

UC-NRLF



C 2 557 930

G
125
A55
1863

LIPPINCOTT'S GEOGRAPHICAL SERIES

A

PRIMARY GEOGRAPHY

ON THE BASIS OF THE

OBJECT METHOD OF INSTRUCTION



By FORDYCE A. ALLEN

PHILAD ALPHIA

J. B. LIPPINCOTT & CO.

1862

YE 06593

YE 06593



THE LIBRARY
OF
THE UNIVERSITY
OF CALIFORNIA

Education

GIFT OF

Isabella Shinn

3
150
1855



Digitized by the Internet Archive
in 2008 with funding from
Microsoft Corporation

<http://www.archive.org/details/primarygeography00allerich>

LIPPINCOTT'S GEOGRAPHICAL SERIES

A

PRIMARY GEOGRAPHY

ON THE BASIS OF THE

OBJECT METHOD OF INSTRUCTION

ILLUSTRATED WITH

NUMEROUS ENGRAVINGS AND PICTORIAL MAPS



By **FORDYCE A. ALLEN**

PRINCIPAL OF THE CHESTER COUNTY NORMAL SCHOOL, WEST CHESTER, PA.

Third Edition, Revised to agree with the Census of 1860.

PHILADELPHIA
J. B. LIPPINCOTT & CO.
1863.

CONTENTS.

TEXT AND ILLUSTRATIONS.

	PAGE
Suggestions to Teachers.....	4
The Five Senses.....	7
THE SEASONS: Spring and Summer.....	8
Do. Autumn and Winter.....	9
Familiar Vegetation.....	10
Domestic Animals.....	11
People.....	12
A RAMBLE: Bodies of Water.....	13
Do. Portions of Land, and Points of the Compass.....	14
Do. Distances, and Portions of Land.....	15
Do. Villages and Cities.....	16
A JOURNEY: Railroads.....	17
Do. Bridges and Canals.....	18
Do. Mills, Factories, and Iron Furnaces...	19
Do. Mining and Lumbering	20
Do. Ranges of Mountains, Tunnel, and Steamboats	21
Do. Waterfall, Steamboat, Rainbow, Lake, Island and Shore.....	22

PICTORIAL MAPS AND DESCRIPTIVE TEXT.

	PAGE
JOURNEY REVIEWED: Maps, States, and Capitals...	23
New England.....	24
The Middle States, Maryland, and Virginia.....	26
The Southern States, Tennessee, and Arkansas.....	28
The Western States, excepting Tennessee and Arkansas.....	30
The Pacific States, Texas, Kansas, and the Territories	32
The United States.....	34
North America.....	36
South America.....	38
The Earth.....	40
Europe.....	42
Asia.....	44
Africa.....	46
Oceania.....	48
—————	
Animals and Plants.....	50
—————	
Review and Address.....	56

Education

GIFT

Entered, according to Act of Congress, in the year 1862, by J. B. LIPPINCOTT & CO.,
In the Clerk's Office of the District Court of the United States for the Eastern District of Pennsylvania.

G 125
A 55
1863
Educ.
Lib.

PREFACE.

THE preparation of the following pages involved a consideration of the learner's mental capacity, of the means of developing his understanding and reasoning power, and of the manner of using those means. The task was undertaken with a knowledge of its difficulties. It has been completed with a degree only of satisfaction. But I have endeavored to follow the teachings of nature and the dictates of philosophy by the light of experience.

With lively perceptive faculties and active inquisitiveness, the young learner naturally commences to study by observing the simple things which attract his attention. He begins to study Geography by viewing the landscape,—its waters, its trees, its rocks, or its hills, the animals that enliven or the structures that adorn it. The interest excited and sustained proves that this kind of exercise is what the infant mind craves as pleasure and needs as nutriment.

Natural objects, the most effective means of imparting knowledge, are peculiarly adapted for the illustration of Geography. They speak a various language. To the child they exhibit the beauties of color and form, their sizes and easily-seen operations. To others they speak of their complexity and of their manifold uses. They are indices of the conditions under which they exist, or of the phenomena which attended their creation.

Truthful pictures are the nearest representatives of objects. They have been employed in this work to represent the configuration of the Earth's surface; to associate with each country its most important inhabitants; to exhibit the chief occupations of the people, and the more important products, of the United States; and to illustrate the adaptation of animals to their localities, and the climates of different regions of the globe.

By their aid I commenced with the pupil himself,—surveyed his common surroundings,—rambled and journeyed with him from place to place, from State to State, from continent to continent, viewing noteworthy objects, speaking of their uses, mentioning leading facts about seas, lakes, rivers, mountains, animals, and plants, in language to interest and in a manner to incite.

I have endeavored to lead gently, and to instruct carefully,—to unfold the subject as the pupil increased in power of comprehension.

SUGGESTIONS TO TEACHERS.

WHEN the first edition of the Primary Geography was published, it was believed that the "Suggestions to Teachers" were sufficiently complete for all practical purposes. But the many demands upon the author for a more extended and definite method of conducting recitations, have induced him to embrace the opportunity offered in publishing the second edition, to enlarge upon these suggestions, and at the same time present several features not contained in the first; also to introduce more fully the object method of instruction.

These suggestions are for those only who feel that they need them. Each lesson is here taken up, and materials furnished to the teacher to aid him in conducting the recitation. Hints only can be given in this limited space.

Do not require pupils to commit the words of the lessons. Teach them how to obtain the ideas contained in them. When called upon to recite, let them state the facts learned, using their own language. Each pupil should participate in the exercise. After the pupils have exhausted their store of information, it then devolves upon the teacher to clothe the facts thus given, and impart vitality to them. To do this to advantage, the teacher should read the lesson to the class, commenting and questioning as opportunity presents.

Bear in mind that this book is a *text-book*. The discourses and sermons are to be made by the teacher from the texts here given. The pictorial illustrations and suggestions are *notes*, or *topics* upon which to comment.

A very excellent teacher is now teaching from this book with a string tied around the leaves of the part not studied, thus preventing pupils from seeing the pictures before they come to them for study. It is a capital plan with all books containing pictures.

Whenever a word occurs in the lesson that is not readily understood, break it up by defining and explaining it. Question the class until the ideas in the lessons are brought out.—Call especial attention to each picture.—Let the pupils question each other. Get them to talking, then you will get at their thoughts.

INTRODUCTORY LESSON.—Show to the class that this is a beautiful world.

Point to out-door scenes.—Every such scene a *real picture*;—the best landscape-pictures are *imitations* only of nature.—*Seeing*. Many persons blind all their days,—read with their fingers,—other senses more acute,—tell different colors by touching,—blind schools called Blind Asylums. Telescope used to see a great distance,—*tele*, distant, *scope*, a view. Microscope used to see small things,—*micro*, small, *scope*, a view. Glass, *transparent*,—we see things through it. *Paper* windows let in light, but objects cannot be seen through them,—they are *translucent*. Window-shutters are opaque. Define *opaque*. Show substances illustrating these words, as *alum*, *glass*, *stone*, *wood*, etc. *Hearing*.—If born deaf, then dumb. Some persons deaf, dumb, and blind. Laura Bridgeman, of Connecticut, was so; yet she could read, write, sew, and play the piano. Relate some of her history. (See Barnard's Journal of Education.) *Tasting*. Taste in the mouth,—induces us to chew the food more,—tastes better and is better. *Smelling*.—Tobacco, snuff, and liquors injure these senses.

LESSON 2.—From one birthday to another is a year,—a day, from sunrise to sunrise again, or twenty-four hours. Clocks and watches measure time,—noon-marks and sundials used before these were made. King Alfred of England, years ago, measured hours by burning candles that were notched.—*Spring*.—grass, etc., *springs* from the ground,—buds and flowers *spring* from trees and herbs. *Autumn*, sometimes called *Fall*,—leaves, fruit, and grain *fall*, when ripe. Define *odor*, *enliven*, and *rustles*. All bees not honey-bees.

LESSON 3.—Squirrels, mice, rats, and many other animals, store food in autumn for winter's use. Birds fly off to warm countries before winter begins. Come back in the spring. Robins are among the first to come. Snow-birds stay with us. How do they live? Birds of different kinds build different nests. All robins' nests built in the same manner,—so with other birds. In cold countries some animals clothed with fur,—in warm, with hair. Finest-wooled sheep found in cold countries. Explain general effects of sun's heat.—Small vials filled with different kinds of grain, such as

wheat, rye, oats, barley, corn, buckwheat, grass and clover seed, would create much interest. The stalks with full ears should be shown. Threshing-process illustrated. *Vegetation* means vegetables and plants generally. Trees and land *rest* during winter.

LESSON 4.—The fruit of trees is the seed. All trees have seeds. Sugar is made from the sap of maple-trees. When the sap in spring goes from the roots to the top, the trees are tapped and spouts inserted, and buckets placed under the spouts. From a bucket of sap a pound of sugar can be made. Explain how seeds, when planted, grow,—roots run down, sprouts up,—roots take nourishment from the ground, sprouts and leaves from the air. Tumblers of water containing cotton with different seed and grain growing upon it, will show this very nicely.

LESSON 5.—All animals useful,—even flies and mosquitos. Flies eat decaying matter; mosquitos breed in impure water,—become wigglers first and feed upon the impurities in the water, then change to mosquitos. Tortoise, pronounced *tor'tis*. Snakes are serpents. Some poisonous, but most of them harmless. Tell how leather is made. Wool is an animal product—cotton, a vegetable. Eggs, how hatched,—warmth only needed,—eggs hatched in ovens sometimes,—three weeks for hens' eggs to hatch,—turkeys and geese, longer,—small birds, a shorter time.

LESSON 6.—The greatest difference seen in men, is color. If educated alike, and live in the same country, color would be the chief difference. Indians and negroes have no schools,—are ignorant; Chinese and Malays have a few, but poor schools,—are ignorant and weak. Outer skin of all people the same color.—Coloring-matter under the skin. Tail of hair is braided and called a queue, pronounced *keu*. Exhibit vials of spice, pepper, cloves, nutmegs, and cinnamon. Japanese were in this country in 1860.

LESSON 7.—Difference between *learn* and *teach*. Rivulet, a small river. Boy sailing boat,—different kinds of boats. Define *machinery*. Water very useful. Suited to all,—has no color, or taste, except its own,—"it tastes like water,"—quenches thirst, when we are thirsty, better than any thing else. Explain how ships can sail *against* the wind. Superiority of steam-vessels.

LESSON 8.—Gold, silver, iron, and coal, found in mountains.—Mountains indicate where these metals may be found. Ho-rizon. Have the class rise and face the north,—turn to the south, east, and west. Practise this often. Send pupils to the east, west, north, and south sides of the school-room. Direction of each pupil's home from the school-house.

LESSON 9.—Villages, in some places, are called towns. A *town* is less than a *city* and more than a *village*; a *village* is larger than a *hamlet*. Township,—corporation or district of a town. *Tavern*, *inn*, and *hotel*,—not exactly the same. In this country, a *hotel* is a higher order of public house than a *tavern* and *inn*. In England, hotels *lodge* people; inns receive them to lodge and feed; taverns, feed only. Manufacture,—*manus*, hand, *factum*, to make. Things made by hand, or by the aid of machinery, are *manufactures*. Rivers *fix* the location of cities. Buying and selling, or exchanging articles, enable men to follow different pursuits. One man raises grain, another cattle, another makes shoes, another cloth, etc. One man's surplus is exchanged for that of another.

LESSON 10.—Explain *supported*. Tell the difference between *pillars* and *pillows*. Show upon the board the length of a foot, inch, yard, etc. Have a yard-stick, or measure, in the room. Measure the height of some of the class. Let the class measure different things in the room and playground. A *rod* is five and a half *yards*,—number of rods in a mile. Let the class measure, by means of a rope measure, the distance from home to the school. Rugged, *rough*, *uneven*. Exhibit a piece of lava (lah'vah).

LESSON 11.—We learn more by *seeing* things than by hearing about them. We have every thing to learn. Children know nothing that they have not learned. They have to learn to eat. Chickens and ducks, as well as all others of the brute creation, come into the world knowing *how* and *what* to do, to live. Chickens eat on the day they are hatched, and know the call of the mother-hen. Very young ducks will go into the water; chickens

will not. Explain the difference in their feet. Children, when old enough, can reason; brutes never can. Brutes have *instinct*. Explain the difference between reason and instinct. Brutes, guided by instinct, make no mistakes, —man, although guided by reason, makes mistakes; brutes make no improvements, man does.—First railroad made in England,—cars drawn by horses. First railroad in this country made in Massachusetts, in 1827,—only three miles long. Second one, in Pennsylvania, in 1828,—nine miles long. Locomotives first used in this country in 1829. Define *locomotive*, *extending*, and *improvements*.

LESSON 12.—Explain why we pay fare in cars, boats, and stages. Steam takes the place of horses in drawing cars; it is *force*, or *power*,—this power seen in the raising of the lid of the tea-kettle in boiling water. Water in canals taken from ponds, lakes, or rivers. Several years ago, much traveling was done on canal-boats. These boats were fixed up as nice as a house, with kitchen, dining-room, parlor, and sleeping-rooms. The rate of travel, slow; but they went all night.

LESSON 13.—A small paddle-wheel, made by inserting pieces of thick paper in a stick, will be of use in this lesson: A bent pin put into the end will illustrate the operations of the *pitman*, or how the motion and power of the wheel are communicated to the saw, in saw-mills. A little pains taken at this point will make children fully acquainted with the manner of connecting machinery with *power*. Explain the difference between *natural* and *artificial* things,—show the difference by exhibiting *objects*. Mention a great many, and let the class decide which are *natural* and which *artificial* objects.—Tolling grain at the mill, when grinding,—what for? Taking toll for traveling on some roads and over some bridges,—why? *Woolen* and *cotton* mills are generally called *factories*. Exhibit a piece of iron-ore; also a piece of *mill* or *buhr*-stone, used in grinding grain. Talk about furnaces. From the ore, *pig*-iron is first made,—then melted and made into bars, etc.

