

# **ELEMENTARY GEOGRAPHY**

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Elementary Geography by James Clyde

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**JAMES CLYDE**

**ELEMENTARY  
GEOGRAPHY**



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# ELEMENTARY GEOGRAPHY.

BY

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"SCHOOL GEOGRAPHY," ETC. ETC.

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## PREFACE.

THE present Manual is so far an abridgment of the author's larger work on the same subject, that almost every paragraph in the former admits of being amplified and elucidated by reference to the latter. As good teaching presupposes, among other things, thorough knowledge of the subject, the teacher, who uses this Manual in his class, is recommended to use the other in his study. If, in examining on the printed matter of this Manual, he occasionally add a remark borrowed from the larger work, he will be rewarded by finding that these *viâ voce* interpolations are remembered often more accurately, and for a longer time, than the printed lesson.

The following pages are not, however, a mere abridgment of the author's larger work. The present Manual is intended for less advanced pupils. Accordingly, it is marked throughout by greater simplicity of style; it condescends, in the introductory chapters, to explanations of the most elementary geographical terms and conceptions; the textual matter generally, and the topographical details in particular, of the larger work, are not only abridged, but presented, as far as convenient, in a tabular form; numerous references have been interspersed, for the purpose of enforcing attention to analogous facts in different countries, or to the recurrence in particular instances of one and the same law; and the questions for self-examination have been enlarged to an extent that will render them an effectual

means of preparation for the class. In thus adapting his materials to the humbler uses of an elementary class, the author has endeavoured to reproduce that life-like grouping of facts—geographical portraiture, as it may be called—which has been remarked with approbation in his larger work.

The questions for self-examination are intentionally not quite exhaustive of the text. Teachers will avail themselves of this circumstance to train their pupils to attentive reading, by asking them questions on the text besides those printed below. To stimulate thought, the author has inserted here and there a question not founded directly on the text, yet such that the answer can be obtained from the text by an easy deduction; and, for the purpose of enforcing reference to a map, he has inserted many questions which cannot otherwise be answered at all.

The area and population of each country have been stated, when they exceed those of the United Kingdom, in terms of the area and population of the British Isles; and, when they fall short of those of the United Kingdom, in terms of the area and population of England, Scotland, or Ireland, as was found most convenient. Teachers are entreated not to require from their pupils a knowledge of the absolute area and population of foreign countries. Daily to compare the area and population of foreign countries with those of our own, will be found the most interesting and effectual way of producing permanent and sufficiently accurate impressions. Here, as everywhere else in teaching, to attempt everything is to achieve nothing.

26th May 1860.



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