right judging man of education, to think that the time has arrived when all who are growing up around him will enjoy the same advantages which he himself, in his youth enjoyed. Rulers and Governors as well as Legislators now a-days are convinced, that Education is a better guarantee for order and morals than Penal Enactments, which it is fast superseding and inducing good order and obedience to the laws, as well as by its humanizing and refining influence operating to inspire disgust for those low and brutal enjoyments and pursuits which foster evil in the heart and lead to many public and social enormities. Things are sometimes shewn in the most vivid light, by contrast. Thus it is, that I am reminded of the mausoleum erected to the memory of the poet Gray. It stands in the neighbourhood of my own home: we often took visiters to see it. By its grandeur, it seems to mock the simplicity of the elegiac muse. The face of it next the church-yard has these words; fertile with meaning on this occasion:

Perhaps in this neglected spot is laid
Some heart once pregnant with celestial fire,
Hands which the rod of Empire might have swayed,
Or waked to ecstasy the living lyre;

Some Village Hampden who, with dauntless breast,
The little tyrant of his field withstood;
Some mute inglorious Milton here may rest;
Some Cromwell guiltless, of his Country's blood.

But knowledge to their eyes her ample Page,
Rich with the spoils of time did ne'er unrol;
Chill penury repressed their noble rage
And froze the genial current of the soul.

Mark how earnestly this poet of sensibility laments the want of education among "the rude forefathers of the hamlet," and deplores its repressing and narrowing effects upon the mind of man. No poet of this Island will, however, in time to come have reason so to lament over the departed peasantry, or to deplore, that circumstances withheld them from the benefits of instruction; for here now all who thirst for learning and knowledge, may approach their founts and *freely* drink. I cannot, for want of time, explain, as fully as I should like to do, the benefits which result, to a community, from general education: but, indeed, whatever time I might claim for the purpose, I could not exhibit them all, neither could any man. With respect to the system immediately under consideration, I will, however, make one or two observations. No mind will ever attain to a sphere of proper usefulness without training. We have many good teachers in the Island. As a member of the Board of Education, I bear willing testimony to the great merits and needful qualifications of the District Schoolmasters in general; but, no doubt many of them, however well instructed themselves, would be better qualified to impart knowledge to their pupils, were they acquainted with the mode of training practised in Model and Normal Schools. Other professions are not above this sort of knowledge. Individuals intended for the medical or legal profession, receive, in general, scholastic education of a high order; but unless they were afterwards to be trained in what may be termed *the mechanism* of their profession, they would be but ill, if at all qualified for its practice. It is just so with respect to the profession of a schoolmaster: none can truly well, or fully acquit themselves of its most important duties and weighty obligations, but they who have successfully studied, or been successfully taught the Art of Teaching. The system of Normal Scoools may be called the Mechanism of Education; and so valuable is it, as I have lately been convinced, that I would advise every Teacher in the Island who is ignorant of it, to call and witness it, and for his own sake and that of his pupils, to acquire an insight into its principles and practice; and I feel certain, no such teacher who may follow this advice will regret his having done so; but will, on the contrary, be sorry that he was not sooner acquainted with its principles. Until lately, from my never having seen it in operation, I was rather undecided as to the extent of its usefulness; but since I have had an opportunity of seeing it in practice, I have been fully convinced that too high a value cannot be set upon it:—it elicits all that the mind of a pupil contains, and, as I have said before, leads the mind to investigate and comprehend. I think I have trespassed too far upon your attention, but, before I conclude, I must claim your further indulgence while I bear testimony to the professional worth of Mr. Monk. As far as he has gone, he has done well, and given much assurance that the results of his continued exertions will be of a most beneficial and gratifying character. We are indeed much indebted to Mr. Stow for the selection. I now propose for your adoption, the Resolution which will, I doubt not, receive the hearty concurrence of all present.—

1st. Resolved, That the system of Free Education now in successful operation in this Colony, under which one-sixth of the whole population is receiving instruction,—and of which the Normal School is a necessary and vital element, is deserving of the support of all interested in the welfare of the rising generation.

