

EDITORIAL NOTES.

WE thank the many friends of THE CANADA EDUCATIONAL MONTHLY who send to us for sample copies of this magazine, and expect that they will send us many names of new subscribers before the end of 1892. Sample copies are free.

EXAMINATIONS.

THE subject of examinations, to which we devoted considerable space in the October number of this magazine, we find, from our exchanges, is attracting much attention on the part both of the profession and the public press. We will be pleased to hear from teachers and others interested in this matter, and to publish any suggestion which may be made in connection with this important question.

TENNYSON.

INSTEAD of taking up space in referring at length to the loss sustained by the world of English letters in the removal of the poet, Lord Tennyson, we direct the attention of our readers to an article by

Prof. William Clark, Trinity, which first appeared in *The Week*. Again we recommend our readers to procure a copy of Dr. Van Dyke's book, *The Poetry of Tennyson*. This book we reviewed about two years ago and is published by the Scribners, New York.

THOUGHT-CHILDREN.

JULIA H. MAY.

As in a lively child, the mother's face
Is oft repeated ; every lineament
In greater harmony ; the colours blent
And features chisled with a finished grace
Surpassing the original ; while yet we trace
The mother's image there ; the same, yet
different ;
More beautiful, yet hers : so, I am confident,
Whenever earnest thoughts find fitting place
In other hearts, and make new thoughts arise,
To end in deeds, more grand than we could
do ;
Twixt these and those a certain semblance
lies,
Which tells their kinship — Those who
wondering view
These acts that lift our pupils to the skies,
Shall sometimes say, " They learned these
things of you." —*Education*.

SCHOOL WORK.

CLASSICS.

QUESTIONS ON CÆSAR—BOOK III.

BY PRINCIPAL STRANG, Collegiate Institute,
Goderich.

Translate chapter 4, "*Nostris primo . . . dabatur.*"

1. Parse *hoc, defessi, sanctio, constiterat.*
2. Account for the case of *viribus, defensoribus, diuturnitate, prælio, rerum*, respectively.

3. Write a brief note on the historical infinitive, illustrating your answer from this passage.

4. *Sui recipiendi.* Point out the grammatical peculiarity, and account for it, if you can.

5. *Dabatur.* Why this tense rather than *data est*?

6. *Ut videbatur.* When is *ut* usually followed by the indicative, and when by the subjunctive?