college museum your dies as curiosities for succeeding generations, and to the department of numismatics any stock of medals on hand that canno; by mo ted over into honest com of the realm. Then adopt a mothod of classifying honor-men like that just introduced at Harvard University. Briefly it is as follows : Group the honormen numerically as at present, but raise the percentage of first-class to that of the average gold medallist, or higher if necessary. Then make this highest honor-nank altainable by all who can reach it. So of second-class and third-class honors. The first-class honors, of course, would represent the highest distinction conferred by the unicersity. That is, whereas the highest distinctions are now gold medals, prizes attainable by only one in each department, they would be changed to rewards within the reach of all who doserve them. We thus do away with all unhealthy rivalry and jealouc. Instead of this we have self-condition-every step upward raising ourselves, but pulling no one else down-comparing ourselves with ourselves, and aspiring to rise to the high mark placed before us. It does away also with the painful uncertainty surrounding the decisions of close personal competition. It has the further merit of costing nothing, though infinitely more valuable than our present costly system. Extended to all parts of the college course, its elevating influence would be a strensive. The tone of our colleges would improve, the motives actuating both students and professors would be higher and purer.

Apply the same p.inciple to every school in the land-and I think the country is ready for it-and the change would mark an era of decided improvement.

I anticipate a few objections ; for example :

(1) As we say, it means work, and it throws teachers upon their own resources to supply incentives to study. No true teacher will object to that. No greater benefit could be conferred upon our profession than to lay upon each one of us just this obligation. Let us welcome it, act upon it, and we shall feel as many of us have never felt the true nobility of our work.

(2) It involves radical changes; but the changes deal with radical evils. They would also be acceptable to those most interested in prizes—the students themselves, and, let us hope to the benefactors also. The advantages to the colleges cannot be questioned, and the country would hail the change with delight.

(3) Some may think this plan would check the liberality of the triends of our colleges. Doubtless it would in case of those who found scholarships through estentation, if such there are; but probably even these could be reached by higher motives. As to all other benefactors, they would only require a lucid statement of the system to guarantee a continuance of their support. Like Munroe, of New York (who within six years has established in Dalhousie College, Halifax, five regular professorships and two tutorships) they could be induced to put their money where it would do most good.

(4) If it be objected that we shall still have to depend on examinations to classify honor-mon, I reply that it would tend to leave the work of examining more in the hands of professors, where I think it should be. Huxley says: "I do not believe that any one who is not, or has not been, a teacher, is really qualified to examine advanced students." In this case a certain part of the examination might be ord. These changes, I am sure, would greatly lessen the evils complained of. The personal element being mostly eliminated in the efforts of students to rank well, there would be little danger of such class running and doubtful decisions as we have at present. Besides, the classification would not need to depend on a single examination.

(5) If any fear that inter-collegiate emulation would cease, let them remember that on the contrary the only form of emulation worth retaining would be very prominent, and the display of results in this case would not be attended with the mercenary spirit inseparable from showing a long hst of scholarships, prizes and medals to attract students into college, and again to feed their vanity on leaving. The laureation of students winning highest honors, in its significance and simplicity, would carry us back to the days when the garland of wild obve represented the highest honors bestowed on Greeian victors.

Inter-collegiate competition on such lines might safely be encouraged without bringing shame to any college or collegian. I have tried fairly to consider the main reasons usually assigned

I have tried fairly to consider the main reasons usually assigned for giving prizes, scholarships and medals, and I think I have shown some weak points in our system. The changes suggested I believe to be reasonable, practicable, and suited to all parts of our educational work.

Examination Papers.

DRAWING PAPERS.

BY W. BURNS, BA.,

Son n Kensington Certificated Art Teacher.

The questions ven will be arranged thus: 25 and 26 Freehand Pencil; 27 ar .8, Model—these can also be dono by the student in Jrayon, on se paper, to a larger scile, 29 and 30, Geometrical Drawing; 51 and 32, Perspective. In every case it is requested that the whole working be shown, and the answers lined in more heavily. As the object more especially to be attained is to prepare students for examination work, the papers should be worked as would be done at an examination, except in the matter of using books of reference. The answers are to be promptly sent to Mr. William Burns, Box 326, Brampton, and if the fee for examination of the answers for the course of ten papers (\$1.00) is enclosed, the papers will be mailed, when corrected and noted, to the student's own address, which should be annexed to each set of answers.

25. Draw a hexagon of 2 in. side. Divide each side into fifths, and on each outer two fifths construct interlacing lines to form a hexagonal rosette.

26. Draw a vertical line of 4 in. long. Divide it into five equal parts by horizontal lines. Construct a symmetrical figure of curved lines on each side of the vertical, between each horizontal line and the next lower point of intersection.

27. Give model of common lamp-glass, 3 in in height.

28. Give model of box with the lid open and upright; picture to right of spectator and below level of eye. Size, $4 \times 3 \times 2$ inches.

29. Draw a spiral of 4 turns in a circle of 3 in. diameter.

30. Construct a rectangle whose sides are 3 m. and 14 in. Reduce it to an equivalent square.

31. Give, in parallel perspective, view of a circle of 1 in. radius, also of a hexagon and an octagon of $\frac{1}{2}$ inch side.

32. Give, in parallel perspective, view of a plinth 3 in. by 2 in. by 1 in., with a square column of 1 in. sq. base and 2 m. height, surmounted by another plinth same size as the first. Height of eye, 3 in. Distance of spectator, 12 in. Pictures to left of spectator, 4 in.

EDUCATION DEPARTMENT, ONTARIO.-MID-SUMMER EXAMINATIONS, 1886.

THIRD CLASS TEACHERS.

LATIN AUTHOR.

Examiner-J. E. Hongson, M.A.

Translate into iriomatic English :

Insula natura triquetra, cujus unum latus est contra Galliam. Hujus latoris alter angulus qui est ad Cantum, quo fere omnes ex Gallia naves appelluntur, ad orientem solem, inferior ad meridiem spectat. Hoc latus pertinet circiter millia passuum quingenta. Alterum vergit ed Hispaniam atque occidentem solem, qua ex parto est Hibernia dimidio minor, ut existimatur, quam Bertannia, sed pari spatio transmissus atque ex Gallia est in Britanniam. In hoc medio cursu est insula quae appellatur Mona ; complures praeterea minores objectae insulae existimantur ; de quibus insulis nonnulli scripsetunt dies continuos xxx sub brana esso noctem. Nos nulli de eo percontationibus reperiebanus, nusi certis ex aqua mensuris breviores esse quam in continenti noctes videbannis. Hujus est longitudo lateris, ut fert illorum opinio, Septingentorum millium Tertium est contra septentriones, cui parti nulla est objecta terra , sed ejus anguli s lateris maxime ad Germaniam speciat : hoc milla passuum octingenta in longitudinem esse existimatur. Ita omnis insula est in circuitu vicies centum millium passuum. (Va'u, 20).

1. Parse fully :- triquetra, quo, dimidio, medio, dies, percontationibus, no tes (videbamus), tertium, huic, vicies. (Value 11).

2. Explain the construction of :- puri spatio, septingentorum millum, cui parti. (Value 6).

3. Distinguish :- lätus, lātus ; aller, alius ; circiter, circum ; opinio, sententia ; terra, patria. (Value 5).