John Lawson, Esq., City Recorder, in rising to second the Resolution, said, your Excellency, Ladies and Gentlemen, I cannot but feel personally gratified, in being selected to take a part in the transactions of this evening. Few things have occurred in this Island, that have given me so much satisfaction as the passing from time to time, of Acts of the Assembly for the promotion and encouragement of Education. I have had the gratification of witnessing a great improvement in this respect, from the formation of the first Board of Education to the establishment of the Central Academy, with which I was for many years closely connected, and in the progress of which I have taken a lively interest, and have been rewarded by seeing it from very humble beginnings, rise to a state of usefulness that has been felt by all classes of the people, and in every part of the Island. The great efforts which have been made, and which continue to be made in this colony, to promote education among the people, neither have been, nor are, confined to one party or class of men: but all, it is most gratifying to observe, cordially unite in the furtherance of the good work. Indeed, in almost every civilized country in the world, at least in all such as may justly be esteemed *enlightened*, the imparting of sound education to the youth of the state, is become a paramount object with the rulers. In England, men of all ranks, states and conditions unite or vie with one another in their endeavors to promote the diffusion of learning and knowledge among the people; but, in the United States of America, more, I believe, has been done for the promotion of general learning, and more common schools, and educational establishments of a higher order, have according to to their population, been estoblished, than in any other country. There can be no reason why education should not be carried to as high a point, in this Island as in any other part of the world. Quicker or more intelligent youth, I am certain, can no where be found, than they of Prince Edward Island. Our soil is excellent, and our produce generally abundant; our climate is most salubrious, and sound health and vigor of body,—more conducive to the promotion of similar qualities of mind, than is usually thought are common to all. All these blessings are favorable to the cultivation of intellect amongst us; and nothing appears to me to be wanting in addition to the step which is now being taken,—I mean the inaguration of the Charlottetown Model and Normal School,—but the erection of our Academy into a Collegiate Institution,—an event which I have long most eagerly desired, and which, I hope I shall yet live to see. There may possibly be, nay I doubt not are, amongst our youth, some with all the talent and powers of the philosopher or the poet in their minds: if so, they will, not now however, for the want of opportunities to cultivate their talents, be doomed to have them buried in obscurity, in vain aspiring after the light of knowledge like the mute inglorious Miltons, whose lot is so beautifully and affectingly deplored by Gray, in the quotation from his well known and much admired Elegy, made by the Hon. Colonel Swabey. What advantages would not a College afford, for the cultivation of the higher orders of youthful intellect and genius amongst us! and shall not the want be supplied? That it will not,—now the march of intellegence is here commenced—I for one, will not believe. Every thing necessary to secure the acquisition of such learning and knowledge as are requisite to ensure success to every aspirant after fame and usefulness in the paths of literature, art, and science, will, I trust, be in due time afforded, and in the same liberal spirit which is manifest in the formation of this Institution, and which will, it is to be hoped, be extended to every thing connected with the interests of education in this colony. At this moment, when our great object is the establishment of an Institution for the better promotion of education among this people, let us cast our eyes to what has just been done in Boston, U. S., the erection of a statue to the memory of Franklin, and its solemn inauguration. With direct reference to our own present undertaking, let us remember that Franklin was one of the people, not born to hereditary power, rank, or estates, and that by his acquisition of knowledge and the noble uses to which he applied it, he was raised to be an ambassador at the courts of the greatest princes living in his time; and that, by the great services which, as a politician, he rendered to his country, and by those which, as a philosopher and man of science conferred on the whole civilized and scientific world, he entitled himself to be regarded with all the veneration accorded to the sages of antiquity; and so long as the lightenings of heaven shall flash, or its dread artillery roar, the name of Franklin shall be remembered and honored.—Perhaps not as much has been done in Prince Edward Island, for the general diffusion of learning as has been done in the United States; and, certainly, we have not carried, it must be admitted, any of our educational institutions to as high a point of usefulness as many of theirs have been brought; but what has been done here, has I am free to say, been done well; and our Academy and common schools, and the Model and Normal School also, have been based upon solid foundations; and, I trust and hope, that a fitting superstructure will be raised upon them and that ere long, we shall have amongst us authors, men of literature and science, sent forth from our schools, whose works will redound to their own honor and that of the Island like those of some of the native writers of Nova Scotia, and will be entitled to rank, if not as high as the very first, yet equal to some of the most popular and useful of those works which, for the benefit of the people, have long issued, and still continue to issue from the British Press. Nay more: the scenes of improvement which, as it were in vision, present themselves to my mental eye, are almost unbounded: and I hope to live long enough to see the day when, from every hill in the Island, may be seen a church and a school-house, and when the stranger shall remark on the fertility of the soil and beauty of the country he shall have it in his power to say, that the people are worthy of the land, and that to manly vigor, sound and healthy constitutions have been added cultivated minds, and that neither learning, talent, nor genius are wanting; and predict that with such a soil, climate and advantages, there is no telling to what lenghths they may not aspire. Confident of your unanimous adoption of it, I now beg leave to second the Resolution which has been so eloquently and happily submitted by the Hon. Colonel Swabey.

