

The Institute Overcrowded.

Situation That Needs Prompt Rectification.

Principal Bryant Exonerated From Charge of Breach of Rules.

His Action in Correcting Unruly Pupils Approved by the Committee.

Collegiate Institute extensions, an increase in its teaching staff, reports concerning fractious scholars, and a charge against Principal Bryant, of Princess avenue school, were the matters that occupied the attention of No. 1 committee of the board of education at its regular meeting last night.

The recommendations of Inspector Beath, in his report, regarding the Collegiate Institute, was taken up. As the attendance was greatly in excess of the teaching capacity, he emphasized the advisability of providing more class room accommodation, and increasing the staff of teachers. This was necessary to the efficiency of the school was to be maintained.

Mr. Merchant, of the Collegiate Institute, was asked to inform the committee regarding what was really necessary. Mr. Merchant said he could say very little more on the matter than Inspector Beath had said in his report. He explained the division of the forms and classes. In the first division of the commercial form there were 60 pupils where there was only room for 40. The second division was overcrowded also. The second and third forms were so crowded that good results with the present teaching staff could not reasonably be expected. The fourth form was the only one not overcrowded. He thought that if three teachers were appointed, one should go to the commercial class, one to the second division of form I, and the other to form III. This would establish a commercial class, one to the second division of form I, and the other to form III. This would establish a commercial class, one to the second division of form I, and the other to form III.

Mr. Logan asked if the commercial course could not be taught in the public schools. Mr. Murphy and Mr. Greenleaf did not think it could be done with satisfaction. It had been tried here before, and had been a failure, and great difficulty was being experienced with this method in Toronto, where commercial work was taught in the higher grades of the public schools. This grade in the Collegiate Institute corresponded with the old fifth class. In the country schools the commercial work of the lower form was taught, but, of course, not the languages. About a hundred pupils were now taking the commercial course.

Mr. Logan asked if the commercial course could not be taught in the public schools. Mr. Murphy and Mr. Greenleaf did not think it could be done with satisfaction. It had been tried here before, and had been a failure, and great difficulty was being experienced with this method in Toronto, where commercial work was taught in the higher grades of the public schools. This grade in the Collegiate Institute corresponded with the old fifth class. In the country schools the commercial work of the lower form was taught, but, of course, not the languages. About a hundred pupils were now taking the commercial course.

Mr. Logan asked if the commercial course could not be taught in the public schools. Mr. Murphy and Mr. Greenleaf did not think it could be done with satisfaction. It had been tried here before, and had been a failure, and great difficulty was being experienced with this method in Toronto, where commercial work was taught in the higher grades of the public schools. This grade in the Collegiate Institute corresponded with the old fifth class. In the country schools the commercial work of the lower form was taught, but, of course, not the languages. About a hundred pupils were now taking the commercial course.

Mr. Logan asked if the commercial course could not be taught in the public schools. Mr. Murphy and Mr. Greenleaf did not think it could be done with satisfaction. It had been tried here before, and had been a failure, and great difficulty was being experienced with this method in Toronto, where commercial work was taught in the higher grades of the public schools. This grade in the Collegiate Institute corresponded with the old fifth class. In the country schools the commercial work of the lower form was taught, but, of course, not the languages. About a hundred pupils were now taking the commercial course.

Mr. Logan asked if the commercial course could not be taught in the public schools. Mr. Murphy and Mr. Greenleaf did not think it could be done with satisfaction. It had been tried here before, and had been a failure, and great difficulty was being experienced with this method in Toronto, where commercial work was taught in the higher grades of the public schools. This grade in the Collegiate Institute corresponded with the old fifth class. In the country schools the commercial work of the lower form was taught, but, of course, not the languages. About a hundred pupils were now taking the commercial course.

Mr. Logan asked if the commercial course could not be taught in the public schools. Mr. Murphy and Mr. Greenleaf did not think it could be done with satisfaction. It had been tried here before, and had been a failure, and great difficulty was being experienced with this method in Toronto, where commercial work was taught in the higher grades of the public schools. This grade in the Collegiate Institute corresponded with the old fifth class. In the country schools the commercial work of the lower form was taught, but, of course, not the languages. About a hundred pupils were now taking the commercial course.

