



CONTAINING THE FOLLOWING MAPS.

- | | |
|------------------------------------------------------|-------------------------------|
| 1. The World, on a Globular Projection. | 13. Newfoundland. |
| 2. The World, on a Polar Projection. | 14. South America. |
| 3. North America. | 15. Europe. |
| 4. United States, Canada, Texas, and part of Mexico. | 16. Central Europe. |
| 5. New England and New York. | 17. British Isles. |
| 6. Central States. | 18. Spanish Isles. |
| 7. Southern States. | 19. Asia. |
| 8. South-Western and part of the Western States. | 20. Palestine. |
| 9. Michigan, Wisconsin, and part of Iowa. | 21. Africa. |
| 10. Western Territories of the United States. | 22. Liberia and Sierra Leone. |
| 11. West Indies, Guatemala, and part of Mexico. | 23. Roman Empire. |
| 12. New Brunswick and Nova Scotia. | 24. Southern part of Greece. |

**NEW YORK:
PRATT, WOODFORD AND CO.**

SOLD BY THE PRINCIPAL BOOKSELLERS IN THE UNITED STATES.

Entered according to Act of Congress, in the year 1844, by J. P. ROBINSON, in the Clerk's Office of the District Court of Connecticut.

MAP OF THE
WORLD
ON A
GLOBULAR PROJECTION

To Illustrate
OLNEY'S SCHOOL GEOGRAPHY.

Drawn and Engraved
by
Sherman & Smith
New York.

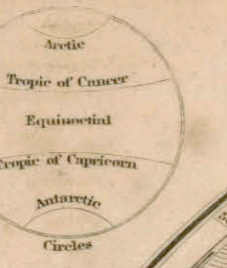
THE
WORLD
ON A
POLAR PROJECTION

KEY TO THE SYMBOLS USED IN THIS ATLAS

Height of Mountains
in English miles
above the level
of the Sea



A scale exhibits
length of the longest
and nights; also the
names and climates.
Longest day 6 months

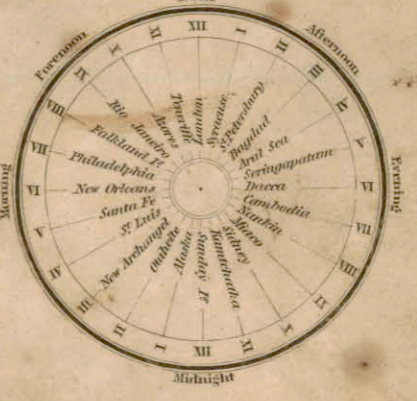


This figure represents the
Earth divided into 360
by meridians drawn ev-
ery 15 degrees.

KEY TO THE SYMBOLS USED IN THIS ATLAS
Religion
Protestant
Roman Catholic
Greek Church
Mahometan
Pagan
Missions Stations
The figures of men, animals &c. on this map,
represent such as are peculiar to that part
of the world in which they are placed.

KEY TO THE SYMBOLS USED IN THIS ATLAS
Government
Absolute Monarchy
Limited Monarchy
Republic
Independent Chiefs
Vicery
State of Society
Savage
Half Civilized
Civilized
Enlightened

TIME
At all places East of any given place,
the time is faster than at the place
given, and at all places West it is
slower. When it is 12 o'clock or noon
at all places under the first meridian
marked 0 it will be 1 P.M. at all places
15 degrees East, and 11 A.M. at all
places 15 degrees West. See the figures
around the Northern and Southern
Hemispheres commencing with the
first meridian marked 0 on the Map.



Entered according to Act of Congress, in the year 1855, by D. F. Owen, in the Clerk's office of the District Court of Connecticut.

North



MAP OF NORTH AMERICA

To Illustrate
OLNEY'S SCHOOL GEOGRAPHY.

EXPLANATION.
Population.
Republics thus: 17,062,000.
Cities and Towns.
□ 100 □ 1000 □ 100,000.
Figures placed in these characters show the number of barometers, compasses &c which the character denotes.
Thus Charleston 30,000, Baltimore □ 100,000.
Figures on Rivers and Mountains denote their length in hundreds of miles, as Missouri R. 40, 4,000 miles.

From Guatemala to Malacca 12,500 miles

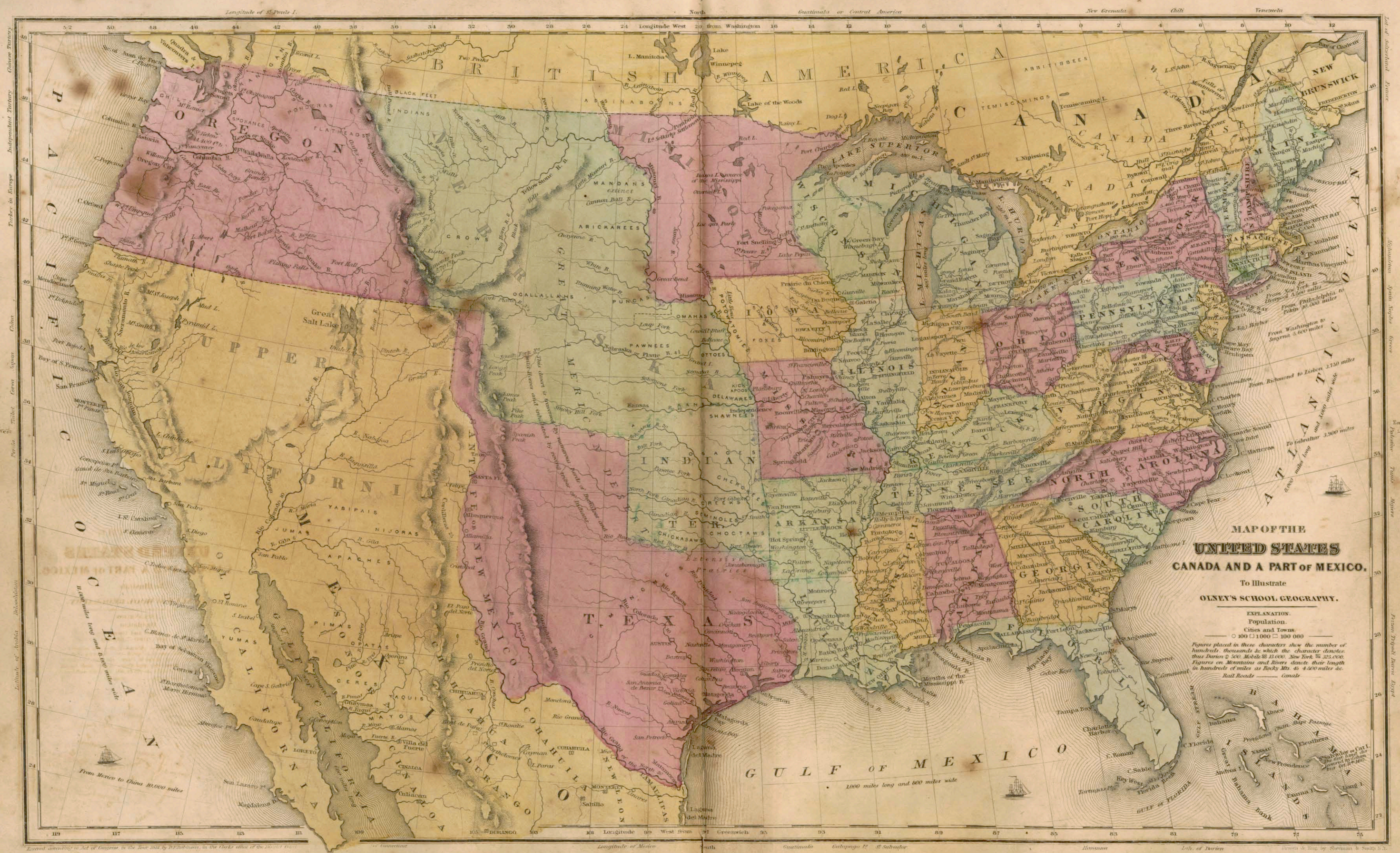
From Florida to Morocco 4,200 miles

Longitude West from Washington 40 30 20 10 0 10

South

Entered according to Act of Congress, in the year 1844, by D.F. Robinson, in the Clerk's office of the District Court of Connecticut.

