



Fig. A. The birds are storks. They have made a nest on top of an old chimney in a Dutch city. Where will the storks spend the winter (page 140)?

(h) How each country helps the rest of the world.

(i) How the rest of the world helps these countries.

(j) The scenery of each.

5. Here is a drawing that you will make so carefully that you can keep it. Divide a large sheet of paper into four parts. In each part, make a sketch that will show one good reason why so many people in Holland live in cities. When you have finished, show your paper to the rest of the class. Then the class will vote to choose the drawing that tells the story the very best.

6. Suppose you had your choice of living either in Holland or Switzerland. Then suppose that you wanted to learn about trading with the rest of the world. Which one would you choose? Why has your country become such a large world trading country? Why are there so many Dutch sailors? How are Rotterdam and Amsterdam like some cities in our country? How are they different?

7. How are the large cities in Holland larger than the large cities in Switzerland? What do we mean when we say that a city is large?

8. Count the houses in a certain village on a city street, on a village street, and on a country road. How many people do you think you would find in each? Which has the greater density of population?

9. Make a sketch of a Dutch city that everyone would know was Holland, even if you did not label it.

10. Where would you expect to find people working harder, in Holland or Netherland India? Why do you think so?

11. Would the rivers in Switzerland help the people more than the rivers in Holland? Which of these countries would the people worry the people more and give them more work? Why?

12. Make up some plays about the people getting land from the sea and what they do with this land.

ing the letters N. I. alongside the products from these islands.

2. Add the four largest Dutch cities to your map and to the location lists.

3. Add this trip to the map of *Trips That We Are Taking*.

4. Do you know what a debate is? Then you also know what the word *Resolved* means, do you not? So divide the class into two teams and have a debate about this: "Resolved, That Holland is a more interesting place than Switzerland which to live." Be sure that one member on the Swiss team and also one member on the Dutch team tells about some one of these topics:

(a) The kind of food the people eat, and how they get it.

(b) The kind of clothes they wear.

(c) The kind of houses they live in and why.

(d) The kind of work they do, and the tools they have to help them.

(e) What they use to heat their houses, and where they get it.

(f) What they use to run their machinery, and why.

(g) What the boys and girls and the grown-ups do to have fun.



Fig. A. A part of the harbor and city of Gloucester, Massachusetts. Why are there so many ships in the harbor?

SOME PEOPLES OF THE SEACOAST—NEW ENGLAND, NEWFOUNDLAND, NORWAY

GLoucester, A FISHING PORT

This is going to be the finest chapter yet for making a lot of plays. And for every play we make, we are going to draw a quick, rough sketch on the blackboard to show just what the scenery of the play looks like. Then, maybe, some of the artists in the class might like to copy these rough blackboard sketches on large-sized cardboard. If they would, we could keep the cardboard sketches for movable scenery and repeat all the plays for the school assembly.

* Sam Lawrence lives in the city of Gloucester, a small seaport on the Atlantic Ocean. The boy is ten years old. He wants to own a fishing boat when he is a man. The people of Gloucester have been fish-

ermen for more than three hundred years. In 1623 some English fishermen sailed into the harbor at Gloucester, anchored their ships, and built some racks for drying fish. Then they built their houses and sailed out to sea and began fishing. From that day to this, fishing has been their chief business. Sam's home town of Gloucester is the greatest fishing port in the United States.

Sam's father owns a fishing schooner. This boat is named *Hester*. The fishermen of Gloucester often name their boats for their children, and *Hester* is Sam's sister.

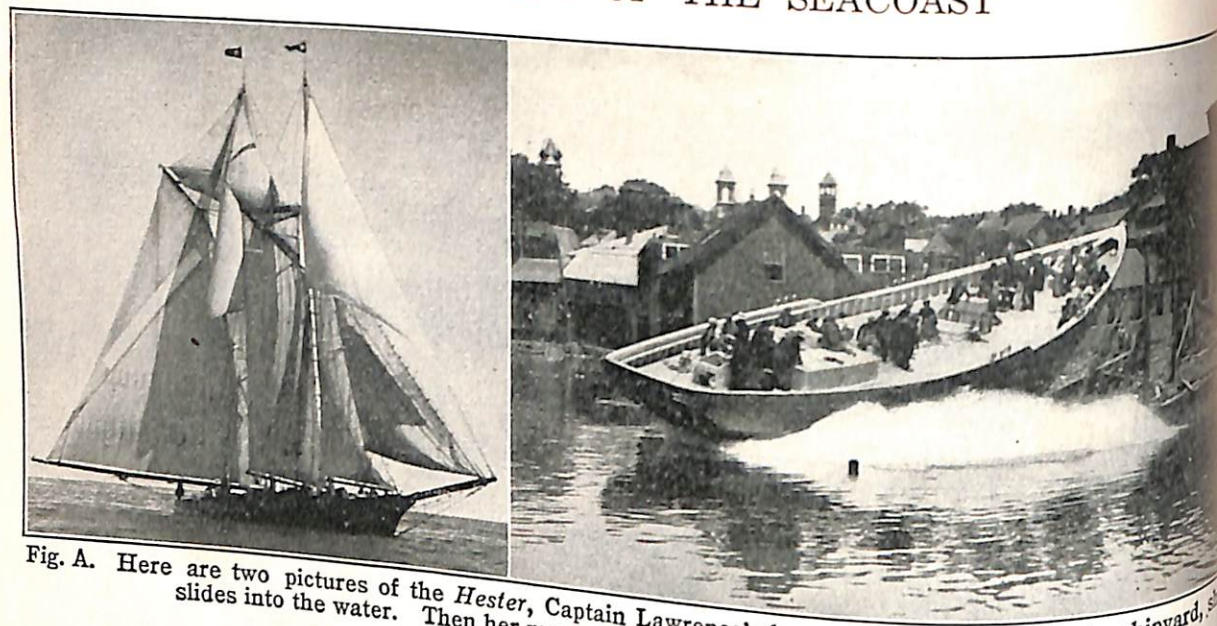


Fig. A. Here are two pictures of the *Hester*, Captain Lawrence's boat. After being built at the shipyard, she slides into the water. Then her masts and sails are attached and she is ready to go.



Fig. B. Captain Lawrence is telling the children something about a crab.

The boat has two masts and is sometimes known as a Gloucesterman. Early in the spring Sam's father sails the *Hester* around to the shipyard; a strong rope is fastened to her, a steam engine winds the rope around

a drum and pulls the schooner up a little railway until she is out of the water. The ship is to have her spring overhauling. The bottom is scraped, all the little cracks are stuffed full of tar-covered fiber called oakum. This keeps the water out. Every inch of the ship is painted so that the wood will not get wet and rot. If any of the ropes are worn they are replaced with new ropes. She gets a new sail and several patches are put in the old sails.

When everything is done, the *Hester* slides back into the water and Captain Lawrence gets ready to go to sea. They must take all that the men need to eat for three or four weeks, except fish. We see them loading barrels of flour, sacks of potatoes, some ham and bacon, many boxes of canned food, a barrel of apples, and bottles of lime juice. Then they put in tons and tons of ice. This is to make the ship into a refrigerator, so that

fish can be kept as fresh as when they are caught.

The *Hester* is now ready to sail. Down the harbor she goes with Captain Lawrence, the mate, and the eight men called the crew. One of the men will go as cook. He will do no fishing, but his work will be to feed the hungry men, and he will receive a share of the profits as his pay. Sam, his mother, little brother, and two sisters, get into their automobile with some other children and ride down to the point. They want to see the boat sail out of the harbor and into the sea. Sam and the others walk out to the end of the sea wall, or breakwater, that has been built to keep the waves out of Gloucester harbor. (Fig. 153-A.)

As the *Hester* sails out of the harbor, she passes so close to the end of the wall that Sam can see the mate standing at the wheel steering the schooner. They all wave good-by to their father, who is standing on deck waving good-by to them.

As she passes the point, she changes her course and sails out into the ocean. The mate knows just where to sail in the shallow water, because the channel is marked by buoys. These are floats that are chained to the bottom to show where the deep water is. Sam watches the boat every second. Soon he can no longer see the men. Then the boat seems to get smaller and also lower. Finally her hull seems to go down behind the water. Sam can see only the sails. In a little while he can see

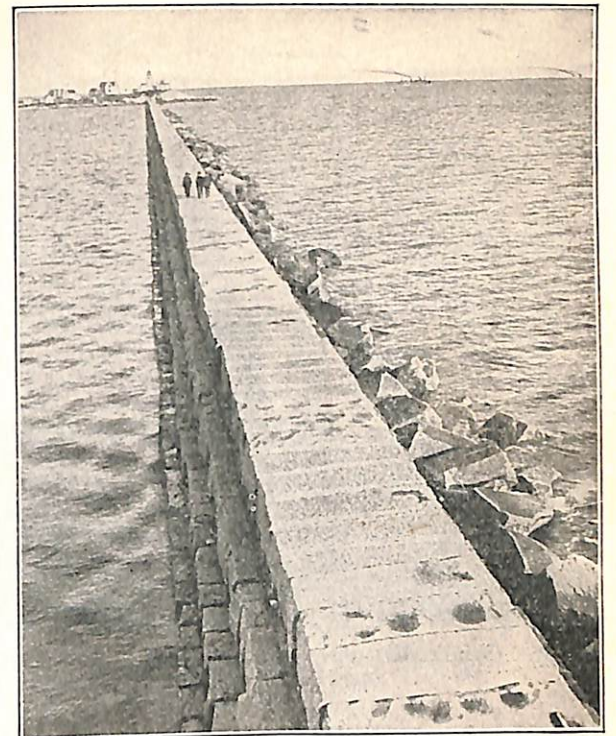


Fig. A. Sam, his mother, brother, and sisters walked along this long sea wall to the lighthouse in order to watch their father put out to sea in the *Hester*. See the ships in the far distance.