Mr. Logan asked if the commercial course could not be taught in the public schools. Mr. Murphy and Mr. Greenleaf did not think it could be done with satisfaction. It had been tried here before, and had been a failure, and great difficulty was being experienced with this method in Toronto, where commercial work was taught in the higher grades of the public schools. This grade in the Collegiate Institute corresponded with the old fifth class. In the country schools the commercial work of the lower form was taught, but, of course, not the languages. About a hundred pupils were now taking the commercial course.

Mr. Logan asked if the commercial course could not be taught in the public schools. Mr. Murphy and Mr. Greenleaf did not think it could be done with satisfaction. It had been tried here before, and had been a failure, and great difficulty was being experienced with this method in Toronto, where commercial work was taught in the higher grades of the public schools. This grade in the Collegiate Institute corresponded with the old fifth class. In the country schools the commercial work of the lower form was taught, but, of course, not the languages. About a hundred pupils were now taking the commercial course.

Mr. Logan asked if the commercial course could not be taught in the public schools. Mr. Murphy and Mr. Greenleaf did not think it could be done with satisfaction. It had been tried here before, and had been a failure, and great difficulty was being experienced with this method in Toronto, where commercial work was taught in the higher grades of the public schools. This grade in the Collegiate Institute corresponded with the old fifth class. In the country schools the commercial work of the lower form was taught, but, of course, not the languages. About a hundred pupils were now taking the commercial course.

Mr. Logan asked if the commercial course could not be taught in the public schools. Mr. Murphy and Mr. Greenleaf did not think it could be done with satisfaction. It had been tried here before, and had been a failure, and great difficulty was being experienced with this method in Toronto, where commercial work was taught in the higher grades of the public schools. This grade in the Collegiate Institute corresponded with the old fifth class. In the country schools the commercial work of the lower form was taught, but, of course, not the languages. About a hundred pupils were now taking the commercial course.

Mr. Logan asked if the commercial course could not be taught in the public schools. Mr. Murphy and Mr. Greenleaf did not think it could be done with satisfaction. It had been tried here before, and had been a failure, and great difficulty was being experienced with this method in Toronto, where commercial work was taught in the higher grades of the public schools. This grade in the Collegiate Institute corresponded with the old fifth class. In the country schools the commercial work of the lower form was taught, but, of course, not the languages. About a hundred pupils were now taking the commercial course.

Mr. Logan asked if the commercial course could not be taught in the public schools. Mr. Murphy and Mr. Greenleaf did not think it could be done with satisfaction. It had been tried here before, and had been a failure, and great difficulty was being experienced with this method in Toronto, where commercial work was taught in the higher grades of the public schools. This grade in the Collegiate Institute corresponded with the old fifth class. In the country schools the commercial work of the lower form was taught, but, of course, not the languages. About a hundred pupils were now taking the commercial course.

Mr. Logan asked if the commercial course could not be taught in the public schools. Mr. Murphy and Mr. Greenleaf did not think it could be done with satisfaction. It had been tried here before, and had been a failure, and great difficulty was being experienced with this method in Toronto, where commercial work was taught in the higher grades of the public schools. This grade in the Collegiate Institute corresponded with the old fifth class. In the country schools the commercial work of the lower form was taught, but, of course, not the languages. About a hundred pupils were now taking the commercial course.

Mr. Logan asked if the commercial course could not be taught in the public schools. Mr. Murphy and Mr. Greenleaf did not think it could be done with satisfaction. It had been tried here before, and had been a failure, and great difficulty was being experienced with this method in Toronto, where commercial work was taught in the higher grades of the public schools. This grade in the Collegiate Institute corresponded with the old fifth class. In the country schools the commercial work of the lower form was taught, but, of course, not the languages. About a hundred pupils were now taking the commercial course.

Mr. Logan asked if the commercial course could not be taught in the public schools. Mr. Murphy and Mr. Greenleaf did not think it could be done with satisfaction. It had been tried here before, and had been a failure, and great difficulty was being experienced with this method in Toronto, where commercial work was taught in the higher grades of the public schools. This grade in the Collegiate Institute corresponded with the old fifth class. In the country schools the commercial work of the lower form was taught, but, of course, not the languages. About a hundred pupils were now taking the commercial course.

