

mouth of navigable rivers—another geographical fact. I turn to other ports in other countries, until there is no longer a possibility of the boy supposing that a coincidence, which is really a principle. The question "Why," put at this stage, rapidly produces the conclusion that the geographical requirement for a port is ready access to the sea.

Again, I would point to England, Norway and Holland. The answer to the question, "Where," would inform me that these are maritime countries, exceptionally open to navigation and lying on the periphery of a civilized continent—geographical facts. An elementary knowledge of geographical history will tell them that for ages they have been of great maritime power—the ancient Vikings or port-peoples having been sea robbers of the highest distinction; the mediæval Dutch and English—traders and adventurers; and the descendants of all three being now the world's carriers by water. These being the facts, it should not be difficult to elucidate by the question "Why," that geographical environment affects national enterprise—which is the principle.

Once more, to take an example of environment. We draw from so-called physical geography the fact that the soil of the basins of great rivers with extensive ramifications is largely created by those rivers, and, being alluvial, is very fertile. We further gather from historical or political geography—for the latter is contained in the former—the fact that the early civilizations of the world arose in the basins of the great rivers of Mesopotamia, Egypt, India, and China; and the fact that at the present day the population in the fluvial basins of the Rhine, the Po, the Nile, the Ganges, Hwang-ho, and Yangtsekiang, is the densest in the world. These geographical facts supply the obvious prin-

ciple that fluvial plains are in the highest degree favorable to human industry.

It is moreover patent that, by incalculating principles, geography is taught by comparison, and that, by exposing the rudimental diversities of geographical examples, it is taught by contrast. This is the most luminous method. It is teaching the subject by putting identities together, and by sharply defining, in black and white as it were, real diversities. The scientific method is therefore the clearest.

By employing this method, the aim, of course, is to cultivate the philosophic, the logical instinct; to enable the student to see the "whence" in the "what," to refer the "where" to the "why"; to teach him to perceive, with an ever-increasing accuracy, similarity amid diversity; and diversity amid similarity; to train him to lay his finger on the significant fact in temporary disregard of the irrelevant concomitants; to so grasp and collate examples that rules may be drawn up and applied. Thus the student of geography not only draws his knowledge from the undefiled well of nature, but also from the murky current of human history; his gleanings from nature are again and again corroborated by his studies in literature.

In the actual teaching of physical geography, no better means can be used than that of "object-lessons"—chief of which is the appeal direct to nature. It may be urged and it might be granted that this is impracticable for the teacher, or at any rate for his class, were it not that the custom of studying other sciences from Nature herself is daily increasing in schools as well as colleges. If an excursion to the fields and lanes of rural districts be allowable for the study of botany, entomology or zoology, is it not many times more al-