

only one board for examining those applying for second-class Public School certificates—if, as it is “suggested,” one board examine candidates at intermediate examinations—then we hold that there exists a necessity as great as in either of the above cases of having the entrance examination into High Schools of a uniform character. As at present constituted, every board has a different standard; and up to the present time, boards allowing their human nature to follow where their interests lead, and on the supposition that all other boards are lenient, give themselves every latitude in the conducting of examinations. Let the present board be remodelled; let the Public School Inspector conduct the entrance examination as it is proposed he should conduct the intermediate examination. Let the papers be opened, and, if necessary, the answers closed in presence of the candidates for entrance. Let the work of the examining committee be not only to overlook the report of the local examiners, but to make the examination themselves. If, as the High School Inspectors “suggest,” the Public School Inspectors, or their substitutes (who should in no case have any connection with the schools to be examined), should be responsible for the proper conduct of the intermediate examination—if, as they further “suggest,” the answers of candidates should be sent to Toronto to be read and valued by the High School Inspectors, or sub-examiners acting under their supervision—why is there not as great necessity in the entrance as in the intermediate examination? The chief objection is that additional expense would be incurred; but if 8,000 papers can be examined for \$300, as the High School Inspectors claim, very little difficulty will arise on that score. Another objection is centralization; but I think that the benefits accruing from a uniform standard would counterbalance all objections.

5TH.—SUBJECTS OF EXAMINATION.

At the present time the only subjects entrants to High Schools are examined upon are Reading, Writing, Arithmetic, Grammar, Spelling, Geography and Composition, leaving out entirely English History, Canadian History, Natural History, Christian Morals, Chemistry and Botany. Now, Sir, although we may not all be of one mind regarding the placing of those subjects upon the programme at all; seeing that those subjects are upon the programme for the fourth class; that the fourth class examination is the standard of admission, and that teachers are compelled by regulation to devote a portion of their time to the teaching of those subjects, it seems to me that a direct premium is offered for neglecting those subjects by not preparing papers on them; and teachers who attempt to carry out the fourth class programme in its entirety are thus taken at a disadvantage, part of their time having been taken up in giving instruction in those branches on which no examination is required. A far more preferable plan, and one which would mete out justice to all, would be to give papers on all the subjects in the programme, assigning less value to a paper on a minor subject, but still sufficient to prevent injustice being done to those teachers who attempt to carry out the fourth-class Public School work in full.

I hope the Association will excuse defects in this paper, as the few thoughts it contains have been hurriedly put together during the past few days.

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