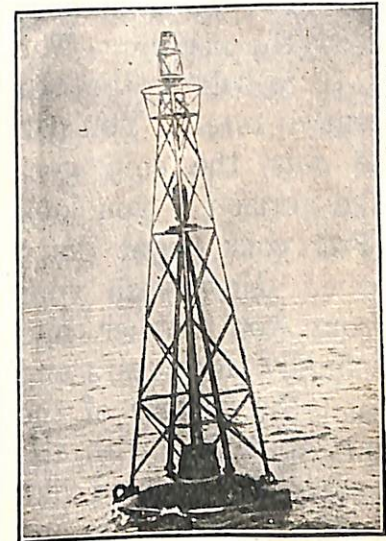


Fig. B. The mate of the *Hester* knows just where to sail in the shallow waters because the channel is marked by buoys like the buoy in the picture. This is a whistling buoy. Every wave makes it whistle. Even at night the sailors can guide their ships by the sound of the whistle.

only the tops of the sails. Then the *Hester* is out of sight. Sam's eyes are very sharp. Almost at the place where he saw the *Hester* disappear, he sees the top of another boat, and beyond that is a little cloud of smoke.

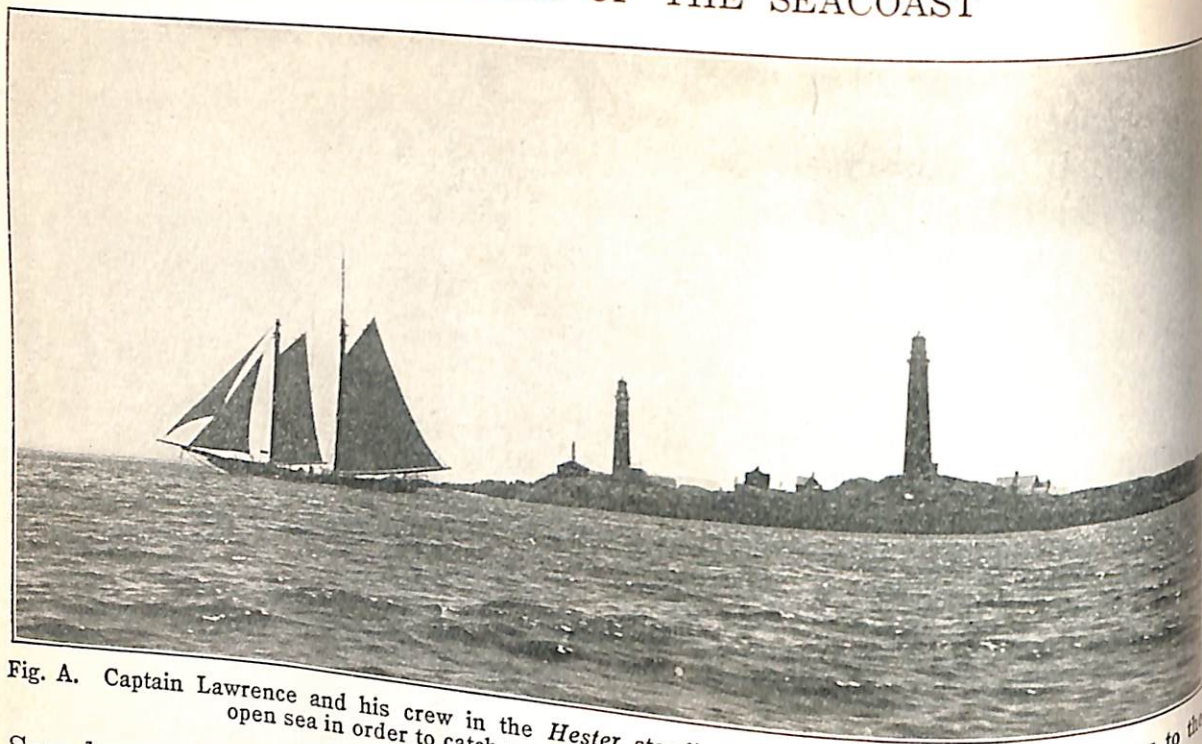


Fig. A. Captain Lawrence and his crew in the *Hester* standing out to sea. They are on their way to the open sea in order to catch mackerel. See the Gloucester lighthouses.

Sam knows that the smoke stands up in the sky above the place where a steamer is passing. Why can they not see the steamer? It is because she is down below the horizon. The horizon is the place where the sea and the sky seem to meet. You can understand the way the ship goes down behind the horizon if you look at a globe. Put your finger down flat on the globe. Now push your finger away from you farther and farther until it finally disappears and goes down behind the surface of the globe. It is just that way with the surface of the sea. It is round like the surface of the globe or the surface of a ball. The ships, as they sail away, go over the horizon and are soon out of sight. Explain how the boats in Figure 153-A show that the surface of the earth is curved. Figure 15-B will also help with this problem.

FISHING FOR MACKEREL IN SAILING BOATS

Captain Lawrence is sailing away in his schooner to meet the mackerel. The mackerel is a fish that lives in the open sea. Like the birds, mackerel spend the summer in the north and the winter in the south. Each spring Captain Lawrence and many other fishermen sail down the Atlantic coast to Virginia. There they meet the mackerel swimming slowly northward. They sail until they meet a school of mackerel. Many fish swimming together are called a school. The fishermen get out their big nets and carry them around the school of fish and catch hundreds of them, almost enough to load their boat. The mackerel are quickly packed in the ice. Now Captain Lawrence sails away as fast as he can to the nearest port to sell the

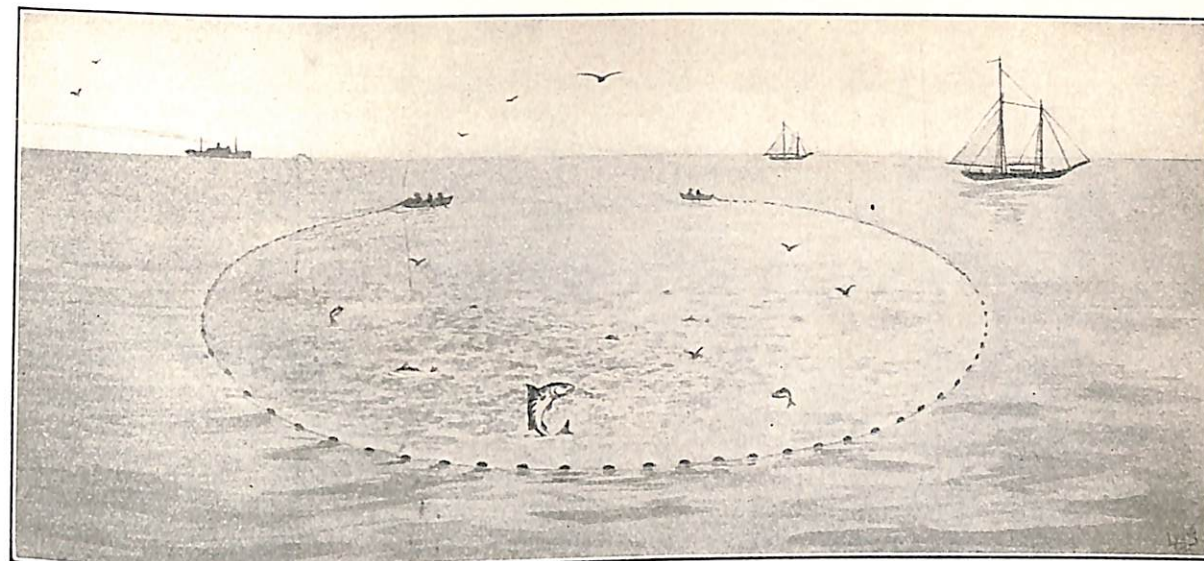


Fig. A. Fishing for mackerel. After you have read page 154, tell about this picture.

fish. He sells mackerel in Norfolk, in Cape May, and in New York. After three or four weeks the mackerel have gone farther north. The boats catch some not far from Gloucester and sail with them to Boston. Then the schooner sails for home. She gets there one night after dark.

How do boats find their way into the harbor at night? By means of lighthouses, tall lighthouses with signal lights which tell the sailor where he is. The lights on different houses are different; some are white, some are red, some shine all the time, some wink quickly, some wink slowly. Captain Lawrence has a big map that shows every harbor and tells him just how every light looks. Even at night he can know by the kind of light just where he is on the coast. He can read the lights in much the same way that you read a book. The letters and words on this page are really a set of signals.

There is great rejoicing when Captain Lawrence and his crew get back. All are safe; no one has been sick or hurt, and they have had a good catch. That means that Mr. Lawrence has some money in his pocket. Sam can have the little boat his father promised to give him as a reward for his good record at school. Sam's boat is sixteen feet long. It is called a catboat and it has a mast and a sail. In it Sam sails up and down the harbor when he has an older person to go with him. He hopes that he will learn to be a good sailor before he is grown. He must be a good sailor if he is to own a fishing schooner some day.

It is great fun to sail a little boat. As you learn to do this, you can make the boat do more and more things you tell it to do. Sam spent nearly all the next summer learning to sail into the wind. That is to say, when the wind was blowing from the north he learned to sail his

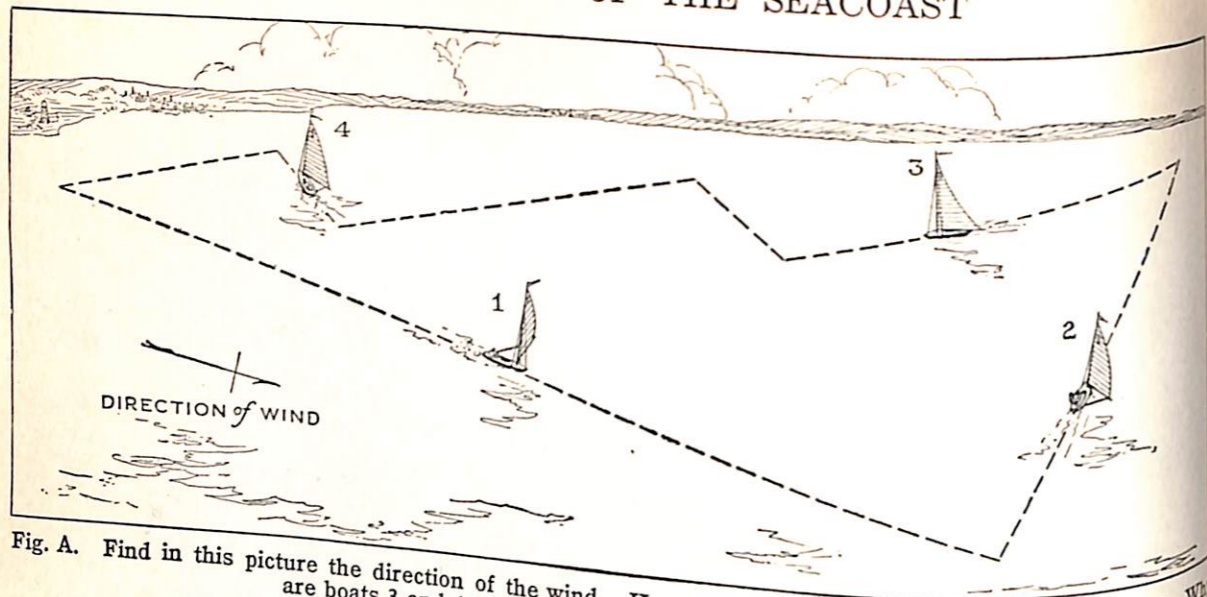


Fig. A. Find in this picture the direction of the wind. How is boat 1 sailing? How is boat 2 sailing? Why are boats 3 and 4 taking a zigzag course? Are they tacking?



