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and yet neither pretend to be a Milton, or a Cromwell. Would such a man,
traced

"The applause of listening senates to command,
The threats of pain and ruin to despise,
To scatter knowledge o'er a smiling land,
And read his history in its children's eyes."

would he be acting like himself to barter his vote for bread, if strength was left to earn, or to beg it, would it not be marvellous for such a man as could live on mutton to seek what the influential breath of bribery had flyblown or contaminated? surely such a being, if such a being there be, under the noble name of Briton, ought to be degraded from his rank and condemned to feed on PAR all his life long.

We turn from these painful themes—they sorrowfully shew blemishes from which we wish the noblest character of man to be redeemed. We turn to consider the funds of the Institution, and

The INSTITUTIONS which may be benefited by this discovery,

1. Unlike the original Lancasterian system, it will apply to private tuition by a mother or private tutor, as well as to a large class or entire school. It will need special directions for this application.

2. It will apply to a small class under a private tutor, with two or more pupils, only requiring more lessons and practical training, practical instructions.

3. It will be useful in all academies and schools taught by a principal and assistant. It will bear not only on classes but individuals, and in those cases which present the most difficulty, will render the greatest service.

4. It will apply in village schools where monitors are used, or where the teacher acts alone.

5. To sabbath schools and their teachers, with all the pupils who cannot read, it can be made a most delightful assistant by rapid improvement in spelling and reading.

6. To missionary schools of every christian denomination over the world, it will be a powerful auxiliary, as its principles are general—its application to so many languages will need peculiar directions, but its effects will be blessed to all.

7. Its applications to circulating or rotary schools will be of use. These schools move from point to point, in any one district, till all points are benefited by the circulation of knowledge in schools, [which are thus moveable in thinly populated places. The more rapidly the pupils can be improved, the more rapidly will the circulating mediums of knowledge come round. Among others the Gaelic schools of Scotland may partake of its utility.]

8. Schools for adults, and schools for the blind, deaf and dumb, will all more or less be capable of receiving improvement from this invention.

9. Lancasterian schools and all institutions of a kindred nature may most largely partake of the improvement.

The pupils who are usually placed in the first class, will in a single day be able to spell in the 4th, 5th, or 6th, the difficulty of learning the alphabet being entirely overcome.

The pupils who never usually began reading in four and six months, may read with the 6th class in one month to six weeks or less.