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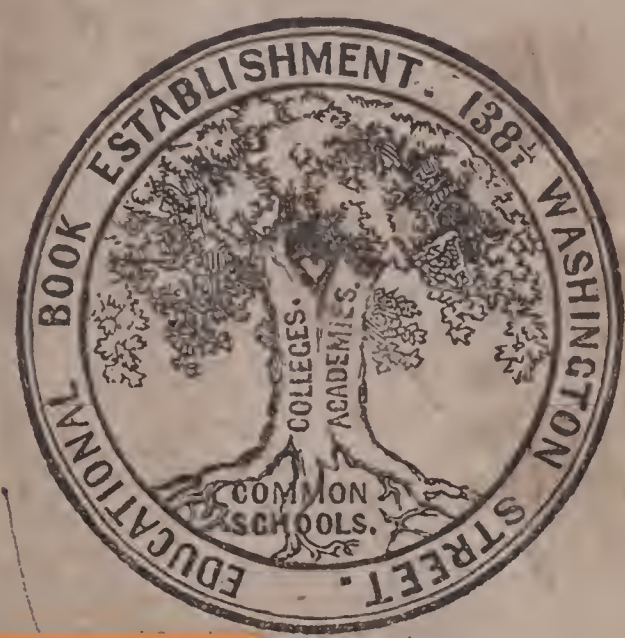
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ELEMENTARY GEOGRAPHY,

AND

KEY TO FOWLE'S OUTLINE MAPS.

BY WILLIAM B. FOWLE.



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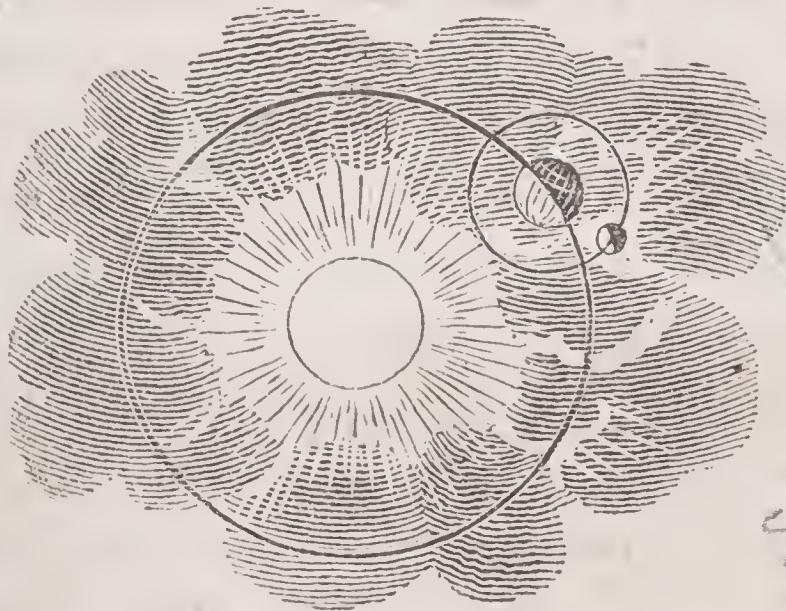
K E Y

TO THE

NEW SERIES OF OUTLINE MAPS,

BY

WILLIAM B. FOWLE.



BOSTON:
WILLIAM B. FOWLE,

No. 133½ WASHINGTON STREET.

Entered according to Act of Congress, in the year 1849,

BY WILLIAM B. FOWLE,

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P R E F A C E .

OUTLINE MAPS were at first made for the purpose of *reviewing* in a class such pupils as had studied the lesson separately on common maps where the names are given ; but, of late, many excellent teachers have thought that the first lessons in geography can be better taught by using Outline Maps, with a Key, and with much oral instruction, than in the old way,—with a book and atlas.

This *Key* unites both methods, for it is not only a Key, but an Elementary Geography, also. When more particulars are wanted, the larger geography of the author may be used to advantage, and by its aid any additions can be made to the Outline Maps.

In preparing this series of maps, the author has aimed to make a correct outline of the several countries,—to make it a very bold and distinct outline,—and to confine the outline to the great and important features of the earth.

If the outline is less particular than any teacher desires, he can easily add what he pleases, after the great outline is familiar to the

pupil, but it is not so easy to teach beginners when the map is crowded, and the mind confused by the multitude of objects.

This series is intended for Common District Schools. Besides the eight general maps, the school should have a large outline map of the particular State in which it is situated. The author has already prepared a very superior outline map of Massachusetts, and should the series be adopted in any other State, a separate map of that State will be prepared, to match the rest of the series, and to be sold separately to those who own the series.

Directions for using the maps are given in the Key.

W. B. F.

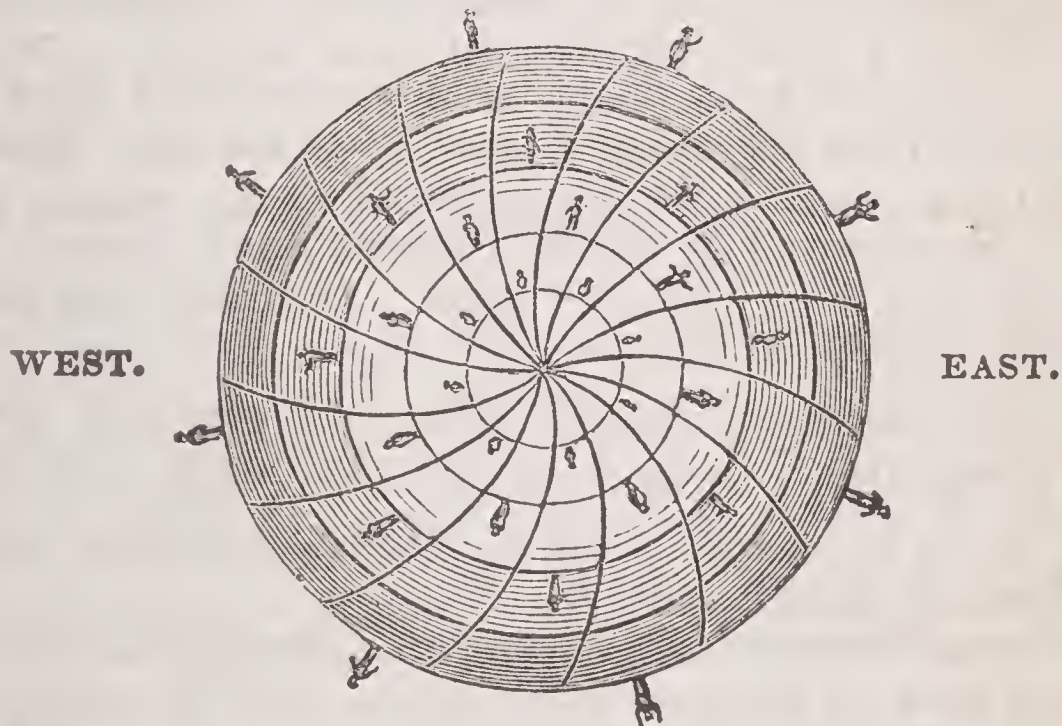
ELEMENTARY GEOGRAPHY,

AND

KEY.

THE EARTH OR GLOBE.

NO. 1.



THE teacher should first give the child some idea of the world on which he lives; and, if he has not an artificial globe, or even if he has one, he may take a wooden ball, or any other round body through which a hole can be made, and then, in familiar conversation, he may proceed somewhat in the following manner.

We live on the surface or outside of the EARTH, which is a large ball as round as an orange.

On the title of this book is a picture of the Sun, the Earth, and the Moon. The EARTH moves round the Sun, and the MOON moves round the Earth.

Men live on the outside of the Earth, and they do not fall off, because the great Earth draws every thing towards itself.

Show the first picture, page 5.

If the teacher can procure a small *magnet*, he can illustrate the attraction of the Earth, by attracting smaller bodies. If he can borrow a magnet, he can make another from it in a few minutes, as follows: Take a small bar of steel, (not iron,) — a very coarse knitting-needle will do, — hold it by the middle, and draw one end of the magnet from the middle to one end of the steel, about twenty or thirty times; then draw the other end of the magnet from the middle to the other end of the steel, as many more times. The new magnet will then draw needles or small pieces of iron towards it, and will retain the power a long time.

Besides moving round the sun once a year, the Earth turns itself round once every day.

Show them, by rolling a ball on the table, how the Earth rolls round also as it goes forward.

Let the teacher now put a wire or stick through the ball or apple, and spin it from his left hand to his right. If it be evening, he may place the lamp on the right of the ball, and show the pupil that day and night are caused by this spinning of the earth, and the line of day and night, or of light and darkness, is constantly travelling over the globe, making morning and evening as it goes.

QUESTIONS TO LESSON I.

1. On what do we live?
2. What is the shape of the Earth?

3. What does the Earth move round?
4. What moves round the Earth?
5. On what part of the Earth do men live?
6. What keeps us from falling off this great ball when it turns round?
7. How often does the Earth go round the Sun?
8. How often does the Earth turn itself round?
9. Why is half of the world always light, and half always dark?
10. What is the meaning of day and night?

LESSON II.

The Earth always turns in the same direction; and, of course, two spots on opposite sides must be almost still, while the rest of the Earth moves round them, as the ball moves round the wire or stick.

The teacher may stick pins into the ball, and let the child see how much faster those half way between the two turning points move, than those do near the turning points, and yet they are just as long in going entirely round.

The two points on which the Earth turns are called the **POLES**.

The child may be told that God made the world and turned it round at first, and still keeps it turning on nothing, in one and the same direction, just as invariably as if it turned upon a pole or stick.

One of the points on which the Earth turns is called the NORTH POLE, and the other the SOUTH POLE.

When we face the North Pole, all things on our right hand are EAST of us, and all things on our left hand are WEST of us.

The Earth always turns from west to east, but the sun does not move, as it appears to do.

Here let the teacher tell the child which way is *north* from where he stands, and then ask him which way is *south*, which way *east*, and which *west*. Then let the child face *south*, *east*, and *west*, and tell the direction of all the other points, while facing in each direction. As all pictures of the Earth, or maps, as they are called, place the north part of the country at the top, the other parts may easily be found.

To find the real north, the child has only to face the rising or setting sun. If he faces the *rising* sun, the north is at his left hand; if he faces the *setting* sun, the north is at his right hand. If the teacher has not a magnetic needle, he may lay a small sewing needle carefully on the surface of a cup of water, and it will generally point north and south when it stops moving. The floating of the needle will interest the children, whether it points north or not.

QUESTIONS TO LESSON II.

1. What are the points on which the Earth turns called?

2. When we face the North Pole, which way is South? East? West?

3. When we face the South Pole, which way is North? East? West?

4. Face the North; the East; the South; the West.
5. Which way do you face when you face the rising sun?
6. When you face the North, on which hand will the sun rise? On which will it set?
7. Which way is your house from the school-house?
8. Before noon which way do shadows fall?
9. Which way do shadows lean in the afternoon?
10. What part of the Earth, or of a ball, turns the fastest?
11. What two points almost stand still?
12. In what direction does the Earth turn?

LESSON III.

A line drawn round the Earth, as far from one pole as from the other, is called the EQUATOR.

The teacher may let the pupil hold a pencil or piece of chalk midway between the poles of the wooden ball, and mark an *equator* while the ball is turned round. Tell the child, also, that the *equator* is drawn there to measure *from*, if you go north or south of it; and to measure *on*, if you go east or west.

A very pretty exercise consists in drawing a circle and marking the equator and poles. This may be correctly done on slate or paper, without any instrument but the fingers and pencil. Hold the pencil between the thumb and the end joint of the fore finger, — the handle of the pencil being under the fingers, and pointing towards the little finger. Then press the fore finger nail hard on the slate

or paper. If paper is under, turn it round with your left hand. If a slate is used, lay the slate on the spread fingers of your left hand, press hard on it with your fore finger nail as before, twist the slate to the right, and the pencil (without marking) to the left, as far as you can, and then begin to mark as you twist them back again. After the circle is made, dot a centre; dot the poles; draw the equator between them; draw a line from pole to pole. To draw parallels of latitude, keep the equator *over* the line you wish to draw. To draw meridians, hold the poles horizontally, and draw from left to right, resting the hand on the wrist.

