

Examination Papers.

JULY EXAMINATIONS, 1885.

SECOND AND THIRD CLASS TEACHERS.
LATIN AUTHORS.

Examiner—J. E. HODGSON, M.A.

Candidates for III. take A and B; candidates for II. take B and C.

A.

Translate:

Jucundum potius, quam odiosum! Ut enim adolescentibus, bona indole præditis, sapientes senes delectantur, leviorque sit eorum senectus, qui a juventute coluntur et diliguntur: sic adolescentibus senum præceptis gaudent, quibus ad virtutum studia ducuntur. Nec minus intelligo, me vobis, quam mihi vos esse jucundos. Sed videtis, ut senectus non modo languida atque iners non sit, verum etiam sit operosa et semper agens aliquid, et moliens; tale scilicet, quale ejusque studium in superiore vita fuit. Quid, qui etiam addiscunt aliquid? ut Sælonem versibus gloriantem videmus, qui se quotidie aliquid adolescentem dicit senem fieri; ut ego feci, qui Grævas literas senex didici; quas quidem sic avidè arripui, quasi diurnam sibi explere cupiens, ut ea ipsa mihi nota essent, quibus me nunc exemplis uti videtis. Quod cum fecisse Socratem in filiis audirem, vellem equidem etiam illud (discabant enim filii- bus antiqui): sed in literis certe elaboravi.

1. Parse fully: potius, indole, sit, minus, tale, versibus, senem, cupiens, exemplis, illud.
2. Give the derivation of: adolescentibus, virtutum, atque, aliquid.
3. 'Quid, qui etiam addiscunt aliquid: vellem equidem et illud.' Supply the ellipses.
4. 'quibus uti.' Name four other verbs that govern the ablative.
5. Distinguish: coluntur, diliguntur; aliquid, aliquod; quotidie, in dies; literas, epistolas.
6. 'sed in literis certe elaboravi.' Who is the speaker? to what does he allude?

B.

Translate:

Fructus autem senectutis est, ut sæpe dixi, ante partorum honorum memoria et copia. Omnia vero, quæ secundum naturam sunt, sunt habenda in bonis. Quid est autem tam secundum naturam, quam senibus emori? quod idem contingit adolescentibus, adversante et repugnante natura.

1. Parse: ante, sunt, emori, natura.
2. 'contingit adolescentibus.' Distinguish from 'accidit adolescentibus.'
3. Omnia 'autem.' Mention two other post-positive words.

Translate: Nec vero clarorum virorum post mortem honores permanerent, si nihil eorum ipsorum animi efficerent, quo diutius memoriam sui teneremus. Mihi quidem nunquam persuaderi potuit, animos, dum in coporibus essent mortalibus, vivere; cum exissent ex iis, emori; nec vero, tum animum esse insipientem, cum ex insipienti corpore evasisset; sed cum omni admixtione corporis liberatus, purus et integer esse cõpisset, tum esse sapientem. Atque etiam, cum hominis natura morte dissolvitur, ceterarum rerum perspicuum est

quo quæque discedant; abeunt enim illuc omnia, unde orta sunt: animus autem solus nec, cum adest, nec, cum discedit, apparet. Jam vero videtis nihil esse morti tam simile, quam somnum.

4. 'si efficerent.' Why is the subjunctive used here?
5. 'quo . . . teneremus.' When is 'quo' used to denote purpose?
6. 'Mihi . . . persuaderi potuit.' State the rule for the construction.
7. 'admixtione.' Why is the ablative?
8. 'cõpisset.' When is the deponent form used?
9. 'morti simile.' Distinguish from 'mortis simile.'
10. Give an epitome of the arguments for 'Old Age.'

C.

Translate:

Juppiter angusta vix totus stabat in aede,
Inque Jovis dextra fictile fulmen erat.
Frondbus ornabant, quæ nunc Capitolia gemmis.
Pascobatque suas ipse senator oves;
Nec pudor in stipula placidam, cepisse quietem,
Et focum capiti supposuisse fuit.
Jura dabat populisposito modo prætor aratro.
Et levis argenti lamina crimen erat,
At postquam fortuna loci caput extulit hujus,
Et tetigit summos vertice Roma deos;
Creverunt et opes et opum furiosa cupido,
Et cum possikant plurima plura petunt.
Quærere ut absument, absumpta requirere certant;
Atque ipsæ vitis sunt alimenta vices.
Sic, quibus intumuit suffusa venter ab unda,
Quo plus sunt potæ, plus sitiuntur aquæ,
In pretio pretium nunc est; dat census honores,
Census amicitias; pauper ubique jacet.
Tu tamen auspiciûm si sit stipis utile quæris,
Curque juvent nostras æra vetusta manus.

