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Geography in Its Relation to History

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geological observations were made, and the scene from the mountain was photographed.

**Australasian Geographical Society.**—This Society is evidently showing no abatement of activity; quite recently we noticed a first volume of its 'Proceedings,' and now we have received a second. The number contains several instructive papers, both from the Victoria and the New South Wales branch of the Society. We note, as of special interest, a vigorous paper, by Mr. G. S. Griffiths, on New Guinea as a field for geographical research; while Mr. E. McCurr, in a paper on the descent of the Tasmanian Blacks, concludes that they were of mixed negro, but not of Australian descent. Mr. Robert Brew contributes some fresh information in the account he gives of his explorations, while pearl-fishing, off the south coast of New Guinea, from Talbot Island to Frederick Henry Island. Other papers refer to Borneo and Krakatoa, explorations in Arnheim's Land, New Guinea, and the rivers of New South Wales.

**German Colonisation.**—The 'Deutsche Kolonialzeitung' has entered on the third year of its existence. It is the organ of the German Colonial Society of Berlin, and is published monthly. The journal publishes a fair amount of information of geographical interest. Thus, in the January part there are several contributions to a knowledge of German New Guinea; an account of Dr. Finsch's fifth journey; a short communication, by Dr. Hann, on the climate of New Guinea. There is also a paper on the natural products, industries and trade of Chios, Chesme, and Smyrna.

**Geographical Bibliography.**—It may be useful to remind workers in geography, that the Berlin Geographical Society publishes annually in its 'Zeitschrift' a classified list of the geographical publications of the past year, including books, papers, maps and plans. This year's list (in No. 120 of the 'Zeitschrift') covers over 120 pages, and embraces something like 3000 titles.

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## THE EXHIBITION OF APPLIANCES USED IN GEOGRAPHICAL EDUCATION.

### LECTURES AND DISCUSSIONS.

LECTURE III. January 19, 1886.—Mr. DOUGLAS W. FRESHFIELD, SEC. R.G.S.,  
in the Chair.

#### *Geography in its Relation to History.*

By JAMES BRYCE, M.P.

Previous to the Lecture,

The CHAIRMAN said the Council of the Society had long been dissatisfied with the position of geographical instruction in schools and colleges in Great Britain, and they had lately felt that their own action in offering prize medals to a certain

limited number of schools, had not been adequate in its reach, or altogether satisfactory in its results. They therefore determined to give it up, and if possible, put something better in its place. But before making any proposals, they sent Mr. Keltie to report on the state of geographical instruction abroad, and this Exhibition, and the very instructive catalogue, were the fruits of his labours. With the same object, they had taken the opportunity of the Exhibition to collect together on various occasions, as many as possible of those interested and occupied in teaching, or who had the control of education, in Great Britain, in order to learn what they thought of the present system of teaching geography, and how the subject might be given a higher place in schools and examinations. Lectures had been given by Mr. Ravenstein and Mr. Keltie, and many gentlemen had afterwards stated their views. There had been a general agreement that one thing to be done was radically to alter the conception of geography which existed in the minds of many teachers, to show them that it was something very different from the mere dry catalogues of many current text-books, and that a proper study of geography involved the exploration of a varied region of knowledge and not the mechanical perambulation of an arid and monotonous *tableland*.

In order to instruct teachers, they must look to the Universities, for through them English education received its direction. As an Oxonian, he felt that the Council might be accused of wishing to add to the already too great multiplicity of the studies at Oxford, but he did not think they need do that. They would be quite contented if they could raise geography higher in the Examination Schools which now existed there. One of those Schools, represented by Professor Bryce, was that of history, and he thought that in that School political geography might be given more importance than it yet had. By political geography, he did not wish to be understood to mean exclusively or primarily the artificial frontiers that man had posted along the face of nature, or the divisions into provinces, which afforded map-makers the opportunity of turning their maps into Joseph's coats of many colours, and confusing, as far as possible, all physical features under a bewildering maze of polychromatic bedizenment. The political geography which he would like to see taught was not so much what man had done to the earth, as what the earth had done for man: how physical features had affected history, framed the pursuits of nations, directed their conquest or commerce, condemning some to comparative obscurity, while giving to others the keys of the world.

