

have been dispelled, and the necessity of a Normal School, as an essential part of an efficient public system of education, is now among the things that evidently demand no proof; for all educationists admit the necessity of providing for our public schools trained teachers, that is, instructors trained and skilled in the art of teaching. He would have this thought kept distinctly in view, that this Institution is for *teaching the art of teaching*. In the past it was found necessary to devote a part of the work of the school to ordinary instructions, and training in the art of teaching has as yet been but a part of the course of instruction provided for. But now, as we have many excellent schools for ordinary literary instruction, and such being largely sustained by the Government, the Normal School should, and it is hoped will, gradually assume its proper position in our educational system, and aim to be, as originally designed, in reality a training institution. In England, in the United States, and in the best educated nations of Europe, such institutions are regarded as indispensable to successful public education, and no efforts are spared which can make them efficient. Fine, capacious buildings are erected, well trained instructors are secured, books and apparatus are liberally provided, nor are any appliances wanting that in any way are likely to impart a healthful and vigorous tone, and widening influence to the great work of training for the duties of life, those into whose hands are so soon to pass the destinies of life.

The Normal School, he wished it to be understood, is strictly a Provincial Institution, and while located in the beautiful town of Truro, it did not belong to this town, or to Colchester, though it might, and certainly did, largely benefit this county, yet the Institution was as much the Institution of Yarmouth or of Cape Breton as of Colchester; and he felt assured it already had extended a most valuable moral and intellectual influence to every remote section of the Province. There is no difficulty in referring to the education which has been so amply and so wisely provided by the government of the Province, much of the intelligence and thrift which so characterize our Nova Scotian farmers, and which surround their homes with the evidence of refined taste and mental culture; making those homes so beautiful with the attractiveness of everything that can please. Education has, to a large extent, made our people what they now are, intelligent, industrious, successful in enterprise, energetic in their work, frugal in their habits, and virtuous. This has, to a large extent been the history of all educational work, especially when carried forward under the high sanction of religion, and associated with religious institutions, as it