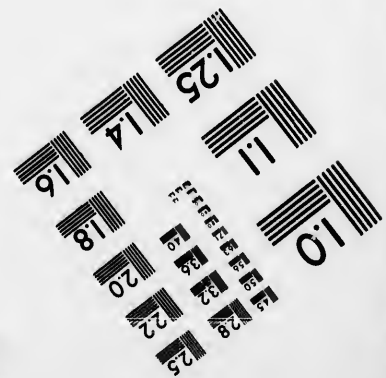
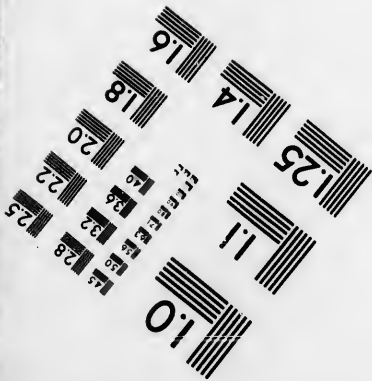
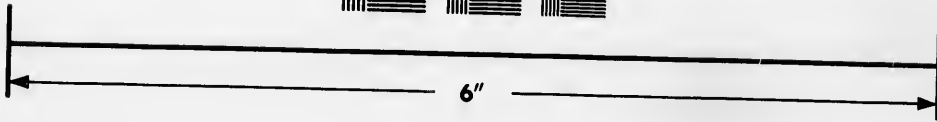
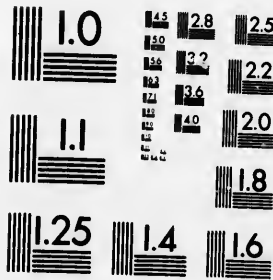


**IMAGE EVALUATION
TEST TARGET (MT-3)**



**Photographic
Sciences
Corporation**

23 WEST MAIN STREET
WEBSTER, N.Y. 14580
(716) 872-4503

**CIHM
Microfiche
Series
(Monographs)**

**ICMH
Collection de
microfiches
(monographies)**



Canadian Institute for Historical Microreproductions / Institut canadien de microreproductions historiques

© 1993

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

Coloured covers/
Couverture de couleur

Covers damaged/
Couverture endommagée

Covers restored and/or laminated/
Couverture restaurée et/ou pelliculée

Cover title missing/
Le titre de couverture manque

Coloured maps/
Cartes géographiques en couleur

Coloured ink (i.e. other than blue or black)/
Encre de couleur (i.e. autre que bleue ou noire)

Coloured plates and/or illustrations/
Planches et/ou illustrations en couleur

Bound with other material/
Relié avec d'autres documents

Tight binding may cause shadows or distortion along interior margin/
La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure

Blank leaves added during restoration may appear within the text. Whenever possible, these have been omitted from filming/
Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.

Additional comments:
Commentaires supplémentaires:

Coloured pages/
Pages de couleur

Pages damaged/
Pages endommagées

Pages restored and/or laminated/
Pages restaurées et/ou pelliculées

Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées

Pages detached/
Pages détachées

Showthrough/
Transparence

Quality of print varies/
Qualité inégale de l'impression

Continuous pagination/
Pagination continue

Includes index(es)/
Comprend un (des) index

Title on header taken from:
Le titre de l'en-tête provient:

Title page of issue/
Page de titre de la livraison

Caption of issue/
Titre de départ de la livraison

Masthead/
Générique (périodiques) de la livraison

This item is filmed at the reduction ratio checked below/
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	12X	14X	16X	18X	20X	22X	24X	26X	28X	30X	32X
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The copy filmed here has been reproduced thanks to the generosity of:

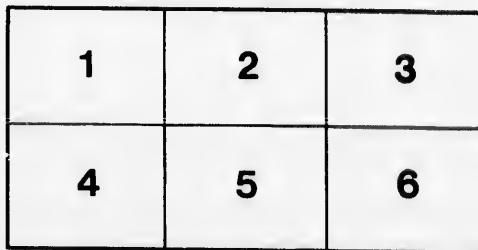
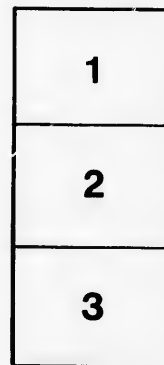
National Library of Canada

The images appearing here are the best quality possible considering the condition and legibility of the original copy and in keeping with the filming contract specifications.

Original copies in printed paper covers are filmed beginning with the front cover and ending on the last page with a printed or illustrated impression, or the back cover when appropriate. All other original copies are filmed beginning on the first page with a printed or illustrated impression, and ending on the last page with a printed or illustrated impression.

The last recorded frame on each microfiche shall contain the symbol \rightarrow (meaning "CONTINUED"), or the symbol ∇ (meaning "END"), whichever applies.

Maps, plates, charts, etc., may be filmed at different reduction ratios. Those too large to be entirely included in one exposure are filmed beginning in the upper left hand corner, left to right and top to bottom, as many frames as required. The following diagrams illustrate the method:



L'exemplaire filmé fut reproduit grâce à la générosité de:

Bibliothèque nationale du Canada

Les images suivantes ont été reproduites avec le plus grand soin, compte tenu de la condition et de la netteté de l'exemplaire filmé, et en conformité avec les conditions du contrat de filmage.

Les exemplaires originaux dont la couverture en papier est imprimée sont filmés en commençant par le premier plat et en terminant soit par la dernière page qui comporte une empreinte d'impression ou d'illustration, soit par le second plat, selon le cas. Tous les autres exemplaires originaux sont filmés en commençant par la première page qui comporte une empreinte d'impression ou d'illustration et en terminant par la dernière page qui comporte une telle empreinte.

Un des symboles suivants apparaîtra sur la dernière image de chaque microfiche, selon le cas: le symbole \rightarrow signifie "A SUIVRE", le symbole ∇ signifie "FIN".

Les cartes, planches, tableaux, etc., peuvent être filmés à des taux de réduction différents. Lorsque le document est trop grand pour être reproduit en un seul cliché, il est filmé à partir de l'angle supérieur gauche, de gauche à droite, et de haut en bas, en prenant le nombre d'images nécessaire. Les diagrammes suivants illustrent la méthode.

3665

THE

ELEMENTARY

GEOGRAPHY

CANADA PUBLISHING Co.
(LIMITED)

TORONTO
ONT.

1886

~~2043~~

~~Copy Deposited No 3665~~



National Library
of Canada

Bibliothèque nationale
du Canada

~~2C-42~~



THE
ELEMENTARY
GEOGRAPHY



BY JAMES MONTEITH

AUTHOR OF GEOGRAPHIES, ATLASES, MAPS, WALL-MAPS, EASY LESSONS IN POPULAR SCIENCE, AND POPULAR SCIENCE READER

ADAPTED FOR USE IN CANADIAN SCHOOLS

BY R. DAWSON, B. A., T. C. D.

TORONTO:
CANADA PUBLISHING CO. (LIMITED)

Entered, according to Act of Parliament, in the office of the Minister of Agriculture in the year 1886, by THE CANADIAN PUBLISHING COMPANY (LIMITED).

G. 1876

M 6
1886



P R E F A C E .

The method adopted in this little book leads the young learner to look at things around him in such a way as to learn something about them and from them; thus developing his reasoning powers, by his individual effort.

The author has acted upon the principle that the best way to help a child is to show him how to help himself.

The pupils are encouraged to observe, examine, discover, inquire, and read. They ride, walk, and talk with their teachers or parents, who show them natural objects on the road, in the fields and woods, and at the sea-side.

The easy, conversational, and varied style of presentation will, it is hoped, make this study pleasant and effective.

Beginning at the school-grounds, the children go over their county, province, country, continent, and the world.

Special attention is directed to the large type, clear, open pages, and the illustrations, which are executed in the highest style of art.

The maps are beautiful. They show the standard time at the top; height of land and depth of water, in profiles, or sectional views, at the bottom; and comparative latitude on the sides.

The largest city in each country is distinguished from other cities by being printed in larger letters.

Highlands, lowlands, and principal products are shown in small charts.

Such foot-notes are given as will aid the teacher in adding interest to the lessons.

The writing exercises, with language lessons, teach by means of journeys and voyages.

GEOGRAPHY IN THE FIELDS AND WOODS.



LESSON ONE.

1. "Come," said a Teacher to her class, "let us take a long walk.
2. "We shall go over the green fields, through the dark forest, and along by the brook.
3. "We shall climb the hills and run down into the valleys between them.
4. On your way you will see many things to interest and educate you, if you will only watch them closely and think about them.
5. "One of the first things to learn in traveling is the direction in which you wish to go. There are four principal directions, north, east, south, and west.
6. "Before we start, you may all stand up, and with your right hand point to the place where the sun rises. That direction is east.
7. "With your left hand point to the place where the sun sets. That is west.
8. "While you stand with your arms stretched out towards the east and west, the north is before you and the south behind you."
9. Towards which of these points or directions is the front of your school-house?
What ground or building is on the northern side of your school-ground? On the southern side?
On the eastern side? On the western side?
Name one of the streets or roads near your school-house. In what directions does it lead?

10. "Outside the city or town, you may see farms on which wheat, corn, potatoes, and many other things are cultivated."¹

11. "You may see, also, fields where cows, oxen, horses, and sheep graze, and dark forests or woods, whose great trees of pine, oak, spruce, hemlock, maple, walnut, or chestnut, are cut down and afterwards sawed into boards and posts."²

12. "Without cows, we should have no milk, butter, or cheese; without sheep, we should have no wool; and without trees, we should have no furniture, wagons, sleds, or boats."

13. The class, after passing several fields, came to a bridge under which flowed a stream of water, called a river.

14. Looking up the river, or in the direction from which it flows, all observed a mill, whose great wheel was turning over and over.

15. Reaching the mill, they asked leave of the miller to enter, for the rain had begun to fall in big drops.

16. Inside the mill, they saw a great, flat stone, as large as a cart-wheel, turning round and round on another stone. Through a hole in the upper millstone, the miller let in wheat. This was soon ground into flour, which came out over the edge of the lower millstone.

What has been taught in Lesson One,—

The four principal points or directions are north, east, south, and west.

The east is where the Sun rises; the west, where it sets.

The farmer raises wheat, corn and oats, besides potatoes and other vegetables.

Bread is made from flour.

Flour is ground wheat.

Meat is ground corn.

We get milk from the cow and wool from the sheep.

A river is a stream of water flowing through the land.

NOTES FOR THE USE OF THE TEACHER.

The attention of the class may be called to the principal streets, buildings or places in the neighborhood, with their directions from the school and from one another,—the location of the city, town, or village, with its public buildings, mills and factories, and their several uses.

At 12 o'clock, or noon, our shadows point exactly toward the north. This is always the case in the North Temperate and North Frigid Zones, and sometimes in the Torrid Zone. In the South Temperate and South Frigid Zones, the people's shadows at noon point toward the south.

Midway between north and east is northeast; between

south and east, southeast; between north and west, northwest; and between south and west, southwest.

¹ Wheat, corn, rye, buckwheat, rice, and barley are called grain, because they are all small, hard seeds.

Can any of you tell how wheat, corn, and rice are made into food? How is corn planted? How are potatoes planted?

What fruits grow in your neighborhood? How is each used or prepared for food?

² Grazing means feeding on grass. Mention some animals which graze. Does a dog graze? A cat? A cow? A goat?

What parts of a house are made of wood? What kinds of wood are used in making chairs? Tables? Pianos? Windows? Shingles? Floors? Boats? Wagons? Fences?



might
7
lakes
8
show
9
far a
1 Su
to hold
Bea
stream,
dams b
spaces
The ob
from fr

LESSON TWO.



A MILL.

1. Some of the boys were much interested in watching the machinery while it was in motion.

2. The miller took them to the great wheel outside which turned the wheels, belts, and rollers inside the mill. He also showed them how the water-wheel itself was turned by water from the stream above it.

3. "Why," asked one boy, "did you build this wall of logs across the stream?" "So that I may have enough water at all times, even in dry weather," replied the miller.¹

4. Here a little girl wanted to hurry out and gather wild flowers, saying, "She wished it would never rain."

5. "Let me tell you," said the Teacher, "that if there were no rain, there would be no flowers, grass, trees, food, drinking water, or people; in short, no life of any kind on the Earth; the whole land would be a desert, and as dry and barren as a dusty road in summer."

6. Another little girl thought that if there were no rain people might get water from the rivers and lakes.²

7. "Oh, no," said the Teacher; "if rain should not fall on the land, all the rivers, lakes, ponds, springs, and wells would become dry."³

8. All were astonished at this, and said they would never again complain of showers and rainy days.

9. "Do you know," asked the Teacher, "where the rain comes from, how it gets far above your head, and falls so gently on the grass, gardens, and farms?"

¹ Such a wall or bank is called a mill-dam. It is built to hold back the water of a stream.

Beavers are little animals which live on the banks of a stream, in the water as well as on land. They construct dams by cutting down trees with their teeth, filling in the spaces between the logs with branches, stones, and mud. The object is to secure a sufficient depth of water, to be safe from freezing in winter. Beavers invariably cut such trees

as will fall into the water and be carried by the stream to the place selected for their houses. They are fine swimmers and divers.

² A lake is a body of water surrounded by land. A pond is a small lake. ³ Land on which rain never falls is dry and barren; it is called a desert.

The machinery in most mills is now moved by steam instead of the water-wheel.

10. "It comes from the clouds," answered all.

11. "True; but where do the clouds come from?" All were silent, and they were still more astonished when she answered for them, "From the ocean."

12. "How can that be?" asked a bright little fellow who had bathed in the surf at the sea-shore one summer. "The water of the ocean is salt and rain water is fresh," and his eyes sparkled, as he thought he had found a mistake in the Teacher's statement.

13. "A very sensible question," promptly and pleasantly replied the Teacher. "The heat of the Sun changes the water at the surface of the ocean into vapor, which is so light that it rises in the air. The salt, however, is heavier than air; therefore, it remains in the ocean.¹

14. Vapor is always fresh, because the salt cannot rise with it.

15. Vapor rises and forms clouds, which fall in the form of rain as soon as the cold makes them too heavy to float any longer in the air.²

16. "Can any of you tell me how the clouds are carried from over the ocean to places far away from it?" Several said, "By the winds."³

17. Just then the rain ceased, and all started off in high glee. "Oh, see!" shouted one of the boys, "the mill is on fire. Smoke is coming out of all parts of the roof." At this, the others laughed heartily, for they knew that what appeared as smoke was only vapor, or the rain drying up.⁴

What has been taught in Lesson Two,—

Without the ocean there would be no vapor.

Without vapor, no clouds.

Without clouds, no rain.

Without rain, no people, trees, grass, or animals.

¹ A pupil should always be commended for any suggestion which indicates that his mind is at work on the subject, and that he is thinking independently.

² Some of the pupils may have seen vapor rise from boiling water, and afterwards found it changed back into drops of water on the inside of a window, or on the outside of a pitcher of cold water.

³ Clouds are not very far above the Earth—not so high as the tops of some mountains. A cloud so low as to touch the surface of the Earth is called a fog or mist.

⁴ Vapor rises not only from the ocean, but also from water everywhere on the Earth. Wet, moist ground becomes dry by this process, called evaporation.

Pronounce statement, not *munt*; laugh, *lif*, not *lif*.



RAPIDS.

LESSON THREE.

1. Following the river, which they found smaller and smaller as they climbed the hill, they at last reached its beginning, or source, which is a **spring**.¹

2. One of the boys made a little boat, and threw it into the stream near the spring. "That boat," said the Teacher, "may have a long and curious voyage."

3. "It may sometimes float smoothly under overhanging bushes or past beautiful flowers, then rush down over high, steep, and dangerous places, called **rapids**."

4. "It may be dashed over a **waterfall**, or it may be carried over the mill's wheel."²

5. "It may afterward glide on deep, smooth water, past villages and cities, and at last quietly enter the **great ocean**, which is the largest body of water on the Earth."³

6. While they were sitting on the ground near the spring, all joined in a conversation about their bread, butter, cakes, and other things which they had brought with them.

7. One asked about sugar, another about salt, another about butter, and so on.

8. "Sugar," the Teacher said, "is made by boiling the sweet juice of the sugar-cane,⁴ while salt is dug from deep mines or caves,⁵ or is made by evaporating salt water."⁶

9. "What kind of a tree is this which we are sitting under?" None knew.

10. "Look about you and tell me," said the Teacher, "what small, round things are on the ground under the tree."



A WATERFALL.

¹ Springs are water coming out of the ground. They are supplied by the rain, which sinks into the ground and comes out through openings in the surface. Melted snow on mountains also sinks into the ground and forms springs. From these springs, streams flow down the mountain sides.

² A stream of water falling over a precipice is called a waterfall, cataract, or cascade.

³ The water of all rivers is fresh, except near the mouths of those which flow into the ocean. Into such rivers some salt water from the ocean enters, making the river water for some distance taste of salt.

Near what river do we live? Does it flow into the ocean, or into a bay, or into a lake, or into another river?

⁴ Sugar-cane is grown from cuttings planted every two years. It flourishes only in a warm climate. Sugar is made also from beet-root; it is as clear and sweet as the best loaf sugar. Beet-sugar is made and used chiefly in France.

⁵ Some salt mines are very deep, and have underground streets several miles in length. They are lighted by lamps which are kept constantly burning.

⁶ Salt water from the ocean, or from salt springs and wells, is put into large pans, kettles, or reservoirs, and then heated either by fire or by the sun until the water is all changed into vapor, which rises and leaves the salt behind.

Some springs and mines are so deep that they are always hot.

11. All said "acorns."¹ And the older boys said it must be an oak-tree, for acorns are the seed of the oak.

12. Near by, was a little plant which one of the boys pulled up by the root.² "What is this?" he asked.

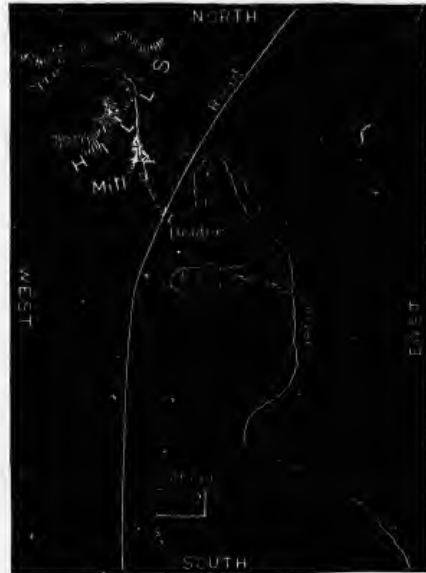
13. "It is the beginning of a sugar-maple tree—a tree from whose sap maple sugar is made," replied the Teacher; "the seed is still attached to the stem of the plant."³

14. "But," asked another, "how did the seed get here? There is no such tree near it."

15. "A very good question," remarked the Teacher. "The seed was so light that the wind caught it as it left the tree and brought it to this spot. Seeds of the maple and some other kinds of trees are carried in this way a long distance before they fall to the ground."⁴

16. "In thus scattering seed, the wind helps to cover the land with trees and flowers and grass."

17. The next day, one of the girls went to the blackboard and drew from memory a map of the school-grounds and the places they had visited.



A MAP OF SCHOOL-GROUNDS AND VICINITY.
(Picture on page 3.)

What has been taught in Lesson Three,—

Without rain there would be no springs.

Without springs, no rain.

The source or beginning of a river is a spring.

Parts of a river which flow rapidly are called rapids.

Where water falls over a precipice it is called a waterfall.

An ocean is the largest body of water on the Earth.

We get sugar from plants; salt, from salt water and salt mines.

Winds blow clouds and seeds over the land.

¹ A'corns.

² Rōt, not rut.

³ Maple sugar is made from the sap, which drops or trickles through a hole bored in the tree.

⁴ Thistle-seeds, which are surrounded by a light, downy substance, are carried long distances by the winds.

To understand the directions on a map, it should be laid flat on a table or held level in your hands, with the top of the page toward the north. North does not mean up; it is sometimes higher and sometimes lower than south. A boy climbing a tree goes up; an apple falling from a tree, or a stone dropped into a well, goes down.

RE

Have

what dif

What

some of

What

What fru

tures? I

Menti

each com

does thei

From

animals d

From wh

Rosedale, May 10th 1884.

Dear Father:

Our teacher took us for a lovely walk last Saturday. We learned so much about trees and rivers and clouds and rain, that we read and think and ask our teacher about nearly everything we see.

We were caught in a shower. Now we all ran! It was such fun! We entered a mill for shelter. The miller, who was all white with flour, was very kind to us. He showed us how flour was made. When we were leaving, we all shook hands with him and thanked him. Your loving son,
Walter.

REVIEW OF LESSONS 1, 2, AND 3.

Have you ever seen a field? What did it contain? Of what different uses are fields?

What is a forest? Mention some forest trees. Mention some of their uses.

What is an orchard? What fruit trees have you seen? What fruit trees have you only read about or seen in pictures? How are different fruits prepared for use?

Mention some wild animals. In what does the value of each consist? Mention some domestic animals. In what does their value consist?

From what plants do we get most of our food? From what animals do we obtain beef? Pork? Veal? Mutton? Venison? From what animals do we get material to make our clothes?

What birds and fowls are most used for food? What fishes?

Name and point to each of the principal or cardinal points of the compass. What part of a map represents north? South? East? West?

Mention some place or building north of your school? East? South? West?

By what is the machinery of mills, factories, etc., moved? What is a mill-dam? What is flour? Meal?

What is rain? What are clouds? What is vapor? Mention some of the uses of rain. Why is there no salt in rain? How is salt made or obtained?

What is a spring? A river? A lake? A waterfall? A desert? A swamp? What is the source of a river? The mouth of a river? What is a hill? A valley?

GEOGRAPHY AT THE SEA-SHORE.



LESSON FOUR.

1. The next excursion was to the sea-shore; and as that was a long way off, the class took an early train one day in summer.
2. On their way, they all looked out of the car windows at everything which appeared curious or strange.

shea
strea
thre
had
called
10
the v
11
12
13
the la
14
from
15
V
Sheevz (b
Lé'el, n
What h
ain? Mer
lake, Wh

3. One spoke of the wheat and said that it had just been cut and was standing in sheaves¹ on the fields, and that the best farms were on the low and the level lands.
4. Another noticed that the corn was not fully grown; and a third said that the streams were smaller than they were in the spring.
5. "What is next to be done with the wheat?" It will be taken to the barn and threshed; that is, the grain will be separated from the straw.²
6. Leaving the train, the Teacher led them to the top of a hill, from which they had the finest view they had ever seen.
7. There were bodies of land and water in almost every³ shape.
8. There were broad, level⁴ tracts⁵ of land, called **plains**; and very high lands, called **mountains**,⁶ which are much higher than **hills**.
9. Between the hills and mountains were low lands, called **valleys**.
10. Flowing down from the hills and mountains, across the plains and through the valleys were streams of water, called **rivers**.
11. One river flowed into a **lake**, which is a body of water having land all around it.
12. Another flowed into the **ocean**, which is the largest body of water on the Earth.
13. A third flowed into a **gulf** or **bay**, which is a body of water reaching into the land.
14. The Teacher showed them that a river begins at one or more springs, and flows from high to low land.⁷
15. Many seas, gulfs, and bays are like great arms of the ocean.

What has been taught in Lesson Four,—

- A plain is a level tract of land.*
- A mountain is a vast elevation of land.*
- A hill is high land, but not so high as a mountain.*
- A valley is low land between hills or mountains.*
- The best farms are on plains or in valleys.*
- A lake is a body of water which has land around it.*
- Rivers flow into lakes and from lakes.*
- The water of rivers and most lakes is fresh.*
- A gulf or bay is a body of water extending into the land.*
- The water of gulfs and bays which open into the ocean is salt.*
- The water of bays which open into fresh water lakes is fresh.*

¹ Sheevz (*bundles*). ² Straw, not *strawer*. ³ Ev'er-e, not *ev're*.
⁴ Lév'él, not *lev'él*. ⁵ Tracts, not *tracks*. ⁶ Mount'inz.

What have you seen growing on a plain? On a mountain? Mention the largest river you ever saw. The largest lake. What mills or factories have you ever seen? How

are streams affected by long rains or by the melting of snow in spring. ⁷ Placing a small quantity of water on a slate or on a table and slightly raising one side of it, you may see how rivers flow from lakes, and in any direction, north, east, south, or west. The flow is always downward.

y off, the
 which ap-

LESSON FIVE.

1. The Teacher, pointing to the large bay on the left, said, "That steamboat will cross the bay and enter the narrow passage, called a **strait**, which connects the bay with the ocean."

2. Far in the distance is a long row of mountains, extending further than the eye can reach; that row is a **range** or **chain of mountains**.

3. "Oh, look!" said a little girl, "a great column of smoke is rising from the top of one of the mountains."

4. "That mountain," replied the Teacher, "is a **volcano**. It sends out fire and melted stones, called **lava**."

5. "The opening or mouth of a volcano is called a **crater**."



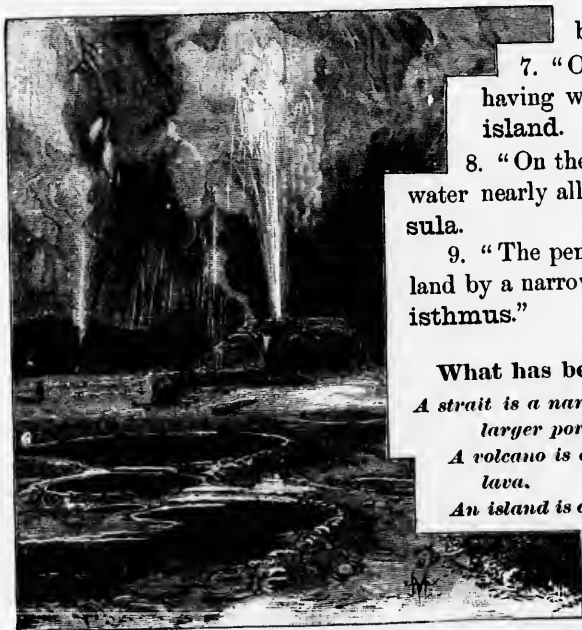
CRATER OF A VOLCANO.

6. A fountain which spouts forth boiling water is called a **geyser**.

7. "On the right, is a portion of land having water all around it; it is called an **island**."

8. "On the left, is a portion of land having water nearly all around it; it is called a **peninsula**."

9. "The peninsula is connected with the mainland by a narrow strip or neck of land, called an **isthmus**."



A GEYSER

What has been taught in Lesson Five,—

A strait is a narrow passage of water connecting two larger portions of water.

A volcano is a mountain which sends out fire and lava.

An island is a portion of land surrounded by water.

A peninsula is a portion of land almost surrounded by water.

An isthmus is a narrow neck of land connecting two large bodies of land.

¹ Rain same time a great deal rain may few miles

LESSON SIX.

1. "In the distance, you may see clouds and rain."¹

2. "Why," asked one of the boys, "are the tops of the highest mountains white, while their sides are dark?"

3. "The reason is that their sides are covered with trees, while their tops or peaks are so high and so cold, that the vapor near them is turned into snow."

4. "See, see!" exclaimed all, as they watched a balloon which rose rapidly from the city. A man in the basket² of the balloon was waving flags, but he was soon almost out of sight.

5. "Will he find it cold up there?" "Yes; the higher he rises, the colder he will find it."³

6. Looking out upon the ocean that calm,⁴ bright day, one of the boys said⁵ that he should like to be a sailor, for then he could easily visit distant countries and cities, see strange people, and trade with them.

7. "Yes," replied the Teacher; "the business called trade or commerce is very important, but you should know that the ocean is not always so calm as it is to-day. Ships are sometimes caught in fearful storms, when sailors are blown off the deck or from the rigging, or are dashed overboard by the waves which sweep over the whole vessel, tearing its sails and breaking its masts."

8. Hearing this, the boy who had thought he would like to be a sailor, changed his mind. Then he asked, "Is the ocean very deep?"

9. "In some places it is very deep. If you can imagine a hundred church steeples standing on top of one another, you can form an idea⁶ of its depth."



AN OCEAN STEAMER.

¹ Rain does not always fall upon a whole country at the same time. Some countries or parts of countries may have a great deal of rain, while others may have very little. The rain may be falling at some places, while at others only a few miles distant the sun may be shining.

² Bas'ket, not bas'kit.
³ No matter how hot the weather may be at the foot of a very high mountain, you would find it colder and colder as you approached its top. ⁴ Calm, kām, not kām.
⁵ Sēd, not sād. ⁶ The average depth is 16,000 feet.



BLACKBOARD DRAWING TO SHOW THE ROTUNDITY OF THE EARTH.

water, the ship must be sinking!"

12. No, no! that is a ship just coming in from some distant country. Watch it as it comes nearer, and you will soon see the lower sails and afterward the ship itself. It will appear just like the other ship in full sail which is nearly under the balloon. (See picture on page 10.)

13. "Why did we not see the body of the ship as soon as the top-sail and topmast?"

14. "Because the ship was so far away that its body was beyond the curve of the Earth's surface; thus proving that the Earth is round like a ball."

15. Now look along the edge of the land, or where it is washed by the ocean; that is the coast or sea-shore.

16. The points of land which extend into the water are called capes.

17. A high, rocky cape is called a promontory.



A PROMONTORY.

What has been taught in Lesson Six,—

The coldest part of a mountain is its top or peak.

Very high peaks are always covered with snow.

Commerce is the buying, selling, and exchanging of articles or goods of different places.

The ocean is an easy highway for travel and trade.

The depth of the ocean is equal to the height of the mountains.

The coast or shore is where the land is washed by the ocean or by a bay, lake, etc.

The topmast and top-sail of a ship coming in from sea are seen first, because the Earth is round like a ball.

A cape is a point of land extending into the water.

A promontory is a high, rocky cape.

10. The Teacher then pointed to the northwest, and said, "Far off on the horizon, or where the sky seems to meet the Earth, is a steamer; and near it appears a sail with the top of a mast."

11. "Oh, yes," replied all in great alarm; "the sail is right down in the

1.
est d
A
divis

2.
round

A
by la

3.
most

A
most

4. A
neck

larger

A s
of wa

water.

5. R
and th

a plain
mount

and a h

6. P
differ f

of water

7. P
do they

they al

¹ You c
can sail
have stre

A sea co
The top
A wide
Valley;
Some walk
among, or

LESSON SEVEN.
DEFINITIONS CONTRASTED.

1. A continent is the largest division of land.

An ocean is the largest division of water.

2. An island is land surrounded by water.

A lake is water surrounded by land.¹

3. A peninsula is land almost surrounded by water.

A gulf or bay is water almost surrounded by land.

4. An isthmus is a narrow neck of land connecting two larger portions of land.

A strait is a narrow passage of water connecting two larger portions of water.

5. REVIEW.—Point out on both the picture and the map, a mountain,—a volcano,—a hill,—a plain. What is the difference between a mountain and a volcano? Between a mountain and a hill? Between a hill and a plain?

6. Point to a lake,—an island. How do they differ from each other? Name the divisions of water. Of land.

7. Point to a strait,—to an isthmus. How do they differ from each other? In what are they alike?

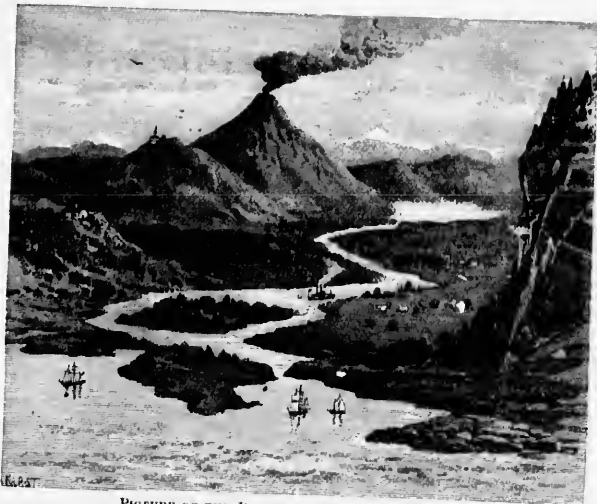
¹ You can walk around a lake without touching it; and you can sail around an island without touching it. Some lakes have streams, or rivers, flowing into them, and out of them.

A sea containing many islands is called an archipelago (*ark*).

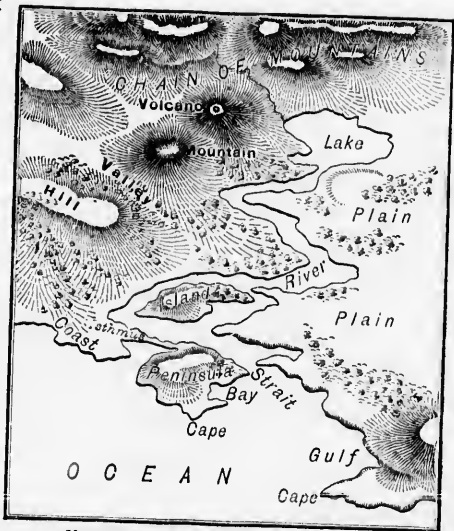
The top of a mountain is its peak; its foot is its base.

A wide strait is called a channel, or sound.

Valleys are low as compared with the land around them. Some valleys, lakes, and rivers are on very high ground, among, or between, mountains. A cape is a promontory.



PICTURE OF THE DIVISIONS OF LAND AND WATER.



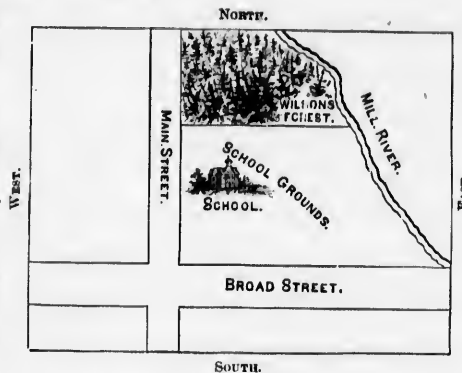
MAP OF THE DIVISIONS OF LAND AND WATER.

LESSON EIGHT. OUR SCHOOL-GROUNDS.

1. A map shows how places are situated with respect to one another. Here is a map of our school-grounds.

2. To tell how any place is situated, you may give its direction from some other place, or you may name the places which surround it.

3. To locate the school-grounds shown on this map, you may say, on the north is Wilson's Forest; on the east, is Mill River; on the south, is Broad street; and on the west, is Main street.



