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self equipped with nothing but a fair stock of geographical knowledge, and a dozen or so of maps, naturally wants to know how to utilise them in the most efficacious manner. As I greatly wish that these hints may be of some practical value, I will suggest how maps may be used with those pupils who are deprived of other aids, and how the teacher may inform the hachures and lines upon the paper with the story of the nations and the conditions of their existence.

The teacher should remember. in the first place, a pregnant dictum of Humboldt's: "Only maps that appear empty take a firm hold on the memory"; and as it is almost impossible to obtain maps—other than physical—which are not crowded with useless names, I would advise the teacher to buy four large scale physical maps of the country or area to be studied, and insert upon the second, the geology of the region; upon the third, the distribution of the mineral and raw productions, and the regions and centres of its industrial activity. Upon the fourth physical map certain political facts would be introduced. In addition to configuration, the map which is simply physical should show relative elevation, prevailing winds, normal currents, January and July isotherms and the distribution of rainfall. Geological colouring must not be allowed to blot out physical features on the second map. It would be convenient if the physical map which shows the mineral resources, raw productions, and areas of industry were coloured, so that the overlapping of production might be clearly and definitely mapped. For example:—Iron and steel industries are carried on over the southern, and woollen industries over the northern districts of the South Yorkshire coal-field, and the industries and the coal-field must all be shown. The map on which political features are introduced

would, of course, show density of population, centres of government, centres and main lines of commerce, and health resorts. In addition to the four maps suggested, it is obvious that an historical map or a series of historical maps—according to the region studied—would be required. These must be physical maps with historical symbols and colouring. Ethnographical distinctions would be needed in many historical maps. These maps, once made, can be multiplied by the pupils for their individual use.

Again, maps must not be regarded as illustrations to text-books. When a town or river or other geographical fact is referred to, the pupil is too generally required to turn to the map for the purpose of finding it. This is the wrong method, and making of the map an improper use. Geographical pictures may be illustrations of text-books, but certainly maps are not. In fact, they *are* books—to be read as closely as any text-book. They have, from certain points of view, quite as much detailed information as a book, and they go beyond the scope of a book in that they exhibit to the trained eye an accurate and at once discernible presentment of principles.

Now let the teacher place such maps of England as I have described before a pupil, and begin to ply him with that geographical corkscrew—the question "Where." With his attention drawn to the narrowest part of the country—that between the Midlands and the Border—the pupil will soon discover that there are many important rivers and ports, enormous industries carried on by a dense population living in large towns, that the region is exceptionally rich in minerals, that on the eastern side the rivers are long and navigable, and on the western short and generally too rapid for navigation, and their basins less fertile than those of the eastern rivers. These are the facts, and the key to their in-