

do a great deal so that the best of our young men may get a good education and be raised to a higher and better position socially. I am sorry to say that our tradesmen are not benefiting by that, because most people now seem to think their sons are getting a better education than their fathers, and therefore they must be gentlemen and not tradesmen, so that our better young men have learned to be clerks and to follow other light employment. The result is that in the inside of a few years the country is getting overstocked with that class, and I believe thousands and thousands of them would be glad to get half the wages paid to working men. I hold it is altogether wrong that so many young men are not learning trades. Give

them certainly the best education you possibly can, but at the same time give them a trade which they could follow, and by which they can earn a living. Our trade has got into the hands of a few, and you cannot get so many decent steady tradesmen. If you advertise for a tradesman you will not perhaps get a single application; whereas, if you advertise for a clerk, you will get 400 or 500. If our legislators, therefore, instead of advocating the system of eight hours a day and that sort of thing, would try to get some Act whereby our younger members would be forced to learn a trade along with their education, it would do the country a great deal of good."

SCHOOL WORK.

CLASSICS.

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This column is open for the discussion of points of interest or difficulty connected with the School work in Latin or Greek.

QUESTIONS ON CÆSAR, BOOK IV.

1. Translate idiomatically, chap. 21: *Volusenus. . . . renuntiat.*

(a) *Quantum ei facultatis.* Explain the construction.

(b) *Auderet, perspexisset.* Account for the mood in each case.

(c) *Auderet.* To what class of verbs does this belong? Name and conjugate any others you know of.

2. Translate chap. 25: *Nam et . . . praestitero.*

(a) Parse *genere, maxime, contestatus.*

(b) *Tormentorum.* Tell briefly what you know of these.

(c) *Ea res.* What is meant?

(d) *Prodere.* What compounds of *do* are of the 3rd conjugation?

(e) Change the standard-bearer's speech to *oratio obliqua.*

3. Translate chap. 27: *Hunc illi . . . petiverunt.*

(a) *Mandata.* What were they?

(b) *Petenda pace.* Give an alternative construction.

(c) *Ignosceretur.* Why not in the plural?

(d) *Perferret.* Account for the subjunctive.

4. Translate chapter 30: *Quibus rebus . . . confidebant.*

(a) Parse *collocuti, hoc, optimum.*

(b) Construction of *equites, reditu.*

(c) *Impedimentis.* Give other examples from Cæsar of words having a different meaning in singular and in plural.

(d) *Factu.* Give rules for the use of the supines.

5. (a) Conjugate *questus, demesso, sublati, tacti, consuerunt, coactis.*

(b) Give the nom. genit. and gender of *fundis, anchoris, aere, armis, latere, remis, onere, vadis, portum, hiemi, paludum, acie.*

(c) Compare *aegre, citissime, diutius, maxime, audacter.*

(d) Mention any peculiarity of *complures, portum, deos, reipublicae, necesse, neminem.*

(e) Mark the penult of *aurigae, Oceano,*