

## Universal Geography

*Woodbridge and Willard's Universal Geography*

1836

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A FAMILIAR acquaintance with Topography, or the location of places on the globe, is obviously the foundation of geographical knowledge. The maxim of Watts, in his treatise “On the Improvement of the Mind,” that “The situation of the several parts of the earth is better learned by one day’s conversing with a map or sea-chart, than by merely reading the description of their situation a hundred times over, in books of Geography,” is now universally admitted, and is fully confirmed by the experience of teachers. This principle is adopted in the present work ; and no attempt is made to weary the intelligent, or to relieve the indolent, by describing points and lines which they can discover at a glance.

Descriptive Geography has usually been left in the state which was common to every subject in the origin of knowledge—presenting a mass of insulated facts, scarcely connected by any association but that of locality. In other subjects, facts have been carefully compared, arranged in distinct classes, and traced to general principles ; and thus have been reduced to the beautiful order and simplicity of science. Why should the Geographer reverse this method, and scatter the dismembered portions of his subject to the four quarters of the globe ? Why especially, should those facts which have been traced with so much labor to the universal laws of nature, or the stable principles of intellectual and political philosophy, be severed from their connections, and arranged according to the limits which power or caprice has assigned to the jurisdiction of kings—limits perpetually fluctuating with the waves of conquest, and the tides of revolution ? If we would save the student from confused and even erroneous conceptions, we must describe the operations of nature according to the limits she has established ; and leave for separate consideration, those artificial boundaries which man has drawn, to divide regions of the same character—influenced by the same climate—and furnished with similar productions.

In preparing a work for general use, Malte Brun has adopted the plan of graphic and irregular description, which invests this subject with the charm of a book of travels. In this way, he has furnished an entertaining and instructive series of volumes for the parlor, or for the leisure hours of the advanced student. But the experienced teacher will see at once, how ill adapted to the schoolroom a work on this plan must be—loaded as it is with a crowd of circumstances and epithets, which the pupil cannot retain. And from which he knows not how to select ; and without any arrangement to assist his memory, or to aid him in consulting its pages. In a work designed for students, it is far better to follow the plan adopted by the Anatomist, and present first the mountains and rivers, the climates, productions and inhabitants of the earth distinctly, in the same manner that the bones and arteries, the organs and functions of the human frame are exhibited, before a region of the body, or even an entire limb, is described. All these are indeed combined in nature ; but the character and movements of the whole cannot be understood, without a previous examination of its parts.

With these principles in view, the Author has endeavored to present the essential facts of Geography in the order of science, and to make the student familiar with its great outlines. The less important details which form the “filling up” of the picture, are thrown into supplementary paragraphs, and articles in a smaller type, for subsequent study. In order to complete the delineations, a series of statistical and topographical descriptions is added, in which

each country forms a distinct subject of consideration, and a collection of tables, exhibiting the most important numerical statements which are well established.

But in order to form a *perfect* system of Geography, it would be necessary to present upon a map a complete sketch of a country, with its inhabitants, their institutions, employments, &c. An approximation has been attempted in the Atlas which accompanies this work. In pursuance of the principles which have been stated, the Author has devised a classification of mountains, rivers, cities, and countries, according to their size, which renders comparison easy, and diminishes the labor of recollection, in a subject proverbially difficult. By means of numbers referring to these classes, the sketch of a country on the map exhibits the comparative size, as well as situation, of the prominent objects. On the Physical Charts of the world are shown the various divisions of climate, with their productions and animals. On the Moral and Political Chart, the degree of light or shade marks the intellectual and moral state of a country ; and the emblems annexed serve, like the standard of a nation, to designate its religion and government. “ The faithful sight” is thus called in to aid “ the less retentive ear ;” and so far as the expense permitted, the same principle is pursued by inserting engravings of remarkable objects, not as mere ornaments, but as illustrations, to supply, in some degree, the defects of description.

The general approbation bestowed upon this plan, as it was partially developed in the “ Rudiments of Geography,” and the desire frequently expressed for a larger work on similar principles, led to the present publication. In collecting the materials, the Author resorted, not merely to the latest and most valuable publications of geographers and travellers, but to the best and most recent works on natural science. He owes particular acknowledgments to the works of Humboldt, Brogniart, Bakewell, Myer, and Malte Brun. Many facts are brought forward which are not found in systems of Geography ; and he believes, few of importance are omitted, which do not more properly belong to a geographical dictionary, or the journal of a traveller.

