

pathy in the minds of a large class of readers, who ought, by their station, to have been less prejudiced, and who, in reality, have no bigoted aversion to science itself, but simply dread the effects of its dissemination among the people at large.

It is remarkable that a writer of such genius and so enlarged a mind as Channing, who was always aiming to furnish the multitude with sources of improvement and recreation, should have dwelt so little on the important part which natural history and the physical sciences might play, if once the tastes of the million were turned to their study and cultivation. From several passages in his works, it is evident that he had never been imbued with the slightest knowledge or feeling for such pursuits; and this is apparent even in his splendid essay on Milton, one of the most profound, brilliant, and philosophical dissertations in the English language. Dr. Johnson, while he had paid a just homage to the transcendent genius of the great poet and the charms of his verse, had allowed his party feelings and bigotry to blind him to all that was pure and exalted in Milton's character. Channing, in his vindication, pointed out how Johnson, with all his strength of thought and reverence for virtue and religion, his vigorous logic, and practical wisdom, wanted enthusiasm and lofty sentiment. Hence, his passions engaged him in the unworthy task of obscuring the brighter glory of one of the best and most virtuous of men. But the American champion of the illustrious bard fails to remark that Milton was also two centuries in advance of the age in which he lived, in his appreciation of the share which the study of nature ought to hold in the training of the youthful mind. Of Milton's scheme for enlarging the ordinary system of teaching, proposed after he had himself been practically engaged in the task as a schoolmaster, the lexicographer spoke, as might have been anticipated, in terms of disparagement bordering on contempt. He treated Milton, in fact, as a mere empiric and visionary projector, observing that "it was his purpose to teach boys something more solid than the common literature of schools, by reading those authors that treat of physical subjects."—"The poet Cowley had formed a similar plan in his imaginary college; but the knowledge of external nature, and the