Drawn & Eng by Sherwin & Smith, N. Y.



**MAP OF THE
UNITED STATES
CANADA AND A PART OF MEXICO.**

To Illustrate
OLSEY'S SCHOOL GEOGRAPHY.

EXPLANATION.
Population.

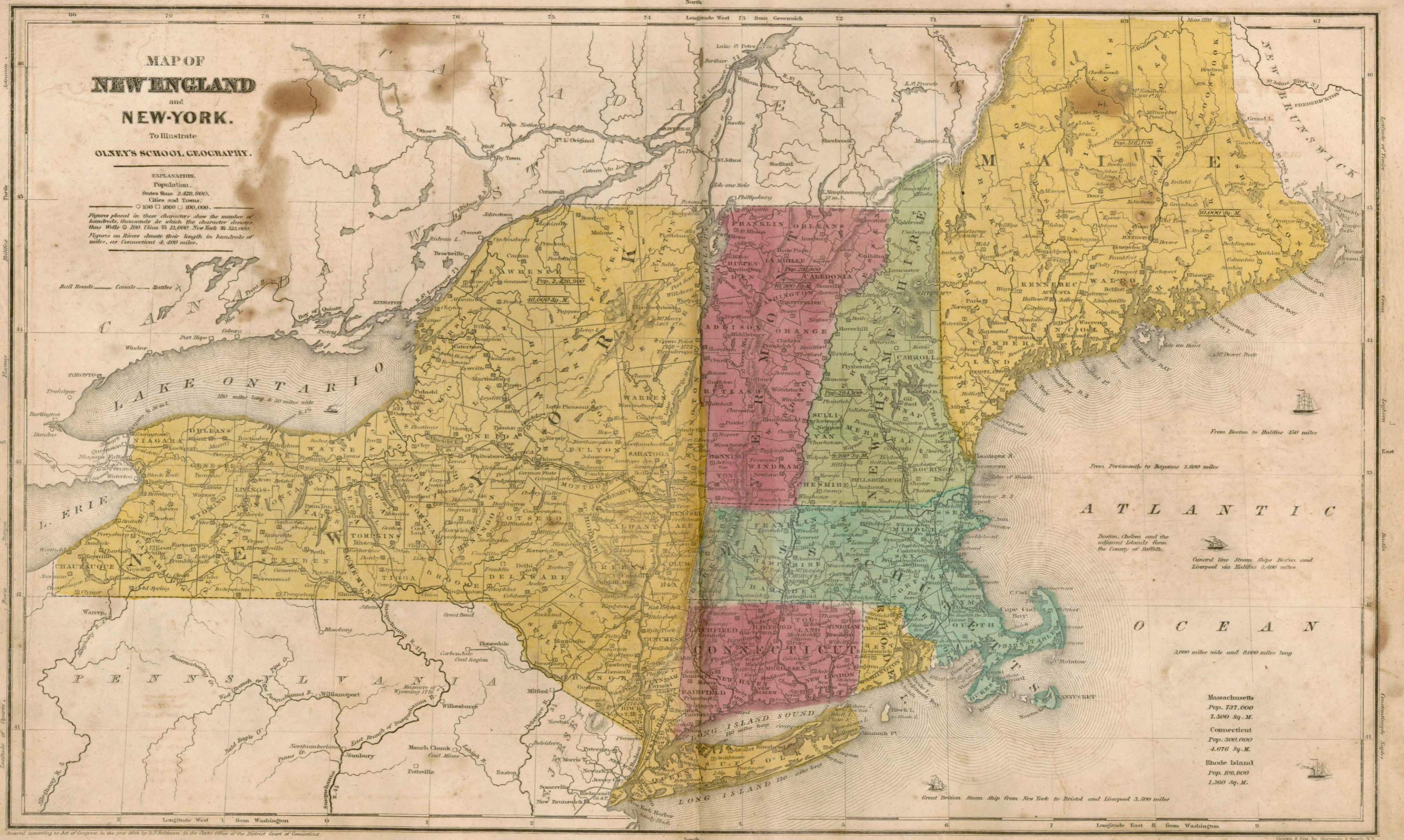
Cities and Towns.

100 1000 100 000

Figures placed in these characters show the number of
hundreds, thousands & which the character denotes
thus 100 2 500 1000 25 000 250 000
Figures on Mountains and Rivers denote their length
in hundreds of miles as Rocky Mts. 45 4500 miles &c.
Rail Roads Canals

**MAP OF
NEW ENGLAND
and
NEW-YORK.**
To illustrate
OLNEY'S SCHOOL GEOGRAPHY.

EXPLANATION.
Population.
States thus 2,428,900.
Cities and Towns.
○ 100 □ 1000 □ 100,000.
Figures placed in these characters show the number of
hundreds, thousands &c which the character denotes.
Thus 1000 □ 100,000 □ 10,000,000.
Figures on lines denote their length in hundreds of
miles, as Connecticut 4,400 miles.



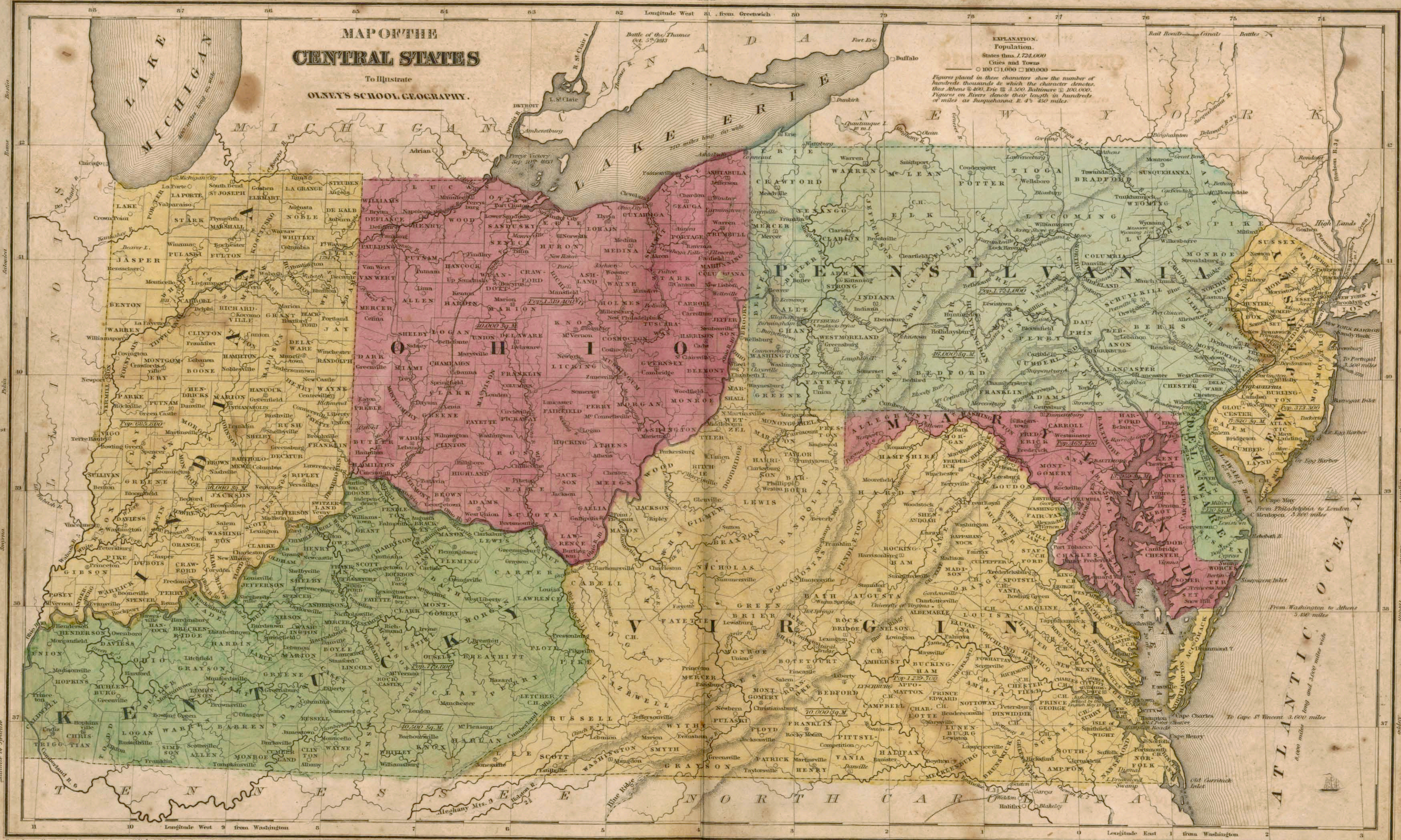
Massachusetts
Pop. 737,000
7,500 Sq. M.
Connecticut
Pop. 300,000
4,676 Sq. M.
Rhode Island
Pop. 106,800
1,360 Sq. M.