The Author had commenced the publication of his first work, when he learned with surprise, that a similar clarification of numbers and arrangement of subjects had been devised and used by *Mrs. Willard*, Principal of the Female Seminary at Troy, originated like his own, in the efforts to give instruction on this subject, some years before. Under these circumstances, it was thought advisable that both should unite in the publication of the system,— the Modern Geography being assigned to the Author, and the Ancient to *Mrs. Willard*. The Author takes pleasure in referring to the preface by *Mrs. Willard*, for a more full illustration of the principles of the work, and the nature of this singular coincidence.

The regular demand for six large editions of this work, the warm approbation of distinguished instructors and men of science, and the favorable results of experience, wherever it has been used within the knowledge of the Author, have confirmed his opinion in regard to the value of the plan. In preparing the second edition of the work in Paris, he was enabled to submit it to the examination, and obtain the aid, of persons of very extensive geographical knowledge. He was gratified to find the favorable opinion expressed at home, sustained by the approbation which it received, both for its plan and execution, from the Geographical Society of Paris, and from a number of gentlemen distinguished for their scientific attainments, and their efforts in the cause of education, in various countries of Europe, among whom he cannot refrain from mentioning the names of Humboldt and Fellenberg.

To Baron Humboldt, and to other distinguished members of the Geographical Society of Paris, the Author takes pleasure in acknowledging his obligations for valuable corrections and

remarks. He also engaged an eminent Geographer to revise the whole with care, and to furnish him with notices of all recent discoveries ; and was happy to find at the result of these examinations, comparatively few errors for correction. The subsequent editions have been revised with care ; and the most recent information has been employed in correcting its statements and tables, from the Weimar Almanac, and the works of Malchus, Rudhart, Stein, Francini, Memminger, Cloet, Cannabich, Demian, Balbi, and others, as well as from the works of travellers and from public documents and geographical works in relation to our own country. In his efforts to improve the work, he has limited himself to those alterations, whose importance seemed to over-balance the inconvenience of change to instructors. Few of any extent have been necessary ; and he trusts that the advantage of these will be sufficiently obvious, to render them satisfactory.

*Remarks to Inexperienced Teachers.*

1. Let the Instructor first ascertain that a student has observed the country around him, and is familiar with the points of the compass, and the application of common geographical terms.

2. Let the student next draw simple maps, beginning with a plan of his table, or the room in which he is, proceeding to delineate successively a plan of the house, garden, neighborhood, and town, until he has represented with tolerable correctness, the relative situation and outlines of the principal objects within his view.

3. When he is prepared to understand the lines and points of a map, require him to become familiar with the definitions of Geography, and the outlines of continents and oceans, as presented by the descriptions and questions of this work in connection with the Atlas, and by the Questions which follow the table of contents, on the Map of the World and the Grand Divisions. The questions should of course be varied and multiplied by the instructor, until each lesson is understood and remembered.

4. At first the questions may be answered with the aid of the maps, and the guidance of the instructor ; but the student should endeavor as soon as possible, to fix the image of the map in his mind, and to answer from his recollection of it.

5. Nothing will assist so much in this as *drawing maps by the eye*. Let him draw on a slate the outline of one country at a time ; then insert the rivers and mountains, and then the cities ; first using the map, and finally drawing from memory.

6. As soon as this exercise is familiar, let a whole class recite in this manner according to such directions as the following ;

*Draw the outlines of England. Write the names of the seas &c around it. Draw the mountains. The River Thames &c.* Let the instructor inspect the slates. He will thus keep all employed, and ascertain the knowledge of each pupil, without mistake.

This plan has been practised with great success, in many schools. In order to remove every difficulty, the Author has published a set of *Outline and Skeleton Maps*, under the title of the "Geographical Copy Book." In these, the pupil begins by inserting only the cities on the Outline Map ; he then copies the outlines on the Skeleton Map ; and is thus easily led on, until he can draw the map from *memory alone*.

7. When the pupil is familiar with the great outlines of the globe, let him go on with the account of its Structure, and Physical Geography, omitting the articles in small type, or merely reading them over.

8. The Civil Geography should next be studied with care ; and may be made highly improving, both to the student's mind, and his character.

9. The whole may now be reviewed, and by means of the Analysis of the Contents, the general views fixed in the mind, extending the study, if time allow it, to the articles in smaller type.

10. The student is now prepared to enter with advantage upon the account of particular countries, each of which combines some of the objects and characteristics which he has learned in connection. He should commence the study of each country by examining its Topography, with the aid of the questions on the maps, it would be useful to finish each by reviewing what has been said under the general views, with the aid of " Clarke's Topics," a pamphlet containing tie references for each country, prepared expressly for this work.

The Author has thus pointed out what he deems necessary to obtain a *thorough knowledge* of Geography—and he believes it will amply repay the labor bestowed upon it. He must leave it to the Instructor to judge how much of this plan the student's capacity, and circum-stances, and time will allow him to attempt.

