

social life, intellectual character, are all faithfully depicted and made valuable to us. From out of these dark ages there shines a ray of light that may prove beneficial in every age. In order to obtain a just idea, and a correct view, he would consider (1), The subject matter of classical study; (2), The intellectual and moral faculties called into exercise by it; (3), Its powerful effect upon the formation of individual character.

1. The subject matter was characterized as very voluminous. The field in which we study classical outlines was limited to 1000 years, or as including the period extending from the time of the Argonautic expedition to the reign of Trajan. Books written in that period might be arranged in groups, commencing with the Augustan Era and reckoning backwards.

Historians—Julius Caesar, Sallust Livy, Tacitus, Quintus Curtius, &c. Biographers—Cornelius Nepos, &c. Poets—Ovid, Virgil, Horace, Juvenal, Petrus, Lucretius, Catullus, &c. Dramatists—Terence and Plautus. Orator, and Statesman, Cicero. This enumeration includes the great classical writers, subsequent to 200 B. C. Previous to this date the Greek authors are those to whom we are indebted for classical writings. Historians—Herodotus, Xenophon, Thucydides. Poets—Hesiod, Homer, Anacreon, Pindar, Theocritus, &c. Dramatists.—Æschylus, Sophocles, Euripides, Aristophanes, &c. Orators—Demosthenes, Isocrates.

These writers flourished in the most civilized age of Greece. The light of philosophy shone all around, and is reflected from these works. The Greek language has survived until the present time. This establishes its conformity to the wants and feelings of men. Classical Greek is still cultivated in Greece. Romanic, the modern Greek, does not differ much from the ancient language. Two thousand years have intervened, and still the ancient classics are read with facility and much appreciated by modern Greeks.

2. The intellectual and moral faculties called into exercise. Memory.—*Excolendo memoria augetur*. By constant exercise of the memory, such as classics afford, the faculty is expanded almost illimitably. What constant practice has effected was well illustrated in the case of Methridatus of Pontus, who could repeat, it has been said, the names of his whole army, consisting of 22,000 men. Julius Caesar also could dictate three letters to his amanuenses at the same time, while writing a fourth himself.

Association of Ideas. This faculty is admirably cultivated in the study of classics.

Imagination.—Latin and Greek poetry and heathen mythology are well fitted to exercise and stimulate the imaginative powers of the faithful student.

Reason.—Parsing, grammatical construction, application of syntactical rules are involved the exercise and improvement of this characteristic faculty of the human mind.

Taste.—This is a power highly cultivated by the correct and critical rendering of passages from the Latin or Greek into the English idiom. It is called into play by every line read or scanned and every word parsed.

Perception.—A readiness and clearness of apprehension will be greatly promoted by faithful and patient effort to discover step by step the process of thought in the author's mind.

Experience thus demonstrates that the entire range of intellectual faculties is greatly benefited by a thorough course of classical study. Individuals that have devoted most attention to classics are those who have made the highest intellectual mark. Take for examples the Earl of Derby, D'Israeli, Gladstone, &c. So it is with nations, the most enlightened and refined.

3. The powerful effect upon the formation of individual character. Classical study benefits the soldier, statesman, philosopher, historian and mathematician.

The soldier may read of victorious conflicts, gather courage from others' success, discover errors from others' experience. The statesman may obtain much profit from examining the history of ancient republics, their rise and fall and various fortunes.

The philosopher obtains more benefit than any other class of men. The philosophy of modern times, as elucidated by Hutchison, is actually found in the ancient philosophy of Greece. Pyrrho taught the same philosophy that lay at the foundation of the great revolution in France, and threatened to flood England with infidelity.

The historian cannot fail to reap much advantage from the elaborate histories of ancient times. Grote found material for twelve of his volumes on Grecian history; Mitford likewise drew largely from the same source.

The mathematician of the present day has as the foundation of all his investigations, and as a text book for his instruction, the work of an ancient philosopher, borne about 300 B. C.

Heathen mythology was represented as a subject full of interest to every one, and by no means so worthless as many have supposed, or as a cursory glance would indicate.

Classical studies ought to form an important part in any system of liberal education. In England, seats of classical learning are richly endowed. In this country the people have yet to learn the benefit of classical education before their hearty sympathy and generous support can be secured in favor of Academic institutions.

The lecture was eloquent and evinced an extensive and thorough acquaintance with classical lore.