Distance measured north from any part of the equator, is called **NORTH LATITUDE**; and distance measured south from any part of the equator, is called **SOUTH LATITUDE**.

The teacher, with a globe, or map of the world, may point at a few places north and south of the equator, and ask whether they are in *north* or *south latitude*.

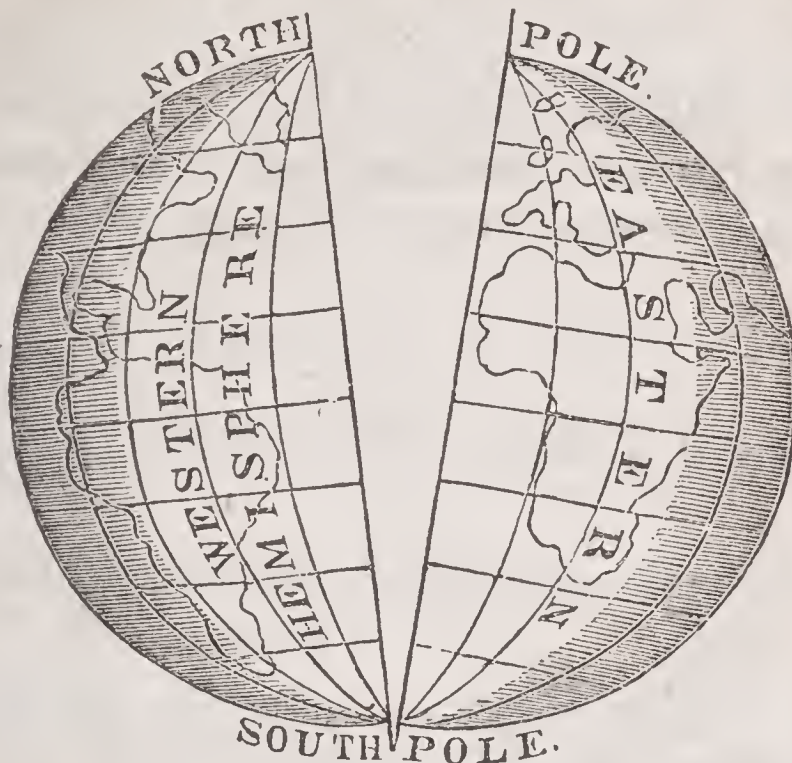
Distance or measurement *lengthwise* of the equator, from west to east, or from east to west, is called **LONGITUDE**.

The teacher may, with a globe or a map of the world, show how latitude and longitude are reckoned, and even explain the figures at the *meridians* on the equator, or at the *parallels* on the meridians. He must, however, be guided by the age of the child.

A **Map** is a drawing of the round Earth, or a part of it, on a flat surface, like paper.

To draw the whole Earth, it is necessary to cut it in halves, as in the following picture.

NO. 2.



Let the teacher cut an apple in halves and lay it upon paper, to show how Map No. 4, on page 16, is drawn. It is better, however, to have his wooden ball sawed in two, and secured by a hook or pin on one side of the equator, so that it can be opened on a hinge at the opposite side. If the ball is painted white, an outline of the continents may be drawn on it with pencil or ink.

Half of the Earth is called a **HEMISPHERE**. The eastern half is called the *Eastern Hemisphere*, and the western half the *Western Hemisphere*.

QUESTIONS TO LESSON III.

1. Where is the Equator drawn on the Earth?
2. What is distance north of the Equator called?
3. What is distance south of the Equator called?
4. What is Longitude?

5. What is the difference between a Map and a Globe?
6. What is half a globe or ball called?
7. What is the eastern half of the globe called?
8. What is the western half called?

NO. 3.



The surface of the Earth consists of LAND and WATER, and there is much more water than land.

After the pupil is familiar with the fancy map, either hemisphere may be taken, and the description of a *continent* read, and the continents pointed out. Next, take *Islands*, and point them out; and so describe and point out every division of land and water, making the child acquainted with the *things*, without any regard, at present, to their proper *names*.

DIVISIONS OF LAND.

The largest connected portions of land are called **CONTINENTS**.

Land *entirely* surrounded by water is called an **ISLAND**.

Land *almost* surrounded by water is called a **PENINSULA**.

The strip of land that prevents a peninsula from being an island, is called an **ISTHMUS**.

Points of land running into the water are called **CAPES**.

Very high *Hills* are called **MOUNTAINS**. A burning mountain is called a *Volcano*.

DIVISIONS OF WATER.

Large bodies of water between the continents are called **OCEANS**.

Large bodies of water surrounded by land are called **LAKES**. Small lakes are called **PONDS**.

Large bodies of water nearly surrounded by land are called SEAS.

The narrow passage that prevents a sea from being surrounded by land is called a STRAIT.

Water running far into the land, with a wide mouth, is called a BAY or GULF.

A stream of water running through the land is called a RIVER if it is large, and a BROOK if it is small.

Two or more streams that unite to form a large river are called its *Sources*; but all that afterwards run into the river are called *Branches*.

Divisions of Land.

Continents,
Islands,
Peninsulas,
Isthmuses,
Capes,
Mountains or Hills.

Divisions of Water.

Oceans,
Lakes and Ponds,
Seas,
Straits,
Bays or Gulfs.
Rivers or Brooks.

The teacher may impress the divisions of land and water upon the pupil's mind, by showing him that continents are to land what oceans are to water. So islands correspond to lakes; peninsulas to seas; isthmuses to straits, and capes to gulfs or bays.

Be sure to teach children that rivers run from high land *down* hill into the sea. Let them find mountains on maps, and follow to their mouths such rivers as run from them.

Ask them if they ever saw an island, a cape, a pond, a river, &c. The author has found many advanced children, who had never, as

they supposed, seen a peninsula, although they had always lived in Boston or Charlestown, both of which are peninsulas.

QUESTIONS TO LESSON IV.

1. What is a Continent?
2. An Island?
3. A Peninsula?
4. An Isthmus?
5. A Cape?
6. A Mountain?
7. What is a burning mountain called?
8. What is an Ocean?
9. A Lake?
10. What are small lakes called?
11. What is a Sea?
12. A Strait?
13. A Bay or Gulf?
14. A River?
15. What is a small river called?

If the teacher has done his duty thus far, the pupil has a general idea of the whole world; he knows how it is cut into hemispheres, and how these are represented on maps. He also knows how to distinguish land from water, and what the different divisions of each are called. Now the teacher may place the map of the Western Hemisphere before the class, and point out the following things, naming and describing them, according to the above directions :

ON THE WESTERN HEMISPHERE.

- A. The grand division of North America.
- B. The grand division of South America. North and South America form the Western Continent.

NO. 4.

North Pole.



South Pole.
WESTERN HEMISPHERE.

North Pole.



South Pole.
EASTERN HEMISPHERE.

Show the pupil how the globe is cut into these hemispheres, by Plate No. 2, or by the hinged ball before described.

Let the pupil draw a circle as before directed, and then let him try to draw the grand divisions. Do not laugh at his work, if it should be done coarsely, for the figure in his mind will be much better than that on paper, and he will soon acquire courage and do better.

- C. The grand division of Polynesia.
- D. Part of the grand division of Asia.
- E. The Atlantic Ocean.
- F. The Pacific Ocean.
- G. The Arctic Ocean.
- H. The Antarctic Ocean.
- I. The Equator.

This exercise may be called *learning* the lesson, and the teacher who has not time to drill a class thoroughly, may sometimes usefully employ a higher class in pointing out the lesson to beginners. No assistance of this sort must be made a substitute for the instruction of the teacher, but a large amount of useful practice may be obtained in this way, to impress the instruction of the teacher upon the memory.

When every thing referred to by the figures and letters has been pointed out and named by the teacher, he may point out the same things, and require the pupils to name them, and he may ask questions like the following :

What grand divisions of the earth are on the Western Hemisphere ?

What name is given to the northern half of the Western Continent ? What name to the southern half ?

What ocean is between America and Polynesia ?
Which way from America does Polynesia lie ?

What part of America does Asia approach most nearly ?

What ocean lies east of the Western Continent ?
What ocean west of it ? What north ? What south ?

What grand division does the equator cross ?

What ocean surrounds the north pole ? What the south pole ?

[Show on a globe how the oceans *surround* the poles, and how they *divide the continents*.]

ON THE EASTERN HEMISPHERE.

Let the teacher point out and name the objects as before, describing them so as to interest the children in them.

A. Europe.

F. Pacific Ocean.

B. Asia.

G. Arctic Ocean.

C. Africa.

H. Antarctic Ocean.

D. Australasia.

I. Indian Ocean.

E. Atlantic Ocean.

J. Equator.

Then let him point and require the class to name, and, perhaps, describe. Let the following, and many other questions of a general nature, be asked :

Which grand divisions are on the Eastern Continent ?

Which are east of the Atlantic Ocean ?

Which west of the Pacific Ocean ?

Which ocean separates Africa and Australasia ?

What is north of Europe and Asia ?

What ocean surrounds the south pole ?

Which way does Europe lie from Asia ? From Africa ?

Which way does Australasia lie from Asia ? What oceans is it between ?

Now let the teacher place both the Eastern and Western Hemispheres before the class, and try to explain the real position of the countries, by the aid of a globe, if possible. Such questions as the following may be asked afterwards :

Which way does Europe lie from N. America ?

Which way does S. America lie from Africa ?

Which way does Asia lie from N. America ?

Which way does Australasia lie from Polynesia ?

Which way does S. America lie from Polynesia ?

What grand division does the equator cross ?

Which of these grand divisions lie north of the equator ?

THE CIRCLES.

If the teacher pleases, he may now call the attention of the pupils to the *Circles* and their uses.

The reason for drawing the *Equator* where it is, is given on page 9. The *Tropics* mark the lines beyond

which the sun never appears to go north or south. The hottest portion of the earth is the strip between the tropics, because, at some period of the year, the sun is directly over the head of every person residing on it. This strip between them, surrounding the earth, as must be shown upon a globe or ball, is called the *Torrid Zone*; *Torrid* meaning hot, and *Zone*—*Belt* or *Girdle*.

Those portions of the earth, north of the Arctic Circle, and south of the Antarctic, are called the *Frigid Zones*; the word *Frigid* meaning *Cold*, or *Frozen*.

The Frigid Zones are not properly belts, as may be shown on the globe or ball.

The strips or belts between the Polar circles and the Tropics are called the Temperate Zones, because they are neither extremely hot, like the torrid zone, nor extremely cold, like the frigid zones.

The pupils may now be asked in what zone each of the Continents, Grand Divisions, and Oceans is situated. The teacher may point to any island, or other place, and ask the same question. A general idea of climates and seasons may be given, if the pupils are somewhat advanced. Very young children will understand these things by the aid of Cornell's New Globe.

