some aged female, farmer's daughter, or some young woman from a neighboring town, who cannot find any better employment for four or five of the summer months; and thus, the system goes on from year to year. With us, no one can teach without having first undergone an examination, and obtained a licence; every engagement must be for 12 months at least, while many of our Teachers remain in the same place for three or four years; and some a much longer period. Of course, our system has not arrived at a state of perfection; it is susceptible of improvement, as all human institutions are. But that we are alive to this fact, is shewn by our being assembled here this evening. I repeat it,—the *basis* of our System of Education is sound, without any *radical* defect, and equal to anything of the kind with which I am acquainted in other countries. This excellence is owing to the liberal footing on which our School System is placed, by the Legislature, in the first instance; and, in the next place, to the *impartial* and able manner in which it is administered. Hence it is, that it challenges the support and sympathy of all classes without distinction; and so long as our Act for the Encouragemnt of Education shall be conceived in the same spirit, and administered with the same impartiality, we shall have little to apprehend for the future of our Island.

The learned gentleman concluded with a well-turned and well-merited compliment to the ladies, remarking on the matchless display of beauty presented by the gallery.

[This speech was—as it well merited to be—listened to with profound attention throughout; and the learned gentleman, on its conclusion, was warmly applauded.]

HIS EXCELLENCY, in submitting the Resolution, observed that it was scarcely necessary for him to ask, in the usual way, whether it was the pleasure of the Meeting to agree to it: and, as he anticipated, it was carried unanimously, with the strongest manifestation of approbation.

4th. Resolved, That the thanks of this Meeting are due to the Committee of Management for their excellent arrangements for this Soiree.

The HON. COLONIAL SECRETARY, in complying with the call of His Excellency to propose the above Resolution, spoke in the following terms:—

Your Excellency, Ladies and Gentlemen, I account this day the proudest of my life; for, in the inauguration of the Charlottetown Normal and Model School, I behold the completion, as a means for the universal diffusion of knowledge among the youth of this colony, of the system of Free Education which I have had the great honour of being privileged to introduce into this my native Island. I cannot but remember, that I had a great deal of trouble in bringing forward and carrying the measure in the Legislature; but I feel myself amply repaid for my labors by the crowning proceeding of this day. The obstacles which I had to encounter, and the impediments which were thrown in my way, were mainly from without; but the good sense of the people finally triumphed over the misrepresentations of prejudice and jealousy, and, in the end, the measure was, happily, called for by the great body of the people. To the measure, in the Legislature there was never evinced by any, a directly hostile spirit, or any thing like positive opposition; although it was seriously questioned, by some of its members, whether the revenue and resources of the Colony could bear the additional burthen which, it was presumed, the establishment of the system would impose and entail upon them. Some individuals, I regret to have to say, carried on, either from ignorance, or something less pardonable, a regular agitation throughout the country against my educational scheme; and were, for a time, to some extent successful in creating a spirit of hostility to it, among the least informed of our community. Confident, however, in the goodness and wisdom of the measure, I persevered, nothing daunted by such opposition; and in the end, success crowned my endeavors. Throughout the country, my most valuable auxiliaries in duly informing the public mind, concerning the benefits to all, which would accrue from the measure, should it be adopted by the Legislature and carried into operation, were the District Teachers; and I now beg leave to tender to them my respectful and grateful acknowledgments, for the great and very valuable assistance they, thereby, rendered me towards the establishment of my educational views. Some years ago, but only a short time before I introduced the measure to the consideration of our Legislature, I was travelling in the United States; my aim in doing so being to make myself acquainted, by personal observation, with some of the many innovations or improvements, for which the intelligent and enterprising people of the American Union have, for several years, been so justly celebrated. In the progress of my tour, it was my fortune, when in the State of Ohio, to fall in with a very intelligent, conversable, and communicative gentleman, with whom I formed some degree of intimacy. On one occasion, when we had been freely conversing on different subjects connected with social improvement, he asked me if I would like to visit their school. In reply, I told him, I would be very glad to do so. Accordingly my temporary friend and I repaired to the school; and, after having been gratified