

meeting of the inspectors last summer gave a strong impulse to the machine.

Inspection, within certain limits, is indispensable, and we assume it may be helpful, but experience does not confirm the assumption. In Ontario the inspection of the secondary schools is even more unsatisfactory than in the public schools, but we have not space to deal with this part of the question in this number. We add a suggestion: seeing the inspector

so quickly loses touch with the master, the one who really carries the burden of the school-work, the one who makes or mars the school, we suggest that instead of appointing the inspector for unlimited time, that the appointment should be for a definite time, say three or five years. We invite the attention of all educationists to this proposition, and are prepared to publish contributions for or against the carrying of it into practice.

## SCHOOL WORK.

### CLASS-ROOM.

#### EDUCATION DEPARTMENT, ONTARIO.

HIGH SCHOOL ENTRANCE, 1888.

Examiners—W. H. Ballard, M.A. J. E. Hodgson, M.A.

#### LITERATURE.

NOTE.—A maximum of five marks may be allowed for neatness.

#### I.

Beside yon straggling fence that skirts the way,  
With blossomed furze *unprofitably gay*, [2]  
There, in his *noisy mansion, skilled to rule*, [2]  
The village master taught his little school.  
A man severe he was, and stern to view;  
I knew him well, and every truant knew.  
Well had the *boding* tremblers learned to trace [1]

The day's disasters in his morning face;  
Full well they laughed, with *counterfeited* glee, [2]

At all his jokes, for many a joke had he;  
Full well the *busy whisper*, circling round, [2]  
Conveyed the dismal tidings when he frowned.

Yet he was kind, or, if severe in aught,  
The love he bore to learning was in fault.  
The village all declared how much he knew—  
'Twas certain he could write, and cipher too;  
Lands he could measure, *terms and tides pre-* gte, [3]

And even the story ran—that he could gauge; [2]

In arguing too, the parson *owned his skill*, [2]  
For even though vanished, he could argue still;

While words of *learned length* and thundering sound [2]

Amazed the gazing rustics ranged around;

And still they gazed, and still the wonder grew,

That one small head could carry all he knew.

But past is all his fame. The very spot  
Where many a time he triumphed, is forgot.

1. Explain the meaning of the portions printed in italics.

2. (a) Give in your own words the sense of lines 7-12. [6]

(b) "*learned to trace*." How had they learned? "*Full well they laughed*." Why did they laugh with "*counterfeited*" glee? Why were the tidings "*dismal*?" [6]

3. What characteristics of the master are brought out in the first twelve lines and the last fourteen lines respectively? [8]

4. Point out the emphatic words in lines 6, 8, 10, 12, 18. [10]

5. Describe in your own words the "vill- age preacher." [6]

#### II.

Quote one of the following:—The Bells of Shandon; Ring Out, Wild Bells; Lead, Kindly Light. [10]

#### III.

He then took his aim with some *delibera-* tion, and the multitude awaited the event in