These three grand divisions seem to embrace all the objects of a liberal education.

In the plan of study, therefore, followed in the Academy, the attention of the pupil, instead of being devoted *exclusively* to any one of these branches, is *fairly divided* among them. Morning hours are devoted to Grammatical and Classical Studies—the afternoon to Arithmetic and Mathematics—and the various elements of General Knowledge are interwoven with these main studies.

By this arrangement, the great departments of human knowledge are closely combined, and go hand in hand, —each has its proper place, and a share of attention bestowed upon it, proportioned to its importance; and hence it is presumed, that every purpose of a liberal Education, whether in regard to the improvement of the mind and its faculties, or the acquisition of the elements of science, literature and general knowledge, is effectually secured.

Having thus determined the grand divisions, which may be considered, as constituting the system of a liberal education, the general principle of the order and succession of the several parts of the system, will be sufficiently simple and obvious, viz. to dispose the different branches, and the several parts of the same branch, in such an order, that the previous parts may form an in-