

EAST LESSONS

IN GENERAL GEOGRAPHY

WITH
MAPS AND ILLUSTRATIONS

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EASY LESSONS

IN

GENERAL GEOGRAPHY,

WITH MAPS AND ILLUSTRATIONS;

BEING INTRODUCTORY TO "LOVELL'S GENERAL GEOGRAPHY."

BY J. GEORGE HODGINS, LL.B., F.R.G.S.,

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"The study of Geography is both profitable and delightful."—*Milton*.

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1872.

P R E F A C E .

LOVELL'S "GENERAL GEOGRAPHY" having already had such an extensive sale as to establish it in the favour of the educational public, it might be said that another work on the same subject was unnecessary; but the "GENERAL GEOGRAPHY" being considered by intelligent teachers as too far advanced for young beginners, the Author, at the request of Mr. LOVELL, the enterprising publisher of a valuable series of School-Books for Canada, has consented to prepare, for use in junior classes, the following "EASY LESSONS IN GENERAL GEOGRAPHY."

The EASY LESSONS are intended to be merely introductory to the larger work; and they are designed as far as possible, simply to form a brief outline of that work. The Author has, however, adopted a slightly different plan (original so far as he has been able to learn) in the preparation of this book. He has, in the first place, sought to embody, in easy and familiar language, a Conversational Sketch of each division of the subject to which the attention of the pupil is directed. He has then inserted a series of questions on the principal points of that sketch; and has supplied, where deemed necessary, appropriate answers to those questions.

These Conversational Sketches are also intended to promote another important object; namely, the providing of easy Geographical Reading-Lessons for junior classes, which description of lessons is not to be found in the authorized National Readers.

The "*Conversational Trip*" through each of the principal countries in the world, is designed to connect, in the mind of the pupil, the objects and associations of travel with a geographical knowledge of the more important physical features of coast-line, mountain, river, &c. The Review-Lessons, in connection with these Conversational Trips, will tend to fix the knowledge thus acquired, still deeper in the mind of the learner.

As already intimated, the general arrangement of these "EASY LESSONS" is similar to that of the larger work; and many of the definitions in the introductory part are the same. This will render the study of the "GENERAL GEOGRAPHY" itself more easy and agreeable to the pupil, while the disadvantage of using an entirely new larger book will be avoided. The one gives a rapid and general view of the subject, suited to a beginner; the other is more minute and thorough, as well as better adapted to the more advanced pupil.

Although the Author has no pecuniary interest in either the "EASY LESSONS" or the "GENERAL GEOGRAPHY," he cannot but express his grateful thanks to those influential persons who have so kindly expressed to the publisher their high opinion of the Author's humble labours in the preparation of the latter work. He is more than gratified, also, at the success which has attended the publication and sale of the "GENERAL GEOGRAPHY;" and for this reason he submits the present little work, with the anticipation and hope that it will meet with at least a portion of that favour which has been shown to his larger Geography.

J. G. H.

TORONTO, 3rd October, 1862.

EASY LESSONS IN GENERAL GEOGRAPHY.

"HE...HANGETH THE EARTH UPON NOTHING."—Job xxvi. 7.

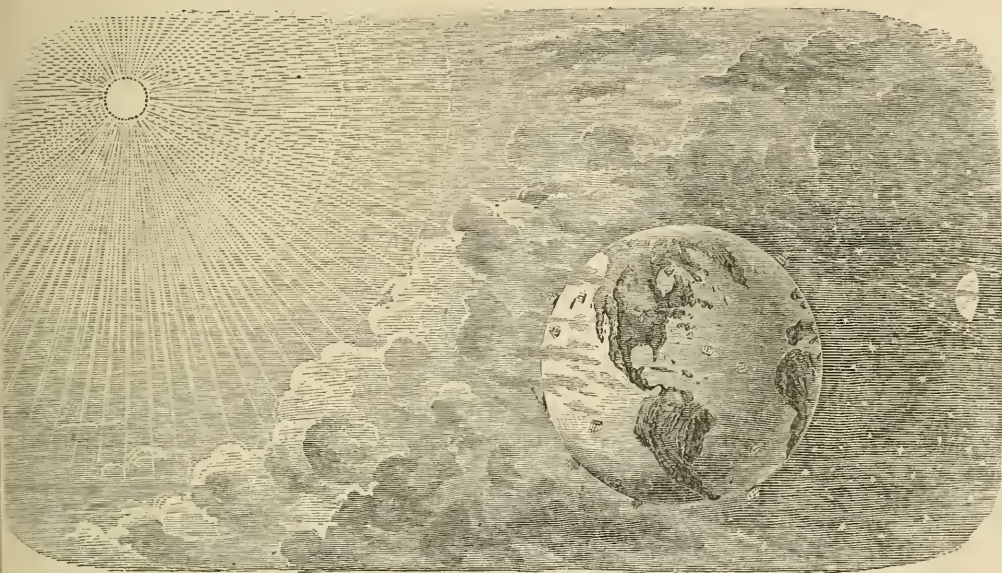


Fig. 1.—THE SUN, EARTH, MOON, STARS, AND CLOUDS, IN THE HEAVENS.

