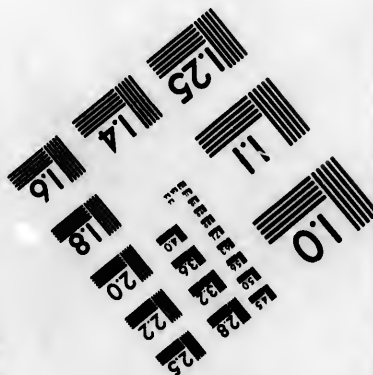
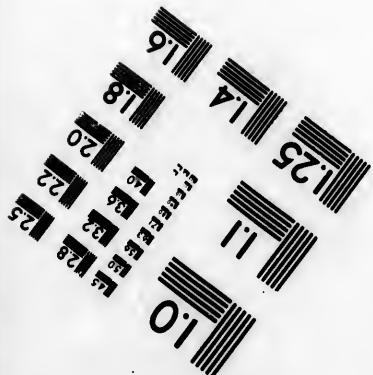
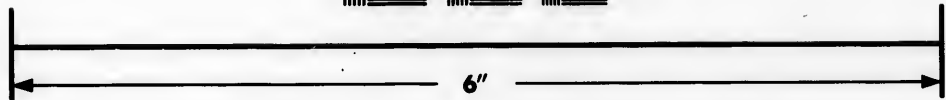
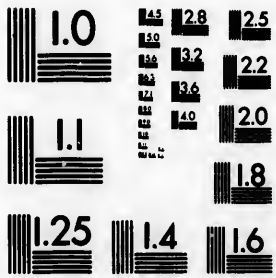


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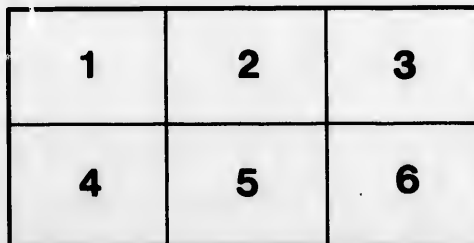
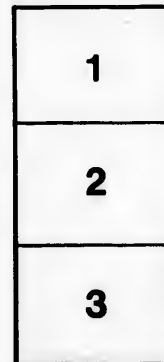
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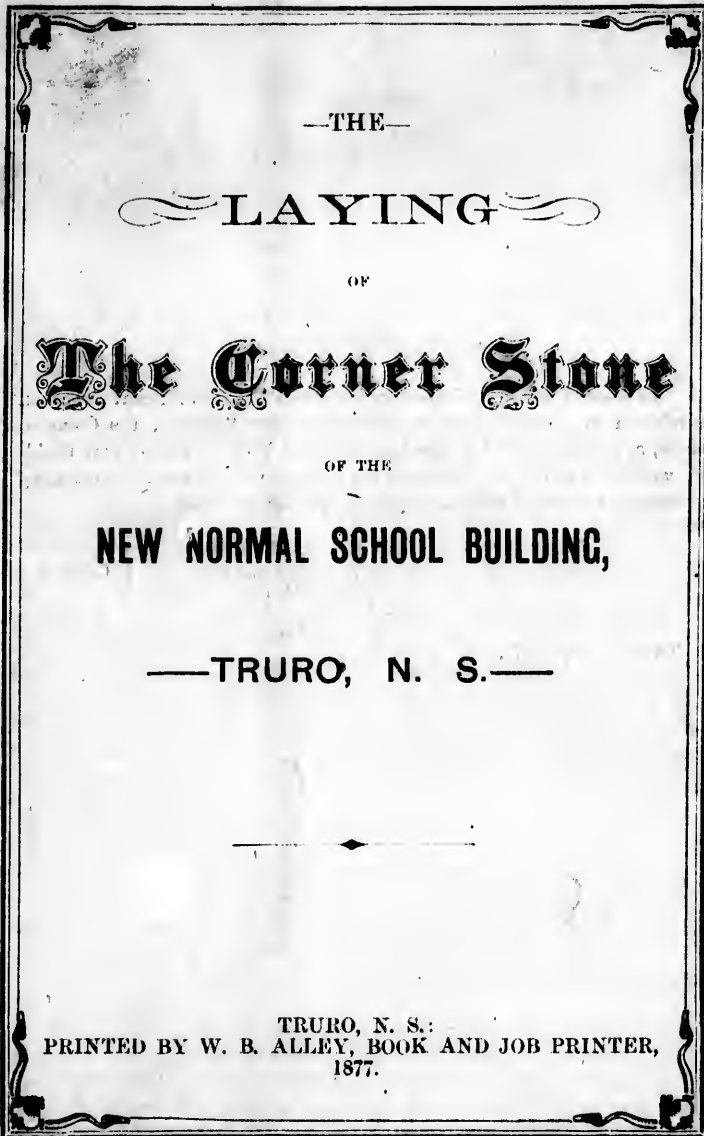
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W. B. ALLEY



In view of the great importance of the Provincial Normal School in its relation to public education throughout the Province, the Commissioners, appointed by Act of the Legislature in 1876 to erect a new Building, consider it advisable to publish the following account of the interesting proceedings connected with the laying of the Corner Stone.

JOHN B. DICKIE,  
J. F. BLANCHARD,  
WILLIAM FAULKNER, } Commis-  
JAMES D. ROSS,       } sioners.  
W. E. McROBERT.

TSURO, July, 1877.

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THE LAYING OF  
**THE CORNER STONE**

—OF—

THE NEW NORMAL SCHOOL BUILDING,  
TRURO, N. S.

---

FOUNDING OF THE INSTITUTION.

The Act to establish a Provincial Normal School in Nova Scotia was passed by the Legislature in 1854. Rev. Alexander Forrester, D. D. was appointed Principal and the Institution was opened on the 14th November, 1855. Among those present at the inaugural services were the following distinguished gentlemen :—

Hon. William Young, Attorney General (now Chief Justice Sir William Young); Hon. Lewis Morris Wilkins, Provincial Secretary, (now Judge Wilkins); Hon. Samuel Creelman, Financial Secretary; Hon. Hugh Bell, Chairman of the Board of Works; and Hon. Adams G. Archibald (now Lieutenant Governor of Nova Scotia). There were also present several members of the Legislature, several Clergymen, the Directors and Teachers of the Institution, and the leading citizens of Truro.—[The Building erected at that time was of wood and was designed to accommodate about sixty students.

THE NEW BUILDING.

In 1876, the Legislature appointed Commissioners to erect a new Building, authorizing them to sell certain Normal School lands and voting \$4000 to enable them to begin the work. In the following year the Commissioners were authorized to borrow on the security of the Province the sum of \$30,000 for the completion of the Building.

