

MRS STOWE'S

FIRST
GEOGRAPHY



JOHN ANDERSON

BOSTON, Phillips, Sampson, & Co.

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FIRST

GEOGRAPHY FOR CHILDREN.

BY

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AUTHOR OF "UNCLE TOM'S CABIN." K

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P R E F A C E .

THIS little volume is the commencement of a *series* of school books for young children which was planned by myself several years ago. This portion of it was executed by my sister Mrs. Stowe some years since, and has been lying on hand, waiting for leisure on my part to revise it for the press, prepare maps and cuts, and add or modify as improved methods in teaching, or changes in geographical information, might require.

The second volume of the series, entitled *Miss Beecher's First Book of Ancient History*, will be issued probably before any class that may study this work will have time to complete it.

This geography will be found to be on an original plan, and offers the following advantages:—

First. It avoids the great mass of *disconnected details* in geography which too often are crowded into the mind of childhood; the larger portion to be soon forgotten, while the portions retained are likely to be the least, rather than the most, important.

Secondly. It is formed on the principle that the memory acquires and retains most firmly that which *awakens interest* and is *clearly* comprehended.

Thirdly. It is written on the principle that geographical knowledge can be so generalized and systematized as to afford immense aid to a child both in acquiring and in retaining its details.

Fourthly. Much use is made of the principle of *association* in connecting new ideas with those which have been made interesting.

In conformity to these principles, it will be seen that the child is first made to have a clear idea of *distances* and of the *map-making* process. It is believed that no other small geography has as yet attempted, what in this is so prominent, to make children clearly understand the *relative size* of countries by means of *lines of latitude*.

In the next place the child is made to commence at home, and gradually to enlarge his ideas of extension, till town, county, state, country, continent, and finally the whole world, are presented on maps. Meantime, as each country is introduced, a few interesting facts are connected with it, around which, by the laws of association, all other facts are gradually to be arranged. Thus the child first goes to every country in the world, learns its size, boundaries, and one or two interesting facts, and *no more*. Then it repeatedly returns to add new items.

Next, after all these countries are united in maps of the whole world, *general views* are introduced. The oceans, the mountains, the rivers, the zones, the climates and productions, the races of men, the religions and governments are all explained and made interesting before the details are introduced.

After these general views the child acquires additional details under each general head. For example: the chapter on the ocean is reviewed, and then all the branches of the ocean in all countries and the islands it contains are to be studied on the maps. Then all the mountains in the world pass in review; then all the rivers; and so on.

During each of these general reviews the child is taken again and again to each country to recall the interesting facts already learned and to add to them one or more new items.

Finally, each country is taken separately, and all the knowledge found in these general views is selected, combined, and made to form a complete picture of that country.

It is believed that a child who follows out this plan will secure in a few months more *permanent* geographical knowledge than ordinarily is attained by years of study.

A judicious use of the *topic exercise* here indicated will greatly increase the interest and extent of geographical acquisition.

The History which is to follow this work, it is believed, will offer still more novel methods of rendering that study interesting, systematic, and of permanent use to childhood. A set of simple historical charts, on an original plan, will be found as effective in relation to historical, as maps are in regard to geographical, knowledge.

CATHARINE E. BEECHER.

HARTFORD, CONNECTICUT, July, 1854.

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MRS. STOWE'S
FIRST GEOGRAPHY.

LESSON I.

MEASUREMENT.



DEAR CHILDREN: I have taught a little flock of children of my own; and this has led me to think a great deal about young folks like you. And when I have seen how much pleasure can be made for children by my way of teaching geography, I have wished that you, too, could share it. And so I have made this little book for you.

The first thing to be learned in geography is, *what a map is, and how to make one.* To do this, you must begin by practising some exercises in *measurement.* These exercises will be of great use to you in many ways beside in the study of geography.

The first thing to be done is, to learn to measure *inches.* Here is a measure, an inch long; and it is divided into half inches by the middle line, and into quarter inches by the dots.



Now, you must get some friend to make you a *three-inch measure* of white paper of this size and marked as this is.



When this is done, you must look at your measure, and then at a book, and *guess* how many inches long the book is; and then measure it, to see how nearly right you were. This is *measuring with your eye.* Then you must measure the *width* of the book with your eye, and then use your three-inch measure and see how nearly you measured right.

[Here let the teacher exercise the class in measuring with the eye by inches.]

Next you must get a wider piece of paper, and make

it twelve inches long, and mark it in half and quarter inches, like the three-inch measure.

Twelve inches are one foot.

This foot measure you must use in measuring feet with your eye. You must measure tables, boxes, benches, and other things, to see how many feet and inches they are in length, doing it first with your eye, and then with the foot measure. Do it *often*, at home as well as at school, and soon you will be able to measure feet and inches very accurately with your eye.

Next you must get a piece of paper, or a stick, three feet long, and divide it into feet and inches on one side, and into halves and quarters on the other side.

Three feet are one yard.

Then you must measure the length and breadth of the room, and of school yard, and the width of the street, and various other things, measuring first with your eye, and then with the yard measure.

Next you must get two sticks, two feet long and about an inch thick, and have them both sharp at one end. Then tie to these sticks a bit of twine, so that they will, when pushed into the ground, be five yards and a half apart. Your friends must help you make this, which is a *rod measure*.

Five and a half yards are one rod.

With this rod measure you must try how correctly you can measure *rods* with your eye. Do it in this way: Let

all the children *guess* how many rods there are from the school house to a particular place. Then let one child take one stick of the rod measure and push it into the ground near the school house. Then let another child take the other stick and carry it till the string is tight, and push it into the ground, and say, "One rod." Then let the first child pull up the stick and go forward and measure another rod, and say, "Two rods." And so let them go on until they have measured what they wish. Then let the children notice who guessed the nearest right.

Next measure forty rods.

Forty rods are one furlong.

Next measure two furlongs.

Two furlongs are a quarter of a mile.

When you have measured a quarter of a mile, you must get some friend, who has a watch, to help you. You must then find how long it takes you to walk a quarter of a mile about as fast as you usually walk. Then you can find how long it takes you to walk a mile by multiplying by four.

You can also count *how many steps* you take in walking a quarter of a mile; and thus you can sometimes measure distances by counting your steps.

All this is to prepare you to understand distances and the size of the countries about which you are to study.

After you have learned to measure *length* in this way, you must learn to measure *height* with your eye. This is more difficult. You must begin with the heights of boxes,

tables, chairs, windows, and the room, using your foot and inch measures to see how nearly you measure right with your eye. Then you must measure the height of fences, houses, steeples, and hills, with your eye, and then inquire of those who know to see how nearly you measured right. This is needful to enable you to understand many things you will study in geography.

Now, look at the picture at the beginning of this lesson, and you will see some children measuring with a rod measure. They are doing it right, except they are so earnest that they are on their knees; and this will soil their dresses. They could do it better on their feet.

See that sweet-looking lady with a book! She is the teacher, and that little girl close to her is a timid little blue-eyed girl. She is afraid to do any thing now; but she will learn by and by. Then there are three girls standing farther off. They are measuring, with their eye, the distance to the houses they live in. After school they are going to use the rod measure, to find exactly how far they walk to school, and how long it takes them to walk a mile. Then they will count their steps, too, and see how many they take in walking a rod, a furlong, and a mile.

See what a pretty school house that is! There is a beautiful grove close by it, and the children go there to play in the cool shade in their recess. And they have planted flowers around the school house. I wish all children had such a pretty school house and such fine trees near it.

And I wish all school houses were as neat and convenient as this, with its window blinds and comfortable seats, and such a good place to hang hats and bonnets. And then there is a place to wash hands; and the children take turns in bringing a clean roller towel every morning. O, what good times that pleasant teacher and those obedient little children are having!

Questions on the Lesson. — What is the first thing to be learned in geography? What exercises must you begin by practising? Will these exercises help you in other things besides geography? What do you first learn to measure? How is the one-inch measure divided? How is the three-inch measure divided? How many inches are one foot? How do you make a foot measure? How many feet are one yard? How do you make a yard measure? How many yards are one rod? How do you make a rod measure? How do you use a rod measure? How many rods are one furlong? How many furlongs are a quarter of a mile? What will all this prepare you to understand? How must you learn to measure height with your eye? What are the children doing in the picture?

Questions to be learned at Home. — How many inches long and broad are the panes in the windows of your home? How nearly right did you measure them with your eye? How many inches long and broad is the largest book you can find at home? and how nearly did you measure it right with your eye? How long are the knives, forks, and teaspoons that you use at home? and how nearly did you measure them right with your eye?

Note to the Teacher. — The best way is to read each lesson aloud to the class, at the same time showing them how to perform the exercises. The measuring exercise should be practised a great deal.



LESSON II.

MAP DRAWING.

IF you should travel *north* a great many days, you would come to a place that looks like this picture. These cliffs, that run up so high, are mountains of ice and snow which

are floating in the water. The greater part of them is below the surface of the water. They are *icebergs*.

That ship you see is trying to sail among them. It is in great danger; for sometimes the icebergs will float around a ship, and then press together and crush it all to pieces.

Those men in the boat are rowing about to see if they can find a place for the ship to sail out. A great white bear sits on his haunches and growls at them; and if he could get one of them, he would make a good meal of him. One of the men has put up his gun to shoot him.

These two black-looking animals, with tusks coming out of their mouths, are *walruses*. It is night, and yet it is almost as light as day. The light is made by the *aurora borealis*, which you see pictured in the sky. It shoots up in brilliant blazes, and looks gloriously, while the stars can be seen sprinkled in among the fiery lines.

When you turn your face to the north, you are looking towards the place represented by this picture.

The first thing to be done in making a map is to learn the points of compass. To do this, you must turn your faces towards the north.

Then on your right hand it is *east*, behind you it is *south*, and on your left hand it is *west*.

Half way between north and east is *north-east*. Half way between east and south is *south-east*. Half way between south and west is *south-west*. Half way between

west and north is *north-west*. These are called the *points of the compass*.

In a clear evening, you must get some friend to show you the *north star*. This star is always exactly north, and by the aid of this star we can find the points of the compass in any place.

When you have learned the points of the compass so as to tell them very readily, both in the house and out doors, you may take your slate and begin to draw a map.

First draw a *two-inch square*; that is, a square that is two inches long every side. This square *represents* the room you are in.

Next turn your faces to the north side or corner of the room, and the top of your square is *north*, the right hand *east*, the bottom *south*, and the left hand *west*. Write these points of compass on every side of your square.

Next make crosses on your map, to show the places where the large things in the room stand; and dots, to show where the small ones stand; and place them *according to the points of compass* as they stand in the room. Your teacher or some friend must aid you in this.

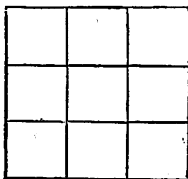
Whatever surrounds a thing are its boundaries. We *bound* a thing on a map when we tell its boundaries in the right order.

Now, you must *bound* the map of the room thus: It is bounded *north* by the yard, *east* by the entry, *south* by the street, and *west* by the yard.

Always, in bounding, begin north, then east, then south, and then west. This is the right order.

Now, you may make a map of the school-house yard. First draw a two-inch square; then turn your faces *north*, and put down crosses and dots, to show where the school house and other large and small things are placed, according to the points of the compass. Then *bound* the map you have drawn, by mentioning in the right order the things that are north, east, south, and west of the school-house yard. Thus: It is bounded north by Mr. Smith's lot, east by the street, south by Mr. Brown's lot, and west by Mr. Jones's lot.

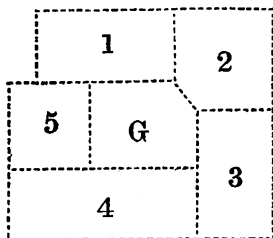
Next you may draw such a figure as this on your slate; only make it a good deal larger. Then turn your faces to the north.



In the middle square write the name of the town where you live. Then write in the square above it the name of the town north of you; in the east square write the name of the place east of you; in the south square the place south of you; and in the west square the town west of you. If there are places north-east or south-east, north-west or south-west, write them in the corner squares.

Then *bound* the town where you live.

Towns are not usually laid out in exact squares. This is a map of the town of Greenfield and the towns around it. You see they are not squares.



G represents Greenfield; 1 is for Northville, 2 is for Derby, 3 is for Surry, 4 is for Millbury, 5 is for Sunbury. Now, you may bound the town of Greenfield thus: North by Northville, north-east by Derby, east by Surry, south by Millbury, west by Sunbury.

A county is several towns united.

Now draw on your slate a square for the county, and divide it into smaller squares as you did before. Then write the names of the counties that bound the county where you live according to the points of the compass. Your teacher or other friends must help you do this. Now you may bound the county you live in.

A state is several counties united.

In drawing these maps, you do not show the exact shape or size of the towns and counties; you only show

how they are placed according to the compass, and what their boundaries are.

Questions.— Which way from you is the place represented by the picture? What are those cliffs that surround the ship? What are those animals? What makes the light in the sky? When your face is to the north, which way is east? Which way is south? Which way is west? Which way is north-east? south-east? north-west? south-west? What are the points of the compass? How can you find the north in a clear evening? What are the boundaries of a thing? How do you bound a thing on a map? What is the right order in bounding? What are the boundaries of the room you are in? What are the boundaries of the yard of the school house? What are the boundaries of the town you live in? How do you bound the town of Greenfield in the drawing? What is a county? What is the name of the county you live in? and how do you bound it? In drawing maps, do you show the exact size and shape of the towns and counties? What do you show?

Exercises in Measurement.— How many feet long and broad is the door of the room you are in? How nearly did you measure right by your eye? How wide is the window? How long are the desks? How many feet long and broad is the room? How many feet in a yard? How many yards long and broad is the room? How many feet long and broad is the school house? How many yards? How many yards wide is the street? In all these questions, tell how nearly right you measured by your eye?

Note.— It is better for the teacher to make these exercises a part of school employ when it can be done conveniently. The children will be so interested as to practise measuring in their recess time. If this cannot be secured, they must do the measuring at home. The measuring exercise by inches and feet should be reviewed often at recitations in after lessons. Children in a city can measure the blocks and public squares.



LESSON III.

MAP DRAWING.

HERE is a picture of a scene in Switzerland. In the lower part of the picture you see a large body of water and a little boy and girl in a boat; on the right hand a

little island, which is entirely surrounded by water, so that the children could sail all around it. They are looking for berries; and now they are going to the *peninsula* opposite to them, which, you see, is almost surrounded by water, but not quite. There is a narrow neck of land, called an *isthmus*, that joins it to the other land where the houses stand.

Back of the houses you see a high hill, on which is a *castle*. At the foot of the hill is a very large church. It is called a *cathedral*. It is on a point of land running out into the water, which is called a *cape*. Between the peninsula and the cape is some water running up between land. This is a small *bay*. Back of the church you see a part of a very high mountain; and back of that mountain is another, that runs high up into the sky. These mountains are a part of the Alps. The tops are always covered with snow, and they are so high in the air that the clouds sometimes sail below them.

There are multitudes of springs on these mountains, which run down their sides, and form the river which you see winding around the points of land, till it comes to the lake where the children are rowing in the boat.

This picture is drawn to show you the difference between things as they are drawn in pictures and as they are drawn in maps.

An *island* is a piece of land entirely surrounded by water.

You have seen how it is drawn in the picture ; on the map it is drawn in this way : —



You see there are double lines around it, which show that it is surrounded by water.

Back of the castle is a small lake, about the size of the island, and shaped very much like it.

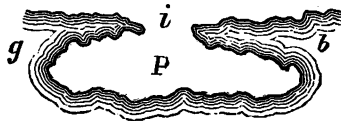
A *lake* is a body of water entirely surrounded by land. This is the way they draw a lake on a map : —



The double lines inside show that it is water. You see the difference between the island and the lake on a map is, that the island has the water lines put outside, and the lake inside.

A *peninsula* is a piece of land nearly surrounded by water. An *isthmus* is a neck of land that joins a peninsula to the other land.

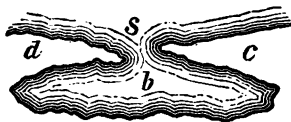
You have seen how they are drawn in the picture, and this is the way they are drawn on a map : —



P is the peninsula; *i* is the isthmus; *b* is a bay, or gulf; and *g* is another bay, or gulf.

A *bay* is a piece of water that runs up into the land. A *gulf* is the same thing as a bay.

You may now take your slate and draw on it an island, a lake, and a peninsula. You may then draw a bay that is shaped like this peninsula, and put the lines inside instead of outside, thus: —



b is the bay; *s* is the strait; *c* is a cape; and *d* is another cape.

You now see that it is the water marks that show the difference between the peninsula and the bay.

A *strait* is a narrow strip of water that connects two other bodies of water.

A *cape* is a piece of land that stretches out into the water. Look again on the picture, and see the cathedral stands on a point of land that stretches out into the water. Between that cape and the peninsula you see the small bay that runs up into the land. This is the way that capes and bays are drawn in a picture; and here you see how they are drawn on maps.

You see how hills and mountains are drawn in the picture. Here are two ways of drawing them on a map:—



Sometimes there are springs of water coming out of the earth in valleys, or low places, and they meet together and fill up the place with water. This makes a lake, or pond. Then the lake overflows and makes a small brook, that winds along wherever it can find a place. The lake and the brook you may draw thus:—



Sometimes there are springs on mountains, and they run together till they make a brook; and this runs along till it meets other brooks, and they unite and form a *river*. You have seen how a river is drawn on the picture. You may draw some mountains, some brooks, and a river, as we draw them on maps, thus:—



Now you may learn these *definitions*.

An *island* is land entirely surrounded by water.

A *lake* is water entirely surrounded by land.

A *peninsula* is land almost surrounded by water.

An *isthmus* is a narrow strip of land that joins a peninsula to other land.

A *cape* is land running out into the water.

A *promontory* is *high* land running out into water.

A *bay*, or *gulf*, is water running up into the land.

A *strait* is a narrow strip of water that unites two other pieces of water, just as an isthmus unites two pieces of land.

A *hill* is high land. A *mountain* is a very large and high hill.

Valleys are land between hills or mountains.

Rivers are large streams of water made by springs and brooks. They run into the sea, and the place where they enter is called the *mouth* of the river.

A *sea* is a large body of water.

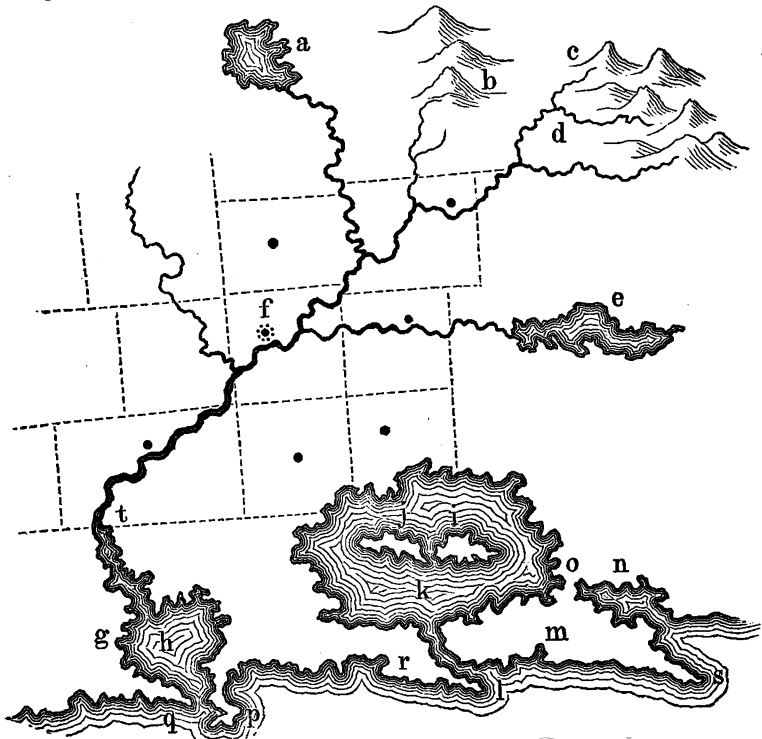
An *ocean* is the largest body of water there is.

A *continent* is the largest body of land there is.

Questions for Lesson third. — What is the picture at the beginning of the lesson? Which is the island which is surrounded by water? Which is the peninsula that is almost surrounded by water? Where is the isthmus? Where is the castle? Where is the cathedral? What is that point of land called on which it stands? What is the water called that is between the peninsula and the cape? Which are the mountains? What do the springs on these mountains form? Which is the river? What is an island? What is a lake? What is the difference between an island and a lake as

they are drawn on the map? What is a peninsula? What is an isthmus? What is a bay? What is a gulf? When you have drawn a peninsula and a bay of the same shape, what shows the difference between them? What is a strait? What is a cape? What is a promontory? How is a lake, or pond, made by springs? How is a brook made? What is a hill? What is a mountain? What are rivers? Into what do they run? What is the mouth of a river? What is a sea? What is an ocean? What is a continent?

Here is a map where all these things are united. Learn the answers to these questions that follow on this map.



Questions.—What is there at *a*? at *b*? at *c*? at *d*? What are *a* and *e*? How are they formed? How many *branches* has this river? How many branches rise in mountains, and how many rise in lakes? At what letter is the mouth of this river? How many bays, or gulfs, are there? At what letters are there some capes? At what letters are there islands? Where are there some straits? Where is an isthmus?

What are the dotted straight lines for? At *f* is a sign to show a *capital*, or town where government meets. This will be explained farther on. The dots show where other towns are. How many towns are there?

Exercise in Measurement.—How many feet are there in a yard? How many yards long and broad is the house you live in? How many yards long and broad is the school room? How many rods is it across the street? How many steps do you take in walking a rod? How many in walking a furlong? How many minutes does it take you to walk two furlongs, or a quarter of a mile? How many steps do you take in walking a quarter of a mile? How many minutes would it take you to walk a mile? How many miles long is the town you live in? How long would it take you to walk that distance? How broad is your town? and how long would it take you to walk that distance? How long and broad is the county you live in? and how long would it take you to walk these distances?

Note to Teachers.—The maps that follow are *outline* maps, and the best mode of recitation would be to have the children recite from *large* outline maps. The *shape* of each *state* should be pointed out, and the children required to imitate it on a slate, or cut it out on paper with scissors. The object of the first lessons on these maps is to teach the *size*, *shape*, and *relative* position of countries. Other details are reserved till some interesting associations have been connected with these several countries by the narrative.

LESSON IV.

LATITUDE LINES.

[*Note.*—The teacher must explain this before the child reads it.]

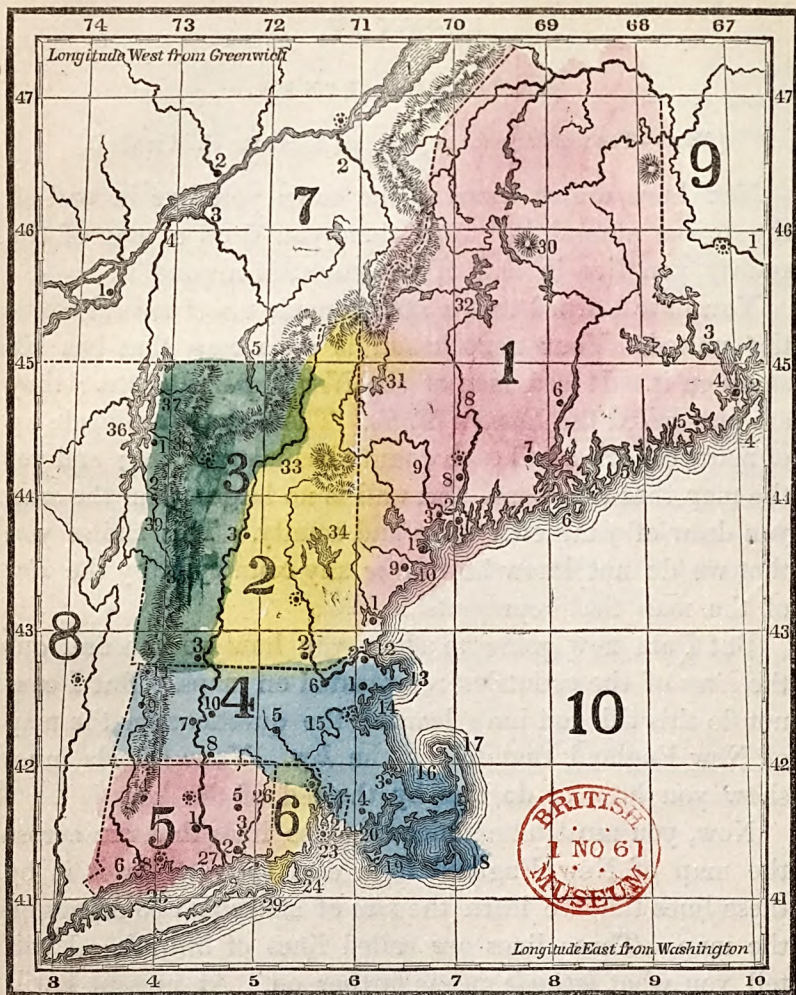
You have drawn maps of the town you live in and of the towns around it. And then you drew a map of the county you live in and of the counties around it.

You have learned that a *state* is made up of several counties united. Your next lesson, is on a map that has *six states* on it. It is a map of the *New England States*; they are also called the *Eastern States*. These states are made up of many counties, and each county has many towns; and yet the map that represents them all is no larger than the map you drew of your own town and county. This shows you that we do not know how *large* any country is by the *size* of the map that represents it.

But I am now going to show you how we can find out the *sizes* of the countries represented on maps. But I cannot do this till you have learned the questions for the map of New England that follow the *key*. Your friends must show you how to do this by the aid of the *key*.

Now, you must take notice of those lines that run across the map of New England from east to west, for it is by these lines that we learn the *size* of states and countries on the map. Those lines are called lines of *latitude*. I will tell you what *latitude* means farther on. At present I will

28 MAP OF THE EASTERN OR NEW ENGLAND STATES.



only tell you how we use these lines to find out the size of the countries on the map.

Now look at the state that has the figure 3 in it. You

KEY TO THE MAP OF THE NEW ENGLAND OR EASTERN STATES.

<p>The New England States.</p> <ol style="list-style-type: none"> 1. Maine. 2. New Hampshire. 3. Vermont. 4. Massachusetts. 5. Connecticut. 6. Rhode Island. 	<p>Capitals.</p> <p>Augusta, of Maine. Concord, of New Hampshire. Montpelier, of Vermont. Boston, of Massachusetts. Hartford and N. Haven, of Conn. Providence and Newport, of R. I.</p>	<p>Mountains of New England.</p> <ol style="list-style-type: none"> 30. Mount Katahdin, in Maine. 33. White Mountains, in N. H. 35. Green Mountains, in Vermont.
<p>The Boundaries of New England.</p> <ol style="list-style-type: none"> 7. Canada. 9. New Brunswick. 10. Atlantic Ocean. 25. Long Island Sound. 8. New York. 	<p>Lakes of New England.</p> <ol style="list-style-type: none"> 31. Umbagog, } in Maine. 32. Mooshead, } 34. Winnipiseogee, in N. H. 36. Champlain, } in Vt. 5. Memphremagog, } 	<p>Rivers, Bays, Capes, and Islands of New England.</p> <ol style="list-style-type: none"> 1. St. John's River, } in Maine. 3. St. Croix River, } 4. Grand Menan Island, } 7. Penobscot River, } 8. Kennebec River, } 9. Androscoggin River, } 2. Merrimack River, in N. H. 37. Lamolle River, } in Vt. 38. Onion River, } 39. Otter Creek River, } 14. Massachusetts Bay. 15. Charles River, in Mass. 16. Cape Cod Bay. 17. Cape Cod. 26. Thames River, } in Conn. 27. Connecticut River, } 28. Housatonic River, } 18. Nantucket Island. 19. Martha's Vineyard Island. 23. Narraganset Bay. 24. Block Island. 25. Long Island Sound, and Long Island south of it. 1. St. Lawrence River, } in Canada. 4. Sorell River, }
<p>Cities and Large Towns in New England.</p>		
<p><i>In Maine.</i></p> <ol style="list-style-type: none"> 4. Eastport. 5. Machias. 6. Bangor. 7. Belfast. 8. Hallowell. 1. Portland. 2. Brunswick. 3. Bath. <p><i>In New Hampshire.</i></p> <ol style="list-style-type: none"> 1. Portsmouth. 2. Nashua. 	<p><i>In Massachusetts.</i></p> <ol style="list-style-type: none"> 1. Salem. 2. Newburyport. 3. Plymouth. 4. New Bedford. 5. Worcester. 7. Northampton. 8. Springfield. 9. Williamstown. 10. Amherst. 11. Pittsfield. 	<p><i>In Connecticut.</i></p> <ol style="list-style-type: none"> 1. Middletown. 2. New London. 3. Norwich. 4. Litchfield. 5. Windham. 6. Fairfield. <p><i>In Canada.</i></p> <ol style="list-style-type: none"> Quebec, the capital. 1. Montreal.

Questions for the Map of New England. — First Course. — What is the state marked 1? What is the state marked 2? What is the state marked 3? What is the state marked 4? What is the state marked 5? What is the state marked 6? What is the country north of New England marked 7? What is the water south and east of New England marked 10? What is the strip of water south of Connecticut marked 25? What is the state west of New England marked 8? What is the country east of New England marked 9?

see it has a line of latitude running across the top of it, and two other lines running across the state from east to west. There are *sixty miles* from north to south between these lines. How far, then, is it from the top line, on the north edge of the state, to the next line south of it? And how far is it from the top line to the second line? Your friends must help you answer these questions if you cannot do it yourself.

You have now learned how far sixty miles extends on this map. You can now take a measure of it on a piece of paper, and measure the length and breadth of any of the states. You cannot do it very exactly, but it will give you some idea of the sizes of these states.

First, take the State of Connecticut; and you see it just fills up the space between two of those lines. What, then, is the extent of Connecticut from north to south? Now you may use your measure of sixty miles in measuring each of these states from north to south, and then from east to west.

You must now find the map on which your own state is drawn. Then you must answer all the questions about that map, which follow the key. Then some of your friends must tell you how far it is between the lines of latitude on that map. Then you must make a measure of that distance, and measure the length and breadth of your state. The longest way is the *length* of a thing, and the *breadth* is the shortest way.

Then you must find out how long it would take you, at

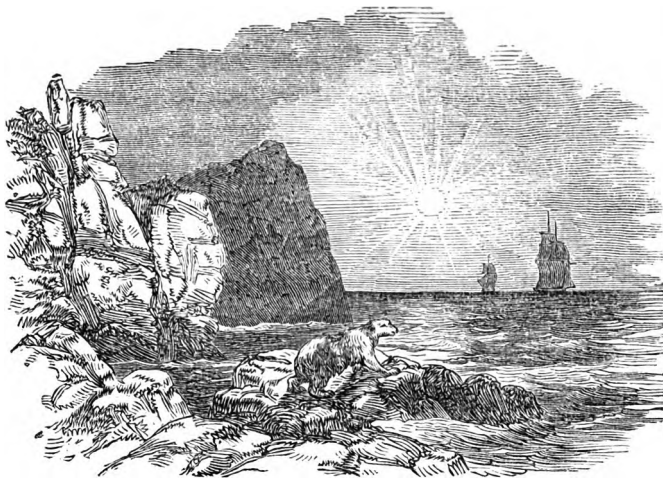
the rate of twenty miles a day, to walk the length of the state you live in, and then find out how long it would take you to walk the breadth of it. Then you must learn to *bound* the state you live in.

The *country* you live in is called the *United States*, because it is made up of a great many states *united* into one country.

It is divided into the New England States, the Middle States, the Southern States, the Western States, and the newer States.

You will first learn about the states farthest north. These are the New England States.

Questions. — What is a state? How many states are there on the map of New England? By what other name are they also called? Can you tell by the size of a map how large the countries are on it? By what lines do we learn the sizes of the countries on the map? How many miles are there between the lines of latitude on the map of New England? What is the extent of Connecticut from north to south? What is the length and breadth of the other states of New England, as near as you can find out by your measure? What is the name of your own state? How many miles are there between the lines of latitude on the map where your state is? Which way is the length of a thing, and which way the breadth? Measure the length and breadth of your state, and tell what it is? How long would it take you to walk the length and breadth of your state, if you could walk twenty miles a day? How do you bound your own state? Are there any mountains in your state? Are there any rivers? Are there any lakes, seas, or bays? Is there any ocean near it? How many countries are there in it? What is the name of the country you live in? Why is it called by this name? How are the United States divided?



LESSON V.

NEW ENGLAND STATES.

You see on this picture two ships. The smaller one is sailing far out into the ocean. The larger one is filled with men, women, and children. They have left comfortable homes in a far-distant land, and crossed the stormy ocean, to come and live on this desolate shore. It is winter, and the sun shines cold and white from among the snow clouds. The rocky shore is covered with snow. They can see nothing but vast, leafless forests, where wild beasts and savage Indians are hid. There is no one to welcome them but the surly bear, that growls at them as they approach.