PART I.

[Before beginning our regular lessons, we shall explain a few things which boys and girls see every day, but which they do not understand. We hope that they will pay attention to what we say, and try to remember it.]

CONVERSATION OR READING LESSON No. I.

Introductory Sketch.

1. When boys and girls awake in the morning, that which helps them to see the things around them is the beautiful light of day.

2. At first they do not know where the light comes from; but if they get up very early on a clear morning, they will see that it comes from the bright round Sun, which appears to be slowly rising out of the ground, or trees, or water.

3. As they watch the Sun, they see that it rises higher in the sky (as in Fig. 1), and gets brighter; so that in a short time they cannot look at it, for it dazzles their eyes too much.

4. The Sun always appears to rise in the east, and to set in the west. At noon it is high up in the southern sky, and then the shadows of houses, trees, &c., point toward the north. In the morning the shadows point toward the west, and in the evening toward the east.

5. After 12 o'clock in the day, the Sun appears to come down lower and lower in the sky; so that toward evening it seems to be very near the ground again.

6. By and by it goes quite out of sight; and then (if the night is fine) the Stars, and perhaps the Moon, appear in the sky.

7. The Stars are of different sizes: some twinkle very brightly, while others can scarcely be seen.

8. The new Moon, when first seen, looks like a silver bow. Every night it rises later than on the previous one; and for a fortnight it grows larger and rounder, until it is "at the full." After this it begins to get smaller

again; until at last it disappears, and cannot be seen again until the next month.

9. The Moon has no light of its own: it gets all its light from the Sun. It has always the same shape, and is nearly round. As however it is quite dark itself, we can at first only see as it were a narrow strip of the silvery bow: this is that part of it upon which the Sun shines.

10. Each night we see a little more of this silvery part; until at last the Moon is "at the full," and then we see what is called a "Full Moon."

11. Although the Sun and the Moon appear to be about the same size in the sky, they are not so in reality. The Moon is only the one forty-ninth part of the size of our Earth; while the Sun (which is so very far off that it does not look very large) is 500 times greater than the Earth, the Moon, and all the Stars which revolve around it put together.

12. The Moon looks much larger than any of the Stars, because it is much nearer to us; but many of the Stars are hundreds of times larger than the Moon. Boys know how large a kite or a balloon looks when it is on the ground, and how small it looks when high up in the air: it is just so with the size and appearance of the Sun, Moon, and Stars.

13. Now it will seem strange to our little reader to hear that the Sun does not rise at all (though it appears to do so); but that it is the turning round of the Earth which makes the Sun appear to rise. For as the Earth (which is like a great ball) is constantly spinning round like a top, each part of it turns toward the Sun as it moves. Thus that part of the Earth on which a boy or girl lives, begins every morning to approach the Sun. At noon we are as near the Sun as we can be during the day. We then begin to turn from it, and at midnight we are as far away as we can be during the night. Other places on the Earth, in their turn, get near and far from it also.

14. It will surprise little boys and girls to know that not only the Sun and the Earth, but the Moon and the Stars also, never leave the sky at all, though they are all constantly changing their positions there. During the daytime the light of the Sun is so much

brighter than the light of the Stars, that we cannot see their little twinkle. Many of the Stars are a great deal larger than this whole Earth; but as they are so very far off, they appear like mere specks, and we can only just see them. Others, from their being nearer to us, are brighter than the rest.

15. The Earth turns round once in about 24 hours. An imaginary line through the centre of the Earth (on which the Earth turns) is called its axis. The ends of this axis are called poles. Turning 12 hours toward the Sun makes it light; turning 12 hours from the Sun makes it dark. But as the north and south ends (or poles) of the Earth turn very slowly to or from the Sun, months (instead of hours, as with us) of light, twilight, darkness, and then twilight, light, &c., again, succeed each other there continually. As we come away from the north and south poles, the days and nights become more of an equal length. When the days are long, the nights are short; and when the nights are long, the days are short. While we have day, other places have night; and while we have night, other places have day.

