

(1). I have no sympathy whatever with those who profess to believe the recent examination papers "altogether unsuitable," the preparers of such papers "cranks," etc. In my opinion the papers (with two or three exceptions) were all that could be desired by any reasonable teacher.

(2). The Second Class Algebra paper was too difficult, otherwise an excellent paper. Twenty per cent. should have been the pass instead of thirty-three and a third. The Grammar papers throughout, Entrance, Third and Second, were stated with too much display of learning. The chief difficulty frequently consisted in getting the meaning of the question. Such questions are quite suitable when set to university students, but not so when given to test the knowledge of Entrance candidates. The Drawing papers were good, but not suitable for those who know little or nothing about the subject; and those are perhaps three-fourths or more of the whole number of candidates. At the Entrance Examination of which I was presiding examiner, out of sixty not more than six did good work in Drawing. But, the subject is new to the teachers; they are studying it, and as their knowledge increases, the work of their pupils will improve. Keep up the standard, it is in the hands of a grand old man.

(3). For seven years I have kept the results of the Monthly examinations in this school and almost without a single exception, the results of the Departmental examinations have agreed with mine. How it will be at the present, of course, I do not know, but from experience I do not fear the result.

As to remedy, the "disturbing cause," is to a great extent political and therefore incurable so long as education is controlled by politics. A Chief-Superintendent instead of a Minister of Education, would perhaps be an effectual remedy.

V.

(1). I say emphatically that the papers were neither fair nor reasonable.

(2). The objectionable papers are Algebra, Drawing, English Grammar, English Literature and History.

The Algebra paper was altogether too long for the time, all the questions of almost equal difficulty, and if we consider the very great number of subjects require to be mastered by candidates for teacher's certificates, this paper was too difficult. It is absolutely impossible with the time at the disposal of teachers to prepare the great majority of pupils for passing such an examination paper creditably. The Drawing papers were altogether too difficult, and show clearly that the examiner was entirely unacquainted with the subject. The English Grammar papers were full of vagaries and some questions which if asked properly could be easily answered, were stated in language so ambiguous that the pupils could not define what was wanted. Any question no matter how simple the answer may be may thus be made a puzzle. This English Grammar paper set for second class candidates, is an example of pedantry on the part of the examiner not equalled in the history of education. Similar objections might be raised to the English Literature papers.

The History paper if fully answered would require a whole day instead of a couple of hours.

(3). The causes of these faults seem to be the incompetency and bad judgment of some of the examiners, and also their neglect to read and follow the prescribed regulations. A man is often appointed to prepare a paper who has made some particular subject, say Algebra a "hobby," and he naturally thinks that great proficiency in his department is the *sine qua non* of an education. He has in all probability had no experience in High School work, and moreover, the preparation of a paper should not be entrusted to the judgment of one man, without being submitted to a competent committee.

(3). That a College of Preceptors be appointed to prepare the papers for the examination of teachers. That this College of Preceptors consist of two professors from each of the four arts universities in Ontario. That these professors be men who formerly have had experience as High School teachers in Ontario, or at least men who are thoroughly conversant with the character of the work. That they submit these papers before they are sent abroad to a committee of reference consisting of the Minister of Education, the High School inspectors, and the principals of the two Normal Schools. That the head master and the county inspectors of two adjoining counties be appointed an examining board. That the county inspectors take charge of the candidates while writing as they do now, and that they along with the head master's, examine the papers in English, Mathematics and Science, and the papers in

Classics and Modern Languages be read by the other examiners. That the College of Preceptors who prepare the papers, send to the examiners solutions and answers to the questions, and general directions for the guidance of all the Boards, allowing at the same time a little latitude to the examiners. That the decisions of the local boards be subject to the Departments for confirmation or otherwise. That all appeals on the part of candidates be heard at the department by this revising committee. This method in my opinion would insure the setting of fair and at the same time difficult papers; these papers would be examined by men who are thoroughly competent, and some of the most serious objections to the present system would be removed. The advantages would far outweigh the petty objections to lack of uniformity, favoritism, etc. I shall reserve for my next a few thoughts on the entrance papers.

VI.

1. No.

2. For Second Non-professional, the Algebra, English Grammar and Prose Literature papers; for third Non-professional, English Grammar, Prose Literature and French Grammar papers; and for Entrance, Orthoëpy, Grammar, and History papers were unreasonably difficult.

3. (a). Either lack of judgment or want of care on the part of the examiner, or imperfect acquaintance with the capabilities of mind of the ordinary candidate.

(b). The appointment of a competent committee of revisers, and in the case of candidates for Non-professional certificates supplementary examinations for all who do not fail in more than two subjects.

VII.

"In reply to your communication of the 27th instant, I beg leave to say, that it is easier to find fault with examination papers than to prepare them. However, all examination questions should be asked in language with which the candidates are familiar, and which they therefore understand, and should be so framed as to test fairly their knowledge of the subject on which they are being examined. So long as text books are prescribed, the scope of the questions should not be beyond the information obtainable in these books. Some of the papers set by Messrs. Seath and Glashan presuppose a very extensive and accurate knowledge of the subjects and a premature development of the reasoning powers, and are sometimes put in language which some of the pupils do not understand. No person should be an examiner who has either directly or indirectly any interest in any book either issued or about to be issued, which treats of the subject on which the candidates are to be examined. An examiner who shows a lack of judgment in setting examination papers should not be re-appointed. Several questions of equal value should be on each paper, and the candidate should be allowed a choice, if say fifteen questions were asked, the candidate to answer ten of these.

VIII.

(1). No, in each Case.

(2). For Entrance the following papers were especially objectionable:—English Grammar, Orthography and Orthoëpy, and History. The questions in English Grammar were not clear, as for example, questions 1 and 4. The papers on Orthography, Orthoëpy and History, were entirely too difficult for ordinary Entrance Candidates. The paper on Orthography contained a list of 15 of the most difficult words in the language. The Orthoëpy paper was made up of difficult words, 4 of them being un-English. For Second Class the most objectionable papers were:—English Grammar, Prose Literature, Algebra, Chemistry, and the paper upon French and Latin Grammar, and Composition. For Third Class, I object to the English Grammar and Prose Literature.

(3). (a) Entrance Examination. I would suggest that in future the Examiner confine himself to an extract from some author without giving a list of difficult words in the Orthography paper. I see no necessity for setting a paper in Orthoëpy at this Examination.

(b). Third and Second Class Examination. The Department had no right to set a paper in Prose Literature at this Examination. I have a communication from the Department, stating distinctly that candidates would only be required to have a general acquaintance with the subject of the Essay on Macaulay as for the University.

I would suggest that in future the Examiner in Literature should