The Building now in course of erection occupies the site of the old one, standing on an open square and facing two parallel streets. It is constructed of pressed brick with free stone finishings. The main building has a frontage of 55 feet from east to west and a depth of 56 feet from north to south; the wing in the rear is 48

by 63 feet. The height of the building from ground to the roof is 53 feet, and from the centre of the northern front rise a tower and vane, the top of which is 100 feet from the ground. The Basement, extending under the whole building, will be occupied by laboratory, lavatories, furnace rooms, etc. On the first floor there will be three vestibules. Principals' room, library, apparatus room, cloak rooms, practice room, and class room. On the second floor, the main building will be divided into class rooms and teachers' private rooms; whilst the whole of the wing will be devoted to the Hall or Lecture Room. The Building will accommodate about 200 students.

#### LAYING THE CORNER STONE.

The Commissioners having requested Governor Archibald to lay the Corner Stone of the new Building, His Honor, with their concurrence invited Col. J. W. Laurie, Grand Master of Masons in Nova Scotia to perform the work with Masonic ceremonies. The invitation was accepted and the event took place on Saturday, July 7th, 1877. A large assemblage of persons witnessed the ceremony. There were also present on the occasion His Honor Governor Archibald, C. M. G.; Vice Admiral Sir A. Cooper Key; Sir Robert Laffan, Governor of Bermuda; Sir William Young, Chief Justice of Nova Scotia; Hon. P. C. Hill, Provincial Secretary; Hon. Robert Robertson, Commissioner of Mines and Works; Rev. Geo. W. Hill, D. C. L., Chancellor of the University of Halifax; Rev. A. S. Hunt, M. A., Superintendent of Education; Hon. A. McN. Cochran, M. L. C., the Commissioners of the New Building; J. B. Calkin, M. A., Principal of the Normal School, the Clergymen and most of the prominent men of Truro.

There were present about two hundred Free Masons from Halifax, Truro, Great Village, Acadian Mines, Amherst, and Stellarton. The officiating officers of the craft were Col. J. W. Laurie, G. M. of the A. F. and A. Masons of Nova Scotia; Dr. A. C. Page, acting Deputy Grand Master; Dr. A. H. Woodill, S. G. W.; James Hudson, Esq., J. G. W.; Dr. B. Curren, G. S.; A. G. Hesslein, Acting Grand Treasurer; Rev. Canon Townshend, M. A. and Rev. C. Bowman, Grand Chaplains; Luther Archibald, Esq. and T. Cook, Esq., Grand Deacons; Hon. Wm. Ross and James Martin, Esq., Bible Bearers; Dr. Kerr, Constitution Bearer; members of North Star Lodge, Banner Bearers; John Overy, Esq., Pursuivant; Lewis Wier, Grand Sword Bearer; and J. E. Taylor, Esq., Grand Tyler.



Before proceeding with the ceremony Governor Archibald called on Rev. William McCulloch, D. D. to lead in prayer. The corner stone was then laid at the north-east corner with the usual forms of the Masonic order. Within a tin case in a cavity beneath the stone was deposited a glass bottle containing the articles enumerated below, and over the case was placed a brass plate with the following inscription:—"This Corner Stone of the Provincial Normal School was laid on the 7th day of July, A. D., 1877, A. L. 5877, under the auspices of His Honor the Lieutenant Governor Adams G. Archibald, C. M. G., and with Masonic ceremonies by M. W. Bro. John Wimburn Laurie, Grand Master of the Grand Lodge of A. F. & A. Masons of Nova Scotia."

#### LIST OF ARTICLES DEPOSITED IN THE GLASS BOTTLE.

Parchment Scroll, Masonic Scroll, Pamphlet giving account of inaugural services in 1865, Pamphlet by Dr. Forrester, Photograph of Dr. Forrester, General Regulations of Normal School, Belcher's Almanac for 1877, Prize List of Provincial Exhibition for 1877, Prize List of Colchester County Exhibition for 1877, Bye-Laws of Cobequid Lodge, Current Coins of the Dominion, silver and copper, Colchester Sun, Truro Times, Halifax Chronicle, Halifax Herald, Church Chronicle, Presbyterian Witness, Christian Messenger, The Wesleyan, and The Journal of Agriculture, a List of the Town Officers of Truro, a Blank Form of Normal School Debentures, and a sheet signed by several workmen on the New Building.

The proceedings were much enlivened by music by the Band of the 63rd Battalion; and during the lowering of the stone joy bells were ringing at the Model School and the churches in the Town.

#### THE PARCHMENT SCROLL.

"The act to establish a Normal School in this Province was passed in 1854, and the sum of \$4,000 was granted for the erection and equipment of a building, the construction of which was entrusted to a committee, consisting of the Hon. Samuel Creelman, Hon. A. G. Archibald, A. McN. Cochran, M. P. P., and John Barss, Esq., who were appointed permanent directors of the institution.

The Rev. Dr. Forrester was appointed Principal, and the institution was formally opened on the second Wednesday of November, 1855. Dr. Forrester continued to be Principal until his death in 1869, when he was succeeded by J. B. Calkin, A. M. From the founding of the institution till the present time, W. R. Mulholland had charge of the mathematical department. The English department has been presided over by the following gentleman in succession: Charles D. Randall, M. A.; Theodore H. Rand, M. A.; D. C. L.; J. B. Calkin; M. A.; John A. McCabe, M. A.; and Charles J. Major.

The number of students during the first session was 53;—the average attendance during the time that Dr. Forrester was Principal was 63, and during the past eight years 80. The number of students now in attendance is 104. The signatures of the officers and students of the Normal School

at the present time, and of the teachers of the Model School connected therewith, are herein below subscribed :—

J. B. Calkin, A. M.,	Principal.	
W. R. Mulholland,	Teacher of Mathematics.	
C. J. Major,	Teacher of English.	
Thos. Pemberton,	Teacher of Music.	
Clara Wilson,	Teacher of Drawing.	
W. D. Dimock, A. B.		
Jas. Little,		} Teachers of Model School.
M. A. Hamilton,		
Janet Archibald,		
A. Miller,		
Bessie Webster,		
Aggie Hamilton,		
Bessie Archibald,		
Mary Russell,		
———Church,		
———Newcomb.		

(Then follow the names of the 104 Normal students.)

A larger and more suitable building being required for the Normal School and the Legislature having appropriated the sum of \$30,000 for this purpose, the old building has been removed to make way for the one about to be erected, and a Commission of five, whose names are here subscribed, has been appointed to carry out the work :—

J. B. Dickie, M. P. P.,	} Commissioners.
Dr. McRobert,	
J. F. Blanchard,	
Wm. Faulkner,	
Jas. D. Ross,	

On the 7th day of July, in the year of our Lord, 1877, the corner stone of this building was laid, with due form and ceremony, under the auspices of His Honor Adams G. Archibald, C. M. G., Lieutenant-Governor of Nova Scotia, by Colonel J. Wimburn Laurie, Grand Master of A. F. & A. Masons of Nova Scotia."