EXAMINATION OR REVIEW LESSON No. I.

The Earth and its Appearance.

Q. Where does the light of day come from?

A. From the Sun, which appears to rise up in the sky every morning.

Q. In what direction does the Sun appear to travel in the sky?

A. From east to west, along the southern sky.

Q. When the Sun is out of sight at night, what do we see if the sky is clear?

A. The Stars; and also the Moon at her regular times of appearing.

Q. Does the Sun rise every morning, as he appears to do?

A. No: it is the Earth which turns round and brings him into view every morning.

Q. Where are the Stars during the day?

A. In the sky; but as the Sun shines so brightly, they cannot be seen.

Q. Whence do the Moon and Stars get their light?

A. The Moon gets her light from the Sun;

but the Fixed Stars, which are very far off, have light of their own, and are supposed to be other Suns.

Q. Are the Stars as large as the Moon?

A. Many of them are in reality much larger than the Moon, but they all appear smaller because they are much farther off.

Q. How long does it take the Earth to turn round once?

A. About 24 hours; giving us on an average about 12 hours of day and 12 hours of night.

CONVERSATION II.

Sketch of Time and its Divisions.

1. Most boys and girls know what is the meaning of *day* and *night*. A day and a night form part of a week, a week forms part of a month, and a month forms part of a year.

2. Every year begins on the first day of January. There are 365, or rather $365\frac{1}{4}$, days in a year. To make up for the quarter-day, one whole day is added to the February of every fourth year, and this is called "leap-year." The 365 days are divided into 12 months, of nearly $30\frac{1}{2}$ days each on an average.

3. The 12 months are divided into what are called four Seasons. Thus March, April, and May are called *Spring*; June, July, and August, *Summer*; September, October, and November, *Autumn*, or "the Fall,"—for in these months the leaves fall; and December, January, and February, *Winter*.

4. We all welcome the Spring; for during this Season the grass and the flowers *spring* up on the earth, the leaves bud on the trees and plants, and the migratory birds come from the warm South to build their nests and to sing their merry songs. The farmer, too, is busy in ploughing, sowing, and planting.

5. The Summer, when not too hot, is very pleasant. The days then are the longest of the year, and boys and girls can play and enjoy themselves to their hearts' content. The flowers are fragrant and beautiful, and all nature seems alive.

6. The Autumn brings with it the rich reward of the farmer's industry. Fruit, grain, and vegetables are generally gathered in rich abundance; reminding us of God's goodness in

bountifully supplying our daily wants. The Autumn also reminds us of the close of life; for then the leaves wither and fall from the trees, and the birds take their flight to lands where summer is just commencing.

7. Winter comes; and with it frost, snow, and storms. We then seek warmth and protection from the cold; and cattle seek shelter. This is the time for skating (and sleigh-riding. The long winter evenings, too, bring with them time to prepare for school, as well as to enjoy the reading of pleasant books from the school or the home library; for good boys and girls read and study, as well as play.

8. The regularity with which these Seasons come round, should remind us of God's faithful promise to Noah (of which the beautiful rainbow is the token), that he would never again destroy the World and its inhabitants with water; but that "while the earth remaineth, seedtime and harvest, and cold and heat, and summer and winter, and day and night, shall not cease."—Genesis viii. 22.

EXAMINATION LESSON II.

Time and its Divisions.

Q. Name the principal divisions of time.

A. Seconds, minutes, hours, days, weeks, months, and years.

Q. Can you repeat the time-table?

A. Yes: 60 seconds make 1 minute.
 60 minutes " 1 hour.
 24 hours " 1 day.
 7 days " 1 week.
 4 weeks " 1 lunar* month.
 13 lunar months, or } make 1 civil year.
 12 calendar months, }

Q. How many days and weeks are in a year?

A. $365\frac{1}{4}$ days, or 52 weeks.

Q. How many days are there in each month?

A. Thirty days hath September,
 April, June, and November:
 February hath twenty-eight alone,
 And all the rest have thirty-one;
 But leap-year coming once in four,
 February then hath one day more.

Q. Into how many seasons is the year divided?

A. Into four, called Spring, Summer, Autumn, and Winter.

* From the Latin word *Luna*, the Moon.

Q. Name the months in each season.

A. The *Spring* months are March, April, and May; *Summer*, June, July, and August; *Autumn*, September, October, and November; *Winter*, December, January, and February.

Q. Describe, in your own words, the seasons of Spring, Summer, Autumn, and Winter.

Q. What promise did God make to Noah in regard to the certainty of the return of those seasons?

CONVERSATION III.

Sketch of Geography.

