

To decide when examinations should be held, and how they should be conducted, we must keep clearly in mind what the purpose is. We will begin, then, by answering as fully as we can within our limitations, what is the purpose of examinations? In general, it is to find out how effective and thorough the work undertaken has been. Why? Because the facts, principles, power of mind in attention, judgment or reason, that are given in early lessons are necessary for the more extended work of succeeding lessons. When should this be known to the teacher? It should be known at the time its use or exercise is required. The teacher must have continually in mind a complete inventory of the pupil's stock of ideas, and a clear estimate of his intellectual power. To do this he must examine continually. He must promote them not from year to year, or from term to term, but from day to day and from lesson to lesson. If the teacher has intelligently promoted his pupil from day to day, it is the height of absurdity to suppose that his judgment cannot be trusted to promote from the last lesson of his grade to the first lesson of the grade above. If it is not done, it is because the teacher cannot teach the child as she teaches subjects. No one truth will exert a more positive influence upon the methods of teachers than that teaching the subject must be continually accompanied by careful examination of the pupil, and so that the teacher be able to estimate every night the condition and progress of every pupil in every study.

But shall we have no stated, monthly or yearly examinations? The important part of this question is whether we should not have examinations comprehending in their range more than is required in these frequent examinations of daily work. Yes, the examinations should be co-extensive with the teaching. If the daily instruction is gradually extending the view and understanding of pupils to comprehend great laws and relations; if the study of details of individual things is growing into a knowledge of general principles, it is by all means important that examinations of work be made.

But it would be a great error to make these general examinations mere aggregates of details belonging to daily examinations.

When the teacher studies the minutiae of the flower or insect with her pupil he has the object in hand, and she questions him accordingly; but when from an eminence he takes with him a grand survey of the surrounding country with streams, plains and forest, she questions him accordingly. Hence these grand surveys serve an invaluable purpose, but are no substitute for