

SPANISH WOMEN GEOGRAPHERS AND CARTOGRAPHY IN THE NINETEENTH CENTURY

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Abstract

Geography and Cartography were two different underdeveloped disciplines in the Spain of the nineteenth century, in spite of the efforts carried out in both of them up from 1870. Women were excluded from the access to higher education and from the technical training which qualified for the practice of cartography. Nevertheless, some women teachers in the second half of the century and specially from 1890 onwards were efficiently incorporated to the renewal movement of geography, its education and its diffusion materials for tuition, which can be seen in the use of maps in their textbooks and articles, sometimes carried out by themselves.

1 Geography and Cartography in the Spain of the 19th century¹

In the beginning of the 19th century the backwardness of Spain in Cartographic matter in relation to the developed Europe is obvious. It is certain that the peninsular territory was far better known in 1814 than in 1808 but not only was it due to the work of Spanish cartographers, but specially to the activity of English and French, who elaborated their maps in the serve of their military needs in what we Spanish people call "Independence War" and outside our borders is better known as "Peninsular War". The economic crisis and the absolutist reign of Ferdinand VII did nothing but to increase the mentioned backwardness not even going beyond "the simply descriptive itineraries to the graphic itineraries" [4, p. 120].

It can be affirmed that until 1870 this backwardness increases. The official interest for geography is in general scarce, which is reflected in the study plans, from primary to higher education. In a similar way, there is a real disinterestedness from the Governments for the knowledge of the territory and the elaboration of its cartography. It is certain that from 1835 onwards there are numerous legal legislations to promote the training of cartographers and the elaboration of a satisfactory Map of Spain, but they either remained a project or they had a short life and did not get outstanding results.

It is because of this fact that the cartographic activity remained in Spain reserved to engineers and military men for whom the map was an essential instrument in the performance of their job, whether that was the occupation of territory, the belic campaigns or the construction of communication roads. Due to the lack of an specific technical training of the civilian population, only military men were, as a whole, the truly leaders in the matter that concerns to us. Among them important cartographers stand out, such as F. Coello, author of the *Atlas de España y Posesiones de Ultramar* (1855-1870) or Ibáñez e Ibáñez de Ibero and outside this group, until the last third of the century we find only isolated figures such as D. Fontán, mathematician and author of the *Carta Geométrica de Galicia* (1818-45) or F. Caballero.

In the decade of 1870, geography and cartography have an important advance in Spain: the Government establishes a civil organisation in charge of its development, and founds institutions whose main aim is the promotion and renewal of the methods and materials of education in general (and geography in

¹ About the relations between Geography and Cartography, [1,2]. About Geography and Cartography in Spain during the 19th century [3 to 6].

particular with the introduction of maps for school use) and the expansion of the colonist activity in Spain (and therefore the knowledge of those territories and the elaboration of its maps).

In 1870 the Instituto Geográfico (Geographic Institute) was founded, an organisation whose main task was the elaboration of the Mapa Topográfico Nacional (National Topographic Map). This map, at a scale of 1:50.000 was not finished until 1968, being the basic map in Spain until 1975 in which the 1:25.000 was started. Although the Instituto Geográfico was conceived as a civilian cartographic organisation (which was an european novelty) it had to depend on the military men, who were the only professionals competent for this task. Its first director was general Ibáñez e Ibáñez de Ibero.

In 1876, due to the impulse of F. Coello and with F. Caballero as president, the Real Sociedad Geográfica de Madrid (Royal Geographical Society of Madrid) was founded, and its *Boletín* (Bulletin) [7] is the best exponent of the geographic thought of the time as well as the diffusion purposes of geography and cartography. In the same years appears the *Boletín de la Institución Libre de Enseñanza* [8], a diffusion body of this association whose aim was the renewal of education and method plans in Spain. This interest was shared by the periodical *La Escuela Moderna* [9], founded in 1891. In both publications would write men and women teachers educated in the Schools for Teachers, as well as professors from the Central University and the Asociación para la Enseñanza de la Mujer (Association for the Education of women, founded in 1869), finding in both numerous complaints about the scarce official and social recognition to the importance of geography, discipline that only was taught one year in the primary education and did not have an independent University professorship until 1900.

