

annual meetings. Secondly, we have no representatives on the Central Advisory Committee as we have on the University Senate.

What percentage, think you, of the high school teachers of Ontario are accustomed to meet in the annual convention? There are this year about 330 teachers, over 300 male in the High Schools and Collegiate Institutes of the Province. From the minutes of this section I find that there were present at our meeting last year just 28 masters, of whom 18 were head masters. Making allowance for omissions we see that not 10 per cent of the High School teachers attend these meetings. We see that while about 30 come hither from duty or from interest the other 300 disport themselves in green pastures and rove beside still waters. No wonder our influence is no greater! The wonder is that it is as great as it is. The wonder is that we are regarded in any sense as representing the High School teachers of Ontario. In present circumstances, then, I suppose it is scarcely reasonable to deplore our lack of influence. Are we to rest satisfied with this state of things? Our conclusions will never be regarded as embodying the opinions of the High School masters as long as only 10 per cent of the masters aid in reaching these conclusions. Can this unsatisfactory attendance not be increased, doubled, trebled, at the least? Every school should have a representative here. I believe that this can be accomplished. I know from personal experience and from personal intercourse with teachers who have never appeared here that an energetic effort on our part would produce astonishing results. I know it is inconvenient and expensive for many of us to come here. The bugbear of expense is, I believe, greater than that of inconvenience, but surely High School masters should be loyal enough to face it. I am not sure that a thoughtful committee might not find some way of lessening the difficulties in the way of attendance. At any rate let us not be satisfied with this fragmentary and irregular attendance. Let us, if we are to represent the interests of secondary education in this Province, represent those interests not only nominally but also in reality.

Again, we have no representatives on the Central Advisory Committee as we have on the University Senate to look after the interests of this section, to convey our conclusions, and to press our desires and claims. You know what we have been able to accomplish in late years through our representatives on the University Senate. Is it too much to ask that we should have one or two representatives on the Central Committee? This is not a new proposition. Two years ago a similar hint was thrown out by one of the wisest of our number. It may be said that we are represented on the committee already by the High School inspectors who were formerly High School masters. But—I say it with all respect for these gentlemen—surely their interests and ours are not identical. Their past experience in the schools enables them, to a certain extent, to sympathize with us and to understand our difficulties and desires, but they look upon our work from a standpoint different from our own. They can, from their serene height, look down upon our struggles with comparative indifference. What to them may be an interesting subject of debate may be for us a matter of momentous concern. I see difficulties in the way of following this suggestion, but not insuperable difficulties. It may be said that our position would not be much improved if we had representatives on the Central Committee, since that committee itself, as a board of reference and consultation, has no legal existence and enjoys but uncertain powers, and since we as masters are precluded from sharing the statutory duties of that committee. Whether the Central Committee, as an advisory body, has great or little power, we know that if we can gain an entrance to it we shall be one step nearer the minister's ear, which means a great deal in these days of hasty legislation.

If the minister should grant us two seats in the Central Advisory Committee—say one of our chairman, annually elected, and another for a representative elected by all the High School masters, we should have, as a section of this Association, an additional reason for existence, in enjoying the dignity of the franchise and in having no inconsiderable weight in the minister's council of advisers.

My suggestion regarding increased attendance and consequent increased enthusiasm at these summer meetings I am sure can be carried out. The proposition regarding representatives on the Central Committee presents more difficulties and I offer it with diffidence, still I hope that it will be found practicable.

In conclusion, I would say that I am far from depreciating the work that has been accomplished by this section in the past. The self-sacrificing labors of those masters—few in number—who habitually attend these summer meetings have by no means been without effect, but I am sure we can enlist the sympathies and gain the co-operation of more of our fellow teachers, and I believe, if not in the way indicated, at least in some similar way, we can extend the influence of this High School Section of the Ontario Teachers' Association.

Examination Papers.

HIGH SCHOOL ENTRANCE, JULY, 1885.

ENGLISH GRAMMAR.

Examiner—JOHN SEATH, B.A.

NOTE.—100 marks constitute a full paper. A maximum of 5 marks may also be allowed for neatness and writing.

- (1) *Still in thy right hand carry gentle peace,
To silence envious tongues.*
- (2) *In Islington there was a man
Of whom the world might say
That still a godly race he ran
Whene'er he went to pray.*
 - (a) Classify each of the foregoing sentences.
 - (b) Classify each of the clauses (or propositions).
 - (c) Analyze the predicate of (1).
 - (d) Parse each of the italicized words.
- Government. Person, Number, Mood. Explain the meaning or meanings of each of the foregoing terms, illustrating your answer by reference to the following sentence: *Thou shalt see him.*
- Construct sentences to show that each of the following words may be used as different parts of speech: where, iron, English, no.
- Pluralize: sheep, fish, cargo, negro, Mr., Madam, Miss money.
- Give the other gender forms of: governess, hunter, murderess, witch, author, calf.
- Write out the verbs in the following sentence, giving the reason in each case for your classification: *Having risen I went to the window where he had been, and I saw him try to jump off after speaking to the conductor.*
- Give the other principal parts of: done, sung, singo, spread.
- Express in as many ways as you can different degrees of each of the following: handsome, magnificent, best, badly.
- Distinguish: "The crowd was in the street," and "The crowd were in the street"; "Thou art my friend," and "You are my friend"; "You will write," and "You shall write"; "John's and James's book," and "John and James's book," and "He divided it among them," and "He divided it between them."
- Correct, where necessary, the following, giving the reason in each case:
 - (a) What kind of a person is your teacher?
 - (b) Every one should be guided by their own consciences.
 - (c) I had no idea but what he had been and gone and done it.
 - (d) He comes when more than one are present.
 - (e) So much grace and beauty are seldom seen.
 - (f) Her intelligence as well as her beauty surprises me.
 - (g) I hoped to have seen him.
 - (h) The fire burns bright.
 - (i) Not only Persia, but all Asia felt his power.
 - (j) You wouldn't hardly ink so.