Fig. A. These two boys live in Gloucester. They have sailed their boat out of the harbor.

boat north by tacking it back and forth as shown in Figure 156-A. This was something that the Phoenicians and the Greeks and the Romans did not know how to do. They could only sail with the wind. Sam loves the sea. Nearly every-

body who lives near the sea loves it. It is only a short walk from the town of Gloucester across the little peninsula to the shore of the ocean. In some places the shore is as high as the top of a house and made of solid rock. The waves have beaten upon it and have worn away all the earth long ago. In some places the rocks are red; in some places they are gray. Sam loves to see the shore when there is a storm. These storms, when the wind blows from the northeast, are called *northeasters*. It is fun to watch such a storm from the land, but no Gloucesterman wants to be on the sea at that time. The waves rise up higher than a man's head. They curl over and dash against the rocks. White foam climbs high and runs back. Drops of water, called spray, blow in your face. You can taste the salt water. No two waves are alike. Sam has often seen visitors to Gloucester sitting by the hour where they could

HP-1



Fig. A. Much of the shore of New England and southeastern Canada is rocky. The storm waves beat against the rocks. The salt spray flies in all directions. The water beating against the rocks carved out the "flower-pot" which you see in the picture at the right.

watch waves dash on the rocky shore. Waves seem to charm people.

In several places near the town of Gloucester the shore is low and sandy—strips of sandy beach between two rocky places. Here the waves beat upon the sand, and, in quiet times in summer, Sam and his friends go here to swim in the waves.

Sometimes Sam and his family get into their automobile and go to some favorite spot along the shore. Sam likes to go to a cape called Folly Point. A cape is a point of land that sticks out into the sea. Folly Point is very pointed and rocky. You can see the ocean on three sides of you and ships near by and far away.

On the way home, Sam and his family come around the western side of the cape. On this side is a bay. There are no big waves like those on the ocean side of the cape. In this

bay there are plenty of clams. When the tide runs out, narrow strips of sand called *sandbars* are left uncovered. When the clam digger sees in the sand a round hole smaller than the end of your pencil, he knows a clam is getting air through this hole. The clam digger has a big fork that looks very much like the garden fork your father may use in the garden. He digs up the sand with the clams in it, picks the clams from the wet sand, puts them in buckets, and takes them to market. Clams are good to eat. Clams and oysters are cousins. Oysters live on the bottom of sandy, salt-water bays, but clams live a few inches below the surface of the sand.

The seashore along a part of this bay is low and flat and muddy. It is a salt marsh with tall green grass growing in it. Sometimes the sea rises above the surface of the land,

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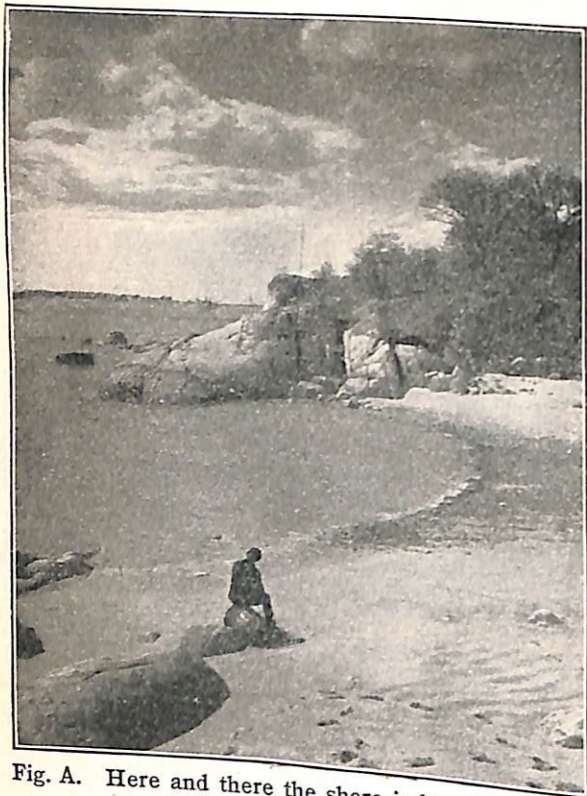


Fig. A. Here and there the shore is low, flat, sandy, and good for surf bathing.

but mostly the land is above the water. Some of the plants growing here are higher than Sam's head.

Sam is fond of boats, whether they are in the water or on land. He likes to go to the shipyard and climb over the new boats that are being built. Some of them are schooners for fishing at sea, and some of them are pleasure boats called yachts. Many people who own yachts sail up to Gloucester in summer from New York and Boston. Some yachts are small, some are large. Some have sails only, some have sails and engines, too, and some have only engines.

THINGS TO DO OR TO THINK ABOUT

1. Let us begin by making some plays. We may call them:
 - (a) Overhauling a Sailing Schooner in the Spring. (Be sure to remember the scen-

ery. This time, it might be a large picture of the boat itself and the dock.)

- (b) Getting Ready to Go on a Fishing Trip.
- (c) On Deck as the Boat Leaves the Harbor.
- (d) On Shore as the Boat Leaves the Harbor.
- (e) Catching Mackerel. (What will the blackboard scene be this time?)
- (f) Selling Mackerel.

2. Suppose you were on shore watching a ship coming back into the harbor. Which part of the ship would you see first? Why?

3. Do you pass a lake or a pond on your way to school? Watch it for several days. What does it look like on a windy day? What does it look like when the air is calm, with no wind? Could you guess, from this, what makes the ocean have waves? What would make the ocean have higher and rougher waves sometimes than it has at other times? What do the New England fishermen call bad storms on the ocean? Why do they give them this name? Have you ever watched a weather vane during a storm? If you have, in what direction was the wind blowing at that time?

4. Below are several words used in the story. Prove that you understand what you have read by using each word correctly in a sentence.

- school
- peninsula
- yacht
- schooner
- lighthouse
- northeaster
- catboat
- harbor
- tacking
- cape
- clams
- sandbars

5. Bring to class all the pictures of different kinds of lighthouses that you can find. How are they alike? How are they different? How do they help the sailors and the fishermen?

6. What is a buoy and what is a pilot? How do buoys and pilots help people at sea?

7. What would happen to plain sand that had the ocean waves beating on it all the time? What would be left along the seashore at Gloucester after all the sand had been ground up and washed out to sea?

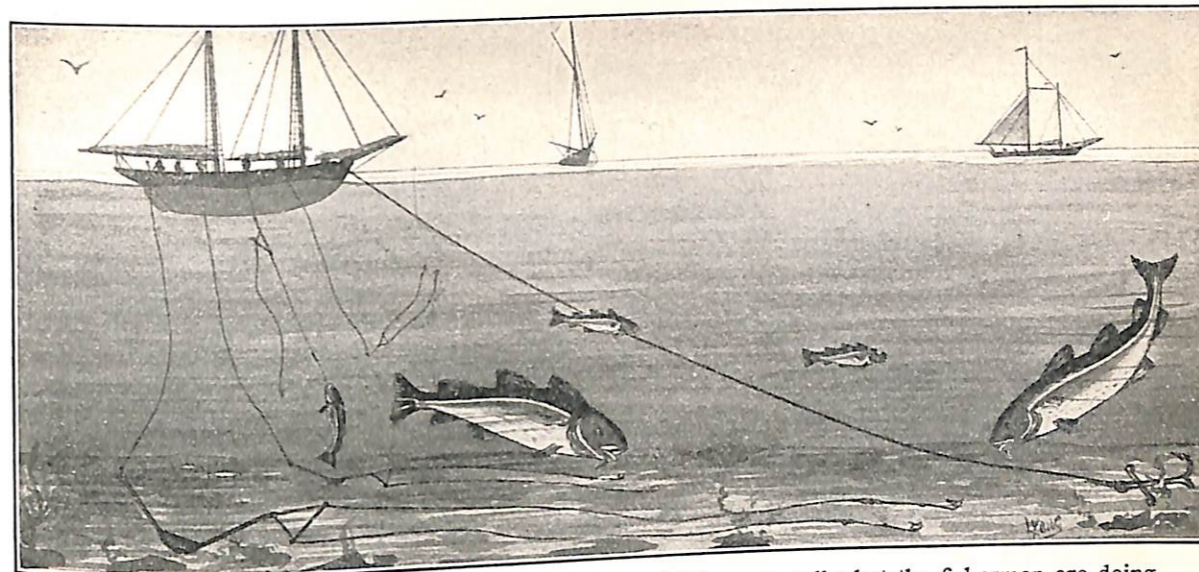


Fig. A. Inshore fishing for cod. After you have read this page, tell what the fishermen are doing.

FISHING FOR COD

After Sam has learned to sail his boat about the harbor, his father lets him go with him to catch cod. First they go on what is called inshore fishing. They go in a boat like the boats in Figure 159-A. They sail out for an hour or two beyond the lighthouse, catch fish for half a day, and come home at night. The water here is shallow, and they use hooks and lines to catch the codfish that swim along near the bottom.

Sam likes inshore fishing, but he wants to go in the *Hester* on a big fishing trip. He wants to go cod fishing out on the banks (fishing banks). Fishing banks are shallow places out in the ocean, so shallow that people can drop a baited hook over the side of the boat and catch the fish as they swim near the bottom.

After Sam had learned to sail his little boat well, his father let him go on a trip to the banks. Sam thought it was great fun to be sailing away

on a five days' journey and to be out of sight of land. He liked to go down the little stairway from the deck to the small cabin and sleep in one of the top bunks. This was what his father and grandfather and great-grandfather and great great-grandfather had been doing for three hundred years.

