for Licence as Teachers. They have enjoyed greater advantages, in one respect, than will fall to the lot of those who may succeed them, while the work devolves upon one master. During their term of study, they have had Mr. Monk's undivided time and attention; whereas, in future, the Students will only receive instruction before and after school-hours. But those who are at present under training have labored under a great disadvantage in not having the Model School, in which they would have had the opportunity of not only seeing the methods pursued in the instruction and training of the children; but also of putting these in practice under the immediate superintendence of Mr. Monk.—I would, however, warn my friends here, and the people of this Colony, against supposing that three months' training at a Normal Institution can make perfect teachers. They must not suppose, that this Institution is a patent machine which receives ignorant and inexperienced young persons, and, at the end of three months, turns them out judicious and well-informed teachers. [*Applause.*] When it is considered that they are to receive instruction in the branches to be afterwards taught by them; to learn the principles of School management, and the art of communicating, as well as to gain some insight into the nature of a child's mind, which is the material on which they will afterwards work;—when all these things are considered, it must be evident that a term of three months is greatly too short for their accomplishment. A three months' training is certainly a much better state of things, than having no training at all; but I fondly hope, that ere long the term of attendance will be doubled. In an Institution of the same kind, with which I was connected for many years, on the other side of the Atlantic, the term of attendance for the Students was, at first, three months; but it was soon found necessary to increase it, and now the usual term is two years. I am happy to say, Your Excellency, and Ladies and Gentlemen, that *now* I have not to stand forth in defence of the establishment of a Normal School, or to advocate the necessity of such an Institution for the special training of the Teachers of this Island. The agitation of this question now happily belongs to the past. The Colony has settled the question for herself; and we are met this day to inaugurate the result. [*Much applause.*] The establishment of such an Institution is no reflection on the past exertions of the Teachers, or of those interested in the cause of Education. The history of states, as well as individuals, is progressive; and, as time goes on, the constant need of improvement is felt. Normal Schools are a great feature of this age, of which Education has been the great and engrossing question; and this little Colony, in the establishment of its Normal School, has been but following in the wake of all the enlightened states, both of Europe and America. I can, therefore, most heartily and warmly congratulate the community of Prince Edward Island on the establishment of their Normal School; and I entertain no doubt of its success, and of its proving a great boon to the Colony. One word more, and I have done. I have not, as yet, expressly directed, on this subject, one word to the Island Teachers, either absent or present; but I now respectfully take leave to remind them, that the educational movement which at present engages our attention, is one in which they have a great and immediate interest; for it is one which, by its working, must tend to the increasing of their professional utility and efficiency, and to their elevation, both individually and as a body, in the estimation of the public; and, consequently, ultimately lead to an enhancement of their emoluments. I, therefore, for their own sakes, as well as for the sake of the youth of the Colony, desire that they should most seriously direct their attention to a due consideration of the principles of the Training System, and an investigation of its working. And, on behalf of myself and the Master of this Institution, I assure them, that, whenever any of them shall please to visit the school, (as I hope many of them will do, and that frequently,) they will meet with a kind and respectful welcome; and have every information concerning the System which they may require, freely and cheerfully imparted to them; besides being afforded,—what is of much more value than a lecture upon the subject,—an opportunity of judging of its worth by its operation. Then, they will be at liberty to adopt, in their own practice, whatever they may find *good* as well as *new* in the System; being left equally at liberty to decline the adoption of whatever they may think *bad* in it. I also take leave respectfully to invite parents and others who desire to advance the cause of education, to visit the School from time time, that they may judge for themselves concerning the value of the principles and the working of the system. Perhaps a day in each week may be named as that on which visiters will be received or expected: at all events, a day will be fixed, when individuals, whether teachers, parents, or others, being anxious for the success of the Institution, or desirous of becoming acquainted with the system practised in it, may be enabled to judge concerning it by seeing it in actual operation.

[Various passages of this speech drew forth most decided tokens of approbation from the meeting; and, on its conclusion, the learned gentleman was warmly applauded.]