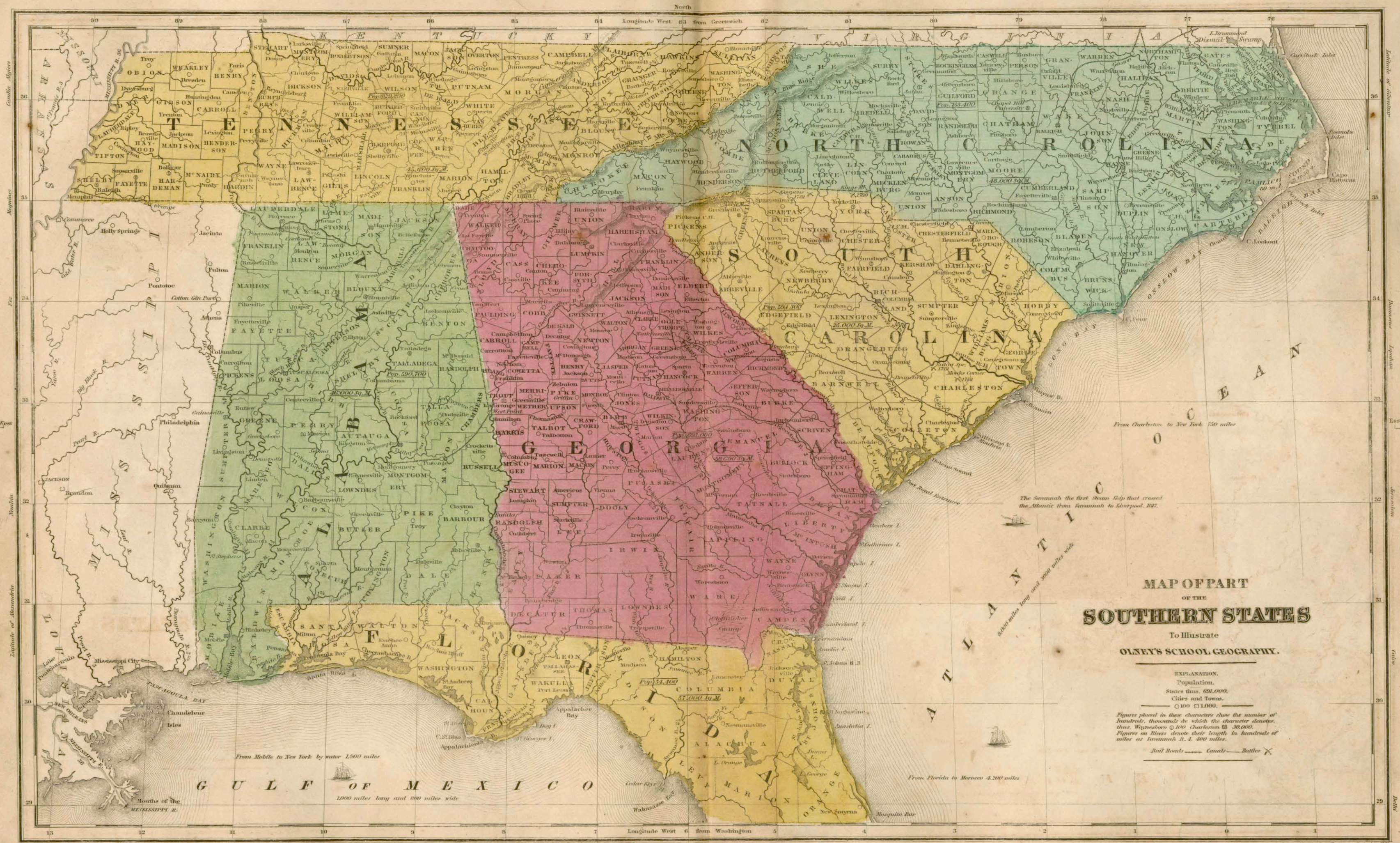
Surveyed according to Act of Congress in the year 1842 by J.F. Robinson in the Clerk's Office of the District Court of Connecticut.
Designed & Engr. by Sherman & Smith N.Y.

MAP OF THE CENTRAL STATES

To Illustrate
OLNEY'S SCHOOL GEOGRAPHY.

EXPLANATION.
Population.
States thus 1,724,000
Cities and Towns
○ 100,000 □ 100,000
Figures placed in these characters show the number of
hundreds thousands to which the character denotes.
Thus Athens 400, Erie 3,500, Baltimore 100,000.
Figures on Rivers denote their length in hundreds
of miles at Susquehanna 2,450 miles.





MAP OF PART
OF THE
SOUTHERN STATES

To illustrate
OLNEY'S SCHOOL GEOGRAPHY.

EXPLANATION.
Population.
States this, 600,000.
Cities and Towns.
○ 100 □ 1,000.

Figures placed in these characters show the number of
hundreds, thousands &c. which the character denotes.
thus, Waynesboro 100 Charleston 30,000.
Figures on Rivers denote their length in hundreds of
miles as Savannah R. 4, 400 miles.

