

which Wisdom Infinite has vouchsafed to reveal to enlighten, ennoble, and amaze man's opening comprehension, the educator of youth has the most sublime mission. His is the exalted duty to develop the latent energies of the human soul, to direct and control the imperishable tendency of man's restless intellect in search of objective truth, to lay a foundation out of which the grace of Addison, or the poetry of Milton, or the warlike genius of Napoleon, or the eloquence of Pitt, or the science of a Leibnitz, may, perhaps, at some future period be developed. His the part, in all cases, to prepare the way for all the vicissitudes of after life, in which mind shall meet mind, and men have to wage the battle of life. His, then, is clearly the obligation of fulfilling his avocation with scrupulous accuracy, with unwavering fidelity. A false step in the beginning, like the thin edge of the wedge, widens as education progresses. One imperfectly understood principle necessitates the ignorance of a long concatenation of consecutaries flowing from it. One false principle similarly induces a train of false consecutaries, just as a decayed portion of the trunk of the oak withers the branches on the same side to its lofty summit. One downward impetus, like the first and almost imperceptible motion of the Alpine avalanche, is but the prelude to a devastating course of swift destruction. One small defect in early youth, like the little dark cloud on the morning sky of a West India horizon, widens as education proceeds, until at the noonday sun, it bursts out in the terrific desolation of the hurricane; and in the calm of the evening of life, men discover that all their labors have to be recommenced anew on a surer foundation, and with more accurate workmanship.

The education of youth is mental architecture. The solid rock of principle must lie at the foundation. The walls, and pillars, and braces, must be built, and shaped, and fitted with scrupulous care. Piece must be adapted to piece, foot to meet foot, inch to meet inch, greater to greater, less to less. Ornament must harmonize with material, and material must harmonize with ornament. All must be proportionate, one part to another, and all to the use for which