Instead of the above model, the pupils may draw a map of their own school-grounds. To mention in this way the limits or bounds of a place, county, state, or country, is to **bound** it. The class may here be exercised on bounding their village, town, city, or county, a map of which may be drawn on the blackboard, or on paper.

4. Which is the largest building in our neighborhood? In what direction is it from us? In what direction does the river or brook near us flow? ¹ Make a model of our school-grounds as directed below.²

5. Each pupil may write a letter about his or her school-grounds,—the surroundings, size, and shape,—the trees on or near them,—the size of the school-house, the materials of which it is built, and the place where those materials were obtained. (See p. 9.)

LESSON NINE. OUR COUNTY.

6. What is the name of the county we live in? By what is it bounded on the north? East? South? West? What river, or brook, flows through it? In what direction does it flow? What (if any) mountains, or hills, in it? What lake or pond? What valleys? What part of our county contains forests? Plains? The best farms? What do they produce? What fruits are raised? What large mills and factories in our county? What other large buildings? In what direction is each (naming them) from us? Make a model of our county as directed below.

7. Write a letter about the fruits of our county,—how they grow,—how they are used or prepared, and about one of the mills or factories.

¹ Care should be taken to show that rivers flow in different directions—north, east, south, west, etc., but always **downward**. Then the class may see that a river can flow north as well as south.

² To make a model, or to show the surface as it really is,—1st, take a piece of board and mark on it the boundaries of the school-grounds, county, state, or country; 2d, locate and build up the mountains with wax, putty, dough, wet

sand, or wet earth; and form the slopes and valleys; 3d, lay down white threads to represent rivers, and pieces of white paper to represent the lakes, bays, etc. Or, go out on the ground with a spade, trowel or knife, and proceed on a larger scale as above directed, except, that the hollow places and channels which are cut to represent lakes, bays, rivers, etc., may be filled with water. If the river channels be properly formed and are filled at the source with water

the
surro
I
bound
sled
M
any
food
cloth
brate
M
provi
of ou
9.
ture:

10
map o
on the
what
ocean
Wh
the D
Mount
the co
into th
Lawren
flow?
Ma
provinc
mount
Stand
reach?

which w
object les
Rivers
rapids, an

LESSON TEN.

OUR PROVINCE.

8. What is the name of our province?

You may now draw a map of our own province; you may find it in the large map on page 82 in this book. First, draw the outline; next, its mountains (if any); two or three rivers, two or three large cities, the rivers, lakes, etc., which surround or bound it.

By what is our province bounded on the north? On the east? South? West? (Point to each.)

Mention its mountains,—its largest rivers,—cities. Is it larger or smaller than the provinces which bound it? Further north or south? Further east or west? Does enough snow fall for sleighing and sledding? Is it often cold enough for skating? How early in the year do wild flowers bloom?

Mention the names of some kinds of trees which grow in the forests of our province. Is the bark of any of them useful to us? What kinds of fruit mostly grow there? What plants of our province yield food for people? For horses,—cattle,—hogs,—sheep? What plants yield substances from which clothing is made? What mines are in our province? What large mills or factories or works? What celebrated falls, springs, bridges, curiosities, pleasure or health resorts? What wild animals in our province?

Mention two or three of the leading railroads in the province. Which is the largest city in our province? In which city does the Legislature meet to make laws for our province? That is the capital of our province. Who is the Lieutenant-Governor, or highest officer, of our province?

9. Write a letter about the work of a farmer, or of a miller, or of a cotton manufacturer, or of an iron-founder, or of a miner, or of a leather manufacturer.

LESSON ELEVEN.

OUR COUNTRY.

10. What is the name of this country? Draw a map of it like this. By what country is it bounded on the northwest? By what ocean on the east? By what country and lakes on the south? By what ocean on the west? What great river flows east?

What range of mountains in the western part of the Dominion of Canada? Between the Rocky Mountains and Hudson Bay are two great rivers of the country: what are their names? Which flows into the Arctic Ocean? Into what water does the St. Lawrence River flow? In what direction does it flow? Which is the largest of the five great lakes?

Mark on your drawing the place where our province is. In what part of this country is it? Nearer which ocean is it? Nearer which chain of mountains is it? On which side of that chain?

Stand up and face the north; if you should travel in that direction, what ocean, or bay, could you reach? If you should travel in a southerly direction, what state, or lake, or territory would you reach?



which would flow in them, an interesting and impressive object lesson would be gained.

Rivers with their upper and lower courses, waterfalls, rapids, and deltas; lakes with their inlets and outlets; the

ocean with its gulfs and bays receiving rivers; cities and towns located on navigable water, or near rivers, besides other geographical features, may thus be presented to young learners with great effect.



on in this way the
on bounding their

n us? In what
directed below?
surroundings,
the materials
See p. 9.)

East? South?
What (if any)
county contains
? What large
s each (naming

now they are

s and valleys; 3d,
vers, and pieces of
etc. Or, go out on
and proceed on a
the hollow places
akes, bays, rivers,
river channels be
source with water

LESSON TWELVE.
OUR COUNTRY.

11. From the Provinces of Quebec, Nova Scotia, and Ontario, men get great quantities of iron, coal, and oil; along the Rocky Mountains and north of Lake Superior, they get gold and silver; and in the immense fields of our broad Dominion, men raise wool, wheat, corn, potatoes, and other things necessary for our clothing or our food. There are plenty of pine, spruce, maple, and other trees, both North and South, and on the mountains, which supply us with lumber for building our houses and ships.

From what part of this Dominion do iron and coal come? Gold and silver?

What plant supplies us with most of our clothing?¹ *Ans.* Cotton. From what plants do we get most of our food? From what part of Ontario do we get coal-oil, and salt?

Our country is a part of the Grand Division called **North America**.

12. Write a letter about our country,—the kind of winters and summers we have,—how barley, corn, wheat, potatoes, and beets are sown or planted,—how high they grow, when gathered or dug or cut, and how prepared for use,—about its inhabitants.

LESSON THIRTEEN.
OUR GRAND DIVISION.

13. In what Grand Division do we live? Draw a map of North America like this one. What ocean north? East? West? What sea south? What two bays north? What gulf south? What strait north-west? What great chain of mountains in the west?

Which is the most northerly country in North America? What Territory in the northwestern part?²

Name the four largest countries in North America? Which joins the United States on the north? On the south? In what country is Hudson Bay?

If you should travel or sail north from Canada to Greenland,³ you would find the weather colder and colder; but by going south, you would find it warmer and warmer from day to day. Far north are icebergs and snow all the year; while far south oranges and flowers may be found at any time growing in the open air.⁴

Stand up and point in the direction of the United States,—Greenland,—Alaska,—Mexico.

North America is a part of the **Western Continent**; the other part is South America.

14. Write a letter about our Continent, naming a country which is colder than ours; then one or two which are warmer. Tell where icebergs are formed and where oranges grow.



¹ Linen comes from Flax, which is a plant; woolen clothing from wool, which we get from sheep; silk, from the silkworm, and leather, from animals. Flax grows in Ontario.

² The name of the strait west of Alaska is properly spelled Bering, not Behring. Pronounce—Beer'ing.

³ Large portions of Greenland are always covered with snow. Great masses of ice fall or slide from the shore into the water and float for great distances; they are called **icebergs**.

⁴ Such fruits as oranges, lemons, bananas, and pine-apples, cannot grow in places which have very cold winters.

LESSON FOURTEEN.

OUR CONTINENT, CALLED THE WESTERN CONTINENT.

15. On which continent do we live?

Draw a map of the Western Continent.

What two Grand Divisions in it? What ocean east of it? West? North? South? What great chain of mountains on the western side of South America? What great river in South America? In what direction does it flow? In what direction does the Mississippi flow? What cape east? What cape south? What isthmus connects North and South America?

Our continent and parts of the Pacific, Atlantic, Arctic, and Antarctic Oceans, form the Western Hemisphere.

Stand up and point toward the Atlantic Ocean, — the Pacific Ocean, — the Arctic Ocean, — the Antarctic Ocean.



16. Write a letter which shall contain these words: Canadian, — United States, — North America, — South America, — Atlantic Ocean, — ice, — largest ocean, — wild animals.

LESSON FIFTEEN.

OUR HEMISPHERE, CALLED THE WESTERN HEMISPHERE.

17. In which hemisphere do we live?

Draw a circle and within it place our continent, with the names of its two Grand Divisions and of the oceans which are partly in our hemisphere. Mark the boundaries and name of the Dominion of Canada.

What pole or point is at the most northerly part of the hemisphere? At the most southerly part?

What line or circle is drawn across the hemisphere half way between the North and South Poles?

Does the Equator cross North America, or South America?

What does hemisphere mean? *Ans.* Half sphere or half globe. Which is the other hemisphere? *Ans.* The Eastern Hemisphere.



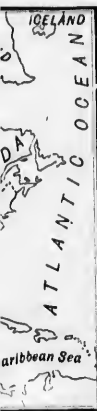
On the back or opposite side of this Western Hemisphere is the Eastern Hemisphere (see page 20). The pupils may, under the direction of the Teacher, cut off the corner of this page along the dotted lines: thus showing clearly how the two hemispheres are joined to each other and form one round body called the **Globe**.

Bering, which is the proper spelling, has been recently adopted by the United States and Russia, and is now used by the best authorities.

iron, coal,
and in the
necessary
North and

do we get

re have,—
they grow.



han ours;
re oranges

covered with
shore into the
led icebergs.
as, and pine-
cold winters.

LESSON SIXTEEN.

OUR WORLD, CALLED THE EARTH.

18. What is the shape of our World?

On what part do people live? *Ans.* On the outside or surface.

Of what is the surface composed?

Is there more land than water, or more water than land?

What is the great body of land on the Western Hemisphere called? *Ans.* The Western Continent.

Of what is the Western Continent composed?

What is the great body of land in the Eastern Hemisphere called? *Ans.* The Eastern Continent.

Of what is the Eastern Continent composed?

Which is the largest of the Grand Divisions? *Ans.* Asia, the home of the yellow and the brown people.

Of what people is Africa the home? *Ans.* Of the black people.

What Grand Division is the home of white people? *Ans.* Europe.

Who are the white people in America? *Ans.* Descendants of Europeans.

How is the land on the Earth divided among the people? *Ans.* Into countries.

What are the people together called who govern or rule in a country? *Ans.* A nation.

How do nations differ from one another chiefly? *Ans.* In their language, laws, dress, and occupations.

Mention some of their occupations. *Ans.* Farming,¹ manufacturing,² mining,³ commerce, and fishing.



Look at both hemispheres and say which has the more land,—which has the more water. What ocean is east of North and South America? What ocean is west of Europe and Africa? This is the ocean which people cross when they go from our country to Europe.

19. Write in a letter what you have learned about the shape of the world,—what are on its surface,—about the people of Europe,—the people of Asia,—the people of Africa.

¹ The farmer raises wheat, corn, and other grains, also potatoes and other vegetables. These are called **vegetable products**.

² The manufacturer makes cloth, iron, furniture, books, etc. These are called **manufactured products**.

³ The miner takes from the ground, gold, silver, coal, iron, tin, copper, etc. These are called **mineral products**.

The merchant buys and sells the products of the farm, mine, mill, factory, foundry, etc.

The most useful and healthful of all the occupations is farming.

LESSON SEVENTEEN.

OUR WORLD,—ITS SIZE,—HOW IT MOVES.

Our World is so large that a train of cars going thirty miles an hour would take more than a month to go around it. Can people travel around the World in cars? Oceans would have to be crossed by steamers which go only half as fast as cars.

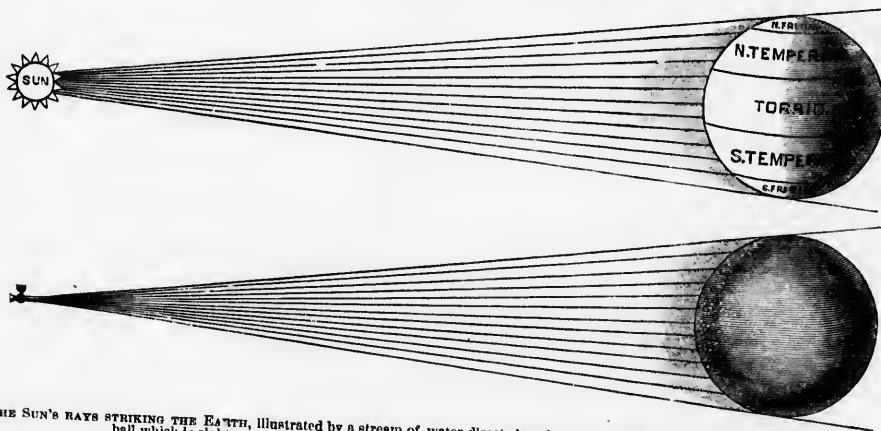
The Earth is larger than the Moon, but the Sun is much larger than the Earth. Their comparative size is about like this: If you should represent the Moon by a marble or a hickory nut, the Earth might be represented by an apple, and the Sun, by a full-grown apple-tree.

Our World moves, or spins, like a top, while it is revolving around the Sun. It therefore has two motions. It is said to rotate on its axis. Its motion round the Sun is called revolution.

If you should make your top spin on an oval table, and while it is spinning, it should go around the table near its edge, you would see two motions like those of the Earth.

If you should place a lamp on the table between the middle and one end, it would represent the Sun; the bright half of the top toward the lamp would represent the day; and the opposite or dark side, night.

The heat on the surface of our World comes from the Sun, but all places do not receive the same degree of heat. This is because the Sun's rays strike with greater force that part of the Earth which is directly opposite the Sun, making it the hottest part of the surface, called the **Torrid Zone**.

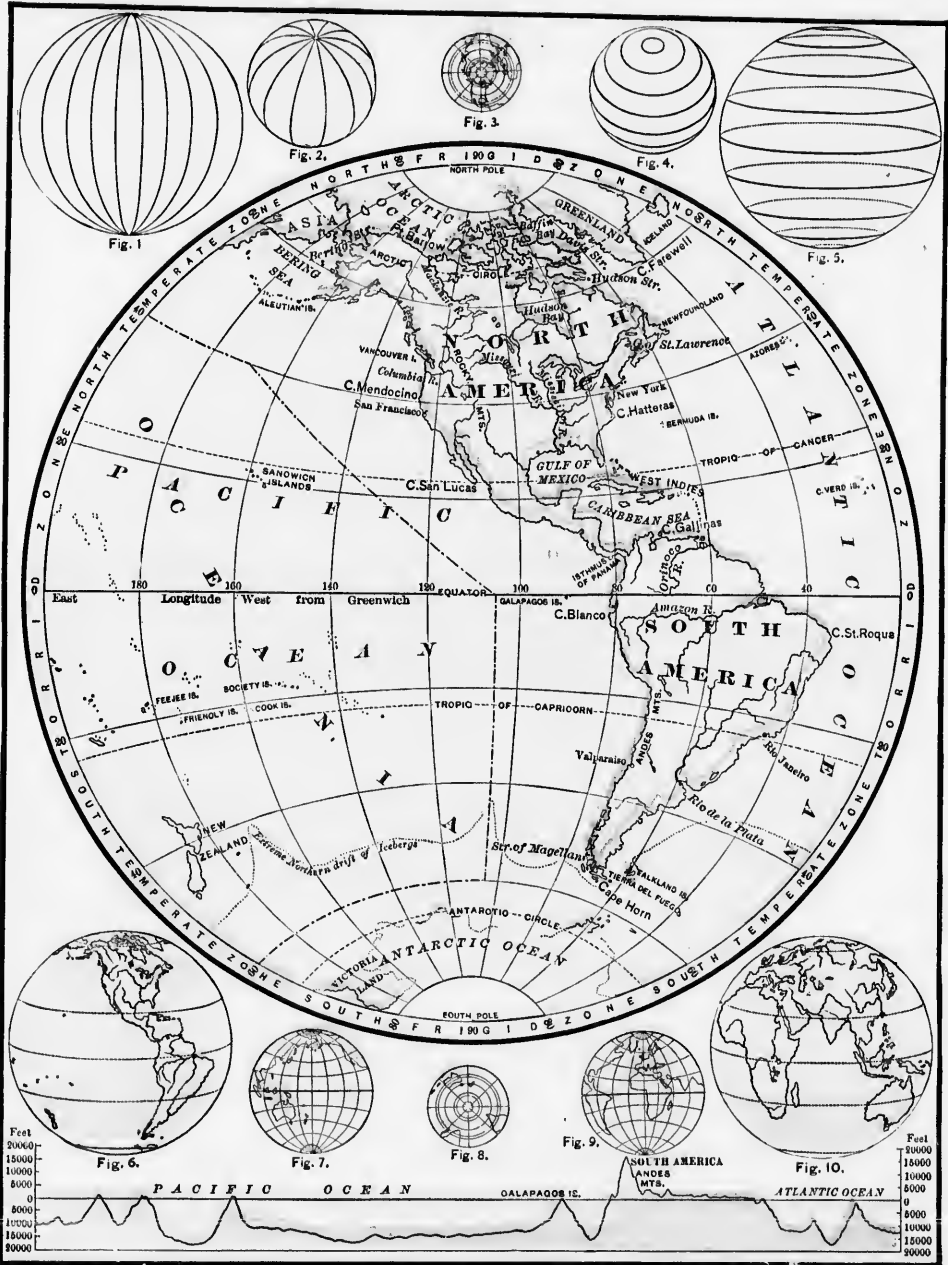


THE SUN'S RAYS STRIKING THE EARTH, illustrated by a stream of water directed against a large ball. The water strikes the part of the ball which is right opposite the pipe, with the greatest force, as shown by the spray on the picture.

The Sun's rays strike slantingly, or obliquely, the most northern and southern parts of the Earth; they are the coldest regions of the Earth, and are called the **North and South Frigid Zones**. There, the people clothe themselves with the skins of the seal, the bear, and other animals.

Half way between the Torrid Zone and the two Frigid Zones, are the **Temperate Zones**, which are not so hot as the Torrid Zone nor so cold as the Frigid Zones. We live in the North Temperate Zone.

Questions.—If cars could go around the Globe at the rate of 30 miles an hour, how long would it take them? Which is the largest, the Sun, the Earth, or the Moon? Which is the smallest? What have you just learned about the Torrid Zone? About the Frigid Zones? About the Temperate Zones? In which zone do we live? Write sentences which shall contain the names of the zones.



larg
of S
wes
Am
rive
isth
I
from
V
of t
1 G
its pec
Exi
AND B
lines, d
distanc
Figs
with th

LESSON EIGHTEEN.
THE WESTERN HEMISPHERE.

1. The Western Hemisphere contains more water than land.
2. Most of the land is north of the Equator, which passes through the northern part of South America at the mouth of the Amazon River.
3. The hottest division of the Western Continent is South America.
4. The longest range of mountains in the world is along the Pacific or western coast. The part in North America is called the Rocky Mountains, and that in South America, the Andes.
5. The largest river in the world is the Amazon.

QUESTIONS ON THE MAP.

What ocean is north of North America? East? West? What ocean is east of South America? West? South? What country forms the northeastern part of North America? What island east of Greenland? South? What group of islands southeast of North America? What great circle is drawn on maps and globes from east to west, midway between the North and the South Pole? *Ans. The Equator.*

Which is the warmer division, North or South America? What cape is the southern point of Greenland? The eastern point of South America? The southern point of South America? What two capes on the Pacific coast of North America? What cape on the Atlantic coast of North America?

LESSON NINETEEN.

What large bay west of Greenland? What bay is in the northern part of North America? What large bay entirely within North America? What large gulf south of North America? What sea north of South America? With what ocean are these all connected? What long chain of mountains in the western part of North America? Of South America? What river is in the northern part of North America? What river flows into the Gulf of Mexico? What river flows into the Mississippi? What river in South America north of the Equator? Which is the largest river in South America? What isthmus connects North and South America? What strait northeast of North America? Northwest? In what direction do ships sail from the West Indies to Newfoundland? In what two directions from the West Indies to Cape Horn? How do ships sail from the Gulf of St. Lawrence to Vancouver Island?

Write the name of a chain of mountains in North America; of a gulf; the names of three rivers; of two bays; the names of mountains and rivers in South America.

¹ Greenland is a large island, mostly covered with snow; its people live only near the shore.

EXPLANATION OF THE DIAGRAMS, OR FIGURES, ABOVE AND BELOW THE MAP.—Figs. 1 and 2 are meridians, or lines, drawn from the North to the South Pole. They show distances east and west on all maps and globes.

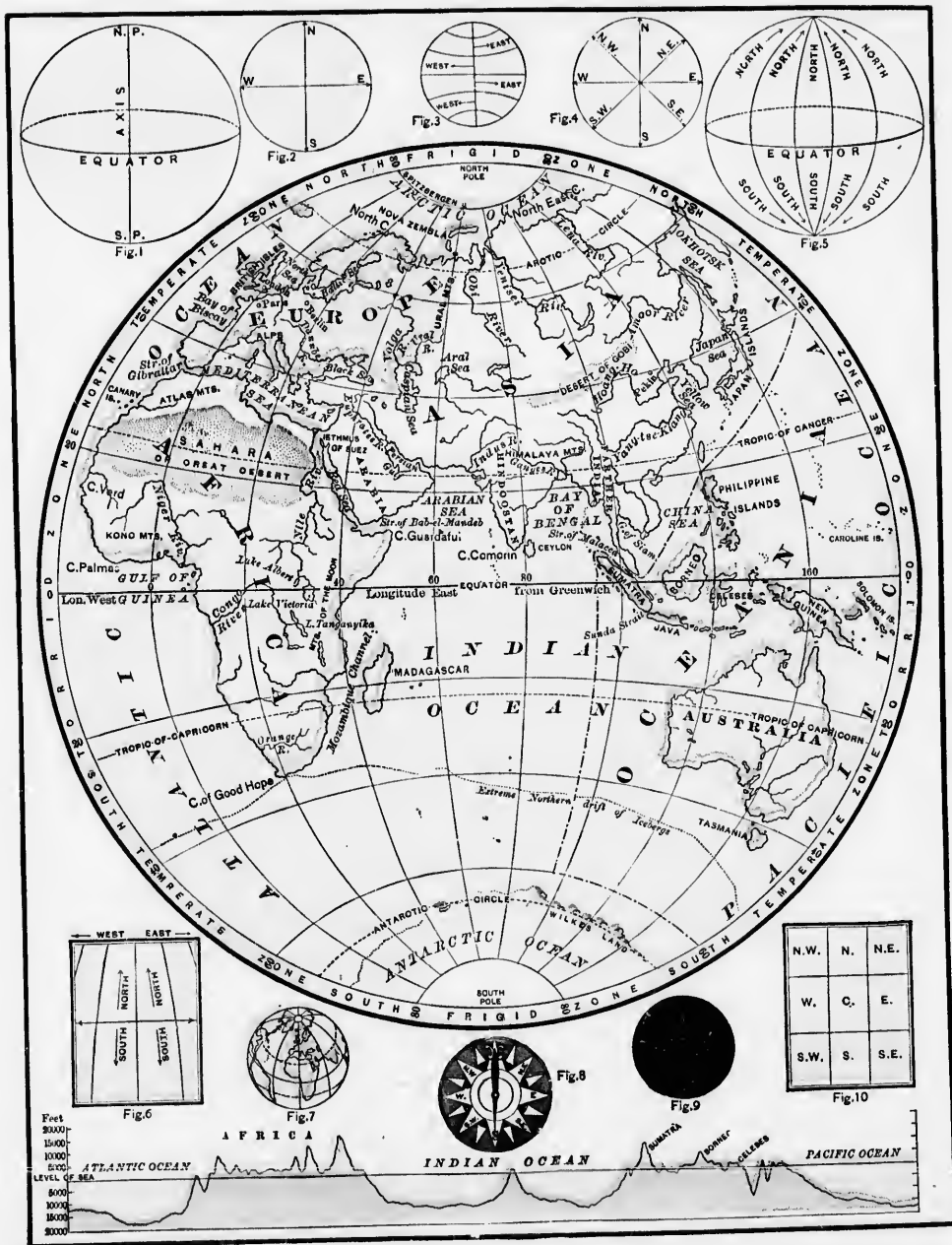
Figs. 4 and 5 are Parallels of Latitude; they are parallel with the Equator and show the distances north and south.

Fig. 7 shows the hemisphere which contains the most water; and fig. 9, that which contains the most land.

Fig. 3 represents the globe with the North Pole turned toward you, and fig. 8 the globe with the South Pole turned toward you.

Figs. 6 and 10 show the Equator, with the four principal Parallels of Latitude which divide the Earth into five zones. (The teacher will explain the figures thoroughly.)





LESSON TWENTY.

THE EASTERN HEMISPHERE.

1. The Eastern Hemisphere contains more land than the Western.
2. Its great body of land is called the Eastern Continent, which contains Europe, Asia, and Africa.
3. The largest island is Australia. It is owned entirely by British colonists.
4. The Eastern Hemisphere contains parts of the Pacific, Atlantic, Arctic, and Antarctic Oceans, and the whole of the Indian Ocean.
5. Most of the land in that hemisphere is north of the Equator, which passes through Africa.
6. Asia is the largest division and Europe is the smallest.

QUESTIONS ON THE MAP.

What ocean is north of Europe and Asia? East of Asia? West of Europe and Africa? South of Asia? What very large sea between Europe and Africa? What gulf west of Africa? Which is the most northerly of the large rivers of Asia? What large river of Africa flows north into the Mediterranean Sea? Which is the largest island that is crossed by the Equator? What islands east of Asia? What large island southeast of Africa? What two large islands are crossed by the Equator? The highest mountains in the world are in Asia. Name them. What three chains of mountains are in Africa? In what grand division are the Alps Mountains?

In what Zone is nearly the whole of Europe? (See margin of map.) Of Asia? Of Africa?

Which are the two coldest oceans? Which is warmer, Borneo or Nova Zembla? The Congo River, or the Lena River? The Gulf of Guinea, or the Arctic Ocean? Tasmania, or Madagascar?

Write the names of three seas of Europe,—of Asia,—of four large islands southeast of Asia,—the name of one large island southeast of Africa,—of the largest island in the world?

Write sentences containing the names of these rivers: Nile, Congo, Volga, Ganges; as,

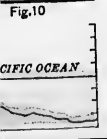
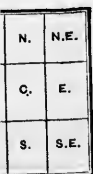
The Nile is in Africa. It flows north into the Mediterranean Sea.

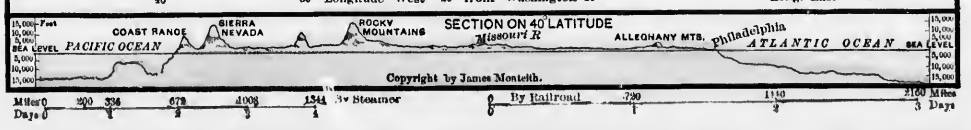
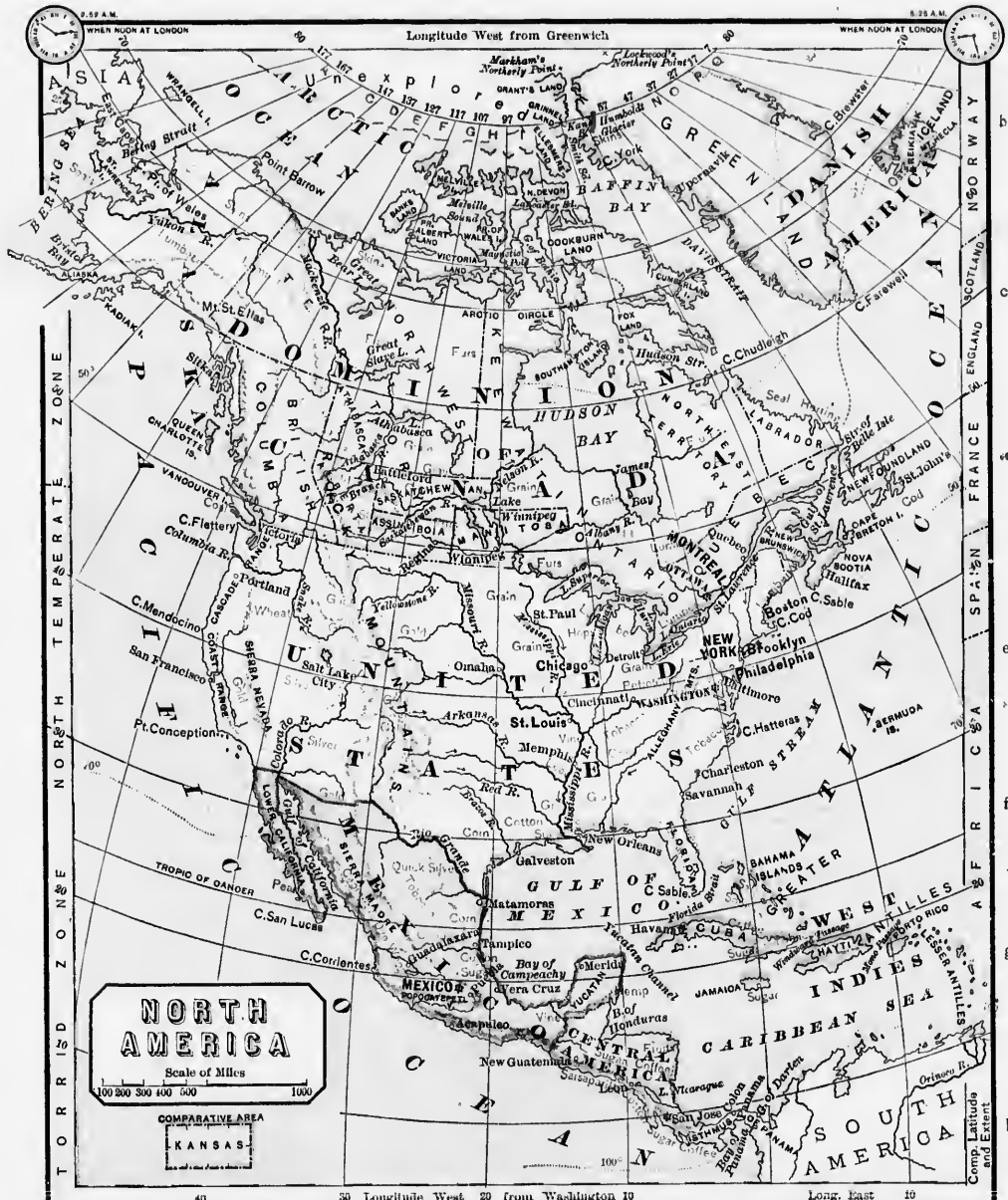
EXPLANATION OF THE FIGURES OR DIAGRAMS.—Fig. 1. Equator, Axis of the Earth, North Pole and South Pole.
 Fig. 2. The principal points; north, east, south, and west.
 Fig. 3. East and west; fig. 4, north, northeast, etc.
 Fig. 5. Directions on globes and maps; from the Equator north is toward the North Pole, south is toward the South Pole.
 Fig. 6. Map of a part of a hemisphere.
 Fig. 7, 8, 9. Sections of a map; as its northern, northeastern, eastern, etc.

Figs. 7 and 9 show day on one half of the Earth when it is night on the opposite half.

Fig. 8. A mariner's compass, which contains a needle pointing toward the north. Whatever be the direction in which a ship sails or turns, the needle continues to point toward the north.

The sectional view at the bottom of the map shows the comparative height of land and depth of the ocean along the Equator. Observe that the greatest height of mountains is about equal to the greatest depth of the ocean, 5½ miles.





LESSON ONE.



Draw a map of North America like this small one: first, mark its outline; then, its gulfs, bays, straits, capes, islands, mountains, rivers, and countries.

What ocean north of North America? East? West? (See map on opposite page.)

What very large bay in the Dominion of Canada? What large bay west of Greenland?

What large gulf south of the United States?

What country south of the United States?

What group of islands north of the Caribbe'an Sea? Which is the largest island of the West Indies? What large island east of Canada? East of Greenland?

Where is Alaska? What strait west of Alaska?

If you should cross Bering (*beer'ing*) Strait from Alaska, at what continent or Grand Division would you arrive? What strait connects Baffin Bay with the Atlantic? Hudson Bay with the Atlantic? Gulf of Mexico with the Atlantic? G. of St. Lawrence with the Atlantic?

LESSON TWO.

Point to the south and tell what country in North America is in that direction?

Point toward the Isthmus of Panama and tell what direction it is from you,—Bering Strait,—Baffin Bay,—Newfoundland,—Cuba,—Rocky Mountains,—Allegheny Mountains,—Mississippi River,—Gulf of Mexico,—Lake Superior,—the Pacific Ocean,—the Atlantic Ocean,—the Arctic Ocean.

What warm country in North America is crossed by the Tropic of Cancer? What cold countries are crossed by the Arctic Circle? Which is the largest city in the United States? In Mexico? In the Dominion of Canada? What is the capital of the Dominion of Canada?

What is the capital of the United States? (The capital is indicated on the map, by a star; and the largest city in each country, by the largest letters in which the names of the cities are printed.)

LESSON THREE.

In what part of North America are furs obtained? Cotton and sugar? Gold and silver? Coal and iron?

Write the names of the countries of North America, and of their capitals.

Draw on the blackboard, slates, or papers, a straight line to represent the sea-level; then, a line to represent the surface of the land, as shown under the opposite map.

Write and complete the following sentences:

We sailed from Halifax to Mexico, on the ——— Ocean, through ——— Strait, and on the Gulf of ———. We passed four capes ———, ———, and ———. Returning from Mexico, we visited the four large islands of the West Indies ———, ———, and ———.





LESSON FOUR.

1. North America is of more interest to us than any other part of the Earth, because we live in it.

2. It extends from the burning, or Torrid Zone, into the frozen, or North Frigid Zone. Its greater part is in the North Temperate Zone.

t
w
m
se
hi
A
C
an
to
blo
At
are
T
Arct
in th
live
Thei
Th
Pacif
pine,
these
Th
Imme
places
been

3. The surface of North America is of every description—high, low, rough, and smooth. Its soil, climate, and productions are of great variety.
4. Its vast plains, drained by its majestic rivers and their many branches, yield enormous crops of wheat, corn, cotton, and many other things from which we make our food and clothing; and its vast forests in the Dominion of Canada, and in the United States, furnish lumber for building houses, ships, cars, etc.
5. Its southern or warm portions yield cotton, sugar, oranges, bananas, and other delicious fruits.
6. Its great mountain region extending all through its western section, is nearer the Pacific, than the Atlantic Ocean; and is wonderfully rich in gold and silver.
7. You can travel from the warm Gulf of Mexico northward to the ice-covered waters of the Arctic Ocean, without seeing even a single mountain; but to cross the middle of the continent from the Atlantic to the Pacific coast, you would have to cross several ranges of mountains.
8. West of the Rocky Mountains, the surface of the land is very high; and this high section or plateau, extends through the United States, Mexico, and Central America. The Alleghany Mountains are celebrated for coal, iron, and petroleum.
9. Snow covers more than half of North America all winter; while in Mexico, Central America, and the West Indies, fruits and flowers grow all the year; there, ice and snow are unknown.
10. You should know that a country, or part of a country, is warm, or cold, according to the winds which blow over it, and to its nearness to, or remoteness from, the equator.
11. The north wind, blowing over the Arctic Ocean, is cold; the south wind, blowing over the Gulf of Mexico and other warm waters south of it, is warm.
12. The water of the Pacific, along our western coast, is warmer than that of the Atlantic, along our eastern coast; therefore, the winds which blow on our Pacific coast are warmer than those which blow on our Atlantic coast.

