

tions, I have endeavored to give the learner a clear knowledge of each step as he advances. I have pursued the true and natural method. Commencing with him at his home, I have led him on from the scenes which were near and with which he was already familiar, to those adjoining and more distant; ever proceeding from the known to the unknown.

The exercises on the maps have been prepared with great care. They probably will be found more full, practical and systematic in the work of imparting a knowledge of physical geography than any that have preceded them. The questions are calculated to exercise the understanding as well as the memory: the most important object in all education; thus conveying to the learner a thorough knowledge of each lesson as he advances in the study.

The Outline Maps, it is believed, will meet the approval of all those interested in the instruction of the young. They present a bold and clear picture, free from all obscurity, of the various portions of the globe, and contain all that is important for the learner to know in physical and political geography. With most of the maps that are put into the hands of the young learner, the fault is, they contain too much. They are filled up with towns, cities, rivers, islands, &c., to such an extent as to confuse his mind and discourage his endeavors to commit them to memory. But on these maps, only the more important objects are put down, and the accompanying exercises are arranged in such a manner as to lead him gradually on, and thus prevent all perplexity, as well as all weariness.

In short, in preparing the following work, I have aimed to meet the wants of parents and teachers by adapting it to the capacities and requirements of the youthful mind. How well I have succeeded, I leave it for them to decide.

SOUTHINGTON, *August*, 1847.