

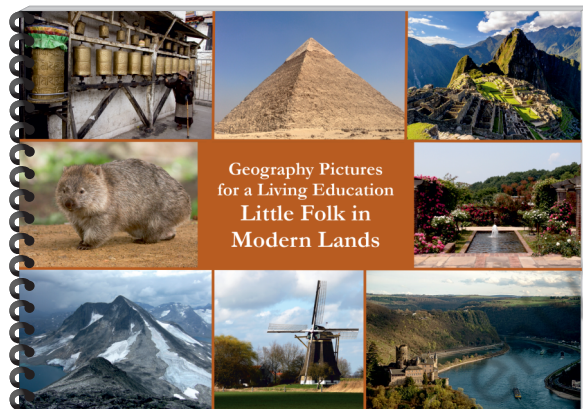


Little Folk in Modern Lands

Hugh Laurence

Revised and updated by Rachel E North

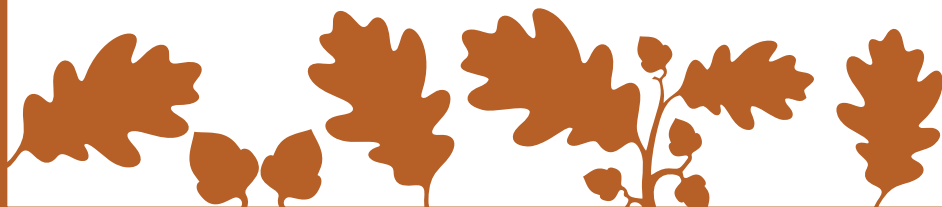
Geography Pictures for a Living Education: Little Folk in Modern Lands



Geography Pictures for a Living Education is a delightful picture book series designed to enhance and bring to life the wonder and beauty of the world we live in. For students and young people learning about the special nature and design of God's creation; the animals, birds, and plants; the people and their work and industries; the nations and the fruit of their soil; these books will engage the mind and ignite the imagination, bringing the narrative of their travel tales and geographical readers to life.

In *Geography Pictures for a Living Education: Little Folk in Modern Lands* the content is dependant on the geography reader of the same name, and features over one hundred photographs and illustrations, ranging from the breathtaking landscape of the Swiss Alps, to the beauty of a Japanese garden, to the historic backdrop of 'Father Rhine' in Germany, to the fascinating lifestyle of the Monks in Tibet, and to the incredible design of an Egyptian pyramid.

Printed on high quality glossy paper, the physical book is spiral bound for ease of use, and all pictures are clearly labelled.



LITTLE FOLK IN MODERN LANDS

A FIRST BOOK OF GEOGRAPHY STORIES
FOR BOYS AND GIRLS

BY HUGH LAURENCE
REVISED AND UPDATED BY RACHEL E. NORTH



CHARLOTTE MASON BEEHIVE
MELTON MOWBRAY

Little Folk in Modern Lands

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This new edition of 'Little Folk in Many Lands', now titled 'Little Folk in Modern Lands', is a brand new transcription, prepared and edited by Rachel North, for the exclusive use of Charlotte Mason Beehive. It is based off the original twentieth century publication, which has now entered the public domain.

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Second Edition

Cover design by James North

Book design by Rachel North

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Charlotte Mason Beehive
charlottomasonbeehive.co.uk

INTRODUCTION

“Geography is but History in Space
as History is Geography in Time.”

—ELYSÉE RECLUS.

THIS new edition of *Little Folk in Many Lands*, thus named because it “consists of pictures and simple descriptions of many lands, with stories of children who have lived there”, has for our own purposes been renamed *Little Folk in Modern Lands*.

It is over a hundred years since the book was first penned by Hugh Laurence, children’s author of *Tales of an Old Yew Tree* and *Tales and Travels*, and the world has changed with immense scope and rapidity. The world Mr Laurence knew is no longer, for good and for bad, and yet there still remains the wonder and intrigue in learning about the countries and peoples far removed from our own. Children especially experience this interest most keenly.

We have therefore endeavoured to provide an update to this most charmingly written first book of geography stories. It is a little-known gem, so delightful in its portrayal of countries across the sea, providing short sketches of the world as it was before and how it is now. There is little room for detail or specifics and it should certainly not be looked upon as the final word on any person or place, but it most decidedly achieves that for which it sets out. To ignite a flame within a child’s soul to learn more, to want more, to know more. The stories herein contained are on course to stimulate the imaginations of little children everywhere.

