

gust he turns away from the paths of science, to seek enjoyment, at first in playing truant, and afterwards in intemperance and crime.

A child, just beginning to learn any particular branch of science, should be the object of our warmest sympathies. All these difficulties, and many more that we seldom think of, present themselves to him at every step, and fill his path with obstructions which we can seldom appreciate.

I hope, Sir, you will pardon me for making this digression in favor of the poor little boy, idle and indocile it may be, but yet the noblest work of God.

But to return to my subject. The technical language of Geography is really the most formidable part of the whole study; this one mastered, and the labor is very much diminished—the child takes pleasure in every new discovery, and he goes to his work cheered and encouraged by the certainty of success. Geography is a branch of literature which we receive chiefly through the eye, and therefore one which can be easily taught to any child. It requires no acuteness of reasoning, like Mathematics—no great power of imitation, like Penmanship and Drawing; and because the eye receives an impression more readily, and retains it more firmly, if I may so speak, than the intellect, we should be very careful, that its first conceptions of the form and motions of the earth should be correct.

I have always found, that in the earlier stages of this study, the use of maps was, upon the whole, rather a hindrance than an advantage. This may seem startling at first; but when we reflect that every child is apt to fall into the vulgar error, that supposes the surface of the earth to be a plane, and that any delineation of it on a map rather strengthens than corrects this idea, it must be evident, that until the child has good general views of the form of the earth, and of those almost innumerable circles which we suppose to be drawn upon it, the less these maps are used the better. But it will be asked, Shall not Geography be taught to any child to whom we cannot exhibit a globe? and what teacher can afford to purchase a pair of globes merely for the accommoda-

tion of others? I answer, we live in a country abounding with wood; any of us can obtain a block of it, and for sixpence a mechanic will give it a globular form; and with this sixpenny globe, we can give a child a very great amount of knowledge. We can shew him what causes the alternation of day and night, the changes of the seasons, heat and cold, the ebb and flow of the tide, the ocean currents, and many other phenomena connected with the Solar System. In fact, we can teach him more in one hour, than we can in a year with the best maps in the world.

If we endeavour, by words alone, to give a boy an idea of *poles*, *axis*, *meridians*, *zones*, and *parallels*, probably he will tell us that he understands the meaning; but no smile of intelligence lights up his countenance. Show him one of these globes; point out what is meant by each word, and suddenly a gleam radiates from every feature, and his eye sparkles with delight as soon as he receives the idea. It is stereotyped forever upon his memory, and he will as soon forget the name of a skate or a handsled, as that of a parallel or a zone.

While teaching any branch of science, we must follow nature—never force it. We must often turn aside from our close reasoning, to please the fancy, and secure the attention; and sometimes it is necessary to present our subject in every conceivable phasis, in order to make our pupils understand it. Now, let us compare this with the manner in which many attempt to teach Geography. Morse, the Irish Board, and Hugo Reid, have succeeded each other in this department of literature, and each has improved upon his predecessor, in making his book uninteresting, tiresome, and even loathsome to children. Instead of making their books *cheap*, to please the parents, and beautiful to please the children, they have made them, with one exception, very dear, and all very ugly. While addressing men, if we expect to gain their attention, we must please them; and shall we expect to secure that of the children, without offering them something beautiful? for they do appreciate the beautiful; so does the untutored savage; to do so is an instinct of our