

There seems to have been more trouble with the Second and Third Class and Entrance papers set by Mr. Seath, in finding out their meaning than in answering them. Mr. Hodgson's questions I think were very fair, and show an intelligent knowledge of the work expected from candidates. The same may be said of Mr. McLellan and Mr. White.

The examiners whose papers have been found so much fault with, appear to be so little acquainted with Public School work in particular, that they do not know what should be expected of an Entrant whose average age is perhaps 12 or 13.

I do not object to difficult examinations, but I do object to being obliged to take pupils over so much ground in so short a time. We have not time in our High and Public Schools to teach all the subjects as thoroughly as they should be taught. There are too many Entrance Examinations in the year, one each year is enough. Then if the papers be a little difficult, the pupils may be prepared for them.

The papers at these examinations should be set by only those who are actively engaged in the profession, and afterwards submitted to a committee.

Examination Papers.

DRAWING PAPERS.

BY W. BURNS,

South Kensington Certified Art Teacher.

The questions given will be arranged thus: 9 and 10 Freehand Pencil; 11 and 12, Model—these can also be done by the student in Crayon, on coarse paper, to a larger scale; 13 and 14, Geometrical Drawing; 15 and 16, Perspective. In every case it is requested that the whole working be shown, and the answers lined in more heavily. As the object more especially to be attained is to prepare students for examination work, the papers should be worked as would be done at an examination, except in the matter of using books of reference. The answers to these are to be sent to Mr. William Burns, Box 326, Brampton, and if the fee for examination of the answers for the course of ten papers (\$1.00) is enclosed, the papers will be mailed, when corrected and noted, to the student's own address, which should be annexed to each set of answers.

9. Draw a square of 4 inches side, within it place the largest possible octagon. Join every alternate fourth point. Form these lines into interlacing bands of one quarter of an inch in width.

10. Draw two parallel horizontal lines, 5 inches long and 2 inches apart. Divide these into squares, and form within these squares bands of interlacing curved lines, to form continuous bordering.

11. Draw model of a cubical wooden block to the right of spectator, and place upon it a common basin; the top of basin to be below the level of the eye of spectator.

12. Draw model of fruit tazza, with handles on both sides.

13. On a line $2\frac{1}{2}$ inches long, construct a pentagon and a heptagon, by means of a general method applicable to all polygons.

14. Construct a true ellipse on axes of 4 inches and $1\frac{1}{2}$ inches. First, by means of arcs of circles. Second, by means of a slip of paper.

15. Give, in parallel, perspective view of a flight of 4 steps. Height of each step, 6 inches, and tread, 9 inches. Tread of upper step to be 2 feet.

16. Give perspective view, at an angle of 45 degrees, of two cubical blocks, one above the other. Lower block, 3 inches side; upper, $1\frac{1}{2}$ inch.

Dimensions of pictures 15 and 16: Height of eye, 5 inches; distance of spectator, 15 inches. The pictures to be to the right of line of sight and on the picture plane.

EDUCATION DEPARTMENT, ONTARIO.—MID-SUMMER EXAMINATIONS, 1886.

THIRD CLASS TEACHERS.

GEOGRAPHY.

Examiner—J. J. Tilley.

NOTE.—Candidates will only take 6 questions, but of these the first and sixth must be two.

Questions of equal value.

1. Mention the different causes which affect the climate of a country, and give the effect of each.

2. Account for dew, fog, rain, glaciers, icebergs, land and sea breezes.

3. Draw an outline map of the Province of Ontario, and locate (1) The Northern and Northwestern Railway System, (2) The C. P. Railway from St. Thomas to Ottawa, (3) Smiths Falls, Gravenhurst, Callander, Picton, Rice Lake, Walpole Island, Severn River, L'Orignal, Sandwich, Walkerton.

4. Where are the following, and for what are they noted in history:—Quebec, Queenston Heights, Richmond, San Salvador Island, Khartoum, Elba?

5. (i) Define: Oblate Spheroid, Zodiac, Summer Solstice, Vernal Equinox, Neap Tide, Celestial Equator.

(ii) Give the position of the Circle of Illumination at the time of the Autumnal Equinox.

(iii) What is the length of the night in the North Frigid Zone at the time of our Winter Solstice?

6. Name the principal commercial and manufacturing emporiums of Great Britain and Ireland, and state for what each is especially noted.

7. Where and what are San Juan, Juan de Fuca, Belize, Miquelon, Three L'ers, Valparaiso, Cotopaxi, Barbadoes, Hecla, Minch, Lomond, Thanet, Menni, Aran, Saone, Basle, Samarcand, Decan, Batavia, Magdala?

8. Give the form of government and the principal occupations of the people in four of the following:—France, Nova Scotia, Norway, Belgium, Scotland, Pennsylvania.

HISTORY.

Examiner—Jas. F. White.

NOTE.—Answers should be concise. Only six questions are to be attempted, of which 8 and 9 must be two.

1. Give some account of the origin, character and civilisation of the Normans. Show the chief results of their conquest of England. (Value 16).

2. What are the principal provisions of the Magna Charta and of the Habeas Corpus Act? State why, and under what circumstances each was obtained. (Value 16).

3. Show how the various races in England became fused into one nation. (Value 16).

4. Write a paper on the condition of the English working classes during the Middle Ages, and state any efforts made to alleviate their condition. (Value 16).

5. What were the chief characteristic ideas of the contending parties in the civil war of the 17th century? Describe the great effects of this war upon the liberty and social life of the people. (Value 16).

6. Show the state of affairs that led to the bringing in of the Reform Bill in the reign of William IV. State the feeling of the country towards it, and the changes it effected. (Value 16).

7. Give a concise account of literature in England under Queen Victoria, with especial reference to the life, work, and influence of Macaulay. (Value 16).

8. Give a brief history of Canada from the conquest by England to the Union in 1841. (Value 18).

9. From what sources are the Dominion and the Provincial revenues, respectively, derived, and for what purposes are they expended? (Value 18).

ARITHMETIC.

Examiner—J. C. Glashan.

Value of Questions, 16 marks each.

1. A had \$7 less than B had, and B had \$10 less than C had. A gave \$5 to B and \$12 to C. How many dollars had C more than A then?

2. One-quarter of the time which a man spent on a journey from A to T he travelled by steamboat, at an average rate of 14 miles an