LESSON 14.—Pieces of coal of different kinds, including charcoal, should be exhibited. Explain the kinds of coal. Charcoal, how made?—used for what? Coal and iron, as well as other minerals, generally found in hills or mountains. It takes a great heat to melt iron; lead melts more readily,—so do some other metals. Iron the most valuable of all metals. Explain how rafts are built,—boards laid across each other in *platforms*,—each platform is as long and wide as a board is long,—from eighteen to twenty boards in *thickness*,—many *platforms*, joined, form a raft. These rafts are kept in the middle of the stream by means of oars on the ends of the rafts,—these oars are worked by men, called *raftsmen*. Rafts are generally run during the high water of spring and fall.

LESSON 15.—Explain the use of mountains,—affect the climate. They give rise to, and nourish, rivers,—their summits take moisture from the clouds,—often covered with snow perpetually,—water the valleys, and fertilize the plains.—Cars go slowly through tunnels. Define *cinders*, *dingy*. Large quantities of lumber are run down the Alleghany into the Ohio. Explain about wharves,—how built, and for what purpose. Pittsburg called the "Iron City."

LESSON 16.—Thousands of people visit the Falls every year. So high, that, if you stood at the foot of them, you could not throw a stone to the top. An island is in the middle of the falls,—a monument on it;—see in the picture. Several persons have been carried over the falls and drowned. The water very rapid above,—a bridge from the shore to the island, some distance above the falls. The little steamboat below the falls has been run down the river,—none there now.—The sun shining through drops of water, or round or square pieces of glass, exhibits the colors of the rainbow, viz.: *violet*, *indigo*, *blue*, *green*, *yellow*, *orange*, and *red*. Rainbows seen when it rains and the sun shines. To see a rainbow, our backs must be toward the sun. Why?

LESSON 17.—Let the pupil draw this map upon the board. Teach him how to draw the outlines of the State in which he lives. Make a sketch of the school-yard or play-ground,—then of the town, village, or city, locating houses, etc., as well as roads. Tell the class about the Governor,—how elected, how often, how much salary. *Capitol*, the building in which the laws are made. *Capital*, the city or town in which the building is located. Question about his own State. Exercise the class on the points of compass on the map, as well as in the school-yard. Define *boundaries*. States are divided into counties,—counties into townships,—townships into towns, villages, boroughs, and cities. Townships, counties, and States join each other, just as one man's farm joins another.

LESSON 17 closes our journey with the pupil. Nearly all the defi-

nitions needed in Primary Geography have been given. They have been given only when needed, and where, by their relation to the text, they could be readily comprehended and applied. Others will be given as needed, and only where they can be used. Frequent reviews of definitions would be profitable. Wherever they occur, they are printed in what printers call "small caps." The manner of presenting the subject in the following lessons will be somewhat different, though not beyond the capabilities of the child who has successfully studied the preceding. The teacher will need to explain more, and fill up and enliven the facts given. Pupils somewhat advanced could commence at this point of the work, and study it through with profit. Before, however, entering upon the next lesson with a class of beginners, the teacher should sketch upon the board a map of the school-room, locating the stove, desks, benches, etc.; also a plan of the play-grounds,—then of the town or village,—then of the township, county, and State,—locating in each case as many *known* and prominent objects as possible. Two or three lessons could be given in this way with advantage. Teach the geography of the country immediately surrounding you,—points of compass,—hills,—streams, etc. Name the townships lying north, east, south, and west of the one you are in; also the adjoining counties. Let these be represented on the black-board sketches. Teach the pupils to draw these outlines. Commend every effort they make, *however poor*, if it has been a *real* effort. In this way they become encouraged, and will succeed.

LESSON 18.—Call special attention to the outlines of this map, the boundaries of each State, the rivers, lakes, ocean, mountains, capitals, etc. The pictures upon the maps indicate the leading pursuits, or distinguishing features, of each State and country.—These States called *New England*, because the first settlers came from *Old England*. Short descriptions of the most of the plants and animals represented on the maps may be found in the latter part of the book. These had better be embraced in each of the lessons as they occur. Explain the difference between public and private schools. Talk to the class much about *commerce*. Rivers, lakes, and oceans very essential to commerce. States without these have very little commerce. Why?

LESSON 19.—The abbreviation of the name of each State and Territory is given. These can be used at the discretion of the teacher. The most of the lumbering done is among pine forests, where the trees grow large. *Ver* signifies green,—*mont*, mountain. People living among mountains are hardy, bold, and courageous. During the Revolutionary War, the soldiers from Vermont were called "Green Mountain Boys."

LESSON 20.—Massachusetts named after the bay,—it is an Indian name. The Pilgrims landed in this State in the middle of winter, amid snow and ice,—trees covered the land,—no settlements except the Indians'. One ship, the *Mayflower*, brought them across the ocean,—only one hundred of them. Describe the manner of catching codfish and mackerel; also how they are dressed and put up (see Encyclopedia). Talk a great deal about exports. Connecticut, an Indian name. Rhode Island named after an island near it.

LESSON 21.—Have these outlines thoroughly noted and understood. Exercise the class in boundaries *without* the map. The three large lakes on the N. W. part of the map empty into the ocean through the St. Lawrence River. Large vessels and steamers go from the ocean up this river into Lake Ontario. The Falls of Niagara, on Niagara River, prevent these vessels and steamers from going into Lake Erie. Not many years ago, a large ship-canal was dug from Ontario to Erie. Now vessels and steamers pass from the ocean into Erie and the other lakes. Large tribes of Indians formerly lived around these lakes. The names of the lakes are taken from the Indian language. A few hundred Indians now live on the shores of Ontario, in New York, and a few hundred of *another* tribe live on the Alleghany River in New York and Pennsylvania. They have some fine houses and farms; also churches and meeting-houses. There are eleven rivers with names given; also five mountains with names. New Jersey is separated from Pennsylvania by the Delaware River.

LESSON 22.—New York is the great commercial State. She has great lakes and rivers, and large canals. Through these channels boats are constantly going, carrying the produce and manufactured articles of one section to exchange for those of another. This is commerce. Talk much about *commercial* trade. Railroads facilitate commerce. Explain how, and why some people follow one kind of business, while others follow another. Show how it would be if all men were merchants, or shoemakers, or farmers.—Hudson River discovered by Henry Hudson.—If convenient, show pieces of *bituminous*, *anthracite*, *canal*, and *char coal*. Speak of

- their difference. Wood for fuel was in old time called coal,—char-coal is charred wood. Oil-wells,—some spout oil to the height of eighty feet when first bored; others are pumped. Long Island belongs to New York.
- LESSON 23.—New Jersey has a railroad connecting Philadelphia and New York Cities. Delaware has large powder-mills. Powder-mills often explode, or burst. Thousands of cans of oysters are put up in Baltimore. Hundreds of men are engaged every day through the oyster-season in shelling them. Virginia named after Queen Elizabeth. Maryland, Henrietta Maria, a queen also. Pennsylvania named after William Penn. *Sylva* means woods. The State was called "Penn's Woods." Delaware an Indian name.
- LESSON 24.—Talk about the Rebellion—its causes—the destruction of life and property in consequence of it. Slaves. Explain how sugar is made from the cane.—Call attention to the pictures on the map. There are two capes to be found, and twelve rivers with names; there are also thirteen towns noted on the map. Let these be found, and described, by telling their situation, in what State, etc. Steamships can go without sails and against the wind. Speak of the blockade and its effects upon the people. Tell why it was necessary. When people do wrong, their privileges are taken from them.
- LESSON 25.—Tell how pitch is obtained, and how tar and turpentine are made.—Cotton and rice, how cultivated, and by whom.—Sweet potatoes, how differ from others. They grow only in warm countries and sandy soil. Examine the descriptions of animals and plants in the latter part of the book.
- LESSON 26.—Talk about live-stock, and what is meant by stock. What is meant by commercial advantage. Talk of prairies: they are *natural* meadows. Mules,—how differ from horses,—stouter, hardier, need less care and attention, keeping costs less.
- LESSON 27.—The boundaries and capitals on each of these maps will constitute review-lessons. When the three lessons on each page are learned, then review the map for the fourth lesson. "Not how *much*, but how *well*," should be impressed upon every teacher's mind. There are seven lakes named on this map, and one bay; also one strait, ten rivers, and eleven towns, or cities. When these are found, let the pupils write their names on the blackboard. When this is done, let some one of the class point to each name, calling upon any one to tell what it is,—whether lake, river, bay, town,—and where it is.
- LESSON 28.—Wine made from the juice of grapes. Copper and lead, for what used. Iron most valuable.
- LESSON 29.—Hemp grows like oats. The stalks laid in water to rot, then taken and dried, then broken up under a brake—the shives or husks of the stalk are then hatched off the fibres—the fibre constitutes the thread. Mammoth Cave has a river running through it—fish in it having no eyes—could not see if they had, as it is dark—do not need them—nothing made in vain.
- LESSON 30.—See description of grizzly bear and goat, p. 52; also bison, or buffalo, p. 50. Talk about Indians;—have been badly treated—once owned this country—only a few left. This is the region of country called the "Far West." Many tribes of Indians inhabit it. The mountains are very high, and extend in chains from north to south. Many of the peaks are covered with snow the whole year. There are ten rivers named; also two lakes, one gulf, one ocean, two mountain-chains, two mountain-peaks, and five towns.
- LESSON 31.—The gold-mines of California;—when discovered—caused the State to be settled very rapidly—gold not so useful as iron. Talk about the Mormons,—Salt Lake, etc.—Joseph Smith killed—have great temples.
- LESSON 32.—In this lesson, the relative position of the States and Territories should be fixed upon the mind. Two, three, or even more lessons may be given on this map. Extemporize a lesson on the District of Columbia and what is done there—Congress—who goes there?—who from your district?—who President?—when elected?—when a new one?—This map is given merely to show the relative position of the States,—how they are connected. Reviews of boundaries and capitals can here be given, at the discretion of the teacher. If the location of each State has been well learned in previous lessons, this review will be not only useful, but interesting.
- LESSON 33.—Much talk may be given with profit on this lesson. Speak of the early settlers—their trials and hardships. The picture is an historical one, showing the Atlantic on one side, and the Pacific on the other—the Indians, and the landing of the whites. Much of history should be given in this lesson.
- LESSON 34.—Let the class define *plain*, *lake*, *river*, *waterfall*, and *volcano*. Popocatepetl (*póp-o-cah'te-péll*). Say nothing of the *poles* of the earth in this book. It is enough to say that in going north we find colder weather, and in going *south*, warmer,—so far as North America is concerned. Explain whale-fishing. Whalebone no part of the bones of a whale, but an elastic or horny substance found in the upper jaw of the whale.
- LESSON 35.—The finest and richest furs are found in the coldest countries. All animals are clothed to suit their place of living. Explain icebergs. Tell how people live in these cold countries. Iceland, the land of ice. Boiling springs, near volcanoes. Newfoundland (*Nūfund-land*). Mexican War, speak of it. Exhibit coffee—tell how it grows.
- LESSON 36.—The animals and plants on the map of South America will require some little time, as well as close attention. Tupungato (*to-poom-gah'to*). Llama (*ū'māh*).—Ter-ra del Fu-o-go. *Terra* means *land*; *del*, of; *Fuego*, fire. Magellan, the great navigator, discovered it in 1520. He named it "Land of Fire," from the fires he saw on the coast during the night, supposed to be volcanic. The Amazon River at its mouth is about as wide as the State of Pennsylvania is from north to south. There are four capes on this map, two chains of mountains, three rivers, three towns, and two peaks, one of which—Chimborazo—is a volcano. Some two years since, a terrible earthquake happened near where the picture is. Some 12,000 inhabitants were destroyed.
- LESSON 37.—Describe the effects of earthquakes. Tell how wild cattle are caught. Terra del Fuego—*land of fire*. Talk of diamonds.
- LESSONS 38 and 39.—Say nothing about the earth's rotundity. It is not essential now. Pupils can comprehend it only as a vast plain. Have the different countries and bodies of water fixed in the mind of each pupil. Talk of Columbus and his voyage. Several map-lessons should be given at this point. It took Columbus about seventy days to sail across the Atlantic Ocean. Now steamships cross in about ten days. Nearly three-quarters of the earth's surface is water. All the oceans join each other, forming *one* great body of water, or ocean. All the rivers run into the ocean or into inland seas. On page 12 is the lesson on "People." The teacher can now show where each of these people live—or their native country: Indians in North and South America; Negroes in Africa and many of the islands of the ocean; Chinese and Japanese in Asia and the islands adjoining it.
- LESSONS 40 and 41.—Slight *oral* descriptions of these countries may be given here with profit. Speak of the great armies and navies. Call attention to iron-clad boats in *our* country—the Monitor and the Merrimac. Speak of the great manufacturing cities; splendid palaces; rich and poor people; bays and commerce; great extent of coast. There are three cities marked on this map, six rivers with names, three mountain-chains, six seas, one ocean, and several islands. Africa and Asia join Europe.
- LESSONS 42 and 43.—Himalayas (*hīm-a-lay'as*). Speak of the great use of the camel. Our *tea* comes from Asia. Upon this map ten seas are named; also one gulf and one bay, two chains of mountains, six rivers, two capes, and three islands. Speak of the "Great Wall." It is 1500 miles long, took several millions of men to build it, and ten years of time. It is about twenty or twenty-five feet high, and so wide that six men on horseback can ride abreast upon it. This Great Wall was built as a defence.
- LESSONS 44 and 45.—Relate the story of Moses—Joseph in Egypt—crossing the Red Sea—drowning of Pharaoh and his host. Two seas, two oceans, four mountain-chains, and two rivers named on the map; also one island, five capes, and one isthmus. On the western coast, near Cape Verd, missionary stations, or towns, have been located, and a few white people and educated negroes have erected buildings for worship, and have established schools. They also print a newspaper.
- LESSONS 46 and 47.—Exhibit a piece of coral. See Gazetteer for interesting description of this country, for oral exercises. When these lessons are finished, the pages of Animals and Plants will have been pretty well learned. Review these, and then review the book. Twice through is enough.

NOTE.—Teachers will find in the text very many *answers* for which they can readily make *questions*; so that those who have been accustomed to the "question and answer" method may apply that mode to this book, if they prefer it, or while practising and becoming more familiar with the oral method. The Address should be read to the class when the pupils have mastered the book, the map of the Earth being used to illustrate it in part.