He would now introduce Mr. Bryce, who as an historian, a geographer, and a traveller, was well known to all Englishmen. They had all learned much from him about the "Holy Roman Empire." Twenty years ago, he (Mr. Freshfield) had his first opportunity of knowing of Mr. Bryce's travels. Mr. Bryce had then returned from Hungary. Since then Mr. Bryce had crossed Iceland; had climbed to the top of Ararat; had bathed in the Pacific; and had been in every direction as far as time would allow an active politician and a very busy man to wander. He had published an excellent book of travels, and in his other writings had lost no occasion of showing the important relations of Geography to History and Politics. Moreover, he had not only proved the accessibility of distant and Biblical summits, but by promoting a Bill for securing to the public the right of access to Scotch mountains, he was now doing his best to prevent the noblest parts of the Highlands of Great Britain being shut off from the nation by the selfishness of a few.

Mr. BRYCE, in his lecture, said his object was to consider what were the points on which the studies of geography and history touch one another, and what was the kind of geographical knowledge which the teacher of history ought to possess in order to make his historical teaching as exact, as suggestive, and as full and complete as possible. Geography had to look on man as a part of nature, who is conditioned

in his development and progress by the forces which nature brings to bear upon him; in other words, he is in history the creature of his environment—not altogether its creature, but working out also those inner forces which he possesses as a rational and moral being; but on one side, at all events, he is largely determined and influenced by the environment of nature. There are parts of environment in which different countries and different parts of a country differ, and it was in discovering the different effects produced on the growth of man as a political and State-forming creature by the geographical surroundings in which he finds himself that this meeting-point of geography and history resides. He divided these environment-influences into three classes:—1. The configuration of the earth's surface; i. e. the distribution of land and sea, the arrangement of mountain chains, tablelands, and valleys, the existence of rivers and the basins which they drain. 2. Meteorological influences, i. e. climate, including heat and drought and winds. 3. The products which a country offers to human industry—mineral, vegetable, and animal. He then gave numerous striking instances in illustration of the effect of these various influences on national character, migration, and on the formation and development of human communities.

After the Lecture,

The CHAIRMAN said he was sure he was only expressing the general feeling of the meeting, in offering their warmest thanks to Mr. Bryce for his exceedingly interesting, widely suggestive, and only too compendious discourse. He seemed to him to have illustrated very fully and admirably a text laid down by one of his brother historians, whose recent loss was so much regretted, Mr. Green, who in the preface to his 'Short Geography of the British Islands,' wrote: "History strikes its roots in geography; for without a clear vivid realisation of the physical structure of a country the incidents of the life which men have lived in it can have no interest or meaning. Through history, again, politics strike their roots in geography, and many a rash generalisation would have been avoided had political thinkers been trained in a knowledge of the earth they live in and of the influence which its varying structure must needs exert on the varying political tendencies and institutions of the people who part its empire between them." He should like to quote the whole of this preface for the admirable sketch given in it by one, not primarily a geographer, and certainly no one-idea'd enthusiast, "of the place geography must occupy in any rational system of primary education, when the prejudices and traditions of our schools and schoolmasters have passed away."

When there had been lately among us such historians as Mr. Green, Mr. Bryce, and Mr. Freeman, there was very good hope that geography was rising to its proper place in connection with history, and of their mutual relations being fully worked out. Mr. Bryce had suggested all sorts of interesting subjects for detailed comment, did time permit. He had mentioned what Darwin said about the future possibilities of colonisation. Of course, there was another hopeful thing—that where man went he often made climates healthy which were naturally unhealthy. Take a place like Poti, at the east end of the Black Sea. In the times of the Roman Empire it was a perfectly healthy and prosperous place. Now there was a proverb that no one slept there a night without getting a fever. He had never been able to understand it until he read in Arrian that canals had formerly made the delta of the Phasis a smaller Holland.

Mr. Bryce had referred to the connection of law with geography. It would not at first sight be thought that glaciers had much to do with law, but the value of ice for export had given rise to curious questions as to the ownership of the ice, and their recent retreat had raised the point as to who owned the land from which they

had receded. The importance of water in old trade-routes might be further exemplified. In France, Lyons, Orleans, and Paris, no doubt, owed some of their importance to their being in the direct line of water communication between the mouths of the Rhone and Seine. Casaubon described how he boated up the Rhone, down the Loire, and then from Orleans to Paris by land. The Elizabethan trade-route to Persia was another instance—via the White Sea, the Russian rivers, the Caspian and Daghestan, which was brought into use when the direct channels of Eastern trade had been interrupted by the intrusion of the Turks.

