

wants to thread his way through a long, confused scrawl. While good penmanship may not add much, if any, to the valuation of the work, it is undoubtedly an advantage to the candidate to make himself perfectly understood through the distinctness and system of his manuscript.

3. Candidates should not attempt to answer what they do not understand. All attempts of this kind are damaging. Answers

should be concise and to the point.

We have alluded only in general terms to the preparation requisite for County Board Examinations. The minor points we leave for candidates themselves to consider. Every teacher should know that his success must depend upon his own energy. The world has no premium to offer for negligence or incapacity. Her heroes are men of *thought* and men of *action*.

ON WRITTEN EXERCISES.

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"In what subjects are written exercises required of pupils?" is one of the questions Inspectors are required to answer in their reports to the Chief Superintendent respecting each of the schools under their care. To this question we receive various answers. Sometimes it is "none". In other cases more or less the following; Dictation, Grammar, Geography, Arithmetic, History, Chemistry, Botany, Philosophy. Without implying that the answers of teachers are not to be depended on, we are of the opinion that the information given from the Inspector's own observation is of far more value than what he has to obtain directly from the teacher. For instance, if the question were, what is the condition of the floor? the Inspector might report that it was quite clean, ~~very~~ dirty or otherwise. But when he has to report, how often is the interior of the school cleaned, and how often washed? his answer must necessarily be only second hand. And even then the quality of the cleaning is of more value than the quantity. The average of the scholars present may be taken by the Inspector at his visits. For that of those on the roll he must depend on the teacher. The number of cases in which this is given in whole numbers seems to argue a looseness of style which is not of so much consequence

as regards the value of the answer, as the unsatisfactory feeling that things are done in the most slovenly manner possible. The giving of prizes, and the use of merit cards are matters of fact. The question is not as to the number or quality of the prizes, nor their good or bad effect upon the scholars. Nor is it of the least consequence whether prizes be distributed once a year or ten times, whether the scholars be encouraged by their diligence being honestly rewarded, or discouraged by zeal or supposed unfairness in the distribution, all such information is of no value unless the prizes are given to the scholars who receive the greatest number of *merit cards*. So with Public Examinations, the question is not whether they are well attended, well conducted, or show the efficiency of the school, but whether they are held *quarterly as required by law*. In the case of Written Exercises more information is wanted. Not only has the Inspector to report whether written exercises are required, but he has to say in what subjects they are required. The idea is suggestive. Possibly at some future time, he may have to report how these exercises are performed, how often, and with what results.

Among the advantages to be derived from the practice of written exercises we may mention,