That ship is the *Mayflower*. Those men, women, and children are the *Pilgrim Fathers* that first settled on the shores of New England. That rock is close by the Plymouth Rock, where they first landed.

They knew that there were no houses to receive them; and so the women and children staid in the ship till the men could make some poor houses with logs, which was the best they could do. In these cold houses they lived through a dreary winter, while they all suffered for want of proper food. Nearly half of them died before spring, leaving the rest very sad and sorrowful. Yet, though they might have returned to the country from which they came out and to the comfortable homes which they had left behind, they chose to remain as pilgrims and strangers on this dreary shore. Why did they do this?

It was because they were good men and women, who loved God and his holy word. Old England was the country where their homes were, and its king made laws which they could not obey without breaking the laws of God; so they disobeyed the laws which they thought were wicked. In consequence of this, much of their property was taken away, and many of them were thrown into prison. And then they thought that if they staid in that country they could not bring up their children to obey God's laws; and so they went to another place, called Holland. But there they found that their children were tempted to do a great many wicked things; and they were afraid that,

even in Holland, they could not educate their children aright.

Then they heard that America was a place where they could have a country of their own, and make their own laws, and train up their children, so that their descendants for many generations would be taught to obey God rather than man.

Those who came out in the *Mayflower* were only a small part of the Pilgrim Fathers. In their native land they were called the *Puritans*.

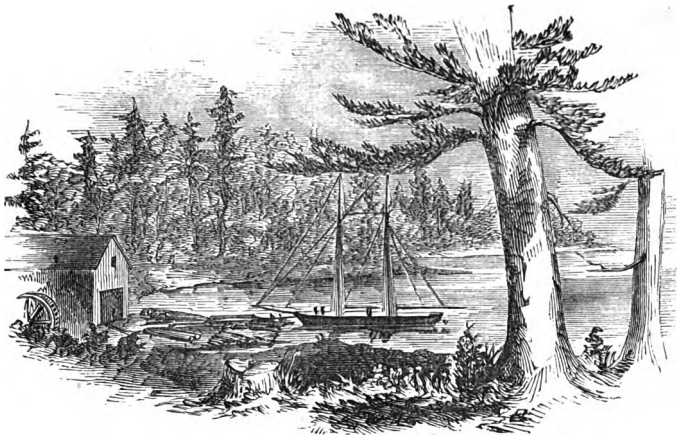
Afterwards many more came out and settled in different parts of New England. They brought their ministers with them, and established churches and schools.

It was the great aim of these good people to train up their children to be industrious, and honest, and truthful, and obedient to all the laws of God in the Bible; and they took especial care that their children should have good schools.

The inhabitants of New England are the descendants of these good Pilgrim Fathers, who gave up all that was dearest to them on earth, that their descendants might be trained up in the fear of God and in obedience to his laws.

Questions. — Where are those two ships going, in the picture at the beginning of this lesson? Who are in the ship that is coming to the shore? Tell me what sort of homes they have left, and what kind of a

place they are coming to? What is the name of that ship? On what rock did these Pilgrim Fathers land? What sort of a winter did they have after they landed? What is the name of the country they came from? Why did they leave it? To what place did they go first? Why did they leave that place? Why did they come to America? What were the Pilgrim Fathers called in their native land? Did others follow them? What was the great aim of these good people? What did they take special care for? Who are the present inhabitants of New England descended from? How do you bound New England?



LESSON VI.

M A I N E .

On this picture you see a saw mill by a river. That is in the State of Maine, which is the largest state, and the farthest north. In this state the rivers run through land covered with trees. The people cut down the trees and make them into large logs. Then they are floated down to a place where saw mills are built, like the one in the picture. Here they are sawed into boards and sent off in vessels to sell. You see in the picture a vessel has come to take off a load of them.

In the large towns, where these rivers empty into the sea, the people use this timber that comes from their woods

to build ships. Some of these ships they sell, and some they use themselves to trade with other countries. There is no state that makes and sends out so many ships as Maine.

All along the shore of Maine there are multitudes of beautiful islands, and some of the most delightful scenery in the world.

So you may remember Maine by its *islands*, and its *ships*, and its *forests of timber*.

NEW HAMPSHIRE.

West of Maine is New Hampshire. You see it has the White Mountains in the north. The tops of these mountains are white with snow all the year round. There is a great deal of beautiful scenery here; and every summer people come from other states to see these grand mountains with their white heads, and to enjoy the beautiful prospects and cool breezes.

There was once a very sad occurrence among these mountains. There was a little cottage under a very high cliff; and one night the parents and children heard a horrible noise. It sounded as if the mountain was falling down over them. They ran out in the darkness to try to escape; but the great cliff, with all its rocks and trees, came thundering down the mountain, and, passing by the cottage with-

out hurting it, plunged into the place where the family had fled, and crushed them all to death. What a pity they did not stay in the house, where they would have been safe!

These mountains are chiefly composed of a stone called granite; and on account of this the state is called the *Granite State*.

So you may remember New Hampshire as the Granite State, where the White Mountains raise their snowy heads high into the blue sky.

VERMONT.

West of New Hampshire lies Vermont. Through the middle of this state runs a range of mountains, not so high as those of New Hampshire.

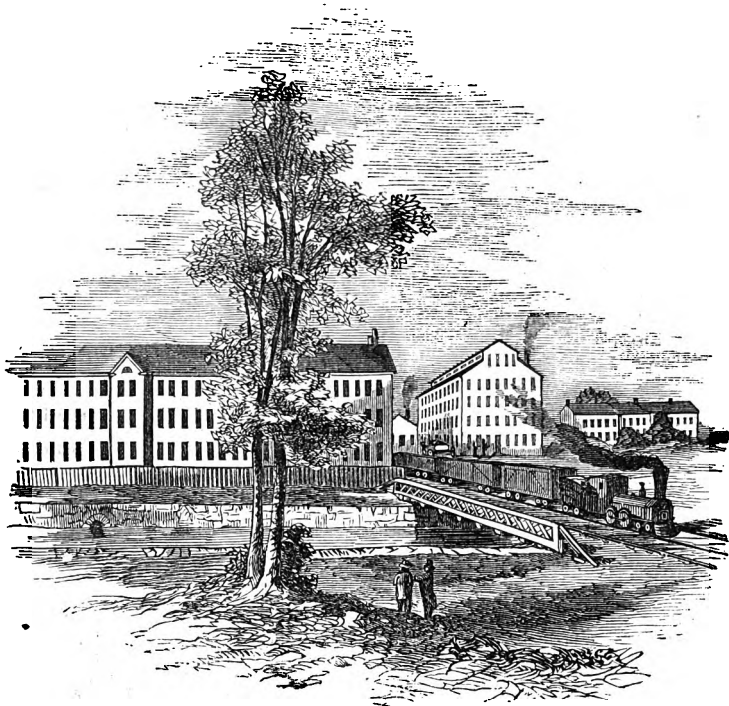
So, instead of having snow on their tops, they are covered with green trees; and for this reason they are called the *Green Mountains*.

The state has its name from these mountains. The word *Vermont* is made by uniting the two words — *ver*, which means *green*; and *mont*, which means *mountain*.

The men who live among these mountains are strong and brave; and a great many years ago, when our country was in danger, they did a great deal for its defence; and at that time they were called the *Green Mountain Boys*. And their descendants, who are strong and brave, are called by the same name.

So you can remember Vermont by its beautiful Green Mountains and its brave Green Mountain Boys.

Questions. — What is that house, with a wheel on it, at the beginning of the lesson? In what state is it? What sort of land do the rivers of this state run through? What do the people do with these trees? What do the people do in the large towns of Maine that are on the sea shore? What is there all along the shore of Maine? How may you remember Maine? Now you may bound the State of Maine. What is the state next west of Maine? What mountains are in this state? and how do they appear? Why do people come here from other states? What sad occurrence took place among these mountains? What are these mountains chiefly composed of? On account of this, what is this state called? How do you bound New Hampshire? What state is next west of New Hampshire? What runs through the middle of the state? and what is said about them? From what does Vermont get its name? What are the two words that make Vermont? What do they mean? What sort of men live among these mountains? By what name are they called? and how did they get this name? How may you remember Vermont? How do you bound Vermont?



LESSON VII.

MASSACHUSETTS.

HERE is a picture of some manufactories in Massachusetts. The large building back of the tree is a *cotton manufactory*, or *mill*, where calico and white cotton cloths of a

great many kinds are made. The other large building is a *woollen manufactory*, where broadcloths and many other woollen cloths are made. The water that goes under the bridge is the river, which turns all the great wheels of these mills. It is conducted to these wheels through little arches under ground. You see one of them on the bank in the picture. On the bridge you see the freight train and engine of a railroad. These are employed to carry the cotton and wool to the mills, to be made into cloths, and then to carry off the cloths to a great many places where they are sold.

If you should go into these mills, you would see one monstrous long room, where great machines would be carding the cotton, or wool, into rolls. Then in another room you would see hundreds of spindles spinning these rolls into thread. Then in another large room you would see multitudes of looms weaving the threads into cloth.

A great many men and women are employed in taking care of these carding, spinning, and weaving machines. Those houses you see back of the mills are the places where they board and sleep.

You recollect I told you of the Pilgrim Fathers who came from Old England. Their first settlements were around that large bay you see on the east side of Massachusetts. In old time this state was called the *Old Bay State*, because its first inhabitants were all settled around this bay, and the people who settled the other parts of the state came from its shores.

There were three things the Pilgrim Fathers took great pains to secure for their children. The first was, that they should obey the commands of God as they are written in the Bible. For this purpose they always built a church, and had a minister to teach them the laws of God, the first thing.

The second thing was, to have them well educated ; and for this end the school house was always built with the church.

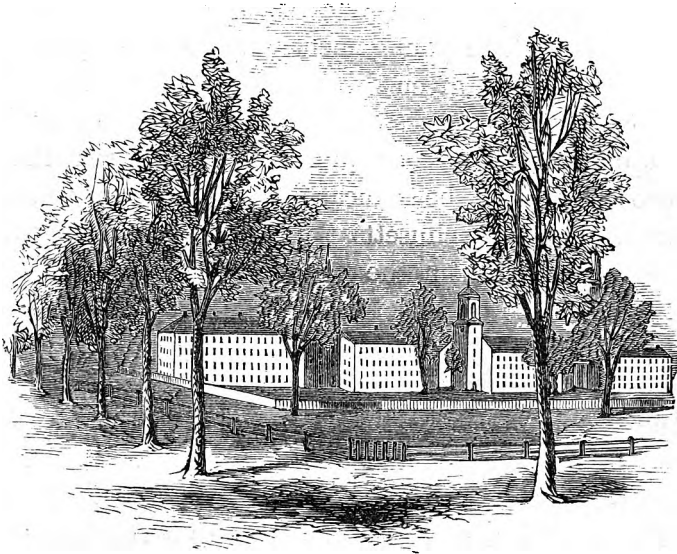
The third thing was, to have them trained to be industrious and economical.

In consequence of this, the descendants of the Pilgrim Fathers in New England have been distinguished for their reverence for the Bible, for their good schools, and for their industrious habits.

This is the reason why no people in the world have been more prosperous in every kind of business than those in New England ; for God always makes those most prosperous who are most obedient to his laws in the Bible. The New England people own more ships, in proportion to their numbers, than any other country ; and manufactories like those in the picture abound all over New England, especially in Massachusetts.

This is the richest state in the world, if we compare the number of people in it with the amount of property that they own. And in this state, also, property is more equally divided among all classes of its inhabitants than it is in any other country.

You may remember Massachusetts as the *Old Bay State*, where the Pilgrim Fathers first came, and where churches and schools, ships and manufactories, have made their descendants the most prosperous people in the world.



CONNECTICUT.

A College is a school for grown-up young men. Here is a picture of the largest college in our country, which is at New Haven, in Connecticut. It is called Yale College. There are over five hundred young men who come from all

parts of our country to be educated here. They study and lodge in those buildings which you see on the picture. Back of these are some much handsomer buildings, containing libraries and a great many articles of *apparatus*, which are used in instructing the pupils. There are twenty gentlemen called *professors*, who are the instructors of these young men. A great many thousand dollars have been given by benevolent men and women to support these professors and provide these buildings and apparatus. In consequence of this, even the sons of poor men can be educated here at a very moderate expense. In Massachusetts there are three colleges; and the best scholars from the common schools are allowed to go to such a college as this without any expense to their parents. And Connecticut will probably soon do the same for her best scholars.

The people of Connecticut have always been celebrated for strict obedience to the laws of the Bible; and for this reason it has been called the *land of steady habits*. It also has always had a great reputation for its common schools, and its college at New Haven. You may remember Connecticut, then, as the *land of steady habits*, which has the largest college of our country.

R H O D E I S L A N D .

East of Connecticut is the little State of Rhode Island. There is a bay which runs up into the state, called Narragansett. In it is a green and beautiful island, called Rhode Island; and it is this island which gave the name to the state.

Though this is the smallest state in our country, it is filled with prosperous inhabitants.

It was in this state that the first building was put up for a manufactory like those in the picture; and now this state has a multitude of them. It also has a large and flourishing college like that in Connecticut, and very good schools.

You may remember Rhode Island as the smallest state in New England, with its many manufactories and industrious people.

If you should ride through New England, you would find the towns from six to ten miles apart. Every town has one or more churches in the middle of it, and school houses in all parts. The houses are generally white, and have yards and gardens around them. On most of the rivers of New England are large manufactories; and wherever you go you will find industrious and thriving

people. And in each of the New England States there are one, two, or three flourishing colleges.

Questions. — What is the state next south of Vermont and New Hampshire? What is the picture at the beginning of this lesson? What is the largest building? What is the other large building near it? What turns the great wheels in these mills? For what is the railroad used? What would you see inside of the mills? Who are employed in taking care of the mills? Where do these people live? Who were first settled around the large bay east of Massachusetts? What was this state called in old times? Why was it so called? What was the first thing the Pilgrim Fathers tried to secure for their children? What the second thing? What the third thing? In consequence of this, for what have their descendants been distinguished? What is the reason of the great prosperity of the New England people? What is said about the ships in New England? What about manufactories? What state is the richest in the world? How is property divided in this state? How may you remember Massachusetts? How do you bound it? What state is next south of it? What is a college? Of what college is there a picture in this lesson, and where is it? How many young men come here to be educated? Where do they study and lodge? What are back of those buildings in the picture? What do they contain? What are the articles used in instructing the pupils called? Who are the professors in college? Who have given the money to support such a college? How many colleges are there in Massachusetts? What are the best scholars in that state allowed to do? What have the people of Connecticut been celebrated for? How may you remember this state? How is it bounded? What is its length and breadth? and how long would it take you to walk those distances? What gave the name to the State of Rhode Island? What is the bay called around which it lies? What kind of people are in it? What else is said about Rhode Island? How may you remember Rhode Island? What is said about the towns and rivers of New England? How many colleges in each of the New England States?

LESSON VIII.

THE MIDDLE STATES.

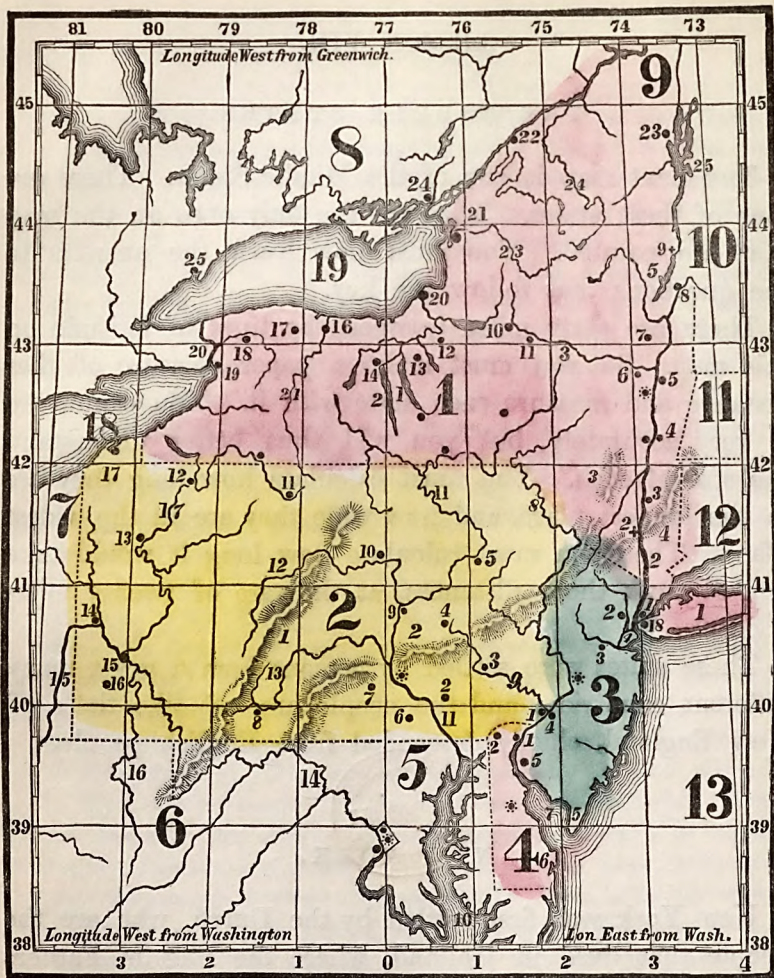
THE next map is one of the Middle States. There are four of these states. They are the only ones on the map that are painted. You must now learn the answers to the questions that follow the key.

There are sixty miles between the lines of latitude on this map. So you must make a paper measure of that distance and measure each state with it. You cannot do it very accurately, but you will thus better understand the size of each. You must calculate how long they are in the longest place, and how wide they are in the widest place. Then you must calculate how long it would take you to walk those distances, at the rate of twenty miles a day.

These states were settled by persons from a great many different countries; and the people are not like those of New England, chiefly descended from English people.



New York was first settled by the Dutch, who are the people that lived in Holland, where the Pilgrim Fathers first went before they landed in New England.



KEY TO THE MAP OF THE MIDDLE STATES.

The Middle States.	Capitals.	Rivers, Bays, Capes, and Islands.
1. New York. 2. Pennsylvania 3. New Jersey. 4. Delaware.	Albany, of New York. Harrisburg, of Pennsylvania. Trenton, of New Jersey. Dover, of Delaware.	<p style="text-align: center;"><i>In New York.</i></p> 2. Hudson River. 3. Mohawk River. 21. Genesee River. 23. Black River. 1. Long Island. 20. Niagara River.
The Boundaries of the Middle States. 8. Canada West, } <i>North.</i> 9. Canada East, } 10. Vermont, } 11. Massachusetts, } <i>East.</i> 12. Connecticut, } 13. Atlantic Ocean, } 5. Maryland, } <i>South.</i> 6. Virginia, } 7. Ohio, } 18. Lake Erie, } <i>West.</i> 19. Lake Ontario, } 20. Niagara River, }	Lakes of the Middle States. 1. Cayuga Lake. 2. Seneca Lake, and several other lakes in central New York. Also, 18. Lake Erie. 19. Lake Ontario. 25. Lake Champlain, that are boundaries of New York. 5. Lake George. Mountains of the Middle States. 3. Catskill, in New York. 1. Alleghany, } in Pennsylvania. 2. Blue Ridge, }	<p style="text-align: center;"><i>In Pennsylvania.</i></p> 8. Delaware River. 11. Susquehanna River. 9. Schuylkill River. 17. Monongahela River. 16. Alleghany River. <p style="text-align: center;"><i>In New Jersey and Delaware.</i></p> 5. Cape May. 6. Cape Henlopen. 7. Delaware Bay.

Large Cities and Towns.

<p style="text-align: center;"><i>In New York.</i></p> 1. New York. 18. Brooklyn, on L. I. 2. West Point. 3. Poughkeepsie. 4. Hudson. 5. Troy. 6. Schenectady. 7. Saratoga. 8. Whitehall. 9. Fort Ticonderoga. 10. Rome. 11. Utica. 12. Syracuse.	13. Auburn. 14. Geneva. 16. Rochester. 17. Batavia. 18. Lockport. 19. Buffalo. 20. Oswego. 21. Sackets Harbor. 22. Ogdensburg. 23. Plattsburg. <p style="text-align: center;"><i>In Pennsylvania.</i></p> 1. Philadelphia. 2. Lancaster.	3. Reading. 4. Pottsville. 5. Wilkesbarre. 6. York. 7. Carlisle. 8. Bedford. 9. Sunbury. 10. Williamsport. 11. Condersport. 12. Cleanfield. 13. Franklin. 14. Beaver. 15. Pittsburg. 16. Washington.	<p style="text-align: center;"><i>In New Jersey.</i></p> 2. Newark. 3. New Brunswick. 4. Camden. 5. Salem. <p style="text-align: center;"><i>In Delaware.</i></p> 1. Wilmington. 2. Newcastle.
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First Questions on the Map of the Middle States. — What is the name of the state marked 1? What is the name of the state marked 3? Of the state marked 2? What is the name of the state marked 4? What are the names of the countries marked 8 and 9? What are the names of the states marked 10, 11, and 12? What is the name of the water marked 13? What are the names of the states marked 5 and 6? What the name of the state marked 7? What are the names of the lakes marked 18 and 19? How do you bound the States of New York, New Jersey, Pennsylvania, and Delaware?



But the inhabitants of New York are chiefly descended from people who came from New England. And they were those who valued good schools and who trained their children to reverence the Bible and to be industrious.

On this picture you see a ship, a steamboat, and two other vessels coming into the Harbor of New York. This city is the largest one in our country. Its merchants send out their ships to all parts of the world laden with many

kinds of merchandise. And when these ships return they bring a great many other kinds of merchandise, which they took in exchange for what they carried out. This manner of trading by ships is called *commerce*, and those cities which send out ships are called *commercial cities*.

New York is the principal city of the state that has the same name. This state lies directly west of the New England States. It has the most advantages of any other state for growing rich and powerful. In the first place it has its large city, New York, which has one of the finest harbors for ships in the world, while it is the richest city in the nation. Then it has its fine and beautiful river, the Hudson, that has been for many years the grand road for transmitting all kinds of productions, by vessels, from western New England and New York State to the city of New York. Here they are sent in ships to other lands and exchanged for goods, that are in return sent up the Hudson and sold all over the country around. This trade and commerce have made the people rich.

Then on the north and west it has the large Lakes Ontario and Erie, and the smaller Lake Champlain, which you must point out. These also are grand roads for transmitting merchandise in ships. Then it has a company of beautiful lakes in the centre, that water the soil and make it fruitful. There are multitudes of smaller rivers, also, running to the lakes and the Hudson. And then it has canals and railroads running from New York and the Hud-

son River to the lakes, that make it easy for the inhabitants to carry to distant places all they raise on the soil and all they manufacture. And as so large a part of its inhabitants came from New England and from other states that value education, the people have very good schools. It also has five or six colleges like that in Connecticut.



The prosperity gained by all these advantages give this state greater power and influence than any other in our country; and for this reason it is called the *Em-*

pire State. In the western part of this state is the most remarkable waterfall in the world. It is on the River Niagara, which connects Lakes Ontario and Erie. At this place the river is nearly a mile wide, and very deep; and it falls down a precipice so far, that, when you stand at the bottom and look upward, the river seems almost to be falling out of the sky. And it makes such a tremendous roar that it can be heard for twenty miles distant. People come from all parts of the world to see the wonderful Falls of Niagara.

You may remember New York as the *Empire State*, with its great, rich city, its noble River Hudson, and its grand Niagara Falls.

NEW JERSEY.

South of New York is the State of New Jersey, which has the Atlantic Ocean for its eastern boundary.

It has no mountains, and no large river except the Delaware, that runs on its west border. It has a flat, sandy soil, on which is raised large quantities of peaches and melons for the New York market.

If you should ride about this state you would see large fields full of peach trees, bearing the most beautiful fruit, and other fields all covered with the largest and richest kinds of melons. Then you would meet wagon loads of these fruits going to New York city for sale.

You will remember New Jersey by its beautiful fruits.

PENNSYLVANIA.

The State of Pennsylvania is named from William Penn, a very good man, who first brought out a colony of people from England to settle there. He and the people who came with him were called *Quakers*. They call themselves *Friends*. They were a very benevolent and honest people, and were as careful as the New England people to have good schools. They founded the city of Philadelphia, which is the largest city in our country except New York. The meaning of the word is, the *City of Brotherly Love*. It was properly named so, because William Penn and his followers lived in peace among themselves and with all the Indian tribes around them. The Quakers trained up their children to be industrious; and in consequence of this and of their good schools, their descendants have become rich and prosperous.

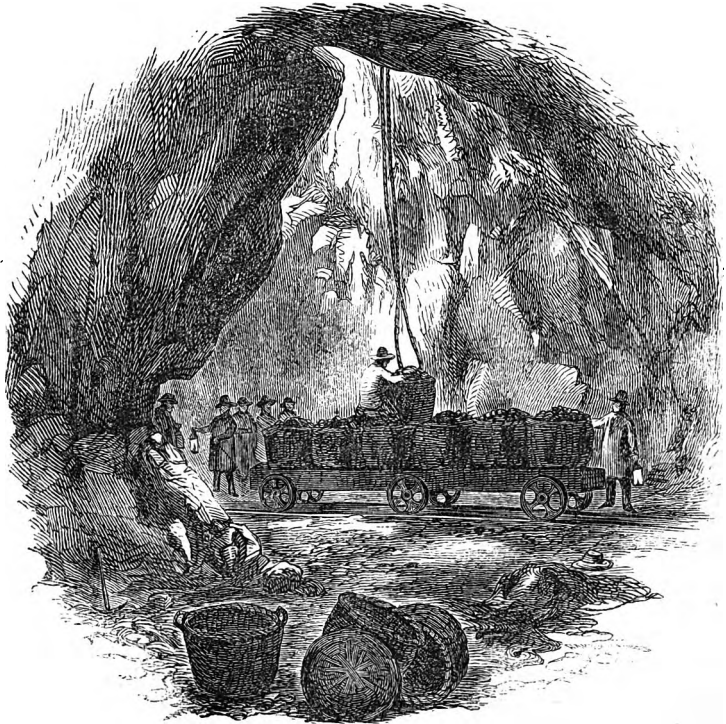
The State of Pennsylvania has spent a great deal of money on canals and railroads, which has greatly promoted its prosperity.

It is also celebrated for its mines of *iron* and *coal*.

These substances are found under ground. They make a deep hole into the earth, and then dig the coal out, put it into baskets, and draw it up by ropes, as you see in this picture.

The iron is also dug out of the earth; and the people of

this state send iron and coal to other states, and thus obtain a great deal of money.



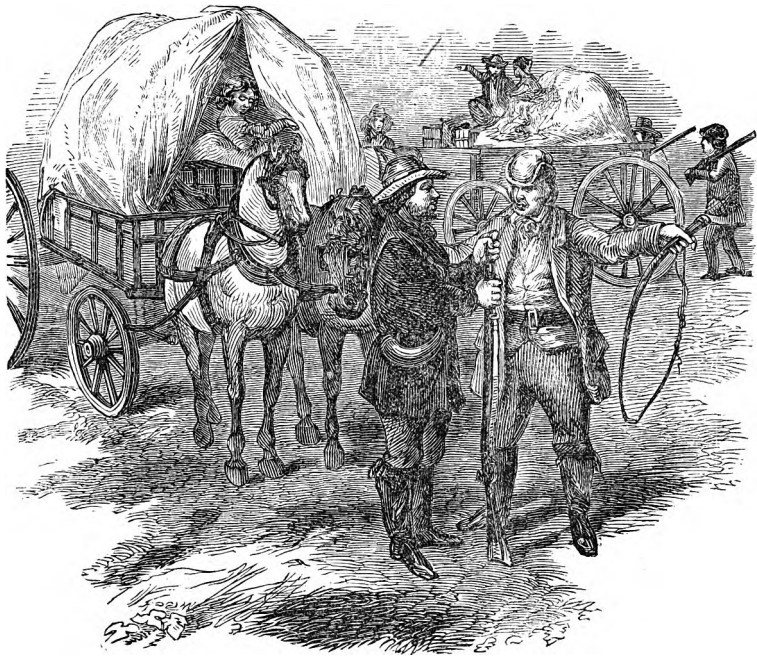
This state is called the *Keystone State*. The reason is, that it is the *middle* state between the Northern and Southern States, as the keystone of an arch under a bridge is the middle stone. You must ask your friends to show you the keystone of some arch.

You may remember Pennsylvania as the *Keystone State*, that was founded by good William Penn, and also by its railroads, canals, and its *coal* and *iron mines*.

DELAWARE.

The State of Delaware is the smallest of the Middle States. You may remember it by this and by the good wheat that is raised in it.

Questions. — What are the names of the four Middle States? How many miles between the lines of latitude? Tell the length and breadth of these states, and how long it would take you to walk these distances. By whom were these states settled? By whom was New York first settled? From where did they come? From whom are the people of New York chiefly descended? What does the picture represent? What is the largest city in our country, and what do its merchants do? What is commerce? What are commercial cities? What is said of the advantages of New York in its city, river, lakes, canals, and railroads? What about its schools and colleges? Why is it called the Empire State? What is said of the Falls of Niagara, and where are they? By what may you remember New York State? Where is New Jersey? What is said about this state? By what may you remember it? From whom was the State of Pennsylvania named? What is said about him and the people that came with him? What about Philadelphia? How did the Quakers train up their children? What came in consequence of this and their good schools? What is said about canals and railroads? What about iron and coal mines? What is this state called? and why? How may you remember this state? How may you remember the little State of Delaware? How are the Middle States bounded? How is each separate state bounded?

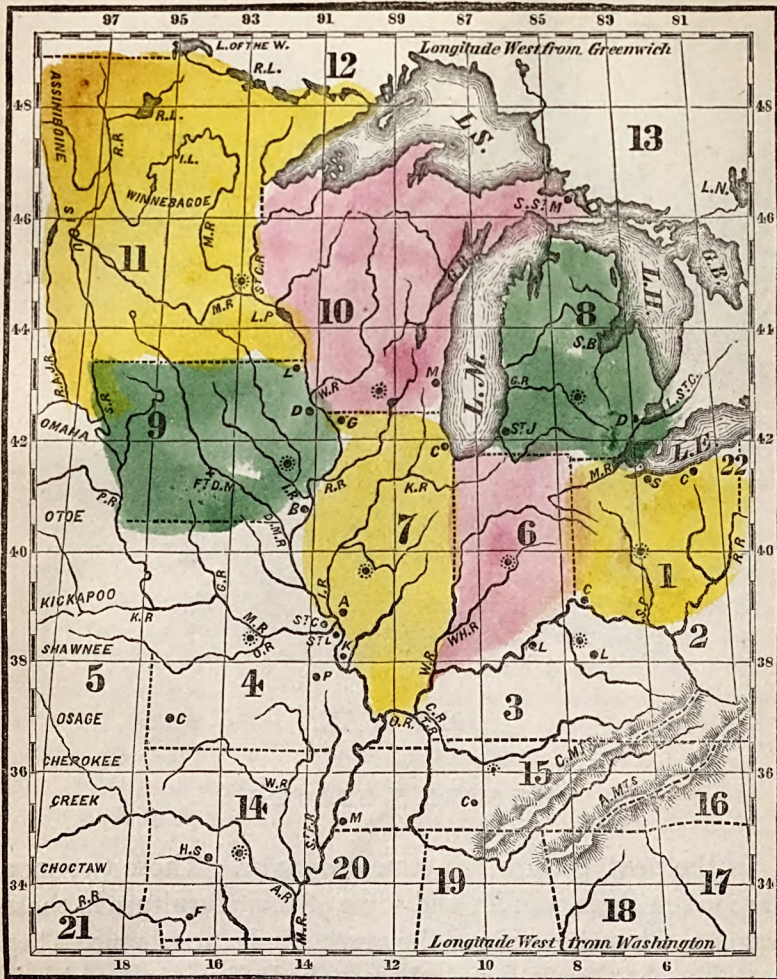


LESSON IX.

WESTERN STATES.

IN the next picture are some *emigrants*. Those two men have taken their families and some of their furniture in those wagons. They are going to the *west* to find a new home. They have bought them a farm, where nobody lives, and which is

MAP OF THE WESTERN STATES.



KEY TO THE MAP OF THE WESTERN STATES.