by an inspection of it, I naturally enquired, how it was supported. To my surprise, my friend said, "there is an old gentleman, who is the proprietor of 8000 or 10000 acres of land in the district, and we contrive to make him pay for the education of our children." On my further enquiring how they contrived to extract so great a boon from the proprietor, I was told it was by imposing a tax upon his land for the support of education. I then enquired, whether parents paid any thing at all in the shape of tuition fees; and was informed that the only expense falling upon parents, besides the trifling tax upon their own land, was what they paid for books, school stationery, and the finding of fuel; and the great wish of most of them was, that they had more children to receive the benefit of such gratuitous education. The information which I received upon this occasion, at once opened my eyes to what might be done, in a similar way, in this colony; and, from that moment, the idea of preparing, and laying before our Legislature, a measure for the establishment of a system of Free Education throughout the Colony, took fixed root in my mind. In the Legislative Session after my return from the States, the Act of Education then in operation would expire; and, in order that I might have time to perfect my scheme, I succeeded in inducing the Legislature to continue that Act for another year. My intention having become public, there was immediately spread abroad, through jealousy and ignorance, a report that, for the purpose of sustaining my system, a ruinous tax would be imposed upon the farmers; and, groundless and absurd as it was, it found credence among some of the least intelligent among the people. With a view to counteract the effects of this baseless rumour, I was instrumental in causing the District Teachers themselves to take action upon the subject: and, in pursuance of an advertisement calling them together, in order that they might calmly deliberate upon the scheme, and express their opinions concerning it, a large number of them, in which were to be found some of the most experienced and ablest members of the profession—held a meeting in Mr. Le Page's school-room, which meeting I attended, in compliance with an invitatoin, sent to me directly from it, that I would do so, for the purpose of stating to it clearly, and as fully as possible, the nature and probable bearing of my intended measure. The invitation I cheerfully accepted; and, having met the assembled Teachers, I gave them, as they had requested and expected I would, a full exposition of my system, stating to them the probable amount of the salaries which would be received by them, under its operation, and shewing that so light would be the burthen individually imposed upon parents, that it would be fully entitled to the name of 'The *Free* Education System'. My exposition was well received by the meeting; and I have reason to believe that, not only was every one present convinced by it of the wisdom of the scheme, and of its perfect practicability without adding to the individual burthens of the people; but also fully impressed with the conviction that, were the scheme carried into effect, it would not only materially improve the condition of District Teachers and elevate their position as a professional body, but would also reduce, to what might be esteemed nothing but a mere nominal exaction, the former expense of public instruction; as the tax to be levied upon land-holders for the support of the Free System, would amount to no more than about one-halfpenny an acre. Thus enlightened upon the question, the Teachers who attended that meeting returned to their several Districts, and were, I believe, by their faithful representations, concerning the scheme, among the people, the means of leading many who were previously either adverse to, or doubtful concerning the propriety and practicability of the contemplated measure, to comprehend its real merits, and to appreciate, in some degree, the great advantages to the whole community which would result from its being brought into operation. The better understanding concerning the System and the means in contemplation for its support, which was thus in a manner infused into the public mind, caused many Petitions to be sent up to the Legislature, praying for the enactment of the measure, on the basis on which I had proposed it. It is true, however, that some Petitions, presented to the Legislature concerning it, were adverse to the scheme; and others, although not directly against it, were not, in the working of it which they recommended, quite in harmony with the spirit of the measure as originally conceived. Sufficient for the present to say further concerning the rise, progress, and establishment of the measure, that it was, with the general concurrence of the people, eventually carried triumphantly through the Legislature. I say *triumphantly*, not with reference to any party triumph obtained by its passage; for, greatly to the credit of the Legislature, all parties therein gave their free and full sanction to the principles involved in it, and lent their aid to make it as perfect a measure as possible. Its passage, however, was certainly a *triumph*; but it was a triumph in which all had reason to rejoice; for it was the triumph of intelligence, liberality and progress, over ignorance, error, and prejudice.