

scale, was mostly obtained through free grants from the village communes, and, occasionally, from the neighboring landlords; while the expenses are covered by very small money grants from the county and district councils (*zemstvos*). To take one province in South Russia, namely, Ekaterinoslav, we see from the biennial report just issued, that not only has almost every school an orchard and kitchen garden for the use of the schoolmaster, but that nearly one-half of the schools in the province (227 out of 504) are already in possession of small model kitchen gardens, orchards, tree plantations, or farms, at which gardening, silviculture and sericulture are regularly taught. The teaching is mostly given by the schoolmasters, who themselves receive instruction in these branches at courses voluntarily attended in the summer, or occasionally by some practical specialist in the neighborhood. The Province of Ekaterinoslav being mostly treeless, special attention is given to tree plantations, and next to silkworm culture. The aggregate area of the 227 school farms or gardens, attains 283 acres, and they contained in 1895, 111,000 fruit trees and 238,300 planted forest trees, nearly 14,000 of the former and 42,000 of the latter having been distributed free among the pupils during the same year. The money grants for these 227 gardens was very small, *i.e.*, a little over three hundred pounds (£314). Besides, over a thousand beehives are kept, partly by the schoolmasters and partly by the children; and some schools had vineyards in connection with them. This movement has widely spread over different provinces of Central Russia, where the culture of cereals dominates at the school farms; while in Caucasia attention is especially given to the silkworm culture and the culture of the vine.

CLASSICAL DEPARTMENT.

PRINCIPAL STRANG, GODERICH.

QUESTIONS BASED ON CÆSAR, BOOK II., CHAPTERS 20-28.

I.

Translate chap. 22 into good idiomatic English.

1. Construction of *natura, legionibus, opus, eventus*.
2. *ut ante demonstravimus*. What word is more commonly used than *ante* in this connection?
3. *impediretur, esset*. Account for the mood in each case.
4. Point out if you can the difference in the force of *et, que, and atque* as used in the first three lines.
5. *Hostibus resisterent*. Mention at least six other verbs that you have met with in Cæsar governing a dative instead of an accusative.

II.

Translate into good English the first sentence of Chap. 25. making at least six English sentences of it.

1. *urgeri, confertos, occisis, detracto*. Conjugate each verb.
2. *Signis collatis*. Mention any other military phrases in which *signa* is used, and give the meaning of each.
3. Construction of *impedimento, viro, nonnullos, uni*.
4. *quo — possent*. Why *quo* rather than *ut*?
5. Point out some of the special qualifications Cæsar displayed as a commander in the battle as described in the passage.

III.

Translate idiomatically:

1. *Superioribus proeliis exercitati quid fieri oporteret non minus comode ipsi sibi praescribere quam ab aliis doceri poterant*.