

The object of experiments in these classes, has been to develop practical and systematic principles, on which substantial education may be expedited—to save the time of teacher and pupil in education—to lessen the expenses—to simplify the process of instruction—and finally, promulgate it to all mankind.

These objects have been attained as far as the elucidating a series of principles, simple materials, and new processes for acquiring knowledge.—When rapidly advancing to perfection in writing, arithmetic, grammar, geography, &c. school was interrupted by the cholera, and the preparatory labour lost to a very great extent, though the experience remains.

The school was visited in the summer 1831, by Lord and Lady Aymer, Sir John Caldwell, and Col. Heriot, M. P. who expressed their high satisfaction.

Speaker Papineau repeatedly visited the school and expressed his approbation, as did a number of other gentlemen, among whom was Stanley Bagg, Esq. our late worthy candidate for the West Ward.

The result of these experiments are, that the first and most difficult and most important experiment can be carried on in the midst of a school of sixty pupils, of various ages and attainments. This is important, because the great bulk of all common schools rarely exceed that average number—village population does not admit that they should.

And that much auxiliary assistance may be obtained from pupils themselves, by self-tuition—or as monitors, by certain directions, differing in various cases, but operating to one end.

The last MINOR CLASS EXPERIMENT was completed recently, and particulars of a notarial examination are annexed.

The ages of the pupils were, two of nine years, one of eight, five of seven, two of six, three of five, and one of four, seven of whom did not know their alphabets from five to eight years old—one simply knew his alphabet, knew not how to combine two letters—three could spell a few words of two letters—spelling and reading out of the question—one could spell words of three letters with difficulty—two could spell larger words, had learnt to read, but lost much of it during four months vacation from the cholera.

One of the above was a Canadian, unable to speak a word of English.

PROGRESS ON EXAMINATION.

All of them could read, most of them write, several make the figures, and all spell long words.

The junior pupils could read without any assistance from pointing—several of the youngest pointed with their own fingers. They had gained the art of self-correction when they committed an error. They could also read or know any of the lesson words singly, or in connection. Two of them had been impeded by sickness, and therefore could not be expected to equal the others. For particulars reference is given to the notarial statement.

By this process the children of a nation may be instructed in reading in a very short time, under properly trained and practically qualified teachers.

With proper lessons, constructed purposely for that object, the same improvement may be rapidly made in writing, arithmetic and other branches of