The Western States.	Capitals.	Rivers in the Western States.
1. Ohio. 6. Indiana. 8. Michigan. 7. Illinois. 9. Iowa. 10. Wisconsin. 11. Minnesota.	Columbus, of Ohio. Indianapolis, of Indiana. Lansing, of Michigan. Springfield, of Illinois. Iowa City, of Iowa. Madison, of Wisconsin. St. Paul's, of Minnesota.	The great Mississippi and its branches are the rivers of the Western States. Begin at the most northern branch of the Mississippi. <i>In Minnesota.</i> M. R. Minnesota River. St. C. R. St. Croix River.
The Boundaries of the Western States. 12. British America, } <i>North.</i> 13. Canada West, 22. Pennsylvania, <i>East.</i> 2. Virginia, } <i>South.</i> 3. Kentucky, } 4. Missouri, 5. Indian Territory, <i>West.</i>	Lakes of the Western States. L. S. Lake Superior. L. M. Lake Michigan. L. H. Lake Huron. L. St. C. Lake St. Clair. L. E. Lake Erie. L. N. Lake Nepissing. L. W. Lake of the Woods. R. L. Rainy Lake, (near the Lake of the Woods.) R. L. Red Lake, (joining Red River.) I. L. Itasca Lake, (where the Mississippi R. rises.) L. P. Lake Pepin.	<i>In Wisconsin.</i> W. R. Wisconsin River. <i>In Iowa.</i> I. R. Iowa River. D. M. R. Des Moines River.
Bays in the Western States. G. B. Georgian Bay, (part of Lake Huron.) G. B. Green Bay, (part of Lake Michigan.) S. B. Saginaw Bay, (part of Lake Huron.)		<i>In Illinois.</i> R. R. Rock River. I. R. Illinois River. O. R. Ohio River, (separates the Western from the Southern States.) <i>In Indiana.</i> W. R. Wabash River. <i>In Ohio.</i> S. R. Sciota River. M. R. Maumee River. <i>In Michigan.</i> G. R. Grand River.

Large Cities and Towns.

<i>In Ohio.</i> S. Sandusky. C. Cleveland, on Lake Erie. C. Cincinnati, on the Ohio.	St. J. St. Joseph. S. Ste. M. Sault Ste. Marie.	<i>In Wisconsin.</i> M. Milwaukee.
<i>In Michigan.</i> D. Detroit.	<i>In Illinois.</i> C. Chicago. G. Galena. A. Alton. K. Kaskaskia.	<i>In Iowa.</i> L. Lansing. D. Dubuque. B. Burlington. Ft. D. M. Fort Des Moines.

First Questions on the Map of the Western States. — What is the name of the state marked 1? 6? 8? 7? 9? 10? 11? What country is marked 12? What is 13? What is 22? What are 2? 3? 4? What is 5? What are 15? 16? 17? 18? 19? 20? 21? How do you bound each of the Western States?

covered with trees; and when they get there they will have nowhere to sleep except in their wagons, and nothing to eat but the birds and animals they will kill with their guns. They are now on their way, and in a place where they have nothing to eat; and two of the boys have started to shoot some birds, and one of the men is loading his gun.

The first thing they will do, when they get to their farm, will be to cut down some trees and make a log house for their families to live in. Then they will clear away the trees and plant wheat, corn, and vegetables. And so they will work, year after year, till the trees on their farm are all cut down, and instead of them will be beautiful rich crops, which they will take to the neighboring towns to sell. And so they will get rich, and build handsome houses, and live a great deal more comfortably than they did in the old state from which they came. And as their sons grow up, each one will have a farm of his own, because the land is so cheap and plenty. And then other emigrants will join them; and by and by this place will be a large town.

This is the way in which these Western States were first settled a great many years ago. They are none of them so thickly settled as the states east of them; but their inhabitants are increasing faster than those of any other states.

The map which you have in this lesson is a map of the Western States. You see it is all covered with rivers; and

nearly all of them are branches of the Mississippi, which is called the *Father of Waters*, because it has so many branches that are like its children.

Now you may learn to answer the questions to the key of the Western States. On this map there are *one hundred and twenty* miles between the lines of latitude; so, though the states look smaller than the New England States, they are a great deal larger. You must now make a measure on paper of *one hundred and twenty miles*, and measure the largest and then the smallest state with it, to find the length and breadth of them. Then calculate how long it would take you to walk these distances, and you will have some idea of the size of these states.

OHIO.

Ohio is the most thickly settled of the Western States. It is named from the beautiful river that runs along its southern boundary. The name *Ohio* means *beautiful*. It is a very rich and prosperous state, and is celebrated for its fine wheat, which is made into flour and sent to other countries. Vast quantities of Indian corn are also raised here, and used to fatten hogs and cattle; and then these animals are killed to make beef and pork, which are also sent all over the world.

In the south-west corner of the state is the city of Cin-

cinnati. At the time of the year that these animals are to be killed, the roads are often filled with hogs that are driven to that city to be slaughtered. Thus Cincinnati is the largest pork market in the world. It is a very flourishing city, full of fine houses, churches, and schools. It is surrounded with high hills, which are covered with green grass and green trees, and from the tops of these hills you can look down and see the Ohio bending around one of the most beautiful cities in the world. On account of its beauty and prosperity, it is called the *Queen of the West*.

There is a tree, called the *buckeye*, that grows more abundantly on the Ohio River than elsewhere. It is named thus because its seed is large and round, and looks like the eye of a *buck*. Its leaves are in clusters of five leaves each, looking somewhat like the five fingers of a hand, which it seems to stretch out to welcome all new comers. This tree is used to represent the state; and so it is called the *Buckeye State*, and the inhabitants are called *Buckeyes*.

So you may remember Ohio by its beautiful Queen City and its friendly buckeye tree.

INDIANA.

Next west of Ohio is Indiana, which has more rich land than any other state. In every part of it can be raised the finest wheat; and the people are growing rich by cultivating it.

Its chief city is set exactly in the centre of the state. It has the same name as the state, with the name *polis* (which means city) added to it, making a word that you must pronounce Indian-àpolis. You may remember Indiana by its rich soil, its fine wheat, and its capital by the same name.

ILLINOIS.

The next state west of Indiana is Illinois. In this state are very large plains, called *prairies*. They are covered with very tall grass, sometimes so high that a man can hide in it. At some seasons these prairies are covered with flowers of all sizes and colors, and then they are very beautiful. Sometimes they are so large that you can see no end to them. They seem to run out and meet the sky on every side. And when, after riding many miles, you look far off and begin to see hills and trees, they appear like blue islands in a distant green sea. Sometimes, in the fall, when the grass becomes dry, these prairies will catch on fire, and the wind will blow the raging flames, so that, for many miles, the earth will be on fire, and the sky red with the blaze. Sometimes the fire will fly so fast that the deer and many other wild animals will in vain try to escape; and sometimes men and houses, as well as these animals, are burned up.

You may remember Illinois, then, as the *Prairie State*.

M I C H I G A N .

Next north of Ohio and Indiana is Michigan, which is remarkable for the many great lakes that surround it. On the east there are the Lakes Erie and Huron with the little Lake St. Clair, between them. Then Michigan Lake is on the west, while Superior bounds it on the north. Five lakes wash its shores, while multitudes of small rivers wander through its rich soil and run into these lakes. Thus this state has one of the finest soils to raise food for man and beast, and an abundance of water roads all around it to carry off its products to other states and countries.

You may remember Michigan as the *Lake State*, having five lakes around it.

W I S C O N S I N .

West of Michigan, and separated by Lake Michigan, is Wisconsin. This state has very rich copper mines on the north, near Lake Superior, and very abundant lead mines in the south-west corner. Great wealth is secured by digging these mines. On the next page is a picture of men digging lead out of the earth. Where you see the smoke, the men are melting the lead so as to free it from earth ;

then they make it into great bars, and send it to other states and countries to sell.



You may remember Wisconsin by its *lead* and *copper* mines.

These copper mines extend all along the shore of Lake Superior into Michigan; while the lead mines are found in other states along the Mississippi, especially in the northern parts of Illinois and Missouri.

I O W A .

West of Illinois and Wisconsin is Iowa. You may remember this state as having a river and its capital of the same name as the state.

M I N N E S O T A .

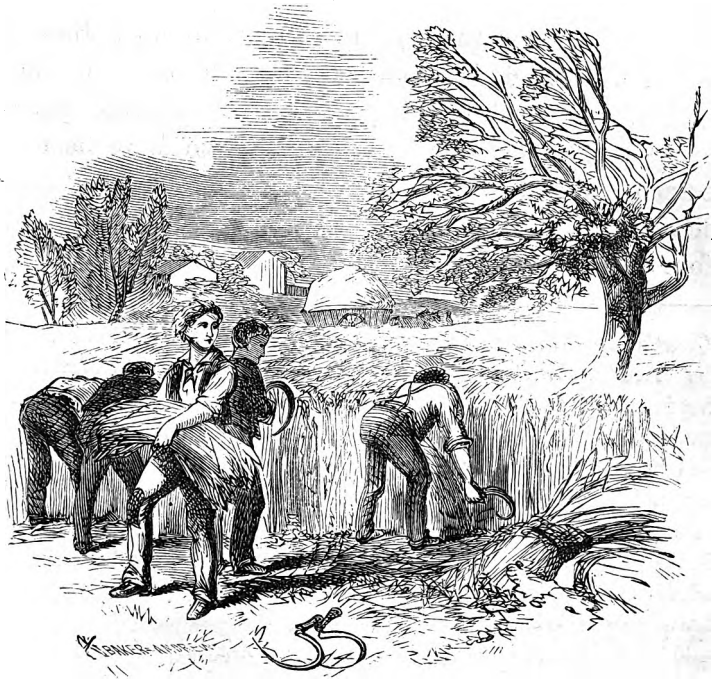
North of Iowa is Minnesota. This is a very new country, with few inhabitants. It is, like the State of Maine, covered with timber, which the people cut into very long logs, and float down the rivers to be sawed into boards. In this state rises the great *Father of Waters*, in Itasca Lake.

You may remember this state by its *forests of timber*, and for its containing the source of the Mississippi River.

Now you may bound each of the Western States.

You remember I told you that the Puritan Fathers of New England were very careful to teach their children to be industrious. Every man, woman, and child among them learned to work; and it was disgraceful to have nothing to do. And the first settlers of the Middle States also trained their children to industrious habits.

Now, these great Western States were settled chiefly by people from the Eastern and Middle States, who were thus educated. And as the great forests were to be cut down



and the rich prairies ploughed up, and as the hardships of a new country were to be endured, the children of these first settlers grew up an industrious and energetic people.

In consequence of this, there is no part of the world that has grown rich and prosperous so fast as these Western States. They are sometimes called the *granary* of our country, because they raise vast quantities of the finest wheat.

In the preceding picture are some laborers gathering in the ripe wheat. It is a man and his four sons all working together. And whenever you see this picture you may remember the great Western States, which have been made the rich granary of our country by freemen, who were, in childhood, trained to be industrious as their fathers were before them.

Questions. — What are emigrants, and what is said of those in the picture? Are the Western States as thickly settled as those east of them? What is said of the Mississippi? How many miles between the lines of latitude on this map? For what is the State of Ohio named? What is raised in this state? What is said of Cincinnati? Why is this called the Buckeye State? How may you remember Ohio? What is said of Indiana? How may you remember this state? What is said of the prairies of Illinois, and how may you remember this state? For what is Michigan remarkable? What are these lakes? How may you remember this state? What is said of Wisconsin, and how may you remember this state? What is said of the extent of the lead and copper mines in other states? How may you remember Iowa? What is said of Minnesota, and how may you remember this state? What is said of the first settlers of the Western States? What has come in consequence of this? Why are these states called the granary of our country?

LESSON X.

SOUTHERN OR SLAVE STATES.

ON the next page is a map of the Southern States, which lie south of the Middle and Western States. You may now answer the questions in the key.

On this map there are a *hundred and twenty* miles between the lines of latitude. You may now make a measure with paper, and measure the size of Virginia and South Carolina from east to west and from north to south. Then you may calculate how long it would take you to walk those distances, at the rate of twenty miles a day. This will give you some idea of the size of these states, and also of the size of the others around them.

The Southern States are called *slave states*, because most of the land is owned by planters, and most of the labor is done by slaves.

All the other states except the slave states are called the *free states*.

The great difference between the free and slave states is the manner in which the land is cultivated. In the free states the land is divided into *farms*, and the men who own the farms work themselves and train their children to work. They also get other men to work for them, and then pay them wages. Thus in the free states men work cheerfully



KEY TO THE MAP OF THE SOUTHERN STATES.

The Southern States.	Capitals.	Rivers and Bays.
<ol style="list-style-type: none"> 1. Maryland. 2. North Carolina. 3. South Carolina. 4. Georgia. 5. Florida. 6. Louisiana. 7. Texas. 8. Mississippi. 9. Alabama. 10. Arkansas. 11. Tennessee. 12. Missouri. 15. Kentucky. 24. Virginia. 	<p>Annapolis, of Maryland. Raleigh, of North Carolina. Columbia, of South Carolina. Milledgeville, of Georgia. Tallahassee, of Florida. Baton Rouge, of Louisiana. Austin, of Texas. Jackson, of Mississippi. Montgomery, of Alabama. Little Rock, of Arkansas. Nashville, of Tennessee. Jefferson City, of Missouri. Frankfort, of Kentucky. Richmond, of Virginia.</p>	<p><i>In Maryland.</i> C. B. Chesapeake Bay. <i>In Virginia.</i> P. R. Potomac River. J. R. James River. K. R. Kenawha River. M. R. Monongahela River. <i>In North Carolina.</i> R. R. Roanoke River. N. R. Nouse River. C. F. R. Cape Fear River. <i>In South Carolina.</i> Gt. P. R. Great Pedee River. S. R. Santee River. S. R. Savannah River, (divides Georgia and South Carolina.) <i>In Georgia.</i> A. R. Altamaha River. <i>In Florida.</i> St. J. R. St. John's River. C. R. Chattahoochee River. <i>In Arkansas.</i> A. R. Arkansas River. <i>In Mississippi.</i> P. R. Pearl River. Y. R. Yazoo River. <i>In Kentucky.</i> C. R. Cumberland River. <i>In Tennessee.</i> T. R. Tennessee River. <i>In Louisiana.</i> M. R. Mississippi River. R. R. Red River. <i>In Alabama.</i> S. R. Sabine River, (separates Texas from Louisiana.) <i>In Missouri.</i> M. R. Missouri River.</p>
<p>The Boundaries of the Southern States.</p> <ol style="list-style-type: none"> 13. Illinois, 14. Indiana, 16. Ohio, 17. Pennsylvania, 19. Atlantic Ocean, East. 20. Gulf of Mexico, South Texas, Nebraska, } <i>West.</i> 	<p>Mountains of the Southern States.</p> <p><i>In Tennessee.</i></p> <p>C. Mts. Cumberland Mountains. A. Mts. Alleghany Mountains, (separate N. Carolina from Tennessee.)</p>	
Large Cities.		
<p><i>In Maryland.</i> B. Baltimore. <i>In Virginia.</i> N. Norfolk. <i>In North Carolina.</i> W. Wilmington. <i>In South Carolina.</i> C. Charleston. <i>In Georgia.</i> S. Savannah. C. Columbus. A. Athens, in the north. A. Augusta, on the Savannah R.</p>	<p><i>In Florida.</i> St. A. St. Augustine. P. Pensacola. <i>In Alabama.</i> M. Mobile. T. Tuscaloosa. <i>In Mississippi.</i> N. Natchez. V. Vicksburg. <i>In Missouri.</i> St. L. St. Louis. <i>In Kentucky.</i> L. Louisville.</p>	

Questions for the Map of the Southern States. — What is the state marked 24? What is the one marked 1? What is marked 3? What are 2? 4? 5? 7? 6? 9? 8? 11? 10? 15? 12? What are the boundaries of the Southern States on the north? on the east? on the south? on the west?



and willingly, because they either work for themselves or are paid for their labor when they do it for others. And when hired laborers have earned money enough they can buy land and have a farm for themselves. But in slave states the land is divided into plantations, and the owners force men to work for them whether they wish to or not; and if they do not do as much as is required, they are whipped by the overseers. Thus, in the free states, it is a

hope of reward that makes men work ; while in the slave states it is fear of punishment.

You see those people in the picture that are hoeing. They are preparing the ground to plant cotton seed. The man with a whip is a white man ; the rest of the people are negroes. It is the business of this white man to watch the negroes and see that they work ; and if any of them stop work, he whips them. The man that owns the land is called a *planter*, and his land is a *plantation*. He lives in the large house ; and near it are small houses, where the negroes live. The man with the whip is the *overseer*, and the black people are *slaves* to this planter.

The people at the south are brought up to think that it is right for men, when they have the power to do it, to force their fellow-men to work for them without wages. They think, if they give them small houses to live in and some poor food and clothes, that it is enough, and that all the earnings of their laborers not thus employed may be taken and used by those that force them to work.

The states that are cultivated in this way never prosper as those do which are cultivated by freemen ; and these are the reasons. The children of those who force their fellow-men to work for them are led to feel as if work was disgraceful, and to think it honorable to be idle. Industrious men, who choose to work themselves and who train their children to be industrious, do not like to go into states where labor is dishonored. And many people in the slave

states who think that slavery is wrong move into the free states. In this way the free states have the most industrious and thriving people come to settle in them. Thus, too, their inhabitants and wealth increase a great deal faster than is the case in the Southern States.

Those people in the Southern States who are too poor to own slaves, seeing that labor is disgraceful, become shiftless and indolent, and their children grow up in ignorance and sloth. And those who have slaves are tempted to be cruel and unjust; so that, though many are kind to their slaves, many others become unjust, severe, and cruel.

Many good people both in the Northern and the Southern States think that slavery is a curse to the whole country, and are trying to bring it to an end. They believe that the Southern States would be wiser and better, richer and happier, to turn all their slaves into freemen; thus making them cheerful and willing laborers for wages, instead of unwilling and indolent slaves, driven to work with the whip.

In the slaves states there are four different plants which are cultivated by the negroes. These are *rice*, *cotton*, *tobacco*, and *sugar*.

In the following picture you see, on the left hand, how the rice looks when it grows. It is something like wheat in its appearance. Those little feathery ears contain the little kernels of rice. This plant grows only in very wet soil; so that, when they cultivate it, they have to cover the land with

water by means of ditches, or else they plant it on land which is very swampy, low, and wet.

The middle plant in the picture is cotton. It grows on bushes; and those little white pods are the coverings of the seeds of the plant. These seeds grow in this round ball of cotton, of which cotton cloth is made, by spinning and weaving.



The plant on the right hand of the picture is tobacco. The leaves of this plant are dried, and used by foolish men and boys to chew and smoke; and thus to injure their health, and make their breath and themselves very offensive to cleanly people.

The sugar cane is the plant from which sugar is made. It grows up in tall stalks like corn. The sugar is made by breaking up these stalks and pressing the juice out of them

by a mill. This juice is then boiled till it turns to sugar. You will see a picture of a sugar plantation farther on.

Questions. — How many miles are there between the lines of latitude on the map of the Southern States? How long would it take you to walk the length and breadth of Virginia and South Carolina, at the rate of twenty miles a day? Why are the Southern States called slave states? What are all the rest called? What is the great difference between the slave and free states? How is the land cultivated in the free states? How in the slave states? What are the reasons that the slave states never prosper like the free states? What is said of the people in those states who do not own slaves, and what of those who do? What do many good people think about slavery? What are the four different plants that are most cultivated at the south? What is said about each of them? How do you bound the slave states all together? How do you bound each separate state?

LESSON XI.

VIRGINIA.

THE most important of the Southern States is Virginia. It was first settled by John Smith and a company that came with him from Old England, thirteen years before the Mayflower Pilgrims came to Plymouth.

At this time there were only Indians living here. One of their chiefs took John Smith prisoner, and was about to kill him. But Pocahontas, his daughter, entreated her father to spare him, and thus saved his life. This princess was married to a white man, and several of the first families in Virginia are descended from her.

After a good many people had come from England to live in Virginia, some of them took negroes, who were stolen from their native country, and obliged them to work for them as slaves. The rest of the people thought this was wrong, and made laws to forbid it. But the King of England, who then was the ruler of this country, would not permit these laws to be enforced. Thus it was that slavery commenced in our country.

Tobacco has been cultivated very extensively in this state ; and as the slovenly slave labor always tends to ruin the soil, a great part of the land in Virginia, which was very rich, is ruined. This has led many of the people to emi-

grate to other states ; while many families which used to be very rich have become poor. It is a grand and noble state, and when it gets rid of slavery its prosperity will return.

This state was for a long time the most prosperous of the Southern States. Here George Washington, the father of his country, was born ; and from this state were taken most of the presidents of the United States. Thus it has had more power and *dominion* over the affairs of the country than any other. For this reason it is called the *Old Dominion*.

M A R Y L A N D .

North-east of Virginia is Maryland, the smallest of the Southern States. It lies both sides of the fine large bay called Chesapeake, and its capital, Annapolis, stands on this bay.

You may remember Maryland as the smallest of the Southern States around the fine large Chesapeake Bay.

D I S T R I C T O F C O L U M B I A .

This is a little district, ten miles square, taken out of Maryland and Virginia. It contains Washington, the capital of the United States, and the city of Georgetown.

KENTUCKY.

West of Virginia is the State of Kentucky, which was settled by people from Virginia. The first settlers were brave and enterprising men, who went there to hunt deer and other game, and finally settled there. They became very much attached to this beautiful state, and their children were trained to love it very much. And so the Kentuckians are celebrated for loving their native state. They call it *Old Kentuck*, and think there is no other state in the world so beautiful and happy.

TENNESSEE.

South of Kentucky is the State of Tennessee, which is distinguished for its noble mountains; and you may remember it as the most mountainous state in the country.

NORTH CAROLINA.

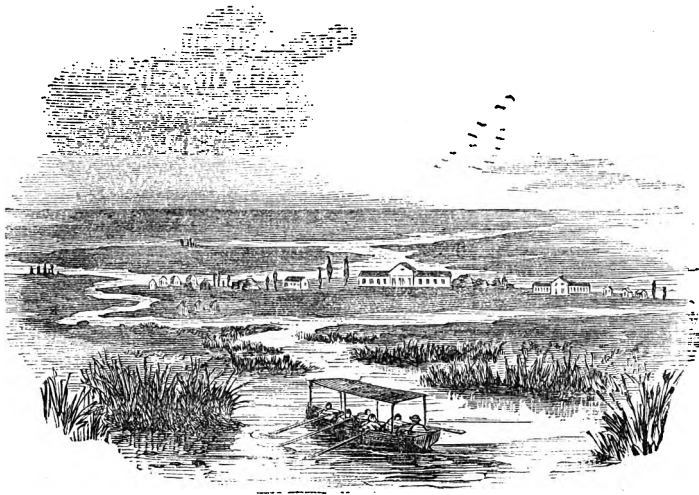
South of Virginia is North Carolina. It has a very sandy soil, and produces chiefly pine trees. From these trees runs a gum, which is collected and sold under the forms of *pitch*, *tar*, and *turpentine*.

You may remember this state by its *pin*es.

The cultivation of tobacco spreads from Virginia to the four states around it, and is one of the chief sources of their wealth.

You may remember Maryland, Virginia, Kentucky, Tennessee, and North Carolina as the *tobacco states*.

Here is a picture of some rice plantations. You see the river has risen in a flood and spread all over the coun-



try. After a while the floods of water will pass back to the river, leaving the soil very damp.

Such wet land is called rice swamps.

SOUTH CAROLINA.

This state has a greater number of slaves, in proportion to its inhabitants, than any other. There are more negroes than white persons; and you may remember this state by this fact.

GEORGIA.

South of South Carolina is Georgia, which cultivates largely cotton and rice, and is the most flourishing of the Southern States.

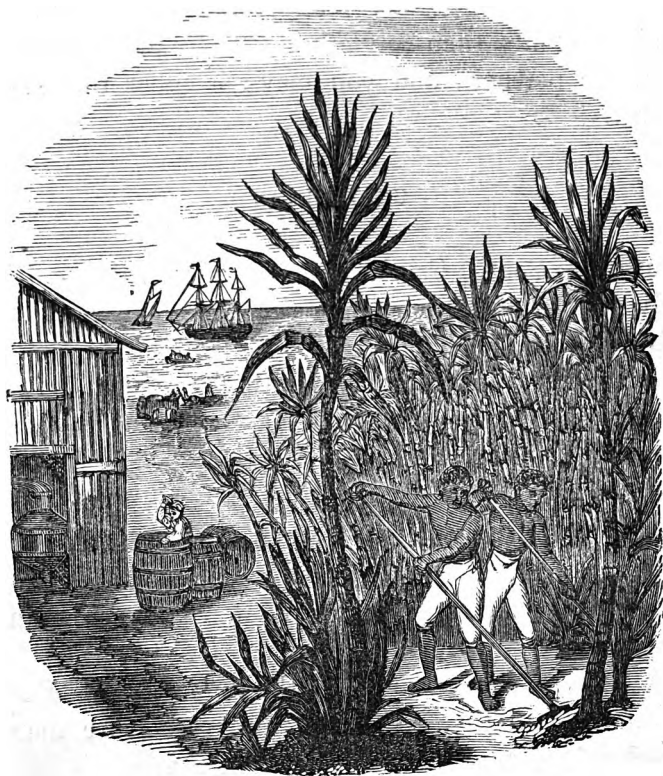
Rice is cultivated more in South Carolina and Georgia than any other states; and you may remember them as the *rice states*.

ALABAMA AND MISSISSIPPI.

These are two states that raise more cotton than any other in the country.

You may remember them as the *cotton states*. But you must understand that cotton is cultivated more than any thing else in almost all the Southern States.

Next is a sugar plantation. You see here how the sugar cane grows. Two negroes are hoeing and raking around its root. After a while they will cut it down and carry it



into the mill which you see there, where it will be broken up and the sweet juice pressed out of it. This juice will

be put into great boilers like that you see in the door, and boiled down till it turns to sugar. Then it will be put into those barrels and carried to that ship you see in the water near by. That ship will carry it off to some other country, where it will be sold, and the money will be sent back to the owner of this plantation.

LOUISIANA AND FLORIDA.

These states raise more sugar than any other of the Southern States; and you may remember them as the *sugar states*.

ARKANSAS.

North of Louisiana is Arkansas, which you may remember by its fine river of the same name that runs through it.

MISSOURI.

North of Arkansas is the State of Missouri, which you may remember by the grand River Missouri, that runs through it, and the fine large city of St. Louis. This city, the inhabitants think, will some day outstrip Cincinnati, and thus become the Queen of the West.

You remember I told you of those states that became rich and prosperous by being first settled by people who worked themselves and brought up their children to work.

I now wish you to understand still more of the evils that followed the introduction of slavery into Virginia. After a great many men grew rich by having *slaves* to work for them, it became honorable and fashionable for men to live in idleness and to bring up children to do the same. And so, when these children became men and wished to have land of their own, their fathers had not enough for them all. And as none of them would earn money by their own labor, they could only receive some money and a few slaves from their fathers and go to a new country, where they could buy large plantations very cheap.

In this way most of the Southern States were first settled by men who did not cultivate the land themselves nor teach their children to do so. And thus, too, these states were divided into large plantations, and cultivated by men and women driven to work for masters by fear of the whip, instead of being filled with industrious freemen who toil with pleasure for themselves and their children.

This is the reason why the land in the Southern States is poorly cultivated; and every thing about the country looks shiftless and unprosperous when compared with the free states.

No common schools can flourish in the slave states, be-

cause the white people live so far apart on their plantations, and the colored people are not allowed to learn to read. And most of the whites who are not rich enough to have slaves allow their children to grow up in ignorance.

Freedom is attended by intelligence, industry, and prosperity; and slavery brings with it ignorance, indolence, and poverty.

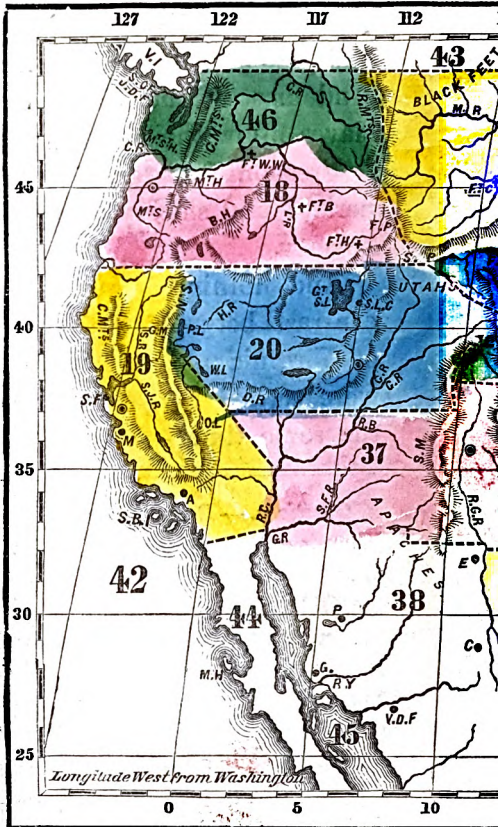
And nothing shows this to be true so clearly as the contrast between the present condition of the great State of Virginia and the small State of Massachusetts. Both were settled by people from Old England, and nearly at the same time.

Questions.—By whom was Virginia first settled, and at what time? What is said of John Smith? How did slavery commence in our country? What has led many people to emigrate from Virginia? Why is it called the Old Dominion? How may you remember Virginia? How may you remember Maryland? What is said of Kentucky and its people? What is said of Tennessee? What is said of North Carolina? Which are the five tobacco states? What are rice swamps? What is said of South Carolina? What is said of Georgia? Which are the rice states? Which are the cotton states? Which are the sugar states? How may you remember Arkansas? How may you remember Missouri? By what sort of men were most of the Southern States settled? How was the land divided? What is the reason that they cannot have good common schools in slave states? What always attends freedom? What does slavery bring? What is said about Virginia in contrast with Massachusetts? How do you bound the whole of the Southern States? How do you bound each state?

States.	Capitals.
<i>New England States.</i>	
1. Maine.	Augusta.
2. New Hampshire.	Concord.
3. Vermont.	Montpelier.
4. Massachusetts.	Boston.
5. Connecticut	Hartford and New Haven.
6. Rhode Island.	Providence and Newport.
<i>Middle States.</i>	
7. New York.	Albany.
8. New Jersey.	Trenton.
9. Pennsylvania	Harrisburg.
10. Delaware.	Dover.
<i>Western States.</i>	
12. Ohio.	Columbus.
13. Michigan.	Lansing.
14. Indiana.	Indianapolis.
23. Illinois.	Springfield.
22. Iowa.	Iowa City.
15. Wisconsin.	Madison.
16. Minnesota.	St. Paul's.
<i>Southern States.</i>	
11. Maryland.	Annapolis.
26. Virginia.	Richmond.
28. North Carolina.	Raleigh.
29. South Carolina.	Columbia.
30. Georgia.	Milledgeville.
31. Alabama.	Montgomery.
32. Mississippi.	Jackson.
33. Florida.	Tallahassee.
35. Louisiana.	Baton Rouge.
34. Arkansas.	Little Rock.
24. Missouri.	Jefferson City.
27. Tennessee.	Nashville.
25. Kentucky.	Frankfort.
<i>Newer States and Territories.</i>	
46. Washington.	
18. Oregon.	Salem.
19. California.	San Jose.
20. Utah.	Fillmore City.
37. New Mexico.	Santa Fé.
36. Texas.	Austin.
21. Indian Territory or Nebraska.	
17. Missouri Territory.	

Boundaries of the U. States.

- 43. British America, } *North.*
- 41. Canada, } *North.*
- 45. New Brunswick, } *North.*
- 40. Atlantic Ocean, *East.*
- 38. Mexico and Gulf of Mexico, *South.*
- 42. Pacific Ocean, *West.*

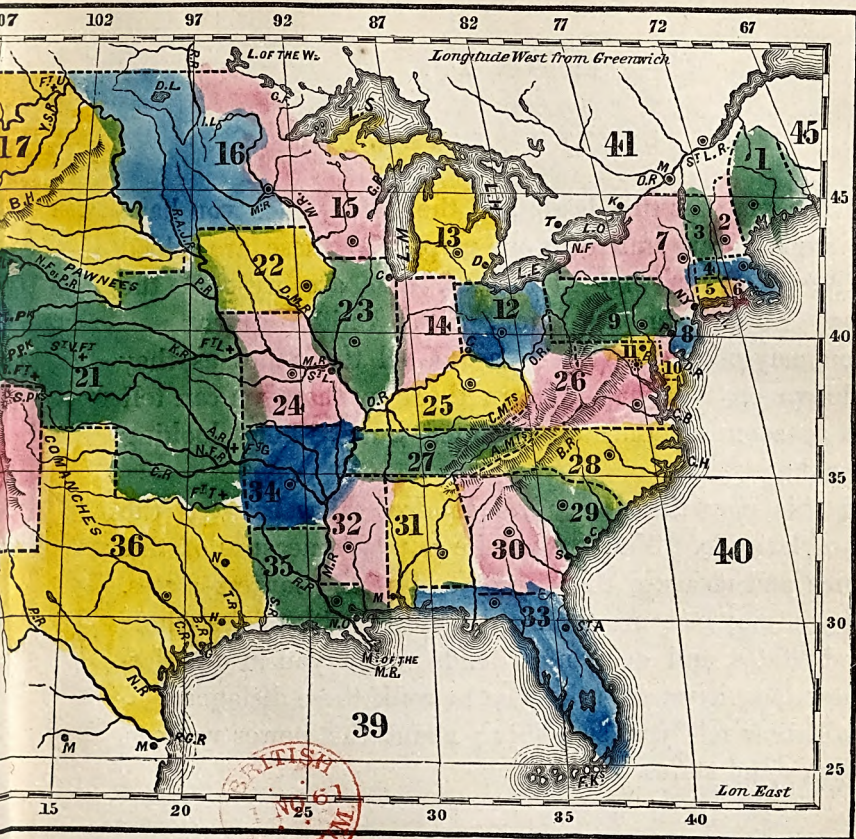


Lakes.

