

with incidents of travel, or events in history. The allusion, however brief, may bring a flood of recollection to the boy's mind, and his desultory reading becomes definite and useful. Or again, sometimes the situation of a place may be described very briefly, and yet quite definite enough to satisfy the imagination. Thus Barmouth, on the Welsh coast, has been described as "a mimic Gibraltar on a mimic Mediterranean;" and it has been said that "Milan stands amidst a sea of green trees, as Venice does amidst a sea of green waters."

Use of the Black Board.

A teacher ought never to give a lesson in geography without making use of the black board. Where you are dealing with names and places with which your pupils are but imperfectly acquainted, its use is obvious; you can write down the names, and can draw a sketch-map, rough though it be, of the locality you are describing. But even in ordinary lessons it will be found most useful. If you are examining a class on work which they have prepared, you may sketch a rude outline of the country on the board, and ask your pupils to name the different parts of the coast upon which you lay your finger. You may draw a straight line for the mountains, a wavy line for the rivers, and put a dot or a cross for a town; and in this way may fill in the map as rapidly as you put your questions, and the interest of the class is thus kept alive. In lessons on physical geography, the black board is indispensable. The formation of glaciers, the direction of winds and currents, the courses of rivers, the development of a coral island, the cone of a volcano, all these may be roughly illustrated on the black board, and you will thus make a deeper impression upon the minds of your pupils than by any mere description, however clear.

Carl Ritter, whom we may style the prince of geographical lecturers, was constant in his use of the black board, and he also sought to link the subject of his lectures with passing events. "With almost womanly tact," we are told, "he seized upon those features which present circumstances made especially interesting; and out of the immense stores of his erudition he culled just what he could use with the greatest profit. He illustrated his theme with occasional maps and diagrams; but much more through the medium of the black board, in the use of which he was a master."

Maps and Map-drawing.

Atlases are now so cheap, that they are within the reach of children attending even our elementary schools, and they have superseded, in great measure, the use of wall maps. These serve to adorn the walls of the school-room, and perhaps, through constantly seeing them, the eye becomes familiarised with the forms of countries and continents; but they are now of little use in class teaching. On the other hand, atlases are indispensable. In getting up their work, children should be taught to make constant reference to the map; and in oral lessons, the pupils should find out in their atlases, if possible, every place which the teacher mentions. This gives them something to do, keeps up their attention, and familiarises them with the positions of places.

Map-drawing should form an essential part of all instruction in geography. Children find it an interesting exercise, and nothing is better adapted for fixing on the memory the names and situations of places. A map drawn from a copy should be required every week, and marks might be given for neatness and accuracy. It will be found necessary to caution the beginner against crowding in too many names, and he should be taught

to make a selection of the more important ones. Filling up blank maps is a good exercise, but it is better to let the pupils draw the whole map themselves. Occasionally, after some little time has been given for preparation, they should be asked to draw from memory; and it should never be considered that they know the geography of any particular country until they can draw from memory a tolerable map of it.

Conclusion.

In drawing my remarks to a conclusion, I cannot help fearing that you may have found my observations trite and wearisome. I lay no claim to originality in my views, and have sought to make my remarks practical, rather than sensational. I have endeavoured to point out the importance of the subject, and its practical bearing upon the affairs of every-day life. I have tried to show also how geography may be made interesting to children, and be, at the same time, an instrument of intellectual training; that it need not be merely an exercise of the memory, but that, when properly taught, it will stimulate the imagination, and improve the reasoning powers.—*The Educational Times.*

The True Value of a College Education.

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A college education seems to be intrinsically valuable. Only about one man in three hundred in America obtains it; but this small proportion embraces at least a full half of the men high in office and influence. Is this an accident? Is reasoning based on this premise, an illustration of *non causa pro causa*? Herbert Spencer thinks it sophistry to assume that marriage has any effect on longevity, simply because statistics would indicate such a fact, for men who have the elements of longevity are the more likely to marry. Is it in this way true that the larger portion of men who will command success, will also find their way to college? Are both effects of one cause, and not one in any degree the cause of the other?

We cannot resist the induction, based on careful observation, that a thorough course of study and discipline, such as is best represented in all civilized nations by a university course of study, is of invaluable advantage to all who rightly improve it. A certain percentage of students do indeed sacrifice themselves to tobacco and strong drink and indolence, but no equal number of young men, selected on any other common basis, presents so large a proportion of successful men.

From what does this advantage proceed? Is it from the Latin and Greek, which consume from three to four years of study? Or from the mathematics, which consume a year more? Or from the mixture of natural science, history, philology, mental and moral philosophy, political economy, essay writing, and declamation of selected and original composition, which consume the rest of the seven years devoted to study? Or is it in the college politics, the sports, the friction of college life, that this potency lies?

There is a question here well worth the trouble of a careful answer. Our conviction is that the value of university life consists chiefly in the happy opportunity which college students, almost alone in our country, enjoy, of spending about seven years after the brain has become strong, and the *exuvia* of childhood are outgrown in any kind of preparative and meditative discipline.