

2. Paraphrase the following stanza, i. e. give its meaning in other words:—

"Few, few shall part where many meet;
The snow shall be their winding sheet;
And every turf beneath their feet
Shall be a soldier's sepulchre."

3. Express in another form—"I wish," said my uncle Toby, with a deep sigh, "that I was asleep." "Your honour," replied the corporal, "is too much concerned."

4. Distinguish the meaning of the following:—

- a. { He had a taste of tobacco.
He had a taste for tobacco.
- b. { Few men have been more unhappy.
A few men have been more unhappy.
- c. { The secretary and the treasurer will be appointed.
The secretary and treasurer will be appointed.
- d. { He was happier than any poet.
He was happier than any other poet.
- e. { Fetch me the book.
Bring me the book.
- f. { I will go.
I shall go.

5. "Every one," said the teacher, "was cross." Punctuate the foregoing so as to convey a different meaning, and explain the sense according to punctuation.

6. Embody the following statements in a simple sentence:—

Martin Luther was at first destined for the legal profession.

Martin Luther was born at Erfurt, in Saxony.

Martin Luther was born in the year 1484.

Martin Luther was the son of a miner.

7. Express, by using passive forms of the verbs—"Caesar, having conquered the Gauls, led the forces to Rome."

Values:—1, 20; 2, 8; 3, 10; 4, 12; 5, 6; 6, 12; 7, 4.

GEOGRAPHY

TIME—ONE HOUR AND A HALF.

1. Tell what you know about the earth's shape, size, motions and distance from the sun.

2. What place has latitude 0° and longitude 0°? In about what latitude do we live? Where do all meridians meet? Where is a degree of latitude longest? What zone is Ontario in? How many degrees broad is the torrid zone?

3. Bound the Dominion along the south from ocean to ocean. Give the provinces of the Dominion, their capitals and positions. Put down in order the names of the rivers, lakes, canals or rapids through which a vessel passes in a voyage from Duluth to Quebec.

4. Tell what you know about the chief seaports of the Dominion.

5. The province of Ontario is partly bounded by Lake Ontario. Draw a line indicating the course of this boundary, and mark the position of the principal towns and cities.

6. Define—Delta, Oasis, Longitude, Zenith, Horizon, Zone, Watershed.

7. Where and what are the following:—Alexandria, Blanc, Capricorn, Euphrates, Iowa, Jersey, Kars, Land's End, Potosi, Queenston, Riga, Madeira, Congo, Vienna, Tel el Kebir, Hobart Town, Funen, Heligoland, Arran.

8. State the population of the Dominion, and mention the chief exports of each province.

Values:—1, 6; 2, 6; 3, 16; 4, 6; 5, 6; 6, 7; 7, 19; 8, 6;

DICTATION.

TIME—TWENTY MINUTES.

(Two marks to be deducted for every misspelled word.)

Turning to the Southern Continent, we find at least two of the peoples inhabiting it provided with similar substitutes. In Brazil, two plants belonging to the verbena family are made use of sometimes to adulterate Chinese tea, but more frequently to usurp its place altogether. One of these is sold extensively in the Austrian dominions, under the name of Brazilian tea, the other is highly esteemed by the South American people. It is known by the name of maté, and flourishes in the republic of Paraguay, whence it is

called Paraguay tea. Even in the Eastern Hemisphere, the Chinese shrub is not allowed to have it all its own way. The Malays of Sumatra and the other islands of the Eastern Archipelago, as well as the Australians, employ the leaves of certain trees of the myrtle family, one of which they call "The tree of long life," in the same manner as more civilized peoples their pounds of tea and coffee.

Value, 22.

Practical Department.

THE PROBLEM OF TEACHING TO READ.

BY J. M. D. MEIKLEJOHN, M.A.

(Continued from last month.)

To put all this in a few words: *The character of our Notation prevents the formation of habits.* How serious a matter this is in education, how serious an expense it is to the country, a little reflection will show. The whole aim of Education is to form habits. Habits are formed by the perpetual repetition of small acts of the mind or of the body; and the more often these acts are repeated, the more easy it is to perform them, until at length they become a part of the spontaneous nature, and are performed with perfect ease and pleasure, and beneath consciousness. In other words, *power* has been produced; and the exercise of power is always accompanied by a reflex of pleasure—stronger or weaker according to circumstances. But not only is power produced by the repetition of innumerable acts of attention: a method or path is beaten through the subject itself by this perpetual treading of the feet of thought; and the trained child can use the knowledge he has gained for the conquering of the unknown. He does not need to be told this and that and the other thing; he knows himself how to learn—he has a method; and he takes hold of every new appearance by the right handle. But these perpetual inconsistencies, these constantly recurring self-contradictions, this interminable challenge to the child not simply to recognise so many letters, but to ask himself what is their value here and there—to ask himself whether he must not ignore and cut them altogether—prevent the growth of habit, the production of power, the formation of a path or method. They almost compel both teacher and pupil to learn every word as a separate and individual entity—just as he learns to know men and women. If, when the symbol varies and the sound remains the same, the child cannot believe his eyes; and when the sound varies and the symbol remains the same, he cannot believe his ears; and if the eyes and the ears are the two main avenues to knowledge, it follows that we begin the mental education of most of our children by demoralising and confusing these two all-important organs. We invite the children to walk in what ought to be a plain path—the smooth and delightful road to the city of knowledge, but this path is strewn with rough historic boulders, which delay their goings and weaken their intellectual limbs. For, as I have said, most of the letters have only geographical values; and the young child's mind has to solve the difficult practical problem of Sir Boyle Roche, and to be 'in two places at once.'

The two sets of difficulties I have described so interlace with and ramify into each other, as to entirely prevent the formation of habit. In fact, they destroy mental habit, and habit, as has been said, is power; and these two difficulties really go therefore to paralyse all mental power in the child—so far as reading is concerned. The logical conclusion that our English children must learn each word as an individual, is borne out by the fact that they do learn to read in this way. Every person I have spoken with—