

tions, or apply for admission to the Normal and Model Schools.

*Second, as to the Nature of the Questions Set.*—I am not in a position to speak with confidence of any papers save these on Mathematics, Physics, and History. Of the mathematical papers a great deal has been said. After a careful examination the conclusion I have reached is that the examiners, in the papers on Arithmetic and Algebra, were too anxious to raise the standard, and did not consider that the papers in 1891 were what the candidates would measure their strength by. The result was that when the papers of 1892 came to hand, consternation and dismay prevailed everywhere. The change was too abrupt. It is evident that the central board of examiners did not properly discharge its duties, otherwise such glaring illustrations of defective judgment would not have taken place. An effort was made by the associate examiners to remedy the evils resulting from the nature of the papers on Arithmetic and Algebra, but it has been found that only a very partial remedy was available. I would, however, suggest that now that the standard in Mathematics has been raised at least fifty per cent., that it be allowed to remain there. So long as pupils know what is expected of them, no great evil can result from maintaining a high standard for teachers' certificates and matriculation. It would involve a raising of the standard all along the line, from the Entrance Examination to the Senior Leaving, and it probably would diminish the number of candidates for

teachers' certificates, and also the attendance at our High Schools and Collegiate Institutes. This would not be an evil; but it is a standing source of just complaint that the standard fluctuates from year to year.

The papers on History were, so far as contents were concerned, fair. Something, however, may be said as to the form in which they were presented. It is doubtful if such a minute subdivision of topics and heads as characterized the Junior Leaving History paper is wise. It must tend to confuse and impede both candidate and examiner. Something must be left to the judgment of the examiners, and if an examiner knows his business he will prefer to have his judgment left untrammelled by a network of minute subdivisions. This year clearness was sacrificed by the extreme care taken to make the candidate know precisely what was demanded.

A word as to the mode of reading the examination papers. It is a pity that some better plan cannot be devised than the present one of bringing together a regiment of teachers at the hottest season of the year to read a host of papers. Notwithstanding the care taken to secure fairly accurate results, one cannot but feel that chance enters very largely as an element into the final results. Mistakes are made—sometimes serious mistakes. It is unavoidable under the present plan. And yet it is difficult to believe that County Boards would serve the purpose any better. It seems to be the choice of the least of two evils.

Yours truly,

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