

**GREAT OUTLINE OF GEOGRAPHY
FOR HIGH SCHOOLS AND
FAMILIES. TEXT BOOK TO
ACCOMPANY THE UNIVERSAL
ATLAS**

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Great Outline of Geography for High Schools and Families. Text Book to Accompany the
Universal Atlas by Theodore S. Fay

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THEODORE S. FAY

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Text-Book to Accompany the

UNIVERSAL ATLAS.

BY
THEODORE S. FAY.

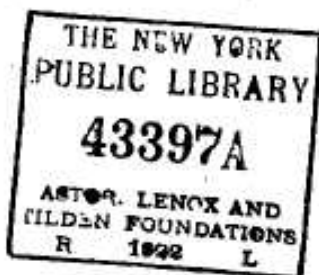
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"Worship him that made heaven, and earth, and the sea, and the fountains
of waters."—Rev. xiv. 7.

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PREFACE.

WE have numerous excellent School Geographies. Why another? A few lessons, given or received, with the present work, will be a sufficient answer. It is because a large and simple enough circle of geographical knowledge is not generally taught. What countries does the traveler pass through, from Hammerfest to Hobarton—from London to the most populous city of the globe, Han-kow; or from the Baltic to the Adriatic? Why is the arctic circle, or tropic of Cancer, drawn just where it is? Explain the phenomena of the seasons; the condition of day and night, climate, etc., at the different points of the globe's surface. Why has one point of the earth, six months uninterrupted day or night, and another, never more than 12 hours? Why is the winter colder, and the summer hotter, in the S. Hem., than in the northern? Ask these, and similar questions, of young students, who have completed their geographical course; and

we shall often perceive that there is room for another geographical School-Book — that there is *need* of another, wider reaching, and which does its work more thoroughly. Consider, moreover, that the science of Geography itself has recently made striking advances—from geographical discoveries—from the concentration of knowledge in geographical societies—from the perfection to which map-drawing has been brought; and, also, that new political events, in many parts of the globe, have changed territorial limits.

Our country has just passed through a great crisis. It is, at last, seated upon the foundations of Law, Liberty, and Christianity. It has taken a higher place among the nations, and is beginning to exercise weightier influence in the councils of mankind. The uttermost corners of the earth are being explored. Remote, until now unknown, civilizations are being opened; and steam and electricity are bringing them more within our observation, and in nearer relations with us. The entire Eastern Continent is threatened with immense changes. It is necessary that the American people should follow them with intelligent attention; and the rising generation, particularly, require a clearer knowledge, not only of their own, but other countries. They must know the divisions of the whole earth, as they know the States of the Union or the rooms of their houses. Yet more. They must become better acquainted with the planet they inhabit, and with its immense and various populations—fellow-tenants of their wonderful abode. To give this

instruction *completely*, in a little volume, like the present, is impossible. A part, only, can be first given. What part? That is the question. We have attempted to discover and separate this part. We present a School Geography, upon an entirely new principle—a Great Outline, intended equally for the use of persons who have never studied Geography (these will find it a foundation), and for persons who have completed their studies (these will find it a résumé). It includes the main points—the essential points of the science—that part which all persons will find it most advantageous, as well as most easy, to fix in their minds, and to carry with them through life. If you do not know this Outline, you can have no real knowledge of Geography. If you know it—all other geographical knowledge, which your circumstances may require, will come to you far more easily, indeed almost naturally.

How to frame this Outline? What to select and reject? How to introduce it when framed, into the mind? How to engrave it there permanently? How to give it a power of self-development, so that it will remain in the mind—not a mass of dead facts unconnected with each other—but a living seed, to bring forth fruit in its season? This is the task undertaken by the writer. The friends of education, the teacher, the student, are respectfully invited to examine, whether or not it is accomplished. It has been said: there is “no royal road to Mathematics.” The author cannot wholly repress the hope that he has cut a shorter and pleasanter pathway to Geography.

Among the advantages of this method the following may be stated:

1. The teacher reads all lessons from the book. The pupil follows every word upon the plates. He thus studies, at the same time, with his ear and eye. The effect will soon become apparent.

2. No formal demand is made on his memory; yet he cannot help learning by heart, understanding, and retaining what he has learned; because the book itself teaches him how it must be studied.

3. By an arrangement equally simple and useful, the confusion of crowded names on the maps is avoided.

4. The text is constructed so that the more advanced pupils may easily become competent teachers of other classes.

5. The work will be equally useful to mothers, governesses, elder sisters, and brothers, who, even when not prepared by previous study, will find no difficulty, by its aid, in taking the younger members of the family through the whole course.

6. No study at home is necessary. The recitation is study enough. Thus the trouble of carrying books backward and forward is avoided.

7. The text is broken apart into 500 or 600 sections, each one carefully arranged after, or rather above the other, so that the ascent is as easy as the steps of a flight of stairs.

8. If any thing is left out which other School-Geographies give, it is done intentionally, to supply the place with more important matter, which others

omit. Such remarks, therefore, as "*this river*," "*that town*," etc., are not given, will, we think, be withdrawn, upon a better understanding of the plan. A man, passing around the globe, does not carry every thing in his knapsack.

A correct opinion of the work cannot be formed by turning over the leaves. It is not a book of reference or reading. It is a *teaching*—a *studying* book. The text without the plates, or the plates without the text, might be deemed imperfect and unintelligible. They are parts of a machine; and must be used together, like the blades of a pair of scissors.

While Parts I. II. and III. give a uniform bird's-eye view of the entire globe's surface—not by disjointed maps, on different scales, but by planispheres, presenting *whole views* of the earth—Parts IV. and V. present outline views of Europe and the United States of America, on a larger scale, applying to them the same principles which have been previously applied to the entire globe. The writer has not attempted to teach the whole science. Some may object that he has not taught enough. The answer is: *learn this first; then it will be time to ask for more.* Such as are prepared for more, are referred to Text-book, sections 6 and 98.

Lastly, the work is not intended to reflect upon, far less to displace, any other good School-Geography. We have several which execute, with conscientiousness and success, the task they have undertaken. But that task differs from ours in this. We have blended, into their natural union, astronomical and