

Drawing, as our one means of manual training, should receive its full educating value. In designing, the possibility of future remunerative employment will arouse these young workers to excellent effort. They realize that here is work which may become the source of a livelihood and find a faculty awakening whose exercise even in a humble way gives them keen pleasure.

In conclusion, it may be said that the value of *work* should receive emphasis. Interest will inevitably flag, one cannot always have amusement, and drudgery must come and not be shirked. With this as a fundamental principle strengthened by the rule of Alfred the Great, "to take what is closest at hand and make the best of it," may not young people of the transition period receive so helpful a stimulus in intellectual pursuits as to colour their subsequent career as students to make their lives beautiful

to themselves and helpful to others? May we not, in this manner, wage so vigorous a warfare against the empire of dulness that life may be a perpetual enjoyment? This world and all its resources will offer so boundless a field for investigation and study that, with Sir Arthur Helps, our boys and girls will exclaim:—

"What! dull, when you do not know what gives its loveliness of form to the lily, its depth of colour to the violet, its fragrance to the rose; when you do not know in what consists the venom of the adder, any more than you can imitate the glad movements of the dove. What! dull, when earth, air, and water, are all alike mysteries to you, and when, as you stretch out your hand, you do not touch anything, the properties of which you have mastered. Go away, man, learn something, do something, understand something, and let me hear no more of dulness!"

SOME USES AND ABUSES OF SCHOOL EXAMINATIONS.

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LATHAM, in his work on the "Action of Examinations," says:—"If the subjects of examination are very numerous, the scholar loses singleness of purpose; he is always balancing the comparative advantages of investing his time in this branch of study or the other. Hence comes doubt, and doubt often leads to inaction—and inaction, by the way, is anything but rest; for, though the scholar may not stir, he is being pulled by conflicting claims in two or three ways at once. . . . I do not say that two such efforts would do absolute harm. More than two would usually impair the elasticity of the mind, and a series of them would cramp and enfeeble it. . . . The attempt to carry many subjects in the

mind at once is physically injurious; it results in languor and contempt for learning. . . . It is one of the drawbacks to the use of examinations in general that they tend to crush spontaneity, both in the pupil and the teacher; and this tendency is far greater when the examination is supreme and external to the teaching, than when the teaching and examining bodies are one. . . . When the examination is supreme the teacher is hampered, and feels that he is no longer an educator. . . . He is bound to prepare his pupils to pass a certain examination according to a detailed programme. We should be careful not to break down the independence of the teacher; with it will go his love of his work and his