Rail Roads ——— Canals ——— Dotted X

From Mobile to New York by water 1,500 miles

1,000 miles long and 200 miles wide

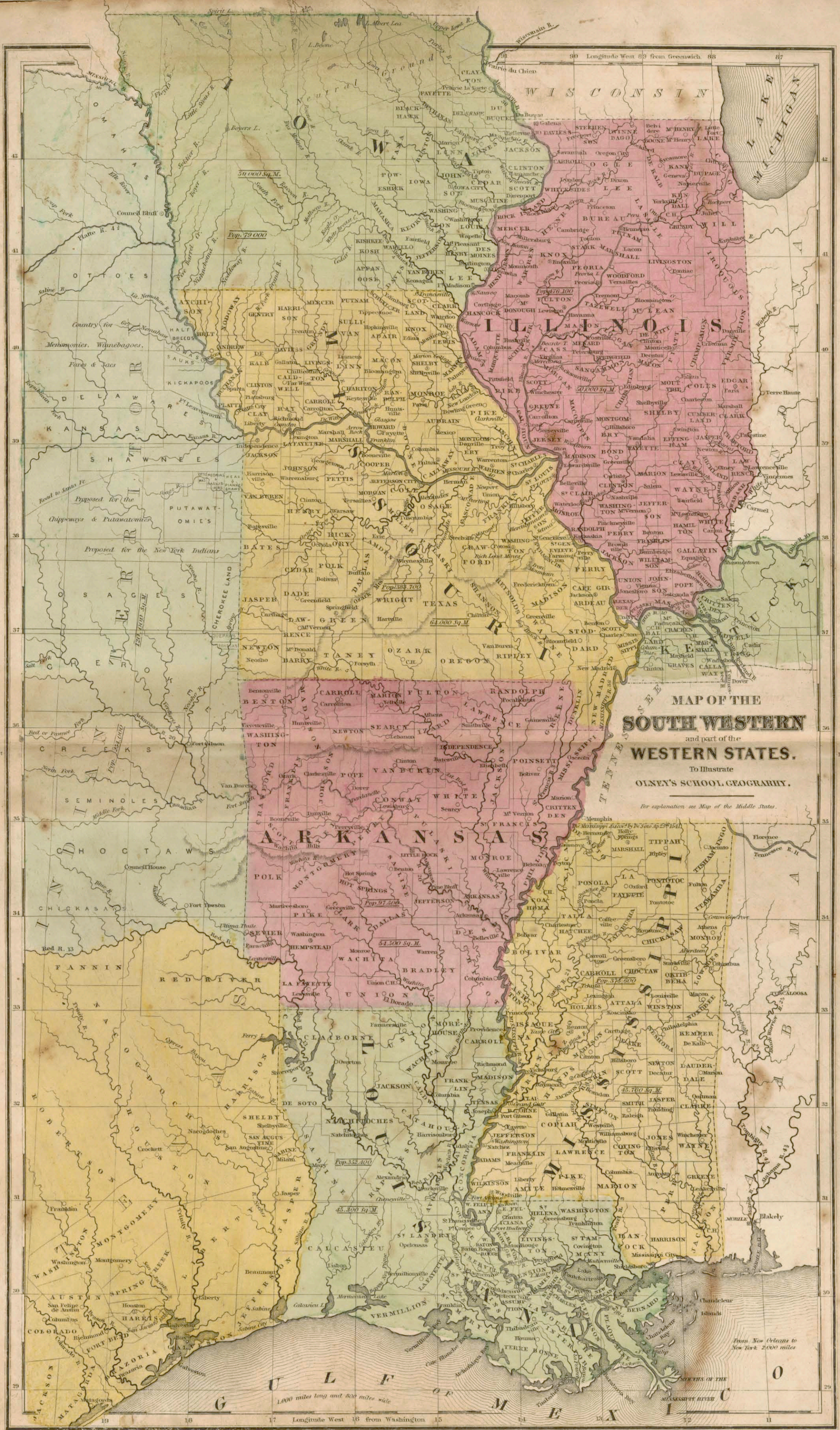
From Florida to Morocco 4,200 miles

From Charleston to New York 750 miles

The Savannah the first Steam Ship that crossed
the Atlantic from Savannah to Liverpool, 1817.

Revised according to Act of Congress, in the Year 1841, by J.E. Johnson, in the Clerk's Office of the District Court of Connecticut.

Drawn & Eng. by Sherman & Smith, N.Y.



**MAP OF THE
SOUTH WESTERN
WESTERN STATES.**
To illustrate
OLNEY'S SCHOOL GEOGRAPHY.

For explanation see Map of the Middle States.

Entered according to Act of Congress in the year 1854, by S. P. Oliver, in the Clerk's office of the District Court of Connecticut

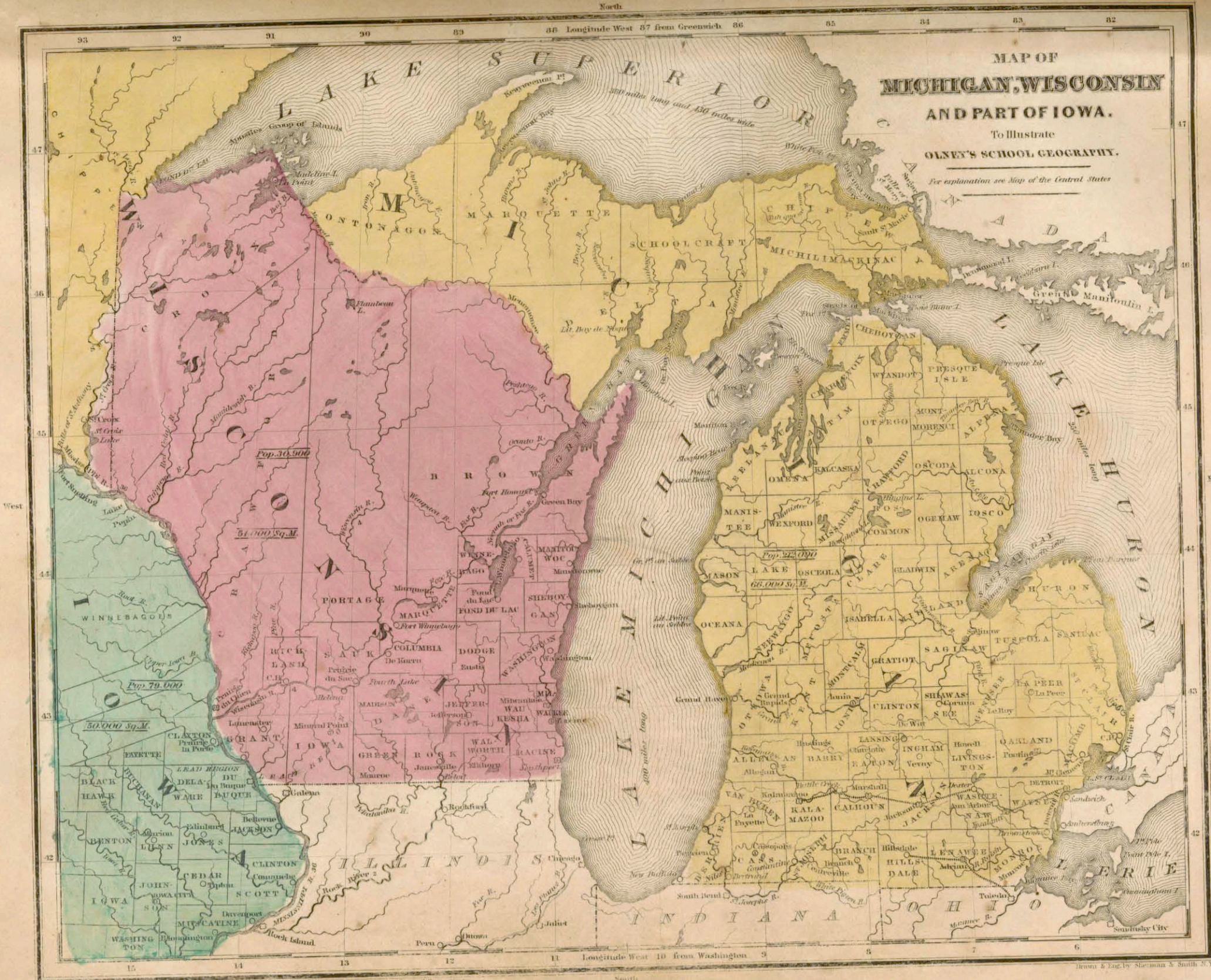
North

Longitude West 87 from Greenwich 86 85 84 83 82

MAP OF MICHIGAN, WISCONSIN AND PART OF IOWA.

To Illustrate
OLNEY'S SCHOOL GEOGRAPHY.