The **Esquimaux** (*es ke mōz*) inhabit the most northern, or Arctic, regions of North America. They clothe themselves in the furs of seals, deer, and other wild animals. Some live in huts made of ice and snow, or of the skins of animals. Their food consists of fish and the flesh of animals.

The **large trees** you see in the picture grow on the Pacific coast of the United States. They are a species of pine, and are more than two thousand years old. Some of these trees are three or four hundred feet in height.

The **grapes** of North America are of many varieties. Immense crops are raised in California, Ontario, and other places. **Raisins** are certain varieties of grapes that have been spread out in the sun and dried.

Oranges grow in the southern or warm parts of North America. On most fruit-trees, the blossoms first appear, and after them, the fruit comes. In the orange groves, however, you may see buds, blossoms, half-grown and ripe fruit, all on the same tree, and at the same time.

On account of the warm, moist climate and fertile soil of the southern part of the United States, more and better **cotton** is produced there than in any other part of the world.

Tobacco is cultivated in every country of North America. It grows from three to six feet in height. The drying and curing of tobacco require great skill. Snuff is prepared from the leaves of the tobacco plant.

Hemp is the thread-like fibre of the bark of a plant.



LESSON FIVE.

13. The principal **wild animals** of the north are the walrus, white bear, and seal; of the central parts, the bison, the musk-ox, the grizzly bear, wolf, and deer; and of the south, the alligator.

14. When **Columbus**¹ discovered North America, in the year 1492, the only people here were Indians; some were savage and others were civilized. After that, white people came from Europe, conquered the Indians, and took possession of the land.

15. The country we live in is called Canada, or the **Dominion of Canada**. It formerly belonged to the French, who ceded it to Great Britain, by the Treaty of Paris, 1763. "**The British North America Act, 1867**," passed by the British Parliament, provided for the confederation of the several Provinces, or Colonies, into the Dominion of Canada, which now contains seven provinces, five districts, and three territories.

16. The English language is spoken everywhere in Canada; but French is chiefly used in the province of Quebec. Our people are brave, hardy, active, and intelligent; excellent schools are found throughout the entire country.

17. In the United States, south of Canada, the English language is also spoken; but in Mexico, Central America, and the West Indies, which were long ago taken from the natives by Spaniards, you will hear only the Spanish language.

18. The **coldest country** in North America is **Greenland**, where the Danish language is spoken. **Alaska**, which belongs to the United States, is also very cold except near the southern coast, which receives warm winds from the Pacific Ocean.

What we have learned about North America,—

Its northern part is always cold. Valuable furs are obtained there.

Its southern part is always hot. Cotton, sugar-cane, and oranges grow there all the year.

Its western part is very high and mountainous. It is rich in gold and silver.

Its central and eastern parts are mostly level and fertile. Wheat, corn, and tobacco grow there.

The highest mountains are the Rocky, Sierra Nevada, and Cascade Mountains.

The Alleghany Mountains contain coal, iron, and petroleum.

¹ **Columbus** was sent by Spain. After him came Cūb'ot, from England; Verrazani (vēr-āh-zāh'nee), from France; Narvaez (nār-vāh'eth), from Spain; and Hudson, from the Netherlands.

America was named after Amerigo (āh-māh-ree'go), who wrote the first description of the New World. He came here several years after Columbus.

Mexico was taken from civilized Indians long ago, by Spaniards, under Cortez. It is now a republic. **Central America** comprises several small republics.

Bananas are the most important of tropical fruits. They grow in bunches on a plant or stalk which much resembles a lily.

The **cochineal** (cōch'i-nee) is a small insect resembling a lady-bug. It lives on the stalk and leaves of a variety of the cactus plant. When the insects have all been removed from the plant, and dried, a beautiful red dye, called carmine, is prepared from them.

Maize, or **Indian corn**, is native to the New World. It is the largest grain crop of the United States.

ur, and seal;
eer; and of

only people
that, white
ne land.

Canada. It
ty of Paris,
ritish Parlia-
es, into the
, and three

ch is chiefly
intelligent;

spoken; but
taken from

the Danish
so very cold
Ocean.

the year.

o grow there.

tropical fruits.
ilk which much

insect resembling
es of a variety of
ull been removed
dye, called car-

the New World.
ates.



WALRUS

WHITE BEAR

BALD EAGLE

GRIZZLY BEAR
PRAIRIE WOLF

ALLIGATOR

These are animals of the three zones in which North America is situated.

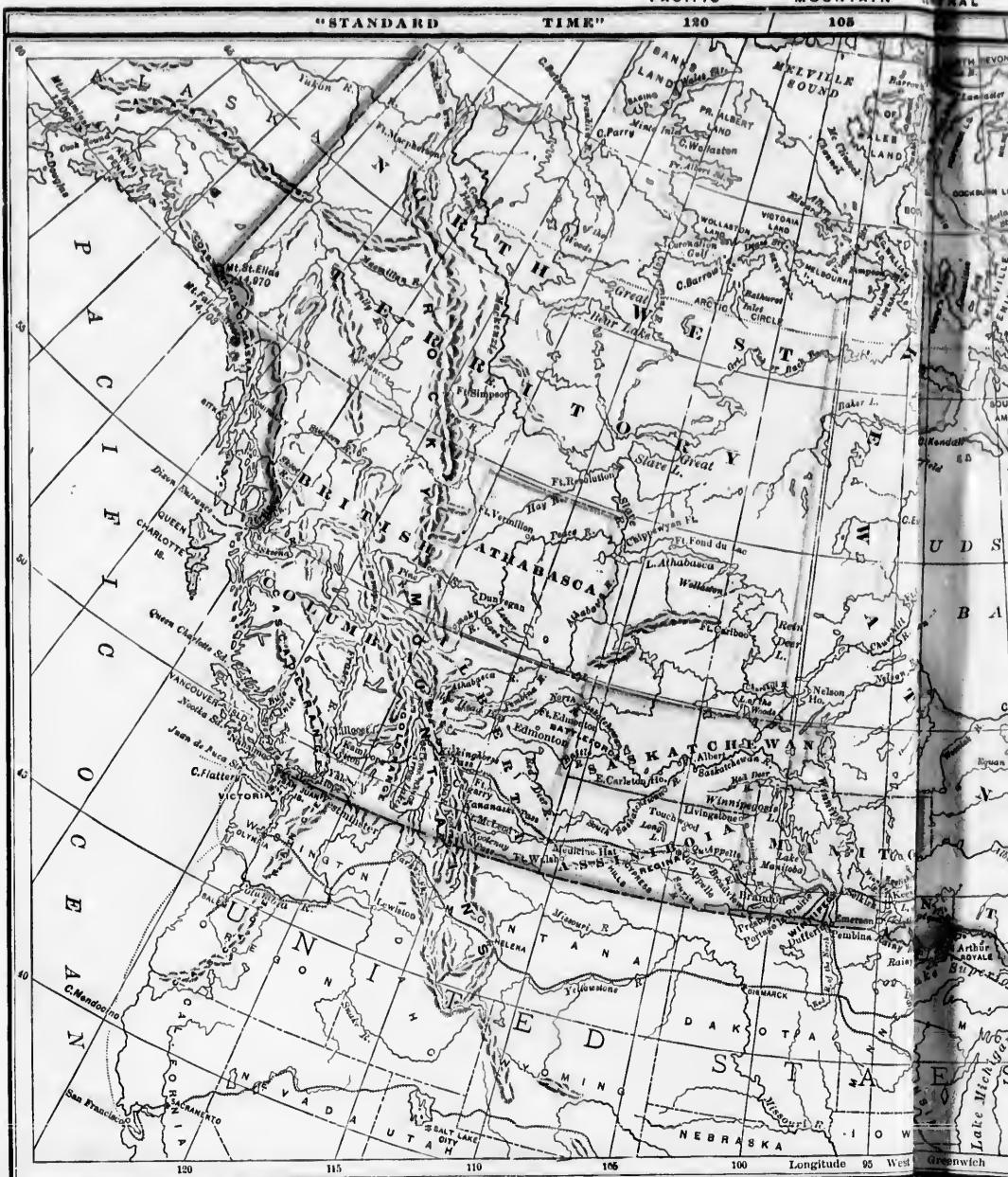
The Arctic region contains the walrus, which is an enormous animal, fifteen feet in length. It is hunted for its tusks of ivory and its blubber, or fat, which yields oil. The white bear is eight feet in length; its value lies in its beautiful fur.

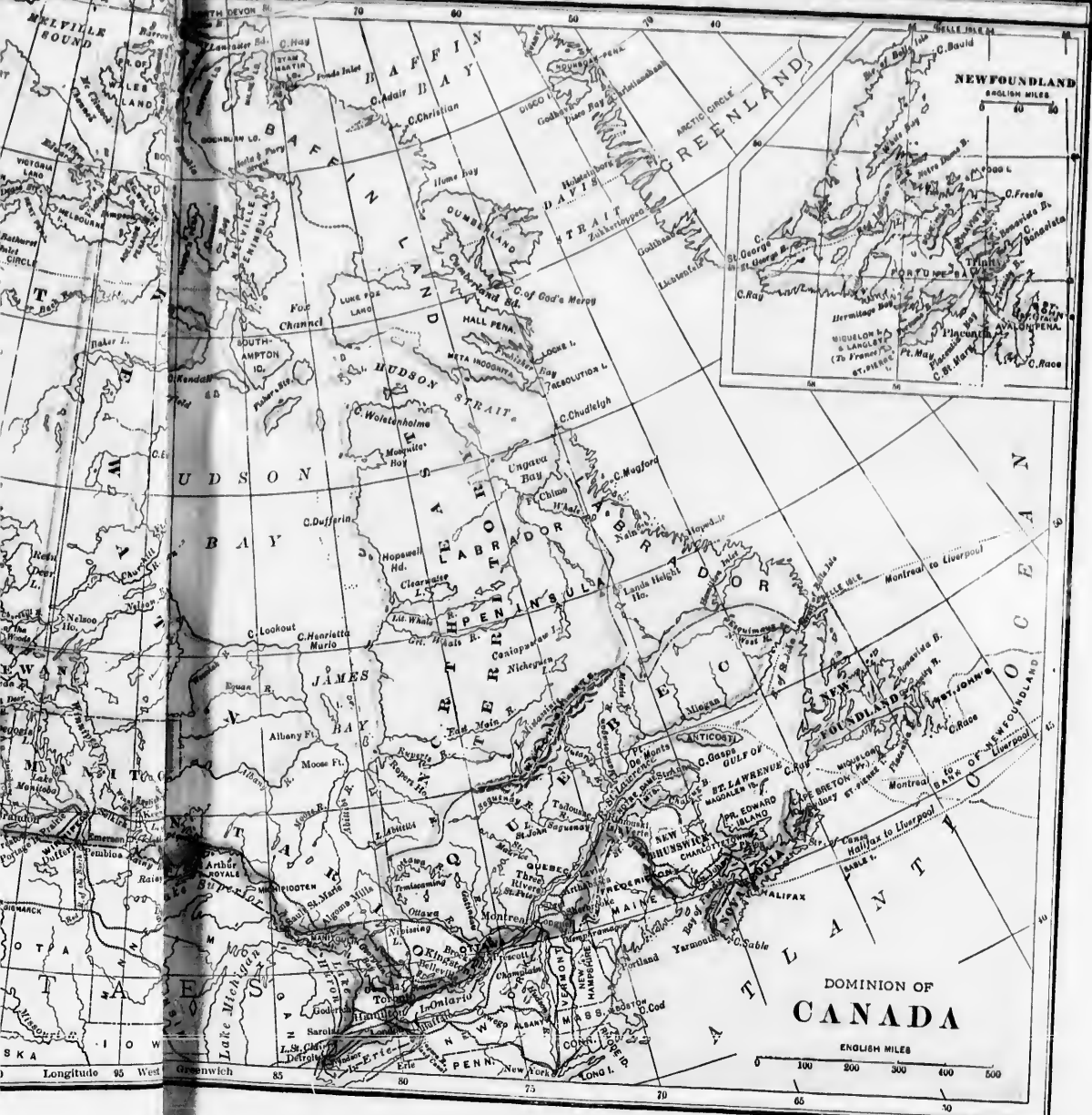
The Temperate region contains the grizzly bear of the Rocky Mountains, which is the most ferocious animal on the continent — the prairie-wolf; — the musk-ox of the Hudson Bay shores; — and the bison, or buffalo of the

plains. Bisons used to travel in immense herds, following a brave leader. They have been hunted so much lately, that but few now remain on the Western plains. They may be found, however, in Canada, though fast disappearing.

The bison is hunted for its skin and horns, and for mere sport.

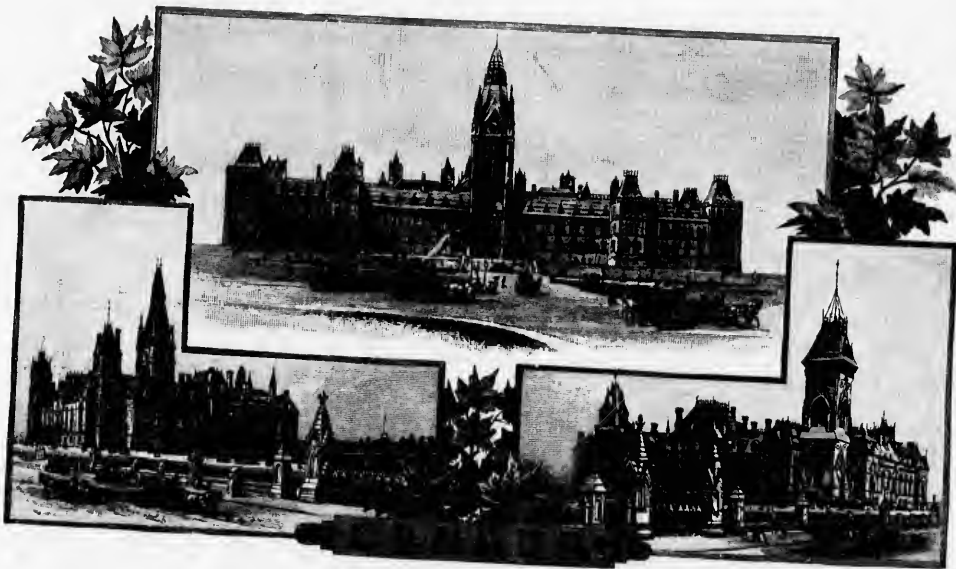
The Tropical or hot region contains the alligator, which is found in swamps and sluggish streams. The chief food of the alligator is fish. Its skin is made into ornamental leather.





DOMINION OF
CANADA

ENGLISH MILES
0 100 200 300 400 500



DOMINION PARLIAMENT BUILDINGS, OTTAWA.

LESSONS ONE AND TWO. DOMINION OF CANADA.

Draw a small map of the Dominion:—first mark the northern boundary, then the eastern, southern, and western *boundaries*; mark two *mountain chains*, three *capes*, four *rivers*, five *islands*, six great *lakes*, and seven *capitals*.

What oceans lie north, east, and west of Canada? What gulf lies east? What great bay is wholly in Canada? What is its southern extremity? What rivers flow into Hudson Bay? Into James Bay? What four large lakes between Canada and the United States? What very large river drains them? Into what gulf? What tributary of the St. Lawrence flows between Ontario and Quebec?

From what mountains, and into what waters do the Mackenzie and Yukon Rivers flow? How many provinces are there now in Canada? Territories? Districts? Which were the first four provinces? What colony besides Canada is there in British North America? *Ans. Newfoundland.*

What is its capital? What part of the mainland belongs to Newfoundland? *Ans. Labrador.* Point toward the Atlantic Ocean; the Arctic; the Pacific; Lake Superior; Lake Ontario; Hudson Bay; the Gulf of St. Lawrence; the Strait of Juan de Fuca. In what directions do they lie?

What is the capital of the Dominion? Of our province? Which is the largest city? The nearest to us?

Write and complete the following sentences:

TRAVELING BY RAIL from Halifax to Victoria, we crossed parts of the provinces of _____, _____, and _____ before reaching _____, the largest city in Canada, where we crossed the River _____, by the _____ Bridge. From _____ our train passed along the north shore of the River _____ till we came to _____, the capital of the Dominion, where we entered the Province of _____, and crossing it north of Lakes _____, _____, and _____, we arrived at _____, an important port on the northwest shore of Lake Superior. Thence we proceeded westerly through the Province of _____, and the Territories of _____ and _____; whence we entered the Province of _____ by the _____ Pass through the _____ Mountains, arriving the following day at _____, the terminus of the _____ Railway, not far from our destination, Victoria, on _____ Island.

LESSON THREE.

1. You have studied the geography of our own town, county, and province (or territory); have climbed their hills, crossed their plains and rivers, and sailed on their lakes. (See pages 16 and 17.)

2. We shall now take a closer view of our country than we had in a previous lesson. (See page 17.)

3. Look at the relief map, and you will see that the great mountains and highlands are in the west, and that in the center and east, are immense plains. (See, also, the map on pages 32 and 33.)

4. Look at the small physical chart under the small relief map below, and observe that the highlands in the west yield gold and silver; that the plains of the south yield wheat; and that the plains of the center and east, yield barley and oats. Notice, too, that coal comes from Nova Scotia and British Columbia; iron from the Laurentian hills; and petroleum from Ontario.

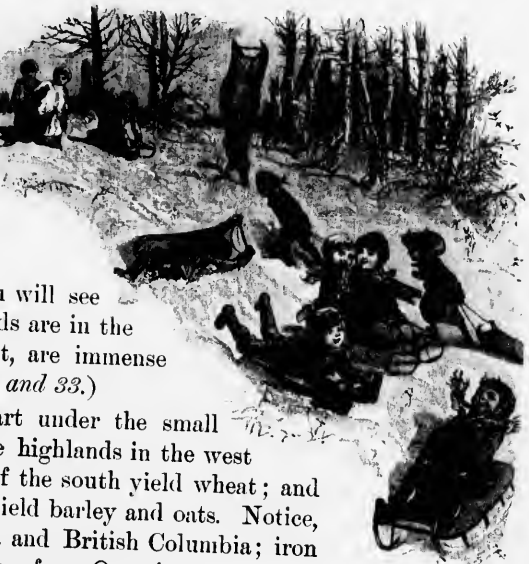
5. This country is so large, that its northern part is covered with snow for nearly the whole year, while its most southern part is warm enough to ripen peaches and grapes in the open air.

6. The capital is Ottawa: here, the Governor-General resides, and Parliament meets to make laws for the Dominion. The largest cities are Montreal, Toronto, Quebec, Ottawa, Hamilton, Winnipeg, London, and Kingston.

What we have learned about this country,—



RELIEF MAP OF CANADA.



WINTER IN THE DOMINION OF CANADA.

Its surface is very high and mountainous in the west, and nearly level in the center and east.

Its climate is cold in the north, and temperate in the south.

The highlands are celebrated for gold, silver, and other minerals; and the lowlands, for grain and fruits.

The western highlands are much higher than the eastern.



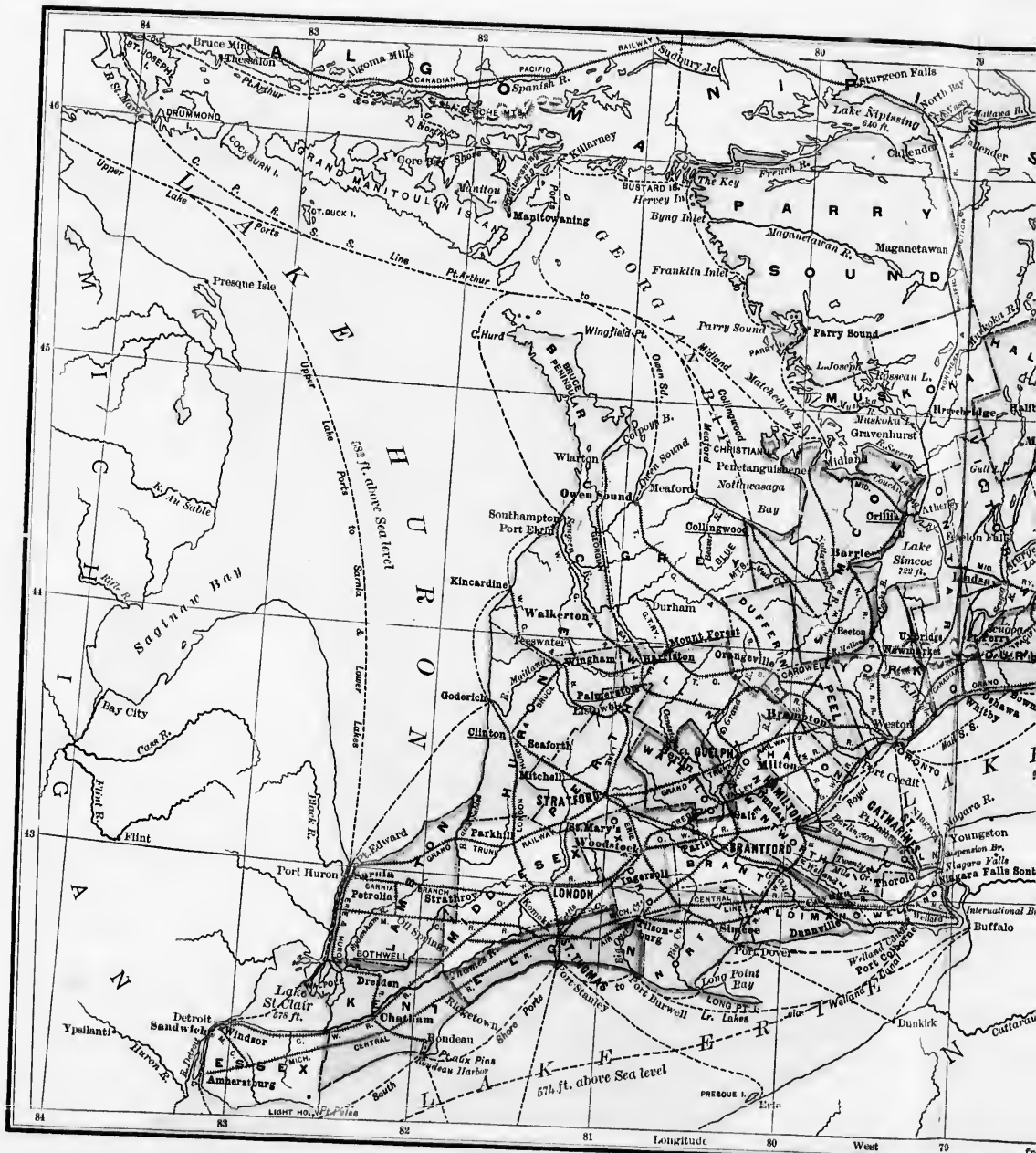
7, then the capes, four

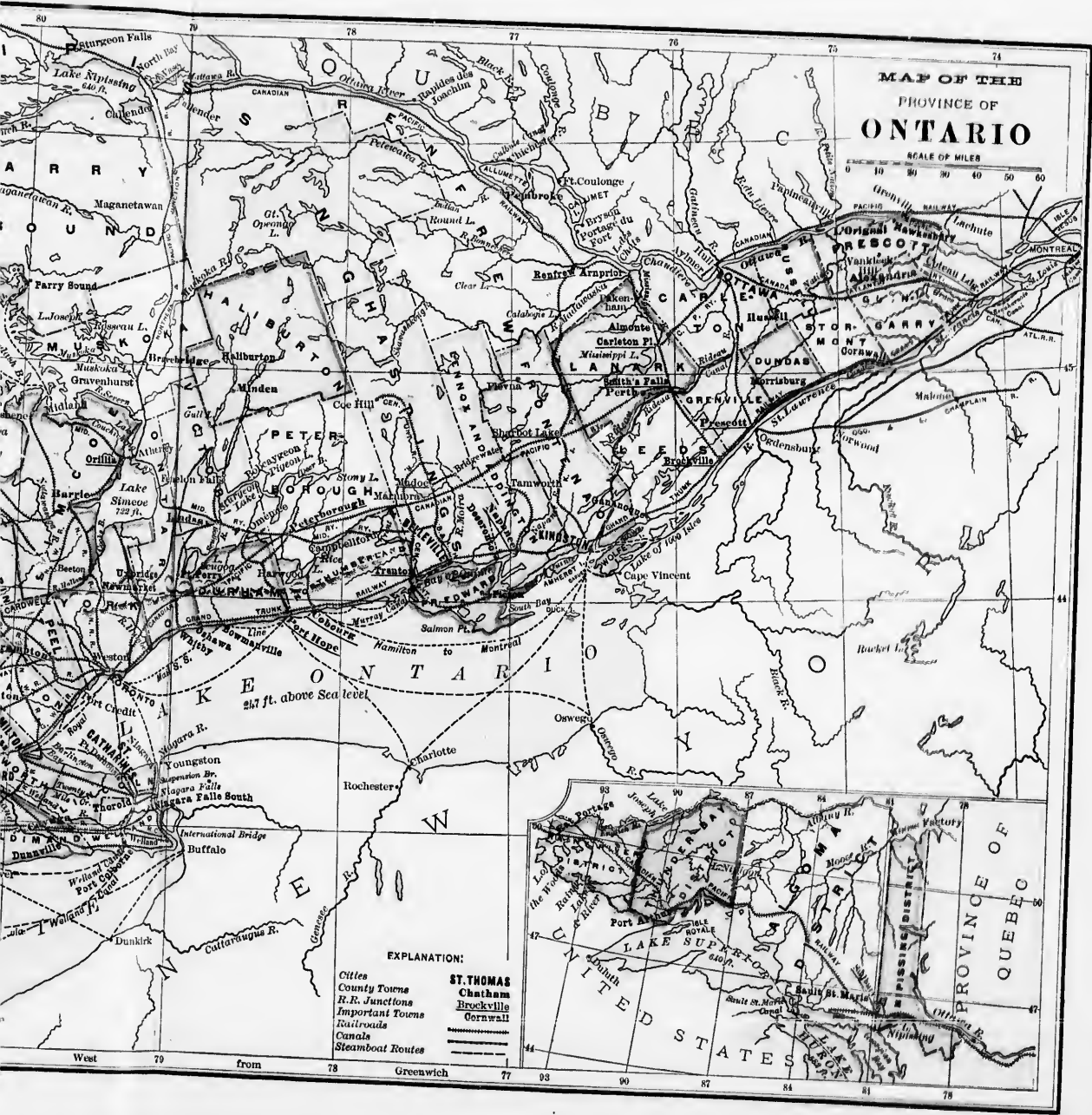
ay is wholly James Bay? rains them?

? ere the first foundland. dor.

o; Hudson ? city? The

d — before — our train entered the port on the Territories us, arriving — Island.





MAP OF THE
PROVINCE OF
ONTARIO

SCALE OF MILES
0 10 20 30 40 50 60

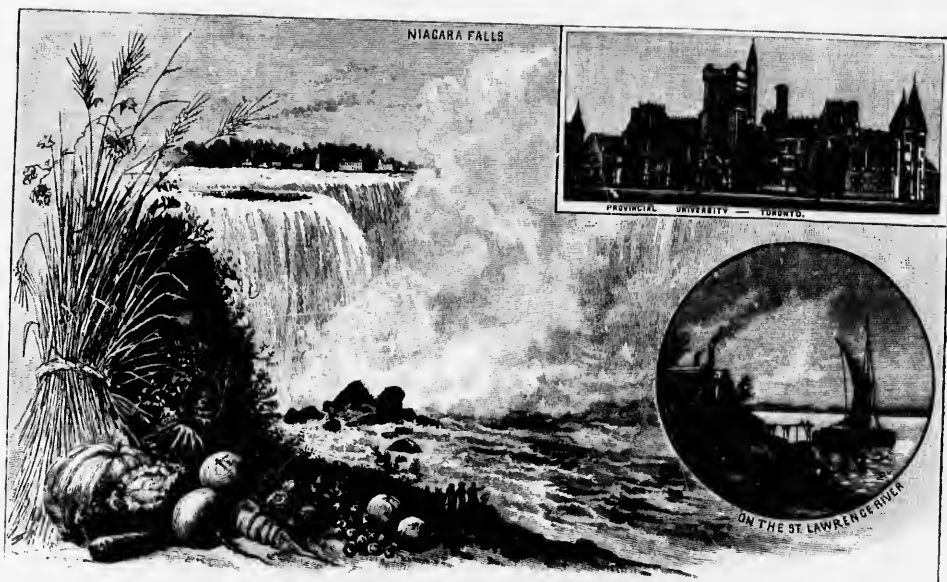
EXPLANATION:

- Cities
- County Towns
- R.R. Junctions
- Important Towns
- Railroads
- Canals
- Steamboat Routes

ST. THOMAS
Chatham
Brockville
Cornwall



West 79 from 78 Greenwich 77 93 90 87 84 81 78



LESSONS FOUR AND FIVE.—ONTARIO.

Draw a map of Ontario west of Lake Huron. Mark first its outline, or boundaries; and then its chief *mountains, rivers, and lakes*. Draw the boundaries of the counties in faint pencil lines, and the principal *railroads* in red ink. Insert the *county towns*, and write in neat, small letters the *names* of places of importance; but carefully avoid crowding and blots. (*Boundaries of counties may be omitted by the younger pupils.*)

How is Ontario bounded on the north? East? South? West?

What large lake lies north of Lake Superior? By what rivers are Lakes Nipissing and Simcoe drained? What tributary of the Ottawa empties into it at Ottawa? Name three other tributaries on the Ontario side. What canal joins Ottawa with Kingston? Lake Erie with Lake Ontario? Lake Superior with Lake Huron? Bay of Quinte with Lake Ontario?

What large bay east of Lake Huron? South of Georgian Bay? West of Lake Ontario? North of Prince Edward County? Name an important town or city on each railroad in Ontario.

Name the cities in Ontario. (*See p. 39.*) Point toward them. Find them on the map.

Make lists of the counties on Lake Huron, with their capitals: on Lake Erie: on Lake Ontario: on the River St. Lawrence: on the Ottawa. How many counties are there in Ontario? *Ans. Forty-five.* How many unorganized districts? *Ans. Five.* Name them.

Write and complete the following sentences:

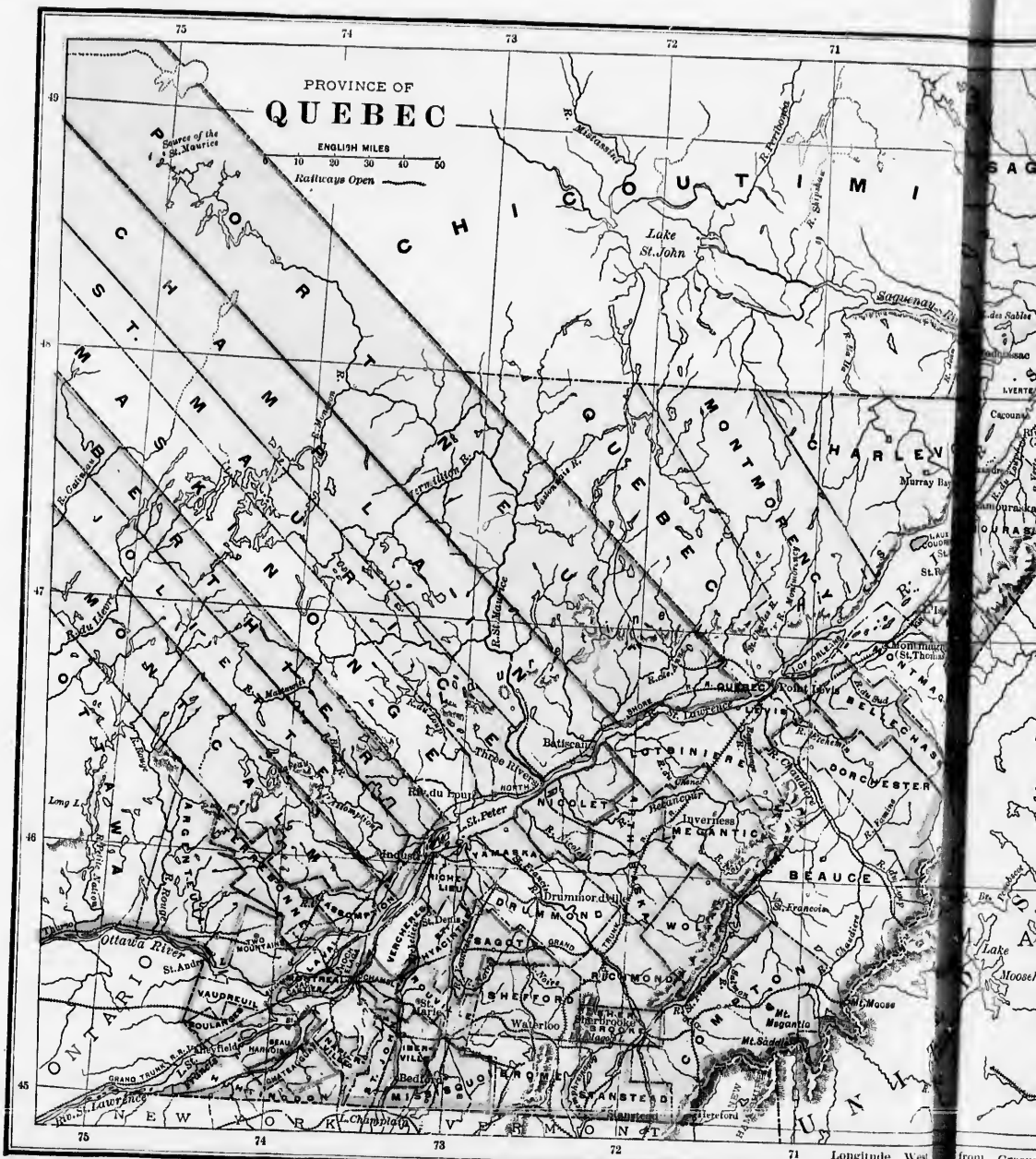
On a VOYAGE from the Lake of the —, at the extreme west of Ontario, to Port Dathoulsie, we passed up the — River into the lake of the same name; thence past — Island we sailed by the — River into —, the largest of the Great Lakes. Crossing this lake in an easterly and southeasterly direction, we entered the — Canal, and emerged into the — Channel between the mainland and Great — Island, the largest island in Lake —. Passing this and other islands in the same group, we entered — Bay, the widest fresh water bay on the continent, from which we sailed into the open water of Lake —, past the — peninsula. We sailed down this lake, passing the important ports of — and —, entered the River — at the town of —, and soon reached the small and shallow Lake St. —, whence on the River — we sailed into Lake —, the shallowest of the Great Lakes. Crossing this lake in an — direction, we proceeded by the — Canal across the counties of — and — to Port —, on Lake —.

