

book? I think there can. One great end in teaching is, if possible, to look upon the book as 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 inquiry, 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. Temperature : (a) Maximum in summer ; (b) Maximum in winter.
5. Prevailing winds : (a) Trades ; (b) Monsoons ; (c) Storms.
6. Supply of rain : (a) Quantity during the year ; (b) How distributed ; (c) Rainy seasons.
7. Soil of country round : (a) Crops ; (b) Mines.
8. 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.
9. 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 encyclopedias, 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.

What geography wants is not facts and figures—true geography is almost crushed to death under the weight of them—but seminal ideas, germs, living nuclei, which may become centres of a new life, and which may attract to themselves the raw material in the shape of facts and figures which lie around them. Such ideas need not be difficult or recondite; they may be perfectly simple. But it is the art of the true teacher to find them out and to employ them in teaching. Let us glance at a few.

Taking a series of questions like the following, the answers would probably give rise to thoughtful and animated discussion between the class and the teacher:—

1. What are the conditions of the prosperity and size of a seaport?

A seaport, to grow large, ought to have : (a) in front of it a deep sea or ocean ; (b) behind it, navigable rivers and canals ; (c) around it, a rich agricultural country ; (d) near it, mines of coal and iron. Chicago fulfils most of these conditions. It stands, practically, both on fresh water (the Great Lakes) and on sea water