

and, for the present, both under the general superintendence of Dr. Bennet. About 11 His Honor the Lieutenant Governor and Mrs. Wilmot arrived at the Training School, and proceeded to inspect the arrangements of the room. The pupils of the Model school made quite a show, and formed as bright and intelligent looking a body of children as could be collected anywhere.

The Chief Superintendent of Schools, in declaring the schools opened, felicitated himself that the morning had at last arrived, to which he had looked forward anxiously for years, when the duties of the Training School were resumed in this city of Fredericton. He also congratulated His Honor and the Board of Education that the time had arrived, and that the Training School had been opened under circumstances that seemed very auspicious. Numerous applications, he mentioned, had been made from parents for the admission of their children to the Model School, and the result was seen in the seventy to eighty pupils there assembled; twenty to thirty other applications had been made, to which as yet no answer had been given. The number of applications from student teachers had been over forty, forty was the limit set by the Board, but during this term there would be a few over the stipulated number. He then spoke of the building that had been arranged under the superintendence of the Board of Education and Board of Works, and put in order at no slight trouble. Everything that could be done with an old building for the comfort and accommodation of the teachers had been done. The school furniture was the best ever manufactured in New Brunswick, and was patterned after that used in Boston, which took the lead in all school matters in the States. He informed his audience generally that in the absence of a Head Master, the student teachers would receive some instruction from himself. He spoke modestly of his ability for the office, expressing himself afraid, from long want of practice, that his "right hand had lost its cunning," and then enlarged on the qualities necessary in the master of such a school, who ought not only to have youth and enthusiasm but judgment, and that of no ordinary kind, as well. The master who was able and willing to do his duty in that school, and who could perform it with honor to himself and credit to the Province, was a man who must be possessed of no secondary qualifications. Mr. Bennet then dwelt upon the immense importance of the Training School to the Province, in comparison to which he held that the higher institutions of learning, even the University, dwindled into almost insignificance, for from it there would go forth teachers to the schools planted in every settlement of the Province, and on the excellence of the training that the teachers received there, would greatly depend the sound education of the children of the rising generation. (This is the pith, though not *ipsissima verba* of his remarks.) Mr. Bennet then spoke in terms of high commendation of the teachers of the Training School, of Mr. McInnis, who, for the last year or two, had performed the duties of Assistant, and last, but not least, of Miss Alline, who had shown such distinguished ability. Judging from the past, he was most sanguine that the institution under the instruction of this lady would prove a great success. The Training School would also have the benefit of the services of M. Bernard, French Teacher, and in a short time he expected that there would be an influx of student-teachers from the counties of Gloucester, Kent, Northumberland and Westmoreland, who would there be prepared to teach schools whose pupils would be vernacularly French. The Model School would be under the direction principally of the permanent teachers. With regard to the pupils then assembled, from the experience they had of their capabilities that morning, he only asked a month or two to get them into better shape. The Lieutenant Governor then made a few remarks in his usual impressive manner, in course of which he congratulated the City and County on having the Training School where it ought to be, and where it was twenty years ago, and spoke of the great benefit of having it open to the inspection of members of the Legislature during the sessions, and of the immense importance of its work, the cultivation of the brain power of the Province. He would take the liberty of calling upon the school frequently and viewing the

progress made. Referring to the building, he fervidly wished that the day had arrived when every barracks in the land were converted into school houses, and when men, instead of learning the arts of destruction, would turn their minds to the study of higher and holier things, the principles of Christian love. He dwelt upon the high and responsible avocations of teachers, second only to that of the heralds of the Cross, saying that too high a value could not be placed upon the labours of the teachers who had the training of the children of the country in their care, dwelling also on the duties and pleasures of their calling, on the patience that was needed, and on the delight there was watching the expanding intellects of the young. The days of harshness and of the ferrule had gone by, and the young were lured on the path of progress by kindness and by the interest manifested in them by their teachers. He announced that it was his intention, to give several prizes, and that in adjudging them he would rather look to the good conduct of the pupils in the school-room and the playground combined with progress, than to mere intellectual proficiency. He spoke of the necessity of educating the heart as well as the head, and closed a short but eloquent address by wishing the Training School great success and prosperity, and that by the progress it made, it would deserve the sustentation of the Legislature and the support of public opinion, finishing by a high compliment to Miss Alline and Mr. McInnis.

The Provincial Secretary then spoke briefly, adverting to the great progress made by the Province materially within his recollection, but in nothing had it made more progress than in its schools since his day. He believed it would be a great benefit for the student attending the Training School to have the opportunity of inspecting the University, the Collegiate School, and Seminary, and that it would be a great advantage for the school to be where the Legislature met, for there could be no greater incentive to progress than to be visited from time to time by intelligent persons who took an interest in its welfare. He spoke of the fine situation of the school, and the admirable surroundings, and the opportunities they would afford for exercise and amusement, and, like the Governor contrasted very feelingly—as if he even then felt the twinge of the birch come over him—the kind teachers of the present day with the stern pedagogue of the past, with their harsh frowns and their hard rulers. He also paid a high compliment to the teachers.

Dr. Jack then spoke, also very briefly, and expressed his deep and heartfelt interest in the cause of education, and the great pleasure it would give him to watch the operation of the Training and Model Schools. It ought to be one link in the educational system of the Province, which should include all places of instruction from the highest institutions of learning to the humblest school. It would afford him the greatest pleasure to visit it from time to time. He impressed on the student-teachers the necessity of thoroughness in their studies, and of learning a subject from its very foundation through all its ramifications, showing how perfect acquaintance with a subject made the imparting of instruction easy, and furnished a wealth of illustration, and how hard, on the contrary, a half knowledge of anything made teaching. He inveighed also against the system of mechanical questions and answers, and said that all those Magdal books ought to be made a bon-fire of, dwelling on the great benefit to teacher and pupils of being taught intelligently to frame their own questions and make their own answers. He had spoken on this subject on a former occasion, and his remarks were not pleasing to some, but he repeated them with greater energy. Mr. Bennet then dismissed the meeting.

— OPENING OF LONDON UNIVERSITY BY THE QUEEN.—London University is mainly an examining body. It has a Chancellor, Earl Granville; it has a Vice-Chancellor, Dr. Grote the historian; it has a Senate and Convocation. But its chief function is the examination for and conferring of degrees. The confusion between University College and London University was not altogether unnatural. When University College was first formed it was known as London University, although a mere joint-stock undertaking. In 1836 a charter