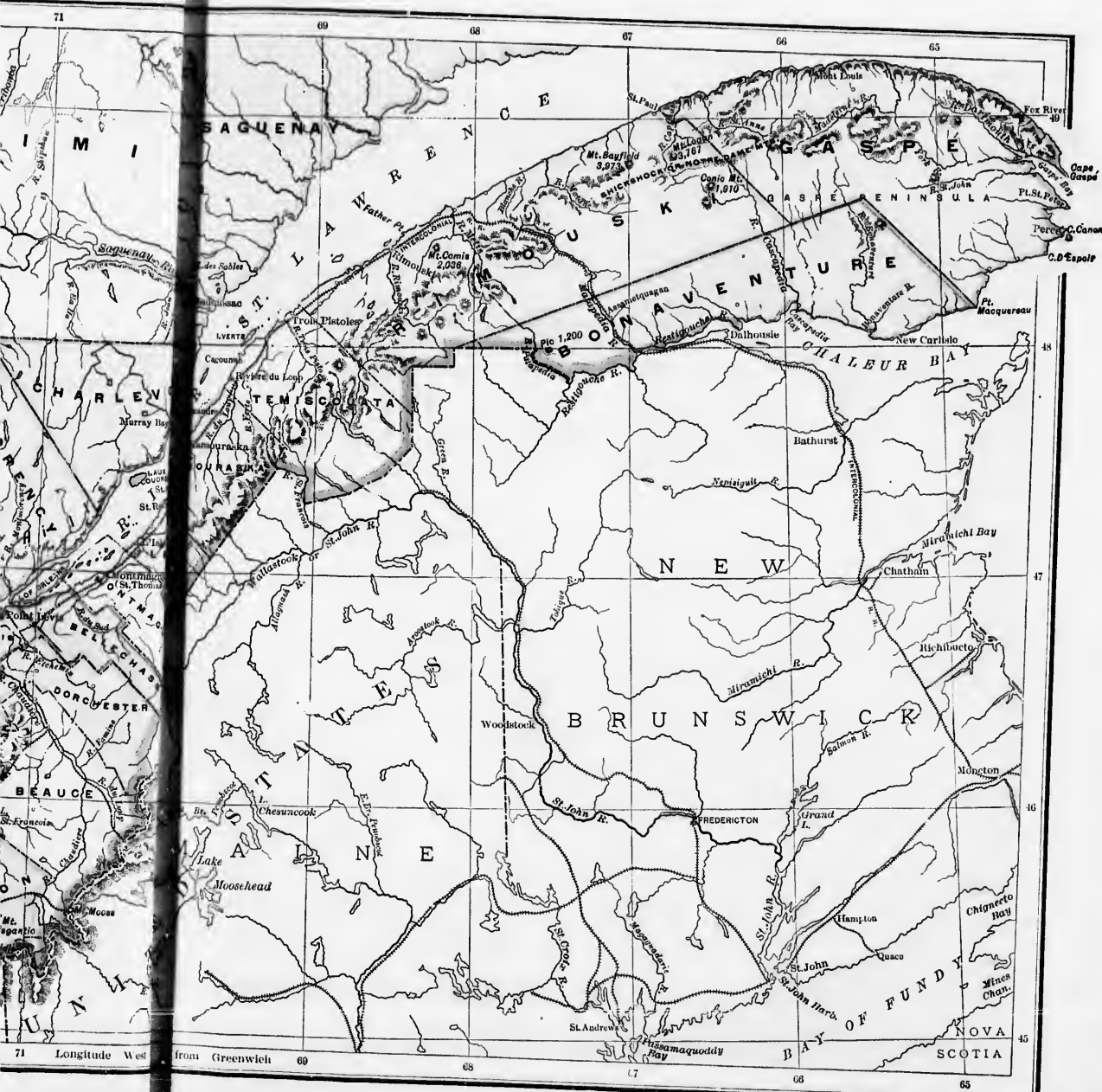
LESSON SIX.

1. Ontario is the **most populous**, and therefore the most wealthy province in the Dominion. Many of its people are descendants of the old **New England Loyalists**.
2. The valleys along the rivers, and the great southern peninsula, contain a fertile and well-cultivated soil. **Agriculture** is the principal occupation of the people, and is conducted on the most approved scientific principles.
3. The farm products are grain, hay, fruit, and vegetables. Thousands of fine horses, cattle, and sheep, are reared on the rich pastures. Large quantities of butter, cheese, beef, and pork are annually exported to England, the United States, and elsewhere.
4. A large part of northern Ontario is covered with pine forests; and all through the winter, **lumbermen** are at work felling trees and cutting them into logs or square timber. In the spring these are floated down the rivers to the saw mills, and cut into boards, laths, and other building material.
5. Ontario is fast becoming noted for its **manufactures**. Almost all its cities and towns contain large mills and factories. Cotton and woollen goods, boots and shoes, agricultural implements, sewing machines, organs and pianos, and many other useful articles are manufactured here and sent to nearly every part of the Dominion.
6. Another important occupation is **fishing**. Immense quantities of whitefish and other kinds of fresh water fish are annually taken in the lakes, and form a very palatable addition to the other food products of the province.
7. **Commerce** in all its branches is carried on with zeal and ability. The magnificent network of railways and the inland navigation of the St. Lawrence with the canals and lakes afford the most ample facilities for traffic.
8. The **School System** of Ontario is excellent. Education is free and compulsory, and is carried on by an admirable system of Public and High Schools. A larger percentage of the population attend school in Ontario than in any other country in the world. A Minister of Education presides over the whole system.
9. There are **eleven cities** in Ontario:—Toronto, Hamilton, Ottawa, London, Kingston, St. Catherines, Brantford, Guelph, Belleville, St. Thomas, and Stratford.

What we have learned about Ontario,—

*It is in the lake region of Canada; and is the most populous and wealthy of the provinces.
 It contains many beautiful rivers, and the largest fresh water lakes in the world.
 The southern peninsula is extremely fertile; the north, covered with magnificent pine forests.
 The chief industries are farming, lumbering, manufactures, fishing, and commerce.
 Its school system is excellent: twenty-five per cent. of the population attend school or college.
 It has a very healthful, though extreme climate—cold and dry in winter, and hot in summer.
 Its railway system, lakes, rivers, and canals, afford ready means of travel in all directions.*



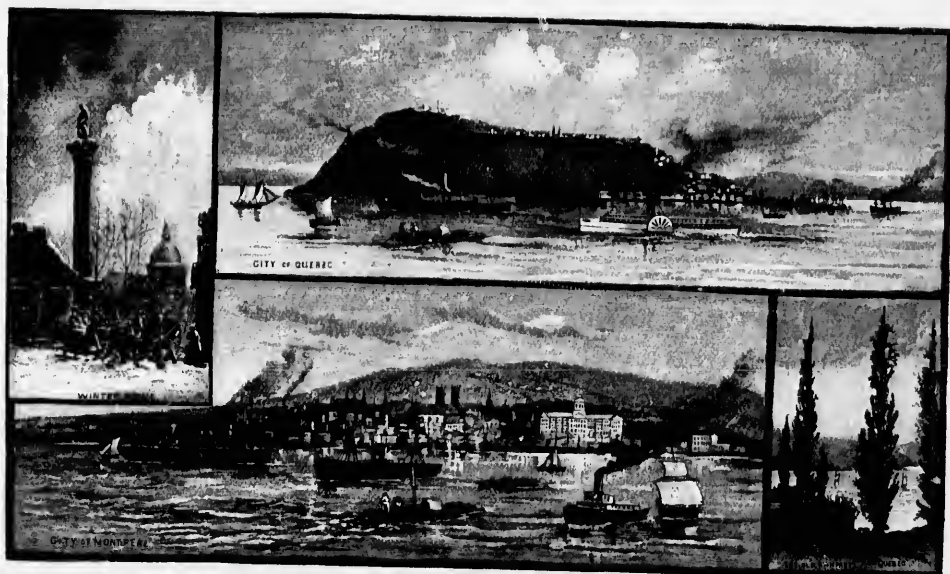


71 69 68 67 66 65

71 Longitude West

From Greenwich 69 68 67 66 65

Grid, Printers and Engravers, Toronto



LESSONS SEVEN AND EIGHT.—QUEBEC.

Draw a map of the Province of Quebec. (*Follow the directions for Map of Ontario, p. 38.*)

What river separates Quebec from Ontario? What land lies on the northwest? Northeast? South? What province on the east? What country? Which of the states? Point toward all these places.

Name three tributaries of the Ottawa in Quebec. What river joins the Ottawa opposite Ottawa? Near what city of Quebec? Name three tributaries of the St. Lawrence on the north. The most important one on the south. From what lake does it flow? Past what city? Name two islands in the Ottawa. Four in the St. Lawrence. What canal on the north side of Allumette Island? *Ans. The Culbute Canal.* What rapids are on the St. Lawrence? What canals carry vessels past them? What lakes are on the Ottawa? On the St. Lawrence?

What large bay is between Quebec and New Brunswick? Point in that direction. Where and what is Gaspé? (*Four answers.*) What range of mountains ends here? In what gulf is Gaspé? What large island in the gulf? What colony lies farther out to sea? What strait between this colony and Quebec? What important point is near Rimouski? *Ans. Father Point.* Make a list of the nine counties on the Ottawa, with their county towns; the fourteen north, and eighteen south of the St. Lawrence; the nineteen east of these, including the twelve counties of the "Eastern Townships." How many counties have we now reckoned? There is one more; where is it situated? Point toward it.

Write and complete the following sentences:

Starting in a CANOE from the village of Mattawa on the Ottawa, north of the 46th _____ of _____, and east of the 79th _____ of _____, we descended the _____ River, passing the Rapides _____ (locally pronounced *Sawshaw*) and Fort _____, an old Hudson Bay post; and reached _____, the largest island in the GRAND River, as the _____ is sometimes called. Passing north of this island by the _____ Canal, we reached Fort _____, on the river of the same name, a little below which we came to _____, the second large island. At the south of the island the _____ Falls made it necessary for us to PORTAGE between the villages of _____ and Portage _____. From the latter point, with a couple of portages only, we passed down Lake des _____ and the _____ Lake, past _____ and _____, the most important towns in Ottawa County—the latter being a great lumber town at the mouth of the _____ River, just opposite _____, the capital of Canada. The Falls were passed at this point by the aid of the slides, or timber canals. Between Ottawa and Quebec we sailed over Lake _____, _____, _____, and _____; ran the _____ and _____ Rapids; and passed the cities of _____ and _____.

LESSON NINE.

1. The Province of Quebec is peopled mainly by descendants of the original French settlers, who are therefore known as **French Canadians**. They still maintain the laws, customs, and religion of Old France, and speak the French language. The English language is, however, largely spoken in the cities and towns, and in the "**Eastern Townships**"—a name given to the twelve southeastern counties lying north of the states of New York and Vermont, and west of Maine.

2. The **soil** is in general not so fertile as that of Ontario; the **surface** of the country is more rugged and mountainous; and the **climate**, though bracing and healthy, is subject to greater extremes.

3. The chief occupation of the people is **lumbering**, for which the magnificent pine forests northeast of the Ottawa and south of the St. Lawrence furnish the material in abundance, while the numerous tributaries of these rivers afford ready means for conveying the logs to the shipping ports of Point Levis and Quebec.

4. **Fishing** for herring, cod, and lobsters is carried on along the shores of the St. Lawrence, and on Anticosti, the Magdalen, and other islands in the gulf.

5. **Manufactures** are extensively carried on in Montreal, Quebec, and other large centers of population. Cotton and woolen goods, boots and shoes, iron and wood work, sugar refining, and paper making, give employment to many of the people.

6. The province is favorably situated for **commerce**, being traversed throughout by the St. Lawrence, our great natural highway from the interior to the ocean.

7. **Education** is cordially encouraged by the government, and cheerfully supported by the people. The educational interests of the Protestants (who are only one fifth of the entire population) are attended to by a separate Superintendent and Council. McGill University, in the city of Montreal, and Laval, in Quebec, are the chief seats of higher learning, and are worthy rivals of the University of Toronto, in Ontario.

8. Montreal is the largest and wealthiest city of the Dominion. (*Account for this.*) Quebec is the most strongly **fortified post** on the Continent of America. The Victoria Tubular Bridge, at Montreal, is the finest structure of its kind in the world.

9. The Province of Quebec always sends 65 members to the Dominion Parliament; the other provinces are represented proportionately according to their populations.

What we have learned about Quebec,—

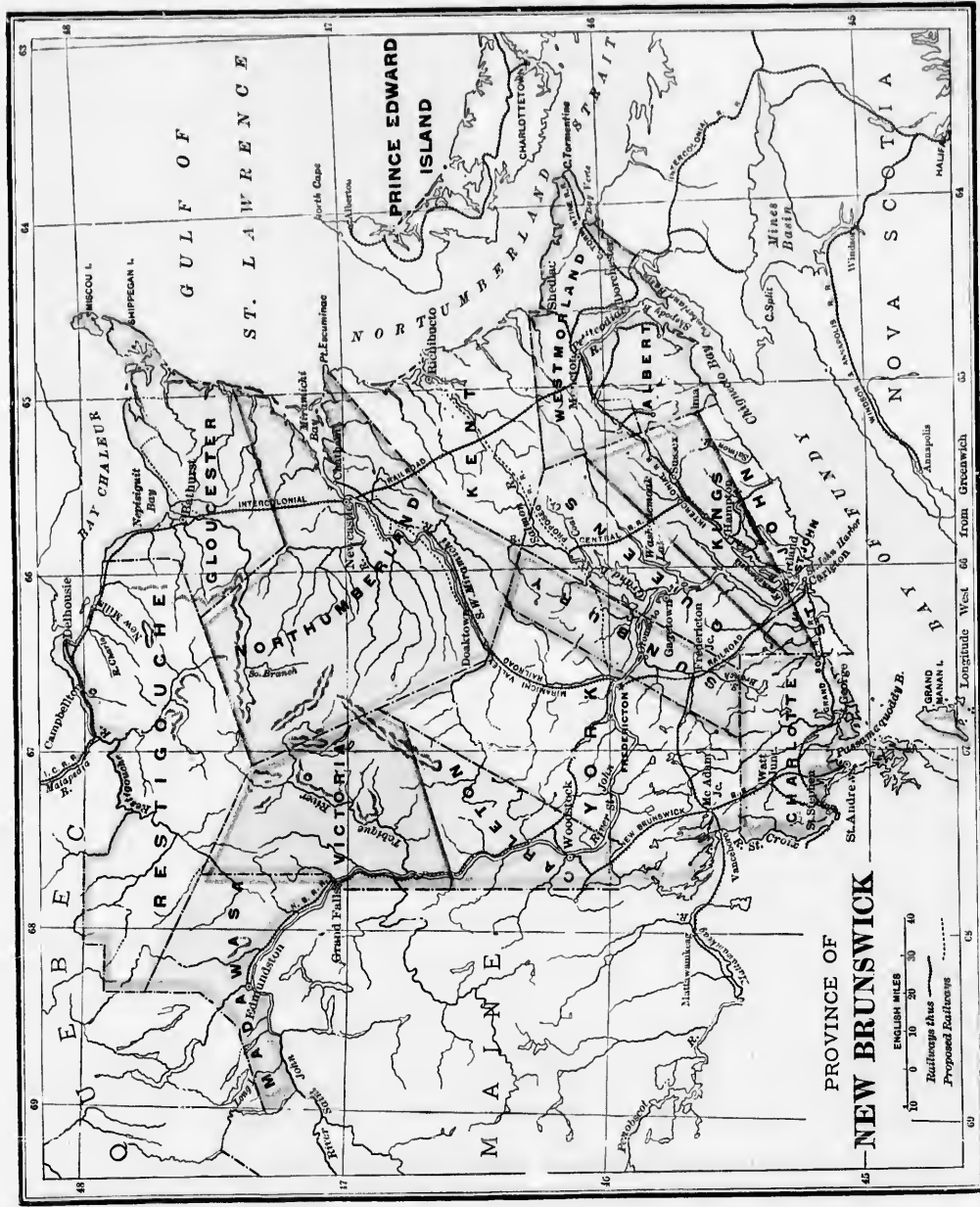
The Province of Quebec occupies the lower valley of the St. Lawrence. The people speak French. The southern districts are fertile; the northern, rugged, but covered with magnificent forests. Lumbering is the chief industry; fishing, trade, and farming are also carried on extensively. Its educational standing is high, facilities for university education being exceptionally good. It contains the wealthiest city in Canada, and the most strongly fortified in America.



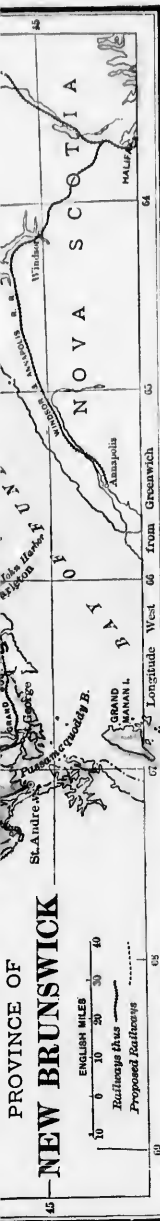
ario, p. 38.)
 ast? South?
 ese places.
 osite Ottawa?
 a. The most
 wo islands in
 island? Ans.
 ls past them?

 Where and
 lff is Gaspé?
 n this colony
 st of the nine
 the St. Law-
 hips." How
 ward it.

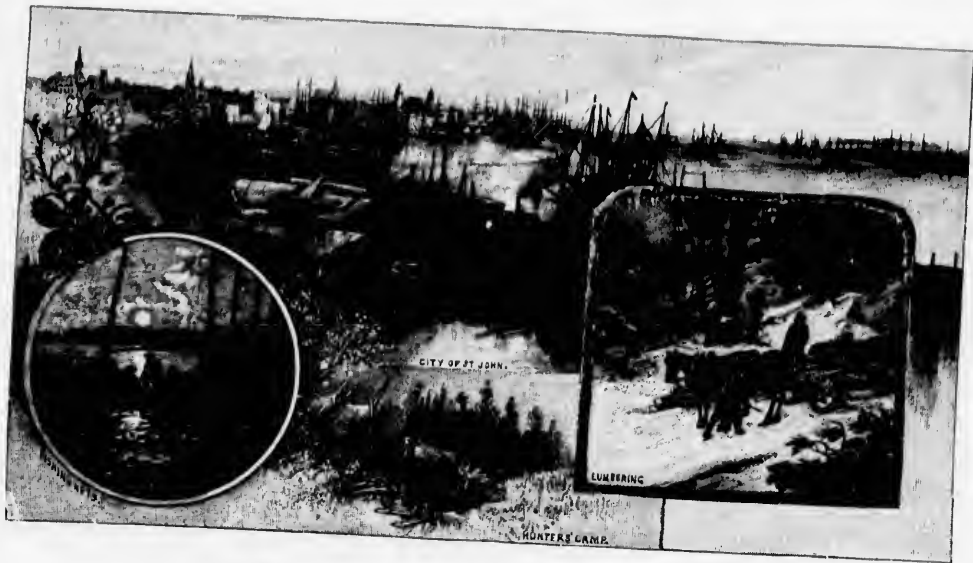
 and east of the
 and Fort —
 , sometimes called.
 , a little below
 sary for us to
 stages only, we
 ea County—the
 da. The —
 we sailed over



Printed and Engraved, Toronto.
 The Rowland
 Printing
 Co. Ltd.
 100
 101
 102
 103
 104
 105
 106
 107
 108
 109
 110
 111
 112
 113
 114
 115
 116
 117
 118
 119
 120
 121
 122
 123
 124
 125
 126
 127
 128
 129
 130
 131
 132
 133
 134
 135
 136
 137
 138
 139
 140
 141
 142
 143
 144
 145
 146
 147
 148
 149
 150
 151
 152
 153
 154
 155
 156
 157
 158
 159
 160
 161
 162
 163
 164
 165
 166
 167
 168
 169
 170
 171
 172
 173
 174
 175
 176
 177
 178
 179
 180
 181
 182
 183
 184
 185
 186
 187
 188
 189
 190
 191
 192
 193
 194
 195
 196
 197
 198
 199
 200



Grip, Printers and Engravers, Toronto
 Champlain Publishing Co., Toronto



LESSON TEN.—NEW BRUNSWICK.

- Draw a map of New Brunswick. (*Follow the directions for Map of Ontario, p. 38.*)
- What province, river, and bay form the northern boundary of New Brunswick?
- Which of the United States touches it on the west? What province joins it on the southeast?
- Name the isthmus which connects these two provinces.
- What large strait washes its eastern shores? From what province does this strait separate it? In what gulf does that province lie?
- What large bay lies south of New Brunswick? In what direction does this bay lie from us?

LESSON ELEVEN.

- What is the capital of New Brunswick? On what river is it situated? What important sea-port city is at the mouth of this river? Into what bay does it flow? What bays and basins are at the head of the Bay of Fundy? What large island in the Bay of Fundy? Name the bay north of Grand Manan Island. What river flows into it?
- What river and its tributaries flow east through Northumberland County? Into what bay does it empty? What two other harbors are on the east coast? What cape forms the southeastern extremity of New Brunswick? What islands form the northeastern extremity?
- Name the most important railroad in New Brunswick, and three towns on it.
- How many counties in New Brunswick? Make a list of them with their county towns.

Write and complete the following sentences:

CRUISING ALONG THE COAST from the head of Bay _____, on the north coast of New Brunswick, we passed the town of _____, an important station on the _____ Railway, at the head of _____ Bay, on the north shore of _____ County. Rounding Point _____, on an island of the same name, we entered the Gulf of _____, cruised along _____ Island in a southerly direction, passed the mouth of _____ Bay, and just below Point _____, entered _____ Strait, which separates the Province of _____ from the main-land. In the strait, we passed by the excellent harbors of _____ and _____, and rounding Cape _____ we entered Bay _____, northeast of the Isthmus of _____, which connects the provinces of _____ and _____

LESSON TWELVE.

1. New Brunswick is the largest of the "Lower Provinces," which occupy the **Atlantic Slope** of the Dominion. It adjoins the Province of Quebec on the north, and on the south it is connected with Nova Scotia by the Chignecto Isthmus.

2. In the west and north it is hilly and somewhat rugged, but resembles Ontario in the remaining portions—the **surface** being generally undulating and sloping toward the Bay of Fundy on the south and the Gulf of St. Lawrence on the east.

3. The soil is fertile, and yields abundant **crops** of grain, fruit, and vegetables; coal, iron, and other useful **minerals** are found; while immense **forests** of pine still cover a large portion of the interior, especially about the head waters of the St. John, the Miramichi, and their numerous tributaries.

4. The rivers of the north and east coasts are famous for their **salmon fisheries**. The fisheries, too, of the Bay of Fundy, the Gulf of St. Lawrence and their offshoots are very valuable; more than three million dollars' worth being captured yearly.

5. **Ship-building** is another important industry, carried on chiefly in the dock-yards of Chatham and St. John. Other **manufactures** are also carried on, such as those of cotton and woolen goods, boots and shoes, hardware and flour.

6. The **rivers** of New Brunswick are in general short and rapid; but the St. John is navigable for large vessels as far up as Fredericton, the capital, a distance of eighty-five miles, and for smaller vessels to a distance nearly three times as great.

7. The **Bay of Fundy** is remarkable for the enormous height to which the water rises at **high tide**—the difference between high and low water-mark being fully sixty feet at the head of the bay.

8. The Gulf Stream, a stream of warm water which flows from the Gulf of Mexico along the coast, and then across the Atlantic, renders the climate of the south of New Brunswick much milder than that of the north and northeast.

What we have learned about New Brunswick,—

It lies on the Atlantic Slope of the Dominion, and was one of the first four provinces that agreed to join in the confederation.

Its people are chiefly occupied in lumbering.

Fishing is next to lumbering among the industries of the province.

Ship-building and other manufactures are carried on extensively.

Its climate is healthy, and its soil productive; so that farming is successfully carried on, the ordinary grain, fruits, and vegetables of the temperate zone being raised in abundance.

The rivers of New Brunswick are not navigable except the St. John.

Its lakes are numerous, but small and unimportant; the only large one is Grand Lake, in Queens County.

The Bay of Fundy is remarkable for its fisheries and its high tides.



LESSONS THIRTEEN AND FOURTEEN. NOVA SCOTIA AND PRINCE EDWARD ISLAND.

Draw a map of Nova Scotia and Prince Edward Island. (Follow directions on p. 38.)

What province touches Nova Scotia on the north? What isthmus joins them? What large bay nearly separates them? What bay lies between Cape Tormentine and Nova Scotia? What large body of water bounds it on the south and southeast? Name the large island forming the northeastern portion of the province. By what strait are they separated? What harbor is in St. George's Bay?

What is the most important city on Cape Breton Island? Name the capital of Nova Scotia. What port, harbor, and county of the same name are on the west coast? Name the offshoots at the head of the Bay of Fundy. What important port is at the head of the more southerly of these offshoots? What railroads form a junction here? Name three towns on each.

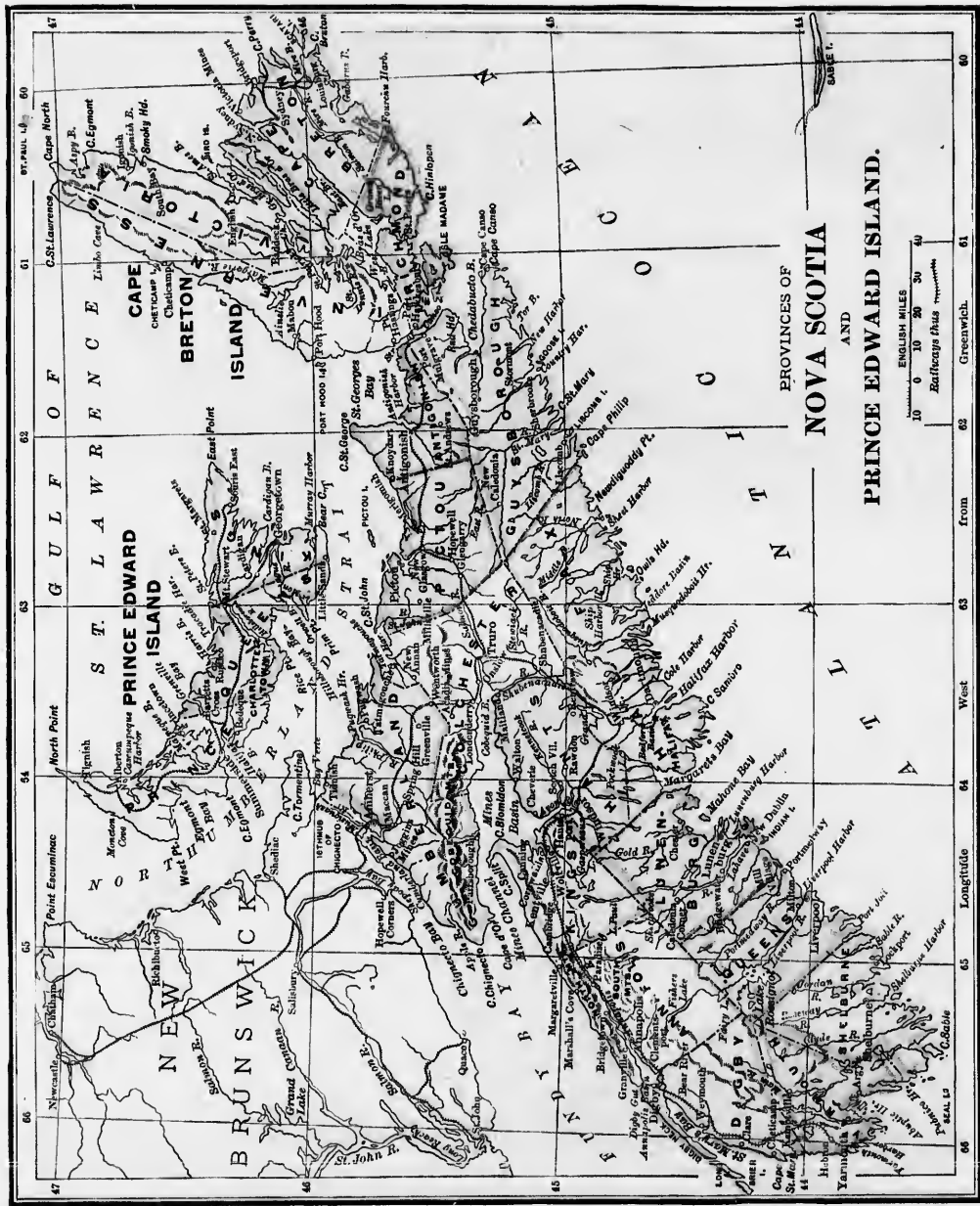
What low island lies off the coast of Nova Scotia, in the Atlantic? (Find it on the 60th Meridian, near the 44th parallel of latitude.) If you sailed east across the Atlantic, to what Grand Division of the Earth would you come? What Continent? Islands? Why are these islands so interesting to us? Make a list of the chief capes of Nova Scotia; of its harbors; of its counties and county towns.

What strait separates Prince Edward Island from the main-land? What province lies west of this strait? South? What are these three provinces called? What point on the main-land is nearest to Prince Edward Island? In what province? What point of Prince Edward Island is nearest it?

What is the capital of Prince Edward Island? In what county? On what bay? What is the most important town on the east coast? On what bay? In what county? Name the third county in the province. Its county town. Make a list of the principal stations on the P. E. I. Railway.

Write and complete the following sentences:

The Lower Provinces of the _____ of Canada consist of _____, _____, and _____. Two of these, _____ and _____, are on the main-land, and are connected by the _____ of _____, a narrow neck of land about sixteen miles wide, stretching from Bay _____ on the north-west to _____ Basin, an extension of _____ Bay, which is itself an extension of the Bay of _____, so celebrated for its extraordinary _____. Between these provinces and _____, stretches _____ Strait, about nine miles wide at its narrowest part between Cape _____ in _____ and Point _____ in _____. The capitals of the three provinces are _____, _____, and _____. The inhabitants of the Province of _____ are noted for their superior industry and intelligence.



Canada Pub. Co., Toronto. Grip, Printers and Engravers, Toronto.

LESSON FIFTEEN.

1. The "Lower Provinces" belonged formerly to France, and were included together under the name of **Acadia**. They were surrendered to Great Britain in 1763.
 2. The **climate** of these maritime provinces of the Dominion is somewhat milder than that of the inland provinces. This is owing to their being so largely surrounded by the sea, and to the influence of the **Gulf Stream**. Icebergs off the coast sometimes render the spring months cold and backward.
 3. The **soil** is generally fertile, especially in Prince Edward Island, where a greater amount of the land is cultivated, for its size, than in any of the other provinces. The chief **farm products**, oats, barley, and potatoes, are exported in large quantities.
 4. The **coal-fields** of Nova Scotia and Cape Breton Island form an inexhaustible source of fuel, not only for home use, but for export to the other provinces of the Dominion and elsewhere. They are known to extend over an area of more than seven hundred square miles, forming the great source of wealth of this section of our country.
 5. In consequence of their numerous fine harbors, the people take naturally to a **sea-faring** life, and **ship-building** forms one of the chief occupations both in Prince Edward Island and Nova Scotia. Yarmouth, in Nova Scotia, owns a greater amount of shipping, for its population, than any other place in the world.
 6. The **fisheries** of both these provinces are very valuable and extensive; cod, salmon, mackerel, herrings, and lobsters are taken in immense quantities, and exported chiefly to the West Indies and the Southern States.
 7. Halifax, the capital of Nova Scotia, is the most strongly **fortified post** in the Dominion, next to Quebec. It is an important station of the British navy, and has one of the finest harbors in America.
 8. **Education** is liberally supported by the governments, and by the people, who show the same active, intelligent, and progressive character that marks their race.
 9. The Intercolonial and other **railways** in Nova Scotia, and the P. E. I. R. are of great importance in developing these provinces. It is proposed to construct a submarine railroad under Northumberland Strait, from Cape Tormentine to Point Traverse.
- What we have learned about Nova Scotia and Prince Edward Island,—**
- Nova Scotia is the most southeastern province of the Dominion.*
- The Gulf Stream renders the climate very mild and pleasant, especially in the south.*
- The coal-fields of Nova Scotia and Cape Breton cover an area of 700 square miles.*
- Prince Edward Island is noted for the park-like beauty of its hills and dales.*
- It has a denser population and more cultivated land for its size than any other province.*
- Ship-building and sea-faring are important industries of both provinces.*
- The seas give immense quantities of cod, salmon, mackerel, herrings, oysters, and lobsters.*





LESSONS SIXTEEN AND SEVENTEEN,
 MANITOBA AND THE NORTHWEST
 TERRITORIES.

Draw a map of Manitoba and the Northwest Territories. (Follow directions on p. 38.)

What province lies east of Manitoba? What are the boundaries between these two provinces? Which of the United States lies south of Manitoba? What parallel of latitude forms the boundary between them? What district lies west of the province? Northwest? North and northeast?

What large river flows northerly through Manitoba? Name its most important tributary. In what direction does it flow? Into what lake do the united rivers flow? What other large river flows into this lake? Name the other lakes of Manitoba. What large lake lies wholly in the province?

What is the capital of the province? At the confluence of what rivers is it situated? On what line of railway? Make a list of the chief towns and railway stations in Manitoba.