### *Preface*

By Mrs. Willard. [1]

WHEN a system is brought before the public, professing to be new, and claiming to be considered as peculiarly useful, it is incumbent on those who introduce it, to show in what respects it is original, and why it is an improvement.

The objects to be attained in arranging the parts of any science for the use of learners, admitting the elements of that science to be first correctly ascertained, are to place them in that order which shall be most advantageous to the pupil in three respects ; first, facility of acquirement ; secondly, durability of impression ; and thirdly, discipline of the mind. An attempt has been made to keep these objects steadily in view, and to discard all others as foreign to the purpose, and calculated rather to perplex than to enlighten the student ; and it is not known to us, that any preceding writer has, with respect to the subjects of this work, done the same. The traveller who wishes to trace out the course he is to pursue, or to gain at one view a description of the country to which he is journeying, will not find this book and atlas so well fitted to his purpose as many others. No facts or modes of arrangement, however desirable to him, are here admitted, if detrimental to the work as to its sole object, the improvement of those who wish to learn the science.

With regard to the facility with which geography may be acquired, this plan includes the system of teaching from maps, formed upon the principle of making the eye the medium of conveying instruction ; and it contains some new modifications of this principle, for which the public are indebted solely to Mr. Woodbridge. Such is the chart, from which the pupil learns the government, religion, and comparative civilization of countries, at the same time that he is fixing in his mind their shape and relative position ; and such is the chart of climates and productions

The principle of teaching by the eye, has also a place in the classification of such objects as are compared by means of numbers. For example, after the pupil has learned the tables of population, he will in many instances forget the exact class to which a city belongs : but he will retain in his mind a picture of the page containing his table, and he will recollect whether the city whose rank he wishes to remember, was near the beginning, about the middle, or at the close of his catalogue, and thus he will know whether it is of a large, a middling, or a small size. In entering so systematically into the formation of tables of this kind, the work here offered to the public, differs, it is believed, from all preceding publications on the study of geography. The arrangement relieves the memory from a fruitless burden, by substituting few numbers for many, and perhaps it is not asserting too much to say, that some such mode or classification is not merely the easiest and the best, but that it is in fact, the only method of conveying instruction to the youthful mind, on subjects where numbers are the medium of comparison. A person who knows by rote merely, that a city contains a certain number of inhabitants, cannot from that circumstance be said to understand its rank ; that is, he does not know whether it is a great or a small city, for all ideas of great and small are relative, and are obtained by comparing things with others of their own kind.

With regard to durability of impression, we discard that method of arrangement generally found in the description of countries, where many distinct and dissimilar subjects are treated of in quick succession ; because, from the want of any associating principle, information received in this way cannot be well remembered. We admit little which may not be traced to one of these two laws of intellect ;—first, that the objects of sight more readily become the subjects of conception and memory, than those of the other senses ; and secondly, that the best of all methods to abridge the labor of the mind, and to enable the memory to lay up the most in the smallest compass, is to class particulars under general heads.

That this method of teaching geography is a judicious application of these principles, has become completely evident to me from observing the fact, that, in all the branches of study which my pupils learn, geography taught in this manner is that which they most easily call to recollection ; and this is the case, whether the examination takes place after the lapse of a few months, or a few years.

But in none of the objects of education do I conceive that this system is so peculiar, as in that which relates to the discipline of the mind ; and none are, in my opinion, of so much importance. Although it is of consequence to teach the student what to think, yet it is more important to teach him how to think. However well it may be for a man to have a good knowledge of geography, yet, it is still better for him to possess a sound judgment and a well regulated intellect. “ The correctness of every process of judgment and reasoning, depends either immediately or ultimately on the accuracy of our comparisons.” [2] Capacity of mind is acquired by those habits of study, which cultivate the powers of abstraction and generalization. The study of geography has heretofore been regarded as a mere exercise of the memory ; but taught in this manner, it brings into action the powers of comparing and abstracting, thus laying the foundation, not only of good scholarship in the science of which it treats, but of a sound judgment and an enlarged understanding.

I have now endeavored to give some of the reasons for considering this method as an improvement ; and also to show that it is in several respects original. Yet perhaps the very circumstance that it is new, may form a ground of objection. It may be said that however plausible a system appears in theory, it is often found in practice to be attended with inconveniences which were not anticipated, and could not be foreseen. But notwithstanding this

system has never before been published, yet it has been brought to me full test of experiment. It is nearly eight years since I began to teach geography in the method here recommended. Intending to publish my plan of instruction, I carefully watched its operation on the minds of my pupils, while at the same time, I studied in reference to it, the most approved systems of the philosophy of the mind, and my success in teaching it far surpassed my expectations.

