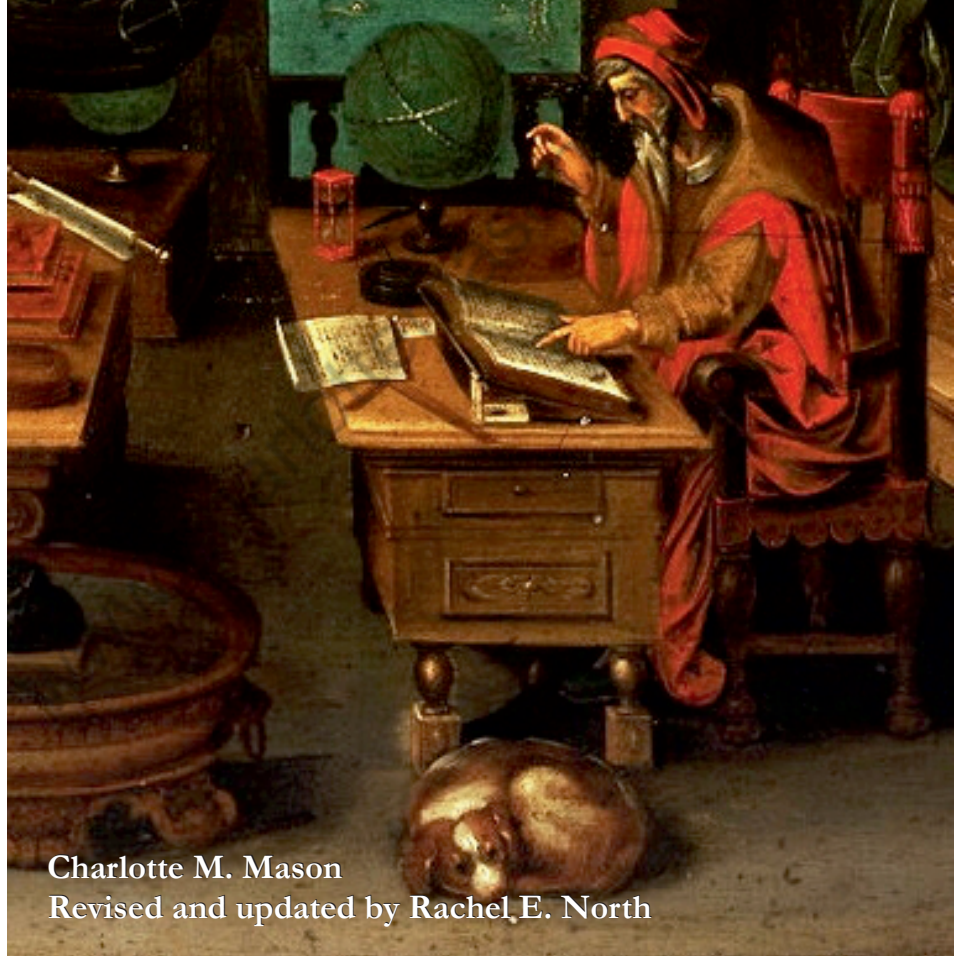


The British Isles and the Great Divisions of the Globe



Charlotte M. Mason

Revised and updated by Rachel E. North

THE BRITISH ISLES AND THE GREAT DIVISIONS OF THE GLOBE

REVISED, UPDATED, AND EXPANDED

BY CHARLOTTE M. MASON & RACHEL E.
NORTH

VOLUME I.



CHARLOTTE MASON BEEHIVE
MELTON MOWBRAY

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Charlotte Mason Beehive
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INTRODUCTION TO THE BRITISH ISLES AND THE GREAT DIVISIONS OF THE GLOBE, VOLUME I.

“THE mind works on great ideas,” so says Charlotte Mason in *Towards a Philosophy of Education*, “and, upon these, works to great ends. Where science does not teach a child to wonder and admire it has perhaps no educative value.”

Before a child is in a position to receive the necessary, yet unexciting, facts about the people, places, or functions of the Earth and its inhabitants, their imaginations should be set alight with wonder and curiosity for the world in which they live. As Charlotte Mason educators, we know that the way in which we stir up feelings of interest and fascination in our children is by exposing them to living ideas, often delivered through the narrative of a living book. And in a society where children’s school books are so often dry and technical, devoid of any kind of emotion and sentiment, and where information is frequently presented as a list of bullet points, the need for living ideas is greater than ever.

Miss Mason’s five-volume geography series for school aged children was her response to similar concerns that were present in her day. Painting vivid pictures of lands far across the sea, of the way people live—how they work, how they play—how the geography of the land has influenced historical events, how landforms form, and how humans have responded to natural disasters... these are all described in ways for the mind to not only latch onto, but to feed on, and to grow upon for days, weeks, months, and even years at a time.

