

necessary arrangements had been made for the formation of one, and teachers brought from the old country ready to enter upon their work, when the public troubles broke up the scheme. The supplies had for some time been stopped, the Government abandoned the measure, the public took no interest in it, and the principal person who had been engaged as a teacher left the city, and finally returned to Scotland. Some two years ago, the project for a Model School was revived by some members of the Government, and the present High School was purchased for its accommodation—But some fatality, as they say, at any rate some unknown obstacle, seemed to stand in the way to prevent and frustrate it. As yet the Government has established no Model School.

But another question might arise:—Was it necessary for the business of education that there should be Model Schools at all? Were the class of teachers, at present occupied in the common schools, not sufficiently qualified for their duty, without the training, which a Model School supposed to be necessary? He answered, no. Their qualifications generally were not such as to dispense with the necessity of this training. There was hardly a teacher in any of those schools, whose mode of teaching and acquirements would not be bettered by a little training in a Model School,—very few, who did not actually stand in need of such training, to render their instructions at all valuable. As one of the Board of Examiners, he had had ample opportunity of knowing the qualifications of those who were sent forth as teachers. He had assisted in the examination of scores of them. There were few who could pronounce their language well. Few were found acquainted with the rules of spelling, and as to their English Grammar, he hardly knew 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, who were miserably supported, 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. If it were asked, why the Board suffers teachers of inferior qualification to pass? the answers were, no others are to be found who would undertake the duty upon such miserable terms.

Another question might be asked; supposing the Government to carry into effectual operation an efficient Model School, would that not supersede the necessity of a Church of England Model School? No. The Government Model School would not do what the Society desired to accomplish by theirs. The state of things would not permit the Government to have Model Schools which would give the religious instruction which they desired to