It may seem singular, that I should here allude more particularity to the modern geography than to the ancient, as that alone bears my name. The arrangement entered into between Mr. Woodbridge and myself, was predicated solely on my having compiled and taught a system of modern geography similar to his : whereas my writing the ancient, was merely an accidental consequence of my becoming a partner in the concern. In applying my mind to the subject, many ideas, new to me, occurred, as to the difference of the studies of modern and ancient geography, the difficulties attending the latter, and the methods of surmounting them. In finding these method, I have been guided by the general views just explained, concerning the proper objects of books for instruction.

I could wish those of my friends to whom I have heretofore explained the principles of my method of arranging the study of geography, and the means by which I was led to this arrangement, to read with attention, Mr. Woodbridge's preface. [3] They will be no less astonished at the coincidence of our views in originating this system, than were those of our friends who witnessed our first conversations, and in fact, than we were ourselves. They will however perceive, that our agreeing in so many points in the execution of our plans, was by no means the effect of chance ; but naturally arose from our setting out with the same end in view, and agreeing in opinion as to the means most proper for its attainment. The end proposed, was to find that method of teaching this science, the most easily learned, the longest remembered, and which in studying would afford the most profitable discipline to the mind. In our opinion, the means proper to attain this end, was carefully and patiently to scrutinize our own minds, as to the effect of methods of teaching this science, which in the course of our education had been adopted with us. It is true that each individual intellect possesses, not only those principles which are common to every human mind, but some modifications of them peculiar to itself; and a person, forming a system wholly by consulting the operations of his own mind, might adapt it to these peculiarities, rather than to the general laws which regulate the intellectual powers of man. But in the present instance, the fact is before us, that two persons proceeding upon the evidence of consciousness have without any concert whatever, formed a system in all material points alike. Now if we have calculated upon those principles of our own minds which are common to all others, it is not surprising that in a hundred particulars we have brought out the same result. But if we have each mistaken our own peculiarities for the general laws of mind, our finding so many points of agreement in the execution of our plans is wonderful : for the whole number of the possible peculiarities of the human mind is incalculably great. If this reasoning is not fallacious, it cannot but go far to establish the correctness of the system, which we here unitedly present to the public.

May I be excused for offering in this place a few remarks in reference to those friends, to whom I have repeatedly pledged myself to publish my method of teaching geography : and who know that I have been for years collecting and arranging materials for this purpose. It would not be surprising, if they should consider me unwise in thus relinquishing the labor of years. But let them consider on the other hand, that Mr. Woodbridge has also relinquished part of a copyright obtained solely by his own invention and industry.

It is true I have pledged myself, to give to my friends my method of teaching geography ; I offer them this book to redeem that pledge. If they have all that is valuable in my plan, it matters not from whose hand they receive it ; and in this book they will find all its essential parts, with important additions.

If Mr. Woodbridge and myself had without knowing each other's systems, each published our own, according to our separate intention, it would have been right that both of us should have made the most of our labors ; but it may easily be seen that this would have been productive of vexation to ourselves, and, on the supposition of our having made an improvement, unfortunate for the public. But having met and discovered the coincidence of our plans, how much better is it to incorporate them together : thus uniting in one system the peculiar excellences of each, and forbearing to wound the cause of education, to which, in ways somewhat peculiar, our labors have been hitherto devoted.

#### Ireland.

80,000 sq. ms.    7,700,000 Inhab.    250 Inhab. to a sq. m.

Ireland is destitute of any extensive or considerable ranges of mountains, but many are distributed in small groups. Its *surface* is uneven, with hills of some height, but easy of ascent and cultivation. It is generally well *watered* and fertile. Its *bogs* and morasses, which cover one-tenth of the surface, partake of the general irregularity, but are unfit for cultivation.

Ireland abounds in *lakes* ; and the loughs, or salt-water lakes are so numerous that every part of the country has easy access to the Sea Its coast has many fine harbors, and is well adapted to commerce. The *climate* is very mild and moist, and produces a beautiful and continued verdure, which has led to its poetical appellation of " Green Erin."

The Irish *peasantry* are in the most wretched ignorance and poverty, and one-seventh of the houses are inhabited by *paupers*. They are degraded by the oppression of landlords, and their stewards, or " middle men." Their cabins and mode of living are scarcely superior to those of the American Indians. Two-thirds or three-fourths of the inhabitants are Catholics.

*Tillage* is not understood. The implements of husbandry are very rude and ill constructed. Potatoes and oats are the principal crops raised for food by the poor. The *soil* is best adapted to pasturage. The Irish are most successful in grazing and dairy *husbandry*, and produce the finest beef and butter which is found in commerce. The *manufacture* of linen and muslin is carried on to a great extent, and these are important articles of *export*.