In several volumes of the Bulletin of the *Real Sociedad Geográfica de Madrid* we find articles that, like in the other mentioned periodicals, think about the need to reform the education of Geography, extending its years of study and renewing its methods. Some stand out taking France and Italy as a reference, claiming the edition of maps for educational purposes and the information about how the Geographical Society itself took initiatives in this sense². Although the main objective of this society was linked to the colonial expansion, it was maintained that the only way to increase the population interest for Geography, Cartography and explorations was to inculcate it to children by means of an efficient education.

The didactic vocation is obviously clearer in *La Escuela Moderna* in which we find every year (except in 1894) articles about the teaching of geography and its backwardness in Spain. F. Coello, R. Torres Campos (renewer of the scholar cartography in Spain) and E. García Barbarín are habitual writers in it, and it becomes a recurrent issue to compare the Spanish short and old-fashioned study plan with the French one, which includes the study and practice of cartography in the three Geography courses of the compulsory school [7, 1897 (1), pp.135-145].

2 Geography, Cartography and Gender in the Spain of the 19th century

In the 19th century there was not anybody with a high education degree in Geography. Therefore, there were no geographers in the strict sense of the word, but individuals with a broad education who devoted themselves to Geography and Cartography. Among the aforementioned cartographers there was not any woman. Neither were women allowed by any means to get into de Army (how were them supposed to get into an army of citizens if the liberal state did not confer them this status?) nor to

² Articles and comments about this matter in the volumes corresponding to the years 1878 1882 or 1885. In 1892 it is announced the will to contribute directly to "the construction of wall and relief maps in scales of great dimension for the education of Geography, so needed in our schools", and in 1896 it is announced the conclusion of the text of the *Compendio de Geografía Elemental*, commissioned by the Society to the Council of Public Instruction.

receive the appropriate technical education.

Women were excluded from the access to University during great part of the century and it was not until much later that they could accede to the Engineering Schools. This discriminatory pattern reserved instruction (or training for the different jobs) to the male sex and confined the female to education, in other words, to the acquisition of minimum skills to be able to behave in her social class and manage the domestic economy. Women did not therefore have the possibility to access to that education which enabled them to devote themselves to Cartography. They could neither take part of the groups devoted to it nor could they stand out as cartographers apart from them.

Women from the second half of the century could, nevertheless, become teachers. They could devote themselves to primary education at girl schools and could also be teachers for teachers. In this activity there are many who write textbooks for the subject regarded as "feminines", such as needlework or reading books for girls. There are also some who write text books- for primary schools and for the school for teachers- about history and Geography in which we observe a clear evolution in accordance to the general renewal movement of the Geographic thought of the moment. Obviously, in a society where sex discrimination worked efficiently, there were far more men than women who taught and wrote about Geography, but as soon as women managed to get over the obstacles and were able to teach and publish, they showed to be at the head in regard to expression, methodology, the conception of Geography and the utility and use of the map at school. A different matter is whether they would draw or reproduce maps in their textbooks, but if they did not was not due to their own decision or ignorance, but to problems of a technical editorial nature which affected books written equally by men or women, dividing the scholar material in text books on the one hand, and atlases, globes and wall maps on the other.

A different kind of activity that supposedly implies the use of the map is the trip, and therefore the travel book. We have confirmed that the incorporation of the map into this literature takes place very late, which until well on into the 20th century conserves the form of descriptive itinerary. It is also very late the women's incorporation to the writing of the travel book with Geographic mentality or purpose.

The presence of women geographers -teachers and travellers- in the mentioned associations and its periodicals is scarce like, in general it is the presence of women in the intellectual production of the 19th century Spain.