Mr. Bryce had referred to his (Mr. Freshfield's) acquaintance with the Alps. What he had read about Alpine history had convinced him that many historians were extremely bad topographers. A century ago a French writer stated that Hannibal ascended to the top of Monte Viso to show his troops Rome. Michelet describes Francis I. and his army in 1515 as adventuring themselves on paths which had never been trodden except by the foot of the hardy chamois hunter. In reality, the French army traversed one of the lowest and easiest passes in the Western Alps, the Col de l'Argentière. In the discussions of the Pass of Hannibal, from Dr. Arnold to Mr. Copes, Brockedon was, perhaps, the only writer who had an adequate knowledge of localities now within twenty-four hours of London, and, in consequence, the physical facts were, as a rule, accommodated to the theories of the writers, and not their theories to the facts. Carlyle had set an example to historians of the study of local topography. It would also be an excellent thing if historians would also imitate him by paying more attention to the maps in their books. Those which were put into many English books were about as bad as they possibly could be. Good maps and plans were of the greatest possible aid to a history, and he hoped that if there were any publishers present, they would bear that in mind, and be very liberal to their next historian in this matter.

The Hon.<sup>ble</sup> G. C. BRODRICK (Warden of Merton, Oxford) could echo what had fallen from the Chairman with regard to the admirable discourse delivered by Mr. Bryce. It was very strange that there should be any doubt as to the true interest of geography, but either the method of teaching it at school, or some other cause, had prevented people realising the intrinsic interest of the subject, and nothing could have been more successful than Mr. Bryce's address in bringing home to those who doubted it, how varied that interest was from the historical side. What has been said with regard to that corner of the county of Down which was mountainous, was illustrated by a little fact in connection with the upper valleys of the Dee and Don in Scotland, where he believed the old Roman Catholic population had never died out, while at Aberdeen, and in the lower valley of the Dee and Don, the population was as Protestant as that of Scotland usually was. When Mr. Bryce spoke of the division of England into north and south, he would, no doubt, agree in drawing the line rather from north-east to south-west, the east of Yorkshire and Durham having been extremely important from the earliest times. So in Scotland it was not a question of the Tay dividing the Highlands and Lowlands, but of cutting Scotland diagonally from north-east to south-west. If that were done from Inverness, south-westward, leaving Inverness on the right of the line, scarcely a single town of 6000 inhabitants would be found to the north-west, though Wick, when the fishermen were there, was, he believed, greater. When he reflected on the want of interest in geographical education, and the position which geography now occupied in education, he had sometimes been tempted to think that most people were so ignorant of it that they did not appreciate their want of further knowledge. Although they were all supposed to be taught geography in youth, he really believed that in any company of English gentlemen, only quite a minority would realise that whereas a degree of latitude was of the same length all the world over, a degree of

longitude dwindled towards the poles; and most people would be completely puzzled if they were asked the length of a degree of longitude in the latitude of London, and still more if they were asked what that represented in time, or what was the difference between a map on Mercator's projection, and one presented on a globe. He was by no means certain that the old-fashioned study of the use of the globes had not been more neglected of late years than it was seventy or eighty years ago. Speaking of the University, he felt that the subject of geography had been under some disadvantage by reason of its very utility. If it were perfectly useless, if it were some obscure corner of science or archæology, he was not sure that it would not have attained a position in the University system; but it was so manifestly useful, that what was everybody's business was nobody's business, and it had been overlooked. It was supposed that it must be taught, but as a matter of fact it was not taught methodically, and he was afraid that the modern tendency was rather unfavourable to it. Historians of the time of Dr. Arnold paid more attention to it,—not than Mr. Freeman,—but more than many historians of the present day, who went off upon constitutional and other branches of history, without sufficiently considering the very interesting relations between history and geography. He was an Eton man, and in one part of that school they were taught something of geography, and to some purpose, but, unfortunately, that part was rather low down, and by the time they left, if they did not take great care, they had forgotten most of what they had learned. As to the University of Oxford, he wished the prospect of obtaining the position for geography which it deserved, were more hopeful. At the same time he did not abandon hope. As examinations now governed everything at the Universities (and he was not one of those who regarded that as altogether an evil) the object should be to secure for geography a worthy place in examinations. He had been told that it was now under consideration whether geography should not have a substantial place in the preliminary examination which was now accepted in lieu of Responsions, or the "Little Go." He hoped that that was true, but he had always urged upon the Geographical Society, in conjunction with Mr. Bryce, though without success, the great importance of promoting the establishment of a geographical lectureship at the University. He admitted that the University ought to do it without any urging, and entirely out of their own funds; but at the same time he thought if a proposal were made by the Society, perhaps as an experiment, to found a lectureship, or help to found it, it would very likely be entertained, because it would be a substantial proof of the importance that the Society attached to geographical education. The benefit of this would not merely consist in the value of the lectures which might be delivered, but in the fact that there would be some one there whose duty it would be night and day to press the claims of the subject. As member of a Board which had something to do with these things, he had tried to get the University to establish a geographical lectureship, but, as in the case of the man in the Gospel, others stepped down before him. Certain obscure subjects had a number of advocates to push their claims, and geography was not successful in getting a definite place. Any little influence he possessed would be heartily used for the promotion of a geographical lectureship.

