

under such circumstances, and it is wanton torture to impose the most difficult burdens of the year. It is impossible to overvalue the possession of a good education, but if the search for it leads to an early death, to health permanently impaired, to shattered nerves or permanent mental disabilities, the price paid is entirely too high. Give the teachers and children a chance. Give them their hardest work when it can best be endured, and pursue that sensible course which will ensure us a sturdy as well as an intelligent citizenship. The doctors and the undertakers have too big a share in the results of our present educational methods.

—Prof. David Kiehle has written on the same subject and we give his article in full, in order that our teachers may be awakened to give their own views on the subject: The separating of examining from teaching is another of the absurdities into which we have fallen in these later years. To allow the process of teaching to go on for a given number of weeks or months, and then to stop short and make a thorough examination for the effects is as sensible as to feed a boy for days and weeks and at a fixed time to look him over and decide whether he has over or under eaten, whether he has assimilated his food and improved in digestive power, or whether by reason of his weakness he shall not be turned back from present high grade diet of strong meat to the low grade milk diet. So senseless a course has never been pursued in feeding the body, because it is so very plain that failure here is to the discredit of the parent in charge. He knows that the diet for to-day depends upon the results of yesterday's diet and exercise. But in education, the examination is of the child's success and not of the teacher's. If there is a failure at the end of the term or year, the responsibility is thrown upon the pupil, who must suffer not only the harm of having learned nothing for a term or more, but must make up his loss with an additional burden of discouragement in going back. I recall a visit to a class in grammar in a high school of good reputation. The boys were making bad work of their lesson; but the reason was plainly in the unskilful and mechanical presentation of the subject by the teacher. As a last resort in an effort to spur them to attention and effort she reminded them that the examination would come in a short time, and then if they failed of promotion they would have only themselves to blame. If teachers were as likely to fail of promotion as their pupils by reason of these failures in examinations we would have fewer failures and less occasion for them.