

The work done shows very little knowledge of the laws of perspective. Freehand work shows lack of appreciation. The work exhibits need of practice in handling colour. Attention should be directed to a right understanding of values in shading.

HISTORY

Commercial Course. For commercial students this study should of course retain its connection with and relation to general history; but commercial students should be made to understand something of the history of commerce and of industry as well.

The examiners ask that in the study of history and in history exercises generally more stress be laid upon composition, spelling, and writing. At the same time most of the examiners think there is some improvement in these matters this year.

The opinion is expressed by some of the examiners that the gravest and commonest fault of the papers is diffuseness. Lack of power of expression, inability to choose salient points, inability to place men and events in their proper historical setting, ignorance of the broad facts of national development,—these and other things are suggested to account for the diffuseness spoken of.

LATIN

Latin Grammar (Grade X.). The pupils require more careful drill in the rules of concord: e.g., in using the accusative and infinitive construction. (You promised to come—*Te venturus esse pollicitus es.*) More care should be taken in drilling in the few leading idioms required in grade 10. For the translation of “inform,” “certiorem facio” was used very seldom, and when used was often confused with “certior fio.” The attention of students should especially be drawn to the nature of the absolute construction (“postquam videns urbem” was often given as the translation of “after seeing the city.”). Teachers will note the following effort in comparison: (1) *summus*, superior,

Olympus; (2) *summus*, *summus collis*, *summus mons*.

Grade XI. The examiners recommend that much practice should be given in translation at sight. Some portions of the prescribed text might be reserved for this purpose. There should be thorough review of the grade X. forms, and drill in the different uses of the subjunctive and in the principal parts of verbs.

Regarding Latin Authors, the examiners say that the pupils should be trained throughout to follow a regular scheme of parsing. The reason for case, mood, or tense is often omitted; also the genitive (if a noun) or the principal parts (if a verb). In translating in class they think that pupils should be required to use the proper English idiom where the Latin idiom differs, e.g., in the case of the ablative absolute and the Latin subjunctive. They would urge upon teachers their opinion that the *Aeneid* should be treated as literature, careful instruction being given as to the purpose of the poem, the significance of its literary references, its figures of speech, and its legend. Syntax should be reserved for the Caesar.

ENGLISH

English Grammar. The examiners are about equally divided upon the question as to whether the fixing of a high mark has improved the character of the teaching. Nearly all the examiners observe that the candidates seem to be dependent upon the text when giving illustrations, a circumstance which suggests a weakness in the teaching. Some call attention to the fact that the candidates have an imperfect knowledge of inflections. Most of the examiners would prefer to have the work of grammatical analysis done in columns.

Composition (Grade X.). Upon the following points the examiners in this branch were in practically complete agreement: (1) That a great many of the defects in the papers are due to