The Real Sociedad Geográfica de Madrid (Royal Geographical Society of Madrid) was founded with more than six hundred members. There were not female members until 1879 when the princess of Asturias was appointed member for life, obviously because of her condition and not her interest, which would also be done later with other female members of the Royal family. It was not until 1883 that a woman, although foreigner, would be appointed honorary member for a year. Her name was Carla Serena, "intrepid traveller" who had given a lecture in the society "about her trips to the Caucasus" [7, 1883 (2), p. 146]. Between 1885 and 1890, one woman, Aurora Corradi, was subscriber to the *Bulletin*. At least, in 1888 a Spanish woman who lived in New Orleans requested her admission, which was an event reflected in a speech which attempted to be polite and cannot be but described as male sexist:

"Y ahora os daré cuenta con gusto de una novedad que ha de seros agradable, y es la solicitud de ingreso de un socio del bello sexo, acogida desde luego con satisfacción por la Junta directiva en sesión de 10 de octubre último, en la que se dio cuenta de la pretensión escrita y firmada por Doña Augusta L. Hernández, residente en Nueva Orleans, señora que, aunque extranjera, revela por su apellido el origen español, del que se envanece la interesada. Sea, pues, bien venida a nuestra Sociedad tan ilustrada y bella señora (que de ambas cualidades la supongo adornada), y hagamos votos para que su ejemplo sea imitado por no menos bellas e ilustradas compatriotas nuestras, alguna de las cuales, como doña Aurora Corradi, es ya hace años suscritora constante de nuestro *Boletín*, sin duda porque su timidez o su excesiva modestia no la han permitido aspirar al título de socio" [7, 1888 (2), p. 293].

Augusta L. Hernández remained in the society for a short time- maybe overwhelmed for the admittance she had- and in 1891 there is just one female member, Elena Janina Rogozinska. She and her husband, Esteban de Szole Rogozinski, both travellers from Varsovia.

Ironies apart, I must say that it was not strange that no more women would suscribe themselves to this society, which since 1890 was loosing members alarmingly. Maybe it was due to its expensive subscription or to the gradual increasing importance of the colonising subject, although they prefer to recognise only the "deficiency of the Geographic culture in Spain" [7, 1890 (1), p. 296]. It is not until the next century- and the reflection on the desaster of 1898- that the situation improves and a turning point takes place. Its symbol is the admission in 1902 of Leonor Canalejas y Fustegueras, teacher of Geography and History in the National School of Women Teachers, who was greeted with this plain note:

"Desde la fecha de la última Junta General ha ingresado en la sociedad Doña Leonor Canalejas y Fustegueras, profesora de Geografía e Historia y ha reingresado D. Leonardo Pérez Cossío, ingeniero de Minas, a los cuales enviamos un saludo de bienvenida" [7, 1902, p. 631].

The mentality about women, at least among the advanced intervals, was changing. With the described state of things, it is not strange that there were not a single article written by a woman in this *Bulletin* and that, although all its volumes include maps, none of them had a female signature.

Less flagrant is the situation in *La Escuela Moderna* were, in spite of the scarce female contribution we find two relevant articles by Pilar Moltó y Camporredondo about Africa. One of them refers to its politic situation, and the other to an expedition leaded by Stanley, showing in both cases a precise knowledge of history and geopolitics, as well as an excellent narrative style in which it shows her identification with the modern theories defended by the Geographical Society and by the Institución Libre de Enseñanza (Free Education Institution). Not only was she a teacher (she got the diploma with the highest mark at 19 years old, in 1890), but she also belonged to a military family, which explains why her articles are illustrated with maps, two of which she made them herself.

3 The maps in the geography works written by women

3.1 The textbooks

In 1858 *Estudios Geográficos* was published, a geography textbook for primary education by Francisca Ayesa de Sanquircico [10], a very early date considering that the same year the Regular Central School for women teachers from Madrid, the first from all Spain, is founded. It intends to ease the geography teaching for young girls (since women could only at the moment teach young girls), supporting this opinion in the authority of M. Joly. With this aim she follows a method which she has herself tried:

"comenzamos por la enseñanza de la geografía física, porque estamos convencidos de que el alumno que conozca el globo y el mapa hasta el punto de tener ideas claras de su conjunto y de todas sus partes, adquirirá con suma facilidad las nociones de geografía política" [10, p. III].

There are no maps in this book although, as it has been said, it is considered an essential instrument for education.