DUBLIN is the second city of the British Isles in extent and population : and is generally reckoned the seventh in Europe. It is the emporium of Irish commerce, and the seat of government. Its university is celebrated.

*Cork* is the second city in Ireland, and possesses a more extensive foreign trade than any other port. Its harbor is safe and spacious. *Limerick* on the Shannon, is next in rank ; and is one of the most flourishing towns in the island. Its manufactures are prosperous, and it has a large share of the internal and foreign trade of the country. *Waterford* is a populous and commercial city. *Belfast* is also important for commerce, and is the chief seat of the linen trade.

*Kilkenny* is a neat town, remarkable for its quarries of white and black marble, of great beauty. *Galway*, *Londonderry*, and *Drogheda*, are flourishing places of trade.

## *Civilization.*

Mankind are found in different states of society ; the Savage, Barbarous, Half-civilized, Civilized, and Enlightened.

1. THE SAVAGE STATE is that in which men gain their support chiefly by *hunting, fishing*, or robbing, dress in skins, and generally live in the open air, or in caves, dens, or miserable huts. They have little knowledge of agriculture, the working of metals, or the mechanic arts ; no division of lands ; and no system of laws ; and they seldom collect in towns or villages.

A savage claims no private *property* but his dress, arms, and family. The produce of hunting, and of agriculture, when it is practised, is the common property of the tribe, and equally divided among them. The greater part of North and South America—the interior of Africa—the northern shores of Asia—and the islands of Australia are occupied by savage tribes. They are not accustomed to any fixed *residence*, and rove, like the beasts of the forest, from place to place, as they are impelled by necessity or inclination.

The BARBAROUS STATE is that in which nations subsist by *agriculture, or the pasturage of cattle and sheep*, with some knowledge of the use of metals, and the mechanic arts.

They have some regular forms of government and religion, but *no written language* or books.

There are *two classes of barbarous nations*. The greater part of Siberia, Tartary, Arabia, and the deserts of Africa, is occupied by wandering tribes, who live in tents ; subsisting chiefly on the milk and flesh of their camels, horses, cattle, or sheep, and moving from place to place to obtain pasturage.

The barbarous nations in the fertile regions of Africa, and the islands of Asia and Polynesia, find an abundant supply of food in the spontaneous productions of the earth, with very little labor. They have therefore no inducement to a wandering life, and are usually *settled* in villages.

The HALF-CIVILIZED state is like that of the Chinese, who understand agriculture and many of the arts very well, and have some books and learning, with established laws and religion. Still *they treat their women as slaves*, usually keeping them in confinement ; and have many other customs like those of barbarous nations. They have little foreign commerce, and make few or no improvements in arts and learning. China, Japan, Southern Asia, Persia, Turkey, and Northern Africa, are the principal countries in this state of society.

The CIVILIZED STATE is that in which the sciences and arts are well understood ; especially the art of printing ; and females are treated as companions. Some nations of this class have advanced no farther, and are considered merely as civilized. They retain many barbarous customs ; and the great body of the people remain in gross ignorance; as in Poland, Portugal, and a large part of Russia.

The *colonies* which are formed by enlightened nations in uncivilized countries, are usually for a long time in this state of society, as in South America. From the peculiar difficulties and dangers of new settlements, and the want of means of improvement, they advance slowly in knowledge and refinement.

There are others which may be termed *enlightened nations*, in which knowledge is more general, and the sciences and arts are found in the greatest perfection ; as in most of the nations of Europe. All the branches of art and manufacture are carried on in a more skilful, productive, and useful manner, with the aid of machinery, and a minute division of labor. Commerce is extended to every quarter of the globe. The political institutions are also such as to give greater liberty and more safety than in other countries ; as in the middle and north of Europe, and the United States.

### Government.

A *state* is a body of people, connected under the same government, and yielding obedience to the same laws. It is called a duchy, principality, kingdom, empire, or republic, according to its form of government.

In every government there are three distinct powers to be exercised ;

1. The power of making laws, or the *legislative*, which sometimes belongs to one man, and sometimes to a number of men called a *legislature*. 2. That of administering justice, or the *judicial power*, usually in the hands of judges. 3. The power of executing the laws, or the *executive*, which generally belongs to the *chief, king, president, duke*, or other supreme head of the government.

The ruler of a country is usually assisted in his duties by a number of persons chosen by himself, called *ministers, councillors*, or sometimes, as in the United States, *secretaries*. As he also consults with them on affairs of importance, they are called his *cabinet*, or *council*, and in Turkey, the *divan*. The prime minister in Turkey and Persia is called the *vizier*.

