

the numerous attendance, the cleanliness and perfect order in all the arrangements," and again as "very much pleased." Neal Dow, of Portland, Vt., is "much surprised at the intelligence of the Misses, and the promptitude with which they answer difficult questions." Judge McCord's comment was as follows: "Was highly pleased with the examination of the children in the explanation of the Scriptures, and think it would have done honor to a candidate for Holy Orders." Chief Justice Sewell was "very much pleased with the excellent order and regulations of the school." Joseph Lancaster signs himself Founder of the Royal Lancasterian System of Education, and says (*literatim*) "My pleasure and satisfaction in visiting this useful and very hopeful school, and unite in my decided approbation of the school; and the teachers' conduct, my best wishes for the prosperity and happiness of Both." Later he says "'all's well that ends well,'" and December 22nd, 1829, he writes "much gratified with the pupils and the industry of the teachers."

In addition to the usual amount of pious, congratulatory and laudatory prose, with a few lines of excruciating poetry, there are evidently discriminating remarks by careful observers, from which it appears that the scholars very generally excelled in needlework, writing and scriptural knowledge, and that the strong point of the school was its good mechanical discipline. It is further evident by an inspection of the book that then, as now, there were a good many persons who liked to play at philanthropy, leaving the actual toil of the work to a very few conscientious and self-devoted workers. Mrs. Frothingham complains that ladies do not attend the monthly meetings, and records her opinion that "those ladies who have carriages should be fined double." Her complaint is echoed by Miss Gates and Miss Jones, and again by Mrs. Harwood and Miss Bancroft.

The attendance at the school was fluctuating. Several visitors lament the smallness of the numbers, while others rejoice over the flourishing condition of the school. Doubtless the work of these pioneers of education, like that of their successors, was sometimes heavy with disappointment, sometimes bright with encouragement. On the whole, amid many disadvantages they laboured with a cheerful, hopeful spirit and supreme loyalty to duty. From the scene of their labours all but one of the early projectors of the British and Canadian School Society have de-