

one of you, as teachers, will feel that you have been a party to, you have been one of the leaders in, the greatest work that the population of Birmingham has yet undertaken to complete. I thank the Mayor very much for having permitted me to come here to-night, and I thank you very much for the kindness with which you have listened to the observations I have thought it right to make to you.

LORD GEORGE HAMILTON ON GRAMMAR.

Lord George Hamilton, M.P., distributed prizes in the Bolton school recently, and in the course of an address to the pupils he pointed out the necessity of adhering to the strict rules of grammar. He was bound to say that the House of Commons was no exception to the rule. The utterances which were there dignified by the name of speeches were very slovenly and very slatternly performances. There was a very remarkable contrast between the speaking of the young men and that of the old men, and the advantage was entirely in favour of the older generation. Anybody to be successful either as a student or as a teacher of science must be an accurate speaker, precise in the use of his words, and must know exactly the meaning of the words he used. It was by this means that a few great men such as Professor Huxley and Professor Tyndall had elevated lecturing into an art. No doubt science must have a vocabulary of its own, because words must be invented from time to time to express the results of experiments and discoveries which were unknown to our ancestors. Now it seemed to him a curious combination that art and science should be taught together in the same classes. A famous historian said,

that in the past, art had flourished most under Monarchies, and science under Republics. We believed that our present form of Constitution and Government combined the essence of both. Speaking from his observations at the Paris Exhibition, Lord George Hamilton said, that what surprised foreigners was the evidences of originality and imagination of Englishmen, who were supposed to be a very stupid and dull people. Amongst the special subjects which he thought required the attention of the rising generation was political economy. This nation must, sooner or later, be called upon to settle the great economical problem, and for all those who wished to take part in controversies, it was necessary that they should have some knowledge of political economy. The controversy which must sooner or later arise was not, as some people put it, Protection against Free-trade. The question seemed to him to be this—How England can best obtain in foreign countries those advantages of Free-trade which she has herself so freely conceded to all nations who wished to trade with her. A knowledge of political economy would soften, and possibly terminate, some of the disastrous differences of opinion which take place between masters and men. In conclusion, his Lordship said the advantage enjoyed by the citizens of the town was not merely that they had in their primary schools the advantages of a sound education, but that they had in the secondary schools, and also in their great public library, the means of afterwards improving their minds, and thus acquiring that knowledge and that information which would ultimately enable them more faithfully to perform their duties, both privately and publicly, as members of a great and influential community.—*English Exchange.*