1. The word Ge-og-rä-phy (which is derived from two Greek words) means a "writing about the Earth." We now understand Geography to be a description of the Earth, of its people, and of its products.

2. If the Earth were an immense flat surface (which it looks like, and which people in the olden times used to think it was), we could see a great deal more of it at one time than we do; and with a telescope we could see more still. But the Earth is an immense round ball shaped something like an orange.

3. This can be proved if we stand on the shore of a lake or of the sea and look at a ship coming toward us. At first we can just see the top of its masts, then the hull or body of the ship, and afterward the full size of the ship. This varying appearance which a ship or any other moving object has from the shore, is the same all round the Globe. (See Fig. 2.)

4. For convenience, Geography has been divided into three parts. The first part is called *Math-e-mat-i-cal* or *As-tro-nom-i-cal Geography*, because it relates to the connection of the Earth with the Sun, Moon, and Stars; the second part is called *Phys-i-cal Geography*, because it relates to the land and water divisions of the Earth's surface; and the third part is called *Po-lit-i-cal Geography*, because it relates to the various nations on the Earth, and to the boundaries of different countries.

EXAMINATION LESSON III.

What Geography Teaches.

Q. What is this book intended to teach you?

A. General Geography.

Q. What is General Geography?

A. A general description of the Earth.

Q. What is the Earth?

A. The great Globe on which we live.

Q. Who made the Earth?

A. "In the beginning God created the heaven and the earth."—Genesis i. 1.

Q. What appearance does the Earth present to us?

A. It appears to us to be nearly flat, and to be covered overhead with a lofty sky, which seems to over-arch us like a dome.

Q. Is this a correct description of the Earth?

A. No: the Earth is rounded like an orange, as shown in Figures 1 and 2; and has the sky on all sides of it, as shown in Fig. 1.

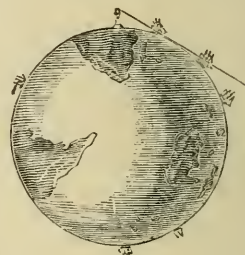


Fig. 2.—ROTUNDITY OF THE EARTH ILLUSTRATED.

Q. How can we prove that the Earth is round?

A. By the appearance of a ship at sea. At first we can only see the top of its masts; but afterward, as it comes nearer, its full size.

Q. Into how many branches is Geography usually divided, and name them?

A. Three,—*Math-e-mat-i-cal* or *As-tro-nom-i-cal*, *Phys-i-cal*, and *Po-lit-i-cal Geography*.

Q. What is Mathematical or Astronomical Geography?

A. A description of the Sun, Moon, and Stars; and of the Earth, as one of the planets in the Heavens.

Q. What is Physical Geography?

A. A description of the natural divisions of land and water on the Globe.

Q. What is meant by the Natural Divisions of the Earth?

A. The divisions formed by nature, such as Islands, Lakes, Seas, Oceans, &c.

Q. What is Political Geography?

A. A description of the various political divisions of the World, and of the extent of different countries.

Q. What is meant by the Political Divisions of the World?

A. Those divisions of the World which have been formed by man; such as King-doms, Empires, and Re-pub-lics.

CONVERSATION IV.

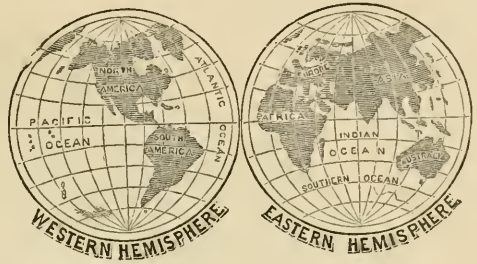
Something about the Hemispheres.

1. The Earth is also called a *Planet*, a *World*, a *Ball*, a *Globe*, and a *Sphere*. It is called a *planet* because it moves through the Heavens; it is called a *world* because it is an inhabited part of God's great Creation; and it is called a *ball*, *globe*, or *sphere* because it is rounded in shape.

2. As the Earth is shaped like a ball, we have to picture it either on a globe, or by a drawing called a map. As we turn round a globe, we can see each side of it; but on a map we have to picture each side separately.

3. As we cannot make a drawing or picture large enough to show every river, mountain, sea, ocean, or city on the Earth in its full size, we have to represent them on a map. But as the Earth is round, we can only show, on a drawing, half of it at one view. Such a drawing is called a hem-i-sphere, or half a sphere. On this drawing we put a number of round or curved lines to show that the Earth is round, and to point out where each place on its surface is situated. (See Fig. 3.)

