

They may be divided into the oral and written. Provision has been made for the former in the schools of this Province by law. The introduction and use of the latter in the school, has been left to the discretion of the teacher.

In the first place, let us look at some of the *advantages* attending the written examination before we undertake to determine its place.

1st. *It necessitates revision.* If a man has an examination to pass on any subject, he *reads* for it. He reads and re-reads his textbook till he knows it; and I always noticed that the men who made the leading marks in the varied examinations of university life, were the men who read—who kept revising through the whole term, and always had their term's work fresh. What the university man can do and must do for himself, the teacher should help, encourage and urge his pupils to do for themselves. The fact is there can be no real progress—no substantial advance—made in any subject, except by continued repetition, till it becomes, as it were, a very part of the “original furniture” of the pupil's own mind. It is not so much the quantity as the quality of the work done, that constitutes successful teaching and enables the pupil to know beyond all question what he professes. Frequent reviewing, then, is the keystone to successful teaching. Devote one day per week to reviewing the advance work of the week; one day per month to the reviewing of the month's work; and, at the end of three months, sum up the leading points of the work and bring them before the classes in a compact whole, and clinch it all by a written examination. But it may be asked: Cannot all this reviewing and drilling be done in schools where there are no written examinations? What has the written examination to do with it? In answer to that, I admit it *could* be done, but *will* it? Where the written examination is fixed to occur at stated intervals, I believe it to be a healthy stimulus to careful preparation; and in preparing themselves the pupils will certainly acquire *ideas* on the subjects, which it will train them in the habit of ex-

pressing clearly. In the quaint language of Locke, “he that hath ideas on any subject, and cannot give expression to them as he needs, is much the same as he that hath *no* ideas.”

Other things being equal, the best teacher is that one who is concise and precise—concise in giving all the information necessary about a subject in few words, precise in giving it accurately; and what applies to a teacher, applies with equal force to a pupil. But the ability to express concisely and precisely our ideas, comes to the majority of us only by practice; and the written examination comes in here with a power of its own to give this required ability. Further, it is the recognized test in the Normal School and University, and all higher institutions of learning in any country. Students take their class standing according to the average of their marks made on written examinations through the year. We are subjected to written examinations for our License, and, since these things are so, we cannot commence too early to familiarize our pupils with the system.

2nd. Another advantage of the written examination is to be seen in the fact that it *brings prominently before the teacher defective points in his own teaching.* When these are shewn him, he should invite his pupils to go again over the ground they have not properly understood. Sometimes, notwithstanding extreme caution, points will be passed over in class in a casual way, which, at the time of recitation, a teacher fancies his pupils know all about; yet, when they try to put their own ideas on paper, they will be found wanting. As before said, the written examination brings such matters prominently to the notice of the teacher. Perhaps I cannot do better than take an example from my own experience to illustrate what I mean.

It will be remembered that in the easy exercises at the end of chapter III. page 28, of Wormell's Geometry, a question is given, requiring the pupil to express in degrees, minutes and seconds, the angle between the hands of a watch at different times. We did these exercises in class, in a general way,