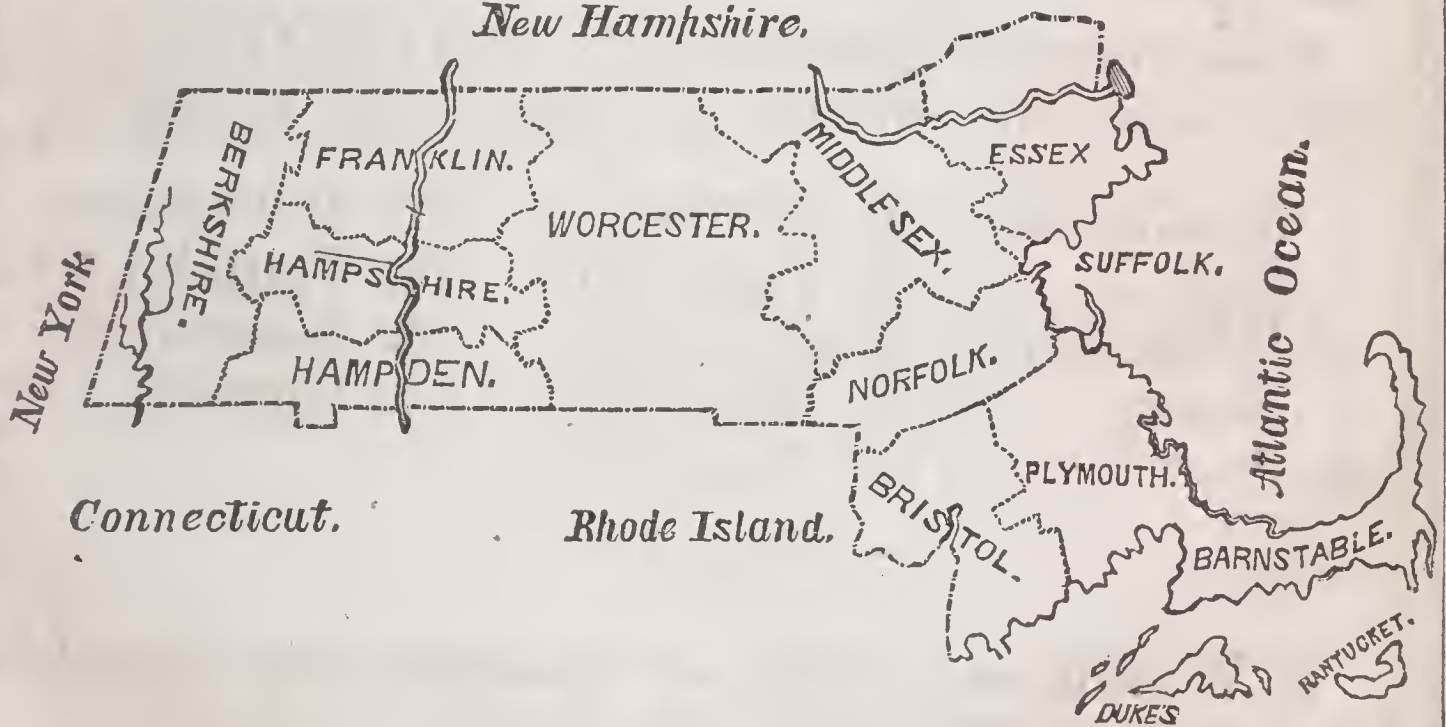
This general idea of the globe seems to the author to be all that is needed at present; but, should any teacher think otherwise, he can turn to page 70, where further questions on the hemispheres are given.

MASSACHUSETTS.

If the school is furnished with an Outline Map of the State in which it is situated, this is the time and place for giving the class a general lesson on it. The author's Outline Map of Massachusetts has a Key of its own, and maps of other States may be chalked on the blackboard with sufficient accuracy for a general lesson, like the following on Massachusetts, which is given for the use of Massachusetts children, and as a model for teachers of other States. Instead of names on the blackboard, the teacher may put letters or figures.

Having given the child a general idea of the globe, the teacher may now give him a general idea of the State of Massachusetts. But, if the school be not in Massachusetts, and the teacher has no Outline Map of his own State, he must chalk a mere outline on a blackboard, and ask such general questions as these on Massachusetts.

NO. 5

New Hampshire.

And first let him familiarly call the attention of the child to the shape of Massachusetts, which is not unlike that of a *shoe*. Amuse

him by asking what State is at the heel? what under the heel? what under the centre? what two States over the shoe? what part of the shoe is in the water? what on the strap? &c.

Now explain to the child the meaning of a *County*. To do this, make him use the knowledge he possesses. Ask him what town he lives in? what village or parish he lives in? how many villages or parishes are in the town? Then call his attention to the scattered houses. Tell him that the town has been measured all round, and touches other towns on every side. Tell him that all other towns do the same, and several such towns united form a *County*, and several counties form the STATE.

Let him draw, as well as he can, an outline of the State of Massachusetts, without marking the counties. When he can do this pretty correctly, let him try to mark off the counties, or make them one at a time, beginning at Berkshire. In the mean time, show him the map of the county to which his own town belongs, and ask him, and, if necessary, show him, what counties touch it on the north, east, south, and west.

Massachusetts contains 307 towns and 14 counties, which, according to their population, are as follows.

- | | | |
|---------------|-----------------|----------------|
| 1. Middlesex, | 6. Norfolk, | 11. Hampshire, |
| 2. Suffolk, | 7. Plymouth, | 12. Franklin, |
| 3. Worcester, | 8. Berkshire, | 13. Nantucket. |
| 4. Essex, | 9. Hampden, | 14. Dukes. |
| 5. Bristol, | 10. Barnstable, | |

1. What does the State of Massachusetts resemble in shape?

2. What are united to form a town?

3. What do several towns united form?
4. How many counties are in Massachusetts?
5. What county do you live in?
6. What bounds it on the North? East? South?
West?
7. Name the counties according to the number of their inhabitants.
8. How many towns are in the whole State?
9. What county lies the farthest east?
10. Which county lies west of all the rest?
11. What three counties touch Berkshire?
12. What county has the largest surface?
13. Which county touches Barnstable?
14. Which touches Plymouth?
15. What county lies north of Bristol?
16. What north of Norfolk?
17. What east of Middlesex?
18. What county has the smallest surface?
19. What two counties are islands?

Such questions may and ought to be asked until the child is perfectly familiar with the situation of every county.

The largest river in Massachusetts is the Connecticut, which crosses the State, dividing the three

counties of Franklin, Hampshire, and Hampden nearly in their centres, and runs south into Connecticut.

The next river in size is the Merrimack, which enters Middlesex, crosses Essex, and runs east into the Atlantic Ocean.

The third river is the Housatonic, which rises in Berkshire and runs south.

The teacher should show the child that the Housatonic rises in Massachusetts, but the Connecticut and Merrimack do not. The sources of the Housatonic, and not its mouth, are visible. The mouth of the Merrimack is in Massachusetts, but the source is not. Neither source nor mouth of the Connecticut is in the State.

The chief capes are Cape Cod, at the end of Barnstable county, and Cape Ann, at the east end of Essex county.

The chief islands are Nantucket, which is also a county, and Martha's Vineyard, which is the largest island of Dukes county.

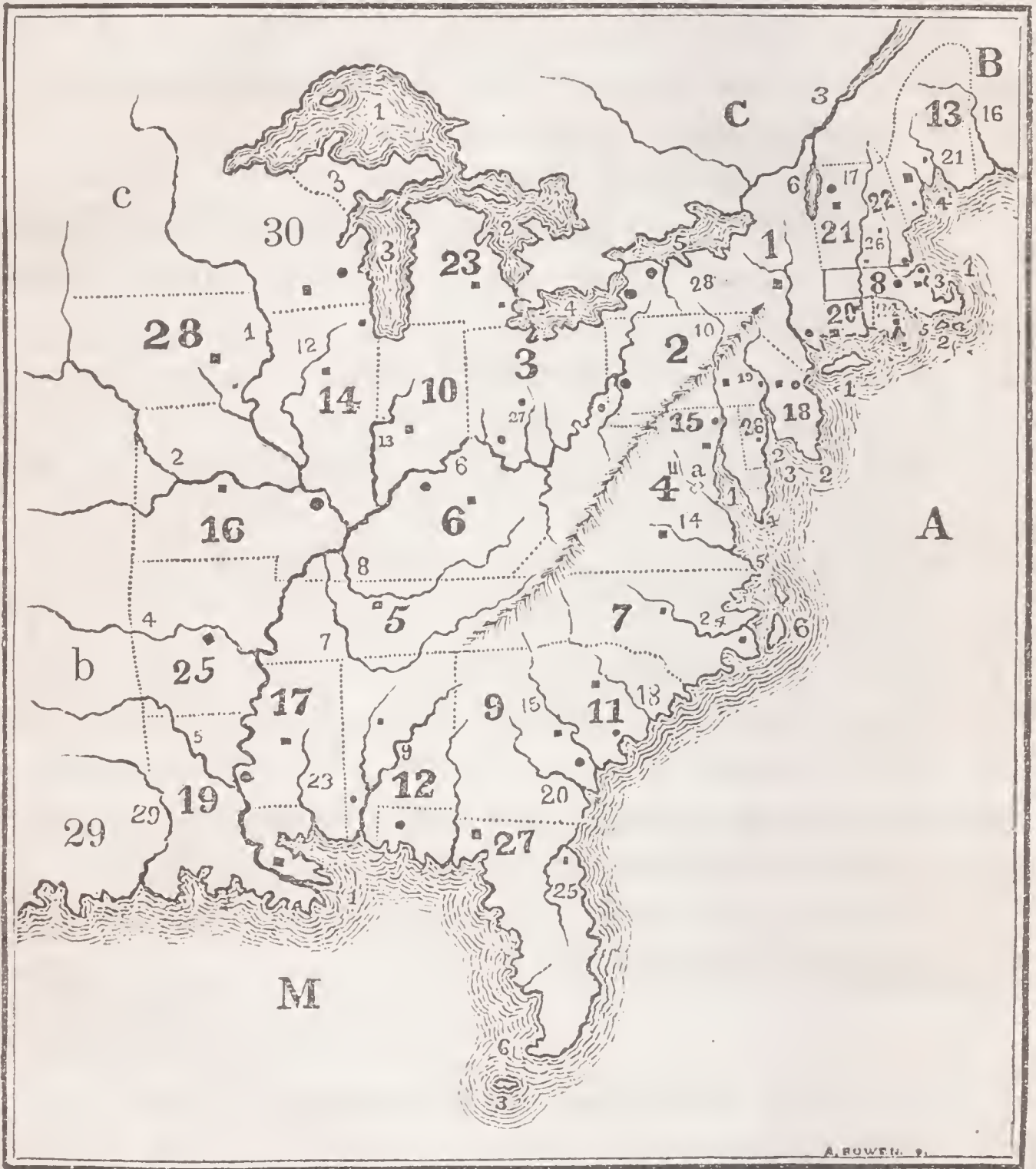
The chief peninsula is that which includes the whole of Barnstable county.

The chief bays are Massachusetts, which includes all the water between Cape Cod and Cape Ann, and Buzzard's Bay, which runs up between Plymouth and Barnstable counties.

1. What is the largest river in Massachusetts?
2. What counties does it cross?
3. In what direction does it run?
4. What river runs through Middlesex and Essex?
5. From what State does it come into Massachusetts?
6. What river is in Berkshire?
7. In what direction does it run?
8. Which of the three great rivers rises in Massachusetts?
9. Which has its mouth in this State?
10. What are the two chief capes?
11. In what counties are they?
12. What bay lies between them?
13. What island is also a county?
14. What large island in Dukes county?
15. Which way does it lie from Nantucket?
16. Where is the chief peninsula of Massachusetts?
17. Where is Buzzard's Bay?

SPECIAL DIRECTION.

If the teacher now thinks it best to make the pupil acquainted with the towns of Massachusetts, before he acquires a little more general knowledge of the World, he can take the Map and Key, where particular information in regard to every town is given.



A. FOWLE, P.

UNITED STATES.

MAP OF THE UNITED STATES.

Now is the proper time to make the pupil acquainted with *his own State*. If he resides in Massachusetts, the great Outline Map, which has been prepared by the author, should be used, if possible; and this has a separate key of its own. If separate maps of the other New England States should be prepared, a separate key will be furnished.

If it be asked why a separate map of every State is not given, the answer is, that all which a child should learn and be expected to remember of other States than his own, can be learned on the Map of the United States, which comes next.

If it be further asked, why does not the Map of the United States include *all* the territories? the reply is, that an outline of such as are not on the Map of the U. States is on the Map of N. America. Their mere location is all that a child needs to learn of them, and by excluding them from the Map of the U. States, the scale of this map is enabled to be nearly four times as great as it would be, were those desolate territories introduced.

The United States are bounded North by Canada, marked C; East by New Brunswick, marked B, and the Atlantic Ocean, marked A; South by the Gulf of Mexico, marked M; and West by the Pacific Ocean, marked B on the Map of N. America, and F on the Map of the Western Hemisphere.

After pointing out the above objects, ask—

What country do the United States lie south of?

What ocean are they west of?

What gulf are they north of?

What are they east of?

What large bodies of water lie between the United States and Canada?