Mr. Logan asked if the commercial course could not be taught in the public schools. Mr. Murphy and Mr. Greenleaf did not think it could be done with satisfaction. It had been tried here before, and had been a failure, and great difficulty was being experienced with this method in Toronto, where commercial work was taught in the higher grades of the public schools. This grade in the Collegiate Institute corresponded with the old fifth class. In the country schools the commercial work of the lower form was taught, but, of course, not the languages. About a hundred pupils were now taking the commercial course.

Mr. Logan asked if the commercial course could not be taught in the public schools. Mr. Murphy and Mr. Greenleaf did not think it could be done with satisfaction. It had been tried here before, and had been a failure, and great difficulty was being experienced with this method in Toronto, where commercial work was taught in the higher grades of the public schools. This grade in the Collegiate Institute corresponded with the old fifth class. In the country schools the commercial work of the lower form was taught, but, of course, not the languages. About a hundred pupils were now taking the commercial course.

Mr. Logan asked if the commercial course could not be taught in the public schools. Mr. Murphy and Mr. Greenleaf did not think it could be done with satisfaction. It had been tried here before, and had been a failure, and great difficulty was being experienced with this method in Toronto, where commercial work was taught in the higher grades of the public schools. This grade in the Collegiate Institute corresponded with the old fifth class. In the country schools the commercial work of the lower form was taught, but, of course, not the languages. About a hundred pupils were now taking the commercial course.

Mr. Logan asked if the commercial course could not be taught in the public schools. Mr. Murphy and Mr. Greenleaf did not think it could be done with satisfaction. It had been tried here before, and had been a failure, and great difficulty was being experienced with this method in Toronto, where commercial work was taught in the higher grades of the public schools. This grade in the Collegiate Institute corresponded with the old fifth class. In the country schools the commercial work of the lower form was taught, but, of course, not the languages. About a hundred pupils were now taking the commercial course.

Mr. Logan asked if the commercial course could not be taught in the public schools. Mr. Murphy and Mr. Greenleaf did not think it could be done with satisfaction. It had been tried here before, and had been a failure, and great difficulty was being experienced with this method in Toronto, where commercial work was taught in the higher grades of the public schools. This grade in the Collegiate Institute corresponded with the old fifth class. In the country schools the commercial work of the lower form was taught, but, of course, not the languages. About a hundred pupils were now taking the commercial course.

Mr. Logan asked if the commercial course could not be taught in the public schools. Mr. Murphy and Mr. Greenleaf did not think it could be done with satisfaction. It had been tried here before, and had been a failure, and great difficulty was being experienced with this method in Toronto, where commercial work was taught in the higher grades of the public schools. This grade in the Collegiate Institute corresponded with the old fifth class. In the country schools the commercial work of the lower form was taught, but, of course, not the languages. About a hundred pupils were now taking the commercial course.

Mr. Logan asked if the commercial course could not be taught in the public schools. Mr. Murphy and Mr. Greenleaf did not think it could be done with satisfaction. It had been tried here before, and had been a failure, and great difficulty was being experienced with this method in Toronto, where commercial work was taught in the higher grades of the public schools. This grade in the Collegiate Institute corresponded with the old fifth class. In the country schools the commercial work of the lower form was taught, but, of course, not the languages. About a hundred pupils were now taking the commercial course.

Mr. Logan asked if the commercial course could not be taught in the public schools. Mr. Murphy and Mr. Greenleaf did not think it could be done with satisfaction. It had been tried here before, and had been a failure, and great difficulty was being experienced with this method in Toronto, where commercial work was taught in the higher grades of the public schools. This grade in the Collegiate Institute corresponded with the old fifth class. In the country schools the commercial work of the lower form was taught, but, of course, not the languages. About a hundred pupils were now taking the commercial course.

Mr. Logan asked if the commercial course could not be taught in the public schools. Mr. Murphy and Mr. Greenleaf did not think it could be done with satisfaction. It had been tried here before, and had been a failure, and great difficulty was being experienced with this method in Toronto, where commercial work was taught in the higher grades of the public schools. This grade in the Collegiate Institute corresponded with the old fifth class. In the country schools the commercial work of the lower form was taught, but, of course, not the languages. About a hundred pupils were now taking the commercial course.

Mr. Logan asked if the commercial course could not be taught in the public schools. Mr. Murphy and Mr. Greenleaf did not think it could be done with satisfaction. It had been tried here before, and had been a failure, and great difficulty was being experienced with this method in Toronto, where commercial work was taught in the higher grades of the public schools. This grade in the Collegiate Institute corresponded with the old fifth class. In the country schools the commercial work of the lower form was taught, but, of course, not the languages. About a hundred pupils were now taking the commercial course.

of consideration, and had better lay over until they thoroughly comprehended the situation.

