

some universities had with a great flourish, notably that of Harvard, adopted what they called the real Latin and Greek pronunciation. If they got the real pronunciation no doubt it would be a good thing, but what chance was there of their doing so? No doubt they could make certain discoveries as to the pronunciation of certain letters—such discoveries had been made, but let them consider this fact, from the time of Chaucer up to the present time in England there had been no great addition to the population from external sources, during the whole time there had been an unbroken current of literature, but he should like to know who would now undertake to pronounce English as it was pronounced in the times of Chaucer? In Italy and Greece there had been immense interruptions of the barbarian nations, a perfect deluge, who could not pronounce the delicate inflexions of the tongues, and what reason could there be for believing that they ever preserved the true pronunciation? Unless they could recover the real Latin and Greek pronunciation where was the use of twisting their mouths in pronouncing the language as now proposed (hear, hear). Supposing a Harvard student were to meet Cicero, as no doubt many would, in the Elysian fields, and were to address him in Latin, did not they think that Cicero would say, "You speak Latin perfectly, but with a strong New England brogue?" [Laughter and applause]. He might add that the mode of pronouncing a language was not fixed; it was in constant flux like everything else that was human, and they had no reason to believe, but on the contrary every reason for doubting that the pronunciation in the time of Statius was the same as in the time of Cicero. If they could recover the proper pronunciation it would be well, but Latin and Greek were such perfect languages, so transcendently superior in all the qualities of language to the modern tongues, that though they were literally dead, yet he suspected they were not buried, and might again be of very great practical utility. It was not chimerical to say that of Latin its excellence in all writings on government and law was so marked that it was not absurd to say that it might again have a practical use. French was, or aspired to be, the universal tongue, but it carried the ideas of the French nation, which it was neither diplomatically nor morally desirable should be promulgated at present.

He was glad that the Corporation had included the study of history in their course, because it might have a beneficial effect upon their politics, as it would give more elevation and breadth of view, and tend to make broad national considerations, considerations of humanity, paramount over those of mere faction. We in Canada had adopted the British constitution, but we had adopted it somewhat in the same way as the Chinese shipbuilder did: he had an English merchant ship as a model, and he reproduced it dry rot and all. [Laughter]. We had adopted party government. That kind of government was a very natural thing where there had been all along strong dividing interest, but here there were no really broad distinguishing lines, and the consequence might be that we should sink more into a government of faction, with more and more danger of submitting at no very distant time to the domination of scoundrels. [Laughter and applause.] That was to be averted mainly by the instruction of Canadian youth, to whom a great part of the formation of the institutions of this country and the development of the national character was assigned, and something might be done by elevating and liberalising the studies of the Universities. History was the study that had most to do with politics, and if studied in a proper spirit, it was that which was most calculated to form liberal minded, honest minded, and honest politicians. They had an instance of that on the other side of the line. When he first came to the United States, he was told by the Americans that the Anti-British feeling was neither deep nor likely to be lasting, but he was sorry to say that his residence there led him to the opposite conclusion. In the Western States the feeling was comparatively weak, but in the Eastern States he was afraid that it was still strong.—There was the memory of the old quarrel; we had forgotten it, and had even removed Washington, the patriot of his time, into the English Pantheon, but the American did not lose sight of it, and seemed to have lost one virtue of the English character, the power to forgive and forget. Then there was the Fenian element which increased the feeling and still more the temptation on the part of politicians to display it; but he was convinced that one considerable cause of that ill feeling was to be found in the ordinary school histories. They consisted almost entirely of exaggerated, malignant representations of the two quarrels between America and England, and beyond that the American child hardly knew any history at all. He grew up with a mind imbued with these views, and when he took part in politics he carried into effect the feelings which, in his childhood, he had imbibed. They, at Montreal, would try to study history in a different spirit, they would not forget that they were a nation and connected with a nation on the other side of the Atlantic; they would not forget that they had national duties, and

that above all nations there was humanity, and above humanity, there was God (loud applause).