What province is west of these districts? What chain of mountains? Which district is east of the Rocky Mountains? North of Alberta? East of it? What rivers unite to form the Mackenzie River? Into what ocean does it flow? What lakes are drained by it? What other rivers flow into the same ocean? By what river is Lake Winnipeg drained? Into what body of water does it flow? What district lies west of Hudson Bay? What territory east of it? In what peninsula is the most northerly point of the continent situated? What is the capital of the Northwest Territories? In what district is it situated? Name the other important settlements in the Northwest.

Write and complete these sentences:

Some years ago, two Indians started in a CANOE, from _____, the present capital of Manitoba, which was then called _____, and sailed down the _____ River to Lake _____. From Lake _____ they entered the great River _____ and paddled UP it in a westerly direction to its sources near Mts. _____ and _____ in the _____ Mountains, passing the mouths of its tributaries, the South _____, near the 105th meridian, and _____ River, at the site of the present town of _____ ford. From the sources of the _____ near the 115th meridian, they made a PORTAGE north to the sources of the _____ River, DOWN which they went to its junction with the _____ River, about 300 miles south of the great lake of the same name. From this lake, they emerged by the _____ River, sailed down its channel to the Great _____ Lake, which they entered at Fort _____, an old trading-post of the _____ Company. From Great _____ Lake they sailed down the mighty _____ River past Forts _____, _____, and _____, and finally reached the _____ Ocean through the TUNDRAS of the North.



LESSON EIGHTEEN.
BRITISH COLUMBIA.

Draw a map of British Columbia. (Follow the directions given for Map of Ontario, p. 38.)

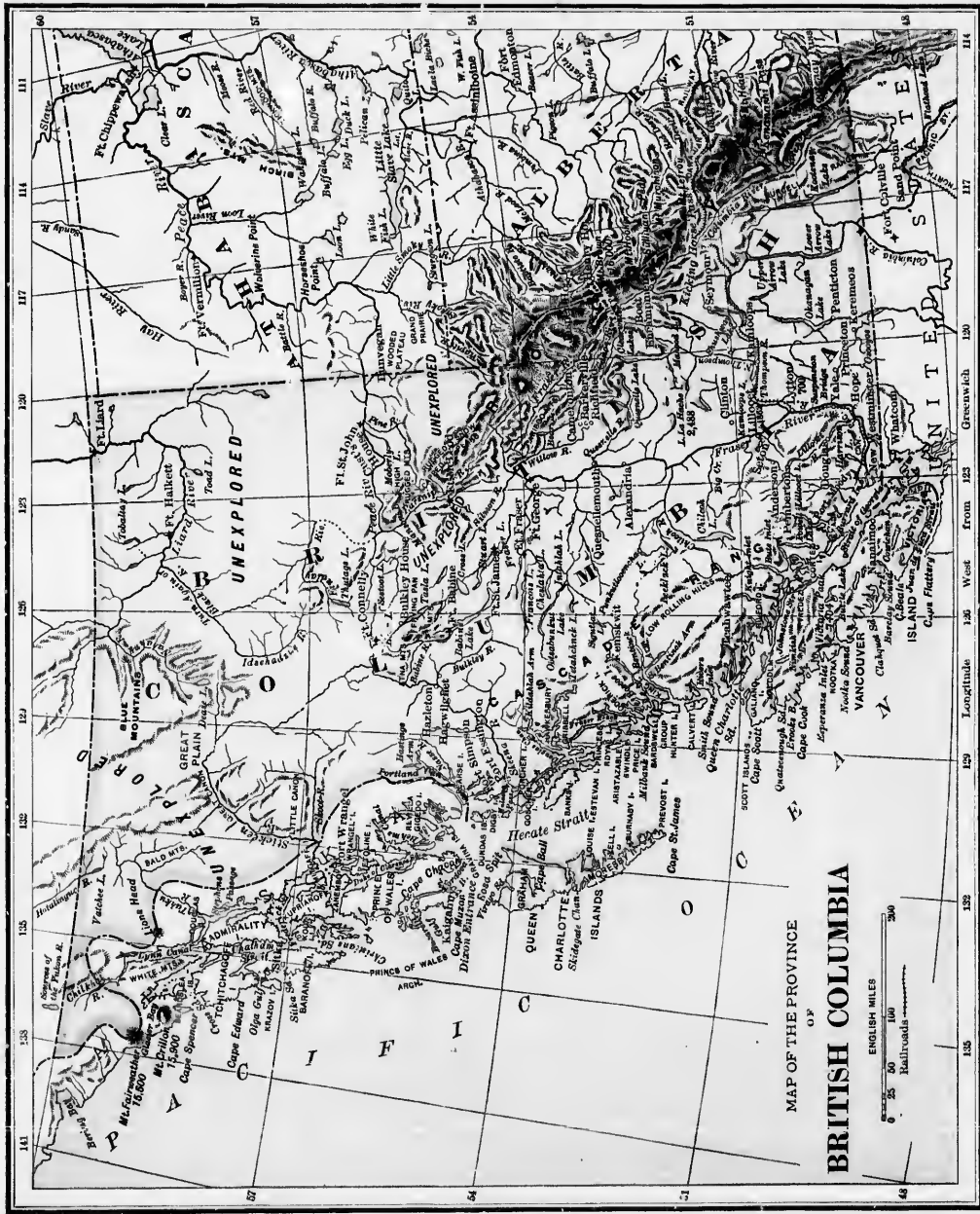
What ocean lies west of British Columbia? What territory of the United States adjoins it on the northwest? What Canadian territory on the north? What territory and districts lie on the east side of the province? What chain of mountains separates them? What United States territory borders it on the south? What is the boundary between them? What large island forms a part of the province of British Columbia? Name the coast waters that separate this island from the mainland.

LESSON NINETEEN.

What group of islands belonging to British Columbia lie north of Vancouver Island? What water flows between them and Alaska? Name the most important inlets and channels of the west coast. What is the most important town in Alaska? Where is it situated? What are the highest peaks in the Coast Range? Name the principal peaks in British Columbia. What range of mountains runs parallel to the Rocky Mountains? Through what Pass does the Canadian Pacific Railway cross the Rocky Mountains? Name the other passes. What is the chief river of the province?—its chief tributary? Name the towns on the banks of these rivers. What is the capital of the province? Where is it situated? What is the most important town on the main-land? Make a list of the other important towns and ports of British Columbia.

Write and complete the following sentences:

Two artists started from _____, the capital of _____, on _____ Island, to go on a sketching excursion, into the interior of the main-land. Crossing the _____, in a steamer, they arrived at the city of _____, from which they proceeded in a canoe manned by Indian guides, up the _____ River, passing the town of _____ at the great head of the river, the town of Y _____, some distance north of _____, and the town of _____, at the mouth of the _____, the great tributary of the _____ from the east. On their left lay the range of the _____ Mountains, between them and the _____ Ocean, white fur off, on the right rose the giant peaks of the _____ Mountains. Their guides told them that the river rose in the _____, or Leather Pass; and that the other important passes were the _____, the _____ Pass, through which the Canadian Pacific Railway runs, and the _____ Pass, near the border of the United States. They were greatly interested by the novel modes of catching salmon, by a wheel somewhat like a mill-wheel. You may see some of their sketches at the top of this page.

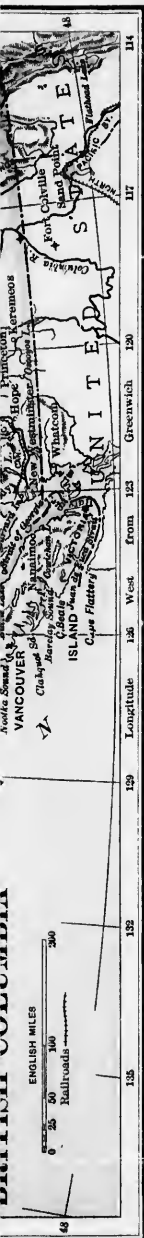


LESSON TWENTY.

1. Manitoba and the Northwest Territories belonged to the Hudson Bay Company from 1670 till 1870, in which latter year it passed into the hands of the Dominion Government, and Manitoba was organized and admitted into the confederation.
2. The "prairie province" is increasing rapidly in population and wealth. Its soil is amazingly fertile, yielding excellent crops of a superior quality of wheat; while other grains and vegetables are grown in abundance. Winnipeg is the capital.
3. The Canadian Pacific Railway connects Manitoba and the Northwest Territories with the Eastern provinces and the Atlantic seaports on the one side, and with British Columbia and the Pacific on the other. It traverses the "great wheat belt," and crosses the Rocky Mountains into and British Columbia through the Kicking Horse Pass.
4. The greater portion of the north of the Dominion is yet unsurveyed, and almost unexplored. It is composed of broad plains, sloping toward the Arctic Ocean and Hudson Bay, and drained by numerous rivers and lakes. Canada is the best watered section of the globe, containing as much fresh water as all the rest of the world together.
5. The mouths of the rivers flowing into the Arctic Ocean are frozen for more than half the year. Therefore, the water does not readily find its way into the sea, but spreads over the land, forming the vast tundras, or frozen swamps, of the north.
6. Boothia Peninsula contains the most northerly part of the main-land, and the Magnetic Pole of the Earth, or point toward which all our magnets turn.
7. In the northern waters of the Dominion, whales, seals, walruses, and polar bears are captured in considerable numbers. The eider-duck yields a very soft, warm down; and fur-bearing animals of all kinds are trapped by the Indians and other hunters. On the shores and islands of the Arctic, the only human inhabitants are the Esquimaux.
8. The Pacific slopes of the Rocky Mountains yield considerable quantities of gold and silver; the valleys of the Fraser and Thompson are remarkably fertile; and these and the other rivers of British Columbia literally swarm with magnificent salmon.
9. The immense coal-fields of Vancouver Island, and the west coast in general, afford an inexhaustible mine of wealth to the inhabitants; while their excellent harbors place them in a most advantageous position for developing an extensive commerce.

What we have learned about Manitoba, British Columbia, and the Northwest,—

The climate of the Pacific coast is very mild and healthy. Manitoba is intensely cold in winter. Vancouver Island and the west coast abound in coal-fields and excellent harbors. The Canadian Pacific Railway crosses the continent from east to west. The Cascade and Rocky Mountains run in parallel directions along the west of Canada; east of these lies the "great wheat belt" of America, half of which belongs to us. The most important cities of these provinces are Victoria, New Westminster, and Winnipeg.



Grip, Printers and Engravers, Toronto.

Canada Publishing Co., Toronto.

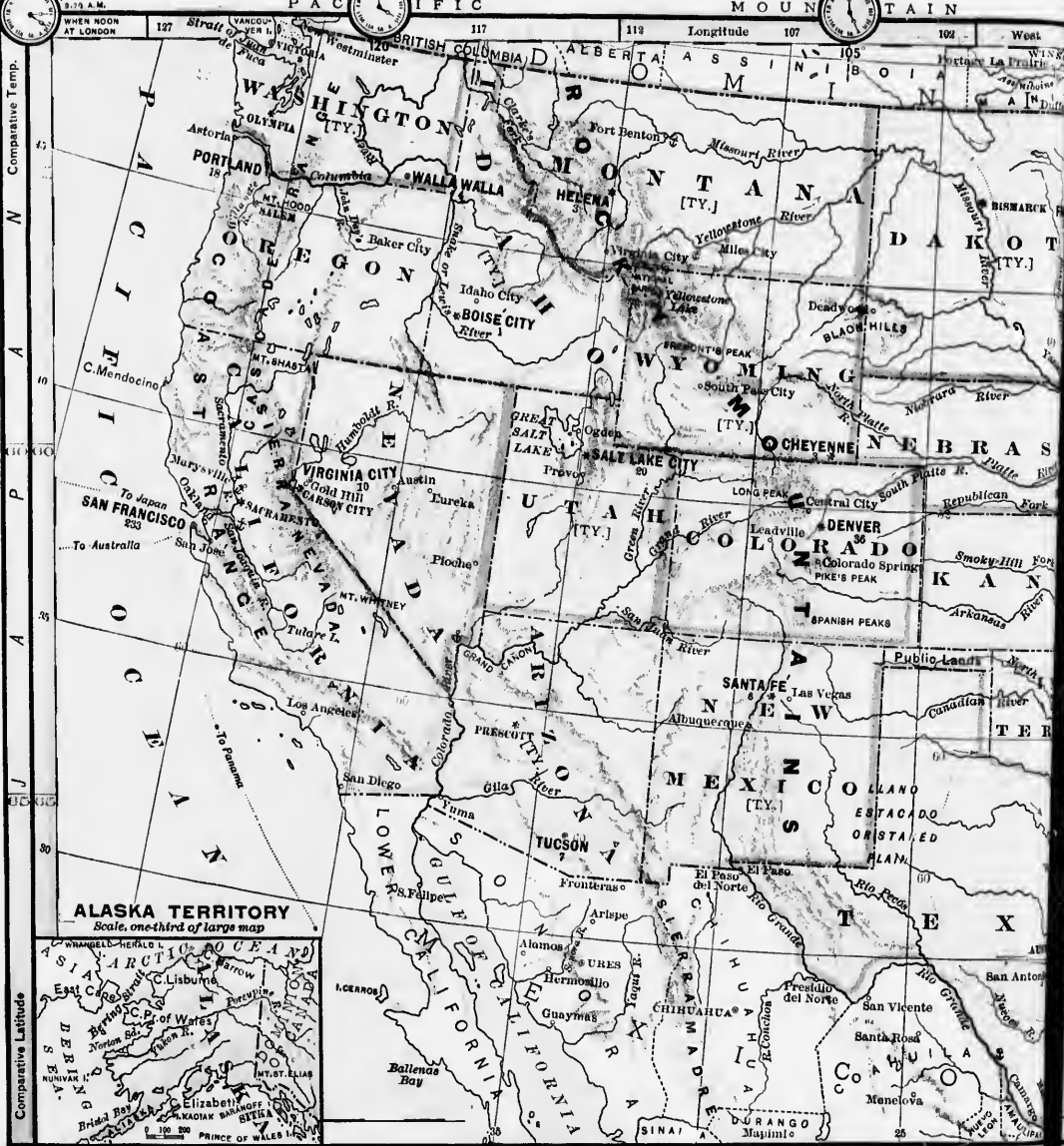


4 A.M.



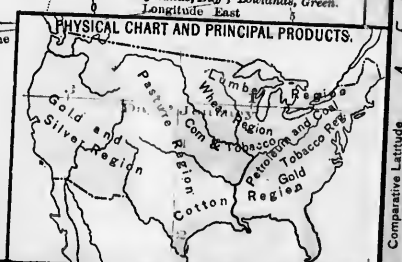
PACIFIC STANDARD MOUNTAIN

5 A.M.



PACIFIC OCEAN CALIFORNIA NEVADA UTAH COLORADO KAN

Copyright by James Monteith. 390 Miles. By Railroad 3 miles per hour 1 2 3 4 5 10 20 30 40 50 60 70 80 90 100 Hours. 41 Miles per Hour



6 A.M. 7 A.M. 8 A.M. Greenwich 75 72 67



Comparative Temp. (Vertical scale on the right side of the map)

SCALE OF MILES 0 50 100 150 200 250

UNITED STATES

PHYSICAL CHART AND PRINCIPAL PRODUCTS.

Longitude 15 West from 10 Washington Cape Sable

MISSISSIPPI BASIN ALLEGHANY MTS. OZARK MTS. CUMBERLAND MTS. BLUE RIDGE AIRONDAK MTS. WHITE MTS. MT. KATAHDIN

MISSOURI KENTUCKY VIRGINIA ATLANTIC OCEAN

11 Miles per Hour 100 200 300 400 500 600 700 800 900 1000 Miles

Wm. Strubers, Barrows & Co., Eng'rs, N. Y.

LESSON ONE.



RELIEF MAP OF THE UNITED STATES.

Draw a map of the United States on the same scale as that on pages 54, 55. (Follow the directions on p. 38, changing the words "counties" and "county towns" to "states" and "capitals.")

What country lies north of the United States? What are the boundaries between these two countries? What ocean lies east of the United States? West? What gulf lies south? What country? What four lakes between the United States and Canada? What great lake is entirely within the United States?

What great chain of mountains runs through Canada, the United States, and Mexico? What ocean is nearest to these mountains? On which side of the United States? What chains of mountains lie in the east of the United States? What great river drains the immense plains between these mountains and the Rockies? What are its chief tributaries on the east side? On the west? Into what gulf does it flow? What city is nearest its mouth?

LESSON TWO.

How many states are there? *Ans.* Thirty-eight. How many territories? Name the only District in the United States. What is its chief city? What territory is separated from the rest of the country by British Columbia? Name its chief city. Name the most western of the states. Its capital. Its largest city. What state lies east of it? North? Name the territories. *Ans.* Washington, Idaho, Montana, Wyoming, Dakota, Utah, Arizona, New Mexico, Indian Territory, and Alaska. What are their capitals? What two parallel ranges of mountains lie along the coast of the Pacific? What large river cuts its way through them? Between what state and territory? What river flows south into the Gulf of California? Between what state and territory? Which is the largest state? What country lies south of it? What river flows between them? Make a list of the states on the right bank of the Mississippi, with their capitals; also, of those on the left bank. Why is the right bank of the Mississippi on the left-hand side as you look at the map? Is this the case with all rivers? Make a list of the states bordering on the Gulf of Mexico. What are their capitals? What plant that furnishes a large part of our clothing grows in these states? Make a list of all the states touched by the Atlantic ocean, with their capitals and sea-ports. What is the capital of the United States? In what district is it situated? In what direction? Point in that direction. What is the largest city in the United States? To what causes does it owe its wealth? What is the largest city in Pennsylvania? In Massachusetts? Make a list of the states that border on Canada or the Great Lakes. What are the most important lake-ports of the United States on Lake Ontario? Erie? Huron? Michigan? Superior? On any of the waters connecting these lakes? Name the connecting waters. Make a list of all the states not included in any of the lists you have already made. Name their capitals, and chief products. Into what groups are the United States generally divided? *Ans.* Six New England, or Northeastern States; seven Middle Atlantic; ten Southern; twelve North Central; and three Pacific States. Name the states in each group, the capital of each, and its principal products.

Write a short account of any one of the states or territories, giving a description of its physical features, climate, soil, products, cities, and inhabitants.

LESSON THREE.

1. The country south of us, called the United States, belonged to Great Britain until the **Fourth of July, 1776**, when the American Congress declared the colonies to be free and independent states. The people have since governed it themselves, by electing men to make and enforce the laws. It is therefore called a **republic**.

2. It is composed of thirty-eight states,* ten territories, and one district, Columbia. The **population** of the States is about ten times as great as our own.

3. The country is so large that it embraces within itself **climates** of every possible kind, and furnishes **products** peculiar to each of the zones. In the northern states are produced the grains and fruits of the cold temperate zone; going south, all the gradations of climate are encountered; sugar, rice, and cotton are grown extensively, while oranges, bananas, grapes, and similar fruits flourish even in midwinter.

4. The country is rich in **mineral products**: gold is mined extensively in California; silver is yielded in inexhaustible quantities by the rich lodes of Nevada and the neighboring regions; iron occurs in different states in great profusion; the coal-fields of Pennsylvania, and the Alleghany ranges in general, are of incalculable value; the same districts yield coal oil in sufficient quantity to supply the world's demand; and, in short, every other mineral of value, from salt to quicksilver, is found in some one place or more in the wide expanse of the United States.

* 1 There are **six New England States**, situated in the northeast of the country, namely: Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, and Connecticut. They are celebrated for their **manufactures**, especially of cotton, woolen, and leather goods; for the attention paid to **education**; for the extent of their **commerce**; and for their **fisheries** and **quarries**. Rhode Island is the smallest state in the Union; Maine, the most temperate; Massachusetts and Connecticut, the most highly educated. These states were settled by the "Pilgrim Fathers."

* 2 The **seven Middle Atlantic States** are: New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, and West Virginia. The District of Columbia is also in this section. In these states are centered the chief **coal** and **iron industries** of the country; **commerce** and **ship-building** are carried on with zeal and ability, aided by excellent harbors and a superior system of railway, canal, and other **connections with the interior**. New York is the first city on the continent in population, wealth, and enterprise. Virginia is noted for its tobacco.

* 3 The following are the **ten Southern States**: North Carolina, South Carolina, Georgia, Florida, Alabama, Tennessee, Mississippi, Arkansas, Louisiana, and Texas. These are the great **cotton, sugar, and rice** growing states. **Tobacco** is raised largely in all these states; **rice**, in the

swamps of South Carolina; **sugar**, in Louisiana; **oranges, bananas**, and other tropical fruits, in Florida; **tar and turpentine**, in the pine forests of North Carolina; and immense droves of **cattle** are herded by the "cowboys" on the wide, rolling plains of Texas.

* 4 The **twelve North Central States** comprise Michigan, Ohio, Indiana, Kentucky, Wisconsin, Illinois, Minnesota, Iowa, Missouri, Nebraska, Kansas, and Colorado. These are the great **farming and stock-raising** states of the Union; enormous crops of wheat, corn, and other cereals are raised; horses, cattle, sheep, and hogs, of superior quality, abound through all these prairie states, and find their way to the markets of the world through Chicago, St. Louis, Cincinnati, Detroit, Cleveland, and other young giant cities of the West. **Lumbering** is extensively carried on in Michigan, and in all these states **commerce and manufactures** are vigorous and healthy.

* 5 The **three States of the Pacific Slope** are California, Oregon, and Nevada. They are noted for their **mineral wealth**, gold, silver, and quicksilver being found in abundance. The **soil** is fertile, and the **climate** singularly pleasant and salubrious. San Francisco has a large and steadily increasing **trade** with Yokohama, Honolulu, and other places in the Pacific Ocean. The **Territories** in general are rich in **minerals** and in **pasture**.

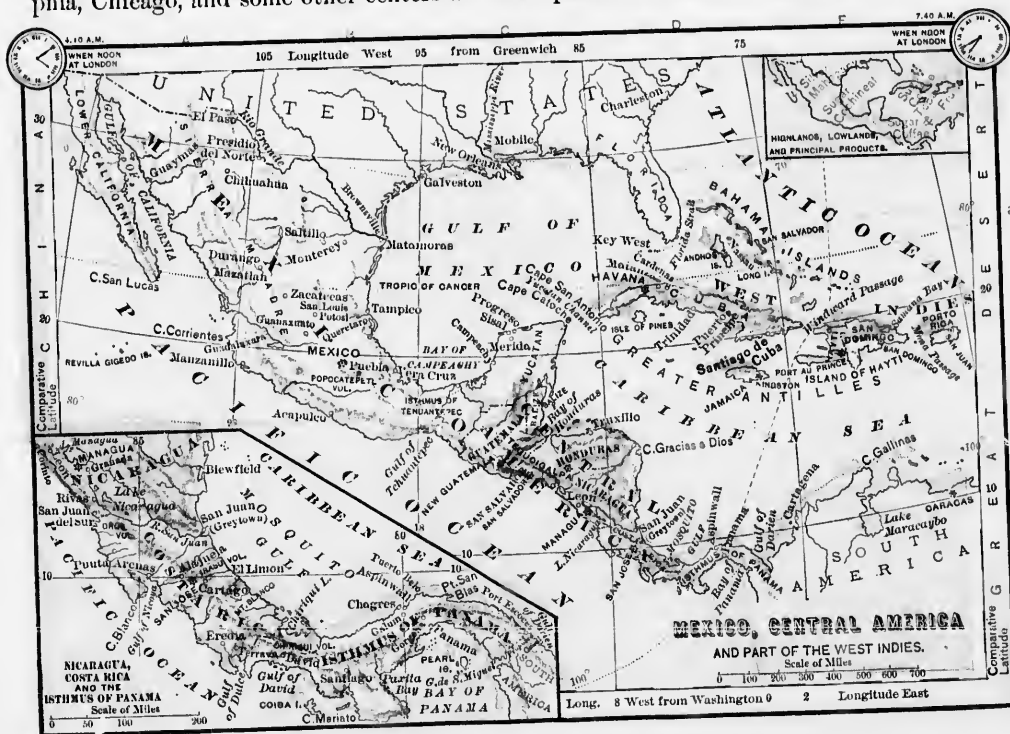
LESSON FOUR.

5. The people are active, intelligent, and thoroughly progressive. Education is cordially supported in most of the states, lavishly in some. Commerce and trade are zealously pursued everywhere, and the desire for speculation seems to be instinctive and universal; agriculture is carried on with vigor and success in every section of the country, each locality having the character of its crops determined by its climate and situation; the ingenious nature of the people is shown by the wonderful variety of the manufactures produced in almost every state, especially in New England.

6. The foreign trade of the country is of vast proportions, and is carried on with every civilized nation on the earth. The United States export more than they import—that is, they sell more goods to other nations than they buy from those nations.

7. The shipping of the United States is not at all extensive. A good deal of their ocean carrying-trade is done by Canadian and British vessels.

8. The railway system of the states is very well contrived for the development of the resources of the country; the railway facilities of New York, Boston, Philadelphia, Chicago, and some other centers are unsurpassed and almost unequalled.



LESSON ONE.



MONKEYS IN THE WOODS.

1. If you wish to take a trip through Mexico, Central America, and the West Indies, you should choose the winter, or early spring. Why not the summer? Here, snow and ice are unknown. In winter, instead of seeing boys and girls wrapped in furs and sledding down snow-covered hills, as in Canada and the Northern States, you will see oranges hanging on the trees, roses and other flowers blooming in the gardens, and little, naked children rolling on the ground, or plunging into the water on the beach.

2. Instead of seeing seals, walruses, and other animals which inhabit cold countries, you will find here parrots and other beautiful birds in the trees, chattering monkeys in the woods, and huge alligators in the swamps and streams.

3. You will be interested in watching the great columns of smoke and streams of lava which some of the mountains in Mexico and Central America send out, but you would be alarmed if an earthquake should occur. In Central America, whole cities have been destroyed by earthquakes, burying thousands of people under the ruins.

4. The West Indies are sometimes visited by destructive winds, called hurricanes, which do great damage to houses and ships, and to the plantations of cotton, sugar-cane, and tobacco.

5. Most of the people in these countries and islands speak the Spanish language. They are descendants of Spaniards and Indians. Many negroes live in the West Indies. In Jamaica, the English language is spoken.

6. Hayti comprises two republics; the other islands belong to European nations.

Draw an outline map of Mexico, Central America, and the West Indies.

What country lies north of Mexico? What river separates them? Name the capital of Mexico. Make a list of the republics of Central America and their capitals. Name the principal islands of the West Indies, their capitals, and sea-ports. To what countries do they belong? Name their chief products. What isthmus connects Central with South America? Point out and make a list of all the coast waters of Mexico, Central America, and the West Indies.

What we have learned about Mexico, Central America, and the West Indies,—

Their climate is hotter than ours; their trees and plants bear fruits and flowers all the year. Oranges, bananas, and pine-apples are abundant.

Plantations of sugar-cane, coffee, cotton, and tobacco are extensive.

The largest city in Mexico is Mexico; in the West Indies, Havana; in Jamaica, Kingston.

education is
and trade
instinctive
section of
its climate
variety
England.
and on with
y import
ions.
od deal of

development
, Philadel-





ar
wo
pa
wo

pas
enc

tion
try
cou
com

y
a vo
I
tries
I
com
m
Strat

LESSON ONE.



Draw an outline of South America; then mark its mountains, rivers, and countries. (*Copy this small map.*)

In which hemisphere is South America? (*See large map.*)

What direction is it from North America? What ocean east? West? What sea north? Which part is the widest? Narrowest?

What part of South America is crossed by the Equator? By the Tropic of Capricorn? In which zone is the greater part of South America? (*See margin of the large map.*) In which zone is the rest of it?

Mention its great chain of mountains? On which side of these mountains do all the great rivers of South America rise? Into what do they flow? Name three of the largest. The mouth of one of them is crossed by the Equator; mention it. Another has several mouths—which is it?

LESSON TWO.

What isthmus joins North America and South America?

Suppose we should start from the Isthmus of Panama and sail around South America, what cape and two islands would we pass on its northeast coast? What capes would we see opening into the Atlantic? What strait would we pass before seeing Cape Horn? What islands south of that strait? Sailing around Cape Horn, we would leave what ocean? What ocean would we enter?

Sailing along the Pacific coast of South America, what active volcano near the Equator would we pass? Mention other high mountains? What cape would we pass? What bay would we enter at the end of our voyage? Into what zones would this voyage take us?

In what country is nearly the whole of the Amazon River? In what country is the Orinoco River? Mention the largest country in South America. In what zone is nearly the whole of Brazil? Mention the longest and narrowest country. In what zone is nearly the whole of Chili? What large country east of Chili? In what zone is that country? In what zone is our own country? What two countries north of Chili? What three countries in the northern part of South America? What small country is crossed by the Equator? What high mountain is between Chili and the Argentine Republic?

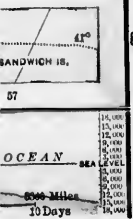
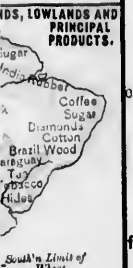
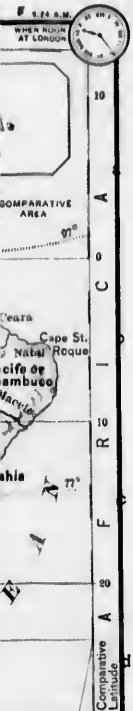
LESSON THREE.

What countries of South America produce coffee? (*See small chart on opposite page.*) Sugar? Cotton? India-rubber? Silver? Wool? Where is Peruvian bark obtained? Where are diamonds obtained?

Write or mention the names of the principal seaports which you would pass on a voyage along the coast of the Atlantic,—along the coast of the Pacific. Each pupil may mention a country and its capital; or write a list of all the countries of South America with their capitals opposite.

Draw a diagram or section of South America showing the surface of the land, or the comparative height of its mountains and plains, as represented under the opposite map.

WRITE and complete the following sentences:—On a voyage from Rio Janeiro to Valparaiso we passed through the Strait of ——. On a voyage around South America we saw the six cities of —— and the three volcanoes ——.





LESSON FOUR.

1. **South America** is one of the most wonderful parts of the world. Let us see why. There is its long chain of mountains whose immense peaks reach above the clouds; whose volcanoes make the night brilliant

v
m
p
in
in
th
on
ex
Yo
rea
citi
mo
wh
lan
9
line
mul

1 L
180 m
lanos
and tr
2 In
be cro
of 720
cross t
3 TH
tine Re
city of
what a
the Inc
4 Li

with their red flames; and whose sides reach from intense heat at their base, upward through every degree of temperature to that of perpetual snow at their tops.

2. There are its **mines** of gold and silver which have enriched nations.

3. There is its wonderful **river**, the Amazon, the greatest in the world, along which are the selvas or forests, so thick with trees, plants, and tangled vines as to baffle man's efforts to penetrate them.¹

4. There are its **birds** and **insects** of great beauty and variety.

5. There are its vast grassy and treeless plains called **llanos** (lyah'nōs) and **pampas**, on which millions of cattle, horses, and sheep roam and graze.

6. South America is like North America in having its widest part in the north and in having its great mountain chain on its western or Pacific side.²

7. It is unlike North America in having fewer bays, gulfs, lakes, and inlets; and in having its greater part in the Torrid or hot zone, while North America is mostly in the North Temperate zone.

8. If you should visit the Andes, you would find that this long range stands on a **great plateau** which is several thousand feet above the level of the ocean, and extends along the Pacific coast from the Isthmus of Panama to the Strait of Magellan. You would notice that the mountains themselves rise far, far above that plateau and reach the height of 20,000 to 23,000 feet above the sea level. You would also see that cities, towns, and villages are on this plateau, or in narrow valleys up between the mountains; and if you should travel all about there you would find that the people who live at the foot or base of the plateau suffer from heat, while those on the high lands enjoy spring weather all the year.³

9. How do **people** travel and carry goods across the Andes? Watch that long line of animals slowly winding their way up and around the mountains; they are mules, or perhaps llamas, which are trained to carry heavy loads tied on their backs.⁴

¹ Length of the Amazon, 4,000 miles; width of its mouth, 180 miles. The selvas are drained by the Amazon; the llanos, by the Orinoco; and the pampas, by the La Plata and tributaries.

² In a previous lesson you learned that our country might be crossed by railroad in three and a half days, at the rate of 720 miles a day; at that rate it would take four days to cross the widest part of South America.

³ The most frequented pass between Chili and the Argentine Republic is 12,800 ft. above the level of the sea. The city of **Quito** is 9,500 feet above the level of the ocean; what and where is it? **Cuzco**, the ancient residence of the Incas, is about 11,500 feet, and **Potosi** over 12,000 feet.

⁴ **Llamas**, or **alpacas**, are like large sheep. They are

not only beasts of burden, but they also yield costly wool, besides milk and flesh for food.

If you should travel in that region, you would doubtless sit in a chair which is tied on the back of one of the Indians who make it their business thus to take travelers over the mountains.

The mountains contain many mines of silver and quick-silver; and on the mountain slopes are great herds of guanaco (*gua-nah'ko*), animals resembling the camel and valuable for their wool. Great profit has been derived from the guano found on the islands and coasts of Peru.

Guano (*gwah'no*) is exported in large quantities to fertilize the soil. Peru exports guano, nitre, metals, sugar, and alpaca wool.



LESSON FIVE.

10. The **chief occupation** of the inhabitants of the high regions of South America is mining, for there is plenty of gold, silver, and copper in the Andes Mountains.

11. How are those deep and dangerous ravines crossed? Mostly on bridges made of rope, wire, or of twisted branches of the vine; but in some places on a great log which alone spans the awful abyss.

12. Among the Andes occur dreadful **earthquakes**, which sometimes destroy whole cities, the ground opening in great crevices or seams and swallowing up houses and people by hundreds and thousands.

13. Except in the southern part of South America, no **rain** falls west of the Andes; that long, narrow strip of land, therefore, is a desert. Let us see why. It is because the winds blow there from the Atlantic only, and the clouds and moisture which they carry are changed to rain before crossing the mountains. These heavy rains, together with the melting of snow on the mountain tops, form the numerous rivers of South America.

14. Let us now leave the **Andes** and travel over the great **plains**. Except a few short ranges of mountains along the northern and eastern borders of Brazil, we might travel for months in all directions and see nothing but vast plains, so level that the sluggish rivers scarcely know in which direction to flow.¹

15. Those **plains** through which the Orinoco and La Plata Rivers and their tributaries flow, are in the wet or winter months covered with tall grass, while in the summer they are dry, withered, and deserted.² Look at your map and tell what countries contain the llanos and the pampas.

