

a description of the earth's surface, but this definition is entirely too small for even a workable hypothesis at the present advanced stage of national intercourse. Even supplementing the definition by "what grows on its surface," it is still too narrow.

Instead of attacking the subject from the descriptive side and the mathematical side, and working out the political, it should commence with what the child can see, in his own immediate vicinity, of soil, hills, valley, plains, etc., and such plants as are produced in the garden, orchard, farm, or such articles as are manufactured in his own community, and such other raw or manufactured products as are brought within the range of his observation. Just enough of the physical and mathematical phrases of geography should be at first introduced as will familiarize the learner with the technical terms of the science. What is here intended is designed to open up, in the very earliest stage of the learner's progress, what may be gained from a knowledge of all those articles of household consumption found in our grocery and dry goods stores, and how they are brought from one place to another. The time has come when the great cities of the world are the real geographical centers, and they afford the basis for an intelligent investigation of the subject.

The sooner the conception spreads among our teachers that we are interested most in what a people produce and what they have to exchange with other people, and how trade is carried on between them and our merchants, the more nearly we approach this subject in an intelligent and instructive manner. Pertinent questions will be—what do they produce in that country, and how much of their trade do we need and how much do we get? Then, what do we produce that they want? Do we trade with them direct or through another nation? These

questions apply to foreign commerce, but they can be used with as much precision for domestic commerce. From those rudimentary beginnings, following the channels of commerce, the pupil is led out into all parts of the habitable globe. Wherever our ships and railroads go, he goes and can see the reasons therefor. He learns, furthermore, how to study the manners, the customs, the political institutions, and the various occupations in which the most of the people are engaged. Rivers, mountains, lakes, bays, straits, channels, sounds, and harbors are only serviceable to man in proportion as they can be used by him or as they influence climate, health, and trade; otherwise, they cut no figure in the affairs of the world. It is all well enough to talk about the undeveloped wealth of a country, but that amounts to little unless there are people who are bringing these treasures to man's use. Man, then, is the real factor involved, and not man as an isolated being—a Robinson Crusoe—but the trafficking, intelligent being is he who brings distant markets close enough together to exchange products.

So pressing has this kind of knowledge become that among the most advanced nations of Europe they have been forced to found and endow special schools for the purpose of furthering trade with distant countries. Such a movement should be inaugurated without delay in this country. The necessity is pressing now since we have opened a new chapter in the world's history, and will be henceforth one of the final arbiters in the progress of civilization. The battle of the nations is for the trade of the world. Experience has shown that trade is governed largely by well-established laws, and that these laws and principles can be applied with a tolerable degree of certainty to any set of industrial conditions. To use an illustration that is familiar to all of you,