EASY LESSONS IN AGRICULTURE.

The regular monthly meeting of the South Hastings Teachers' Association was held on the 20th April. The meeting was opened at half-past 10 o'clock a. m., by Mr. Inspector Johnson taking the chair. On reading the minutes of the previous session, a short discussion arose concerning the action taken by the Association at its last session with regard to Dr. Ryerson's work on Agricultural Chemistry. The Inspector stated that as Mr. Squiers had an Essay on Agricultural Chemistry which he would read during the afternoon session, he considered that it would be better to defer the discussion until that time. The forenoon session was occupied in explaining difficulties in Grammar. Mr. Gallivan asked for some information on the method of changing sentences from the active to the passive voice, and Mr. Gardner wished for some explanation on the conjunction; in answer to which, the Inspector stated that the method he always adopted was to divide all conjunctions into three classes, viz., Copulative, Disjunctive, and Adverbial, and that all further subdivision was unnecessary. He also gave it as his opinion that Davies' smaller Grammar was the best text-book for common schools that we have on the subject. The discussion during the forenoon was very animated, and of great practical benefit to the Teachers present.

Mr. McKeown proceeded to demonstrate his method of teaching Fractions, by stating that he considered short definitions the best, and that he always found fractions one of the most difficult branches of arithmetic to make pupils thoroughly understand; and he then, in a lucid manner, proceeded to give his method of teaching Addition, Subtraction, Multiplication, Division, and Reduction of Complex Fractions; and in answer to questions, explaining reasons of the various rules, clearly proving to all that he thoroughly understood his subject.

The Inspector stated, in answer to a question, as to what he considered the best definition for a fraction, that "a fraction is an expression representing one or more of the equal parts into which any quantity may be divided." Mr. Gallivan showed his method of illustrating fractions by diagrams.

Mr. Johnson took up the subject assigned to him, viz., Participles. He began by saying that as all Participles partook of the nature of a verb and a noun, or a verb and an adjective, that they were either verbal adjectives or verbal nouns, and should be parsed as such. He illustrated the position he had taken by numerous examples of most difficult participial phrases, and invited teachers to give other examples, which were analysed in a very satisfactory manner.

Mr. C. P. Kellogg moved, seconded by S. A. Gardner, that "we the members of South Hastings Teachers' Association hear with much sorrow of the death of our esteemed fellow-teacher, R. J. Goman, and we hereby wish to record our high respect for him as a teacher, a gentleman, and a Christian. We feel his loss in our Association, and deeply sympathise with his bereaved family."

Mr. Kellogg, followed by Mr. Johnston and Mr. Pashley, each spoke very highly of Mr. Goman as a teacher, and of his warm friendship, his studious habits, and his untiring zeal in his profession, and of the interest he took in the cause of education generally. It was then moved and seconded, that a copy of the above resolution be sent to Mrs. Goman.—Carried.

A general discussion followed, on the best means of preserving health, the conclusion being that teachers should take as much out-of-door exercise as possible. Mr. Macoun said that bad school-houses kill many teachers.

Mr. Squiers then read an Essay on Agricultural Chemistry, which was listened to with deep attention. Mr. Pashley moved, seconded by S. A. Gardner, that the thanks of this Convention be tendered to Mr. Squiers for his able address.—Carried.

Moved by Mr. Pashley, seconded by Prof. Bell, that with the consent of Mr. Squiers, his Essay be published in the Belleville papers.

The Inspector stated that he was very sorry the Convention took the step it did at its last meeting in regard to Dr. Ryerson's work on Agricultural Chemistry; he said that the reports of the Convention were eagerly read, and that it had aroused a feeling against the book that it did not deserve. He felt the more sorry, because, at the time the motion was voted upon, *not one Common School Teacher voted for it*. Had the motion been the expression of the Teachers themselves, he would not have said anything against it. He said that the subject can be taught, and is being taught in many of our schools, and successfully too; he instanced Mr. McLachlan's school at Canifton, and Mr. Sprague's school at Smithville, also Mr.