

hold of to convey a more minute knowledge of the details of its geography. The incidents as they occur and are read in the newspaper will impress more thoroughly on the memory the names of the places. We are certain that Assouan, Dongola, Korti, Metemeh, Khartoom and the physical characteristics of the Valley of the Nile, are better known at the present time because of their association with the expedition for the relief of General Gordon than from any other circumstance; and who does not attribute much of his familiarity with the country embraced by the Hei Rud and the Moorghab or the Valley of the Irrawady, to the scenes which were recently enacted there and attracted the attention of the civilized world?

But we are aware of no means so certain to rivet the attention as the connection of places with the career of some well-known and distinguished traveller. We still remember the time when the meetings of the Royal Geographical Society were impatiently waited for, to hear of the fortunes of Livingstone, and to read his marvellous story, as he gradually lifted the veil which had so long wrapped in mystery the central regions of Africa. Then it was a positive pleasure to follow the track of his explorations, and still, we doubt not, the narrative retains its charm. A skilful teacher knows how to use such materials with advantage, and in his hands the geography lesson becomes one of the most interesting and effective of the course.

We then say that to teach geography successfully the pupil must not be doomed to the dreary task of committing to memory names which to him are only associated with pain and sorrow, but be taught the use of the map and to reproduce it himself, and to have associated with the materials of his text-book every relative fact, historical, biographical, commercial or physical, which may relieve the mere mention of names, and serve to impress them so firmly on the mind that it will be impossible to forget them. This need not entail extraordinary preparation on the part of the teacher. He ought, at any rate, to be able to sketch on the blackboard the map of the day, and to insert, as the lesson proceeds, the places named in the text-book. Possessed of the information, which as a well-informed man ought to be his, and with the assistance of a good cyclopaedia, he should not find it a difficult task to prepare himself to discharge with credit this part of his duty. But we would say, Let him not overtax the memory of his pupils. Let him aim at what is useful and possible at putting the pupil in the right way to acquire and retain facts for himself, and let him arouse his curiosity to read books of travel that he may become familiar with the people of other countries, their habits, government, religion, literature and products. And when the boy leaves school and enters upon the active duties of life, if the knowledge obtained at school has been supplemented by his own efforts, these acquisitions serve to broaden his range of observation and comparison, liberalize his views of men and things, lift him beyond the narrow boundaries which circumscribe his own community, make him feel that there is a world beyond, and that there are institutions and interests besides those that influence him and his compatriots.



REV. EDWARD THRING, M. A.

IN MEMORIAM.

The educational world has met with a great loss by the sudden death of Rev. Edward Thring, the distinguished head master of Uppingham school, England. He died on the 22nd of October, after an illness of but a few days.

From the English journals, all the most important of which contain lengthened notices of his remarkable character and career, we learn that he was seized with the illness which proved fatal while conducting the communion service in the school chapel on the morning of Sunday, Oct. 16th. The sermon which he was to have preached to his boys in the afternoon was found lying on his desk, ready for delivery—and has since been published—a last touching evidence of the intense earnestness with which he strove to influence the hearts and consciences, as well as the minds of his boys. Friends in this country had, within a very short time, received from him letters written with all his accustomed vigour and enthusiasm, in which he spoke of the profound interest with which he was watching educational movements in Canada and the United States. He was particularly gratified by the wide circulation which some of his ideas had received in the pages of the July number of the REVIEW. On his friends in America, as on those in England, the news of his death has fallen with painful suddenness, and a profound sense of loss. Wherever the English language is spoken, teachers who have read his books and addresses will feel that they have lost one who had a rare gift at once to lead and inspire. No English schoolmaster of the present day has made so powerful an impression on educational thought outside of England, as Mr. Thring. He did this in spite of the fact that his prose writings are not those of a finished literary artist, nor written in a specially popular style. But they have in them something of infinitely greater