

Seventy-five per cent. of Second Class Geography was outside the limit.

There were questions on the Chemistry papers so difficult and so general that even practical chemists would not be able to answer them fully within the time specified.

Mr. Seath's Entrance papers were so vague and indefinite that young minds could not grasp his thoughts.

I think the "cause of the faults" is that incompetent men, devoid of judgment, have too long presumed to set papers on subjects of which they either know next to nothing or else they cannot understand what candidates of average ability ought to be able to do.

I think the only satisfactory remedy is to remove examiners who, though they have had a fair trial, persist in setting unfair papers and in ignoring the expressed opinions of the teaching profession.

XV.

(1) The papers on the whole were fair, with the exception of *a'* Mr. Seath's papers and the Algebra.

(2) All of Mr. Seath's papers are very objectionable because I think no paper should be set the questions on which are so ambiguous that both teachers and pupils are in doubt as to what he means. His Entrance papers were an outrage on common sense. The Entrance Orthography paper was much more difficult than the one in that subject for Second Class candidates. Comment is needless. If Mr. Seath is not stopped he will ruin our system. Some of the other papers, such as History and Drawing, required more time to fully answer them than was given.

(3) Every paper set should be approved by the whole central committee before it is finally adopted, and the same examiner should set all the papers on the same subject.

XVI.

The papers for Entrance were too difficult, especially those on (1) Literature, (2) Grammar, (3) History, (4) Drawing. In the first place they were too long; and, secondly, they were decidedly above the range of pupils who should be in our High Schools and would be benefitted by a High School course, but who are not likely to get there owing to the difficulty of the examination. In the teachers' examinations the following papers struck me as being altogether too difficult; when I say difficult I do not wish it to be understood that I object to a difficult paper so long as the paper requires a good, fair knowledge to answer it: (1) The Grammar; (2) Literature; (3) Algebra of both Second and Third Class; (4) Chemistry of Second Class. These papers were unreasonable because they were either obscure or else "catchy," which is the worst feature a paper can have.

The cause of the whole matter is that the examiners do not know their business. That, I think, is an obvious cause to even the most blind observer. (This last is not intended as an example of oxymoron.)

First I would propose: Let the University take the examinations in hand. We do not find such gross blundering in the University examinations, and if an examiner does make a few slips he is generally removed. Let good men and not "cranks" be appointed. No man should set a paper for entrance who has not taught in a Public School. Let the Entrance be a County examination and not a Departmental one. There will be then a uniformity, and let the papers be made out by the joint Board of Head Masters and Inspectors. There is no danger of crowding the schools. That does not pay now. Let the other examinations be in the hands of a joint board composed of University men representing the different Universities, say ten, with a chairman. Let the paper of every examiner be submitted to the Board.

XVII.

(1) No.

(2) *For Entrance.*—English Grammar was too difficult for candidates of the age of those who usually enter the High School. The standard of examination should be raised gradually, not all at once. The examination on English History demanded a knowledge of the subject more minute than could be reasonably expected of Entrance candidates. Several of the questions, both in English Grammar and History, should have been stated in simpler language. In Orthography it was too severe a test to ask for the correct spelling of a list of difficult words.

For Third Class Non Professional Certificates.—The English Grammar and English Literature examinations were too difficult; almost, if not quite, as difficult as the papers on these subjects for Second Class candidates, besides the time allowed was not sufficient to permit of full answers to all the questions. The examiner in some cases failed to make his meaning clear to the minds of the candidates. An excellent feature of the examination in Literature was its adherence to the text.

In German the examiner did not confine himself within the prescribed limits.

The papers on Writing and Book-keeping were too long for the time allotted.

For Second Class.—The Algebra was of an unusual character and much too difficult. In point of difficulty it was out of all proportion to the examination in Arithmetic, a subject of much more practical importance to the Second Class teacher.

The Euclid paper was too long.

(3) Defective judgment in expecting too much of minds not yet matured.

REMEDIES SUGGESTED.—That in future the Examining Board be composed of a number of members of the Central Committee, as at present, and an equal number appointed by the Provincial Teachers' Association at its annual meeting. That no paper be wholly prepared by any one member of the Examining Board, but that one member of the Central Committee and one of the appointed Committee act conjointly in the preparation of each paper. Of course no one should be eligible for appointment by the teachers who is connected with any school sending up candidates for examination.

Examination Papers.

EDUCATION DEPARTMENT, ONTARIO.—JULY EXAMINATIONS, 1886.

HIGH SCHOOL ENTRANCE.

LITERATURE.

Examiner—John Seath, B.A.

NOTE.—A maximum of 5 marks may be allowed for neatness.

1. Burned Marmion's swarthy cheek like fire,
And shook his very frame for ire;
And—"This to me!" he said,
"An 'twere not for thy hoary beard,
Such hand as Marmion's had not spared
To cleave the Douglas' head!
"And first, I tell thee, haughty peer,
He who does England's message here,
Alt'ough the meanest in her state,
May well, proud Angus, be thy mate:
And, Douglas, more I tell thee here,
E'en in thy pitch of pride,—
Here in thy hold, thy vassals near,
(Nay never look upon your lord,
And lay your hands upon your sword)—
I tell thee, thou'rt defied!
And if thou saidst, I am not peer
To any lord in Scotland here,
Lowland or Highland, far or near,
Lord Angus, thou hast lied!"

[a] Explain the meanings of "Burned like fire," "his very frame," "An 'twere not for thy hoary beard," "spared to cleave," "thy pitch of pride," "peer." ll. 7 and 17. (*Value*, $2 \times 7 = 14$).

[b] Arrange the words in ll. 1 and 2 in the usual order of the words in a sentence. (*Value*, 3).

[c] "This to me." Supply the words left out here and explain how Marmion came to leave them out. By means of a paraphrase express fully what this exclamation means. (*Value*, $3 \times 3 = 9$).

[d] What opinion does Marmion hold of England? Give your reasons for your answer. (*Value*, 4).

[e] To whom are ll. 14 and 15 addressed, and what did those addressed mean by their actions? (*Value*, $1 + 3$).