It took them five days to reach the banks, which are not far from the island of Newfoundland. They dropped the anchor overboard and took in the sails. This was to be their home for two weeks. There was a nest of little boats, called *dories*, on the deck of the schooner. A dory was put overboard; two men got into her and rowed out a little distance from the schooner. Here they dropped overboard one end of a trawl line. A trawl line is a heavy cord about half a mile long. It is carried coiled up in a tub at the front of the dory. Short lines, two feet in length, are tied fast to the

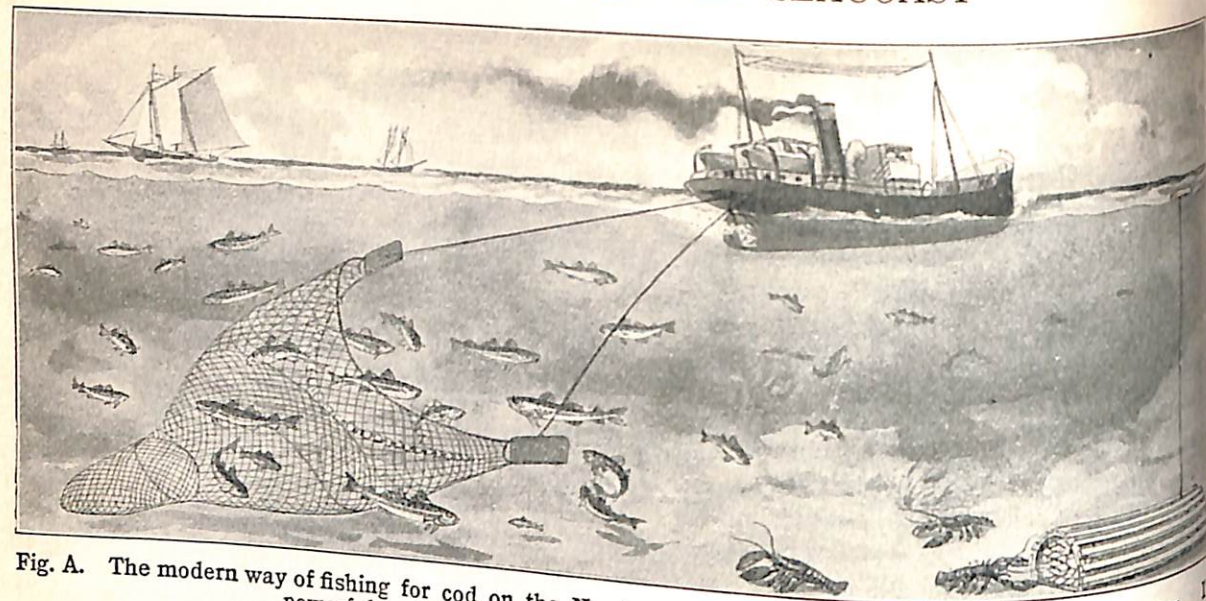


Fig. A. The modern way of fishing for cod on the Newfoundland banks. The boat is a steam trawler. Its powerful engines draw a wide open net along the sea bottom.

trawl at every six feet. These short lines have baited hooks on the end. The hooks swing in the water near the bottom and catch the codfish. Near each end of the trawl is a weight to make the line sink and a float to show where it is. One of the two men in the dory rows the boat, and the other throws the line over the end of the boat until it is all out. Then with their little boat tossing over the waves, they row back to the other end of the trawl, pull it up, and begin to take off the fish and bait the hooks again. When they have a dory load of fish, they go back to the schooner, where other men clean the fish, wash them clean in sea water, and pack them down in sea salt.

Nowadays many steam trawlers go out for cod on the Newfoundland banks. The trawler pulls a wide open net, called a *trawl net*, close to the bottom of the sea. (Fig. 160-A.)

Cod fishing is a dangerous business, especially on the Newfoundland banks. This is a place where two ocean currents meet. A current comes from the north, from Labrador and Eskimo Land. It brings the icebergs and the cold water. We read about that in the chapter about the North Lands. There is also a warm current that comes from the south. It comes from near the Amazon. Sometimes the boat will be in warm water, sometimes in cold water. The air over the warm water will be warm. The wind blows it over the cold water. There it does just what the steam from a teakettle does when it comes out into a cool room. Moisture in steam turns into fog. Sometimes when the men are out in the dories fishing, thick clouds of fog settle over the cold sea more quickly than showers of rain fall down on land. In the thick fog where one cannot see fifty feet, the men in the dories sometimes miss their way.



Fig. A. The white objects which you see on the frames in the picture are pieces of codfish. They are drying in the open air at Gloucester.



Fig. B. A fishing fleet at anchor off the coast of Norway.

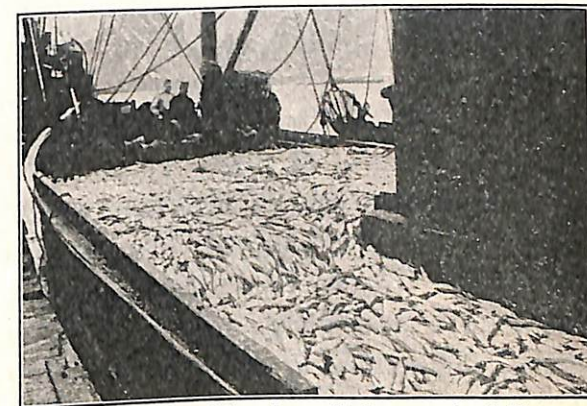


Fig. C. A catch of herring off the coast of Norway.

Then they miss the schooner and their little boats drift out to sea. Sometimes great storms come up and upset the dories. Storms may even upset the schooners or drive them against the rocky coast, and the men may be drowned. The sea is very changeable and often it is cruel, but it charms men, and they love it.

On Sam's trip there is nothing worse than a great storm. The waves went across the deck of the boat, but no one was hurt.

When they reach Gloucester the fish are unloaded and washed in fresh water to take off all the salt that is on the outside of them. They are now spread out on frames to dry.



Fig. A. In the picture at the left, Gloucester men are skinning fish. In the picture at the right, you see a few of the thousands of herring, or bloaters, which are hanging in this smokehouse for curing.

After this they go to the skinning sheds, where men or women with sharp knives skin them and take off the fins. They are now ready to sell. They are about as hard as pine boards and will keep almost as well. Dried codfish will keep for a year in a store in a warm country where fresh fish would spoil in an afternoon.

Many kinds of fish come into Gloucester harbor. The inner harbor north of the little island often smells of fish. There are drying racks, sheds, fish-smoking houses, pickling factories. The fish are sold in barrels, in kegs, in boxes, in paper cartons. They are sold salted, they are sold pickled, they are sold fresh. Some as hard as bones are sent away by mail frozen.

The heads, skins, fins, and bones are boiled to make glue, and what is left after the glue is taken out is ground up for chicken feed or made into fertilizer. The fishermen of

Gloucester can now catch more fish than ever before, because most of them have motors in their fishing boats to help them when the wind does not suit.

THINGS TO DO OR TO THINK ABOUT

1. Make a sketch map of the shore of the United States from Boston to Norfolk. On it, name and locate the places mentioned in these fishing trips.
2. Try to find pictures of the different kinds of boats that we have just read about. Make a chart of these boats. Maybe some of the boys would like to try to make models of some of the sailing schooners.
3. Make a chart of pictures to show the kinds of sea food the New England people give themselves and us.
4. Would you rather go fishing with the Eskimos, the Fur Trapper Indians, or with Sam Lawrence's father? Which would be the most dangerous? What big animals that live mostly in the water do the Eskimos use? Are these animals fish?
5. Here are the titles for some talks:
 - (a) Deep-Sea Cod Fishing.
 - (b) Workers in Gloucester Harbor.
 - (c) Preparing Cod for Market.
6. Make a drawing that will explain about ocean currents and the fogs near Newfoundland.

FISHERMEN, SHIPBUILDERS, AND TRADERS

The Gloucester fisherman needs to be brave and industrious. His is rough work. It is hard work. It is dangerous work. The sea along this part of our country is a very stormy sea. Fierce winds blow, the waves dash high, the fogs are thick, and the ships are sometimes lost at sea or beaten to pieces by storm waves on the rocky coast. There is many an orphan on the fishing coasts. Sometimes the ships go down with all on board. There are many widows on the fishing coasts. In some places the people hold a meeting on a certain day in the fall, when the names are read of all those lost at sea during the year. The people throw flowers into the sea, for that is where their loved ones were buried when the ships went down.

For several hundred miles along the coast of this part of North America the shore is high and rocky like that of Gloucester, and full of little bays that make good harbors. Along this part of the coast are many towns where people live and catch fish, which they salt and sell very much as do the people in Gloucester.

The business is now not quite so dangerous as it once was, because many of the schooners now have small engines in them. When one gets into a storm, the engine is a great help in reaching a place of safety.

You can easily guess that building boats has been one of the things



Fig. A. A monument in the city of Gloucester to "They that go down to the sea in ships."

that men have done in the harbors of fishing towns.

Long ago, in the time when the kings of England ruled our country, these fishermen would load their boats with salt fish and sail away to sell them on the coast of Virginia, where the codfish is not found. They also took longer trips. They went to the West India Islands and brought back hogsheads of sugar and molasses. They even sailed to the Amazon country and to Europe. Then they built bigger ships. The forests along this coast had fine timber, and the people were very careful



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Fig. A. A monument in the city of Gloucester to "They that go down to the sea in ships."

that men have done in the harbors of fishing towns.

Long ago, in the time when the kings of England ruled our country, these fishermen would load their boats with salt fish and sail away to sell them on the coast of Virginia, where the codfish is not found. They also took longer trips. They went to the West India Islands and brought back hogsheads of sugar and molasses. They even sailed to the Amazon country and to Europe. Then they built bigger ships. The forests along this coast had fine timber, and the people were very careful



Fig. A. Because Gloucester uses so many fishing schooners, it has become a busy shipbuilding city.

