

and ill report. But of this point I will not say more. Enough for me to say that the Trustees, the Teachers, and the Pupils are heartily glad that at length we have reached this auspicious day. For my own part, I desire to return thanks to the Father of Lights, from whom cometh down every good and perfect gift, that the schools have been kept in regular operation, and are now provided with nearly all the external helps and appliances necessary for accomplishing the object of their establishment.

It would be unjust and ungrateful to forget the excellent services rendered by the Ministers of religion, the members of Legislature resident in this section, and the Trustees of the Common, in organizing and sustaining the Institution. The extent of these services may be unknown to some, but to me they are well known. The best return to these gentlemen will be to see the Institution thoroughly equipped, and doing its proper work efficiently.

The question may now be expected to occur to us, What is the proper work of the County Academy and its various departments? And how is that best to be accomplished?

1. This section has probably 280 children between the ages of 5 and 16. Supposing 40 to be unable, for various reasons, to attend regularly, we have 240 in pretty regular attendance. Four teachers can take efficient charge of this number in such rooms, and with such furniture and apparatus as you see before you. The schools are graded as follows:—

Initiatory School, .....	72 pupils, from 5 years to 7
Elementary " .....	64 " " 7 " 10
Preparatory " .....	64 " " 10 " 12
High " .....	40 " " 12 " any age.
240	

Owing to want of free schools hitherto, and other causes, about a dozen or fifteen pupils may be found in each of the three junior departments above the specified ages.

This principle of arrangement—gradation according to age and attainments—is manifestly sound, and is acted on in universities as well as academics. It is what is known in the sphere of trade and commerce as the principle of the division of labour, acknowledged by all mankind to be capable of producing the most striking results.

The schools that will daily meet in this capacious and comfortable structure, are intended to furnish a good English, Commercial, Mathematical and Classical education, suited to the wants of this section and the county. That there is an absolute and pressing necessity that every child should be well instructed in reading, writing, arithmetic, the geography and history of his native land, and the outlines of general knowledge, is not disputed by any. In addition to these branches, it is maintained by many educationists, with great strength of argument, that the child should have a clear notion of the wonderful laws that govern his own body, and the constitution of his own mind. A knowledge of ourselves, and of the world around us, is surely the most essential knowledge to every one. "Know thyself," was an ancient maxim. Our own poet Pope tells us in familiar words—

Know then Thyself, presume not God to scan,  
The proper study of mankind is Man.

I am well aware that these words are intended and always understood to apply to Mental Science; but it may be as well sometimes to extend their range and to impress ourselves and others with the conviction that education, like charity, should begin at home and extend gradually outwards so as to comprehend as much more as it may be useful or desirable to know for our purposes in life and our improvement as rational and responsible creatures. A plain, sound and useful education is the end and aim in the junior departments. When pupils have passed through these and been gradually prepared for undertaking more difficult studies, they are transferred to the High School or Academy proper, where the leading branches taught are English, Mathematics, Classics and Modern Languages, with the Elements of Natural Philosophy and Natural History.

Many parents rashly pronounce such studies to be useless and unnecessary, except for ministers, physicians and lawyers. But show me the man who has received a solid grounding in any of these studies, who will join in decrying them. Who are fit judges,—those who know or those who do not know? If you have to deal with a commercial subject, you defer to the merchant; in a legal matter you consult a lawyer; on an agricultural question you listen to a farmer. On the question of learning, why not be guided by the scholar, who will assure you that pleasure of the highest kind attainable will be a source of unalloyed pleasure and advantage to a man throughout his whole life, in whatever career he may embark. Listen to our glorious English poet, John Milton:—

How charming is divine philosophy,  
Not harsh and crabbed, as dull fools suppose,  
But musical as is Apollo's lute,  
And a perpetual feast of nectared sweets,  
Where no crude surfeit reigns.

If there were no worldly gain flowing from it, many might justly say that the pleasures of learning will be too dearly bought by the expenditure of time and money upon it. But the investment of enormous sums of money by men of business in their lifetime, and the bequest of large sums at their death, for founding and endowing schools and colleges, is undoubted proof that the good sense of mankind is fully alive to the money value of advanced education to individuals and communities.

This county builds a good many vessels, comparatively small it may be, but admirably got up, in most cases. Will any one question the utility of mathematics and their practical applications to mechanics and navigation, in any circumstances. The deep stake of this county in shipbuilding, fishery, and commerce will relieve me from the necessity of pursuing any line of reasoning to show the necessity of studying mathematics. It may be a little harder to make plain the strength of the argument for Classics and French. I will therefore premise that intelligent teachers feel the superior importance of the elementary branches. But who would remain satisfied with the foundation without rearing a superstructure. This figure may not hold, out and out, in regard to learning; but there is some force in it. I will now state several reasons why Latin and Greek should be studied.

1. Latin and (in less degree) Greek are essential to professional men.
2. These languages contain the key for the thorough understanding of many important words in the English Language.
3. These languages contain the most valuable thoughts and information, which are best mastered and appreciated by those who pass through the discipline of learning them well.
4. The mental training involved in the acquisition of them is of the utmost value. They are the occasion of imparting to the pupil extensive information in Geography, History, Criticism, &c.
5. The Greek language is the key to the New Testament and early Christian writers.
6. Latin is the mother of several modern languages, French, Italian, Spanish and Portuguese.

Of course, only a limited number of pupils may be expected to have time and aptitude for pursuing the higher branches to any extent. Still, let no one be misled by the questionable saying—

"A little learning is a dangerous thing,  
Drink deep or taste not the Pierian Spring."

The example of the people of Yarmouth ought to silence the opponents of learning. With a liberality and generosity unparalleled in this Province, they have, within the last few years, expended probably £10,000 or £12,000 on their common schools and academy. They know what they are doing. The question with them has not been how to get cheap schools, but how to get good schools. The circular in my hand shows that in 1865-6, there were 92 pupils in their High School—41 males, and 51 females. Of these there are reported to be—

In Classics .....	66
French .....	75
Geometry .....	64

From the educational intelligence given in the *Journal of Education*, it would seem that not only Yarmouth, but the whole Province, is in a fever to have good schools. The words of Milton may be applied with strict truth to the present educational condition of our Province:—"What wants there to such a towardly and pregnant soil, but wise and faithful labourers, to make a knowing people, a nation of prophets, of sages, and of worthies? We reckon five months yet to harvest; there need not be five weeks, had we but eyes to lift up; the fields are white already."

It will not do for us to be behind in the race. And for your encouragement I am thankful to be able to report that a considerable number of the pupils in this Academy have already begun the study of Latin, Geometry, Algebra, &c.

*Mr. Chairman, Ladies and Gentlemen*,—Allow me, in conclusion, to offer you my sincere and heartfelt congratulations that we have attained the position we occupy this day, and to express the fervent hope that this Institution may be instrumental in training and qualifying for usefulness and happiness the youth of this town for many generations.

The Rev. H. L. OWEN expressed the pride and gratification he felt in the change which had taken place within the last few years: his sympathy with and gratitude to the Government for their action in regard to education; and his regret that teachers were not respected and appreciated as they deserve, the United States and Prussia being the chief exceptions. He then proceeded to read and comment on the inscriptions on the black-board, which were as follows:

"On earth there is nothing great but Man; and in man there is nothing great but Mind."

"Bene precioso est bene studuisse."

"Mens sana in sano corpore."

"Wisdom is the only permanent possession. Be willing to learn."

"Kurz ist der Weg, die Ruhe ist lang."

"Une bonne Education est le plus grand des bienfaits."

\* For want of Greek type we are obliged to give the English translation.