4. These hemispheres have various names. The two usually shown on a map are called the Eastern and Western Hemispheres. These hemispheres show all the world east and west of Europe, where Geography was first taught. The Northern and Southern Hemispheres show those parts of the Earth north or south of the Equator,—of which we shall hear by and by. If you look on the map, or on the following figure, you will see all the land and water divisions in each hemisphere.



EXAMINATION LESSON IV.

The Hemispheres.

Q. What is the Earth called?

A. A Planet, a World, a Ball, a Globe, or a Sphere.

Q. How is the World pictured to us?

A. Either on a globe or by a map.

Q. Which is the most natural way of showing us the whole Earth?

A. On a globe; for we can then see its different sides, and how the land and water are connected.

Q. How is the Earth, when it is shown on a map, made to look like a ball?

A. By means of the curved or circular lines which are drawn upon it to make it appear round, as on Fig. 3.

Q. How is it that we can only see one-half of the round World on a map?

A. Because as the paper is flat, so the surface of the map is flat also, which makes it impossible to show on it in one picture more than half of a round body.

Q. How, then, is the other half of the whole World shown?

A. By means of a second map, which shows the other half.

Q. What are these halves called?

A. Hemispheres, or half-globes.

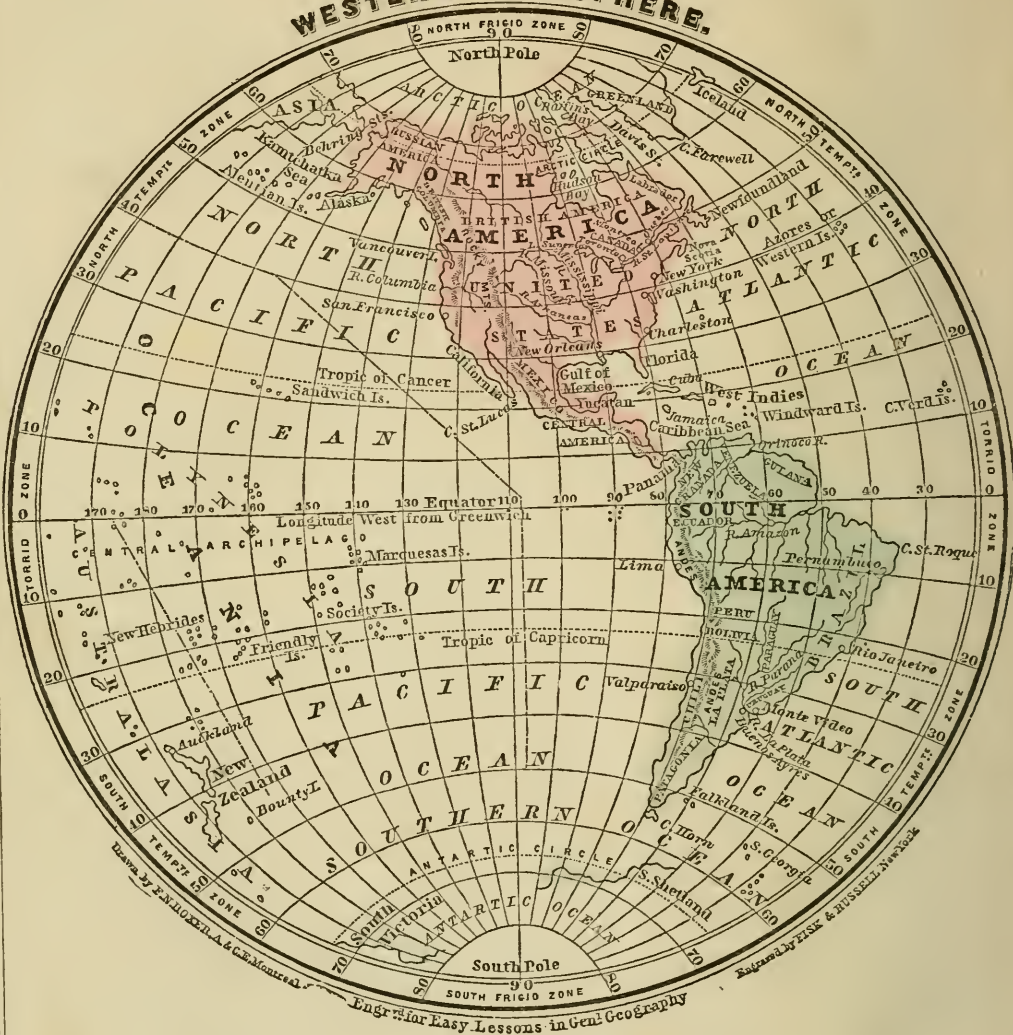
Q. Which two are most generally shown or used in Geographies?

