

master or parent." It is well, though less flatteringly, described by Chambers, in one of his "Papers for the People," published after a half century's experience of the system, thus:—

"The older and more advanced pupils are made to teach the younger; the school is divided and sub-divided, and the little detachments of ignorant children have teachers a little less ignorant than themselves. The master can scarcely be said to teach; he merely directs and regulates, supplies the moving power, and gives the word of command. In no school will such accuracy in mere manual exercise be found as in those where monitors are employed, but in few has a child less chance of getting anything like sound instruction. The drilling is perfect; the children rise and sit, march and stand still, clap their hands and stamp their feet, deliver slates, close books and put past copies with the precision of soldiers; but here the merits of the system may be said to end."

The compiler, who was himself, at the mature age of six, a monitor in one of the British and Foreign School Society's schools, can bear emphatic testimony to the utter weariness and inanity of the dull mechanical drill of such schools in the year 1839. But in 1822, the shortcomings of the system had not been discovered. The British and Foreign School Society established in 1807 at a meeting presided over by Lord Brougham, and maintained by dissenters and liberal churchmen, was in the meridian of its prosperity. The National Society, founded in 1811 for the laudable purpose of preventing national education from falling into the hands of the dissenters, by establishing schools in which the church catechism should supplement biblical instruction, was flourishing in its rivalry under the well-endowed superintendence of Dr. Bell. Lancaster was travelling to and fro, spending and being spent, lecturing, teaching, establishing schools, stirring up a wide-spread enthusiasm, and infusing something of his own unlimited energy and self-denying industry into his followers. On all hands were seen the most gratifying evidences of a newly arisen interest in popular education.

The report of the British and Canadian School of 1823, says:—

"We must ascend in imagination and take up an aërial position at some convenient distance from the earth, and mark the progress of the nations spread over the face of the globe as it rolls beneath us.

"In Ireland, the system has been widely and favourably received; and from the liberality of its principle it has been