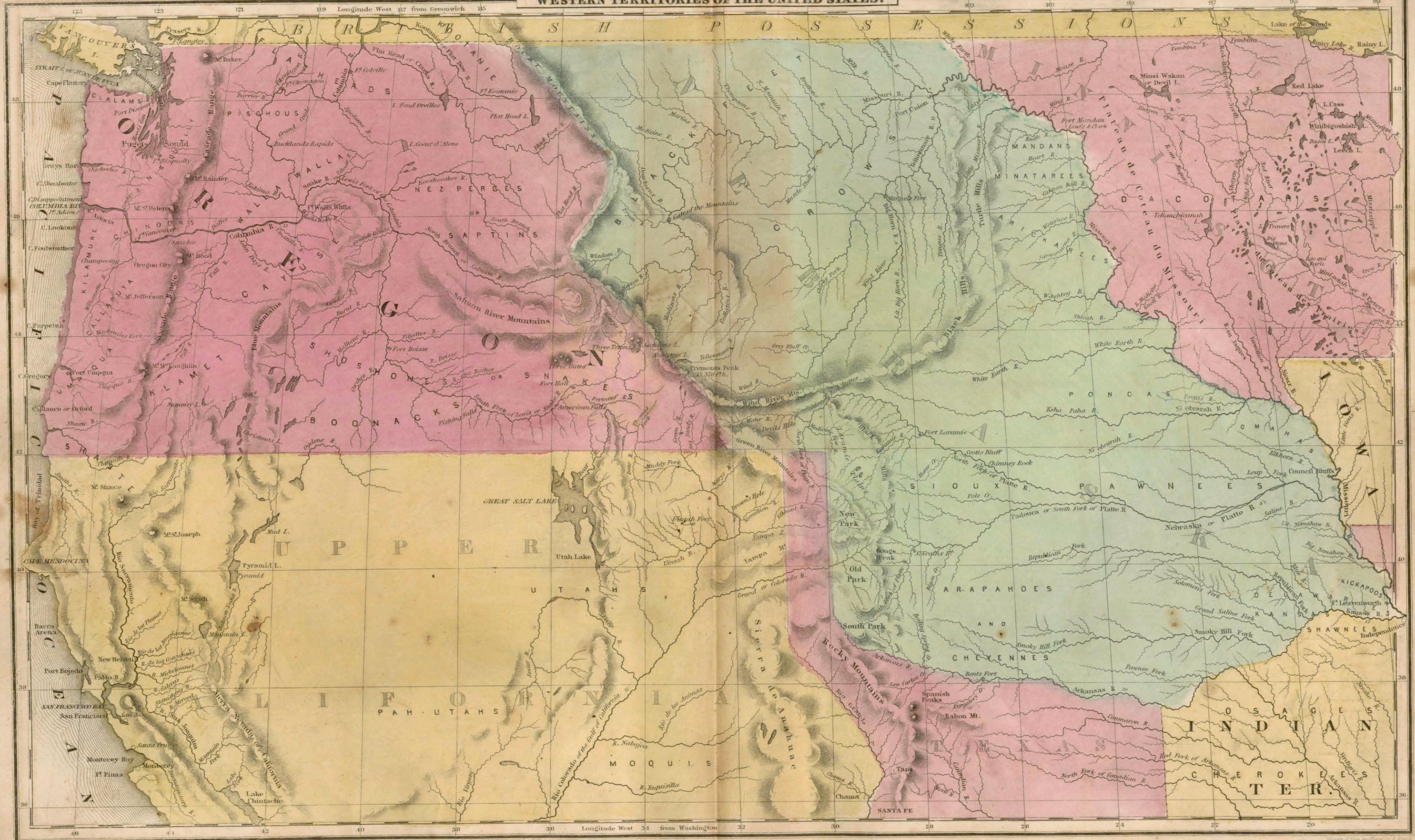
For explanation see Map of the Central States



Entered according to Act of Congress in the year 1844 by R.E. Robinson in the Clerk's office of the District Court of Connecticut

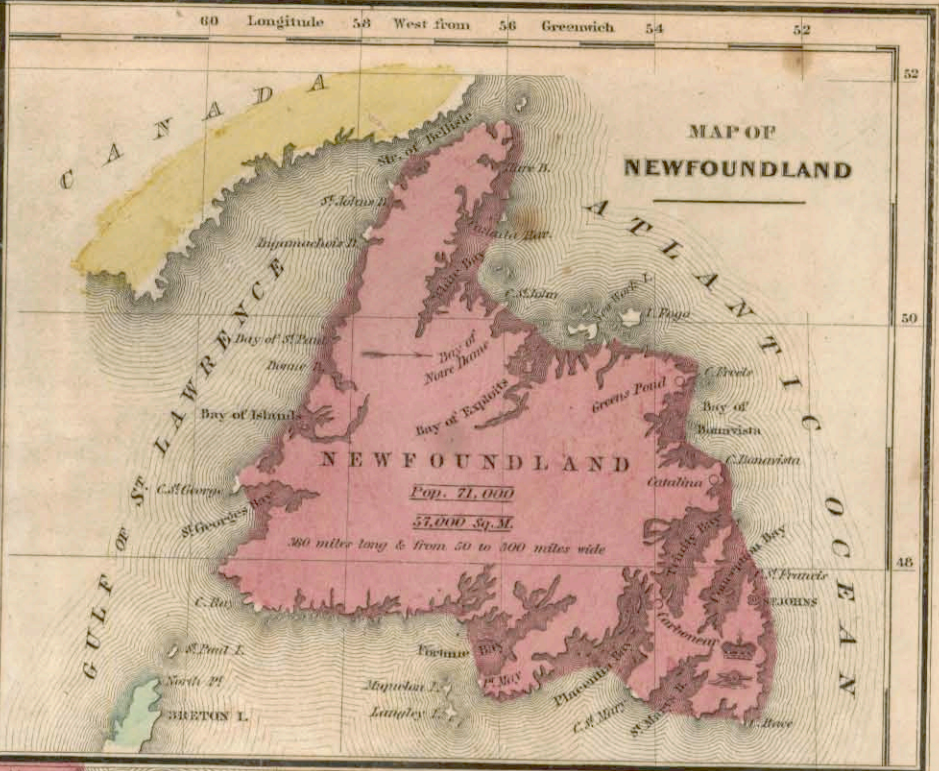
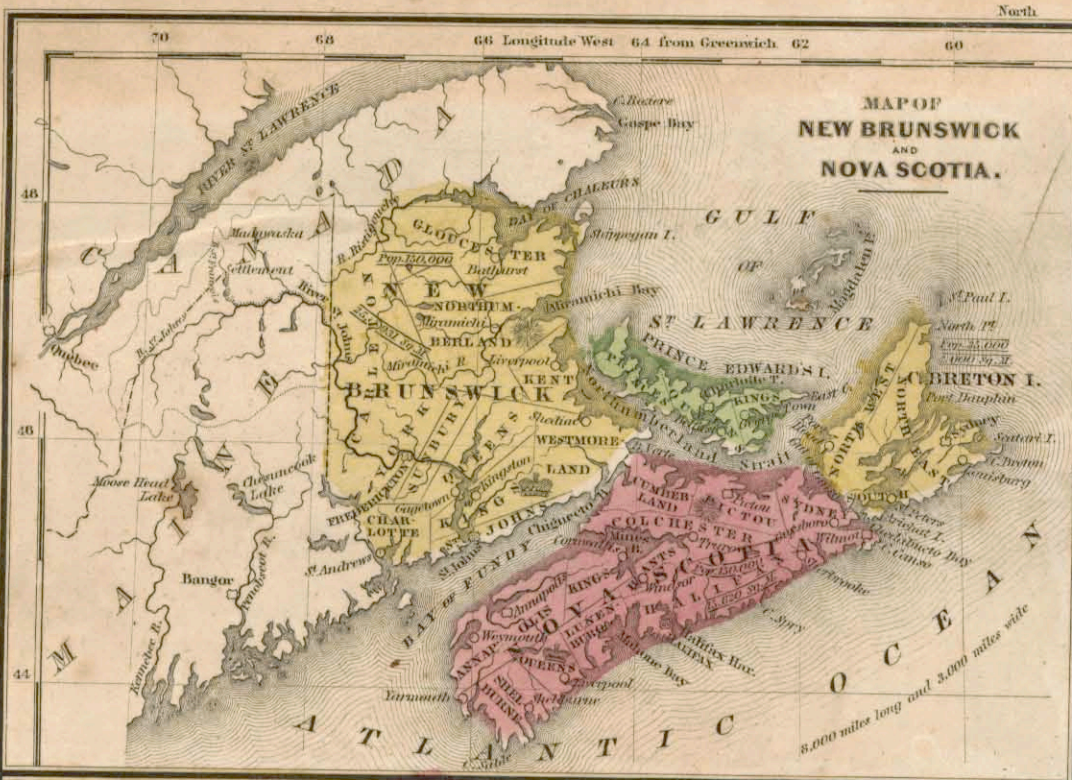
Drawn & Eng. by Slocum & Smith, N.Y.

