

**TOPICAL ANALYSIS OF DESCRIPTIVE  
GEOGRAPHY, UNITED STATES HISTORY,  
PRACTICAL ARITHMETIC PHYSIOLOGY AND  
HYGIENE, PHYSICAL GEOGRAPHY, ENGLISH  
GRAMMAR, AND PENMANSHIP, FOR USE IN  
COMMON SCHOOLS, NORMAL SCHOOLS,  
AND TEACHERS' INSTITUTES**

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Topical Analysis of Descriptive Geography, United States History, Practical Arithmetic  
Physiology and Hygiene, Physical Geography, English Grammar, and Penmanship, for Use in  
Common Schools, Normal Schools, and Teachers' Institutes by George S. Wedgwood

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**GEORGE S. WEDGWOOD**

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By GEORGE S. WEDGWOOD.

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1879.



## PREFACE.

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THE object aimed at in the preparation of this book was to place in the hands of the pupils a synopsis of the principal topics to which they should pay special attention in the preparation of their lessons; and to have these topics so connected that the lessons may be easily learned and retained.

The necessity for such a plan has been long apparent from the many failures made in teaching these branches in many of our schools.

Take, for instance, the study of History. How many teachers have labored hard and long trying to "get through the book" with a class, only to find on examination that very few, if any, of the pupils could relate, either orally or in writing, in language not borrowed from the text-book (and few even in that) the history of any important period or campaign.

Why is this, if not because too much time has been spent in memorizing *unimportant* matter, and that, too, so disconnected that the first part of the story was forgotten before the last was learned?

Place the text-book *alone* in the hands of the teacher, and in too many cases questions from the margins of the pages are "shot at" the class and answers as quickly returned; and on examination it is found that the pupils, and perhaps the teacher, are using language the meaning of much of which they have not the slightest conception.

Take the text-book away from the scholars, *and teacher too*, during the time of recitation; assign the lessons by topics; let the pupils use the text-books for reference in preparing their

lessons, and require the recitations to be both oral and written, and it will not be long before the pupils will find it easier to use language with which they are acquainted, and to have the facts connected in the order in which they occurred.

There will be no difficulty in remembering all the dates that should be remembered; and teachers will soon be ashamed to come before their classes unprepared to lead them rather than be dragged along by them.

The same may be truly said of Geography. There is probably more time wasted in the study of Geography than there is spent profitably. We need more written work, more map-drawing, more learning where *important* cities, rivers, railroads, mountains, forests, seas, etc., are, and *why they are important*; and less searching for minor details and less important places that have nothing about them to recommend them to the mind of the child.

Good wall maps with text-books for reference in preparing the lessons, and an analysis of the more important topics from which to assign them seem more in harmony with the limited time in which a large majority of our children must procure their knowledge of Geography.

Whatever advantage is gained by teaching History or Geography topically is equally applicable to Physiology and Arithmetic. The plan of teaching by topics is not new; it has been practiced in our best schools for years.

In placing the topics on the board by the teacher, and copying them by the pupils, much valuable time is lost that may be saved by placing this work in their hands and assigning the lessons from it.

With the Topical Analysis in the hands of the pupils, a non-uniformity of text-books is a benefit, rather than a disadvantage, to the class, and is certainly a great saving to the patrons of our schools.

Hoping that this work will find its proper place in the school-room, it is respectfully submitted.

G. S. W.



# TOPICAL ANALYSIS.

## GEOGRAPHY.

### PART I.

#### DIRECTION DISTANCE, AND AREA.

##### 1. DIRECTION.

1. *Use.*

2. *Names.*

*a.* North.

*b.* East.

*c.* South.

*d.* West.

*e.* N. E.

*f.* S. E.

*g.* S. W.

*h.* N. W.

Drill thoroughly in direction until each pupil can point accurately and promptly to all the points of the compass.

##### 2. DISTANCE.

1. *Inches.*

2. *Feet.*

3. *Rods.*

4. *Miles.*

5. *Fractional parts of a mile.*

Drill thoroughly in distance by actual measurement of lines, boards, floor, etc., and by comparing things measured with things which the pupils have not measured, until they are good judges of distance and area.

##### 3. AREA.

1. *Square inches.*

2. " *feet.*

3. " *rods.*

4. " *miles.*

5. *Acres.*

## LESSONS ABOUT HOME.

## 1. SCHOOL-HOUSE.

1. *Shape.*

- a. Tell the shape orally.
- b. Show the shape by drawing on slates and blackboard.

2. *Position and Location.*

- a. Tell orally the position and location of seats, desks, stove, etc., in the school-room.
- b. Locate them in drawings.

3. *Map.*

- a. Definition.
- b. Draw maps of school-room, school-house and grounds, dwelling houses, farms, etc.

## 2. CITY OR TOWNSHIP.

1. Draw map of city or township and locate streets, prominent buildings (such as depot, banks, courthouse, school houses, churches, warehouses, mills, etc.)
2. Give lessons on the uses and means of carrying on the different kinds of business of each.
3. Divide township into sections and quarter-sections.
4. Define things shown on the maps.

## 3. COUNTY.

1. Draw map of county giving numbers and ranges of townships.
2. Locate the principal cities, villages, railroads, rivers, etc.
3. Define things shown on map.
4. Name the county officers and tell the general duties of each.

## 4. STATE (where taught).

1. *Map.*

- a. Draw map of the state and locate the railroads, rivers, mountains, lakes, watersheds, valleys, and important cities.
- b. Define things shown on the map.

2. *Position.*

- a.* Boundaries.
- b.* Area.
- 3. *Surface.*
  - a.* Elevations. *b.* Drainage.
- 4. *Products.*
  - a.* Natural. *b.* Cultivated. *c.* Quality of the soil.
- 5. *Animals.*
  - a.* Domestic. *b.* Wild.
- 6. *Public Buildings.*
  - a.* Where located. *b.* Uses and how controlled.
- 7. *Government.*
  - a.* State officers and their duties.
  - b.* Tenure of office and how changed.
  - c.* How laws are made.
- 8. *History.*
  - a.* Of state. *b.* Of county. *c.* Of city or township.

## GEOGRAPHICAL DEFINITIONS.

*(Map of the World.)*

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>1. CONTINENTS.</li> <li>2. COASTS.</li> <li>3. OCEANS.</li> <li>4. ISLANDS.</li> </ul>   | } | <ul style="list-style-type: none"> <li>Define each and point to all shown on the map of the hemispheres.</li> </ul>                  |
| <ul style="list-style-type: none"> <li>5. COAST LANDS.           <ul style="list-style-type: none"> <li>1. Peninsulas.</li> <li>2. Isthmuses.</li> <li>3. Capes.</li> <li>4. Promontories.</li> </ul> </li> </ul> | } | <ul style="list-style-type: none"> <li><i>a.</i> Define each.</li> </ul>   |
| <ul style="list-style-type: none"> <li>6. COAST WATERS.           <ul style="list-style-type: none"> <li>1. Seas.</li> <li>2. Gulfs.</li> <li>3. Bays.</li> <li>4. Straits.</li> </ul> </li> </ul>                | } | <ul style="list-style-type: none"> <li><i>b.</i> Point to them on the map.</li> <li><i>c.</i> Draw map illustrating each.</li> </ul> |