whirlpools. But the mind is capable of acquiring scientific Ideas, which are better fitted to undergo discussion and impulsion. When our speculations are duly fed from the springheads of Observation, and frequently drawn off into the region of Applied Science, we may have a living stream of consistent and progressive knowledge. That science may be both real as to its import, and logical as to its form, the examples of many existing sciences sufficiently prove.

*School Philosophy.*—So long, however, as attempts are made to form sciences, without such a verification and realization of their fundamental ideas, there is, in the natural series of speculation, no self-correcting principle. A philosophy constructed on notions obscure, vague, and unsubstantial, and held in spite of the want of correspondence between its doctrines and the actual train of physical events, may long subsist, and occupy men's minds. Such a philosophy must depend for its permanence upon the pleasure which men feel in tracing the operations of their own and other men's minds, and in reducing them to logical consistency and systematical arrangement.

In these cases the main subjects of attention are not external objects, but speculations previously delivered; the object is not to interpret nature, but man's mind. The opinions of the Masters are the facts which the Disciples endeavor to reduce to unity, or to follow into consequences. A series of speculators who pursue such a course, may properly be termed a *School*, and their philosophy a *School Philosophy;* whether their agreement in such a mode of seeking knowledge arise from personal communication and tradition, or be merely the result of a community of intellectual character and propensity. The two great periods of School Philosophy (it will be recollected that we are here directing our attention mainly to physical science) were that of the Greeks and that of the Middle Ages;—the period of the first waking of science, and that of its midday slumber.

What has been said thus briefly and imperfectly, would require great detail and much explanation, to give it its full significance and authority. But it seemed proper to state so much in this place, in order to render more intelligible and more instructive, at the first aspect, the view of the attempted or effected progress of science.

It is, perhaps, a disadvantage inevitably attending an undertaking like the present, that it must set out with statements so abstract; and must present them without their adequate development and proof. Such an Introduction, both in its character and its scale of execution, may be compared to the geographical sketch of a country, with which