This scroll was signed by many of those present who witnessed the laying of the stone.

THE MASONIC SCROLL.

In the name of the  
GREAT ARCHITECT OF THE UNIVERSE,  
On the seventh day of July, A. D. 1877, A. L. 5877.  
And in the fort-first year of the Reign of our Most  
Gracious Sovereign  
VICTORIA.

By the Grace of God, of the United Kingdom of  
Great Britain and Ireland, and of the Colonies,  
and Dependencies thereof in Europe, Asia,  
Africa, America and Australasia, Queen,  
Defender of the Faith, Empress  
of India.

The Right Honorable Sir Frederick Temple, Earl of  
 Dufferin, K. P., K. C. H., &c., &c.,  
 Governor-General of the Dominion of Canada.  
 The Honorable Adams George Archibald, C. M. G.,  
 Lieut. Governor of the Province of Nova Scotia.  
 The Honorable Alexander Mackenzie, Premier of  
 the Dominion of Canada, and Minister  
 of Public Works.

Charles B. Archibald, Esq., Mayor of the Town of  
 Truro.

The Commissioners for erecting the Building as  
 follows:— J. B. Dickie, Esq., M. P. P., Custos of the  
 County, Chairman; J. Flemming Blanchard,  
 Esq., W. Faulkner, Esq., James D. Ross,  
 Esq., and W. E. McRobert, Esq.

THIS STONE,

The Corner Stone of the Prov. Normal School.  
 Now being erected by the Provincial Government of  
 Nova Scotia, was laid in accordance with the  
 ancient usages of the order by

COLONEL J. WIMBURN LAURIE.

M. W. Grand Master of the Grand Lodge, of A. F. &  
 A. Masons of Nova Scotia,

Assisted by the Officers of Grand Lodge and the  
 Officers and Members of Subordinate Lodges,  
 and in the presence of His Honor the Lieut.  
 Governor, and a large and influential  
 concourse of citizens.

Architect, Henry F. Busch  
 Contractor, Andrew Johnstone.

God Save the Queen.

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THE SPEECHES.

The ceremonies closed about two o'clock, when all marched to  
 the grounds in front, where a platform had been erected for the  
 convenience of the speakers.

Mr. J. B. Dickie, M. P. P., having taken the chair, called upon  
 Lieut. Governor Archibald to address the hundreds who were  
 either seated upon the settees or lolling upon the beautiful  
 greensward that covers the school grounds.

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*Lieutenant-Governor's Speech:*

His Honor said:

Every now and then in the history of a country or an institu-

tion, some striking event occurs, which affords a convenient opportunity for reviewing the past and forecasting the future. Countries and institutions have some qualities in common with our physical frames. We pass from childhood to youth, from youth to manhood, from manhood to old age, by so insensible a gradation, that it is only by contrasting the present with a remote past that we become conscious of the great changes which have overtaken us insensibly. We cannot tell the difference in ourselves between this week and last week, between this month and last month, between this year and last year; but when we look back to a more distant period, the changes are marked and conspicuous. It is useful, therefore, to take stock, on occasions of this kind, and see what has been the result of a considerable lapse of time.

For half a century after the establishment of the General Assembly in this Province, education was entirely neglected, so far as the Legislature was concerned. In 1802, however, the College at Windsor having been founded by a Royal charter, an appeal to the Legislature resulted in a grant of \$1,600 a year from the public treasury towards an endowment of the college. But nothing was done for common schools. They were left to languish in absolute neglect. By-and-by, in 1811, the Legislature stepped in, and offered to any school which was sustained by a subscription of \$200, assistance from the Treasury, to the extent of one-half as much more. In the then state of the country, the offer was little else than a mockery. The poverty of the people scattered along our shores, and on the river beds, insensible of the value of education, made this show of liberality very safe for the Treasury. It was not till 1826, after an experience of fifteen years, an experience which showed the utter uselessness of the proffered aid, that the Legislature decided to appropriate a fixed sum for each county; but as the aggregate only amounted to \$13,000 for the whole Province, it is easy to see that no very decided improvements could owe their origin to such an enactment.

It will afford some measure of the adequacy of such a provision for a whole Province, when I mention that the people of this one county alone, in the year 1875, expended of their own money, raised by their own vote, \$39,000 in common school education and in the construction of school-houses: that it to say, three times as much as the entire sum which the Province, 50 years ago, thought it could afford to give for this service.

I have carried you back half a century. This we may divide into epochs of twenty-five years each. During the first of these no material change was made as regards common school education,

further than some increase in the grant. At the close of that epoch, or one quarter of a century ago, provision was made by an act for the appointment of a Superintendent of Education. The Government made a happy selection. Mr. Dawson (now Dr. Dawson, Principal of McGill College) was appointed to the office. For several years he devoted himself earnestly to his work. He travelled over the province, called the people together in every considerable settlement, and urged, with great force and enthusiasm, the views he entertained on the subject. Eventually he succeeded in creating some interest in the matter. One of the main objects he aimed at was a Normal School for the training of teachers. What was the use of providing for schools if there were no schoolmasters? The profession had fallen into the hands of the waifs and the strays of society—the thriftless and degraded—men who having shown their incapacity to succeed in anything else, adopted teaching as a dernier resort. No result but one could follow. It was the blind leading the blind. Education was degraded in the persons of the teachers. Their habits, their dress, their tone, men of this class might impart to their pupils, but little else. Of course I am referring to the class. There were bright exceptions, but they were the lights which rendered the general darkness more obscure. They were the exceptions which confirmed the rule. Dr. Dawson's exertions were more successful with the people than with their representatives. He urged his views on committees of the Assembly, but without success. At last he became disheartened at the apathy he found there, and resigned his position. His mantle fell, fortunately for us, on good shoulders. The late Dr. Forrester was his successor, and he devoted himself with fresh vigor, and an earnestness peculiarly his own, to carrying on the work of his predecessor.

In 1854 Mr. Creelman was one of the representatives of this county, and a member of the Government. He was the Minister of Finance, and a friend of Dr. Dawson and Dr. Forrester, and himself an ardent sharer of their views. He obtained the consent of the other members of the Government to the introduction of a bill to found a Normal School. It was brought forward in a very quiet and unostentatious way. To Mr. Creelman's own surprise; I am inclined to think, certainly to the surprise of a great many members of the Legislature, the bill passed the two branches and became law.

