

"is"; the other, by taking Leighton's suggestion and regarding the last of the four principal parts of the verbs as the perfect participle passive, not as the supine which then need hardly be mentioned at all in a primer.

Besides omitting many parts of the present primer, and making the remaining parts more really Latin, we who confine ourselves to the reading aim must also make several changes in the order of taking up the different parts of our subject. The present order, as has elsewhere been said, is

the grammatical scientific order and is the cause of the ridiculously simple and unLatin character of the exercises in most of our Latin primers. In general, accidence and syntax must be taken up side by side, and in each the verb must be introduced very much earlier than at present. Just exactly where—whether after some one of the five declensions or before them all, or whether interspersed in alternate lessons through them all—while a nice and interesting question is not one of any great importance.

RETROSPECT.*

AS the chief servant of the Canadian Institute I am asked to address you. We are a body of students, principally of mature age, who work for the love of knowledge and can scarcely be called a teaching body, though, when our studies seem to reach a noteworthy result, we embody them in papers which we read and publish, receiving in exchange the similar transactions of hundreds of other societies throughout the world. Yet we cannot but feel a warm interest in schools such as this, whence came the lads who will in years to come take the places in science we now occupy, and will occupy them, let us hope, more worthily.

We live in a revolutionary period—one in which changes happen so rapidly that they remind us of the kaleidoscope. I was reading only the other day in the Simcoe papers, just published by the Archives branch at Ottawa, that the Bishop of Quebec, visiting his diocese, went from Que-

bec through Montreal and Kingston to Niagara, returning by the Bay of Quinté. He writes, that from Montreal to Kingston there is not one church or place of worship, except one Lutheran chapel, and one, perhaps two, Presbyterian. A small church at Kingston. At Niagara, a minister but no church. He suggests good grammar schools, instead of the expensive system of education prepared by the Council (showing that as yet there was no system). Should it be thought expedient to send clergymen and a schoolmaster to Upper Canada, the Bishop of Lincoln might be consulted in the appointments. Yet this was in 1794—not a hundred years ago, and now we have over two millions of people in Upper Canada (Ontario), two hundred thousand in Toronto; schools in every hamlet—almost at every cross-roads; and three Collegiate Institutes in Toronto, besides the Upper Canada College, which is similar to them.

If we were to look at the textbooks in use in our schools and compare them with those which early in the century were introduced among us, we should find a still more startling change. There would be no

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