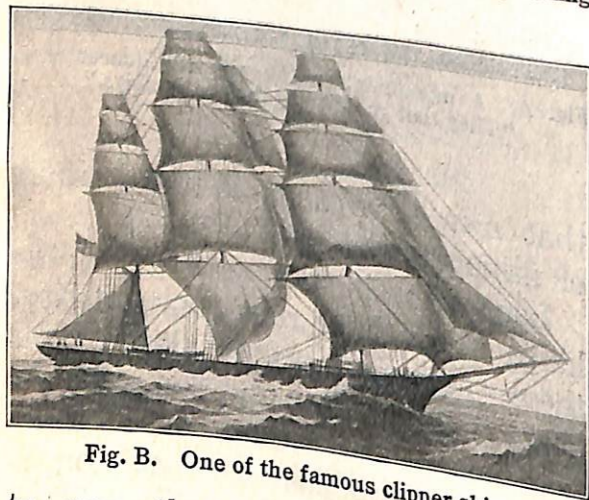


Fig. B. One of the famous clipper ships.

to save the good, straight trees for masts. These bigger ships were called clipper ships. They were the fastest sailing vessels in the world at that time, and men from Gloucester and other fishing towns sailed with them all the way around the south point of Africa. They went even to

India, China, and the Dutch East Indies. Your teacher will show you on the globe how they went. They brought back cargoes of tea and spices, and, with these products, the people of Gloucester and other fishing towns became great traders in the colonial times after our Revolutionary War. I know of one schooner in Gloucester that had seven sails all of whom sailed in ships going out to eastern Asia about 1825. These clipper ships are not built now. The steamship driven by an engine run by coal or oil now does the work that the clipper ships had done. The large steamers need deep harbors. Therefore they do not come to Gloucester and many smaller towns that had the clipper ships.

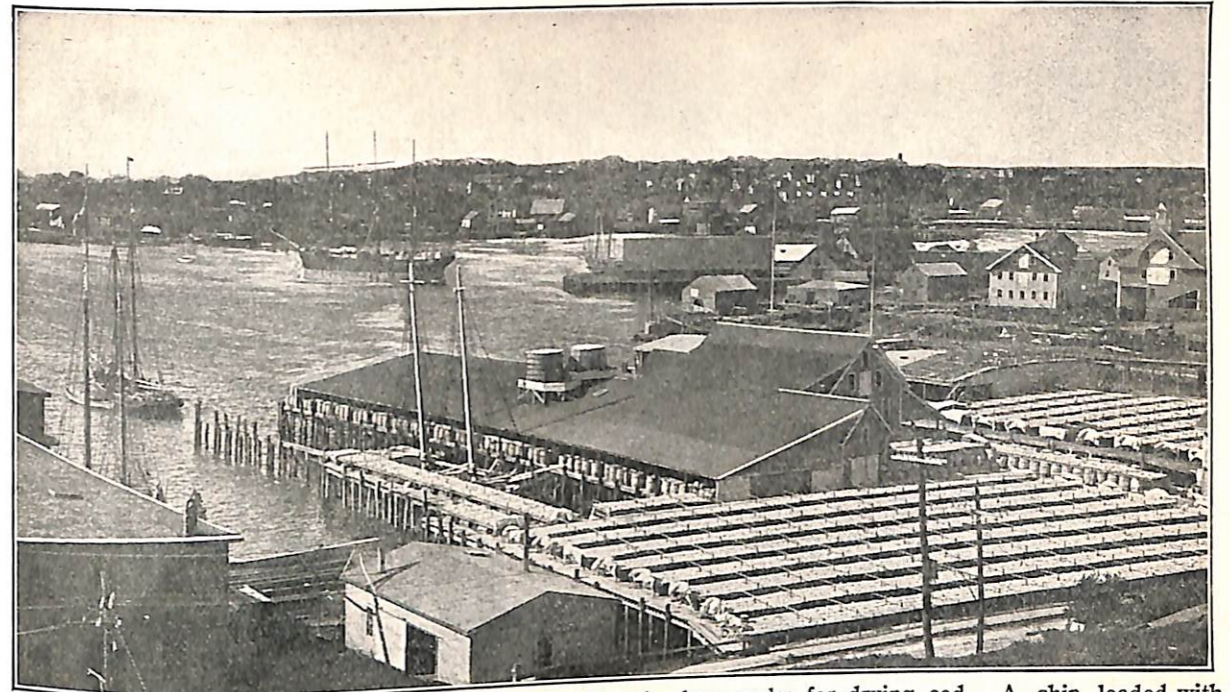


Fig. A. A harbor on the coast of Newfoundland. See the long racks for drying cod. A ship, loaded with fish, is sailing away from the warehouse. See the schooner by the warehouse and the barrels of fish.

EARLY FISHERMEN AND THE NEWFOUNDLANDERS

The people of Gloucester were not the first fishermen in the world, by any means. You remember that we read about the fishermen of Holland. They were catching fish in the ocean near Holland before Columbus sailed to America. So were the people of England, and for a long time the people of Europe thought the most important thing about the discovery of America was the fishing banks off the coast of Newfoundland where the Gloucester and Newfoundland fishermen go.

A few years after Columbus discovered America, the fishing boats of England and France sailed all the way across the Atlantic to fish on the banks of Newfoundland, and then sailed back taking the fish to Eu-



Fig. B. This codfish has been cleaned and is ready for drying. Compare its size with the man.

rope. This they did for years and years before anyone from Europe settled on the coast of North America.

The people of Newfoundland live near the Grand Banks.



Fig. A. This picture gives you a very good idea of a fiord in Norway. What are the fishermen doing?

NORWAY AND THE NORSEMEN

Long before the time of Columbus, the greatest fishermen of all Europe were the people of Norway. In those days they were called Norsemen. Their coast had many long, deep bays with high, rocky shores and deep water. Such bays are called *fiords*. (Fig. 166-A.) Fiords are splendid harbors, but the land along them is so steep that very little of it is good for farms. What could the poor Norwegians do? About all they had were harbors, little garden patches, a few pastures, and steep hills with stout trees upon them; so after they had made farms on the little bit of land that was good for farms, they used their trees for

building ships. Then they sailed away to catch fish. The cool climate of their country made them feel like working. They are today a very industrious people. We should not care to go to sea in a Norse boat (see Fig. 167-B), but the Norsemen were brave sailors. In their little ships they sailed across the ocean to Iceland and Greenland and settled there, they sailed to Labrador and on to a place which they called Vineland. They called it Vineland because they found wild grapevines there. They were very much excited about this grapevine country. They went back to Greenland and to Iceland

and to Norway telling stories about Vineland, but no one knows where Vineland was, for they did not stay long.

To this day the people of Norway catch fish, load them in their boats, sail away to other countries, and sell them. The Norwegians are great sailors. They build many ships and carry freight for other people. It is almost certain that in some of the stores where your father and mother buy things for you, there are things which were brought across the sea in Norwegian ships. There are Norwegian ships in New York harbor every day in the year. If you will look through the magazines, you may find an advertisement of something that comes from Norway and other places where codfish are caught. It is cod-liver oil. Many people use it as medicine.



Fig. A. The long, deep, narrow fiords of the Norway coast enable boats to bring their freight far inland. Does this country look good for farming?

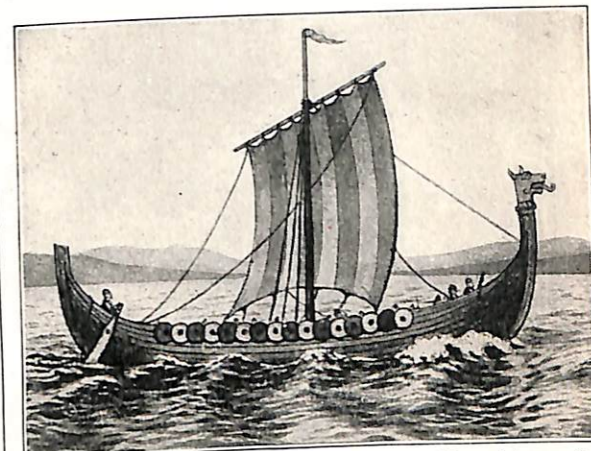
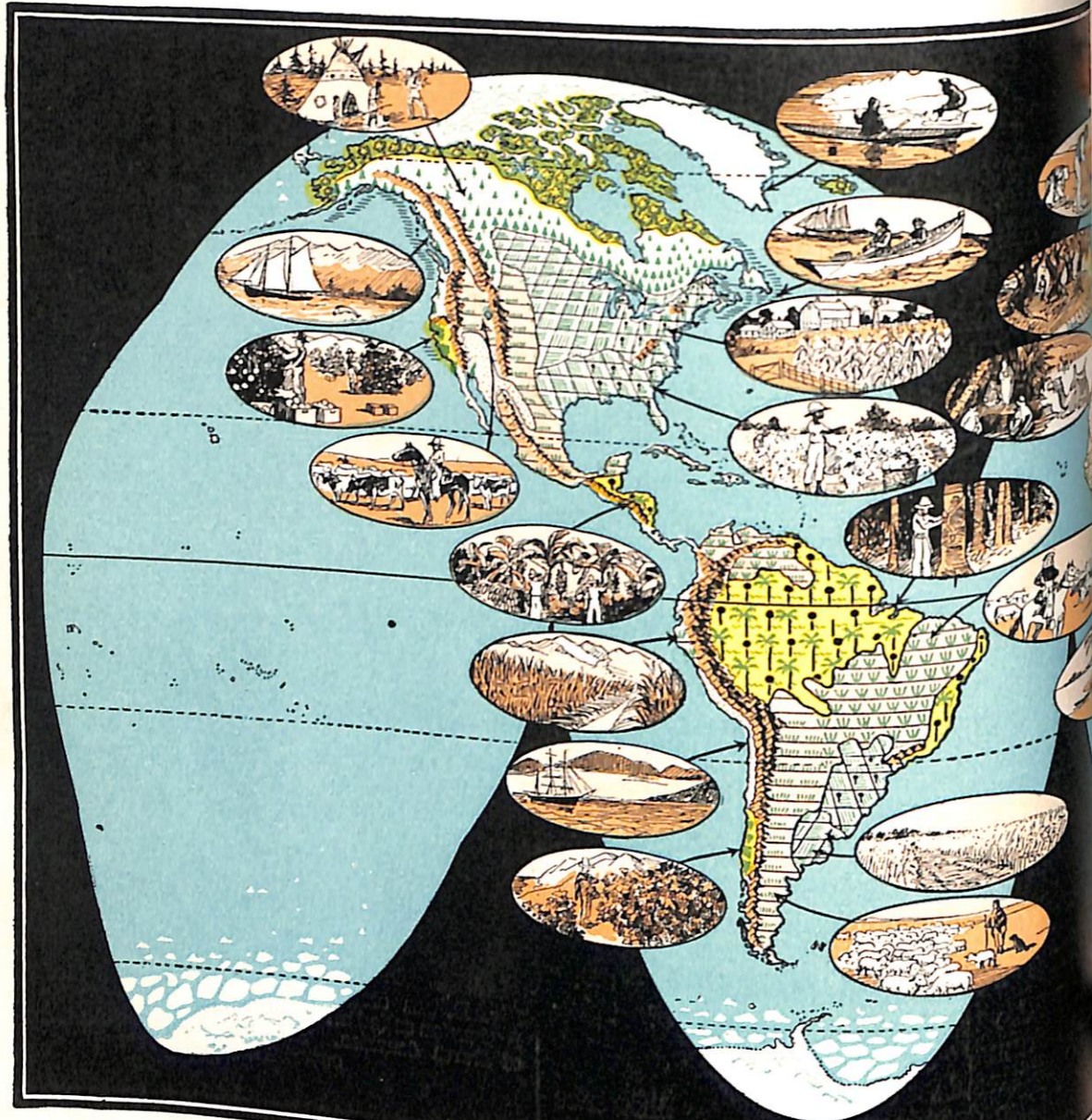


Fig. B. In ships like the one in this picture the Norsemen sailed all the way from Norway to the coasts of North America. This was before Columbus discovered our continent.

