

in twenty lines. But I may return to this question on some future occasion.

II.—I will suppose this, or any other book, read through in this not unpleasant fashion—a map accompanying the reading, and summaries closing up its results. Can anything else be done with the subject or with the book? I think there can. One great end in teaching is, if possible, to look upon the book as merely so much raw material, and to get out of it as much intellectual play and exercise as the teacher and pupil are able to find. We might have exercises such as the following—and these exercises could be applied to any Geography, as well as to this. Let us give out, as the subject for enquiry, a town or city, such as Bombay, Melbourne or Quebec. The exercise might be worked out on the following lines:—

Bombay :

1. Distance from the Equator (Latitude) in degrees ; distance in miles. Distance from the N. Pole in miles.

2. Altitude (height above the sea-level).

3. Foundations of its life : (a) Industries ; (b) Commerce.

4. Angle of Sun's Rays. Temperature : (a) Maximum in summer ; (b) Minimum in winter ; (c) Range.

5. Sea (or ocean) to windward.

6. Prevailing Winds : (a) Trades ; (b) Monsoons ; (c) Storms.

7. Supply of rain : (a) Quantity

during the year ; (b) How distributed ; (c) Rainy seasons.

8. Soil of country round : (a) Crops ; (b) Mines.

9. Population of Town : (a) As compared with other towns in the same country ; (b) As compared with other towns of a similar character in other countries.

10. Communications : (a) Land : Rail, Highway, Canal. (b) Sea : Steam-lines, Sailing-ships.

This form—or something like this—might be printed on a large black-board. But I would not have it given out as a lesson. I would regard it simply as giving a line for research and for discussion ; and I would invite contributions from the class. One pupil might hunt up one part of the subject ; another, another. They would look not only through the book they were using ; they would hunt up the facts, in cyclopædias, in gazetteers, in year-books, in books of travels and in magazines. The purely intellectual rivalry and friction would create in the class a social glow, which would end by attaching, entangling and interesting even the dullest. The type of ninety per cent. of our school-work is grind and cram—the forceful appropriation (learning “by heart”) and fearful reproduction of other people's work ; the plan I am recommending would introduce into our schools the method and habit of research, which enlists the hunting passion—the strongest passion that lives in the constitution of man.—*Educational Times.*

(To be continued.)

A GOOD deed is never lost ; he who sows courtesy, reaps friendship ; and he who plants kindness, gathers love.—*Basil.*

I MEAN never to forget that I have a country, to which I am bound by a thousand ties ; and the stone which is to lie on the ground that shall cover me, shall not bear the name of a son ungrateful to his native land.—*Daniel Webster.*