

what to say of it,—it was invidious to find fault, but he had never come away from one of those examinations without being sorry for the poor pupils, sorry for the teachers themselves, and sorry for the children's parents, who were foolish enough to believe that their children could receive any material benefit under such a system of instruction."

It would be useless now to go into all the particulars connected with the establishment of our schools. It may be sufficient to say, that we began with a very small number of daily scholars as the foundation of our Model School, which we proposed using as a practising school, should we be successful in our design of training teachers for the Protestant schools of the Province.

The Superintendent, in his Report, speaking of the opening of the school, says :—"The course of instruction pursued included all the subjects usually comprised in a sound English education, together with Algebra, the Elements of Euclid, Mechanics, Mensuration, Popular Astronomy, Drawing, and Vocal Music. Particular subjects connected with the teacher's profession, such as the organization of schools, preparation of lessons, school reports, &c., also receive strict attention. Instruction in the Holy Scriptures, Evidence of Christianity, and Church History, is given twice a week to the pupils and students by the Rev. W. Bond."

With prayers to the Almighty for His blessing, we had begun our labours. Religious instruction formed a part of our daily work, and success seemed to meet us on every side. In a few weeks, the building, which was originally provided by the Society, was thronged with children, and already we had several young persons of both sexes who were desirous of preparing themselves for the work of training the young. It soon became apparent that larger premises than those originally obtained by the Society were required to enable us to carry on our operations, and the site now occupied by the schools, committee rooms, and dwellings for teachers, was purchased for that purpose. Space for a larger number of children was thus acquired, and greater facility afforded for the advancement of those, who, besides training in the art of teaching, needed daily instruction in some of the ordinary branches of school education.

From the time when we opened our Institution, in October, 1853, to the beginning of the year 1857, we had had continued success. Our Model Schools had increased till the daily average attendance of pupils was more than 400. The largest number present during the year 1856, on one particular day, was 447, as I find from an old school register. The largest number of students in training was at the beginning of the year 1857, when twenty-seven were in daily attendance. Twenty-seven students in training are named in the Society's Report for 1856. These students were employed daily, under supervision, in the Model Schools, with a view to their practising the art of teaching. Time was set apart for their instruction in those subjects in which they were deficient; and in everything that related to the advancement of these young persons, the Superintendent lent his valuable assistance, independent of giving that religious instruction which the Society at all times requires at the hands of its agents.

These statements require to be made, in order to show that the object of the Parent Society, which was to establish a Normal School for the training of Protestant teachers in Lower Canada, was carried out; that Practising Schools were provided, and that those who entered the Insti-