WE live in a beautiful world! We see the blue sky, the clear waters, and the green trees. We *smell* the fragrant flowers and scented shrubs. We *hear* the joyous songs of birds, the charming sounds of music, and the voices of those we love. We *taste* delicious fruits and wholesome food. We *feel* the chilling snows, the passing winds, and the warming fires.



SEEING, SMELLING, HEARING, TASTING, and FEELING are our five senses. Nearly all our knowledge and pleasures come through these senses.

We learn most through sight; and this book, with its pretty pictures and easy lessons, has been made to please and instruct us.





A YEAR is a certain period of time: the child who reads this book may be ten years old. It usually means the time from a certain day in one winter to a certain day in the winter following.

The year begins with the first day of January, and has three hundred and sixty-five and one-quarter days. These days are divided into twelve months of about thirty days each. These months are January, February, March, April, May, June, July, August, September, October, November, and December.

There are four Seasons of the year,—SPRING, SUMMER, AUTUMN, and WINTER. MARCH, APRIL, AND MAY form Spring. JUNE, JULY, AND AUGUST form Summer. SEPTEMBER, OCTOBER, AND NOVEMBER form Autumn. DECEMBER, JANUARY, AND FEBRUARY form Winter.

The land during these Seasons has many different and beautiful appearances. IN SPRING the trees put forth their buds and flowers. Fruit-trees blossom and fill the air with sweet odors. Birds come from warm countries far South of us, and enliven the air with their joyous songs. The farmer plows the ground, sows grain, and plants corn and potatoes.

IN SUMMER the trees are covered with green leaves, the corn is in full growth and rustles in the breeze, cattle feed upon the fresh grass, the birds rear their tender young, the farmer washes and shears his sheep, the little lambs skip joyfully over the hills, and the bee lays up its store of honey for use when the flowers are gone.



AUTUMN.

WINTER.

IN AUTUMN, many kinds of fruit and grain ripen, and, with other products of the farm, are gathered into houses and barns for the use of man and beast during the coming Winter.

The young birds have grown strong, and some are flying toward the South. The young lambs have grown large, and the sheep which were sheared are again covered with a growth of wool, to protect them from the cold and snows of winter. The leaves fall from the trees, withered and dead, enriching the ground upon which they decay.

IN WINTER, man and beast feed upon the food which has been gathered during Summer and Autumn. The domestic animals, warm and well-fed, look out from their barns and sheds upon the falling snows. Snow falls and enriches the ground, while protecting it from severe cold. Some wild animals, covered with thick coats of fur, seek their dens. The frogs bury themselves in the mud and go to sleep. The squirrels feed upon the nuts which they have taken from the forest-trees; and the honey-bees eat the sweets which they have gathered from many flowers.

The farmer thinks of the year which has passed, and THANKS GOD FOR HIS GREAT GOODNESS. The young enjoy the cold air and storms of snow. The old remember their youth, and say they are now in the winter of life. Their gray hairs are the frosts of age, and their tottering steps show the decay of strength.

Oh, be kind to the aged! Once young and strong, but now infirm, soon they will pass to the grave.



IF we were standing upon a hill, A SMALL ELEVATION OF LAND, on a bright summer morning, we might see around us large fields of growing grain and grass.

We should see trees growing in the fields and along the roads. Trees upon which apples, peaches, pears, plums, and nuts grow are called FRUIT TREES. Those which do not bear fruit, when standing by the road-side and about our houses, are called SHADE TREES: in summer we love to sit or play in their shade.

The fields we see around us were once covered with a great number of trees, forming A WOOD OR FOREST. The forest has been cut down and the land cleared. Boards, timbers, and shingles are made from trees, and are used in building houses and for other purposes.

In the spring of the year the farmer plants the cleared land with corn and potatoes, and sows grain, such as wheat, oats, rye, and barley. EVERY THING GROWING FROM THE GROUND IS A VEGETABLE. Corn, potatoes, grain, grass, and trees are all vegetables. Vegetables, however, usually mean cabbages, potatoes, beets, turnips, and similar articles used as food.

Grass is cut down in summer and dried in the sunshine. It is then called hay, upon which cattle, horses, and sheep are fed. Grain and fruits, and other things grown upon farms, are gathered or harvested in summer and autumn.

Trees shelter the ground and increase its warmth and fertility. The rose and similar plants are called shrubs. Fruits, grains, and grasses supply man and beast with most of their food. The Indians grew corn when white people first came to this country; but wheat was brought here. Oil is obtained from the seeds of some plants. A delicious drink is made from the roasted seeds of coffee. Wine is made from the juice of grapes.



EVERY THING THAT WALKS, OR CREEPS, OR RUNS, OR FLIES, OR SWIMS, OR EATS, is called an Animal. There are a great many animals in the world. Some are called domestic animals, because they are tame and live about our homes. Others are wild, and live in the fields and woods and waters.

ALL FEATHERED ANIMALS are called BIRDS OR FOWLS. OXEN, COWS, AND CALVES, are called Cattle. Horses, sheep, and all other animals having four legs and feet, are called Quadrupeds. The TORTOISE, LIZARD, SERPENT, AND FROG are called Reptiles, because they creep along on their bellies or on very short legs and feet. HOGS AND PIGS are called Swine.

Domestic animals are of great value to us. Some are killed to furnish us with meat to eat. Leather for boots and shoes is made from the skins of some animals.

Sheep are sheared every spring. Cloth is made from their wool. Cows supply us with milk, from which butter and cheese are made. Horses and oxen draw loads, and are called beasts of burden. The horse is the noblest domestic animal. The domestic fowls furnish us with eggs and feathers.

Animals having two feet are bipeds. The flesh of cows or oxen is called beef. The flesh of calves is called veal. The flesh of swine is called pork. The flesh of sheep is called mutton. We obtain furs, oil, and ivory from the wild animals. Reptiles lay eggs, but do not hatch and nurture their young as do the fowls. The ox is the most valuable animal. It was tamed after the sheep, but long before the horse or the dog. The horse, in a wild state, lives in vast herds, which sometimes dash over the country very swiftly. The smaller feathers of geese are used for the filling of beds; and the larger ones, called quills, are used for writing-pens. Vast deposits of the eggs of wild fowls have been found in many places.



INDIAN.

NEGRO.

CHINESE.

MALAY.

HAVING learned about vegetables and animals in the last two lessons, let us learn about Man, who is also an animal. Man is the only animal having reason, which enables him to know right from wrong, and to know about God.

MEN, WOMEN, AND CHILDREN are called People. There are many different kinds of people. Some are NEARLY WHITE. White people have the greatest amount of knowledge, and are the most powerful.

Others are NEARLY YELLOW, and shave the hair from their heads, leaving only a long tail of hair hanging from the back part. The Chinese and the Japanese are of this kind of people.

Others are BLACK, and have WOOLLY HAIR. They are called Negroes, and are often employed as servants.

Others are NEARLY RED, OR COPPER-COLORED. They are wild, and live in rude huts made of brush and skins. They live in the woods, many miles west from us, or toward the place where the sun sets. They are called Indians, and, when white people first came to this country, lived where we now live. They generally feed upon wild animals and fish.

There is another kind of people, who live far, far away, in lands where the fragrant spice-trees grow. They have COARSE BLACK HAIR AND BROWN SKINS. They live near water, upon which they spend much of their time in boats. Some of their houses are built over the water. Some of their boats are elegantly made. These people are called Malays. They gather most of the spices that we use in food. The Malays rarely come to this country.



How much there is for us to learn! In the view from the hill-top, of which we spoke in a former lesson, we could see only a very small part of all the land. Let us take a ramble over the land, and notice the objects that meet our view. Look at the above picture.

Here is a Spring, A PLACE WHERE WATER COMES OUT OF THE GROUND. The water from this spring runs along in a SMALL STREAM called a Rivulet. Several rivulets united form a larger stream, called a Brook. A STREAM OF WATER FLOWING DOWN A STEEP PLACE forms a Waterfall.

Here is a Pond, A SMALL BODY OF WATER SURROUNDED BY LAND. Boys are sailing little boats and ships upon it. At the Outlet of the pond, THE PLACE WHERE THE WATER RUNS FROM IT, a boy has placed a wheel so that the running water strikes it and turns it around. How pleased the little fellow appears! He thinks, no doubt, that his little water-wheel is turning the machinery of a great mill, in which many persons are at work.

Many streams united form a River, A LARGE STREAM OF WATER FLOWING ON THE LAND. Rivers are very useful. Boats and ships, carrying people and goods, often go upon them.

Some boats are forced along by paddles, others by oars, and others by sails against which the wind blows. Ships have very large sails, attached to tall masts, and, when there is a strong wind, they go along very swiftly.

Rivers and other streams flow through valleys: their waters come from the rain and snow, a part of which sinks into the ground and forms springs.



THE farmer's house in the picture is in a Valley. A Valley is LAND BETWEEN HILLS OR MOUNTAINS. A Mountain is LAND RAISED TO A GREAT HEIGHT ABOVE THE SURROUNDING COUNTRY.

The farmer tills the ground, and raises cattle, horses, swine, and sheep. Amid the beauties of field and forest, he is generally contented and happy. Around his dwelling may be seen domestic fowls,—GEESE, TURKEYS, HENS, DUCKS, AND PIGEONS.

The girl is looking upon the great Plain at the left. A Plain is A TRACT OF LAND NEARLY LEVEL. Some vast plains are so hot and dry that nothing will grow upon them. These BARREN PLAINS are called Deserts.

Far in the distance we see THE LINE WHERE THE SKY SEEMS TO MEET THE LAND AND WATER. This line is called the Horizon. The sun is just setting at the Horizon. It sets in the West at the close of the day. It rises in the East in the morning.

With your right hand pointing toward the East, and your left hand toward the West, your face will be toward the North and your back toward the South. You may point to the east, west, north, and south.

Before we travel much, we should learn how to find the direction of places from us. If we go TOWARD THE SETTING SUN, we go in a westerly direction. If we go TOWARD THE RISING SUN, we go in an easterly direction. TOWARD THE NORTH, in a northerly direction. TOWARD THE SOUTH, in a southerly direction.



WHILE traveling a distance of several miles, we may pass Villages. Villages are SMALL COLLECTIONS OF HOUSES. They have a few stores, churches, school-houses, and workshops, and, usually, a tavern. Travelers stop at taverns and hotels. Some of the people of a village are engaged in manufacturing or making useful articles.

If the village is situated near a stream, it may have mills and factories, in which flour, meal, rakes, chairs, cloth, yarn, and other articles are made.

A CITY IS A LARGE COLLECTION OF HOUSES AND PEOPLE. Cities are usually built near a river or other body of water. We should be much astonished, on visiting a city for the first time, at the great number of houses, people, and different kinds of business followed. Along some of the streets or roads of a city are a great many stores and shops, where the people are trading continually.

The produce of the farm, and useful articles from the workshop, are bought and sold in cities and villages. The farmer carries eggs, chickens, potatoes, grain, beef, and pork, and sells them. With the money he gets he buys rakes, hoes, clothing, sugar, and all needful articles which he does not raise or cannot make upon his farm.

Persons engaged in buying and selling in stores and shops are called merchants or traders. Articles raised by the farmer are called produce. The articles of the workshops and stores are called wares and merchandise.



THE porch of the house in the above picture is supported by pillars. These pillars are about twelve feet high, or about three times as tall as boys and girls from eight to ten years old.

A school-room is about eight, ten, or twelve feet high. Your teacher will tell you the height of your school-room. When a little boy walks, he goes only about the distance of one foot at each step. In a mile there is a great number of feet or steps. It would take you half an hour to walk a mile, and an hour to walk two miles.

The mountain in the above picture is northeast from the farmer's house, and about twelve miles from it. Northeast is half-way between north and east. How many hours would it take you to walk from the farmer's house to the mountain, if you were to walk two miles in one hour?

Some mountains are so rugged and high that we could not reach their tops in a week. THE TOP OF A MOUNTAIN is called its Summit. Many mountains are so high that their summits are always covered with snow and ice.

Some mountains are called Volcanoes, BECAUSE THEY SEND FORTH FIRE, SMOKE, ASHES, AND MELTED EARTH AND STONES. The light from volcanoes is sometimes seen many miles from them. The dull rumble of their fiery torrents is often heard a long distance. They have sometimes spouted forth melted stones and earth in such quantities as to bury large numbers of houses. THE MOUTH OF A VOLCANO is called its Crater. THE MELTED MATTER SENT FORTH BY A VOLCANO is called Lava. Streams of lava are sometimes a mile wide and ten miles long.



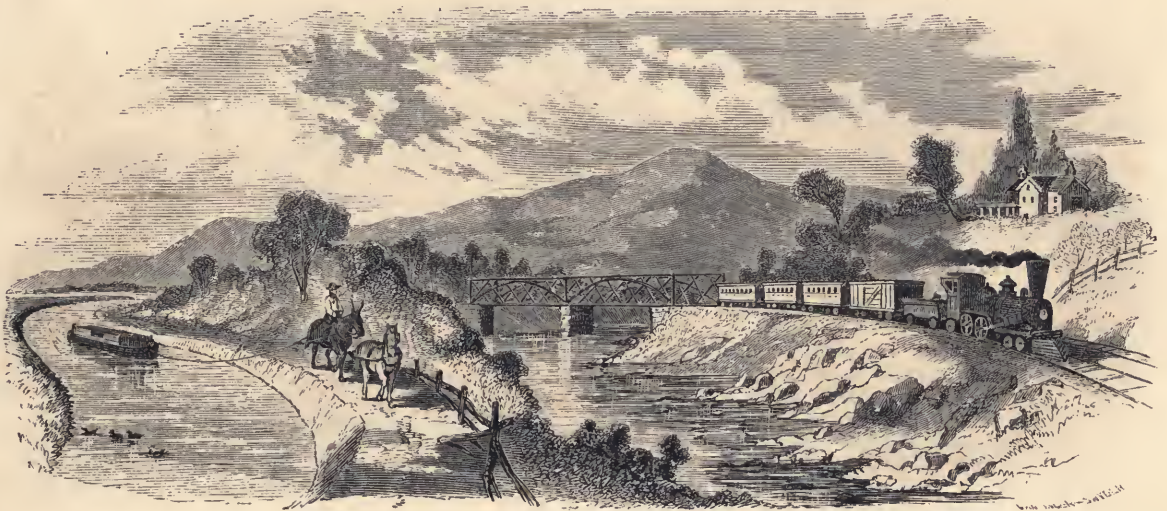
THE farms, plains, mountains, ponds, rivers, lakes, villages, cities, people, animals, and plants, which we have seen in the pictures, are only a few of the many wonderful things in the world. But to see every thing in the world would require many years. Let us describe what we saw in only a few days' travel.