—I have great pleasure in seeing so many of our District Teachers present at the inauguration of this Institution; and the proceedings of this day, will, I trust, long be remembered by them with feelings of delight; for, in them, they behold at once the triumph of liberality and intelligence amongst us, and witness the grateful homage which is paid to learning, and the respect which is most willingly accorded to those whose most important and responsible province it is to impart it to the youth of the Colony. The adoption of the Resolution which I hold in my hand, I have much pleasure in moving. That the thanks of this meeting are decidedly due to the Committthe of Management, must be evident to all here present. In the arrangements and preparations made by them, for the reception, accommodation, and entertainment of the meeting, all has been done which propriety, judgment and good taste required; and this, I doubt not, will be fully acknowledged by the manner in which this Resolution shall be received.—When I knew that the Normal School was to be opened at this time, I was anxious that it should be done in as public a manner as possible, and with all the ceremony and observances due to so great an event; and that it should be, not merely an act of the Master of the Institution, and the knowledge of it be confined to some hundred individuals, or so, in the country; but that it should be so conducted as to excite the general interest and sympathies of the community on behalf of the future prosperity of the Institution. I, therefore, thought that, to such end, it would be best to issue cards of invitation to all the District Schoolmasters and Mistresses throughout the Colony, the doing of which would also prove an intimation of the approaching event, to many whose presence on the occasion would be desirable, on account of their influential position in the country, and their appreciation of education; and now, in this inaugural demonstration, we have a most gratifying result of such a course, in the large attendance of most respectable and intelligent individuals from different sections of the country, who, on their return to their several localities, will, no doubt, speak with enthusiastic approbation of the proceedings and triumph of this day. I am certainly very grateful—as I am sure others who have directly exerted themselves in promoting the great event of this day, also are—for the attendance of so many friends of the Institution from the country. Some remarks have been made respecting the smallness of the Salaries allowed to our Teachers under the Educational Act; but no discontent on that account ought to be manifested by them, or sought to be excited amongst them, at present; for, when they themselves sought to aid in the adoption of the measure by the Legislature, they had been made acquainted with what would, in all probability be the *maximum* and *minimum* of their salaries, and were generally satisfied on that head. With reference to this subject, I will now observe only, that all our colonial interests have, of late, received a progressive increase, and all our prospects, with regard to the future are cheering and bright: let our District Teachers, therefore, continue to devote themselves faithfully and zealously to the discharge of the important duties of their honorable profession; and, doing so, feel satisfied that the community will eventually make them sharers in the fruits of the Island's increasing prosperity.—In the year 1804, the first step towards making some provision for the encouragement of education in this colony, was made by the Secretary of State's, giving authority, by a certain despatch to the Governor of the Colony at that time, to appropriate the Rent of the Warren Farm, (government property,) towards the support of a school in Charlottetown. But it was not until the year 1819, that a direct appropriation of the rents arising from that farm were made by the erection of the building which yet stands in the front of that in which we are now assembled. Such was the feeble effort at first made for the encouragement of education in the Colony; and, in further tracing the educational movement, so commenced, it would be seen how slowly it progressed; as evidenced by the small annual amounts of the Legislative grants made for a succession of years, in aid of it. In 1808, the legislative grant, for the encouragement of education throughout the Island, was only £327, 6s 8d; in 1829, it was £501 19s 6d; in 1832, £562 10s; in 1839, £605; in 1841, £1271 10s, including the grant to the Academy; in 1845, £1725 2s 9d, including the grant to the Academy: in 1850, £1824, 14s 8d, including the grant to the Academy: in 1854, £9038 2s 7½d; in 1855, £11909 3s 11d; and, in the Legislative session of the present year, 1856, the grant was £12000! a most gratifying proof that the wise, enlightened and liberal spirit which operated in the Legislature to the passing of the Free Education Act, in 1852, instead of being diminished in vigor, is growing in strength with the growing financial resources of the colony. Yes, it must surely be truly gratifying to every true friend of the colony to contemplate the high position, to which, from so insignificant a beginning as a paltry endowment of £25 a