

education has derived little advantage from it, the fault is with the teacher rather than the public. The faculties, capabilities, and condition of the mind are never studied, but ten years of vivacious and energetic being are occupied in the acquisition of words. A new inhabitant of earth, surrounded by strange and novel appearances, governed by a curiosity to know something of that which affects his senses, and produces the sensation of pleasure or of pain, is checked in every inquiry that he may make, and is compelled to cultivate a single faculty, and to attain a knowledge of words and criticisms. He is in fact doomed to pass his existence in a world which, for aught he knows, has not a single attribute of perpetuity. We may be permitted, from experience, to pity the mind that is doomed to a lengthened slavery in the acquisition of words, and the improvement of memory, when observation and curiosity are the predominating principles of mental activity. To deny the value of an acquaintance with foreign languages, and even of those which are so improperly called the dead languages, since they, in a great measure, form the literary taste of our own and other nations, would be to deny the value of accuracy of style and expression, energy of thought, bursts of eloquence, sentiments of morality, and knowledge itself. There are minds that break the trammels of system, and, possessing a knowledge of languages and literary elegance, add to it a knowledge of men and of things which gives lustre to learning; but minds of less strength are too often buried under lexicons and grammars, or acquire a distaste for all species of knowledge. The error is not in the acquisition of languages, but in studying them exclusively at a wrong time. It is not our intention to advocate the importance of scientific knowledge, by misrepresenting the claims of literature, but rather to urge the necessity of their union, and the combination of their efforts; for though "the mind is the standard of the man," it is ever desirable to remember that it dwells in a material tabernacle, and is acted upon by material causes.

Although much has been done calculated to diffuse knowledge, education is still in a great measure confined in its objects, and frequently injurious in its effects. The establishment of philosophical institutions has certainly a tendency to correct the evils which flow from the system of education adopted in our schools, and it is now little less than culpable