

of literature or science in early life, soon abandon it, on entering upon their profession! — not, surely, because it would make them less learned or respected, but because they find that the charlatans with whom they have to compete, having no learning to impede them, are able to bear away the pecuniary palm. In this case, the fault lies chiefly with the community, who prefer the prompt, pliable, and voluble empiric to the more modest and cautious, yet learned, lawyer or physician.

In the early relish which is acquired, in the present state of society, for things artificial, I find another prolific cause of a waste of mind. God has filled the world with a vast variety of objects, animal, vegetable, and mineral, far more attractive and beautiful than any result of man's invention. He has scattered them in immense profusion all around us, and brought them into contact with all our senses. He has also implanted in the human soul a strong love for these objects. I never saw a young child who did not exhibit a decided relish for natural objects. How eagerly will children pluck the opening flower, or gather up the sparkling mineral, or chase the gay insect, and gaze upon the brilliant bird! Indeed, they are constitutionally naturalists, and it is easy to excite in them so much enthusiasm, that they will forget their ordinary food, if you will lead them forth into the fields, and point out to them the wonders of creation. But in the present condition of society, this natural taste is not cultivated. They are sent to the primary school, and there their attention is turned to subjects that have little connection with nature. I do not complain that they are taught grammar, and geography, and history, and arithmetic; but I do complain that there is not mingled with these studies, so dull to them, some instruction in zoölogy, botany, and mineralogy. The first lines of these