Miss Charlotte Mason of the ‘Parents’ National Education Union’ (P.N.E.U.) must have thought so too for she assigned this book for young geography students in their first year of formal lessons. It was assigned as a replacement to the much esteemed *The World at Home*

when it was no longer available. That book, which holds greater scope for geography lessons, has too been updated and republished by Charlotte Mason Beehive, under the title, *The New World at Home*.

The stories regaled within this book have been taken from not just history, but fairy tales, and folklore, too, for the sake of their charm and of the incidental information which they convey.

The original illustrations have therefore been retained within the pages of this book, but should be perceived from an historical perspective. In most cases the illustrations do not reflect the people or places of the twenty-first century. For up to date imagery please refer to section 3 of ‘What’s New About this Edition’, below.

We hope you shall enjoy this journey with your students as much as we have enjoyed sharing it with you.

What’s New About this Edition?

1. Designed Alongside a Charlotte Mason Curriculum

This first volume of the new edition has been especially arranged for use with Charlotte Mason Beehive’s Form I Geography Curriculum, *Geography 1.1*, and is intended to be used with students in Form IB. Ordinarily students in this form will be six years old.

The book is designed to be read over the course of one academic school year, alongside an additional geography text, as outlined in the curriculum’s *Teacher’s Guide and Lesson Plan: Geography 1.1*.

You may wish to use the book for your own purposes, independent of our curriculum, and that is encouraged; however we do not recommend its use as a stand alone text. It is simply too simplistic for that. Each lesson from the book should exceed no more than ten to fifteen minutes once a week, including time set apart for narration.

2. Updated for Twenty-First Century students:-

The text has been updated for use by twenty-first century students of geography, whilst fully maintaining the spirit and style in which the original was written.

We at Charlotte Mason Beehive recognise the need for our students to be put in touch with quality living books, and at the same time we recognise that they deserve to be presented with accurate and current information. Sadly, it is not always possible to merge the two as some of the most wonderfully written living books are significantly out of date. *Little Folk in Many Lands* is one such book. So charming is the spirit in which it was written that it deserves to be brought alive once again.

Treating the text with great respect, we have made careful edits and additions wherever necessary.

3. Footnotes:-

Alongside your purchase of *Little Folk in Modern Lands* we highly recommend its picture-book companion, *Geography Pictures for a Living Education: Little Folk in Modern Lands*. This book, which is made up entirely of pictures, maps, and photographs, relates directly to the people and places read about in your geography lessons for this unit. It is designed to be used alongside your reading of *Little Folk in Modern Lands*.

To maximise its efficiency and to avoid any extra prep work by parents and teachers, footnotes are littered throughout *Little Folk in Modern Lands*, indicating when a picture is available to supplement the text. For example:

Geography Pictures: Little Folk in Modern Lands, p. 32. No. 28.

It goes without saying that even though the footnotes are scattered throughout the text itself you should not interrupt the flow of the narrative to draw attention to a picture. Our lesson plans indicate when a picture may be shown to the students, which is usually before the reading of the lesson text. This is so the students may refer to the pictures during the reading; however should you find this is distracting for the students, you may wish to introduce the pictures before or after narration instead. We don't advise allowing students to refer to the picture during their narrations.

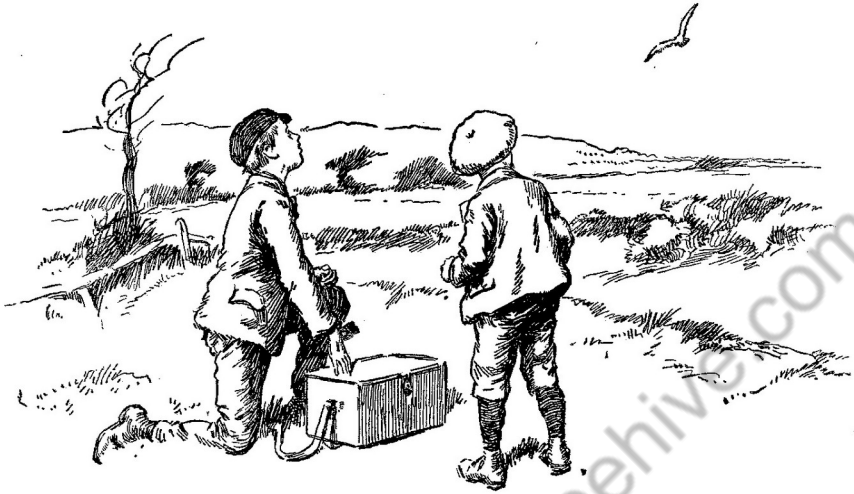
We sincerely hope you find this revised edition of *Little Folk in Many Lands* helpful and enjoyable, and that you will have a pleasant and engaging school year learning geography with your students through living books. If you have any questions or concerns please contact us through our website at charlottesmasonbeehive.co.uk.

