

his studies, so as to keep his understanding and memory constantly active,—and, by habitual exercise, to stimulate, quicken and invigorate his intellectual powers.

And here it may not be improper to remark, how much a *solid* and *truly useful* education differs from that *ostentation* and *parade*, by which parents are so apt to be beguiled. To teach a universal course of Science, in the space of a few years, and to inspire the vain hope, that the Pupil shall be returned to his friends *all accomplished*, is a profession, which, however common, every competent judge of Education will reject with contempt.

It does not consist with the nature of a solid Education, to embrace a wide field, or to take in a great variety of dissimilar studies. To dwell on first principles, and to confine the attention of youth, more particularly, to what is elementary and essential, will be the object of every enlightened teacher. And if the progress of the Pupil, under such a system of instruction, shall not, in appearance, be so rapid and imposing, let it be remembered, that the *importance* and *accuracy* of the knowledge acquired, are much more to be regarded, than its *extent* or *variety*,—and that the Pupil, *well grounded* in *elements* and *first principles*, will have no great difficulty, in the course of his future life, to extend his acquire-