

stand the importance of thorough preparation before proceeding to the next class. Every teacher may reasonably be expected—unless the circumstances are exceptional—to advance to the next class all the pupils of his school in two years.

Any lesson well given presupposes three conditions: a thorough knowledge of the mental state of the pupils, a complete grasp of the substance of what is to be taught, and a good method of teaching or presenting it to the class. Short of this, progress must necessarily be slow and precarious, but if these conditions are daily fulfilled, the teacher will from a short experience learn what he can accomplish in a week or a month, and be able to set his examination questions at the beginning as easily as at the close of either period. Most teachers question orally while giving a lesson, to test whether or not a communication is being effected, and to guide them in the rate at which they should proceed. But it would be a mistake to rely on this test alone. While it does for the lesson under consideration, it takes no direct notice of what has been previously taught, hence the importance of regular examinations to ascertain the retentive power of the pupils and the effectiveness of the teaching.

A month's work, seems by general consent, to afford a field large enough for an examination. On this the majority of the questions should be based, the rest being from work done before the commencement of the month in question. It is thus seen how naturally a division of the programme suggests itself, but it must not be inferred that the same division would do for all schools; for this to be possible, teachers and pupils would require to be almost alike and we know they are not. Every teacher must make his own division. An interchange of questions among teachers is highly desirable, and frequently takes place where there is a healthy interest taken in the schools. The monthly questions should cover the whole ground, and be of such a character that an average pupil could almost answer the whole paper. It would be well for every pupil to have a copy of the questions, either written by himself from the dictation of the teacher or prepared by the teacher. Ample time is necessary in order that justice may be done to slow pupils; better give too much time for answering than too little. The results should be carefully read by the teacher and all the mistakes noted and fully discussed for the benefit of the class that made them. In fact it is a good exercise to have the same questions, after discussion, given for a home or a desk exercise. "Working the old questions" is a motto of much importance, which cannot be discarded without injury to the school. When all the answers are read, the results should be tabulated and placed in a conspicuous part of the school. If reports are sent to parents, the marks obtained in each subject are an essential part of them. Teachers generally keep copies of monthly questions; these indicate the extent of the month's teaching and should never be thrown aside as useless. From them may be gained the clue to a division of the programme into parts sufficient to occupy definite periods of time.

QUESTIONS FOR PROMOTION.

BRAMPTON PROMOTION EXAMINATION.

DECEMBER, 1882.

READING.

CLASS I. TO II.

Page 58—"Henry Bell's mamma———run away and leave them." Value—100.

II. TO III.

1. Page 223—"Poor Whittington———for Dick's benefit."
2. Page 106—"A rose's brief———Would I had lov'd him more." Value—50.

III. TO IV.

Page 256—"Fine Ear" to bottom of page.
Value—50.

WRITING.

CLASS I. TO II.

Page 70—"The last stanza of "A Child's Verse."
Value—50.

II. TO III.

Page 66—"My day or night ———Although a poor blind boy.
Value—50.

III. TO IV.

Page 113—"The first three stanzas of "The Mouse's Petition."
Value—30.

SPELLING AND DICTATION.

CLASS I. TO II.

(Three marks off for each error.)

1. "Jack's hat flew off, and all his friends tease him."
"Where to climb the fence."
"Fred Hughes found a grey-bird's nest in the beech tree."
"All must hate a lying tongue."
"Great God to Thee I bend my knee."
"They saw him sprawl on the ice."
"Two dogs went to drive off the bull."
"If Keop could break loose, he would seize any one."
"Nor dare abuse the things which God has written here."
"Mr. Carp cut the pear into two halves."
2. Squirrel, ceiling, guide, whelm, yield, deign, good-bye, rogues sleigh, thieves.
Values:—1, 70; 2, 30. Total—100.

CLASS II. TO III.

(Four marks off for each error.)

1. "Regardless of the passers-by."
"The hosier agreed to challenge the Indian."
"Matronly cows were offended at the unusual salute."
"Major Fitz-warren addressed the loyal company."
"Dangers were incurred through ignorance in steering."
"The pilot's pistol alarmed the roguish elfin."
"Jenny Wren danced daintily and sang prettily."
"To desolate and mar in a moment's reckless folly."
"Matilda's meddlesome tricks did mighty mischief."
"Darwin's dog, Argus, moaned dreadfully."
2. Demurred, complaisance, descendants, wriggle, caressing fatigue, prophecy, guidance, courtseyed, ingenious."
Value:—1, 70; 2, 30. Total—100.

CLASS III. TO IV.

(Four marks off for each error.)

1. "Will you pare my pear?"
"Gazed with inexpressible pleasure."
"I see vultures, harpies, and ravens."
"Dissipated part of the mist."
"Mirza," said he "I have heard thee in thy soliloquies."
"East, for one-and-sixpence, purchased a leather paper case."
"His cherub-boy he kissed."
"Unintelligible to a foreigner."
"Tied inextricably together."
"Scene of a tragedy of more recent occurrence."
2. Pumpkin-pies, personable, ignominious, tragical, reprieved, cutlass, calibre, missiles, halliards, superciliously, coffee, digestion, shrouds, nauseous, sovereignties, epitaph, probendary, respite, wheresoe'er, apparel.
Value:—1, 40; 2, 60. Total—100.