16. You would see in some parts of the great plain or basin of the Amazon **grand forests** from which many beautiful and valuable kinds of wood are obtained, and in other parts, wide plantations of coffee, sugar-cane, and cotton, besides countless trees yielding tropical fruits, India-rubber, and medicines. What country contains most of the Amazon and its branches?

¹ You might sail from the Amazon to the Orinoco, and very nearly all the way to the La Plata, because of the near approach of their head-waters. In the rainy season, when the rivers are full to overflowing, the head-waters of the Parana and Paraguay are so near the sources of some of the Amazon's tributaries as to mingle their waters. Then you might visit the three large rivers—Amazon, La Plata, and Orinoco—without getting out of your boat. (*See picture on page 67.*)

² These countries of the Torrid Zone have only **two seasons**—the wet (their winter) and the dry (their summer). In the latter, there is no rain for six months.

Then the grass is dried up by the scorching sun, the animals retreat to the mountains, and the reptiles bury themselves in the ground to sleep until the return of the rain. During the wet season there is rain every day, and sometimes it rains so hard that the rivers overflow their banks and all the lowlands appear like one immense swamp. The value of the cattle consists in their beef, hides, tallow, and horns.

What is beef used for? What is made from hides? What are made from tallow? What are made from horns?

The horses and cattle of South America were originally brought from Europe.

South America
mountains.

bridges made
on a great log

destroy whole
up houses and

s west of the
see why. It is
and moisture
These heavy
the numerous

Except a few
Brazil, we might
level that the

ivers and their
s, while in the
tell what coun-

f the Amazon
l are obtained,
sides countless
untry contains

orching sun, the ani-
e reptiles bury them-
return of the rain.
y day, and sometimes
y their banks and all
swamp. The value
es, tallow, and horns.
s made from hides?
re made from horns?
eria were originally



LESSON SIX.

17. Let us visit the countries separately and see what else is very interesting; but observe first, that wherever we go we shall hear the Spanish language only, except in Brazil,¹ where Portuguese is spoken, and in Guiana where English, French, and Dutch are spoken. You will see people who are chiefly of Spanish or of Portuguese descent, besides Indians² and negroes.

18. We shall visit the capital of Brazil, which is the largest city in South America, also Bahia (*bah-he'ah*) and other seaports, and see large and beautiful churches, many fine schools, and people remarkable for their politeness and intelligence.

19. We shall find the wild animals, reptiles, birds, and fishes to be very numerous; among them are the jag-u-ar', puma or cougar or mountain lion, tapir, alligator, ant-eater, rhea or American ostrich, condor, and the boa-constrictor, besides countless monkeys and parrots.³

20. We shall learn that Chili is the most prosperous country in South America because the people are brave, hardy, and industrious.⁴

21. In Peru, we shall find grand mountains and beautiful plateaus with a narrow desert between them and the Pacific, but with vast forests and mighty rivers between them and the Atlantic.

22. The other high countries are the United States of Colombia, Ecuador, and Bolivia, which also contain high mountains and rich mines, dense forests and broad pastures.⁵

23. Guiana (*ghe-ah'nah*), which is divided between three different European nations, is wonderful for its forests, wild animals, reptiles, monkeys, and beautiful birds.⁶ Except Guiana and the Empire of Brazil, all the countries in South America are republics.

24. The Argentine Republic is remarkable for its great plains called pampas.⁷

¹ The area of Brazil is about equal to that of the United States, while the population is only one-fifth. The population of Brazil is over 11,000,000.

² Considerable profit is derived from the vast herds of cattle and droves of horses. It is curious to see how skillfully the Indians chase these animals and capture them by throwing the lasso.

³ The jaguar is spotted and resembles a leopard; the tapir is black and resembles a large hog; the puma or cougar (*cou'gar*) is sometimes called a mountain lion or California lion; the condor is the largest bird of flight in the world.

⁴ Chili contains rich minerals, and raises fine grain and fruits. It is said to be one of the wealthiest countries, for its size, in the world. It exports wheat, coffee, hides, wool, and saltpetre. There are many fine schools in Chili.

Only a little while ago, a war broke out between Chili and Peru. Bolivia assisted Peru, but Chili defeated them both.

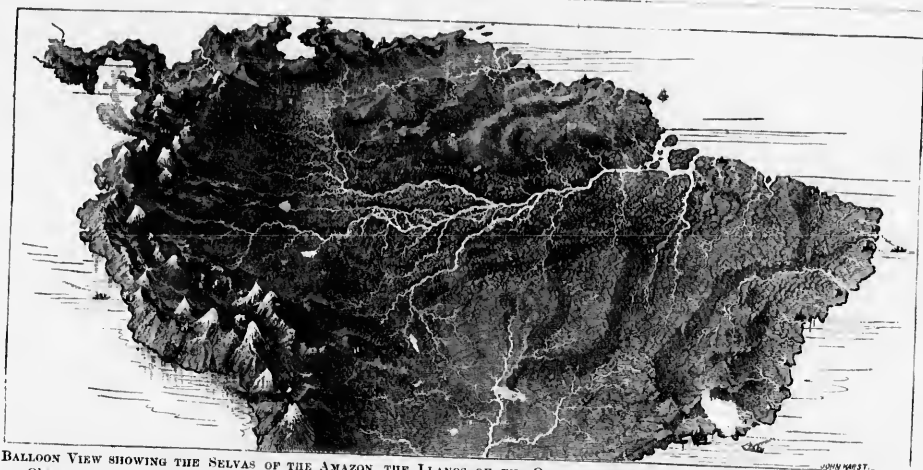
The hottest month in Chili and other countries south of the Equator is January; the coldest is August.

Before the discovery of America by Columbus, Chili partly belonged to the Incas (Indian kings) of Peru. The Incas were conquered by Pizarro and Chili remained under Spanish control for about 300 years, as did all the other countries of the Andes. After a war lasting several years they became independent. All of these countries are now republics.

⁵ From almost all these countries we obtain quinine, India-rubber, coffee, and hides. The most of the white inhabitants live on the table-lands; the Indians, on the eastern slopes of the mountains.

⁶ Guiana; among its products are sugar, coffee, cotton, and Cayenne pepper.

⁷ You have already learned that the seasons of the Argentine Republic are just the reverse of ours, and that its



BALLOON VIEW SHOWING THE SELVAS OF THE AMAZON, THE LLANOS OF THE ORINOCO, AND PART OF THE PAMPAS OF THE LA PLATA. Observe how near each other are the head-waters of these three rivers, and that in the rainy season they are connected with each other. Steamships entering and leaving the principal seaports. Snow-covered mountains and volcanoes.

25. Uruguay and Paraguay also contain extensive pastures on which numerous cattle, horses, and sheep are raised, but in Paraguay there are also dense forests of valuable timber.

What has been learned about South America,—

That its great mountains and plateaus are in the west, and near the Pacific coast.

Its great plains, forests, and rivers are between the Andes and the Atlantic.

Its selvas are vast forests of the plain of the Amazon.

Its llanos are extensive grassy plains drained by the Orinoco.

Its pampas are similar plains drained by the La Plata and its tributaries.

The pampas and llanos sustain countless herds of cattle and other animals.

South America is chiefly in the Torrid Zone and has but two seasons; the wet, in winter (June, July, and August), and the dry, in summer (December, January, and February).

When we have winter, the people of all countries south of the Equator have summer; and when it is summer here, it is winter there.

The rain falls chiefly between the Atlantic and the Andes, leaving a desert strip between the Pacific and the Andes.

Spanish is the language of all the countries except Brazil and Guiana.

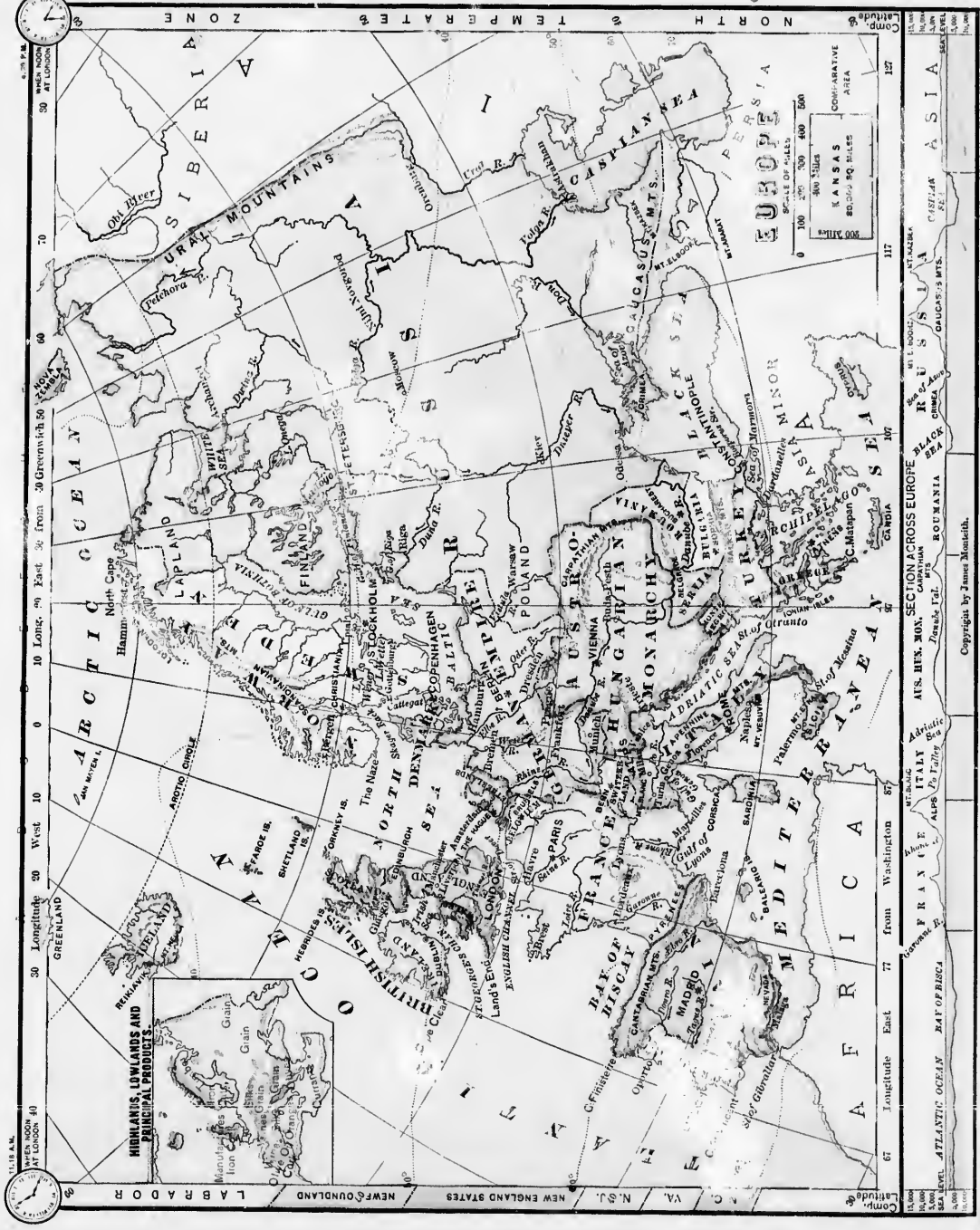
There are nine republics, one empire, and three colonies (Guiana) in South America.

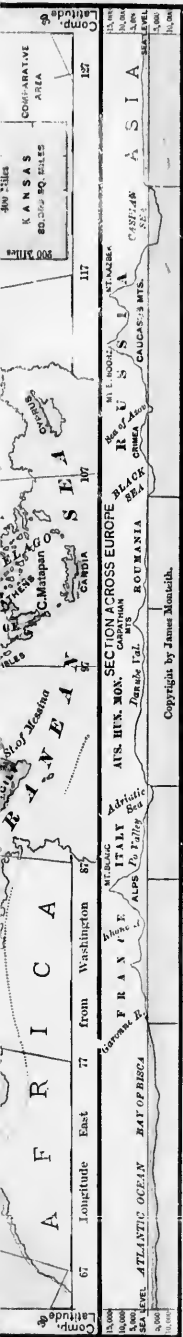
Indians, mixed races, and negroes are numerous.

wealth lies in its cattle, horses, and sheep. **Argentine Republic**; its capital is Buenos Ayres, its only large city; its exports are hides, horns, and salted beef.

Patagonia and Tierra del Fuego belong partly to Chill

and partly to the Argentine Republic, as shown on the map. The land is a desolate region, and the inhabitants, clad in skins of animals, are very wretched. They support themselves by fishing and hunting.





LESSON ONE.



Draw an outline of Europe; then mark its seas, mountains, rivers, capes, islands, and countries.

In what hemisphere is Europe? What ocean north? West? What great sea south? What land east?

In what direction is Europe from the United States? Point toward Europe. How can we reach Europe?

In what zone is nearly the whole of Europe? What very important isles are just west of the continent? What large islands in the Mediterranean Sea? What two seas are connected with that sea? What large sea east of Europe has no outlet? What three seas west of Europe? What large bay?

What cape furthest north? South? West? Which is the largest country in Europe? What mountains east of Russia? South? What three large rivers in Russia? What two countries northwest of Russia? What mountains in Norway? What three countries southwest of Russia?

LESSON TWO.

What large river flows through the Austro-Hungarian Monarchy? Into what sea does the Danube flow?

What sea north of the German Empire? Northwest?

What small country north? What three countries west? What small mountainous country southwest? South of Switzerland is the highest peak in Central Europe; mention it. What chain of mountains in Italy? What volcano? By what country is France bounded on the northeast? Southwest? By what three on the east?

What mountains between France and Spain? What strait between Spain and Africa? What country west of Spain? What bay north? What sea east?

What country extends from the Black to the Adriatic Sea? What small country south of Turkey?

If we should cross the Strait of Dover or the English Channel from France, what country would we enter? What country joins England on the north? On the west?

What country or large island west of England? Through what countries of Europe can we travel the furthest in a straight line without crossing any mountains? What countries are mountainous?

LESSON THREE.

What countries produce grain? (See small chart on opposite page.) Olives and olive oil? Iron? Silk?

Written Exercises.—Each pupil may mention a country and its capital; or each may write a list of all the countries in Europe, with their capitals opposite.

Write the names of eight mountain chains, two volcanoes, ten large rivers, six capes, six groups of islands, six single islands, six seas, three gulfs, one bay, two channels, four straits, and three cities.

WRITE and complete the following sentences:—On a voyage from England to Italy, we crossed the _____ Channel, sailed on the _____ Ocean, entered the Strait of _____ and sailed on the _____ Sea. Going from the German Empire to Spain, we sailed on the _____ Sea, through the Strait of _____, on the _____ Channel and Bay of _____.

Draw a diagram showing the surface across Europe as represented below the opposite map.

LESSON
FOUR.

1. Let us take one of
the many steamships
which leave Montreal
and cross the Atlantic.
Soon we shall see around and
above us as far as the eye can
reach, nothing but water and sky.

2. In ten days or less
we shall arrive at Ireland,
England, or France; or
we may sail through the
English Channel and the



Strait of Dover into the North Sea, past Belgium and the Netherlands (called also Holland) to Germany. We can also visit Denmark, Norway, Scotland, Sweden, and Russia.¹

3. Or if we wish to see Italy, Austria, Greece, and Turkey, we must enter the Mediterranean Sea through the Strait of Gibraltar; we may then sail into the Black Sea and reach Russia.

4. You see from this, that the many seas, bays, and gulfs of Europe extend so far into the land, that every large and important country is easily reached by ships; and this is one reason why the nations of Europe are so prosperous, powerful, and wealthy,—it is so easy for them to trade with one another.²

5. **Europe** is of far more interest to us than is any other continent, because most all of our grain, cattle, fish, oil, and other products which we send away are sold in Europe, and nearly all the useful and beautiful things which are brought to this country come from there. Besides, Canada is a dependency of Great Britain, although our people are allowed to frame their own laws and govern themselves.

6. Let me tell you that our country was once a wilderness, inhabited only by savage Indians and wild beasts, until it was discovered and settled by Europeans,—that it was for a long time owned and governed by the French,—and that all the white people here are Europeans, or the descendants of Europeans,³—especially of the British.

LESSON FIVE.

7. **Europe** is like the United States in having a great many openings or arms from the Atlantic Ocean, and in having four seasons and a temperate climate.

8. Its **mountain chains**, instead of being like great walls along its sea coast as in South America and Africa, are short ranges jutting out toward the coast and forming fine harbors for numerous ships.

9. The most celebrated mountains in the world are the Alps. Mt. Blanc, their highest peak, is visited by travelers from every country in the world.⁴

¹ A little girl, in making such a voyage, wrote this letter home: "We have not seen land for a whole week. We have seen only one ship besides our own. Some beautiful sea-gulls followed our steamer all the time, and a little flying-fish tried to fly over the ship, but it fell upon the deck. We saw some great icebergs, and four whales."

² Only two small countries have no sea coast. Which are they?

³ It is said that a few people from Norway and Denmark first came to America eight or nine hundred years ago, but did not stay long; and we know that about four hundred years ago, Columbus came here with ships and men from Spain; and not long after, men came from England,

France, Portugal, and other countries. That is why you find the languages of these different nations now spoken in some parts of North and South America.

⁴ Mt. Blanc (meaning *white mt.*) is always covered with snow: it is nearly 16,000 ft. high. Down the sides of the Alps move great masses of ice called *glaciers* (*glaciers*), and often immense bodies of snow, called *avalanches*, slide and tumble down, covering whole villages. Sometimes travelers are saved from perishing in the deep snow by the good monks who live far up on Mt. St. Bernard, and who send out their great, strong dogs to find and help them. Long tunnels cut through the mountains now enable travelers to avoid the dangers and delay of crossing over those great heights.

10. Observe that the countries which border on the Mediterranean Sea are very mountainous, while those that border on the North and Baltic Seas are low and level.¹

11. The greater part of the European plain is in Russia; here we find the longest river, the Volga.

12. The most celebrated rivers in Europe are the Rhine, the Danube, and the Rhone, all of which are fed by the rains and melted snow, of the Alps.²

LESSON SIX.

13. We now come to the most wonderful part of the geography of Europe. If you should sail across the Atlantic, directly west from the German Empire, England, Scotland, Ireland, or Northern France, you would go from great and prosperous nations to a cold, desolate region called Labrador, where the inhabitants are snow-bound nearly all the year. These people of Labrador are no further from the hot zone than those of the countries just mentioned.³ Why, then, is this difference?

14. It is simply because a great stream of warm water flows continually across the Atlantic toward those prosperous countries, and because warm winds blow over them. This warm current of water is called the Gulf Stream.⁴

15. The principal products of the great plain are wheat and flax, besides coal, iron, tin, and salt; and of the warmer or southern parts, grapes, oranges, olives, and other tropical fruits, besides silk and cork.⁵ In the waters along the coasts of Europe great quantities of fish are caught.

16. The animals of the cold regions include reindeer, which furnish the Laplanders with flesh and milk for food, and skins for tents and clothing. Reindeer are used to pull their owners' sleds over the frozen snow.⁶

17. A favorite sport in Central Europe is hunting the fox, the wild boar, and the chamois (*sham'me*). Besides these animals, there are the elk, bear, wolf, and an immense bird, called the lammergeyer (*lām'ner-jī-er*).

¹ The latter constitute a great plain which extends from the English Channel to the Ural Mountains,—about as great a distance as that across our own Dominion from east to west. The plains cover more than half of Europe.

² Although none of these rivers are so large as the Mississippi or Missouri, they are very useful for commerce, and their beauty is wonderful. The Rhine, especially, is celebrated. The history of its fierce wars and battles, and of its once strong but now ruined castles, its picturesque scenery, together with the weird and wonderful stories told about it, attract visitors from every nation in the world.

³ Look at a globe or at the left margin of the map and you may see that Newfoundland and Labrador are exactly opposite the middle of Europe.

⁴ Reverse this. If this warm, ocean current (the Gulf Stream) and the warm winds should be directed toward Labrador, instead of toward Europe, the former would become great, productive, and prosperous, while the latter would become snow-bound and deserted.

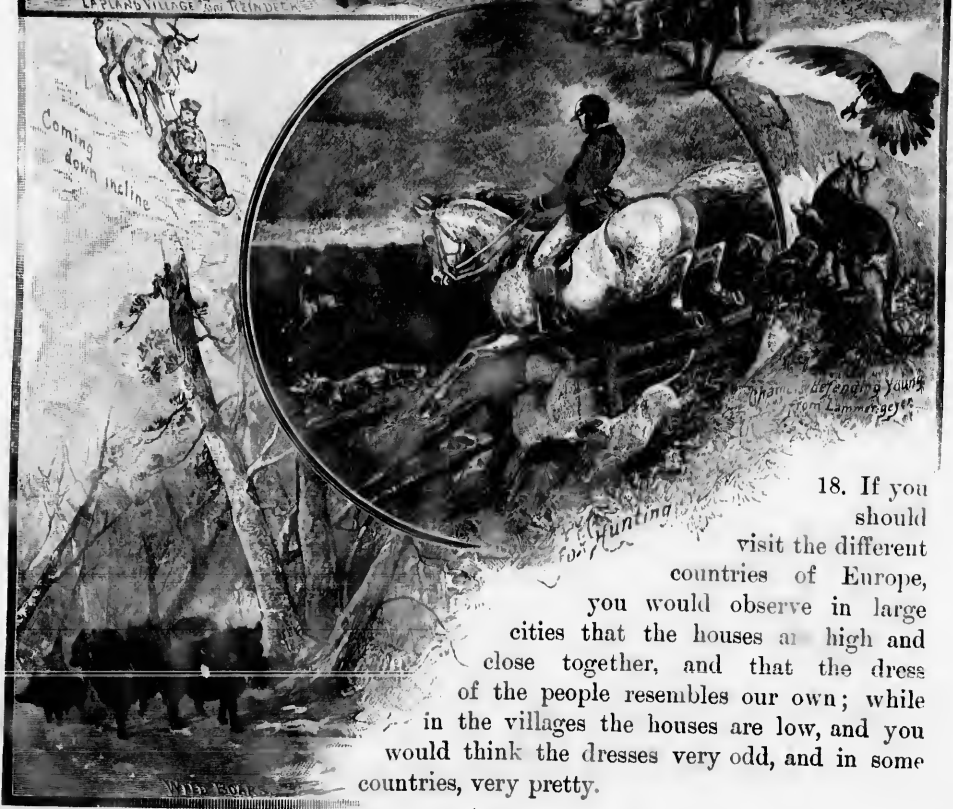
Silk is made by a worm or caterpillar, which feeds on the leaves of the mulberry tree.

The salt found in Central Europe is rock salt, dug from mines, some of which are so large and so deep that many of the miners live there all their lives and never see sun or sky. In other parts of the world salt is obtained from salt water by evaporating the water, which leaves the salt by itself.

⁶ In going down very steep places the reindeer is fastened behind the sled. Can you tell why? (See the next picture.)



LAPLAND VILLAGE WITH REINDEER



Coming down incline

Hunting for

18. If you should

visit the different countries of Europe, you would observe in large cities that the houses are high and close together, and that the dress of the people resembles our own; while in the villages the houses are low, and you would think the dresses very odd, and in some countries, very pretty.

sea are very
and level.¹
the longest

abe, and the

Europe. If
re, England,
ous nations
ound nearly
e than those

ally across
s blow over

besides coal,
olives, and
of Europe

h the Lap-
eindeer are

ar, and the
an immense

urrent (the Gulf
irected toward
ormer would be
while the latter

lar, which feeds

k salt, dug from
ep that many of
see sun or sky.
from salt water
salt by itself.

deer is fastened
he next picture.)

LESSON SEVEN.

19. Observe in **England**, its beautiful green lawns, fields, and hedges; its ivy-covered churches and cottages; its coal, iron, and tin mines; its large and busy cities, especially London with its celebrated buildings, Liverpool with the countless ships which crowd its immense docks, and the cities of Manchester and Birmingham where cotton goods, hardware, and other things are manufactured in great abundance.

20. Observe in **Scotland**, its lowlands of the south, its highlands of the north, and its many beautiful lakes; also, its largest cities, Edinburgh and Glasgow.

21. Observe in **Ireland**, its green fields, its farms, its linen factories, its fine city of Dublin, the thatched cottages outside of its large cities; and that in all three of these countries the English language is spoken, and that their large cities contain celebrated schools and universities.¹ Belfast, Cork, and Limerick are important cities.

22. Observe in the **Netherlands**, or Holland, the lowlands, marshes, and foggy weather; and the great dikes, or walls, which have been built to keep the rivers and the sea from overflowing the land; also the countless windmills, which pump the water out of its canals; and that the language spoken is the Dutch.

23. Observe in **Germany**, its level and well cultivated fields, rich mines, and dark forests; its beautiful capital, Berlin, and its commercial cities of Hamburg and Bremen; its excellent schools; the skill of the people in music, and in making fine watches, instruments, toys, etc., and their fondness for their country. Their language is German. Some of our best immigrants come from Germany.

24. Observe in the **Austro-Hungarian Monarchy**, its fertile fields of grain; its mines, forests, and pastures; its grand mountain scenery, and its great river, the Danube, on which is situated its capital, Vienna, one of the most beautiful cities in Europe. Visit its wonderful salt mines near Cracow in the north; and notice the wonderful variety in the languages and styles of dress. Most of the people speak the German language; but the Hungarian language is spoken by many.

25. Observe in **Switzerland**, its magnificent mountains, beautiful valleys, lakes, and waterfalls, its glaciers and forests, its cattle and sheep, and the large number of persons engaged in making watches and wooden ornaments. The languages spoken are German, French, and Italian, but mostly German.

¹ **Ireland**, which is now governed by England, was many years ago independent, and had its own kings and chiefs. It is said that long, long ago, a little boy named Patrick, who lived with his father on a farm in Scotland, was stolen with others by pirates and taken to Ireland, where he was made to work hard for a long time for an Irish chief. He escaped and found his way home. He grew up, became a

missionary, and returned to Ireland, where he began the conversion of the people from paganism. Wishing to show the people who worshiped a stone idol how powerless it was, he dealt it several heavy blows with a hammer, breaking it in pieces. He is called the patron saint of Ireland.

² Our steamers call at Queenstown or Londonderry, on their way to Liverpool.

LESSON EIGHT.

26. Observe in **Russia**, its vast frozen wastes of the north, its great forest and grain sections in the center, and its treeless, grassy plains or steppes of the south; its long winters and deep snows; and its many races of ignorant people. Only the wealthy are educated. Russian is the language of the country.

27. Observe in **France**, its fine vineyards and fields of wheat, flax, and beet root;¹ its silk factories in the city of Lyons; and the endless variety of useful and ornamental goods and articles made in and around Paris, the gayest and most attractive city in the world. In this country the French language is spoken.

28. Observe in **Spain and Portugal**, their extensive vineyards and forests, pastures and wheat fields, and their hot, southern sections which produce tropical fruits. Their languages, Spanish and Portuguese, resemble each other.

29. Observe in **Italy**, its beautiful scenery and mild winter climate; its olive and orange groves, and vineyards; its celebrated cities, especially Rome, which contains the grandest cathedral² in the world, the residence³ of the Pope, and magnificent ruins.⁴ Visit the city of Venice, and go through its many canals in a gon'dola, and see that even its finest houses are built on wooden piles. Walk through the deserted streets of Pompeii (*pom-pay'e*) and climb to the smoking crater of Vesuvius. In Italy, the language is Italian.

30. Observe in **Turkey**, a people different from those of all other countries of Europe—not only in their language, which is Arabic, and in their dress, which is long and flowing, but in their lazy habits and dishonest ways of transacting business.

What has been learned about Europe,—

Europe is chiefly in the North Temperate Zone; we can reach it by crossing the Atlantic Ocean.

It contains more inlets from the ocean and more great nations than any other continent.

Its soil is productive chiefly because of the mildness of its climate.

Its climate is mild because the Gulf Stream flows toward it, and mild winds blow over it.

Its principal products are wheat, coal, iron, manufactures, and fruits.

Its most famous nations are Great Britain, Germany, France, and Russia.

Its most celebrated cities are London, Paris, Berlin, Rome, and Venice.

Its countries which border on the Mediterranean Sea are high and mountainous.

Those which border on the North and Baltic Seas are low and level.

Its highest or most mountainous country is Switzerland.

Its lowest country is the Netherlands, also called Holland.

Its most northern country is Norway, and its most southern is Greece.

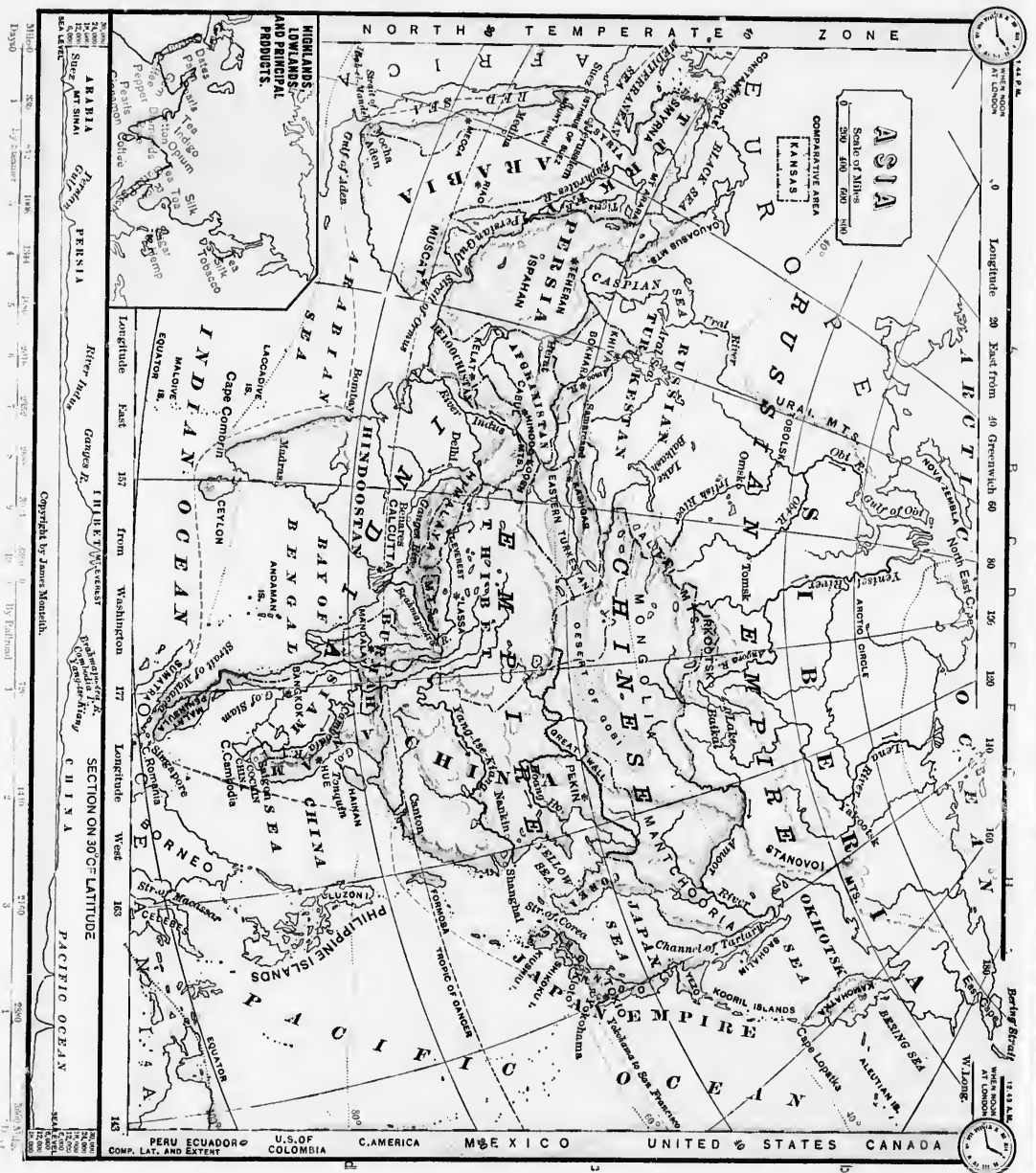
¹ Sugar used in France is made from beet root.

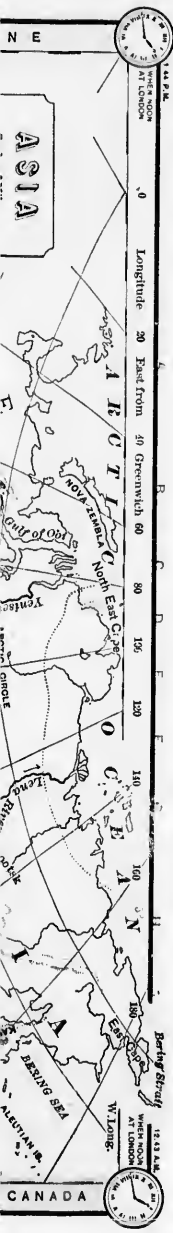
² St. Peter's.

³ The Vatican.

⁴ The grandest of the ruins are those of the Roman Forum, which contained temples and arches of great size and splendor, and the Coliseum, the largest amphitheater

in the world, where men were compelled to fight wild beasts for the amusement of the emperor and people. Now and then, other ruins are discovered by digging away the immense heaps of rubbish which have covered them for centuries.





LESSON ONE.



Draw a map of Asia like this small one; first, mark its outline, with its seas, gulfs, and bay, and then its mountains, rivers, capes, islands, and countries.

In what hemisphere is Asia? What ocean north? East? South?

In what direction from us is Asia? Point toward it.

How many large seas are on the eastern or Pacific coast of Asia?

Mention the most northern of the five seas,—the most southern. What sea washes the western coast of an empire of the same name? What sea north of Japan Sea? South?

What large sea south of Asia? West? What large bay south of Asia? What two seas between Asia and Europe? What long, narrow sea between Asia and Africa?

What three large rivers in Asia flow north? East? South? What high range of mountains between Chinese Empire and India? Mention the highest peak of the Himalay'a Mountains?

In what large country do the rivers flow north? Where is the highest land in Siberia? (See sources of rivers.)

LESSON TWO.

In what large country do the rivers flow east? Where is the highest land in China?

In what direction do the rivers in India flow?

