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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 honourably 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 neighbouring 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. I will now read a part of it—the first part,—for it is two-fold. The honourable 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 our 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 enjoying its advantages ; 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 every where ; 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, right thinking man of education, to think that the time has arrived when all who are