

gious sanctions, has been proved—on a large scale in China—to be worthless. The most perfect speculative acquaintance with ethics goes hand in hand there with the systematic violation of the fundamental principles of ethics, with a wholesale corruption and consequent maladministration which has just led to the greatest breakdown and national humiliation of modern times. In this matter, the state cannot afford, as some innocents urge, to close its eyes, and loftily allege that it must not intrude into the domain of the parents and the church. No one proposes intrusion. All that is asked for is freedom, and freedom consistent with efficiency and completeness of the school system. The state has the right to insist on moral training as indispensable to national well-being; and as the only religious sanctions effectual with children are those acknowledged by their parents, every encouragement should be given for the application of these, consistent with the rights of others and with the maintenance in every community of well-equipped schools. As the life of every state tends to become increasingly complex, this principle may gradually lead to the grafting of various kinds of separate schools on the national system. Lovers of the fallacy of uniformity

will be alarmed at the suggestion of such a possible outlook. Their position is that as we cannot agree on the cut and colour of our clothes, all must agree to don prisons garb or go naked.

There used to be a large majority of people in this country opposed to pure secularism in education, but there is some reason to fear that the number is on the decrease. Constant agitation wearies good citizens. The people who are thrown "into a nervous or bellicose fit" by the mere mention of separate schools may try to get away from the fit by the elimination of moral and religious teaching from all schools. Perhaps, as Principal Grant suggests, this trend towards secularism may be followed by a reaction which will graft various kinds of separate schools on the national system. Either that or the American purely secular school will be sure to come.—*Canada Presbyterian*.

SCHOOL WORK.

THE HIGH SCHOOL PRIMARY.

LATIN GRAMMAR AND COMPOSITION.

Examiners: W. Dale, M.A.; J. Fletcher, M.A.; J. C. Robertson, B.A.

1. The following passage is not to be translated, but is given merely as a basis for the question that follows:—*Cæsar exposito exercitu et loco castris idoneo capto, ubi ex captivis cognovit, quo in loco hostium copiae condisissent, cohortibus decem ad mare relictis et equitibus trecentis, qui praesidio navibus essent, de tertia vigilia ad hostes contendit eo minus veritus navibus, quod in litore molli atque aperto deligatas ad ancoram relinquebat, et praesidio navibusque Quintum Atrium praefecit, Ipse noctu pro-*

gressus millia passuum circiter duodecim hostium copias conspicatus est.

Translate in Latin:

(a) While the cavalry was being landed.

(b) When (*cum*) they learned that the army had encamped.

(c) The shore was easy and clear.

(d) They leave the same cohort to guard this ship.

(e) They were hastening to the camp over which he had set Cæsar himself.

(f) On the tenth night they advance a mile.

2. Using the verbs *accipio*, *possum*, *proficiscor*, *transeo*, translate into Latin the following sentences:—

(a) They receive.

(b) It ought to be received.