*The three principal forms* of government are monarchy, aristocracy, and democracy.

A *democracy* is a government in which the people assemble to make laws. A pure democracy is rarely found, except in towns, or very small states. A *republic* is a democratic government, administered by rulers chosen by the body of the people ; as in the free states of North America.

A *confederation*, or federal republic, is a union of several independent states, for mutual aid and defence, under the direction of a general assembly ; as in Germany, Switzerland, and the United States of North America.

An aristocracy is a government in the hands of a few persons, usually called nobles. Aristocracies are sometimes called republics ; as was that of Venice.

A *monarchy* is that form of government in which the supreme power is in the hand of one man (styled a monarch), during life. In almost all the monarchies now existing, the throne is hereditary ; that is, it descends to a member of the same family.

In an *absolute monarchy*, the monarch makes laws at his own pleasure, without any control from others ; as in Russia. If he governs without established laws, and merely, according to His own will, the government is usually called a *despotism* ; as in Persia.

When the power of the monarch is limited by a constitution, or an assembly of the people, the government is called a *limited monarchy* ; as in Great Britain.

The *first kind of government* in the world was the patriarchal, in which every father or patriarch governed his own family and servants as a monarch. The inhabitants of Lapland, Greenland, New-Holland, and a few other portions of the world, which are either islands or very small countries, appear to have no other government than that which arises from the natural authority of parents over their families.

By the increase of families, and alliances formed for mutual defence, some patriarchs became governors of many kindred families, or a tribe, and were called chiefs, The government of *Savage* and *Barbarous* nations is usually that of patriarchs or chiefs.

The names given to chiefs vary in different nations. Among the North American Indians, they are called *sachems* ; in South America, *caziques* ; and in Asia, usually *khans*. In Europe, the dukes of independent states have similar powers, probably obtained in a similar way. The title, however, belongs to many noblemen who have none of the original powers of a duke.

When a particular chief became very powerful, he often conquered many others, and became monarch of a large country. He was then called a *king* or *emperor* ; or in Asia, a *sultan*, *rajah*, or *shah*. All these are really monarchs, differing in the extent of their government rather than in the nature of their power.

*The power of the chiefs*, in *Savage* or *Barbarous* tribes, is chiefly that of influence. The oldest and wisest govern in the council ; and the bravest lead in war. This is generally the state of the Indians in North America.

In *temperate* and *cold countries*, it is more common for the tribes to be governed by councils of the old men and warriors, and no important measure can be decided without their consent. Their governments seem to be democracies, in which the younger voluntarily submit to the decision of the older. This is the case with some of the smaller nations on the *western coast of Africa*, Their public business and trials are all conducted in a meeting called a *palaver*, which is attended by the whole village or tribe.

*In the warmer regions of America and Africa*, the chiefs of *Savage* tribes are either elected for life, or inherit the dignity, and are absolute in their power. Mexico and Peru were formerly absolute monarchies, in which the highest veneration was paid to the king.

The *Savage* and *Barbarous* tribes of *Siberia* and *Tartary*, have a great variety of governments. Some of them are democratic, and others aristocratic ; some absolute, and others limited monarchies. But the governments of *Savage* and *Barbarous* nations are not usually well defined or fully understood by travellers.

*Arabia* is governed by a number of independent chiefs, called imams, emirs, or sheiks, whose authority is in some tribes absolute, in others limited. The state of *Beloochistan* is nearly similar ; but the Khan of Kelat is here acknowledged as superior to the chiefs of other tribes. *Cabul* is an absolute monarchy.

*In the absolute monarchies of Asia and Africa*, the king is a despot, with the power of life and death. There is no assembly of the people, or privileged order of hereditary nobles, to control his power, nor any law to limit its exercise. The governments of *Abyssinia*, *Sennaar*, *Morocco*, *Fezzan*, and most of the *kingdoms of Africa*, are of this kind.

*Dahomey* is the most despotic government known. The king is regarded as a superior being ; his subjects consider themselves as his slaves, and submit to the most barbarous and oppressive treatment.

*In Persia and Turkey* the only check upon the power of the Sultan is the Koran. This is interpreted by the Ulema, or doctors of law, officers who are appointed by the sultan ; and their opinion is of course usually accommodated to his wishes. These monarchs are revered as the successors of Mahomet, and have on this account a peculiar power. The Turkish sultan is restrained from no crime except by the fear of insurrection ; but the government has become more regular and mild of late. In both these countries, however, there are many wandering tribes, governed by independent chiefs, who are only tributary to the sultan, and must be courted by him in order to preserve their friendship.