We desired to go a long distance and to see a great many things in a very short time. To do this, we traveled by railroad, which is the quickest mode of traveling. A Railroad is a ROAD ON WHICH IRON RAILS ARE LAID FOR WHEEL-CARRIAGES TO RUN ON. The rails are placed end to end in two rows, and form a track extending from one end of the road to the other.

The cars are long carriages, with many windows on each side. They resemble long low houses on wheels. Several cars fastened together, end to end, form a Train. The Train is drawn along by a locomotive,—a carriage having wheels turned by steam-power. JAMES WATT made great improvements in steam-engines. GEORGE STEPHENSON made the first locomotive.

As we took our seat in the cars, an old gentleman said that when he was young there were no railroads, and that the only ways of traveling then were by stage-coach, horse and wagon, on horseback, or on foot.

Instead of passing over hills and mountains, the railroad is often made straight through them. More frequently parts of the hills are cut down and the low valleys partly filled up to form the road.



WHEN the passengers were all seated, the conductor of the train told the engineer to start. Persons who travel by railroad, stage-coach, or other regular conveyance, are called Passengers. Conductors manage the trains and collect the fares.

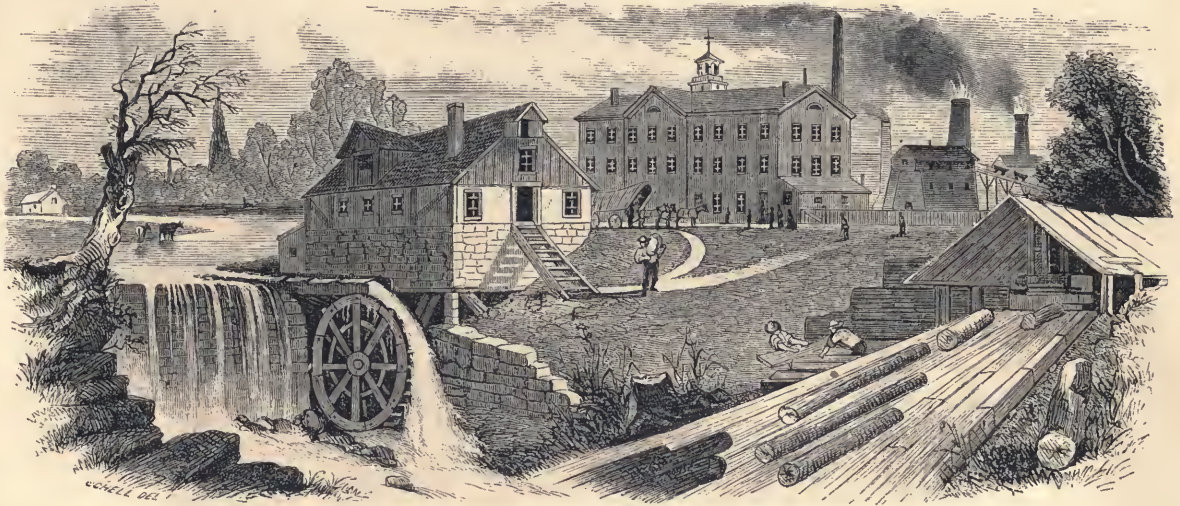
The Engineer is the person who has charge of the locomotive and stops and starts it. The locomotive is sometimes called the "Iron Horse," because it is made of iron and draws the train.

We soon passed over a Bridge,—A STRUCTURE RAISED OVER RIVERS OR OTHER PLACES FOR THE PASSAGE OF MEN AND ANIMALS. Some bridges are made of wood, others of stone, and others of iron.

We soon came to a part of the country where there were no rivers or streams large enough for boats to sail upon, or, if there were, they did not flow in the direction in which the people desired to carry their goods. Here was a canal. A Canal is A LONG DITCH OR TRENCH MADE IN THE LAND AND FILLED WITH WATER.

There were large boats upon this canal, called canal-boats. They were drawn by horses and mules. The horses and mules are attached to the canal-boats by ropes. They walk along one side of the canal. The path on which they walk is called a Tow-path. Boys often ride on these animals, to guide them and to hurry them along.

Canal-boats go only about four miles an hour, or about as fast as a man can walk; but they carry great loads. But few persons now travel by canal.

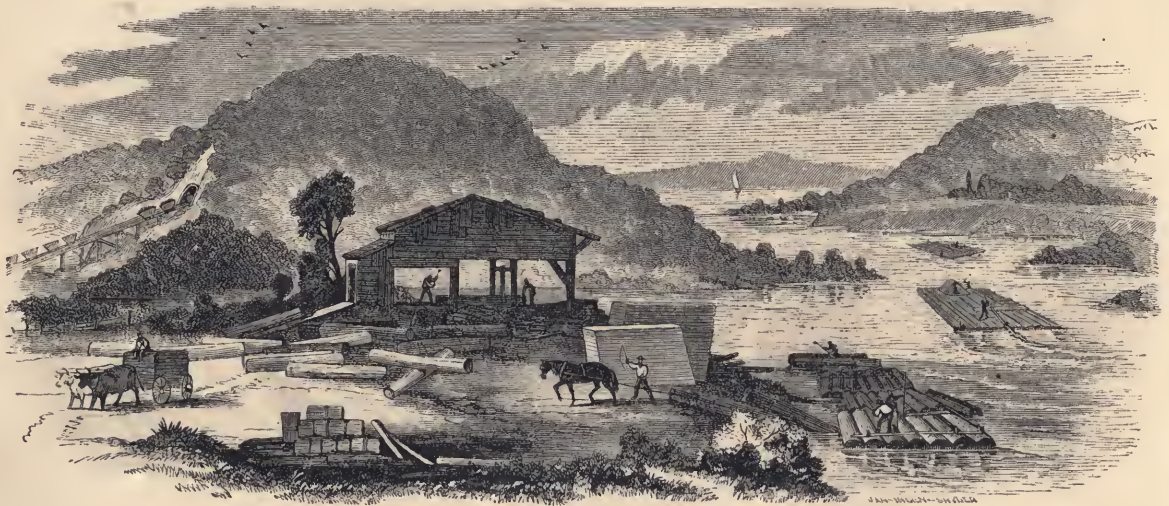


PASSING a stream of water, we saw a Dam, which had been built across it. Dams are STRUCTURES OF EARTH, STONES, AND TIMBERS, TO STOP RIVERS OR OTHER STREAMS OF WATER. The water thus stopped forms an artificial pond. What man makes is artificial; what God makes is natural. The pond we had previously seen was a natural pond. In this instance it was called a Mill-pond, because THE WATER WAS USED AT A MILL.

The mill had a large wheel at its side, against which the water was made to strike as it flowed from the pond, thus turning it around. The mill was called a Grist-mill or Flour-mill, because CORN AND OTHER KINDS OF GRAIN WERE GROUND IN IT. The grain is placed between two great, rough stones, one of which whirls around above the other, crushing the grain and making it into meal and flour.

Near the grist-mill we saw a Factory, a BUILDING IN WHICH GOODS ARE MADE OR MANUFACTURED; also a Saw-mill, A MILL FOR SAWING LOGS AND LARGE PIECES OF TIMBER. The machinery of some factories and mills is driven by steam, in a manner similar to the turning of the wheels of a locomotive.

In the distance we saw an Iron-furnace. It was a structure of stone and brick, in which a fierce fire melted the iron ore which was taken to it in small cars. Iron ore is a hard substance dug from the ground. A part only of this substance is iron, but, by melting, the pure iron is separated from the other parts. A great smoke and blaze of fire issued from the top of the furnace, which reminded us of a volcano. All the iron articles in use—such as railroad-tracks, locomotives, stoves, shovels, axes, and knives—are made from iron ore.



WE soon saw a train of cars loaded with coal, which had been dug from the ground. Coal is used to burn in stoves and furnaces. It was used in the iron furnace which we saw. The gas in general use in cities for lighting houses is made from coal. Coal is placed in iron ovens over hot fires, and the gas which arises from it is collected and passed through iron tubes under ground to buildings in which it is burned.

How strange, thought we, that coal and iron can be dug from the ground, and that a fire hot enough to melt the iron can be made with the coal!

THE PLACES FROM WHICH IRON-ORE, COAL, AND OTHER MINERALS are taken are called Mines. DIGGING FOR MINERALS is called Mining. Coal and iron generally are found in hills and mountains. Mines are sometimes entered by small openings in the side of the hill or mountain. They are, in many cases, great rooms having pillars to support their roofs. In these rooms the miners place the ore or coal upon small cars which convey it from the mine.

We afterwards saw men engaged in lumbering. Lumbering is CUTTING DOWN TREES, CONVEYING THEM TO SAW-MILLS, AND SAWING THEM INTO TIMBERS, BOARDS, AND SHINGLES. Of these timbers, boards, and other kinds of lumber, great rafts are made, and floated down the river to PLACES OF SALE, called Markets.

Sometimes small houses, in which the lumbermen eat and sleep, are built upon the rafts. The rafts generally are floated down when the rivers have become swollen by rains. SUDDEN RISES OF THE WATER IN RIVERS, CAUSED BY RAINS OR MELTED SNOW, are called Freshets, and commonly occur during spring and autumn.



NOT far from the lumber-making scene which we witnessed, was a Range of Mountains. MOUNTAINS IN ROWS form Chains, or Ranges, of Mountains. As we came near to the mountains, we thought the cars would be obliged to stop; for we knew they could not go up the steep sides.

In a few minutes, however, a man came through the cars, lighting all the lamps. We then knew we were about to enter a dark place; and in a moment we were moving along a great passage through the mountain. The noise of the cars was very great, and, had it not been for the lamps burning in them, we should have been in darkness.

We were glad to get out of this Tunnel. A Tunnel is AN ARTIFICIAL ARCH OR PASSAGE FOR CONDUCTING CANALS OR RAILROADS UNDER GROUND OR WATER. This tunnel was nearly a mile in length, and the greater part of it was made through a solid rock. It would take a little boy half an hour to walk through it.

A few hours after leaving the tunnel, we arrived at Pittsburg, a city where there are very many iron-furnaces constantly in operation. The smoke and cinders sent forth by these furnaces have given the city a dingy appearance.

Pittsburg is situated where two rivers unite and form another large river. A MEETING OR JUNCTION OF TWO OR MORE STREAMS is called a Confluence. Pittsburg, then, is situated at the confluence of the Alleghany and Monongahela Rivers. The river formed by this confluence is called the Ohio River.

A great many steamboats were at the landing. Steamboats have wheels which are turned against the water by steam-power.



At Pittsburg we met a traveler who was going to Niagara Falls. He came a great many miles to see these Falls, which are sometimes called the "Wonder of the World." We went with him. A daring man had placed a steamboat in the river below the Falls. It was called the "Maid of the Mist."

This was a small steamboat, yet it carried many persons. Some steamboats are large enough to carry several hundred passengers, horses and wagons, and great quantities of goods. ROBERT FULTON made the first steamboat. Steamboats go about twelve miles an hour. The person who has control of a boat or ship on a trip or voyage is called the captain. A Voyage is A LONG TRIP BY WATER.

The captain of the "Maid of the Mist" invited us on board to take a trip to the Falls. When we looked up to the top of the Falls, we were terrified by the thought of being overwhelmed by the falling water.

The sun shone upon the cloud of mist which arose from the water, and formed a rainbow. We then learned more fully that the rainbows we often see in the clouds are caused by the sun shining on falling rain-drops.

A number of miles from the Falls is a Lake,—A LARGE BODY OF WATER SURROUNDED BY LAND. It is an enormous pond. There are islands in the lake. An Island is A PORTION OF LAND SURROUNDED BY WATER.

We were glad to reach the shore in safety. A Shore is THE EDGE OF LAND NEXT TO A RIVER, LAKE, OR OTHER BODY OF WATER.



WHEN we had reached home, we looked upon a map which represented many things we saw during our journey.

A Map is a PICTURE OF THE WHOLE OR A PART OF THE EARTH'S SURFACE. By the Earth we mean ALL THE LAND AND WATER IN THE WORLD. Toward the top of a map is North; toward the bottom, South; toward the right side, East; toward the left side, West.

Our journey, from Philadelphia to Pittsburg, was all in one State, called Pennsylvania. Niagara Falls are partly in a State called New York. A State is a CERTAIN PART OF A COUNTRY, IN WHICH THE PEOPLE ARE UNITED UNDER ONE GOVERNMENT.

Each State in this country has a Governor, who is chosen by the people to execute the laws. The town or city in a State where the laws are made is called the Capital. Who is the Governor of your State? In what State do you live?

There are thirty-four States in our country. If we have seen so many things in only one or two States, how many things must there be in all the thirty-four States!

The States and Countries spoken of in future lessons will be represented by maps. The maps will show us the form of each State and Country, and their great rivers, lakes, and mountains.

Many of the boundaries of States and Countries, like the boundaries of play-grounds or farms, have been made by man. Boundaries of States and Countries are not indicated by fences, however: they are sometimes indicated by stones marked and placed in the ground, long distances apart. Sometimes a part of a boundary is formed by a range of mountains, a river, lake, or other body of water.



LOWER CANADA

NEW BRUNSWICK

VERMONT

NEW HAMPSHIRE

MAINE

MASSACHUSETTS

CONNECTICUT

RHODE ISLAND

LONG ISLAND

THE OCEAN



Deer. Moose.



Lumbering.



Bear.



Saw-Mill.



Grazing.



Ship-building.



Fishing vessels.



Steamship from Boston.



Schools and Manufactures.



Farming.



Manufacturing.