- L. S. Lake Superior.
- L. M. Lake Michigan.
- L. H. Lake Huron.
- L. E. Lake Erie.
- L. O. Lake Ontario.
- Gt. S. L. Great Salt Lake.
- L. of the W. Lake of the Woods.
- I. L. Itasca Lake.

- M. R. Mississippi R., rises in Itasca Lake.
- O. R. Ohio R., the great eastern Mississippi branch.

- Western branches of the Mississippi.*
- M. R. Minnesota R., in Minnesota.
 - D. M. R. Des Moines R., in Iowa.
 - M. R. Missouri R., in Missouri.
 - A. R. Arkansas R., in Arkansas.
 - R. R. Red R., in Louisiana.



Large Towns of the Newer States and Territories.

S. R. Sabine R.,	} Empty into the Gulf of Mexico.	S. F. San Francisco, } in California.	G. Guaymas,	} in Mexico.
T. R. Trinity R.,		M. Monterey, }	V. D. F. Villa Del Fuerte,	
B. R. Brazos R.,	} Empty into G. of California.	A. Angelos, }	E. El Paso,	}
C. R. Colorado R.,		S. L. C. Salt Lake City, in Utah.	C. Chihuahua,	
N. R. Nueces R.,	} Empty into Pacific Ocean.	N. Nacogdoches, } in Texas.	M. Monterey,	}
G. R. Rio Grande R.,		H. Houston, }	M. Matamoras, east of Monterey,	
R. C. Colorado R.,	} Empty into G. of California.	P. Petic, in Mexico.		}
G. R. Gila R.,				
Y. R. Yagui R.,	} Empty into Pacific Ocean.			}
C. R. Columbia R.,				
S. J. R. San Joaquin R.,	} Empty into Pacific Ocean.			}
S. R. Sacramento R.,				

Mountains.

<i>East of the Mississippi.</i>	<i>West of the Mississippi.</i>
A. Mts. Alleghany Mts.	R. Mts. Rocky Mts.
C. Mts. Cumberland Mts.	C. Mts. Coast Mts.
	S. N. Mts. Sierra Nevada Mts.

LESSON XII.

UNITED STATES.

IN the map for this lesson, all the states which you have been studying are united in one map. To these are added the *Newer States and Territories*, that are west of the others. These form the whole of the United States.

You may now learn the names of all the states as they are drawn on this map. Learn them so that you can tell them as soon as they are pointed out without looking at the key.

On this map there are *three hundred miles* between the lines of latitude. You may make a paper measure of this distance and measure the size of two of the largest states. Then you may measure the length and breadth of the whole United States, and get your friends to aid you in calculating how long it would take you to walk these distances.

I will now tell you something about the newer western territories and states.

T E X A S .

You see the large State of Texas on the south, directly west of Louisiana. Its first settlers from the United States were chiefly slaveholders; and it has thus become one of

the slave states. This state was the cause of a war between Mexico and the United States. It was formerly a part of Mexico, but is now annexed to our country. This one state is larger than the whole of both the New England and the Middle States.

You may remember this state as the one that caused a war.

INDIAN TERRITORY, OR NEBRASKA.

North of Texas is a vast country, a large portion of which has been set apart for the various tribes of Indians. They have been removed from different parts of our country and settled in this territory. Here good missionaries have been aiding them to have schools, to establish themselves in settled towns and to live comfortably as white people do.

You may remember this territory as the home of the most civilized Indians of our land.

MISSOURI TERRITORY.

North of Nebraska is the Missouri Territory, which is thinly inhabited by small tribes of roving Indians. On the west side are the great Rocky Mountains, and from among them springs the source of the great River Missouri, whose branches water almost every part of this territory. You may remember it as occupied by wild Indians, who have no settled homes.

OREGON TERRITORY.

This is the first territory on the Pacific Ocean that was settled by our countrymen; and you may remember it by this.

WASHINGTON TERRITORY.

This was once the northern part of Oregon, which lately has been made separate. You may remember it as the state that is named for the father of his country.

CALIFORNIA.

Next south of Oregon is California, so celebrated for its gold mines. It is filling up very fast with people who come to seek gold. Its largest city is San Francisco. You may remember it by its gold.

UTAH.

East of California is the ridge of mountains called the Sierra Nevada, which separates it from the state called Utah. This state is inhabited by a singular people called *Mormons*.

This is their history. A young man once wrote a story, resembling some of the Bible stories, for his own amusement.

This was mislaid, and a man named Joe Smith found it, and he with some other artful men agreed to get up a new religion and have this for their Bible. So they pretended that this book was written on gold plates and had been buried by angels in the earth, and that they dug it up and had it printed. They pretended that God appointed Joe Smith to be the teacher of this new religion; and the others added much more to this book, which they pretended came from God.

They succeeded in deceiving large multitudes of people. After a while they and their followers settled around the lake in the north part of this territory, called the Great Salt Lake. They constantly had people join them, till they are numerous enough to become a territory. There are but few inhabitants here except the Mormons.

You may remember Utah as settled by the Mormons.

NEW MEXICO.

South of Utah is the Territory of New Mexico, which was taken from Mexico and added to our country. It has a few towns settled by white people and some tribes of roving Indians. But the greater part of it has no inhabitants. You may remember this as the last mentioned in the list of the states and territories.

You may now notice the size of these newer states and territories compared with the older states. All the six states of New England together are not as large as *one* of these new western territories. And yet New England has more inhabitants than the whole of them.

The states east of the Mississippi are now the only ones that are thickly settled. But these great new territories have rich soil, are watered by noble rivers, and have the Pacific Ocean, which secures a rich trade with the nations of Asia. And, therefore, they are fast filling up with inhabitants; and, before many years are past, this will be the richest part of our country.

Questions. — How many miles are there between the lines of latitude on the map of the United States? What do you calculate to be its length and breadth? What is said of Texas? of Nebraska? of the Missouri Territory? of Oregon? of Washington? of California? of Utah? of the Mormons? of New Mexico? What is said of the newer territories as compared with the older states? How do you bound the United States? How do you bound each separate state?

LESSON XIII.

NORTH AND SOUTH AMERICA.

THE first map in this lesson is that of North America. You may learn on the key the names of the eight large countries that are marked with figures. There are *six hundred miles* between the lines of latitude on this map. You may make a measure with paper and use it to measure the length from north to south, and the breadth from east to west, of North America. You may then get your friends to help you calculate how long it would take you to walk these distances, at the rate of twenty miles a day.

The picture on page 96 represents the Indians, who were the first inhabitants of North America.

These Indians think a great deal of dress. They paint their bodies all over with bright colors, and draw strange shaped figures on them, as you see on the one that is stooping down. They adorn their heads with feathers of bright colors, and have their dress ornamented, sometimes with bright feathers, and sometimes with *wampum*, which is a kind of *beads*. You see a sort of axe lying on the ground by the man who is stooping down. This is a *war hatchet*, which is also called a *tomahawk*. They can throw this at a great distance, so as to split a man's head open. You see one man has a *bow*, with which he



shoots people at a distance. Behind him is a man with a *war club*—a very heavy weapon, used to knock down enemies.

It is the custom of the Indians, after they have killed their enemies, to cut off the skin on the top of the head, with all the hair on it. This is called a *scalp*.

KEY TO THE MAP OF NORTH AMERICA.

Countries of North America.	Boundaries of North America.	Islands, Gulfs, Bays, and Straits.
1. Russian America. . 2. British America. 3. United States. 4. Mexico. 5. Central America. 6. Greenland.	9. Arctic Ocean, <i>north</i> . 13. Atlantic Ocean, <i>east</i> . 14. Gulf of Mexico, <i>south</i> . 15. Pacific Ocean, <i>west & south</i> .	7. Iceland. 11. Baffin's Bay. D. S. Davis's Straits. H. S. Hudson's Straits. 10. Hudson's Bay. 17. Newfoundland Island. C. B. I. Cape Breton Island. 13. Atlantic Ocean. G. S. L. Great Slave Lake. G. B. L. Great Bear Lake. L. W. Lake of the Woods. L. S. Lake Superior. L. M. Lake Michigan. L. H. Lake Huron. L. E. Lake Erie. L. O. Lake Ontario. B. I. Bermudas Island. 14. Gulf of Mexico. 18. Cuba. } West India J. Jamaica. } Islands. H. Hayti. } P. R. Porto Rico. C. I. Caribbee Islands. 19. Caribbean Sea. H. B. Honduras Bay. G. C. Gulf of California.
Divisions of British America. N. N. W. New North Wales. N. S. W. New South Wales. E. M. East Maine. G. L. Grinnell's Land. L. Labrador. P. W. L. Prince William's Land. C. Canada.	Rivers of North America. M. Mississippi and its branches. M. M'Kenzie, in the north. C. Columbia. St. Lawrence River, in Canada.	
Countries adjacent to North America. 16. Asia. 6. South America.	Mountains. Mt. St. E. Mount St. Elias. R. Mts. Rocky Mountains. A. Mts. Alleghany Mountains.	
	Capitals. Quebec, of British America. Washington, of United States. Mexico, of Mexico. San Salvador, of Central America.	

First Questions on the Map.—What are the countries marked 1? 2? 3? 4? 5? What are the boundaries of North America on the north? east? south? west?



You see a man with a *scalping knife* in one hand and holding a scalp in the other. Near him is an Indian woman, who is called a *squaw*. She has a baby in her lap, which is fastened on to a board. When she travels she hangs the board on her back, and when she gets home she sets the board up against the wall or hangs it on a nail. Thus you see the poor Indian babies have a hard time of it.

Those that live through such hard treatment become very strong and hardy.

These Indians are very fierce and cruel, and it was with such as these that our forefathers had to contend for a great many years.

When America was first discovered by white men, all the northern part was occupied by roving tribes of Indians. They spent most of their time in war and hunting, and made the women raise the corn and do the work.

THE CANADAS, NEW BRUNSWICK, NOVA.
SCOTIA, AND NEWFOUNDLAND.

These countries lie north of the great lakes and around the Bay and River St. Lawrence. This river connects the large lakes, and it empties into the bay west of Newfoundland, called the Bay of St. Lawrence. Nova Scotia is the promontory south of this bay. New Brunswick is between Nova Scotia and New England. These are the only portions of British America that are thickly settled with whites. All the other countries of this great region are vast solitudes, with here and there a tribe of roving Indians who live by hunting. There are also *trading posts* in various points of these unsettled regions, where white men go to buy furs and skins of animals, which the Indians sell in exchange for strong drinks, warlike instruments, beads, and other trinkets.

The country west of British America is called Russian America, and is owned by Russia. It is thinly inhabited by Indians and Russian fur traders.

MEXICO.

When the white people first came to that part of the country which is south of the United States they found nations of Indians much more civilized than those north of them. These southern Indians were living in large towns, with fine buildings, and vast temples for the worship of their gods.

At that time the city of Mexico was the residence of a powerful king, who lived in a splendid palace and possessed great stores of gold and silver. The white people from Spain, who wished to obtain these riches, succeeded in conquering this king, took his city and all his treasure and put him to death. Ever since then the white men have treated the conquered people so cruelly that they have diminished in numbers every year. And now Mexico is inhabited by remnants of these Indians, by Spaniards, and by people from the United States. Its chief city, Mexico, is situated on a high plain, among high mountains. Thus, though it is in a very warm country, it is so high that it always has a pure and temperate climate all the year round.

It is one of the most beautiful cities in the world. It has noble mountains around it, and a beautiful lake, in which are floating islands covered with turf and trees.

South of Mexico is Central America. This is the part of North America where they are making railroads to transmit merchandise across from the Pacific to the Atlantic Ocean. Without these roads the ships would be obliged to spend three or four months in sailing around the whole of South America to transport what could be carried in two days across this narrow place by railroads.

Next to Central America comes the narrow Isthmus of Darien. Here is a place where a canal might be cut large enough for ships to go through; and when this is done it will save many long voyages around South America. The only way that goods can now be sent from the Atlantic to the Pacific side of North America is by mules, or else by a voyage that takes three or four months.

Next to the Isthmus of Darien comes the great country of South America, which you will see in the next map.

In this lesson is a map of South America. You may first learn the questions on the key. There are six hundred miles between the lines of latitude on this map. You may now calculate how long this country is from north to south, and from east to west, and also how long it would take you to walk those distances, at the rate of twenty miles a day.

The most remarkable part of South America is the



Andes Mountains, which run along the coast, like a back bone, from north to south. They are some of the highest mountains in the world.

On the next page is a picture of some merchants crossing the Andes with mules. This is the only way the

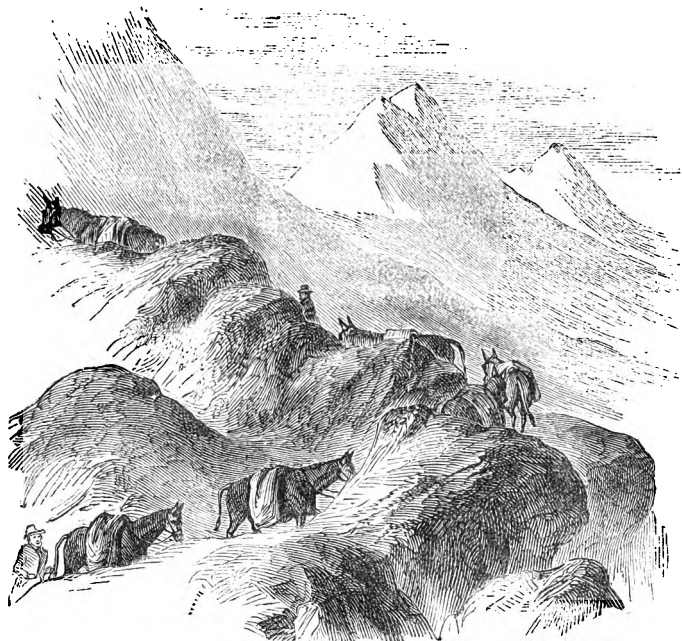
KEY TO THE MAP OF SOUTH AMERICA.

Countries of South America.	Capitals.	Boundaries of South America.
<ol style="list-style-type: none"> 1. New Grenada. 2. Venezuela. 3. Guiana. 4. Ecuador. 5. Brazil. 6. Peru. 7. Bolivia. 8. Paraguay. 9. Uruguay. 10. Buenos Ayres. 11. Chili. 12. Patagonia. 	<p>Bogota. Caraccas.</p> <p>Quito. Rio Janeiro. Lima. Chuquisaca. Assumption. Montevideo. Buenos Ayres. Santiago.</p>	<ol style="list-style-type: none"> 13. Caribbean Sea, <i>North</i>. 14. Atlantic Ocean, <i>East</i>. 15. Pacific Ocean, <i>West</i>. Southern Ocean, <i>South</i>.
		<p>Large Towns.</p>
		<p>G. Georgetown, } P. Paramaribo, } in Guiana. C. Cayenne, } P. Pernambuco, in Brazil. V. Valparaiso, in Chili. C. Cuzco, in Peru.</p>

Rivers, Islands, Capes, &c.

<p>W. I. West India Islands.</p> <p>A. R. Amazon River, in Brazil.</p> <p>C. R. Caqueta River, } northern branches of the N. R. Negro River, } Amazon.</p> <p>T. R. Topajos River, } southern branches of T. R. Tocantins River, } the Amazon.</p> <p>M. R. Madeira River, L. M. Lake Maracaibo.</p> <p>St. F. R. St. Francisco River, in Brazil.</p> <p>P. R. Paraguay River, in Paraguay.</p>	<p>P. R. Parana River, } in Buenos R. de la P. Rio de la Plata River, } Ayres.</p> <p>J. F. I. Juan Fernandez Island, } in the Pacific G. I. Gallipagos Island, } Ocean.</p> <p>S. G. I. South Georgia Island, in the Southern O.</p> <p>S. of M. Straits of Magellan, } C. H. Cape Horn, } South.</p> <p>T. D. F. Terra del Fuego, C. F. Cape Frio, C. St. R. Cape St. Roque, } on the Atlantic.</p> <p>C. B. Cape Blanco, on the Pacific.</p>
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First Questions for the Map of South America.—What is the country marked 5? 10? 2? 1? 4? 6? 7? 8? 9? 12? 11? What is the water marked 14? What is the water marked 15? What is 16? What 13? How do you bound South America?



people on one side of the mountain can trade with those on the other side.

About one hundred years before the Pilgrim Fathers came to New England, a company of men from Spain, under the command of Pizarro, came to Peru in search of gold. Here they found a large and prosperous Indian nation. Its ruler was called the *inca*, and he governed his people with great kindness and justice; while they believed him a superior being descended from the sun. Pizarro invited the

inca to a feast, and then wickedly had him seized by his soldiers and loaded with chains. The inca offered to fill the room he was in with gold vessels, and give them to Pizarro, if he would restore him to liberty. Pizarro promised to do so; but when he had received the gold, he cruelly put the inca to death. Then he and his soldiers took all his possessions and conquered his people.

They treated these Indians very wickedly. They took away their land and made slaves of them, and behaved to them with the greatest cruelty. A great many of the Indians died; but numbers of their descendants still remain, scattered over the country, a lazy and miserable people.

The present inhabitants of South America are a mixture of white people from other countries and the Indians who were found there.

The white people in these countries are not so industrious and well educated as those in the United States. There are scarcely any schools, and the greater part of the people grow up in ignorance. Some of the countries, however, have begun to pay some attention to education, and are beginning to have some schools.

Questions for North and South America. — How many miles are there between the lines of latitude on the map of North America? What are its length and breadth? What are the length and breadth of the whole United States? of Texas? of Nebraska? How long would it take you to walk these distances, at the rate of twenty miles a day? What is said of the North American Indians? What is said of the Bay and River St. Lawrence?

Which portions of British America are the only ones that are thickly settled? Which part is Nova Scotia? Where is New Brunswick? What is said of the other inhabitants? Where is Russian America, and what is said of it? What is said of Mexico? of Central America? of the Isthmus of Darien? What great country joins this isthmus on the south? How many miles are there between the lines of latitude on the map of South America? How long would it take you to walk the length and breadth of this country, at the rate of twenty miles a day? What is the most remarkable part of South America? What is said of the picture? When did Pizarro with his companions come to South America? How did they treat the inca and the Indians? What are the present inhabitants of South America? What is said of the white inhabitants? What are the boundaries of South America? How do you bound each separate state?

LESSON XIV.

EUROPE.

You have now learned something of all the countries in that part of the world where you live. There are many other large countries which you are to study about. In order to reach them from America we must cross a vast ocean, where we should sail many days without seeing land.

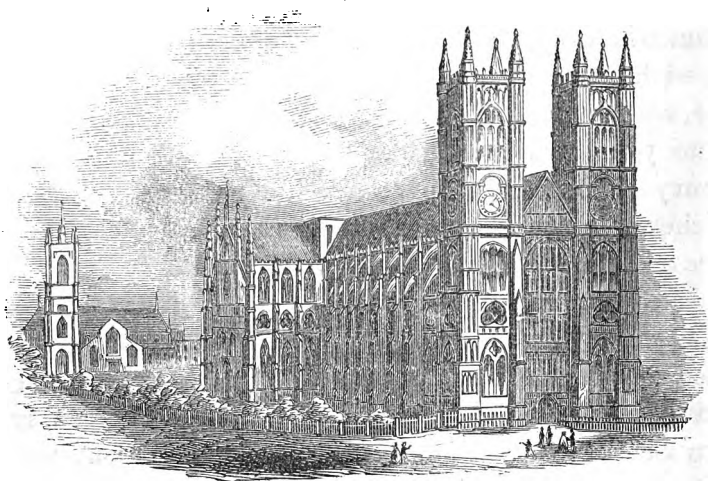
I wish you now to take the map on which is your own state, and get one of your friends to show you the place where your own town is, and then to draw a line of the journey you must take to reach New York or Boston, whichever is the nearest; and let them calculate the distance and time it would take you to walk that distance, at the rate of twenty miles a day.

At one of these cities you would find a large vessel which goes by steam instead of sails. You would go aboard this vessel and sail north and east till you reach Nova Scotia, which your friends must point out to you on the map of North America. It would take you about two days from Boston to reach Halifax, the capital of Nova Scotia, where they would stop only long enough to leave the mails. Then you would sail towards the east, at the rate of about three hundred miles a day, for ten days; and all this time you would see no land. Then you would

see the shores of Great Britain, which is the country from which our forefathers came.

Great Britain.

This is a large island, which you must find on the map of Europe, in this lesson. Close by it is the island called Ireland. The north part of Great Britain is Scotland, the west part is Wales, and the south is England.



England.

The most remarkable thing in England is its capital city, London. It is a wonderful city, and full of interesting places to visit. Among them is Westminster Abbey, a large old church. Here is a picture of it.

It is a great deal larger than any church in our country. If you compare the size of the people that stand near it with the size of the building, you will see how very large it must be. In a large portion of this cathedral there are no pews, or seats, but it is paved with stones. Under these stones are buried the kings and queens of England and many of their nobles and learned men. Over their bodies are reared splendid monuments. On some of these monuments are the figures of the kings and queens, as large as life, carved in stone, lying with crowns on their heads, and their hands folded.

If you should go into this abbey you would look up and see the wall far above, all made of carved stone, or carved oak, the floor of stone, the sides of stone, carved with figures of men and women. Then you would see the sides of the building filled with monuments, tombstones, and carved figures of men and women. They use this place both for a church and a burial-place. It is also used when a king or queen of Great Britain is to be crowned. Here, in the midst of the tombs and monuments of the dead, all the great, and noble, and wise in the nation assemble to see a sovereign crowned with all earthly splendor in the very place where all such glories end in a grave.

England is very full of inhabitants, and there is great wealth there. The rich people spend a great deal in beautifying the grounds around their houses; and even the poor people have their neat little cottages, covered with flowers

and surrounded with trees and green grass, in the finest order. You might ride through some parts of England, and it would seem as if you were going through an immense garden filled with splendid houses and pretty cottages. Great Britain is now governed by a wise and good queen, and the people are becoming prosperous and are improving in all respects.

In the west side of England, called Wales, the common people speak Welsh, a different language from the English. Wales is celebrated for its beautiful mountain scenery and for the honesty and intelligence of its inhabitants.

Scotland.

Scotland is also a country where the landscapes are made beautiful by mountains, especially the north part, called the *Highlands*. The Scotch are a warmhearted and honest people, and take a great deal of pains to have churches and good schools. Of course they are prosperous. Edinburgh, the capital, is celebrated for its colleges, its learned men, and its cultivated and fine society.

Ireland.

Ireland has a very rich soil, and is called the *Emerald Isle*, because its green fields remind one of the emerald, a precious stone that is green. But its people are very poor, and this has led great multitudes of them to emigrate to the United States. Dublin, the capital, has many wealthy

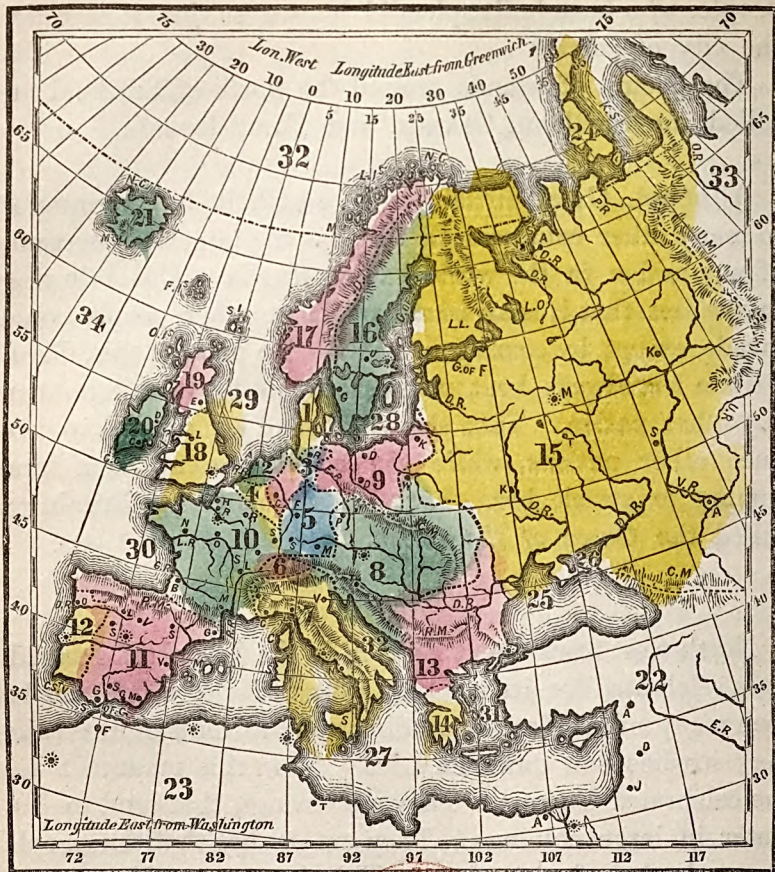
people, who have built splendid houses, so that it is called the city of palaces.

The groups of islands around the north of Scotland are called the Shetland, Orkney, and Faroe Islands.

Although Great Britain is so small, it has conquered so many other countries that it has the largest possessions of any nation in the world except Russia. This is owing to the fact that it is an island which no other people could invade except by coming in ships. To prevent this, Great Britain has always kept more ships and brave sailors than any other nation. Thus she could send her soldiers to conquer other nations, while she could prevent them from coming to attack her. For this reason Great Britain is called the *Queen of the Ocean*.

Iceland.

North-west from Great Britain is the Island of Iceland. It is celebrated for its volcano, Mount Hecla, which can be seen many miles off at sea, sending up its torrents of fire, while fiery streams run down its sides. Near this mountain are the celebrated Geysers. They are springs, that send up hot water in large columns. They are so hot that the people can cook their food in them. This is a very cold country. The people spend their long winter evenings in teaching their children to read. Thus, though they have few schools, they are a well-educated people.



KEY TO THE MAP OF EUROPE.

Countries.

1. Denmark.
2. Holland.
3. Hanover.
4. Belgium.
5. Germany.
6. Switzerland.

Capitals.

- Copenhagen.
Hague.
Hanover.
Brussels.
Each state has a capital.
Berne.

Countries.

7. Italy.
8. Austria.
9. Prussia.
10. France.
11. Spain.
12. Portugal.

Capitals.

- Rome.
Vienna.
Berlin.
Paris.
Madrid.
Lisbon.

Countries.	Capitals.	Mountains.
13. Turkey.	Constantinople.	U. M. Ural Mountains, } in Russia.
14. Greece.	Athens.	C. M. Caucasus Mountains, }
15. Russia.	Moscow and St. Peters- burg.	D. M. Dofrafield Mountains, in Sweden.
16. Sweden.	Stockholm.	C. M. Carpathian Mountains, in Austria.
17. Norway.	Bergen, the chief town.	B. M. Balkan Mountains, in Turkey.
18. England.	London.	A. M. Alps, in Switzerland.
19. Scotland.	Edinburgh.	Apennine Mountains, running through Italy.
20. Ireland.	Dublin.	P. M. Pyrenees Mountains, between France and Spain.
Boundaries of Europe.		Mt. Hecla, in Iceland.
		Mt. Ætna, in Sicily.
32. Arctic Ocean, <i>north</i> .	27. Mediterranean Sea,	
33, 22. Asia, <i>east</i> .	<i>south</i> .	
	34. Atlantic Ocean, <i>west</i> .	

Seas, Bays, Gulfs, Capes, and Islands.	Rivers and Lakes.
K. S. Karshoe Sea.	C. C. Cape Clear.
W. S. White Sea.	30. Bay of Biscay.
N. C. North Cape.	C. St. V. Cape St. Vincent.
L. I. Loffoden Islands.	S. of G. Straits of Gibraltar.
M. Mælstrom.	I. M. Island of Majorca.
G. of B. Gulf of Bothnia.	C. Island of Corsica.
G. of F. Gulf of Finland.	S. Island of Sardinia, south of Corsica.
28. Baltic Sea.	S. Island of Sicily, south of Italy.
29. North Sea.	32. Gulf of Venice.
F. I. Faroe Islands.	31. Archipelago.
O. I. Orkney Islands.	25. Black Sea.
S. I. Shetland Islands.	26. Sea of Azof.
21. Iceland.	
I. S. Irish Sea.	
	<i>In Russia.</i>
	P. R. Petehora R. } D. R. Don R.
	D. R. Dwina R. } V. R. Volga R.
	O. R. Onega R. } U. R. Ural R.
	D. R. Duna R. } I. O. Lake Onega.
	D. R. Dnieper R. } L. L. Lake Ladoga.
	E. R. Elbe R., (in Prussia.)
	R. R. Rhine R., (in Germany.)
	L. R. Loire R., }
	G. R. Garonne R., } France.
	R. R. Rhone R., }
	T. R. Tagus R., } Spain and Portugal.
	D. R. Douro R., }
	D. R. Danube R., (in Turkey.)

Cities of Europe.			
B. Bergen, (chief town of Norway.)	D. Dublin, } in Ireland.	C. Cologne, (in Prus- sia.)	S. Saragossa, } in Spain
G. Gottenburg, (in Swe- den.)	C. Cork, }	B. Bremen, (in Hano- ver.)	V. Valladolid,
K. Kazan, } in Russia.	L. Liverpool, (in Eng- land.)	M. Munich, } in Ger- many.	L. Leon,
S. Saratoo, }	A. Amsterdam, (in Hol- land.)	F. Frankfort, }	S. Segovia,
A. Astrachan, in } in Russia.	H. Havre, } in France.	S. Stutgard, }	S. Seville, in the south.
K. Kiev, in the } in Russia.	R. Rheims, }	T. Turin, }	M. Malaga,
A. Archangel, in } in Russia.	S. Strasburg, }	V. Venice, }	V. Valencia, on the sea coast.
T. Toula, }	N. Nantes, }	L. Leghorn, }	O. Oporto, (in Portugal.)
E. Edinburgh, (in Scot- land.)	O. Orleans, }	G. Geneva, }	T. Trieste, } in Austria.
	L. Lyons, }	N. Naples, }	P. Prague, }
	B. Bayonne, }		
	M. Marseilles, }		

Questions. — What are the countries of Northern Europe marked 16? 17? 15? and 1? What are the countries of Middle Europe marked 3? 4? 5? 6? 8? 9? 10? What are the countries of Southern Europe marked 7? 11? 12? 13? and 14? How is Europe bounded?

These islands are all on the map of Europe. You may now answer the questions on the key.

There are *three hundred* miles between the lines of latitude on the map of Europe.

You may make a measure of this distance, and measure the length and breadth of Great Britain, France, and Russia, and then calculate how long it would take you to walk these distances, at the rate of twenty miles a day. Thus you will gain some idea of the size of these countries compared with those of America.

NORTHERN EUROPE.

Russia.

The countries of Northern Europe are Russia, Sweden, Norway, and Denmark. The most remarkable of these is Russia. You see it is much the largest country in Europe. It extends also across the whole of Asia.

In the picture opposite you see the Emperor of Russia, called also the czar. He is riding in a sleigh, a servant driving, and his attendants are following in the sleigh, behind. In all this vast country it is the will of this one man that regulates every thing. All his people are trained to look up to him as a father and to submit to all that he decrees.

The western part of Russia, bordering on Prussia and



Austria, is a part of Poland. This was once a noble kingdom, and had its own laws and its own king. But the three sovereigns of Russia, Austria, and Prussia agreed to take possession of it and divide it among themselves. This was many years ago ; and ever since then it has been added to those three countries, and Russia took the largest part.

The Cossacks are fierce and warlike tribes that live in the southern part of Russia. They fight on horseback, with long lances, and form a very powerful part of the Russian army.

The most northern part of Russia, in Europe, is called Lapland. In these regions the winter is long and dark. In that season the sun does not shine for several months.

