

ber of those he can answer best. In the Indian Civil Service where the competition is absolutely open, and where it is the business of the examiners to do full justice to men who have different tastes, and have been differently taught, I have been accustomed to set a paper, say of twenty questions, and require that no candidate shall take more than six. At the University of London where the curriculum of instruction is strictly defined, but where the candidates have been taught on very different systems it is usual at Matriculation to set about fifteen questions in most subjects, and to limit the answers to ten. But in a school where the teacher is himself the examiner, and where he knows exactly what has been taught, and what ought to be known, it is not desirable to set more questions than can be answered easily in the time. It is the teacher not the pupil, who should choose what questions shall be answered. As a rule it is not desirable to frame a paper of questions all at once. If the examiner relies on his memory or his general knowledge, his questions will have a family likeness, and so will probably be anticipated. If he prepares a paper by the help of a text book, he is tempted to select such questions as turn on obscure or isolated details, easy to question on, but of little real value. To avoid both these faults he should jot down in his note book from time to time any good form of question his experience in teaching suggests, so as to have a store of such questions when they are wanted.

The first requisite of a good paper is that it shall be clear and unmistakable in its meaning. All obscurity, all pit-falls and all ambiguity should be avoided, as they defeat the purpose of the examination. The next requisite is that the paper should be exactly adapted to the scholar's age and attainments. The object of the paper

should be not to hoodwink parents or the public, nor to exhibit the ignorance of the scholar by a display of your own knowledge, but to draw out his. What moral influence can a master hope to exercise over children whom he has caused to be parties to an imposture upon their parents and the public in a deceptive examination?

A good proportion of the questions in every paper should be on matters of fact and memory, and of a plain straightforward and simple character. Over and above these I should always put two or three which require a little thought to interpret, and which will give a chance to the best scholars to distinguish themselves. Let us bear in mind that a good examination when it has fulfilled its first duty as an honest scrutiny of what the pupils ought to have learned already, has also to fulfil the second purpose of shewing what you think they ought to aim at.

In estimating the answers, the ordinary arithmetical test is the fairest, and least liable to error. You determine on a maximum, say 100, to represent the highest attainable excellence. It is a good plan to distribute about ninety marks to the relative value of the questions, and reserve ten for style, neatness and finish, and general skill in arrangement. I would not tell the scholars which questions carried most marks, it is enough to tell them to select those questions which they can answer best.

As you read each answer, you should give it the mark it deserves, and not leave room for the influence of any caprice or hasty impression, if you want to mark the value of a paper as a whole. Add up the marks and see if the total appears to represent the general merits of the paper. It may happen that a scholar with a full mind has wasted his time in needlessly elaborate answers on a few questions; while an inferior scholar