

comparative safety, and Ortelius and Mercator to lay them down, with an accuracy previously unknown, on those "mappemondi" and "rutiers" which will be so fully discussed on Friday.

A novelty, peculiarly English, was the modesty of the tribute which the President paid to the country in which the Congress is held. The great English voyages and land journeys are too well known to require praise, or even to be recalled. Indeed, though our achievements in the science pursued by the experts before him will compare with those of any nation, Mr. Markham had to explain, somewhat apologetically, that our purely geographical researches were the triumphs of mere amateurs. With the exception of the few who had been educated abroad, the English geographers were self-taught—though, perhaps, not always the worse for that. Even yet "Erdkunde," as every German knows it, is still untaught in England. The School Boards have, of course, geography in their programmes, but instead of being the most attractive theme of education, it is in many cases made, through defective teaching, the most repulsive task in the curriculum. As the President not unfairly characterised the geography of the average school, it is a mere string of names, mastered by an effort of memory, and forgotten as soon as possible. The intellect is about as little called into requisition as in the hideous "singing geography" which became for a time popular in America. It was, possibly, the recollection of some such early experiences that has so long prevented the University authorities from recognising geography as anything better than a humble adjunct to the study of history. If this is the opinion of the controllers of the higher branches of education, it is no wonder that Mr. Markham had so

sorry a tale to tell regarding the disinterested efforts of himself and his colleagues to produce a better state of affairs. Their experiment was not successful. For some years the Royal Geographical Society offered medals to public schools for the best work on certain subjects of physical and political geography. For a time the plan seemed to work well. The candidates sent up were fairly numerous. But they rapidly fell off until two or three schools had all but a monopoly of the competition. The Society acknowledged the failure of its project, and made a fresh departure which it is hoped may prove more fortunate, as the years spent over the former scheme have left almost no traces behind them—except perhaps the medals, and the entry in the Society's accounts for their purchase.

A report was obtained on the subject of geographical teaching on the Continent. There every gymnasium, "real schule," and University have Chairs of Geography, with the most ample appliances for teaching it. A student can graduate in geography just as he can in any other department of science, and at every gateway into the public service the insistence on a thorough knowledge of the earth, and its relations to mankind, rendered good instruction in the elementary and higher grade schools an absolute necessity. As a natural consequence, teachers of geography have become there quite as accomplished as teachers of mathematics or of classics, and the University magnates, having all received an excellent training in the science, would never dream of suggesting that geography and its allied department of anthropology "touch no intellectual side of man's nature." Actually, as Mr. Markham pointed out, with a lucidity not necessary to his audience, though very requisite for the outside reader