Concord

Portland

Augusta

Androscoggin River

White Mountains

Green Mountains

Lake Champlain

Connecticut River

Cape Ann

Massachusetts Bay

Cape Cod

Providence

Newport

Hartford

New Haven

Manufacturing.

LESSON XVIII.

 The Teacher is here referred to the REMARKS preceding Suggestions on Lesson XVIII. (page 5).

THE map on the opposite page represents the part of our country farthest toward the East. It is called NEW ENGLAND, and comprises six States. The names of these States are printed upon them on the map. The black dotted lines show the extent of each State. Five of them are partly bordered by the Ocean, THE GREAT BODY OF WATER WHICH SURROUNDS ALL THE LAND. The water of the Ocean is salt.

New England is noted for its public schools, manufactures, and commerce. COMMERCE, means buying and selling. Hay, corn, oats, rye, potatoes, and fruits are grown upon the farms.


MAP EXERCISE.

A Bay is a PART OF THE OCEAN EXTENDING INTO THE LAND. It is also a part of a lake or other body of water partly inclosed by land. Bays are sometimes called GULFS or SEAS. What Bay partly borders the eastern part of Massachusetts? A Cape is a POINT OF LAND PROJECTING INTO THE OCEAN OR OTHER BODY OF WATER. Describe the Capes represented on the map. Mountains. Rivers. Lumbering. Manufacturing. Grazing. Farming. What of the Moose? Bear? Deer?

LESSON XIX.

MAINE (Me.) is the largest of the New England States. It has a great extent of coast. A Coast is LAND BORDERING ON THE SEA OR OCEAN. The Sea-shore is THE EDGE OF THE COAST WASHED BY THE WAVES.

More lumber is manufactured, and more ships are built, in Maine than in any other State. The forests of pine are very extensive. The Penobscot is the largest river.

AUGUSTA is the capital. Capitals are represented on the map by the mark .

NEW HAMPSHIRE (N. H.) is noted for its mountain scenery. Mount Washington, one of the White Mountains, is visited during summer by a great number of persons: its summit is covered with snow during the greater part of the year.

This State has only eighteen miles of sea-coast. The people are engaged in manufacturing and farming. Cotton and woollen goods are the chief manufactures.

CONCORD is the capital.

VERMONT (Vt.) contains a range of mountains called the Green Mountains. It has no sea-coast. The valleys among the mountains are excellent pasture-lands for sheep and cattle. Horses, cattle, and sheep are raised. The people are chiefly engaged in farming. Great quantities of maple-sugar are made from the sap or juice of the sugar-maple tree.

MONTPELIER is the capital.

LESSON XX.

MASSACHUSETTS (Mass.) is the oldest of the New England States, and has the greatest number of people. The manufacture of boots and shoes, cotton and woollen goods, and iron wares, is very extensive. More than one-half the boots and shoes, and nearly a third of the woollen and cotton goods, made in our country are manufactured in Massachusetts. A great many men and vessels are engaged in the cod and mackerel fishery, and, in distant parts of the ocean, in taking whales.

BOSTON, the largest city of New England, is the capital. Many railroads connect Boston with all the other great cities in our country. Flour, fish, ice, cotton goods, and boots and shoes are exported. Export means TO CARRY OUT OF A STATE OR COUNTRY.

CONNECTICUT (Conn.) is noted for the *variety* of its manufactures. Cotton, woollen, and India-rubber goods and iron wares, clocks, and pistols, are made. The first school in this country for educating the deaf and dumb was established in this State. Here boys and girls who cannot hear or speak are educated.

HARTFORD and NEW HAVEN are the capitals.

RHODE ISLAND (R. I.) is noted for manufactures. It is the smallest State. The first cotton-factory in our country was built in this State. Newport, a city on the coast, is visited in summer by many persons for the purpose of bathing and enjoying the air from the ocean.

NEWPORT and PROVIDENCE are the capitals.



LESSON XXI.

THE map on the opposite page represents seven other States of our country. Observe how each State is bounded, or what portions of land and water touch its sides. On the eastern side we see a part of the New England States and a part of the ocean. The part of the ocean here seen is a part of the same great ocean which washes the coast of New England. These States contain nearly a third of the people of our country. Their manufactures amount to much more than those of New England.

MAP EXERCISE.

Mountains? Rivers? Niagara Falls? Capes? Bays? Lakes? Islands? Commerce,—how carried on in New York? Grazing? Mining? Manufactures? Fruits? Tobacco? Animals? Oil-Wells? Rafting? Virginia,—rebellion? Capitals? NOTE.—For D. C., see page 85.

LESSON XXII.

NEW YORK (N. Y.) contains more people, is more extensively engaged in commerce, raises more domestic animals, and makes more butter, cheese, leather, and maple-sugar, than any other State. Great quantities of flour are made. There are salt-springs, from which salt is made. More books and newspapers are printed in New York than in all the other States.

The Hudson is its largest river. An immense canal extends from Lake Erie to the Hudson, making an artificial river nearly four hundred miles long, and connecting the lake with the ocean.

New York City is the richest, largest, and most beautiful city in our country. It is a commercial city. Here are vessels bringing goods from nearly all parts of the world, and taking away with them the products of New York and other States. BRINGING INTO A COUNTRY OR STATE, is Importing.

PENNSYLVANIA (Pa.) has mines of coal and iron, which are more extensive than those of any other State: more than one-half the iron and coal used in our country comes from these mines. Railroads and canals cross the State in various directions. Pennsylvania has more miles of canal than any other State.

Iron, cotton, and woollen goods, flour, lumber, and liquors, are the chief manufactures. Great quantities of oil are obtained from wells in the northwestern part. The Susquehanna is its longest river.

Philadelphia is next to the largest city in our country, and is noted for the variety and extent of its manufactures.

LESSON XXIII.

NEW JERSEY (N. J.) is so much engaged in growing fruits and garden-vegetables as to deserve the name of "The Garden State." These products are sold mostly in Philadelphia and New York. Peaches, melons, tomatoes, Irish and sweet potatoes, are grown abundantly. It has factories, railroads, and canals.

DELAWARE (Del.) is the smallest State except Rhode Island. The people are chiefly engaged in farming and manufacturing. The peaches of Delaware are the finest in the country. Gunpowder is made in large quantities.

MARYLAND (Md.) is nearly divided by the Chesapeake Bay. Besides this bay, it has railroads, canals, and rivers, upon which goods and passengers are carried. Tobacco, oysters, cotton and woollen goods, manufactured iron, flour, and leather, are exported.

Baltimore is the largest city.

VIRGINIA (Va.) is the birthplace of the great and good GEORGE WASHINGTON, the "Father of his Country." Salt from springs, iron, and coal, are the principal minerals. Flour and iron are the chief manufactures. More tobacco is grown than in any other State, and a great deal of flax. The Potomac is the largest of the many rivers. There are canals and railroads.

WEST VIRGINIA (W. V.). This State was a part of Virginia until the rebellion broke out. The people were loyal, and did not wish to be governed any longer by the secessionists of the rest of Virginia: so they formed a new State.



INDIANA
 MISSOURI
 ARKANSAS
 TENNESSEE
 KENTUCKY
 VIRGINIA
 NORTH CAROLINA
 SOUTH CAROLINA
 GEORGIA
 ALABAMA
 MISSISSIPPI
 LOUISIANA
 TEXAS

Atlantic Ocean
 Gulf of Mexico
 Cape Hatteras
 Raleigh
 Tar-male
 Savannah
 Charleston
 Steamship from Charleston
 Columbia
 Cotton and Rice
 Savannah River
 Milledgeville
 Chattahoochee River
 Tallahassee
 Florida
 Live-Oak tree, Swamp, Alligator, Turpentine
 Cape Sable
 Alabama
 Montgomery
 Cotton, Sweet Potatoes, and Rice
 Alabama River
 Mobile
 Steamship to New Orleans
 Mississippi
 Pearl River
 Mouths of River in the Gulf of Mexico
 Baton Rouge
 New Orleans
 Sugar
 Louisiana
 Mississippi River
 Arkansas
 Little Rock
 Arkansas River
 Late Stock, Cotton, and Corn
 Red River
 Sabine River
 Texas
 Cotton and Corn
 Tennessee River
 Chamberlain's Bridge
 Nashville
 Males and Hogs
 Georgia

LESSON XXIV.

THE map on the opposite page represents the part of our country farthest toward the South: nine States are represented. The people are chiefly occupied in farming: the chief productions are cotton, rice, tobacco, sugar, mules, and hogs. Most of the farms are very large, and are called plantations: the owner is called a planter. The plantations are worked mostly by negroes who are slaves. These negroes are bought and sold as property: they are, mostly, ignorant and degraded. The wealthy people are generally well educated, polite, and hospitable. There are large rivers and many railroads. Few articles are manufactured. The locomotives, cars, carriages, tools, and most of the other manufactured articles are made in the Northern and Eastern States.

MAP EXERCISE.

Mountains? Rivers? Gulfs? Ocean? Capes? Negroes? Pictures? Rebellion? Capitals?

LESSON XXV.

NORTH CAROLINA (N. C.) contains mountains higher than the White Mountains: the highest is called Mount Mitchell. Tar, pitch, and turpentine are obtained from the extensive pine-forests. Tobacco, corn, and great quantities of sweet potatoes are grown.

SOUTH CAROLINA (S. C.) resembles North Carolina in soil and productions. This State grows cotton, and more rice than all the other States. Rice grows in the unhealthy swamps. The best cotton, called sea-island cotton, grows upon the islands near the coast.

GEORGIA (Ga.) contains more miles of railway than any other of the nine States on the map. This State grows cotton and rice, and more sweet potatoes than any other State.

FLORIDA (Flor.) is a Peninsula, A PORTION OF LAND NEARLY SURROUNDED BY WATER. It has a great many swamps, in which alligators live. Near the coast are coral islands made by a little animal called the Polyp. Live-oak for ship-building grows here luxuriantly.

LESSON XXVI.

ALABAMA (Ala.) resembles Georgia in soil and productions. It grows nearly as much cotton as Mississippi. Sugar-cane, from which molasses and sugar are made, is also grown.

MISSISSIPPI (Miss.) grows more cotton, peas, and beans than any other State. It has extensive swamps.

LOUISIANA (La.) produces nearly all the sugar and most of the molasses made from the sugar-cane grown in the country. Cotton is grown extensively. This State—through which the Mississippi River flows—has great commercial advantages. New Orleans is the largest city.

ARKANSAS (Ark.) abounds in plains called prairies. Corn, cotton, and live-stock are raised, and lumber is manufactured. It is remarkable only for its Gypsum, or plaster, of which it has more than all the other States.

TENNESSEE (Tenn.) produces more home-made manufactures, and raises more mules, than any other State. Tobacco, corn, cotton, and hogs are raised.

BRITISH AMERICA

UPPER CANADA



LESSON XXVII.

THE nine States represented on the opposite map are a part of the Western States: they are a great many miles from the coast, but are partly bordered by great lakes.

Lake Superior is larger than the State of Maine: Lakes Superior, Michigan, and Huron together are larger than New England. Their waters are fresh, and so deep that ships and steamboats go upon them. The Western States have great rivers and long railroads.

Their people are mostly from New England and other States toward the East, and are enterprising and well educated. They are chiefly engaged in farming; raise cattle, hogs, and sheep; and grow such great quantities of corn, wheat, and other grains, that these States are sometimes called the Granaries of the West.

MAP EXERCISE.

Lakes? Rivers? Indian fur-traders? Lumbering? Mines? Farming? Animals? Missouri,—rebellion? Capitals?

LESSON XXVIII.

OHIO (O.) produces more horses, wool, and wine, than any other State, and one-sixth as much tobacco as Virginia. Ohio has more miles of railroad than any other State. Coal and iron abound. Flour, meal, and salt are largely produced. Cincinnati is the largest and most commercial city of the West. It is the greatest pork-market of our country.

INDIANA (Ind.) is the smallest of the Western States, yet it is larger than Maine. Coal abounds, and iron is found to some extent. More hogs are raised than in any other State.

ILLINOIS (Ill.) is noted for its fine rivers and great plains, called prairies. Large herds of cattle and flocks of sheep graze upon the prairies. More wheat and corn are grown than in any other State. In the northwestern part extensive lead-mines are worked. Chicago is a very large and beautiful city.

MICHIGAN (Mich.) is divided into two parts by Lakes Michigan and Huron. These lakes are united by Mackinaw Strait. A Strait is a NARROW PASSAGE OF WATER CONNECTING TWO BODIES OF WATER. In the northwestern part are the richest copper-mines in the world. Iron and coal are found. Copper, grain, lumber, wool, salt, and fish are exported. In the northwestern part the winters are very cold.

LESSON XXIX.

KENTUCKY (Ky.) produces more hemp than any other State, nearly as much tobacco as Virginia, besides many hogs and much corn. Bagging and ropes are manufactured from the hemp and flax.

MISSOURI (Mo.) is noted for its prairies, fruits, and minerals. The coal, lead, and iron will probably last forever. More lead is mined than in any other State. Corn, hemp, and tobacco are grown, and many hogs are raised.

IOWA (Io.) has rich prairies and lead and coal mines. Grain, flour, lead, pork, live-stock, and wool are exported. More sorghum-molasses is produced than in any other State.

WISCONSIN (Wis.) has the richest lead-mines in the world. Many of its rivers have falls which afford excellent water-power. The southern half is a fine farming-region. The winters are cold, but pleasant. Lead, lumber, grain, flour, and wool are exported.

MINNESOTA (Minn.) is a delightful State. The winters are cold; but the steadiness of the cold and the dryness of the air render them agreeable. Rice, currants, and plums grow wild. Pine-lumber is exported.



LESSON XXX.

THE opposite map represents the part of our country farthest toward the West: it comprises States and Territories. A Territory is A VAST TRACT OF OUR COUNTRY OWNED BY ALL THE STATES. The people of the States choose their Governors; but the people of a Territory are too few to have the right of choice: their Governors are appointed by the President.

There are many rivers in this part of our country: the Missouri River is the largest, and rises in the Rocky Mountains. Some of the rivers in the Territories are nearly dry during summer.

