

daring; in the ancient Venetians, rich in trade; tales of Holland and England's naval battles; the inland seas gulfs and bays will be no mere names to them, no dry statistics, but will be peopled by, and associated with, adventurous, brave, enduring men, and live long in the memory. When some such general plan is carried out in regard to all the natural features of a continent, then the details follow. I give a *very short* lesson, to be studied at home, on one country alone, but my pupils know that is not all when they come to recite, for I spend much more time preparing the lesson than they do, gleaning points of interests from books of travel, magazine articles, and encyclopædia, hunting up pictures to illustrate any part of the subject, or condensing a bit of history or story. While I am on this point, let me make one suggestion which I have found most valuable in my schoolroom, and that is a scrap-book, made of clippings from newspapers and magazines. Items are to be found, in everyone I take up, on all manner of subjects connected with the different countries of the world, many of which are awaking to progress and liberty from the sleep of centuries, items which are to be found in no school-book, nor indeed in any book, and help both teacher and children to feel that the world is alive, and the country and people they are studying of in some far off land, are very real, with their interests very closely interwoven with their own. My scrap-book tells of sleepy Trukey waking up to the necessity of railroads and the advantages she will gain there-from; of wonderful descriptions of the Mount Ceniz Tunnel, that no text-book has room for; of the visit of the Shah, so romantic in its details, and yet seemingly so important in the new opening of the East to Western civilization; of Chinese coal-fields and Canadian salt deposits; of African adventure and discovery, and a strange journey through the heart of Asia; of Arabian deserts and curious eastern cities; of the freeing of slaves in Brazil; and of the opening light in Japan. It has stories of life in Lapland, Siberia, Borneo and China; it contains pictures of remarkable trees of different lands, and a real grey silky leaf from a South African forest. It relates of Amadeus' abdication, and the royal progress and coronation of the Scandinavian monarch; King Oscar. It describes the late funeral of an Indian Prince; and the Russian Ice Palace; fêtes in Turkey, and wonders of South America. So it interweaves interests of to-day with every land or nation we touch upon in one geography lesson, and makes the children understand their reality and life. But to go back to the lesson itself. It begins with the few thoroughly studied questions, answered promptly, because they are so few and have been no burden to remember, then comes, sometimes a description of the people who live in the country of the day's lesson, their manners, customs, occupations, interests, or some interesting item of the country itself, its scenery, or some great natural curiosity; after these a journey in imagination to test the knowledge conveyed in these items and their familiarity with the country, or perhaps instead some questions on last day's narrative. When we take journeys, the starting place and destination are given and then the pupil travels in the mode of conveyance used by the inhabitants. Either she sails through bay or sea, river or lake, passes capes, islands, through straits, creeps along the coast, or sees only mountain tops in the distance, and arrives at last at her port; or she climbs mountains, crosses rivers and valleys, stops at cities and towns, everyone connected with some great or local interest, describing the scenery and mentioning the occupations of the inhabitants, or any special production, or peculiarity of custom. Sometimes when each country has been thus traversed, we all start together over the whole continent, with the purpose of furnishing

our wardrobes, libraries, pantries, or general household, and stop in every country or city where we can find the article of which we are in search. Sometimes we enter the domestic life of those whose manners are very different from our own. Sometimes we all go into far northern countries and see strange sights, like the progress of glaciers and the birth of icebergs in the Norway fiords, or the Geysers of Iceland; come to port in such odd towns as Hammerfest or Archangel; or visit the tea-loving women of the Shetland Isles, and see them knit while their husbands are away fishing; or look on at the ceremony of the Bridal of the Gulf of Venice; or trace again the romantic journey of the Lion hearted Richard. No journey can be taken without a host of associations to make it interesting and chain the memory to the places visited. Even the productions, imports and exports will be remembered if some reason is given for it. That Southern Russia exports hides and tallow will interest no child, but describe to them those great bare plains over which the wind sweeps with such fury as to roll the dried grass in great balls over its vast extent, and the drifting snow holds sway in winter, but during the brief summer months the wandering tribes roam with their great herds of cattle, and the children will always associate the two things together. Or tell them that England produces both iron and coal, while Norway only yields iron, and such a bare fact will soon pass from the memory, but tell them how England has grown wealthy because her iron can be worked so readily with coal-beds close at hand, while poor Norway has to send her ships over the rough North Sea to gain the coveted treasure, without which her richer iron mines lie almost useless, any intelligent child will easily fix upon such a fact and retain it, which class of facts are not of so much value in themselves, as they help the reasoning powers and habits of observation.

It takes a long time to study a map in this way and one cannot "go through" a geography in a term or two, but it seems to me worth while to devote a longer time to one continent, and leave an impression of its being a real part of the same world in which they themselves live, with just as real people with interests like their own, than to hurry through a book giving a list of facts which they will probably soon forget, or have wiped out by some greater interest that presents itself. It also excites in them a desire for books of travel and a more extended knowledge of the world than they can gain in any other way.

I hope that my few hints may be of some practical value to others.

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Technical Education.

The rulers and teachers in a country so extensive as Canada is, have great responsibilities, and just in proportion to the manner in which those in authority discharge their duties will the prosperity of the nation be permanent. There is nothing plainer than that for many years to come agricultural pursuits must take a leading place among our industries, and although such a life does not promise much for the ambitious, there is a sufficient prospect of reward in the pursuit of that calling for patient, energetic, industrious and intelligent workers. We do not hesitate to say that no other class can succeed, because experience, education and special training are as necessary to success to the agriculturist as to the lawyer, the physician or any other class of professional men. It is therefore highly desirable that we should have provided