The inhabitants dress in furs and live in miserable huts, and are an ugly-looking race of men. They travel on sledges drawn by the reindeer. This animal is a great treasure to these people, as it furnishes them milk like the cow and draws them about like the horse.

The noblemen of Russia possess great wealth. They have palaces almost as large as some small towns, and they live in great splendor; but the lower classes are poor and ignorant.

The present capital of Russia is St. Petersburg, which was named after Peter the Great, a former Emperor of Russia, who founded it. This city is full of rich dwellings, and the emperor holds his court here and has several fine palaces. One of the resorts for amusement in the winter in this city is vast hills, made of planks and covered with ice, so that people can go to the top and slide down and then be drawn up again. It is the grandest sliding-place in the world, and what you children would enjoy very much.

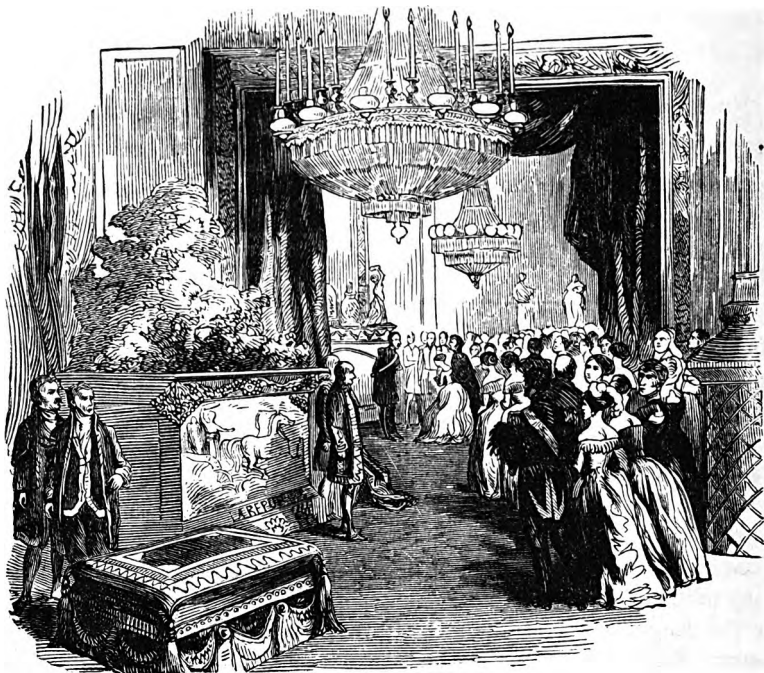
Sweden and Norway.

Sweden and Norway have sometimes been separate kingdoms; and sometimes united as one, as they are at the present time. These countries are inhabited by hardy, industrious, and brave people. They make their wealth by mines of copper and iron, by their forests of timber, by fishing and commerce. They take pains to educate their children to be intelligent and industrious; and so they are a prosperous people.

• *Denmark.*

South of Norway is the little kingdom of Denmark. It consists chiefly of a large peninsula, called Jutland, and the islands adjacent to it. On the largest island, which is Zealand, is the capital, Copenhagen, a large and fine city. The people are much like those of Sweden and Norway.

Questions. — If you were to leave home for a voyage to Europe, how far would you go to reach New York or Boston? In what direction would you sail, and how long would your voyage be? What country would you reach first? How is the Island of Great Britain divided, and what is the island west of it? What is the most remarkable thing in England? What is said of Westminster Abbey? How does the country appear as you travel through England? What is said of Scotland? of Ireland? of Wales? What are the islands near Scotland? What is said of Iceland? How many miles between the lines of latitude on the map of Europe? What are the length and breadth of Great Britain, Russia, and France, as you measure them? How long would it take you to walk these distances, at the rate of twenty miles a day? How do you bound Europe? What are the countries of Northern Europe? What is said of the czar? What is said of Poland? What is said of the Cossacks? Where is Lapland, and what is said of it? What is said of the noblemen and the poorer classes of Russia? What of its capital? What is said of Sweden and Norway? What is said of Denmark?



LESSON XV.

MIDDLE EUROPE.

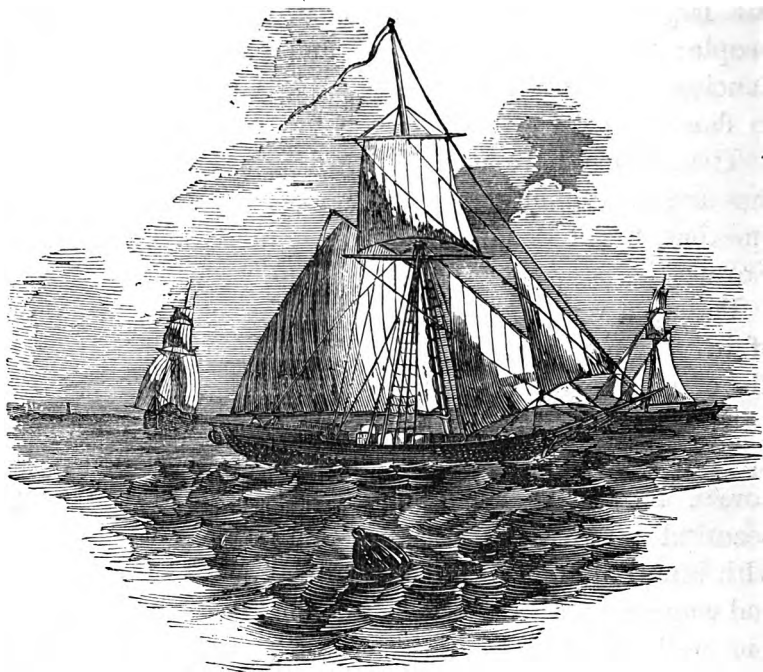
France.

THE countries of Middle Europe are France, Holland, Belgium, Switzerland, Germany, Prussia, and Austria. This is the most thickly-settled portion of Europe. The countries occupied by the French and German people are

the largest. The French are a lively, active, and brave people: they are very fond of amusements, especially of dancing. Here is a picture of a party assembled in Paris to dance.

The French have many learned men among them, but they are very ambitious of the honors gained by war. At one time, under Bonaparte, they conquered a large part of Europe.

Paris is a very large city, and the French are very proud of it. If you should go there you would find in the middle of it a very large enclosure, several miles in circumference, filled with splendid trees, and fountains throwing up water into the air, and statues of men, lions, and horses, and walks among green grass and flowers. This beautiful place is surrounded by splendid palaces, filled with beautiful paintings and rich furniture, where the kings and emperors reside. All the inhabitants of Paris can go and walk in this beautiful place whenever they please. They also take their children there to play. Every hour of the day, especially at evening, you would see hundreds of well-dressed people and children dancing, chatting, or roving about under the trees. One part is called the Garden of the Tuileries, the other part is called the Elysian Fields. Then there are very wide streets, called Boulevards, where there are shady trees or awnings spread to shelter from the sun. Here also the people of Paris assemble to walk, talk, and amuse themselves. There are no people in the world who spend so much time in amusements as the French.



Holland and Belgium.

The next country north of France is the small kingdom of Belgium. It has a very industrious population, who make their wealth chiefly by manufactures. North of Belgium is Holland. This country is remarkable for being so low that the only way to keep the water from overflowing the whole country is to build up high banks all along the shore of the ocean. Then it is crossed in all directions by

canals, which are used as roads. The people of Holland are called the Low Dutch, and the Germans the High Dutch. The Hollanders are celebrated for their neatness. In some towns they keep the streets as clean as most people keep their parlors.

The Dutch are famous for cultivating beautiful flowers ; and, if you were to sail through these canals, you would see their windows and gardens filled with these flowers. The Dutch have had to fight hard to keep the water out of their land. They have built a great many ships, and have made a great deal of wealth by trade and commerce on the sea. Here is a picture of their ships going out and coming in.

The inhabitants of Holland are a very industrious, and therefore a very prosperous, people. It was to this country that our forefathers went before they came to New England.

Switzerland.

This country is between France and Germany. It is a very small country when compared with the others, but it is a most beautiful one. You can see here the Alps, that seem to stretch their white heads above the clouds. You have a picture of a part of them on page 19. Sometimes the ice on the top of them shoots up into sharp peaks ; sometimes the mountains rise like immense walls of ice. At sunrise you will sometimes see these mountains sparkling with the

light and looking as if they were capped with fire. Between these lofty mountains are most lovely villages, with calm, blue lakes, and trees, and flowers, and pretty cottages. Sometimes the wild roses and rock flowers will blossom on the very edges of the perpetual snow. Between these mountains are vast fields of ice, which are made by the melting of the snow of the mountains. These are called *glaciers*.

The people here are very fond of their own country. The soldiers from Switzerland used to be employed in the French armies. There was a tune that they used to sing, the words of which were about Switzerland; and this tune used to put them in mind of their home, and make them long for it so much that many of them grew sick and died. The emperor at last forbade them to play that tune at all.

The people are very brave. Many times they have been obliged to fight long and hard for their freedom; but they defend themselves in their rocky mountains so that it is difficult to conquer them.

Germany.

Germany consists of a great number of independent states and kingdoms. In the northern part are Hanover and Mecklenburg. In the middle part are Hesse, Saxe, and Saxony. The southern part has Bavaria on the east, Baden on the west, and Wurtemberg between them.

The German people are remarkable for their industry, honesty, and intelligence. They have good schools and

many colleges and universities. A university is a number of colleges united together in one place. The art of printing was first invented in Germany, and there is no country where learned men are so numerous. A great many books are made in this country, and they have great fairs every year where books are sold or exchanged. The Germans also are very fond of music; and in the schools all the children are taught to sing, so that they can take new music that they have never seen and sing it as easily as they can read books. They are also taught to play on various musical instruments in their common schools.

Prussia.

Prussia is north of Germany. A large piece of the western part of Germany, called Westphalia and the Rhine country, belongs to Prussia.

Prussia formerly was a small kingdom; but many years ago its celebrated king, Frederic the Great, succeeded in greatly enlarging its boundaries. Several states that were a part of Germany and a large portion of Poland have been joined to Prussia. This country is celebrated for its excellent schools. All the children in the kingdom are required by law to go to school a certain number of years; and, if their parents do not send them, the king's officers attend to it. They have institutions called normal schools for training the best kind of teachers; and there is no country in the world where the whole people are better educated than in Prussia.

Austria.

East of Germany and south of Prussia is Austria. This is made up of several different nations united under one emperor. The largest of these is Hungary, which for many hundred years was independent and had kings of its own. But finally the Hungarians agreed that the Emperor of Austria might be their king if he would promise that all their laws should be preserved and obeyed. Not long ago the Emperor of Austria broke this promise, and destroyed the good laws of Hungary, and oppressed the people. This caused a war, in which Kossuth was the general of the Hungarians. They were conquered, and Kossuth was obliged to flee. He came to this country to seek help in order to restore to Hungary its good laws and its prosperity. But he did not succeed; and Hungary remains a part of the Austrian empire, without those laws that made it once so prosperous and happy.

Questions. — Which are the countries of Middle Europe? Which are the largest? What is said of the French? What is said of Paris? What is said of Belgium? What is said of Holland? What is said of the Hollanders? What is said of Switzerland? Of what does Germany consist? What states are in the north of Germany? What in the middle? What in the south? What is said of the German people? Where is Prussia? What belongs to Prussia in the west of Germany? What is said of Prussia? Where is Austria? What is said of Austria and Hungary? How do you bound the countries of Northern and Middle Europe?

LESSON XVI.

SOUTHERN EUROPE.

SOUTHERN EUROPE consists of Spain, Italy, Greece, and Turkey. This part of Europe has the finest climate, and its soil produces the most delightful fruits. There is but very little winter weather except in mountain districts, and the people can pass most of their time out of doors both by day and by night. Groves of lemons, oranges, and figs abound, while the air is loaded with perfumes from beautiful flowering shrubs and trees.

Spain and Portugal.

You see these two countries make a large peninsula, while the isthmus has a chain of high mountains stretching across it to shut it out from the rest of Europe.

Spain at one time was the richest and most powerful kingdom of Europe. During that period its good and wise Queen Isabella sent out her ships under the command of Christopher Columbus and discovered America. Before that time all this vast continent was never heard of in the old world, and was inhabited only by Indians. Then it was that the Spaniards took possession of Mexico and Peru and treated the poor Indians so cruelly. But the vast wealth which they obtained so wickedly became a curse to the

nation; and from that time Spain has decreased very rapidly, till now it is one of the weakest and basest kingdoms of Europe. It has no schools for the common people; the Bible is not allowed to be read by them; and their rulers are oppressive and unjust.



Portugal.

This is one of the smallest kingdoms of Europe. Its character and history are very much like those of Spain. Its capital is Lisbon; and a great many years ago this whole city was destroyed by an earthquake. The picture opposite represents the scene. The ground is shaking and gaping open in different places; the walls of the houses of the city are falling down; and the people are flying away to escape from being crushed to death. This poor woman and little child, with her husband and brother, were running away, when the earth gaped open and her husband fell down into the dark chasm and perished. You see the hands and arms of her brother who is trying to escape from the pit. In such an earthquake as this the sky is dark and stormy; the air is full of dust; there are dreadful noises coming out of the earth, mingling with the shrieks and cries of the distracted people.

Italy.

You see that Italy is a long and narrow peninsula; while, like Spain, it has a chain of mountains on the north to shut it out from the rest of Europe.

Where you see the sign of a capital city there is a small river, called the Tiber. On that river is the city of Rome, which was once the mistress of the whole known world; and after the great empire of Rome was destroyed it

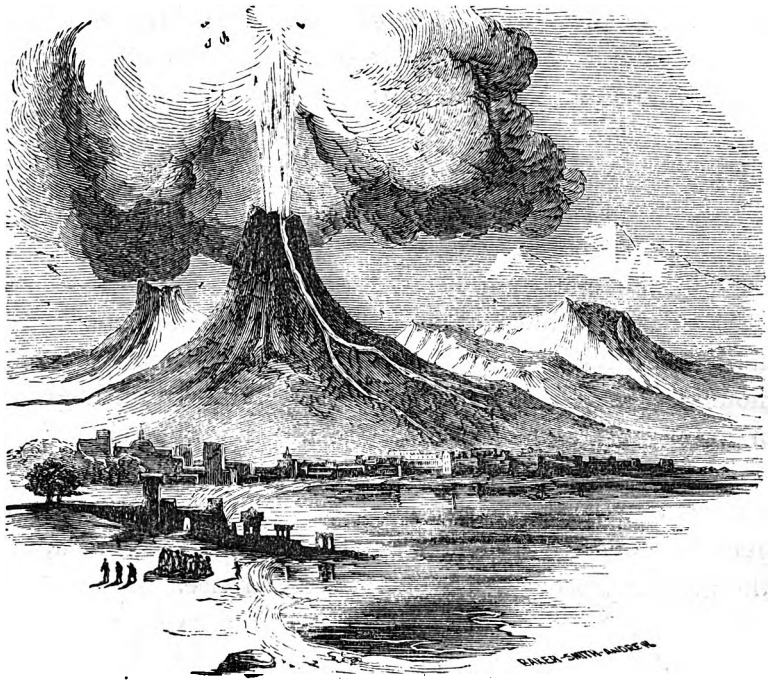
became the residence of the pope, who is the head of the Roman Catholic church. At one time the Pope of Rome had more power than any king or emperor.

This city is much smaller than it used to be, and is full of the ruins of temples and palaces. Here is the Cathedral of St. Peter's, the largest and most splendid church in the world. Here also is the Vatican, where the pope resides, which contains one of the largest libraries in the world, and is filled with beautiful paintings.

Italy, like Germany, is made up of several distinct states and kingdoms. The south part is the kingdom of Naples and Sicily, of which the Island of Sicily is a part. Next north of that are the States of the Church, which belong to the Pope of Rome. North of these is the kingdom of Tuscany. In the north-west part of Italy, next to France, is the kingdom of Sardinia, which includes in it the island of the same name south of it. The north-east part of Italy is the kingdom of Lombardy and Venice, and south of that are the little States of Palma and Modena. The capital of the kingdom of Naples is a city of the same name, and near it is the volcano of Vesuvius; while on the Island of Sicily is the volcano of *Ætna*.

On the next page is a picture of a volcano. It is a mountain which, at certain periods, begins to shake and rumble, and after a while shoots out great columns of fire into the sky.

You see that light streak running down the mountain!



That is the redhot lava, which is pouring out of the mountain and running down to the town. You see some of the people running away, for fear the town will be burned up by it.

Some cities have been entirely covered up by the lava that ran out of volcanoes. This happened some hundreds of years ago; and now people can go and dig down and find the houses with the furniture and every thing just as they

were when they were covered over with lava so many years ago, and they can find also the ashes and bones of the people that perished at that time.

It is such a burning mountain as this that all the time is threatening to overflow Naples and the country around; and yet the people become so accustomed to the danger that they build their houses and plant their gardens on the very sides of the mountain.

The Italians have a delightful climate and one of the most beautiful countries in the world. There are noble mountains, lovely lakes, a fruitful soil covered with groves of orange, fig, and other fruit trees. But the people have few schools, are not allowed to have the Bible, and are oppressed and neglected by most of their rulers. In consequence, though a noble race, they are much degraded, and the greater portion live in indolence and vice.

Turkey.

The empire of Turkey extends into Asia as well as Europe, and its sovereign is called the *sultan*, or *grand seignior*.

The Turks are serious, indolent, and sometimes very honest. The Koran is their Bible; and this teaches them to be honest and not to drink wine; and many of them obey its precepts. The sultan and the rich men among the Turks have a great many wives. They shut them up in fine houses called *seraglios*, and never let them go abroad.

or show their faces to any other men than their husbands and relations.

The Turkish men dress with loose dresses and great turbans on their heads, and smoke a great deal, which makes them indolent. They also believe in *fatalism*; that is, they believe that God has so fixed every thing that it makes no difference what they do. So, if a fire breaks out in a city, they leave it to burn or go out, as it may happen, because they say it is all fixed beforehand by God, and they cannot alter it. These things combine to make the Turks a very inactive people. Their lands lie uncultivated, and almost all the trades and commerce are carried on by other people whom they have subjected to their rule.

Greece.

South of Turkey and west of the Archipelago is the small but very celebrated country of Greece. The Greeks were formerly remarkable for their bravery their learning, and their beauty. At that time one of their kings, called Alexander the Great, conquered almost the whole world that was then known. A great deal is written in history about the Greeks. But after they were conquered by the Turks they became ignorant and debased. Their special vice is deceitfulness. The Turks, though Mahometans, are, as a people, more honest than the Greeks, who *profess* to be Christians. But *true* Christians are always truthful and honest.

Questions. — Which are the countries of Southern Europe? What is said of the climate and soil? What do Spain and Portugal form? What is said of Spain? of its schools? of its rulers? What is said of Portugal? What calamity happened to Lisbon? What is the form of Italy? What is said of Rome? of its ruins? of St. Peter's? What states compose Italy? What city is near Vesuvius? What happened to some Italian cities near Vesuvius? What is said of the climate of Italy? of the character of the people? Where does Turkey extend? What is its sovereign called? What is said of the Turks? Where is Greece situated? For what were the Greeks remarkable? What is their present condition and character? How do you bound the countries of Southern Europe?

LESSON XVII.

A S I A .

ASIA is east of Europe; and you may first learn the questions on the key, p. 133. The map has *six hundred miles* between the lines of latitude. You may now measure the length and breadth of the whole of Asia and of China and Arabia, and then calculate how long you would be in walking these distances, at the rate of twenty miles a day. Thus you will get some idea of the size of these countries.

Asia may be divided into Northern, Central, and Southern Asia. The whole northern portion of Asia belongs to the empire of Russia, and may also be called Russian Asia.

Central Asia includes Independent Tartary and the vast empire of China. Southern Asia embraces Turkey in Asia, Arabia, Persia, Afghanistan, Beloochistan, and the two Indies.

It was the countries of Southern Asia that were first settled by mankind. On Mount Ararat, in Turkey, the ark of Noah rested, and along the two rivers that rise in or near that mountain his descendants first commenced their settlements after the flood. From thence they spread to India, Turkey, Persia, Arabia, and the northern part of Africa.

These old countries all lie *east* of Europe; and therefore they are called *Oriental*, which means *Eastern*. It was in



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KEY TO THE MAP OF ASIA.

Countries.	Capitals.	Rivers and Lakes.
<p>1. Beloochistan. 2. Afghanistan. 3. Independent Tartary. 4. Persia. 5. Turkey. 6. Arabia. 7. Hindostan.</p> <p>8. India.</p> <p>9. China. 31. Chinese Tartary. 32. Thibet.</p> <p>10. Siberia, or Russian empire. 12. Empire of Japan.</p>	<p>Teheran. Constantinople. Mecca. Calcutta. Monchabo, of Birmah. Bankok, of Siam Hue, of Cochin China. Pekin.</p> <p>Lassa. Jeddo.</p>	<p>L. R. Lena R., Y. R. Yenisei R., I. R. Irtysh R., O. R. Obe R., L. B. Lake Baikal, } in Siberia.</p> <p>U. R. Ural R., } Independent A. R. Amoo R., } Tartary.</p> <p>T. R. Tigris R., } in E. R. Euphrates R., } Turkey.</p> <p>I. R. Indus R., } Hindos- G. R. Ganges R., } tan. B. R. Brahmapootra R., }</p>
Boundaries.	Mountains.	
<p>17. Arctic Ocean, <i>North</i>. 14. Pacific Ocean, <i>East</i>. 19. Arabian Sea, } 15. Indian Ocean, } <i>South</i>. 20. Bay of Bengal, } 18. Red Sea, } 27. Mediterranean Sea, } <i>West</i>. 26. Black Sea, } 16. Europe, }</p>	<p>A. M. Altai Mts., } in Siberia. U. M. Ural Mts., } Mt. A. Mt. Ararat, in Turkey. H. M. Himalaya, between Hindostan and China.</p> <p>K. M. Kuenhin, } in T. C. M. Thian Shan, } Chinese Tartary.</p>	<p>L. R. Irrawaddy R., } India. C. R. Cambodia R., }</p> <p>Y. R. Yangtse Kiang R., } China. H. H. R. Hoang Ho R., }</p> <p>A. R. Amoor R., Chinese Tartary.</p>
Seas, Bays, Gulfs, Straits, Capes, and Islands.		
<p><i>North.</i></p> <p>N. Z. Nova Zembla I. N. E. C. North East Cape. N. S. New Siberia. B. S. Behning's Straits.</p> <p><i>East.</i></p> <p>23. Sea of Ochotsk. S. Seghalien I. J. Jesso I. N. Nippon I. 22. Yellow Sea. F. Formosa I. F. I's. Philippine I's. 21. China Sea. H. Hainan I's. 28. Gulf of Siam.</p>	<p><i>South.</i></p> <p>13. Borneo I. S. Sumatra I. C. Celebes I's. J. Java I. C. Ceylon I. M. I's. Maldive I's. L. I's. Laccadive I's. 30. Persian Gulf. S. of B. M. Straits of Babel- mandel. L. of S. Isthmus of Suez.</p> <p><i>West.</i></p> <p>25. Aral Sea. 24. Caspian Sea. 18. Red Sea. 27. Mediterranean Sea. 26. Black Sea.</p>	<p>T. Tobolsk, in Siberia.</p> <p>K. Khokan, } Independent B. Bokhara, } Tartary.</p> <p>I. Ispahan, in Persia. J. Jerusalem, in Turkey.</p> <p>M. Medina, on the Red } Sea, } M. Muscat, on the Ara- } Arabia. bian Sea, }</p> <p>C. Cabul, in Afghanistan.</p> <p>B. Bombay, } Hindostan. M. Madras, }</p> <p>S. Saigon, in India.</p> <p>C. Canton, } in China. N. Nankin, }</p>

First Questions on the Map. — What are the names of the several countries as numbered on this map? What are the boundaries of Asia?

these countries that all those persons lived of whom we read in the Bible. And as the inhabitants, dresses, houses, and customs of these nations are now very much as they were at the time the various books contained in the Bible were written, I will give you some account of them.

Most of these countries are very warm indeed, and especially so in the summer season. For this reason the people dress differently from what is done in cooler climates. Instead of hats, they wear great rolls of cloth around their heads, called turbans. Sometimes a man will wear thirty yards of muslin on his head in this way. This is to keep the sun from their heads; for, if a man should expose his head to the heat of the sun without some such covering, it would probably kill him.

They wear long, loose dresses, which are tied around their waist with sashes, or girdles. The men wear long beards, that sometimes reach quite down to their waists.

They build their houses with flat roofs. These roofs have railings around them, and are used as an agreeable place for walking. In hot weather the whole family often sleep on the roof. A traveller in Persia says that he has often seen families just getting up in the morning after having slept on the roof all night; and those who were industrious would rise early, but the lazy ones might be seen fast asleep on the roof long after sunrise.

You remember it is said in the Bible that David was walking on the house top, and that Peter went up to the

house top to pray. Now, if you have supposed that these houses had peaked roofs like those we live in, you could not understand how they could go there to pray. Here is a picture of an Oriental city. That large building with a dome is a Mahometan *mosque*, used as a place of worship. Those pointed towers each side of it are *minarets*.



At the hours appointed for prayer, a priest, called a *muezzin*, mounts one of these minarets and calls aloud on the people to pray. Immediately every Mahometan stops his work and kneels down and says his prayers. You see

that all the houses in the city except the mosque have flat roofs.

In their houses the Orientals do not sit upon chairs as we do. If you should go into an Oriental parlor you would see large cushions all around the room for people to sit upon. These cushions are very low, and there are other ones set up back of them to lean upon. These low cushions are called *divans*.

When they eat they sometimes sit on cushions and carpets in this way; and sometimes they lie on a low bed, or couch, and rest their head on one hand, and eat with the other. They do not use knives and forks, but put their hands into the dishes and take out what they want.

They are very fond of perfumes. Should you go to see a rich Asiatic you might very likely have your clothes sprinkled with perfumed water, and sometimes, perhaps, have a whole bottle of sweet oil poured on your head to drip down your clothes. You will find this custom spoken of in the one hundred and thirty-third psalm.

In that hot climate the natives are obliged to use a great deal of oil to prevent the skin from becoming too dry from the heat. In some of these countries the people rub themselves every day with oil, especially pouring it on their heads. You will find many allusions to such a custom in the Bible, where anointing the head with oil is spoken of as a very delightful thing.

In these countries the men and women do not meet

together as they do in our country. The women are kept shut up in rooms which belong to themselves, and never go out without veils over their faces. It is considered very immodest for a woman to show her face.

The Orientals are very indolent in their habits, but yet they have very strong feelings. When their friends die or any great affliction happens to them they will pull out their hair, scratch their faces with their nails, tear their clothes to pieces, stamp on the ground, cry and howl, and make the most doleful lamentations. They would think a man had no feeling at all that only shed tears as we do when we are in affliction.

In the Bible, when people fall into trouble, in many places it is said that they rent their clothes and lifted up their voices and wept. Thus, when Esau was disappointed in not gaining his father's blessing, he "cried with a great and exceeding bitter cry;" and when Jacob heard that his son Joseph was dead, he "rent his clothes." I have heard of an Eastern prince who had a long, white beard that reached to his waist; and when he heard that one of his armies was beaten he tore it all out for grief.

The Oriental people are very fond of show and parade. They like to wear rich dresses and to have splendid houses and all sorts of fine things. A certain lady who visited in one of these countries went to see the wife of one of the princes. All the cups and dishes at the table were of pure gold, sparkling with precious stones. There were beautiful

little napkins of white satin, embroidered with gold and silver flowers, with gold fringes. After the guests had put their hands into the dishes they had these napkins given them to wipe their hands on, and before dinner was over they were all spoiled. They had coffee brought around on gold waiters and in gold cups.

The cushions that they sat upon and even those that they rested their feet upon were of velvet, all embroidered with pearls and diamonds. The inside of the room, in every part, was beautifully carved and ornamented. There were a great number of slaves, both black and white. Some of them were very beautiful, and were bought at a very great price.

The Orientals are very polite in their manners. When strangers meet they lay their hands upon their bosoms and make a very low bow, which they call a *salam*. But if they meet with a king, or any great man, to whom they wish to be very respectful, they kneel down, and sometimes they will throw themselves flat on their faces at his feet.

A traveller who has been much in Asia says that he has often seen people throw themselves down at full length in the mud when a great man was passing by.

These customs that I have been describing do not belong to the people in the north part of Asia; they prevail only in the southern countries. But as these countries are the most known, they are the ones which are generally spoken of as the Asiatic nations.

Questions for Asia.—How many miles between the lines of latitude on the map of Asia? What are the length and breadth of Asia, and how long would you be in walking those distances, at the rate of twenty miles a day? How may Asia be divided? What is the northern part of Asia? What does Central Asia include? What does Southern Asia embrace? What part of Asia was first settled? Where did Noah's ark rest, and where did his descendants first settle? Why are these countries of Southern Asia called Oriental? What is the climate of most of these countries? What do the people wear on their heads? How many yards have some of them? What is the use of this? What kind of dresses do they wear? What else can you mention about their appearance? How do they build their houses? What use do they make of their roofs? What is said by a traveller in Persia? What places in the Bible are explained by knowing these things? What is the call to prayer among the Mahometans? How is an Asiatic parlor furnished? How do they sit? What is the character of the people? Do they ever show much feeling? What do they do when their friends die? What places in the Bible speak of these customs? What story is there about an Eastern prince? What are the Oriental people very fond of? What story is there about the lady who visited the prince's wife? How do they sit when they eat? How do they take their food from the dish? What are they very fond of? How do they sometimes treat their guests? What do they use oil for? Is this custom ever mentioned in the Bible? Where are the women kept in these countries? What is said about Oriental manners? What do they do when they meet in the street? What do they do when they meet a king or some great man? Do these customs belong to the people in the north part of Asia?

LESSON XVIII.

SOUTHERN ASIA.

Turkey in Asia.

THIS is the Asiatic portion of the empire of the *sultan*, or *grand seignior*. It contains most of those places of which we read in the Bible. On one of the rivers on the east side of Turkey is the place where Adam and Eve first lived in the Garden of Eden. On these rivers also were placed the two great cities of Nineveh and Babylon, and there the Tower of Babel was erected.

In the south part of Turkey, along the shore of the Mediterranean, is the wonderful country of Palestine. It is now a part of what is called Syria. Here is the beautiful Mountain of Carmel, that overlooks the sea and the higher mountains of Lebanon where the noble cedars grow. Here is the River Jordan, that flows to the Dead Sea, which covers the place where the wicked cities of Sodom and Gomorrah stood.

Here is the country to which Abraham came as a pilgrim and stranger when he left his pleasant home and all his friends in the land of Mesopotamia. And here Isaac and Jacob and the twelve patriarchs dwelt. Here is the city of Jerusalem, where King David reigned, and where a greater King than David lived and died—even our Lord and Savior Jesus Christ.

Palestine was formerly one of the most fruitful and beautiful countries in the world. But, since it has been under the dominion of the Turks, every thing has gone to decay and ruin. In former times there were many splendid cities in Turkey; but in the places where they stood nothing now is seen but vast ruins, half buried in sand. The great cities of Nineveh and Babylon are the most remarkable. Very lately there have been great discoveries made of great palaces under the sand which used to be inhabited by the kings of Nineveh.

Persia.

Next to Turkey is Persia, which, many hundred years ago, was the most powerful nation in the world. In the books of Esther and of Daniel you read a history of some of its kings. In those days splendid cities flourished where now nothing but ruins are seen. This country is governed by oppressive rulers, and the people are miserable, ignorant, and poor.

Arabia.

South of Turkey and Persia is the country of Arabia. The central part of it is a vast desert; and it was in this desert that the Israelites wandered forty years. The shores on the south and west are most beautiful and fruitful. This part has ever been so rich in spices and all kinds of delightful fruits that it is called "Araby the Blest."

The religion of Mahomet commenced in Arabia, as the

religion of Jesus Christ did in Palestine; and the place of his tomb, at Mecca, is as sacred to Mahometans as Jerusalem is to Christians.

The inhabitants of this country are chiefly wild, roving tribes, living in tents and governed by chiefs. They have a fine breed of horses; and every Arab considers his horse a member of his family, and loves him as he does a child. The Arabian horse is not only very beautiful and very fleet, but very intelligent; will follow his master about like a dog; and will obey his directions as if he understood human language.

Afghanistan and Beloochistan.

These two countries are inhabited by fierce and warlike tribes, and very little is known about them.

Hindustan.

The remaining portion of Southern Asia is called India. The large river which empties into the Bay of Bengal is the Ganges; and in former times all east of that river was called *Farther India*, because it was farthest from Europe; and all west of the river was called *Hither India*, because it was nearest to Europe. These countries are also called the East Indies. Western India is now called Hindostan, and belongs to Great Britain. It is very thickly peopled by a great many different tribes and nations.