Nothing can better shew the modest demands of the friends of Common School Education of that day, than the amount asked for. Four thousand dollars to buy a site, erect a building,

and equip it with the necessary apparatus and furniture, was certainly no extravagant demand. Verily, it was a day of small things. A lot of land comprising five acres on which we are now standing, was bought as a site. To show the advance in everything since 1854, I may say that the land so bought would, at this day, if stripped of all the buildings on it, sell for more money than it cost to buy it and to put up and equip and furnish the house. The building was erected in 1855, and this brings me to the time when an interesting event took place. There was a large meeting in the new building. The then Lieut.-Governor, Sir Gaspard LeMarchant, was in hopes to have been able to be present, but was prevented by severe indisposition. But the meeting was well attended. On the platform there stood, as he stands here now, the then Atty. General, now our venerable Chief Justice, the then Provincial Secretary, now Judge Wilkins; the Financial Secretary, who had carried the bill; the Hon. Mr. Bell, Minister of Works; in all four members of the Executive Government of the day, who all addressed the meeting at the inauguration. Dr. Forrester, also, was there, several members of the Assembly and Legislative Council, clergymen of different denominations, &c. &c. I had my own small share in the business of the day, having, assigned to me, as Secretary of the Commission, the duty of making a report of the progress of the work, and handing over the completed building to the Principal of the institution, at the commencement of the inauguration proceedings.

Of the brilliant band, whose names I mentioned, first, Mr. Bell, one of the excellent of the earth, has passed away, full of years and honor, and carrying with him to the grave the respect and esteem of the community. The Rev. Dr. Forrester, so long the head of the institution, who spent his energies in the work to which he had devoted his life, to whose vigor and enthusiasm the institution owes most of the progress it has made, he too, has passed away, leaving a memory dear to every friend of Common School Education: a memory embalmed in the hearts of several hundred pupils whom he trained in the art of teaching, and imbued with his own feelings and ideas. This institution is a monument to his life of devotion and toil. The inscription which surmounts one of the doors of St. Paul's Cathedral in memory of Sir Christopher Wren, might well be adapted to Dr. Forrester, and referring, if not to the building, to the Institution itself, one might say "*Si monumentum quaeris, circumspice.*" The school so inaugurated, began with 60 pupils or thereabouts, young men and women, encouraged and induced by the persuasions of Dr. Daw

son and Dr. Forrester, to prepare themselves for the occupation of teachers.

One great objection urged when this Institution was projected, was, that there was no field for teachers when trained. The Provincial allowance was too small, the people too poor, and scattered, too ignorant, and consequently unappreciative. We were therefore preparing goods for which there was no demand. We were offering for sale what there was nobody to buy. But the friends of education knew better. They felt there was no surer way to create a desire for improvement, than to send into the outlying counties of the province year by year, some fifty or sixty missionaries, trained in a knowledge of the best system of supporting, as well as of imparting, education. The result justified the expectation. Gradually the feeling grew that the soundest basis on which a system of Common School Education could repose, was one to which every part of the community could be made tributary. The Public Treasury should be enlisted. The county authorities should do their share. The School District its share. But the School itself should be free. Every child in the district should have a right to be educated, a right to have education brought to its doors. The parents should escape no burden by neglect to avail themselves of the school. If they had property and kept their children at home, they should pay all the same. If they had none, their poverty should be no excuse for keeping the children away. Before a decade had passed over after the Normal School was established, this had come to be the conviction of a large body of the thoughtful people of the province. At that juncture, fortunately for the country, the leading men in politics on both sides determined that education should be no question of party, and when Dr. Tupper introduced his bill in 1865, for the establishment of a system based on these principles, he was unhesitatingly sustained by the leaders of the Opposition, and the bill passed triumphantly through the Legislature.

It is fortunate that there are some things among us which are not the subject of party dispute. We can afford to do justice, when politics don't interfere. In such cases it is not necessary to hit, because we are dealing with a foe, or to praise because we speak of a friend. And all parties have agreed at all events on this point, that Dr. Tupper did a thing for his province, of which his friends may be proud, and that the Opposition in supporting a bill, they had the power to defeat, and with it to defeat the Government of the day; showed that there are times when country rises superior to party—when the question of measures, dwarfs

the question of men. Of course it was to be expected that the bill would excite great prejudices at first. The liberty to tax ourselves is one, which as a rule, is not very highly prized. But when the liberty is given to a class that has no love for the object which the tax is to effect, it is still less palatable. In point of fact, a storm did arise, and for a year or two it was so severe, that it seemed doubtful whether the legislative craft would not perish in the tempest. The Act itself, being experimental, it became necessary to mould it somewhat to suit the circumstances of the Province. Meanwhile Dr. Rand had succeeded Dr. Forrester, as the head of the Education Department, and with his valuable aid, some important improvements were introduced into the Act, which made the working of the Law more easy and practicable. When two years had passed over—when the evils had all been endured and the good came to be seen, there came a change in public opinion; and now, travel where you will over the length and breadth of the Province, fine school houses, rearing their heads in every village and hamlet, providing commodious places for the education of children—apartments neat, well furnished, well ventilated, and cleanly, under charge of teachers trained to their duty, and proud of it and filled with enthusiasm for their profession—attest the force of public opinion, and are monuments of the wisdom and patriotism which the Legislature, Government and Opposition alike, displayed in not dragging this great question down to the level of party politics. Now, no man would venture to hold out his hand to touch the sacred ark. Yearly, the attachment of the people to the system has grown, and at this moment there is no sacrifice they undergo so cheerfully, as that to which they submit year by year, in taxing themselves for the support of education. In the various school districts large sums are annually raised by the inhabitants by voluntary vote. The municipal authorities are ready with their quota. The sum allotted by the Legislature is very considerable; so that in these various ways the people tax themselves year by year over half a million of dollars (really \$594,037.39) to sustain a system constantly rising in their affections.

Thanks to the enlightened judgment of an eminent prelate, whose loss the Province has recently had occasion to deplore, no question of denomination has been allowed to creep into our school system. Under these benign influences, our people, Catholic and Protestant, receive an education that would be quite beyond their reach if our common school fund were divided into as many rivulets, as is unfortunately that devoted to higher education. At this



moment some 1,800 (really 1742) teachers are engaged in imparting education to 80,000 (really 77,029) of the youth of the country. So that of the population of the Province, a number equal to something over a fourth of the whole, is at one time or other during the year to be found within the walls of the various school houses, receiving the education required to fit them for their sphere in life. This is an exhibit with which, I think, we have good reason to be satisfied. Ten years of operation have nearly doubled the number of our schools, and swollen a contribution of \$163,000—the amount paid by the people in 1864—to a sum more than three times as large. Within the same period 892 new school houses have been built, costing some \$650,000, imposed upon the districts by the voluntary vote of the inhabitants.

