

*discovery*, strictly so called, of anything previously altogether unknown, it is possible—since “discovery” is a *relative* word—to be, practically a discoverer, by bringing within the reach of thousands some important branch of knowledge of which they would otherwise have remained destitute all their lives.

And in regard to the present subject, a familiar introduction to the study is precisely what has been hitherto wanting. The existing treatises upon it may be compared to ships well freighted, but which can only unlade at a few wharfs, carefully constructed, in advantageous situations. The want is of small boats drawing very little water, which can carry ashore small parcels of the cargo on every part of the coast, and run up into every little creek.

Should the attempt to supply this deficiency prove as successful, as there is reason, from the trial that has been already made (in the *Saturday Magazine*), to hope, an addition by no means unimportant will have been made to the ordinary course of elementary education.

To frame, indeed, a system of rules that should equalize persons of all varieties of capacity, would be a project no less chimerical in this than in other departments of learning. But it would certainly be a great point gained, if all persons were taught to exercise the reasoning faculty, as well as the natural capacity of each would permit; for there is good reason to suspect, that, in this point, men fail quite as often from want of attention, and of systematic cultivation of their powers, as from natural deficiency. And it is at least worth trying the experiment, whether *all* may not be, in some degree, trained in the right exercise of a faculty which all in some degree, possess, and which all *must*, more or less, exercise, whether they exercise it well or ill.

It was at one time contemplated to subjoin an *Index* of the technical terms, with brief definitions of them, and references to the Lessons and Sections. But, on second thoughts, it has been judged best to omit this, and to recommend each student