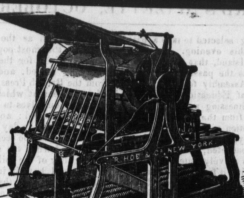
HASZARD'S GAZETTE,



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News by the English Mail!

SERIOUS COLLISION IN THE CHANNEL.

We regret to announce the total loss, by collision, of the fine iron ship Imogene, Captain Williams, from this port for Pernambuco, which was run into, on the 21st instant, by the screw steamer Falcon, bound from Cork to Liverpool. The steamer struck the Imogene on the port bow, and cut her down to the water's edge. The fore compartment of the Imogene was immediately filled with water, and had the vessel not been fitted with water-tight compartments she must have sunk instantly, with all on board. The steamer did not stop her engines for some time after the collision took place. As the steamer left the Imogene, the captain of the latter vessel hailed her, and requested her to lay by him, as he thought his vessel was sinking; this the steamer did for two hours, by which time it was evident, in spite of the utmost exertions of Capt. Williams and his crew, that the Imogene was fast sinking, and having, at this time, the main compartment also nearly full of water, they were obliged to abandon her in their own boats and take refuge on board the steamer, which they had scarcely done when the Imogene went down head foremast. This vessel had a most valuable cargo on board, estimated to be worth not less than £60,000, and was commanded by a man of great experience and judgment. She was nearly new, having been built by Messrs. Cato and Co., of this port, about eighteen months since, for Messrs. C. T. Bowring and Co., by whom she was owned.

CONSPIRACY TO ASSASSINATE THE EMPEROR NAPOLEON.

The following is from the letter of the Paris correspondent of the Times, dated Wednesday, the 17th:—"There was an unusual stir last night at the Prefecture of Police and the Prison of Mazas, owing to the arrest of about 30 persons belonging to a secret society. This society, composed of revolutionists of the most violent and dangerous kind, held a meeting yesterday, at which it is said that it was decided to assassinate the Emperor on his return from Biarritz. I understand that the police know all the members of this society, most of whom are old members of the Marianne, inhibiting the 6th, 7th, and 8th arrondissements of Paris. The majority of them are artisans. Several of those arrested are very young, and appear intelligent and not uneducated. They have been placed in solitary confinement at Mazas, and are allowed to communicate with no one. The search made at their residences has brought to light nothing that compromises them, but the police are prepared to prove the existence of the society, and to bring forward witnesses of its frequent meetings. This confirms the evidence, already pretty positive, contained in the details I sent you concerning the Marianne, as to the existence of a secret society, whose members are sworn to attempt the life of the Emperor. Fortunately the police are vigilant and sharpsighted, and history is there to show us how rarely such attempts succeed.

The organ of the British Prime Minister deems it proper to give a contradiction to the rumors of "growing coolness between France and England on the subject of foreign policy. It affirms that "the fullest confidence and concord exist at the present moment between the two governments, and that there is nothing to warrant the supposition that they cannot act together, or have any secret design of acting apart upon any European question." The *Post* admits, however, that they may not be united on every small matter of foreign policy, and imputes to Austria a desire to isolate England. On the Italian question, France and England understand each other, and are united; but "although England has no desire to stand alone, she can do so if necessary." That is what Lord Palmerston wishes Austria to understand.

The "Newfoundlander" expects that Telegraphic communication between St. John's and the United States, will be established via Cape Breton, by the end of the present month. 46 Spanish vessels had cleared from St. John's during the season.

SUPPOSED TRACES OF THE FRANKLIN EXPEDITION.

Captain Penny, Commander of the ship Lady Franklin, has returned with her to Aberdeen, from the Arctic Regions, and reports that when he was in Aogarth's Sound he was told by the Esquimaux that some of their companions had seen, a long way off, in a Northwesterly direction, a circular white tent erected on the ice. The Esquimaux had taken from it on their first visit some bright metal, and on their second visit some spoons. Afterwards they had seen two white men in the tent.

It was reported among the natives that these and other white men had perished from hunger. So far as Captain Penny can judge, he thinks that this may refer to the same party from whom Dr. Rae obtained the silver spoons, &c, which identified the white men with Sir John Franklin and his party.

THE ITAIIAN QUESTION.

Vienna, Thursday, Sep. 25.—Sardinia takes part in the expedition to Naples for the protection of Sardinian residents and their property there. Prince Petrulla, the Neapolitan Envoy here, has tendered his resignation.

HISTORY OF THE PENNY.—The ancient English penny was the first silver coin struck in England, and the only one current among our Saxon ancestors. At the time of Ethelred it was equal in weight to our threepence. Till the time of King Edward I. the penny was so deeply indented that it might easily be broken and parted, on occasion, into two parts—these were called halfpence; or into four, these were called fourthings or farthings.

BAKED POTATOES.—"Landlord," said an exquisite, "can you enable me to realise from your culinary stores the pleasure of a few dulcet murphies, rendered innoxious by ingenous martyrdom."

"Papa, how long does the legislature sit?" Four or five months, my son," "Why what a set of geese they must be; our geese only sits five weeks!" "It's getting late, my son, think we had better retire."

There is a shop kept by a lady, in the window of which appears these words—"No reasonable offer refused."

NORMAL SCHOOL SOIREE.

SPEECHES delivered at the *Soiree*, held, Wednesday 1st October, 1856, for the INAUGURATION of the Charlottetown MODEL and NORMAL SCHOOL.