I have entered into these particulars, because I think they form the best test of the interest felt by the people in a matter that concerns them more, perhaps, than any other. And if the state of our common school education is such that we have reason to be proud of it, I trace it largely to the influence of the Normal School; first, in training teachers qualified to discharge their duties efficiently; and secondly, in creating, through the pupils of the institution, the feeling that rendered the assessment legislation possible. These things have followed like cause and effect; and this occasion, while we are putting up a new and more extensive building, seems a proper one to place on record some statements of the progress made and of the causes to which it may be traced. The present Principal of the Institution (upon whom I shall call presently for some observations) and his assistants, have the heavy responsibility devolving upon them of sustaining the reputation already achieved. They have an easier task than their predecessors. The improved education imparted in the common schools furnishes pupils better qualified to enter upon the special training they seek here as teachers. The increased facilities which the new building will give is another advantage, and the Principal and assistants will do well to bear in mind, as I am sure they will, that their responsibilities are increased with the advantages they enjoy. I will only say in conclusion that I trust this institution will long prosper. I know none that has done its work so quietly and effectively, and I believe the position which as a people, we shall occupy among the neighbouring provinces and States, will largely depend upon the influences which directly or indirectly will have their source in the teachings at this institution.

*The Principal of the Normal School having been called on by the Chairman, said :*

MR. CHAIRMAN,—It has occurred to me that some persons may be disposed to regard the imposing ceremony which we have just witnessed as a piece of empty form, and to think that this Building could have been erected quite as well, and that it would serve its purpose as well without so much ado over one corner. But, Sir, I believe it is such events as this that arouse and strengthen our sympathies for a great cause and entwine around it our best affections. We are largely influenced by what is tangible, and by those things which appeal to our senses ; and we are thus moved to greater effort and aided to more brilliant achievement. How the weary, dispirited,—even the cowardly soldier is stimulated to deeds of daring and borne on to victory by a bit of colored cloth, tattered and torn, it may be,—his country's flag, with which he associates freedom and honor and all that he holds dear ! To emphasize events like this is especially important in a new country like ours, where we have comparatively few great names to venerate and little that is historic to stir our patriotism.

I am glad that we have here to-day to witness these ceremonies and to take part in them such representative men,—gentlemen who would be a bulwark to any cause which they might espouse, but who, by reason of their high official character, invest the proceedings of this day with a brilliancy seldom equalled in Nova Scotia. The noble men of church and state are here to-day to do honor to a noble cause,—a cause which is indeed above all praise, and can derive no lustre from the adventitious circumstance of place and pageantry. When I see on this platform gentlemen of the highest rank in every department of public affairs, civil, naval, military, judicial, and executive, I feel that such a recognition of the importance of the education of the people is both an evidence of high attainment and a guarantee of future progress.

His Honor, Governor Archibald, has taken us back to times when education had fewer patrons and when, under less favoring auspices, it struggled for recognition and place. He has told us how great was the task, twenty-five years ago, to found our Normal School, and of the brilliant assemblage that gathered at the inaugural services in that building which was the outcome of such effort. Several of those present on that occasion, men whom their country has delighted to honor, are here with us to-day, and surely they have no cause to lament that the glory of the former house was greater than that whose corner-stone we have now laid. Accord-

ing to the Commissioners' report, the old building cost £800, not one-tenth of what the present building will cost. But modest views characterized those days. Dr. Forrester in his address said they had a building of which no Nova Scotian needs to be ashamed.

For a period of nearly fourteen years, Dr. Forrester presided over the Normal School. During this time, the average attendance was sixty-three. There were then two terms of about four and a half months in the year. Between terms the Doctor travelled over the Province, lecturing to the people on education and gathering in students. These were his holiday excursions.

At the opening of the Normal School, and for some time after, there was no Model School in connection with the Institution. Dr. Forrester maintained that in the efficient training of teachers there were three distinct elements involved. "We must tell our students how to teach," said he; "we must show them how they how to teach; and we must make them teach." *There is no training without doing*, was his theory. Hence, he insisted on a Model School. This Institution was opened in June 1857. It consisted of three departments or grades, including about one hundred and fifty children. Our new Model School Building with its nine grades and four hundred children shows how we have grown in that direction.

There was much opposition to the Normal School. Its graduates had newfangled notions not at all in accord with the way in which the fathers and mothers throughout the country had been taught. Dr. Forrester made the Institution a success largely by force of enthusiasm and will. He was able because he believed he was able. In whatever work he engaged, did it with all his heart, and prospered.

Allow me now, Sir, to refer briefly to the growth of the Institution. I have already spoken of the development of the Model School from three to nine grades. In the Normal School, in place of an average of sixty-three students, as during the fourteen years that Dr. Forrester presided, we have had for the past eight years an average of eighty students. Our attendance just now is one hundred and four; whilst the number present during some portion of the present session has been one hundred and forty-two. I should remark, too, that this attendance is secured without any special encouragement to trained teachers. But I am happy to be able to say that our Institution is recognized by those in want of teachers and that we have a reputation beyond the bounds of our Province.

We are encouraged to look forward to brighter days,—days of greater usefulness and honor. Our Legislature has generously and appreciatively made a munificent appropriation for this new Building, and I feel, Mr. Chairman, that your own efforts have had much to do with this onward movement. But, Sir, I take it, that what is now being done is only an earnest of what is yet to come. This fine Building will need to be equipped with suitable furniture and apparatus. Then our increased accommodations will bring us more students; and this larger attendance together with a higher grade of work will demand an addition to the teaching staff.

But, Mr. Chairman, I will not trespass longer on your patience. Sir Wm. Young in his speech at the Inaugural in 1855 said: "It gave him peculiar pleasure to observe that the majority of the students were females." He thought it a matter to rejoice over, "when forty maidens of our land were about to dedicate their fresh energies and the very bloom of their youth to the training of the infant mind." I regret, Sir, that there had not been some arrangements made here to-day by which our students could have been seated together in front of this platform. Imagine, Sir, how Sir William's heart would have rejoiced at the prospect not of forty, but of more than twice that number of young ladies ready to go forth to the noble work to which they have devoted themselves, and how, under such circumstances, he would have caught an afflatus which would have inspired him to even a more brilliant address than he gave on that former occasion.

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*Speech of His Excellency the Admiral Sir Cooper Key:*

Who said he had been requested by the Lieut. Governor and the Chairman to make a few remarks. After the interesting ceremony they had witnessed and the admirable and comprehensive address of the Lieut. Governor there was little to add which was pertinent to the object for which they were assembled. He had however been so much gratified by what he had seen and heard that he could not remain altogether silent. He had visited many countries in various parts of the world and if he wished to ascertain what progress the people were making and what real interest the Government took in their welfare—he invariably said—"Shew me the Schools" by their condition he could judge of the intelligence of the people—they were the purest indication of future prosperity.

