

feeble their energies, depress their spirits, and really affect their powers of work. Secondly, they are well-nigh absolute ruin to the handwriting. At the very time when boys should learn to write with care and neatness, they fall into a slovenly style of penmanship; they do not form their letters properly and they adopt a method which they probably never get rid of, and which is very unbecoming in educated people. This is mainly due to Impositions. These are generally lengthy, as I have said, and a boy is tempted to write them as fast as he can. Now I do not say that Impositions should be entirely swept away. They are, I suppose, a necessary evil. But I would suggest that the system should be modified, so that some of the evils attending them might be avoided. I would advise that, instead of setting so many lines to be written as punishment for unpunctuality, disorder, ignorance of work, some one of the following plans should be adopted. All can be in use in a school. 1st. The lesson might be said over again in play time to the Master, if the boy has failed in School hours. If the subject be mathematics, the Master himself should supervise, and see that the task is done. If it be construing, or grammar, or history etc, the Master had best question the boy as if in school hours, giving of course no marks, however well the lesson may be said. 2nd. An excellent plan is to require a certain amount of poetry to be committed to memory. Many boys, otherwise possessed of intelligence and ability, have great difficulty in learning any lesson *memoriter* and they would be benefited by such a task. Or 3rd, a boy may be ordered to write out a portion of the lesson, or a piece of dictation as neatly and correctly as possible, the Master being especially strict in refusing to accept the Imposition if carelessly written or incorrectly spelt. This again would benefit the handwriting. It is not a bad thing for the Master to suffer as well as the boy. This would check the tendency to inflict hasty, unjust, ill-considered punishment. I have heard of a school whose Master, having set an Imposition, employs one of his senior boys to look over it, and see that it is done. This is a most objectionable practice. It is done to gratify the Master's love of ease. It is pretty certain to incline him to unjust punishment, while at the same time it places the boy who is called upon to look over the Imposition in a totally false position.

If one or all of the above methods be adopted from time to time,