

ence over the whole school, particularly over the subordinate and other monitors.

The monitor-general of reading, is the best reader in the school, and his particular duty is to superintend the reading classes and their monitors.

The monitor-general of arithmetic, is the best scholar in arithmetic, and his province is to oversee the cyphering classes. His duties, as well as those of the monitor-general of reading, are often performed by the monitor-general of order.

All monitors are responsible to the master, for the good order and regularity of the several departments over which they preside.

How far this system, the leading principles of which have been explained, can be introduced into our common country schools, with advantage and propriety, remains to be considered.

It is obvious, on the slightest view, that the advantages of this system are most conspicuous in large schools; and, indeed, the only advantage it was originally supposed to possess over the common method, consisted in its enabling a single teacher to superintend the education of a greater number of children at a much less expense. This essential advantage it undoubtedly possesses, in as great a degree as has ever been ascribed to it, and, in very large schools, it rises above all competition. But it has also been found, that some of its principles may be applied, with great advantage, to any school, however small may be the number of children taught in it. Such, in particular, is the institution of monitors, for the preservation of order, which secures to the teacher all the benefits of common informers, without any of their odium; and such also is the principle of teaching spelling and writing together, which makes the different operations of the learner subservient to each other. The association also of intellectual exertion, with manual exercise, is another principle in the system, not less important, nor less applicable to every school. In respect to these and some other particulars, every school ought to assume somewhat of the Lancasterian character. It is not, however, expected, nor is it certain that it would be desirable, that the system should be introduced into the Primary Schools. In cities or large villages, where more children can be assembled at one school than can be conveniently taught by one person on the common plan, there can be no doubt of the propriety of adopting it in its full extent. But where the number of children is not greater than a single teacher