Mr. Logan thought it might be left over until next year.

Mr. Merchant—The matter has been laid over before. The way it stands now, you are spending money and getting very little for it.

The question was laid over, and at a convenient time in the near future the chairman will call a meeting to consider the subject.

Mr. George Taylor, 571 Adelaide street, addressed a letter to the board protesting against the conduct of Principal Bryant, of Princess avenue school. He charged that on Oct. 12 Mr. Bryant had, without sufficient cause, caught his son by the arm and pulled him into the hall from his class room, fanned him against the wall, tore the sleeve nearly out of his coat, and otherwise mauled him, threatening him all the time that he would "fix him."

Mr. Taylor stated that he had called on Mr. Bryant and informed him that his son had been kept home from school because he was satisfied with his son's progress. The letter contained: "Mr. Bryant acted very defiantly, and informed me that he would do the same again. Therefore, I object to sending my boy to a master who may in a fit of temper strike my son as he has in the past, and with the chairman's permission, pending the action of your honorable board, he is now attending the Lorne avenue school."

Mr. Taylor was present, and explained the boy's conduct, and through illness. A note had been sent to which some exception had been taken. Mr. Bryant had asked his son who was "running him." This question Mr. Taylor argued merited a flippant answer, which his son had given. Mr. Taylor said he was not going to have his son, simply because he was a little larger than the average boy, made an example of to strike terror into the other scholars. Mr. Bryant, he said, seemed to have some pick at him, and he showed it on every occasion. Mr. Taylor said he had asked Mr. Bryant to forgive the boy, but Mr. Bryant had turned on him then, and had not been very courteous. Others had complained about the treatment of Principal Bryant.

Mr. Bryant was prepared to meet the allegation. He pointed out that in order to obtain good results and maintain discipline, the teacher had to have control. The teacher must meet with the classes of boys—who did wrong occasionally, and those who were habitually bad. In a case of this kind it was necessary to have some knowledge of the boy's conduct and character before the committee could decide whether or not his action was justified. Young Taylor's example was bad. On several occasions he had used profane language, was backward, had insulted the caretaker, and generally disturbed the orderly opening of the school, and this kind of boy, when left unpunished, gave the others the impression that it mattered little whether they did right or wrong, or not. The morals and intelligence of the pupils depended on the teacher, and he had no right to trounce the boy for being impudent, defiant and rebellious. Mr. Bryant denied having torn the boy's coat or done anything unbecomingly. It was not looking for sympathy from the committee, but he asked them to remember that it was just being impossible to have a boy who had given three principals away from that very school. He looked for censure if he had done anything wrong, and asked for an honorable acquittal if his action was confirmed.

Mr. Taylor said he had not come before the committee to discuss the conduct of his son. He had made a charge which Mr. Bryant practically admitted, as by the rules a parent has no right to put his hand on a child. "I have not come here," he said, "to go back over Mr. Bryant's past character. I didn't come here and say that Mr. Bryant was under the influence of liquor, and that this led up to it. I didn't think this was necessary, but such things might be."

Mr. Greenleaf, Dr. Teasdale and Mr. Stevenson supported the teacher. A resolution, which Mr. Logan had specially prepared beforehand, was passed, exonerating Mr. Bryant.

Principal Baker, of St. George's school, reported that he had expelled George Cahill, under sections A, D, E, F, G, H, J and M of the rules for "unbecomingly conduct, and disobedience to confirm his dismissal under section 32 of the board's rules."

Mr. Greenleaf enlightened the committee to some extent regarding Cahill's character. To begin with, his parents, with whom Cahill resided, were separate school supporters. Cahill's example was calculated to demoralize younger boys, and seriously interfered with good government and discipline at the school. On one occasion while being remonstrated with he had deliberately picked up a slate and broken it over his knee and on several occasions had spitefully and defiantly torn up good books.

Some of the members were in favor of giving the boy another chance, but after hearing the report of his conduct, Mr. Baker's action was confirmed. The general opinion of the board was that Mr. Baker should have chastised him severely for such actions, notwithstanding that he might have been brought before the board for doing it.

