

presses far more clearly than we can what we would wish to say :

"Instructions in natural history or natural science, as chemistry, mineralogy, geology, quadrupeds, birds, fishes, or bugs, may be very interesting, but they form no part of education, and tend far more to materialize the mind than to elevate it to God, and to store it with moral and religious principles, which may one day fructify, and form a character of moral and true religious worth. A book may contain much useful instruction on nouns, adjectives, verbs, adverbs, participles, and other parts of speech, very proper in a grammar-book, but quite out of place in a reading-book ; but all these lessons belong to the department of special instruction, and either have no bearing on education proper, or tend to give to education a dry, utilitarian, and materialistic character. . . . The aim of the reading-book is not instruction, save in the single art of reading, but education, the development or cultivation in the mind and in the heart of those great principles which are the basis of all religion."

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