

laws which regulate the independent operations of mind. But, though we hold with them that mind and matter are distinct substances, yet in the present condition of man it is manifest that they are so intimately united, that they act and react powerfully upon each other, both in the state of health and disease. This action and reaction are doubtless determined by fixed laws, though as yet they are only imperfectly known; but this general fact, or law, is clearly established, that the excessive or disordered action of any corporeal organ immediately connected with mental operations, will disturb them; while, on the other hand, the excessive or disordered action of mind will derange the functions of the corporeal organs, and, reflexly, the healthy operation of mind itself. In this sense, then, we explain the term "*physical laws*;" and our object is to elucidate the importance of regarding the body's action on the mind, as well as the mind's action on the body, in the education of man.

3. EDUCATION, the other term of the subject, comprehends, in that particular view of it which we have selected for illustration, the right training of the human being, or the preparation of the individual for the fulfilment of his destiny. In the present day there is a very general diffusion of knowledge on particular branches of this comprehensive and important subject; and in some of the higher studies and professions improved methods of qualifying the student for his peculiar career have been adopted. To prepare cadets for the army and navy, for instance, academies have been instituted under the superintendance of men of the highest reputation, not only to communicate instruction in those departments of learning and science which are required in those two arms of the national defence, but to form, by suitable training, the *physical* habits of the

pupils to activity and capacity of endurance. For instruction in military and civil engineering, ample means have been provided for that peculiar training required for these professions, to which national safety and improvement have been, and will continue to be, so greatly indebted. In our universities, chairs have been instituted for instruction in general science, and for the special branches required in the professions of law, medicine, and theology; and professorships of agriculture, music, and the fine arts, have also been admitted within their precincts. As the field of science is extended, and the necessities of mankind make new demands, the education of particular classes will be directed to meet them, and improvement in particular departments will be the consequence of this division of labour.

4. It is not education, however, in any particular, restricted, or professional aspect, that we are now to consider. It is the education of MIND ITSELF, without respect to particular professions or employments. Its nature, faculties, and laws are the same on whatever subject they are employed: just as the eye is the same, and the laws of vision, whether its possessor use it for the sowing of corn or the pointing of needles; for levelling the course of a canal, or directing shell and rockets into a beleaguered city: for examining, by the aid of a microscope, the minute wonders of creation, or for exploring, by the help of a forty-foot telescope, the volcanoes of the moon, or the starry clusters of the milky way. It is *mind*, exercising the same faculties, though on different objects and for different ends, which in the cabinet and the senate-house penetrates and exposes the complexity of political movements, and electrifies the national heart by its wisdom and eloquence; which in the hall of justice disentangles the web of wrong that cunning and selfishness had fab-