

be gotten to do much work, the review may well take the form of a story or talk by teacher or superintendent, illustrated by blackboard, stereopticon or pictures.

Opportunity should always be given in review for the pupil to ask questions. It is the teacher's last chance to remove misconceptions, to fill up gaps and to put things in right relation.

3. EXAMINATIONS are so much misunderstood and misused in public school and college that most teachers do not even think of their use in the Sunday school. Their function is conceived to be that merely of *testing* the pupil's knowledge. But if this were their only value, they might well be dispensed with. Any teacher can tell without them what progress his pupil has been making, what work he is prepared to do next, and so whether he deserves promotion.

The true function of the examination, like that of the review, is the organisation of the pupil's knowledge. The examination is given, not for the teacher's sake, but for the pupil's. It supplies a motive for thorough work and a stimulus to final organization, that can be secured in no other way. And if the examination questions be rightly put, they in themselves constitute points of view which almost compel a true perspective.

"The function of the examination as a test of the pupil's knowledge is not of paramount importance, but its function as *an organizing agency of knowledge* is supreme. . . . The virtue of the examination lies in its power to *force* strenuous mental effort to the task of organizing a large body of facts and principles into a coherent system. This is the standard by which examination questions should be set. They should be large and comprehensive, so formulated that they will bring out and exercise, not the memory for details, but the capacity to grasp large masses of knowl-