Messrs. Greenleaf, Logan, Stevenson and Dr. Teasdale expressed themselves as ready to stand up for the teachers, as law and order and progress depended upon them. If their hands were tied in this matter it meant that the scholars would run the teachers.

The application of Mr. James Henley for permission to send his children to St. George's school, which they had been compelled to leave on account of his inability to pay the non-resident fee of 25 cents per month, was again discussed. Mr. Henley's letter stated that although he lived on the other side of Huron street, a few feet away from the city limits, he spent all his earnings in the city, and thought he should be accorded some privileges. The nearest country school was 2½ miles away.

The committee decided to recommend that the petition be granted.

Miss A. C. McArthur, who was transferred from Victoria school last September to the position of principal of Worthington school, in a communication asked for an increase of salary, as her duties in consequence had been greatly increased. She now receives \$400 per annum, the same as when at Victoria school. The application was filed.

A number of applications for positions on the staff of teachers were referred to the inspector.

A motion was made granting supplies to the Protestant Orphan's Home, and the committee adjourned.

Those present were: Trustees Dr. Teasdale (chairman), Dr. Wilson, Dr. Benson, Murphy, Inspector Carson and Mr. Merchant.

G. T. R. BRAKEMAN KILLED.

Essex, Ont., Nov. 6.—G. T. R. White, a brakeman on the G. T. R. met with a fatal accident here yesterday. When the train was pulling into the station he was on top of a car, and in stepping on to another he missed his footing and fell between the cars.

Both feet were crushed, and he died during the afternoon. White resided at Lindsay. He leaves two children, beside his wife.

Give Holloway's Corn Cure a trial. It removed ten corns from one pair of feet without any pain. What it has done once it will do again.

Give Holloway's Corn Cure a trial. It removed ten corns from one pair of feet without any pain. What it has done once it will do again.

Give Holloway's Corn Cure a trial. It removed ten corns from one pair of feet without any pain. What it has done once it will do again.

Give Holloway's Corn Cure a trial. It removed ten corns from one pair of feet without any pain. What it has done once it will do again.

Give Holloway's Corn Cure a trial. It removed ten corns from one pair of feet without any pain. What it has done once it will do again.

Give Holloway's Corn Cure a trial. It removed ten corns from one pair of feet without any pain. What it has done once it will do again.

Give Holloway's Corn Cure a trial. It removed ten corns from one pair of feet without any pain. What it has done once it will do again.

Give Holloway's Corn Cure a trial. It removed ten corns from one pair of feet without any pain. What it has done once it will do again.

Give Holloway's Corn Cure a trial. It removed ten corns from one pair of feet without any pain. What it has done once it will do again.

Give Holloway's Corn Cure a trial. It removed ten corns from one pair of feet without any pain. What it has done once it will do again.

Give Holloway's Corn Cure a trial. It removed ten corns from one pair of feet without any pain. What it has done once it will do again.

Athens and Socrates.

Entertaining Lecture at St. Andrew's by Mr. R. A. Little, B.A.

The Ancient and Modern Greeks—Characteristics of the Great Philosopher.

A goodly number braved the elements last night and gathered in St. Andrew's Church school room to enjoy a lecture by Mr. R. A. Little, B.A. They were rewarded by a most able and entertaining treatment of the subject, "Socrates in Athens." His address was prefaced by a short programme, comprising a duet by Misses Walker and Taylor, and a solo by Miss Constance Fraser. Rev. Robert Johnston was the chairman, and introduced the lecturer.

Mr. Little briefly compared modern Athens to the Athens of today, and then the Athens of today was reviving everything that belonged to the ancient city—political institutions, national character, and architecture. Modern Greek was practically the same language in which St. Paul delivered his discourse on the Areopagus. This was 17 years, the Greek of ancient literature was paramount again. As a people, they were intensely proud of their nationality, whether ruling in Greece or in neighboring lands, and they believed in their future political union and dominion over the whole of the Eastern Mediterranean. Touching on the influence of environment on Greek character and art, the lecturer said that the beauty, grace and harmony of Grecian architecture were the products of minds which drew daily inspiration from skies of serene blue. Through a transparent atmosphere they looked upon a most glorious landscape, beautifully diversified by land and water, mountains and valleys, land and sea. All bathed in the purest light. This union of magnificent scenery with so many historic scenes had a wonderful influence in developing the Athenian character.