Sir JOSEPH HOOKER said that one of the most interesting points in Mr. Bryce's address was his reference to the relations of the human race to its environments. It was a curious fact, that the three most degraded races of mankind, the Tasmanians, the Hottentots, and the Patagonians, were found at the extreme south of Australia, of Africa, and of America respectively. Mr. Bryce had stated that France was not crossed by any chain of mountains, but there were the mountain ranges of Central France, which, commencing in Dordogne, extended through the Departments of Corrèze, Puy-de-Dôme, Cantal, Haute Loire, and Ardèche to the Rhone, and which



might well be supposed to have had a great effect in separating the populations of the north of France from those of the south. He himself took an intense interest in geography, and he hoped he had been better taught in Scotland, where he was educated, than it appeared he would have been in England. His impression was, that what was really required was that geographical education should extend throughout the whole period of school and college. Geography was not looked upon as of no account in an educational point of view merely because it was so practical, but because, concerning itself with every branch of a liberal education, it came under no one more than another.

Mr. BRYCE, in reply, expressed his thanks for the kind manner in which his address had been spoken of, and listened to. With regard to what Sir Joseph Hooker had said about France, he fully admitted the truth of those remarks. There was a remarkable difference between the architecture to the north of the Ardennes, and that to the south. Roman influence was much more marked in the Rhone valley and Eastern Languedoc; and no doubt the existence of the Rhone and Saone valley on the one hand, and no chain of mountains on the other, had established a connection between North and South France. At the same time there could be no doubt that important influences were due to the chain of mountains to which Sir Joseph Hooker had referred. He did not think anything better could be done than to establish a readership in geography at Oxford, as Mr. Broderick had advocated.

LECTURE IV. January 26th, 1886.—Sir JOSEPH HOOKER, K.C.S.I., F.R.S.,  
in the Chair.

*On the Scientific Aspects of Geographical Education.*

By Prof. H. N. MOSELEY, F.R.S.

Previous to the lecture,

The CHAIRMAN said that for upwards of a century it had been the practice of the Lords Commissioners of the Admiralty to employ one or more ships annually for scientific purposes, the chief object being hydrographical surveys and mapping coast-lines. In this way charts had been produced such as all other nations of the world put together could not match. Some of these voyages had been for the purpose of taking observations of the planets across the sun, others for noticing total eclipses of the sun, and others for magnetic surveys, while very few had been for purely geographical purposes. To some of these expeditions officers had been appointed other than naval men, to do hydrographical, geographical, zoological, and botanical work. In his first voyage Cook was accompanied, as a volunteer, by Sir Joseph Banks, who went with a large staff at his own expense, and whose labours caused him for half a century afterwards to be regarded as the leading scientific man in the British Isles, while his name was revered in every scientific circle throughout the world. The next case was that of Captain Flinders' voyage to survey the coast of Australia. He was accompanied by Mr. Robert Brown, the head of the Botanical Department of the British Museum, who, as soon as his works were published, was regarded as the greatest botanist of the day. Sir John Richardson accompanied Sir John Franklin in two of his great voyages, and the works he produced on the botany, ethnology, and physical geography of the Polar regions were without parallel. He need not do more than mention Darwin in his voyage in the *Beagle*, and Huxley in the *Rattlesnake*. Mr. Moseley accompanied the most important of all these voyages, and the only one that was fitted out for