These nations had kings who possessed immense treasures;

but one after another they were conquered by the English people.



Here is a picture of an East Indian army. Those things on wheels are cannon, and those strange-looking animals that are drawing them are elephants. You can see how very large they are by comparing them with the horses beside them.

In the wars with these Indian nations the English took

immense treasures and sent them home to enrich their little island. The common people in this country are ignorant and degraded, so much so that they will throw their little infants into the River Ganges and drown their old parents when they are too feeble to support themselves.

India east of the Ganges.

The west part of Eastern India is called Birmah. The middle part is Siam. The peninsula that runs south is Malacca. The eastern portion is called Tonquin on the north, Cambodia on the south, and Cochinchina between them. The inhabitants of Eastern India are still more debased and degraded than Hindostan, and very little is known about the country.

Chinese Empire.

The central part of Asia consists chiefly of the great and wonderful Chinese empire, which has more inhabitants than the whole of Europe, and a great many more than the whole of North and South America. The northern and largest portion is Chinese Tartary; and south of it is China proper on the east, and Thibet on the west. China is so full of inhabitants that they find it difficult to get food enough; so that they are obliged to eat cats, frogs, dogs, and snakes.

Many Chinese live in boats on the water and catch fish for food. Their children are born and grow up in these boats.

Rice is the principal food of the Chinese. They boil it, and then eat it from a bowl with *chop sticks* in a very curious manner.



Here is a picture of some Chinese eating rice in this way. They take two little sticks between the fingers, and then flirt the rice with these sticks into the mouth very fast.

The Chinese are ingenious and industrious, and a great portion are taught to read. They are trained to be very re-

spectful and obedient to their parents and rulers. They have little knowledge of God or a future life. They have altars in their houses to their dead parents, and offer worship to them and to little idols. They are a very thievish, deceitful, and debased people.

In China is raised the tea which is sent all over the world.

They have many curious customs in China. One of these is, to bind up the feet of female children so that they never grow. In consequence of this, the Chinese women totter about on feet no larger than those of babies.

Thibet is the south-western portion of the Chinese empire, and is but little known.

Chinese Tartary.

Chinese Tartary is not so thickly inhabited as China. The people are called Tartars, and are very fierce and warlike. In former times, the Tartars so troubled the Chinese that they built a wall five hundred miles long on the northern boundary to keep off the Tartars. This is one of the most stupendous works of man on the earth.

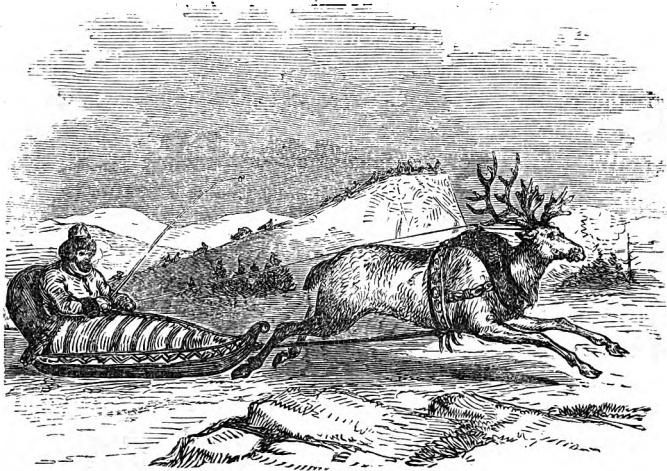
But at last the Tartars succeeded in conquering China; and thus it was that China and Tartary became one empire.

Independent Tartary.

West of China is Independent Tartary, of which but little is known. It is inhabited by wandering tribes of Tartars, and they have but few towns and cities.

Northern Asia.

All the northern part of Asia belongs to the great Russian empire. It is not thickly settled. The inhabitants are wandering tribes chiefly, and there are but few towns and cities.



The most northern portion is a cold and desolate country called Siberia; and it is to this country that the criminals of Russia are sent as a punishment.

Here is a picture of a scene in Siberia. The ground is all covered with snow, and you see a reindeer drawing a man on a sledge.

On the east is the promontory of Kamtschatka, — a cold

and dreary region. The inhabitants here use dogs to draw their sledges.

Questions. — What places does Turkey in Asia contain which are mentioned in the Bible? Where is Palestine? Of what country is it a part? What mountains and river are in it? What persons mentioned in the Bible lived there? What sort of a country was Palestine formerly, and how is it now? What is said of the cities of Turkey? What is said of Persia? In what books of the Bible do you read about its kings? What is said about its cities and its rulers? Where is Arabia, and what is said of it? What is the central part of it? What is said of the shores on the south and west? What religion commenced in Arabia, and what is said of Mecca? What is said of the inhabitants of Arabia and of their horses? Where are Afghanistan and Beloochistan, and what is said of them? What is the remaining portion of Southern Asia called? What is the large river that empties into the Bay of Bengal? What was all east of that river formerly called, and why? What was all west of the river called, and why? What is Western India now called, and to whom does it belong? What is said of the inhabitants and of their former kings? What is said of the common people in that country? What is the west part of Eastern India called? the middle part? the peninsula south of it? What is the eastern part called on the north? on the south? and what is between them? What is said of the inhabitants of Eastern India? What is the central part of Asia? How does it compare with Europe and America as to inhabitants? Which part is Chinese Tartary? and which part is China Proper? and which is Thibet? What is said of the food and manner of living of many of the Chinese? What is said of the character and the religion of the Chinese? What is raised in China that is sent all over the world? What curious custom have they in China? What is said of Chinese Tartary and its people and of the Chinese wall? How did China and Tartary become one empire? What is said of Independent Tartary? What is said of the north part of Asia? What is the most northern portion of it called, and what is said of it? What is said of Kamschatka?

LESSON XIX.

A F R I C A .

AFRICA lies south of Europe, and less is known of its interior portions than of any other part of the world. You may first learn the questions on the key.

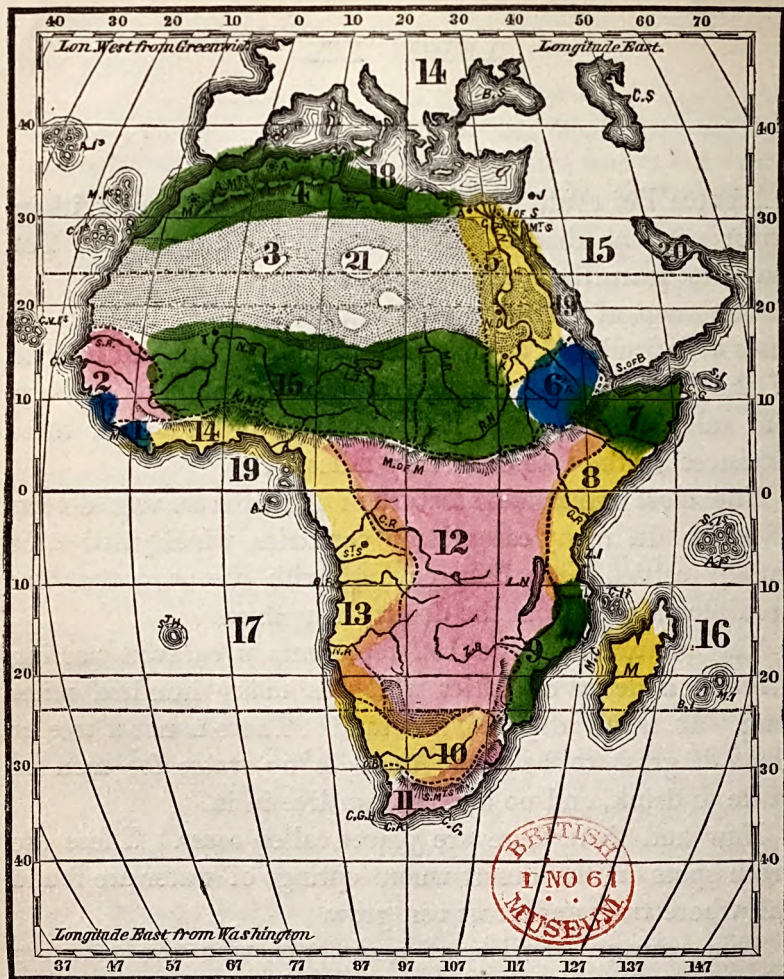
The map of Africa has *six hundred* miles between its lines of latitude. You may measure the length and breadth of the whole of Africa, and also of Egypt and Barbary, and calculate how long it would take you to walk these distances, at the rate of twenty miles a day.

The most remarkable feature of Africa is its vast deserts of sand. In many cases, large countries, which used to be thickly settled, have been covered with the sand that has been blown over from the deserts near them.

The picture on page 152 represents a caravan passing through a desert of Africa which is many hundred miles long. It is all dry and hot sand. There is not a tree or blade of grass to be seen; there is no water for men or cattle to drink, and no animals can live in it.

Now and then there are places called *oases*. These are green spots in the desert where springs of water are found and where trees and grass can grow.

This caravan consists of merchants, who are carrying things to sell into a far-off country. Their merchandise is



KEY TO THE MAP OF AFRICA.

Countries of Africa.	Capitals.	Lakes.
<p style="text-align: center;"><i>North.</i></p> <p>4. Barbary States. 5. Egypt.</p> <p style="text-align: center;"><i>East.</i></p> <p>6. Abyssinia. 7. Berbera. 8. Zanguebar. 9. Mozambique.</p> <p style="text-align: center;"><i>South.</i></p> <p>10. Hottentots. 11. Cape Colony.</p> <p style="text-align: center;"><i>West.</i></p> <p>13. Lower Guinea. 14. Upper Guinea. 1. Liberia and Sierra Leone. 2. Senegambia. 3. Desert of Sahara.</p> <p>12. Ethiopia. 15. Soudan. 21. Fezzan.</p>	<p style="text-align: center;"><i>Barbary States.</i></p> <p>M. Morocco. A. Algiers. T. Tunis. T. Tripoli, south of Tunis.</p> <p style="text-align: center;"><i>Egypt.</i></p> <p>C. Cairo.</p> <p style="text-align: center;"><i>Abyssinia.</i></p> <p>Gondar.</p>	<p>L. T. Lake Tchad. L. N. Lake Nyassi.</p> <hr/> <p style="text-align: center;">Towns of Africa.</p> <p style="text-align: center;"><i>In Egypt.</i></p> <p>A. Alexandria. N. D. New Dongola. K. Khartoon.</p> <p style="text-align: center;"><i>In Mozambique.</i></p> <p>M. Mozambique.</p> <p style="text-align: center;"><i>In Liberia.</i></p> <p>M. Monrovia.</p> <p>Sierra Leone, north of Monrovia.</p>
<p style="text-align: center;">Boundaries of Africa.</p> <p style="text-align: center;"><i>North.</i></p> <p>18. Mediterranean Sea.</p> <p style="text-align: center;"><i>East.</i></p> <p>15. Asia. 19. Red Sea. 16. Indian Ocean.</p> <p style="text-align: center;"><i>South and West.</i></p> <p>17. Atlantic Ocean.</p>	<p style="text-align: center;">Mountains of Africa.</p> <p>A. Mts. Atlas Mountains. M. of M. Mountains of the Moon. K. Mts. Kong Mountains. S. Mts. Snow Mountains.</p>	<p style="text-align: center;">Rivers, Bays, Capes, and Islands.</p> <p style="text-align: center;"><i>In Egypt.</i></p> <p>R. N. River Nile.</p> <p style="text-align: center;"><i>East Coast.</i></p> <p>I. of S. Isthmus of Suez. S. of B. Straits of Babelmandel. C. G. Cape Guardafui. S. I. Socotra I. S. I. Seychelle Is. Z. R. Zambeze River. M. I. Madagascar I. B. I. Bourbon I. M. I. Mauritius I.</p> <p style="text-align: center;"><i>On the South.</i></p> <p>C. A. Cape Agulhas. C. G. H. Cape of Good Hope. O. R. Orange River.</p> <p style="text-align: center;"><i>On the West.</i></p> <p>St. H. I. St. Helena I. 19. Gulf of Guinea. C. V. Is. Cape Verde Is. C. Is. Canary Is. M. Is. Madeira Is.</p>

Questions for the Key. — What is the country marked 5? What are 4? 3? 6? 7? 8? 9? 10? 11? 12? 13? 14? 1? 2? 21? What are the boundaries of Africa?



put on camels, and dromedaries, and horses. Besides this, there are soldiers on horseback to guard them from robbers.

You see a camel with a merchant on his back and another man leading him along. These camels are very large and strong, and can go a great many days without water. For this reason the camel is chiefly used in the deserts, and is called the *ship of the desert*.

This caravan has been stopping at the oasis where you see two palm trees. You see only a small part of it. There are a great many other palm trees on it, whose long, feathery leaves make a beautiful cool shade. The caravan has been

stopping there for the men and animals to rest and get fresh water.

Sometimes when caravans pass over these deserts a strong hot wind, called the *sirocco*, will raise up clouds of burning sand, which will sweep over the caravan and kill them all. And sometimes when they stop at an oasis the wild robbers of the desert will come in such numbers as to be able to murder them all, and thus obtain their treasures. You see in the foreground a skull and the bones of men and horses that have been murdered in this way.

Egypt.

The most interesting country of Africa is Egypt. This is one of the old nations in the world, and the first one which history relates as having kings and a settled government. The most remarkable river in Africa is the Nile, which empties into the Mediterranean on the north-east. Egypt lies along both sides of this river from its mouth, through Nubia, which is the south part of Egypt.

Every year the River Nile overflows its banks and covers the whole of Egypt with water. When this takes place the trees seem to grow out of the water, and all the towns and cities which are built on the highest places seem to be like islands in a sea, while the people sail from one to another in boats. This overflowing of the Nile makes the soil very rich and productive, and as soon as the waters pass off they plant and raise all kinds of food and rich fruits.

Egypt in earliest times was the richest and best educated country in the world, and in those far-off ages it was filled with palaces and splendid monuments. In Nubia and Egypt there are remnants of some cities where the ruins are very magnificent, and prove that their palaces were larger and more wonderful than any built since.

Among these ancient remains are the Pyramids, which are the largest buildings in the world. They were built as tombs for their kings; and the walls inside are covered with inscriptions, cut in the stone, which tell about the kings buried there. These Pyramids have four sides, and are as large at the bottom as a whole square in a city. They gradually taper off to a point which is twice as high as any of our steeples. These Pyramids can be seen very far off as caravans pass through the desert.

Barbary States.

The Barbary States lie along the Mediterranean Sea, west of Egypt. They are inhabited by a race of people called Moors. These states have been celebrated for *piracy*; that is, they sent out their ships and attacked any other ships that they thought they could conquer, and if they succeeded they made all the people in these ships their slaves. In this way a good many white people from the United States were made slaves to the black Moors of Africa.

Desert of Sahara.

South of the Barbary States lies the great Desert of Sahara. There are a few small places in it where men can live, but all the rest is an uninhabitable desert.

Senegambia, Soudan, and Guinea.

The countries directly south of the desert are Senegambia on the west, and Soudan in the centre; while directly south of them, along the coast of the Atlantic Ocean, are Upper and Lower Guinea. These are the countries where the white people from Europe and America go to steal colored men and make them slaves.

The way they do it is, to come in a ship to the shore, and then go in the night to a village when all are asleep and set fire to it. Then when the men and women run out they catch them, chain them, put them on board the ship, and carry them off to be slaves. So you see in the north of Africa black men make white men slaves, and in the west of Africa white men make black men slaves.

Liberia and Sierra Leone.

The republic of Liberia lies on the Atlantic Ocean, west of Upper Guinea. It was established chiefly by negroes who were freed from slavery in America, and who came back to their native country to establish the Christian religion and a free government. In this republic none but black men can hold any office.

They have churches and schools, and it is the most prosperous and flourishing community in Africa.

Directly north is a colony called Sierra Leone, which consists of free negroes, who were sent there by Great Britain; and they also are a very prosperous settlement.

Cape Colony.

The most southern part of Africa is owned by Great Britain, and a great many white people are settled there among the natives.

All the other countries along the eastern and western side of Africa are inhabited by savage and degraded tribes of negroes. All the interior portion of Africa south of Soudan is called Ethiopia, and very little is known about it.

Questions. — Where is Africa, and what is said of it? How many miles between the lines of latitude on the map of Africa? What are the length and breadth of Africa, Egypt, and Barbary, and how long would it take you to walk these distances, at the rate of twenty miles a day? What is the most remarkable feature of Africa? What has happened to many countries that used to be thickly settled? What is said of the picture? What is the most interesting country of Africa? What is said of its age? What is said of the River Nile? What is said of Egypt in earliest times? What is said of the ruins in Egypt and of the Pyramids? By whom are the Barbary States inhabited, and for what have they been celebrated? What is said of the Desert of Sahara? What of Senegambia, Soudan, and Guinea? How are slaves obtained from these countries? What is said of Liberia and Sierra Leone? of Cape Colony? of all the other countries of Africa? What is the interior portion south of Soudan?

LESSON XX.

EASTERN AND WESTERN HEMISPHERES.

You have now learned something of all the countries of the world. You have seen that they form two great *continents* — the western continent consisting of North and South America; and the eastern continent of Europe, Asia, and Africa.

The world we live in is a large globe, or ball. The outside of this globe consists of the eastern and western continents, the oceans that surround them, and the islands in these oceans.

It is difficult for you to conceive how very large this earth is. Though there are very high mountains on its surface, they are no larger in comparison with this great world than the little rough places on the peel of an orange are compared with the orange. What is inside of this vast ball has never been yet discovered. No person ever penetrated deeper than two or three miles from the surface.

A *ball* is also called a *sphere*; and half a ball is called a *hemisphere*. The maps of the eastern and western hemispheres in this lesson represent this earth as divided into halves. They are made just as if you should take a ball of wax and draw a map of North and South America on one side, and of Europe, Asia, and Africa on the other side,



THE MAP OF THE WESTERN HEMISPHERE.

Grand Divisions.

1. North America.
2. South America.

Oceans.

4. Atlantic Ocean.
3. Pacific Ocean.
- N. O. Northern Ocean.
- S. O. Southern Ocean.

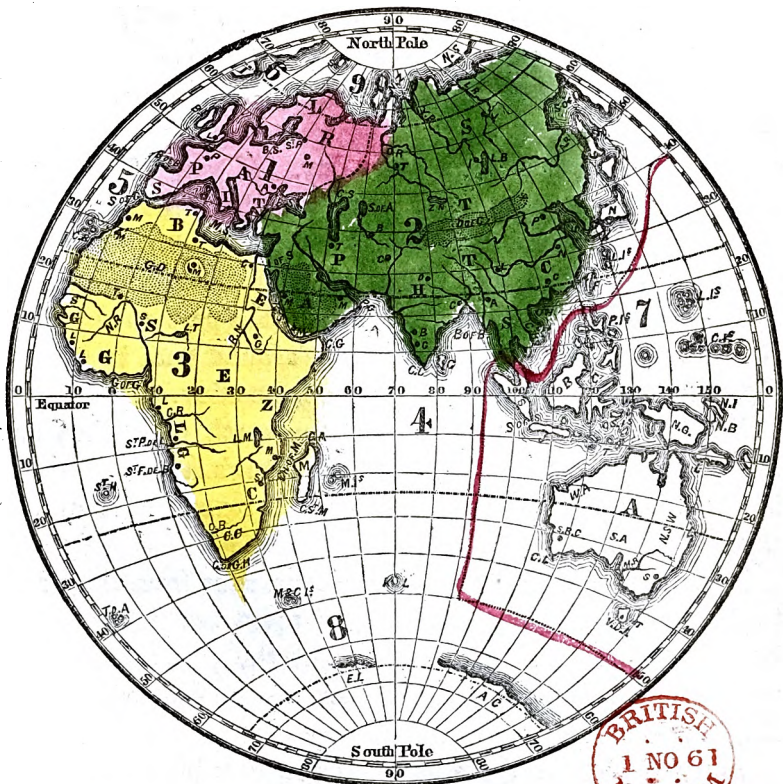
East of America.

- A. Is. Azores Islands.
 M. Is. Madeira Islands.
 C. V. Is. Cape Verde Is.
 W. I. West Indies.
 C. Cuba.
 H. Hayti.
 F. Is. Falkland Islands.
 S. L. Sandwich Land.
South of America.
 S. O. South Orkney.

Islands.

- G. L. Graham's Land.
 S. S. South Shetland.
 T.D.F. Terra del Fuego.
 V. L. Victoria Land.
 B. I. Ballemey Islands.
West of America.
 S. I. Stewart's Island.
 N. Z. New Zealand.
 N. C. New Caledonia.
 F. Is. Fejee Islands.
 F. Is. Friendly Islands.

- N. Is. Navigator's Is.
 G. Is. Georgian Islands.
 S. Is. Society Islands.
 M. Is. Marquesas Is.
 G. Is. Galapagos Is.
 M. Is. Mulgrave Is.
 H. Hawaii.
 S. Is. Sandwich Islands.
 A. I. Aleutian Islands.
 V. I. Vancouver's I.
 C. I. Chiloe I.



KEY TO THE MAP OF THE EASTERN HEMISPHERE.

Grand Divisions.		Islands.		Capes.	
1. Europe.		<i>East and South of Asia.</i>	C. Celebes.	<i>In Asia.</i>	
2. Asia.		N. Japan Islands.	S. Is. Spice Islands.	C. C. Cape Comorin.	
3. Africa.		L. Is. Loochoo Islands.	N. G. New Guinea.	C. G. Cape Guardafui.	
		F. Formosa.	S. Sumatra.	<i>In Africa.</i>	
		L. Is. Ladrone Islands.	J. Java.	C. of G. H. Cape of Good Hope.	
7. Pacific Ocean.		C. Is. Caroline Islands.	C. Ceylon.		
8. Indian Ocean.		P. Is. Philippine Islands.	M. Madagascar, (east of Africa.)		
9. Southern Ocean.		B. Borneo.	St. H. St. Helena, (west of Africa.)		
5. Atlantic Ocean.		V. D. L. Van Diemen's Land.			
9. Northern Ocean.					

and then cut it into halves. Then, if one half was flatted down for a map of the western hemisphere, and the other half for a map of the eastern hemisphere, they would appear like these maps.

The earth turns around every day. If you should put a stick through an apple, and then turn the apple around on this stick, you would have an idea of what is meant by *axis* of the earth. The part of the stick that came out on one side you might call the *north pole*, and the part on the other side the *south pole*. The earth turns around once in twenty-four hours just as the apple turns on the stick.

But you must not think that the earth really has any thing put through it to turn upon; though it is convenient, in making maps and other things, to represent it in this way.

Now look at the straight line that runs from the north to the south through the middle of these two maps. This line represents the *earth's axis*; and the part at the top is called the *north pole*, and the part at the bottom is called the *south pole*.

You see, also, on these maps a line running through the middle from right to left. This is called the *equator*, because it divides the earth into two equal parts. You notice *equator* and *equal* look and sound somewhat alike.

The other lines that run across in the same direction are called *lines of latitude*.

You have learned that these lines of latitude are useful

to show how large the various countries are. I will now tell you of other ways in which they are useful.

You know that in towns or cities, when we ask how far off a place is, they tell us it is so many miles from the *church* or the *court house*. In telling distances, we must always have a *place from which to measure*. Now, the equator, which is supposed to be drawn exactly around the middle of the earth, is the place from which we measure when we calculate the distances of places on maps or in travelling by land or sea.

In order to do this, the lines of latitude are drawn across the maps from west to east, and then at the two ends a figure is placed to show how far this line is from the equator.

Now look on one of the maps in this lesson, and you see the first line north of the equator has the figure 10 put at each end. That shows that all places where this line is are *ten degrees* north of the equator. And as *a degree of latitude is sixty miles*, we know that that line is ten times sixty, or *six hundred miles* north of the equator. The next line north of this is marked 20. That shows that the places where that line is are twenty degrees, or *twelve hundred miles*, north of the equator.

On all the maps you have studied there are figures put at the ends of the lines of latitude, and these figures show how far these lines are from the equator. When, therefore, you hear of the latitude of any place, you will remember

that it is so many degrees from the middle of the earth, and that each of these degrees is sixty miles.

And when you have learned that one place is ten degrees from the equator, and another place twenty degrees from the equator, you can tell how far these places are apart by finding the difference between the two numbers.

Lines of latitude aid in calculating distances when we go north and south. *Lines of longitude* are used in calculating distances when we go east and west. The lines are the curved ones on these maps of the two hemispheres that run north and south.

The line that runs through London, in England, and through Washington, in our country, are the two places from which we calculate longitude. Look on the equator, and you will see figures put where each line of longitude crosses it. These figures show how many degrees these lines are either east or west from London. On all the maps that you have studied, the lines that run across from north to south are these lines of longitude, and at the top of the map the figures show the number of degrees of longitude these lines are from Greenwich, which is close by, and considered a part of, London, and at the bottom of the map the figures show how many degrees these lines are from Washington.

On the equator a degree of longitude is sixty miles; but the farther you go from the equator, the fewer miles there are in each degree. But this you cannot fully understand at present.

Islands.

You may now look on the map of the eastern hemisphere, and you will see a collection of islands south of



Asia. These islands are called *Austral Asia*, which means *Southern Asia*. The largest of these is *Australia*, which formerly was called *New Holland*. This great island be-

longs to the little country of Great Britain. You remember I told you how this country became the queen of the ocean by her ships and brave sailors, and thus took possession of many other countries.

Now look on the map of the western hemisphere, and you will see groups of islands in the Pacific Ocean. The colored line encloses them. These are called Polynesia, and, with the Australasia islands, are called *Oceanica*.

These islands are all of them inhabited by savage tribes, some of them the fiercest and cruelest in the world. The lowest of these are *cannibals*; that is, when they take prisoners in war they kill them and eat them as we eat the flesh of animals.

On the preceding page is a picture of a chief of one of the islands of Polynesia, with his chief men around him. You see how stupid and brutal they look.

Questions.—Of what do the eastern and western continents consist? What shape is this earth? Of what does the outside of the world consist? What is said of its size? Is it known what is inside of this world? What is a sphere? a hemisphere? How do the maps of the two hemispheres represent the world? What is the way in which this is explained? What is the axis of the earth? What are its poles? How long is the earth in turning once around? What is the equator? What is the place from which we measure north and south on the earth? How do we use lines of latitude in measuring distances? What are the numbers at the ends of lines of latitude for? What are the lines of longitude, and for what are they used? What are the two cities from which we measure longitude? Which are the lines of longitude on the maps? What do the figures beside these

lines show? How many miles are there in a degree of latitude? How many in a degree of longitude on the equator? Are the lines of longitude always equally distant from each other like lines of latitude? Are there sixty miles in all the degrees of longitude? Between what lines of latitude and longitude is the state where you live? Between what lines of latitude and longitude are the New England States? (See map of United States.) Between what lines of latitude and longitude are the Middle States? the Southern States? Between what lines of latitude and longitude are the United States? (See map of North America.)

LESSON XXI.

TROPICS AND ZONES.

Climate and Productions.

Now I wish you to look on the maps of the two hemispheres and notice that *dotted line* which is drawn between the lines of latitude marked 20 and 30 north of the equator. This line is called the *tropic of Cancer*. South of the equator, between the lines 20 and 30, is another line. This is the *tropic of Capricorn*.

Near the north pole, between 60 and 70, is another dotted line, called the *Arctic circle*. Near the south pole, between 60 and 70, is another such line, called the *Antarctic circle*. They are also called the *polar circles*.

That part of the earth between the tropics of Cancer and Capricorn is the *torrid zone*.

The part between the tropic of Cancer and the Arctic circle is the *north temperate zone*. The part between the tropic of Capricorn and the Antarctic circle is the *south temperate zone*.

The parts between the polar circles and the poles are the *frigid, or frozen zones*.

I will now tell you something about each of these zones, commencing with the torrid.

The climate of it is generally very hot, and some months

of the year the heat is dreadful. During these hottest months it is not safe to go out without an umbrella or something on the head to keep off the sun, and persons who do it are often struck dead. Strangers who are not accustomed to the climate cannot travel without danger of being killed by it. These countries are called *tropical* because they are within the tropics, and their fruits are called tropical fruits.

The heat continues all day and all night, and the furniture is so shrunk and warped by it that the nails fall out of the tables and chairs; even the glass is sometimes cracked by it. Such a climate takes away the strength very much, and makes persons very indolent. There is no winter in this climate, but they have one or two months of rainy weather instead. This they call their rainy season. When some of the people of these regions were told about snow and ice they would not believe a word of it, but thought it was a lie of the Europeans. They could not believe that water would fall from the sky in little white, feathery flakes, or that it would become so hard in rivers as to be cut and sawed.

Those countries in these regions which are not well watered are all parched up into a sandy desert. A great part of Africa is in this state. But where there are numbers of rivers the soil is wonderfully rich. This is the case with many countries in America and Asia. The forests are green all the year round, and the trees grow sometimes as

high as some of the highest steeples. Some of these trees are covered with beautiful blossoms every month of the year.

One of the trees is called the *baobab*, which grows in Africa. Its trunk is so large that if eight or nine men should take hold of hands they could but just reach around it. There is another tree there, called the *fan palm*. It runs up in a straight stalk very high, and has a tuft of monstrous leaves on the top. One of these leaves would cover ten men, and two or three of them would make a roof for a small house.

Besides this there are other kinds of palm trees. One kind of palm bears the dates, which you may have seen and eaten. The juice of another kind of palm forms sago, which is in little fine, white grains. When boiled it looks something like starch, and is good for food. The palm is one of the most useful trees to the people where it grows. They use the leaves of it to cover the roofs of houses and to make fans and hats. From the bark they make ropes. The juice of it yields a very fine drink, which is called palm wine.

The most delightful fruits grow in this region. There are groves of oranges and lemons, and figs, and dates, and prunes. There is a tree also called the *bread tree*, the fruit of which is used for bread.

There are little bushes which bear coffee berries, from which is made coffee, that is so much used. There is the cocoa-nut tree, which bears those large cocoa nuts, that you perhaps have seen.

In Africa there are whole forests of trees from which the gum arabic is obtained. It runs out of the tree just like cherry or peach gum. Then there is the sugar cane, of which I have told you.

Multitudes of beautiful flowers grow wild in this region. Geraniums of every kind, myrtles, roses, and other plants that we see in gardens, are every where as common as weeds.

The largest and fiercest kinds of animals live in this zone. The elephant, the lion, and tiger are found in its woods, and crocodiles in the rivers.

There are large snakes, called anacondas, which are twenty or thirty feet long, and some of them are large enough to swallow a whole calf. They wind round animals, and draw themselves tighter and tighter, till they crush all their bones and kill them. There are many kinds of snakes in these countries whose bite would kill you in a few hours. In some of them the snakes are so numerous that they find them in their houses; they crawl into work baskets and hats, and get even into their beds.

A gentleman in one of these countries once awoke in the night and felt something crawling on his back. He lay still and called to somebody to come and look; and it proved to be one of the most poisonous kind of snakes.

In the torrid zone they often have violent storms of wind, which blow down trees and tear houses to pieces, throw down people, and often destroy all the towns and villages for many miles. These storms are called hurricanes.

They have also dreadful earthquakes, when the ground rocks, and trembles, and opens in deep gulfs, which swallow up people, and houses, and cattle, as you saw in the picture on page 124. Great parts of cities have sometimes sunk into the earth in this way. Should you stay in the house at such a time you would see the walls rock from side to side; if you should run out of the house you would perhaps find the ground opening under your feet, or you would be in danger of being crushed by other falling houses. You would hear nothing but screams and distressing groans; for at such times hundreds are crushed to death, and all are expecting at every moment to be swallowed up.

So you perceive that with all the beautiful things about these countries you have reason to prefer your own.

I will now tell you about the temperate and frozen zones. Those countries of the temperate zones which lie nearest to the torrid have a climate something like it, and many of its productions grow there. For instance, in the southern parts of the United States, in the Barbary States, and the countries in the south of Europe, oranges, lemons, and figs grow, though the climate is not quite so warm as in the torrid zone.

As you advance farther and farther north it becomes colder and colder, and those countries which lie nearest to the polar circle are almost as cold as those within it. This is the case with the north part of Norway, Sweden, and Russia, and the north of Asia and America.

The temperate region has four seasons — spring, summer, autumn, and winter. This region does not produce such large trees nor such delicious fruits as the torrid zone. In this region the various kinds of grain — wheat, rye, barley, oats, and Indian corn — are raised. Apples, peaches, pears, and plums grow here. In the warmer portions grapes are cultivated and make very nice wines. This is the case in the south of France, in Spain, and Greece.

