

same faculties that the little child is developing in the games of the nursery. The object of culture is to arouse the powers which nature has given us into a normal activity, and to stimulate and guide them in their unfolding.

10. *The ultimate end of culture is the attainment of the triune results,—development, learning, and efficiency.*—The primary object of culture is the growth and development of the faculties. A correct culture, however, naturally leads to the acquisition of knowledge; the man of cultured mind endeavors to enrich his memory with the truths of science, and to become a learned man as well as a thinker. A second result of culture is thus seen to be the furnishing of the mind with knowledge. It is not enough, however, that the mind has well developed powers, and is richly furnished with knowledge. There should be the power to make use of this culture

and knowledge. The educated man should be able to *do*, as well to *think* and *know*. A third result of culture is, therefore, the acquisition of skill in the use of the mind and of knowledge. In this work of cultivating the mind, therefore, the aim should be to attain the three ends,—*culture, knowledge, and efficiency.*

These ten principles, it seems to me, lie at the foundation of the work of mental culture, and thus of education. A complete system of training the mind can be built up upon them; and they lie at the root of all correct practice of the art of teaching. As we apply them we reach the different faculties of the mind, and unfold particular principles relating to the special methods of training these faculties; but all these principles will be found to rest in, and derive their life and significance from, the principles above stated.—*New England Journal of Education.*

ON TEACHING GEOGRAPHY.

BY MIA F. MOFFETT, OWEN SOUND.

THE first instruction to be given to young pupils in the subject of geography will consist of an explanation of the simpler geographical terms, without a knowledge of which little training can be given in the subject. The best explanation can be made by using the knowledge which the pupils have of familiar objects, and to draw from them the general description in terms of a definition; thus, every child of such an age as to enter upon the study of geography has climbed a hill, and has, therefore, a knowledge of the reality of that of which the definition is the general description.

Every child has seen an island, on a small scale at least, and most children have seen a river; or, if not, the boy who has floated his chip in the roadside stream, (and most boys have done so), will have no difficulty in comprehending a description of a river. All know that the sun rises in the east and sets in the west, and at noon is at the south, so that they already have a knowledge of the points of the compass, and are prepared to receive formal instruction in formal lessons, so to expand and classify his knowledge on points already familiar to him, and thus prepare him to