

faith in it. . . . If the programme contains eight or ten different subjects, in each of which the candidate must satisfy the examiners, the system is unwholesome in itself. Its evil effects will be intensified if the pupil perceives that his teacher is only helping him over an obstacle, which, for some unscrutable reason, he has to surmount."

The Superintendent of Cincinnati Public Schools says:—"I am wrestling with the question here (the examination of pupils for promotion). For over thirty years pupils have been promoted in these schools almost exclusively on the results of written examinations. . . . The influence on the teaching in the schools has been evil, and that continually. . . . My predecessors in this office did their best to resist and limit the narrowing and growing influence of the system. It has fostered, and almost necessitated, mechanical and stale methods of teaching."

Promotions are made in the Chicago Public Schools, from grade to grade, without "outside" examination; and to the high schools on the recommendation of the grammar school principals. Any pupils who apply for admission without the proper certificate of qualification are examined. This method was adopted years ago, and is highly satisfactory.

In Providence, substantially the same method is in operation. The superintendent says:—"I think the best way to promote pupils to the grammar and high schools is upon the combined judgment of the teacher and principal."

In St. Louis an examination is held for admission to the high school; but all pupils who are recommended by the principals of the grammar schools *are admitted*, if they *fail* in the examination. The "certificate," therefore, plays an important part in the St. Louis system.

The Superintendent of the Baltimore Public Schools writes:—"Principals should be allowed to promote without examination pupils whose conduct, attendance, and scholarship have been excellent during the year."

The Superintendent of San Francisco schools writes:—"I consider the principal, with the aid of the class teacher, best qualified to promote."

The witnesses whose testimony appears above, if I understand them, are a unit in opposition to the Boston plan of examinations by printed questions at the *end* of the primary, grammar, and high school courses. With these wise, progressive, educational experts stand an uncounted host, in solid column, opposed to the plan of "outside" examinations for promotion.

How are these tests regarded in our schools? All parties look forward to them with more or less anxiety, and many make strenuous efforts to prepare them. The result is hurry, worry, rush, cram, for weeks. By some teachers, more than the prescribed time is given for days beforehand. The ceaseless mill grinds on, in school and out. It is the one aim in all hearts.

The worst features of a ranking system are here in full force. The attempt to carry so many separate bundles of facts, at one time, along ever-diverging lines, overloads the memory, disheartens and disgusts the child. Their influence upon the teacher is even worse. He is strongly tempted to work for "marks." If he yields, he becomes a mere machine, a kind of intellectual gate-tender. We may well rejoice that English history has been taken out of the list. We can now study the record of the motherland for its own sake, and for ours as well. In view of these evils, and others that might be named, why not discontinue these examinations that are placed at the end of the primary,