Five years later appeared the textbook by Josefa Herreros de Tejada, *Tratado de Geografía* [11] which was officially declared text book for the primary schools. There are no reproductions, although it dealt with physical geography in its greater part. Up from page 171 and over fifty pages one can "travel

around the world", detailed description which intends to "be visual" in its itinerary, but without any illustration. It remains on the time of descriptive itinerary, in which the map must be reconstructed in the reader's mind, girls of nine or ten years old in this case. This is a hard task for the present day reader, educated in the world of images and of the illustrated book, but not for the last century reader, which can be seen in the review that the press points out for this book, and in which it not only praises "the order of the method, the clearness and conciseness of its definitions and of tender minds to whom it is dedicated", but above all the:

"viaje alrededor del mundo, en el que de una manera práctica, las tiernas inteligencias que han adquirido una idea general de los diferentes países extendidos sobre el globo, lo van siguiendo con la imaginación, partiendo de la Europa septentrional y terminando el viaje después de doblar el Cabo de Buena Esperanza, habiendo aprendido con aquel viaje escrito, la historia, la importancia, el clima y demás particularidades de todos los pueblos por donde se han ido deteniendo los infantiles viajeros, conducidos de la mano por la autora del libro, hasta volverlos a su país, habiendo afirmado en sus inteligencias lo que aprendieron en la primera parte del libro" [12].

We quote a third textbook, *Lecciones de Geografía*, by María Carbonell y Sánchez, teacher from Valencia and from the Asociación para la Enseñanza de la Mujer (Institution for the education of women), written thirty years after the former one, in 1893, since it is addressed to the students of teaching, to the future women teachers. Although its 360 pages do not contain any illustration, it includes methodological novelties, it is a reflection of the colonist, thought of the time, and it pays attention with certain deepness, according to the contemporary textbooks, to the lesson XVI of the programme, which deals with maps [13]. About the first tells the introduction:

"Abrigamos la esperanza de que nuestro trabajo, saliendo de los áridos y trillados caminos que reducían el estudio de la ciencia geográfica a un descarnado y monótono catálogo de países, mares, montes, ciudades y pueblos, ha de proporcionar a las maestras noticias, datos, relaciones, semejanzas y antítesis que suavicen las naturales asperezas de toda ciencia [13, p. V].

With regard to the order for the description-without illustration- of different regions of the globe chooses the next: "by importance : Spain, Europe, South America":

"Al describir Asia, Africa y Oceanía se ha hecho resaltar la influencia que en estos países ejerce Europa, y la misión civilizadora que indudablemente le está reservada en el porvenir, cuando se conviertan en hechos los halagüeños proyectos que hoy vislumbran y acarician las naciones cultas" [13, p. VII].

The lesson XVI, after explaining the geographical drawing and the projections, defines the maps and its types according to the surface they represent (Mappa mundi, world maps, particulars or regionals) and after its matter ("special maps can be hydrographical, nautical or marine, orographical or forestals..., topographical,...and geological"). It devotes two paragraphs-just as the two former ones-to the maps specially constructed for teaching: physical, political or orographical, that can be written or mute. There is so far no major difficulty for the student that to learn a relative small list of terms but when one reads carefully the sections of "scales" and "formation of maps" one can only conclude that the students were extremely smart, they learnt the sentences without understanding them, or they simply forgot them. To the authoress, maps:

"sirven para conocer la situación absoluta y relativa de los diferentes países del globo; para tener idea de los principales accidentes físicos; para aprender las divisiones establecidas por los hombres, y para orientarnos y guiarnos sin necesidad de acudir a los viajes, si queremos estudiar e investigar cosas referentes a nuestro globo" [13, p. 48].

One might think that these students could make use of abundant graphical material at the teaching centre and in their atlases. The lack of mention to its material in the texts and the complaints in the magazines for the lack of it make suspect that it was not this way. Only a year before had Rafael Torres Campos initiated the introduction of this material in Spain.

