

tellectual view-point, as shown by the high percentages taken at examinations for promotion, etc., etc. But these remarks of the honorable, Mr. Justice Street, bring to public attention another aspect, and a most important one, of the education of our children. The Judge asks emphatically of all parents, teachers, and the Minister of Education, "Are you teaching the children of our country the difference between *right* and *wrong*?" His own answer is "No." He impeaches the quality of our school instruction. Shall we hear from the teachers of Hamilton on

this question for the city of Hamilton? Shall we have the answer from the Minister of Education for the Province of Ontario on this vital question? Both should give an answer. We cannot afford to be poor in character building.

Be content with simple pleasures. Abide by simple joys, try to feel the power that is in familiar things, the charm of the wayside flower, the gleam of heaven, the ripple of the stream. These, because they are simple, you will find to be lasting.—
Prof. Veitch.

SCHOOL WORK.

ENGLISH GRAMMAR.

ANSWERS, NOTES AND QUESTIONS.

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1. Is it allowable for candidates to use contractions in parsing? Certainly, and, provided that they are properly made and marked, not merely allowable but advisable. Their use saves time and space, and makes the examiner's work easier. Such, at least, is my opinion and that of every examiner with whom I have worked. Of course a teacher should satisfy himself that his candidates can spell properly all the words which they abbreviate.

2. How do you parse infinitives? As an infinitive has a two-fold nature it is better to classify it first as a verb form, then to give its grammatical value (noun, adjective, or adverb) and relation, or that of the phrase of which it forms part, thus: (a) You ought not *to have spoken*. It is time for us *to start*. It is not pleasant *to be suspected*.

(b) I had no chance *to see* the paper. I have no wish *to know*.

(c) We rose *to leave*. I am very sorry *to have missed* the chance *to have spoken*: verb intr. old conj. (speak, spoke, spoken), perf. inf. having the value of a noun obj. of *ought*. *to start*: verb intr. new conj. pres. inf. forming part of a noun phrase obj. of prep. for and having *us* for its subj.

to be suspected: verb tran. new conj. pres. inf. pass. having the value of a noun nom. in app. to *it*.

to see: verb tran. old conj. (see, saw, seen) pres. inf. act. forming part of adj. phrase qual. *chance*.

to know: verb intr. old conj. (know, knew, known) pres. inf. having value of an adj. qual. *wish*.

to leave: verb intr. new conj. pres. inf. having the value of an adv. mod. *rose*.

to have missed: verb tran. new conj. perf. inf. act. forming part of an adv. phrase mod. *sorry*.

3. Candidates require to have their attention repeatedly drawn to the fact that the classification of verbs as