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Chile

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CHILE

CHILE is a land of possibilities. Her principle geographical disadvantages lie in her shape and situation. The former is unfavorable to unified development, due to the separation of the country 3000 miles long into such unlike regions. It is a difficult matter to keep them united in sentiment and interests. To a certain extent, however, the past isolation of Chile is being overcome; the trans-Andean railroad from Valparaiso to Buenos Aires gives connection with the foremost South American seaport, one which has direct communication with Europe. It is possible to make the trip, a distance of eight hundred eighty miles, in forty-eight hours, with an all-night stop at Los Andes. The Panama Canal is another offset to the disadvantage of situation.

COMPARISON WITH JAPAN

Japan and Chile are somewhat similar in situation and shape. Both are long, narrow, and mountainous; both are far away from leading commercial countries. Japan, by actual measurement, is farther away from United States and European countries than is Chile, yet Japan is recognized as one of the leading nations. Japan is only one-half as large, yet it supports about seventeen times as many people. The area of arable land in Chile is greater. It is probable that Chile, with intensive farming, could support more people than Japan. But there is a difference in the people. The Chileans have much Indian blood in their veins and that may account for their failure really to make conspicuous progress as a nation.

CONDITION OF THE PEOPLE

The system of great landed estates in Chile is a serious drawback. The poorer class have little chance to own land as long as the present system exists. The strength of a nation is measured in terms of a strong, land-owning middle class. It seems necessary for Chile to provide that the middle class may more generally own property, especially farm land. The system of suffrage is a weakness since only twenty-five per cent vote. Those who are not encouraged to vote take little interest in governmental affairs.

The Chileans recognize the need of trained men and women and have provided schools. But public sentiment is not in favor of all classes attending school, so no compulsory law is in force.

NITRATE FIELDS

The rich nitrate deposits are the cause of lavish expenditures. In 20 years Chile has received \$425,000,000 from export duties on nitrate. This is not used to rid a poor country of its national debt but for building showy structures in their principal cities. There is a possibility of exhausting the supply of nitrate. When such a time comes the Chileans will be wholly unprepared, for they have no system of land tax. Should such a tax be gradually

imposed, while some of the revenue money is conserved, it would save Chile a great calamity.

ADVANTAGES OF CHILE

Chile's advantages are greater than her disadvantages. Soil, much of which is naturally fertile; minerals—nitrate, coal, iron, and copper; dense forests in the south, and abundant water power, make her rich in natural resources. With these advantages there is no natural obstacle to Chile's becoming a manufacturing country. The fact that Chile contains most of the coal in South America ought to lead to a greater development of this resource.

Chile ranks third among the countries of South America. The people call themselves the Yankees of South America. Chile is younger than the United States, but has the advantage of being young in this age of the world.

Granted a change in land ownership and forty years more of development we may witness a marvelous change.

Emily A. Budd.

THE GEOGRAPHY TEACHER'S RESOLUTIONS

AT the opening of the new school year, I hereby record my resolution,—
1. To attempt to teach a smaller number of facts than I did last year, to select those facts more thoughtfully, and to impress them more lastingly.

2. To make constant use of the wall map.

3. To make the study of the map and of the map questions in the book a liberal portion of each week's work.

4. To have my pupils make free-hand sketch maps, rapidly drawn, as a means of impressing mental map pictures.

5. To try to impress a limited number of significant facts about each country, so that my pupils shall appreciate what each country really represents in the family of nations,—come to feel that each country has its own individuality, stands for certain ideals and contributes certain things to the world's progress.

6. To have my pupils clip geographical items of importance from the papers or magazines and tell why the items are important.

7. To cultivate in my pupils the habit of using the atlas, the encyclopedia, the annual statistical abstract of the United States, the Census reports, and other standard reference books.

8. To use the illustrations which my own city and region supply, as a means of understanding the geography of more distant places.

9. To prepare my own lessons so that I can teach interestingly and confidently.

10. To try to remember that geography is inherently interesting to children, and that they will like it if it is well taught.

R. H. W.