What vast empire is partly in Asia and partly in Europe? What great empire is entirely within Asia? What empire is composed of islands?

What three countries of Asia are farthest west?

What gulf is named after one of these countries? What sea is named after another?

What large country in India is a peninsula?

What celebrated river in India has several mouths? (The land between two mouths of a river is called a delta.)

In what mountains does the Ganges (*ganjreez*) rise? Into what bay does it flow? In what direction from China is the country called Siam? What strait at the most northeastern part of Asia? Most southern?

Between what two continents is Bering (*beer'ing*) Strait? Which is the largest city in China? India? Japan?

LESSON THREE.

What countries produce tea? (See small chart under the opposite map.) Rice? Dates? Where is silk manufactured? Where are pearls found? In what part of Asia are diamonds found?

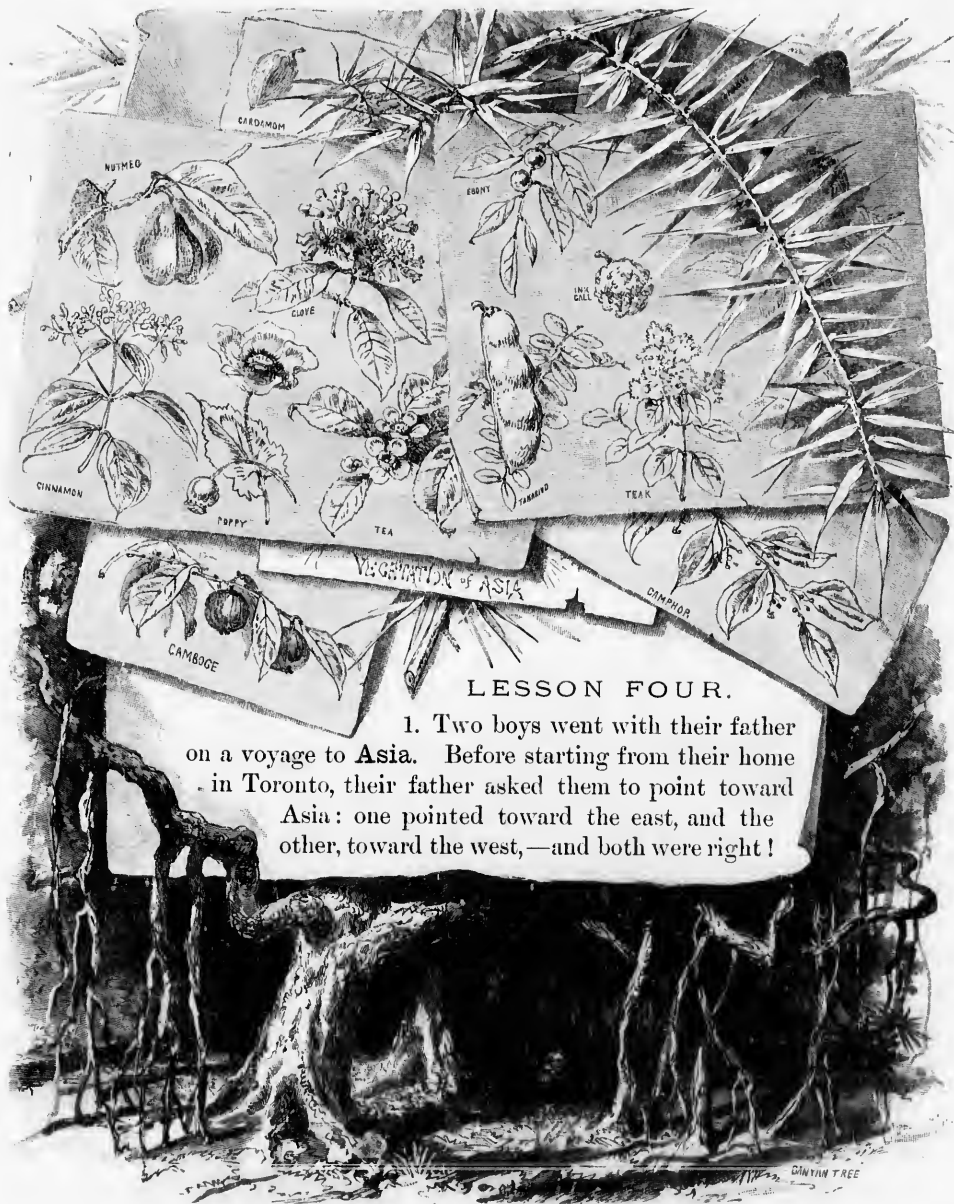
Write the names of the countries in Asia, in a column, beginning with the largest; and opposite each, the name of its capital.

Draw a diagram showing the surface across Asia, as represented below the opposite map.

Write and complete the following sentences:

On a JOURNEY by land from the city of Shanghai (*shanghai*) to the city of Jerusalem, we crossed the five countries _____, _____, and _____.

From Japan to the Red Sea, we sailed on _____ Sea, through the Strait of _____, across the _____ Ocean, _____ Sea, and Gulf of _____, and through the Strait of _____.



NUTMEG

CARDAMOM

EBONY

CLOVE

INDIA GALE

CINNAMON

POPPY

TEA

TEAK

VEGETATION OF ASIA

CINCHONA

CAMBOOGE

LESSON FOUR.

1. Two boys went with their father on a voyage to Asia. Before starting from their home in Toronto, their father asked them to point toward Asia: one pointed toward the east, and the other, toward the west,—and both were right!

CANYON TREE

2. If you look at a globe, you will find that Asia is exactly opposite North America, and that if the two boys had traveled at the same rate of speed,—one, east and the other, west,—they would have met in the middle of Asia.¹

3. They started, however, together and traveled toward the west. They crossed prairies, plains, rivers, and mountains, and reached the city of San Francisco, in five days.

4. Leaving San Francisco in a steamship, they crossed the Pacific Ocean in about seventeen days. They first visited **Japan**; then, **China**. These countries contain one hundred times as many inhabitants as Canada.

5. The boys saw large plantations of tea and rice. People were gathering the leaves of the tea-plant, which were afterward dried and sent in boxes to other countries.

6. They saw how the **silk-worm** covers itself with a fine, silken thread which it spins. This thread is afterward taken from the cocoon,² and woven into beautiful ribbons, handkerchiefs, and other silk goods. Tea and silk are the chief exports from China.

7. **Education and farming** receive a great deal of attention in China. To encourage agriculture, the emperor, once every year, holds the plow, and the empress picks mulberry leaves to feed the silk-worms. This has been the custom for 2,000 years.

8. The boys saw men making beautiful China vases, porcelain ornaments, cups, and saucers; but what astonished them most, was to see large birds, called **cranes**, catch fish for their masters. The fishermen live in little houses on rafts, which float on the water. The boys noticed the great respect which Chinese children show their parents.

9. They traveled westward, getting further and further above the level of the sea, until they came to the **Himalay'a Mountains**, which are the highest in the world. The highest peak is Mount Ev'erst.

10. North of the high **plateau of Thibet** (*tib'et*), on which the Himalaya Mountains stand, is the Desert of Gobi, in the Chinese Empire.³ Here and there, are some fertile spots occupied by half-civilized tribes, who live in tents and wander from place to place to find pasture for their camels, horses, goats, and sheep.

11. Still further north, are the mountains, fields, and forests of **southern Siberia**; and beyond all, are vast, low, frozen swamps, which extend to the **Arctic Ocean**.

12. **Persia and Arabia** are noted for their dry climate, and hot deserts.

¹ The Scriptures teach that Adam and Eve, from whom we are descended, lived in the Garden of Eden, which was in Asia. The exact situation of this place is not known, but it is probable, that it was among the beautiful valleys between the Tigris and Euphrates Rivers, in Turkey-in-Asia.

² **Silk-worms** are reared from the eggs, in rooms prepared and heated for them. Small twigs are provided to which they attach themselves. To prevent them from coming through the cover, or cocoon, and spoiling the thread,

they are strangled by means of steam. The **Chinese invented** gunpowder, the mariner's compass, printing, and the manufacture of paper, porcelain, and silk.

³ The **Great Wall of China** is one of the most wonderful works ever built. Its length is equal to the distance between Halifax and Winnipeg. Its height varies from 15 to 30 feet. In many places, the wall is so wide, that three carriages might be driven side by side, on the top of it. It was built to keep out the warlike tribes of the north.



LESSON FIVE.

13. The most fertile soil of Asia is in India, China, and the small countries south of China; there, the climate is hot and the rains are abundant. Cotton, tea, coffee, rice, sugar-cane, pepper, indigo, opium, and dates grow abundantly; some of which, you remember, grow also in the Southern States of our own continent.

14. In India, many people ride on tame elephants, which do all kinds of hard work for their masters. While riding in this way, the boys had fine fun watching the monkeys jumping among the trees. You may see the boys in the picture, riding under the famous banyan-tree. The branches of this tree drop shoots to the ground, which take root. India belongs to Great Britain, the Queen being "Empress of India."

15. The forests and jungles of southern Asia contain many wild animals, the principal of which are the elephant, rhinoceros, lion, tiger, leopard, buffalo, and ta'pir; also many large and dangerous serpents. The rivers are infested with crocodiles.

16. From India, the boys traveled westward, over the hot, sandy deserts of Persia and Arabia, on camels. They passed several caravans, or companies of men, with camels, carrying shawls, rugs, silks, dates, etc., to the towns, to be sold or exchanged for other things. As camels can walk a long distance without drinking, and as their broad feet do not sink into the sand, they are better than horses, for crossing deserts.

17. The boys saw, in many places, groves of tall palm-trees—the date-palm and cocoa-nut-palm—and sometimes, they stopped in strange-looking cities surrounded by walls and towers.

18. When they had crossed the continent of Asia, a steamer took them from one end of the Mediterranean Sea to the other, through the Strait of Gibraltar, and across the Atlantic Ocean, to the city of Montreal. Leaving the steamer, they entered a car and were soon home again, in Toronto, having made a journey around the world; traveling all the time, westward.

What we have learned about Asia,—

Asia is on the opposite side of the Earth from us. It has night, when we have day.

It is the largest continent, and is twice as broad as the continent of North America.

It contains the highest mountains in the world,—the Himalaya Mountains.

It contains some of the largest rivers in the world,—the Yung-tse-Kiang and the Lena.

It is in three zones,—the Torrid, North Temperate, and North Frigid.

Its climate is very hot in the south, and very cold in the north.

Its southern part contains dense forests and plantations of tea, coffee, rice, and sugar-cane.

Its northern part contains vast, frozen swamps. These cover the northern part of Siberia.

Its middle section contains dry, sandy deserts. These are in Chinese Empire, Persia, and Arabia.

Its population is as great as that of all the rest of the world, and is mostly in China and India.

Its nations, tribes, and languages are numerous. Most of the tribes live in tents.

Its animals include the camel, elephant, rhinoceros, lion, tiger, leopard, buffalo, and tapir.

The **elephants** of Asia are more easily tamed than those of Africa. Their tusks of ivory are very valuable.

The **white elephant** of Siam is considered a sacred animal, and treated with almost as much veneration as the king himself. The palace occupied by the elephant is costly and beautiful, and his attendants are noblemen of the highest rank. The **Siamese** show this reverence to such an animal, because they think their deity, or false god, resides in it, in some mysterious manner.

The **Chinese** regard some animals as sacred, because they believe the spirits of their dead relations inhabit the bodies of some living animals; they think, therefore, that cruelty or unkindness to a cat, dog, or other animal would be the same as to a departed child, parent, or other relative.

The hide of the **rhinoceros** is so thick and tough that a bullet will not penetrate it.

A **camel** which has one hump is called a dromedary; one which has two humps, a Bactrian camel. The dromedary is used, chiefly, as a riding animal.

The **tiger**, which is striped, is a ferocious animal, found in India, Malaysia, and the Malay Peninsula. Many persons are killed, every year, by tigers. Men go out on the backs of tame elephants and hunt these dangerous animals. The **leopard** is spotted.

The Eastern or Indian **buffaloes** have their long horns turned back. Many are tamed, and used as beasts of burden.

Arabia was, in former years, renowned for its literature, men of learning, and libraries. One of the queens of Arabia was Sheba, who became famous from her visit to King Solomon. More than 1,200 years ago, Mohammed, a religious fanatic, declared himself a prophet. Every year, thousands of Mohammedans from all parts of Africa and Asia make long pilgrimages to Mecca, the birth-place of Mohammed. They are numerous in India, Arabia, Turkey, and Africa.



countries south
n, tea, coffee,
f which, you

nds of hard
watching the
riding under
round, which
India."

als, the prin-
l ta'pir; also
es.

rts of Persia
, with camels,
ged for other
eir broad feet

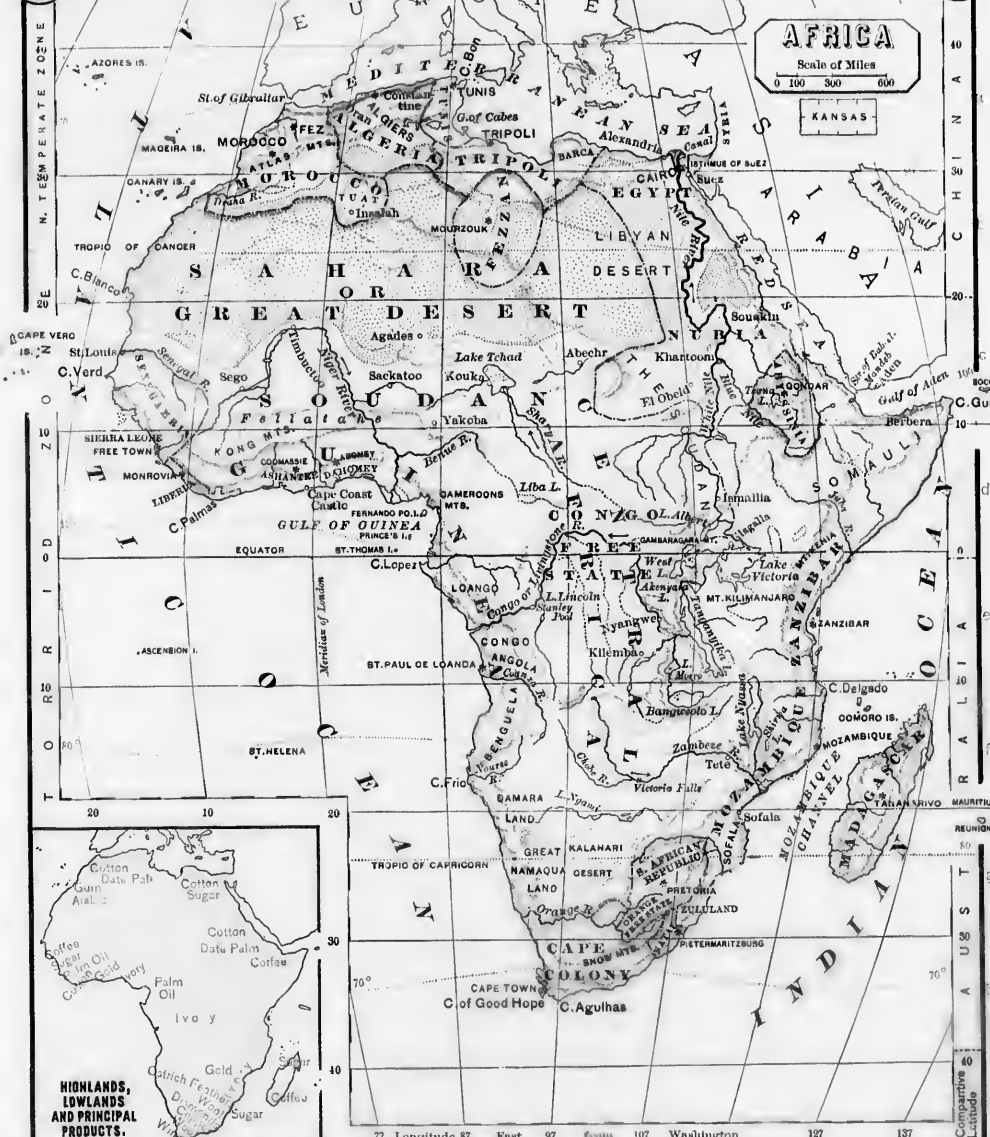
ate-palm and
urrounded by

em from one
r, and across
entered a car
i the world;

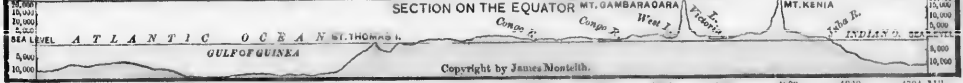
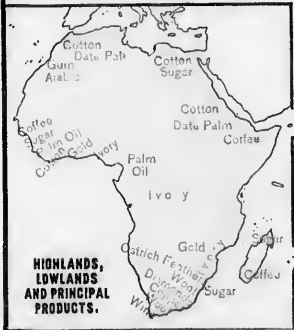
lay.
rica.

the *Leont.*

sugar-cane.
of Siberia.
ia, and Arabia.
ina and India.
s.
, and tapir.



AFRICA
Scale of Miles
0 100 300 600
KANSAS



LESSON ONE.



Draw a map of Africa like this small one: first, mark its outline, with its seas, gulfs, and straits, and then its mountains, rivers, capes, islands, and countries.

In what direction from us is Africa? Point toward Africa. What continent north of it? Northeast? What ocean west? East?

What large sea between Africa and Europe? Between Africa and Asia?

What strait connects the Mediterranean Sea with the Atlantic Ocean?

What gulf west of Africa? What channel southeast? What large island southeast? What cape on the north? East? West? What two capes in the southern part of Africa?

Are the mountains of Africa near the coasts, or far inland? What two high mountains are south of the Equator? What chain of mountains in the northern part of Africa?

LESSON TWO.

What large lake is crossed by the Equator? Into what very long river does water flow from Lake Victoria and other lakes? In what direction does the Nile flow? Into what does it flow? Which is the higher ground,—that around Lake Victoria, or that near the Mediterranean Sea?

What other large river receives its water from the lakes of central Africa? Into what does the Congo River flow? What river flows into the Gulf of Guinea?

Through what countries does the Nile flow? The Congo? The Niger (*ni'jer*)?

What countries border on the southern coast of the Mediterranean Sea? What extensive region is south of the Great Desert? What region extends around the Gulf of Guinea? Which is the most southern country in Africa? To what European nation does it belong? What other colonies are near it?

In what part of Africa is Abyssinia? Soudan? Senegambia? Egypt? Morocco? Cape Colony?

LESSON THREE.

Look at the small chart below the opposite map, and mention some of the products of Egypt,—of Morocco,—of Central Africa.

In what part of Africa are diamonds obtained? Ostrich feathers? Ivory? Coffee?

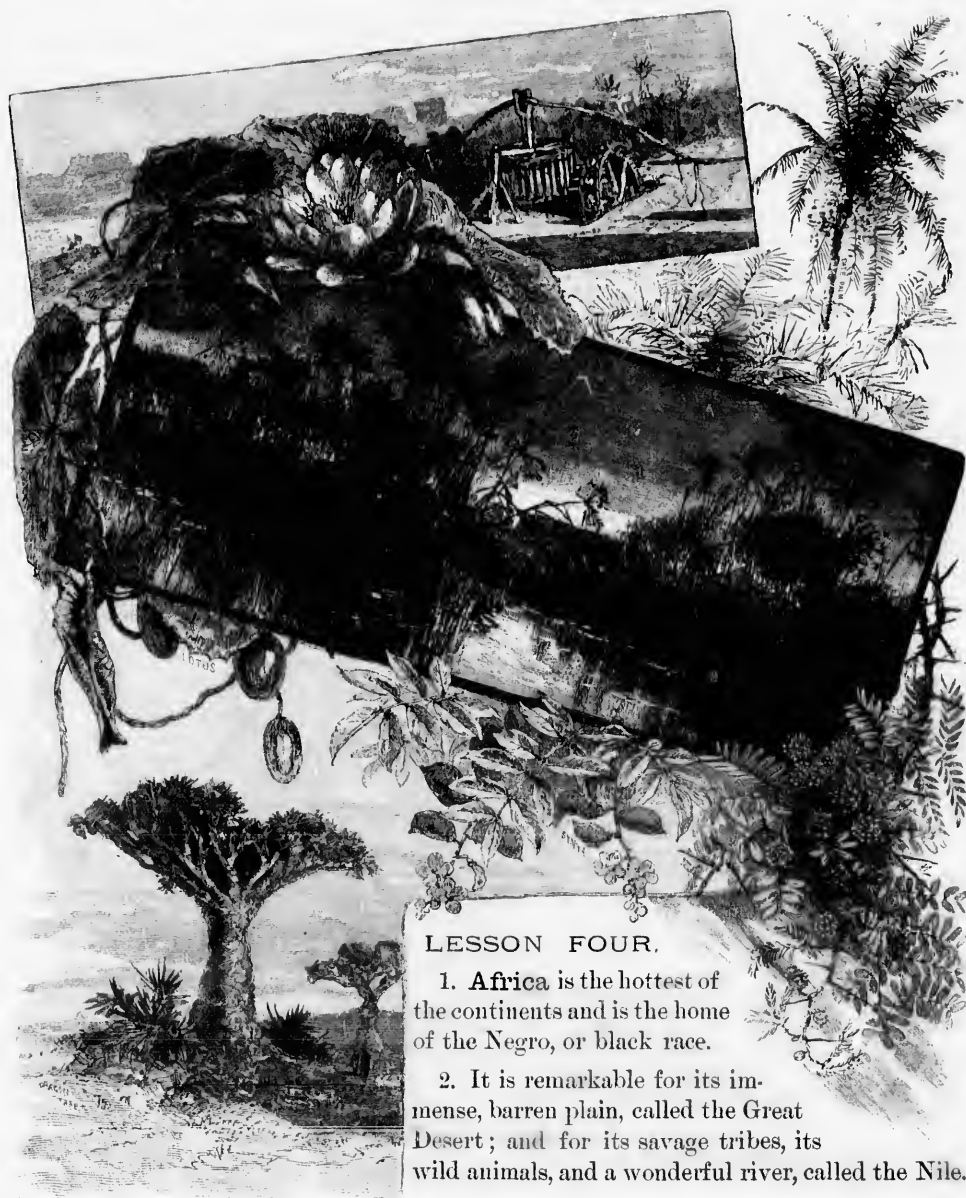
Write the names of ten countries of Africa; of five lakes; of five capes; of three rivers; of the products of Africa; of ten capitals or other towns.

Draw a diagram showing the surface across Africa, as represented under the opposite map.

Write and complete the following sentences:

To make a VOYAGE around Africa, we left Quebec and crossed the _____ Ocean; we then passed through the Strait of _____ and sailed on the _____ Sea to the canal which crosses the Isthmus of _____. After passing through that canal, we sailed from one end of the _____ Sea to the other, passed through the Strait of _____, around Cape _____, on the _____ Ocean, through the _____ Channel, around Cape _____ and Cape _____; then, north on the _____ Ocean, and around Cape _____. Northwest of Africa, we passed three groups of islands _____, _____, and _____.





LESSON FOUR.

1. Africa is the hottest of the continents and is the home of the Negro, or black race.
2. It is remarkable for its immense, barren plain, called the Great Desert; and for its savage tribes, its wild animals, and a wonderful river, called the Nile.

3. As you are about to start on a voyage to Africa, I shall tell you a few things which you should know about that continent.¹
4. It is, chiefly, a vast table-land. Its mountains are near the coast, along which are low, narrow plains, extending to the foot of the mountains.
5. The highest mountains are in the east; Mount Kenia being the highest peak.
6. In some parts of Africa, the soil is dry and barren; while in others, it is rich and productive.
7. In the extreme north and south, the climate is mild, and the soil fertile. In the middle, or on each side of the Equator, where it rains nearly every day for six months in the year, there are dense forests and extensive prairies, marshes, and lakes.²
8. Africa has very few good bays, harbors, or navigable rivers, through which people of other continents might enter easily. Besides, the climate along the coasts of the Atlantic and Indian oceans is very unhealthy. These are some of the reasons why so much of Africa is unknown, and so many of its inhabitants are uncivilized.³
9. On the southern coast of the Mediterranean Sea, are four countries,—Morocco, Algeria, Tunis, and Tripoli (*trip'ole*), which are called Bar'bary. Some of their people live in cities which are surrounded by walls and towers; while others live only in tents and tent-villages. All have a brown complexion, and nearly all have prominent noses and black, straight hair. They are Ber'bers and Ar'abs.
10. The climate of all Northern Africa is so mild in winter, that the gardens are full of beautiful flowers, and the orange-trees are covered with fruit and blossoms all the year. Olive and date-palm trees also flourish there.
11. You may see, at one of the sea-ports, a caravan just arrived after a long journey across the Great Desert, from the Soudan, with camels laden with ivory, coffee, gum-arabic, ostrich-feathers, palm-oil, ginger, pepper, etc.
12. Egypt, which is also on the southern coast of the Mediterranean Sea, is the most important and interesting country in Africa.

¹ Learn or read about the ruined temples and images, and the immense tombs which, for thousands of years, contained the mummies of Egyptian kings, queens, and princes; also, about Moses and Joseph, mentioned in the Scriptures.

² As you leave the rainless districts of Egypt and Nubia, you will see more and more rain until you reach the region of the Equator, where the rain falls in torrents for months at a time, filling many large lakes and streams, which send or carry their water into the Nile. Central Africa was explored by the famous Livingstone, and afterward, by Stanley.

³ In various parts of Africa, the inhabitants raise cattle and sheep, and cultivate the soil. Many tribes are civilized, but others, especially those in the central and southern parts

of the continent, are constantly at war with one another; holding the prisoners as slaves, or selling them to Arab slave-dealers. Arabs who live in the desert are called Bedouins.

The hottest part of the world is along the coast of the Red Sea.

The countries of Africa are governed by different nations of Europe. Egypt, by Turkey and England; Algeria and Tunis, by France; Cape Colony and other countries near it, by England. Germany and Portugal also have possessions in Africa.

On the Island of St. Helena, a celebrated emperor died in exile. Write a letter, and tell what you know about this emperor,—about the pyramids,—the sphinx.

LESSON FIVE.

13. To travel through Egypt, you must leave the steamer at the city of Alexandria, the principal sea-port of Africa, and take the cars to Cairo (*ki'ro*), the capital of Egypt; and the largest city on that continent.

14. In Cairo, you will notice large mosques (*mōsks*), high min'a-rets, and its long, narrow streets, crowded with people, camels, horses, and donkeys. Its houses are high, and their upper stories and awnings project far over the streets to keep out the burning rays of the sun. Near this city, are the great pyramids and the sphinx, which are among the wonders of the world.

15. Sailing up the Nile, notice its high banks, and the long, narrow strip of land on each side, which looks so green and fertile, while beyond, and as far as the eye can reach, is the dry, sandy desert. Learn why this river overflows its banks every year, covering its narrow valley with water and mud, on which the Egyptian farmer sows his grain and other seed.

16. If you join a hunting-party, you will see, in Central Africa, herds of elephants and giraffes (*ji-rāf's'*), and, perhaps, a leopard, lion, rhinoceros, or an ostrich. In the streams, you will find the crocodile and the hippopotamus.

17. When men cross the Great Desert, they go in large companies, called caravans, so as to defend themselves from the attacks of the fierce Bedouins (*bel'wīns*).

18. In Southern Africa, are diamond fields, extensive sheep and cattle pastures, and farms where ostriches are reared for their plumes.

19. In the forests of Western Africa, are found the gorilla, chimpan'zee, and monkey. On the western coast, is a republic of negroes, whose capital city is named after a former president of the United States. Who was he? What is the name of the republic, and of its capital?

What we have learned about Africa,—

Africa is the hottest grand division of the Earth. Its greater part is in the Torrid Zone. Its most northern countries are in the North Temperate Zone; its most southern, in the South Temperate Zone.

Central Africa has abundant rains, and, consequently, extensive lakes, pastures, and forests. North and south of Central Africa are rainless or desert regions.

Africa contains the largest desert in the world. It is nearly as large as the United States.

Arabs, Berbers, and Egyptians inhabit the north; negroes, the center and south.

The wild animals of Africa include the elephant, giraffe, rhinoceros, hippopotamus, lion, leopard, antelope, and others. The elephant is hunted for its tusks of ivory.

The most important country in Africa is Egypt, and its most important river is the Nile. Egypt would be a desert, if it were not for the regular rise and overflow of the Nile.

The most important cities in Africa are Cairo and Alexandria.

Alexandria,
of Egypt;

and its long,
ses are high,
the burning
x, which are

strip of land
the eye can
every year,
farmer sows

of elephants
rich. In the

ed caravans,
(s).

tle pastures,

pan'zee, and
ity is named
the name of

id Zone.

in the South

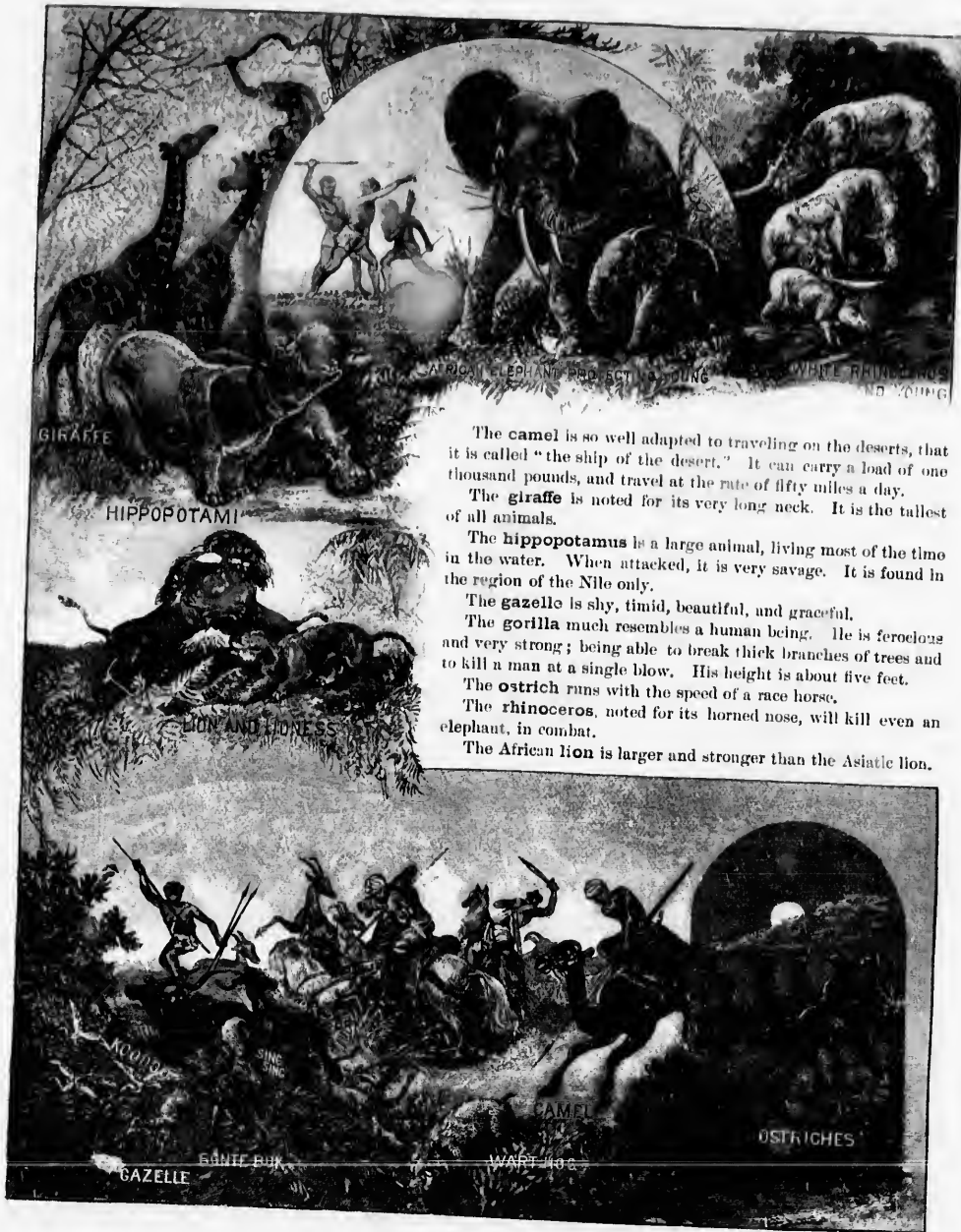
and forests.

ed States.

otamus, lion,

the Nile.

Nile.



The camel is so well adapted to traveling on the deserts, that it is called "the ship of the desert." It can carry a load of one thousand pounds, and travel at the rate of fifty miles a day.

The giraffe is noted for its very long neck. It is the tallest of all animals.

The hippopotamus is a large animal, living most of the time in the water. When attacked, it is very savage. It is found in the region of the Nile only.

The gazelle is shy, timid, beautiful, and graceful.

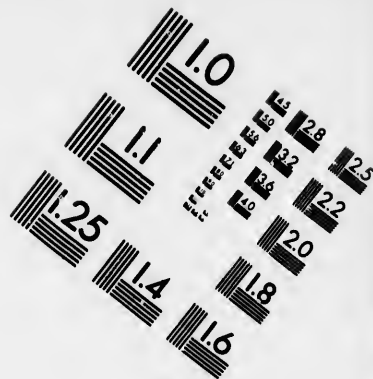
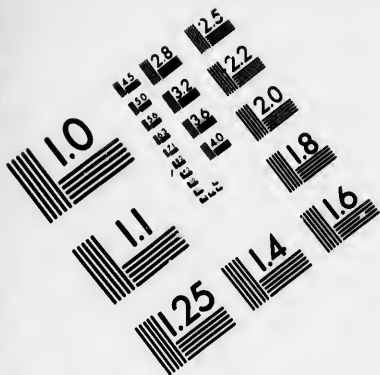
The gorilla much resembles a human being. He is ferocious and very strong; being able to break thick branches of trees and to kill a man at a single blow. His height is about five feet.

The ostrich runs with the speed of a race horse.

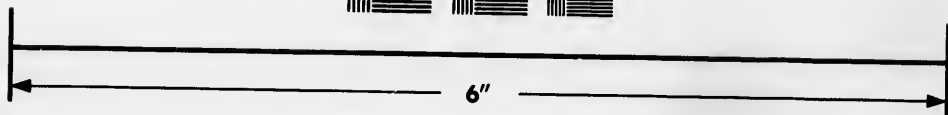
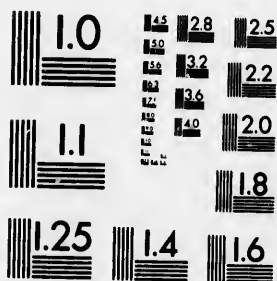
The rhinoceros, noted for its horned nose, will kill even an elephant, in combat.