The Rocky Mountains are grand and lofty: many of their summits are always covered with snow. The loftiest summit in our country is called Fremont's Peak. It is twice the height of either Mount Mitchell, in North Carolina, or Mount Washington, in New Hampshire, being nearly three miles high. Pike's Peak is near famous gold-mines. The fierce grizzly bear, and wild sheep and goats, climb around these mountains.

Many tribes of Indians roam over the Territories, killing the bison or buffalo and other wild animals. The skins of the buffalo, called "buffalo robes," are used to keep persons warm while riding in cold weather.

MAP EXERCISE.

Mountains? Rivers? Gulfs? Ocean? Capes? Capitals? Pictures?

LESSON XXXI.

TEXAS (Tex.) is larger than New England, New York, Pennsylvania, Virginia, Maryland, Delaware, and Ohio together; but it has fewer people than Vermont. Wild cattle, horses, and buffaloes roam in the northwestern part: many varieties of beautiful birds, and prairie-dogs and other animals, live in the unsettled parts; and along the coast are alligators, snakes, swans, and pelicans.

Cotton, sugar, tobacco, cattle, and hides are exported. Different kinds of grain, also oranges, lemons, figs, and pine-apples, grow luxuriantly.

KANSAS (Kan.) is a newly-made State. It is adapted to cattle and sheep raising, and to grain-growing

CALIFORNIA (Cal.) contains gold-mines which are next to the richest in the world. Most of its people lived in the other States a few years ago, but went to California to get riches. This State produces more wine and larger vegetables and forest-trees than any other

OREGON (On.) has forests of gigantic pines, from which lumber is extensively manufactured. Salmon and other fine fish abound in the rivers. Lumber, flour, live-stock, and provisions are exported to California.

UTAH (Uh.) is a Territory. It contains a salt lake. Most of its white people are called Mormons. They are the followers of Joseph Smith, who pretended to have found an addition to the Bible, called the "Book of Mormon."



LESSON XXXII.

THE map on the preceding page represents all the States and Territories in our country: it also enables us to learn how they are situated in regard to each other.

On the eastern side we see a part of the ocean which borders New England, New Jersey and other States, as shown by previous maps. On the western side is a part of the ocean which borders California and Oregon, also shown by a previous map. These parts are only small portions of the great Ocean. The part on the eastern side is called the Atlantic Ocean; the part on the western side is called the Pacific Ocean.

How many Gulfs, Bays, Lakes, and Rivers there are! The rivers run in all directions. See the Mountain-chains!

Between Maryland and Virginia, on the map, you will observe a square portion of country: it is called the District of Columbia. In this District is Washington City, the capital of the United States, where the President resides. Here, too, the general laws of our country are made by Congress. Congress is a meeting composed of persons chosen by each State to make the general laws. Some of these persons are called Senators; others are called Representatives.

The duty of the President is to see that the laws are obeyed. A President is elected every four years by persons chosen by the people of all the States. These persons are called Electors.

LESSON XXXIII.

ABOUT two hundred and fifty years ago, dense forests covered most of the land now occupied by the United States. Where our cities now stand, the wigwam of the Indian then sent up its smoke from burning twigs: where steamboats now swiftly glide upon our rivers, then the bark canoe of the Red Man was paddled from place to place: where our locomotives whistle as they dash past hill and valley, the whoop of the Indian, rushing to battle with hatchet of stone, then broke the silence of the woods.

The Indians are fast disappearing: a great portion of

their forests in the East having been cut down and the wild animals destroyed, they have been driven to the West,—to the land of the buffalo, bear, and other game. When their new hunting-grounds are settled by the white people, the Indians will have departed forever.

One of the first settlements by the white people was made by the "Pilgrims" at Plymouth, Mass.: from this settlement, and from those made by the Dutch in New York and the Quakers in Pennsylvania, education and industry have been spread over our whole country.

MAP EXERCISE.

Mountains? Rivers? Gulfs? Oceans? States,—how situated? New England States,—how join the others? Middle States,—how join both? Southern,—how join? Western? Historical picture at the bottom?



ASIA

O
A
R
C
T
I
C
O
C
E
A
N

ICELAND

RUSSIAN AMERICA
Cape Prince of Wales
Sable
Marten
Otter

Dr. Kane's Vessel.

GREENLAND
BAFFIN'S BAY
Polar Bear
Cape Farewell

Sledge drawn by dogs.

Esquimaux.

Musk-Ox.

HUDSON'S BAY

Walrus.

Seal-catching, Whale, and Iceberg.

Whale Fishery.

Mountains

Beaver.

Whale Wolf.

Canada Goose.

Gulf of St. Lawrence

PACIFIC OCEAN

Indians.

Quebec

Newfoundland

Nova Scotia

New Brunswick

Fremont's Peak

Arkansas R.

Eagle.

Ohio R.

Mt. Mitchell

Sierra Nevada

Missouri R.

Mississippi R.

Appalachian Range

Rocky Mts.

Arkansas R.

Mississippi R.

Alligator.

Rio Grande

GULF OF MEXICO

LOWER CALIFORNIA

Gulf of California

Cape San Lucas

Popocatepetl

Turtle.

THE WEST INDIES

CUBA

CENTRAL AMERICA

Cutting Mahogany.

SOUTH AMERICA

LESSON XXXIV.

NORTH AMERICA is more remarkable than all other lands for the number and size of its plains, prairies, lakes, rivers, and waterfalls.

The United States occupy the middle part of North America. We learn from this map that although our country is very large it forms but a third part of North America. How much land there is!

Near the western coast is the Rocky Mountain chain: it seems to have been created to strengthen the land, and might be called the "back-bone" of North America. In the southern part is Popocatepetl,—an active volcano and the highest mountain in North America. Flowing into the Gulf of Mexico is the great Mississippi,—the longest river in the world if we consider the head-waters of the Missouri River its true source.

The parts farthest north are always frozen and covered with ice and snow: here the people live in huts made of snow, ice, or skins, or in dens in the ground, and feed upon fish, and upon animals caught on the land.

Dr. Kane spent several months in these icy regions. Whales are taken in the ocean near these parts,—more than half of them by whalers from New England.

The most southern parts are quite warm: here trees grow luxuriantly, fruits of all kinds abound, pretty birds fill the woods with life and song, serpents and alligators live along the shores, and sea-tortoises or turtles warm themselves in the sunshine.

The middle part—our country—is neither freezing nor burning: it is often cold and often warm, and is therefore called temperate.

MAP EXERCISE.

Mountains? Rivers? Gulfs? Bays? Oceans? Islands? Capes? Volcano? Fremont's Peak? Animals? Seal and whale catching? Mahogany-tree? Kane's vessel? Tell of Dr. Franklin.

LESSON XXXV.

RUSSIAN AMERICA is the northwestern part of North America. Marten, sable, and otter skins, and other furs, come from this country. It has several volcanoes.

GREENLAND is the coldest country in the world. Many mountains of ice, called icebergs, float from its coast through Baffin's Bay into the ocean.

ICELAND has many volcanoes, and springs of boiling water.

BRITISH AMERICA is only partially settled, because it is so cold.

CANADA is a part of British America: it is divided into two parts, called Lower Canada and Upper Canada. It resembles New England in its productions. The people are engaged in lumbering, manufacturing, and fishing. It has railroads and the finest canals in the world. Ottawa is the capital. Montreal and Quebec are noted cities. Toronto is the most flourishing city, and has excellent colleges and schools.

NEW BRUNSWICK and NOVA SCOTIA resemble Maine. Lumbering, ship-building, and fishing are carried on extensively.

NEWFOUNDLAND is near the famous fishing-banks, or the shallow water in which codfish are caught. It is a somewhat barren and dreary island.

MEXICO contains very rich silver-mines. It has several volcanoes. The people are divided into different parties, and have fought each other for so many years that their country is nearly ruined.

CENTRAL AMERICA resembles Mexico: it is a very unhealthy country.

THE WEST INDIES are the most valuable islands in the world. Sugar, coffee, cotton, tobacco, oranges, and lemons, are among the productions. Cuba is the largest of these islands.

NORTH AMERICA

P
A
C
I
F
I
C
O
C
E
A
N

A
T
L
A
N
T
I
C
O
C
E
A
N

Cape Gallinas



Sloth.

Orinoco R.

Pine-Apples.

Mt. Chimborazo



Sago Palm.

Indian Hut.

Amazon R.

Cape Blanco

Condor.



Llamas.

Manatee.



1. Boa Constrictor.
2. Jaguar.
3. Tapir.
4. Toucan.
5. Alligator.
6. Armadillo.
7. Ant-Eater.
8. Monkeys.

Coffee Plantation.

Brazilian Mts.

Rio Janeiro



Vessel from Rio Janeiro, loaded with Coffee, Sugar, and Fruit.



Vessel from Valparaiso, loaded with Grain.

Valparaiso

Earthquake.

Mt. Tupungato

Buenos Ayres



Catching Wild Cattle.

La Plata R.

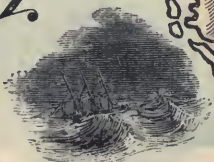
Vessel from Buenos Ayres, loaded with Hides, Horns, and Tallow.

Patagonians.

Penguins.

Peru del Fuego I.

Cape Horn



Ship in a Storm.

LESSON XXXVI.

SOUTH of North America, and connected with it by a narrow neck of land, is another vast extent of land, called South America: it is bordered on the east by the Atlantic Ocean, and on the west by the Pacific Ocean. It is about three-fourths the size of North America, but has higher mountains, larger rivers, and more extensive forests.

The Andes chain of mountains extends from the most northern to the southern part of South America: they appear more like a "back-bone" than do the Rocky Mountains. Mount Tupungato is the highest, being about four and one-half miles high. Some of these mountains are volcanoes.

The Amazon River is the largest in the world. The immense valley through which the Amazon flows is but little settled: it is covered with forests of trees and vines frequently matted together, and is inhabited by birds, monkeys, alligators, lizards, serpents, and other wild animals. The Amazon pours into the ocean a flood of water, the force of which is felt for two hundred miles from the coast.

The forests are the largest in the world, and cover nearly two-thirds of the whole surface. Many of the largest trees are adorned with flowers: the passion-flower-tree grows to the size of the oaks of North America. The palm and many other valuable trees flourish.

Among the domestic animals is the Llama, a wool-bearing quadruped used as a beast of burden: it is particularly useful in crossing the Andes by the narrow and dangerous roads. Among the wild animals is the Condor. It soars around the highest summits of the Andes.

LESSON XXXVII.

THE northern part is always warm; but the southern part is cold and dreary: here but few stunted trees and scattered shrubs and mosses deck the barren rocks and sand.

Earthquakes are frequent, and often destroy whole towns and their inhabitants.

South America has the richest diamond-deposits in the world; but the coffee produced is worth much more. The silver and gold mines are very rich.

Over many of the plains which occupy the interior, wild horses and cattle roam in great numbers. The cattle are hunted and killed for their hides, horns, and tallow.

Grain, potatoes, sugar-cane, and coffee are grown. Diamonds, gold and silver, delicious fruits, coffee, sugar, hides, horns, and tallow, are exported.

The people consist of whites, negroes, and Indians: the white people rule; the negroes are mostly slaves; most of the Indians are savages or barbarians.

MAP EXERCISE.

Mountains? Rivers? Capes? Islands? How united to North America? Animals? Pictures? Earthquakes?

A R C T I C O C E A N

O C E A N

P A C I F I C

A N T A R C T I C O C E A N

O C E A N

I N D I A N

P A C I F I C

O C E A N

A T L A N T I C



Walrus.

Seal.

Common Whale.

Columbus settling to America.

Turtle.

Sperm Whale.

Shark.

Albatross.

Elephant Seal.

LESSON XXXVIII.

THE map for this lesson represents all the land and water in the world. On the western side are North and South America: we now see the narrow neck of land by which they are joined. A NECK OF LAND THAT JOINS TWO LARGER PORTIONS OF LAND is called an Isthmus. On the eastern side is a vast formation of land which has not been mentioned in previous lessons, and which is even larger than all America. It is divided into three great parts, each of which is called by its name as printed on the map.

THE LARGEST FORMATIONS OF LAND are called Continents: there are but two Continents,—North and South America forming one, called the Western Continent; and Europe, Asia, and Africa, forming the other, called the Eastern Continent. Look upon the map and say which is the Eastern and which the Western Continent.

The earliest homes of mankind were on the Eastern Continent. There nearly all the people lived many thousand years without knowledge of any other land, until, about four hundred years ago, CHRISTOPHER COLUMBUS determined to make a voyage toward the West. He sailed from Palos, in Spain, in the year 1492. After many storms, he arrived at San Salvador, an island near the coast of North America. Overjoyed at the discovery, Columbus and his men fell on their knees and gave thanks.

Columbus found the island inhabited by a kind of people he had never before seen. He called them Indians. About seven years afterward, Amerigo Vespucci visited South America, and the Western Continent was called “America” in honor of him; though it should have been called “Columbia” in honor of Columbus.

About a hundred years after this discovery of the Western Continent, people from Europe began to make their homes upon it. Others are still crossing the ocean for the same purpose.

LESSON XXXIX.

THE map represents the whole of the Atlantic and Pacific Oceans. The extreme northern and southern parts of these oceans are covered with ice and snow, so that vessels cannot visit them; but the other parts are constantly sailed upon, especially the parts between Europe and North America and near their coasts. Sail and steam ships, which are constantly passing from the United States to England and France, sometimes encounter the icebergs that float down from Baffin’s Bay.

There is nearly three times as much water as land; but only those who spend most of their lives upon the ocean can realize this fact.

The animals of the ocean are as numerous and interesting as those of the land; but we can mention only a few of them here. In the colder parts, the Common Whale, the Walrus, and the Seal abound; while in the warmer parts, the Sperm-Whale,—the largest living animal,—the Turtle, and the Oyster are found.

REMARKS ON THE MAP.

The white parts are the snowy regions. The lightest shade is the lowest land; the darkest shade is the highest land; and the white dots are the snow-covered and lofty summits.

The rivers flow in all directions; yet they all flow from the high parts down the sloping land to the ocean or inland seas. Water never flows up-hill, but always downward. For this reason, the mountain-ranges and other land-elevations fix the direction of rivers by shedding the waters on one side or the other into the valleys through which they flow.



