

grammar, and high schools, and adopt the certificate plan, now in successful operation in many cities and not a few colleges? Promote from one school to another, as we now promote from one class to another, from the lowest primary class through the highest high school class.

Tests should be given in a systematic manner, by the regular teacher, under the direction of the master, along the prescribed lines of work; and when the time for promotion comes, the record of this work, with the opinion of the teacher in charge, and the master, should settle the case, deciding the status of the scholar for the next school period, as is now done in all the grades of the primary, grammar, and high schools, except the highest.

I appeal to the record of promotions from class to class, in the Boston schools, for more than a quarter of a century. It is a clean record. It stands, and will forever stand, a monument of educational wisdom, unsurpassed. No better or wiser way has yet been found. On this point the school board, all school officials and teachers, and, indeed, the whole community, are agreed. Now, if this plan is good for ten years out of thirteen, why is it not good for all?

A word in regard to semi-annual, semi-monthly, or monthly examinations is in place here. If two or three of them are given in a day, or on successive days, the same objections may be fairly made to them as to the other class of examinations. They worry, wear, and confuse the pupils. There are scholars in our schools who, on examination week, are so overworked that they are ill and absent afterward. There is no question as to the standing of these pupils. They are in the first third of the division, and always pass the tests with credit.

This is a plain statement of well-

known facts. In some schools it is a crying evil. How much longer shall the imposition continue? Is there not a better way? Shall written examinations be wholly given up?

In answer to these questions, Latham says:—"Because of the widespread human frailty of laziness, some motive must be supplied to spur students to the salutary exercise of their minds. We should be glad to find such motives as sense of duty, confidence in teachers, and kindly encouragement sufficient for the occasion. Happily they are so in many instances, but they often require to be supplemented by some kind of coercion. The form in which this is most conveniently administered is that of a course of examinations so arranged as to supply constant and appropriate mental exercise."

The efficient master of the Sherwin School, Boston, has in successful operation such a course of examinations. In his school examination week and the dreaded semi-annual test no longer exist to worry and dishearten teachers and pupils. Instead of these, a test is given every Friday afternoon in the school year, varying in length from twenty minutes to an hour and a half. The papers are carefully prepared by the teachers, under general direction. If there are two or more parallel divisions of a given class, the teachers work together, each preparing a paper once in two (or more) weeks for all the divisions of the class. From three to five examinations a year are made in each of the subjects taught. The results are kept in permanent form, in appropriate books. They furnish a reliable record of individual work, and hence a proper basis for promotion.

I have for more than thirty years been looking for a satisfactory method of testing school work; a method that should be a healthy, gentle,