DIRECTION FIRST. Let the child learn the *names* of the States, by being told the name when the State is pointed at. The teacher must be careful that the child does not merely learn the list of States according to their numbers, *by rote*, without regard to the shape or situation of each State.

SECOND. After the *names* and *numbers* are thus learned, the child may be required to tell how each State is bounded; first, while looking on the blackboard, and afterwards from memory. A very capital exercise is, to let one child chalk one State, say Maine; let another add to it New Hampshire; a third, Vermont; a fourth, Massachusetts; and so on, till all are chalked. Do not require any thing but the *outline* of each State at first, and do not expect the first attempts to be very perfect.

THIRD. When the pupils are familiar with the States, let the teacher add the *mountains* and then the *rivers* to the map, pointing to each, and naming it, according to the list given in this book. Then take the *lakes*, *bays*, *capes*, and other divisions of land and water.

FOURTH. When the natural features of the United States, and the boundaries, are thus made familiar, the teacher may mark the *towns*, one at a time, making a square for the capitals, and a dot for the others, and going over them many times.

T A B L E .

In the following Table, which is a Key to the Map, the States are arranged according to their population. The largest town is printed in *italic* type. Sometimes the capital is also the largest town.

<i>States.</i>	<i>Capitals.</i>	<i>Largest Towns.</i>
1. New York,	Albany,	{ <i>New York,</i> <i>Rochester,</i> <i>Buffalo.</i>
2. Pennsylvania,	Harrisburg,	{ <i>Philadelphia,</i> <i>Pittsburg.</i>
3. Ohio,	Columbus,	<i>Cincinnati.</i>
4. Virginia,	<i>Richmond,</i>	<i>Wheeling.</i>
5. Tennessee,	<i>Nashville.</i>	
6. Kentucky,	Frankfort,	<i>Louisville.</i>
7. North Carolina,	Raleigh,	<i>Newbern.</i>
8. Massachusetts,	<i>Boston,</i>	{ <i>Lowell,</i> <i>Salem.</i>
9. Georgia,	Augusta,	<i>Savannah.</i>
10. Indiana,	<i>Indianapolis.</i>	
11. South Carolina,	Columbia,	<i>Charleston.</i>
12. Alabama,	Tuscaloosa,	<i>Mobile.</i>
13. Maine,	Augusta,	<i>Portland. Bangor.</i>
14. Illinois,	Springfield,	<i>Chicago.</i>
15. Maryland,	Annapolis,	<i>Baltimore.</i>

<i>States.</i>	<i>Capitals.</i>	<i>Largest Towns.</i>
16. Missouri,	Jefferson,	<i>St. Louis.</i>
17. Mississippi,	Jackson,	<i>Natchez.</i>
18. New Jersey,	<i>Trenton.</i>	
19. Louisiana,	Baton Rouge,	<i>New Orleans.</i>
20. Connecticut,	Hartford,	<i>New Haven.</i>
21. Vermont,	Montpelier,	<i>Burlington.</i>
22. New Hampshire,	Concord,	<i>Portsmouth.</i>
23. Michigan,	Lansing,	<i>Detroit.</i>
24. Rhode Island,	<i>Providence,</i>	<i>Newport.</i>
25. Arkansas,	<i>Little Rock.</i>	
26. Delaware,	<i>Dover.</i>	
27. Florida,	Tallahassee,	<i>Pensacola.</i>
28. Iowa,	Iowa City,	<i>Burlington.</i>
29. Texas,	<i>Austin.</i>	
30. Wisconsin,	<i>Madison,</i>	<i>Milwaukie.</i>
<i>Territories.</i>	<i>Capitals.</i>	<i>Largest Towns.</i>
a. Columbia District,	Washington.	
b. Indian.	} No considerable towns.	
c. Minesota.		
d. Oregon,	Oregon City.	} See Map of N. America.
e. California,	<i>Monterey.</i>	
f. New Mexico,	<i>Santa Fe.</i>	

After going over the States and Territories several times, by pointing at them, or calling their number or letter, questions like the following may be asked :

What States are north of Massachusetts? South of it? What State lies west of it? What Ocean east of it?

What State is north of Florida? Of Georgia? Of Tennessee?
Of Kentucky? Of Ohio and Indiana? Of Illinois?

What State is north of Louisiana? Of Arkansas? Of Missouri?
What east of Illinois? Of Indiana? Of Ohio? Of Pennsylvania?

What State lies west of South Carolina? Of Georgia? Of
Mississippi? Of Louisiana?

What State lies north of South Carolina? Of North Carolina?
Of Virginia? Of Maryland? Of Pennsylvania?

What State lies south of Wisconsin? Of Illinois? Of Ken-
tucky? Of Tennessee? Of Georgia and Alabama?

What District between Maryland and Virginia?

What Territory north of Iowa? West of Missouri? West of
Texas? What two on the Pacific Ocean?

The teacher will perceive that similar questions may be asked from the map, or from memory, till the child is perfectly familiar with the location of the States. In fact, all such questions may be asked while the pupils are *learning* the map, according to the Four Directions before given.

MOUNTAINS.

- | | | |
|---------------|--------------|----------------|
| 1. Alleghany, | 3. Green, | 5. Cumberland, |
| 2. White, | 4. Catskill, | 6. Ozark. |

In what direction do the Alleghanies run? Name some of the States they cross. In what State are the White Mountains? The Green? The Catskill? The Ozark? What States do the Cumberland Mountains separate?

RIVERS.

- | | | |
|------------------|------------------|------------------|
| 1. Mississippi, | 7. Tennessee, | 13. Wabash, |
| 2. Missouri, | 8. Cumberland, | 14. James, |
| 3. St. Lawrence, | 9. Alabama, | 15. Savannah, |
| 4. Arkansas, | 10. Susquehanna, | 16. St. Johns, |
| 5. Red, | 11. Potomac, | 17. Connecticut, |
| 6. Ohio, | 12. Illinois, | 18. Santee. |

- | | | |
|----------------|---------------------------|-----------------|
| 19. Delaware, | 23. Pearl, | 27. Scioto, |
| 20. Altamaha, | 24. Neuse, | 28. Genessee, |
| 21. Penobscot, | 25. St. Johns, <i>Fl.</i> | 29. Sabine. |
| 22. Hudson, | 26. Merrimack, | 18½. Rio Bravo. |

See *Direction Third*, for teaching the rivers, and then practise further, as follows; on the map first, if necessary, and then from memory.

1. In what direction does the *Mississippi* run? Into what gulf does it empty? What States lie on its western bank? What States on its eastern bank?

2. In what direction does the *Missouri* run? What river does it run into? In what State is its mouth?

3. In what direction does the *St. Lawrence* run? From what lake does it come?

4. In what direction does the *Arkansas* run? Into what does it empty its waters? Through what State does it run?

5. In what direction does *Red River* run? In what State is its outlet or mouth? Into what river does it empty?

6. In what direction does the *Ohio* run? In what State do its sources unite to form it? Into what river does it run? Between what States is its mouth? Opposite what State is its mouth? What States lie north of the Ohio? What States lie south of it?

7. In what direction does *Tennessee* river run?

In what mountains does it rise? What States does it touch? In which is its mouth? Into what river does it fall or empty?

8. In what direction does the *Cumberland* run? In what State does it rise? In what State is its mouth? Does it touch any other State? Into what river does it fall?

9. In what State is *Alabama* river? In what direction does it run? Into what gulf does it empty? On which side is its largest branch, the *Tombigbee*?

10. In what direction does the *Susquehanna* run? In what State does it rise? What two States does it divide? Into what bay does it empty?

11. In what direction does the *Potomac* run? What States does it separate? Into what bay does it fall?

12. In what State is the *Illinois*? In what direction does it run? Into what river does it empty?

13. In what State does the *Wabash* rise? In what direction does it run? What States does it partly separate? Into what river does it fall?

14. In what State is *James* river? Which way does it run? Into what bay does it empty?

15. What States does the *Savannah* separate? In what direction does it run? Into what does it fall?

16. In what State does the *St. Johns* rise? In what British territory is its mouth? What is its direction into the Bay of Fundy?

17. What two States does the *Connecticut* separate? What other two does it divide? What is its course? Into what Sound does it empty? ANS. *Long Island*.

18. In what State does the *Santee* rise? What other State does it divide? What is its course? Into what does it empty?—Ask the same of the *Rio Bravo*.

19. In what State does the *Delaware* rise? What States does it separate? In what direction does it run? Into what bay does it empty?

20. In what State is the *Altamaha*? In what direction does it run? Into what does it fall?

21. In what State is the *Penobscot*? What is its course? Into what bay does it fall?

22. In what State is the *Hudson*? What is its course? Into what ocean does it run?

23. In what State is the *Pearl*? Which way does it run? What two States does it partly separate? Into an arm of what gulf does it fall?

24. In what State is the *Neuse*? What is its course into *Pamlico Sound*?

25. In what State is the *St Johns*? In what direction does it run? Into what ocean does it fall?

26. In what State does the *Merrimack* rise? In what State is its mouth? In what directions does it run?

27. In what State is the *Scioto*? What is its course? Into what river does it fall?

28. In what State is the *Genessee*? What is its course? Into what does it empty?

29. What State and country does the *Sabine* separate? What is its general course? Into what does it empty?

LAKES.

- | | | |
|--------------|--------------|---------------|
| 1. Superior. | 3. Michigan. | 5. Ontario. |
| 2. Huron. | 4. Erie. | 6. Champlain. |

BAYS.

- | | | |
|----------------|-------------------|-----------------|
| 1. Chesapeake. | 3. Massachusetts. | 5. Narraganset. |
| 2. Delaware. | 4. Penobscot. | |

CAPES.

- | | | |
|---------|--------------|-----------|
| 1. Cod. | 3. Henlopen. | 5. Henry. |
| 2. May. | 4. Charles. | 6. Sable. |

ISLANDS.

- | | |
|-------------------------------------|--------------|
| 1. Long Island. | 3. Key West. |
| 2. Nantucket and Martha's Vineyard. | |

As the Lakes, Bays, Capes, and Islands have already been pointed out to the pupils, according to *Direction Third*, page 28, it will be only necessary to ask a few questions like the following.

Which is the largest and most northern of the great lakes? What lake is south of Lake Superior? What lake is southeast of it? What lake at the south of Huron? What lake is northeast of Erie? What State between Superior, Huron, and Michigan?

What States does Erie touch? What State is south of Ontario? What States does Champlain partly separate? With what great river is it connected by a small one?

What States does the Chesapeake divide? What States separate it from Delaware Bay? Between what States is Delaware Bay? Of what ocean are Chesapeake and Delaware bays a portion? What bay is enclosed by Capes Cod and Ann? What bay divides the seacoast of Maine? What State does the Narraganset nearly divide?

In what State is Cape Cod? Cape May? Cape Henlopen? Capes Charles and Henry? Cape Hatteras? Cape Sable? What bay enters the land between Capes Charles and Henry? What bay between Capes May and Henlopen?

In what State is Nantucket? South of what State is Long Island? Where is Martha's Vineyard? What small island is near Cape Sable, in Florida?

Through what States do the Alleghany Mountains chiefly run?

CITIES AND TOWNS.

Tell the child that a city only differs from a town in its form of government; the city having one man at the head, called the *Mayor*, and the town having several men, called *Selectmen*. If the child

has not been thoroughly exercised according to *Direction Fourth*, page 28, the teacher should go back and practise, before asking the following questions.

1. In what State are Albany, New York, Rochester, and Buffalo? At the mouth of what river is *New York city*? In what part of the State is it? On what river is *Albany*? Which way is it from New York city? At the mouth of what river is *Rochester*? On what lake is *Buffalo*? Which city is the capital? Which is the largest city?

2. In what State are Harrisburg, Philadelphia, and Pittsburg? On what river is *Harrisburg*? On what river is *Philadelphia*, east of Harrisburg? At the head of what river is *Pittsburg*? Which is the largest city? Which is the capital?

3. In what State are Columbus and Cincinnati? On what river is *Columbus*? On what is *Cincinnati*? Which is the capital? Which is the largest?

4. In what State are Richmond and Wheeling? On what river is *Richmond*? On what is *Wheeling*? Which is the capital and largest city?

