

One, who was of a stammering tongue, and five years of age "read a considerable portion of the first chapter of John and other parts of the New Testament, with correctness and fluency."

The last boy, eight years of age, "read the first of John with tolerable correctness."

This degree of progress made by those who could spell words of two or three letters, compared with those who did not know their alphabet on admittance was completed in three or four weeks, in proportion as much greater and earlier as their previous acquirements were superior. He saw the possibility of improving the whole operation more powerfully, and at this time he is satisfied, that two or three weeks, or less, would now be sufficient to make the same improvement with the whole of a class having similar attainments.

J. L. in the beginning of 1830 resolved to advertise for pupils, and commence another class.

This commences a second experiment which was also crowned with the completest success. But it had its drawbacks—the pupils did not enter altogether. The operations therefore did not go on simultaneously. They were children of a richer class, and on the least change in their health, or any thing unfavorable in the weather, were kept at home, no man could blame this personal solicitude, but in all cases, and in all schools, it is a just ground of complaint.

Many of the pupils would also occasionally come late. To counterbalance these things we had our boys of the former class to assist a little in teaching; but they were so young in experience as to need almost as much direction as they gave help.

After the first experiment the statement was printed and circulated among many of the most respectable citizens of Montreal—of these many called to ascertain the facts for themselves. Among the rest came L. J. Papineau, Speaker of the Assembly. He was fully satisfied, and after hearing the pupils read, and signing his name to a testimony in favor of the experiment, laid down, unasked, a donation of twenty dollars, saying, that the good done to so many young children freely, could not have been accomplished without sacrifice of time and expense, which ought to be remunerated. This act is in justice mentioned to his honor, whatever different feelings may result from his having since pursued a different line of conduct on other subjects. It is not the wish of the writer to do him any injustice, or omit any mention of any thing in which he has acted worthy of his *original* motives as a friend of public education.

To resume the subject, the second experiment went on. In a short time another examination was held, and a more delighted auditory of friends and relations never assembled at any school.

The pupils who had been subjects of the former examination now read with greater fluency. The spelling took a more copious range in the language. They had not quitted the use of slate and pencil, but had learned that of the pen: several of them presented copies of text hand words, small hand copies, receipts and letters of their own writing, to the company. A learned judge, present, observed that he had "seen many documents presented in a court of justice, which were written and signed by men, whose writing was worse." These pupils were six years of age, and a month only in use of their pen.