Ancient Athens had a population variously estimated at 250,000. It was a city of one human life, there lived and worked Miltiades, Themistocles, Pericles, Alcibiades, Aristophanes, Pheidias, Thucydides, Socrates and Plato. There was nothing like this in the whole history of the world. The whole of Athens contained only about 20,000 full citizens. It was a city whose citizens, taken as a whole, formed simply one large school of artists, scholars and speakers of the highest order.

In the middle of this great age (500 to 400 B.C.) came he, who the oracle of Delphi called the wisest man in Greece—Socrates, the greatest and most original of the Greek philosophers, whose unimpaired wisdom made his countrymen look upon him as a deity. He was a Spartan hound, and he would march outward appearance, but as keen as a Spartan hound. Socrates confessed that he had never had a teacher, although he had always desired to have one; but he was not a student, but a teacher. He was in the military service of his country, and in the field, as in the city, was distinguished among his fellows. In the field he was a warrior, and in the city he was a philosopher. He was a Spartan hound, and he would march outward appearance, but as keen as a Spartan hound. Socrates confessed that he had never had a teacher, although he had always desired to have one; but he was not a student, but a teacher. He was in the military service of his country, and in the field, as in the city, was distinguished among his fellows. In the field he was a warrior, and in the city he was a philosopher. He was a Spartan hound, and he would march outward appearance, but as keen as a Spartan hound. Socrates confessed that he had never had a teacher, although he had always desired to have one; but he was not a student, but a teacher. He was in the military service of his country, and in the field, as in the city, was distinguished among his fellows. In the field he was a warrior, and in the city he was a philosopher. He was a Spartan hound, and he would march outward appearance, but as keen as a Spartan hound. Socrates confessed that he had never had a teacher, although he had always desired to have one; but he was not a student, but a teacher. He was in the military service of his country, and in the field, as in the city, was distinguished among his fellows. In the field he was a warrior, and in the city he was a philosopher. He was a Spartan hound, and he would march outward appearance, but as keen as a Spartan hound. Socrates confessed that he had never had a teacher, although he had always desired to have one; but he was not a student, but a teacher. He was in the military service of his country, and in the field, as in the city, was distinguished among his fellows. In the field he was a warrior, and in the city he was a philosopher. He was a Spartan hound, and he would march outward appearance, but as keen as a Spartan hound. Socrates confessed that he had never had a teacher, although he had always desired to have one; but he was not a student, but a teacher. He was in the military service of his country, and in the field, as in the city, was distinguished among his fellows. In the field he was a warrior, and in the city he was a philosopher. He was a Spartan hound, and he would march outward appearance, but as keen as a Spartan hound. Socrates confessed that he had never had a teacher, although he had always desired to have one; but he was not a student, but a teacher. He was in the military service of his country, and in the field, as in the city, was distinguished among his fellows. In the field he was a warrior, and in the city he was a philosopher. He was a Spartan hound, and he would march outward appearance, but as keen as a Spartan hound. Socrates confessed that he had never had a teacher, although he had always desired to have one; but he was not a student, but a teacher. He was in the military service of his country, and in the field, as in the city, was distinguished among his fellows. In the field he was a warrior, and in the city he was a philosopher. He was a Spartan hound, and he would march outward appearance, but as keen as a Spartan hound. Socrates confessed that he had never had a teacher, although he had always desired to have one; but he was not a student, but a teacher. He was in the military service of his country, and in the field, as in the city, was distinguished among his fellows. In the field he was a warrior, and in the city he was a philosopher. He was a Spartan hound, and he would march outward appearance, but as keen as a Spartan hound. Socrates confessed that he had never had a teacher, although he had always desired to have one; but he was not a student, but a teacher. He was in the military service of his country, and in the field, as in the city, was distinguished among his fellows. In the field he was a warrior, and in the city he was a philosopher. He was a Spartan hound, and he would march outward appearance, but as keen as a Spartan hound. Socrates confessed that he had never had a teacher, although he had always desired to have one; but he was not a student, but a teacher. He was in the military service of his country, and in the field, as in the city, was distinguished among his fellows. In the field he was a warrior, and in the city he was a philosopher. He was a Spartan hound, and he would march outward appearance, but as keen as a Spartan hound. Socrates confessed that he had never had a teacher, although he had always desired to have one; but he was not a student, but a teacher. He was in the military service of his country, and in the field, as in the