

tional beginning, and that is advancing towards its destructional end. It follows, therefore, that every kind of land surface should be regarded in a sympathetic manner in order to perceive its place in its long cycle of life. We should look at rivers as rivers look at each other; we should talk of mountains as they speak to one another. Along with the intimacy of acquaintance thus cultivated, there comes a natural expansion of the terminology by which our conceptions of the subject are verbalized; and in this way, physiography emerges from the childish stage in which it would otherwise remain, when its various features are named only with such terms as we learned in early schooling. Throughout the study there is most excellent exercise of the imagination; for the mind has to picture the changes through which any given area has already passed, and is yet to pass, in order to see more clearly the form that it now possesses. There is need of a considerable continuity of thought, for the more serious consideration of the subject requires a deliberate discussion of a long series of changes in the process of land development. Many side issues turn off here and there from the main line of thought, involving much care to keep them clearly independent. There can surely be no lack of mental discipline in a study that is so far removed from an empirical method of presentation. Indeed, as I have already said, those who are familiar with the modern development of physiography have no hesitation in according it a high rank among school studies or in asking for it the accreditation that will come when it is placed on equal footing with other studies in the list of college admission examinations, as well as in the high school programme.

Physiography is not only worthy of

having a good place among high-school studies and of gaining a place among the subjects for admission examinations; it is one of those studies whose lessons are recalled with pleasure and profit in after life. Excepting the ocean, with which we have comparatively rare contacts, its other divisions, the atmosphere and the lands, are always with us. To gain an intelligent appreciation of the phenomena of the one and of the forms of the other is like gaining an understanding of an unknown language. An advancing young physiographer once said to me, after a visit to Niagara: "The region there seemed to be a great book, in which most of the visitors could understand only the pictures, but in which a knowledge of the development of land forms enabled me to read the text." Furthermore, it is through physiography that most of our people must gain their only introduction to the teachings of geology. Geology proper is not a good high school subject; many of its chapters involve more preparatory training than can be had short of a college class. Yet it would be unfortunate if the intelligent youth of the country had no opportunity of gaining at least a general view of the simpler geological principles; and for this reason alone it might be argued that some ideas of constructional and destructional processes, of the long lapse of time indicated by the structure and sculpture of the land, should be advisedly introduced in physiography.

Let me finally, before closing, consider briefly some of the advantageous reactions that would follow indirectly from the acceptance of examinations in physiography by our colleges and scientific schools. Understanding at the outset that the examinations should be serious affairs, the first beneficial result that they will secure will be the employment of