or standards for reference. Thus we might have:

1. A standard of size for countries (taking England or Scotland as the unit).

2. A standard for counties (taking Yorkshire, which has 6,000 square miles, as the largest, for division into it; Carnarvonshire, which has about 500 square miles, for multiplication; and Durham, which has 1,000 square miles, for a third standard).

3. A standard for the size of towns (taking three units here also: one of 50,000; one of 100,000; and one of half a million, for the purpose of comparing Manchester, Liverpool, etc., with London).

4. A standard of population to the square mile (taking West Australia on the one hand, with one twentieth of a man to the square mile, and Belgium, on the other hand, with over 500 persons to the square mile).

5. A standard of altitude above the sea-level (with 1,000 feet above; 2,000 feet, and so on; and, also marked, the pretty regular fall in the temperature of 3° for every thousand feet).

6. A standard of the angle of the sun's rays (with the rectangular rays at the equator; the angle of 45° at some parts of the Temperate Zone; and the angle of the sun's rays at the Arctic Circle on September 22nd).

Now I come to face an objection which seems to me very serious. It may be said—and said with great show of reason—that all these plans and methods are no help to the teacher and the learner who has the examinations before him; but that they are really an additional burden — being apparatus and machinery which have to be carried in addition to the ordinary tasks, which are in general fairly well assimilated by the memory. There is the examiner

—the two-handed engine at the door,
Stands ready to smite once and smite no more.

There are the examination papers; and these consist, ninety per cent. of them, of questions on Topography (where a place is), the productions of a country, and other facts and statistics. All these things are usually learned by sheer force of memory —by the volitional memory.

To the above objection I reply in three statements:

1. All the facts and figures that have to be got up will be met with in the course of the enquiry and research which I am trying to recommend; and these may be specially marked and noted in the book.

2. The facts and figures, by this method of research, become joints and crossings and paths in the associative process, and, being appropriated by the associating memory, are less likely to be forgotten.

3. The passion of hunting—a passion strong and permanent in human nature—is attached to the geographical car, and drags it along with ease and pleasure. The sense of *task* and *duty* gives way to the passion for searching and the *naïf* pleasure of pigeon-holing.

The question may be asked: Why teach the Geography of the British Empire separately. There are several replies, and a multitude of good reasons. It is *our* empire; it has been won by the labour, the courage, the self-sacrifice, the blood of our fellow countrymen; and we ought to encourage in our children the consciousness that they were born into it, belong to it, and form part of it. It is in geography as it is in history: great deeds are done, great lives lived, dangers faced and death met by English sailors and soldiers; and our children seldom hear one word of all this toil and danger and courage. Moreover, the island of Great Britain has long been too small and has lately become too inclement to hold us all; and the sooner that the sense of a Greater Britain, the knowledge of New Eng-