A. The Eastern and Western Hemispheres.

Q. Why are they called the Eastern and Western Hemispheres?

A. Because the chief part of the land and water described in them lies to the east and to the west of Europe, where Geography was first taught.

WESTERN HEMISPHERE.



Q. Name and point out on the map the principal countries in this hemisphere.

Q. Name and point out the great oceans on the map.

Q. Name and point out, also, the position of the principal sea named.

Q. Name and point out the positions of the principal bays and gulfs.

Q. Name and point out the larger islands and island-groups on the map.

Q. Name and point out the principal capes.

Q. Name and point out the principal straits.

Q. Name and point out the different zones and tropics

Q. Name and point out the equator, the two poles, and the two circles.

Q. Name and point out the great mountain-ranges on the map.

Q. Name and point out the principal rivers.

EASTERN HEMISPHERE.



Q. Name and point out on the map the continents and principal countries in this hemisphere.

Q. Name and point out the great oceans on the map.

Q. Name and point out, also, the positions of the principal seas.

Q. Name and point out the positions of the principal bays and gulfs.

Q. Name and point out the principal islands.

Q. Name and point out the principal capes.

Q. Name and point out the different zones and tropics

Q. Name and point out the equator, the two poles, and the two circles.

Q. Name and point out the great mountain-ranges on the map.

Q. Name and point out the principal rivers.

Q. Name and point out the principal straits or channel.

Q. Why is one of these divisions called also the Old World?

A. Because the Old World was first known to our forefathers, and in it man was created.

Q. Why is the other division called the New World?

A. Because the New World, discovered (it is said) by the Northmen about 800 years since, was re-discovered by Christopher Columbus and his companions only about 400 years ago.

Q. How do the proportions of land and water on the Eastern and Western Hemispheres compare?

A. The Eastern Hemisphere, or Old World, contains more land and less water than the Western Hemisphere.

Q. Name, and point out on the map, the great land-divisions in the Eastern Hemisphere.

A. Europe, Asia, Africa, and the island-continent of Aus-trā-li-ā, which is part of O-ce-an-i-ā [o-she-].

Q. What are these great land-divisions called?

A. Con-ti-nents; except Oceania, which consists of great numbers of islands scattered over the ocean.

Q. What are the proportions of land and water on the Western Hemisphere?

A. The Western Hemisphere, or New World, contains a great deal more water than land.

Q. Name and point out the great land-divisions in the Western Hemisphere.

A. North and South America.

Q. Name and point out the two great clusters of islands in this Hemisphere.

A. The West-India Islands and the islands of Oceania.

Q. Into what other hemispheres can the World be divided?

A. Into the North Polar or Northern, and the South Polar or Southern, Hemispheres.

Q. Describe the North Polar or Northern Hemisphere.

A. The Northern Hemisphere includes all those regions lying between the North Pole and the Equator. It contains the principal land-divisions of the Globe.

Q. What circle and tropic are wholly in this hemisphere?

A. The Arc-tic Circle and the Tropic of Cancer.

Q. Describe the South Polar or Southern Hemisphere.

A. The Southern Hemisphere includes all those regions lying between the South Pole and

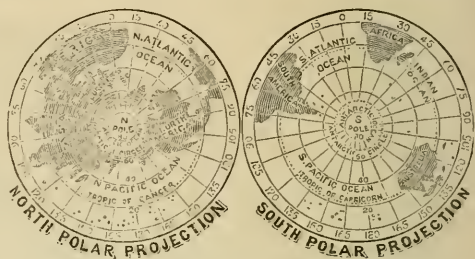


Fig. 4.—NORTHERN AND SOUTHERN HEMISPHERES, OR NORTH AND SOUTH POLAR PROJECTIONS.

the Equator. It contains the chief water-divisions of the Globe.

Q. What circle and tropic are wholly in this hemisphere.

A. The Ant-arc-tic Circle and the Tropic of Capricorn.

Q. What is the peculiarity of climate in the Southern Hemisphere?

A. In the Southern Hemisphere it is mid-summer in January, and mid-winter in June.

Q. Into what other Hemispheres is the World sometimes divided?

A. Into the Land and Water Hemispheres.

Q. Describe the Land-Hemisphere.

A. The Land-Hemisphere has Western Europe for its centre. It contains nearly all the land on the Earth's surface.

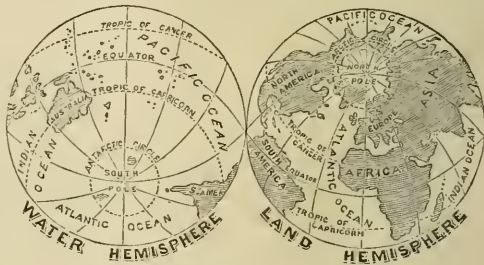


Fig. 5.—LAND AND WATER HEMISPHERES.