There is a big difference between this book and the one from Josefa Sáiz y Sánchez and Juan Francisco Sánchez-Morate [14], written in the last year of the century and addressed to the students of teaching (sex discrimination continues in the texts)³. The difference is that the authors regret the lack of time to insert illustrations. Although, in fact, there are two who represent the regent Queen and her under aged son Alfonso XIII, obviously the regret refers to lesson 4 which is about maps [14, pp. 20-22]. According to the new study plan, which kept considering "Geography and History" as one subject, only in the second year would teachers acquire certain notions of Cartography with the study in one lesson of the "geographical maps and its different types. Geographic longitudes and latitudes".

This teacher had published one year before (1899) a Geography textbook for primary education for girls [15] whose interest is in the choice of a learning method which consists of short questions and answers (catecism) to ease a gradual approach to the subject through memorizing and, above all, in the inclusion of abundant illustrations which are drawings of landscapes, cities and types of graphical accidents and maps.

These maps are small and roughly drawn but, with no doubt means this book an enormous advance in the practical elaboration of the importance of the visual in the study of Geography. In the part of "descriptive Geography" there is one map for continent: Europe (p. 29), Asia (p. 35), Africa (p. 40), America (p. 44), Oceania (p. 49) [illustration number 1] and in the "Geography of Spain" one of the Iberic Peninsula that includes Southern France and northern coast of Africa in which the capitals of provinces and important cities are marked, rivers and chains as thick lines (p. 51). We must point out that the representation of the Canary Islands induces to confusion since they are not surrounded by a breaking line and appear as if they were in the Mediterranean sea, opposite Oran, which is something regrettable in spite of being meant for 9 and 10 year old girls [illustration number 2]. To the lesson about maps belong the next lines:

"De la tierra. Eclipses. Horizontes. Puntos cardinales. Mapas.

(...)

P. ¿Cómo la representan los geógrafos para su estudio? [of the earth]

R. Por medio de una esfera de cartón o de madera que se denomina globo terrestre. [Include an illustration of a globe] (...)

P. ¿Qué son cartas geográficas o mapas?

R. Unas superficies planas de papel o de tela sobre las que se representa toda la Tierra o alguna parte de ella.

P. ¿Dónde se encuentran los puntos cardinales en los mapas?

R. El Norte en la parte superior del mapa, el Sur en la parte inferior, el Este a la derecha y el Oeste a la izquierda* [15, pp. 13-17].

3.2 The travel books and guides

The travel books written by women in the XIX century and beginning of the XX have a literary, ethnographical and sociological interest but not a geographical one (Cecilia Bohl de Faber, Agar Eva Infanzón Canel⁴, Pilar Jorro, Emilia Pardo Bazán) o de cuentos para niños (Sofía Pérez Casanova).

In the middle of the century, the "Enciclopedia Hispanoamericana" (Hispanoamerican Encyclopedia)

³ We must point out that she appears in the same place as authoress, since she has a higher education. While Josefa Sáiz is regent by opposition to the Regular School of Women Teachers of Toledo and teacher of Spanish, Pedagogy and Domestic Economy, Juan Francisco Sánchez Morate is permanent teacher of it.

⁴ In 1916 she published a travel book in which she describes the Island of Cuba and its population and has an ethnographical and sociological interest, more than geographical. We must point out, nevertheless, that the Geographical Society of Madrid made her a member in 1929.

edited in Paris commissioned a learned Spanish traveller, Emilia Serrano de Tornel, Baroness of Wilson, two of its volumes, which should serve as a guide for travellers in France, Belgium, England, Scotland and Ireland. Both were published in 1860, and though interesting, they are nothing but an itinerary description without maps to support it [17, 18].

Half a century later the situation changes in the collection of guides "España Pintoresca. Nueva Colección de Geografía Popular" (Pinturesque Spain. New series of popular Geography), from which we know six volumes corresponding to Andalusia, written by a woman, Magdalena Santiago Fuentes, also teacher and senior teacher of the School of Teachers of Barcelona. All of them are divided into four parts: I. General description of the province; II. Principals populations of the province; III. History of the city (capital); IV. Description of the city; V. Celebrities. All of them include a small and rough map of the province, in which main cities are represented and a suggested itinerary is shown [illustration number 3] as well as other illustrations (portraits and sights of monuments and landscapes) [19].