WESTERN TERRITORIES OF THE UNITED STATES.



Entered according to act of Congress, in the year 1847, by J. P. Robinson, in the Clerk's Office of the District Court of Tennessee.

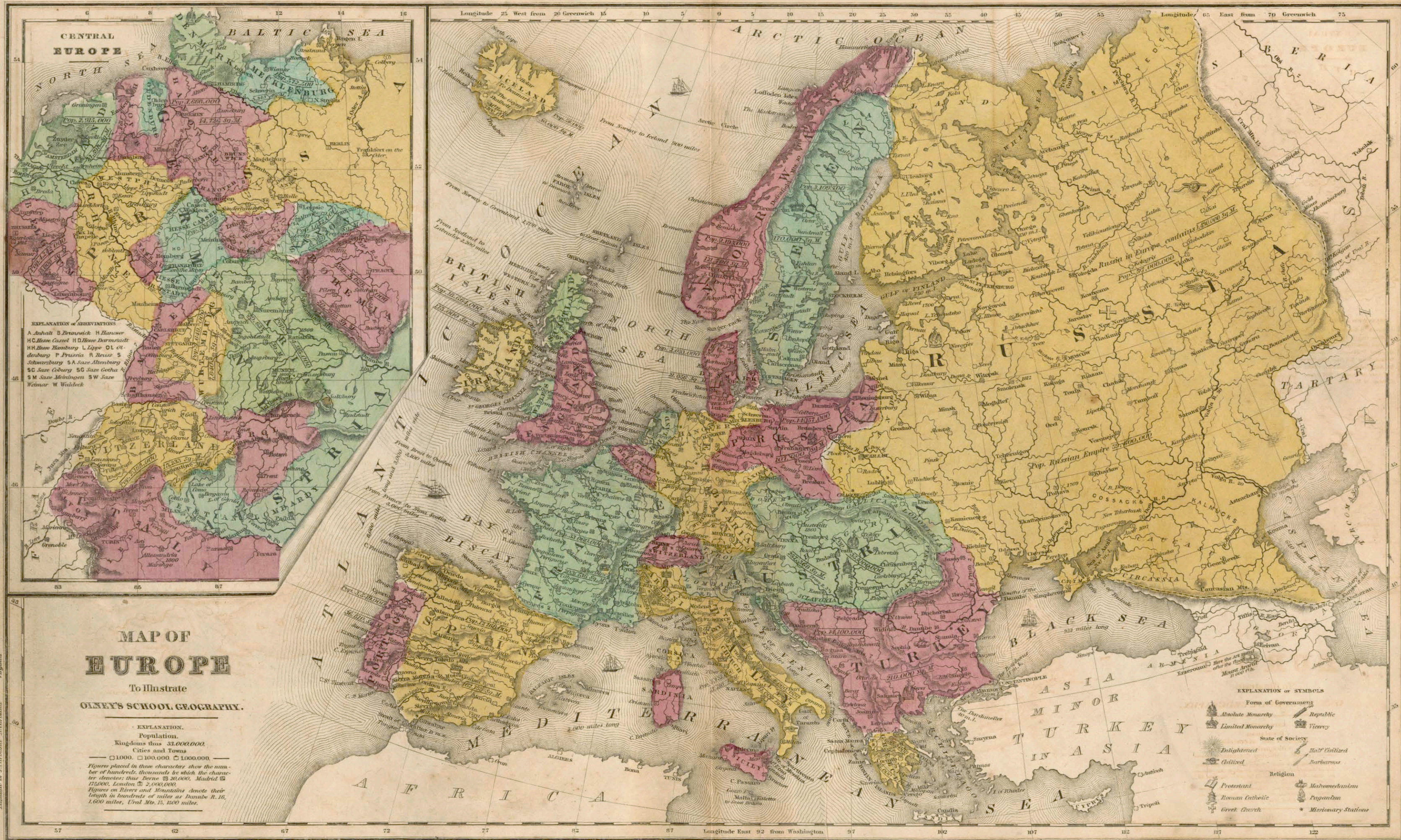
Drawn by J. P. Robinson.



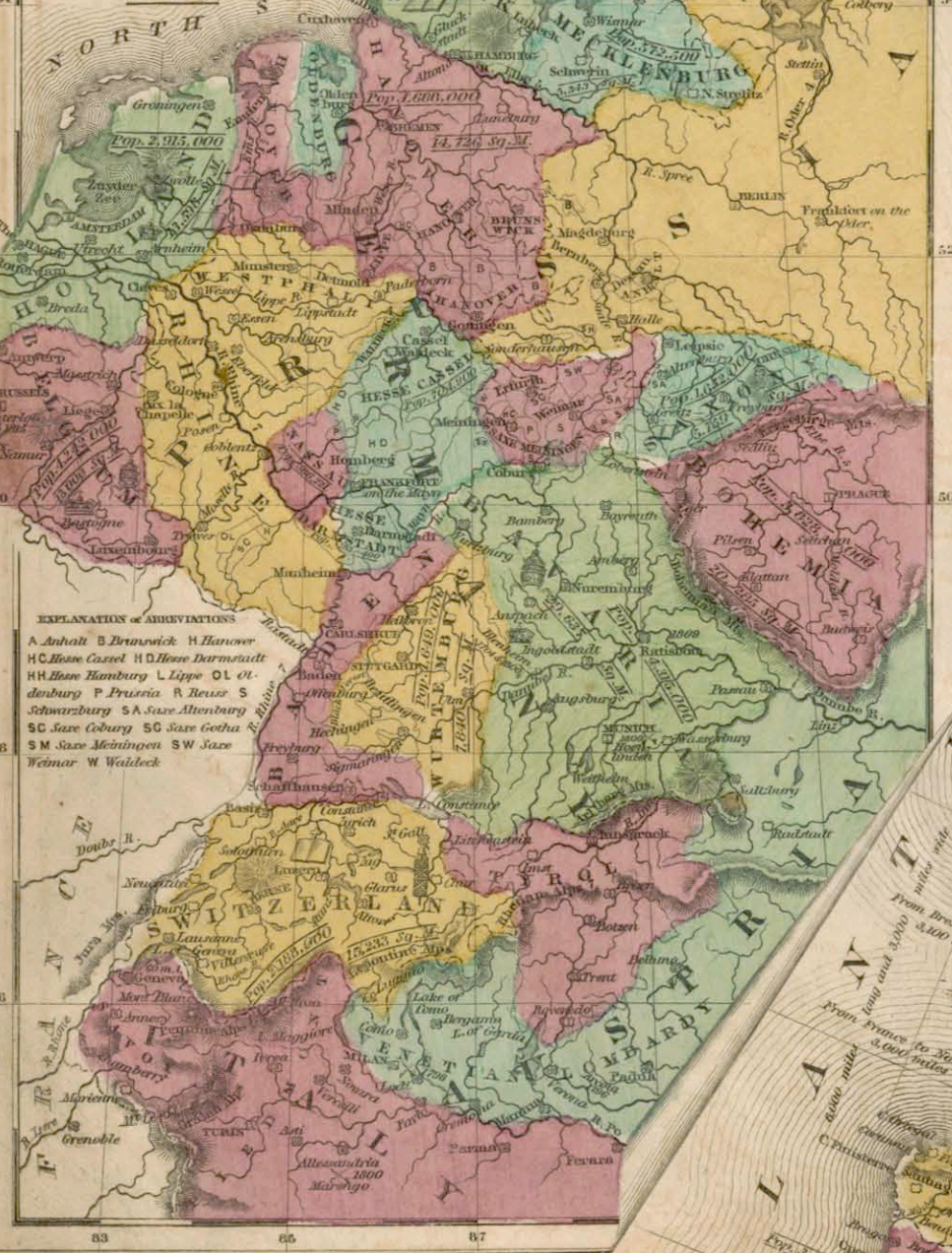
Recent corrections to the map were made by the publisher, J. B. Johnson, at the request of the author, and are indicated by a red line.