The British Empire and the Great Divisions of the Globe was the second volume in this series and was used by pupils in Form IA. Children in this form were usually aged between 7 and 9. It was first published in 1882. The world has changed exponentially in these near one hundred

and fifty years, and therefore the book is of course significantly out of date. It is for this reason we have chosen to republish a new edition of the book under a new title—*The British Isles and the Great Divisions of the Globe*.

What's New About this Edition?

1. Revised and Updated for a New Generation

Much of Miss Mason's original narrative, and the general layout of the book, has been retained, but with significant alterations and additions. Where the text has been updated we have done so with the goal of fully maintaining the spirit and style in which the original was written. There are also brand new chapters covering countries that didn't exist in Miss Mason's day.

It must also be pointed out that this book is intended as an elementary book of geography and is not exhaustive in its scope. Many of the political tensions that exist today are not discussed in any great detail and nor is too much information given on the world defining events of the twentieth century. There is time enough for that in future books and in future lessons, and therefore I hope you shall excuse any generalities that may appear in a book such as this.

The original illustrations have been retained within the pages of this book, but should be perceived from an historical perspective. In many cases the illustrations do not reflect the people or places of the twenty-first century.

2. Designed for a contemporary Charlotte Mason Education

The British Isles and the Great Divisions of the Globe, Volume I, is intended to be used with students in the first year of Form IA, which is the second year of a formal Charlotte Mason education. Ordinarily students in this form will be seven years old.

This revised edition contains content from the first half of Miss Mason's original publication and covers the British Isles and the European continent (the rest of the world will be covered in Volume

II.) It is divided into three sections for ease of use and contains thirty-six short lessons to be read over the course of one academic school year. Each lesson should not exceed twenty to thirty minutes once a week, including time set apart for narration. It is recommended that you pair the reading of this book alongside additional lessons in physical geography, such as in Miss Mason's first geography reader, as well as lessons in outdoor geography.

3. Map work

Map work is integral to learning geography in the context of a Charlotte Mason education. "Geography should be learned chiefly from maps," Miss Mason says in her introduction to *Elementary Geography*, the first volume in her Geography series, and in the original introduction to this book, she describes this further by explaining that, "children should be familiar with the Map of the World before the geography of any division of the earth's surface is studied in detail." She then reiterates that the volume they hold in their hand should be considered a "Child's Guide to the Map of the World" because this book *should not* be read without extensive use of the map.

One of the ways in which Miss Mason utilises the map in her lessons is through map questions. These questions were provided for the children in her original book and it was instructed that they should be worked on *before* the reading of the lesson commenced for "[g]reat attention is paid to map work; that is, before reading a lesson children have found the places mentioned in that lesson on a map and know where they are, relatively to other places, to given parallels, meridians." The questions are not provided as a test for the child at the end of a reading but, rather, as a method of learning and focus before the lesson even begins.

In Miss Mason's programmes of work, it was specified that children should work on six map questions before reading the narrative, and in this updated edition of the book, we have arranged the questions so that each lesson begins with six questions relating to the subject matter at hand. The questions in this book are a mixture

of old and new. Most of Miss Mason's original questions have been retained (though updated, where necessary), while many others are brand new for the purposes of this new edition.

The updated map questions, which have derived from Miss Mason's original reader, are under copyright to Dawn Tull and are used with permission from both Ms. Tull and Charlotte Mason Poetry (charlottesmasonpoetry.org), where they are currently available for viewing.

Additional Resources

Below is a list of some helpful resources which will aid your understanding of how to teach geography in a Charlotte Mason style of education, and how to make use of maps effectively.

1. Geography Using Map Questions, by Dawn Tull (Charlotte Mason Poetry, April 2020)
2. The Teaching Of Geography (Charlotte Mason Poetry, April 2020)
3. How We Teach Geography (Charlotte Mason Poetry, September 2019)
4. Geography (2.0) (A Delectable Education, December 2018)
5. Mapping (A Delectable Education, December 2018)
6. Map Questions Immersion (A Delectable Education, June 2019)
7. The Complete Atlas of the British Isles (Reader's Digest, 1965)
8. Large wall maps are available from www.tigermoon.co.uk

We sincerely hope you find this revised edition of Miss Mason's second geography reader 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.com.

RACHEL E. NORTH,

MARCH 2025

PREFACE TO THE BRITISH EMPIRE AND THE GREAT DIVISIONS OF THE GLOBE

CHILDREN should be familiar with the Map of the World before the geography of any division of the earth's surface is studied in detail, and perhaps the period from eight to ten is a good time in which to lay this foundation for geographical knowledge.