city, was distinguished among his fellows. In the field he was a warrior, and in the city he was a philosopher. He was a Spartan hound, and he would march outward appearance, but as keen as a Spartan hound. Socrates confessed that he had never had a teacher, although he had always desired to have one; but he was not a student, but a teacher. He was in the military service of his country, and in the field, as in the city, was distinguished among his fellows. In the field he was a warrior, and in the city he was a philosopher. He was a Spartan hound, and he would march outward appearance, but as keen as a Spartan hound. Socrates confessed that he had never had a teacher, although he had always desired to have one; but he was not a student, but a teacher. He was in the military service of his country, and in the field, as in the city, was distinguished among his fellows. In the field he was a warrior, and in the city he was a philosopher. He was a Spartan hound, and he would march outward appearance, but as keen as a Spartan hound. Socrates confessed that he had never had a teacher, although he had always desired to have one; but he was not a student, but a teacher. He was in the military service of his country, and in the field, as in the city, was distinguished among his fellows. In the field he was a warrior, and in the city he was a philosopher. He was a Spartan hound, and he would march outward appearance, but as keen as a Spartan hound. Socrates confessed that he had never had a teacher, although he had always desired to have one; but he was not a student, but a teacher. He was in the military service of his country, and in the field, as in the city, was distinguished among his fellows. In the field he was a warrior, and in the city he was a philosopher. He was a Spartan hound, and he would march outward appearance, but as keen as a Spartan hound. Socrates confessed that he had never had a teacher, although he had always desired to have one; but he was not a student, but a teacher. He was in the military service of his country, and in the field, as in the city, was distinguished among his fellows. In the field he was a warrior, and in the city he was a philosopher. He was a Spartan hound, and he would march outward appearance, but as keen as a Spartan hound. Socrates confessed that he had never had a teacher, although he had always desired to have one; but he was not a student, but a teacher. He was in the military service of his country, and in the field, as in the city, was distinguished among his fellows. In the field he was a warrior, and in the city he was a philosopher. He was a Spartan hound, and he would march outward appearance, but as keen as a Spartan hound. Socrates confessed that he had never had a teacher, although he had always desired to have one; but he was not a student, but a teacher. He was in the military service of his country, and in the field, as in the city, was distinguished among his fellows. In the field he was a warrior, and in the city he was a philosopher. He was a Spartan hound, and he would march outward appearance, but as keen as a Spartan hound. Socrates confessed that he had never had a teacher, although he had always desired to have one; but he was not a student, but a teacher. He was in the military service of his country, and in the field, as in the city, was distinguished among his fellows. In the field he was a warrior, and in the city he was a philosopher. He was a Spartan hound, and he would march outward appearance, but as keen as a Spartan hound. Socrates confessed that he had never had a teacher, although he had always desired to have one; but he was not a student, but a teacher. He was in the military service of his country, and in the field, as in the city, was distinguished among his fellows. In the field he was a warrior, and in the city he was a philosopher. He was a Spartan hound, and he would march outward appearance, but as keen as a Spartan hound. Socrates confessed that he had never had a teacher, although he had always desired to have one; but he was not a student, but a teacher. He was in the military service of his country, and in the field, as in the city, was distinguished among his fellows. In the field he was a warrior, and in the city he was a philosopher. He was a Spartan hound, and he would march outward appearance, but as keen as a Spartan hound. Socrates confessed that he had never had a teacher, although he had always desired to have one; but he was not a student, but a teacher. He was in the military service of his country, and in the field, as in the city, was distinguished among his fellows. In the field he was a warrior, and in the city he was a philosopher. He was a Spartan hound, and he would march outward appearance, but as keen as a Spartan hound. Socrates confessed that he had never had a teacher, although he had always desired to have one; but he was not a student, but a teacher. He was in the military service of his country, and in the field, as in the city, was distinguished among his fellows. In the field he was a warrior, and in the city he was a philosopher. He was a Spartan hound, and he would march outward appearance, but as keen as a Spartan hound. Socrates confessed that he had never had a teacher, although he had always desired to have one; but he was not a student, but a teacher. He was in the military service of his country, and in the field, as in the city, was distinguished among his fellows. In the field he was a warrior, and in the city he was a philosopher. He was a Spartan hound, and he would march outward appearance, but as keen as a Spartan hound. Socrates