

of having a large number of the parents present on that day. The reason of this may be attributed to different defects: one of which is that the parents have not yet been enlivened with a spirit of personal interest towards the school. But the second and greater cause may be that many of the teachers still retain the old plan of conducting the examination. The parents are called in for a couple of hours to witness the cleverness of the pupil on a reading lesson, and a few set questions on which they have been specially drilled for the last couple of weeks, in order to make it appear that they are remarkably well posted in their subjects, and that the teacher has wrought a very wonderfully marked improvement in his school. The parents are not so easily deceived. They can plainly see that the teacher is trying to misrepresent his school. And it is a fact that this has so long been practiced upon the minds of the people, that it has created in them a feeling of disgust and indignation. Instead of being considered by them as a time to acquire a knowledge of the progress of their school, they look upon it only as a day set apart by the teacher to deceive them by making the school appear beyond what it really is. And certainly every honest teacher must be interested to know that such a pernicious scheme is now fast gliding out of existence. For the crafty and dishonest teacher has by this sordid device long enough shaken the courage of, and grasped from the true laborer—his fellow teacher, that respect and praise which were not his rights, and claimed them for himself when he but so little deserved them. Little progress must there have been made in a school during the quarter, if they are able to exhibit the whole of it in one short afternoon, and little could a parent judge of their standing in so short a time. It is no wonder at all, under such circumstances, that the teacher should have but a few to at-

tend his examination, nor should he be disappointed in not finding it otherwise.

I hold that examinations to be thorough and testing should occupy the last week of each quarter. But as this might not meet the approbation of the whole section, it might be well for the teacher to have the examination for at least one day, and that a part of the work be performed on paper by some of the higher classes, while some of other classes are undergoing an oral examination by the teacher, or other person that may see fit to examine them.

Having some of the higher classes to undergo a written examination in some of the subjects, would also fit them for passing the examination at the County Board for certificates. And likely the Board of Examiners would not have so many ridiculous papers to look over as they generally do at the time of examinations of teachers for certificates, had many of the young untutored candidates previously undergone a similar test, and received some instruction from his (or her) teacher, in what manner or form to give his answers.

By having the examination so carried out, the teacher is also enabled to make out and report to the parents the standing of their children in the school, and their classes, at the close of each quarter; and this I consider to be of incalculable value and essential in awakening the sleepers of the section to a spirit of interest in the school, who will ever after be his strongest supporters, and will crowd his room on the examination day.

These are a few remarks I have wished to suggest on "Conducting Quarterly Examinations." Indeed, a very little has heretofore been said on this part of the teacher's duty, and these few hints may perhaps induce some one else to take hold of the question and give us a fuller and better method of conducting them.

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