“The situation of the several parts of the earth is better learned by one day's conversing with a *map*, than by merely reading the description of their situation a hundred times over in a book of geography.”—Dr. Watts, *On the Improvement of the Mind.*’

It is hoped this little book may prove of use as a “Child's Guide to the Map of the World.” The object of the reading lessons is to associate ideas of interest with the various States and regions of the world, with the situation of which the children are made familiar; and, at the same time, to convey in simple language a few of the leading facts and principles of Geography.

The parts of the British Empire are treated in detail; these being widely scattered, are best studied in connection with the divisions of the earth to which they belong. The names of these British Possessions are printed in capitals to distinguish them.

Children take very kindly to the lessons in this little book, and it rests with the teacher to secure, that they lay a sound foundation for geographical knowledge by working the map questions themselves. They should be able to answer all these questions from memory after the second reading of the book.

The map questions on each lesson should be worked through before the lesson is read. Their form may be varied; children may be required to find the latitude boundaries, mountains, etc., of the country in question.

C. M. MASON

Ambleside

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SECTION I: THE MAP OF EUROPE

LESSON I.

THE SEAS AND SHORES OF EUROPE.—PART I

MAP QUESTIONS:—

1. What countries of Europe are washed by the North Atlantic? By the North Sea? By the Arctic Ocean?
2. What imaginary line divides the Earth into the Northern and Southern hemispheres?
3. Name the regions of the earth surrounding the equator.
4. Name the gulf that lies to the south of the North American continent.
5. Name the strait that connects the Gulf of Mexico with the North Atlantic Ocean.
6. What large island lies off the east coast of Canada and is separated from the mainland by the Strait of Belle Isle?

THE seas which bound Europe are branches of the Atlantic, excepting on the north, where the cold waters of the Arctic Ocean wash the coasts. The Atlantic is a much smaller ocean than the Pacific, but it is much more used by the ships which carry on the commerce of the world. It lies between the west coasts of Europe and Africa, and the east coast of America.

The bed of this ocean is unlike that of the Pacific; the high places do not often rise into mountains that appear above water as groups of islands, but they are long, level heights, or plateaus, a great way under

water, although much higher than the rest of the ocean bottom. The deepest parts of the ocean floor lie at a depth of about five miles.

A strange fact about the Atlantic is the movement through its northern basin of a mighty river of warm sea water. This river is larger than all the fresh water rivers of the world together; and instead of having banks of solid earth, it is walled in on either side by the ocean waters.

This river is the *Gulf Stream*, and its waters keep thus distinct because warm water does not mix readily with cold: it consists of ocean water which has been heated under the burning sun of the tropics, that is, in the hottest part of the world. This stream flows towards the west, into the Gulf of Mexico, where it is shut in for a while under a hot tropical sun, and when it comes out through the Strait of Florida, it is the broad river of very warm water we have spoken of. Because it has come out of a gulf, it is known as the *Gulf Stream*.

Having swept out of the Strait of Florida, the Gulf Stream flows nearly as far north as Newfoundland; then it crosses the ocean, and one part of the stream passes Britain and Norway. The water loses much of its heat as it flows towards the cold north, but it is still warm enough when it reaches England to keep our harbours from being frozen, and to warm the westerly winds which blow from off the sea over our own country and the maritime countries of Western Europe.

Not only this warm stream, but all the waters which wash the shores of Europe help to make its climate pleasant. Water does not become so hot as dry land in summer, nor so cold in winter. Hence the winds that blow over seas and become filled with watery vapour are cool and pleasant in the summer, and mild and moist in the winter. It is plain, then, that if the winds which reach a country have

come across wide waters, that land must have a more pleasant, temperate climate than another land which has no sea-breeze to cool it during summer heat, nor warm it during winter cold.

LESSON II.

THE SEAS AND SHORES OF EUROPE.—PART II

MAP QUESTIONS:—

1. Name the gulf that washes the shores of the western coast of France and the northern coast of Spain.
2. What countries of Europe are washed by the Mediterranean? By the Bay of Biscay? By the Baltic Sea?
3. Name the largest islands in each of the seas of Europe. With what oceans are these seas connected?
4. Name the countries of Europe which are most broken into by the sea.
5. What five seas open into each other on the south? How are they connected with each other and with the ocean?
6. Name the sea that runs between North Africa and Saudi Arabia.

LOOK, now, at a map of Europe; you will find it is broken into by the ocean in a remarkable way,—much more so than any other continent. The Atlantic is an ocean of inland seas that enter into the very heart of the land, and most of these are in Europe. To the south, there is the large, blue, beautiful Mediterranean, with the Black Sea and the two small seas connected with it,—the Sea of Marmara and the Sea of Azov;—the Aegean Sea, so full of islands that it has given its former name, Archipelago, to any sea which contains many islands;