

channels for the common diffusion of useful knowledge. Academies are too few in number, and too remote from the mass of the people, to subserve the purposes of general education—and their design is not so much to instruct in the kind of knowledge which constitutes a common education, as in the high departments of classical attainment, while the Primary School, established in every neighborhood, and within the reach of every family, will become the great and principal source of useful knowledge. Education will there begin, and, in most cases, will terminate in these schools.—In proportion to the advantages there enjoyed by the youth, will be their value in riper years, as citizens, and their usefulness in public life, and the prosperity and moral character of the country.

It is therefore proper to adopt and pursue a course of instruction as liberal and comprehensive as the means assigned, and other circumstances will warrant or admit of.

In addition to the first rudiments of education, which have been already enumerated, the course of study in every well organized Primary School, ought to include English grammar, geography, surveying, the history of our country, its Constitution and form of government, the crimes and punishment of our criminal code, and such parts of civil jurisprudence as every man in his daily intercourse with the world is concerned to know. It is not expected that the whole course of study here recommended, will be immediately adopted in every school. The want of suitable books, with other causes, may prevent many from introducing them at once. But it may be expected that every school, which receives the public bounty, will adopt as much of the plan, here proposed, and pursue it as thoroughly, as from its condition, it may be enabled.

It cannot be objected to the course of study here prescribed, that it embraces subjects of minor importance. Whatever may be thought of the practicability of introducing into the Primary Schools, the different studies here enumerated, of their utility and importance to youth, there ought not to be a diversity of opinion. Of English grammar, it might be sufficient to observe, that it has been admitted in all well regulated common schools, ever since it became a science. But independent of immemorial usage, the utility of grammar, as a study for youth is apparent from the consideration that it treats of the nature and proper use of language, and that the study of it is one of the best exercises to strengthen the judgment, and, at the same time, to improve the memory. To understand the natural power of language.