Judged by this standard he did not hesitate to place this Maritime Province of Nova Scotia at a high level. He had seldom seen any country where the cause of Education was more thoroughly supported both by the Government and the people, and in this free land the Government represented the people who thus taxed themselves heavily for the education of the children of that portion of the population who could not afford to provide it for them.

Of all branches of Education, that for which this Normal School is being built—the teaching and training of teachers is the most important—all other efforts will be unavailing unless good teachers are provided.

He would gladly see the time when all teachers in the Province should be compelled to pass through the course of training at this Normal School or that they should at all events receive certificates from it—that all should be judged by one standard.

Looking then at the importance of this School, he considered that the pomp and ceremony displayed at the laying of the Corner Stone was worthy of the occasion.

A Training institution would however be of little value without a large school attached to it, in which the pupils of the Normal School could practise and be trained in the art of teaching.

To the honour of the people of this town of Truro be it said that they had themselves provided such a school in that admirable building now before them which he had just inspected and had found to be a thoroughly well-established Model School in which about 700 pupils were instructed during the year.

He would be glad to hear that a large number of young men and women would adopt the art of teaching as a profession to which they might be induced to devote their whole lives, but he believed that the only inducement the Country could hold out to them with that object was a progressive increase in their salaries.

He ventured to foretell that in a few years when the great Dominion of Canada had taken its place among the principal nations of the earth—a position to which it was fast approaching—the people of the Dominion would look back to these efforts in the cause of Education as the foundation of their prosperity and one of the chief elements of their power.

*Speech of Sir Robert Luffan, Governor of Bermuda.*

In a few well chosen words he expressed his gratification at being present on so important an occasion, and said he should remember with pleasure the day he had spent at Truro. He had watched with great interest the proceedings of the day. He had been pleased and surprised with what he had seen and heard, and he believed the lessons he had learned would be of advantage to him in his new sphere of labor. He was going to a country for six years that he feared was much behind the favored Province of Nova Scotia, and he thought that what he had witnessed would aid him in benefitting those under his Government. He closed his address with words of salutary counsel to those in charge of children, urging them to train them in the way they should go, and to educate them as far as opportunities and means would permit.

*Speech of Sir William Young, Chief Justice of Nova Scotia :*

His Honor said that as he looked at the exciting and brilliant ceremony they had witnessed, the leading thought that occupied his mind was the striking contrast between the past and the present. His recollections carried him back to the year 1827,—just fifty years ago, when he came up to Truro on his first circuit, and delivered his first address to a jury. Then, the old Bible Hill, as it was called, on the other side of the River, was all in all, jealous of its youthful rival, on this side, which had now so far outstript it, and with its railway, its rising manufactories, its court house and its banks, its public halls, and its Normal and Model Schools, was a living image of the wonderful progress and the public spirit of the people. It was well that their two distinguished visitors, one of them having just touched for the first time, the shores of this western world, should have had the opportunity of seeing so large an assemblage of our rural population. Here was a body of men animated with a love of liberty, the courage and the devotion of British subjects, who would endure no invasion of their soil, and no insult to their Queen. (Loud Cheers.) And there also were their wives and daughters, with their domestic virtues, their vigorous health, and their personal attractions, that could scarcely be equalled by the women either of England or of Scotland. (Cheers.) He was amused at hearing a little speech of his, delivered on this same spot twenty years ago, repeated to-day in the Principal's excellent address;—on which a friend of his, just behind him having (he would not say of

which sex) told him, when he got up, to say something complimentary to the ladies. Well, he would not shrink from that agreeable duty, but looking round, would declare, not only that he admired them all, but that he would not give the approving smile of a woman whom he valued, for the loud applause of a dozen men. (Cheers and laughter.)

Of late years the value of popular education, colleges, normal and free schools, had come to be universally acknowledged. Men of enthusiastic temperament had everywhere arisen to influence governments and legislatures, and to press forward the instruction of the people. Foremost amongst these in Nova Scotia was his life-long and esteemed friend, the late Dr. Forrester, to whom the Province, and especially the County of Colchester, owed so much. It was he who framed the first Free School Act in conjunction with himself, which was introduced into the Assembly in 1857, and was the origin and foundation of the present system, which a subsequent government successfully and honorably carried out.

But upon a much larger scale had the value and the power of an instructed free people been exhibited, and even despots been taught a striking and a wholesome lesson. The Prussians, the best educated nation in Europe, humiliated by Napoleon, and crushed by the disaster of Jena, have been trained to avenge themselves, and the memorable fields of Sudowa and Sedan had shown that such an army was an over-match for the disciplined forces both of Austria and France. Thus it was that ambitious leaders for their own ends were taught that they must instruct the masses, while the Almighty Disposer of events, pursuing his divine but mysterious purposes, subdued and directs the passions that agitate our race, and make them the ministers of His will.

Before he sat down, as short addresses were the order of the day, he would return to his local recollections. How well he remembered the professional and social claim that rendered Truro so attractive to him at an early period of his career. Then the Master of the Rolls, S. G. W. Archibald, was in the maturity of his powers, with a keenness of intellect, a polished wit, a tact and suavity rarely equalled and never surpassed in this Province. He is gone, and so also is his gifted son, Sir Thomas D. Archibald, who rose to such eminence in London, and with whom a little more than a year ago, I spent many delightful hours, surrounded by the great luminaries of the land, with whom he associated as an intimate friend. It is something for Colchester to have produced two such men. And now you have another Archibald, in the person of our esteemed Lieutenant Governor, with whom

I have been so long and so often in communication, and of whom as he is present, I shall content myself with saying, that his attainments and position do no discredit to the name, and that this County may well be proud of such a trio. (Loud and continued cheers.)

*Speech of the Provincial Secretary, Hon. P. C. Hill:*

I quite concur in the sentiments expressed by the Principal of the Normal School in the opening portion of his address; It is on many accounts a practice worthy of adoption, that we should mark events of more than ordinary importance by ceremonies of more than ordinary impressiveness. In every aspect of life and in every nation such a rule is found in operation. Last week I had the good fortune to be, by mere accident, present in Boston on the occasion of a public official visit of the President of the United States and his Cabinet to that City, on the invitation of the State and Civic authorities; and in order to mark their sense of the importance of the event, both rulers and people gave their distinguished visitor a reception of almost regal splendor; such indeed as I have never witnessed anywhere except in London on the occasion when the Princess Alexandra made a public entry into the capital on the day previous to her marriage to the Prince of Wales. Five thousand men in the uniform of their respective regiments of militia turned out to receive the President at the Railway Station and to escort him to his Hotel; the streets were gaily decorated with flags and were thronged with a dense mass of people from all the surrounding towns and villages; the Ancient University of Harvard conferred upon President Hayes the honorary degree of D. C. L., the highest honor which a University can confer upon any individual who has earned the gratitude of his fellow men by distinguished services; the whole closing with a magnificent banquet at which were gathered most of the men in the whole country distinguished in the various walks of life; so great was the enthusiasm which prevailed that I, a stranger and foreigner, imbibed a portion of it, and was carried on with the stream of public sentiment—and all this was done to give expression to the conviction in the minds of the community that the occasion was one of deep interest, closely bound up with public questions of great importance. And so, Sir, on this occasion, you have in my judgment done well to mark so important an event in the history of Education in this Province as the laying of the corner-stone of a new



Normal School on a grander scale than its predecessor, by the interesting and impressive ceremonies of which we have been spectators to-day; you have thus stamped it irrevocably as an event of more than ordinary significance in the history of Education in this Province.