Q. Point out and name from Fig. 5 the principal land-division in the Land-Hemisphere.

Q. Describe the Water-Hemisphere.

A. The Water-Hemisphere has for its centre an island south-east of Australia. It contains nearly all the larger oceans and islands on the surface of the Globe.

Q. Point out and name from Fig. 5 the principal oceans in the Water-Hemisphere.

CONVERSATION V.

Sketch of the Mariner's Compass.

1. At first when persons wished to go by sea from one place to another, they had to keep in sight of land; or by watching the Sun by day and the Moon or Stars by night, they could steer the ship correctly. When they could not see the land, the Sun, the Moon, or the Stars, their risk of being lost was generally very great.

2. This difficulty lasted a long time. At length, Marco Polo, a celebrated Venetian traveller, brought from China, in the year 1260, a curious instrument, afterward called a mariner's compass, which consisted of a piece of lodestone placed upon cork and allowed to float on water. In this position the lodestone would turn toward the north.

3. Since Marco Polo's time, the compass has been greatly improved. It now consists of a piece of steel suspended on a point or pivot. This steel, when once touched by pieces of lodestone or magnet, continues to vibrate or turn until it points toward the north, or North Magnet-ic Pole, to which it is attracted by a strong but unseen influence called Mag-net-ism.



Fig. 6.—THE MARINER'S COMPASS.

EXAMINATION LESSON V.

The Mariner's Compass.

Q. What is the Mariner's Compass?

A. An instrument chiefly for use at sea by mariners or sailors.

Q. Describe it as it appears at present.

A. It consists of a small bar of magnetized steel, called a needle, to which is attached a circular engraved card (Fig. 6), the whole being balanced on a pivot so as to turn round freely.

Q. In what direction does it point?

A. To the North, as shown in the engraving.

Q. Of what use is the compass?

A. It enables sailors and travellers to find their way across water and land; for as it always points in one direction, the position of any other place can easily be distinguished or known.

Q. Name the four principal points of the compass.

A. North, South, East, and West.

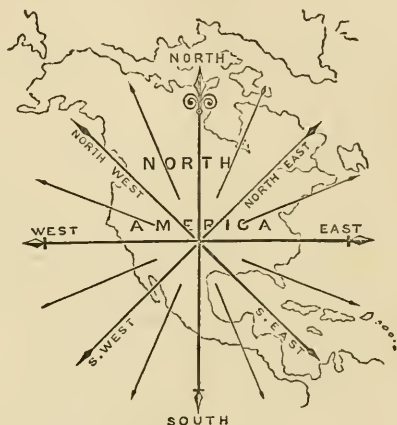


Fig. 7.—POINTS OF THE COMPASS SHOWN ON A MAP.

Q. How are these points shown on a map?

A. The North is shown at the top, and the South at the bottom; the East at the right hand, and the West at the left hand.

Q. Name the other parts of the compass as shown in the engraving.

A. North-East, South-East, North-West, and South-West.

Q. Why are the East, West, North, and South called the cardinal or chief points of the compass?

A. Because in the East the Sun appears to rise; in the West he appears to set; and because one end of the needle of the compass points to the North, and the other to the South.

CONVERSATION VI.

Conversational Trip over Land and Water.

[We shall now try to explain many things in Geography which little boys and girls often see, but do not understand.]

1. We should remember that were it not that books of Geography have been written, containing descriptions of the Earth and what is on its surface, people would have to travel over it in order to see the great cities, oceans, rivers, and mountains which cover its vast surface. Now, as many little boys and girls do not travel very far from home, they should be glad to learn from Geographies all about the wonderful World on which they live.

2. We shall now suppose our little learner to be taking a short trip with us away from home. We shall go with him and help to explain the names of many things which we shall see on our way.

3. But before setting out, we shall ask if our little travelling companion has not often thought that all the rest of the Earth was very small compared with the size of that part of it about his own home; and also if he does not think that only the place where he lives is over-arched by the beautiful blue sky. This Geography is designed to show him his mistakes in these and in other matters.

4. Any little boy who lives in the country has no doubt often seen a river, a lake, an island, or a mountain: but does he not often wonder where the great cities are, with their noise and bustle; and the wide ocean, with its storms and waves, its ships and steamers? On the other hand, any little boy who lives in a city must often wonder where the country is, with its trees and fields and meadows, for the sky seems to shut them all out.

