

subjects of the programme is a most valuable means of laying bare the weak points of the school, and thereby putting the teacher on his guard.

The pupils should be examined in writing in each individual subject at least once a month. Whether they are to answer in only one subject, or in two or more, at one sitting, is a matter for the choice of a teacher. But occasionally they should get papers of questions on several subjects, one after another without stopping (except a short recess if necessary), in order to accustom them to the final examination. In all cases they should be obliged to attend to the following instructions:

No carelessness or hasty work is to be permitted; every paper should be written with the same care and with the same formality as if it were written for the regular yearly examination.

If a margin is not already marked off, crease a margin an inch and a half broad to the left of the paper; on this margin the numbers of the questions are to be written, with the answers opposite each.

The name of the pupil is to be written, first of all, on the top of each page—or the number only without the name, if this be the regulation. Let this be done invariably—never omitted—so that it may become a habit.

In these examinations, it will be far the better plan to put a paper of questions into the hands of each pupil. But the questions might also be written out on a blackboard. The pupils should never be asked to write down the questions from dictation, for this will weary them, and leave them little spirit to answer afterwards.

The most common cause of the errors and blunders committed at examinations is over haste, both in

perusing the questions and in working, which is not necessary, as there is generally time enough allowed.

The pupil should read each question coolly and carefully before he begins to answer it; from want of caution in this respect, a candidate often answers, not the question before him, but a different question altogether, and of course gets a cipher for his answer.

In working through a paper of arithmetical questions, the pupil should invariably take the easiest questions first, leaving the longest or most difficult for the last. If he takes the hardest or longest first he is in danger of getting puzzled over it, and then he loses heart, gets frightened and nervous, and goes wrong even in the easiest sums.

One very common fault of young candidates at an examination is to answer more than is asked. They are asked to write out six lines of poetry, and they write *twenty*, which does them no good, and gives the examiner trouble. This sometimes arises from nervousness or from not reading carefully the directions at the head of the paper; usually, however, candidates do it to show how much they know. The tendency, from whatever cause, should be rigidly repressed.

See that the pupils avoid overcrowding; that their writing be open and plain; and that they leave a good space between each answer and the next. Encourage them to use plenty of paper; and to call for more when they want it.

If a pupil makes a blunder, he must not be frightened; let him draw the pen across anything wrong, or anything that does not please him, and re-write it.

Before giving up his paper he should look carefully over all his work, to supply omissions and correct errors.

The teacher should read over the