The Pachas of *Tripoli, Tunis and Egypt*, are absolute chiefs or monarchs. These chiefs are nominally subject to the Emperor of Turkey, and send an annual tribute, often very small. They are independent in their own territories. In all these absolute governments, the monarch is liable to be dethroned by insurrection ; and oppressive monarchs are often cut off in this way. *Algiers*, once governed by a Pacha, is now possessed by the French.

*The Emperor of China is considered* as the father of his people, and bound to consult their good. His power is absolute ; but there are established laws and customs, which it would be dangerous to violate. The government is administered by nine orders of inferior officers, called by Europeans *mandarins*. The only qualification for office is learning ; and regular examinations are holden for those who wish to obtain it. Each man- darin governs all below him with the same absolute power as that exercised by the emperor ; and

*In Siam, Burmah*, and the independent kingdoms of *Hindoostan*, there are books of laws to regulate the administration of justice ; but the whole power is in the hands of the king. In these, as in all the Barbarous and Half-Civilized countries of the world, the absolute monarchies are really despotisms, notwithstanding any seeming limitations of the power of the monarch.

*Russia* was until lately an absolute monarchy, uncontrolled even by a constitution. The emperor Alexander declared it a constitutional monarchy. He appointed a senate, with the power of remonstrating against any unconstitutional ukase (or edict,) whose proceedings are published every month. But the great body of the people are still vassals, or slaves ; and the power is entirely in the hands of the emperor and nobles.

*Prussia and Denmark* were formerly limited, but are now absolute monarchies, without any check on the power of the king, except established customs.

In the kingdoms of *Naples and Sardinia*, the *Roman States*, the *Duchy of Tuscany*, and most of the *duchies* of Italy and Germany, the government is also absolute.

The duchies of *Hesse-Cassel, Nassau, Saxe-Gotha*, and *Saxe-Bildburghausen*, have representative governments.

*Spain and Portugal* were formerly governed by absolute monarchs. They have been in a revolutionary state for several years ; and now have a cortes, or congress to limit and direct the power of the king ; but they are not yet in a settled state.

*In the limited monarchies of Europe*, the executive power, and the appointment of judges, usually belong to the king. The legislative power is shared between the king and an assembly of the people, and the consent of both is necessary to the passage of a law. The assembly is called a *parliament* in England ; in Germany, Sweden, Norway, &c. a *diet* ; and in Spain and Portugal, a *cortes*. This assembly corresponds to the *congress*, or a *legislature*, in the United States. It is usually composed in part of *nobles* or *peers*, who inherit this dignity ; and in part of representatives chosen by the people ; so that these governments combine the features of a monarchy, aristocracy, and democracy.

The power of the Emperor of *Austria* is generally absolute. It is limited in Hungary, and some other states of his empire, by provincial diets, which determine the mode of raising taxes, and regulate their own internal concerns; but the emperor determines on all the general affairs of the empire,

*Sweden* has a diet, composed of four states or houses ; one of nobles, appointed by the king ; one of representatives, from the clergy; one of burgesses, chosen by privileged towns, and one of peasants, every member of which must belong to the class of farmers by birth. It must be assembled at least once in five years.

In *Great Britain*, there are two houses in the parliament, a House of Lords, composed of hereditary nobles and the highest dignitaries of the clergy ; and a House of Commons, chosen by the people. The representation in the House of Commons is very unequal, and large portions of the people have no voice in the choice of their rulers. In some cases, a few electors of towns or boroughs, send as many representatives as 70,000 people in other parts of the country. The whole kingdom is termed the United Kingdom of Great Britain and Ireland.

The constitutions of *France* and the *Netherlands*, generally resemble that of Great Britain. In France, every citizen may vote who pays a tax of 177 dollars annually.

The kingdoms of *Bavaria* and *Wurtemberg* have limited monarchies of the same general character with that of Great Britain. *Hanover*, and *Norway*, have also diets for their own government, but are under the dominion of foreign princes. The King of England is King of Hanover ; the King of Sweden, of Norway. The Emperor of Russia, is King of *Poland*. This country had a diet, composed of two houses; one of peers, chosen by the king ; and another of representatives, chosen by the nobility and gentry. It was abolished in 1832.

The king of *Saxony* is so far a limited monarch that he cannot make any change in the religion, laws, or taxes, without the consent of the people.

The independent states of Switzerland and the United States, *are the principal examples of republican governments*.

Some of the states, or cantons of *Switzerland*, are democratic in their government, and others aristocratic.

*The individual states of the American Union* are democratic republics, governed by assemblies, and a governor chosen by the people for a limited time. There are usually two houses of representatives, which are united with the governor in making laws. The executive power is vested in the governor and his subordinate officers ; and the judicial power, in judges, appointed in different ways, but usually for life.

