

14.

5. "For just experience tells, in every soil,
That those who think must govern those that
toil;
And all that freedom's highest aims can reach
Is but to lay proportioned loads on each,
Hence, should one order disproportioned grow
Its double weight must ruin all below."
—*The Traveller*, ll. 371-376.

(i.) Write out the lines following this extract that indicate the 'order' which, in Goldsmith's opinion, was growing too powerful. Value, 3.

(ii.) *Those who think must govern those that toil.* On this Mr. Sankey remarks: "So far from 'just experience' teaching this, no nation has ever been governed by its thinkers." Mr. Stevens says: "Those who toil at manual labor have, as a rule, neither the time nor the learning requisite for the study of political or social economy."

Criticize these comments and state clearly what you consider to be Goldsmith's meaning. Value, 2.

6. Write out in full the stanzas of Gray's *Elegy* in which the following words occur:

'Cromwell.'
'The genial current of the soul.'
'E'en in our ashes live their wonted fires.'
'The long drawn aisle and fretted vault.'
Value, 4.

7. For whom to dumb Forgetfulness a prey,
This pleasing anxious being e'er resigned,
Left the warm precincts of the cheerful day,
Nor cast one longing lingering look behind?"

(i.) In what different ways may you construe 'prey'? Explain the meaning given by each construction. Value, 2.

(ii.) Explain fully the meaning of 'pleasing anxious being,' 'precincts,' and 'day.' Value, 3.

GEOGRAPHY.

1. Define Estuary, River-basin, Tropic, Neap-tide, Republic. Value, 5.

2. Explain the cause of Ocean Currents, and give the name and course of three of the most important. Value, 6.

3. Trace the Mississippi River from its source to its mouth, naming the chief tributaries from East and West, the States and chief towns bordering upon its banks, and the principal commercial products for which it affords an outlet. Value, 12.

4. Sketch that part of Europe from the Straits of Dover to the Gulf of Genoa, indicating the rivers, bays, capes, and cities of importance along the coast. Value, 12.

5. Over what railroads, across what intersecting lines of railway, and through what cities and large towns would you pass on a trip from Berlin to Amherstburg? Value, 11.

6. What and where are Ste Maurice, Scugog, Rimouski, Chignecto, Pelee, Shediac, Burrard, Roanoke, Galveston, and the Cyclades. Value, 10.

7. Locate Cape St. Lucas, Havana, Staten Island, Yapura River, Jutland, Valparaso, the Cambrian Hills, Cape Agulhas, Scilly Islands, Table Bay, Warsaw, Baikal, Tonquin, Ormuz, Loo Choo, and Zambizi. Value, 16.

CONTRIBUTORS' DEPARTMENT.

DICTATION IN COMMON SCHOOLS.

To the Editor of the SCHOOL MAGAZINE:

SIR,—Although the subject of "Dictation in Common Schools" is hardly what might have been expected to have been seen in a periodical published by a Collegiate Institute; yet, the fact that so large a number of teachers

of country and other schools read your valuable magazine, has induced me to offer a few suggestions on this very important subject.

I believe that Dictation is too little used in our schools. The variety of subjects taught to advance