it next to impossible now-a-days to get a book from Canada."

2. THOMAS ARNOLD AS A TEACHER.

His whole method was founded on the principle of awakening the intellect of every individual boy. Hence it was his practice to teach by questioning. As a general rule, he never gave information except as a kind of reward for an answer, and often withheld it altogether, or checked himself in the very act of uttering it, from a sense that those whom he was addressing had not sufficient interest or sympathy to entitle them to receive it. His explanations were as short as possible—enough to dispose of the difficulty and no more; and his questions were of a kind to call the attention of the boys to the real point of every subject and to disclose to them the exact boundaries of what they knew or did not know. With regard to younger boys, he said, "It is a great mistake to think that they should understand all they learn; for God has ordered that in youth the memory should act vigorously, independent of the understanding—whereas a man can not usually recollect a thing unless he understands it." But in proportion to their advance in the school he tried to cultivate in them a habit not only of collecting facts, but of expressing themselves with facility, and of understanding the principles on which their facts rested. "You come here," he said, "not to read, but to learn how to read"; and thus the greater part of his instructions were interwoven with the processes of their own minds: there was a continual reference to their thoughts, an acknowledgement that, so far as their information and power of reasoning could take them, they ought to have an opinion of their own. He was evidently working not for but with the form, as if they were equally interested with himself in making out the meaning of the passage before them. His object was to set them right, not by correcting them at once, but either by gradually helping them on to a true answer, or by making the answers of the more advanced part of the form serve as a medium through which his instruction might be communicated to the less advanced. Such a system he thought valuable alike to both classes of boys. To those who by natural quickness or greater experience of his teaching were more able to understand his instructions, it