1. Parse: Capitolia, capiti, medo, opum quibus.
2. 'Jura dabat.' Distinguish from 'jus dabat.'
3. 'alimenta.' What other case might have been used?
4. 'plus sitiuntur aquæ.' Supply the ellipsis.
5. Give the derivation of: Juppiter, vertice, fictile.
6. Scan the seventh couplet of the extract, giving the name of each line and marking the quantity of each syllable.
7. Express in Latin: May 6th, Sept. 24th, Dec. 3rd.
8. Give Ovid's name in full. Where and when was he born?

Correspondence.

To the Editor of the EDUCATIONAL WEEKLY.

BAD ENGLISH.

DEAR SIR,—I see by your issue of Oct. 1st that the publication of Mr. Christie's edition of "Hodgson's Errors," has stirred up the old dispute about the educational value of exercises in "False Syntax." Some slashing buffoon in the N. Y. Critic cracks his whip pretty loudly over Mr. Christie's head, and indulges in a loud guffaw at the expense of "the ingenious school teacher." The serious conclusion of the critical swashbuckler is this: "We doubt whether good English was ever taught by the compilers of bad."

If it be true that pure English cannot be taught from compilations of "twisted concords," by all means let the excited censor din his discovery into the heavy ears of dull schoolmasters, but if

his mission is to be successful he must eschew irrelevant raillery and assume at least a semblance of dignity.

At this day, should the expediency of teaching good English by means of bad English be a moot matter? Can the teacher, by the daily display of fine models of style and the patient employment of positive precepts, train his pupils, without negative admonitions, to accuracy and elegance in the writing and speaking of their mother tongue? Will "Imitate this," and "Do this," bring ripeness from crudeness, and exactness from barbarism and solecism? Or is it at times useful and even necessary to approach the tyro with "Thou shalt not"? In the domain of morals the positive and negative methods are everywhere blended. The decalogue thunders out an almost unbroken "Thou shalt not." The creed of the Great Teacher, notwithstanding the general trend of his sweet evangel, is not all positive. The preacher from the sacred desk presents enrapturing ideas of angelic purity, but if he is true to his holy calling he presents also, for the reprobation and detestation of his hearers, divers loathsome monsters of vice. Is this sound and established principle of ethical instruction to find no analogy in secular education? To teach English without "black lists" and "tabooed terms" would be as futile and as foolish as to proclaim the gospel of salvation without a warning note about "false witness" or "adultery."

The main objection to such compilations as excite the wrath of the N. Y. Critic is, that many of them contain "errors" that one never hears or sees; but the book which Mr. Christie has revised is almost wholly free from this fault. When we find in school books such delicious specimens for correction as the following we can hardly wonder at occasional outpourings of indiscriminate ridicule:—"He loves I"—"I loves reading"—"The secretary's of war report"—"This remark is founded with truth"—"Me being absent, the business was neglected." "Hodgson's Errors," however, is an invaluable text-book, and it can safely be said that the student who has thoroughly mastered it will be at least as well acquainted with the genius of English syntax as are some self-complacent critics who seem to have acquired their elegant diction by the top-sided positive method.

Yours truly,

J. E. WETHERELL.

St. Marys, Oct. 3., 1885.

To the Editor of the EDUCATIONAL WEEKLY.

DEAR SIR,—In one of the columns of your valuable journal I notice several resolutions which were adopted at the Waterloo Teachers' Association, held at Berlin. Among them is one imposing a fee of twenty-five dollars upon all candidates who present themselves for professional Third Class examinations.

I know not how this resolution may be viewed by other teachers of the Province, but in my opinion it is a selfish one and would practically shut the doors of the teaching profession in the face of many poor boys and girls. Give the poor ambitious boys and girls a chance.

Yours respectfully,

T. J. MURPHY,

Principal, Longwood School,

West Middlesex, Oct. 6, 1885.