

evitable defect." How can a defect be supplemented, and if it can be supplemented how can it be inevitable? One of his hobbies is the application of paragraph laws, as if any writer of repute ever thought of any laws in the construction of his paragraphs beyond the general one of making his sentences as symmetrical as clearness of expression would permit. It would be interesting to know which of his laws governs the construction of his first and second paragraphs on "Discipline and Organization," which reads thus:

"As I reported in 1885 of the schools in the west, I now report of those in the east, the discipline in general is excellent.

"But the organization is seldom satisfactory," etc.

More examples of his careless style might be given, but enough has been said to show that Mr. Inspector, the grammarian, may possibly be like Portia, who would rather teach twenty to do right than be one of her own teaching.

Speaking of the study of English, "History," he says, "repeats itself; in former days parsing and grammatical analysis were with some the end-all and be-all (should not this be 'be-all and end-all,' as Shakespeare wrote it?) of language teaching; now we may expect the foolish to attach too much value to mere formal rhetorical analysis and æsthetic criticism. But in the folly of the foolish we should find no just reason for condemning the course of the wise who prudently avoid extremes." This may all be true, though it might have been expressed in better taste. The inspector must take care that his words do not come back upon himself like a boomerang. Certainly if we found him attaching undue importance, as he seems inclined to do, to "the mechanism of style," "the prevailing figures of speech," and "the laws of paragraph construction," it would take the pat upon the back of a greater man than Mr. Haultain to convince us that he was showing the wisdom of the wise, and not the folly of the foolish.

SCHOOL WORK.

CLASS-ROOM.

UNIVERSITY OF TORONTO.

ANNUAL EXAMINATION 1888.

Junior Matriculation.

ENGLISH GRAMMAR—PASS.

Examiner—John E. Bryant, M.A.

NOTE 1.—To candidates in Arts: Candidates for Scholarships will take questions 1, 2, 4, 6, 7, 8, 10, 11. Other candidates will take questions 1, 10, and 11; and one question from each of the following pairs of questions: 2 and 3, 4 and 6, 5 and 7, 8 and 9.

NOTE 2.—To candidates in Medicine: Candidates for Scholarships will take questions 1, 2, 4, 6, 7, 8, 11, 12. Other candidates will take questions 1, 11, and 12; and one question from each of the following pairs of questions: 2 and 3, 4 and 6, 5 and 7, 8 and 9.

1. (a) Shew, and illustrate by means of one decisive example, that the grammatical value of a word depends mainly, not upon the word itself, but upon its use in the sentence.

In what sense can it be said that the grammatical value of a word is inherent in the word itself?

(b) What are the grammatical values, usually enumerated by grammarians, which words assume when used in sentences? In what way has the number of these grammatical values been determined?

(c) Discuss fully the question whether each and every word of a sentence possesses some one or other of these grammatical values. Illustrate your answer by examples.

2. What are the points of similarity and