THINGS TO DO OR TO THINK ABOUT

1. Make sand-table models of these "land forms," as we call them:
 - (a) peninsula (b) cape
2. Make drawings to show the difference between a bay and a fiord.
3. Make a sketch of a good harbor that will show why it is a good harbor.
4. Make a large map that will show Newfoundland, Greenland, Iceland, Norway, Gloucester, the Atlantic Ocean, the arctic circle.
5. Is there any place in Norway where the horizon might look as it did in Eskimo Land at midnight? If so, why is this true? If not, why not?
6. Look carefully at a map of New England. Then look just as carefully at a map showing the coast near Atlantic City. Which of these two coasts would have more good harbors? What makes you think so?

7. Here are some more play titles:
 - (a) The Old Norsemen. (Your teacher will read you some stories about them. Why are so many of these stories about the sea?)
 - (b) The Norwegians of Today.
 - (c) How the Newfoundland People Make a Living.
8. Why do many people in New England and Norway help to build ships? Why do many of them sail the sea?
9. If a Norwegian ship came to this country, what are some of the things that the Norwegians might buy and take back to Norway?



The pictures below and the little stories after each picture are called a *key*. They will help you to unlock the meaning of the map. Look carefully at each picture; read the story about the picture; then find as many samples as you can of the same kind of land on the map as in the picture.












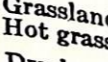
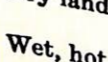
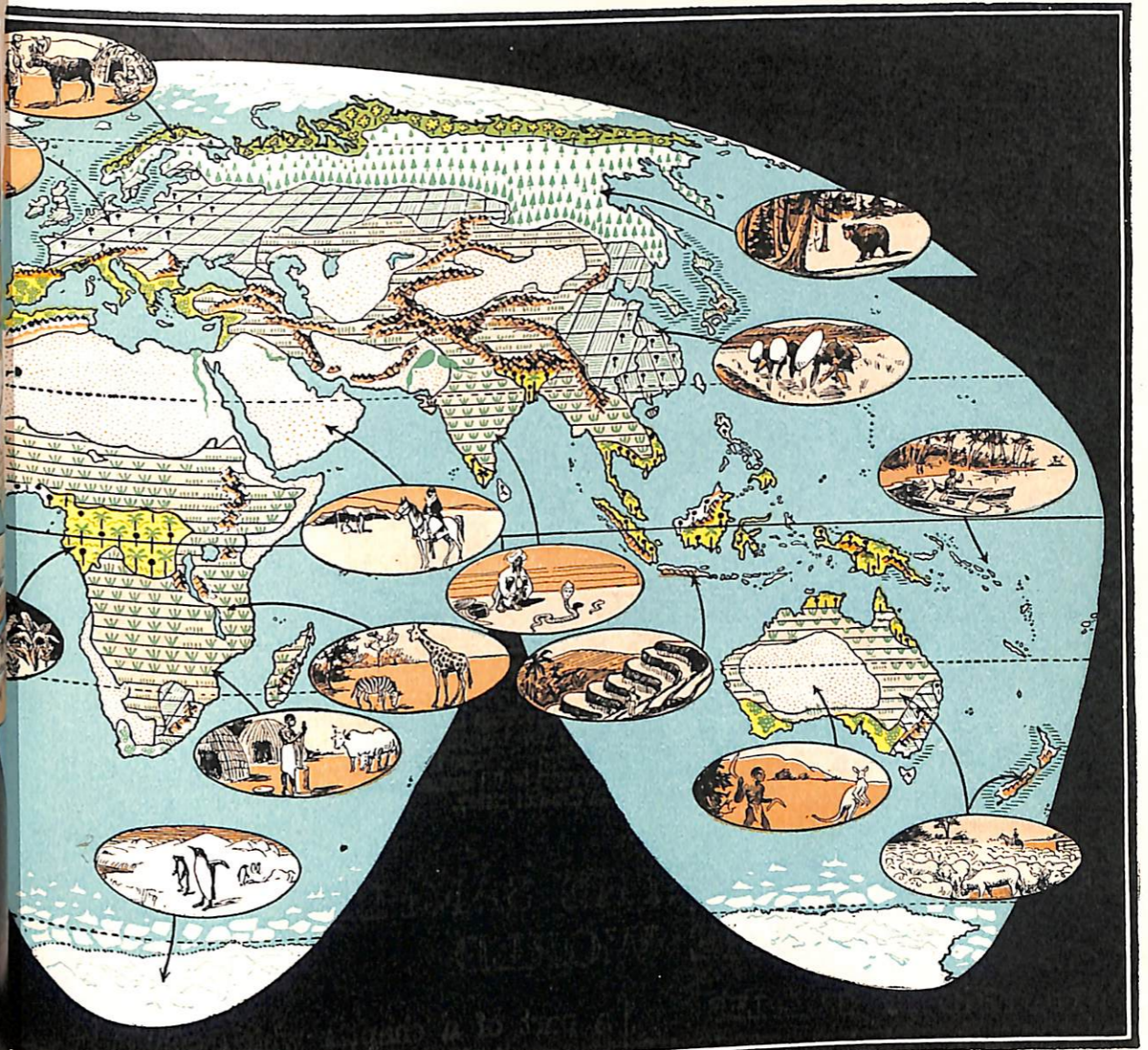
-  The ice caps—lands of ice and icy water.
-  The far cold north—lands of the Eskimo and of the Laplander.
-  The cold forest country—home of the fur trappers.
-  Seacoasts rich in fish.
-  Farmlands with frosty winters.
-  Lands with long, warm, wet summers.
-  Lands with dry summers—the Mediterranean climate.
-  Grasslands with cold winters.
-  Hot grasslands with dry summers.
-  Dry lands.
-  Wet, hot forest lands.
-  Desert lands made rich by rivers.
-  High mountain lands.

Fig. A. The World as the Home of Man.



as the Home of Man.

As nearly as we could do it, this map has been made to look like a picture of the land in each part of the world. The little green pine trees show forested lands. The little bunches of grass show lands that are covered with grass. The little fields show farmlands. The pictures in the ovals show only one or two of the many things which are to be seen in the different kinds of lands.

Point on the map to the land near your home. In how many other parts of the world do you find lands that are like it?

Point to a land which you would like to visit as a traveler; as an explorer. Suppose you had to move to another part of the world to live, where would you choose to go and why? Point to parts of the world which your father might visit were he a salesman for plows; were he a fur buyer. Suppose the penguin, in one of the ovals, had to move away to a distant part of the world. Where would he go if he knew as much about the world as you do? Would the giraffe and the penguin like to exchange homes with each other?



Fig. A. A sample of mountain lands and of how mountains help people. High up are the snow fields and glaciers which supply the valley stream with water in which man may fish and from which he may take water for irrigation. Below the snow are the forests for lumbering. Where the scenery is very beautiful, as in this picture, men build summer-resort hotels for people from the hot cities.

THE BIG IDEA—THE SAMPLES AND THE WORLD

STUDYING BY SAMPLES

Do you know what a sample is? Perhaps someone can bring to class a sample of cloth, linoleum, or paper and explain why people give one another samples of things. In this book we have been learning geography by taking samples of different kinds of places in the world. That is why we have skipped about the world a great deal, from *near to far*, from *hot to cold*, from *wet to dry*, from *low to high*. Perhaps you can name a place or a chapter or

a part of a chapter which comes to your mind as you think of each of these words.

As you read this chapter, ask yourself at the beginning of every section: Where is the sample? What is the sample like? Where are other places like the sample?

Each place that we have studied is a sample of other places in other continents that are very much like it. We will now find some of these other places that are like the samples which we have studied.



Fig. A. A sample of the wet, hot forest lands where the banana grows.

THE WET, HOT FOREST LANDS

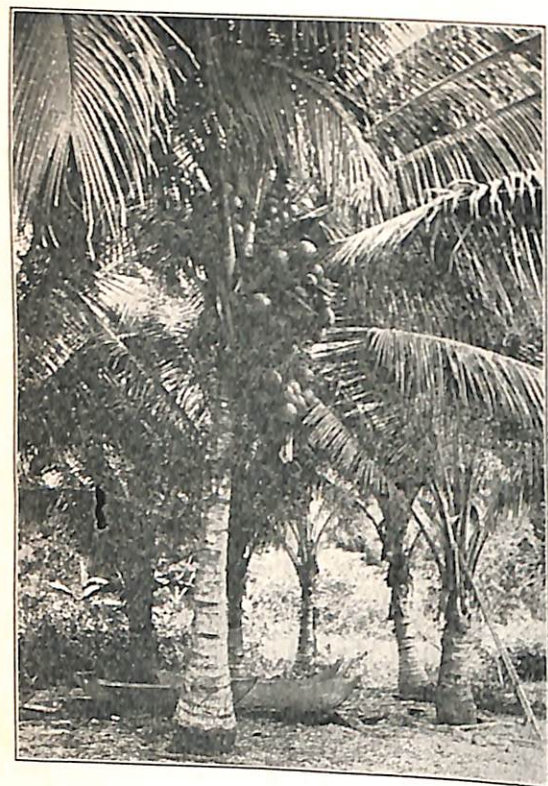
We found in the chapter on the Amazon Basin (page 34) that land in this great river valley is covered with very thick forest. This forest is leafy and green all the year, as is always the case with forests in lands that are hot all the time and wet most of the time.

