

DIRECTIONS TO THE TEACHER.

1. Keep the pupil upon the Definitions and Explanations on the first four pages until he is thoroughly acquainted with them.
2. Go through the volume with the Questions and Exercises on the maps, leaving the other matter for a second course.
3. At first the pupil may answer the questions on the map with the map before him; afterward, at the discretion of the teacher, with or without the book.
4. The teacher should not confine himself to the questions in the book. Let him ask these first, and others afterward. On the map of the child's own state and vicinity, especially, it will be well to be minute.
5. In the General and Comparative Views, we have commonly so framed the questions as not to require that numbers should be committed to memory. In asking additional questions on the tables the teacher must exercise in this respect a sound discretion.
6. In the questions on the maps, words printed in italics are to be repeated in asking the questions immediately succeeding.
7. To facilitate the task of the teacher, and sometimes to remove a possible ambiguity in the map, the name which constitutes the answer to a question is often intimated by giving the initial and final letter.

EXPLANATIONS OF FIGURES AND CHARACTERS ON THE MAPS.

1. Figures on the maps attached to *towns* denote the number of *thousands* of the population.
2. Figures attached to *rivers* denote the length in *hundreds* of miles.
3. Countries on the border of those which are the subject of the map are given either in open letter, thus: **VERMONT**; or thus: **NEW YORK**.
4. Capitals of countries, county towns, railroads, canals, &c., are distinguished by the following marks:

Capitals of countries are designated thus	✳ ●
County towns	●
Other towns	○
Canals	▬▬▬
Railroads	▬▬▬
Head of navigation	⊕

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