JOHN MCNEILL, ESQ., Secretary of the Board of Education, seconded this motion; and, in doing so, spoke in the following terms:

Your Excellency, Ladies and Gentlemen; in seconding the Resolution just proposed—and in doing which, I promise to be brief—I would beg to observe, that it cannot admit of dispute, that the present age is distinguished, beyond any former period in the history of the world, for holding the broad principle—so fully discussed by gentlemen who have preceded me—that the light of knowledge should be universally diffused. Influenced by this principle, society now teems with intellectual life: and the light of Education is no longer an exclusive privilege, confined to the few, the fortunate, and the great; but now shines with as much lustre into the humble dwelling of the poorest, as into the mansions of the most wealthy. Time was, and has not very long passed, when it was thought, that the gradations of rank, and the subordination of class, and the peace of society, could be maintained only by the inferiority in intellectual attainments of the common people; but these false notions, and the prejudices they engendered, have fast given way before the advance of knowledge, like morning mists before the sun; and it has been found and confessed, as in the case of Franklin, so eloquently instanced by the learned Recorder, and of many other illustrious names which might be advanced, that the highest intellectual achievements are perfectly compatible with the daily cares and toils and occupations of the workingman.—Before such an audience as this, it would be superfluous in me to occupy time in eulogizing the benefits of Education, as a source of pleasure, of profit, and of power, to all classes and conditions of persons: sufficient to say, Sir, in the glowing words of your distinguished countryman, (Counsellor Phillips,) who, in one pregnant sentence, spoke a volume, when, in allusion to his own country, he said, what we may utter in reference to ours,—"It is Education which lifts our Island from its bed, and brings it nearer to the sun." I trust we shall attain one degree at least, higher to-night, than we were before. (*Much Applause.*) The Resolution which I have the honour to support, proposes to offer our congratulations, to the country, on the establishment of a Normal School; and with good reason. It has been the privilege, and will be the enduring honor of our Colonial Statesmen, that they have here solved the great educational problem which has, for years, perplexed and agitated the Cabinet, and Parliament, and People of Great Britain, and of which they have not yet arrived at a satisfactory solution; while in this small dependency, has been laid the foundation, broad and deep, of a system of elementary instruction, commensurate with the wants and requirements of the people, and under which, as you have been told to-night, one in six of the whole population is now receiving instruction. While education, as to *quantity*, is thus so freely and widely diffused, the *quality* of the instruction to be imparted no less demands attention: hence the origin and design of the Normal School: and which, I hold with your Excellency, should have preceded, rather than have followed, the general system. Being entrusted with a share in the direction of the public instruction of this my native country, I think it right I should record in a more tangible shape, than by mere verbal declaration, my idea of the principles upon which the Institution is founded, and on which it will be carried on; with the view of thus more emphatically correcting any erroneous impressions which may be entertained by some, regarding its nature and its objects. (Mr. MacNeill here read). "On the threefold basis, as I understand it, of physical, intellectual, and moral training, this Institution rests. Without any peculiarity of creed or denominational teaching, its system of instruction is to be, like the Legislature which has established, and the Government which fosters it, non-sectarian and national, considered in a purely provincial point of view." Mr. Stark has so happily anticipated me, in all that I could advance, even as to the theory of the system in question; and his practical details, from his intimate acquaintance therewith, have been so much fuller and more lucid, than any that I could offer, that I shall pass on to observe, that the Teachers attending here, will soon prove the benefit of the opportunities afforded them for practising their art; and, on their return home, they will model their own schools, as much as possible, upon that now so auspiciously established here; and the country will, ere long, appreciate, as they deserve, the important services of that laborious, but, hitherto ill-requited, class of men, who keep the machine of education in motion, and guide its intricate and complicated movements,—who are, as has been aptly said, the instructors of the to-morrow of society. Education has been well termed the cheap defence of nations; and this reminds me, that our Teachers must now become our principal defenders. Our troops and our garrisons may be withdrawn; but we have still a standing army of schoolmasters, able and ready to carry the war into the enemy's camp, and to assail the strong-holds of ignorance and prejudice. (*Much applause.*) In another year, we shall have a staff of two hundred Teachers, trained and disciplined, and drilled, as no local militia has ever been in this Island: (*Renewed Applause,*) and these two hundred Teachers, we shall have, in their turn, training hundreds and thousands of young and ardent minds, to fear God, to honor their Queen, and to love their country;—and, imbued with the principles of a love of liberty and a love of order, growing up

With hearts resolved, and hands prepared,
The blessings they enjoy to guard.