Nearly all of the land on both sides of the equator has these wet, hot forests. The map (Fig. 168-A) shows a large area of it in South America, another large area in Africa, some in Asia, and more of it in many large islands that lie between Asia and Australia. The map (Fig. 178-A) will help you to find the names of two or three of these big, forested islands.

If you look again at the map

(Fig. 168-A), you will see that there is some of this forested land also on the shore of the southern part of North America.

What do people eat in these forest countries? One of the things you, too, have doubtless eaten is the banana (Fig. 171-A). Since man has learned to run steamships very rapidly and keep them cool inside, he can now bring bananas from the wet, hot country where there is never any frost to lands as far away as our own country and Europe, where there is so much frost that no banana plant can live more than a few months. Figure 171-A shows a banana plantation in the southern part of North America, which is called Central America. Perhaps you can look at the world



Figs. A-B. The picture above is a sample of the rubber plantations which are found in southeastern Asia. The picture at the left is a sample of the coconut palm which grows in all hot, wet lands. See the large cluster of coconuts on the tree.

map and tell why you think it got its name of Central America.

In the forests in the hot, wet lands are many kinds of trees bearing many kinds of fruits and nuts that are good to eat, good for birds, monkeys, and other wild animals, as well as for man. One of these nut-bearing trees gives us a food which nearly every schoolboy and girl in the United States has seen. We can buy some of it in almost any candy store (Fig. 172-A). This tree grows in every continent and on every large island that has the wet, hot forests. The coconut tree is very useful to the people who live in those countries, as you shall learn in a later grade.

In telling about the Amazon, we learned how men get a useful product from another tree. It is not a food. It stretches and does many other useful things.

How many uses can you name for rubber? The rubber tree has been taken about the world and planted by men in very much the same way that they have carried sheep from one continent to another. The wild rubber tree grew in the Amazon Basin has been planted on the Malay Peninsula that is the most southern peninsula of Asia. Rubber trees from the Amazon have also been planted on Ceylon, an island just south of India and on the three big islands nearest to the southernmost peninsula of Asia.

Men from England, men from China, men from the United States have gone out to these distant lands to be managers of the rubber plantations. Perhaps you have seen and used rubber that came from the very trees shown in Figure 172-B.



Fig. A. A sample of Eskimo Land and of Lapland during the short summer. In winter this land is covered with snow. What animals do you see in the picture?

THE FAR COLD NORTH AND THE FAR COLD SOUTH

In our study of samples of the earth's surface, we have gone from the hot, wet forests to the iciest places in the world, to the home of the Eskimo, the polar bear, and the seal, and to the ice caps of Greenland and Antarctica. The Eskimo we met in the chapter beginning on page 56 lives in the northern part of North America, but other continents have the same kind of climate, the same kind of plants, and the same kind of animals, and men who must live in very much the same way because they live in the same kind of place. What continents show land that bears the same mark as that which is found on Eskimo Land? What is the great difference in the way the Laplander and the Eskimo make their living (pages 69-71)?

Look at the map (page 168) and see if you can answer this: Would you

expect the men in the part of Asia that is nearest to Lapland to live as do the Laplanders or as do the Eskimos of America? From which group would it be easier for the men of Lapland to learn new ideas and ways of doing things? Would it be easier for them to get animals from their neighbors in Asia or from their Eskimo neighbors?

A great thing happened to some of the Eskimos not long ago. Some foreign school-teachers went to the Far North and taught them a new art. These new school-teachers were Laplanders. They brought herds of tamed reindeer from their own country to the land of the Eskimos. They lived for years with the Eskimos and taught them how to take care of reindeer. The herds of reindeer are now increasing from year to year. Their meat is good to eat, and their skins make warm clothes. Tell what difference this will make to the Eskimos.



Fig. A. A sample of most of Greenland and most of Antarctica. The birds in the picture are penguins.

THE ICE CAPS

What do most of Greenland and most of Antarctica look like, both summer and winter (Figs. 22-A and 23-A)? What can an animal find there to eat? Men do not want to live in the antarctic regions, but the penguin is able to live in this land of ice and ice water. When you have finished reading this, tell how the penguin is like the seal. The penguin is a funny bird. There are many kinds of penguins. Some are nearly three feet high, but their wings are not much larger than a child's arm. Of course they cannot fly, but they are wonderful swimmers. A penguin is perfectly at home on the ice cakes in the Antarctic Ocean. He will plunge into the icy water, and with his feet under the water almost like a fish. Indeed, he swims so fast that he

can catch fish! He lives upon fish and fish can live in ice water because there are tiny plants living in the ice water, and tiny fish live on these little plants. Penguins have lived in Antarctica for hundreds of years without ever seeing a man. They have not learned to be afraid of man as other wild creatures are, so they do not fear a man any more than you fear a fence. The explorers have a very interesting time playing with them and laughing at them because they are such funny, dignified birds. They stick out their chests and strut and make you think that they think themselves the smartest fellows in the world. There are explorers on the Antarctic ice cap or on the Greenland arctic ice cap nearly all the time. They try to find out about the weather and keep a record of what happens.

THE HOT, DRY LANDS

Find on Figure 169-A the great Sahara Desert which you read about on pages 86-90. If you look closely, you will find that this desert region goes on into Asia, and that other large deserts are to be found in other continents.

The people who lived in these deserts in the other continents were not lucky enough to have the camel until white men began to take camels about the world. Page 87 tells something about camels in one of these deserts. Do you think it is a good thing or a bad thing for North America that its hot desert is much smaller than the ones we find in Asia and in Africa?

Why do you think these lands of little rain would look alike in North America, in North Africa, in South Africa, in Australia, and in Asia?

DESERT REGIONS MADE RICH BY RIVERS

The chapter on Egypt (pages 95-105) told about a country whose people sometimes call a river "Father." Why do people call Egypt "the gift of the Nile"?

What do you suppose would happen if there should be another river like the Nile that would flow out into some part of the Sahara Desert and carry water there?

Egypt is not the only country with a great river flowing into a desert. In southwestern Asia is a gulf called the Persian Gulf. Two rivers flow into it. The



Fig. A. A sample of the hot, dry lands of the earth. The camels are crossing a part of the Sahara.

one to the west is named Euphrates. The one to the east, with the city of Baghdad upon it, is called the Tigris. These two rivers are like the Nile. They, too, flow into a desert from mountains where much rain falls, and, like the Nile, they have fed irrigation canals for a long, long time. These irrigation canals have carried water to the fields, and the fields have made crops that fed many people who lived in the great oasis called Mesopotamia—a word that means "the land between two rivers."

A long time ago there was a city here, named Babylon, and another named Nineveh. Perhaps your teacher will tell you about them. They are mentioned in the Bible.

When you study more geography you will learn about two other great rivers that flow into deserts: one in India is named the Indus; one in the United States is named the Colorado. Perhaps you can find them on the map (Figs. 168-A and 169-A).



Fig. A. A sample of farming lands which have warm summers and frosty winters. The windmill tells you that this picture was taken in Holland.

THE GREAT FARM REGIONS WITH FROSTY WINTERS

The map (Fig. 168-A and 169-A) shows a large area of this good farm land in North America, and two large areas of it in Europe and Asia. Find smaller areas in other continents that have the same kind of land.

You will notice that Holland (pages 133-150) is in this great area of good farm land with frosty winters. This land of grain and forests is a very important part of the world. In our own North America it is the home of more than half the people in the whole continent. When we study Europe we shall see that there are many nations whose land is all in the frosty-winter-and-warm-summer kind of farm climate.

Find on Figure 168-A and 169-A

the great farm lands of the world which have long, warm, wet summers. Notice that these farm lands border the farm lands with frosty winters but are closer to the equator.

LIFE IN THE MOUNTAINS

What is the great difference one sees in looking at the land in Holland and in Switzerland? You can get the answer to this question by looking at all the pictures in the chapters beginning on pages 107 and 133.

In the chapter on Switzerland we learned many things about how men live in high mountains. There are many other high mountains in the world. Perhaps your teacher will help you find the Pyrenees Mountains, the Caucasus Mountains (Figs. 108-A and 110-A). Now find these same mountains on the globe (page 17, B-D). Can you also find the Rocky Mountains of North America?

the Andes Mountains of South America, and the Himalaya Mountains of Asia?

What does Figure 115-A show you about the things that man can do in mountains? Can you find anything in Figure 115-A that reminds you of something in Figure 170-A? We will learn more about all these mountains as we study other books in geography.

COAST PEOPLES AND FISH

Name two or three important things about seacoast peoples (pages 151-167). Find on the map (Fig. 168-A) the coasts that are the homes of the people mentioned in this chapter. On the same map you will see that there are similar coasts on the western side of North America and on the eastern side of Asia. If there had been space, we could have told many things about how the people of Japan go out to sea to catch fish, and how the people on the western coast of North America do the same.

