

and to be able to use it definitely ourselves, or to construe it when used by others, it is necessary to have at least a general knowledge of its grammatical construction. A man accustomed to English language, by applying to it the rules of grammar, and testing its correctness by that standard, will, from that operation alone, be better able to understand the natural force and meaning of language, and be more likely to use it properly both in speaking and in writing.— If the knowledge derived from such exercises be more generally diffused, our language will be less liable to change, and there will be less of that obscurity and imperfection in contracts, and other acts of individuals, which now compose a common source of litigation.

Geography is recommended as a suitable study for Primary Schools, because the knowledge of it is useful in itself, while its study is peculiarly adapted to the capacities of children, and calculated perhaps, more than any other, to engage their attention. Youth is the proper season for all studies depending chiefly on the memory; as well because that faculty is then more mature than any other, as that impressions then made on it are more durable. Geography, consisting for the most part of particular and independent facts, not requiring in its study the exercise of any other faculty than that of memory, and requiring the exercise of that faculty in its fullest extent, there is a peculiar propriety in making it the leading object of study in Primary Schools. Its influence, also, on the minds of children, by enlarging their ideas, and carrying their thoughts beyond the narrow sphere in which they live, is another consideration not less favourable to the early cultivation of this important science.

In regard to surveying, it can hardly be necessary to enlarge upon its utility—In a country so essentially agricultural as ours, where almost every man has occasion to apply in practice the principles of surveying, some general knowledge of the art, is important, both for his interest and convenience. He ought to understand, at least in theory, the nature and use of the compass; the measurement of land by courses and distances, and the computation of areas on the most improved methods. But obvious as is the necessity of some general knowledge on this subject, the most of men are deficient in it. The neglect of this branch of instruction is probably owing to a supposed difficulty in the subject, and the want of the suitable instruments to illustrate and apply its principles. But as to any real difficulty in the subject, it is far less than any of the abstruse parts of arithmetic: in