year, our scholastic establishments have now attained; and that too without the imposition, for their support, of any tax upon the people beyond one half-penny per acre upon their lands, whilst they are, at the same time, relieved from the payment of all tuition fees; and, I may also observe, that at the time the tax was imposed, they were very sensibly relieved, on the score of indirect taxes, by a reduction of one penny a pound on the duty on tea, and of 3s. per cwt. on that upon sugar; so that, it is clear that whilst the great boon of *Free Education* for the rising generation, has been extended to the people, taxation has, at the same time, been actually diminished: and, may I not now add, that even independently of all grateful consideration of the almost inestimable boon of Free Education, the people have, of late, had most abundant reason to be thankful for the free bounty of Providence and the prosperity of trade which have accompanied or followed the course of the propitious events in the Colony.—Strangers from the United States who have lately visited this Colony, and with whom I have conversed, have expressed to me their astonishment at the ease with which we have carried out, almost to perfection, our new System of Education; and they have besides stated to me how much they have been surprised by the politeness and respect, manifested toward them, by the children of schools which they have happened to pass at times of dissmissal—the boys having always saluted them by uncovering their heads, and the girls by courtesying. This is highly creditable to our District Teachers, as it proves that they duly impress upon their pupils the propriety, as we esteem it, of paying due deference to superiors; but which would perhaps, be rgarded, by the *independent* youth of the Great Republic, as a token of slavishness of spirit. (The honorable gentleman then adverted to his boyhood—at which season of his life there was not in the country, not even in Charlottetown, one school in rank or efficiency much above a *Dame's School*,—and stated that, not only he, but several of those who now occupy the most respectable positions in our community, received their early training and the rudiments of education, under a good old lady, long familiarly known by the name of *Mam Bulpit*. About that time, said the honorable gentleman, there was in Charlottetown, a teacher of the name of Robinson; but he was not generally countenanced. A son of Mrs. Bulpit, quite a young man, next opened school; and then came Mr. Nellis, who has taught in the Island, for no less a period, I believe, than thirty years, and who, for some years, was the Master of the school long taught upon the ground of this Institution. These comparatively speaking, were days of darkness; and feeble was the light which the sun of knowledge then shed upon the youthful minds of this Colony. But now that sun, although it was slow in its ascent, has nearly attained to its meridian height; and bright and cheering are the beams which he sheds upon the Island. In our Academy, which has long,—of late years, especially—been most successfully conducted, a useful, superior, and comprehensive education is imparted to the youth who attend it; and, from it, have been sent forth a band of well-trained and well qualified teachers, who, dispersed throughout the country, are successfully imparting, to the youth who attend their several District Free Schools, the learning and knowledge acqnired by themselves, in the Parent Seminary of the Island—the Central Academy. The evidences of the extent to which education is being imparted throughout the Colony, is cheering and delightful indeed. The year before the passing of the Free Education Act, there were not more than 90 District Schools in operation throughout the whole Island, and the number of pupils attending them did not amount to more than 4000; but now the number of Free Schools in the Island, amounts to 260; and the number of young people being educated in them, is at least 12000! The benefits which teachers may derive from this Institution are well worth their attention. By making themselves acquainted with the mode of teaching, practised and taught in it, they may be enabled to impart to their pupils, much more real knowledge in six months, than, by the old mode of teaching, they could convey to them in twelve. This, I beg leave to observe, is not by any means said for the purpose of disparaging the established teachers of the Island; for were I not myself well aware of their professional worth, the encomiums which have just now been passed upon them, by Mr. Kenny, would be sufficient to convince me of the high estimation in which, generally speaking, their services entitle them to be held. But, as has been convincingly observed by the Hon. Colonel Swabey, it is surely quite as necessary that young persons intended for the profession of teachers, should be trained in the art of teaching or communicating knowledge, as that they who would become practitioners in surgery, or the law, should, besides having received a good education in schools or colleges, have the advantages of regular professional training. A man may be a very good scholar, and yet be almost destitute of such qualifications as would be requisite to make him a good teacher: in order to become so, he ought to