(*Reported for the Island Press by R. B. Irving, Esq.*)

The Meeting having been duly constituted by His Excellency's taking the Chair, the *especial* business of the day was entered upon by His Excellency's addressing the Meeting nearly in the following terms:

Ladies and gentlemen, the duty which I am called upon this day to discharge, is one which is, in every way, agreeable to me. No circumstance could have occurred, with respect to the interests of this Colony, to afford me higher gratification, than our meeting here, this day, to inaugurate, with due observance, the Model and Normal School of this city. Prince Edward Island is distinguished—highly distinguished—among the British Provinces of North America, for having taken the lead in establishing,—for the benefit of the rising generation, and, indeed for the benefit of all who call, or shall yet call the Island their home,—a system of Free Education: and now we are met to inaugurate an Institution for the training of teachers, by a system, the value of which is now recognised and acknowledged by almost every civilized country in the world. It is quite clear that this Institution,—the leading object of which is to train young persons for the proper discharge of the duties of teachers,—should have preceded the establishment of Free Schools in the Colony, because then, from the creation of the latter, there would have been a supply of *trained* teachers to conduct them. Good of any kind, although late, is, however, better late than never; and this day in which we inaugurate the first Normal School in Prince Edward Island, may justly be regarded as the commencement of an auspicious era, whence to date, in future, the origin of many blessings, and the commencement of a perpetuated course of improvement and prosperity to the people of this Colony. It belongs not to me to expound the principles or to enter into the details of the System we are met to inaugurate; for in fact I am not able to do so: but this inability on my part is of small moment, as the gentlemen who are at the head of the Institution will, I am sure, leave nothing obscure concerning it which can be made manifest by words. I will, however, before sitting down, take this opportunity—the only one which I have had,—to state in public the high estimation in which I hold the character and abilities of Mr. Stow, the father of the Normal System. By his devising of that System, and by the unwearying assiduity with which he seeks, and has long sought, for the benefit of mankind, to spread it far and wide, he has justly earned for himself a world-wide fame; and his name will, henceforth, be classed among the names of those of the greatest benefactors of their species. To me Mr. Stow is personally a stranger. I know him, but by his honorable and well-earned fame: I feel, however, that, on this occasion, it is my duty to name him as one having a very high claim, not only to the respectful consideration of this meeting, on account of the services which he has rendered to the cause of education *generally*; but also to our grateful acknowledgments for the peculiar services which he has rendered to that cause in this Colony. Mr. Stow not only readily and obligingly corresponded with my predecessor concerning the establishment of a Normal School here; but he has also most politely corresponded with me on the subject; and, besides, he is especially entitled to the gratitude of the people of this Colony, for the discriminating care with which he selected, for recommendation to the Government here, the two gentlemen who are immediately connected with the Institution, for the inauguration of which we are now met, and, under whose skilful management, it will, I hope, be productive of all the benefits to the Colony, which it is intended to impart, or which can reasonably be expected to proceed from it. [On the conclusion of his speech, His Excellency was greeted by the hearty plaudits of the Meeting.]

The Honble. Colonel Swabey, on being called upon to propose the first Resolution, rose and said: I am indeed proud of the station which I now occupy. I am, perhaps, selected for the distinction of opening the proceedings of this meeting, by proposing the first Resolution, on account of my long connection with the Board of Education, of which I have been an active member, for the last seventeen years: but whatever the considerations may be, which, have led to my being so called upon, I certainly feel that an honorable distinction has, thereby, been conferred upon me.—To the Normal System, ever since I acquired some knowledge of its principles and working, I have always been favorable; but I must confess that, not until lately, when, by my having an opportunity of judging of its merits by seeing it in operation here, was I able to form any thing like a just conception of its worth. It is not, I have found, a system by which the memory alone is cultivated. It is not a system of mere question and answer, in which the answers are got by rote; but it is a system, calculated to open and expand the mind,—to exercise and cultivate all its faculties,—to draw forth, and give polish, beauty, and utility, to all its latent treasures; and to excite to a right use of them. It is a system which will, when duly carried out, enable pupils or students satisfactorily to discover that they have talents, (of which they may long have been the unwitting possessors) which may be profitably and honorably exerted; and capacities for knowledge, which may not only be filled, but enlarged. It will, in fact, by awakening and cultivating all the intellectual faculties of the soul, teach and prepare such young persons as shall be trained under it, to think for, to speak for, to draw conclusions, and make deductions for themselves. The encouragement which has been given to Education in this Colony, by the establishment, of Free Schools for the benefit of all without distinction, places it far—with respect to the march of improvement—in advance, not only of the neighboring Provinces, but of almost every other country, Prussia perhaps excepted. —The Resolution which I have been called upon to propose, might very well have been submitted simply as it stands, without any observations in support of it. It will now read a part of it—the first part; for it is two-fold. The honorable gentleman then read as follows; "*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."

The Resolution consists of two parts, as I have already said. The first speaks of what we have done. It states the gratifying fact, that, in consequence of the extensive and liberal provision, made by the Legislature, for the diffusion of learning and knowledge throughout the Colony, one sixth of the population is receiving a sound and useful education. Is not this a proud position for this little Colony to have attained to? Examine our Island statistics, and you will see that all our youth who are capable of being benefited by school instruction are now receiving that advantage; and every family in the country experiences the unspeakable blessing of having education brought to its very doors. But the Resolution might have gone farther. Besides stating that one sixth of our population is now under tuition in our Free District Schools, it might also have stated the fact, unparalleled in any other country, that *one third* of our revenue is devoted to the encouragement of education. Tell me, if you can, what State can rival this enlightened liberality. None can at all compare with it, except Prussia. In Belgium, in Switzerland, and in the United States, they have, in the true spirit of enlightened liberality, done much for the cause of education; and the Schoolmaster is, in fact, abroad everywhere; but no country has equalled this in its exertions and appropriations, considering the smallness of its financial resources. The object which has called us here together to-day is one which, I think, cannot fail to interest all who have enjoyed the benefits of a good education; for such persons best know the value of it. It surely cannot but be most gratifying to the mind of every well-disposed,