

with the marks of the June Examinations in awarding Scholarships, Prizes, etc.

4. That the teacher be free to adopt any scheme that he may desire for the purpose of arriving at this estimate of the pupils' work during the year in each subject. The following schemes are suggested, however, by the Protestant Committee.

(a). That the school year be divided into four terms of approximately ten weeks each.

(b). That during the second half of the First Term, and during the whole of the Second and Third Terms, the first hour, or hour and a half (after the opening exercises) on Fridays be devoted to formal tests (written or otherwise).

(c). That one subject only be examined each week, and that the pupils be not informed as to the subject until, at any rate, the night before.

(d). That to prevent the pupils knowing beforehand what subjects are likely to be examined, and therefore cramming for these examinations, the subjects be not taken in the same order each term.

(e). That the written papers be valued, corrected, and returned to the pupils, and treated as ordinary compositions should be treated when returned.

(f). This will give approximately three tests in each subject during the year, the results of which may be reduced to a percentage and form the teacher's estimate.

5. As alternative schemes regular monthly tests may be held.

6. Or the results of the regular tests at Christmas and Easter, in such schools as prefer to hold examinations at these times, may be used.

Teachers, however, must avoid what may be termed over examining, and making their lives a drudgery by constant correcting of examination papers. Care in setting the examination questions, and the using of these as exercises in place of some of the written compositions, will enable teachers to avoid this effect.