5. On what river is *Nashville*? Of what State is it the capital?

6. In what State are Louisville and Frankfort? On what river is *Louisville*? Which way from Louisville is *Frankfort*? Which is the capital? Which is the largest?

7. In what State are Newbern and Raleigh? On what river are *Newbern* and *Raleigh*? Which is the largest? Which the capital?

8. In what State is *Boston*? On what bay is it situated? On what river is Lowell? Where is Salem?

9. In what State are *Augusta* and *Savannah*? On what river are they? Which is the capital? Which the largest? Which is highest *up* the river?

10. Of what State is *Indianapolis* the capital? In what part of the State is it situated?

11. In what State are *Charleston* and *Columbia*? Which is the capital? Which nearest the Atlantic? On what river is *Columbia*?

12. In what State are *Tuscaloosa** and *Mobile*? On what river is the capital? Which is the largest? Which is on a bay near the gulf?

13. In what State are *Portland*, *Bangor*, *Augusta*? Which is on Casco Bay? Which on the Kennebec? Which on the Penobscot? Which is the capital?

14. In what State are *Springfield* and *Chicago*? Which is on Lake Michigan? Which is the capital?

15. In what State are *Baltimore* and *Annapolis*? Which is the capital? Which is the largest? What bay are they near?

16. In what State are *Jefferson* and *St. Louis*? On what river is *St. Louis*? On what river is *Jefferson*? Which is the largest? Which is the capital?

* *Montgomery* has lately become the capital. The teacher can mark it on the map.

17. In what State are *Natchez* and *Jackson*? Which is on Pearl River? On what river is the other? Which is the capital?

18. Of what State is *Trenton* the capital? On what river is it? Which way from it is Newark?

19. Of what State is *New Orleans* the chief city? On what river is it? Is it on the right or left bank of the river? Is it above or below the capital, *Baton Rouge*?

The right bank is that which is on the right hand of a person *descending* the river.

20. Of what State are *Hartford* and *New Haven* by turns the capital? Which is on Long Island Sound? Which on Connecticut River? Which is the largest?

21. In what State are *Burlington* and *Montpelier*? Which is the capital? Which is on Lake Champlain? Which is the largest?

22. In what State are *Concord* and *Portsmouth*? Which is on the Atlantic? On what river is the other? Which is the largest? Which the capital?

23. Of what State is *Lansing* the capital? In what part of the State is it? How does it bear from *Detroit*?

24. Of what State are *Providence* and *Newport* by turns the capital? On what bay are they? Which is the largest? Which on an island?

25. Of what State is *Little Rock* the capital? On what river is it?

26. Of what State is *Dover* the capital ?
27. In what State are *Tallahassee* and *Pensacola* ? Which is a seaport ? Which the most easterly ?
28. In what western State are *Burlington* and *Iowa* city ? Which is the capital ?
29. Of what State is *Madison* the capital ? On what lake is *Milwaukie* ?
30. Of what State is *Austin* the capital ?
31. What is the capital of the United States ? In what District is it ? On what river ? Between what States is the District ?
32. In what Territory is *Santa Fe* ? *Oregon* city ? *Monterey* and *St. Francisco* ?

The teacher may enlarge upon the following statement of events which led to the present geographical limits of the United States.

At the *Revolution*, there were but thirteen colonies, and these were all on the seacoast.

Vermont joined the Union after the war of Independence commenced. *Maine* was a part of *Massachusetts* till 1820. *Ohio*, *Indiana*, *Michigan*, *Illinois*, and *Wisconsin*, were made out of what was called the *Northwestern Territory*. *Kentucky* was cut from *Virginia*; *Tennessee* from *North Carolina*; and *Alabama* and *Mississippi* from *Georgia*.

In 1804, the United States bought *Louisiana Territory*, which included the States of *Louisiana*, *Arkansas*, *Missouri*, *Iowa*, and all the country now belonging to the United States, west of them, to the Pacific Ocean.

In 1821, the United States bought *Florida*. In 1845, *Texas* was annexed. In 1848, *New Mexico* and *California* were conquered from *Mexico*.

NORTH AMERICA.

Having learned that his own State is one of the United States, the pupil may now be taught that the United States is but one *country* of North America. The teacher will point out the different countries to the pupil, according to the directions before given.

<i>Countries.</i>	<i>Capitals.</i>	<i>Large Towns.</i>
I. The United States,	Washington,	<i>New York.</i>
II. Mexico,	<i>Mexico,</i>	Vera Cruz.
III. Canada,	<i>Montreal,</i>	Quebec.
IV. Nova Scotia,	<i>Halifax.</i>	
V. New Brunswick,	Frederickstown.	
VI. Central America,	<i>Guatemala.</i>	
VII. West Indies,	<i>Havana,</i> (on Cuba.)	
VIII. British America,	No towns.	
IX. Russian America,	No towns.	
X. Greenland,	No towns.	
d. Oregon,	Oregon city,	} U. States Territories.
e. California,	Monterey,	
f. New Mexico,	Santa Fe,	
g. Great Antilles,	} Divisions of the West India Islands.	
h. Caribbee Isles,		
i. Bahamas,		
j. Lesser Antilles,		
k. Belize, a small British settlement.		



NORTH AMERICA.

What country is numbered 1? 2? 3? 4? 5?
6? 7? 8? 9? 10?

What is north? east? south? west of the United States?

Ask the same questions in regard to Mexico and Central America.

What is north of New Brunswick? What south-east of it?

Which country is separated from the continent by water? Which forms a small peninsula?

Let the pupil find and describe the place of the following.

- | | |
|--------------------|---------------------------|
| A. Atlantic Ocean. | D. Caribbean Sea. |
| B. Pacific Ocean. | E. Part of Asia. |
| C. Arctic Ocean. | F. Part of South America. |

Point at the letter, and ask what ocean or country it is. Then ask how they are situated in regard to North America, &c. &c.

BAYS AND GULFS.

- | | |
|----------------------|--------------------------|
| 1. Baffin's Bay. | 5. Bay of Honduras. |
| 2. Hudson's Bay. | 6. Gulf of Mexico. |
| 3. James's Bay. | 7. Gulf of St. Lawrence. |
| 4. Bay of Campeachy. | 8. Gulf of California. |

After carefully pointing out these, the teacher may ask where they are. In what direction from each other or from certain countries.

LAKES.

- | | |
|-------------------|-------------------|
| 1. Lake Superior. | 3. Lake Michigan. |
| 2. Lake Huron. | 4. Lake Erie. |

- | | |
|---------------------|------------------------|
| 5. Lake Ontario. | 8. Slave Lake. |
| 6. Lake Winnipeg. | 9. Great Bear Lake. |
| 7. Lake Athapescow. | 10. Lake of the Woods. |

Question as in regard to the Bays, &c.

STRAITS.

- | | |
|----------------------|---------------------|
| 1. Davis's Strait. | 3. Barrow's Strait. |
| 2. Bhering's Strait. | 4. Belle Isle. |

Ask what waters these connect; what lands they separatè.

ISLANDS.

- | | |
|------------------|------------------|
| 1. Cuba. | 5. Porto Rico. |
| 2. Hayti. | 6. Nootka. |
| 3. Jamaica. | 7. The Bermudas. |
| 4. Newfoundland. | |

Point and ask the names, after having previously pointed them out, or required the child to look them out by the map and book. Then, without any map, name the island and ask where it is.

PENINSULAS.

- | | |
|-----------------|----------------|
| 1. Nova Scotia. | 4. California. |
| 2. Florida. | 5. Greenland. |
| 3. Yucatan. | 6. Alaska. |

Point them out as was done in regard to the Islands. Then ask, to what are they joined? What water nearly surrounds them? What country are they in?

CAPES.

- | | |
|-----------------------------|--------------------------|
| 1. Cape Farewell. | 4. Cape Hatteras. |
| 2. Cape Sable, <i>N. S.</i> | 5. Cape Sable, <i>F.</i> |
| 3. Cape Cod. | 6. Cape St. Lucas. |

After having shown them, question particularly as to where the Capes are? from what country they project? &c. &c.

MOUNTAINS.

- | | |
|---------------------|---------------------|
| 1. Rocky Mountains. | 3. Mount St. Elias, |
| 2. Alleghany Mts. | <i>a volcano.</i> |

Where are they? In what direction do they run? &c.

RIVERS.

- | | |
|------------------|----------------|
| 1. Mississippi. | 8. Churchill. |
| 2. Missouri. | 9. Nelson. |
| 3. St. Lawrence. | 10. Severn. |
| 4. Arkansas. | 11. Albany. |
| 5. Red River. | 12. Mackenzie. |
| 6. Columbia. | 13. Rio Bravo. |
| 7. Ohio. | 14. Colorado. |

Make the child familiar with the rise, course, and outlet of each river, by showing it and chalking it, and then ask questions like the following.

1. In what country is the *Mississippi*? Near what lakes does it rise? Which way does it run? Into what does it empty?

2. In what mountains does the *Missouri* rise? Of what is it the largest source? In what direction does it run?

3. Of what great bodies of water is the *St. Lawrence* the outlet? In what course does it run? Into what gulf does it flow?

4. Where does the *Arkansas* rise? how flow? into what fall?

5. In what mountains do the sources of the *Columbia* rise? Which way does it run? Into what does it fall?

6. How does *Red River* rise? How run? Into what does it fall?

7. Of what is the *Ohio* a branch? What is its course?

8. Which way does the *Churchill* run? Into what does it fall?

9. 10. Of what lake are *Nelson* and *Severn* rivers the outlets? What is their course? Into what do they fall?

11. Which way does the *Albany* run? Into what does it fall?

12. Of what great lakes is *Mackenzie's* river the outlet? In what direction does it run? Into what does it empty?

13. Where does the *Rio Bravo* rise? How run? Into what does it fall? Ask the same of the *Colorado*.

CITIES AND TOWNS.

Of what country is Washington the capital?

Of what is Mexico the capital? Montreal? Halifax? Frederickstown? Guatemala? Austin?

In what country is Boston? Vera Cruz? Quebec?

What is the capital of Mexico? Nova Scotia? Central America? The United States? Canada? New Brunswick? Texas?

Which way is Washington from Boston? Which way is Boston from Washington? Which way is Mexico from Boston? Which way is Boston from Mexico?

Ask a similar question of every other city and town.

It is to be hoped that the teacher, as he goes over the lessons, will spare no pains to tell the child such facts as will impress the lessons upon the mind. One *class* of facts only can be glanced at here.

North America, though full of inhabitants, was claimed by whichever of the *civilized* nations of Europe first discovered it.

By this rule, *Spain* claimed what is now Florida, Mexico, Central America, and all that part of the United States west of the Mississippi river. Mexico and Central America declared themselves independent of Spain, and are so now.

France claimed all that part which lies north of what now belongs to the United States, excepting Greenland, which was claimed by *Denmark*, and the northwestern portion, claimed by *Russia*.

England conquered all that belonged to the French, and this still belongs to England. The original English Colonies, now the United States, purchased Florida of Spain; and all our territory west of the Mississippi was bought of France, which had obtained it from Spain.



SOUTH AMERICA.

SOUTH AMERICA.

The teacher must, as before directed, make the pupils acquainted with the countries, by pointing them out, naming and describing them.

<i>Countries.</i>	<i>Capitals.</i>	<i>Large Towns.</i>
I. Brazil,	Rio Janeiro,	Bahia.
II. Venezuela,	Caraccas,	Laguayra.
III. New Grenada,	Santa Fe,	Panama.
IV. Peru,	Lima,	Callao.
V. United Provinces,	Buenos Ayres.	
VI. Chili,	St. Jago,	Valparaiso.
VII. Ecuador,	Quito.	
VIII. Bolivia,	La Plata.	
IX. Paraguay,	Assumption.	
X. Banda Oriental,	Monte Video.	
XI. {	British Guiana,	Georgetown.
	Dutch Guiana,	Parimaribo.
	French Guiana,	Cayenne.
XII. Patagonia,	<i>No towns.</i>	

South America is one great peninsula, united by the Isthmus of Darien to North America. It lies between the Atlantic and Pacific Oceans, and south of the Caribbean Sea.