Entered according to Act of Congress, in the year 1841, by D.E. Robinson, in the Clerk's office of the District Court of Connecticut. South
Drawn & Eng. by Sherman & Smith, N.Y.



CENTRAL EUROPE



EXPLANATION OF ABBREVIATIONS
 A. Anhalt B. Brunswick H. Hanover
 H.C. Hesse Cassel H.D. Hesse Darmstadt
 H.H. Hesse Hanau L. Lippe O.L. Oldenburg
 P. Prussia R. Rhenus S. Schwarzburg
 S.A. Saxe-Altenburg S.C. Saxe-Coburg
 S.G. Saxe-Gotha S.M. Saxe-Meiningen
 S.W. Saxe-Weimar W. Waldeck

MAP OF EUROPE
 To illustrate

OLNEY'S SCHOOL GEOGRAPHY.

EXPLANATION.
Population.
 Kingdoms thus 31,000,000.
 Cities and Towns
 □ 1000. □ 100,000. □ 1,000,000.
 Figures placed in these characters show the number of hundreds of thousands by which the character denotes: thus Bern 20,000, Madrid 175,000, London 2,000,000.
 Figures on Rivers and Mountains denote their length in hundreds of miles as Danube R. 16, 1,600 miles, Ural Mts. 15, 1500 miles.

EXPLANATION OF SYMBOLS

Form of Government	
Absolute Monarchy	Republic
Limited Monarchy	Vicary
State of Society	
Enlightened	Not Civilized
Civilized	Barbarous
Religion	
Protestant	Mohammedanism
Roman Catholic	Paganism
Greek Church	Missionary Stations

Latitude of S. Carolina, N. Carolina

Longitude 25 West from 20 Greenwich 15 10 5 0 5 10 15 20 25 30 35 40 45 50 55 Longitude 65 East from 70 Greenwich 75

MAP OF THE BRITISH ISLES

To Illustrate
OLNEY'S SCHOOL GEOGRAPHY.

EXPLANATION.
Population.
Cities and Towns.

□ 1,000 □ 100,000 □ 1,000,000.

Figures placed in these characters show the number of hundreds, thousands, &c. which the character denotes: thus Lynn 12,000, Leeds 100,000, London 2,000,000. Figures on Rivers denote their length in hundreds of miles as Thames R. 2 1/2, 250 miles.

England contains 52 Counties
Scotland 33
Ireland 32

N O R T H

S E A



Entered according to Act of Congress, in the year 1844, by D.E. Robinson, in the Clerk's office of the District Court of Connecticut.

Drawn & Eng. by Sherman & Smith, N.Y.

North

MAP OF ASIA

To illustrate
OLNEY'S SCHOOL GEOGRAPHY.

EXPLANATION.
Population.
Empires & those 11,000,000.
Cities and Towns.
10000 1000000 10000000.

Figures placed in these characters show the number of hundreds, thousands &c. which the character denotes: thus Singapore 30,000, Bombay 250,000, Peking 2,500,000.
Figures on Rivers and Mountains denote their length in hundreds of miles, or leagues &c. 10, 1000 miles, Himalayas Mt. 14,100 miles.

Longitude East 35 from Greenwich

PALESTINE

- TRIBES
- I Judah
 - II Simeon
 - III Benjamin
 - IV Dan
 - V Ephraim
 - VI Manasseh
 - VII Issachar
 - VIII Asher
 - IX Zebulun
 - X Naphtali
 - XI Gad
 - XII Reuben

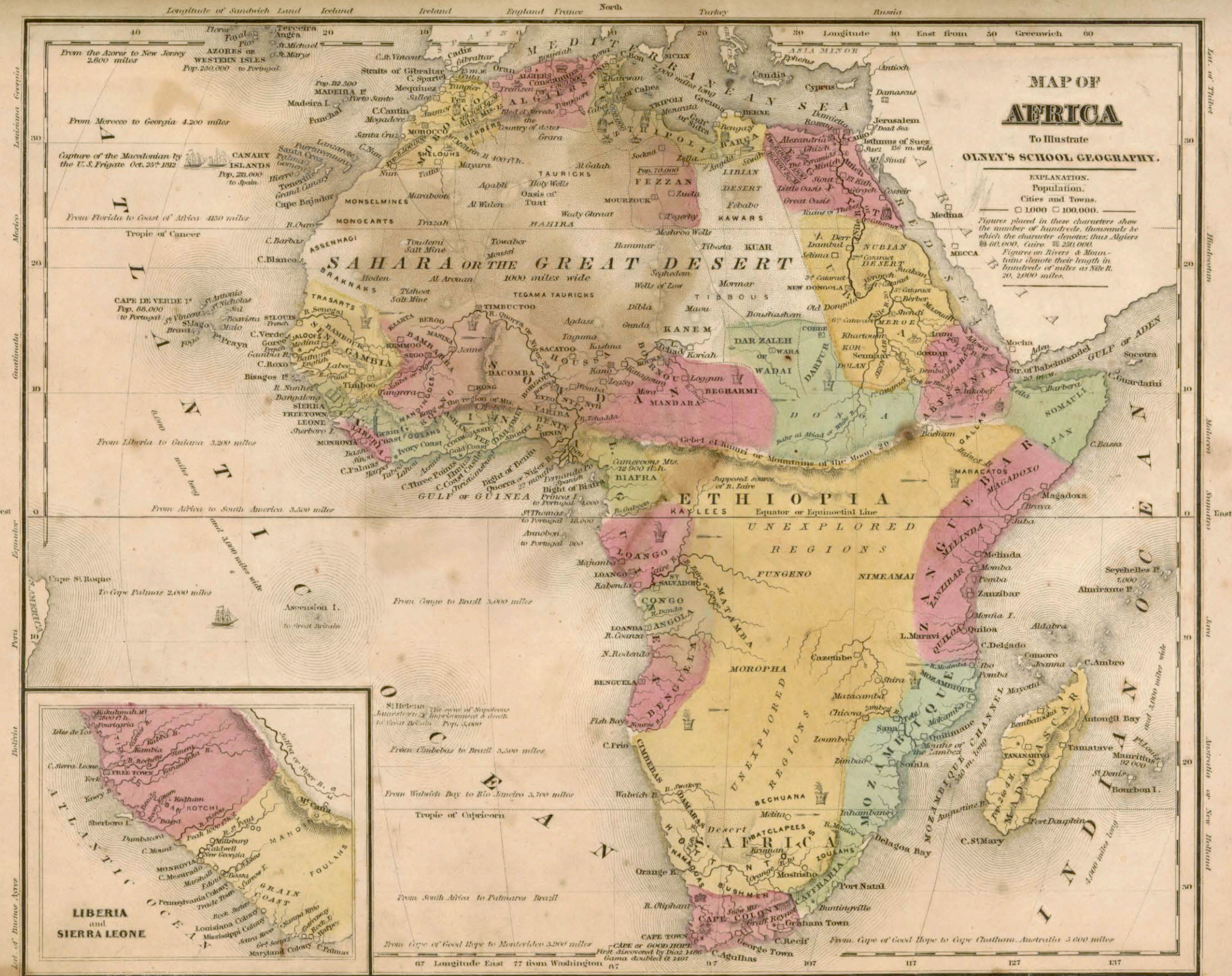
Longitude East 112 from Washington

South



Approved according to Act of Congress, in the year 1845, by J.F. Johnson, in the Clerk's office of the District Court of Connecticut.

Drawn & Eng. by Sherman & Smith, N.Y.



MAP OF AFRICA
 To Illustrate
OLNEY'S SCHOOL GEOGRAPHY.

EXPLANATION.
 Population.
 Cities and Towns.
 □ 1,000 □ 100,000.
 Figures placed in these characters show the number of hundreds, thousands &c which the character denotes; thus Algiers is 100,000, Cairo is 250,000. Figures on Rivers & Mountains denote their length in hundreds of miles as Nile R. 20, 2,000 miles.