OTHER SAMPLES

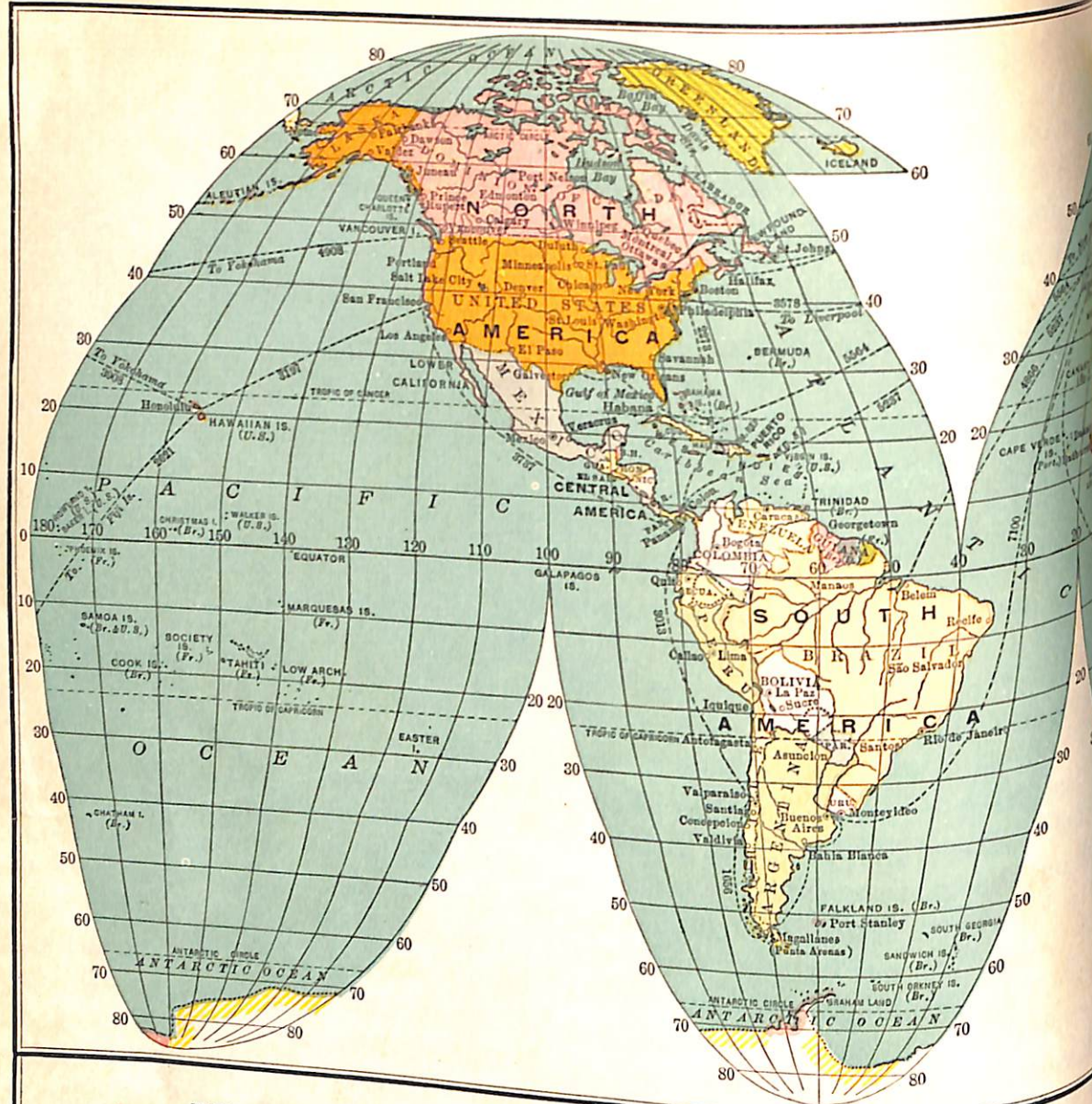
The map (Fig. 168-A and 169-A) shows that the world has several large samples of land other than the samples which we have studied. The first of these is the cold forest country—the home of the fur trappers and lumbermen. It covers a very large area in northern North America, northern Europe, and northern Asia. It is shown on pages 168-169 by means of small green trees.



Fig. A. A sample of the cold evergreen forest lands of the earth. This picture was taken in northern Europe.

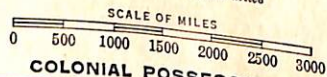
The second big sample of land which we have not studied is the lands with dry summers and mild, rainy winters—the Mediterranean climate. These lands are located on Figure 168-A and 169-A by means of small bunches of grapes—a very good symbol indeed, for these lands produce grapes and other fruits, olives, and wheat. The largest area of these lands of dry summers is the Mediterranean countries of Europe, Asia, and Africa. Find lands with Mediterranean climate in each of the other continents (Fig. 168-A, 169-A).

The third big sample of land is the grass lands. These are shown on Figure 168-A and 169-A by tufts of green grass. Some of these grass land areas are hot with dry summers. They are found border-



**POLITICAL MAP
OF
THE WORLD**

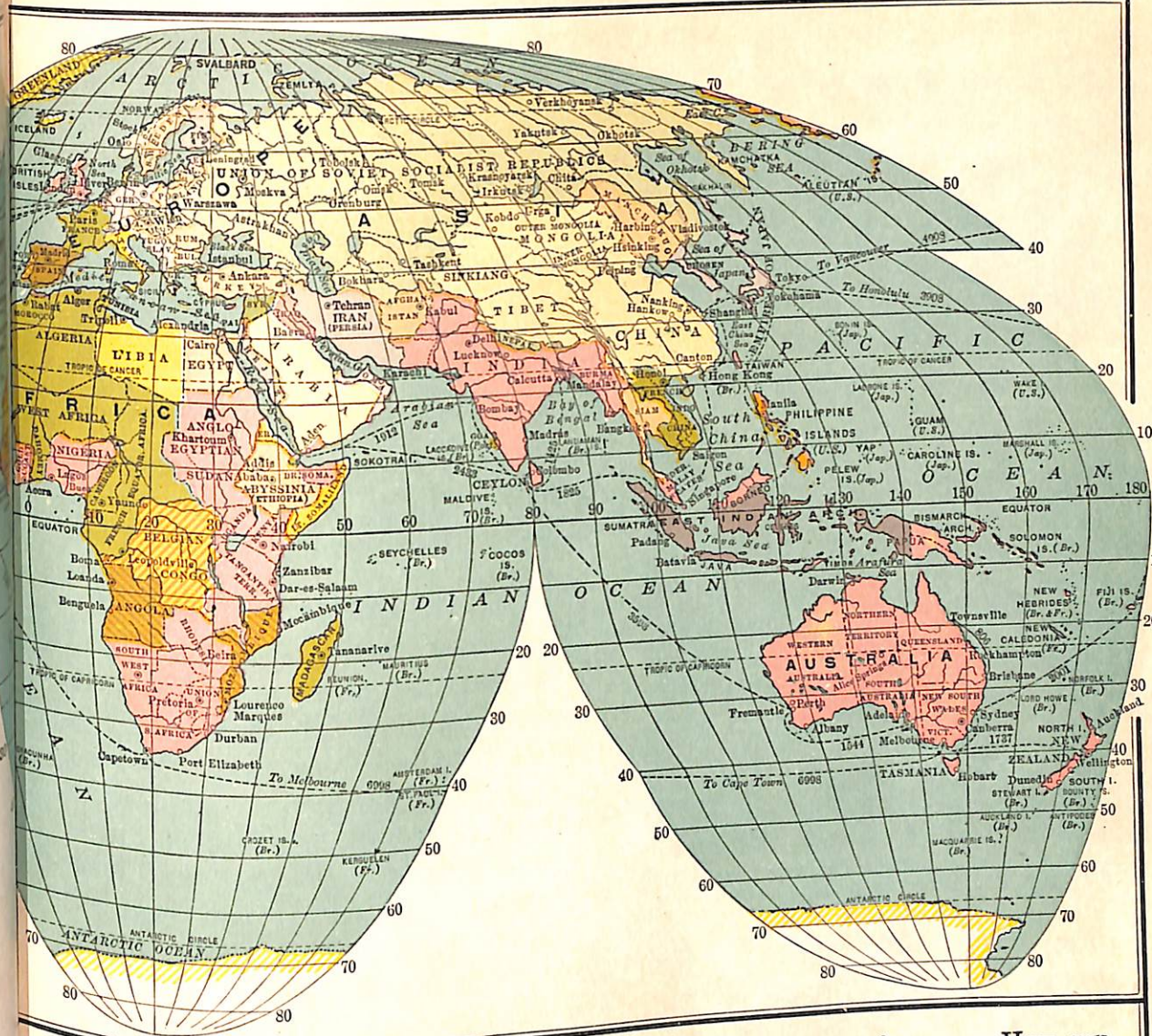
ON GOODE'S HOMOLOGINE EQUAL AREA PROJECTION
Distances shown in statute miles



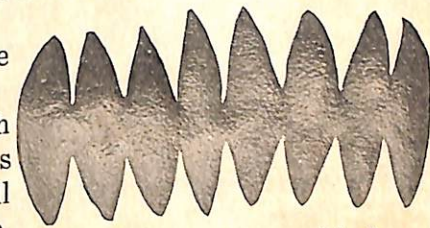
COLONIAL POSSESSIONS	
United States	Portugal
Great Britain	Spain
France	Netherlands
Italy	Denmark
Belgium	

Fig. A

The Homolosine projection by Professor John Paul Goode is an equal area projection; that is, a square inch anywhere on the map represents the same number of square miles of the earth's surface as any other square inch on the map. For this reason areas of countries may be shown upon it without error. The continents are given better form than in any other world map projection. It is greatly superior to Mercator's projection for nearly all teaching purposes.



The world is round, like an orange. Maps are flat, like sheets of paper. How can we show the surface of the round globe on the flat map? That is a hard problem. The best way to get an idea of this problem is to skin an orange carefully in one piece and spread the skin out flat like the one shown here. It is not hard to do. It shows you how the surface of a globe looks when spread out flat. Professor J. Paul Goode did something like that with the skin of a globe when he made this map. He stretched it a little to get it flat, but this map shows all the different countries and continents in true relative size, and more nearly in their true shape than any other flat map of the whole world shows them. That is why we use it here. It is the truest map there is—of the whole world—on one sheet.



By permission of J. Paul Goode; Copyright by the University of Chicago Press

Fig. A



Fig. A. A sample of lands which have enough rain for grass but not enough for trees. These lands are used for pastures for sheep, cattle, and other animals. The picture was taken on the Great Plains of our own country.



Fig. A. A sample of pasture lands in Asia. The Kirghiz in the picture are milking a sheep.

ing the wet, hot forests. The remaining grassland areas of the world are grass lands with cold winters. Find these grassland areas in each continent. They are the great grazing lands of the world.

All these grass lands have enough rain for grass but not enough for

forests. A few trees grow along streams. Flocks of sheep, herds of cattle, and other animals eat the grass

THE GEOGRAPHY YARDSTICK

How long is a piece of cloth? Have you ever seen a salesman in a store measure off cloth with a yardstick to see how long it was? This book has given you some yardsticks — some geographic yardsticks — with which you can take the measure of land. You hear of a new place. Think how many things you know about it if someone tells you that it is in a country like Eskimo Land, or like the Amazon Valley, or like the Swiss Mountain lands, or like the Sahara, that it is in high mountains. With these yardsticks you can learn geography more easily.

