

antages which
errors, as well
education is a
enactments,
ood order and
g and refining
ow and brutal
eart, and lead
re sometimes
us it is that I
emory of the
own home ;
r, it seems to
ce of it next
aning on this

e,
ayed,

reast,

lood.

I ;

the want of
inlet," and
the mind of
ne to come,
ntry, or to
benefits of
and know-
cannot, for
the benefits
n ; but, in-
I could not
pect to the
ever, make
o a sphere
many good
Education,
ful qualifi-
t no doubt
would be
were they
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 Schools 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. Stowe 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