confessed that he had never had a teacher, although he had always desired to have one; but he was not a student, but a teacher. He was in the military service of his country, and in the field, as in the city, was distinguished among his fellows. In the field he was a warrior, and in the city he was a philosopher. He was a Spartan hound, and he would march outward appearance, but as keen as a Spartan hound. Socrates confessed that he had never had a teacher, although he had always desired to have one; but he was not a student, but a teacher. He was in the military service of his country, and in the field, as in the city, was distinguished among his fellows. In the field he was a warrior, and in the city he was a philosopher. He was a Spartan hound, and he would march outward appearance, but as keen as a Spartan hound. Socrates confessed that he had never had a teacher, although he had always desired to have one; but he was not a student, but a teacher. He was in the military service of his country, and in the field, as in the city, was distinguished among his fellows. In the field he was a warrior, and in the city he was a philosopher. He was a Spartan hound, and he would march outward appearance, but as keen as a Spartan hound. Socrates confessed that he had never had a teacher, although he had always desired to have one; but he was not a student, but a teacher. He was in the military service of his country, and in the field, as in the city, was distinguished among his fellows. In the field he was a warrior, and in the city he was a philosopher. He was a Spartan hound, and he would march outward appearance, but as keen as a Spartan hound. Socrates confessed that he had never had a teacher, although he had always desired to have one; but he was not a student, but a teacher. He was in the military service of his country, and in the field, as in the city, was distinguished among his fellows. In the field he was a warrior, and in the city he was a philosopher. He was a Spartan hound, and he would march outward appearance, but as keen as a Spartan hound. Socrates confessed that he had never had a teacher, although he had always desired to have one; but he was not a student, but a teacher. He was in the military service of his country, and in the field, as in the city, was distinguished among his fellows. In the field he was a warrior, and in the city he was a philosopher. He was a Spartan hound, and he would march outward appearance, but as keen as a Spartan hound. Socrates confessed that he had never had a teacher, although he had always desired to have one; but he was not a student, but a teacher. He was in the military service of his country, and in the field, as in the city, was distinguished among his fellows. In the field he was a warrior, and in the city he was a philosopher. He was a Spartan hound, and he would march outward appearance, but as keen as a Spartan hound. Socrates confessed that he had never had a teacher, although he had always desired to have one; but he was not a student, but a teacher. He was in the military service of his country, and in the field, as in the city, was distinguished among his fellows. In the field he was a warrior, and in the city he was a philosopher. He was a Spartan hound, and he would march outward appearance, but as keen as a Spartan hound. Socrates confessed that he had never had a teacher, although he had always desired to have one; but he was not a student, but a teacher. He was in the military service of his country, and in the field, as in the city, was distinguished among his fellows. In the field he was a warrior, and in the city he was a philosopher. He was a Spartan hound, and he would march outward appearance, but as keen as a Spartan hound. Socrates confessed that he had never had a teacher, although he had always desired to have one; but he was not a student, but a teacher. He was in the military service of his country, and in the field, as in the city, was distinguished among his fellows. In the field he was a warrior, and in the city he was a philosopher. He was a Spartan hound, and he would march outward appearance, but as keen as a Spartan hound. Socrates confessed that he had never had a teacher, although he had always desired to have one; but he was not a student, but a teacher. He was in the military service of his country, and in the field, as in the city, was distinguished among his fellows. In the field he was a warrior, and in the city he was a philosopher. He was a Spartan hound, and he would march outward appearance, but as keen as a Spartan hound. Socrates confessed that he had never had a teacher, although he had always desired to have one; but he was not a student, but a teacher. He was in the military service of his country, and in the field, as in the city, was distinguished among his fellows. In the field he was a warrior, and in the city he was a philosopher. He was a Spartan hound, and he would march outward appearance, but as keen as a Spartan hound. Socrates confessed that he had never had a teacher, although he had always desired to have one; but he was not a student, but a teacher. He was in the military service of his country, and in the field, as in the city, was distinguished among his fellows. In the field he was a warrior, and in the city he was a philosopher. He was a Spartan hound, and he would march outward appearance, but as keen as a Spartan hound. Socrates confessed that he had never had a teacher, although he had always desired to have one; but he was not a student, but a teacher. He was in the military service of his country, and in the field, as in the city, was