3.3 *The specialized articles*

Women barely wrote in the aforementioned periodicals as exponents of the renewal movement of Geography and Pedagogy. They spoke little as well, and did not even gave year-opening lectures at school or in official associations, or dictated a lecture at the Ateneo until the decade of 1880. From these expressions we have chosen one lecture and two articles.

The lecture was given by Luciana Casilda Monreal de Lozano at the Academia de Maestros de Primera Enseñanza (Academy for Teachers of Primary Public Education) in Madrid in 1880 [20] and in it we notice her feminism in sentences as "who must contribute to women education more than women themselves"? [20, p.3]. And in her lecture she develops the following thesis:

"La importancia e interesantes aplicaciones de los estudios geográficos, nadie que yo sepa la pone en duda; mas es necesario probar si esta ciencia tiene la misma importancia y aplicación en las Escuelas de instrucción primaria. Yo, señores, en mi humilde opinión, creo que en nuestras escuelas es de importancia suma la enseñanza de la Geografía, y de una constante y útil aplicación a los usos de la vida, considerándola además como un gran medio de cultura y progreso, como un auxiliar poderosísimo para el estudio de otras ciencias, y finalmente, como un elemento altamente religioso y moralizador (...). El estudio de la Historia Sagrada se haría mucho más fácil, agradable y útil. si con el mapa delante el niño fuera siguiendo al pueblo de Israel en sus peregrinaciones" [20, pp. 3-4]

mixing, as it was usual among the writers of the Krausist School and the Institución Libre de Enseñanza (Free Education Institution) conservative elements in the social and liberal in the political. Furthermore, according to the intuitive and active method promoted by the mentioned institution in which excursions are a essential part of the learning of Geography, affirms: "I will not fail to point out the great support for the instructive excursions that have been advised to us" [20, p.4].

The articles that we have announced have one sole authoress, Pilar Moltó y Camporredondo, whom we have presented as a bright student of Teaching and of a military family, which explains her practical Cartography. Both articles are published in the first numbers from *La Escuela Moderna* (1891 and 1892) [21, 22], and are inscribed into an editorial politic which tries to reflect "the unceasing improvements in our knowledge of the Earth as a consequence of the trips and explorations, and the territorial changes that take place through diplomatic treatises", and which makes that they remain soon old-fashioned through brief articles and news, which will frequently be illustrated with sketches and maps, about the geographical current events" [21, p.355].

The first article is about the expedition carried out by Stanley in 1859 to the botanic and doctor Emin Pachá (Edouard Schnitzer). With an excellent prose and a solid knowledge base the authoress explains one Geography of Sudan and its sociopolitical situation, the route followed by Stanley, the objective

of his trip and its result, at a political and geographical level, inserting her own opinions which reflect her belonging to that group of advanced teachers close to the thesis about the colonialism of the Institution and Geographic Society of Madrid. The authoress describes "the important geographical discoveries of this trip of almost 1000 km".

"nos da a conocer el Aruimi, que se llama Ihuri en su curso superior, y al cual se une el Nepoko, y la extensa selva que desde el Congo alcanza el alto Nilo. Se conocía, por descubrimiento del mismo Stanley, el lago Alberto Eduardo (Muta Nizigue), confundido primero con la parte meridional del Alberto. Ahora resulta demostrado que aquél, situado al sur, se vierte, por el Semliki, en el Alberto Niansa, y pertenece al régimen hidrográfico del Nilo. Encuentra entre los dos citados lagos uno de estos macizos montañosos de gran elevación (5000 m.), con nieve en plena región ecuatorial, que constituyen rasgo característico de la geografía africana: el monte Ruenzori, que se confundió en un principio con el Gordon Benet" [21, pp. 363-364].

Some years before this description had been considered enough by the most part of the writers, men and women, as it has also been seen around this time was still common to choose the itinerary report. But this truly pioneer who is Pilar Moltó y Camporredondo includes a map drawn by herself and called Equatorial Africa. Outline of the route followed by Stanley in the rescue expedition for Emin Pachá. The reference meridian usually is the one from the Island of Hierro and it is funny that it includes the whole Equatorial Africa, from Ocean to Ocean and not only the Oriental part, the only one on which the studied expedition took place maybe to give a whole image or maybe so that it could be seen an area designated as "Spanish territory", which shows the existence of a minimum territory colonised by Spain (Guinea) [illustration number 4].