[The well merited tribute of applause was freely accorded to the learned gentleman on his concluding his speech.]

2nd Resolution. Resolved—That this Meeting congratulates the couutry on the establishment of a Normal School in this Colony.

J. M, Stark, Esquire, Superintendent of Schools, on being called upon to propose the above Resolution, came forward, and spoke in the following terms:

Your Excellency, Ladies, and Gentlemen, it is with great pleasure that I come forward to fulfil the duty assigned to me on this interesting occasion. The event which we have to-day met to celebrate, is one to which I have long looked forward with eager and anxious expectation; so much so, that I have sometimes experienced that "hope deferred" which Solomon has said "maketh the heart sick". When on the other side of the Atlantic, the attraction which shone the brightest in inducing me to leave my native country for a time, was the establishment of a Normal training School in Charlottetown, Prince Edward Island. To aid the people in the application and working of their noble Free Education Act, to encourage and assist the Teachers in all their efforts after self-improvement, and their aspirations towards a more intelligent method of imparting instruction to their pupils and conducting their schools; and, above all, to lend a helping hand in the establishment of, and to organize an Institution in which young persons who intend to follow the profession of a teacher, might receive some preparatory training in the art of communicating instruction; such were the objects I had in view in coming to this Colony; and these I have pursued with all the ability and energy I am master of. It is, therefore, with feelings of no common satisfaction that now, after having been three years amongst you, I meet with you at the opening of the Normal and Model Training School. I most heartily concurred in Your Excellency's idea of signalizing the event by an Educational Assembly; a meeting of the Teachers of the Island and of all the friends of Education who have, this day, honored us with their presence.—The commencement of any new undertaking is always an event to be specially marked. Even in our own individual experience, at the beginning of an epoch in our history, or the commencement of an enterprise, we usually mark it in some special manner. The opening of any educational establishment, in which children are trained to those habits, and instructed in those things which will fit them for the business of after-life, would be a matter of importance; but when we consider that a Normal School is intended for the training of teachers, who are to educate the youth of the Colony, from whom the rising generation are to receive their knowledge and enlightenment, I think that all present will agree with me in feeling that this day is a memorable one in the history of the Colony.—The pleasure which I, this day, feel in taking part in the business of the day must be shared by all those friends of Education who have long seen and felt the necessity of such an Institution; and specially by my much esteemed friend, the Secretary of the Board of Education, who, many years ago, recommended the establishment of a Normal School, and to whose long and valuable services in the cause of Education, this Colony stands so deeply indebted. Though the name of a Normal School may be quite familiar to most of you, yet I have met, in the course of my travelling through the Province, with a great deal of misunderstanding and misconception as to what a Normal School really is. Some people are of opinion, that it is an Institution where teachers alone are received; while others have the idea that it is intended for children who are to be kept under training, until they are old enough to be licensed as Teachers. These are two of the most common misconceptions on the subject; but, like many other popular errors, they have some mixture of truth in them. The Normal School admits both teachers or those who intend to be teachers, and children. These two Departments of the Institution are perfectly distinct: it is not expected, that the parents who send their children should have any idea of their becoming teachers. But, to entitle any Institution to the name of a Normal School, there must be these two Departments: that is, the Department for Students or Candidates for Licence as Teachers, where they receive instruction in various branches, and are trained in the art of communicating what they themselves know; and the other, the Model or Practising Department, in which the children are trained; where those principles laid down for the guidance of the students are exemplified: here also, at stated times, they are required to conduct Lessons, under the superintendence of the Master; and thus acquire the Art of School Management. This building which has been in so handsome, and, at the same time, economical a style, adapted to the wants of the Institution by the Legislature, under the able and judicious, as well as excellent management of the Superintendent of Public Works, has, accordingly, been