

and consequently between the human mind as it is constituted and that luminous constellation of verities so systematically dovetailed together in the subject-matter of education. Now the ordinary mode by which we can discover this oft-repeated subject-matter is to consider the various branches of studies upon which we can exercise our minds, to sum them up in one united body, to observe the precise relation that exists between the different parts or branches, and finally the admirable arrangement and animated principle running through the whole. But situated as we are we can hardly take in the many and various branches of study that go in and out of one another to constitute universal knowledge. We should therefore betake ourselves to a real University, whose object and profession are to teach all the sciences human and divine. Here where each department of knowledge would have its own special professor, much light could be shed upon every branch of liberal studies. In enumerating the several departments of a University, and observing all the branches collectively and individually therein taught, and the aim and tendency of each, and how each acts and exerts itself upon the other, and what place and attitude it occupies in relation to the whole, we can form a proximate estimate of the nature and scope of a seat of universal knowledge and wisdom, and by consequence of the different sciences there so efficiently and authoritatively professed. We could find the classics, modern languages, grammar, rhetoric and history, with the stately and magnificent literature of old Greece and Rome and the literature peculiar to every modern language, occupying a sphere of their own. We could see the exact and physical sciences interweaving and stretching side by side, claiming their own undisputed sway in curriculum. We could see law, medicine, and engineering theoretically and practically taught. We could find logic, metaphysics, and ethics, flanking and over-lapping each other and causing hair-splitting disputations here, and we could there find the divine science that rules and queens it peerless and uncontrolled over all the secular sciences, and regales the mind by lifting it to heights and distances unknown to unassisted reason. When we would strictly explore and examine the wonderful order and union exhibited in the management and internal economy of the different departments of a University; and how the branch taught in the one bears affinity to that taught in the adjoining other, then we could at a glance take in with one grasping view, in its essentials and integrity, the subject-matter of education which is an admirably systematized whole compounded of suitably-adapted and well-balanced parts, each occupying its own