

effect far more than this; but when we consider the actual state of Education at this time, and the actual position of the greater part of the inhabitants of most countries, I think that we shall have effected a great deal if we can successfully accomplish the little which I have proposed. How far are we from obtaining any such general result in the Mother Country! Let a labouring man in England be asked a very simple question in Arithmetic—the very simplest in Grammar or in Geography—he will reply that he does not understand you. How few among them can read their Bibles or can scrawl their names! How few of those who can write, know anything of Orthography! And shall we be thought to have effected too little, if we succeed in raising the Inhabitants of this Province as far above them in intellectual acquirements, as they are superior to them in social position? I think not. The days are indeed forever gone in which the Education of the people was thought to be a matter of no importance; but in our present anxiety to impart instruction, we must be very careful lest in endeavouring to do too much, we effect too little. We must begin at the beginning; we must creep before we can run; and by doing a little well, rather than a great deal imperfectly, we shall, I conceive, best and most speedily attain the object in view.

The Model School at Fredericton will be conducted entirely upon this principle. It is not intended as a rival to any existing establishment in the City, nor will it profess to impart anything like a scientific Education to the Pupils. The chief object of it is, that in connection with the Normal School, it may serve as a Training School for the Teachers learning the Art of Teaching; and to effect this, it will be divided into Classes; and beginning with the very lowest branches of Primary Education, it will enable the Pupils to pursue a course of Elementary Instruction such as I have above described. The Model School of Fredericton must necessarily, if it is to deserve that name, and to serve as the Model for the Training Schools in the several Counties, and for the other Parish Schools in the Province, be conducted precisely upon the system which it is desirable to bring into general operation, and it must consequently afford the Teachers just such a variety and such a succession of Classes as they will themselves have to direct.

But although I assume this as the basis of the System of Education which is to be brought into *immediate operation* throughout the Province, I am very far from wishing it to be restrained within those limits—or indeed within any limits. My desire is, that the Teachers should distinctly understand that their first and principal duty will be to lay a solid foundation of Elementary Instruction, and that if they do this well they will have discharged their duty to the entire satisfaction of the Legislature; but at the same time,