

demean his manhood and to disqualify him for the high, honorable, and responsible duties of a Public School Teacher.

To the pupils such conduct is particularly injurious. They know that whatever credit they may receive for cleverness is a sham. They know that they are deceiving their parents and guardians by *appearing* to be what they are not in *reality*. And having thus been trained to *deceive*, need we wonder if, in later years, they will practice such conduct on a larger scale. Besides this, they find out that mere surface may be made to pass for efficiency. They were considered clever at the public examination—parents, and visitors and Trustees complimented them on their efficiency—a compliment they knew they did not deserve; then why not extort compliments and applause from the public in after years by the same superficial and deceptive means?

Our next advice to the Teacher preparing for a public examination is to *practice every day* what he would wish to see his scholars do in public. A great many teachers fail in satisfying either themselves or the public, because their examinations are mere holiday exhibitions. Like David with the armour to which he was unaccustomed, neither themselves nor their pupils feel easy under the restraints which they believe to be necessary for such occasions. Had they, however, always practised every thing believed requisite to please the public and to promote the welfare of the school, their pupils would perceive no difference between public examinations and ordinary days, except the presence of visitors. The usual routine would be easily and naturally performed, the teacher would have no fear of irregularities, but every scholar, as natural and easy as a trained corps of grenadiers, would attend to every order and perform every duty.

In regard to the party who should conduct the examination there is some difference of opinion. It is held by some that

nobody but the teacher himself should examine the various classes. Others hold that they should be entirely entrusted to strangers. To the public generally the latter is the most satisfactory. There would be in this case no danger of their apprehending any thing like cramming to have been done. And if the pupils are well up in their work there need be no fear but a judicious examiner will *draw out* of them all that is necessary to do them justice. In some cases, however, it might be better for the teacher *first* to examine a class, and afterwards to allow any other persons to propose such questions as they saw fit. Scholars if not very kindly handled feel uneasy when questioned by a person with whom they are unacquainted. Not knowing his disposition, they are sometimes afraid to answer even when strongly convinced they know what to say. To remove this, any teacher taking charge of a fellow teacher's classes, should, as speedily as possible, secure their confidence, and by kindness of tone and gentleness of manner enlist their sympathies. This once done he may propose questions of any kind, and whether answered or not there will be no danger that the pupils will entirely lose confidence in themselves.

To those in the habit of attending public examinations we might also drop a hint. Some pronounce an examination a failure if a question or two is missed. Should a scholar fail to work out some problem on the black-board or give an incorrect answer, the teacher is at once charged with negligence. Now this is unfair. Every person in everything he does, must allow a certain margin for loss. It is done in business, it is done at University examinations, in fact everywhere. Then why not allow the teacher and his pupils the same indulgence?

The main feature of a public examination should be to let Trustees and visitors see in one day, as much as possible of the ordinary work of the school. Passing in