5. After leaving home, the first thing we may see is a stream of water running across the road, having a bridge over it. When such a stream is large, it is called a "River," and the banks on either side are often high. If they are low and the stream is small, the stream is called a "Riv-ù-let," or, in America, "Creek." In other parts of the World, "Creek" means an inlet of the sea. When the stream descends

over broken rocks, it is called a "Torrent"; and when over low rough rocks or large stones, it is called a Rapid"; but if it suddenly falls from a great height, as in the Niagara River, it is called a "Fall" or "Cat-à-ract."

6. If we follow this stream, we may soon see it flow into a large open space of water. If this open space of water is wide, and has land on every side, it is called a "Lake"; and

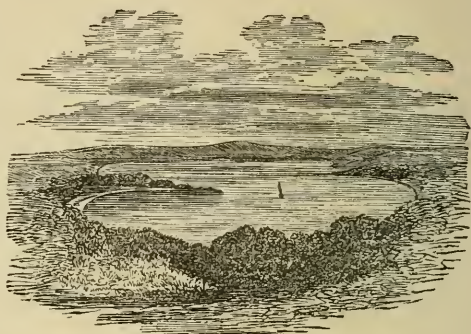


Fig. 8.—A LAKE.

the land at the edge of the lake is called the "Shore." When one river flows into another, the first river is called a "Trib-u-tä-ry." The outlet of a river is called its "Mouth." Sometimes the river flows directly into the sea or ocean, and then its mouth, if wide and the tide flows into it, is called an "Es-tu-ä-ry."

7. Going farther along the road, we begin to ascend a high piece of ground. This is called a "Hill." If this piece of ground is very



Fig. 9.—A VOLCANO.

high and rocky, it is called a "Mountain"; and its top, when pointed, is called a "Peak." If a mountain throws out fire and smoke, it is called a "Vol-cā-no."

8. A connected series of mountains stretching across a country is called a "Mountain range"; and the space lying between two or more mountains is called a "Valley." If the space is very wide, it is called a "Plain." An immense plain with grass on it and no trees, is called a "Prairie" [pray-rī]. If this plain is sandy and is without grass, it is called a "Des-ert"; and any fertile spot on it is called an "O'-ā-sis."

9. And now we come near to a city or large town. (See Fig. 10.) Away in the distance on



Fig. 10.—CITY, HARBOUR, ROADSTEAD, CAPE, ETC.

the water we see the masts of ships. These ships have come across the ocean, which stretches away from country to country.

10. Some of the ships are quite near to the

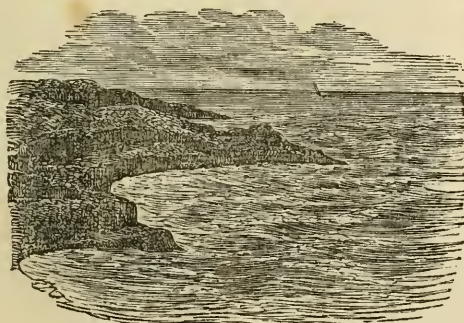


Fig. 11.—CAPE, PROMONTORY, AND COAST.

city, in a space of water called a "Har-bour"; others are farther away, at anchor in a place called a "Roadstead," beyond a piece of land which runs out into the water. This piece of land (as in Figs. 10 & 11) is called a "Cape"; beyond it is a high and rocky cape, which is called a "Prom-on-tō-ry" or "Headland."

11. Outside the harbour (in Fig. 10) we see a piece of land standing alone in the water, with trees on it. This is an "Is-land." Islands are of various sizes, and are found alone or in clusters in the ocean. If in clusters (as in Fig. 12), the sea is there called an "Arch-i-pel-ā-go" [ark-i-]. If what appears to be an island (in the same figure) is joined to the main land or shore, it is called a "Pen-in-su-lā" (or "almost an island"), and the place that joins it to the shore is called an "Isth-mus" (or "Neck").

12. Between us and the peninsula (in Figs. 10 & 12) we see a sheet of water nearly surrounded by the land, and quite sheltered. This is called a "Bay." When such a bay is so very large that we cannot see its size, and lose sight of land in crossing it, it is called a "Gulf" (such as the gulfs of Mexico and St. Lawrence).

13. Sometimes between a large island and the main land, or between two portions of main land, (as in Figs. 10 & 13,) there is a passage somewhat like a river. Such a passage is called a "Strait." If the



Fig. 12.—ARCHIPELAGO, PENINSULA, ISTHMUS, AND BAY.

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