The Andes mountains extend through its whole length on the western coast.

In what part of South America is New Grenada? Venezuela? Brazil? The Guianas? Ecuador? Peru? Patagonia? Chili? United Provinces? Banda Oriental? Bolivia? Paraguay?

Then ask how each country is bounded? that is, what is north, east, south, and west of it? Repeat the questions a thousand times, if necessary.

Where is the Atlantic Ocean? A.

Where is the Pacific? B.

Where does the Equator cross South America? D.

Where is the Caribbean Sea? C.

What mountains along the whole western coast?

What part of South America is a peninsula?

What is the isthmus called? a.

CAPES.

- | | |
|--------------------|-----------------|
| 1. Cape La Vela. | 3. Cape Horn. |
| 2. Cape St. Roque. | 4. Cape Blanco. |

Ask in what country each cape is. Which is most northerly, southerly, easterly, and westerly?

ISLANDS.

- | | |
|------------------------|----------------------------|
| 1. Terra del Fuego. | 4. Juan Fernandez, or Rob- |
| 2. The Falkland Isles. | inson Crusoe's Island. |
| 3. Chiloe. | 5. Joannes. |

Ask, where are they? What coast are they nearest to? Which appears to have the most land? &c.

DIVISIONS OF WATER.

- | | |
|-----------------------|----------------------------|
| 1. Bay of Panama. | 4. Lake Maracaybo. |
| 2. Gulf of Venezuela. | 5. Lake Titicaca. |
| 3. Gulf of Guayaquil. | 6. The Strait of Magellan. |

Ask, in what country are they? In what part of the country? What do they unite or separate? &c.

RIVERS.

- | | |
|---------------|----------------|
| 1. Amazon. | 7. Tocantins. |
| 2. La Plata. | 8. Negro. |
| 3. Madeira. | 9. Topayos. |
| 4. Orinoco. | 10. Uruguay. |
| 5. Xingu. | 11. Magdalena. |
| 6. Francisco. | |

Point out the *rise*, *course*, and *outlet* of these rivers, and make the child so familiar with them that he can answer such questions as the following from memory.

In what mountains is the source of the Amazon? In what direction does it run? Into what does it empty?

In what direction does the La Plata run? In what country are its sources? In what is its mouth?

What is the course of the Orinoco? Into what does it empty?

In what country is the St. Francisco? What is its course? Into what does it fall?



A. Bowen Sc.

EUROPE.

In what direction do the Madeira, Xingu, and Topayos run? Of what are they branches? Are they on the right or left side of the Amazon? * Where is the Negro? How does it run? Into what does it fall?

In what country is the Tocantins? How does it run? Into what does it fall?

What is the course of the Magdalena? Into what sea does it fall?

EUROPE.

EUROPE is a great peninsula, connected on the east with Asia.

It has the Atlantic Ocean (A.) on the west; the Arctic Ocean (B.) on the north; the Mediterranean Sea (D.) at the south; and Asia (C.) on the east.

If stood upon the eastern side, its form is not unlike that of a woman. Spain and Portugal are the *head*; France the *neck* and *shoulders*; Great Britain and Italy the *arms*; and the rest of Europe the *dress*. Such imaginations have great weight with children.

* To answer this question, suppose you are sailing down the river.

The countries, according to their population and importance, are as follows.

<i>Countries.</i>	<i>Capitals.</i>	<i>Large Towns.</i>
I. Russia,	Petersburg,	{ Moscow, Warsaw.
II. Austria,	Vienna,	Trieste, Venice.
III. France,	Paris,	Bordeaux.
IV. Great Britain,	London,	{ Liverpool, Dublin, Edinburgh.
V. Italy,	Rome,	{ Naples, Leghorn, Genoa.
VI. Turkey,	Constantinople.	
VII. Germany,	Frankfort,	Hamburg.
VIII. Spain,	Madrid,	Cadiz.
IX. Prussia,	Berlin.	
X. { Belgium, Holland,	Brussels. Amsterdam.	
XI. Portugal,	Lisbon.	
XII. Sweden,	Stockholm,	Gottenburg
XIII. Denmark,	Copenhagen.	
XIV. Switzerland,	Berne, &c.*	Geneva.
XV. Norway,	Christiania,	Bergen.
XVI. Greece,	Athens.	
XVII. Lapland,	<i>No towns.</i>	

* Berne, Zurich, and Lucerne are each the capital two years at a time.

The teacher will now point out the general features of Europe, and will, as before, name and describe every country on the Outline Map, and make such remarks or comparisons as will not only aid the memory, but make the pupils familiar with the situation and boundaries of each.

The pupil may be shown how much Italy resembles a *boot* in form. One of the author's pupils once said, that France seemed to her like the body of a giant, whose neck was England, and whose head cut off was Iceland. One leg was Italy, and the other leg was in a basket, represented by Spain.

A more interesting association for Spain, and Portugal which was once a part of Spain, may be made with a Spanish dollar or other coin with pillars. The *shield* is shaped like the country. The *pillars* are the Rock of Gibraltar and Ceuta, two hills that were once called the *Pillars of Hercules*. The *castle* on the coat of arms represents the kingdom of Castile, and the *lion* the kingdom of Leon; which two kingdoms were united to form the kingdom of Spain. The motto, *Ne plus ultra*, which is on the older coins, and which means *There is nothing beyond*, refers to the notion of the ancients, that there was no country west of Spain, for America was not then discovered.

It is difficult for children to draw Europe well and preserve its proportions, and the teacher must be patient. The best way is to begin with Spain, and draw the southern coast to the Caspian Sea. Then build the others upon this basis. But, for a general rule, when chalk is used, it is better to begin at the top or north of the map.

When the pupils are made familiar with the countries, by drawing them or seeing them repeatedly, the teacher may proceed to point out the natural divisions of land and water, as on former maps.

CAPES.

1. North Cape.
2. Landsend.
3. Clear.
4. Finisterre.
5. St. Vincent.

Finisterre means the same as *Landsend*. Ask, in what country the Capes are? What water they project into? &c.

ISLANDS

- | | | |
|------|-----------------------|-------------------|
| 1. { | Great Britain, or | 7. Candia. |
| | England and Scotland. | 8. Corsica. |
| 2. | Iceland. | 9. Zealand. |
| 3. | Ireland. | 10. Majorca. |
| 4. | Sicily. | 11. Malta. |
| 5. | Sardinia. | 12. Ionian Isles. |
| 6. | Cyprus. | |

The teacher must ask where each Island is? What water surrounds it? What country is it nearest to? &c., as in former lessons.

It may be time now to give the child an idea of the *relative* size of these islands, and of the different parts of the world. This must be done on some map of the *World*, for there only are all the countries drawn on the same scale. It will appear that

Great Britain is about as large as *Cuba*.

Iceland and *Ireland* compare with *Newfoundland*.

Sicily, *Sardinia*, and *Cyprus* will match *Jamaica*.

Candia and *Corsica* will go with *Porto Rico*.

Zealand and *Majorca* will match *Long Island*.

Corfu, the largest of the Ionian Isles, and *Malta* are not much larger than *Martha's Vineyard*.

This habit of comparing different countries, and the different divisions of land and water, besides exercising the judgment of the child, will make a lasting impression on his memory.

PENINSULAS.

- VIII. Spain. 4. The Morea.
 XII. Sweden and Norway. 5. Crimea.
 XIII. Denmark.

Let the pupil point them out, and then tell him the name. Ask to what country the isthmus connects them, &c.

MOUNTAINS.

1. The Alps. 4. The Ural.
 2. The Apennines. 5. The Dofrafield.
 3. The Carpathian. 6. The Pyrenees.

VOLCANOES.

7. Hecla. 8. Etna. 9. Vesuvius.

Ask where each of these ranges or volcanoes is. In what country? Between what countries? &c.

SEAS AND THEIR STRAITS.

- D. The Mediterranean, . . . Strait of Gibraltar.
 1. Black Sea, . . . Constantinople.
 2. The Baltic, . . . The Sound.
 3. North Sea, . . . Dover.
 4. Archipelago, . . . Dardanelles.
 5. White Sea, . . .
 6. Irish Sea, . . . St. George's Channel.
 7. Sea of Azoph,* . . . Kaffa.

Ask in what countries or between what countries the Seas are, and what bodies of water the Straits connect? What lands they separate? &c. * No. 8 is the Caspian Sea.

GULFS, BAY, &c.

- | | |
|---------------------|---------------------|
| 1. Gulf of Venice. | 4. Bay of Biscay. |
| 2. Gulf of Bothnia. | 5. English Channel. |
| 3. Gulf of Finland. | |

LAKES.

- | | | |
|------------|------------|---------------|
| 1. Ladoga. | 3. Wener. | 5. Constance. |
| 2. Onega. | 4. Wetter. | 6. Geneva. |

Ask where they are? What countries border on them? &c.

RIVERS.

- | | | |
|-------------|--------------|-------------|
| 1. Volga. | 6. Elbe. | 11. Ural. |
| 2. Danube. | 7. Vistula. | 12. Rhone. |
| 3. Don. | 8. Tagus. | 13. Seine. |
| 4. Dnieper. | 9. Dniester. | 14. Thames. |
| 5. Rhine. | 10. Loire. | 15. Bog. |

The teacher must point out the rise, course, outlet, &c., of each river, on the large map, if possible. Then he may let the pupils look on their small map and answer his questions; and, finally, he must require answers without the aid of maps.

Let the pupil be ready to answer the following questions, at least. Where does the river rise? Which way does it run? Into what does it empty? Does it separate any country?

The longest river of the above list, the *Volga*, is less than our *Arkansas*; and the shortest, the *Thames*, is less than the *Merrimack*.

CITIES AND TOWNS.*

Of what country is *Petersburg* the capital? In what part of the country is it? Where is *Moscow*? On what river is it? Where is *Warsaw*? On what river?

* These, of course, are to be pointed out before any questions are asked.

Of what country is *Vienna* the capital? On what river is it? On what gulf is *Venice*? *Trieste*?

Of what is *Paris* the capital? On what river is it? On what river is *Bordeaux*?

Of what is *London* the capital? On what river is it? Which way is *Liverpool* from London? Where is *Dublin*? Where is *Edinburgh*?

Where is *Rome*? Which way is *Naples* from Rome? In what part of Italy are *Leghorn* and *Genoa*?

Of what is *Constantinople* the capital? Near what sea is it? Where is *Frankfort*? It is situated on a branch of what river? On what river is *Hamburg*?

Of what is *Madrid* the capital? On a branch of what river is it situated? Near what strait is *Cadiz*? Which way is it from Madrid?

Of what is *Berlin* the capital? On what river is it?

