

of classical sentences is as much a source of artistic power in the use of language, as is practice in imitating the studies and pictures of Raphael or Michael Angelo to the painter, or imitation of the best Greek models to the sculptor, in their respective arts.

Now, is the knowledge of Latin necessary for accomplishing these ends in English education within the reach of the average English teacher? Mr. PARKIN expressed his belief that it is, and affirmed it to be a mistaken idea, that a person requires to be a deeply read classical scholar before he can do much satisfactory classical teaching. As to the course of Latin study, it need only extend at first to the end of the conjugations in Bryce's First-Book,—the chief attention being paid to accuracy of declension and conjugation, with the gaining of a full vocabulary of Latin words. The latter is especially important for rapid subsequent progress, and can be taught nearly as effectually by persons not highly trained classical scholars as by those who are.

If we could thus get the door to a classical education opened in our Common Schools, not only would the English work of these schools be better done, but a great impulse would be given to higher education. If we could reduce to a minimum the time that boys from the country would have to attend the larger classical schools, in order to prepare for the University,—the number of students at the University might be indefinitely increased. The expense of obtaining a University education is so comparatively small, that much larger numbers would avail themselves of it, if they could get the preliminary training.

Our Common School Teachers must prepare themselves to meet the higher demands which the country, with its new educational system, is making upon them.

In closing this Session, Dr. RAND spoke of the importance of enthusiasm on the part of teachers. They should be earnestly devoted to their work. He was grieved to know that some complained of hardship in being obliged to spend part of their holidays in attending this Institute.

Mr. PARKIN having, in his address, referred to the Provincial Training School, the CHIEF SUPERINTENDENT here took occasion to express his conviction of the necessity for a new and thoroughly equipped Normal School Building. He had used his best endeavors to press the matter upon the earnest attention of the Government, and he would say that the Government shewed a unanimous desire to meet the wants of the country in this respect, just as soon as circumstances would allow. He claimed sympathy and respect for the higher institutions of learning, and called upon the teachers to encourage the aspirations of their pupils.

EIGHTH SESSION.

In opening this Session, the CHIEF SUPERINTENDENT announced that the LIEUT. GOVERNOR desired him to express His HONOR's interest in the objects and work of the Institute, and his good will toward the assembled Teachers, regretting also his inability to be present.

Dr. RAND took this occasion to make mention, also, of the zeal and ability of Miss TWEEDIE and Miss MINARD, whose work had formed so valuable a