Longitude of Sandwich Land Iceland Ireland England France North Turkey Russia
 40 20 10 0 10 20 30 40 East from 50 Greenwich 60
 From the Azores to New Jersey 2,600 miles
 From Morocco to Georgia 4,200 miles
 From Florida to Coast of Africa 4,150 miles
 From Liberia to Guinea 3,200 miles
 From Africa to South America 3,500 miles
 From Cape St. Roque to Cape Palmas 2,000 miles
 From Congo to Brazil 5,000 miles
 From Chibchar to Brazil 5,500 miles
 From Waladi Bay to Rio Janeiro 3,700 miles
 From South Africa to Patmarie Brazil
 From Cape of Good Hope to Montevideo 3,200 miles
 From Cape of Good Hope to Cape Chatham Australia 3,000 miles

Latitude Georgia Mexico Guatemala Peru Brazil Barbuda Ascension or New Hebrard

MAP OF THE ROMAN EMPIRE

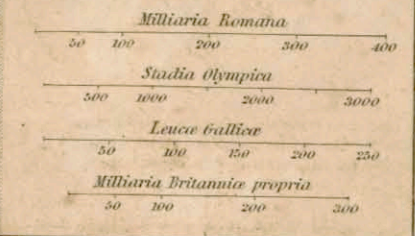
To Illustrate
ANCIENT HISTORY.

Engraved for Olney's School Atlas.

Modern names of cities are underscored, as Roman.



This map represents the Roman Empire at the time of its greatest extent, soon after the appearance of our Saviour



Entered according to Act of Congress in the year 1845 by D.E. Robinson in the Clerk's office of the District Court of Connecticut.

RECOMMENDATIONS.

The following are selected from among the numerous Notices and Recommendations received by the Author and Publishers of this system of Geography.

From Rev. Herman Humphrey, D. D. Pres. of Amherst Coll., Mass.

MR. J. OLNEY.—Dear Sir,—I have examined both your Improved School Atlas, and Modern System of Geography, with more than ordinary satisfaction. Your arrangement of topics, appears to me better adapted to the comprehension of the child, and to follow more closely the order of nature, than any other elementary system of the kind with which I am acquainted. Instead of having to encounter the diagrams, problems and definitions of Astronomy, as soon as he opens his Geography, the young learner is first presented with the elements of the science, in their simplest and most attractive forms. His curiosity is of course awakened. That which would otherwise be regarded as an irksome task, is contemplated with pleasure. The opening mind exerts in the exercises of its faculties, and in the ease with which it may gather new intellectual treasures. The constant use which you allow the child to make of his Atlas, I consider a great advantage, and the substitution of initials for the names of countries, mountains, rivers, &c., a valuable improvement. There is, moreover, a condensation of matter throughout, combined with a clearness and simplicity, which cannot fail, I think, of being highly appreciated by the unlearned and judicious teachers. Your method of measuring the length of the principal rivers, is extremely simple and convenient. My best wishes attend you in every effort you make, to facilitate the improvement of the rising generation, in knowledge and virtue.

Yours, with due respect,
H. H. HUMPHREY.

From John S. Peters, late Governor of the State of Connecticut.

MR. OLNEY.—Sir,—I have examined your "Practical System of Modern Geography," and am pleased with the novelty of the scheme; and am persuaded, that children will have clearer views of the subject; and obtain a knowledge in a shorter time than they could, to pursue the common plan of instruction. As a valuable improvement, I recommend it to the attention of the public.

Respectfully, your obt. Servant,
JOHN S. PETERS.

From Rev. E. P. Barrows, Jr.

Messrs. D. F. Robinson & Co.,—I have examined Olney's Geography and Atlas, lately published by you, and am very well pleased with the plan. I think it decidedly the best elementary system of Geography, for the use of Schools and Academies, with which I am acquainted; and can cheerfully recommend it to the patronage of the public.

Yours,
E. P. BARROWS, JR.

From the Rev. H. N. Brinsmade.

Messrs. D. F. Robinson & Co.,—Gentlemen,—I have carefully examined the new Geography and Atlas, for the use of Schools, by Mr. J. Olney, and am highly pleased with the plan, and neatness of its topographical execution.

The Geography is evidently the work of one who has had much experience in teaching. By referring the pupil so constantly to the Atlas, he acquires a thorough knowledge of the relative situation of the various countries, and is thus enabled to make more rapid progress, than by treasure up mere descriptions in the memory.

The commencement of the work is exceedingly well adapted to the youthful mind, giving it to understand clearly the first steps, a knowledge of which, too often, in works of this kind, is taken for granted.

In many respects, this must be acknowledged superior to any work of the kind which has preceded it, and which make a high rank in the improvements which are making in our mode of education.

The Atlas is executed in a style superior to that of any School Atlas I have seen, and the length of the rivers, noted on the face of the Map, with the Table of Distances, renders it peculiarly valuable. I sincerely wish, for the good of the rising generation, that it may be universally introduced into our Schools; and I think no individual or parent will find cause to regret the adoption of it.

H. N. BRINSMADE.

From Roberts Vaux, Esq., President of the Board of Controllers of Public Schools, Philadelphia.

The School Atlas, and Olney's Geography, submitted to my inspection are, I think, highly meritorious productions.

From President Bates, Middlebury College.

Mr. Olney's Geography appears well adapted to the capacity of children, and therefore calculated to be peculiarly useful in our Primary Schools.

From President Lord, Dartmouth College.

I have been much pleased with Olney's Geography. For classes of children commencing the study, I deem it one of our best books, and would cheerfully recommend it for the use of families and schools.

I think Olney's Geography the best Elementary System, with which I am acquainted.

E. HALL, Principal of Middlebury Academy,
MIDDLEBURY, VT.

I have devoted what time I could spare for a few days past, to the examination of Mr. Olney's Geography. In its arrangement, it appears to me better adapted to the capacity of youth, than any now in use. It justly deserves patronage, and I hope will receive it. I shall recommend its use in this Institution.

EPHRAIM KINGSBURY, Preceptor,
HAVERHILL ACADEMY.

After having examined Mr. Olney's Geography and Atlas, I have no hesitation in saying, that the method of instruction it proposes, is more simple and intelligible, the arrangement of matter more logical and natural, and for one of its kind, combines more accuracy and facilities for the acquisition of Geographical knowledge, than any I have heretofore seen. I shall use my exertions to have it introduced, to the exclusion of all others, into the school under my instruction.

ROGER S. HOWARD,
Principal of the Newburyport Grammar School.

From a hasty perusal of "Practical System of Modern Geography," by J. Olney, I have no hesitation in saying, that it is a work better calculated to furnish the young pupil with a knowledge of that science, than any thing of the kind that has yet come under my consideration.

THOMAS HARDY, Instructor,
FRANKLIN ACADEMY, DAVENPORT, N. H.

From the Hartford Christian Secretary.

We confidently give our opinion that the public will be satisfied, that in point of practical utility and adaptation, this "System of Modern Geography" excels any thing of the kind that has preceded it. No man is better able, from his situation, to detect and apply a remedy to the evils of former systems of instruction, in the important branch of learning, than Mr. Olney. Sustaining the situation of principal of the public school in this city; his long and intimate acquaintance with the business of imparting instruction to youth, particularly in this branch; and having before him the labors of his predecessors, his industry, and experience has enabled him to present to the public a work on Modern Geography, which, we doubt not, will receive their approbation and extensive patronage.

From the Connecticut Mirror.

As an elementary book, we certainly have never seen any thing of the kind, that will compare with it. Simplicity is its leading feature, and instruction its real object. It is adapted to the brightest capacities, and may be studied in connection with the Atlas, almost as advantageously by children, as by those of a maturer age. We are not accustomed to speak in terms of praise of every new school book which appears; but it is our duty, in the practice of fixing parents and guardians on the matter how best to be done, "for the sake of a change." But in the case of Mr. Olney's Geography, we are so well satisfied that it is just what is wanted in our common schools, that we really account it our duty to aid in introducing it.