And here let me say that I miss one, who, had his life been spared, would have had peculiar pleasure in being present to-day. I mean the late Hon. Staley Brown, who took a deep interest in this work. To him it was largely owing that this project was undertaken. No resident of the County of Colchester would have rejoiced more in the proceedings of to-day than my lamented friend. As an upright and enlightened man, both in his individual and public capacity, his memory must ever be had in grateful recollection by the people of Nova Scotia. With the incentive arising from his zeal, and with the valuable aid afforded by your earnest support, Sir, as one of the representatives of this County, I have had great pleasure in aiding this movement; and it will always give me pleasure to reflect that as leader of the Government I was enabled to assist in placing the great cause of Education by this means on a wider and firmer basis; and I am convinced that the people of Nova Scotia cheerfully respond to the action of the Government in the expenditure of the money necessary for completing the work so auspiciously commenced. Of the necessity for the erection of this building there can be no doubt; the unexpected increase in the numbers in attendance, rendered an enlargement absolutely necessary, and while providing additional accommodation, it was a wise and judicious thing to erect a building of imposing style and dimensions. There is an unseen influence emanating from the character of our surroundings which affects our thoughts and feelings almost unknown to ourselves, and I do not think it too much to hope that the silent influence of this noble edifice will elevate the tone of thought and feeling of its inmates and so indirectly promote the great cause of Education itself. No pains or care bestowed on that cause is ever thrown away; our neighbors in the adjoining republic never hesitate to incur expense either in the buildings or other adjuncts of their educational system, and the marvellous results attained in that country abundantly justify their action. If we desire to walk in the same steps, to have our country advance, at however great an interval, in the same career of prosperity, we must imitate their policy in reference to this all important subject of education. But this onward march does not depend entirely or even chiefly on the assistance of Governments and Legislatures, valuable as these are; the real

stress and burden must fall ultimately on those engaged in the work of education ; and in order that this important class of our fellow subjects should be equal to the task laid upon them, it is quite evident that they must attain their fitness and capacity in the period during which they remain as pupils in the Normal School. Here those who are to instruct the youth of the Province are themselves instructed how to impart knowledge ; and this implies toil, or even if you choose so to term it, drudgery. Severe and conscientious toil alone will suffice to attain the needful proficiency ; I have no doubt I am now addressing many who are now pupils in the Institution, and I would beg earnestly to urge upon them the importance of this preliminary toil. It is in this dry and apparently needless elementary drudgery that the finished scholar is produced : That distinguished scholar, the late Rev. Dr. Twining, who for many years occupied the position of Principal of the Halifax Grammar School made the thorough grounding of his pupils in the rules of grammar the very life and substance of his tuition ; I can well remember that not only his pupils but even sometimes their parents used to complain of the ceaseless round and repetition of the lessons in grammar exacted from the boys ; but I know that at King's College no boys were so welcome as Dr. Twining's ; the advantage of the long and dreary task of elementary drilling then became evident ; his boys went away from all their competitors with a bound, and they reaped double benefit from their College course from the fact of their thorough preparatory training. And I would urge upon all the pupils of the Normal School the lesson taught by the experience of that eminent preceptor. It is not sufficient to attend a few lectures, interesting no doubt though they are, nor to anticipate the pleasures which the paths of literature afford to the student who has earned his leisure ; these are the rewards of toil, not the steps by which we ascend the ladder. It is doubtless pleasant to wander through the graceful symbolism of the ancient mythology ; to trace, for example, the origin of the touching story of the sacrifice of Iphigenia and to compare it with its undoubted source in the Hebrew Scriptures ; or in the fascinating field of philological enquiry to detect a whole page of history in the laws which prohibited the exportation of figs and so became imperishably imbedded in the language which expressed the idea of an obsequious informer in the word Sycophant or fig showler. But these, sir, are the diversions not the labor of learning ; and to attain the power of enjoying one we must make up our minds to submit to the uninteresting toil of the other.

But, Sir, I am warned that I must be brief, and I will only say in conclusion that it has afforded me much pleasure to be present to-day to witness the commencement of a building which I have little doubt will prove a valuable addition to the educational work of the country.

*Speech of Hon. A. M. Cochran :*

Mr. Chairman, Ladies and Gentlemen : Although it would be quite out of place for me to attempt to address this audience at any length, after the many able and eloquent speeches from the gentlemen who have preceded me, yet I feel, as one of the commissioners appointed to erect the first Normal School building, it is, perhaps, incumbent upon me to make a few remarks in connection with the establishment of that Institution, and to contrast the prospects of that day in an educational point of view with the present.

The act to establish the first Normal School passed the Legislature, amidst much opposition, by a bare majority, in 1854. During the summer of that year a commission was appointed to carry out the designs of the Legislature, of which our talented and highly popular Governor was Secretary, and also an active and leading member. After much care and caution the site was selected and lands purchased at what, compared with its present value, would be merely a nominal price. The buildings were erected and in 1855 the first Normal School in Nova Scotia was opened, in presence of the present Lieutenant Governor, Sir William Young, Judge Wilkins, the Hon. Hugh Bell, Andrew McKinlay, Esq., and many other warm friends of free and liberal education. My late lamented friend, Dr. Forrester, was appointed first Principal, and under his energetic management the Institution flourished with such beneficial results, that even those who were most opposed to its establishment were ere long forced to acknowledge its usefulness, and the wisdom of its founders. Dr. Forrester was an enthusiastic, laborious and faithful educator of the people, and spent a large portion of his active life in this service, and when I consider the injustice which was done him by his claims being overlooked in the appointment of his subordinate to the office of Superintendent of education, I blush for my country which failed to recognize his merits, and unhesitatingly assert that a great injustice was done to the man who had done more than any other for the cause of education in Nova Scotia.\* He still continued his

\* NOTE.—The above remarks are not intended as any reflection on the gentleman who succeeded Dr. Forrester.

labours in the Institution with great zeal and ability until the close of his life, (which there is reason to fear was hastened by disappointment,) the present generation are reaping the fruits of his labours. The venerable Chief Justice has referred to his first visit to Truro of 50 years since; I also well remember my first visit to this town in 1831, then but a scattered hamlet, Bible Hill, so called, being the most important point.

