

Another Examination Test.

A recent number of the *New York Evening Post* gives an account of a test made recently by the Cleveland, Ohio, educational commissioners to determine whether the criticism was just that pupils who had finished the grammar school were "neither quick nor accurate in simple arithmetical computations." (One should add, of course, that in the United States a grammar school is *preparatory* to the high school). Since the result is rather striking, the extract is here presented, giving the paper and some statistics as to the examinations:

Add:		Subtract:	
1234567		9832184567	
8910		3219383574	
23456			
789101			
234			
56789			
210978		38798640209	
3456		46039	
78123			
432987			
65432			
		Divide:	
		394)26544332(

"What is 25 per cent. of \$280?"

"What is 50 per cent. of 8-9?"

"What is 33 1-3 per cent. of .015?"

"A merchant had 300 barrels of flour, of which he sold 25 per cent. at one time and 33 1-3 per cent. of the remainder at another time. How many barrels had he left?"

This examination is easy, and absolutely free from "catch" questions. Each pupil was given all the time he wanted, but was asked to hand in, on a separate sheet, each problem, as soon as he "felt sure that he had the correct answer."

Let us look at the results. One hundred and ninety-three pupils were tested, representing five schools. In the addition, the time was from one to nine minutes, eighty-six answers were right and one hundred and four wrong; in subtraction, one to three minutes, one hundred and seventy-one right and twenty wrong; in multiplication, one to seventeen minutes, twenty-three right, one hundred and sixty-eight wrong; in division, two to ten minutes, one hundred and seven right, sixty-two wrong; in percentage, one to nine minutes, one hundred and thirty right, sixty-two wrong. Of the sixty-two pupils who made errors, five gave three wrong answers, and fifty-five one wrong.

We believe also that the eighth grade in Cleveland is no exception. But any board of education which is confident that its own system is more efficient can

easily apply this identical test. We should be interested to learn the results in schools in this vicinity.

The written examination in spelling was almost as illuminating as that in arithmetic. The words were pronounced "by the regular teacher and in the usual form," so as to prevent embarrassment or confusion. The list is as follows:

drowsy	elegant	sieve
peninsula	tongue	guardian
excelled	orange	convalesce
diligence	Delaware.	hazel
measles	cholera	blamable
stirred	civilize	barbarous
alliance	anxiety	marvel
opponent	Wednesday	obliged
surviving	veteran	financial
worthy	military	navigator
annoyance	increased	business
ratio	chargeable	telegraph
dimmer	possess	collision
wrangle	imagine	seditions
opposed	patriotic	balance
control	abandon	ally
conceal	riddle	

One hundred and forty-four eighth-grade pupils from four schools were chosen to compete. The poorest paper contained thirty-six misspelled words out of a total of fifty. The only paper without an error was returned by a girl whose name should be recorded in the Hall of Fame, Ione Diggs. The whole number of misspelled words was 1,887, an average of more than thirteen for each pupil.

Is Grammar of Use.

The subject in which the grammar school, so-called, contravenes most sharply the law of the order of learning is, perhaps, grammar. For grammar, being the analytic and theoretical study of language, does not belong in the grammar school at all. The scientific classification of phenomena cannot commence until the phenomena have been assembled and made familiar. To this law of learning language is no exception. The language study proper to the grammar school is observation and acquaintance, that is, more particularly, practice in reading, speaking, composing. Nor for this is the study of grammar necessary. What is necessary is a very large amount of practice; much reading, much speaking, much composing. The only use of grammar here is a negative one, namely, to correct mistakes. And for this negative purpose the only person in the grammar school who need know grammar is the teacher. The positive, scientific study of grammar must be reserved for the high school.—*W. G. Parsons, in the April Atlantic.*