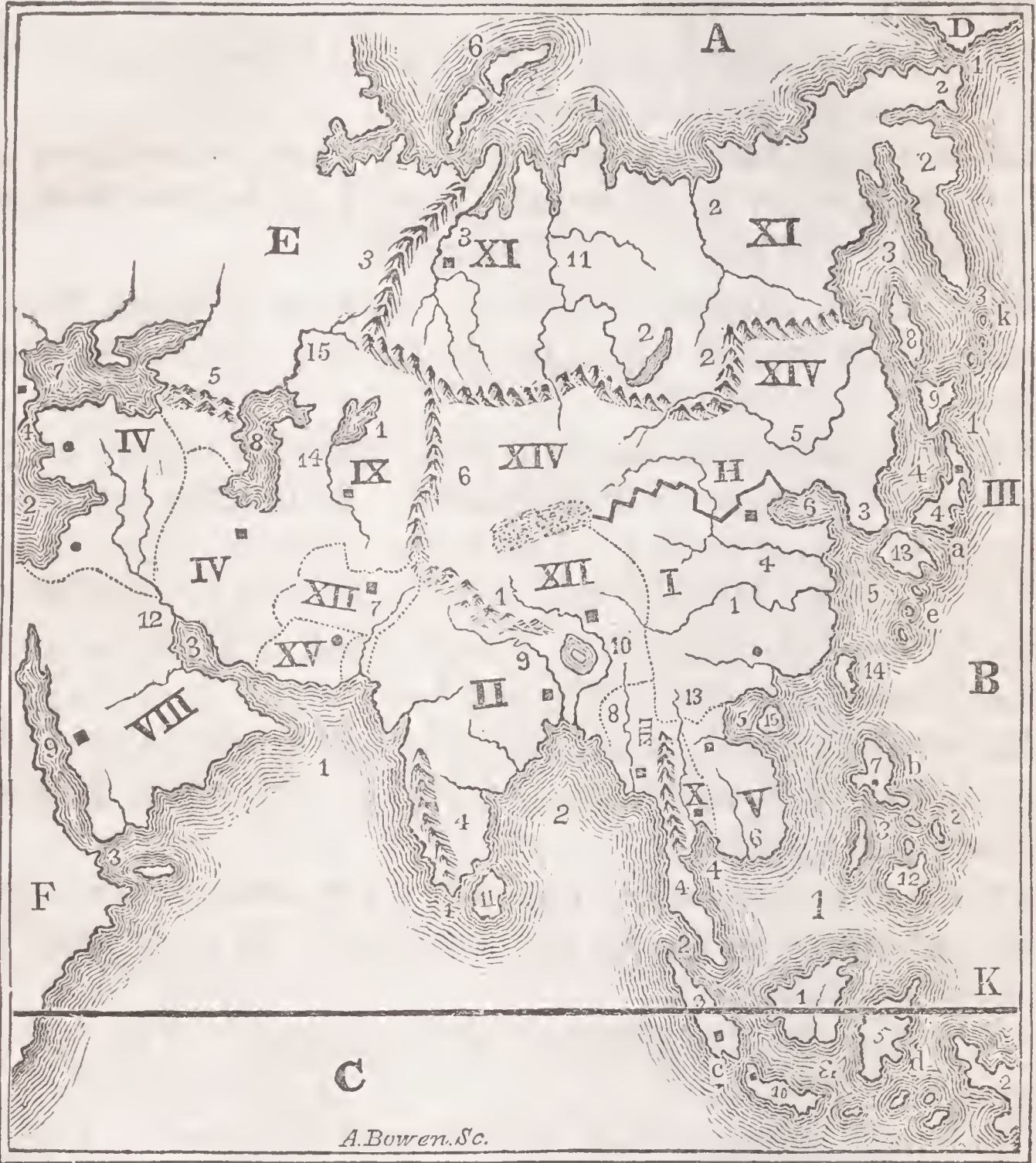
Of what is *Brussels* the capital? Of what is *Amsterdam* the capital?

Of what is *Lisbon* the capital? On what river is it?

Of what is *Stockholm* the capital? Which way is *Gottenburg* from it?

Of what is *Copenhagen* the capital? On what island is it?

In what country are *Berne* and *Geneva*? On a branch of what river is *Berne*? On what lake is *Geneva*?



ASIA.

In what country are *Christiania* and *Bergen*?
Which is the present capital?
Of what is *Athens* the capital?

To vary this exercise, the teacher may name the country, and ask what is its capital? its large towns? It is taken for granted, that the teacher will see that the child knows where the country and where the city is by actual inspection of the maps.

A S I A .

ASIA is an irregular country, joined to Europe at the northwest, and to Africa at the southwest.

It has the Arctic Ocean (A.) on the north; the Pacific Ocean (B.) on the east; the Indian Ocean (C.) on the south; America (D.) at the northeast; Europe (E.) at the northwest; Africa (F.) at the southwest; Australasia (G.) at the southeast; G. marks the Equator; H. the Chinese wall; J. the Tropic of Cancer.

Point out the fancied resemblance between Europe and Asia. Thus, Arabia resembles Spain, in being a peninsula at the southwest. Turkey and Persia resemble France. Hindoostan resembles Italy; and Thibet, north of it, resembles Switzerland. China and the countries south of it resemble Turkey and Greece.

So the western coast of Europe somewhat resembles the eastern coast of China; for, the peninsula of Sweden and Norway has Kamtschatka; the Baltic Sea has the Sea of Okotsk; the British Isles

have the Japan Isles ; and the North Sea the Sea of Japan. These correspondences may be fanciful, but they will help the memory and give interest to the lesson.

The following Table of the principal countries of Asia must be carefully gone over on the map and on the black-board, until the pupil is familiar with the location of the countries. The towns will better be taught when the child knows the rivers, &c.

<i>Countries.</i>	<i>Capitals.</i>	<i>Large Towns.</i>
I. China,	Pekin,	Canton.
II. Hindostan,	Calcutta.	
III. Japan,	Jeddo.	
IV. Persia,	Teheran.	
V. Anam,	Kesho.	
VI. Turkey,	{ Constantinople,	{ Jerusalem.
	{ <i>in Europe,</i>	{ Smyrna.
VII. Thibet,	Lassa.	
VIII. Arabia,	Mecca.	
IX. Independent Tartary,	{ Bukharia.	
X. Siam,	Bankok.	
XI. Siberia,	Tobolsk.	
XII. Afghanistan,	Cabul.	
XIII. Burmah,	Ava.	
XIV. Chinese Tartary,	<i>No important town.</i>	
XV. Beloochistan,	Kelat.	

When the pupil is familiar with the location of the countries, the teacher may proceed to point out the natural divisions of land and water, as on former maps.

CAPES.

- | | |
|---------------|-------------|
| 1. Taymour. | 3. Lopatka. |
| 2. East Cape. | 4. Comorin. |

When the child finds them, ask what country each projects from? into what water it projects? &c.

ISLANDS. — CLUSTERS.

- | | | |
|----------------------|----------------|----------------|
| a. Japan Isles. | f. Laccadives. | k. Kuriles. |
| b. Philippine Isles. | g. Pelews. | l. Andaman. |
| c. Sunda Isles. | h. Maldives. | m. Alentian. |
| d. Spice. | i. Ladrones. | n. Nicobar. |
| e. Loo Choo. | j. Carolines. | o. Magellan's. |

SINGLE ISLANDS, ACCORDING TO SIZE.

- | | | |
|----------------|-----------------|---------------|
| 1. Borneo. | 6. Nova Zembla. | 11. Ceylon. |
| 2. New Guinea. | 7. Luzon. | 12. Mindanao. |
| 3. Sumatra. | 8. Saghalien. | 13. Kiusiu. |
| 4. Nippon. | 9. Jesso. | 14. Formosa. |
| 5. Celebes. | 10. Java. | 15. Hainan. |

Borneo and *New Guinea* are each larger than all the *West India Islands* together.

Sumatra, *Nippon*, *Celebes*, *Nova Zembla*, *Luzon*, *Saghalien*, *Jesso*, and *Java*, class with *Cuba*, which is the largest American Island.

Ceylon, *Mindanao*, and *Kiusiu* match *Newfoundland*. *Formosa* and *Hainan* rank with *Jamaica*.

PENINSULAS.

- | | |
|-----------------|------------|
| VIII. Arabia. | 3. Corea. |
| 2. Kamtschatka. | 4. Malaya. |

Ask with what country these are connected? How surrounded?

MOUNTAINS.

- | | |
|--------------|---------------|
| 1. Himmaleh. | 4. Gaut. |
| 2. Altaian. | 5. Caucasian. |
| 3. Ural. | 6. Belur Tag. |

Ask where these are? What they separate or are in? In what direction they run?

SEAS.

- | | |
|-------------------|-------------|
| 1. Chinese. | 6. Yellow. |
| 2. Mediterranean. | 7. Black. |
| 3. Okotsk. | 8. Caspian. |
| 4. Japan. | 9. Red. |
| 5. Blue. | |

LAKES.

- | | |
|------------|--|
| 1. Aral. | <i>Aral</i> is less than <i>Lake Huron</i> . |
| 2. Baikal. | <i>Baikal</i> is less than <i>Michigan</i> . |

BAYS AND GULFS.

- | | |
|-------------------|--------------------|
| 1. Arabian Gulf. | 4. Gulf of Siam. |
| 2. Bay of Bengal. | 5. Gulf of Tonkin. |
| 3. Persian Gulf. | |

Ask what countries these are in or between.

STRAITS.

- | | |
|---------------|-----------------|
| 1. Bhering's. | 3. Babelmandel. |
| 2. Sunda. | 4. Dardanelles. |

Ask what countries they separate. What waters they connect.

RIVERS.

- | | |
|---------------------------|----------------------|
| 1. Yangtse Kiang or Blue. | 8. Irawaddy. |
| 2. Lena. | 9. Ganges. |
| 3. Obi. | 10. Burrampooter. |
| 4. Hoangho. | 11. Yenisei. |
| 5. Amour. | 12. Euphrates. |
| 6. Cambodia. | 13. Meinam. |
| 7. Indus. | 14. Jihon. 15. Ural. |

The teacher must ask the rise, course, and outlet of all the above rivers, as in former lessons; the pupil having previously been shown every particular on the maps.

These Asiatic rivers compare with American rivers nearly as follows:

Yangtse Kiang with the *Missouri*.

Lena, Obi, Hoangho, Amour, and Cambodia with the *St. Lawrence* or *Arkansas*.

The *Indus, Irawaddy, Ganges, Burrampooter, Yenisei, and Euphrates* compare with the *Ohio* and *Columbia*.

The *Meinam* and *Jihon* range between the *Cumberland* and *Tennessee*.



AFRICA.

CITIES AND TOWNS.

Take the map, and after showing the towns, and telling in what country or on what river they are situated, name the country and ask its capital, or name the capital and ask its country.

Pekin is probably the most populous city in the world. *Pekin, Canton, Calcutta, Jeddo, Bangkok,* are larger than *New York*.

Smyrna is, in size, between *New York* and *Boston*. The others are smaller than *Boston*.

A F R I C A .

AFRICA is one great peninsula, of which but little is known. [Point every thing out, and describe, as before.]

It has the Atlantic Ocean (A.) on the west; the Indian Ocean (B.) on the east; the Mediterranean (C.) on the north; and Asia (D.) on the northeast. E. is the Equator.

*Countries.**Capitals.*

I. Morocco,	Morocco.
II. Egypt,	Cairo.
III. Senegambia,	<i>None.</i>
IV. Upper Guinea,	Coomassie.
V. Lower Guinea,	Loanda.
VI. Abyssinia,	Gondar.

*Countries.**Capitals.*

- VII. Tunis,
 VIII. Algeria,
 IX. Tripoli,
 X. Sahara,
 XI. Barca.
 XII. The Cape Colony,
 XIII. Liberia,
 XIV. Sierra Leone,
 XV. Fezzan,
 XVI. Cimbebas,
 XVII. Hottentots,
 XVIII. Caffraria,
 XIX. Mozambique,
 XX. Zanguebar
 XXI. Magadoxa,
 XXII. Ajan,
 XXIII. Adel.
- a. Bambarra,
 b. Howssa,
 c. Bornoo,
 d. Bergoo,
 e. Darfoor,
 f. Kordofan,
 g. Biafra,
 h. Fellatas,
 i. Donga,
 j. Shillooks,

Tunis.
 Algiers.
 Tripoli.
 None.
 Derne.
 Cape Town.
 Monrovia.
 Freetown.

Unimportant divisions, but little known, and having no large towns or definite boundaries. The teacher had better omit them, or only glance at them very slightly.

Countries of which too little is known to render them an object of interest to the young. The teacher may pass over them with this very general remark.

CAPES.

- | | |
|--------------------|------------|
| 1. Serrat and Bon. | 5. Verd. |
| 2. Guardafui. | 6. Blanco. |
| 3. Good Hope. | 7. Negro. |
| 4. Palmas. | |

Ask in what country they are. Into what sea or ocean they project.

MOUNTAINS.

- | | | |
|-----------|----------|------------|
| 1. Atlas. | 3. Moon. | 5. Lupata. |
| 2. Kong. | 4. Snow. | |

ISLANDS.

- | | |
|-------------------------|--|
| 1. Madagascar. | 5. Cape Verds. In the At-
lantic, opposite Cape Verd. |
| 2. Socotra. | |
| 3. Bourbon & Mauritius. | 6. Canaries. |
| 4. St. Helena. | 7. Madeiras. |

ISTHMUS.