When I contrast its educational Institutions, public buildings, private residences and its general appearance with what it was on that day, the progress it has made must be acknowledged to be indeed wonderful, and while congratulating its people upon the flourishing condition of their town, I would add my assurance that no man can take a greater interest in its prosperity than myself.

When I look back to our opening ceremonies of 1855 and contrast them with the proceedings of to-day, I rejoice at the progress which has been made, and believe that the imposing scene we have just witnessed will make a lasting impression upon the rising generation. The old commissioners had but one thousand pounds at their disposal, but in the short space of twenty years this school section has, at a cost of \$10,000, erected a local school building which for admirable fitness for the purpose designed, completely casts the old Normal School in the shade.

The building, of which the foundation stone has this day been laid, will doubtless be an ornament to the town, and while its architectural beauties bear witness without to the increased interest and progress in the great work of education, we trust from within, in a far greater degree will more substantial evidence of its influence and power be felt on every hill-side and valley of this our own, our native land.

*Speech of the Rev. A. S. Hunt, Supt. of Education.*

He said that at such a late hour he would not detain the meeting by any extended observations. He, however, could not fail to regard the exercises of the day but with the most profound interest, in as much as these interesting ceremonies were as the inauguration of a new phase in the history of our Public Education. The time was, and some persons could well remember it, when not a few, even of the most substantial friends of popular education entertained serious doubts as to the necessity of an institution, such as the one now claiming our attention, and honestly distrusted the wisdom of spending public money in what they considered an enterprise of doubtful value. Long since such doubts

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

is in this Province. And this, we are persuaded, will continue to be the history of education; it will make this, or any country truly great, because it develops the moral and intellectual power of the people, and these, with the great principles of revealed truth, are the elements of true greatness in any age and among all nations; it must indeed be accepted as universal law, that no nation can be so great unless intellectual. Viewing the subject of education thus, he could not but regard our system of public education as possessing a national value, and destined at a time not remote, to be a most prominent element in securing for Canada a distinguished place among the great, enterprising, and truly free nations of the world.

*Speech of the Chancellor of the University of Halifax.*

Mr. Chairman, Sir: In a wonderfully eloquent and instructive speech, delivered by His Honor, the Lieutenant Governor, some two years ago, in the city of London, to an assembly of men distinguished by their talents and position, he drew a graphic picture of the Province of Nova Scotia as it then was, both as regarded its natural resources and the progress which it had made in securing advantages for the comfort and advancement of its people. Among other signs of growth, he referred, in eloquent language, to that which had been accomplished for the safety, the convenience and the mental culture of the inhabitants of this young country. He showed by a statement of facts, what care had been taken and what expense incurred in erecting light houses along our rock-bound coast, not only for the guidance and safety of our own brave fishermen, who, in their small barks, dare the wide and masterful seas, but for men of every nation, who, in their precarious calling, seek access to foreign shores. He spoke of the surprising fact that, in a young and rough country like this, there were lines of telegraphic wire running to almost every village in the Province, so that news of every kind, mercantile, social or religious, could be conveyed not only as rapidly, but as cheaply as in countries that could count their years by centuries. He also spoke, sir, in terms which I could not forget, of the great School System which had just then been inaugurated and firmly established in the Province, telling the astounded audience who listened to him, how, even in this young colony, school houses studded the shores along which stood the rough houses of our hardy fisher-

men, or adorned the fertile districts of the interior, where skillful agriculturalists tilled the soil, or stood like landmarks in the districts of the courageous backwoodsman.

This he said ten years ago. But compare it with what he has told us to-day. Is not our progress in this one matter of the education of the people of this country enough to cheer us, and make us feel that we have at least accomplished something of which we may, as a people, be proud? It has been well said, to-day, by the Admiral, that school houses are indications of the prosperity of a country. He is right. Churches and school houses go hand in hand. These are signs of the true growth of a country. Material and spiritual prosperity are sure to be followed by material advancement. To ensure progress these must lead the way. When the Puritan Fathers disembarked from the Mayflower, not attention to the culture of the soil, nor to arrangements for the conduct of commerce, was their first care; but the building of an edifice in which to worship God, and close beside it, the school house, in which their children might be taught that which would enable them to comprehend the deep truths of Revelation. Means for mental and spiritual culture were the first objects which they had in view, and the first objects which they accomplished. And at this point we have happily arrived in this Province, for we have now, at great expense, established through the length and breadth of the land—in cities, towns, villages and rural districts—an educational system which may be enjoyed as much by the poorest as by the richest family in the country.

There is a feature in the day's ceremonies to which I would desire to turn your attention, if only for a moment. We are here to lay the corner stone of a new building in which to conduct the Normal School. That School completes our broad and well conducted Educational System. We have our common schools, our high schools, our colleges; but here we have a school in which to teach teachers how to teach. I need not dwell on the importance of this element in our general system. It is a matter of the last moment that those who go out to instruct the youth of the land should know how to discharge their important duties. This Normal School not only teaches the theory of teaching, but gives the young men and women the opportunity of putting the theory into practice.

But, sir, as I would not detain the assembly, at this hour, with further observations on the general subject, I may be permitted to say a word or two with regard to the imposing ceremonial and its objects of to-day, as compared with the grand agricultural exhibi-

bition held in this town on the autumn of last year. When we met on that occasion for the purpose of viewing the products of the soil, there was not one of the large body of spectators who did not feel pleased, and even surprised, at the results of the skilled labor of the agriculturalist and the mechanic. There was not only all that was needful for a country, but there was nearly all that could afford luxury to a people whose means would enable them to enjoy it.

The men of Colchester may be proud of their two exhibitions, held in their own county, within a year; one, the exhibition of material progress--the other, the exhibition of intellectual growth. The first was confessedly a grand exhibition, and yet, I hold that the second is grander; for moral, intellectual, spiritual progress is the precursor and pledge of material. Cultivate the mental faculties, and material progress is sure to follow in its train, for

“It is not from his form in which we trace  
 “Strength joined with beauty, dignity with grace;  
 “That Man, the master of this globe, derives  
 “His right of empire over all that lives.  
 “That form asserts precedence, and bespeaks control,  
 “But borrows all its grandeur from the Soul.”

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CLOSING.

The proceedings of the day being over, on the request of the Chairman, Rev. J. E. Goucher pronounced the benediction, the band then played “God Save the Queen,” and the day was ended by cheers for the Queen, the Governor, the Admiral and the Grand Master.



