

and on my way there was situated one of our public schools. The children were just gathering in the morning. As I came near the corner two sweet little girls, evidently chums, approached from different directions, and meeting at the crossing soon had their heads close together, but not so close but that I caught the conversation. One said to the other: 'Oh, I had such an awful dream last night' Her sympathizing little fellow put her head still closer and said: 'What was it?' 'Oh,' said the trembling little one. 'I dreamed I did not pass.' It is safer to allow such little ones to dream, as in my careless country boyhood I was wont to, about bears."

The protest against the abuse of school examinations has been rising from our best educators stronger and stronger for some years. Still grade examinations remain in the large majority of schools the same tyrannous and cursed nightmare that they ever were. The President was literally right in saying that it is safer to have our little ones dream about bears than to dream "I did not pass." When morning comes the bears pass from mind. They were only a dream. But no morning drives the examinations from mind until the per cent. is known. And to make the matter as bad as can be, no sooner is one examination out of the way than another one begins to appear. In many, in too many schools, it is not only one bear but a constant succession of bears from the time the child enters the first grade until he leaves the High School. Not such bears as dreams are made of, but such as haunt the days.

We have always maintained that formal written examinations have a

legitimate and proper place in education. But for at least nine-tenths of the children in our schools, the written examination in the hands of the Principal or Superintendent as a test for promotion is an unnecessary evil that cannot be abolished too quickly.

What shall take its place? For the nine-tenths of whom we speak, nothing. If the course of study is arranged with any kind of judgment, and if the teacher is at all fit for her place, every child of fair ability in her room ought to pass into the next grade at the end of the year as a matter of course and without any inquisition whatever. The child's natural growth in power and intelligence should guarantee its passage right through the course of the primary and grammar schools. At the completion of a year or grade a pupil should feel no more uneasiness or anxiety as to where he will stand at the beginning of the next year or grade than he does at the close of any Friday as to where he will stand the next Monday.

We do not mean by this that any lax or slipshod work on the pupil's part should be tolerated. Hold him to the highest standard possible. But remove the accent now placed on the end of the year or grade. Cease to recognize transition events. Regard the child's progress as an even, steady growth and not as a series of steps.

Abolish the word "pass" and the thing it signifies. If impaired health or intellect prevents a child from advancing in school as rapidly as its mates, let it drop back into a younger class. There is never need of an examination to discover such cases. They always may be known from their daily work.—*Intelligence.*

AND when the world shall link your names

With gracious lives and manners fine,
The teacher shall assert her claims,
And proudly whisper, "These were mine!"

—*Whittier.*

WHEN you come into the house, do you
bring sunshine with you?—*Gail Hamilton.*

HOWEVER things may seem, no evil thing
succeeds, and no good thing is a failure.

—*Longfellow.*