

will surely make it. While, therefore, the judgment of the teacher should have a place in determining the promotion of his pupils, the liability to the deflection of that judgment, by the competition that will inevitably exist among a number of teachers of the same grade, must be met and counteracted by the use of some other device by which the desired uniformity of requirements and standard of attainments shall be secured.

The *system* is to this extent responsible for the evils, if any, that necessarily result from the use of examinations for promotion.

But, I think, it may be shown that examinations, conducted for their legitimate purposes of determining the proper classification of the pupils and of incidentally discovering defects that may exist in the methods of instruction employed by the teachers, are not in themselves an evil, but that they are a necessity and, properly and wisely conducted, a means of good. It is not denied that evil effects do very commonly result from examinations for promotion, but the evil is in their abuse, and not in the examinations themselves.

The abuse consists in making them almost the only means of determining the relative merits of the teachers, their promotion and pay, and even their continuance in position.

While they may rightly be made one of the factors in ascertaining these things, there are others that should be as carefully taken into the account. When examinations are used as the sole means of deciding the matters named, forced by the instinct of self-preservation, the teacher comes to look upon the examination as the *end* for which he is to work, and the making of *all* the pupils of his class pass the ordeal of the final examination the goal of his ambition. When this is the case, the true ends of teaching are lost sight of, and with them have gone rational methods and conscientious work. The "wares are being prepared for the market," and nothing more. It would not be difficult to conceive of a case in which, judged by true standards, it would be more to the credit of the teacher if one-third of his class should fail to pass than if *all* should pass. But under this abnormal use of examinations, in the place of teaching in the true sense of leading a pupil to the exercise, in a healthful manner, of his powers of mind and heart, there has been brought to bear the unnatural stimulus of an appeal to his pride and ambition and the still more unnatural process of cramming the