

cleverness of the new generation is all the more increased. But perhaps the new generation is much the same as the last. If so, how shall we account for the apparently marvellous mental progress during the two hottest summer months? Very simply. A comparison of the July and September papers will convince any one that the September examination is by far the easier. Now we certainly would not advocate abolishing the September examination, but we believe that if it were made as difficult or at least approximately as difficult as the July examination many who are not prepared for college work would be prevented from undertaking it, and from some remarks different freshmen have made of late we judge that they too believe that this would be the wiser course for the university to adopt. A covenant of *works* and not a covenant of *grace* should be the bond between the university and its aspiring matriculants.

This remark is even more applicable to the supplementary examinations in arts. No doubt it is but right that the maimed and halt and blind, either by birth or accident, should have special provisions made for them; but since all sheepskins mean the same thing to the "profanum vulgus" it is only fair to those who pass on the spring examinations that that the supplementaries should be no less thorough. And more than that, if the supplementary examinations are special privileges, those who ask for them should be willing to undergo even a more fiery trial than that of the spring. But the simple fact that one paper at the supplementary takes the place of two at the spring examination—as is often the case—shows that the two examinations are not equally difficult.

But even this is not the end. We have heard only recently of two very remarkable cases—the first, that of a student who had passed ten classes at the beginning of his second year; and the second, that of another who had passed all the classes required for a degree at the beginning of his third year. Now, on the face of it, it is evident that these gentlemen did not do justice to their classes. That they even passed was evidence of unusual ability, but surely it is a pity that the university should allow clever men to squeeze through class after class in this way. Even if the squeezing process is a necessity in the matriculation examination, the powers that be should nip it in the bud and not allow it to grow and bear fruit within the university itself. Its fruit is a tendency to neglect the detailed content of work and to make education a merely formal process of passing classes, and such fruit is a fungus-growth on the real tree of knowledge. The prevailing process in supplementary examinations has been "levelling downwards," *i.e.*, lowering the standard so as to include the weaker brethren; but we hope

that in the future the process will be "levelling upwards," *i.e.*, making the weaker brethren reach the standard or die without a sheepskin, for so long as they know that *little* is expected of them, they are unlikely to make any strenuous efforts to give *much*.

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Latin Prose Composition, by J. Fletcher, M.A., Professor of Latin, Queen's University, and J. Henderson, M.A., Principal of St. Catharines Collegiate Institute. Toronto: Copp, Clark & Co. 1894.

"This book contains two parts. Part I. consists of a concise and simple statement of the main principles of Latin syntax, with illustrations and exercises. . . . Part II. consists of exercises in continuous English, based on Cæsar (De Bell, Gall. I.-VI.,) on Livy (B. XXI. and XXII.), and on some of the common orations of Cicero."—Authors' Preface.

This division is a feature of the book. Latin composition, in any real sense, cannot be studied to advantage until the main principles of Latin syntax have been mastered. In the study of syntax, examples for practice serve their purpose best if they are short sentences, containing little but what is necessary to illustrate the point under consideration. Such are the exercises in Part I., and here the new book has a decided advantage over Bradley as a text for use in our schools. The statement of syntactical principles is concise and clear, and the illustrations well chosen. See for example the sections on the translation of *may, can, ought, must* (p. 33) and on Temporal Clauses (pp. 102-108.)

The second part deals with composition proper, and is connected with Part I. by copious references. The needs of various classes of students have been considered by basing the exercises upon the three authors mentioned above. There can be no question as to the soundness of the principle of drawing material for composition directly from the text read in the translation class. Among the manifest advantages of this plan is the unity it gives to the student's work in translation and composition, leading to a closer observation of the author's vocabulary, syntax and style, and holding up the best models for study and imitation.

The exercises in Part II. are carefully constructed. The English is idiomatic, and a searching examination which we have made of a large number of the exercises, fails to discover anything which is not drawn from the Latin text. Some of those based on Cæsar appear to be rather difficult; but it must be remembered that the ability to do them well depends directly upon the care with which the Latin text has been studied and taught; and the teacher can and should supplement them by others of his own construction, in which the special needs of his classes can receive due consideration.