

correct results, and the clearness (though not neatness) of the figuring. Too often, however, the candidates possess mere rote knowledge of methods, *e. g.* even when following the rules a slip in multiplication often led to an interest of several hundred pounds on the principal of £72 15s. 0d. in the 5th sum. Few students knew how to divide by 100. There was far too much rough work; the pupils should be exercised in mental arithmetic.

CONCERNING EXAMINATIONS.

It is, in these days, no use railing against examinations in general. It is the easiest thing in the world to do, because there are certain weak points about them which are generally recognized and which it is so easy to emphasize and exaggerate. Yet while these evils are well known, examinations are increasing everywhere, and are creeping into departments where they were formerly unknown. In England, for instance, do you want to enter the Army, Navy, Civil Service, Law, etc., you must undergo *examination*. Girls seeking for employment in the Post Office, etc., must sit at a competitive examination. Quite lately, the English Universities have added a preliminary examination to those already established, for children of quite elementary standing, and thousands have taken advantage of it.

Our young men of ability who want to make for themselves a position whether as Ministers, Doctors, Lawyers, Teachers etc., must be ready to submit their knowledge and intelligence to be tested,—in other words they must be *examined*.

There must, and will be examinations. How then to avoid their evils?

Clever pupils must not receive more than the share of attention at the expense of less clever ones. Surely, good teachers and watchful parents can sufficiently prevent this.

Pupils must not be *selected* for examination, so as to get high percentages of passing.

Overtime must be discouraged.