1. The Isthmus of Suez.

SEAS, GULFS, STRAITS, &c.

- | | |
|------------------------|---------------------------|
| C. Mediterranean. | 4. Strait of Babelmandel. |
| 1. Red Sea. | 5. Strait of Gibraltar. |
| 2. Gulf of Guinea. | 6. Lake Tchad. |
| 3. Mozambique Channel. | |

The teacher must ask all needful questions about these divisions, of which there are too few to form distinct classes.

RIVERS.

1. Nile.
2. Niger.
3. Senegal.
4. Orange.
5. Zaire.
6. Zambeze.
7. Gambia.

Ask the rise, course, and outlet of these rivers, as in former lessons.

TOWNS.

The teacher may exercise the pupil upon the towns by naming a town and requiring the country, and then by naming the country and requiring the capital.

ADDITIONAL LESSONS ON THE MAPS
OF THE HEMISPHERES.

The teacher must point out every thing, and describe it, as before. Then he may point, and let the pupils name and describe. The Maps of the Hemispheres may now be used as a *General Review* of all the other maps, as far as they contain the same things.

It is no disadvantage, if things noticed on the other maps are omitted on these, for the teacher has only to point where the country, island, river, cape, &c., should be drawn, and then to ask what the country is? what is omitted? &c.

SEAS, GULFS, BAYS.

- | | |
|-------------------|--------------------|
| 1. Caribbean Sea. | 3. Gulf of Mexico. |
| 2. Bhering's Sea. | 4. Baffin's Bay. |
| 5. Hudson's Bay. | |

LAKES.

- | | | |
|--------------|--------------|-------------|
| 1. Superior. | 3. Michigan. | 5. Ontario. |
| 2. Huron. | 4. Erie. | |

GROUPS, OR CLUSTERS OF ISLANDS.

- | | |
|---------------------|----------------------------|
| a. The West Indies. | j. Fejee Isles. |
| b. Sandwich Isles. | k. Navigator's. |
| c. Azores. | l. Falkland Isles. |
| d. Cape Verds. | m. Galapagos. |
| e. Bermudas. | n. Aleutian, or Fox Isles. |
| f. Society Isles. | o. New Hebrides. |
| g. Friendly Isles. | p. Solomon Isles. |
| h. Marquesas. | q. Newly discovered Isles. |
| i. Mulgraves. | |

SEPARATE ISLANDS.

- | | |
|---------------------|-------------------|
| 1. New Zealand. | 6. Hayti. |
| 2. Cuba. | 7. Jamaica. |
| 3. Iceland. | 8. Vancouver's. |
| 4. Terra del Fuego. | 9. New Caledonia. |
| 5. Newfoundland. | |

MOUNTAINS.

- | | | |
|----------|---------------|-----------------|
| 1. Andes | 2. Rocky Mts. | 3. Alleghanies. |
|----------|---------------|-----------------|

RIVERS.

- | | |
|-------------------------------------|------------------|
| 1. Amazon. | 5. St. Lawrence. |
| 2. Mississippi <i>and</i> Missouri. | 6. Rio Bravo. |
| 3. Mackenzie's. | 7. Columbia. |
| 4. La Plata. | 8. Orinoco. |

PENINSULAS.

- | | |
|-------------------|-----------------|
| B. South America. | 4. Kamtschatka. |
| 2. California. | 5. Florida. |
| 3. Yucatan. | X. Greenland. |

CAPES.

- | | | |
|-----------------|------------------|---------------|
| 1. C. Horn. | 3. C. St. Lucas. | 5. St. Roque. |
| 2. C. Farewell. | 4. Icy Cape. | 6. C. Blanco. |

CIRCLES.

- | | |
|-------------------------|----------------------|
| J. Tropic of Cancer. | L. Arctic Circle. |
| K. Tropic of Capricorn. | M. Antarctic Circle. |

These *Circles* can only be fully explained on a globe ; and Cornell's New Globe shows why they are drawn, and demonstrates their use, better than any other cheap apparatus known to the author.

It was not thought necessary to mark all these things on the little Map of the Hemispheres, on page 16 of this Key, for that map is given rather as a lesson in map drawing, to be copied by the pupils.

A few questions will be given as models, for the teacher to multi-

ply to any extent; the things above named to be made familiar before any *General Review*, like that above proposed, is attempted.

Massachusetts is marked on the Map of the Western Hemisphere, but if the school is not in Massachusetts, the teacher should mark his own State, and bid the pupils notice how small it is, compared with the whole world.

The child already knows what is meant by East, West, North, and South; let him now be taught which part of the map is north, which south, &c. Then, what is meant by North-east, North-west, South-east, and South-west.

Then ask questions similar to the following, taking care, *with a globe*, to teach the child that he must regard the *meridians* in going north or south, and the *parallels* in going east or west, especially if he goes from one hemisphere to the other.

In what part of N. America is Massachusetts, [or the pupil's own State, whatever it may be] ?

Which way from Massachusetts lies the Atlantic Ocean ? The Pacific ? The Arctic ? The Antarctic ?

Which way from Mass. is Cape Horn ? C. Farewell ? Icy Cape ? C. St. Roque ? C. St. Lucas ?

So ask the direction from *Home* of any other place.

What connects North and South America ?

What great group of islands lies between them ?

What gulf lies S. of the United States ?

What sea are the West Indies north of ?

Where is Bhering's Sea? Baffin's Bay? Hudson's Bay?

Where are the *West Indies*? In what ocean? East of what country? North of what? South of what? &c.

Where are the *Sandwich Isles*? West of what? What circle crosses them? In what ocean are they? Which continent nearest to? In what Grand Division included? &c.

Where are the *Azores*? In what ocean? Nearest to what G. Division? East of what part of N. America? &c.

Where are the *Cape Verds*? Nearest which G. Division? Between what circles? West of what cluster of isles?

Where are the *Bermudas*? West of what? In what ocean? &c.

Where are the *Marquesas*? To what G. Division do they belong? Which continent are they nearest to?

Ask the same questions, or similar ones, of *Solomon's Isles*, the *New Hebrides*, *Society Isles*, *Friendly Isles*, *Fejees*, and *Navigator's*.

Ask between what circles they are all situated. Let the class name them in order, from west to east and from east to west.

Which way from the Sandwich are the *Mulgrave Isles*? Are they north or south of the equator? &c., &c.

Where are the *Falkland Isles*? &c., &c.

Where are the Galapagos? Nearest to which continent? To which G. Division? On what circle are they situated? &c.

Where are the Aleutian or Fox Isles? South of what sea? West of what G. Division? &c.

The teacher should be able to tell the pupils to what country the several islands belong, who discovered them, and such other particulars as will interest them.

In questioning upon the single *islands*, it is only necessary, at first, to put the question *Where is*, before each name, it being understood that every island has already been repeatedly pointed out and named to the pupils.

Then the question may be varied by asking, —

What double island of the Eastern Continent is on the western edge of the Western Hemisphere?

What island lies between two peninsulas, at the entrance of the Gulf of Mexico? Of what group is it the largest?

What island lies near the Arctic Ocean, east of Greenland?

What island lies at the southern extremity of South America?

What island forms the most eastern point of North America?

Which of the West India Isles is second in size ?
Which third ?

What island at the west of N. America is in the same latitude as Newfoundland at the east ?

What island north-west of New Zealand ?

Where is Lake Superior ? &c.

Where are the Andes ? How do they run ? &c.,
&c.

Ask the same of the Rocky Mountains, and Alleghanies.

Ask the *rise, course, and outlet* of the several rivers.

Ask questions about each *peninsula* and *cape*.

Then take the Map of the Eastern Hemisphere, and pursue a course in regard to the *seas, gulfs, lakes*, and other divisions of land and water, similar to that just directed for the Western Hemisphere.

SEAS.

- | | | |
|-------------------|--------------|-------------|
| 1. Chinese. | 6. Japan. | 11. North. |
| 2. Mediterranean. | 7. Blue. | 12. Red. |
| 3. Okotsk. | 8. Yellow. | 13. Baltic. |
| 4. Arabian.* | 9. Black. | 14. Aral. † |
| 5. Bengal.* | 10. Caspian. | |

STRAITS.

- | | |
|---------------|-----------------|
| 1. Gibraltar. | 2. Babelmandel. |
|---------------|-----------------|

* The Arabian Sea is often called a *Gulf*, and the Sea of Bengal a *Bay*.

† *Aral* Sea lies east of the *Caspian*, and is really a *Lake*.

GULFS.

- | | | |
|------------|-----------------|-------------|
| 1. Guinea. | 2. Carpentaria. | 3. Persian. |
|------------|-----------------|-------------|

LAKES.

- | | |
|-----------|------------|
| 1. Tchad. | 2. Baikal. |
|-----------|------------|

MOUNTAINS.

- | | |
|---------------|---------------|
| 1. Himmaleh. | 6. Atlas. |
| 2. Altaian. | 7. Kong. |
| 3. Belur Tag. | 8. Snow. |
| 4. Alps. | 9. Caucasian. |
| 5. Moon. | 10. Uralian. |

RIVERS.

- | | |
|--------------------|-------------|
| 1. Yang Tse Kiang. | 7. Amour. |
| 2. Nile. | 8. Volga. |
| 3. Niger. | 9. Indus. |
| 4. Lena. | 10. Ganges. |
| 5. Obi. | 11. Danube. |
| 6. Hoang Ho. | |

ISLANDS IN GROUPS OR CLUSTERS.

- | | | |
|---------------------------------|-----------------|-----------------|
| a. East Indies, or
Malaysia. | d. Philippines. | h. Spice. |
| b. Japan Isles. | e. Canaries. | i. Balearic. |
| c. Sunda Isles. | f. Madeiras. | j. Mascarenhas. |
| | g. Cape Verds. | k. Loo Choo. |

- | | | |
|----------------|---------------|-------------|
| l. Laccadives. | o. Ladrones. | r. Kuriles. |
| m. Maldives. | p. Solomon. | s. Andaman. |
| n. Pelews. | q. Carolines. | t. Nicobar. |

SEPARATE ISLES.

- | | | |
|----------------------------------|-----------------|---------------------------|
| 1. Australia, or
New Holland. | 9. Nova Zembla. | 18. Van Diemen's
Land. |
| 2. Papua. | 10. Luzon. | 19. Formosa. |
| 3. Borneo. | 11. Saghalien. | 20. Sicily. |
| 4. Madagascar. | 12. Jesso. | 21. Timor. |
| 5. Sumatra. | 13. Java. | 22. Hainan. |
| 6. Nippon. | 14. Iceland. | 23. New Britain. |
| 7. Celebes. | 15. Ceylon. | 24. New Ireland. |
| 8. Great Britain. | 16. Mindanao. | |
| | 17. Kiusiu. | |

PENINSULAS.

- | | |
|------------------------|-----------------|
| 1. C. Africa. | 5. Kamtschatka. |
| 2. Sweden. | 6. Malaya. |
| 3. Arabia. | 7. Corea. |
| 4. Spain and Portugal. | |

CAPES.

- | | |
|---------------|---------------|
| 1. Good Hope. | 5. Taymour. |
| 2. North. | 6. Blanco. |
| 3. Lopatka. | 7. Comorin. |
| 4. Verd. | 8. Guardafui. |

CIRCLES.

- | | |
|-------------------------|----------------------|
| J. Equator. | M. Arctic Circle. |
| K. Tropic of Cancer. | N. Antarctic Circle. |
| L. Tropic of Capricorn. | |

Conclusion.

It is believed, that if the pupil is thoroughly acquainted with all that is noticed in this Key, he will be better informed than thousands who have gone through large books. It is to be hoped, that the pupil has repeatedly drawn every small map of this book on paper, and copied the large Outline Maps on the blackboard, so that, from memory, he can draw a decent outline of any country required.

Should he be prepared for further progress, and should the teacher be unable to procure a more particular series of maps, he may take this series, and add all the places and other matters that are found in the largest school geographies. The Common School Geography of the author will be the best aid, because its plan is the same with this; the towns, rivers, &c., are arranged according to their importance, and nothing but what is purely geographical is admitted into the book.



WILLIAM B. FOWLE

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