

used in collecting facts and drawing conclusions, the prejudices which are hostile to a fair inquiry, and who, while his pupil is interested in the works of the ancients, shall remind him that, as knowledge is progressive, he must avail himself of the latest acquisitions of his own age, in order to attain views more comprehensive and correct than those enjoyed even by predecessors of far superior capacity and genius.

It may appear strange, that while such great sacrifices of time are made in England to the exclusive cultivation of classics, a larger proportion of the best modern editions of Greek and Latin are not the fruit of British scholarship. The cause, however, is easily explained. The highest excellence in literature or in science can only result from a life perseveringly devoted to one department. Such unity of purpose and concentration of power is wholly inconsistent with our academical machinery of tuition.

The panegyrists, indeed, of the modern university system in England, seem never to admit candidly this plain truth, that the colleges have no alternative in regard to the course of study open to them. Take any flourishing university in Great Britain or on the Continent, Berlin, for example, or Bonn, or Edinburgh, where a wide range of sciences are taught. Let the students be divided into fifteen or more sections, without any classification in reference to their age, acquirements, talents, tastes, or future prospects. Assign to each section a separate set of teachers, chiefly clerical, and looking forward to preferment in the Church and public schools, and from them select all your public examiners. What must be the result? The immediate abandonment of three fourths of the sciences now