RACHEL E. NORTH,
MAY 2022

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OUR ISLAND HOME

HAVE you ever seen a pigeon that has just been set free in an open field? In times past it may have had a letter to carry to some far-off place. But before setting out on its long way, the pigeon first flew round and round the field.

In this book, we are going to visit the boys and girls of other lands. But before we fly across the seas, let us first fly, like the pigeon, round our island home. The nicest way to go would be to travel, like the Princess in Andersen's fairy tale¹, on a net borne through the air by wild swans.

Let us go then to one of the London parks, where swans are swimming on the lake.²

1 *The Wild Swans*, by Hans Christen Andersen

2 *Geography Pictures: Little Folk in Modern Lands*, p. 05. No. 01.

England

With a great flapping of wings, we rise into the air, until London lies below us. It is one of the largest³ cities in Europe, so we must go very high to see it all at once. At last we are so high that the river, winding through London, looks like a snake with its silver skin shining in the sun.⁴

We see long thin threads running out from London all over England. These must be the railways; but seen from so high up the trains seem to crawl about like caterpillars.

Our swans fly much faster, and now we are passing over the green country. Far below us, people are at work in fields and gardens. Here and there are busy towns and cities. Away to the west of us is a patch of land called the “Black Country”, owing to its heavy industrialised past when its factories produced vast amounts of black smoke and air pollution. The factory workers produced many iron goods, while deep down in the ground other men were digging for coal.⁵

Now the swans are mounting higher, for we have come to a range of hills⁶ that runs to the north, up the middle of England. On each side, rivers flow down until they reach the sea. On our right, we see ships sailing towards England, from the lands from which the English came long ago. On our left, we see ships sailing away to far-off lands, where the English have found new homes.

Scotland and Ireland

3 After Istambul, Moscow, and Paris

4 *Geography Pictures: Little Folk in Modern Lands*, p. 06. No. 02.

5 *Geography Pictures: Little Folk in Modern Lands*, p. 07. No. 03.

6 The Pennine Hills



In a London Park

Now we are flying over the hills of Scotland. Between the hills are green valleys dotted with white sheep. Soon these are passed, and we see below us a wide plain, with fields of corn like the squares of a carpet. To the left, running down to the sea, flows the River Clyde, where most of Britain's great shipbuilding manufacturing once took place. At the height of the British Empire more ships were built at the mouth of the Clyde than at any other place in the world.⁷

Now a high wall of hills bars our way. We fly easily over it, but the mountains beyond go on and on. Here and there are lonely lakes, like blue eyes looking up at us. But on the hill tops, banks of cold mist are lying. So our swans turn back to the west. Now we cross a sea dotted with islands, and come at last to Ireland.

The green isle of Ireland lies below us, like a gem in the sea.⁸ It is shaped like a dish, with a rim of hills and a flat plain inside. Rivers flow over the plain, so slowly that they often spread out into lakes. In some parts there are bogs, where the ground is wet and soft. No one can cross these bogs but the little boys and girls who live there and know the footpaths.

Along the coast are many fine seaports, where ships come and go. Already we are leaving the shores of Ireland behind. The blue sea is below us again, with here and there the white sails of a boat. But our swans' wings fly faster than any boat or ship. There is England, holding out a long arm of land to us. The swans see it and spread out their wings on the still air. Slowly we glide down, and at last we set foot once more on the soil of England. It is Land's End.

7 *Geography Pictures: Little Folk in Modern Lands*, p. 08. No. 04.

8 *Geography Pictures: Little Folk in Modern Lands*, p. 09. No. 05.



FRANCE

DO you like to play in the sea?

There is a country not too far away where the children like to play in the sea too. The very same sea that washes our shores washes the shores of France.

If the children of France looked up from their play on the beach they would see far off across the blue water, the white cliffs of England.⁹ The ferries take about an hour to cross over the sea to France from our shores, which used to be the only way we could get there.

But now there is another way to get to France. A great long railway tunnel was built called the Channel Tunnel which runs right down