In Italy, is the little republic of *St, Marino*, of only seven thousand inhabitants, which has preserved its freedom for centuries. The *Ionian Isles* are also formed into a republic under the protection of Great Britain.

The Spanish American states in Mexico, Gautemala, Colombia, Peru, Bolivia or Upper Peru, Chili, and La Plata, have republican governments.

The island of *Hispaniola* or *St, Domingo*, forms the republic of Hayti ; a government established by Africans, who were formerly slaves to the French inhabitants of the island.

*The principal confederations of states* now existing, are the United States, Germany, and Switzerland. In these countries a number of independent states are united for mutual defence ; but each retains, to a certain extent, its own government within its own limits.

In Germany and Switzerland, there is a general diet, composed of representatives from each of the states. It has power, under certain restrictions, to raise money, make war, and take other measures for the general welfare ; and to settle disputes between the states. It does not interfere in the internal concerns of any ; but each state contributes its own proportion of men and money, according to its own choice.

In *Germany*, the general government holds several important fortresses, and chooses the commanders of armies, subject only to its orders. In the diet, each state has a vote in changing the constitution : but in all ordinary measures, they have influence according to their extent ; and several of the smaller sates are associated to give a single vote.

The states forming *the confederation of the United States*, are more intimately connected than those of Germany. The general government has the power of raising taxes, and collecting revenue in the individual states, as well as of making War and peace, collecting armies and establishing fortresses.

The United States were formerly colonies or provinces of Great Britain. On the 4th of July 1776, they were declared independent ; and a few years after, the present constitution or system of government was formed.

#### Condition of Females.

The civilization and character of a nation are intimately connected with *the condition of the female sex*. When they are permitted to exert their proper influence, it tends to prevent ferocity and cruelty of manners, and check licentiousness ; and the early education of children devolves so much upon them, that the progress of society must be materially affected, by the state of improvement among them.

It is common *among Mahometan nations* to consider women as beings without souls, made only to be the slaves of man, and the instruments of his pleasure. *Pagans* generally place them in the same rank with their domestic animals, and treat them in the same manner. *In China* they are often obliged to drag the plough ; and they usually perform the most severe labors.

*In Half-Civilized countries*, those who do not labor, are bought and sold, and treated as prisoners and slaves, receiving no instruction except in music, embroidery or dancing. They are not usually permitted to have intercourse with society, and are not considered capable of mental improvement.

*The Christian Religion* alone, declares females to be immortal beings—recognizes their equality with men—and vindicates their claims to respect. As the natural result, it is in Christian countries only, that they are placed in their proper rank ; but their situation varies even in these.

In a large part of *Germany, Austria, Poland and Russia*, women of the lower classes are still employed in severe labors, which properly belong to the other sex ; and even in Sweden, they often labor in the field. In most nations of Europe, music, dancing, and other personal accomplishments, are considered the only important acquisitions, even for the higher classes.

*England, Scotland*, and the *United States* appear to be the only countries, in which attention is generally paid to the intellectual improvement of females ; and the general standard of purity, in morals and manners, is more elevated than in any other nations.

The greatest attention is probably paid to female education in the United States, and numerous institutions have been established for this object. Some of these furnish an education as complete in the most important and practical branches of knowledge, as the literary institutions designed for the other sex. None of them have that permanency of character, derived from funds or legislative patronage ; and amidst the variety of state institutions, for every class of the ignorant and unfortunate, not one has been founded and endowed for the instruction of females.

[1] This is the same preface, with a few trifling alterations, which was published in 1821, in the first edition of the *Rudiments of Geography*. Mrs. Willard having devised, and for a number of years taught, a system of geography in all essential points agreeing with the one contained in that work, but more fully developed in this, then felt and still feels bound to make some explanation of the views with which she originated the system, and also to give to her friends her reasons for relinquishing her own right to publish it, although she had repeatedly promised them that she would, and had in a measure prepared to fulfil her engagement. This preface contains those explanations, made at a time when the subjects were more fresh in her mind than they now are. Subsequently to the printing of the preface, it was determined that the *Ancient Geography* should not be appended to the “*Rudiments*,” but reserved as more suitable, both from the subject, and from the manner in which Mrs. Willard had treated it for a work to be used by more advanced pupils ; such a work the authors agreed at that time to publish. This preface has been withdrawn from later editions of the “*Rudiments*.” Mrs. Willard prefers that her friends should consider this, rather than that, the work which she offers them, to redeem the pledge she had given them to publish her own. Fully to redeem it, she is bound to give them at least as good a work as she could have produced herself ; and the more it exceeds that measure the better.

[2] Hedge’s *Logic*.

[3] The preface here alluded to was that published in the first edition of the *Rudiments*.

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