

Of these ends, the first, viz. the formation of habits, is by far the most important. To form the minds of the young to habits of attention, order, activity and perseverance—to train them to habits of just thinking, of patient reflection, of clear, close and accurate reasoning—is the general and grand object of Education, and far more important than the mere communication of knowledge, or the acquisition of new ideas.—The degree, therefore, in which any plan of Education is fitted to accomplish *this end*, in particular, will form the best criterion of its merits.

In pursuing the second object we have mentioned, viz. the instruction of youth in the different branches of knowledge, it is important to observe, that the aim is not so much to accomplish the mind, by putting it in full possession of the treasures of knowledge,—which is the work of a much longer period of time than the few years of youth devoted to Education,—as to prepare it for future acquisitions, by developing its powers, awakening its curiosity, and furnishing it with those elements and principles, which may enable it, to prosecute its enquiries, and to perfect its attainments.

To make a proper distribution of time and studies,—to form a judicious and well connected arrangement of the several branches of Edu-