LESSON XL.

WERE we to visit the Eastern Continent, we should probably leave New York or Boston, on board a steamship, and reach Europe in ten days; or if by a sailing-vessel, in about thirty days.

EUROPE comprises the most powerful countries in the world. The principal countries are England, France, Russia, Prussia, and Austria. Their navies and armies are the largest in the world.

The cities of Europe are more numerous, more populous, and more magnificent than those of America: they surpass all others in their Museums, Libraries, Universities, and Hospitals; in the size and splendor of their churches; in their manufactures and commerce.

London, in England, is the largest city in the world: it is three times the size of New York, and four times the size of Philadelphia. Paris, in France, the second city of Europe, is surrounded by walls: its people are very polite and gay. From Paris we import—BRING INTO THE COUNTRY—most of the silks, ribbons, and laces used: "Paris fashions" are followed by many gentlemen and ladies.

The people of Europe are of many different races or kinds; but nearly all belong to the white race. Although Europe is not half the size of North America, it contains seven times the number of people.

The mountains are not so high as those of America, but their scenery is more sublime: the loftiest are the Alps, and the highest of these is Mont Blanc, which rises, covered with snow, far above the clouds. It is three times the height of Mount Washington, considerably higher than Mount Shasta, but only three-fourths the height of Mount Tupungato, in South America. Neither are the rivers so large as those of America.

LESSON XLI.

THE first railroad was made in England: now they are used in many other countries of Europe.

Most of the vessels of Europe are built in England and France: some of them are built mainly of iron. Some of the ships of war are covered with steel four inches in thickness.

The mines are the most extensive in the world: coal, iron, lead, copper, tin, quicksilver, and salt, are abundant. In England are mines extending under

the ocean: the miners hear the roar of waves overhead.

The soil produces the different kinds of grain, fruits, and potatoes. Indian corn is called maize in Europe: the seed was originally brought from America. In the warm and genial southern parts, the grape, olive, orange, lemon, fig, date, and other fruits flourish: rice is also cultivated here. A few fir-trees and mosses constitute the vegetation of the cold and dreary northern part.

MAP EXERCISE.

Mountains? Capes? Islands? Seas? Animals? Pictures?



A R C T I C O C E A N

North-East Cape

Nova Zembla

E U R O P E

Siberians dressed in skins.

Gold-Mining.

ARAL SEA (Salt water)

Tartars, a wandering people.

BLACK SEA

MEDITERRANEAN SEA

Leua R.

Ventch R.

Altai Mountains

Manchoes, a warlike people.

View of the Great Wall

Costly Goat, Camel, Horses.

Himalaya Mountains

Great Wall

Cotton, Rice, Tea.

Yak, resembling the Bison.

Mt. Everest

1. Banyan-Tree.
2. Pac-constructor.
3. Tiger.
4. Bamboo-Tree.

Yong-tse Kiang R.

Arabian Desert.

Arabia Felix

A R A B I A N S E A

B A Y O F B E N G A L

China Chinese Junk

P A C I F I C O C E A N

BONNEO SEA

Indonesian

Cape Romania

LESSON XLII.

ASIA is the largest division of land in the world; being four times the size of Europe, or larger than North and South America together. It contains more than one-half the people of the world. It was the home of Adam and Eve; and was also the scene of our Saviour's birth, life, labors, and crucifixion.

The mountains of Asia are the loftiest in the world. Mount Everest, one of the Himalayas, is more than five and one-half miles high,—a mile higher than Mount Tupungato! The rivers of Asia are large and numerous; but none of them are two-thirds the length of the Mississippi.

Asia is the native land of the Camel, and, probably, of the Horse. The camel is called the "Ship of the Desert;" and, were it not for him, large parts of Asia could not be crossed by man.

The people mostly belong to the yellow race. They are ingenious, but lack energy. The Great Chinese Wall and the Grand Canal are the only great improvements; and these were made during a past age. Nearly all are Pagans,—IDOL-WORSHIPPERS.

Asia is rich in precious minerals: gold, silver, and diamonds abound.

China and India are the most important countries. From China we import tea, silks, and china-ware.

The Japan Islands—on which the Japanese live—and the Malay Islands—on the shores of which the Malay people reside—are near Asia.

LESSON XLIII.

THE northern part of Asia is so bleak and barren that only a few hardy shrubs and coarse grasses will grow there. The middle part has high mountain-chains and ridges, between which are fertile plains and valleys, producing different kinds of grain and affording fine pasture.

The southern part is much the finest: the bamboo, banyan, and palm tree grow luxuriantly; fruits in great variety, tea, coffee, rice, millet, cotton, cinnamon, nutmegs,

cloves, and camphor, are produced in great quantities. This part abounds in ferocious animals and beautiful birds.

Upon the slopes and in the valleys of the Himalaya mountains the Cashmere goat is raised, from the wool of which the famous Cashmere shawls are made. Many people of the interior are engaged in raising sheep, cattle, camels, and horses. The same pursuit was followed by the early inhabitants of Asia.

MAP EXERCISE.

Mountains? Rivers? Gulfs? Bays? Seas? Oceans? Capes? Islands? Jerusalem? Animals?



EUROPE
MEDITERRANEAN SEA
Cape Spartol
Cape Bon

Atlas Mountains

E
Isthmus of Suez
ASIA
Pyramids
Nile R.
RED SEA

Desert of Sahara.
Ostriches and Caravan.

Baobab Tree.

Negro Family and Huts.
Date Palm.

Giraffe.
Broad-tailed Sheep
Abyssinian Ox.

Cape Verd
Kong Mts.
Selling Slaves.

1
2
3
4
5

- 1. Elephant.
- 2. Rhinoceros.
- 3. Hippopotamus.
- 4. Lion.
- 5. Crocodile.

Monkeys, Birds, and Python.

Zebra.
Gnu, or Horned Horse.

Albatross.

Shoo Mountains

Cape of Good Hope

ATLANTIC OCEAN

INDIAN OCEAN
Cape Guardafui
Madagascar
Lupata Mts.

LESSON XLIV.

AFRICA is the native land of the Negro. It has a very extensive coast, but no great bays, and few large rivers. The Nile is the longest and most important of the rivers.

The people are mostly ignorant and degraded: the hot climate tends to prevent their improvement. They chiefly live in rude huts, but in most cases have fixed places of residence; are generally kind and cheerful, and are not so cruel as the American Indian. They pay some attention to gardening, but use very rude tools: some of the tribes make leather and cotton cloths.

The sale of negroes forms a large part of the commerce of Africa. Several hundred boys, girls, men, and women are frequently driven from place to place until sold. Many thousands of them are taken to South America and the West Indies every year. The negroes of the United States are the descendants of Africans who were forcibly taken from their own homes.

In the northeastern part is Egypt, where now live the descendants of the ancient Egyptians mentioned in the Bible. Here are vast stone pyramids and other monuments erected by the powerful kings who reigned in Egypt many thousand years ago. One of the Pyramids covers thirteen acres of ground.

LESSON XLV.

AFRICA surpasses all other lands in the number of wild animals. Among the domestic animals are the camel, having feet resembling cushions, by which he steps upon the dry sand without sinking; oxen with enormous horns; and sheep with tails so long and fat that they have to be attached to little wagons to prevent dragging on the ground.

The palm-tree grows in all parts except the southern: wheat, corn, rice, and cotton are grown; the olive and fig trees and lotus-plant flourish. The Baobab-tree grows to

the size of thirty feet in diameter,—as large as many cottages,—but only twelve to fifteen feet high.

A vast region of Northern Africa is a desert called Sahara. It is the largest desert in the world: over its hot sands, which shift with every wind, the traveler rides upon the "Ship of the Desert."

Gold abounds in the hills and streams; iron, copper, and salt also abound.

The exports are slaves, palm-oil, gold, ivory, hides, and feathers.

MAP EXERCISE.

Mountains? Rivers? Capes? Seas? Desert? Isthmus? People? Slave-sale? Animals? Trees? Tell of the Israelites and the Red Sea. Tell of Joseph in Egypt. Moses and his boat of rushes. Madagascar, where?





15

The Condor (con'dor) is the most lofty-dwelling bird. Like the hyena and some other animals, it eats dead bodies which would otherwise poison the air. It is hatched on the bare rock, with no nest to protect it from wind and cold. We do not wonder that it is so hardy and strong. It inhabits the regions of storm and earthquake.



16

The Cork-Tree is an oak. Its outer bark is made into stopples. All large oaks are very valuable: they are used for ship and other building where strength and durability are required; and the bark of one kind, called quercitron, is used in tanning leather and in coloring yellow. Oaks are found chiefly in North America, Europe, and Asia.



17

The Cotton-Plant, first found in India, is grown in many other warm lands. There are three kinds of cotton-plants,—the yearly, the shrub, and the tree. The yearly is grown most extensively, and from seed. The seeds, surrounded by the soft, downy cotton, grow in a pod. When the pods burst, the cotton and seed are picked from them and separated. It rivals wool in clothing mankind.

Crocodile.—See Alligator, (No. 4.)



18

19

(19) The Date-Palm grows in Africa and Asia. Its wood is used in building houses; its fruit is used for food; its juice is made into wine; its leaves, into hats and baskets; and the date-stones are ground to make oil.

(18) The Python (pi'thon) is found in Asia and Africa. Like the boa-constrictor, after coiling around animals and crushing them, it covers them with slime and swallows them whole.

The Deer.—See No. 46.



20

The Eagle is found in nearly all parts of the world, but mostly in wild regions little settled by man. It was called the "King of Birds," and a noble animal, by the people of olden times, who were apt to think that the most powerful rulers were the most noble, even if very cruel. It is very strong, and can see a long distance. It feeds on the small animals which it kills, and on those it finds dead and decaying.



21

22

(22) The Elephant, (el'e-phant,) the largest and strongest land-animal, is found in India and Africa. It lives in lonely forests, and eats parts of trees and roots plowed up by its ivory tusks. It feeds itself with its long nose and upper lip, called its trunk. When tamed, it is very useful in carrying people and loads.

(21) The Bird-of-Paradise (par'a-dise) is very proud and careful of its beautiful feathers.

The Elephant-Seal.—See Seal, (No. 79.)



23

24

(23) The Elk and (24) The Antelope (an'te-lope) are found in both continents. The horns of the elk fall off yearly, but those of the antelope are permanent. Like all animals of their kinds, they help in removing too luxuriant vegetation, while they themselves are the food of other animals, including man. Some of them like to roam over lands somewhat barren.



25

26

(25) The Emeu (e'mew) inhabits Oceania, and feeds on grass, buds, berries, and roots. It has no wings for flight, but it runs very swiftly. Its eggs are laid on the ground, no nest being prepared, but commonly among bushes. Birds which fly most build better nests than those which move on foot; for their young must remain longer in them for their wing-feathers to grow.

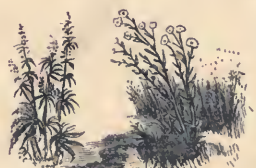
(26) The Lyre-Bird has a tail resembling a musical instrument.



27

The Esquimau Dog (es'ke-mo) is the most valuable animal in those far-northern regions near ice where the reindeer finds no pasture. Where winter prevails three-fourths of the year, the people could hardly live without it. It faithfully draws sledges over the snowy deserts, and often while suffering from intense hunger. Dogs are found in all parts of the world.

The Flamingo.—See No. 5.



28

29

(29) The Flax-Plant is grown from seed. When full grown, it is pulled, bundled, dried, soaked in water to partly rot the stems, dried again, beaten or bruised, and combed. The fibers or threads thus obtained are spun into yarn and made into linen cloth. Linseed-oil is obtained from its seed by pressing.

(28) The Hemp-Plant is taller than the flax, and is made into rope, and coarse, strong cloth, called canvas, and used for sails.



30

The Grape-Vine has been cultivated many thousand years. The first vineyard mentioned in the Bible was that planted by Noah. It is very long-lived, sometimes reaching the age of several hundred years, and growing to the size of a man's body. It thrives in warm countries. The grapes are dried, and called raisins; the juice is made into wine. The currants of commerce are dried grapes.

The Grass-Tree supplies the natives of Australia with a part of their food.



31

The Giraffe, (ji-raf'), the tallest of animals, is found only in Africa. Its elegant long neck enables it to feed from the tops of trees. It takes hold of the leaves with its long tongue. Its appearance in a grove is magnificent. It kicks with terrible swiftness and force, often killing the lion. It can leap fifteen feet, and the swiftest race-horse can hardly overtake it.

The Gnu.—See No. 53.



32

33

(32) The Grizzly Bear is the most powerful and ferocious of all bears except the polar; still, it feeds much on vegetables. Bears prefer to live in wild stormy regions, where the smaller animals on which they feed are killed in the tempests and snows.

(33) The Rocky Mountain Sheep is not covered with wool: it would be if it were tamed and well cared for in places neither too cold nor too warm.

The Hemp-Plant.—See No. 28.



34

The Hippopotamus (hip-popot'a-mus) is found only in Africa. It lives in the rivers and on their muddy shores, and can stay under water five minutes. It feeds mostly on water-plants; but in the evening it enters fields and destroys crops with its ugly mouth and clumsy feet. It eats more than any other animal. Its great duty is, like that of the Manatee, to destroy vegetation and to clear streams.

(35) The Hyena, (hy-e'na,) now found only in Africa and Southern Asia, eats dead animals and the bodies which it digs from graves. It often lives in rocky dens, and prowls about at night.

(36) The Bamboo (bam-boo') grows mostly in Southern Asia. It is a bunch of reeds rising from one root. The Chinese cultivate it, and make paper, sails, rigging, and many articles of furniture from it.



35

36



37

The Jaguar (jag-u-ar') is the most ferocious of the cat tribes of South America. Although it generally lives away from settlements, it sometimes enters them and makes sad havoc. It seeks its prey in the night, and lies in hiding-places till its victim can be reached by jumping. It kills with great energy, but not in anger; for it was created to remove animals which would otherwise become too numerous.