The youth of this Colony have now a wider field of honorable ambition opening up before them, than their fathers ever had. If they cannot all obtain *free lands*, they possess what is as good, if not better,—*Free Schools*: wherein, if they rightly and diligently improve their time, they will find a richer inheritance than a fortune in money; for they will acquire that wealth which communication cannot dissipate; that wealth which its possessor may spread and diffuse around, and yet be as rich as ever; that wealth which, if they secure it, will secure to them that happiness and prosperity at home, and that respect abroad, which will always be accorded to an intelligent and high principled people. Our trust is, that all the great moral agencies now at work, will accelerate the progress of that good time coming,

When right, not might,
Shall be the stronger;
When every man shall read and write:
Wait a little longer.

We shall then hopefully await the coming of that better time, when it may be in science, as it is promised to us it shall be in religion; that no man shall any more teach his brother; but all shall possess knowledge, from the least to the greatest. (*Much Applause.*) With these sentiments, I beg leave cordially to second the Resolution last proposed.

The Resolution then having been submitted to the meeting, by His Excellency, was unanimously adopted.

3rd. Resolution. *Resolved*—That the thanks of the meeting are due to the Ladies who kindly presided at the tables this evening.

W. MONK, Esq., Master of the Normal School having been called upon to propose the above Resolution, said:

Your Excellency, Ladies, and Gentlemen;—The Resolution which I am honored in being called upon to propose, is such a one as usually commends itself to the good will of all; and I have no doubt, unable as I am to do it justice, that it will meet with a warm and hearty response from all present who have, this evening, shared in the polite and gracious attentions of those ladies to whom it is meant to be tendered. All must have been satisfied with the kind and condescending manner in which they acquitted themselves at the tea-trays. Not only as the Master of the Institution, but as a spectator, I have looked with much pleasure upon the spectacle presented by the well-filled tea-tables; and I must say that if any ladies occupy a peculiar situation in my heart, they are the fourteen who have this evening dispensed the cheering beverage of tea. [*A laugh.*] The tables have been well supplied with delicacies and the tea has been of the most agreeable flavor; but, judging by my own feelings, the chief attraction of the tables lay in the fair who presided at them. The countenance and services of the ladies were, indeed, essential for the effecting of this demonstration in the most pleasing and attractive manner; and the warm and respectful thanks of the meeting are their unquestionable due:— and I trust from our marked appreciation of their aid upon this occasion, we may hope for like service and like pleasure at their hands on the occurrence of any similar event in future,—My respected friend, Mr. Stark, has so well elucidated the principles, and detailed the working of the Normal System, that it is needless for me to attempt anything farther in explanation, either of the one, or of the other. However, as to some here present, there may be some mystery about the gallery, as respects the use for which it is intended, I will now endeavor to give them some idea of the service which we draw from it. For the purpose of receiving a general lesson, the scholars are directed to take their places in the gallery; and, when they have done so, the teacher, placing himself directly in front of them, can direct his eye to the whole in one sweeping glance, or fix it, when necessary, upon any individual of the class; whilst every eye thereof is fixed upon him. The advantages attendant upon this mode of arranging a class will, I think, be easily conceived by almost all who hear me. The attention of all the pupils in the gallery, is, thereby, as if it were by a species of fascination, fixed upon the teacher, and each of them feels and receives whatever he says, as addressed to himself individually. All lessons in which the whole school can unite, are given in this manner; and when it is otherwise, the lessons are given by taking the pupils in sections The lessons so given to the scholars, are not always given by the Master, but the Students, for the purpose of training them in the Art of Teaching, are, in their turns, frequently required to officiate in his stead, when the subjects of the lessons are such as they themselves have been taught to comprehend. There is, besides, a minor use to which we put this gallery. We take care that nothing unseemly should be hung up or lie about in the classroom; and the caps, bags, and even play things which boys may occasionally bring to school, are carefully put away beneath the gallery. It is a great thing to have a place for every thing and every thing in its place: and this is one of the first lessons taught to those who attend this Institution. There are many minor matters in our economy, with which it would be interesting to be made acquainted; but nothing but seeing them in operation, will enable strangers to the System to form any thing like an adequate conception of their utility. I cordially second the invitation which Mr. Stark has given to parents and others, to visit the Institution from time to time, that, by personal observation, they may be enabled to judge concerning the mode of teaching and training practised in it. And I particularly invite the ladies to be frequent visitors; for I am well aware of the great influence they possess and exercise—often in the most salutary way—over the gentlemen, not only with respect to private and domestic, but also with respect to public matters; and the services which mothers who become acquainted with our system, and who may have children in our school, may render those children, by aiding them in their studies at home, could not fail to be productive of much good; for a mother's earnest and affectionate teaching is seldom in vain. [*Applause*]—The learned gentleman then concluded by moving the above Resolution.

