

I detest your cautious, politic person, who has an aim in view for every pleasant smile and agreeable word, and who never says an imprudent thing." Very well, my friend. How do you feel towards the crotchety, cantankerous individual, whose every word is a snarl, and every word a frown. Wouldn't it be a relief to your feelings to see him occasionally cloak his natural propensities even in the robes of policy and caution. Again another says, "It's impossible for any one teacher to possess all these qualities; it is expecting perfection from frail human nature." It may be impossible to be perfect, but it is not impossible to aim at perfection. I am not advancing all this as something delightful in theory and impossible in practice. Nor yet am I quoting something from the sage advice of the numerous school journals now issued. I am simply giving my experience, or a small part of it, for the benefit of some younger in the profession than I. I do not presume to advise or dictate to those older members of this honorable profession. With many thanks for your kind attention, I leave the subject with you to criticise as you think proper.

Examination Papers.

EDUCATION DEPARTMENT, ONTARIO.—DECEMBER EXAMINATIONS, 1885.

HIGH SCHOOL ENTRANCE.

COMPOSITION.

Examiner,—J. E. Hodgson, M.A.

1. Combine the following elements so as to form a complex sentence :—

The Strait of Gibraltar leads into the Mediterranean. The Mediterranean is a series of inland seas. These seas wash the coast of Italy. These seas wash the coast of Africa. These seas wash the coast of Syria. These seas wash the coast of Egypt.

2. Explain what is meant by the terms *direct* and *indirect* as applied to the form of speech. Give an example of each.

3. Express in words of your selection and arrangement the meaning of the following :—

(a) The boats plied busily; company after company was quickly landed, and as soon as the men touched the shore they swarmed up the steep ascent with alacrity.

(b) Vice is a monster of so frightful mien,
As, to be hated, needs but to be seen;
Yet seen too oft, familiar with her face,
We first endure, then pity, then embrace.

4. Correct the following :—

- (a) What was the future of these two boys?
- (b) He ascended up the hill.
- (c) He pulled the plant up by the roots.
- (d) The whole town may be seen sailing up the river.
- (e) Can we suppose that good blood replaces teaching?
- (f) The two boys divide the work among themselves.
- (g) His faithfulness and fidelity are unequalled.

5. Write a letter to a friend, describing your school-grounds and class-rooms.

6. Expand the following into a paragraph :—

The Hundred-Years' War had ended not only in the loss of the temporary conquests made since the time of Edward the Third, with the exception of Calais, but in the loss of the great southern province which had remained in English hands ever since the marriage of the duchess, Eleanor, to Henry the Second, and the building up of France into a far greater power than it had ever been before.

WRITING.

Examiner,—J. E. Hodgson, M.A.

1. Write the following letters and figures :—
A, B, C, H, M, O, P, S, T, W, X, Ill, qq, rms, pth, llyh, qu,
3, 6, 7, 9.
2. Write the following passage :—
"I had been often told that the rock before me was the haunt of a genius and that several had been entertained with music who had passed by it, but never heard that the musician had before made himself visible."

DRAWING

Examiner,—John Seath, B.A.

N.B.—The ruler may be used, if necessary, to draw the long horizontal lines across the paper in question No. 5, but for no other purpose.

1. On three horizontal lines, each 1 inch in length, draw three kinds of angles and name them.
2. On four horizontal lines, each 1 inch in length, draw four kinds of triangles and name them.
3. On two horizontal lines $1\frac{1}{2}$ inches apart, and each $\frac{1}{2}$ inch in length, draw a vase with the body or lower part of an oval shape 1 inch in length, and 1 inch broad at the widest part; the curves of the neck forming with the curves of the body reversed curves. Draw bands across the base of the neck and the widest part of the vase.
4. On a line $\frac{1}{2}$ inch in length, draw an octagon; within the octagon draw an eight-pointed star. Number the construction lines to show the order in which they were drawn.
5. Draw two horizontal lines across your paper $\frac{3}{4}$ inch apart, within these lines design a border composed of reversed curves.
6. On a line 1 inch in length, draw a square, within the square draw a pentagon. Number the construction lines to show the order in which they were drawn.

COUNTY OF WELLINGTON PROMOTION EXAMINATION PAPERS.—MARCH 26TH, 1886.

SPELLING.

ENTRANCE TO THIRD CLASS.

To be read slowly and distinctly, and the greatest care taken that each pupil understands every word. Each sentence to be first read in full, the pupils simply paying attention, then again slowly, the pupils writing.

1. There, between him and the sunlight, loomed a dark figure with cruel eyes.
2. The crystals have the greatest beauty and variety of form.
3. The engine-driver saw the boy on the track and whistled for him to get out of the way.
4. He knew much about beavers, rattlesnakes, and birds' eggs.
5. Father, make thy little child, kind, obedient, modest and meek.
6. The ostrich at last becomes tired out and half starved.
7. The servant sometimes deceived the elephant.
8. She cherished in her wee, cold hand a bunch of faded clover.
9. He ruffled up his black feathers, fluttered his wings, and then flew slowly across the fields.
10. Robin is dressed in orange-tawny and black and brown.
11. After they are roasted, they have to be ground to a powder.