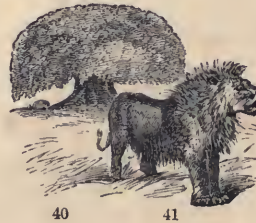
38

The Kangaroo (kang-ga-roo') is found only in Oceania. It feeds on grass and low trees, and leaps from place to place very swiftly. It is mostly found in parts of Australia where the land is covered with green grass and trees at one season and is parched at the next; so that it is obliged to move about a great deal in search of food, and frequently to carry its young at the same time.



39

The Llama (la'ma) is found only in the mountainous parts of South America. It carries loads, in that wild region, over natural bridges, along frightful precipices, across foaming waterfalls, and where snow-storms darken the air and drive so furiously that no other animal can stand or even live. It resembles the camel, but has no hump, for there are no deserts for it to cross.



40

41

(41) The Lion, the "King of Beasts," is found in Africa and Asia. Its roar is deep and solemn, and is often heard amid the sounds of thunder-storms. It springs from hiding-places upon men and animals, and can carry off an ox in its mouth. It assists in destroying animals which would otherwise become too numerous.

(40) The Baobab-Tree (ba'o-bab) bears a fruit which the natives call "monkey-bread." Its bark is made into cloth.

The Live-Oak-Tree.—See No. 78.

The Lyre-Bird.—See No. 26.



2

3

42

(1) The Marten (mar'ten) and (2) The Sable (sa'ble) are found in the northern and wooded regions of North America, Europe, and Asia, and feed on such animals as mice, rabbits, and partridges. Some of them have hair under their toes to keep them warm.

(3) The Otter, (ot'ter,) found on both continents, lives mostly in the water, and commonly feeds on fish.



43

The Mahogany-Tree (ma-hog'-any) grows mostly in Central America. From there it is sent in ships to various parts of the world. The wood is much used in the manufacture of house-furniture. The best mahogany-trees grow where it is difficult to cut and haul them; so that much of the finest timber is not used, the people where it grows not having the skill and energy to move it to market.



49

The Orang-Outang, (o-rang'-o-tang,) a four-pawed animal, is found mostly in Malaysia. Like all other apes, it has no tail. It is sometimes seven feet tall, and is very strong, and exactly fitted to climb trees and to move from limb to limb for the fruits on which it feeds. It lives in dense warm forests where fruits are always ripening.

The Owl.—See No. 62.

The Otter.—See No. 42.



44

The Manatee, (man-a-tee') or Sea-Cow, is found mostly in the warm waters of South America. It feeds in the water or on the shore, and removes many plants which would either choke up shallow streams, or decay and poison the air, in a region where the land is flooded at one season and parched the next, or where the vegetation is so dense and tangled that no large vegetable-eating quadrupeds can live.



50

The Olive-Tree thrives in mild countries, but is mostly grown in the region of Europe southward from the Alps. The fruit of some of the trees yields two hundred quarts of oil, which is used by the people as butter, or exported. The traveler, on crossing the Alps range from the north, is surprised to find on the sunny side of those mountains groves of olives and blossoming orange and lemon trees.



45

The Monkey (mung'ko) inhabits the forests of the warmest parts of both continents, and some of the warm islands. It feeds mostly on fruits, but is fond of insects. It is very lively and mischievous, and moves from tree to tree on the branches with great swiftness,—often with its young clinging to it. The monkeys of America are the most noisy and lively.



51

The Ostrich, (os'trich,) found chiefly in Africa, is the largest of birds. It outruns the horse, and can carry a man upon its back. The plumes of its wings and tail are valued as ornaments of dress. Its eggs weigh three pounds each, and are laid in nests scratched in the sand. The natives make drinking-cups of the eggshells. It feeds on grass, fruit, and grain.



46

47

(47) **The Moose** is found in the northern forests of North America, where it feeds upon roots and the bark and tender branches of trees, and on the grasses growing in shallow water. Its flesh, called venison, resembles beef. Its horns fall off every year.

(46) **The Deer**, found mostly in North America, Europe, and Asia, is very shy and runs very swiftly. It eats the tender sprouts of trees, roots, and herbs. Its horns are shed yearly. The flesh of all animals of the deer kind is called venison.



52

The Platypus, (plat'i-pus,) or Ornithorynchus, (or-ni-tho-rin'cus,) is found only in Australia. It burrows in the ground, near deep and sluggish water, and feeds on little animals found in the mud and water. Its burrow has one entrance under water, and is a long, winding way, ending in a roomy place lined with leaves and moss. Its bill resembles the duck's, and its fur the otter's.



48

The Musk-Ox inhabits the northern part of North America. The winters of this region are long and cold, and the lands are nearly barren. Still, the musk-ox thrives in the short summer upon the scanty grass, and in winter on the mosses, and supplies the Esquimaux with much of their food. A fine downy wool grows among the long hair.



53

The Penguin (pen'gwin) is found mostly on the southern coast of South America and the islands of the cold ocean near by, and still further south. It lives on the lonely shores, never going far from land; for, having no wings with which to fly, it might not live to swim ashore during the storms which so often occur in the region it inhabits.

REVIEW AND ADDRESS.

CHILDREN:—We have now reached the end of this book. As we should look back upon every act we do and every hour and day we spend, and ask, What good have we done? so let us look back upon the lessons we have studied, and ask, What have we learned from them?

The things we see about us daily have their uses. The trees supply us with wood to burn, with lumber and timber for house and ship building, and with fruits to eat. The animals yield articles of food, and skins and wool for clothing. The ground produces many different kinds of plants and vegetables without which we could not live; and the earth contains treasures of coal, iron, lead, and other minerals. Other countries, too, have animals, plants, and precious ores, for the food, clothing, and welfare of their inhabitants.

To whatever part of the earth we go, we find animals, plants, and people exactly suited to the places they occupy. The regions farthest north and south are frozen and dreary; yet we find in them the polar bear, the common whale, the walrus, the seal, the auk, and the penguin, passing comfortable lives amidst the snow and ice along the lonely shores. Midway between the two frozen wilds is a vast region where summer never ends, where dense woods of great trees and tangled vines swarm with animals of many sorts, and where warm waters are the homes of wonderful living things.

More than all this: we have seen Man, the master of all the animals, visiting every region, for some object of value, or to fix his home. He pursues the whale on the mighty deep, and the fur-bearing animals on the frozen land. He tills the soil of mild countries, and builds splendid cities and works of art. He captures the great elephant in the warm woods of the Eastern continent, and pursues the ostrich for its elegant feathers.

Wherever man is, he is guided by reason in making himself comfortable. He has no fur; yet he strips the polar bear and crawls into his skin. He can grow no vegetable in the frozen ground, yet finds the best food in the animals he captures. He lives cheerfully among the silent snows, or in dens and huts warmed and lighted by animal oil. He also adapts himself to hot regions, where he needs little dress to cover him and little meat to eat. Here he feeds on the fruitful trees and plants which grow wherever rain falls, and makes use of the camel and llama in crossing hot or rugged wastes.

The animals, too, perform their duties. The shark swims the ocean, devouring as it goes, while the hyena, the vulture, and the lion destroy dead and living animals on the land. The hippopotamus, manatee, and crocodile clear the warm rivers and streams, and many different animals remove the leaves of rank plants and trees.

What do we observe in all this? We observe THE WISDOM OF GOD; and we think of the words of the Bible:—

“AND GOD SAW EVERY THING THAT HE HAD MADE, AND, BEHOLD, IT WAS VERY GOOD.”

14 DAY USE
RETURN TO DESK FROM WHICH BORROWED
**EDUCATION - PSYCHOLOGY
LIBRARY**

This book is due on the last date stamped below, or
on the date to which renewed.
Renewed books are subject to immediate recall.

**7 DAY USE DURING
SUMMER SESSIONS**

DEC 5 1962

NOV 27 RECD

SEP 8 1978

RECD AUG 15 '78 10 AM

SEMESTER LOAN

NOV 16 1987

SUBJECT TO RECALL

LD 21-50m-6, '60
(B1321a10)476

General Library
University of California
Berkeley

YE 06592

LIPPINCOTT'S GEOGRAPHICAL SERIES

ADAPTED TO THE WANTS OF
SCHOOLS AND ACADEMIES

- | | |
|---|--|
| <p>BOOK 1.—A Primary Geography, on the basis of the Object Method of Instruction. By Fordyce A. Allen..... \$.40</p> <p>BOOK 2.—An Intermediate Geography, on the basis of the Object Method of Instruction; embracing Ancient and Modern History, and Physical, Political, and Mathematical Geography. Philosophically prepared and arranged for Common Schools. By Fordyce A. Allen. <i>In preparation.</i></p> <p>BOOK 3.—Smith's New Geography, containing a concise text and explanatory notes. Based on a combination of the Analytical, Synthetical, and Comparative Systems. With more than one hundred maps, of Religion, Government, Civilization, Races, Countries, Roman Empire, Vicinities, Rain, Wind, Seasons, Isothermals, Solar System, etc. etc., and combining with much</p> <p>AN HISTORICAL TEXT-BOOK AND ATLAS OF BIBLICAL GEOGRAPHY. With seven new maps engraved on steel. By Rev. Lyman Coleman, D.D..... \$ 1.00</p> <p>WEBSTER'S PRIMARY SCHOOL DICTIONARY. By Wm. G. Webster. 544 pages, square 12mo..... \$.40</p> <p>WEBSTER'S COMMON SCHOOL DICTIONARY. 320 pages, 12mo..... .50</p> <p>WEBSTER'S HIGH SCHOOL DICTIONARY. 350 pages, square 12mo..... .75</p> <p>WEBSTER'S ACADEMIC DICTIONARY. New edition..... 1.25</p> <p>WEBSTER'S NEW UNIVERSITY DICTIONARY. 8vo, half bound..... 1.75</p> <p>WEBSTER'S DICTIONARY—Royal Octavo.—This edition contains all the Words in the Quarto Edition, also an arrangement of Synonyms under the leading words..... 3.50</p> <p>WEBSTER'S QUARTO DICTIONARY, UNABRIDGED. New edition, containing 1500 pictorial illustrations, beautifully executed. Sheep..... 6.50</p> <p>A NEW LATIN-ENGLISH DICTIONARY, on the basis of the School Dictionary of Ingerslev; with Addition from the Lexicons of Koch and Klotz. By George P. Crooks A.M., and Alexander J. Schen. 8vo, sheep..... 3.00</p> <p>GROVES'S GREEK-AND-ENGLISH DICTIONARY. 8vo, sheep..... 2.00</p> <p>LEMPRIERE'S CLASSICAL DICTIONARY. Revised and corrected by L. L. de Ponte and John D. Ogilby..... 2.00</p> <p>MAN UPON THE SEA; or, A History of Maritime Adventure, Exploration, and Discovery, from the earliest ages to the present times. 1 vol. octavo, with numerous engravings. By Frank B. Coustiel..... 2.00</p> | <p>new and valuable matter many features not found in any other work of its class. By Rev. Wm. C. Smith, A.M..... \$ 1.00</p> <p>BOOK 4.—A Complete Pronouncing Gazetteer, or Geographical Dictionary of the World. A Teacher's Reference-Book. Containing a notice and the pronunciation of the names of nearly one hundred thousand places, with the most authentic information respecting the countries, cities, towns, mountains, islands, rivers, etc., in every portion of the globe; and a complete etymological vocabulary of geographical names. By J. Thomas, M.D., and T. Baldwin..... 6.00</p> <p>Teachers and schools will be supplied with the Gazetteer, for use in connection with the Geographies, at a much reduced price.</p> <p>RUSCHENBERGER'S NATURAL HISTORY. 971 Illustrations, with a complete Glossary. In 2 vols. 12mo, half Turkey morocco..... \$ 6.00</p> <p>THE ANALOGY OF RELIGION to the Constitution and Course of Nature. By Joseph Butler, D.C.L. With an Introduction, Notes, Conspectus, and ample Index, by Howard Malcolm, D.D. 12mo..... \$.75</p> <p>CHAMBERS'S ENCYCLOPEDIA A Dictionary of Universal Knowledge for the People. Illustrated with maps and numerous wood engravings. Published in monthly parts of 64 pages each; the whole to be comprised in about eighty parts, forming six or seven volumes. Per volume..... 3.00</p> <p>CLIMATOLOGY OF THE UNITED STATES, and of the Temperate Latitudes of the North American Continent. Embracing a full comparison of these with the Climatology of the Temperate Latitudes of Europe and Asia; with Isothermal and Rain Charts, including a summary of Meteorological Observations in the United States. By Lorin Blodgett..... 5.00</p> <p>KOSWELL C. SMITH'S INTRODUCTORY ARITHMETIC. 18mo..... .12</p> <p>ROSWELL C. SMITH'S PRACTICAL AND MENTAL, OR SECOND PART IN ARITHMETIC 18mo, half bound..... .38</p> <p>ROSWELL C. SMITH'S NEW ARITHMETIC. 12mo, half bound..... .60</p> <p>TRACY'S CHILD'S FIRST BOOK IN ARITHMETIC. 18mo..... .10</p> <p>TRACY'S ELEMENTARY ARITHMETIC. 12mo, half bound..... .25</p> <p>TRACY'S SCIENTIFIC AND PRACTICAL ARITHMETIC. 12mo..... .38</p> <p>TRACY'S COMMERCIAL AND MECHANICAL ARITHMETIC. 12mo..... .75</p> |
|---|--|

SARGENT'S STANDARD SERIES OF READERS,

By EPES SARGENT,
AUTHOR OF "THE STANDARD SPEAKER," ETC.

Is now the leading Series used in the Eastern States and in most of the principal Cities of the Union, and comprises

- | | |
|--|---|
| <p>The Standard Fourth Reader..... \$.84</p> <p>The Standard Fourth Reader..... .67</p> <p>The Standard Third Reader..... .50</p> <p>The Standard Second Reader..... .34</p> <p>The Standard First Reader..... .22</p> <p>The Standard Primer..... .15</p> <p>The Standard Speller..... .20</p> | <p>Sargent's Smaller Speller..... \$.15</p> <p>Sargent's Six School Charts.....</p> <p>SARGENT'S ORIGINAL DIALOGUES: a collection for School and Family Reading and Representation..... .10</p> <p>Copies of the Readers will be forwarded to School Officers and Teachers, for examination with a view to introduction, by mail, prepaid on receipt of half the retail price in money or postage stamps.</p> |
|--|---|