

tees of the city of Hull were specially thanked by the Convention for their public-spirited course.

SIXTH SESSION.

After some preliminary business the Secretary read a communication from Dr. R. W. HENEKER, expressing his regret at being unable to be present personally. The Protestant Committee at Quebec did not limit its work to Superior Education. Dr. Heneker then proceeded to give the Convention the benefit of his opinion upon the Classical Question.

"I should very much have liked to hear the discussion on the Classics, for I confess to a strong feeling on the subject. No man can value more than I do the study of modern languages, particularly our own language and French, but I have a strong opinion that Superior Education must embrace both Latin and Greek. If Greek be abolished from our Universities it will be, I think, a lamentable falling off in many respects. The scientific terminology of all modern languages is mostly Greek, and it is almost impossible to read with intelligence any modern work in any modern language—English, French, or German—without some knowledge of Greek. To this must be added the valuable training which the study of Greek affords, and which remains for years after the knowledge of the language itself has perhaps passed from the mind. Mr. Adams in his recent pamphlet calls it a 'fetich' to study the Classics; but it is a question whether he could have written such good English had he not been classically trained. We ought never to forget that Greek is the language of the New Testament, and the study of Greek was revived at the time of the Reformation; and he who values religious truth will not undervalue the power of testing opinions by a reference to the language in which that truth is conveyed. If Greek be studied in our Universities it must be commenced in our High Schools, and therefore every teacher whose duty it is to prepare students for matriculation must perforce have a knowledge of what he is required to teach. It does not follow that every child must of necessity learn Greek or even Latin. The largest part of our children must be classed as scholars under the Elementary standard. Another class desires higher training, but such only as is required for what is called 'the practical work of life,' and Classics for these are not necessary. The third class must be prepared for the Universities, and for the professions including the Ministry. Some indeed will be found to study the science of language for its own sake. Surely it is our duty to provide the means of education for this third class as well as for the other two. If we take the last-named of this third class, I would ask,—Is not the study of Language at least of equal importance with the study of Geology and other like Sciences? The study of Man's speech should have a paramount interest for man. By it we have learned more of peoples, Ancient and Medieval, than from monuments in stone or bronze, and the study of history is found to be greatly affected by considering the growth of language among different nations. New wants need new words. I think it is Archbishop Trench who has pointed out the marvellous change in language arising out of Christianity.

"Pardon me for this long dissertation. I have been drawn into it by my interest in the subject, for I fear the effect of the popular cry of 'throwing Classics to the dogs' in this so-called practical age. And yet