The second article mentioned deals with the political situation of Africa in 1892 [22]. Concerning the style and education of the authoress, obviously the comments are the same as for the former article, but in this one she also makes some interesting considerations about the connection between discoveries and Cartography:

"Las cartas que del Africa existen de este tiempo [comienzos del s. XIX] indican, con sus extensos espacios blancos, que la casi totalidad del vasto continente era tierra desconocida. Desde entonces, la cartografía se ha ido enriqueciendo y perfeccionando con nuevos datos, proporcionados por numerosos viajeros que han penetrado en aquellos misteriosos lugares (...) El panorama ha cambiado a lo largo del siglo. Hoy están exploradas y son conocidas la mayor parte de las tierras africanas" [22, pp. 345-346].

With regard to the specific topic of this long article, we may say she makes an excellent summary (given the authoress's knowledge and opinions) about the domains of the "European powers established in Africa" [22, p.347]: England, Germany, France, Portugal, Italy, Spain and Turkey detailing the fights and negotiations of these countries to dominate Africa. It concludes also dealing with the countries African themselves: Egypt, Morocco, *The Republic of the Orange River* (boers), the one from the Transvaal and the black state of Liberia.

When she talks about Spain she expresses the same opinion that often appears in the *Boletín de la sociedad Geográfica*:

"ha visto con indiferencia por mucho tiempo sus posesiones africanas, demostrando escaso interés en mejorarlas. Esto ha dado lugar a que se despierten las ambiciones de otros pueblos que, en vista de tal indiferencia, han creído fácil hacer suyos aquellos dominios que parecían olvidados" [22, p. 436]

and includes two maps from Coello in small reproductions: "Spanish possessions in the Sahara" and "The Spanish Guinea"⁵.

⁵ Justifies the presence of the white men as "agent of the civilization" [21, p.357]

P. Moltó, to illustrate the general topic, not only includes a map elaborated by herself called "Africa in 1892" [illustration number 5] with expression of the borders of the territories dominated by different European countries and by different African countries, but also mentions it in her article, for its better interpretation. for example:

"A la vista del mapa, por la gran extensión a Francia en él señalada, parece la primera potencia europea en Africa; pero hay que tener en cuenta que constituye el Sáhara una gran parte de sus dominios, y que está muy lejos de ser la posesión de ellos efectiva" [22, p. 352].

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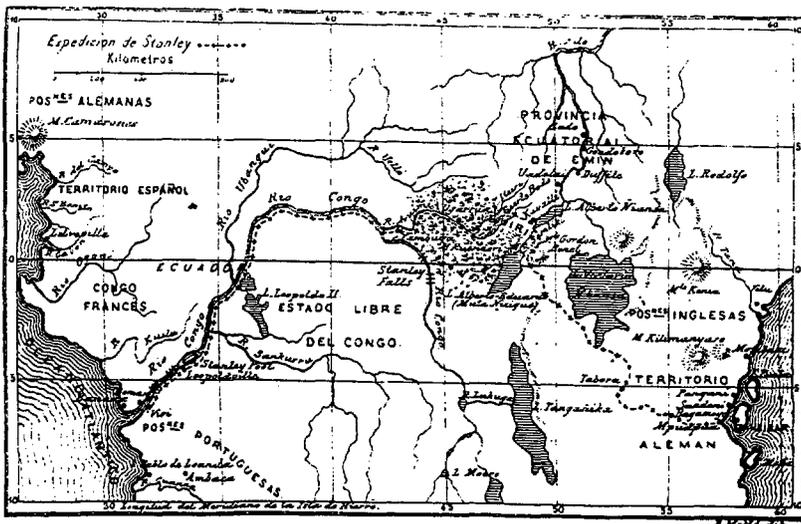
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Illustration 4 [22, p. 345]



ÁFRICA ECUATORIAL
Trazado del itinerario seguido por Stanley, en la expedición de socorro á Emin Pachá.

Illustration 5 [21, p. 359]