

which the greatest progress is often made at school; and it would certainly be a profitable change to transfer the time which is commonly spent, or rather mispent, on the speculative parts of arithmetic, to this practical and useful study. Less time and labour than are required to understand a long list of puzzling rules, or intricate problems in arithmetic, would be sufficient to overcome all the difficulties in the art of surveying; and at the same time much greater improvement would be afforded to the mind of the pupil.—It is not intended to disparage the study of arithmetic, in its elementary and practical parts; it is only that part of arithmetic, which has no connexion with the common concerns of life, which is here considered of little value. A practical knowledge of surveying, derived from actual practice with the chain and compass, is not expected to be taught in Primary Schools. A general knowledge of its principles, so as to enable the pupil to apply them in after life, is all that is required. And as this knowledge may be derived from books, without the aid of any costly apparatus, there can be no reason why it should not be taught in these schools: And if its relative value be justly regarded, there is every reason to give it a conspicuous place in the course of study such as now is contemplated.

In selecting objects of education, adapted to this system, the Superintendent conceives that the history of our own country, with its Constitution and form of Government, cannot properly be excluded—on the contrary he believes that a knowledge of these subjects ought to be early inculcated in the minds of youth. In other countries, under other forms of government, the general diffusion of such knowledge, if not considered dangerous, might be viewed with indifference, but in our own country, where the people are entrusted with the government of themselves, a knowledge of the constitution and form of government under which they live, is necessary to enable them to govern with wisdom, and to appreciate the blessings of their free and happy condition. Nor is the knowledge of their own history less important. By enabling them to trace the rise and progress of their civil liberties, it cannot fail to impress them with a due sense of the great privileges they enjoy, and to endear and perpetuate the institutions under which those privileges are held. Such knowledge, so salutary in its influence, ought scarcely to be made a necessary part of their elementary education. If it be taught to them in childhood, while their habits and affections are forming, and their mind gradually acquiring its cast, the impression will be deep and indelible.