The African lion is larger and stronger than the Asiatic lion.





**IMAGE EVALUATION
TEST TARGET (MT-3)**

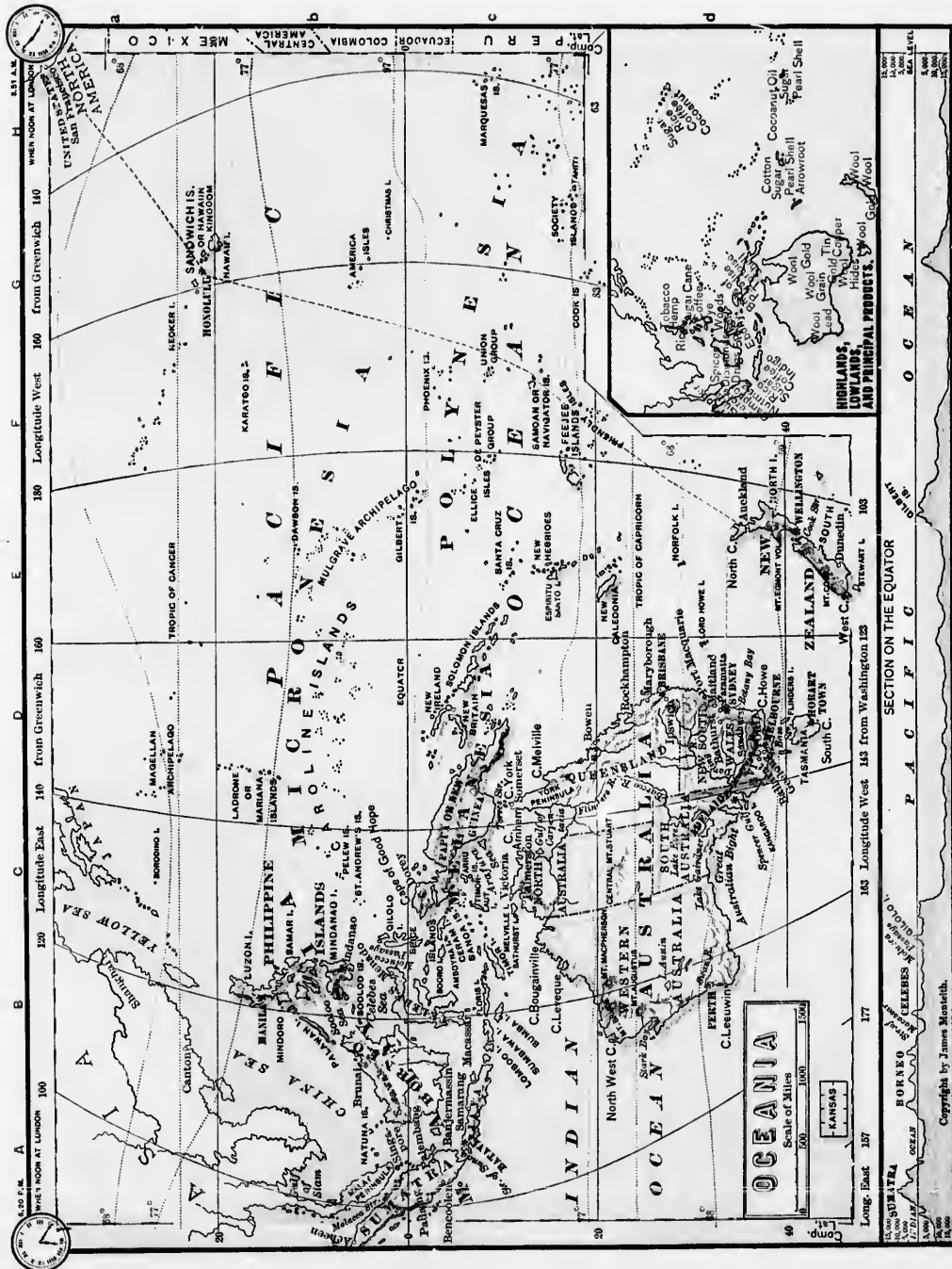


**Photographic
Sciences
Corporation**

23 WEST MAIN STREET
WEBSTER, N.Y. 14580
(716) 872-4503

0
E 28
E 32
E 25
E 22
E 20
E 18
6

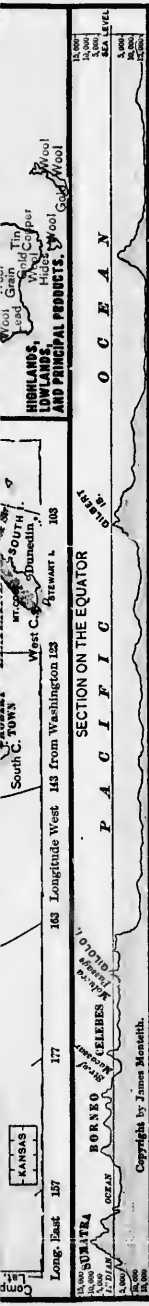
10
E 19



Miles 0 100 200 300 400 500 600 700 800 900 1000
 Days 1 2 3 4 5 6 7 8 9 10

Copyright by James Monroeth.

By Steamer



1000 Miles 2000 Miles 3000 Miles 4000 Miles 5000 Miles 6000 Miles 7000 Miles 8000 Miles 9000 Miles 10000 Miles

10 Days 20 Days 30 Days 40 Days 50 Days 60 Days 70 Days 80 Days 90 Days 100 Days

By Steamer

LESSON ONE.

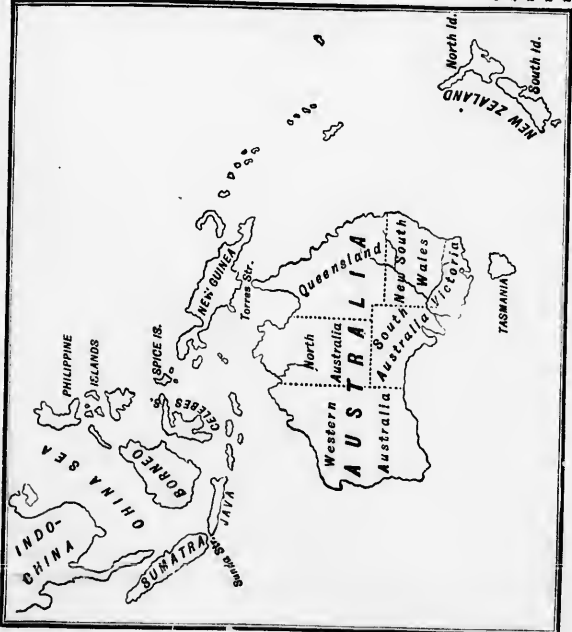
Draw a map of Oceania (or Oceanica) like this small one, showing the following islands and their names: Australia, Papua (pap'oo-ab) or New Guinea, Borneo, Sumatra (su-mah'trah), Java, Tasmania, New Zealand, Philippine (fil'ip-pin), Celebes (sel'e-beez).

Which of these islands are south of the Equator? Which are north of the Equator? Which are crossed by the Equator? Through which does the Tropic of Cancer pass? In what two zones is Australia? In what zones are most of the islands of the Pacific Ocean? What island is nearest Asia? Which is the largest island between Australia and Asia? What island south of Ercneo?

Write the names of the colonies, or divisions, of Australia; the names of the principal producer's of Australia and the other islands; and the capitals.

Write and complete the following sentences:

We left SAN FRANCISCO, the principal seaport of the Pacific coast of _____, in a steamer for Sydney, a seaport of _____. We sailed _____ward to _____, the capital of the Sandwich Islands, and thence _____ward to Auckland, a seaport of _____, and then _____ward to _____, the capital of New South Wales. We began this voyage in the _____ Zone, crossed the _____ Zone, and ended it in the _____ Zone.



LESSON TWO.

1. Oceania is unlike the other grand divisions of the Earth, because it consists entirely of islands.

2. It is believed by many that Asia, long ago, extended further southeast than it does now, and that a part of it sunk below the surface of the water; leaving only those portions above the sea which are now the islands of Sumatra, Borneo, Java, and other islands of Malaysia.

3. All the islands included in Polynesia (many islands) and Micronesia (small islands) are volcanic; many of them are yet lofty and rugged mountains, but others have sunk beneath the sea, so that only the coral (kor'-al) reefs which encircle their tops are above the surface.

4. These reefs, or islands of coral, are like great rings, with one or two openings through which the sea enters. The island is called an atoll (a toll'), and the inclosed water, a lagoon.

5. Coral is composed of the skeletons of small creatures, called the coral polyp (pol'ip).

6. Winds, waves, and birds carried seeds from distant lands; and, in this way, the islands were covered with plants and fruit trees.

LESSON THREE.



AN ATOLL, WHICH ENCLOSES A LAGOON.

7. As nearly all the islands¹ of the Pacific Ocean are in the Torrid Zone, and have an abundance of rain, their vegetation is luxuriant.²

8. The date, cocoa-nut, and camphor trees are almost everywhere on these islands; and in Malaya, there are large plantations of sugar-cane, cotton, and coffee. These islands also produce cloves, pepper, nutmegs, cinnamon, oranges, and lemons.

9. The inhabitants of this division are all of a dark complexion; but the various tribes differ from one another in stature and in appearance. Those in Polynesia are finely formed and agreeable in appearance,³ while most of the natives of New Guinea and the neighboring islands are deformed and hideous.

10. Australia, the largest island in the world, is called a continent. It is nearly as large as the United States. It belongs to Great Britain.

11. Australia⁴ has a rim of mountains, between which and the coast, the country is fertile, but the interior is dry and barren nearly all the year. The white inhabitants are of British descent. They are engaged in raising sheep, or in mining. The southern provinces, Victoria and New South Wales, are celebrated for gold and wool. Melbourne and Sydney are the most important cities.

12. Sumatra, Java, and a part of Borneo belong to the Netherlands, or Holland, which, you know, is governed by the Dutch. The Philippine Islands belong to Spain.⁵ They are remarkable for active volcanoes and destructive earthquakes.

¹ Many centuries ago, where a coral island is now, there stood a volcanic mountain, against which the waves of the ocean washed the eggs of the coral polyp. Here, they attached themselves to the rock and soon developed their tree-like forms; building upward, little by little, and spreading out their branches until they interlocked with one another. But, while the mountain around which the coral formed a fringe slowly sunk, the coral kept on building its branches upward, always keeping to the surface of the water. Finally, the volcano entirely disappeared, but the great ring of coral grew upward; the ring marks the site of the sunken island.

² Borneo is covered in many places with dense forests, thick jungles of ferns and vines, and immense growths of rattan and bamboo.

³ Formerly, many of the inhabitants of these islands were cannibals, or eaters of human flesh.

⁴ There are many salt lakes and marshes in the central part of Australia, most of which dry up in the summer. Southern Australia being in the South Temperate Zone, has winter when we have summer.

If the Earth were a glass ball, and we could see through it, the people of Australia would appear as if they were standing or walking with their heads downward; we would see the soles of their feet, and they would see the soles of ours. When we have day, the Australians have night.

⁵ The Philippine group comprises more than twelve hundred islands, the largest of which is about the size of Pennsylvania. This group was named after Philip, a former king of Spain.

of the Pacific
have an abun-
dant.²

phor trees are
and in Malay-
sugar-cane, cot-
produce cloves,
, and lemons.
Division are all
tribes differ
in appearance.
ed and agree-
of the natives
ing islands are

It is nearly

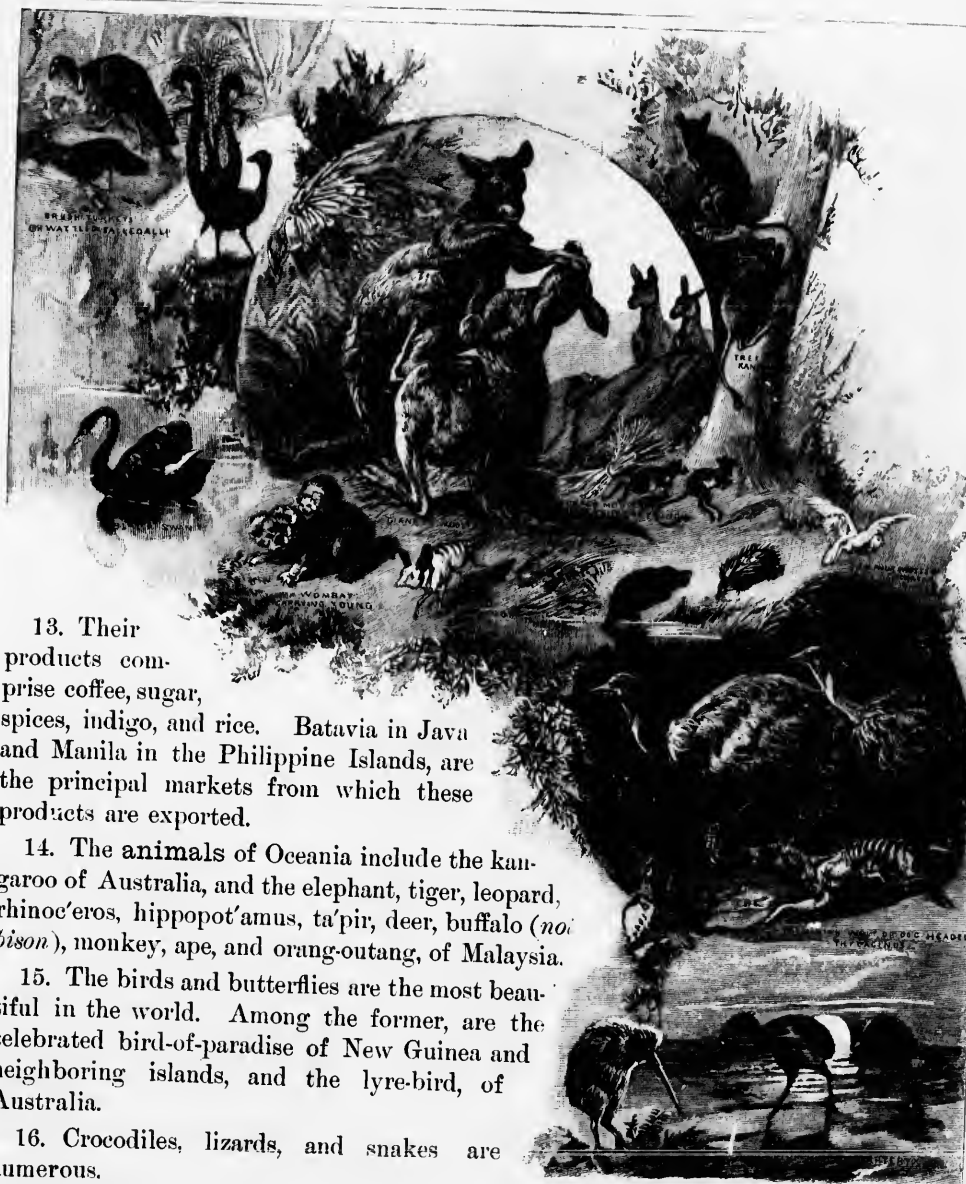
, the country
ce inhabitants
. The south-
old and wool.

lands, or Hol-
lands belong
hquakes.

cs of these islands

hes in the central
p in the summer.
temperate Zone, has

and we could see
l appear as if they
ds downward; we
ould see the soles
ians have night.
more than twelve
about the size of
er Philip, a former



13. Their products comprise coffee, sugar, spices, indigo, and rice. Batavia in Java and Manila in the Philippine Islands, are the principal markets from which these products are exported.

14. The animals of Oceania include the kangaroo of Australia, and the elephant, tiger, leopard, rhinoc'eros, hippopot'amus, ta'pir, deer, buffalo (*not bison*), monkey, ape, and orang-outang, of Malaysia.

15. The birds and butterflies are the most beautiful in the world. Among the former, are the celebrated bird-of-paradise of New Guinea and neighboring islands, and the lyre-bird, of Australia.

16. Crocodiles, lizards, and snakes are numerous.

LESSON FOUR.



SCENERY IN MALAYSIA.

What we have learned about Oceania,—

Oceania is composed entirely of islands. Most of them are in the Torrid Zone.

The islands comprised in Polynesia and Micronesia are of volcanic and coral formation.

The coral reefs are the work of coral polyps which built upward while the islands were slowly sinking.

The vegetation of these islands comprises the date-palm, cocoa-palm, and other tropical trees.

Most of the inhabitants are of a brown complexion. Those of New Guinea are black.

Most of the people in Australia and New Zealand are white. Australia produces gold and wool. Borneo, Sumatra, Java, and the Philippine Islands produce coffee, sugar, indigo, and spices.

The animals of Australia are unlike those of any other part of the world. Some species, like the opossum, have pouches in which to carry their young. The kangaroo, one of this species, has very short fore legs, but very long hind legs. He moves by very long and graceful jumps. There are many varieties of the kangaroo, some of which are as tall as a man, while others are no larger than a rat. Some of them (as the betong) use the tail for grasping anything they wish to carry. The platypus, or duck-bill, has a head like that of a duck, but a body like that of an otter. The dog-headed wolf is common; and, true to his nature, makes sad havoc among the sheep. The wombat much re-

sembles a badger in its habits. The bandicoot is a timid little animal, somewhat like a rat, but having large, straight ears. The porcupine does not differ from the American species.

The emū or Australian ostrich is smaller than the African ostrich. Wild turkeys and black swans are common. The apteryx, a most singular bird, has no true wings. It resembles the ostrich. This bird, when running rapidly, uses its long beak as a cane. The lyre-bird is named on account of its lyre-shaped tail. Some of the butterflies measure more than twelve inches across the wings.

Australia, New Zealand, and Tasmania belong to Great Britain. Pron. ōs'trich, not aus'trich; cōf'fee, not cauf'fee.

TOPICAL GEOGRAPHY, WITH LANGUAGE LESSONS.

1. OUR SCHOOL.—In what street, or on what road is it? Name and point toward other buildings near it. Tell the direction of each from the school-house. Point toward and describe any public building, park, bridge, railway station, library, store, and factory near the school-house. Let your descriptions always be in your own words. Write your name and the date on your letter or composition.

2. Draw a diagram to represent the school-yard or play-grounds, in as nearly the proper shape as you can. In this diagram, locate the school-house, paths or walks, and the grass-plots.

3. In what direction does the building face? In what direction does each road or street near the school-house extend? In some part of your diagram, draw an arrow pointing toward the north. Across this, draw a straight line pointing east and west. (This arrow may be painted on the floor of the school-room.) Are the grounds level, or sloping? In which direction do they slope? When it rains, in which direction does the water run? From which direction does the river flow?

4. At what town, state, country, or water would you arrive, should you travel from the school-house toward the north? Toward the east? Toward the south? What is the difference between north and up? Between south and down? Point up,—down; north,—south.

1. THE WORLD.—The Earth, the globe, or planet. We live on its surface.

2. Shape, nearly round, like a ball, marble, or orange.

3. Size, 8,000 miles in diameter, 25,000 miles in circumference; forty-nine times as large as the moon. The Sun is one and one-quarter million times as large as the Earth.

4. Geography, a description of the World, or Earth, its oceans, continents, mountains, rivers, plains, and countries; also of its winds, clouds, plants, animals, and people.

5. What the land yields.—Plants and animals, for our food and clothing; animals, also, for labor; minerals, for fuel, tools, and machines; also, for building our houses and ships, and for making our furniture, etc.

6. Write on the blackboard, slates, or papers, the names of ten trees or plants which furnish food; two from which our clothing is made; two used in building. Write a short description of each.

7. Write the names of animals useful for food; for performing labor; for our clothing.

8. Write the names of minerals used for fuel; for making tools and machinery; for building our houses.

9. Write the name of a river or a lake near the school-house. Where does the water come from? Where does it go? What grow on its banks, or shore? Is the water fresh, or salt? Why was that mill, house, or village built alongside of the stream, each in a certain place? Are there steamboats or other vessels on the river or the lake? Between what places do they go? What do they carry from the town in or near which you live? What do they bring in return?

10. Climate.—The conditions of heat, cold, and moisture; depends on latitude, winds, and height above sea-level; becomes colder, gradually, as one travels from the Equator toward either pole, or ascends above the sea-level; modified by warm, ocean winds, inclination of Earth's axis, and motion around the Sun.

11. Zones, or belts of different climate; Torrid, North Temperate, South Temperate, North Frigid, South Frigid.

12. Torrid Zone, or hot belt, 47 degrees in width, 23½ degrees on each side of the Equator; great heat and constant rains make abundant vegetation and animal life; neither snow nor ice, except at the tops of high mountains; inhabitants, indolent, and of dark complexion.

13. Temperate Zones, situated between the Torrid and the Frigid Zones; 43 degrees in width; climate, usually mild; year divided into four seasons; people intelligent, energetic, and of light complexion; nations enlightened and powerful.

14. Frigid Zones surround the poles, from which they extend 23½ degrees in every direction; ice and snow, perpetual; day and night, each six months long; inhabitants of North Frigid Zone, Esquimaux, dwarfed in size, savage, but not warlike; little or no vegetation; animals noted for their thick fur.

15. Motions of the Earth.—Two; spins, or rotates, on its axis every 24 hours, causing the succession of day and night; revolution or journey around the sun, once a year, causing change of seasons.

16. Measurements of distance.—Distances measured, and positions described in degrees of latitude and longitude; total distance around the Earth, 360 degrees; distance from poles to Equator, 90 degrees.

17. Latitude, the distance north or south from the Equator; latitude of poles, 90 degrees, being at greatest distance from Equator; length of a degree of latitude, 70 miles, nearly.

18. Longitude, the distance east or west from meridian of Greenwich, or other selected meridian; length of degree of longitude at the Equator, nearly 70 miles, decreasing toward the poles, where it is 0.

19. The Hemispheres, two equal parts into which the globe may be divided.

20. Western Hemisphere, sometimes called New World. Land surface embraces continents of North America, South America, portion of Asia, Victoria Land, the coral islands of Polynesia, and islands of Greenland, West Indies, New Zealand, and Iceland. Water surface comprises parts of the Atlantic, Pacific, Arctic, and Antarctic Ocean.

21. Eastern Hemisphere, sometimes called Old World. Land surface embraces continents of Europe, Asia, Africa, Australia, and part of Oceania; Nova Zembla, British Isles, Japan Islands, and Madagascar. Water surface comprises Indian Ocean and parts of Atlantic, Pacific, Arctic, and Antarctic Oceans.

1. NORTH AMERICA.—Surface.—Great mountains and highlands on the west, and lower range in the east; great plains in the middle extending from the Gulf of Mexico to the Arctic Ocean. (*See map, p. 26.*)

2. Climate.—Cold and perpetually frozen in north, less severe in center, warm in south, mild and uniform on Pacific coast.

3. Products.—Fur and skins, lumber, grain, cotton, sugar, tobacco, and rice; gold, silver, iron, coal, copper, lead, and salt; exports lumber, grain, provisions, and petroleum to Europe.

4. Animals.—(According to zones.)—Walrus, white bear, seal, bison, moose, deer, wolf, beaver, alligator.

5. People.—Native Indians, copper-colored, savage and warlike; Esquimaux, inhabiting northern regions; white inhabitants, the descendants of Europeans; and blacks, of Africa, inhabiting central and southern parts, originally brought to this continent as slaves, but now nearly all free. Languages, European and Indian.

6. Write the name of each country, and a short description of its surface, climate, animals, plants, people, and employments. Name its capital and one or more principal cities.

1. SOUTH AMERICA.—Surface.—Mountains on eastern, north-eastern, and western border; plains, llanos, and selvas, or forests, in north and central regions, pampas in south. (*See map, p. 60.*)

2. Climate.—Hot in the north, with alternate wet and dry seasons; constant rains between Equator and Tropic of Capricorn; cold in south; western coast, mild and uniform.

3. Products.—India-rubber, coffee, copper, medicines, dye-woods, sugar, wool, diamonds, hides, and beef.

4. Animals, etc.—Tapir, jaguar, llama, condor, boa-constrictor; horses, cattle, and sheep.

5. People.—Chiefly mixed races, descendants of Spanish and Indians; Brazilians, of Portuguese descent. Language: in Brazil, Portuguese; in British Guiana, English; in Dutch Guiana, Dutch; in French Guiana, French; and in all the other countries of South America, Spanish; Indian dialects spoken everywhere.

6. Write the names of the countries of South America in a column, and opposite each the name of its capital; also the names of its principal productions; and of its chief mountains, rivers, and lakes.

1. EUROPE.—Surface.—Southern, or high Europe, mountains with high plateaus; northern, or lower Europe, level plains sloping toward the north. (*See map, p. 68.*)

2. Climate.—Southern and western parts, mild and healthful, modified by winds from warm, ocean currents and drifts; and from the Great Desert of Africa; northern part, cold and moist.

3. Products.—Grain, iron, coal, silver, fruit, wine, silk, linen; export to North America, manufactured articles, cloth, wine, fruit.

4. Animals.—Reindeer, wolf, wild boar, bear, chamois; horses, cattle, sheep, goats, and hogs.

5. People.—Chiefly of Caucasian race, highly civilized, educated, and powerful; Magyars (*mod'jors*) inhabiting Hungary, of Mongolian descent, as are also the Lapps, the Finns, and the Turks proper.

6. Write a short description of each country, its surface, climate, plants, products, animals, people and their occupations. Name the capital of each, and one or more principal cities.

1. ASIA.—Surface.—Frozen swamps along the Arctic Ocean, plains and forests in southern Siberia, mountains and high, barren plateaus in central region, fertile valleys along southern part; region about Caspian Sea has no outlet to the ocean. (*See map, p. 76.*)

2. Climate.—Very cold in north, cold and dry in central region, hot and moist in south.

3. Products.—Grain, rice, cotton, furs, tea, coffee, silk, medicines; exports to North America, tea, silk, opium, coffee.

4. Animals.—Reindeer, camel, elephant, buffalo, lion, tiger, leopard, tapir.

5. People.—First inhabitants of the earth; of dark complexion, except in Turkey; many nomads or wandering tribes; in eastern and southern part generally civilized, of Mongolian race; their food is chiefly, rice and fish.

6. Write the names of the countries of Asia in a column, and opposite each the name of its principal city and products. Describe the mountain and river systems of Asia.

1. AFRICA.—Surface.—Northern coast, mountainous and dry; north central, a vast desert; south central and southern, diversified by high mountains, large lakes, deserts, and fertile valleys. (*See map, p. 82.*)

2. Climate.—Hot and dry in the north, hot and moist in the central region.

3. Products.—Ivory, diamonds, ostrich-feathers, coffee, cotton, dates, gum arabic.

4. Animals, etc.—Elephant, hippopotamus, camel, lion, gorilla, giraffe, zebra, ostrich, crocodile, serpents.

5. People.—In the north, swarthy complexion and half civilized; in the central regions, savage tribes of the Negro race; in the south, European colonists.

1. OCEANIA.—Divisions.—Malaysia, Micronesia or small islands, Melanesia or Negro (black) islands, Polynesia or many islands, Australasia or southern Asia; climate and vegetation, tropical. (*See map, p. 88.*)

2. Malaysia.—Supposed to have once been a part of the continent of Asia; surface, mountainous and volcanic; inhabitants, Malays and European colonists; exports, rice, coffee, sugar, dye-woods; animals, elephant, tapir, orang-outang.

3. Melanesia.—Comprises New Guinea and Caledonian Islands; surface, mountainous; people, negroes of degraded type. New Guinea was so named from the resemblance of its people to those of Guinea.

4. Australasia.—Comprises Australia, New Zealand, Tasmania; people, chiefly European colonists; exports, gold, wool, grain, tin, hides; curious animal, the kangaroo; lyre-bird, rhea.

5. Polynesia and Micronesia.—Volcanic islands, fringed with reefs of coral; Sandwich Islands, a kingdom; exports, sugar and rice.

6. Write the names of the largest islands or island groups of Malaysia and Australasia; and a short description of the surface, climate, vegetation, and products of each.

7. Describe a voyage from New York to Calcutta, by way of the Suez Canal. Name the bodies of water on which you would sail, and the countries and sea-ports you would pass. What products would you get at Calcutta? Write out a list and brief description of all the colonies and foreign possessions of Great Britain.

8. Write the names of five countries in Africa, and the name of one city in each country.

Write the name of each city, mountain, and river, and one or two sentences describing each.

(The figures within the parentheses indicate the page on which the map may be found. The populations are as estimated in 1885.)

THE LARGEST CITIES IN THE WORLD.

NO.	CITIES.	POPULATION.
1.	London (68)	5,000,000
2.	Paris (68)	2,270,000
3.	Pekin (76)	1,800,000
4.	New York (54, 55)	1,500,000
5.	Canton (76)	1,300,000
6.	Berlin (68)	1,112,000
7.	Vienna (68)	1,104,000
8.	Philadelphia (54, 55)	1,000,000
9.	Tientsin (68)	930,000
10.	Calcutta (76)	900,000

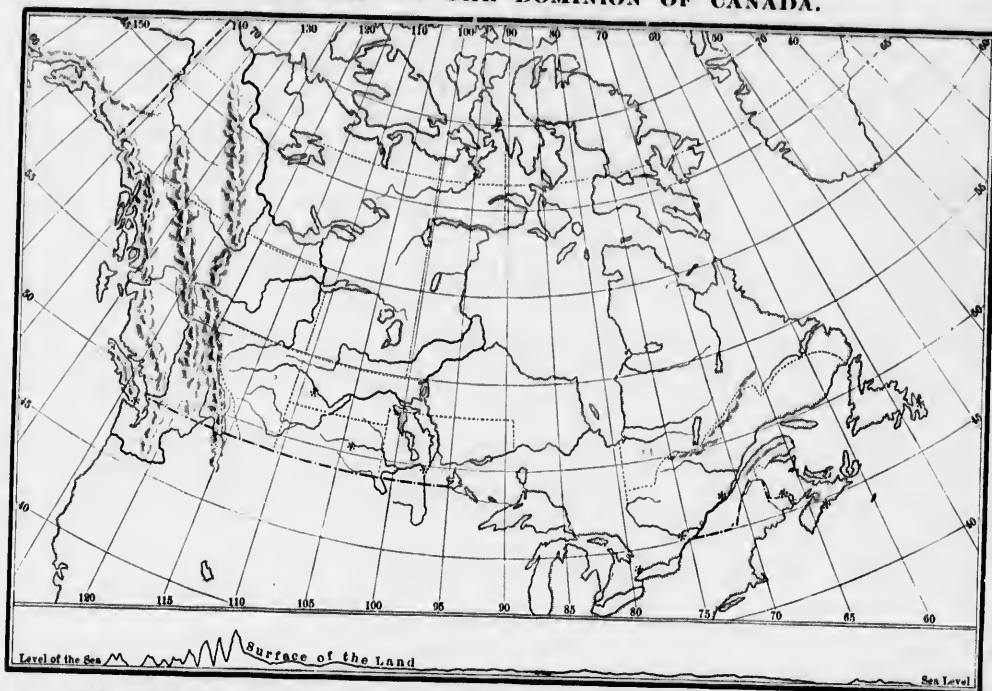
THE HIGHEST MOUNTAINS IN THE WORLD.

NO.	MOUNTAINS.	FEET.
1.	Everest (76)	29,000
2.	Aconcagua (60)	23,900
3.	Chimborazo (60)	21,424
4.	Sorata (60)	21,286
5.	Illimani (60)	21,149
6.	Kenia (82)	20,000
7.	St. Elias (26)	19,500
8.	Kilima Njaro (82)	18,500
9.	Poocateptl' (56)	18,500
10.	Elboorz (68)	17,796

THE LONGEST RIVERS IN THE WORLD.

NO.	RIVERS.	MILES.
1.	Amazon (60)	4,000
2.	Nile (82)	4,000
3.	Mississippi (32)	3,160
4.	Missouri (32)	3,100
5.	Niger (<i>nijer</i>) (82)	2,700
6.	Congo (82)	2,600
7.	Yang-tse-Kiang (76)	2,500
8.	Lena (76)	2,400
9.	Yenesel (<i>yen-e-say'e</i>) (76)	2,800
10.	Amoor (76)	2,200

OUTLINE MAP OF THE DOMINION OF CANADA.



1. **THE DOMINION OF CANADA.**—On a sheet of paper the exact size of the map of Canada, pages 82 and 83, draw, in faint pencil lines, the *parallels of latitude* and *meridians of longitude* marked on the map. Guided by these lines, mark with ink the *boundaries* of the Dominion.*
2. Draw next the remaining boundaries of the *province in which we live*; then the boundaries of the provinces or territories adjacent to our own; next, of those bordering on them; and so on, until *all the provinces, districts, and territories* are outlined on your map.
3. Draw, in their proper positions, the remaining boundaries of the *Great Lakes*, and those of the most important *islands* in, or near, the Dominion.
4. Indicate the positions of the *mountain ranges* by heavy lines, lightly fringed; mark the courses of the principal *rivers*, and then those of their more important *tributaries*.
5. Insert the remaining *lakes*, and shade them with very light horizontal lines.
6. Mark the routes of the principal *railroads* by single lines in red ink.
7. Mark the positions of the *capitals* of the provinces, etc., with starred circles; then mark the positions of the more important *cities and towns* in each province, especially the *sea-ports and lake-ports*.
8. Draw a profile showing the *level of the sea* and the *elevation of the land*, as shown under the map.
9. Write in their proper places, and in small, neat letters, the names of the principal *islands, capes, and coast waters; mountain ranges, peaks, and passes; railroads, lakes, rivers, and tributaries; cities, towns, and ports*—and print or write in large capitals, the names of the several *provinces, districts, territories, peninsulas, isthmuses, and other divisions of the land*.
10. (Erase the lines of latitude and longitude, if you wish.) Tint lightly the several provinces, etc., in different shades of water colors.

* The parallel circles, or arcs, of latitude may be drawn with a pair of compasses, the center of the circles being taken on the 90th meridian, two and a half inches above the black border of the map.

SONS.



Canada, pages 82
ed on the map.

boundaries of the
on, until *all the*

ose of the most

he courses of the

ck the positions
.

er the map.

lands, capes, and
towns, and ports
peninsulas, isth-

ovinces, etc., in

the 90th meridian,

25-40

2C-43

NLC BNC
3 3286 02646407 9

