

in groups that have little connection with the reading matter. No ordinary child would think of reading the book, but only of turning over the pictures for amusement and pastime.

Of course, a good geographical picture album may be of use to an intelligent teacher, who is capable of furnishing the appropriate explanatory matter. But a text book is supposed to help the teacher and economize time. It is expected to give the pupils of ungraded schools—and they are the vast majority—the means of teaching themselves the great leading facts of geography, with little assistance, as the teacher's time is of necessity split up into small fragments. The New Canadian Geography ignores this imperious necessity and supplies a class of pictures to which little or no reference is made in the lessons or text. The fundamental law, "one thing at a time," is violated on every page in the overstrained attempt to capture the non-scientific trustee by a great spectacular exhibition of photographs.

This geography assumes that boys and girls of our public schools are quite capable of understanding and assimilating bald statements of unconnected facts, wide generalizations, stated in dry abstract terms. It plunges into the midst of things; and the teacher will find that it costs a vast sacrifice of time and patience to explain the explanations.

In the first lesson of this book we find a bare statement of proofs that the earth is round. On the next page, amid a display of diagrams, etc., that are left to explain themselves, we find a curt statement telling the condition of the bottom of the sea. Thirteen pages further on we find a picture of the sea itself, giving a dim conception of what the book began to talk about. The "horizon," "the equator," and the "north pole" are boldly introduced as well-known acquaintances; then turning over several pages we stumble on the explanation that "The equator is an imaginary line, etc," but the "horizon" and "north pole" seem to be left in sublime mystery.

On page 19 we may stumble upon a paragraph dealing with the "ice of the glacial period" the effects of "glacial action" on Canada and the United States, the "terminal moraine," "glacial lakes, smoothed rocks and drumlins." Again, on page 98, we meet simple exercises such as these, "What provinces of Canada border on Quebec?" "What Gulf washes its coast?" "What Counties of Quebec border on New Brunswick?" and similar questions—all of which again suggest the "crazy quilt" and "blind man's buff," together with a very faint reminiscence of "the aims and ideals based on the most advanced psychological thought."

The greatest teacher that ever lived remarked, "First the blade, then the ear, then the full corn in the ear." But this unnatural production, as a geography, seems to say to pupils and teachers, "Begin with the ripe ear and end with the tender blade," and "if that method is hard to follow, just look at the beautiful pictures and take courage."

The "Imperial Aspect" of geography is suggested in this book and the compiler who tried to Canadianize and patch it together, talks solemnly about "the Empire as a whole" as if the book were meant to promote Canadian and British national sentiment. Quite likely some enthusiastic school official will be tempted to gratify his patriotic feelings by reading a few pages of the volume. Probably he will turn up North America and discover fourteen columns devoted to the United States. Then he turns up Europe to see how the old Motherland compares with her big contemporary. Here he finds six and a-half columns sufficient for the British Isles. The inquisitive official opens his eyes and thinks. He turns to New York and reads thirty lines of descriptive letter press. Then he refers to roaring London and finds the great metropolis of the world disposed of in nineteen lines. This sets him a thinking again, and he continues reading. He looks up the government of the "United States" and finds *sixty* lines necessary to describe the machinery for managing that great republic. Opening a little further on at "the government of the British Empire," he is surprised to find only *thirty-five* lines given to describe the machinery of that scattered domain on which the sun never sets. In the Review Questions on page 199, we find a special section devoted to the United States; this deals with the government. But no space is devoted to such review of either Canada or Great Britain. Again, the curious and inquisitive official pauses to reflect on the greatness of the United States, and begins to turn the pages back and forth restively. He discovers six lines to Glasgow and twelve to Minneapolis, six lines to Duluth, and one line to Edinburgh; sixty-six words to Toronto and eighty to Cleveland. Then the official goes off into a brown study on imperial federation *versus* annexation to the greatest country on earth, and winds up by wondering how young Canadians can be inspired with patriotic sentiments by using this "New Canadian Geography."

This unnatural Geography is never a readable book. It calmly proceeds to dump down loads of unrelated facts on the first few pages, that will serve to make the teacher's life a burden, and the pupils' antipathy to geography life-long.

The exercises are apparently graded backwards. We find on page 27 the following conundrum, "Where would