

3. What are the conditions of good roads and cheap and easy communication.

(a) Plenty of stone and stones. The soil of Hungary, parts of Russia, and much of China has no stones at all. (b) Plenty of cheap labour. The United States has plenty of stone, but no cheap labour. (c) A settled past, like Great Britain. In new countries, like Australia and the United States, the railway was made before the roads; and hence in many parts there are no county roads at all.

4. What are the chief conditions of the prosperity of a commercial river?

(a) It must flow from a colder to a warmer climate. The Mississippi flows from north to south, and carries the products of several climates. The Mackenzie and the Yenisei flow from south to north, and have hardly any traffic. (b) It must flow from a manufacturing to an agricultural region. The Rhine flows from Switzerland to Holland. The Danube flows from manufacturing Germany to corn-growing Wallachia and Roumania. (c) It must have a tide. The Thames has two currents: that of the tide, which carries traffic up; and that of its own stream, which takes boats down.

5. What are the functions of islands in the commercial life of the globe?

(a) If an island lies between two continents, it will probably trade with both. Great Britain trades with Europe and America. Japan is beginning to trade with Asia and with North America. Sicily used to trade with Africa and with Italy. (b) It may be a good coaling station. Hong Kong and Singapore are coaling stations for the commerce of the East. (c) It may be a telegraph station. Valentia, off the coast of Ireland, holds one end of the Atlantic cable, Christian Island, in the Pacific, sup-

ports the cable from San Francisco to Australia, etc., etc.

Or, let us suppose that the teacher selects an article of commerce as the subject of research. Then the line of study might be something like the following:—

1. Iron: (a) Where found most largely; (b) Where consumed most largely; (c) How consumed most largely (in ships or in houses, or in machinery); (d) How conveyed; (e) Sold to what countries, etc.

2. Wheat and Rye: (a) Where chiefly grown; (b) Where most largely consumed; (c) How conveyed (cart, boat, rail); (d) What determines their prices, etc.

3. Railways: (a) What countries have most for square mileage; (b) What countries have most for population; (c) What countries charge cheapest fares, and why; (d) What countries box you up, and what give you the free run of the whole train, and why, and with what social results; (e) What countries are entirely without railways, and why; (f) What parts of England are most densely railwayed, and why; (g) Why the railways in Australia all run from the east coast to some point in the interior, and stop there; (h) Whether agriculture or mining, commerce of manufactures foster the making of railways most, etc., etc., etc.

I should recommend that in the working out of these and similar problems, the teacher should possess, for the purposes of reference, Martin's "Statesman's Year Book," and the "Colonial Year Book" for the year. The latter gives the latest information regarding the development of each of our colonies; and it also gives numerous picturesque pieces of description of the more remarkable mountain and river scenery.

It would also be useful if there were painted on the wall of the classroom a set of units of measurements,