

the general truth at any time suggests the particular exemplifications, or any particular exemplification at once leads to the general truth. This kind of an understanding has an immense and a decided superiority over those confused heads in which one fact is piled upon another without the least attempt at classification and arrangement.—*Sidney Smith.*

### THE EDUCATIONALIST

Is published semi-monthly, by H. SPENCER, at the *Flag Office*, Main Street, Brighton.

TERMS.—FIFTY CENTS per annum, in advance. ONE DOLLAR at the expiration of three months.

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## THE EDUCATIONALIST.

SATURDAY, SEPTEMBER 15, 1860

### WANTED.

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### THE EDUCATIONALIST.

Since we have commenced the publication of the *Canada Educational Advocate*, we have been obliged, for obvious reasons, to change its title to the *Educationalist*. The Journal is yet in its infancy, and until a few numbers are issued, it cannot reach that perfection which it will when we get our arrangements consummated.

A large number of the *Educationalist*,

—more than we have been able to obtain subscribers for—has been published, which we mail to friends, hoping that it will be received a welcome visitor, and worthy of the small sum of Fifty Cents. Those to whom we send it will be considered as subscribers, and held responsible, unless the first number of the paper is returned before the next number is mailed.

### TO GRAMMAR SCHOOL STUDENTS.

The attention of Grammar School Students is respectfully invited to the following article on the pronunciation of the Latin Language.

The pronunciation of the Greek and Latin languages (to adopt the remarks of one of our literary journals) is not, as many students in their closets have supposed, a subject of mere curiosity, and worthy only to employ the learned leisure of an antiquary. On the contrary, every man who has had occasion to travel, and to have intercourse with the learned of any other nation than his own, has felt the want of a common pronunciation of those languages. We in this country are

indeed apt to consider even the Latin as a dead language; but no sooner do we reach the continent of Europe than we find our mistake. We then discover that it is in very common use, not only as a medium of intercourse between learned strangers of different nations, but also in the lecture-room, between the professor and the pupil of the same nation. One of the first things, therefore, which we find ourselves obliged to do, upon coming into the society of the continental scholars, is to sit down to the humble task of studying, like school-boys, the familiar dialogues of Erasmus and other writers, who furnish us with as pure colloquial Latin as can at this day be attained.—

But, after we have accomplished this, our *English mode of pronouncing* the language presents a fresh obstacle to our intercourse with the scholars of the old world; and we are continually exposed to the censure which Joseph Scaliger bestowed upon one of our English brethren, who attempted to hold a dialogue with him in Latin. "Even the most learned of the English," says he, "have such a depraved pronunciation of Latin, that once, in this city, when an individual of that nation conversed with me in that language for a full quarter of an hour, and I did not comprehend him any more than if he had

been talking *Turkish*, I begged him to pardon me for not understanding what he said, as I was not acquainted with the *English language*."

This practice, indeed, of our English brethren, as well as ourselves, attempt to justify by the example of the European nations in general, who also pronounce Latin, for the most part, as they do their own languages. But this justification rests upon a *fallacy*; for the English language, as Bishop Horsly observes, "differs in the power of the vowels from every other language upon the earth;" while the other European languages resemble each other in their principal alphabetic sounds, which are undoubtedly much the same with those of the Latin and Greek. The same rule of pronunciation, therefore, which may be a very good one for the continent of Europe, will be a very fallacious one for the island of Great Britain,—we mean of course the *English* part of the island—for the pronunciation of the *Scotch* is so near that of the continent, that they are easily understood by the continental nations generally. It was observed by King the first that all the university and learned men of Scotland express the true and native pronunciation of both the Latin and Greek languages. Page 99 Appendix Grove's Greek Lexicon, 1858. North Amer. Rev. for April, p. 272. Horsly on the Prosodies of the Greek and Latin Languages, p. 23. Besides we further observe, that the best general scholar in England, Lord Brougham, and the best Oriental Linguist and Biblical critic in England, Samuel Davidson, L. L. D.; of Halle, and D. D. of Aberdeen, pronounce the Latin language—not according to the English, but according to the Scotch analogy. Dr. Davidson is a Professor in the Independent College, Manchester, England.

### THE MOST REMARKABLE FORMS OF THE YEAR.

The variable solar year of the Egyptians consisted of twelve months, each of which consisted of thirty days, with five supplementary days. The Chaldeans and Babylonians are generally supposed to have adopted the same form of the year as the Egyptians, and it is probable that their civil years was divided into lunar months, like that of all the semitic nations, Syrians, Arabians and Hebrews. The Greeks had a lunar year of twelve months, consisting alternately of thirty