

Werner's practical acquaintance with the relations and structure of rock-masses was derived from what he learnt at the mines. It was only natural, therefore, that he should have inculcated upon his pupils the vast importance of subterranean exploration in unravelling the structure of the earth. The devout Wernerian put mines before mountains as a field for geological investigation.¹ Indeed the whole system of the Freiberg school, with its limited knowledge, its partial view of things, its dogmatism and its bondage to preconceived theory, is suggestive rather of the dim lamplight and confined outlook of a mine than of constant and unfettered contact with the fresh and open face of Nature.

These characteristics of Werner's teaching were keenly felt by some of the more clear-sighted of his contemporaries, who, though they recognised his genius and the vast services he had rendered to mineralogy by solid achievement, as well as by the enthusiasm he had excited in many hundreds of pupils, yet felt that in regard to geological progress his influence had become retrogressive and obstructive. This judgment was forcibly expressed in the article which appeared in the *Edinburgh Review* in the year 1811 from which some citations have been given in the foregoing pages. I have reason to believe that this article was from the pen of Dr. W. H. Fitton, who afterwards became one of the leaders of English geology. A few sentences from it may here be quoted.

“The Wernerian school obstructs the progress of discovery. The manner in which it does so is plain.

¹ See, for example, Jameson, *op. cit.* p. 43.