The frozen zones are cold and cheerless. They have no beautiful flowers, no fine shady trees, no fields of wheat and grain. All that grows is a few coarse shrubs, such as moss, and fern, and a kind of white plant called lichen. There are, however, a few kinds of berries that grow here, such as the currant and the cloudberry. These plants grow principally on the south side of hills, where the sun shines warmest.

Within the polar circles the summer is perpetual day and the winter perpetual night. They have six months of each. In these long months of darkness, however, they have some light from the moon, and some from what is called the *aurora borealis*, or *northern lights*, such as is seen in the picture on page 181. This light comes in all manner of shapes and colors. Sometimes it looks like a broad crimson belt around the sky; then, again, it shoots up like the blaze of a great fire. It changes its place continually and shows all sorts of beautiful colors. The people call it the “dance of spirits.”

The inhabitants in this country remain during the cold weather crowded together in their huts. These huts are made of mud and stones covered with sticks and bushes. They use a great cake of ice for the door, and also use it instead of glass in their windows. If the cold air suddenly enters a house it changes all the moisture in the air into snow, which falls in a shower on the floor.

Every part of the body must be covered up when you go into the outer air, or it is immediately frozen. The cup very often freezes to the lip in drinking; and as for their meat, and fish, and other provisions, they are frozen solid, so that they must be cut with a hatchet. Sometimes the cold will suddenly split the trees or the beams of the houses with a noise like that of a gun.

You might, perhaps, think the people in these regions very unhappy; and were you taken from your pleasant home and put there, perhaps you would be. But God has so made us that when we are used to things from our early years they do not trouble us.

The inhabitants of these frozen regions do not, perhaps, suffer any more with cold than we do. They do not feel distressed to live as they do, because they know of nothing better. Thus you see, that, where God has given fewer blessings to some than he has to others, he makes them able to be contented with a few.

Questions. — Where is the tropic of Cancer? of Capricorn? Where are the Arctic and Antarctic circles? Where is the torrid zone? Where are the

temperate and frozen zones? In which zone is the state that you live in? In what zone is the River Amazon? What part of America is in the frigid zone? Describe the climate of the torrid zone. What effect does it have on the people who live there? Is there any winter in this climate? What do they have instead? What is the soil of those countries where there are but few rivers? What country can you mention as an example? What kind of a soil is it where there are many rivers? What countries are examples of this? What can you say about the size of the trees? What great tree in Africa? How large? Describe the fan palm. How large are its leaves? What fruits grow in this region? How does coffee grow? How is the gum arabic obtained? Where do the trees grow from which it is obtained? What flowers grow wild? What animals are found there? What large snake? How large are they? What do they do? Are there any other snakes there? What story of a snake is there? Tell about the storms of wind in this zone. What do they do? Describe an earthquake. What is the climate of those countries in the temperate zones which lie nearest to the torrid? Mention some countries which are examples of this? What fruits of the torrid zone grow there? As you go farther north, what is the climate? What is the climate of the north part of Europe, Asia, and America? How many seasons are there in the temperate regions? What are its productions? What is raised in the warmer countries? Mention some of the things that they do not have in the frozen regions. What are some of the things that do grow? Where do the plants grow? Within the polar circles what sort of a summer have they? What sort of a winter? What light do they have in the winter? Tell how this light looks. What do they call it? How do the inhabitants live? How are their huts made? What do they use for a door? What effect is produced by the cold air entering a house? What other things can you mention which show how cold it is? Are these people unhappy? Why not?

LESSON XXII.

RACES OF MEN.

THE inhabitants of this world are different in their appearance according to the country they inhabit. Some are white, like the people of the United States; some have a dark, yellowish complexion; some are copper colored; and some are black. They are therefore divided into five classes according to their appearance. These classes are the *European*, the *Asiatic*, the *African*, the *American*, and the *Malayan*.

On the opposite page is a picture in which you have a specimen of each of these races. The middle and best looking is one of the European race. As we belong to that race, I need not describe it.

The one on your left hand is one of the North American Indians. They have copper-colored skins, straight, long, black hair, small, dark eyes, thick lips, and broad noses.

The lowest figure on the right hand is one of the African race. They have black skins, coarse, black, woolly hair, very thick lips, and flat noses.

Between the Indian and African is one of the Asiatic race. These have dusky, yellowish skins, of the color of dried orange peel, but sometimes a tawny white. They have straight, coarse, and black hair, and small, black eyes.

The figure above the African represents one of the Malay race. These have a brown skin, soft, curly black hair, and dark eyes. Some of them are not darker than some of the darkest-skinned people among us.



The picture of the Indian and African is like some of the worst looking of their kind, for there are some of them that look as well as the European race excepting their dark skins.

I will now tell you where these races live. The European race inhabits Europe, America, Persia, Arabia, Turkey, Egypt, Abyssinia, and the Barbary States. The African race inhabits the central and south parts of Africa. The Indian race is in North and South America. The Asiatic race inhabits Asia except the western countries mentioned as inhabited by the European race. The Malay race inhabits the peninsula of Malacca and Oceanica.

Questions. — What is said of the difference in the appearance of the inhabitants of this world? What are the five classes of mankind? What is said of the European race? the North American? the African? the Asiatic? the Malay? Where do each of these races live?

LESSON XXIII.

THE OCEAN.

IN the maps you have been studying you have seen the Atlantic, Pacific, and other oceans, and perhaps you have not fully understood that they are only names for different divisions or parts of one and the same great ocean.

The various bays, gulfs, and seas of which you studied are all branches of the great ocean running up into the land.

Rivers run from the land into the ocean ; but bays, gulfs, and seas are parts of the ocean extending into the land. Thus the Mediterranean Sea and the Baltic Sea are branches of the Atlantic Ocean, the Red Sea is a branch of the Indian Ocean, and the Yellow Sea is a branch of the Pacific Ocean ; and these three great oceans, with the Northern and Southern Oceans, are only divisions of the one great ocean that spreads all over the earth.

Now let me tell you something about this great, and wide ocean. The waters of it are salt, and the color of them is a deep, greenish blue ; and when you see it at a distance it looks very blue, because it takes the color of the sky above it.

A great many little animals float about in its waters. They are so small that you could not see them without

a magnifying glass ; but in the night they shine very bright, and sometimes make the water look as if it were all on fire ; and when the ships sail along and ruffle the water, it shines all around them like stars. This is called *phosphorescence*.

Sometimes the water of the ocean is drawn up in great columns into the air with a terrible roar that can be heard sometimes for many miles ; and then it falls down in tremendous torrents, which sometimes overwhelm ships that may be near it. This is called a *waterspout*.

If you have ever stood on the shore of the sea at a time called low tide, you could tell by the appearance of the rocks that the water had been much higher ; and if you should stand there long, you might see what is called the rising of the tide.

Suppose you were now standing on the smooth, white sand, watching the ocean ; you would see the water rolling up towards you in little small waves, and then rolling back again as if it were afraid. And so it would keep running up and going back for a great while ; but every time that it came up you would see that it went a little higher, till finally the whole beach would be covered with water.

When the water has risen to a certain spot, then it begins to go back again, and it goes back and back till it leaves the beach all bare.

The water rises and falls in this way twice every twenty-four hours. It takes six hours for it to rise and six to run out. This coming in and going out of the water is called the *tide*.

All around the poles the waters of the ocean are frozen into a solid sheet of ice; and in the Northern Ocean there are great piles of ice, three or four miles wide, sailing about. These are the icebergs of which I have told you.

These icebergs are frozen into all sorts of strange shapes. Sometimes they look like great cities, with churches, and houses, and steeples of white marble; and when the sun strikes on them they look blue, and green, and yellow, and shine with all sorts of beautiful colors.

The waters of all the ocean are in continual motion, either from currents that run through them or from the the winds and tides. And now I will tell you of some of the uses of this ocean. In the first place, as it is continually in motion and dashing its cold waves about, it seems to cool and freshen the air. Then the mists and vapors which are continually rising from it, when they go up into the sky form drops of rain, which fall down again to water the earth.

Then, again, the ocean serves for a great passage way on which ships can go from one country to another. It is very tiresome to travel thousands and thousands of miles over land. There are always a great many rocks, and hills, and stones, and marshes, which make travelling difficult. But the ocean is a broad, smooth plain, over which vessels can go without trouble. They have only to spread out their white sails and the wind blows them along, whereas on the smoothest road in the world the wind never could blow a loaded wagon along.

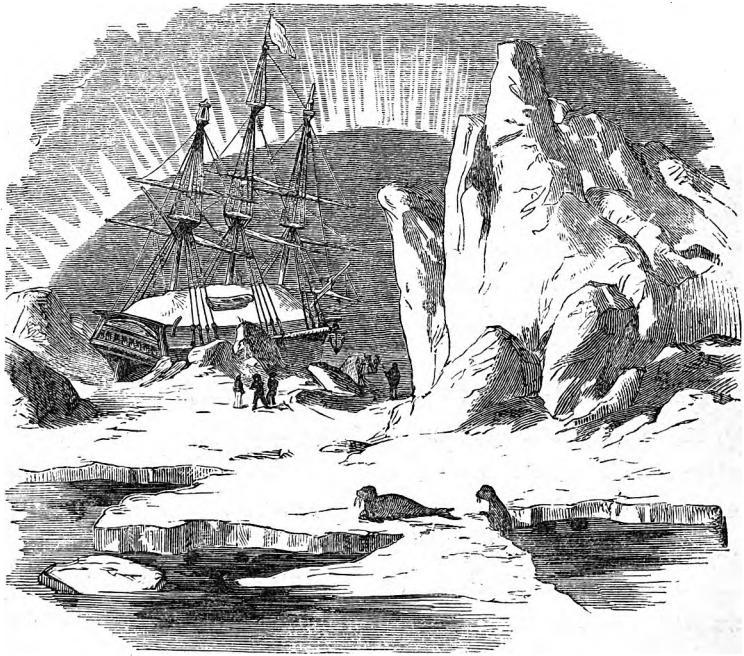
Then there is another way in which the ocean does good. It never grows so warm as the land; and so, when it is very warm on the shore, the cool air blows in from the ocean and refreshes the earth. And then again, in the winter, it never grows so cold as the land; and when it is very cold on the shore, warm air comes from the ocean and makes the weather milder.

The reason why the ocean does not freeze is, that so large a part of it is always in the torrid zone; and there it grows so warm that when it flows to other parts it warms them.

The only part of the ocean that freezes is that which is in the frigid zone. On the opposite page is a picture which shows how that part of the ocean looks. It is a ship that is frozen up among the icebergs in the ocean that runs across the north part of North America. It was sent to search for Sir John Franklin, a brave and a good man, who tried to find a passage across the Northern Ocean from east to west.

After he was gone a great while his friends were afraid that he was frozen up in the icebergs, and that he and his men would starve to death unless they sent him some food. This ship sailed about a great while trying to find him, but without success. At last it was frozen up and had to stay all winter. You see the men roving about, and some of them are coming to kill those walruses that have come up out of the water. You see the ship is covered with a snow bank.

When they had staid there several months they succeeded in getting out, but could not find Sir John Franklin. He and his men either starved to death or were crushed among the icebergs.



Another advantage of the ocean is, that it is salt. Salt water does not freeze so easily as fresh; while its saltness tends to preserve its waters and all that floats in them from decay.

The ocean lies in vast cavities, and at its bottom there are mountains and valleys as there are on dry land.

And the islands in the ocean are only the tops of ocean mountains. Far down under the ocean's green waters beautiful plants and water flowers grow. And in these deep waters are millions and millions of living creatures, some very beautiful and some very strange in their forms.

There also are multitudes of different kinds of fish with shining scales, and other fishes that live in beautiful polished shells. These shells are striped or spotted with yellow, pink, purple, and all shades of colors, and they are scattered about on the bottom of the ocean.

Then there are vast quantities of red and white coral such as beads are made of; while the rich white pearls grow in the shells of oysters.

Then there are great serpents, longer than the house you live in, and monstrous whales, that move about in the great waters. All these myriads of creatures enjoy themselves continually. God thinks of them, cares for their happiness, and provides for all their wants.

And now, dear children, think what a wonderful thing this ocean is, so deep that no line can measure it, so wide that it takes months and years to sail over it, while it flows to every land and does good wherever it goes!

How good and how powerful that heavenly Father must be who was able with *one word* to create all this!

You may now learn part of a psalm which speaks thus of this very thing:—

“O Lord, how manifold are thy works! In wisdom hast thou made them all. The earth is full of thy riches.

“So is this great and wide sea, wherein are things creeping innumerable, both small and great beasts.

“There go the ships: there is that leviathan whom thou hast made to play therein.

“These wait all upon thee, that thou mayest give them their meat in due season. Thou openest thine hand, they are filled with good.”

Questions.—What is said about the names of the several oceans? What are branches of the ocean? What runs from the land into the ocean? What runs from the ocean into the land? What branches of the Atlantic, Pacific, and Indian Oceans are mentioned? What is said of the color of the ocean? What is phosphorescence on the ocean? What is a waterspout? What is said about the tides? What is said of the ocean around the poles? What causes its motion? What is the use of its motion? What is said of the vapors which arise from it? How is it useful in travelling? How does the ocean regulate the heat and cold of the countries near it? Why does not the ocean freeze except around the poles? What is said of the picture and of Sir John Franklin? Of what use is the saltness of the ocean? What is at the bottom of the ocean? What are the islands in the ocean? What grows there? What animals and beautiful things are found there? Who provides for all the creatures in the ocean? What are the five names that are given to the grand divisions of the great ocean? Which is the largest division? What are the largest branches of the Atlantic Ocean in Europe and Africa? What in America? What are the chief branches of the Pacific and Indian Oceans in Asia and Africa? How long does it take the tide to rise, and how long to run out? How often does it rise in twenty-four hours? What causes this rising of the tide? How does the water look about the poles? What are icebergs? How large are some of them? How do they look?

LESSON XXIV.

MOUNTAINS AND RIVERS.

You have learned already that a mountain is a very high hill. Now, perhaps, you never saw any hill so high you could not walk to the top of it with ease. But if you should stand at the foot of some of the highest mountains in the world and look up you would not be able to see their tops. You would see rocks larger than any houses you know of, piled one over another, with great trees shooting out between them; and very far up above these rocks and trees you would see great blocks of ice and snow glittering in the sun, and sometimes shining in all the colors of the rainbow. This ice, in some places, would rise up in the shape of gates and towers, and in others it would look like great masses of frozen water dashing up in the air.

Some mountains are so high that nobody has ever been to the top of them; they reach far above the clouds. In Asia are the highest mountains in the world, called the Himalaya, which are five miles high. Now, if you will think of the highest house or steeple you ever saw, and then see how much more it would take to make it five miles high, you can think something about the height of these mountains.

About a mile up the sides of mountains it becomes cold

as winter, so that no trees or plants can grow. All is silent and dreary, and the ground is covered with snow all the year round. In the warmest countries, the mountains are not thus cold till they are about two miles high. Between these high mountains are often found wide fields of ice. Some of them are sixteen or eighteen miles long, of solid, shining ice. Sometimes they are all frozen in little waves, and sometimes they are smooth as a looking glass. These fields of ice are called *glaciers*.

Sometimes great masses of ice and snow roll down from the tops of these mountains, break down trees, crush the houses, and even bury whole villages, with all the men, women, and children in them. These masses of snow are called *avalanches*.

Do you wish to know how it would seem to go up one of these mountains? You would probably not be able to walk, the road would be so rough. You would ride, perhaps, on mules, and take with you one or two guides to show you the road. At first the road would wind around among trees, and shrubs, and craggy rocks; but when you had ascended about a mile, you would find it so cold as almost to freeze you, and all trees, shrubs, and flowers would cease.

The ground would be covered with ice and snow, and the air would be so thin that you could scarcely breathe, and you would feel a dreadful thirst. Sometimes the little blood vessels in the nose and ears burst on account of the

thinness of the air. As you went up, instead of seeing the clouds above you, you would see them floating under your feet. If a thunder storm should come up you would hear the thunder roar, and see the lightnings flash far down below you.

And now I will tell you some of the uses of mountains. In the first place, the tops of many mountains are covered with perpetual snow; and thus, in hot countries, they serve to cool the air. The snow on them also melts and flows down and forms rivers, which water the countries below. Besides the water produced by the melting of the snow, there are many springs which rise up in these high grounds; and thus nearly all the rivers in the world have their first source in the mountains.

But, besides all this, mountains add very much to the beauty of the earth. God has made us so that we love to see a variety. If the earth were all one flat plain, how dull it would seem to us! But he has adorned it with mountains and valleys, where there is every kind of beautiful scene. And if you could stand among some of the great mountains of Europe, and see their snowy heads, and the trees and flowers which grow at their feet, and the waterfalls that sparkle among the rocks, and the beautiful blue lakes which lie between them, you would think how great and how lovely that Being must be who has made all these things for the pleasure and comfort of man.

I will now tell you something about the chief mountains

of the world. In North America, the highest mountain is Mount St. Elias, in Russian America, which is *seventeen thousand* feet high. The longest chain is that of the Rocky Mountains; and Mount Brown, the highest peak, is *sixteen thousand* feet high. The next longest chain is the Alleghanies, that run through the United States. Their highest peak is only a little over *six thousand* feet. This also is the height of the White Mountains of New Hampshire.

In South America, the Andes are the principal chain. Chimborazo, the highest peak, is *twenty thousand* feet high.

In Europe, the Caucasus Mountains are the highest, and are the same height as Mount St. Elias. The Alps are next; and Mont Blanc, the chief peak, is *fifteen thousand* feet high.

In Asia, the Himalaya are the highest mountains. Kur-chior Ginga, the chief peak in this range, is the highest mountain in the world. It is *twenty-eight thousand* feet high.

In Africa, the highest mountains are those of Abyssinia. The highest, Abba Yared, is about the same height as Mont Blanc.

In Oceanica, the highest peak is in the Island of Sumatra, and is not quite so high as Mont Blanc.

Rivers.

You have seen how rivers are formed, sometimes from springs in mountains, and sometimes from springs in deep places, that form a lake from which the water overflows.

Now you may look on the map of the United States and find the Mississippi, which is the longest river in the world. Its mouth is at the Gulf of Mexico. When this river was named very little was known of it. But after many years it was found that the stream now called the Missouri, instead of being a branch of the Mississippi, was itself the main stream; while that part of the Mississippi north of the Missouri is only a branch, and should have another name. But after the names were given they could not be changed.

So this great river really first rises in the Rocky Mountains, near the line of latitude marked 44. Now trace it along and see how many large branches it receives. Some of these branches rise in the Alleghany Mountains, on the east, and the others in the Rocky Mountains, on the west. The country gradually descends from these mountains to this river; and all that vast country through which all these branches flow is called the *valley of the Mississippi*. You see many of the largest states of our country are parts of this valley. If we reckon the Missouri as a part of the Mississippi River, the whole river is *four thousand* miles long.

Sometimes, when a river flows into a large valley, the waters spread out and fill it, thus forming a lake. Then the water flows out of this lake into another valley and forms another lake; and thus a river will go on and form several lakes. This is the case with the River St. Lawrence. It spreads out and forms the large lakes north of

the United States. The St. Lawrence is the largest river next after the Mississippi in North America. Its source is not far from the west side of Lake Superior, and its mouth is at the fiftieth degree of latitude. That part of the Atlantic where it empties its waters is called the Gulf of St. Lawrence.

Now take the map of South America. The largest river you will see is the Amazon. It rises in the Andes, and empties into the Atlantic at the equator. It is *three thousand* miles long. It has many large branches, and the valley through which these branches flow is much larger than the valley of the Mississippi. The Amazon is the *largest* river in the world. The Mississippi is the *longest*; but the Amazon is so much broader that it contains the most water.

On the next page is a lighthouse. It is built out far from land on a rock, so high up that the waves cannot reach it.

In that solitary place a man has to stay all the time. Every night he goes up to the top, which is all made of very thick and strong glass, and then he lights up a great many large lamps, which send out light a great many miles over the ocean.

This is to aid all ships that come this way so that they can avoid dangerous rocks. In a dark and stormy night they can see this light many miles off, and thus know how to guide their ship.

Such lighthouses are generally put at the end of some cape that runs far out into the sea. Such capes are often found at the mouths of rivers.



Now look on the map of Europe, and the largest river is the Volga, which empties into the Caspian Sea. It is *two thousand* miles long. The next largest is the Danube, which empties into the Black Sea.

Now look on the map of Asia and find the largest river, which is the Yangtee Kiang, and runs through the middle of China. It is *two thousand eight hundred* miles long.

Now look for the Nile, on the map of Africa, which is the largest African river. It is *three thousand* miles long. You can form some idea of the length of the other rivers of these countries by comparing them with the largest one.

Now I will tell you some of the uses of rivers, that you may understand why God has provided so many. In the first place, they are useful in keeping the lands through which they flow moist and fruitful. They wind about, and have branches that visit many places. Then they serve as great roads by which all the productions of the several lands can be transported from one to the other with ease. Without such rivers, all those enormous loads of food and merchandise that are stowed in ships and boats, and glide about so easily by wind and steam, would have to be drawn by animals. Europe, Asia, Africa, and America are called the *four quarters* of the globe. Now look at these countries, and find out, without any help, which is the best watered with rivers, and which has the fewest rivers. And then you can tell which is the most fruitful and which the most barren.

Questions. — What is a mountain? How many feet high is the highest part of the house you live in? How high is the highest steeple you have seen? How high is the highest hill near you? How would some of the

highest mountains look to you? How high are the highest mountains, and what and where are they? How do mountains appear a mile or two from the foot? What and where are glaciers, and how do they appear? What are avalanches? If you were to go up a high mountain, how would it appear to you? What is the first use of mountains? What is said of the snow and the springs on mountains? What other benefit do mountains afford? What is the highest peak in North America? Where is it, and how high? What is the longest chain in North America? Which way does it run, and what is the highest peak and its height? What is the next longest range and the greatest height? How high are the White Mountains? What are the chief mountains of South America? What is the highest peak, and how high is it? What are the highest mountains of Europe and their greatest height? What are the next highest? How high is Mont Blanc? What is the highest mountain in the world? Where and how high is it? What are the highest mountains of Africa and the name and height of the highest peak? What are the highest mountains of Oceanica? How are rivers formed? Which is the longest river in the world? Where does it rise and where does it empty? What mistake was made in naming it? How long is it? What is the valley of the Mississippi? What is said of the manner in which the St. Lawrence River is formed? Where does this river rise and where does it empty? What is the largest river in Europe, and where does it rise and empty, and how long is it? What is the next largest, and where does it rise and empty, and how long is it? What is the largest river in Asia, and also in Africa, and where do they rise and empty, and how long are they? What are some of the uses of rivers? Which are the four quarters of the globe, and which one has the most and which the fewest rivers? Which quarter is the most fruitful, and why? Which is the least fruitful, and why?

LESSON XXV.

RELIGION.

I HAVE told you something of the works of God, and shown you of many things that he has made for the pleasure and comfort of man. He has adorned this world with all that is lovely, and created every thing that is beautiful and convenient.

Besides this, he has given us a book to teach us how to be happy. This book is called the Bible. If all men had the Bible and would obey it perfectly, this would be a delightful world indeed. You can see that this would be so if you will only think what the Bible teaches.

Should you not like very much to have all your school companions love you as well as they love themselves? Yes, I think you would. The Bible teaches that all ought to love others as well as themselves; and it would make mankind very happy if all would do this.

If all who go to your school, and you among the rest, were only as anxious to please each other as you are to please yourselves, you would be a happy school. There would be no quarrelling, no telling of tales, no deceiving; and, as all of you would be watching to help the others, you would learn your lessons and do every thing else

quicker and better. Now, this would be the case in the great world if all men would obey the Bible.

There would be nothing on earth then but honesty, and goodness, and truth. All men would be trying to assist each other in every thing, and therefore business of every kind would be done quicker and better. No one would lose any thing through the dishonesty of others; no one would be poor, because every body would be industrious. In short, all men would be good, and temperate, and contented, and happy.

But all men in the world do not have the Bible. Those countries that do not have it have other kinds of religion. I will now tell you about these religions. I will divide them into three classes.

First, there are the Christians, who believe in the Bible.

Then there are the Mahometans, who believe in a book called the Koran, which was written many hundred years ago by a man called Mahomet, and which he pretended came from God. They believe in one God and that Mahomet is his prophet; but they do not think the Bible is true, nor feel obligated to obey its commandments.

Then there are the pagans, or heathen, who worship a great many different gods. These gods are frequently some images that they make themselves. Sometimes they are images of men and women, and sometimes of lions, and snakes, and tigers, or of other frightful things. In some countries they are so ignorant that they will worship sticks

and stones, or, old pieces of rags, or, indeed, almost any thing that they can find.



Here is a picture of some pagans offering sacrifice to idols. The form of religion which has the greatest number of followers is that of the Grand Lama. It prevails extensively in the Chinese empire, Thibet, and India. The god worshipped is supposed to live in a little child, who is shut up in a palace and waited on by priests; and when he dies another

child is found and set up for worship as the Grand Lama. Now I will tell you about some of the *divisions* among Christians. There are three classes — the *Protestants*, the *Catholics*, and the *Greek church*.

The Catholics believe that the Pope of Rome is the representative of God on earth. They believe that he and the councils whom he consults cannot make mistakes about any thing in religion, and that he has a right to tell them what to believe and what to do.

A council is a number of the bishops and other officers of the Catholic church, who meet together to consult about religious matters. These councils publish decrees, telling the people what they ought to believe and do. When the pope dies another is appointed in his place, and Catholics think that he is just as much under the care of God as the one who died.

They pray to God and to Jesus Christ. They also offer prayers to the Virgin Mary and to numbers of dead men and women who are called saints. Images and pictures of these saints are put into their churches, and the people kneel before them to offer prayer. They believe in the Bible, but generally the common people are not allowed to read it. They are taught that it is better that they should hear what is in it from their priests.

This form of religion, at one time, was believed in all the countries of Europe. At last, at a time called the *reformation*, many persons began to disbelieve these things,

and to read the Bible and to think for themselves; and, by *protesting* against the pope and what he did, they gained the name of *Protestants*. The Protestants are divided into many classes, such as Episcopalians, Baptists, Presbyterians, Methodists, &c.

The Greek church has an officer, whom they call a *patriarch*, who directs about religious things. There are many things in this religion that are like the Catholic church; but the people of this sect do not pray to the saints nor the Virgin Mary.

Besides these religions, there is a small nation scattered about among the countries of the earth who are called Jews. They are the descendants of the Jews of whom you read in the Bible. They believe only the Old Testament. They do not think that Jesus Christ was a teacher sent from God, but expect a Messiah yet to come.

I will now give you some account of those countries where the Bible is not known at all. The people of these countries are divided into three classes — the pagans, the Mahometans, and the worshippers of the Grand Lama.

All Africa is pagan except the Barbary States, Egypt, and Abyssinia, which are Mahometan. Abyssinia has some remnants of Christian churches, but is not much better as to religion than the pagans. In Asia, the countries of Arabia, Turkey, Persia, Cabul, Independent Tartary, and some parts of India, are Mahometan. Russia in Asia belongs to the Greek church, but a great part of the

people are pagans. The other countries of Asia are all pagan or worship the Grand Lama. Most of the islands around Asia and in the Pacific Ocean are pagan.

In all these countries where the Bible is unknown there is no such thing as *liberty*. Look at Asia, for example; see how large it is. The single country of Hindostan has nearly ten times as many people in it as there are in all the United States; and some of the other countries have nearly twenty times as many. Yet in all Asia there is not a single republican government; nor is there one in all Africa except the little Christian colony of Liberia.

Such a thing has never been known by these people as freedom; on the contrary, every thing about the government is tyrannical and oppressive. Rich men are frequently obliged to conceal what they possess, lest their rulers should send and murder them and take their money. The king of such a country often kills his subjects on the slightest pretences. If he happens to get angry with a man, he has only to give the word, and immediately he is hurried to death.

A gentleman from Portland was once visiting the Dey of Algiers. This is one of the princes in the Barbary States. There was a little child in the room who troubled the dey by making a noise. He told it to be still; but the child forgot it; and, when it made a noise again, the dey took the child and strangled it to death, and threw it behind a curtain on one side of the room.

A painter once painted a picture for a despotic king in

Asia. The picture represented a man with his head cut off. The king looked at the picture, and then said, "You have not painted the blood right." "There," said he, taking hold of one of his slaves, "cut off this man's head, so that the painter may see how the blood ought to be painted." So they cut off the poor man's head just for such a trifle.

In China, the emperor governs by a number of officers called *mandarins*. In most cases, the great object of these mandarins is to get money. If a man is brought before them for any crime, they will excuse him if he only offers money: he must expect to be punished if he has none, even if he is ever so innocent. Just so it is in most of these countries. The kings want money, and all the officers whom they appoint want money; and the poor people must furnish it.

In some countries of Asia the officers of a king will be sent all around into every house to take just what they please; and the people are obliged to dig in the earth and hide their money, and put their clothes away in the secret places, for fear of having them carried off by their rulers.

The poor people feel as if they were born to be servants of the rich, and the rich look down upon the poor as no better than dogs. Instead, therefore, of feeling independent and becoming industrious, the common people will work no more than they can possibly help. They say to themselves, What shall we be industrious for? If we do gain money, or clothes, or fine houses, they will all be taken away. We

cannot gain any thing by labor; and it is just as well to be idle.

In all these countries where the Bible is unknown females are despised and cruelly treated. There is no such thing as a school for females in any of them. When the missionaries of Hindostan proposed opening a school for boys, the men were very glad of it; but when they told them they were going to teach the girls too, they were very much astonished. One man said, "What should you teach girls for?" The missionary said they needed to learn the way to heaven as well as boys. "No," said the man; "they do not know enough to go to heaven; but they do know enough to go to hell; let them go."

In these countries, the women, instead of marrying the men whom they love, are sold or given away to any man whom their fathers please; after that they are regarded as their husbands' slaves. In many of these countries a wife is not considered fit to eat at the same table with her husband. She eats by herself after he has done.

In some places in Hindostan a man does not mention his wife by her name, but calls her "my slave," or "my dog." He thinks of her as one whose only use is to wait on him and make him comfortable. If he dislikes her, he can turn her out of doors and get himself another wife.

Among the Indian tribes in North and South America all the hardest labor is done by the women, and they are often made so wretched as to wish they had never been born.

An Indian woman in South America once murdered her little daughter. A missionary reproved her for it. She answered, with tears, "I would to God, father, I would to God that my mother had done so to me, and prevented the miseries that I must endure as long as I live. Consider, father, our condition. Our husbands go out to hunt. We are dragged along after, with one infant at the breast and another in a basket. They return in the evening without any burden. We return with the burden of our children, and, tired as we are, must labor all night to grind corn for them. They get drunk and then beat us, drag us by the hair of our heads and tread us under foot; and when we are old a young wife is brought in upon us, who is permitted to abuse us and our children. What have we to comfort us in a slavery that has no end? I say again, father, I wish my mother had put me under the ground the moment I was born." This is the way that the women are treated in a large part of the countries in the world where there is no Bible.

In all those nations where the Bible is unknown there are no charitable societies to take care of widows and orphan children, nor any of the benevolent institutions of Christian lands.

Of all the countries in the world, the pagan ones are in the saddest state. In Hindostan they have three hundred and thirty millions of gods; and that is three times as many as there are people in the country. These gods are

represented as being more cruel, malicious, and wicked than the wickedest of men; and sometimes the stories of them are so abominable that even their worshippers are ashamed of them. They have images of their gods of every frightful and shocking shape of which you can think.

These gods are represented as cruel and revengeful, delighting in murder and blood. The poor people practise every kind of torture to win their favor. Some will be swung in the air by hooks thrust into their backs; some will hold their hands over their heads year after year till they are stiffened and withered so that they cannot take them down; some will jump from a high place on to a bag of cotton, with sharp knives standing up in it; some sleep on a bed of sharp spikes; and sometimes they will throw themselves down before the wheels of the great car on which one of their gods is dragged about and be crushed to death.

Sometimes mothers will sacrifice their children to these gods. They will throw them into a river, and stand by and see them struggle and sink; or they will throw them to those frightful alligators which live in the rivers, and see them torn to pieces and eaten up by them.

In Hindostan, when a man dies, his wife is often burned alive on the same pile with him; and the people dance around the fire, and scream, and shout, and clap their hands to drown her screams. There was once a poor woman who was burned in this way who tried to escape.

When the fire on the pile began to kindle she crept out and crawled under some bushes that grew by, in hopes to hide. But as soon as the people found that she was gone they ran to the hiding-place and dragged her out, and her own son forced her back on to the burning pile.

Sometimes a woman is buried alive with her husband. Her own relations and her own children dig a grave. They then seat her in it, and lay her husband's body in her lap, and then they begin to fill it up with the earth and tread it hard all around her; and when it gets a little above her head even her own children will help to tread it down. All these cruelties are a part of their religion.