Mr. George Hutton had much pleasure in moving a vote of thanks to the lecturer for his able and instructive lecture.

F. W. George, Esq., seconded the motion and expressed his regret that the sentiments of the lecturer were not more generally

entertained. Halifax city, he was sorry to observe, was far behind in regard to an advanced system of education.

Messrs. Condon, Parsons, T. H. Rand, Esq., and Rev. T. A. Higgins supported the motion, and it passed with applause.

ESSAY ON ELEMENTARY DEPARTMENT OF GRADED SCHOOL.

An essay on the Elementary Department of a Graded School, written by a lady teacher, was then read by Mr. Parsons, and received a hearty vote of thanks from the Convention. The essay was well written and instructive, and abounded in practical suggestions for the training of the little ones. Some discussion upon the hours of school attendance ensued, and the Association adjourned at 10.30 o'clock.

EIGHTH SESSION—THURSDAY MORNING.

A large number of teachers, according to arrangement, visited this morning the Provincial Museum and were kindly received and entertained by Dr. Honeyman. After an hour thus pleasantly spent they repaired to the College. Convention opened for business at 10 o'clock, J. Scott Hutton, Esq., in the chair. Prayer was offered by Rev. S. McCully. The minutes of the previous evening's session were read and approved.

ELECTION OF OFFICERS.

The Convention then proceeded to the election of officers for the ensuing year. After nomination and vote of the Convention, the following parties were declared duly elected:—

Principal of Normal School, J. B. CALKIN, Esq., President; HINKLE CONDON, Esq., Rev. T. A. HIGGINS, A.M., Vice Presidents; F. W. GEORGE, A.M., Secretary and Treasury.

J. Hollies, J. F. L. Parsons, John J. McKenzie, D. M. Stevens, and J. Scott Hutton, Esqrs.,—Executive Committee.

MONUMENT TO DR. FORRESTER.

Mr. McNaughton, from the committee on the proposed monument to Dr. Forrester, reported as follows:

"Whereas, in the all-wise Providence of Almighty God, our dearly-beloved brother and venerated father, Dr. Forrester, has been removed from his high and honorable sphere of labor on earth:

"And whereas, from his abundant and highly successful labors in the cause of Education and Free Schools, his honored name richly deserves to be perpetuated, not only in the memories and tenderest affections of Teachers and Educationists generally, but also by some enduring public memorial, which will afford tangible evidence of the high appreciation and profound regard of his pupils and friends:

"And whereas, the Superintendent of Education has already, by circular, called the attention of Teachers throughout the Province to the desirability of the speedy accomplishment of this praiseworthy and noble undertaking:

"Therefore Resolved, That this Association heartily approves of the method recommended by the Superintendent, in behalf of Teachers and other friends; and further recommends the appointment of a Standing Committee of five, with power to add to their numbers, to devise ways and means for raising the amount necessary for the erection of a memorial which they, in conjunction with the Superintendent of Education and Principal of the Normal School, shall deem worthy the late deceased and much lamented Principal of the Normal and Model Schools."

Brief addresses were made by several members of the Convention in relation to the matter. Mr. Calkin proposed the erection of a statue of the deceased upon the Model School grounds as the most fitting memorial they could make. It would no doubt require a considerable outlay of means, but a sufficient amount for the purpose might, he thought, be raised.

Mr. Hollies objected to the measure on the ground of its being altogether beyond the means of the Teachers of the Province. He thought that no suitable statue or monument could be erected by them, and suggested as an appropriate memorial a large and handsome portrait of the Doctor, to be placed in the Normal School. He thought this within their means, and better calculated than a monument to preserve the memory of the deceased.

The Convention deemed it prudent to make no decision meanwhile as to the specified kind of memorial. Endeavors, it was understood, were to be made by all, the members to raise, amongst Teachers and others disposed to contribute, as large a sum for the purposes possible, and the committee empowered to decide on the nature of the memorial, according to the funds at their disposal.

The report was sustained, and the following appointed as a committee, with power to add to their numbers: J. Hollies, of Dartmouth, Messrs. J. L. Hutton and J. F. L. Parsons, of Halifax. Mr. Alfred D. Smith, of Yarmouth, S. McNaughton, of Guysboro', and J. H. Rindress of Sydney Mines; Mr. Parsons to be convenor and J. H. Hollies treasurer and secretary.