divided into the required Departments. This, the larger room, will be appropriated to the children in attendance. Here the great business of Intellectual and Moral Training will be carried on, in accordance with the intelligent principles of the Training System so far as the circumstances of the Colony will admit. I have, on former occasions, had opportunities of explaining what the features of this System are; but it may not be deemed unnecessary that I should allude to them briefly, whilst stating the course of instruction to be pursued. I cannot hope, however, to make it very comprehensible to your minds, as one of the chief features of the System is, that its principles can be better felt and understood by seeing their practical working, and judging of their effects, than by any amount of hearing or reading on the subject. When the Institution has been some months in operation, I shall then be able to point to it as an exposition of some of the principles of the Training System; and, I trust that they will then be better understood and appreciated, than they could be by any explanations of mine.—The Education to be imparted here, will embrace what constitutes all true education; namely, Moral, Intellectual, and Physical Training. The Moral Department will be carried on by the opening and closing of the Institution with prayer, according to the regulation of the Board of Education; by a daily Bible Lesson (the first exercise of the day after opening,) in which the truths and facts of Scripture will be brought before the children's minds by illustrations and picturing out in words, in language simple and easy to be understood, from which every thing sectarian or controversial shall be carefully excluded. In addition to this, strict attention will be devoted to the conduct and behaviour of the children, both in the School and play-ground, towards their teachers and their school-fellows. Principles of truth, honesty, and obedience will be inculcated, as the motives from which every action should proceed. The Discipline of the school will be maintained solely by *moral suasion*; and the rod, as a means of correction, will only be applied when all other efforts fail. The Master will rely on his own influence, or the influence of those motives which he will present to the children for the regulation of their conduct, for maintaining order and discipline. The *Intellectual* part of the work of training will comprehend Lessons in Reading, with particular *analysis*; the meaning, as well as the derivation of words; Grammar; Geography; and History; Writing and Arithmetic; Oral Lessons in Science; Natural History; and the Philosophy of Common Things; with such other branches as may be suitable for the more advanced pupils. There will be no *parrot work*. No child will be allowed to repeat by rote a lesson which he does not understand. Every thing read or committed to memory will be thoroughly understood, ere a new lesson is attempted; and thus, by picturing out in words, by ellipsis, by questions given individually and to the whole class, the children will be brought thoroughly to understand every subject which the lesson embraces, led to form their own conclusions, and trained to think for themselves, and encouraged to express their own opinions in their own language. It is the peculiar glory of the Training System that it trains or educates all the faculties of the mind. It aims not so much at giving ideas to the child, as to training the child's mind to form correct ideas on every subject. While thus the heart and mind of the child are cultivated, we do not forget the requirements of the physical frame. Attention will be paid to the postures and attitudes of the children while in school; and, at proper intervals, all, both Master and Scholars, will retire to the Play-ground, or *uncovered School-room*, for the purpose of physical exercise and relaxation, thence to return to the school-room, refreshed and invigorated for their *intellectual* work. This important part has not been overlooked in the construction of the building, as may be seen in the size and arrangements of the rooms, the lofty ceiling, the provision for ventilation, the large play-ground, &c.—Such is a rapid outline of the Method of Instruction to be pursued; but it embraces the various departments of *true* Education, and also the prominent points of the Training System. In saying so much of the one Department of this Institution, you may suppose, that I have forgtten, for the time, the Students' Department. Not so. In the other room, they will receive instruction in the principles or the Science of Teaching: they will acquire a more extended knowledge, than they formerly possessed of the branches of education generally taught in the District Schools of the Colony; while, in this room, they will put in practice the instructions they receive, and be trained to teach, according to the directions, and under the superintendence of the Master.—Your Excellency and this Assembly are aware, that there have been, since the 22nd of July, 22 students under training