With such a religion you cannot expect the people to be good; and in all these pagan countries the great part of them are mean, deceitful, dishonest, and full of every evil way. There is no pity in these lands for the sick and suffering. Parents, when they get tired of their children, strangle, or bury them alive, or leave them to die of hunger.

A gentleman who lived some time among the heathen in the Pacific islands said that one morning when he was there a man and his wife were very much troubled by the crying of their little child, who was sick. After trying for a moment to hush it, they at last filled its mouth with cloth to stop its cries, and then dug a hole in the floor of their hut and buried it alive. Afterwards the man spread his mat over the place and sat down to eat his breakfast just as if nothing had happened.

A little girl in South Africa was caught by a great wolf and carried into the woods, and was very badly torn and wounded. She escaped from him, and came home, all bleeding, to her father's house. But her father would not let her come in, because, he said, it would be too much trouble to take care of her. So he told her she might take her choice, either to let him kill her, or to be carried back into the woods to the wolves. The little girl went back into the woods and found her way to some missionaries, who took her and took care of her. Do not such nations as these need the Bible to teach them the religion of kindness and love which Jesus Christ came to establish among all mankind?

I have told you which countries are either pagan or Mahometan.

The followers of the Grand Lama are in India and the Chinese empire.

In Europe, Russia belongs to the Greek church, and Turkey is Mahometan. The rest of Southern Europe is Catholic. Northern Europe, except Russia, is Protestant; while in Middle Europe there is a mixture of Catholics and Protestants.

British America and the United States are chiefly Protestant; while all the countries south of the United States are chiefly Catholic.

Most of the Indians in America are pagans. There are many missionaries among them, and several tribes have become Protestant Christians.

Questions.—What book has God given to men? What did he give it for? What does the Bible teach? Would a school be happy that obeyed the Bible? Why? Would all men be happy if they obeyed it? Why? Do all the countries in the world have it? What are the classes into which all the religions are divided? Who are the Christians? Who are the Mahometans? What do they believe? Who are the pagans? What do they worship? What are some of the classes into which Christians are divided? What do the Catholics believe? Where does the pope live? When the pope dies, what is done? What do Catholics worship? Do they believe the Bible? Are the common people suffered to read it? Who are Protestants? How did they get the name? What classes are they divided into? What officer has the Greek church? How do they differ from Catholics? Who are the Jews? What do they believe? Into what two classes are these countries divided? How much of Africa is pagan? What part is Mahometan? What state is excepted? What countries in Asia are Mahometan? What are pagan? What is the first thing mentioned about these countries? Is there any republican government in Asia? Are there more people there than in the United States? Is there any republican government in Africa? Any in Australasia and Polynesia? What kind of government have they? What story can you tell about the Dey of Algiers? Where is Algiers on the map? What story can you tell about the painter? How does the emperor govern in China? What do these men do? What is the custom in many of these countries? What do the people do with their money? How do the poor feel? How do the rich feel? How are females treated in these countries? What is the story about the missionary and the Hindoo? Where is Hindostan? What is the custom about marriage of females? How does a man in Hindostan speak of his wife? What can he do if he dislikes her? Where are the women kept in these countries? What story is told of an Indian woman? Are there any charitable societies in these countries? Which are in the worst state, the pagan or the Mahometan ones? How many gods are there worshipped in Hindostan? What sort of gods are they

represented to be? How do they look? What do the people do to please them? What do they do with their children? What is the custom in Hindostan when a man dies? What story is told about a poor woman? What else do they do with widows? What sort of characters are the people in these countries? How do they treat the sick and suffering? What story is told about a sick child? Where are the followers of the Grand Lama? In what country is the Greek church found? What is the religion of Turkey? What is the religion of the rest of Southern Europe? What is the religion of Northern Europe except Russia? What is the religion of Middle Europe? Where does the Protestant religion prevail in America, and where the Catholic? What is the religion of the American Indians?

LESSON XXVI.

GOVERNMENT.

THERE are many kinds of government in the world. I will tell you something about them. In those countries where the people are not educated they sometimes are divided into little tribes, and each one of these tribes is governed by a chief. There is often a council of old men in the tribe, who assist the chief by giving him advice. This is the kind of government that is common among the Indians in our country.

In some countries one man has all the power. If he wants the house, or the land, or any of the property of any person in the state, he can send and take it. There are no laws in these countries except those which this man chooses to make. He is commonly called a *king*, or an *emperor*, or a *czar*, or a *sultan*. This kind of government is called a *despotism*.

There is another kind of government, in which, although the king has much power, yet he governs according to laws and customs instead of doing as he pleases. This is called a *monarchy*.

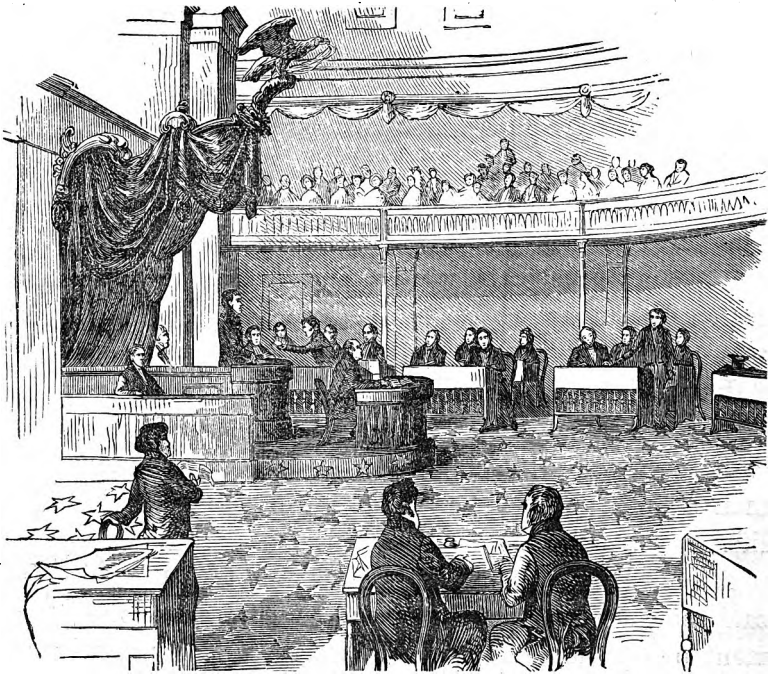
There is another kind of government, which is partly carried on by the king and partly by the people. The people appoint the men who shall make their laws, and the

king takes care that these laws are obeyed. The duties and rights of the people and king are all secured, sometimes by being written down, and sometimes they are understood without being written. This kind of government is called a *limited monarchy*, because the king's power is *limited* by the people. Sometimes it is called a *constitutional monarchy*.

The government of your own country is one in which all the power is in the hands of *the people*. The people appoint men to make laws for them, and other men to see that the laws are obeyed. This kind of government is called *republican*, or *democratic*. I will now give you some examples, that you may understand these kinds of government.

The United States of America have a republican government. The people of each state appoint one or two or more men who shall go to Congress and make laws for them. If these men do not make such laws as suit the people they can turn them out and appoint others. The people in the United States also choose a president; and it is the business of the president to see that these laws are kept. If they do not like their president they can choose another at the end of four years. On the opposite page is a picture of our Congress, which meets in Washington, the capital.

In Great Britain they have a constitutional monarchy. The people choose only a part of the men, who make their laws. The person who sees that the laws are kept is the



king or queen of England. The people do not choose this ruler. He must govern them as long as he lives; and when he dies his son or daughter becomes the sovereign, whether the people wish it or not.

But yet, in Great Britain, the king is obliged to govern his people by certain laws and rules, and the rights of the king and people are all agreed upon; so that this people have almost as much liberty as those in our country. In

both of these countries no officer of government can take away the life or the property of any one in the land ; but in Turkey, the sultan, if he wants money, can at any time send and kill some rich man and take his property.

In Great Britain and America no man can have his life taken away, or any punishment inflicted, until he has had a regular trial in a court of justice ; but in Turkey, if a man is only suspected or accused of any thing wrong, the sultan can have him killed the first thing, without waiting to see whether it can be proved or not.

In some countries a man has a right to say any thing he chooses about the government, or the king, or president, or any of the officers; but in many countries, if a man should do this, he would be in danger of losing his life.

An American gentleman who was travelling in Italy said that he never dared to say one word about the government except sometimes when he was in a room with other American travellers. They would turn out all the servants and lock the doors, and then it would be safe for them to speak. Now, you know that in this country there is no place where a man cannot safely speak any thing he wishes.

It is just so about writing books and printing newspapers. People in this country can write any kind of a book that they please, and they can print any thing in a newspaper that they please. In some countries no man can write a book or print a paper without having it first

looked over by the officers of government; and if there is any thing in it that the government does not like, he is obliged to leave it out.

You will hear the *freedom of the press* spoken of. This means the freedom to write or print any thing that a man pleases, without fear of the government.

Freedom of speech is the liberty of saying any thing a man pleases. I do not mean, however, that a man has a right to slander and abuse his neighbors. If a man writes any thing to injure the character of another man he can be tried for it in a court of justice, and, if it is proved, he can be punished. But this is a very different thing from being forbidden to publish any thing unless it is approved by the officers of government.

Liberty of conscience means that a man may be of any religion he thinks best. In some countries the people are all obliged to be, or to pretend to be, of one religion. If a man should profess to believe any other he would be in danger of losing his life. In other countries, though a man would not lose his life for not believing the established religion, yet he would not be allowed to hold any office under the government.

In our country a man may be a Catholic, or a Jew, or a Mahometan, or of any other religion, just as he pleases. The countries where freedom of speech, and freedom of the press, and liberty of conscience are allowed generally have either constitutional monarchies or republican governments.

In those countries where the government is despotic these things are not allowed. If they were, the people would very soon find out their own rights, and endeavor to have more liberty.

I will now explain to you what noblemen are. In those countries where there are kings men have different titles. In Great Britain some are called dukes, some earls, and some barons. When people speak to these men they call them "your grace," or "my lord." If a man were asking any thing of a duke, he would say, "I would thank your grace to do this or that for me." If a man were going to salute a nobleman, he would say, "How do you do, my lord?" instead of saying, "How do you do, sir?"

These noblemen have very large estates, many miles in extent. They divide these estates into parts; each part they hire out to some man. This man is called a tenant. So you would see on the estate of a nobleman a great number of small houses, in which the tenants live.

In many cases a nobleman has no power to sell his estate. It belongs to him only while he lives, and when he dies it belongs to his oldest son; so that the same estates remain in the same family for many hundreds of years. When a nobleman dies, his oldest son takes his title. If he had no children, then the brother or nearest relation takes it.

These noblemen form what are called the *court* of the king. They are generally considered very much

superior to the common people. The noblemen are called the *aristocracy*. One great difference between the governments of America and those of Europe is, that in America they do not have any noblemen such as I have described to you. No man is distinguished or honored in this country unless he makes himself so by his own talents and industry. And do you not think it is a great deal better for men to be honored for what they do themselves than to be honored just because they had a title and estate left them by their parents ?

I will now tell you what are the governments of all the countries in the world.

In North America, Russian America is governed by the Czar of Russia, and British America by Great Britain. The United States and the countries south of it are republics. The Indians are governed by chiefs.

In South America, Brazil is governed by an emperor, and the tribes of Patagonia and a few of the native Indians in other parts of South America are governed by chiefs. All the other countries except these are republics. The West India islands, most of them, belong to England and Spain. St. Domingo is a despotism, with a black emperor.

In Europe, Switzerland is the only country that is a republic. Russia, Austria, Turkey, and France are despotisms. The rest of the nations of Europe are limited monarchies — some like England, where the people have almost as much power as in the United States ; and others

where the king has most of the power, though he is so afraid of his people that he has to try to please them. Three countries have for several years been governed by queens — viz., England, Spain, and Portugal.

In Asia, Hindostan belongs to Great Britain, and is governed by the queen's officers sent from that country. All the other countries are despotisms.

In Africa, there is one little republic of free Africans at Liberia. The colony of the Cape and Sierra Leone belongs to Great Britain. All the other countries are despotisms.

In Oceanica, Australia is governed by Great Britain, and some of the other islands belong to European nations. All the rest are little despotisms, governed by savage kings or chiefs.

Questions. — What is the kind of government among the American Indians? What sort of government is a despotism? a monarchy? a limited or constitutional monarchy? a republican, or democratic? How is the government of our own country conducted? How are the people of Great Britain governed? What is said of Turkey, and how does their government differ from our country and Great Britain? What is said of some countries in regard to freedom of speech and freedom in printing books and papers? What is meant by freedom of the press? What is meant by freedom of speech? What is liberty of conscience? What is said about noblemen? What is the court of a king? What is the aristocracy of a nation? What great difference is there between the governments in Europe and those of our country? What are the governments in North America? South America? the West Indies? Europe? Asia? Africa? Oceanica?

NOTE TO TEACHERS.



THE following lessons should be accompanied by "topic exercises." For this purpose, as many books of reference should be collected for the children as possible, such as large geographies, gazetteers, books of travel, &c. Then each child should have at least one book from which to seek further information.

Then at each lesson the teacher should stimulate the children to bring as much additional information as possible, aiding by giving out "topics" suitable to the lesson. The children should also be told to seek information from their friends at home. A teacher who understands how to stimulate the minds of children can make this a most interesting and animating exercise.

When there is a want of time for a long recitation a certain part of the class might be made "examiners," and be required to put five or six questions of the lesson to each of their classmates, and then to examine each other by a regular arrangement, the teacher superintending. In this way the recitation from the book could be speedily finished, and thus give time for the topic exercises.

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REVIEWING LESSONS.

LESSON I.

The Ocean; its Branches and Islands.

Now, dear children, that you have learned something about all the countries in the world, I wish you to learn all that follows in such a way that you will *never forget it*. Many children forget lessons in geography almost as fast as they learn them. One reason of this is, that they feel very little interest in them. Another is, that they learn too many names of places and things of which they know nothing. But, more than all the rest, they forget because they do not *thoroughly* learn.

Now, in the lessons that follow, if you will follow my directions, I will make it certain that what you learn in this book you will remember all your life long. And yet you will not need to study one half as much as many children do who forget in a year or two almost every thing they learned of geography.

In this course which follows you will go back and review certain parts, and then answer questions on the maps by the aid of the key. Your first lesson of this kind is *The Ocean; its Branches and Islands*.

You may first review the chapter on the ocean, so as to answer all the questions at the end. (page 177.) Then you may answer these questions on the maps of the two hemispheres. (page 158.)

On which side of the equator is there most water? Which continent has the most branches of the ocean running into it? Which is the largest branch of the ocean in the eastern continent? in the western? Which is the widest — the Atlantic, or the Pacific Ocean? Which continent runs the farthest south? Which continent has the most land? On which map of the hemispheres do you find the west side of the Pacific? On which is the east side? On which map do you find the west and on which the east side of the Atlantic? The Island of Australia, marked A, on the eastern hemisphere, is sometimes called the third continent,

because it is so very large. What little island owns it all? (See pages 163 and 164.) Which are the two grand divisions of the western continent? Which are the three grand divisions of the eastern continent? What are the four quarters of the world? *Ans.* Europe, Asia, Africa, and America.

What and where are the five oceans into which the great ocean is divided on the map of the eastern hemisphere? In what ocean and between what lines of latitude are the Azores, the Madeiras, and the Cape de Verde Islands? (See western hemisphere.) Between what lines of latitude are Cuba, Hayti, and the other West India islands? What is the largest of the islands of Polynesia, in the Southern Ocean, marked N. Z.? What are the islands, marked S. Is., in latitude twenty north of the equator? *Ans.* Sandwich Islands, of which Hawaii is largest, marked H. What islands are there in latitude ten south of the equator, marked S. Is.? *Ans.* Society Islands? What are the islands in latitude twenty south of the equator, marked F. Is.? *Ans.* Friendly Islands, and close by them the Fejee Islands, also marked F. Is. What is the island south of Australia, marked V. D. L.? What is the large island north of Australia, marked N. G.? What is the other large island, marked B.?

What branches of the ocean in the map of North America, marked 10, 11, 12, 14, 19? (See page 94.) What group of islands in the Gulf of Mexico, and what are the three largest? What islands on the Atlantic, marked B. Is., and near what line of latitude? What branch of the ocean, marked 13, on the map of South America? (page 100.) What island, marked J. F. I., west of South America? What branches of the ocean on the map of Europe, (page 110,) marked K. S., W. S., and where are they? What and where are the branches marked 28, 29, G. of F., and G. of B.? What branches of the ocean are marked 30, 27, 31, 25, 26, and in what part of Europe are they? What branches of the ocean on the map of Asia, (page 132,) marked 23, 22, 21, 28, and where are they? What branches are marked 18, 19, 20, 27, 30, and 26, and where are they? What and where are the branches of the ocean on the map of Africa, (page 150,) marked 19? *Ans.* Red Sea on the east side, and Gulf of Guinea on the west side. What branch is marked 18? Where are the Canary, Madeira, and Azore Islands on this map?

LESSON II.

Mountains and Lakes.

You may first answer all the questions about mountains. (pages 191, 192.) Then you may learn the answers to these questions. Between what states do the Rocky Mountains run? (See map of the United States, page 86.) What mountains in California, and which way do they run? Where are the Cumberland, Alleghany, and Blue Ridge Mountains, and which way do they run? What and where are the lakes of North America? What mountains in South America? (page 100.) *Ans.* The Andes on the west, and the Brazilian Mountains on the east side. What lake in South America? What are the mountains that divide Sweden and Norway? (Map of Europe, page 110.) In what direction do the mountains west of Russia run, and what is their name? south of Russia? in Austria? in Turkey? in Switzerland? in Italy?

south of France? in Iceland and Sicily? Where are the lakes of Europe? What mountains separate Europe and Asia on the north, and which way do they run? (See map of Asia, page 132.) Where are the Altai Mountains, and which way do they run? In what direction do the Himalaya, Kuenhin, and Thian Shan Mountains run? Where is Mount Ararat? What lake in Asia? What two large seas in Asia, marked 24 and 25? In what direction do the mountains of Africa run? (page 150.) What lakes in Africa, and where are they?

LESSON III.

Rivers.

First answer all the questions about rivers, (page 192.) Then take the New England, Middle, Western, and Southern States, and also the map of the United States, and tell the names of the rivers in each map as marked in the key, and where they rise, through what states they run, and where they empty. Mention any branches that are put in the key.

LESSON IV.

Rivers.

Take the maps of North and South America, and of Europe, Asia, and Africa, and tell the names of all the rivers on each map as marked in the key, and where they rise, through what states they run, and where they empty. Mention any branches put in the key.

Note. — In Russia, several rivers are marked D. The Don enters the Sea of Azof, the Dniester the north point of the Black Sea, and the Danube the west side. The Dwina enters the Baltic.

LESSON V.

Boundaries, Governments, and Capitals.

Review the chapter on governments, (page 207.) Bound all the states and territories of the United States, tell their capitals and where they are situated.

LESSON VI.

Boundaries and Capitals.

Bound all the countries in North and South America, and in Europe, Asia, and Africa, tell their capitals and where they are situated. Tell the kind of government in each country as you bound it.

LESSON VII.

Races and Religions.

Review the chapters on races (page 174) and on religion, (page 193,) and then tell the race and religion of all the countries in the world, including Oceanica on pages 158, 159.

LESSON VIII.

Climate and Productions.

Review the lesson on the two hemispheres and on the tropics and zones, (page 166.) Then take the maps of North and South America and tell which zone each country is in, and its climate and productions. Then do the same on the maps of Europe, Asia, and Africa.

LESSON IX.

Latitudes.

Take each map and tell between what lines each country lies, as these questions will direct. Between what latitudes does North America lie? (page 94,) Mexico? the United States? the New England States? (page 28,) the Middle States? (page 48,) the Southern States? (page 70,) the Western States? (page 58,) Europe? (page 110,) Southern Europe? Middle Europe? Northern Europe? Asia? (page 132,) Southern Asia? Middle Asia? Northern Asia? Africa? (page 150,) Egypt? Barbary? What countries in the world lie south of the equator? How far south does the eastern continent extend? the western? Between what latitudes is Australia? Which of these islands are north and which are south of the equator? Sandwich, Society, Friendly, New Zealand, St. Helena, — in what latitude are these islands? [The review lesson on the ocean (page 217) tells which are these islands.]

LESSON X.

General Review.

Take each of the New England States and answer these questions. What are the latitude, boundaries, capitals, seas, rivers, gulfs, bays, capes, islands, lakes, mountains, zone, climate, productions, race, government, religion? Next take the Middle States, and then the Western and Southern States, and answer these questions to each state.

LESSON XI.

General Review.

Answer the same questions as in the former lesson to the countries of North and South America, Europe, Asia, Africa, and Oceanica.

LESSON XII.

Coasting Lesson.

Now you are to make a *coasting voyage* all over the world, commencing with the map of North America, (page 94,) and answering these questions. What is the island marked 7? What is the shore as you sail south? the cape, marked C. F.? What strait is next, marked D. S.? To what bay does it lead? To what land does that lead? What bay do you next enter coming south, marked 10? Through what straits do you pass to enter it? What are the countries around it? What lake runs into it, and through what river? What two lakes run into the Northern Ocean? As you return through Hudson's Straits and sail south, what country do you pass? Then you enter the Gulf of St. Lawrence through Bellisle Straits, marked B. S. What large island do you pass? As you sail up the St. Lawrence River, what country is north and what south? What large city do you pass? What lake do you first enter? (Now take the map of the United States, page 86.) What is the second lake, and through what river do you pass? What small lake is next? *Ans.* St. Clair. What is the next lake? What is the largest lake? What countries lie along the north side of these lakes? What south of them? Returning on the south coast of Lake Superior, what large lake do you enter south of it? What states lie around it? Returning along the south coast of these lakes, what states do you pass? (Now return to the mouth of the St. Lawrence, on map of North America.) What island and peninsula do you pass in coming south? *Ans.* Cape Breton Island and the peninsula of Nova Scotia. What bay between Nova Scotia and New Brunswick? *Ans.* Bay of Fundy. Ask your friends about the *tide* in this bay and the reasons of it. Between what states is New Brunswick? *Ans.* Maine and Nova Scotia. Of what country is it a part? *Ans.* British America. (Now take the map of the New England States, page 28.) What is the river between Maine and New Brunswick on the north, marked 1? On the east, marked 3? What is the next river as you sail west, marked 7? What mountain near it? What is the next river, marked 8? What lake does it pass through? What is the next river, marked 9? What river runs from New Hampshire to the Atlantic? *Ans.* The Merrimack. What bay comes next, marked 14? What cape north of it, marked 13. *Ans.* Cape Ann. What cape south of it, marked 17? What river enters this bay? What bay at 16? What islands at 18 and 19? What bay at 23? What island at 24? What large island at 29? *Ans.* Long Island. What sound at 25?

LESSON XIII.

Coasting Lesson.

(Take the map, page 48.) What island at 1? What river empties at its west end? What bay comes next at 7? What river empties into it? What branch at 9? What large city where the branch joins, marked 1? What bay has its northern part on this map? What river empties into it? (Take the map, page 70.) What river empties into Chesapeake Bay? What capital is on this bay? What river next south of this bay, marked P. R.? What is the river next to it, marked J. R.? What river next, marked R. R.? What sound does it empty into? *Ans.* Albemarle. What is the next river? Into what sound does Neuse River empty? What cape near it? *Ans.* Cape Hatteras. What is the next river? What cape at its mouth? *Ans.* Cape Fear. What two rivers in South Carolina come next? What river divides that state from Georgia? What is the next river in Georgia? What is the next river in Florida? What cape at C. C.? *Ans.* Cape Clear. What islands do you pass at 23? *Ans.* The Bahamas. What cape at the south point of Florida? What gulf do you enter here, marked 20? What islands south of Florida? *Ans.* West Indies. What is the largest, marked 22? What bay on the south of Florida, marked A. B.? What river next west? What river next, marked A. R.? What river separates Mississippi and Louisiana, marked P.? What large river next? *Ans.* The Mississippi.

Now you sail up the river on the east side and sail down on the west side, and tell the branches you meet in the order in which they come. What branch in Mississippi? What branch separates the slave and free states? What two head streams unite to form this river at Pittsburg, in Pennsylvania? *Ans.* Monongahela and Alleghany. What two branches has this river in Kentucky and Tennessee? (Now take the map on page 58.) What branch has the Ohio in Indiana, marked W.? *Ans.* Wabash. What branch has the Mississippi in Illinois, at K.? *Ans.* The Kaskaskia. What branch next north, marked I. R.? What next, marked R. R.? What next, marked R. R.? Through what lake do you pass, marked L. P.? What is the next river, marked St. C. R.? (The Mississippi rises in Itasca Lake where I. L. is placed.) In going down the west side of the Mississippi, what is its largest branch in Minnesota? in Iowa? What two branches? What is the great stream next south, that should have been called the Mississippi? What is the largest branch in Arkansas? in Louisiana? (Now take the map of the United States, page 86.)

What is the largest branch in Louisiana? What are the rivers running to the Gulf of Mexico in their order, sailing south? (Now take South America, page 100.) What sea south of the Gulf of Mexico? What river in Venezuela? *Ans.* Orinoco. What great river next, and what are its northern and southern branches? What is the most eastern cape? What is the next large river in Brazil? What river comes next? *Ans.* Rio de la Plata, which has the Uruguay at its most eastern branch, the Parana in the middle branch, and the Paraguay the most western. The next river, marked C. R., is the Colorado. What

islands south, marked F. I.? What island at the south point of South America? What strait north of it? What cape south of it, marked C. H.? What islands do you pass going up the west coast? What is the most western cape? (Now take the map of North America, page 94.) What is the only large gulf on the west coast of North America? *Ans.* Gulf of California, receiving the Rivers Gila and Colorado. The next rivers are the Sacramento and San Joaquin, at St. F., which stands for San Francisco. The next river is the Oregon. Then you pass up to Behring's Straits.

LESSON XIV.

Coasting Lesson.

Take the map of Asia, (page 132,) and begin at Behring's Straits, and what country do you pass coming south? What bay at 23? What islands south? What sea at 22? What rivers empty into it? What island at F.? What sea at 21, and what island at H.? What islands at P. Is.? What gulf at 28? What river near it? What large island at 13? What straits and peninsula next? *Ans.* Malacca? Where are the Islands of Sumatra, Java, and Celebes? What bay comes next, marked 20? What rivers empty into it? What countries around it? What islands on the east side? *Ans.* Andoman and Nicobar. What island south of Hindostan, marked C.? What islands west of Hindostan? What sea, marked 19? What river enters it? What gulf at the north of it, and what rivers enter it? What sea at 18, and through what straits do you enter it? What country is on its east coast? (Now take the map of Africa, page 150.)

What countries are on the west coast of the Red Sea? As you sail south from the Red Sea, what cape and island do you pass? What countries on the coast as you sail south, marked 7 and 8? What large island, marked M.? What small island east of it? What countries, marked 9 and 10? What cape, marked C. G. H.? What country do you pass, marked 11? 13? 14? What island, marked St. H.? Across what countries does the equator run? What country, marked 1? 2? What cape, marked C. V.? What islands near it? What desert do you pass? What islands near it? What islands, marked A. Is.? What country do you pass, marked 4? What sea north of it? What river enters this sea from Africa? What isthmus connects Asia and Africa? (Now take the map of Asia, page 132.)

What is the sea, marked 27? What remarkable country east of it? *Ans.* Palestine in Turkey, also called Syria. What country north of the Mediterranean in Asia? *Ans.* Asia Minor, a part of Turkey. (Now take the map of Europe, page 110.) What island at the east end of the Mediterranean? *Ans.* Cyprus. What sea at 31? at 25? Through what do you pass to the Black Sea? *Ans.* The small Sea of Marmora, where Constantinople stands. What sea, marked 26? What river enters it? *Ans.* The Don. What is the next river? The Dnieper. What is the next? *Ans.* The Danube. What countries are marked 13 and 14? What is the largest island near Greece? *Ans.* Candia. What sea

is marked 32? What river enters it on the north? *Ans.* The Po. What country, marked 7? What celebrated city and river on the west of Italy? *Ans.* Rome and the River Tiber. What island south of Italy, marked S.? What are the two islands near each other, marked S. and C.? What country next to Italy? What river, marked R. R.? What country comes next? What small island, marked M.? *Ans.* Majorca; and Minorca is near it. Through what straits do you pass into the Atlantic? What cape, marked C. St. V.? What country, marked 12? What river with two capitals on it? *Ans.* The Tagus. What are the north-west points of Spain? *Ans.* Cape Finisterre and Cape Ortegal.

What bay, marked 30? What rivers enter it, marked G. and L.? On what river is the capital? *Ans.* The Seine. What is the water between France and England called? *Ans.* The English Channel. What is the sea, marked I. S.? What are the islands north of Scotland? What narrow straits separate England and France? *Ans.* Dover Straits. What is marked, 29? What river enters it, marked R. R.? Through what straits do you pass into the Baltic? *Ans.* First Scager Rack, and then the Categat. What is the little peninsula between them? *Ans.* Jutland, or Denmark. What is the largest island near it? *Ans.* Zealand, on which is Copenhagen, the capital. What lakes run into the Baltic on the west? *Ans.* Wener and Weter. On what small lake stands Stockholm, the capital? *Ans.* Malar? What two lakes east of the Gulf of Finland?

What river enters the Baltic from Russia? *Ans.* The Duna. What from Prussia? *Ans.* The Niemen, that divides Russia and Prussia; the Elbe, that divides Prussia from Hanover; and the Oder between them. After you leave the Baltic and go north, a whirlpool, marked M., is near the Loffoden Islands, marked L. I. What northern cape? What sea next? What rivers enter it? *Ans.* The Dwina and Onega. What island north of Russia? What sea east of it, marked K. S.? (Now take North America, page 94.) What strait do you pass coming from Asia into the ocean north of America? What land do you pass, marked G. L., on the way to Baffin's Bay? Now, by going to Iceland, at 7, you have completed a coasting voyage around the whole world and come back to the place from which you started.

LESSON X

Cities.

Among the largest cities in North America are Montreal and Quebec, in Canada, on the St. Lawrence. In the United States, New York is the largest, with over 500,000 inhabitants; if Brooklyn is included, there are 600,000. The next largest is Philadelphia. The next is Baltimore. The next is Boston. The next New Orleans. The next Cincinnati. The next St. Louis, with 77,000. Mexico has 200,000 inhabitants. Where are these cities situated? The largest city in South America is Rio Janeiro, with 170,000.

The largest city in Europe, and in the world, is London, with over 2,000,000. The next is Paris, with about 1,000,000. Constantinople has 500,000. Vienna and Berlin each has about 400,000. The largest cities in Asia are Peking, with 1,500,000, and Canton and Jeddo,

with 1,000,000 each. The largest city in Africa is Cairo, with 300,000. Where are these cities situated?

You may now tell where the following towns and cities are situated, on the map of New England, page 28. Portland, Brunswick, Portsmouth; Hanover, marked 3, on the Connecticut River; Burlington, marked 1, and Middlebury, marked 2, in Vermont; Worcester, Lowell, Springfield, Amherst, Williamstown, Cambridge, close to Boston, Middletown, New London, Providence, (see map, page 49,) Brooklyn, Schenectady, Rochester, Saratoga, Utica, Auburn, Buffalo, Fort Ticonderoga, Philadelphia, Lancaster, Pittsburg, Newark, (see map, page 59,) Sandusky, Cleveland, Cincinnati, Detroit, Chicago, Galena, Alton, Milwaukee, Burlington, Dubuque, Louisville, in Kentucky, on the Ohio. Learn the situation of all the cities in the key of the maps, pages 71, 101, 111. In Spain there are three cities marked S. The eastern one is Saragossa, the western is Salamanca, and the southern is Seville. Learn the situation of the cities and towns on the key of Asia, (map, page 133,) and of Africa, page 151.

LESSON XVI.

Population of the World.

North America has 38,000,000; South America has 16,000,000; Europe has 258,000,000. Asia has 455,000,000; Africa 61,000,000; and Oceanica 23,000,000. The following countries have the most inhabitants in each of the four quarters of the world. The United States have 23,000,000. In Europe, Russia has 60,000,000; France 37,000,000; Great Britain and Ireland 27,000,000. In Asia, the Chinese empire has 230,000,000; Hindostan, including Ceylon, 130,000,000; Japan 30,000,000; and Turkey, in Asia, 10,000,000. In Africa, the Barbary States have about 13,000,000; Soudan 10,000,000; and Egypt about 3,000,000.

Now, dear children, I hope you will learn these lessons so *thoroughly* that there shall not be a *single question* that you cannot answer correctly. Then you will be ready to study *Miss Beecher's First Book of History*, which my sister has made for you, which you will find to be very interesting and full of beautiful pictures.

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