JOHN KENNY, Esquire, on being called on to second the Resolution said,—I feel much pleasure in being called on to second the Resolution. I should feel considerable embarrassment in rising on this occasion, had not the eloquent and gallant speech of the gentleman who proposed the Resolotion, rendered it unnecessary that I should occupy much of your time. I am glad to see the ladies come forward on the present occasion to further, by their countenance and support, the cause of Education. Beyond their own domestic duties, their efforts have hitherto been confined to alleviating the sufferings of the poor. In this humane, but arduous duty, they have given proof, not only of their usual power of discrimination, but of administrative talent of a high order—seeking out fit objects for relief and the most suitable manner of bestowing it. Every friend to the cause we now advocate, must rejoice in the co-operation of the ladies. Availing themselves of the invitation now given them, let them visit our public schools, note the manner in which they are conducted, the pains taken by the Teachers, and the many difficulties they have to contend with. While their visits cannot fail to encourage to redoubled exertion both Pupils and Teachers, they will have an opportunity of observing of what high importance to the success of our Schools are strict discipline and preparation of lessons at home.

In intimate relation, as I have been for many years, with the Teachers throughout the the Island, I have never before had the pleasure of seeing so many of them around me. The invitation to assist at this *Soiree* is, I believe, the first mark of public attention ever paid them; and as such I am sure they value it; for some have travelled upwards of 100 miles to be present on this occasion. To some, this may seem but a small matter; but to a profession so long treated with ridicule or neglect, it is not so. On their behalf, then, I thank the managers and the governors generally, for this their polite attention. In doing this, I am sure that I do not take too much on myself, as I know of few who have more identified themselves with the Teachers' interests, or been more forward to befriend them on all occasions, than the individual who now addresses you. From my position in the Academy, as well as from my being a member of the Board of Education for several years past, I am brought into frequent communication with the District Teachers; and I willingly bear this public testimony to the zeal and ability of the greater number of them, and to the inextinguishable thirst for knowledge, and the capacity for acquiring it, displayed by many.

The present may be thought not an unfit opportunity for a few remarks on our School System in general. To institute a comparison between it and that of any of the neighboring Colonies is needless. Indeed the first thing that forces itself on the attention of gentlemen from the other provinces, visiting this, is the superiority of our System of Education over that which exists in their respective provinces. But it may not be so generally known, that, in this respect, we can compare favorably with some of the New England States. In visiting the Atlantic cities, we cannot help admiring the number and excellence of their schools and colleges. The schools, even to the very lowest, fitted up in a style of great elegance, and supplied with all appliances necessary to the health and advancement of the children: the Teachers being not only zealous and efficient, but having had an education much above that required for their present situation. Let no one, however, imagine that their *country* schools are in anything like a corresponding state of efficiency. To depreciate the institutions of a neighbor, is to me always an ungracious task; and I shall, therefore, confine myself to the mention of one defect, but such a one as will enable you to form a judgment on the matter now under consideration. Within a space of nearly 300 miles, which I travelled in the State of Maine, the schools (except in the towns, in each of which, is always a neat academy), were all alike in this: during the winter months, they are taught by young men who are competent enough, but who, on the approach of summer, betake themselves to some more lucrative employment. After being closed for some time, they are reopened under the management of